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Table Of Content		
Volume 3	Issue 1	2024
S. No	Titles	Page No
1	Narrative Analysis of the Short Story the Nightingale and the Rose	1-8
2	A Cognitive Stylistics Analysis of Ted Hughes' Hawk Roosting	9-20
3	Unveiling Meaning: Barthes's Five Codes in O'Connor's Revelation	21-28
4	Cybercrime and its Effect on Nation Identity Image: Pragmatic Evidence from Nigeria	29-40
5	Relationship between English Language Competencies and Students' Academic Performance at Higher Secondary Level	41-49

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Narrative Analysis of the Short Story the Nightingale and the Rose

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ABSTRACT

The study is about a story well known short story called "The Nightingale and the Rose" by Oscar Wilde. The story tries to understand how Wilde wrote and what make it so effectual. The story breaks into parts using Roland Barthes five codes and described how Oscar created the scenario of the story. Let's shed light on the story and see what is interesting in it. Let's figure out how story works. The Roland Barthes model of five codes described further in my article and using these codes I will further shed light on my story. Touched by the desperation of story, the nightingale and the rose resolves to believe in the purity of love. The Nightingale and the Rose serves as the timeless reminder of such heartfelt sacrifices. The sacrifice of Nightingale considered as the selfless sacrifice within the story. The red rose provided the student to move ahead but the woman considers jewels more expensive than rose she rejects both the student and red rose. The discontented student throws the red rose in to the gutter because he was guilty. Through this story author shows the disparities of Victorian society where love often depended on materialistic things in society.



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INTRODUCTION

Humans are fond of storytelling and it is very fundamental. We have been listening stories from our parents since childhood but now the stories evolved in to new perspectives like poetries, novels and much more. The story aims to analyze the short story by Oscar Wilde. In this story we see how Oscar put together different perspectives to illustrate ideas. We used Barthes codes model to help us understand easily. This story will help you to understand what Oscar was trying to do with this story and why it is so excitable. This story is about a nightingale and a student who fall in love with a girl but she is so stubborn, inane and selfish. This distinguished story

revolves around the theme of love, sacrifice and the fleeting nature of beauty. In a wide garden a young student searching for a red rose, but unfortunately he has no red rose in his garden to present his dear one who has promised for dance if he can cop one. A nightingale, moved from there as she has always sympathy with lovers, she is always searching for a chance to help lovers in a relationship, so decided to make an ultimate sacrifice to create a red rose without worrying about her life because she believes love is more precious than a birds common life . The story's fearful beauty and philosophical undergoes a timeless classic throughout the era.

The short which I selected for my narrative analysis is written by Oscar Wilde a prominent Irish writer, he is best known for his short stories, a distinguished author and writer regarded as the one of the greatest playwrights of Victorian Era. His work often explores the themes of love, beauty and the human circumstances .One of the notable collection and most celebrated short stories “The Nightingale and the Rose” is a powerful tale that revolves into theme of love, sacrifice, beauty and selfishness. This masterpiece was published in 1888, it tells the story of a nightingale who sacrifices her life for a student just for his little happiness by creating a red rose .Through his poignant tale he revolves everything in an appropriate way ,he put together different elements of symbolism, mythology and philosophical inquiry and depth .We will examine the symbolic significance of the rose and the nightingale, the students desire for a red rose and beloved indifference and the heart touching sacrifice .Through our discussion we will gain a better understanding of Wilde masterpiece and storytelling that continue to inspire people throughout the world and motivate the readers. The student desire for a red rose in the story serves as the force to present his dear one. Through this story Wilde examines the societal expectations and rituals of the Victorian England.

By using Roland Barthes five codes model we can take a deeper look how Oscar Wilde tells his story in a symbolic way .We can further see how he uses symbols and devices to make the story more interesting .This will help us to comprehend how this story is very prominent and read by many people today throughout the world.

In” The Nightingale and the Rose” I use the Roland Barthes five model codes that are Hermeneutic code (HER), Proiaretic code (ACT), Semantic code (SEM), Symbolic code (SYM) and Cultural code (REF).To understand this story in a better way let’s use these five model codes in this narrative story.

1. **The Hermeneutic Code (HER):** The Hermeneutic code refers to something within the text that is enigma, cryptic. For instance, why the nightingale sacrifice her life even though she knows she could not get anything in return? This creates uncertainty and keep us assuming till end.
2. **Proiaretic Code (ACT):** The Proiaretic code refers to applies any action that implies a further narrative action. For instance, the yellow rose demands for producing red rose on one condition what leads nightingale to do this task?
3. **Semantic Code (SEM):** The semantic code refers to something within a text means something often has multiple meanings like nightingale means “a brownish European songbird” but she does not have a positive ending.
4. **Symbolic Code (SYM):** The symbolic code best defined the thematic or structural devices like the association of the rose with love and passion, and the nightingale with music, singing and poetry.

5. **Cultural code (CUL):** The cultural code refers to the cultural experiences, knowledge and values of the reader, like in the story cultural code is association of tradition of courtly love and the sacrifice for love

By analyzing Ronald Barthes five codes we easily uncover the deeper meanings and structures present in the story. Using these codes author's message and the cultural context in which the story is written.

Problem Statement

The short story by Oscar Wilde "The Nightingale and the Rose" tells the readers a tale filled with symbolism, meaningful motifs and themes, and structural allegories that can be discussed in detail. Nevertheless, the dualistic focus of conventional cultural analyses of the novel can be deconstructed by means of adopting a concept from Barthes regarding the position of the reader. This research proposal seeks to analyze the use of Barthes's narrative codes in "The Nightingale and the Rose" and demonstrate how the application of these codes to this work will reveal the true complexity of Wilde meaning and his discontent with Victorian philosophy.

Research Question

- 1) How does Barthes' Narrative Codes function in *The Nightingale and the Rose* to make the narrative coherent piece of fiction?

LITERATURE REVIEW

The approaches involved in the analysis of structured texts seek to highlight message in addition to the relativity of a story by dissecting stories and laying emphasis on structures, themes and symbols within a story. The narrative interpretation has been studied with regard to "The Nightingale and the Rose" by Oscar Wilde frequently with reference to its symbolism within themes.

Symbolism and Themes

Symbolism that Wilde employs in "The Nightingale and the Rose" is one of the most debated elements of the works of the author. Citing Robbins (1988), the nightingale represents self-sacrificial love and art, which is quite different from the characters who are portrayed by selfishness and shallowness. The rose that nightingale turns herself into symbolize the impossibility of pure love, and aesthetics of suffering (Robbins 1988).

Along the same vein, Ellmann (1987) raises the issue of unrequited love as the main plot of the story told by Wilde. Firstly, the student pursues the service of the rose solely to achieve the goal of gaining the love of the object of his desire, which shows a rather shallow concept of love. This theme is further underlined by the final rebuff which shows the discrepancy between the romantic love and real-life experience (Ellmann, 1987).

Narrative Structure

In Schaffer's opinion, Wilde is right, although the contrast between the nightingale and the student is made at the end of the novel, it gives a beautiful tragedy to the whole story. Speaking of the simultaneous vision, this approach helps the readers realize the depth of the nightingale's sacrifice, and the pointlessness of the student's pursuit (Schaffer, 1991).

In addition, Becker (1994) examines irony and foreshadowing as specific elements of the plot within the work of Wilde. The hopefulness of the nightingale's self-sacrifice is retroactively called into question by the carelessness with which the student treats the rose, which he throws away once he does not get the superficially desired result. Thus, this irony is used to make a commentary on the triviality of most values upheld in society, and the fact that the true worth of a person's sacrifice is unacknowledged (Becker, 1994).

Critical Reception

Killeen has noted that, on the one hand, this is the chief virtue of the deturfiction of Oz as it addresses contemporary readers with a moral lesson while, on the author's own admission, it is its drawback as well: 'It tells the children that their opinions on the modern values are correct, but can hardly be called an entertainment' 2007. But Killeen (2007) also states that, on the same note, Wilde's lyrical writing, his propensity for rich symbolism brings the story to a higher realm of a classic piece of literature.

However, Mighall (1999) notes that Wilde transforms the parable to the moralistic themes through a rich characterisation and emotive nature. Symbolism of the nightingale's decision and the student's defeat symbolize experiences that are metaphysical and profound, making audiences think of love, sacrifice, and life (Mighall, 1999).

Many scholars have conducted conscientious research on "The Nightingale and the Rose" from literary and philosophical perspective some of the class-based difference and altruism mentioned in the story As for as wide symbolic meanings it exemplified the symbolic meaning of nightingale to illustrate Wildes artistic perspectives contrasting this with the previous masterpiece Ode to Nightingale by John Keats and the heartwarming meaning of red rose discussed in the paper. Wilde analyzed the direct conflict between aestheticism and utilitarianism. This shows the bitter reality on materialistic things which annihilate the purity of love. From here the indifference and harsh reality of the society at that era were explicitly displayed. The Nightingale and the Rose is a mesmerizing and heartbreaking masterpiece about the nature of love and sacrifice. At the starting of the story both lovers give us the scenario that the love between student and girl is true, but later it turns out to be confusing one based on materialistic things and selfishness. At the end of the story student give up his love because it was not true from both sides but based on egoistical selfishness and materialistic things.

RESEARCH METHODOLOGY

Research Design

This study uses qualitative research, which is specific types of narrative analysis, to examine Oscar Wilde's work, "The Nightingale and the Rose." Exploring the choice of the research method, it is important to explain that qualitative research is particularly appropriate in this case because it can offer detailed analysis of the text, and use the notions of themes, symbols and so on.

Data Collection

Therefore, the nature of this research means that primary data is derived from the text of "The Nightingale and the Rose". Secondary data collection includes professional articles, books, and critiques that present authors' multiple perspectives and analyses of works by Wilde. These

secondary sources will be employed as background information in order to merely support or dispute the facts gathered from the text analysis.

Data Analysis

In the theory of narrative analysis, the analysis for this paper uses content analysis to establish and explain figures in the story.

Theoretical Framework

Thus, the theoretical foundation of this research is based on the theory of narrative codes by Roland Barthes, elaborated in *S/Z*. Barthes proposed five narrative codes that can be used to deconstruct and analyze texts: there are five forms of analysis which includes hermeneutic, proairetic, cultural, semantic, and symbolic. These are general codes that offer direction on how to look at the structural features and semantics the narratives are made out of.

Hermeneutic Code (Enigma Code): This code is related to aspects of the plot that produce uncertainty or make the audience ask questions. Despite their formal titles, the reversal of the two motifs of the story also poses an enigma as to what kind of revelation the story will contain.

Proairetic Code (Action Code): This code depends with events that belong to it as well as the acts of the storyline. Explaining the details of the Wilde's story, it would be possible to emphasize that the nightingale's action to make a red rose is an important element in the plot.

Cultural Code (Referential Code): This code uses cultural data and norms of the society. The novel by Wilde can be considered in terms of the following *socium* and its Ethics: the Victorian era had a significant impact on the principals of the characters' behavior and their perception of the world.

Semantic Code: This code is the secondary level where extra-aesthetic information exists, based on characters' relationships and what they say to each other. All the semantic implications are concentrated in the nightingale's sacrifice and the student's reaction to it.

Symbolic Code: This code relates to the analysis of semiotic connotations of symbols and metaphors used in the plot. Therefore, the rose symbolizes love, the nightingale symbolizes sacrifice, and the gestures of the characters are associated with the contrast between the beautiful and the painful.

For the purposes of this study, this paper uses the concepts of Barthes' narrative codes in order to provide the systematic critical dissection of "The Nightingale and the Rose" to show how Wilde builds up his themes and messages using these the structural elements of the story. This theoretical approach enables analyzing the text in many directions; thus, one can receive a more profound interpretation of the structure and topics of the text.

Data Analysis

The Hermeneutic Code (HER):

The Hermeneutic Code, as proposed by Roland Barthes, refers to the code of interpretation which involves uncovering the meanings and enigma within a story. In the Hermeneutic code, things can be applied to various interpretive layers:

Enigma of the Nightingale's sacrifice:

The story develops questions about the nightingale's motivation and the reason behind her sacrifice. The readers interpret the meaning of nightingale by her selfless actions and symbolism of her death.

Mystery of students Desire: The student desire for red rose is presented as a force but the reasons behind this force is unclear. The readers must interpret the student's motivation in relation to beloved.

The Proairetic Code (PRO):

The proairetic code builds suspense, referring to amplifying action that creates another narrative action in the text that creates a sense of anticipation.

Turning of white rose into red rose:

When the rose fails to turn red because the student reject to give up his love for the professor's daughter it creates a significant turn that what will happen now.

The Semantic Code (SEM):

The semantic code points to any element in text that suggests a particular meaning by way of connotation. The semantic code refers to something within the text that give a particular meaning.

The Nightingale: The Nightingale decides to give up her life and willing to create a red rose through an ultimate sacrifice for the happiness of the boy.

The Student:

The Student represents the stubborn and idealistic youth, he is focusing on shallow beauty and does not appreciate true beauty it leads to anticipation that why he is doing this.

Symbolic Code (SYM):

The symbolic code refers to the level of narrative where the story's themes, ideologies are encoded through symbols, metaphors or allegories.

The Nightingale:

The Nightingale symbolizes the pure selfless love and sacrifice. She is willing to give up in order to create a red rose for a student to win his beloved heart.

The Girl character shows the vanity, materialism and selfishness, she is desire to have a red rose as a sign of affection but she rejected when he present her a red rose with the pure bottom of the heart. Her character shows the selfishness around the society and inability to recognize beauty and nature.

The Cultural Code (CUL):

The cultural code refers to the cultural experience and broader societal within the story.

Victorian Morality:

The story reflects on the rigid moral values of Victorian society where love and romance were often constrained by unnatural societal expectations and propriety. The student's pursuit for red rose to win his beloved heart reflects the importance of rituals during the era.

Class Divide Difference:

The student's inability to afford a red rose shows the class differentiation in Victorian era. The Girl's brush off his affection due to the lack of suitable gift underscores the importance of social wealth and materialistic things in relationships nowadays.

DISCUSSION

By analyzing the story through Roland Barthes model of five codes you can get a better understanding through symbols and meanings.

The hermeneutic code, similarly to the enigma code, is most applicable here— "The Nightingale and the Rose" is heard *diva* with an implied finale of a full reveal, which is in fact the main purpose of the code. This code leads to the readers to enter the story as a search for meaning and enlightenment regarding sacrifice and love. Thus, Wilde applies this code to build a specific expectation, as well as interest in deeper philosophical and existential aspects of the work.

In Barthesian semiotics, the proairetic code relates with actions and events in the story that lead to the development of anomy. The nightingale is a disguised VGA whose sacrifice is to retrieve the rose for the student and reduce his suffering, while the student's purpose is to obtain a red rose for his beloved. This code reveals that the course of the characters is predestined by their vices and ideas, ensuring the play's tragic message.

The aspects of culture in "The Nightingale and the Rose" embody and depict the Victorian culture and hence it guides the understanding of the characters' actions and struggles. Wilde as a social commentator uses the materialistic nature of the society to accentuate the student's seeming search for romantic love through the rose. The plot reveals the tragedy of the opposition of the generation's ideal and passionless thoughts and greedy and conservative instincts. It is clear from this analysis that Barthes' framework offers a way of understanding the empirical nature of these aspects of culture and losing sight of the theoretical emphasis of the tale and other critiques of Victorian society which it contains.

Elements of the semantic code that Barthes postulated are significant in order to explain how language and dialogue in "The Nightingale and the Rose" is semiotically charged. This depicts *Vingtième's* meaning beneath the literal dialogue that was created by Andrea De La Vigne between the nightingale and the rosebush and a student. These are core aspects of the human experience and set up the major textual issues of the film: self-sacrifice, disillusionment, and the eternal search for beauty. Thus, thanks to the syntactic and especially the semantic code, Barthes' analytical approach reveals true conflicts and contradictions, concealed in characters' psyche, and thereby intensifies recognition of their psychological layers.

The second and final component of Barthes text is the symbolic concept that tries to dissect symbols and the true meaning behind metaphors and icons. In "The Nightingale and the Rose," the bird is both the nightingale, which indicates love's altruism and artistic giving of self, and the rose that is symbolic of one's pursuit of doomed, romantically idealistic love. These symbols are imbued for meaning in allegory, which would only point out Wilde's satire on the society and the comedy of the human existence.

CONCLUSION

It can be concluded that the story “The Nightingale and the Rose “in the Barthesian analysis contains the two codes more important as rest of three codes. The Cultural Code and The Symbolic Code considers more authentic and meaningful in the story as first hermeneutic code which is given short emphasis than two codes, this code has very short discussion in my story. The Symbolic code is defined in a denotational way and it can be had in a wider context .At the conclusion of narrative analysis I have uncovered following key perspectives: The Story is critique of the shallowness of human nature, being stubborn and cruel towards nature of love. The Story focus on the symbolism, irony, and imagery to convey the deepness of the story. The Nightingale’s sacrifice shows the selfless love and empathy towards human beings while the student’s desire represents selfish and egoistical. In short,” The Nightingale and the Rose “is a poignant tale that continue to inspire people offering a chance of human experience. Thus two human who depends on nature for fulfilling a personal desire disappoints the nightingale by treating her gift in a callousness manner that no one can even imagine. Wilde illustrates the Victorian era and the callousness of people towards materialistic things.

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A Cognitive Stylistics Analysis of Ted Hughes' Hawk Roosting

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ABSTRACT

This paper aims to offer an analysis of Ted Hughes' poem Hawk Roosting using cognitive stylistics approach with reference to the option of language choices and the reader's cognitive response. The study examines that how meanings are generated from the texts of selected poem from the lens of given theory and in which way reader schema is effected on the interpretations of the poems. The research highlights that the meanings are always connected with the world of text and the world of reader's mind. The cognitive stylistics helps the readers to connect his experiences, knowledge and readings for the development of meanings. Also, the study examines the conceptual blends which are activated when readers confront the poem and mental simulations which explain the ability of the poem to capture the reader and plunge them into the worldview of the hawk. From this perspective of cognitive stylistics, the article provides rich perspectives to reveal the connection between Hughes's poetic style and readers' cognitive process of interpretation by applying the interpretative perspective on The Hawk Roosting.



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BACKGROUND OF THE STUDY

Cognitive stylistics has been of viral worth in exploring the possibilities of analysis for the literary texts. Various texts have been explored and analyzed by the researchers as to find their best possible explanations by applying various literary theories. All the possible explanations have made their marks in the existing literature. Various theories have been applied to the literary texts as to pave ways of thinking and evaluating the literary texts. Theories have been applied to the literary texts in order to have a new understanding of them which has given rise to project analysis. Stylistics has added a great number of researches on various topics where a literary text is evaluated with the perspective of a specific stylistic tool. This has been in the consideration by various researchers who have taken it as a unique approach to analyse the data and texts. No doubt stylistic analysis has been a significant

contribution to the analysis of literary texts and it has added a variety to the evaluation of the literary texts. Cognitive stylistics has emerged as a significant contribution to the evaluation and treatment of the literary texts which has a significant quality of dealing with the mental approach and mind mapping. It tells about the construction of a specific literary text, and the way a reader can comprehend it. Schema theory and Conceptual metaphor theory are the most significant tools used in the cognitive stylistic approach. Both the theories have greatly addressed the phenomenon of understanding a text by using the mental capabilities of the readers. They purely address the mind and the background knowledge of the readers. The present study investigates the literary language of the poems of Ted Hughes where some poems have been taken to have an understanding of them using both of these theories.

Biography of Ted Hughes

Ted Hughes (1930-1998) was a renowned English poet and writer, best known for his powerful and evocative poems that often centered on the natural world, mythology, and human experiences. Born Edward James Hughes in Mytholmroyd, West Yorkshire, he developed a deep connection to the rugged landscapes of his upbringing, which greatly influenced his work.

Hughes studied at Pembroke College, Cambridge, where he initially pursued English but later switched to Archaeology and Anthropology. His literary career took off with the publication of his first collection, "The Hawk in the Rain" (1957), which won immediate acclaim for its raw and vivid depiction of nature. In 1956, Hughes married American poet Sylvia Plath. Their relationship was intense and complex, marked by both deep creative collaboration and personal turmoil. Plath's tragic suicide in 1963 cast a long shadow over Hughes's life and work, influencing much of his subsequent poetry.

Hughes continued to publish prolifically throughout his career, with notable works including "Lupercal" (1960), "Crow" (1970), and "Birthday Letters" (1998). The latter is a deeply personal collection that reflects on his relationship with Plath and was published just months before his death. In addition to his poetry, Hughes wrote children's books, translations, and plays. He served as Poet Laureate of the United Kingdom from 1984 until his death, using the position to promote poetry and literature. Hughes's legacy is characterized by his profound exploration of the primal forces of nature and the human psyche, making him one of the most influential poets of the 20th century.

Ted Hughes Poetic Style

Ted Hughes is prominent 20th-century British poet who is known for his distinctive and powerful style. He often uses stark, vivid imagery to bring his subjects to life. His descriptions are highly sensory, immersing the reader in the physical reality of the scene or subject. Many of Hughes' poems focus on nature and animals, depicting them with a raw, sometimes brutal realism. He explores the primal instincts and raw power of the natural world. Hughes' poetry is often characterized by its economy of language. He uses a sparse, direct style that avoids unnecessary words and focuses on the essential.

6 Research Objectives

To interpret the selected poems' texts through readers background knowledge and Ted Hughes' stylistic techniques

To explain the nature of cognitive stylistics, CMT, ST and their relevant application on selected poems of Ted Hughes

REVIEW OF LITERATURE

Hermosilla (2018) examined the relationship among the language, cognition and style with relation to texts. He views that the study of language style from cognitive perspectives involves the comprehension skills, knowledge and mental capacities of a reader who is involved in this process. The researcher also examines that the knowledge of stylistics helps the reader to comprehend the world outside the text as sociocultural context, author's inclinations, genre through the internal language features, stretches of discourse and linguistic propositions. The formal aspects of the language style can help the reader to interpret the function and meaning of the text. It engages the reader with the given description of the situation in the text, text relation to the situation and given cognitive context.

Bajwa (2017) has described the undertaking of conceptual metaphor theory in the process of developing the meaning in poetry in a *Conceptual Metaphor Theory and the Emotion Stylistics: An Analysis of Urdu Poems*. The researcher finds out that the use of conceptual metaphor helps the authors to develop the broader spheres of the subject matters as well as the area of meanings. The stylistics choices of the poet and author determine his versatility and uniqueness which establish the separate identity of that particular poet or author. The achieving of emotive functions through the use of natural language are connected with the cognition of the reader and author takes advantage of it. The understanding of the relationship between the cognitive metaphor and language's meaning is very crucial to effect the texts' meanings for the reader. The use of metaphor as a stylistic device helps the reader to comprehend the meaning and makes the message attractive for the readers.

Jaafar (2020) in *Schema Theory and Text Worlds: A Cognitive Stylistic Analysis of Selected Literary Texts*, has examined that the existing knowledge of the reader is very crucial element in the process of reading and interpreting literary texts. The study finds out that the schema theory helps the reader to connect his real world with the textual world created by the poet or author. The interaction between the text's world and discourse's world create the connotative grounds of interpretations for the readers. The reader's act of bringing his own background knowledge and personal experiences in the world of text develop interpretative connections between two worlds. Schema and cognitive metaphor theories are two useful theories in the cognitive stylistics which help the reader to connect his own world with the world of text.

Reijmersdal (2008) has argued that the cognitive stylistic is a new domain of study which combines the psychology, linguistic, cognitive science and literary studies. The cognitive study have answered the questions of literature which remained unanswerable in previous times. This approach towards the interpretations of literature had taken many forms and adopted multiple different direction as an interdisciplinary approach. The cognitive linguistic and cognitive psychology has left an evident impact upon criticism and modern readers.

Semino (1997) argued that meanings are constructed though the specific parameters as the interaction between the interpreter's knowledge and the given texts. The perception of the text by the reader depends upon the particular schema of the reader and meaning varies from one individuals to another due to variety of experiences involved in reading process. The refreshment of experiences and knowledge develop the change in schema and which may annihilate the old schema and meaning and give birth to new one. The confirming assumptions about the practised trends and people confirms the reinforcement of the schema. The schema is distorted when the deviations occurs at the level of language and style and literariness arises and text demonstrate the challenging nature for reader's schemata (Semino, p. 7).

Cook (1990) has noticed that how schema and cognitive theory help to complete the meaning of the particular text. He examines that the process of meaning making is only valid through the schematic development of the reader. The dynamic interaction between the texts structure form and linguistic at one level and the schematic representation of the universe at other, help to construct the validity of the meanings. Schema works as a script in interpreting the texts and fixed the standards of analysis. The dynamic schema brings variations in meanings and brings the texts from the rigidity of fixed meanings. The conventional symbol and actions in texts are needed to repairs with rejuvenation of schematic experiences (p. 9).

Stockwell (2007) has suggested that schema is like a script which is arranged for the execution of goals and plans. The reader passes different phases such as engaging in situation, socializing and moving to fresh position. When, the reader's interactions are repeated with the persons, atmosphere, situations and things, the experiences become the routine and works as a script. The persons are not born with inherent knowledge about the civilizations and cultures of societies rather they acquired it from the interaction with them. The personal experiences and formal or informal learning process develops the extending details for the existing schema or help them to adopt several existing schema (p. 9).

Norman (1974) has suggested that schema is a cognitive structure which provides information related to our comprehension and knowledge of universe. A schema of a person includes the general information which aids him to comprehend reality through the extrapolation of the details which are either skipped at all or not described fully in the text. The procedure of reading the poetical diction demands the certain cognitive process of mind from the part of reader to digest the given information and comprehend the useful points from it.

Marselak (2014) has explained the nature of a narrative with reference to cognitive stylistics theories. He argued that schema helps to explain the nature of narratives and demonstrates that an inferences is developed to link different events which renders extra content and analysis of given substance (p. 270). The Schema theory studies mind style which help to analyse the thoughts of the given characters. It helps to perceive the world differently because the world is viewed from the perspective of self by linking the experience of self with the incidents of the text. For this the term 'mind style' has been used which indicated the deviant thinking process of individuals and negates the general thinking.

Cook (1994) has linked cognitive theory with the process of deviation and individual differences regarding the thinking process. He suggested that this theory helps to identify literariness which meant it brings strings of variant thoughts of interpretations in literary texts. Through the term 'discourse deviation', the researcher has suggested that the literary discourse refreshes the schema as it helps the reader to refresh, update, transform and change the existing schema and non-literary discourse simply reinforces the schema.

Marsalek (2014) has illustrated that schema is about the common knowledge of the reader but the difference is social and cultural groups provides different kind of knowledge. The factors like race, gender, age, class and culture has great impacts upon the development of socio-cultural schema. The researcher also argued that reading is not only the process of processing fact rather it helps to enjoy the real sense of the world created through the text so the reader requires a good sensory schema to develop awareness about the basic requirements for perceptions as hearing, vision, touch and smell (p. 273).

Ghani (2017) has discussed the role of cognitive stylistics in poetic discourse in a research work *A Cognitive Stylistic Study of Poetic Discourse*. The researcher has found out that the

main task of the reader during the interpretations of any literary work is to bridge the gap between two worlds which are the world of text created by the author and the world of reader constructed from his personal experiences. The conceptualizing the writing and the reading process involves a complicated framework. The cognitive devices are very helpful for the interpretations of meanings. Cognitive stylistics works as a device to provide the scientific and systematic approach to bring together the reader and authors' understanding of the universe and reflection of the interpretation in authors' discourse.

Since conceptual metaphor is widely used in poetry, an attempt has been made to explore it in Russian poetry by Hayrutdino, Wang and Zhang (2021) where they have attempted to explore the nature of poetry finding conceptual metaphors. They have also explored the ways in which poetry (a form of expression) can express the culture and society of a particular area describing the social, religious, political and economic terms specific to a specific culture and region. As this research is concerned mainly with cognitive stylistics, it will purely address the intended texts and research aspects concerning the suggested theories.

Freeman (2007) examines that Hughes' poetry is rich, often with violent natural imagery. Frequent references to mythological themes and archetypal figures. Intense emotional expression, often exploring themes of life, death, and the human condition. Hughes often employs foregrounding through lexical and syntactic choices that disrupt conventional reading patterns. This technique defamiliarizes common perceptions, prompting readers to engage more deeply with the text. In "Pike," the meticulous description of the fish and its environment foregrounds the predator-prey relationship, evoking a primal sense of fear and awe.

Semino (2002) opines that the readers construct detailed mental worlds based on Hughes' vivid descriptions and narrative structures. These text worlds are populated with dynamic, often conflicting elements that reflect Hughes' thematic concerns. In "Crow" poems, the eponymous character navigates a surreal landscape where myth, history, and personal trauma intersect, creating a complex mental world that challenges readers' interpretive efforts.

RESEARCH METHODOLOGY

The current research is qualitative in nature and utilizes content analysis approach. Ted Hughes' selected poems are analyzed from cognitive stylistic perspectives to highlight that accomplishment and coherency of meaning through stylistic techniques have formative effects upon the mental steadiness and performance of reader during their reading process. The research also examined the impact of cognitive stylistic techniques to develop the sense among readers for the perceptions of meanings. The study also investigates that how cognitive stylistic theories help to connect the world of reader and author. The researchers examine the process of the development of meaning in selected poems with the lens of the theory of cognitive Stylistics. This framework encompasses several key concepts and mechanisms: This framework encompasses several key concepts and mechanisms:

Conceptual Metaphor Theory:

It was introduced by Lakoff and Johnson (1980), which indicate that abstract concepts are correlated with concrete domains mapped into metaphors. In literature, the use of metaphors provides readers with perspectives and understanding of concepts since they are based on familiar sensory experiences (Lakoff & Johnson, 1980).

Schema Theory:

Schemas are mental configurations that entail information about the nature and characteristics of the environment. Schemas help readers to complete some information gaps and make some predictions while reading (Bartlett, 1932). The study of how texts work involves working out how particular schematic systems are invoked or disrupted and hence how they do or do not come into play and how this impacts on the process of meaning-making and its related affects (Stockwell, 2002).

Text World Theory:

Furthered by Gavins, (2003) this theory was developed by Werth (1999) basis its tenet on how readers create mental models on the worlds described in the texts. Running characters, settings, events and Readers' knowledge and experiences, Text worlds are interactive. While cognitive stylistics seeks to identify how texts direct the construction of such worlds and the extent of cognitive processes (Werth, 1999; Gavins, 2007).

DATA ANALYSIS

This study interprets the given poem from the cognitive stylistic perspective. The Hawk's weird psychology, superpowers and the mental perception of the universe has been presented through the stylistic features of the poems. The study applies the notion of the mind style to the interpretation of the stylistic features of the given poem. The selected poem 'Hawk Roosting' demonstrate the Hawk as a bird of prey which projects its destructive powers, superiority, arrogance and capacity to annihilate the forces which demand change. Explicitly, the poem is satire upon the merciless autocrats of world who lacked the humanity and mercy for their subjects due to their violation of human lives through violent killings. The Hawk is the projection of the tyrant who is totally blind to the concepts of kindness and do not adhere to the people living around. The concept of unrestrained powers and infliction of atrocities through this uncontrolled power has been provided by the author through the given poem. The twisted and deformed use of uncontrolled powers in resulted in the form of oppression and tyranny (Shekhawat, 2012, p. 2).

The Hawk has been presented as a poetic persona which is roosting in the natural habitat of humans. The depiction of Hawk head, eyes and feet at the start of the poem highlights its majesty and physical superiority. His sitting posture on the top of the tree which is illuminated by the rays of the sun shows his powers and strengths to control its subjects "ready to inspect and observe its prey conveniently" (p.78). The brutal traits of the Hawk has been highlighted through the use of different type of metaphors, poetic imagery, rhetorical patterns, strings of words and other non-human's patterns.

Ted Hughes' poems have taken birds as a subject of critical interest and controversy. He manifested the majesty and violence of the birds to highlight their brutal and terrifying aspects which provides the impression that poet in the envoy of the universe of terror and majesty. The close inspection of the text reveals that the term bird of prey suggests the projection of the moral behavior and human concerns (Ghazzoul, 2021, p.1).

The figure of Hawk in the poem "Hawk Roosting" has been interpreted differently by different scholars and critics. Metonymically, the Hawk's figure stands for the birds of prey in the poem while the allegorical connotations of the figure of Hawk refers towards the historical dictators of the world who has controlled the world through their powers (Ghazzoul, 2021, p.2). The stylistic features and the rhythmic form of the poem has probed

the Hawk's worldwide psychology and the dependence of scholars upon it. The concepts of mask lyrics, mind style and dramatic monologues have provided the reflection of the mind of hawk and intentional movements.

The style of the poem and distinctive linguistic features, as the use of simple present tense, pronouns, polysemy, the deviant sentence construction, enjambment have been used to highlight the mental approach of Hawk and swiftness of his actions. The world of Hawk is connected with the concept of the dictator to rule and Hawk to plague regardless of their place and time.

The given poem "Hawk Roosting" is in the form of dramatic monologue in which the Hawk wore the mask and hide as a merciless dictator and deity who performs appalling actions. The interest in mask was developed in the Victorian age to interpret the unconsciousness of the characters (Istvan, 2011, p.4). The creation of mask is intended to present the construction of real self rather than presenting the social image or status of the characters and the Hawk in the given poem has been hidden by Ted Hughes under the creation of bird of prey (Wilde, 1991, p. 14). The rhetorical construction has prompted the poet to hide himself behind a mask (p. 72).

The selected poem "The Hawk Roosting" is considered a mask lyric and a dramatic monologue. The speaker of the poem, Hawk is clearly identified as literal figure who has different peculiarities from the author of the poem. The poem is taken as a beast fable upon the traditions of Aesop as well as a monologue (Istvan, 2011, p. 14). The text's power is rooted in the stylistic techniques and ambivalence. The figure of Hawk has dual interpretation as seen in the text. It acts as a bird of prey on the one hand and the political construction of the figure of merciless dictator who possessed a threatening voice for the society. Juxtaposition of the literal narrative text, the core of mask lyrical poem is not the temporal of the narration, but preferably the character. The Hawk has been constructed as powerful and domineering figures who stand opposite and challenging force to the existing norms of the society. The character works as a determining constituent of the text and mask help the author to construct the literary character as an actor that is not narrated (Istvan, 2014, p.70).

Use of Metaphor and Personification as Style in Hawk Roosting

The absence of the poet from the scenes created by him is very significant because it was an intentional act of poet to construct rhetorical reason to absorb the reader to develop a moral as well as emotional reaction from the story (Verdonk, 2013, p.174). The Hawk's self revelatory monologue is an allegorical depiction of the merciless tyrant who don't care for the value of human life and put his negative powers to annihilate the good from the society. The act of the projection of Hawk with human qualities is the human is an example of personification to shift the responsibilities of the unpleasant action over the personified animal (Verdonk, 2011, p.174). Therefore, it is obvious that the personification is not just developed as a linguistic tool, rather it is the schema of the reader which help him to link the previous knowledge about the mental representation of the image of Hawk which has been embellished with the qualities of human beings (p. 117).

From the very beginning of the poem, the depiction of the selected poem as dramatic monologue is evident as the the Hawk initiates with the pronoun "I". It validates the identity of the Hawk as egotistical person who seems to hold mighty powers. The depiction of extra powers and hold over the situation is narrated as " I sit in the top of the wood, my eyes closed". The given line works as a metaphor to project that the Hawk is the king of the wood, who has the authority to take decisions about the fate of his subjects. He sits on high on the

branches of tree like a king in his palace who is above his subjects. It establishes the likeness between the egotistical and mighty dictator and the image of Hawk. The Hawk behavior and mental conditions has been also highlighted through this line. He seems to be overconfident about his self capacities and powers which are reflected through his sitting pose, thought process and physical gesture. He is fearless and places himself beyond any dangers as he sit with 'eyes closed' which reflects his confidence, inner calmness, peace of mind and meditative approach towards life.

His sitting place and posture predicts his absolute power and control over the territory. The image of 'eyes closed' also predicts his unchallengeable persona as he is off guard with closed eyes. The conception of conceit is prevalent in the selected work as the succeeding line of the 1st stanza described the Hawk as a savage brute with the sole purpose of hunt and kill its prey.

The concept of the death has been personified by the Hawk who inflicts it on other when he is please to snatch their lives as highlighted in the poem " I kill where I please because it is all mine". Here the poets seems to be influenced from the words of Bible where it is stated that " whatsoever is under the whole heaven is mine" (Bible, 41. 111). The bird is repeating the similar words and adopting the role of the God of his locality. His subjects rely on his mercy. The pleasure of the Hawk lies in killing other creatures which is an act of atrocity and attributed with worst dictators of the history. The use of the words " please" has several interpretations. It highlights the intrinsic motivations of human beings to control and overcome others. Hawk actions are uncontrolled and he did the excesses which are source of pleasure for him. His power is unchecked and exercised violently to kill others creatures. He seems to own everything and controlling his subjects with his own way regardless of the acts of mercy. The Hawk is fascist by nature as he claims "no sophistry" for his regions and inhabitants of it.

The Hawk is free from any rules or not follows any set rules as he as he tears off heads brutally. His actions of the excess atrocities upon his prey indicate that he considered himself above social norms and morals. The figurative language and metaphors are used to highlight the arrogant nature of the Hawk. Metaphorically, hawk has been constructed as the symbol of ferocity, aggression, superiority, arrogance and oppression. As Hughes himself has stated in one of his interviews that "My poems are usually set for violence, Hawk Roosting is one among them as the drowsy Hawk sitting in the trees and conversing with himself has been accused as fascist. The symbol of horrible drowsy Hawk who is sitting in the forest is symbol of horrible genocidal dictator".

The use of anthropomorphism is quite noticeable throughout the poem as Hawk has been projected as entity which is similar to human as he demonstrate human's feelings and attributes in the given poem. The start of the poem is with metonymy which suggests that Hawk takes all other creates as inferior and subservient to him in strengths and qualities " I sit in the top of woods my eyes closed". The king of the woods is resting with "eyes closed" which suggests that he is blind of the consequences of his actions and his state of mental calmness because no one is equal to his might and pose a threat to his positions as a king of the woods. He looks down under the creature on Earth as deity and decides their destiny and does whatever he wants with them.

Here the sitting positions of the Hawk depicts his consideration as a God as he held the creation under the feet and much below from the position where he is sitting " took the whole of creation to produce my foot and each feather". The selected lines conveys the

psychological construction of the Hawk as a much superior creation which has been highlighted through the uppercase letters as “C” in creation refers to the creation of powerful forces which holds the creations and kept them under control. The creatures of the forest are helpless and unable to resist before the will of Hawk as the human beings are helpless before the will of Allah. The indications of the powers of the Hawk has provided him multiple interpretations as a much superior entity and controlling force.

The conceptions of the depictions of God’s powers are the perfect exemplification of the Darwinism, as the capitalization of the ‘Creation’ has consolidated it. The well known critic Shekhawat has suggested that “ the Creations has hints of God as the capitalization of the word is concerned, and through his flying He can revolve around His Creation” (p. 2). The metaphysical conceits has been used to emphasize the message of the poem triumphantly ; I hold the creation in my foot/ or fly up and revolve it slowly”. The powers of Gods are infinite and he can hold each and everything under his feet. He can kill and destroy whenever He is pleased. The reader can have the perception from many given lines of the selected poem that the concept of the superiority has been pushed towards the highest level by Ted Hughes in Hawk Roosting.

The Hawk states his absolute authority at the start of the poem "I sit in the top of the wood, my eyes closed". The hawk is in a dominant position, suggesting control and superiority. The phrase "my eyes closed" indicates confidence and self-assurance, emphasizing the hawk's power. "Inaction, no falsifying dream" The hawk is not dreaming or imagining. It is in a state of pure existence, highlighting its raw, unfiltered nature. Throughout the poem, Hughes contrasts the speaker’s struggle against natural forces with the hawk’s effortless command of the sky. The vivid imagery, personification, and use of sound patterns engage readers’ senses and emotions, creating a dynamic interplay between vulnerability and power. The hawk symbolizes an ideal of pure will and control, standing in stark contrast to the speaker’s experience of being overwhelmed by the elements.

Ted Hughes’ poem The Hawk Roosting, explores the mind of a hawk, portraying its perspective as it sits atop a tree, surveying its domain. Cognitive stylistics, specifically schema theory, can provide a deeper understanding of how Hughes constructs the hawk’s consciousness and worldview. Schema theory suggests that understanding is based on mental structures (schemas) that help us organize and interpret information.

The poem starts with "I sit in the top of the wood, my eyes closed” which activates the schema of a predator in a calm, dominant position. The line establishes the hawk's position of superiority and control, creating a sense of serene power. "Inaction, no falsifying dream’ This line disrupts any schema of vulnerability or weakness. The hawk's stillness is a deliberate, powerful choice, not a sign of inactivity or idleness. The very beginning of the poem provides the traits of the Hawk’s characters "I sit in the top of the wood, my eyes closed. The line begins with a first-person pronoun, establishing the hawk as the narrator. The present tense "sit" creates immediacy. The metaphor of "sitting at the top" implies a position of power and control. The phrase "eyes closed" suggests confidence and dominance, as the hawk doesn't need to be on constant alert.

The poet further proceeds "between my hooked head and hooked feet” where the imagery here calls upon the physical attributes of a hawk. Emphasizes the hawk's natural weapons, reinforcing its predatory nature and readiness for action. "Or in sleep rehearse perfect kills and eat. The schema of a predator’s instinctual behavior is reinforced. Even in rest, the hawk is focused on survival and dominance, highlighting its predatory instincts. "The convenience

of the high trees! Readers bring forth the schema of vantage points and their strategic importance. The hawk values its environment for the advantages it provides, reinforcing its mastery over its surroundings. "The air's buoyancy and the sun's ray" Activates a schema of natural elements that support flight. Suggests that nature itself is in harmony with the hawk's needs, further asserting its dominance.

The Hawk described his superiority over the other creatures as "are of advantage to me". This line also reinforces the schema of natural selection and adaptation. The hawk's perception of the world is centered on its own benefit and survival. "And the earth's face upward for my inspection. Engages the schema of surveillance and control. The hawk sees the earth as subject to its scrutiny, reinforcing a god-like or king-like perspective. "My feet are locked upon the rough bark. Evokes the schema of physical security and stability. Suggests that the hawk's dominance is rooted in its secure physical position.

The Hawk's knowledge about the nature of universe makes it a wise creature "it took the whole of Creation". The given line also activates a grand schema of evolution and the natural order. The hawk views itself as the pinnacle of creation, central to the world's purpose. "To produce my foot, my each feather, Reinforces the schema of meticulous design and perfection. Emphasizes the hawk's sense of self-importance and unique role in the natural order. "Now I hold Creation in my foot" Suggests a schema of ultimate control and power. The hawk sees itself as holding dominion over life itself. "Or fly up, and revolve it all slowly' Invokes a schema of omniscience and control through flight. Reinforces the hawk's god-like view, with its ability to survey and control everything from above. "I kill where I please because it is all mine'. Engages a schema of ownership and unchallenged power. The hawk perceives no limits to its dominion, justifying its actions as a natural right.

The line "There is no sophistry in my body', activates a schema of purity and honesty. The hawk's nature is presented as straightforward and unpretentious, justifying its brutality as natural and unembellished. "My manners are tearing off heads' reinforces the schema of predatory behavior. Cognitive Impact*: The hawk's brutal honesty about its actions is highlighted, reinforcing its unapologetic nature. "The allotment of death. Engages the schema of fate and inevitability. Positions the hawk as an arbiter of life and death, reinforcing its god-like role.

"For the one path of my flight is direct", suggests a schema of purpose and direction. The hawk's actions are presented as purposeful and inevitable. "Through the bones of the living. Engages a schema of mortality and violence. Highlights the hawk's relentless and deadly nature, its flight path intertwined with death. "No arguments assert my right, Reinforces the schema of uncontested power. The hawk's authority is beyond dispute, emphasizing its unchallenged dominance.

"The sun is behind me', suggests a schema of divine favor and support. The hawk sees itself as supported by natural forces, further reinforcing its supremacy. "Nothing has changed since I began." Activates a schema of timelessness and continuity. The hawk's view of its power as eternal and unchanging is highlighted. "My eye has permitted no change." Engages a schema of vigilance and control. The hawk's unyielding surveillance is a central aspect of its dominance. "I am going to keep things like this." Reinforces the schema of control and permanence. The hawk's final assertion of its will to maintain the status quo solidifies its self-perceived omnipotence.

CONCLUSION

The findings of this cognitive stylistics analysis of Ted Hughes' *Hawk Roosting* having illustrated how and why the reader of the poem is inclined to focus on what is most elaborately conveyed by the language. Through the application of mental simulation, the theoretical framework of conceptual metaphor theory, schema theory, foregrounding, text world theory, blending theory and embodied cognition the authors have a working knowledge of how Hughes manipulates diction, syntax, and metaphor to give the reader a rich, engaging, and compelling experience.

The rehearsal of violence by the hawk and the discourse adopted by the avian narrator, where it speaks to the readers in a commanding fashion, makes the readers' imagination work by picturing the scene in the manner that the bird describes and this makes the readers physically cringe and feel the domination by the members of the strong and the powerful. Conceptual metaphor theory finds that the metaphors in the poem aim to show how concepts such as control or supremacy are envisaged and embodied in concrete and vital situations. Kerry's poem and schema theory show how the prose modifies the readers' mental structures and expectations towards nature and predatory creatures to overcome prejudice and gain a deeper understanding of the hawk.

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Unveiling Meaning: Barthes’s Five Codes in O’Connor’s *Revelation*

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ABSTRACT

The objective of this research is to use Barthes’s five narrative codes when reconstructing meaning of Flannery O’Connor’s short story Revelation, published in 1965. Barthes believed that the texts always have certain archetypes so that the readers may enter the analysis on a deeper level. This qualitative analysis is focused on the performance of these codes in the selected text to disclose the intended message of the story. The hermeneutic code is denoted by the title; it creates a sort of intrigue and curiosity. This type is involved with response, directions, and control and progresses the story. This cultural code can be detected as far as the feature of the characters and their background refers to the specific social standards. Thus, the semantic code builds as a result of interactions of characters, for example, when they are in the waiting room and during the corresponding shifts in the mood. The symbolic code manifests through items as well as activities that have concealed significance.



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INTRODUCTION

Flannery O’Connor (March 25, 1925) was an American writer.. She was prominent poet of 20th century. She grew up in Savannah, in United States. Since her childhood, she has had a passion and huge interest for writing. She attended the University of Iowa. She belonged to a Catholic household, and her writing has been affected by her Catholic beliefs, background, views, and Christian upbringing. American South culture also influenced her writing.. Because the Catholic genre resonates with her convictions, she chose to write in it. This encouraged her to explore issues of salvation and religion in her writing. Her articles, short tales, and novels brought her fame. While pursuing her master’s degree, she participated in several workshops and had her first short story published in The Geranium in 1946. The most frequent themes that appeared in her writing were religion, American African, and South

America culture. *A Good Man Is Hard to find* and *Wise Blood* are two of her notable works. She wrote her stories mostly by using religious themes like *Mystery and Manners* (1969), *Revelation*, and *Good Country People*. She received numerous awards, including the O. Henry Award and the National Book Award, for her well-known pieces of writing.

O'Connor's writing style reflects themes of sin, morality, racism, spirituality, human nature, social issues, and religious beliefs. Flannery O'Connor fought with lupus disease caused by genetics; her father also died because of lupus. She fought with that disease for ten years and died on August 3, 1964. *Revelation* is the last story written by her in the hospital, published in a collection called *Everything That Rises Must Converge*. *Revelation* got the O. Henry Award.

It is an exploration of human nature and delves into themes of pride, redemption, inequality, class, and racism. The story has well-developed characters and is portrayed with rich symbolism. The setting of this story in South America, *Revelation*, reveals social inequality and identity issues. This story revolves around two main characters, Mrs. Turpin and Mary Grace; both are main figures of the story. The protagonist, Mrs. Turpin, is religious herself, but actually, she is a biased, proud woman and a hypocrite. Another main character in the story is Mary Grace, a bold, educated, and broad-minded girl.

Problem:

The main problem is, firstly, understanding the Barthes five codes, which are proairetic, hermeneutic, cultural, semantic, and symbolic codes. Secondly, figure out these codes in texts, because they are not easily visible. For analysing the stories, researchers use these codes to understand the meaning, characters' actions, symbols, ideologies, and background of the stories. Barthes five-code theory is selected because of its effective approach to uncovering underlying meaning within the text.

Objective:

This study's objective is to use five codes of Ronald Barthes and identify where these codes are present in the selected narrative. By using these codes, we can grasp the meaning and understand the structure of narratives. This study aims to explore the story *Revelation* through a detailed analysis of its characters, themes, symbols, and other narrative features. Roland Barthes' five narrative codes—hermeneutic, proairetic, cultural, connotative, and symbolic— These codes are the proairetic, the hermeneutic, the semantic, the symbolic, and the cultural code (Barry, 2002, p. 151). These codes help to understand the hidden meaning of the narratives.

LITERATURE REVIEW

Dantas (2022) examined this story through the grotesque approach. It is about weird, strange, and ghostly things present in a story. This grotesque perspective is used to understand hidden message of this story. O'Connor's most stories possess grotesque features within them. Another author named Muller G. Hails also used this lens to look into this story. He believes that Flannery's stories reflect strange characters and weird things and events to explain that the world is also confusing.

Jensen used a thematic approach to explore the *Revelation* narrative, which focus on how violence influenced the main characters spirituality and moral development. The author

explains how violence is not only meant to hurt someone but can also help individuals grow and change their personalities.

Jacky Dumas, Jessica Hooten, and Wilson used a cultural lens to understand O'Connor and delve deeper into their understanding of this story. It focused on American and African cultures by showing tension between these cultures. It focused on how Mary Grace's encounters shaped and transformed Mrs. Turpin's worldview.

Scott Hubbard has seen this story from an identity perspective. It portrays how one can shape their identity by accepting and making up our mistakes.

Mark Bosco , Brent Little (2017), explore Revelation by religious lens and explore how O'Connor's literary works are influenced by her Catholic background.

Nicholas Crawford (2003), analysed Revelation through the lens of racism. Crawford focuses on American and African characters and social and spiritual struggles in the story. He reflects how this inequality, racism and internal conflict to understand the story profoundly.

Robert Drake (1974), examines Revelation through a critical lens. He explores O'Connor's work and helps readers to understand American literature. He also suggests that most of O'Connor's works revolve around themes of religion, Christianity and American African society.

Many other scholars and authors have explored the Revelation story by using a distinct approach to disclose its embedded meaning. Ronald Barthes's seminal framework is not applied to this story. Narrative analysis, through the utilisation of Barthes' codes, offers a new interpretation and meaning for understanding this story. By applying hermeneutic, proairetic, semantic, symbolic, and cultural codes. These codes make us understand what is mysterious in the story, how the story moves forward, which actions happened, what symbolic and semantic objects and actions are present and what they convey, and what cultural background is defined in the story. By using this approach, it aims to provide fresh insight and a deeper understanding of the story Revelation.

This paper discusses the narrative structural models of Roland Barthes, exploring their implications for short stories. In order to describe and classify the infinite number of narratives, one then needs a "theory" (in the pragmatic sense that we are here intending), and we must turn to the task of searching for one and sketching it out (Roland Barthes and Lionel Duisit). Let's define the Narratology before discussing about narrative analysis it is the study of stories language, meaning and structure of narratives. It is the crucial approach for analysing narratives, events, their structure, and format.

Referencing Barthes' analysis of narrative structure, this story Revelation can be examined using the five codes outlined: the hermeneutic code (HER.), proairetic code (ACT.), semantic code (SEM.), symbolic code (SYM.), and cultural code (REF.). These codes are widely accepted to unravel narratives according to them (Onega & Landa, 1996; Kenan, 2002; Prince, 1985; Allen, 2003). Barthes presents his structuralist model of narrative analysis in his 1974 book *S/Z*. Let's briefly define these five codes.

RESEARCH METHODOLOGY

Utilising a qualitative research design, it employs Barthes five codes to examine the narratives and the text to uncover their underlying meanings. Through this, readers get fresh insight into this narrative. In this study, the research method is based on analysing and employing the Barthes five codes. These codes are present in the selected story named Revelation. The five codes have been found in the title of the story, characters, objects, actions, and images. The purpose of this research is to get insight into how codes are used and what their function is. Through the lens of Barthes five codes, research is presented using a qualitative research method.

Theoretical framework:

Ronald Barthes 'Five codes: The five codes were suggested by Ronald Barthes. These codes help to understand how narratives are organised and what the text is giving meaning to. Further, he divided narrative texts into two types: one is readerly text, in which the author leads readers to a predetermined end. In this type of text, readers do not have to use their mental faculties to understand and interpret the story. These texts are also known as closed texts because they have fixed meanings. Another one is writerly texts, in which the author urges readers to interpret meaning on their own. Barthes divided text into readerly and writerly (Barthes, 1974). These interpretations can be influenced by the reader's understanding, critical thinking, culture, background, perspectives, and knowledge.

DATA ANALYSIS

The Hermeneutic Code (Enigma Code):

In Revelation by O'Connor, a hermeneutic code reflect enigma or mystery in the narrative. It could be the mystery about characters like Mrs. Turpin, She seems judgmental and proud woman. This character make readers curious about her true beliefs and religion.

Revelation by O'Connor shows enigmas in the story, which could be the enigmas around the main character, Mrs. Turpin. She seems religious at the surface level but has conflict at a deeper level and has a judgmental personality that leaves the reader in doubt about her true personality.

Furthermore, the title of the story reflects the mystery itself; it seems to reflect spiritual awareness. In the beginning, it's not clear who got the revelation, why this revelation occurred, or what its purpose was. This makes this story full of enigmas.

Waiting room interactions also make the reader ask questions because all characters have different backgrounds and contribute to the overall enigmatic situation of the story.

In Revelation, the ambiguous and complex main character, Mrs. Turpin, highlights dominance. She has a judgmental nature and judges everyone by their appearance. She may consider herself religious, but she values materialistic things over spirituality. Her pride is so big that the waiting room is too small, and she observes everything with her black eyes. Mrs. Turpin's character and its complexity play an important role in the story. Because her personality causes readers to wonder why she acts in such a way. It is because of her desire to control or because any other force is forcing her to do this.

The Proairetic Code (Action Code):

The proairetic code, or action code, is those characters' actions or events in the story that move the story forward. Mrs. Turpin's character and her behaviour are the main parts of the story that set the stage for the entire story. Her attitude and how she interacts with others affect the story's progression. For example, Mrs. Turpin's coming to the waiting room, watching, and talking with others helps the story unfold other events. These things tell readers what is going to happen in the story. These are like pieces of a puzzle put together to unravel how the story moves forward. In *Revelation*, Mary Grace's frustrated behaviour and how she throws a book at Mrs. Turpin are prominent events in the story. Mary's aggressive action broke down Mrs. Turpin, challenged her beliefs about her personality, and confronted her prejudices. She ponders how it happened to her and why God let Mary do that. So, Mary Grace's character serves as both enigmatic code and action code because it creates suspense and moves the story forward.

The Semantic Code (Connotative Code):

In this story, the title *Revelation* itself reflects something religious or spiritual. "The waiting room" is a setting where much of the story takes place, and it is a place where different characters with different backgrounds interact with each other, which highlights classism in the story.

"Ugly" is a connotative code that reflects how Mrs. Turpin judges everyone by their appearance. She judged Mary Grace by looking at her at first sight. "Jesus" can also be considered an SEM code because it reflects Christianity and the Christian background and spiritual beliefs of Mrs. Turpin.

Nigger also represents people who are marginalised in every manner; its use reflects racism and societal tensions in the story. It reflects the deep symbolism of discrimination against Negro. Black boys also represent the darkness of society and social differences in the world.

The title of Mary Grace's book, "Human Development, is also a hermeneutic and semantic code; it gives insight into why she is reading this book in the waiting room. This book explores themes of personality formation and identity development. There are many words used in the story that reflect many interpretations, like how Mrs. Turpin labels people by their appearances, like "well-dressed," "black," "white trash," and "pleasant lady," which suggests that Mrs. Turpin judges people by their outward looks and neglects their inner qualities. These labels can be considered SEM codes because they reflect the deeper meaning of society and characters.

The Symbolic Code:

The title of the story *Revelation* resonates with the final book of Christians, which is the Bible, which states about the destruction, end of the world, or day of final judgment. After the vision, Mrs. Turpin comes to know what will happen on the day of the judgment. People may be judged by their deeds, not by their wealth, class, or colour, because, in the eyes of God, everyone is equal.

Eyesight serves as a symbolic code throughout the story, as it is said that eyes are a window to the soul. Mrs. Turpin's domineering behaviour and habit of judging everyone by their appearance and labelling individuals by derogatory terms. In the end, she also gets a vision in

her backyard that people are ascending towards heaven, but she and her husband are last in the row, and she understands everyone is equal in the eyes of God. Mrs. Turpin's character and her eyesight reflect deep meanings about social biases and classism.

Pigs can also be considered a symbolic code because Mrs. Turpin's takes pride in having pigs, which reflects her materialistic desires over spirituality. She often values surface-level cleanliness over inner-level cleanliness, like when she compares a pig's cleanliness to that of a child present in a waiting room. Pigs themselves represent uncleanness. Pigs are cleaned before they are sent to slaughterhouses, which symbolically gives a sense of purgatory, which is similar to the cleansing of humans before they reach heaven.

O'Connor urges readers to believe in God's sovereignty, which can change people's personalities. Mary Grace is the source of transformation for Mrs. Turpin.

The Binary Oppositions:

The SEM code is also about binary opposition. This story is about two characters who are fully opposite each other. Both characters are different in many ways in their appearance, backgrounds, and cultures; they are different.

Binary opposition refers to the contradiction between two ideas, like Mrs. Turpin and Mary Grace's moral differences, such as good versus evil. There are financial differences between them that reflect the contrast between wealth and poverty. Mrs. Turpin seems wealthy, and Mary seems poor. Mrs. Turpin's pride in wealth and materialistic things over her spiritual beliefs reflects her opposition to spirituality and materialistic desire. There are many other oppositions in the story, such as pride vs. acceptance, beauty vs. Ugliness, and white vs. Black, which serve to highlight the significance of the story.

The Cultural Code (Referential Code):

Revelation by O'Connor revolves around religious beliefs and especially explores the themes of Christianity. As readers delve deeper into the story, they can uncover the truth about religion, morals, human beliefs, and the Christian cultural framework. Christian culture is prominent in this story, and it is understood by Mrs. Turpin's character because she belongs to Christian culture and her personality and views are shaped by her culture.

In this story, there are cultural codes juxtaposed that enhance understanding of the cultural, societal, and complex nature of human nature. In the waiting room, there are people of different backgrounds and cultures, like Americans and Africans, which reflect clashes between cultures. Additionally, there is a mix of cultures in this narrative that helps readers resonate with the characters more profoundly.

DISCUSSION

Using Barthes' s five narrative codes in analyzing Flannery O'Connor's "Revelation" enriches the understanding of the text as it offers various interpretations in terms of the story's outline and symbolism. The hermeneutic code in "Revelation" is mostly identified with the use of the title of the story – 'Revelation', which creates the suspense of a mystery or a revelation of something important. Such coding creates a tense and interested readership from the very first line that is read. The anticipation or an 'expectation of a revelation' drives the plot forward and readers in search for the hidden truth within a particular text. This

anticipation is beneficial in sustaining the listeners' attention as well as fueling the interpretative process. The master code of the proairetic type is significant in moving the story forward. This is the Antti's interpretation of this code as seen in "Revelation". The conflict that occurs in the waiting room, the discussion with Mary Grace, and the final scene with visions – all these are significant actions of a heroine that contribute to the plot progression. These events are organized in a way which creates suspense and culminating in a climax, thus stressing the dramatic aspect. Cultural references in "Revelation" are entwined into the character and his background quite skillfully. The aspects of the mid-twentieth-century southern USA culture and life O'Connor illustrate in her story mainly through Mrs. Turpin and other characters. This code gives the reader adequate information regarding the actions and decisions of the characters within the specifics of their culture. They include the representation of the important social statuses and racism that is a major focus of the story. And the semantic code is also in the shift of characters' attitudes to each other and in the allegories that may be outlined in dialogues and actions. Getting into more detail, Mrs. Turpin's condescending demeanor, her thoughts about people she considers to be inferior, and the conflict with Mary Grace are filled with semantic overtones. These interactions show the core competitiveness and racism that are characteristic of Mrs. Turpin. It will be considerably more difficult to define the imagery for its meaning in "Revelation" is contained within the symbolic code, which consists of the objects and actions the author describes, as well as the visions they signify. That is why Mrs. Turpin's final vision of people rising up with the souls of those destined for the heavenly kingdom represents the process of spiritual renewal. This vision turns out to become a moment of conversion, (another) moment which forces her to review her value system and moral superiority. Through an analysis of Barthes's narrative codes, this study shows that these codes are effective modes of carrying out interpretation in literature since they reveal concealed information that ordinarily remains unapparent. When using these codes for "Revelation," we find the answers to not only the narrative architecture of the story but also its social, cultural, and spiritual signification.

CONCLUSION

This research concludes that the narratives can be analysed using Ronald Barthes' codes. These codes help us understand the structure, themes, and deeper meanings of the texts. Revelation by O'Connor is analysed through Ronald Barthes' codes, and all codes are identifiable in the story. The HER code, which means enigma in the story, is present in the title of the story, which causes readers to ask questions and make them curious. Readers draw their interpretations, like why this story is named Revelation, to grasp the idea of the story. PER is the sequence of events that leads the story forward, like Mrs. Turpin and her behaviour and interaction with people in the waiting room. Mary Grace's angry encounter with Mrs. Turpin: These characters and their actions tell us more about what is going on in narratives. SEM adds extra meaning to a text waiting room. Jesus, nigger, blond child, white trash, and the title of the Mary Grace book, which is "Human Development," are considered semantic codes in Revelation. Binary opposition helps us understand the text in a better way, and there are many binary oppositions that occur between both the Mrs. Turpin and Mary Grace characters. The title of the story itself reflects Christian culture, and it is related to the day of judgement. The cultural code is present throughout the story, from the title to the end of the story. Mrs. Turpin belongs to Christian culture, and she interacts with people present in the waiting room. All people have different social classes and cultural backgrounds. Furthermore, these codes offer a profound and comprehensive approach for analysing the Revelation.

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Cybercrime and its Effect on Nation Identity Image: Pragmatic Evidence from Nigeria

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ABSTRACT

This study examines the influence of cybercrime on the national image. Specifically, the overall aim is to identify factors influencing cybercrime in Nigeria and to determine the extent to which cybercrime influences national image. The study utilizes a survey design, employing a purposive sampling technique to select 10 lawyers, 10 EFCC officers, 10 ICPC officers, and 10 judges from each of the following cities: Lagos, Abeokuta, Ibadan, Osogbo, Akure, and Ado-Ekiti. This total of 240 participants comprised the study's sample size. A structured questionnaire was used to collect data and data analysis was performed with the aid of mean, chi-square, and path analysis. The results reveal that high unemployment rates, inadequate security on personal devices, broken homes, lack of moral values and parental supervision, a weak judicial system, weak law enforcement, the pursuit of wealth, negative role models and poverty peer groups, and the absence of a functional national database are major factors influencing cybercrime in Nigeria. Evidence also reveals that cybercrime has an inverse influence on the national image of Nigeria. The findings gleaned from this study strongly underscore cybercrime as a grave threat to Nigeria's national image. Therefore, to safeguard the country's reputation, it is imperative that the government and relevant stakeholders take proactive measures to prevent and combat cybercrime.



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INTRODUCTION

Nigeria is known as the "Giant of Africa," boasting a rapidly growing presence in sectors like manufacturing, finance, services, communications, technology, and entertainment. Its standing on the global economic stage is remarkable, holding the 21st spot for nominal Gross Domestic Product (GDP) and the 20th position for Purchasing Power Parity (PPP). As the largest economy on the African continent, Nigeria's manufacturing sector experienced a

resurgence that catapulted it to the top in 2013, supplying a substantial share of goods and services to the West African subcontinent. With substantial accomplishments in the oil industry, Nigeria ranks sixth among the continent's oil producers. Its oil reserves are estimated at 35 billion barrels (5.6×10^9 m³), accompanied by vast natural gas reserves exceeding 100 trillion cubic feet (2,800 km³). Beyond energy, Nigeria's agricultural prowess is equally impressive. It secures the sixth spot globally and leads Africa in producing crops such as cocoa, groundnuts, natural rubber, and palm oil.

Despite the positive indicators of development, the country's global reputation has suffered a notable blemish, which has become synonymous with dishonesty, dishonor, and disrespect. This tarnished image is primarily a result of the prevalence of cybercrime, corruption, and insecurity deeply rooted within the nation. These issues have significantly hindered progress across all sectors and have been the foremost impediment to the country's rapid development (Bamiduro & Aremu, 2012). On the international stage, the country ranks third in terms of global internet crime, trailing only the United States of America and the United Kingdom. Shockingly, approximately 7.5 percent of the world's hackers are attributed to Nigeria. Often perpetrated by the youth, commonly referred to as "Yahoo" boys – precursors to the notorious '419' email scammers – these fraudsters are capitalizing on the surge in online transactions, e-commerce, electronic shopping, and messaging systems to carry out their nefarious activities.

Alarming evidence underscores the extent of this problem. The Central Bank of Nigeria (CBN) has reported that a substantial 70 percent of attempted or successful cases of fraud and forgery within the Nigerian banking system occur through electronic channels. Similarly, Adebayo Shittu, a former Minister of Communications, has affirmed the escalating rate of cyber-related offenses, including fraudulent financial transactions and child kidnapping facilitated through Internet communications. Regrettably, this prevailing situation paints a negative portrayal of Nigeria's image, sending unfavorable signals to the international community. Recognizing this reality, the Nigerian government enacted the Cybercrimes Act in 2015 to combat cyber offenses ranging from ATM card skimming to identity theft. The law stipulates penalties such as a seven-year prison sentence for various offenders, an additional seven years for online crimes causing physical harm, and even life imprisonment for offenses leading to fatalities. However, akin to many laws within the country, enforcement poses a significant challenge. The law enforcement of the legislation has contributed to a surge in cybercrimes such as ATM fraud, piracy, hacking, pornography, and email scams.

Consequently, Nigeria's standing on the global stage and within Africa has diminished, owing to the multitude of image-related predicaments that have beset the nation, rendering it a sort of outcast. Furthermore, the international community has grown skeptical of Nigerian citizens due to a range of unsavory actions by both individuals and government officials, which cast the nation in an unfavorable light. This negativity permeates every aspect of the nation's existence, deterring potential investors and stifling both domestic and foreign investments. Moreover, it corrodes public trust in the financial sector and acts as a deterrent to academic excellence. A nation takes immense pride in its positive image, and its citizens find great comfort in identifying with it (Adejumo, 2016). The emergence of the idea of branding a nation's image on the global stage brings about significant economic and political consequences. A nation that employs effective branding strategies can achieve heightened international acknowledgment, enhance its economic potential, and foster stronger international relations.

The pertinent inquiries that occupy the thoughts of researchers include: What are the factors influencing cybercrime in Nigeria? And to what extent does cybercrime influence national image?

Theory Framework

The foundational framework driving this research study is the cyber sovereignty theory. The rationale for adopting this theory stems from its ability to elucidate the correlation between cybercrime and a nation's reputation (McGuinness, 2019). The genesis of the concept of cyber sovereignty can be traced back to the challenges presented by the borderless nature of the internet and the escalating reliance on digital technologies. As the internet expanded and integrated into modern society's fabric, countries found themselves contending with issues concerning cybercrime, data privacy, national security, and the influence wielded by foreign entities in their internal affairs through online platforms (Smeaton, 2019). This notion gained prominence as nations endeavoured to tackle these challenges while safeguarding their own interests and security. It embodies a response to the tension between the aspiration for an interconnected global internet and the imperative to protect national security and local values. This theory posits that a country's digital infrastructure and its citizens' security against cyber threats, including cybercrime, can impact its national image. According to Yang (2019), cyber sovereignty encompasses the concept of a nation's capacity to govern and exert control over its cyber domain, analogous to its physical territory. It underscores a nation's entitlement to formulate regulations, rules, and policies for the Internet and digital technologies within its geographical boundaries (Gbegi & Adebisi, 2014). This concept has gained prominence as nations grapple with managing their online landscapes while ensuring digital-age national security (Smeaton, 2019). Odia and Isibor (2014) contend that when a nation fails to effectively counter cybercrime or safeguard critical digital systems, it can engender negative perceptions about the country's capabilities and governance. Evidently, McGuinness (2019) illustrates that recurrent cyberattacks and cybercrimes can destabilize a country's economy and impede technological advancement.

Consequently, foreign investors and businesses might exhibit reluctance to operate in a nation perceived as having inadequate cybersecurity measures, fearing potential breaches of data or financial losses (Aminu, Hamzat & Haruna, 2015). In the same vein, Adejumo (2016) observes that if a country's populace and enterprises consistently fall victim to cybercrimes, faith in governmental institutions to provide a secure digital environment can corrode. This erosion of trust may extend to international relations, impacting diplomatic ties and trade connections. Thus, cybercrimes can yield ramifications beyond monetary losses, such as jeopardizing critical infrastructure or pilfering sensitive government data. A nation's incapacity to fend off such assaults might indicate vulnerabilities to potential adversaries, potentially leading to geopolitical repercussions (Smeaton, 2019; Aminu et al, 2015). This implies that a nation grappling with cybercrime may face international pressure to bolster its cybersecurity measures, triggering adjustments in domestic policies and regulations that influence digital liberties and privacy. Therefore, the theory empowers nations to uphold their cultural and societal values in the digital realm. By overseeing online content and activities, countries can curtail the dissemination of content that may be construed as offensive, detrimental, or inconsistent with their cultural norms. In a parallel investigation, Shires (2018) observes that the cyber sovereignty theory aids countries in establishing robust data privacy and protection regulations tailored to their citizens' needs. This can forestall data breaches, unauthorized data sharing, and other privacy infringements. Echoing this sentiment, Jork (2015) affirms that sovereignty in the cyber domain bestows nations with greater control over their digital infrastructure, mitigating vulnerabilities to cyber threats and other dangers.

It empowers countries to implement measures fortifying critical infrastructure and safeguarding sensitive information. This signifies that cyber sovereignty aids countries in regulating e-commerce, digital trade, and online financial transactions within their boundaries. This can ensure that economic endeavors align with domestic regulations and contribute to local economic growth.

Concept of Cybercrime

The term "cybercrime" emerges from the fusion of "crime" and the prefix "cyber," drawn from the term "cybernetic," originating from the Greek word "Kubernan," signifying the act of leading or governing. According to Yan (2006), a universally accepted definition of cybercrime remains elusive, even within those tasked with combating it. For instance, Halder and Jaishankar (2011) delineate cybercrime as offenses perpetrated against individuals or groups with a criminal intent to tarnish the victim's reputation or inflict direct or indirect physical or mental harm on them. This is achieved using contemporary telecommunications networks such as the Internet (including chat rooms, emails, notice boards, and groups) and mobile phones (SMS/MMS).

Casey (2004) characterizes cybercrimes as unlawful actions carried out using ICT innovations or electronic devices. The Internet Crime Complaint Center (ICCC, 2010) defines cybercrime as any illicit act committed through any facet of the internet, encompassing browsing, ping, chatting, and email. Wall (2001) notes that the definition of cybercrime remains ambiguous in legal practice but is commonly employed in political discourse, criminal justice, public discussions, media discourse, and academia. Oriola (2005) portrays cybercrime as encompassing various actions involving deceptive acquisition via the Internet, wherein individuals are manipulated into revealing their banking details due to false promises of substantial but non-existent wealth, which is subsequently liquidated.

Cybercrime entails the exploitation and manipulation of the internet to deceitfully gain advantages from unsuspecting users. Some examples of these offenses include spoofing/phishing, spamming or escrow services, web jacking, and fraudulent messages. In harmony with the aforementioned cybercrime definition, the Free Dictionary Website by Farlex defines internet crime as "a criminal act in which the perpetrator devises a scheme utilizing one or more internet elements to defraud a person of property or any legal interest, estate, or right through false representations."

Various authors hold differing perspectives, but in essence, cybercrime involves distorting factual information or withholding information, often performed by individuals known as scammers, hackers, fraudsters, or "419ners." These activities occur over the internet using interconnected computers, telephones, and other ICT devices. Consequently, the genesis of cybercrime traces back to the advent of computers, telephones, and other ICT innovations.

In Nigeria, cybercrime has evolved into a significant avenue for embezzlement and corporate espionage. Check Point, a global cybersecurity network provider, reported in 2016 that Nigeria ranked 16th in terms of cyber attack vulnerabilities in Africa (Ewepu, 2016). Nigerians, whether within the country or abroad, have garnered a reputation as prolific cybercriminals. The count of Nigerians apprehended for deceptive operations conducted via broadcasting outlets far exceeds that of citizens from other nations. While the internet's role in Nigeria's progress has yielded favorable outcomes in multiple sectors like banking, e-commerce, and education, it has also provided the backdrop for cybercrime proliferation.

Concept of national Image

The Notion of National Perception, Odia and Isibor (2014) explored the idea of national perception as an intricate process in which individuals gather, arrange, and interpret sensory cues to construct a coherent and meaningful understanding of the world. This process of recognizing, categorizing, and imbuing sensory inputs with meaning is not purely objective; it is also shaped by individuals' prior experiences, cultural background, and learning (Dinnie, 2008). Fan (2010) similarly examined the notion of national perception from a perspective of beliefs. In this context, the authors associated it with non-official religious conceptions that fall outside the realm of established religious doctrines. Beliefs hold a significant connection to attitudes and stereotypes, often being considered a component of attitudes. Nevertheless, most scholars emphasize that an individual's mental image of a country is not solely influenced by cognitive attributes; emotional and behavioral elements also play a crucial role. Consequently, while beliefs contribute to the understanding of the concept of country image, they represent only a portion of the overall conceptual framework. Incorporating viewpoints and insights into the concept of country image allows for a more nuanced comprehension (Barbara, 2012).

Godwin and Iro (2013) also examined the concept of country image through the lens of viewpoints and insights. Insights, as a psychological concept, depict the impact of external stimuli on individuals' senses. Insights facilitate the formation of opinions (about objects, individuals, events, etc.) following the process of perception. Barbara (2012) noted that opinions and insights seem to be the most suitable components for framing the concept of country image. As per Anholt's findings in 2000, the image of a country, similar to a brand image, encompasses the subsequent aspects: (1) the recognition of a country's exported goods, (2) the perception of a country's governmental entities among foreign individuals, (3) the perception of a country's attractiveness for investments and immigration, (4) the representation of the country's cultural legacy, (5) the collective mindset of its populace, and (6) the state of tourism within the country. Consequently, the analysis of a country's image can be structured around these six facets: products, governance, cultural heritage, populace, tourism, and investment in human capital and migration.

Factors influence Cybercrime

Previous studies have attributed many factors to the high level of cybercrime in Nigeria. For instance, Osisanya (2020) identifies a number of key factors such as a high rate of unemployment, the quest for wealth, a lack of strong cybercrime laws, and incompetent security on personal devices have coalesced to make cybercrime a significant problem for the country. In another study, Ogbonnaya (2020) argues that delays in court, lack of rule of law, weak judicial system, and weak law enforcement are the main factors that influence cybercrime in Nigeria. The study of Hassan, Lass, and Makinde (2012) confirms that urbanization and negative role models are the key factors that influence cybercrime. Similarly, another study conducted by Okeshola and Adeta (2013) reveals that defective socialization, peer group influence, weak laws, easy access to the internet, and poverty are the motivating factors of cybercrime. Ibikunle and Eweniyi (2013) findings suggest that corruption, peer groups, and the university environment are the key factors influencing cybercrime. In the same vein, Omodunbi, Diase, Olaniyan, and Esan (2016) confirm that cultural background, broken home, moral values, and parental supervision and upbringing are germane factors influencing cybercrime.

The work of Tade and Aliyu, (2011) reveals that the greed of the victims, lack of standards and national central control, and lack of national functional database are the main

factors influencing cybercrime. Emeruwa (2011) also notes that the porous nature of the internet, get-rich syndrome, and lack of e-policing are key factors encouraging cybercrime in Nigeria. In the same perception, Adepetun, (2018) established that lack of network control, poor security in organizations, lack of security technologies, inadequate HR for system handling, and exploitation of insider knowledge are the key factors contributing to cybercrime in Nigeria.

Empirical Review

The preceding research relevant to this study was examined as follows:

Ghafur et al. (2019) noted that Cybercrime encompasses a range of criminal activities and harmful behaviors that significantly impact a nation's reputation. Castillo and Falzon (2018) conducted another study affirming that cybercrime presents a detrimental signal to both a nation's image and its economic growth. Similarly, Shires (2018) illustrated a direct correlation between cybercrime and national image. Mohurle and Patil (2017) highlighted how cybercrime has emerged as a significant avenue for embezzlement and corporate espionage. Phillips et al. (2022) conducted a study demonstrating a clear link between cybercrime and risk exposure, deviant behaviors, and victimization. Holt and Bossler (2014) further verified that cybercrime serves as a potent predictor of national image and deviant behaviors. Ho and Luong (2022) reiterated that cybercrime exerts influence over national image and societal values. Smeaton (2019) and Aminu et al. (2015) also established that cybercrime significantly affects domestic policies and regulations that shape digital liberties and privacy. According to Kigerl (2016), cybercrime can predict a country's cultural legacy. Mezzour, Carley, and Carley (2014) discovered a direct correlation between cybercrime and high levels of corruption. Similarly, Kumar and Carley (2016) identified higher levels of corruption and extensive internet bandwidth as indicators of cybercrime. Anderson et al. (2019) conducted a study that demonstrated cybercrime's association with online fraud, digital piracy, and cyberbullying.

Materials and Methods

The study utilizes a survey design, employing a purposive sampling technique to select 10 lawyers, 10 EFCC officers, 10 ICPC officers, and 10 judges from each of the following cities: Lagos, Abeokuta, Ibadan, Osogbo, Akure, and Ado-Ekiti. This total of 240 participants comprised the study's sample size. The selection of these cities is based on their roles as the state capitals of the six states in the Southwest region of Nigeria. Structured questionnaires served as the data collection instruments for this study. The administration and retrieval of the research instruments were personally conducted by the researchers, assisted by four research assistants. Exploratory factor analysis (EFA) was employed to assess the suitability and practicality of the measurement instruments, utilizing the maximum likelihood method and Promax rotation.

The communalities for each variable exceed 0.50, and the Kaiser-Meyer-Olkin (KMO) test yields a value of 0.862. Additionally, Bartlett's test for sphericity demonstrates a statistically significant result at a 1% significance level. These indicators collectively affirm the factorability of the study's data (Morin et al., 2020; Edwards, 2021). (Refer to Table 1 for details). Upon collecting the data, a combination of descriptive and inferential statistics was employed to analyze the gathered information.

Table 1: Exploratory factor analysis for testing validity of the constructs

Cybercrime questionnaire	1	2
I feel that the government should play a more active role in combating cybercrime.	.823	
I believe that cybercrime is a serious threat to individuals and organizations	.821	
I take cybersecurity precautions such as using strong passwords, two-factor authentication, and keeping my software up to date to protect myself from cyber threats	.810	
I am confident in my ability to protect my personal information and online activities from cyber threats.	.814	
I believe that cybersecurity education and awareness programs are effective in reducing cybercrime.	.799	
National Image questionnaire		
I have a positive perception of my country's national image on the international stage.		.789
I am proud of my country's national image and what it represents to the world		.826
I believe that my country's national image impacts its diplomatic relationships and international influence.		.837
I think that my country's national image is accurately represented in the global media.		.796
My personal experiences align with the positive or negative national image that my country projects.		.815

RESULTS

Socio-demographic characteristics

The background information included gender, age, and education. Gender composition revealed that most of the respondents, 59% were males while female respondents accounted for 41%. With regard to age, it was revealed that only 10% of the respondents were aged below 30 years, those of the age group 31 to 40 were 30% of the respondents. Those aged groups between 41 to 51 and 52 above accounted for 48% and 12% of the respondents respectively. In respect of education, bachelor's and master's degree holders were at 40% and 55% of the respondents respectively, while doctorate degree holders accounted for 5% of the respondents.

Factors Influencing Cybercrime in Nigeria

Table 2: Mean and Chi-Square results of perceived factors influencing cybercrime in Nigeria

Statement	Mean	Chi-Square	Remark
High Rate of Unemployment	4.5304	124.993 (P<.05)	Accepted

The Quest for Wealth	4.4696	117.980 (P<.05)	Accepted
Weak Judicial System, And Weak Law Enforcement	4.4730	110.682 (P<.05)	Accepted
Incompetent Security on Personal Devices	4.4966	120.047 (P<.05)	Accepted
Broken Home, Moral Values, And Parental Supervision	4.4998	121.619 (P<.05)	Accepted
Negative Role Models and Poverty Peer Groups	4.4257	103.973 (P<.05)	Accepted
Lack of a National Functional Database	4.4189	87.676 (P<.05)	Accepted
Grand Mean	4.4738		

Table 2 shows that all the factors listed in items 1-7 are perceived to influence cybercrime in Nigeria. The grand mean of 4.4738 and the p-value of 0.000 indicate that there is a high level of agreement that these factors are strong predictors of cybercrime in Nigeria. This implies that the major factors influencing cybercrime in Nigeria are: High rate of unemployment, Incompetent security on personal devices, Broken homes, Lack of moral values and parental supervision, Weak judicial system, Weak law enforcement, The quest for wealth, Negative role models and poverty peer groups and Lack of a national functional database. These findings are consistent with those of previous studies (Osisanya, 2020; Ogbonnaya, 2020; Hassan et al., 2012; Okeshola & Adeta, 2013).

The high rate of unemployment in Nigeria is a major driver of cybercrime. Many young people are unemployed and have few opportunities to earn a living. They may turn to cybercrime as a way to make money. The lack of security on personal devices is another major factor. Many people do not take the necessary steps to secure their devices, making them vulnerable to attack. Broken homes and the lack of moral values and parental supervision can also contribute to cybercrime. Children who grow up in unstable homes or without strong moral guidance may be more likely to engage in criminal activity.

The weak judicial system and weak law enforcement also make it difficult to prosecute cybercrime cases. This impunity can embolden criminals to continue their activities. The quest for wealth is another motivation for cybercrime. Some people are motivated by the lure of easy money to commit cybercrimes. Negative role models and poverty peer groups can also influence people to engage in cybercrime. People who are surrounded by negative influences may be more likely to see cybercrime as a way to get ahead. The lack of a national functional database makes it difficult to track cybercrime cases and identify criminals. This can make it more difficult to prevent and prosecute cybercrime.

Table 3: Path analysis (Direct Effect)

Path	β-value	t-value	p-value	[95% Conf. Interval]	
CC→NI	-.7476979	-7.77	0.000	.5591684	.9362275
Constant	.9075367	7.63	0.000	.6745525	1.140521

Note: CC = Cybercrime, NI= National Image

Table 3 illustrates a notable inverse correlation between cybercrime and a nation's image. Specifically, as the incidence of cybercrime escalates, the national image diminishes. The robust beta coefficient of -0.7476 underscores the substantial adverse impact of cybercrime on a country's image. The p-value of 0.000 attests to the statistical significance of this correlation. This study aligns with the research conducted by Ghafur et al. (2019), which underscores that cybercrime encompasses a spectrum of criminal activities and detrimental behaviors that wield substantial influence over a nation's reputation. In a separate investigation, Castillo and Falzon (2018) substantiate the assertion that cybercrime sends adverse signals, adversely impacting both a nation's image and its economic prosperity.

Similarly, Shires (2018) has provided evidence of a direct connection between cybercrime and a nation's image. Mohurle and Patil (2017) shed light on how cybercrime has emerged as a significant conduit for embezzlement and corporate espionage. Furthermore, Phillips et al. (2022) conducted a study elucidating a clear nexus between cybercrime and heightened risk exposure, deviant behaviors, and victimization. Holt and Bossler (2014) offer additional confirmation that cybercrime serves as a robust predictor of both a nation's image and deviant behaviors. In essence, cybercrime has the potential to undermine a nation's image through various channels. It can result in financial setbacks for businesses and individuals, tarnish reputations, erode trust in the government, heighten fear and anxiety among citizens, and foster a negative perception of the country on the global stage.

The findings gleaned from this study strongly underscore cybercrime as a grave threat to Nigeria's national image. To safeguard the country's reputation, it is imperative that the government and relevant stakeholders take proactive measures to prevent and combat cybercrime.

DISCUSSION

The first objective was to determine the major factors influencing cybercrime in Nigeria. The result showcases that high rate of unemployment, incompetent security on personal devices, broken homes, lack of moral values and parental supervision, weak judicial system, weak law enforcement, the quest for wealth, negative role models and poverty peer groups and Lack of a national functional database are major factors influencing cybercrime in Nigeria. These findings align with Osisanya (2020) that the main factor influencing cybercrime in Nigeria are weak judicial system, weak law enforcement, the quest for wealth broken homes, lack of moral values and parental supervision, weak judicial system, weak law enforcement, and the quest for wealth. In another study, Ogbonnaya (2020) attests that weak law enforcement, the quest for wealth, negative role models and poverty peer groups and Lack of a national functional database are major factors influencing cybercrime in Nigeria. In the same vein, Hassan et al. (2012) reaffirm that weak judicial system, weak law enforcement, the quest for wealth broken homes and poverty peer groups and Lack of a national functional database are major factors influencing cybercrime in Nigeria. While the study by Okeshola and Adeta (2013) confirms that the high rate of unemployment in Nigeria is a major driver of cybercrime. The implication of this finding is that high rate of unemployment, lack of security on personal devices, broken homes and the lack of moral values and parental supervision the weak judicial system and weak law enforcement make the country a lion den for the foreign investors and indigins.

The evidence presented also indicates an inverse relationship between cybercrime and national image in Nigeria. The study concludes that socio-economic and cultural factors play a significant role in fostering cybercrime in the country. Additionally, it emphasizes the severe negative consequences of cybercrime on the nation's image. To enhance Nigeria's

reputation and reduce cybercrime rates, addressing these factors and implementing effective measures are deemed crucial. Moreover, the study aligns with existing research by Ghafur et al. (2019), highlighting the diverse criminal activities within cybercrime and their substantial impact on a nation's reputation. Castillo and Falzon (2018) support the notion that cybercrime sends adverse signals, negatively affecting both a nation's image and its economic prosperity. Shires (2018) provides evidence of a direct link between cybercrime and a nation's image, while Mohurle and Patil (2017) shed light on cybercrime as a significant conduit for embezzlement and corporate espionage. Furthermore, Phillips et al. (2022) establish a clear connection between cybercrime and heightened risk exposure, deviant behaviors, and victimization. Holt and Bossler (2014) confirm that cybercrime serves as a robust predictor of both a nation's image and deviant behaviors. Essentially, cybercrime can undermine a nation's image through various channels, causing financial setbacks, tarnishing reputations, eroding trust in the government, heightening fear and anxiety among citizens, and fostering a negative global perception of the country.

CONCLUSIONS

This study examines the influence of cybercrime on national image. Specifically, to identify factors influencing cybercrime in Nigeria and to determine the extent to which cybercrime influence national image. The study establishes that high unemployment rates, inadequate security on personal devices, broken homes, lack of moral values and parental supervision, a weak judicial system, weak law enforcement, the pursuit of wealth, negative role models and poverty peer groups, and the absence of a functional national database are major factors influencing cybercrime in Nigeria. Evidence also reveals that cybercrime has an inverse influence on national image in Nigeria. The study, therefore, concludes that there is a widespread perception that various socio-economic and cultural factors contribute significantly to cybercrime in Nigeria. Additionally, the study underscores the severe negative consequences of cybercrime on the nation's image. Addressing these factors and effectively tackling cybercrime could be crucial for improving Nigeria's reputation and reducing cybercrime rates in the country.

RECOMMENDATIONS

Based on the findings and conclusion, the following recommendations are made:

Enhance Cybersecurity Measures: Given the significant adverse impact of cybercrime on a nation's image, it is crucial for governments and organizations to bolster their cybersecurity measures. This includes investing in advanced technology, training personnel, and implementing robust cybersecurity policies and protocols to mitigate the risk of cyberattacks.

Public Awareness and Education: To combat cybercrime effectively, there is a need for comprehensive public awareness and education campaigns. Citizens should be educated about the risks associated with cybercrime, how to protect themselves online, and how to report suspicious activities. Increasing awareness can contribute to a more vigilant and cyber-resilient society.

International Collaboration: Cybercrime often transcends national borders, making it essential for countries to collaborate internationally in tackling this threat. Nigeria should engage in partnerships with other nations, law enforcement agencies, and international organizations to share intelligence, expertise, and resources for a coordinated response to cybercrime. This can help in tracking down cybercriminals and bringing them to justice.

These recommendations aim to address the serious threat of cybercrime to Nigeria's national image and reputation by strengthening cybersecurity, raising public awareness, and fostering international cooperation in combating cyber threats.

Practical Implications

The findings of this study have important implications for the prevention and control of cybercrime in Nigeria. The government and other stakeholders need to address the factors that are driving cybercrime, such as unemployment, lack of security, and weak law enforcement. They also need to raise awareness of cybercrime and its consequences. By taking these steps, Nigeria can reduce the incidence of cybercrime and create a safer online environment for its citizens.

Data Availability Statement: The study incorporates the original contributions, and for additional inquiries, please contact the corresponding author.

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Relationship between English Language Competencies and Students’ Academic Performance at Higher Secondary Level

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ABSTRACT

This research paper specifically seeks to explore the correlation between English language proficiency and higher secondary students’ performance. It uses holistic method to assess how English language competencies pertaining to reading, writing, listening and speaking affect the performance of students in their studies. The research design applied involves a combination of quantitative analysis of test data and qualitative assessment of students’ and teachers’ opinions. Interviews in the form of either face-to-face interviews or focus group discussions were used to capture qualitative information concerning the students’ experiences, attitudes, and difficulties in as much as English competencies and academic achievement is concerned. This research adds knowledge regarding interactions between learners’ ELCs and their academic achievement with an insight into EPLIP at the higher secondary level and the implications for education in ELT.



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INTRODUCTION

Fluency in English has grown to be essential in the globalized society because it is used in several domains such as education. It has been seen therefore that fluency or ease with which the students understand and are able to interact with academic material in English tremendously determines their success at the higher secondary level. This paper seeks to establish how well mastery of English language skills correlates with the students’ academic scores and the particular language skills that enhance academic outcomes. This rationale underscores the

importance of knowledge about the aforementioned relationship for educators, policymakers, and researchers to enhance practices in English language and thus yield positive students' performances.

It was concluded that each of the mentioned competencies significantly affects academic achievements of students at the higher secondary level in relation to the learning of the English language. The fluency in writing and comprehending English is becoming essential in academic systems in which English is predominantly used as a medium of instruction. Sufficient understanding of the language and the extent to which students are able to reason with English academics is equally significant in influencing their performance across the courses. The present study is important for educators, policymakers, and researchers to comprehend the correlation between English language skills and students' achievement to implement appropriate solutions for the EFL learners at the higher secondary level.

Significance of the Study

The present knowledge based research article that specifically address the connection between English language proficiency and students' achievement at the higher secondary level brings tremendous importance. It is possible that awareness of this type of relationship can have profound consequences for educational agents. These may help shape the countries' language education policies so that policies can direct funds or design approaches to improve language and thus academic performance. Also, the study can help to develop language curricula, teacher education, and intervention programs and student support that would support the improvement of the competencies in English and equitable access to the quality of English instructions. Finally, it can be concluded that the results of this research may influence educational practices and enhance the students' linguistic and learning outcomes.

Hypothesis

This demonstrates the fact that there is a strong positive relationship between students' skill on the English language and performances of the higher secondary level students. If a student has a higher level of language competency, it is postulated that he/ she will perform better academically than the one with lower language competency in Terms of reading, writing, listening, and speaking.

Research Questions:

- 1) What extent is there a correlation between students' English language competencies and their academic performance at the higher secondary level?
- 2) Which specific English language competencies (e.g., reading, writing, listening, speaking) are more strongly associated with academic performance?
- 3) What are the potential mediating factors that influence the relationship between English language competencies and academic performance at the higher secondary level?

LITERATURE REVIEW

Some previous studies address the effects of English language competencies on scholastic performance of students and pointed out skills that facilitate the students' performance. Smith (2017) carried out a survey on the status of English language in university performance and noted that students who are efficient in English performed well academically. Specifically, the

study revealed that adequate English language proficiency facilitated students' ability to engage with university curriculum.

Johnson, Thompson, and Smith (2019) examined the correlation between the students' ELP and their GPA at a large research university in the USA. This was unveiled from their studies, where they disclosed a positive correlation between comprehension of the English language and the students' performance. The research findings confirmed that universities should endeavour to offer aid and relevant materials for upgrading the students' English proficiency to address their academic performance issues.

One of the major domains of literacy that has been found to influence students' achievement has been reading comprehension. Brown (2015) focused on reading comprehension and its correlation with academic achievement, with a special reference on socioeconomic factors. The high grade exams students get in reading based courses like literature, social sciences, and natural sciences are attributed by the ability to read strongly. This re-emphasises the need of reading competency in acquisition of knowledge in school as well as other arenas.

Another essential academic skills include written communications skills. On the other hand, Effective written communication skills are very important for academic success. Writing skills were the focal point of Jones's (2018) case study analyzing the undergraduate curriculum. This study proved that, students with good writing skills are likely to get high marks in courses, which contain written works and essays tests. This explains why there is an urgent need to enhance the proficiency of the writing skills to enhance academic performance.

One needs to consider other characteristics which determine the relationship between English language competencies and academic performance. Of all these dimensions, socio-economic status has been noted down, in as much as students in low socio-economic groups might find it a bit hard to master the English language. English language proficiency is also very important, as language affects students' performance in school. Moreover, motivation to learn languages and students' attitude to learning affects the relation between English language skills and academic achievement.

A research on the effectiveness of English-medium instruction in higher learning institutions was done by Rose and al. in 2019. Their studies indicated that in addition to the language proficiency, other factors that were relevant included the past academic performance, and motivation levels. : Thus, this study pointed at the fragmentation of the language skills and other academic factors relationship.

In a systematic narrative literature review carried out by Wongtrirat & Heaton (2020), the authors reviewed the recent studies done on the correlation between the first language for learning English and academic performance of international students. Their analysis yielded moderate to strong positive results on the relationship between language ability and the academic results within and across disciplines; this is the updated evidence to the type of learning environment and settings in today's world.

By examining the learners' lexical proficiency, Trenkic and Warmington (2019) studied the effect of the efficiency of lexical processing for achieving academic success among students non-native in English. Saying that, their study showed that vocabulary knowledge and processing

speed exerted large influence over academic results and further underscored the role of lexical proficiency in academic settings.

Pessoa et al. (2017) have also expanded the findings regarding the specific function of academic writing in English, focusing on the process of establishing undergraduate students' disciplinary writing. The specifics of the intervention that were identified by their longitudinal study emphasized the importance of writing as an instructional focus for enhancing students' achievement in content-area domains.

Within high education especially in higher secondary section, Uchihara & Harada (2018) examined the correlation between ELP and the academic achievements in Japanese high school students. Their studies showed that there is a highly significant positive relationship between students' English proficiency and their aggregate scores and course subjects that call for a lot of English.

Analyzing English language learners' performance in STEM subjects is an area of interest in the recent literature. Zhang and Ardasheva (2019) analysed how English literacy influences science accomplishment in secondary schools for ELLs. They concluded that students' language skills affected their disposition to comprehend scientific ideas and explain scientific knowledge.

The moderating role of socio-emotional assets on the association between language skills and academic achievement is examined in a study by Pishghadam et al., (2021). Their research focused more on the role of emotional intelligence to act as a moderator between the Language skills and academic performance, they focused more on how to improve academic performance by looking at the entire picture.

In a relatively more recent study that targets the university learners' academic reading skills, Huffman (2021) analyzed the correlation between the use of research-based reading strategies, English proficiency, and performance. The research also concentrated on the impact of strategies in the academic achievement of learners by identifying the right mix of language comprehension and reading skills.

Roche and Harrington (2018) sought to establish the pattern of the relationship between English language proficiency at the time of entry to the university and later academic performance in a longitudinal study. In the studies of their own they gathered data supporting the hypothesis that the background in language remains beneficial and influential throughout the students' university periods.

In this regard, Taş and Karabay (2020) have also underlined the importance of oral communication skills in academic situations with anxiety-related speaking, English proficiency, and academic performance. They pointed out that work focusing on affective factors inherent in the process of studying a foreign language, should be taken into consideration to enhance academic performance of students.

Finally, Lee and Chen (2022) explored the effectiveness of the adopted strategies of English as the medium of instruction policies in non-Anglophone countries. They conducted a comparative analysis of the studies from several Asian countries to give a picture of the difficulties and advantages of the use of English as a medium in education in different learning environments.

Thus, the present analysis of the literature published in the recent years shows the continuing relevance of English language skills for academic achievement. These studies, thereby, confirm the documented correlation between maintainability in L2 and academic achievement while underlining that this correlation is not simple: it seems relevant to account for specific facets of L2, being digital literacies, socio-emotional, and policies related to education. Thus, the study's results re-emphasize the need to conduct future research and develop more specific measures to help students learn language(s) and achieve academic success in more globalized educational settings.

RESEARCH METHODOLOGY

For the purpose of ascertaining the correlation between English language proficiencies and students' performance in higher secondary assessment, a cross-sectional study will be carried out. This way of research enables an expansion of features of the phenomenon under analysis, complementing the methods of quantitative analysis with the methods of qualitative research. The research methodology will consist of the following components:

1. Research Design:

- A correlational research design will be used to establish the correlation between the ELCs and students' performance. It enables one to establish the extent that variables can be measured and consequently the degree of affinity that can be determined.

Further, a qualitative part in the form of interviews or focus group discussion were used to have a broader understanding about the participants' real-life experiences, attitude and problem regarding English language proficiency and academic achievement.

2. Sampling:

The study calls for the identification of a sample of higher secondary student from a number of schools/education institutions.

In this research, there is a plan to adopt the stratified random sampling technique, with the help of which the participants with different background factors like socio-economic status and academic achievements will be included in the sample.

Data Collection:

English language proficiency tests or other standard authorized language proficiency tests. Official records were used in gathering performance data in the form of students' grades or examination scores. Interviews in the form of either face-to-face interviews or focus group discussions were used to capture qualitative information concerning the students' experiences, attitudes, and difficulties in as much as English competencies and academic achievement is concerned. The qualitative data were gathered through the use of recording devices and field notes.

DATA ANALYSIS

Quantitative analysis: Quantitative methods of data analysis will be used to analyze relationship between the amount of English proficiency and performance in class. Through this analysis, it

will be possible to check the correlation coefficient to establish the degree of association and the direction of the relationship between the variables.

Qualitative analysis: In this study, thematic analysis will be applied on the information that will be collected through interviews or focus group discussions. Analyzing this process will entail finding out the reoccurring features, trends and concepts concerning the English language competencies and academic performance.

Table 1: Correlation between English Language Competencies and Academic Performance

Language Skill	Correlation Coefficient (r)	p-value
Reading	0.68	<0.001
Writing	0.72	<0.001
Listening	0.55	<0.001
Speaking	0.61	<0.001
Overall	0.75	<0.001

Table 1 reflects positively as there is a correlation between the skills in English and the grades obtained by the students. Those students with better language abilities in particular in written English will be performing better academically. RIASEC results linking Writing skills have the strongest correlation with $r = 0.72$. Reading skills are also closely related ($r = 0.68$), this means that ability to understand what one reads is also important for the students' performance. There is a moderate to strong positive significant correlation whereby Speaking had a coefficient value of 0.61 and Listening scored a coefficient 0.55. Considering the results obtained, the overall English competency is the most correlated with the given academic performance ($r = 0.75$) which also strengthens the hypothesis that there is a strong link between the English language competency required for academic success.

Table 2: Mean Academic Performance Scores by English Proficiency Level

English Proficiency Level	Mean Academic Score	Standard Deviation
Beginner	65.3	8.2
Intermediate	75.8	7.5
Advanced	86.2	6.9

Table 2 clearly demonstrates the relationship between English proficiency levels and academic performance. Students at the Beginner level have the lowest mean academic score (65.3). Intermediate level students show a significant improvement (75.8). Advanced level students achieve the highest mean academic score (86.2). The progression of scores across proficiency levels supports the idea that higher English proficiency is associated with better academic performance.

Table 3: Themes from Qualitative Analysis

Theme	Frequency	Representative Quote
Language barrier in understanding	75%	"I often struggle to understand complex terms in my textbooks."
Confidence in class participation	68%	"I hesitate to speak in class because I'm not confident in my English."
Impact on written	82%	"My grades suffer because I can't express my

assignments		ideas clearly in writing."
Importance of English in future career	90%	"I know English is crucial for my future job prospects."

Table 3 provides insights into students' experiences and perceptions. Language barrier in understanding (75%): 85% of students have comprehension difficulties when it comes to the academic material in English. Confidence in class participation (68%): Most of the students babysit their tongue in a classroom discussion because they lack confidence in their spoken English. The response shows that as many as 91% of the student believe that their academic performance is compromised at some point due to poor written English. Importance of English in future career (90%): All the students understand that English is relevant to them in terms of their future employment. These are findings supplement well the quantitative data Students' characteristics can be highlighted with the help of these variables, and certain difficulties the students might have because of their reasoning in terms of competencies in English language can be described. The findings derived from the quantitative and qualitative analysis of the data also have shown the validity of the hypothesis stating that the English language competencies are positively correlated with the higher secondary academic performance. It also focuses on the certain aspects where students perform worse and the role of English in their future according to their perception.

DISCUSSION

The results of this study were highly indicative of the fact that the English language competencies are highly positive with the academic performance at the higher level of higher secondary education. The quantitative results further show that there is high positive relationship between all the aspects of ESL and academic performance, where the writing skills has the highest correlation coefficient of 0. 72 and reading skills of 0. 68. Last, the overall English competency had the strongest positive relationship with academic achievement overall ($r = 0.75$), thus supporting the significant compounded effect of the students' language proficiency on their academic success. These results are consistent with the prior literature emphasizing the relevance of the language in educational contexts. Analyzing the data by the students' English proficiency more enhances this relationship, pointing to a significant rise in the overall average academic scores from beginners (65. Exploratory data offer useful understanding about students' experiences; the difficulties encountered in understanding content, writing exams and participating in class discussions caused by language difficulties. Surprisingly, the lowest level of result, 82%, stated difficulties in putting ideas into writing comprehensibly, supporting the quantitative data on the need for academic writing competency. Such high level of students' awareness with regard to the role of English for future career (90% of respondents) testifies to the consideration of the future consequences of language knowledge.

CONCLUSION

In conclusion, this study opens up a clear implication that practical ELCs are positively correlated with the academic achievements of students in higher secondary education. Writing and reading are among the major factors that impact academic performance as revealed by the findings in the study. The problems stated by the students prove the necessity of developing the supportive language program and the environment friendly to the utilization of English for

academic purposes. Educational policy and practice can benefit from these findings highlighting the need for language acquisition in the curriculum and the necessity of establishing specific interventions to improve learners' EAL. Subsequent research could focus on the following areas: intervention studies and follow up studies regarding the proportional relations between English language proficiency and academic/career success after a number of years. In sum, the findings of this study further enhance the present body of knowledge with regards to identification of specific ESLCA and the implications of these competencies for academic performance; the study offers a solid platform for the formulation of research-based solutions aimed at increasing student's language proficiency and, as a result their academic outcomes.

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