

Impact of Terrorism on Students: A Case of Secondary School Students in District Bunir

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Abstract

The study sought to explore the incidents of terrorism causing fear among secondary school students in district Bunir to recognize the impact of terrorism on secondary school students in terms of their learning behavior and pattern. From the district of Bunir, students currently studying in 10th grade from 69 public sectors secondary school were approached randomly for the data collection associated with the incidents of terrorism causing fear among students and the influence of those incidents of terrorism on students' learning behaviour. The finding of the study illustrates that different aspects of terrorism including students' self-exposure, bomb blasts during school timing, and news regarding suicide bombers statistically significantly affect the student learning behaviour by increasing their fear. As schools' heads, teachers, parents, and media are expected to play a positive role in encouraging students to participate in the teaching-learning process without any fear and anxiety. The government is also recommended to take steps such as scholarships, abroad tours, and financial assistance to increase the encouragement among the affected students.

Keywords: *Terrorism, Aspect of Terrorism, Learning, Learning Behaviour*

JEL Classification: *I20, I21, I25*

INTRODUCTION

The term “Terrorism” refers to a suicide attack, destruction, harassment, and killing of innocent people for no reason. According to Khan (2013), “Terrorism disturbs the inhabitants, damage infrastructure, cause a decline in economic well-being, bring political instability, and break the social fabric of the society” (p. 66). Terrorism leads to cause serious physical, mental, and emotional harm, the death of human beings is known as terrorism, or a group of militants worked for destabilizing some parts of the country or the whole country (UN Security Council, 2004). A group of people creates a fearful situation to achieve their hidden goals by kidnapping innocent people or suicide considering him maltreated individuals of society. There is no such proper definition of the term terrorism. It is derived from the Latin word “terror” means ‘to

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frighten". Terror is an act of creating a violent and threatening environment around the innocent inhabitant of an area and aiming to create a monarchy in the country. These people have no relation with the government or any other official institute. They are assisted by someone who favors promoting terrorism in the world. Simply terror means an extreme situation of fear and anxiety (Zalman, 2007). Terrorists show aggression to achieve their undesirable goals through the support of the masses. The group of terrorists pretends to fight for the betterment of society. Terrorists have a full proof plan to attack social institutions like schools, colleges, universities, and armed forces to destroy the peace and stability of inhabitants. Terrorists target a specific area of the population working for the development of the country, which leads to creating a situation of a monarchy.

Krueger and Maleckova (2001) stated that fewer opportunities for education, disparity, discrimination, poverty, unemployment, injustice, false beliefs are the main causes of terrorism. It leads a normal person to a militant, who has no mercy for anyone. Learning is a relatively permanent change in an individual's behaviour through experience, whether it is positive or negative (Sirgy, Estes & Rahtz, 2018). Learning is the modification of individual behaviour. This modification or change is because of achieving a goal or due to motivational factors. Interest is a necessary component of learning. It plays a vital role in acquiring knowledge, attitude, and skills. If the students' interest is distracted due to the fear of terrorism, they will not be able to concentrate on their goals. Terrorism directly affects the overall development of the personality of an individual (Woolfolk, 2008). The external activities demonstrate the behaviour of an individual how individual acts and respond to different stimuli. The behaviour of students is vulnerable and disrupt very easily to any undesirable activity due to which the power of responding toward learning is distracted and even diminishes. Fear created through terrorism as stimuli always remain in their mind and heart for a long time (Renold, 2006).

Learning behaviour is the ability of an individual to acquire knowledge, attitude, and skills from the learning environment. Learning behaviour can be a measure and observation during the teaching-learning process (Ho, Quek, Ho & Choo, 2019). Engagement, exploration, explanation, elaboration, and evaluation are the basic elements for shaping the behaviour of an individual (Blayney, 2012). Hokinson and Wirth (2000) mentioned that the senses of a human being play a pivotal role in understanding the world around us. It is a source of protection against any harmful activity. Students can easily judge the fearful situation and try to protect themselves from harm and have the ability to achieve their goals. Nevertheless, those individuals who do not control their senses are always found in a state of fear and anxiety, due to which they cannot participate in the teaching-learning process by remembering, focusing attention, retaining information and revising direction. Terrorist activities affect the sensory power of the individual and directly affect intellectual development (Rubaltelli, Scrimin, Moscardino, Priolo & Buodo, 2018). Sharma (2006) stated that any physical harm could affect the cognitive process in the mind of an individual. Painful events in early childhood always darken the whole life of students. Painful events may either be due to internal or external environment. These events attach to the right brain of a person. The right brain plays a vital role in stimulating individual towards stress.

Levine, (2007) argued that physical harm or trauma creates some unwanted responses, which is so dangerous for the individual learning behaviour. If these unwanted responses were not treated, it leads to a state of fear, haplessness, the inability of thinking, terror, and uncertainty,

and all these were reflected in their attitude and behaviour. Perry (2006) stressed that perceived trauma remains permanent in long term memory. The dramatic incident is saved in the form of schema, memories, behaviour, and emotions. The strain is a sensory condition of a fright, lack of sense of safety, and powerlessness. The behaviour of individual changes by sensing the threatening situation. Students feel insecure and uncomfortable to continue their studies. Hunt (2010) emphasized that terrorism is a global issue. Every part of the world has been affected due to terrorism. No one is safe in the world from this unending evil. Every individual feels fear about his life students, either male or female. Thus, most drastically it converts normal human beings to psychological patients. Fear and learning are often related to each other in a real-life situation. Students complete their assignments on time due to fear of fines, punishment, so in this way, the learning process continues smoothly. According to Ali, Mahsud, Khan, and Naz, (2016), Self-exposure to any terrorist activities creates fear among students, which leads to destruct the learning process of individuals. The sight of terrorist attacks is captured in students' long-term memory. All the learning abilities of those students diminish and the dream of living a normal life remains a dream (Singh, 2005).

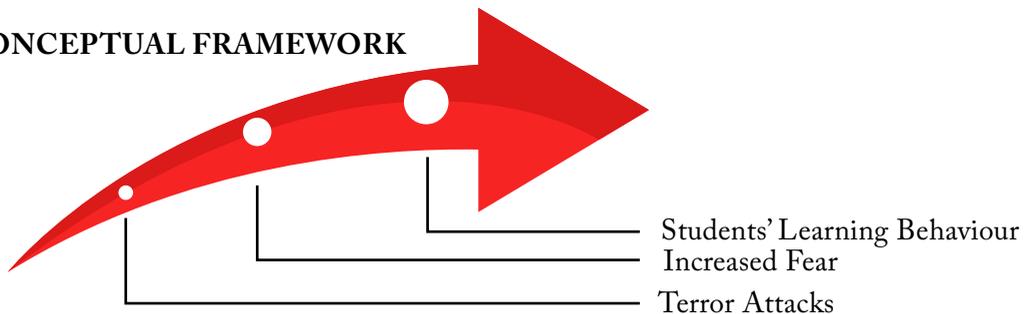
Levine (2007) found that 90% of students recall that fearful situation created by militants all the time and they cannot escape from that horrifying memories. Students who expos to militant attacks become psychological patients and are not able to continue their studies furthermore. When the basic needs like hunger, clothes, sex, love, and recognition are not fulfilled then people deviate from their aim of life and involve themselves in undesirable activities (Batool, Zulfiqar, & Bajwa, (2019). He cannot identify himself that who am I? Just remember that the purpose of my life is to take revenge (Sharma, 2006). Terrorism is an unresolved issue of all countries of the world, especially Pakistan is very drastically affected and many innocent people sacrifice their lives in the war against it (Munir, 2015). Every person in the society has a fear in his/her heart, whether it is a student or a teacher a police officer, or army personnel. The study is aimed at investigating the incidents of terrorism causing fear among students at the secondary level in district Buner. The objectives of this study are:

- To identify the aspects of terrorism causing fear among secondary school students in district Buner
- To find out its influence on learning behaviour of secondary school students

Hypotheses

- Aspects (Incidents/ Terror Attacks) of terrorism does not increase fear among students in district Buner
- Fear of terrorist attacks does not impact on students' learning behaviour

CONCEPTUAL FRAMEWORK



METHODOLOGY

The study was descriptive and the researcher collected data concerning the status of the subject of the study. The study highlighted those incidents of terrorism, which created fear among secondary school students in the district of Bunir. There were 69 public sector secondary schools in the district of Bunir and 7044 students were currently studying at secondary school (ASC, 2017). The researchers attempted to reach each of the schools to gather maximum data from the students studying in grade 10. A closed-ended questionnaire, developed on Likert scale containing 10 items related to incidents of terrorism causing fear among students (Coded as ASP) and 10 items were on the influence of incidents of terrorism on students learning behaviour, (Coded as SLB) was distributed randomly among those students (Leithwood, Louis, Anderson & Wahlstrom, 2004). For data collection researcher personally visited the schools and distributed a questionnaire among the students. The number of responses was 2569 among them 2000 responses were found valid. Based on the reverse coding technique, the responses found as invalid were discarded. The gathered data were tabulated and analyzed using both descriptive and inferential analysis. The descriptive analysis was carried out to display the characteristics of the responding students as well as the scores of their perception regarding the ASP and SLB. The inferential analysis, on the other hand, was carried out to test the hypothesized statements.

FINDINGS & RESULTS

Descriptive Analysis

Table 1 displays the output of the descriptive analysis by revealing the characteristics of the responding participants in terms of their schools ,and gender. The titles of the schools were coded as numbers in sequence to avoid the ethical violation of research studies. In this way, the maximum number of students participated from 29 schools i.e. N = 176, having 8.8 percentage. It is to be noted that the questionnaire was distributed to 10th-grade students only. Similarly, the frequency of male students was higher (N = 1346, having 67.3 percentage) than that of the female students.

Table 1: Descriptive Analysis of Participating Respondents

Schools	Frequency	Demographics			
		Percent	Schools	Frequency	Percent
1	12	0.6	21	37	1.9
2	13	0.7	22	98	4.9
3	34	1.7	23	123	6.2
4	45	2.3	24	23	1.2
5	43	2.2	25	87	4.4
6	23	1.2	26	12	0.6
7	54	2.7	27	76	3.8
8	68	3.4	28	87	4.4
9	32	1.6	29	176	8.8
10	45	2.3	30	133	6.7

11	32	1.6	31	45	2.3
12	7	0.4	32	76	3.8
13	17	0.9	33	96	4.8
14	56	2.8	34	95	4.8
15	34	1.7	35	87	4.4
16	76	3.8	Total	2000	100
17	23	1.2	Gender		
18	56	2.8	<i>Male</i>	1346	67.3
19	23	1.2	<i>Female</i>	654	32.7
20	56	2.8	Total	2000	100

Table 2 indicates that mean scores of subjects' responses were 4.5 and clearly showed that students are feared due to self-exposure. Bomb blasting during school timing also deadly feared the students. Students also feel insecure when they heard about the entrance of the suicide bomber in the city. Students were strongly agreed that security measure in schools creates phobia among them. Students were also agreed that the noise of sirens of police van or ambulance develops anxiety among them. The kidnapping of doctors, scholars, and other officials create a fearful situation for the students. Students also feel insecure due to the discussion of terrorism in the classroom. Injuries or killing in the terrorist attack was too much to destroy the peace of students. Students whose parents sacrificed they are living in the war against terror became psychological patients. It also shows the responses of students regarding the influence of aspects of terrorism on students learning behaviour. Students thought that their attendance is badly influenced due to aspects of terrorism. Students strongly agreed that their interest level also negatively influence. Students' motivation was drastically affected. Students were agreed that they couldn't complete their assignments due to fear of terrorist attacks. Terrorism also affected students' discipline. Students were restricted to the home due to fear and their process of socialization was disturbed. Student internal and external grade were also deadly influenced. The ability of creativity was also damaged due to fear of terrorism.

Table 2: Descriptive Analysis of the Responses

No.	Code	Constructs & Items	Mean	Std. Dev
Aspects of Terrorism Causing Fear Among Students (ASP)				
1	ASP1	Students self-exposure	4.5	0.55
2	ASP2	Bomb Blasts during school timing	4.8	0.43
3	ASP3	News regarding the entrance of suicide Bomber	4.3	0.43
4	ASP4	Security measure by an administration	4.5	0.5
5	ASP5	Hearing sirens of police van or ambulance	3.7	1.3
6	ASP6	Media disseminating news regarding terrorism	3.1	1.5
7	ASP7	The kidnapping of doctor, scholars other officials	3.8	1.2
8	ASP8	Discussion of terrorism in the classroom	3.8	1.2
9	ASP9	Injuries or killing	4.04	1.03
10	ASP10	Parents exposure	4.5	1.04
Average			4.104	0.918

Influence of the Aspects of Terrorism on Students Learning Behaviour (SLB)				
11	SLB1	Influence on student's attendance	3.5	1.5
12	SLB2	Influence on students' interest	4.3	1
13	SLB3	Influence on student's motivation	3.6	1.4
14	SLB4	Influence on student's assignment	4	1.2
15	SLB5	Influence on students' discipline	3.6	1.3
16	SLB6	Influence on student's socialization	4.2	0.87
17	SLB7	Influence on students' internal grades	4.3	0.93
18	SLB8	Influence on students' external grades	3.6	1.5
19	SLB9	Influence on morality	4.1	1.2
20	SLB10	Influence on student's creativity	4.4	1.03
Average			3.96	1.193

The average mean scores of both of the constructs (ASP = 4.10 and SLB = 3.96), being greater than the median i.e. 2.5, indicate that the respondents agreed with the aspects of terrorism to be causing fear among students at the secondary school level. Similarly, the respondents were also agreed with the influence of the aspects of terrorism on students learning behaviour.

Table 3 displays the internal consistency between the items used against their respective constructs. The internal consistency was measured via Cronbach's Alpha, the reliability coefficient for Likert-type scales. According to Daud, Khidzir, Ismail, and Abdullah, (2018), “the value of Alpha Cronbach is less than 0.6 considered low. Alpha Cronbach values in the range of 0.60 - 0.80 are considered moderate, but acceptable” (p. 1030). From this perspective, the number of 3 items, 1 from SLB and 2 from ASP was deleted because of the low internal consistency.

Table 3: Internal Consistency between Items

Reliability Statistics				
Pilot Test	N of Items	Pilot Test	N of Items	Items Deleted
.455	10	.719	8	ASP5, ASP6
.535	10	.635	9	SLB8

Inferential Analysis

To test the hypothesized statements, the inferential analysis was carried out. From this perspective, the One-Sample Test (using Statistical Package for the Social Sciences) was run to test the first hypothesis. The following table 4 displays the output of One-Sample Test:

Table 4: One-Sample Test

Test Value = 2.5										
	N	Mean	SD	SEM	t	df	Sig. (2-tailed)	Mean Difference	95% CID	
									Lower	Upper
APS	2000	4	.29	.006	229.72	1999	0.000	1.50	1.49	1.51

SD = Std. Deviation

SEM = Std. Error Mean

CID= Confidence Interval of the Difference

Since the Likert scale used for the data collecting instrument was based on 5 points where 5 is the highest and 1 is the least level of agreement (with the reverse order for SLB), the middle of the agreement was 2.5. The classification of the points can be done as followed:

- 5 = 100 % agreement
- 4= 80 % agreement
- 3 = 60 % agreement
- 2 = 40 % agreement
- 1 = 20 % agreement

Considering the mean and Sig. values (4 and 0.000) in table 4, it is safe to state that the aspects of terrorism or terror attacks do increase fear among the students in district Buner. Linear regression was run, on the other hand, to test the second hypothesis. The following table 5 displays the output of the linear regression Test:

Table 5: Linear Regression

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.654a	.427	.427	.96		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1359.989	1	1359.989	1489.757	.000b
	Residual	1823.961	1998	.913		
	Total	3183.950	1999			
Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.894	.082		10.917	.000
	ASP	.748	.019	.654	38.597	.000

a. Dependent Variable: SLB

b. Predictors: (Constant), ASP

Table 5 illustrates that the difference brought by the predictor on the dependent variable is 42.7 per cent. The sig value (.000) in the table reveals that ASP statistically significantly influences on the learning behavior of students in district Buner with the decrease of 0 .748 unit when 1 unit in terror attack increases. Table 6 provides with a summary of the hypothesized statements along with their status and sig values.

Table 6: Summary of the Hypotheses

No.	Statements	Sig Values	Status
H1	<i>Aspects (Incidents/ Terror Attacks) of terrorism does not increase fear among students in district Buner</i>	.000	<i>Failed to retain</i>
H2	<i>Fear of terrorist attacks does not impact on students' learning behaviour</i>	.000	<i>Failed to retain</i>

Discussion

This study supports the reviewed literature as it indicates that aspects of terrorism badly influence students' creativity. Sharma (2006) stated that any physical harm could affect the cognitive process in the mind of an individual. Painful events in early childhood always darken the whole life of students. Painful events may either be due to internal or external environment. Similarly, Hunt (2010) emphasized that terrorism is a global issue. Every part of the world has been affected due to terrorism. No one is safe in the world from this unending evil. Every individual feels fear about his life either students, male or female. Thus, most drastically it converts normal human beings to psychological patients. The findings also reveal that students are feared due to self-exposure. Bomb blasting during school timing also deadly feared the students. Students also feel insecure when hearing about the entrance of the suicide bomber in the city. Levine, (2007) argued that physical harm or trauma creates some unwanted responses, which is so dangerous for the individual learning behaviour. If these unwanted responses were not treated, it leads to a state of fear, haplessness, the inability of thinking, terror, and uncertainty and all these were reflected from their attitude and behaviour. Hunt (2010) emphasized that terrorism is a global issue. Every part of the world has been affected due to terrorism. No one is safe in the world from this unending evil. Every individual feels fear about his life either students, male or female. Thus, most drastically it converts normal human beings to psychological patients.

CONCLUSION & RECOMMENDATIONS

Based on the findings, it was concluded that students are feared due to self-exposure. Bomb blasting during school timing also deadly feared the students. Students also feel insecure when hearing about the entrance of the suicide bomber in the city. Students were strongly agreed that security measure in schools creates phobia among them. Students were also agreed that the noise of sirens of police van or ambulance creates anxiety among them. The kidnapping of doctors, scholars, and other officials create a fearful situation for the students. Students also feel insecure due to the discussion of terrorism in the classroom. Injuries or killing in the terrorist attack were too much to destroy the peace of students. Students whose parent sacrificed their lives in the war against terror become psychological patients. Responses of participants regarding the influenced aspects of terrorism on students learning behaviour. Students believed that their attendance is badly influenced due to aspects of terrorism. Students were strongly agreed that their interest level also negatively influenced. Students' motivation was drastically affected. Students were agreed that they could not complete their assignments due to, fear of terrorist attacks. Terrorism also affected students' discipline. Students were restricted to their homes due to fear and their process of socialization was disturbed. Students' internal and external grade were also badly influenced. The ability of creativity was also damaged due to fear of terrorism.

Recommendations

The following recommendations were made based on findings:

- 1 Heads of the academic institutions may play a positive role in encouraging students to participate in the teaching-learning process without any fear and anxiety and also security measure instruments like pistols, guns, etc. may be kept away from the eyes of the students
- 2 Teachers may play a crucial role in eliminating the fear of students by engaging students in co-curricular activities. Teachers may also arrange seminars, workshops for student counseling to carry out the instructional program effectively.
- 3 The coordination between school and community may be strengthening, for eradicating fearful environment in school and outside of school.
- 4 Parents may also give support to their children to combat the unpleasant situation created by evildoers and motivate them to demolish the aims of the terrorist by the power of education.
- 5 Media may also play a positive role in not manipulating the terrorist attack on the screen of a television and broadcast programs related to students' motivation affected due to the evil of terrorism.
- 6 The government may also encourage affected students by awarding appreciation certificates, scholarships, abroad tours, and financial assistance to reduce the fear and elevate the thirst of acquiring knowledge.
- 7 Educationists and psychologists may also play their role in re-boosting students' interest in learning by individual counseling and may visit affected schools and motivate them for becoming a useful citizen of society.

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