

Punjabi Parents' Perception of Punjabi as Their Children's Mother Tongue

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Abstract

This study aims to explore the value which Punjabi parents attach to their mother tongue, especially with regard to its impact on their children. Two research questions related to the possible factors for indifference, namely Punjabi's role in providing a reasonable job and educational standards reflected by the Punjabi language, were formulated. A convenient sample of 75 Punjabi parents was selected. Questionnaires, containing six independent and six dependent variables, were distributed among the participants. As the study explores the phenomenon of parents' indifference, it may be regarded as exploratory and quantitative in nature. The results indicate that the parents do not consider Punjabi to be either economically beneficial or to have positive effect on education. A certain degree of linguistic insecurity is found among parents with regard to their mother tongue.

Keywords: mother tongue, indifference, linguistic insecurity

Introduction

Mother tongue gives an individual, as well as a group, his cultural identity. It is thus a common phenomenon world over that people communicate with their young ones in their mother tongue. The mother tongue is also a source of arousing feelings of loyalty with the group. To understand this concept we may imagine a situation when a person, living among speakers of a foreign language, hears his mother tongue and instantly becomes attentive to what is being said. This is because he experiences a sentimental bond with his mother tongue. UNESCO and other international organizations have also recognized the importance of mother tongue in the upbringing and development of a child.

Looking at the relative status of various major regional languages spoken in Pakistan, Punjabi comes across as the least popular among its native speakers. Jaffrelot (2002) observes that there is not a single Punjabi newspaper in Pakistan, and there is not a single school where Punjabi is taught.

Terdiman (1985) observes that language is closely associated with realities of power and selection of a language as medium of instruction can push others to periphery in terms of status and prestige. Shah (1997) points towards the irony of the situation in Punjab (see appendix 1) as he

reports that when a resolution was moved in 1990 to make Punjabi the official language, the ruling regime showed a lukewarm interest, but when not in office, it claimed to be the champion of the Punjabi's cause. This indifference towards Punjabi is reflected in the policies as it is neither taught at the school level nor it is used as the official language in the province. In India the situation is relatively more favorable where Punjabi is one of the 22 languages with official status. One reason often stated for the better treatment of Punjabi language across the border is that it is closely associated with *Sikhism*. But this language very much existed even before the advent of the Sikh religion in the region. It is also a wrong but common perception that Punjabi can be written properly only in *Gurmukhi* script which is closely related with the Sikh religious scriptures. The fact is that the Muslims are orthographically independent who use *Shahmukhi* script for their writings. Like other modern languages, Punjabi is structurally complete. It can be adequately used for educational, official and social purposes.

Rahman (2002) argues that Punjabis have been collaborating with Mohajirs (Muslim immigrants from India in 1947) since partition to promote Urdu as a national language to block linguistic rights of other communities in order to snub further demands for rights by them. This may have contributed to the observable phenomenon that the Punjabi speakers tend to communicate with their children in Urdu, the national language, ignoring the usual role of a mother tongue. This attitude of a large group of inhabitants whose demography and power, according to Ahmed (2008), suggest that they are by no means a weak nationality or ethnic group, demand a closer study of the causes involved.

Punjabis use a typical word, *paendo*, for the person who wears orthodox villagers' guise, shows crudeness of manners and speaks in the rustic Punjabi accent. This term springs connotations to cover any undesirable person. Thus one reason for avoiding Punjabi language may be the fear that one is ultimately labeled as *paendo* and, thus, consigned to social isolation.

Consequences

Preference of Punjabi parents to use a language other than their mother tongue with their children will probably result in the process of language shift which may result not in language death but in loss of Punjabi from Pakistani side of the Punjab. Punjabi should have the role of a dominant language because of its overwhelming presence in institutions. Ayres (2008) points out that Punjabis' presence in army is as much as 80% and in federal bureaucracy 55%. Normally the shift results in the language of the minority linguistic group being replaced by that of the dominant

group; whereas, in Punjab this situation is reversed. It means that a major language has been replaced by the mother tongue of a small Urdu speaking community in the country.

Research Questions

The research questions framed are:

1. Whether or not proficiency in Punjabi language helps gain a reasonable job?
2. Whether or not the use of Punjabi language forms a favorable impression of the educational background of a person?

Objective of the Study

The study aims at:

1. Seeking answers with regard to causes of indifferent attitude of Punjabis towards their mother tongue;
2. Analyzing the causes of this attitude with a view to making explicit statements about them;
3. Suggesting steps which might bring improvement in the situation.

Literature Review

The attitude of the native Punjabis reflects a state of uneasiness that exists between Punjabis and Punjabi. Mansoor (1993) claimed that graduates of Lahore felt embarrassed to be called Punjabi speakers to the extent that they identified themselves as Urdu speakers. The literature review focuses on the circumstances which forced Punjabis to favor Urdu over their own mother tongue and to find the reasons for continuous neglect of Punjabi. Some relevant sociolinguistic concepts are also being stated.

Historical Perspective

Colonial Rulers' Linguistic Policy in the Punjab

Even during the Sikh period, Ahmad (1990), as cited in Shahzad (2010), says that, the official language in Punjab remained Persian. But, he continues, that this does not mean that the Maharaja did not like his mother tongue. In fact, he patronized Punjabi poets and centers of Punjabi poetry flourished in every nook and corner of the province. Shahzad (2010) is of the view that the English rulers did not use Punjabi as medium of instruction as they knew that by doing so literacy rate in Punjab will increase. These educated people will come to know their rights and would challenge the rule of the invaders. Ramay (1985) also endorses this view and says that the English rulers decided to adopt Urdu as medium of instruction in order to curb Punjabi resistance.

A detailed and somewhat different account of “Urduization” in Punjab is found in Kamran (n.d.). He says that throughout Muslim rule, as well as during Sikh period, official business was conducted in Persian. This language was officially abandoned by British in India in 1836 and was replaced by English language. In Punjab, however, rulers soon found out that some local terms were almost untranslatable. Urdu was recommended in this regard which found favor with Government of India and thus Urdu became the official language of Punjab.

Kamran has also mentioned Woods Despatch, which has been called the “Magna Carta of English education in India.” According to it English would be used in elitist domains of power but the vernaculars will be used in the education of people. English officers supported Urdu for educational purposes in Punjab and gave Urdu the status of vernacular in Punjab, making it the only such region in the sub-continent. Later, government adopted a job policy which favored those candidates for jobs who were proficient in Urdu. Thus Punjabis found themselves in a situation where they had no choice but to get education in Urdu for the sake of economic benefits. There is a famous proverb in Punjabi language *parhne pa ditta ay* (we have been forced to learn) which shows Punjabis’ dislike for education. This dislike has its roots in the fact that they could not understand Urdu but were forced to get their education in that medium which was almost an alien for them.

Linguistic Policies in Post-Partition Pakistan

Soon after partition, Urdu was chosen as a national language of Pakistan which was a very significant political-linguistic decision. According to Ahmad (2002) the government claimed that Urdu possessed the potential to weld country’s different ethno-linguistic groups into one nation. The situation was, however, not so simple. One cannot hope to understand linguistic scene during the early period of Pakistan without having an idea about the political maneuverings. Meyer (1976), however, senses the controversy and says that in November 1947, without any debate in the parliament, Urdu was declared to be the national language of Pakistan, ignoring all the indigenous languages. Resultantly, as Ahmed (2004) states, Bengalis launched an anti-Urdu campaign which the government suppressed brutally. Thus the seeds of hatred were sown and the harvest was ready to be cut in 1971.

Sociolinguistic Perspective

Language Attitude

Trudgill (1992) has defined language attitudes as those attitudes, ranging from very favorable to extremely unfavorable, which people

formulate with regard to different languages, dialects, accents and their speakers and which may have strong impact on language behavior and on linguistic change. It is observed that Punjabis do not consider speakers of their native language decent. Rude, rustic and ignorant are some of the attributes given to the speakers of Punjabi by their fellow speakers.

Linguistic Insecurity

Trudgill (1992) defines linguistic insecurity as a set of language attitudes in which speakers come to have negative feelings about their native variety and feel insecure about its value. This insecurity may lead them to attempt to accommodate to or acquire higher status speech forms. Meyerhoff (2006) terms the scenario as linguistic insecurity where speakers are confused, feeling that the variety they use is somehow inferior, ugly or bad. The situation in Punjab is unique in the sense that prestige status has been granted to a non-regional language, Urdu, which is used for educational purposes and in offices; whereas, all the varieties of Punjabi have a dialectal or subordinate status. This indicates linguistic insecurity of Punjabis.

Covert and Overt Prestige

Meyerhoff (2006) says that sociolinguists recognize prestige as a complex value that speakers orient to in different ways. Trudgill (1992) is of the opinion that standard words, pronunciation and grammatical forms have overt prestige and bestow high social status to their users. The term covert prestige, according to Labov (1966), who introduced it, refers to favorable connotations which nonstandard forms have for many speakers.

Meyerhoff (2006) defines overt prestige as prestige associated with a variant that people are highly aware of and which can be associated with standard and moral evaluations like being nicer and better. The term covert prestige, he says, refers to the cases where speakers' positive evaluation of a variant is genuinely hidden. About the phenomenon, Trudgill (1972) found that some speakers overtly talk about one variant as being better than another. These speakers claim to use the better form, but in fact do not. He suggested that this mismatch should be considered evidence of covert prestige. The researcher holds the view that Punjabi language enjoys covert prestige because apart from some formal situations Punjabi is used quite freely.

Diglossia

Hudson (1999) emphasizes that each individual linguistic item may have unique social distribution, but he also says that some societies have a simple arrangement, termed diglossia, in which at least one type of social restriction on items can be maintained over large-scale varieties and

not item by item. The term diglossia was introduced by Ferguson in 1959 in order to explain situation in Greece, the Arabic-speaking world, island of Haiti, etc. In all these societies, two distinct varieties are used, sufficiently distinct for lay people to call them separate languages. Of these varieties, one is used only on formal occasions and is normally called “High” (or H) or standard while the other is used by everybody under normal circumstances and is termed as “Low” (or L) or “vernacular.” Ferguson (1959) says that diglossia is a language situation involving primary dialects as well as a superposed variety of the same language in which latter is learnt formally and is used for written and formal spoken tasks.

Some writers have also used this term to cover situations which are not regarded diglossic according to this definition. Fishman (1971), for example, considers Paraguay as diglossic community, although the H and L, Spanish and Guarani, are totally unrelated.

Linguistic scene in Punjab may be described as diglossic in Fishman’s sense with Urdu being the H is unrelated to Punjabi which is the L variety. Another apparent difference between the situation here and those mentioned by Ferguson are that Urdu, the H variety, may not be learnt formally at school.

Language Maintenance, Shift and Death

According to Mesthrie and Leap (2004), language maintenance stands for the continuing use of a language in the face of competition from a regionally and socially more powerful language. The opposite of language maintenance, language shift, as described by Mesthrie and Leap, denotes replacement of one language by another as primary means of communication and socialization in a community. They further say that language death occurs if that community is the last one to use that language. Here a distinction has to be made between language death and loss. Language loss means that language shift has taken place in one of the communities speaking the language; whereas, in language death, the language is totally lost from the world.

In our scenario, if, at any stage, Punjabi language is replaced by another language, most likely with Urdu, it will be categorized as language loss and not death, since it is likely to remain in use in Indian Punjab.

Methodology

Research Design

Since the study explores the phenomenon of Punjabi parents preferring another language over their mother tongue and also that it deals with a practical situation, the research design of the study is

exploratory, applied and quantitative in nature. In order to obtain data, questionnaires were used as data collecting tools. The questionnaire (see appendix 2) was based on research questions and involved both dependent and independent variables.

Population

There was only one restriction on the selection of subjects for the purpose of research which was that the population was limited only to the Punjabi parents of school going children.

Sample

A convenient sample of 75 parents, fulfilling the population requirements, was selected. When time constraints and financial problems restrict researcher's access to the entire population, he draws on what is available and the strategy, in the words of Gall et al. (1996), is referred to as convenient sampling.

Data Collection Tool

A self-administered questionnaire in English language was used to collect data. The questionnaire comprised of close-ended or fixed choice questions. It included a total of 12 questions which were divided into two parts. Questions 1-6, representing independent variables, were the profile questions about the parent, while the questions 7-12, representing dependent variables, were formulated to collect data with regard to research questions.

Data Analysis

The research method aimed to analyze factors which cause Punjabi parents to ignore their mother tongue. Data obtained from the parents were used to calculate frequency distribution; to gather information about skewness and kurtosis; and to find associations between independent and dependent variables representing the research questions. For this reason the statistical package for social sciences (SPSS) has been used.

Distribution includes set of data on a single attribute (variable). Many of the characteristics tend to distribute normally and the shape of the normal distribution is bell shaped. If we get a different shape then we have to give justification. Normal distribution is affected by two factors; skewness and kurtosis.

Each question on the questionnaire represents a variable. I shall attempt to analyze and interpret the distribution of dependent variables with regard to skewness and kurtosis. Each dependent variable is followed

by three choices; first choice indicates negative view; second indicates neutrality; third shows positive perception of the Punjabi parents towards Punjabi.

Dependent Variable 1

Table 1: Job Opportunity due to Punjabi

Mean	1.56
Median	1.00
Mode	1
Standard Deviation	.663

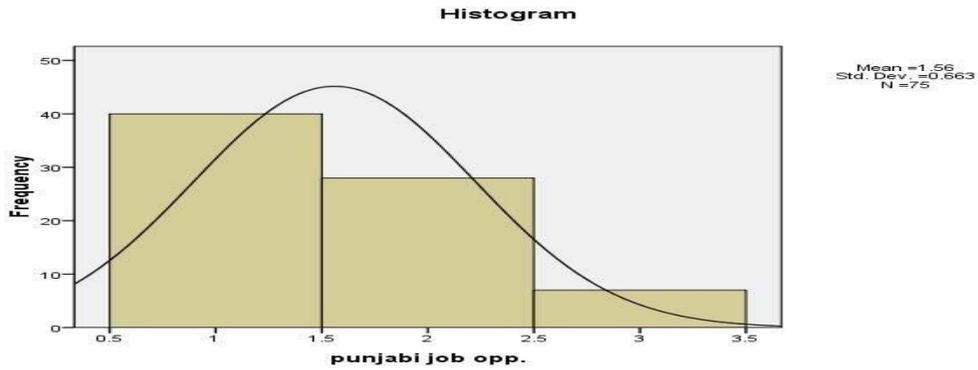


Figure 1: Histogram of Dependent Variable 1

Since the value of mean is greater than those of median and mode, the data is positively skewed. The spread of the curve will be greater on the left hand side. Majority of parents consider that there is a little chance for a reasonable job for those who are more proficient in or have a higher degree in Punjabi. In other words Punjabi language does not guarantee lucrative jobs. As for kurtosis, the ratio between mean and standard deviation suggests that curve is nearly mesokurtic.

Dependent Variable 2

Table2: Type of Job Punjabi might Provide

Mean	1.84
Median	2.00
Mode	1
Standard Deviation	.901

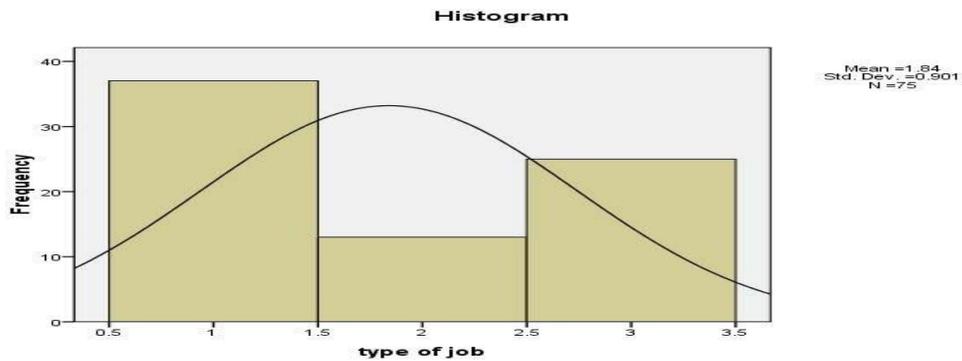


Figure 2: Histogram of Dependent Variable 2

The value of mean is greater than mode, although less than median, the data is slightly positively skewed which means that spread of the curve is on the left side. The parents favoring the 1st choice on the questionnaire are greater in number which means that in their view proficiency in Punjabi language is likely to make a person eligible for manual labor only. Since the ratio between mean and Standard deviation is about 2:1, graph can be described as platykurtic, indicating greater diversity.

Dependent Variable 3

Table 3: Chance to Get a Job Using Punjabi

Mean	1.45
Median	1.00
Mode	1
Standard Deviation	.599

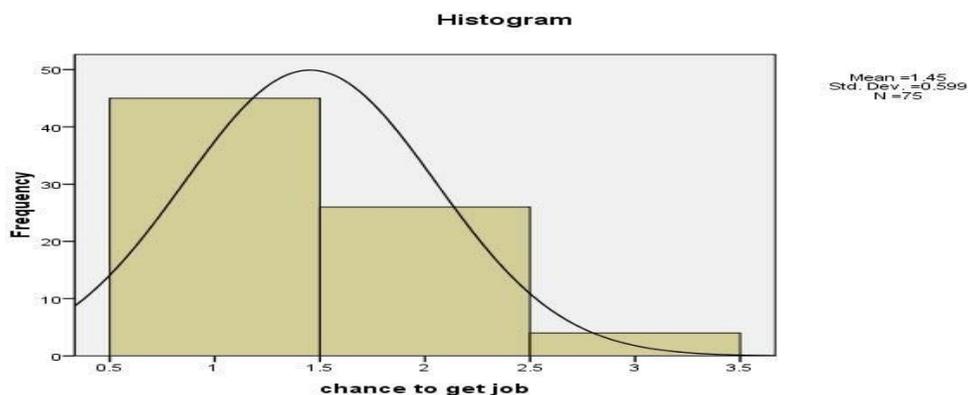


Figure 3: Histogram of Dependent Variable 3

The value of mean is greater than those of median and mode, the data is positively skewed. This means that the spread of the curve is on the left side. Parents have favored the first choice more which indicates that in their view the use of Punjabi, during job interview, is not likely to earn a job. The ratio between mean and standard deviation indicates that curve is nearly mesokurtic which means that diversity is normal.

Dependent Variable 4

Table 4: Impression Punjabi Creates on Listeners

Mean	1.83
Median	2.00
Mode	1
Standard Deviation	.778

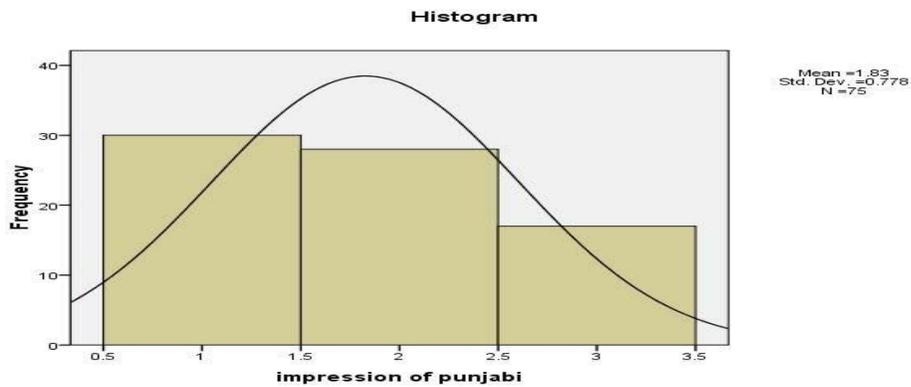


Figure 4: Histogram of Dependent Variable 4

Since the value of mean is greater than mode but less than median, the data is slightly positively skewed. The impression of majority of parents about Punjabi speakers is that they are not educated beyond intermediate level. Thus Punjabi language does not reflect that its users are highly educated. The ratio between mean and standard deviation indicates that the graph is close to being mesokurtic or normal one.

Dependent Variable 5

Table 5: Language Used by a Cultured Man

Mean	2.04
Median	2.00
Mode	2
Standard Deviation	.448

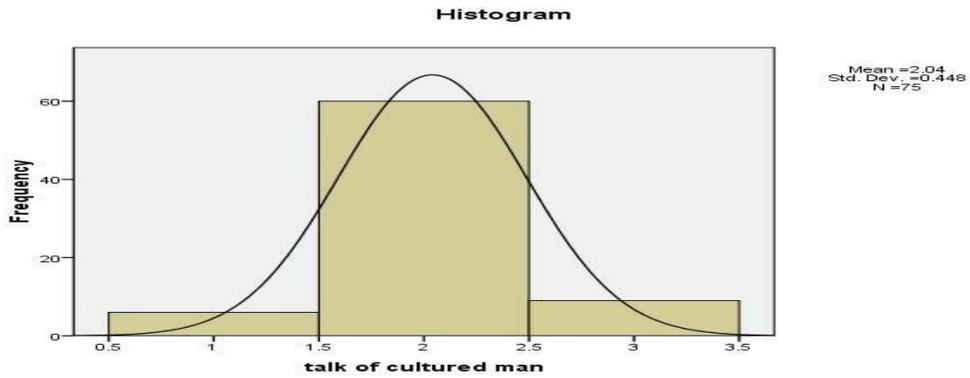


Figure 5: Histogram of Dependent Variable 5

The values of mean, median and mode are almost identical. The data is normally distributed. In the view of majority of parents, a cultured man is likely to talk mostly in both Urdu and Punjabi. The ratio between mean and standard deviation indicates that the graph is leptokurtic indicating little diversity.

Dependent Variable 6

Table 6: Poor Results due to Time Spent Outside

Mean	1.61
Median	2.00
Mode	1
Standard Deviation	.655

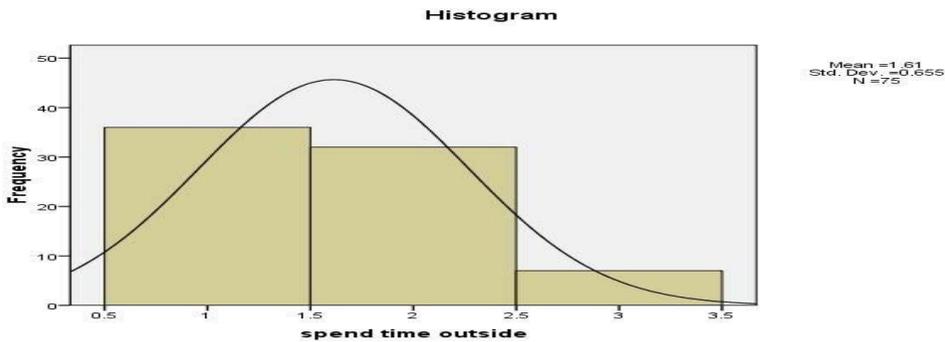


Figure 6: Histogram of Dependent Variable 6

The mean is greater than mode, although less than median, the graph is positively skewed. Majority of the parents consider that boys spend more time in mixing up with outsiders who normally speak Punjabi

and this, in turn, affects their educational progress. Punjabi, according to parents, has negative impact on education. The ratio between mean and standard deviation shows that the graph, representing data, is nearly mesokurtic or normal.

To Find Associations between Variables

In order to find associations between various variables, different combinations of independent and dependent variables are used. There are six independent and six dependent variables in the questionnaire. It was decided to use one independent variable with any one out of the three different dependent variables related to the two research questions. This means that there will be a total of 12 combinations of independent and dependent variables. In order to avoid repetition, null hypothesis has not been stated. Since all the variables in the questionnaire represent nominal level of measurement, cross tabulation has been used to see the significance of association between them. The results have been obtained by using SPSS.

Nature of Job and Job Opportunity due to Punjabi (IV 1 and DV 1)

- 1) Problem Statement: Is there any association between nature of job and job opportunity due to Punjabi?

Table 7: Chi-Square Tests based on Cross Tabulation Results for Job Opportunity due to Punjabi and Nature of Job

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.549 ^a	6	.603
Likelihood Ratio	6.039	6	.419
Linear-by-Linear Association	.001	1	.978
N of Valid Cases	75		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .84.

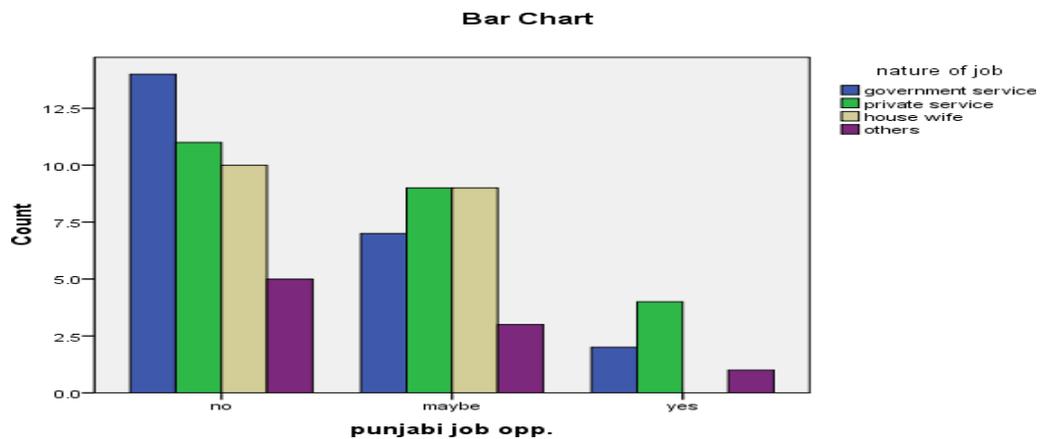


Figure7: Bar Chart for Job Opportunity due to Punjabi and Nature of Job

- 2) Findings: Cross tabulation shows that there is significant association between nature of job and Punjabi job opportunity (chi sq. = 4.55, sig. = .60). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Whatever the nature of job may be, parents seem convinced that Punjabi is not likely to provide job opportunities.

Nature of Job and Talk of a Cultured Man (IV 1 and DV 5)

- 1) Problem Statement: Is there any association between nature of job and talk of a cultured man?

Table 8: Chi-Square Tests based on Cross Tabulation Results for Talk of Cultured Man and Nature of Job

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.797 ^a	6	.032
Likelihood Ratio	16.194	6	.013
Linear-by-Linear Association	.161	1	.689
N of Valid Cases	75		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .72.

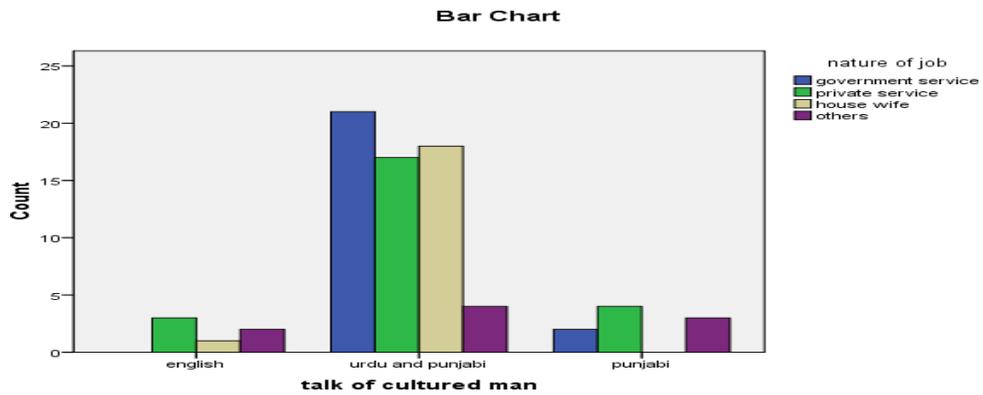


Figure 8: Bar Chart for Talk of Cultured Man and Nature of Job

- 2) Findings: Cross tabulation shows that there is significant association between nature of job and talk of cultured man (chi sq. =13.79, sig. = .03). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Parents expect that a Punjabi educated person will talk both in Urdu and Punjabi.

Parent Sex and Type of Job (IV 2 and DV 2)

- 1) Problem statement: Is there any association between parent sex and type of job?

Table 9: Chi-Square Tests Based on Cross Tabulation Results for Type of Job and Parent Sex

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.774 ^a	2	.679
Likelihood Ratio	.777	2	.678
Linear-by-Linear Association	.763	1	.382
N of Valid Cases	75		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.07.

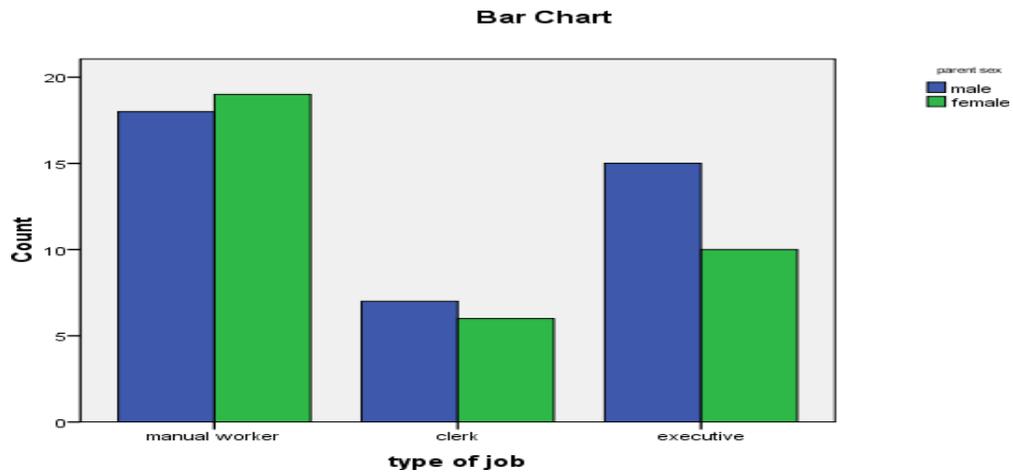


Figure 9: Bar Chart for Type of Job and Parent Sex

2. Findings: Cross tabulation shows that there is significant association between parent sex and type of job (chi sq. = .77, sig. = .68). Null hypothesis claiming no significant association between parent sex and type of job is, therefore, rejected.
3. Conclusion: Parents of both sexes consider that those proficient in Punjabi are suitable for appointment as manual workers only.

Parent Sex and Impression of Punjabi (IV 2 and DV 4)

- 1) Problem statement: Is there any association between parent sex and impression of Punjabi?

Table 10: Chi-Square Tests Based on Cross Tabulation Results for Impression of Punjabi and Parent Sex

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.420 ^a	2	.492
Likelihood Ratio	1.435	2	.488
Linear-by-Linear Association	1.371	1	.242
N of Valid Cases	75		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.93.

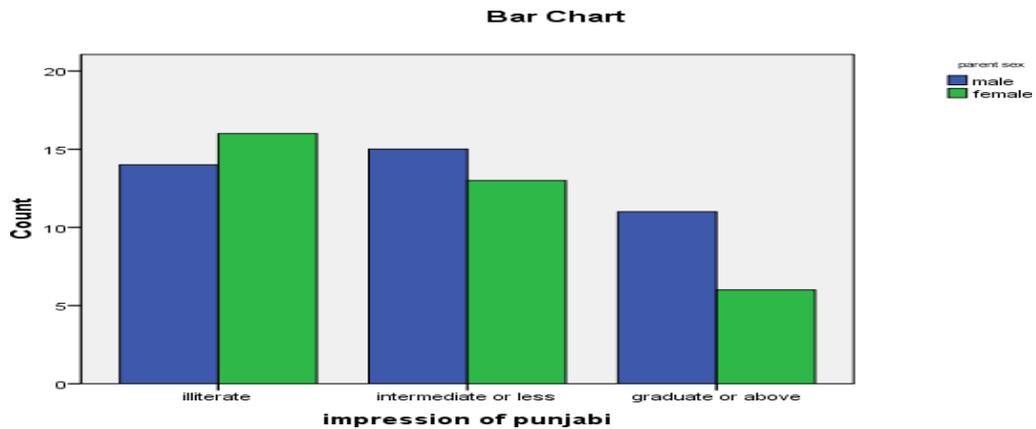


Figure 10: Bar Chart for Impression of Punjabi and Parent Sex

2. Findings: Cross tabulation shows that there is significant association between parent sex and impression of Punjabi (chi sq. =1.42, sig. = .49). Null hypothesis claiming no significant association between parent sex and impression of Punjabi is, therefore, rejected.
3. Conclusion: Parents, especially housewives, do not consider Punjabi users to be highly educated.

Parent Age and Chance to Get Job (IV 3 and DV 3)

- 1) Problem statement: Is there any association between parent age and chance to get job?

Table 11: Chi-Square Tests Based on Cross Tabulation Results for Chance to Get Job and Parent Age

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.111 ^a	4	.088
Likelihood Ratio	8.715	4	.069
Linear-by-Linear Association	.246	1	.620
N of Valid Cases	75		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .59.

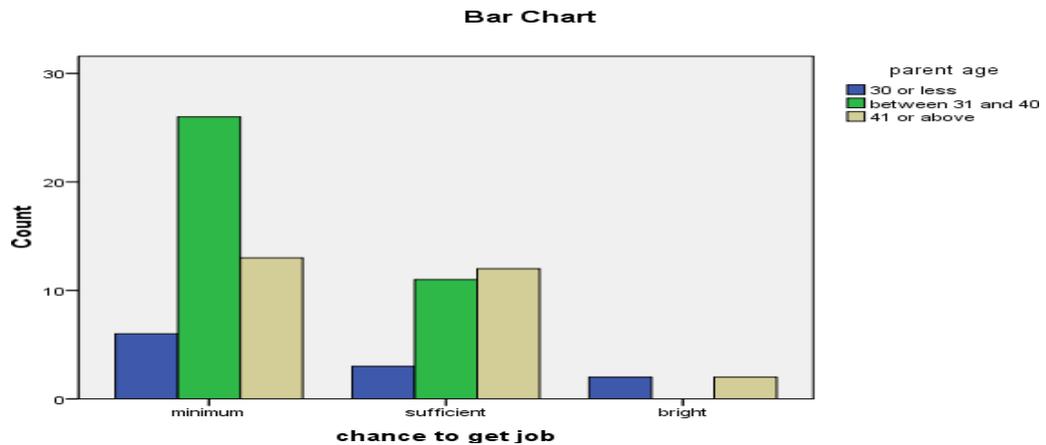


Figure 11: Bar Chart for Chance to Get Job and Parent Age

- 2) Findings: Cross tabulation shows that there is significant association between parent age and type of job (chi sq. = 8.11, sig. = .1). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Parents, especially of mature age, are of the opinion that there are minimum chances that Punjabi can be used effectively to gain a job.

Parent Age and Talk of a Cultured Man (IV 3 and DV 5)

- 1) Problem statement: Is there any association between parent age and talk of a cultured man?

Table 12: Chi-Square Tests Based on Cross Tabulation Results for Talk of Cultured Man and Parent Age

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.636 ^a	4	.620
Likelihood Ratio	3.816	4	.432
Linear-by-Linear Association	1.623	1	.203
N of Valid Cases	75		

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .88.

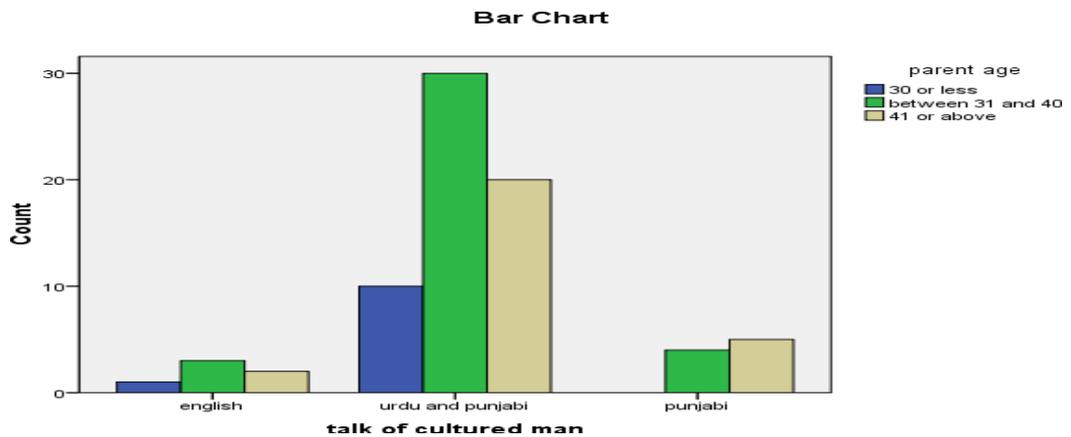


Figure 12: Bar Chart for Talk of Cultured Man and Parent Age

- 2) Findings: Cross tabulation shows that there is significant association between parent age and talk of a cultured man (chi sq. = 2.64, sig. = .62). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Parents of all age groups expect an educated Punjabi person to talk in both Urdu and Punjabi.

Parent Qualification and Job Opportunity Punjabi due to (IV 4 and DV 1)

- 1) Problem statement: Is there any association between parent qualification and job opportunity due to Punjabi?

Table 13: Chi-Square Tests Based on Cross Tabulation Results for Job Opportunity due to Punjabi and Parent Qualification

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.853 ^a	6	.249
Likelihood Ratio	7.388	6	.286
Linear-by-Linear Association	.291	1	.590
N of Valid Cases	75		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .84.

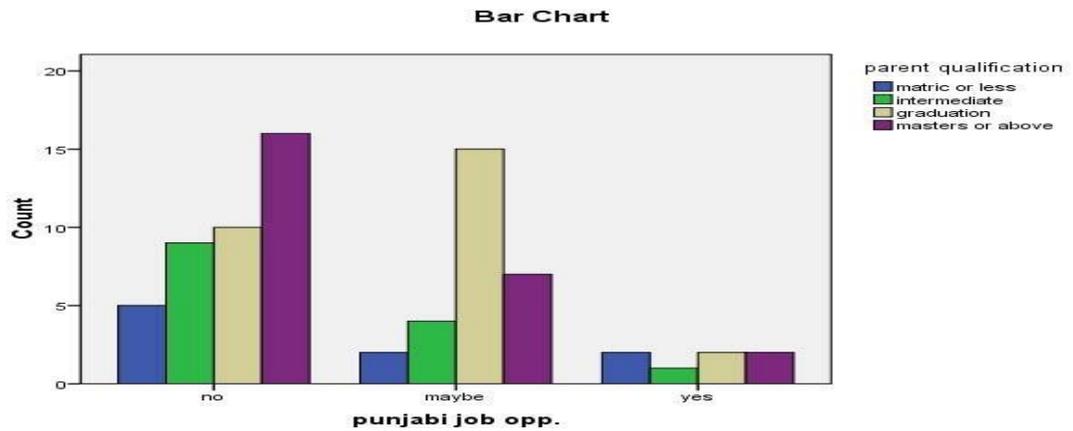


Figure 13: Bar Chart for Job Opportunity due to Punjabi and Parent Qualification

- 2) Findings: Cross tabulation shows that there is significant association between parent qualification and job opportunities due to Punjabi (chi sq. = 7.85, sig. = .25). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Parents do not seem to trust the idea that there are much job opportunities for those educated in Punjabi.

Parent Qualification and Time Spent Outside (IV 4 and DV 6)

- 1) Problem statement: Is there any association between parent qualification and time spent outside?

Table 14: Chi-Square Tests based on Cross Tabulation Results for Time Spent Outside and Parent Qualification

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.707 ^a	6	.582
Likelihood Ratio	5.584	6	.471
Linear-by-Linear Association	.003	1	.959
N of Valid Cases	75		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .84.

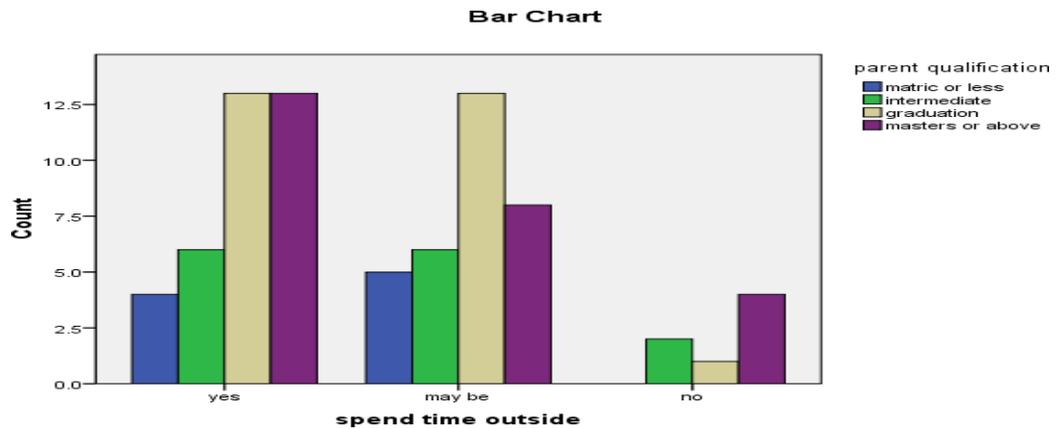


Figure 14: Bar Chart for Time Spent Outside and Parent Qualification

- 2) Findings: Cross tabulation shows that there is significant association between parent qualification and time spent outside (chi sq. = 4.70, sig. = .58). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Parents do not see Punjabi language as having much benefit for education.

Monthly Child Fee and Chance to Get Job (IV 5 and DV 3)

- 1) Problem statement: Is there any association between monthly child fee and chance to get job?

Table 15: Chi-Square Tests Based on Cross Tabulation Results for Chance to Get Job and Monthly Child Fee

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.724 ^a	4	.221
Likelihood Ratio	5.653	4	.227
Linear-by-Linear Association	.546	1	.460
N of Valid Cases	75		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .75.

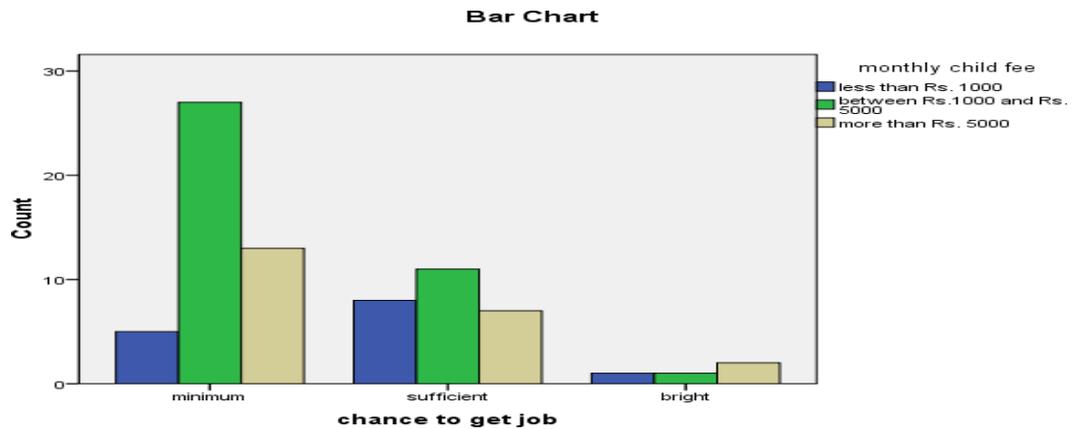


Figure 15: Bar Chart for Chance to Get a Job and Monthly Child Fee

- Findings: Cross tabulation shows that there is significant association between monthly child fee and chance to get job (chi sq. = 5.72, sig. = .22). Null hypothesis claiming no association between monthly child fee and chance to get job is, therefore, rejected.
- Conclusion: In the view of the parents, especially those belonging to middle class, there are minimum chances that Punjabi will help get a job.

Monthly Child Fee and Time Spent Outside (IV 5 and DV 6)

- Problem statement: Is there any association between monthly child fee and time spent outside?

Table 16: Chi-Square Tests Based on Cross Tabulation Results for Time Spent Outside and Monthly Child Fee

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.450 ^a	4	.835
Likelihood Ratio	1.520	4	.823
Linear-by-Linear Association	.054	1	.815
N of Valid Cases	75		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.31.

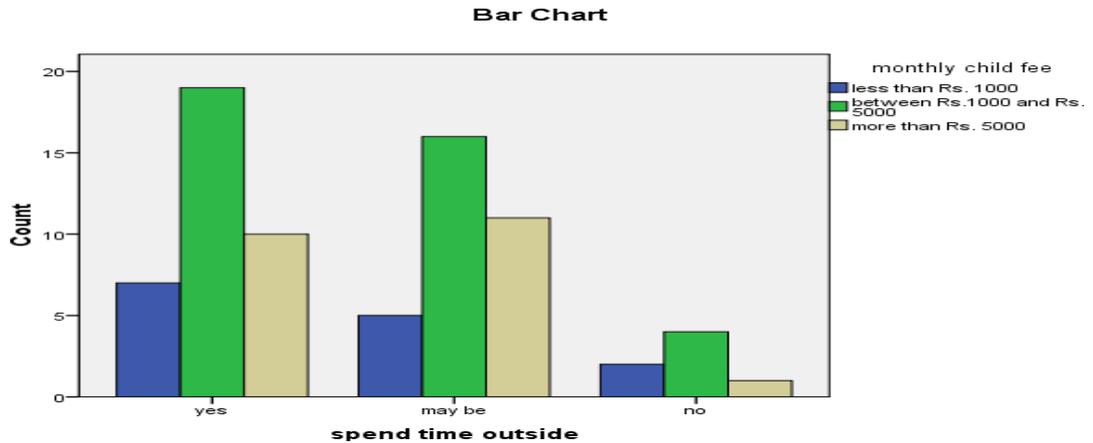


Figure 16: Bar Chart for Time Spent Outside and Monthly Child Fee

2. Findings: Cross tabulation shows that there is significant association between monthly child fee and time spent outside (chi sq. = 1.45, sig. = .83). Null hypothesis claiming no significant association is, therefore, rejected.
3. Conclusion: Parents of all sections consider that Punjabi language does not help achieve good academic results.

Area of Residence and Type of Job (IV 6 and DV 2)

- 1) Problem statement: Is there any association between area of residence and type of job?

Table 17: Chi-Square Tests Based on Cross Tabulation Results for Type of Job and Area of Residence

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.713 ^a	4	.318
Likelihood Ratio	4.821	4	.306
Linear-by-Linear Association	.792	1	.373
N of Valid Cases	75		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 2.77.

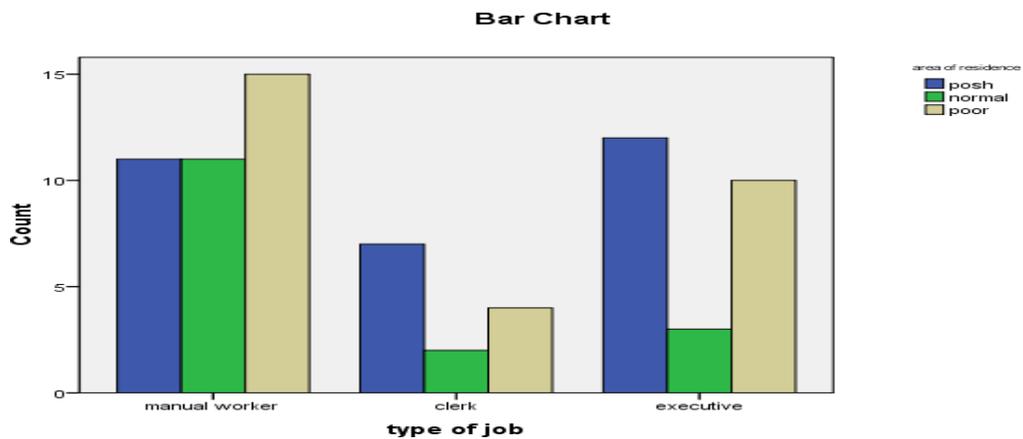


Figure 17: Bar Chart for Type of Job and Area of Residence

- 2) Findings: Cross tabulation shows that there is significant association between area of residence and type of job (chi sq. = 4.71, sig. = .32). Null hypothesis claiming no significant association between the variables is, therefore, rejected.
- 3) Conclusion: Parents, especially those residing in poor areas, believe that proficient Punjabi is likely to be appointed as only a manual worker.

Area of Residence and Impression of Punjabi (IV 6 and DV 4)

- 1) Problem Statement: Is there any association between area of residence and impression of Punjabi?

Table 18: Chi-Square Tests Based on Cross Tabulation Results for Impression of Punjabi and Area of Residence

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.243 ^a	4	.037
Likelihood Ratio	12.239	4	.016
Linear-by-Linear Association	.282	1	.595
N of Valid Cases	75		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 3.63.

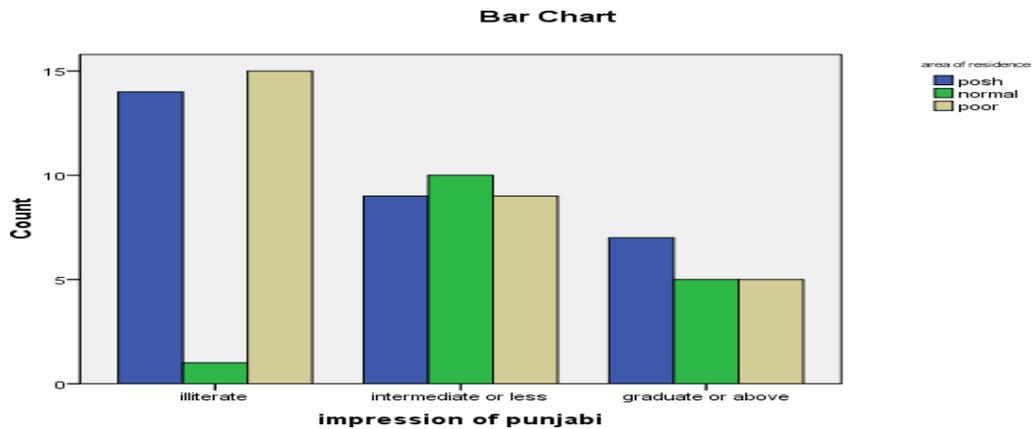


Figure 18: Bar Chart for Impression of Punjabi and Area of Residence

- 2) Findings: Cross tabulation shows that there is significant association between area of residence and impression of Punjabi (chi sq. = 10.24, sig. = .03). Null hypothesis is, therefore, rejected.
- 3) Conclusion: Parents, especially those residing in poor and posh areas, do not seem to consider Punjabi speakers highly educated.

Discussion

Two research questions had been framed for the study. Later, six questions based on the research questions, three questions representing each research issue, were formulated and included in a questionnaire along with six profile questions. Thus there were six independent variables and six dependent variables in the questionnaire. The following results, based on the association of independent variables with the dependent variables, were found out.

Dependent Variables: Group 1 (Questions 1-3)

First three dependent variables in the questionnaire aimed to note the response of parents with regard to their perception of Punjabi as useful in gaining a reasonable job. The data obtained shows that parents do not consider proficiency in Punjabi to help in enhancing the chances to get a decent job. A majority of those asked considered that Punjabi can only help in being appointed as manual worker. Their low impression about their native language is reflected through their indicating that Punjabi diminishes chances of finding a job if used during an interview.

Dependent Variables: Group 2 (Questions 4-6)

Second set of three dependent variables were meant to study parents' views with regard to the role of Punjabi in the education of their children. In general, parents' opinion may be categorized as unfavorable towards Punjabi as far as education is concerned. They do not think that Punjabi reflects that its user is a highly educated person. They also believe that mixing up with the society, which generally speaks vernacular, produces adverse effects on the education of an individual. However, they take a lenient view with regard to the talk of a Punjabi cultured man, expecting him to mostly use both Urdu and Punjabi in his conversation.

The results indicate Punjabi parents have certain degree of linguistic insecurity with regard to their mother tongue. It must be mentioned that parents are only a section of the society. Different segments of society may have different views about the selection of a language for a specific domain. If a survey of students, especially in urban areas of Punjab, is conducted asking which language they use while talking to their friends, the results may indicate their preference for Urdu. In other words, the domains which were formerly regarded as informal might not remain so. Mesthrie and Leap (2004) are of the view that language shift involves progressive redistribution of the languages over formal and informal domains. Shifting community holds on to the informal domains with its native language for as long as it can. The process of shift is so slow that it requires studies spanning over a considerable time period in order to reach at concrete results which can be used to draw valid conclusions.

Conclusion/Recommendations

From the point of view of maintaining a groups' identity and the importance of transfer of cultural values from one generation to the next, steps should be taken, first, for the survival and, consequently of, the growth of an endangered language, Punjabi in this case. Although English colonists are accused of giving Punjabis an artificial identity by making Urdu their vernacular, Punjabis themselves have also been instrumental in undermining their own language. Zaidi (2010) claims that abandoning of Punjabi language by the ruling elite has been detrimental to its spread at official, academic as well as societal levels. To achieve language maintenance in Punjab, two issues need to be addressed; low esteem in which Punjabis hold their language and lack of official patronage.

Changing Public Opinion

There have been movements to revive Punjabi language, but a large section of the society, it seems, has passive approach in this regard. One possible explanation, in this context, may be that the situation in

Punjab has assumed stability and people, in general, have come to accept social status and, consequently, domains of both Urdu and Punjabi. It is also argued that since Punjab has been frequently overrun by the invaders, people have lost pride required for the maintenance of their language. They are willing to accept any language which may bring them some advantage. In order to change Punjabis' low view of their mother tongue, media and intellectuals can play an important role.

Need for Official Patronage

For the revival of the Punjabi language, government has an effective role to play. Government should seriously consider the undertaking of two important decisions. First, the provincial government should bestow official status to Punjabi. Second, Punjabi should be made a compulsory subject, at least, at the primary level.

Punjabi as Official Language

The bestowing of official status to Punjabi in the province should be followed by its selective use in government offices. At present, most of official business is carried out in English, and to some extent in Urdu; whereas, Punjabi has no role in this regard. Government may consider using Punjabi for specific tasks, for example, applications of various types; seeking job, requesting leave, giving explanation, etc. may only be accepted in Punjabi. This will require the officers, to whom the applications will be addressed, to acquire working knowledge of Punjabi. This will also demand people to gain proficiency in their mother tongue.

It has been observed from the results that parents do not consider Punjabi of much practical use, especially from the point of view of its use in offices. Such a decision, giving Punjabi a role in office work, would give a boost to the overall status of Punjabi. This means that Punjabi will have to be made a compulsory subject at school level in order to promote its proficient use later.

Punjabi as Compulsory Subject

Zaidi (2001) points at an interesting situation when he says that at present one can do an MA or PhD in Punjabi at university level but one cannot study it at school level even as an optional language. Perhaps, due to this treatment, most of the Punjabis are unable to read and write in their own language. Economic benefit is an important incentive for learning and using a language and this factor is missing in the case of Punjabi. Since Urdu and English are needed to undertake the official business, parents have; generally, unfavorable opinion towards Punjabi as far as education is concerned.

Even if the provincial government bestows official status to Punjabi, on the grounds that it represents the cultural values, the decision is not likely to find favor of a majority of parents for reasons mentioned above. Giving official status to Punjabi and its proposed use in offices can bring change in parents' views about the importance of educating their offspring in Punjabi language which will help bring it into the mainstream of education.

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Appendix 1



Lahore: Capital City of Punjab Province, Pakistan

Census	Population	Urban	Rural
2012	91,379,615 ^[25]	45,978,451	45,401,164

Appendix 2

Questionnaire

Profile

Name: _____ (Optional)

In the following questions, tick the choice which in your view is the most appropriate. Please do not leave any question unanswered.

1. Nature of job:
 - a. government service
 - b. private service
 - c. house wife
 - d. others
2. You are a:
 - a. Male
 - b. Female
3. Your age is:
 - a. 30 or less
 - b. between 31 and 40
 - c. 41 or above
4. Your qualification is:
 - a. matric or less
 - b. intermediate
 - c. graduation
 - d. masters or above
5. Monthly fee of your child is:
 - a. less than Rs.1000
 - b. between Rs.1000 and Rs. 5000
 - c. more than Rs. 5000
6. If Lahore is divided into following three broad divisions,
 - A. Left of canal areas (Garden Town, Model Town, Cantt., Defence, etc.)
 - B. Right of canal and left of Multan Road areas (Samanabad, Shadman, A. I. Town, etc.)
 - C. Right of Multan Road and above The Mall areas (Bund Road, Sanda, Walled City, Misri Shah, Shahdara, etc.), where do you reside?
 - a. A
 - b. B
 - c. C
7. If someone tells you that a time is about to come when Punjabi teachers will be in a great demand, you will:
 - a. not trust that fellow
 - b. seek others' opinion
 - c. like your child to do masters in Punjabi
8. In your view a person, on the basis of his proficiency in Punjabi language, can be suitably appointed as:
 - a. manual worker
 - b. clerk
 - c. executive
9. If a candidate uses Punjabi to explain some concept during job interview, his chances for getting an appointment letter are:
 - a. minimal
 - b. sufficient
 - c. bright
10. If you are talking to a stranger on phone who is speaking in Punjabi language, your general impression about him will be that he is:
 - a. illiterate
 - b. intermediate
 - c. graduate or above
11. If you meet a highly educated and cultured person whose mother tongue is Punjabi, you will expect him/her to be talking mostly in:
 - a. English
 - b. Urdu and Punjabi
 - c. Punjabi
12. If you are to write an essay on causes of poor results shown by boys as compared to girls in board/university exams, will you mention the time spent by boys outside their homes as one of the causes?
 - a. yes
 - b. may be
 - c. no