

## **Effects of Terrorism on Secondary School Students in Khyber Pakhtunkhwa**

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### **Abstract**

*The objective of the study was to investigate the causes of terrorism in Khyber Pakhtunkhwa. It aimed to find out the effects of terrorism on the behavior of secondary school students on other students and teachers in Khyber Pakhtunkhwa; and also on the academic results. All the secondary school students, their parents and class teachers were the population for the study. A sample of 560 secondary school students, their parents and 112 class teachers were selected as sample for the study from seven districts of Khyber Pakhtunkhwa including, Peshawar, Kohat, Bannu, Nowshera, Malakand, Swat and Abbottabad. Questionnaire with 5 points scale (Likert scale) was used as tool to get responses from the respondents (students, teachers and parents). Chi-Square test was administered on the data for results. The study concluded that fear was found among secondary school students due to news of blasting of schools, entrance of suicide bombers in the city, kidnapping of scholars or security officials and drone attacks. Terrorist activities made students intolerant, undisciplined, aggressive, and disheartened. Interference of foreign intelligence agencies in our county and weak national security network were the causes of terrorism. Recommendations have also been provided at the end of the study.*

**Keywords:** Terrorism, Secondary School Students, Khyber Pakhtunkhwa

### **Introduction**

Terrorism is the event in which frightened circumstances are shaped by a group of people who consider themselves as maltreated by society. Neither academic circles nor international

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community has legal consensus on the definition of the term "terrorism". Word Terror was taken from Latin language which means "to frighten" Terror is aggression against innocents by some people who could have the sympathetic external or internal support. Thus terror is extreme fear. The groups that are supported by the masses and create fear are terrorists. These groups of people fight for amelioration of real or perceived justice.<sup>1</sup>

Learning is the phenomenon in which behavior is permanently changed. It is acquisition of new and reshaping existing behaviors, skills and knowledge. This acquiring could be involuntary or planned, unconscious or conscious, right or wrong however in the growing circumstances, where in learning process changes in the person's behavior are comparatively eternal. It could be aided by motivation or may be goal oriented. Motivation is essence of learning. It is a curiosity towards learning. Learning is contextual and not a compulsory one. It is continuous process and does not occur at once and is built on what we know already. Motivation and Fear are related in real life because feared one is less motivated.<sup>2</sup> Khyber Pakhtunkhwa is worse terrorism affected area of the country and the learning situation is becoming critical day by day. Nobody knows, how long it will continue and, when this phenomenon will end. In these circumstances there is extreme need to protect the educational system of the area from the ill effects of terrorism thus securing the future of the generation. It is therefore needed to investigate the causes of terrorism and to find out the remedy to eradicate the after effects of terrorism. The schools have being destroyed so the students are directly affected from situation; they are in constant fear and feel insuring in their educational environment. The precious time of the students is wasted and they are facing different psychological problems. Therefore to motivate students towards learning and to inform them about terrorism and its effects, a study is needed to investigate terrorism, its causes and impacts on the learning behavior of students.

### **Review of Related Literature**

Bremner<sup>3</sup> stressed that Learning happens when stimulus and response are in proper relation. Trauma alters our self analysis, our situation, information processing, our manners and reactions may change. To understand the defensive requirement against vital accidents, one has to comprehend the working of brain. Trauma and any harsh event in any time especially early infancy, severely affects cognition and behavior. Shocks can shift cognitive

behavior. Crucial aspects of the organisms' that maintain existence and enable to handle stressed situations actively and passively are controlled by the right brain. The right part of the brain analyzes perception and individual's emotions.<sup>4</sup> Levine<sup>5</sup> argued that automatic nervous response can be the result of trauma. If the reaction for any incident is not discharged, the continuously motivation condition can reason disorder in persistent cognition and behavior. Perry<sup>6</sup> stressed that sensed injury is enduring in the hidden memory. The disastrous events are sensed in the form of behaviors, thoughts, emotions and images. Sensory condition of strain is sense of helplessness, lack of a sense of safety and the terror. Sensed threat changed our behavior and when this change is permanent it means our learning is in wrong direction. In the absence of aggression enduring behaviors persists while when there is no violence, children consider themselves secure which makes attention, focusing and processing information easy. In the decade of 80's the ratio of suicide rose among schools students which resulted in intense need for crisis intervention. Today in many schools rules are formulated when risky incident happens. After a critical event, crisis intervention immediately starts and persists for 2 or 3 days. This crisis intervention consist of designed responses, distribution of information, classroom actions and satisfying the emotions of person concerned.<sup>7</sup> Behavior is how we behave towards others. It is reaction towards any internal or external incentives; humans make responses to stimuli which are spontaneous. A stimulus controls the activities and growth of an organism. What we response for senses, can be termed as our behavior. Students can be effortlessly disturbed and become behaviorally rash to obvious threats.<sup>8</sup> Learning behavior emphasizes the crucial link between the way in which children and young people learn and their social knowledge and behavior, in doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. In order to maximize the potential for learning, schools should proactively facilitate Access, Participation and Engagement in learning through enabling teaching and supporting pupils to develop relationships with the curriculum, others and themselves supported by their school, education services, family and community . Hokanson et al<sup>9</sup> argued that when a person is put in the scared environment he or she seeks for the survival. Students cannot learn efficiently in the fearful environment as their prime center of attention is to protect themselves because they cannot think effectively as compared to those who feel secure. According to Eth

et al<sup>10</sup> teachers and trained counselors can effectively plan the different sort of debriefing sessions for different level of students. During terrible event or soon after it, learning can be modified and for extended period of time. Painful incidents influence the understanding, problem solving and good judgment.

Hunt<sup>11</sup> mentioned that those who became victims of any harassment either physical or sexual are incapable to process information or to understand. Disturbed parents have instable children and cannot manage children in serious shock. Parents are disturbed too when they feel that their children are in shock and cannot take up the problems effectively. According to Singh<sup>12</sup> it is set of cognitive abilities of an individual to learn from experience, to reason well, and to handle with the demands of daily living. Hunt<sup>13</sup> mentioned that terrorism is merged transversely over the continents and to counter it, sustained plan by the world's countries is needed. Motivation and fear are in relation in life. When one is scared will be motivated to stay away, the behaviors in this result would be undesirable. Fear is a situation between which persons shrink or afraid from the state which they see dangerous or hard to manage. Fear mostly arises in reflection to any abrupt stimulus for example sudden loud flashes light, faint cry, unexpected movements.<sup>14</sup> Levine<sup>15</sup> argued that about ninety percent of children frequently recalled shocking incident but their memory was inadequate to the events that were significant to them. Even there no threat the child feels scared. Behavioral changes and cognitive process are over and over again misunderstood for resistance, rigidity, haste, disagreement or having a learning deficit. The natural needs like love, appetite, sex, thirst etc are mainly cause of inspiring a person to act. These needs when not fulfilled, create anxiety which finish on fulfilling the requirement and human action is perched (Sharma, 2006).<sup>16</sup>

One of the schools destroyed in Khyber Pakhtunkhwa. This school has special affiliation with the researcher because the researcher is working as a principal in the Government high school Sherkeria Peshawar which is the terrorism affected school and 18 rooms were destroyed by the terrorists and only two partially damaged rooms were left in which 5 class were hardly managed. The walls of the two damaged rooms were pasted the charts with jihad slogans with very tense environment.

#### Annual Fatalities in Terrorist Violence in Pakistan, 2003-2011

Year	Civilians	S/F Personnel	Terrorist/Insurgents	Total
2003	140	24	25	189

2004	435	184	244	863
2005	430	81	137	648
2006	608	325	538	1471
2007	1522	597	1479	3598
2008	2155	654	3906	6715
2009	2324	991	8389	11704
2010	1796	469	5170	7435
2011	2065	565	1901	4531
Total	11475	3890	21789	37154

Learning is a special activity in which children responded specially to particular stimuli in certain arranged situation. Learning is modification in behavior through experience. It is change in the behavior of an individual brought about by his own experiences. Learning is independent of development and growth. It occurs through personal experiences of an individual.<sup>17</sup> The life and the death are two major instincts of all human activities and are the wish to destroy oneself. First works to maintain life which manages creative activities and dictate all previous prospect of life. At the end of this instinct, the death instinct takes over which works in destructive activities mainly aggression becomes a part of this energy. There is close relation between these two courses of energy and mind for constant process of adjustment. One of the essentials of this motivation theory is unconscious that in a great determinant and activating force for human behavior.

## Method and Procedure

### *Population*

The entire 634855 secondary school students of 9<sup>th</sup> and 10<sup>th</sup> Class, along their class teachers and their parents constituted the population of study.

### *Sample*

Five hundred and sixty secondary school students, their class teachers along with their parents of fifty six schools (28 private and 28 public) in seven districts consisting Peshawar, Kohat, Bannu, Swat, Malakand, Abbottabad and Nowshera, were chosen by systematic random sampling.

### *Research Instrument*

A questionnaire was used as tool to get responses of the respondents. Questionnaire was translated into Urdu for the students.

*Collection of Data*

The data were collected as per mentioned in the sample.

**Results and Discussion**

Collected data were analyzed by  $\chi^2$ - test to compare the observed frequencies with the expected.

**Table 1: Terrorism causes fear among students.**

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	0 (0)	2 (2)	0 (0)	30 (30)	68 (68)	100 (100)
Students	18 (4)	9 (2)	9 (2)	185 (41.11)	229 (50.89)	450 (100)
Parents	4 (0.89)	14 (3.11)	17 (3.78)	178 (39.56)	237 (52.67)	450 (100)
Total	22 (2.2)	25 (2.5)	26 (2.6)	393 (39.3)	534 (53.4)	1000 (100)
Mean	4.45					
$\chi^2$	26.34					

Table 1 shows that majority of respondents i.e. above 93 percent of respondents were found agreed that terrorism caused fear among students. Bar chart and mean score of 4.45 supported the above statement. The chi-square was applied to ascertain the impact of terrorism on the students. Since  $\chi^2$  value of 26.34 was found greater than table value, therefore, the statement, "Terrorism causes fear among students" was accepted.

**Table 2: Religious extremism is the basic cause of terrorism.**

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	3 (3.000)	15 (15.00)	12 (12.00)	52 (52.00)	18 (18.00)	100 (100)
Students	17 (3.78)	12 (2.67)	65 (14.44)	186 (41.33)	170 (37.78)	450 (100)
Parents	14 (3.11)	31 (6.89)	67 (14.89)	184 (40.89)	154 (34.22)	450 (100)
Total	34 (3.4)	58 (5.8)	144 (14.4)	422 (42.2)	342 (34.2)	1000 (100)
Mean	3.90					
$\chi^2$	35.84					

Table 2 shows that majority of respondents (about 76 percent) agreed that religious extremism was the basic cause of terrorism. Bar chart and mean score supported the above statement. The  $\chi^2$

value of 35.84 provided sufficient evidence to accept the statement, "Religious extremism is the basic cause of terrorism".

Table 3: Foreign interference of intelligence agencies is the root cause of terrorism.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	14 (14.00)	12 (12.00)	24 (24.00)	39 (39.00)	11 (11.00)	100 (100)
Students	56 (12.44)	48 (10.67)	112 (24.89)	117 (26.00)	117 (26.00)	450 (100)
Parents	61 (13.56)	62 (13.78)	132 (29.33)	134 (29.78)	61 (13.56)	450 (100)
Total	131 (13.1)	122 (12.2)	268 (26.8)	290 (29.0)	189 (18.9)	1000 (100)
Mean	3.26					
$\chi^2$	31.09					

Table 3 reflects the split of responses i.e. 50 percent teachers, 52 percent students and about 43 percent parents were found to be agreed with the statement that foreign interference of intelligence agencies was the root cause of terrorism Bar chart and mean score endorsed it. The  $\chi^2$  value of 31.09 also favoured the caption statement to be true.

Table 4: Terrorism causes misbehavior in the students.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	15 (15.00)	36 (36.00)	25 (25.00)	20 (20.00)	4 (4.00)	100 (100)
Students	56 (12.44)	76 (16.89)	107 (23.78)	139 (30.89)	72 (16.00)	450 (100)
Parents	54 (12.00)	136 (30.22)	121 (26.89)	68 (15.11)	71 (15.78)	450 (100)
Total	125 (12.5)	248 (24.8)	253 (25.3)	227 (22.7)	147 (14.7)	1000 (100)
Mean	2.91					
$\chi^2$	56.89					

Table 4 reflects that 51 percent teachers disagreed with the statement that terrorism caused misbehavior in the students. The  $\chi^2$  value of 56.89 was found significant but in favour of disagreement. Bar chart and mean score of 2.91 also supported the disagreement on the statement, "Terrorism causes misbehavior in the students"

Table 5: Terrorism makes students aggressive.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	9	39	21	23	8	100
	(9.00)	(39.00)	(21.00)	(23.00)	(8.00)	(100)
Students	24	67	94	188	77	450
	(5.33)	(14.89)	(20.89)	(41.78)	(17.11)	(100)
Parents	42	118	91	143	56	450
	(9.33)	(26.22)	(20.22)	(31.78)	(12.44)	(100)
Total	75	224	206	354	141	1000
	(7.5)	(22.4)	(20.6)	(35.4)	(14.1)	(100)
Mean	3.14					
$\chi^2$	49.35					

Table 5 shows that about half of respondents were found agreed but 20 percent were undecided while 22 percent were found disagreed that terrorism makes students aggressive. Bar chart and mean score were also found supportive. The  $\chi^2$  value of 49.35 was greater than table value. Hence, the statement, "Terrorism makes students aggressive", was accepted.

Table 6: Terrorism makes students dishearten.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	4	13	14	53	16	100
	(4.00)	(13.00)	(14.00)	(53.00)	(16.00)	(100)
Students	42	39	90	165	114	450
	(9.33)	(8.67)	(20.00)	(36.67)	(25.33)	(100)
Parents	33	109	131	109	68	450
	(7.33)	(24.22)	(29.11)	(24.22)	(15.11)	(100)
Total	79	161	235	327	198	1000
	(7.9)	(16.1)	(23.5)	(32.7)	(19.8)	(100)
Mean	3.46					
$\chi^2$	87.31					

Table 6 shows that about 53 percent respondents were found agreed but about 23 percent were undecided that terrorism made students dishearten. Bar chart and mean score of 3.4 also favoured. The  $\chi^2$  value of 49.35 was found greater than table value. Hence, the statement, "Terrorism makes students dishearten", was accepted.

Table 7: Academic results of the students are affected due to terrorism.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	2	7	19	47	25	100
	(2.00)	(7.00)	(19.00)	(47.00)	(25.00)	(100)

Students	79 (17.56)	90 20.00	121 (26.89)	116 (25.78)	44 (9.78)	450 (100)
Parents	67 (14.89)	126 28.00	149 (33.11)	80 (17.78)	28 (6.22)	450 (100)
Total	148 (14.8)	223 (22.3)	289 (28.9)	243 (24.3)	97 (9.7)	1000 (100)
Mean	3.16					
$\chi^2$	97.51					

Table 7 shows split responses and about 30 percent were found undecided about the statement that academic results of the students were affected due to terrorism. The  $\chi^2$  value of 97.51 was found greater than table value. Majority of the teachers were found in favour of the statement, "Academic results of the students are affected due to terrorism". Bar chart and mean score also supported the statement on the part of teachers.

Table 8: Students lose marks due to terrorism.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	7 (7.00)	9 (9.00)	27 (27.00)	39 (39.00)	18 (18.00)	100 (100)
Students	42 (9.33)	54 (12.00)	59 (13.11)	181 (40.22)	114 (25.33)	450 (100)
Parents	26 (5.78)	52 (11.56)	59 (13.11)	209 (46.44)	104 (23.11)	450 (100)
Total	75 (7.5)	115 (11.5)	145 (14.5)	429 (42.9)	236 (23.6)	1000 (100)
Mean	3.61					
$\chi^2$	20.81					

Table 8 indicates that majority of respondents (about 67 percent) were found agreed that students lost marks due to terrorism. The  $\chi^2$  value of 20.81 was found greater than table value. Hence, the statement, "Students lose marks due to terrorism", was accepted. Bar chart and mean score also supported the caption statement.

Table 9: Terrorism affects learning process of students.

Type of Respondents	Response Frequency					Total
	SDA	DA	UD	A	SA	
Teachers	5 (5.00)	6 (6.00)	4 (4.00)	39 (39.00)	46 (46.00)	100 (100)
Students	29 (6.44)	42 (9.33)	42 (9.33)	205 (45.56)	132 (29.33)	450 (100)
Parents	17 (3.78)	54 (12.00)	26 (5.78)	227 (50.44)	126 (28.00)	450 (100)
Total	51 (5.1)	102 (10.2)	72 (7.2)	471 (47.1)	304 (30.4)	1000 (100)
Mean	3.95					

$\chi^2$	23.87
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Table 9 indicates that majority of respondents (about 78 percent) were found agreed that terrorism affected learning process of students. The  $\chi^2$  value of 23.87 was found greater than table value. Hence, the statement, “Terrorism affects learning process of students”, was accepted. The bar chart and mean score also supported the caption statement.

### Conclusion

On the basis of analysis of data following conclusions were drawn.

- The study concluded that fear was found among secondary school students due to news of blasting of schools, entrance of suicide bombers in the city, kidnapping of scholars or security officials and drone attacks.
- Repeated terrorist activities made students intolerant, undisciplined, aggressive, and disheartened.
- It was concluded that religious extremism and false interpretation of Islamic ideas misled teenagers.
- Most of the respondents were found “Agreed” that terrorism affected the academic results of the students and they had lost marks due to non- completion of courses in insecure educational environment.
- Interference of foreign intelligence agencies in our county and weak national security network were the causes of terrorism.

### Recommendations

On the basis of findings of the study and conclusions drawn, following recommendations were made.

- Precautionary measures create fear among students and the schools seem like a jail, therefore, measures should be taken very carefully and students should be briefed that all the measures are being taken for their safety and they should not feel fear from such steps. Lectures should be arranged to encourage the students to continue their studies.
- Students were terrified to hear sirens of police vans or ambulances, so school surroundings should be made silence zone by installing sign boards showing no noise. Violation should be properly checked by the authorities concerned.

- Terrorism is caused by interference of foreign agencies in our country and defective foreign policy, therefore, neither we should interfere in affairs of other countries nor let other countries interfere in our internal affairs. This can only be made possible by having economic stability and uprooting corruption from our society and selecting right person for right job.

## Notes & References

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