

**MILITANT ATTACKS ON EDUCATIONAL INSTITUTIONS AND THEIR
PSYCHOLOGICAL EFFECT ON STUDENTS**

Muhammad Imtiaz

PhD Scholar (Sociology) University of Peshawar
Corresponding author: mimitkhalil@gmail.com

Ubaid ur Rehman

Lecturer in Rural Sociology, Agriculture University Peshawar
ubaid84@aup.edu.pk

Sajid Ali Khan

PhD Scholar (Rural Sociology) Agriculture University, Peshawar
malaksajidkhan@yahoo.com

Momal Ali Khan

Student (BS Sociology) at Postgraduate Jahanzeb College, Saidu Sharif Swat
&

Mohammad Tariq

PhD Scholar (Rural Sociology) Agriculture University, Peshawar
Sociologisttariq@gmail.com

Abstract

A Peaceful environment is necessary for physical, mental and social development. Disturbed environment hinders social, psychological, physical as well as educational growth. This study aimed to investigate the psychological effect on students because of militant attack on higher education institute in Pakistan. For this purpose, we selected a sample of 333 respondents through simple random sampling technique in Bacha Khan University (BKUC), Pakistan. A structured questionnaire was used for collection of primary data. Chi-square tests were used as statistical tools for comparison of different variables. A p-value of less than 0.05 was considered statistically significant. It was found that the performance of majority of students was good before the militant attacks in educational institutions as students were not thinking about security. It was also found that after the militant attack majority of students feel worried and insecure while coming to the university. As the students are thinking more about security in lectures, while, hearing the sirens of ambulances or other vehicles make them worried bearing psychological complications. The study suggests counseling sessions, awareness programs and workshop in order to reduce stress and psychological complications on students.

Keywords: Psychological Effects, Militant Attacks, Insecurity, Educational Institutes, Fear

INTRODUCTION

Militancy is one of the world phenomena in which a group of people or organization who have an aggressive act and they support some violent cause based on a self-created agenda (Iram, 2015). Militancy is also the exposure of aggression, and the militant is the one who is involved in a confrontational act (Khan, 2005). Militancy is thus having a combative character in the service of a cause, and a person or group is struggling to achieve his cause or interest either political or religious through violent methods can be defined as militant (Shah, 2014). While the central part of their group's thoughts may be brutal as a main motivating factor for its procedures and operations (Canadian Security Intelligence Service Report, 2013).

The effects of militancy are various from country to country, but it left its bad impacts over the world because every country, society and field of life is on the reach of the militant extremisms (Ministry of Education security database, 2009). Despite the fact that its outcomes are not confined with some of the fields other than its influence has observed as a whole on the earth (Irshad, 2011). Pakistan has also suffered a lot due to militancy and terrorism from the last three decades. It was just the result of taking part in the ethnic, sectarian and clashes for the world power in neighbor's country (Shabir and Naeem, 2015).

The consequences of militancy are not only on the socio-cultural and psychological life of the people but rather it has left worst impacts on the very physical, political, religion and economic structure of the country (Salman, 2012). Although these are the prime impacts, the direct impact of persisting attacks by militants on educational institutions is the fear, anxiety and other psychological problems among the students, teachers and parents (Xinhua, 2007). Because when an educational institution or students targeted or sometimes victim by militants, so ultimately it leads to fears and uncertainties to all related educational fields and other concern that they might be targeted, which cause the high level of terror and anxiety (Younas, 2011). If the incident repeatedly happened in the same area within some years so it makes certain problems for a huge number of children in learning to develop the mental level (Orakzai, 2011). These militants are also involved in criminal activity with students, and somewhere they may kidnap them from educational institutions or blow them with bombs (Michael, 2007). In this context, the militant extremist group in Nigeria has forbidden the

female education and continue targeting them, so as a result, the students did not want to attend nether schools nor any other educational institutions because of the fear in their minds regarding the situation (Fatima, 2015).

The students who directly suffered from the circumstances and their schools have been destroyed. They are more in steady fright and feel insecure in their educational surroundings, and these students go through from altered psychological problems (Burki, 2010). Similarly, students in Gaza were still undergoing from shock and anxiety due to Israeli military operations in which more than 250 pupils and 15 teachers were killed. Students don't give attention to curriculum and fail to remember everything explained to them in classes and 80 percent of children failed in exams after the military operation whereas this ratio was only 3 percent before the Israeli militants attack education and educational environment (Irin, 2010). Moreover, the attacks on educational institutions, especially on schools by militants can affect the children both psychologically as well as socially, because they feel worried due to attacks (Arancha, 2011). While this is the alarming situation when parents force their children to stay at home, even the schools remain open. Such impediments are the rigorous problems to access education in our society (Women's Commission for Refugee Women and Children, 2003).

The phenomenon of militancy is prevalent across Pakistan, however; Khyber Pakhtunkhwa is the most vulnerable province to terrorism and militants in Pakistan (Maryam, 2013). Every individual is confused about the situation, and students of educational institutions are not in exception (Umar, 2012). Thus, it is necessary to look into the root causes of militancy and to find out the cure to eliminate the aftereffects of this evil from the society and especially from the educational institutions (Arshad, 2011). So this study is an attempt to investigate the psychological effects of militant attacks on educational institutions particularly students. This study is first of its nature, conducted in Khyber Pakhtunkhwa, in order to highlight the issue and create awareness about militancy and its effects particularly psychological effects (Bilal, 2013). The objective of the current study was to explore the association between militant attack and its psychological effect on students in Khyber Pakhtunkhwa, Pakistan.

MATERIALS AND METHODS

The study was carried out in Distract Charsadda, Khyber Pakhtunkhwa, Pakistan. A pilot survey was conducted to estimate the number of respondents in the concerned area. The total population of potential respondents was 5550 (Directorate of admissions, BKUC 2016). For a population size of 5550, a sample size of 333 was collected as per criterion devised by Sekaran (2003). The respondents were selected by simple random sampling technique. Data was collected through Questionnaires and interview schedule encompassing all major aspects and parameters of the study was designed for data collection purpose. Questionnaire and interview schedule were framed in Likert scales, for converting subjective data to objective ordinal form for the purpose of statistical analysis. Anonymous policy regarding the questionnaire and interview were considered for ensuring confidentiality for the participant include as respondents in the study. The questionnaire was pre-tested for its relevance to the objectives of the study and edited accordingly. Considering ethical aspect of the study, the respondents were informed about the objectives and purpose of the study. Also, prior consent of the respondents was solicited before data collection process. They were assured that the information and facts they revealed about militants attacks will be used for research purpose only and would be kept confidential. Data was collected from those respondents who were willing to participate in the study.

CONCEPTUAL FRAMEWORK

A conceptual framework was devised comprising of two study variables, i.e. militant attacks on educational institutions (Dependent Variable) and Psychological effects (Independent Variable) (Table 1). For the measurement of study variables, the attitudinal statement was pooled from the existing literature, and two Level Likert Scales were constituted for each study variable.

Table 1. Conceptual framework

Independent variable	Dependent variable
Psychological effects	Militant attacks on educational institutions

STATISTICAL ANALYSIS

The collected data was analysed quantitatively. For data analysis SPSS (version 21) was used. Further, descriptive statistics, like frequency and percentage, were used in order to derive findings from the data. The data has been presented in the form of tables followed by description. The researcher collected primary from the respondents keeping in consideration the APA standard of ethics. The indexed dependent variable (Militant attacks on educational institutions) was cross-tabulated with the independent variable (Psychological effects) to measure the association among study variables. Chi-Square Test outlined by Tai (1978) was used to test the association of variables at Bi-Variate level through the formula as below

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(O_{ij} - e_{ij})^2}{e_{ij}}$$

A $P < 0.05$ was considered statistically significant.

RESULTS AND DISCUSSIONS

Table 1. Frequency and Percentage Distribution of the Respondents Based on Psychological Effects

S #	Statement	Yes	No	Total
1.	Performance of the students was good before the militant's attacks	276(82.9)	57(17.1)	333(100)
2.	During the lecture, students are more thinking about the security	179(53.8)	154(46.2)	333(100)
3.	Students feel worried while coming to the university	220(66.1)	113(33.9)	333(100)
4.	Students feel insecurity in an educational institution due to the current militant's attacks.	252(75.7)	81(24.3)	333(100)
5.	Fear is created to hear sirens of police vans or ambulance.	253(76.0)	80(24.0)	333(100)
6.	Students get terrorized by the bearded man	160(48.0)	173(52.0)	333(100)
7.	News of militants attacks in other cities causes fear among students.	286(85.9)	47(14.1)	333(100)
8.	Militants attacks create psychological complication/problems among students	307(92.2)	26(7.8)	333(100)

Table 1. shows that majority of the respondents 276(82.9%) agreed with the statement that performance of the students was good in a peaceful environment before the militant attacks on educational institutions while 57(17.1%) respondents viewed against the above statement, similar results were found by Jessica and Neil, (2010) that militant attacks on educational institutions make problems for a large number of students in their learning and they may not develop their mental level. In addition, (Arancha, (2011) has also concluded that militant attacks are directly as well as indirectly influence the abilities of the students. Moreover, they face memory problems, assertiveness, distrust and psychological problems as well.

The results further identify that 179(53.8%) of the respondents reported that students thought about security. In addition 220(66.1%) of the respondents are in favour of the statement that students feel bothered while coming to the university, in this regard (Erumburki, (2010) results also elucidate that students have agonized while coming to educational institutions because of the militant's informers in the area as well as from the future attacks.

The majority of the respondents 252(75.7%) were willing to accept that students feel insecure in the surrounding environment of their educational institution caused by recent militant's attacks on them. These study findings are supported by the work of (Younas, 2011) that Pakistan is one of the countries on the globe that face the situation where students were not feeling safe in their education sector due to unendingly militant attacks on educational institutions. Most of the respondents 253(76.0%) responses were reported in the approval of the statement that sirens make fear among the students. Similarly, 173(52.0%) respondents rejected the view that students worry from the beard men because their outlook is like militants. Likewise, a larger proportion of the respondents 286(85.9%) had the opinion that fear is created in students when they heard the news of militants attacks even in other cities.

Psychological complications were created by the militant attacks amongst students on educational institutions 307(92.2%) respondents approved the statement. These study findings are proved by the study of (Xinhua, 2007) that psychological problems among the students are the direct effect of militant's attacks on educational institutions because students are not familiar with this kind of situation. Fear and anxiety are the common complications in students who faced the condition by their own.

Table 2. Association Between Psychological Effects and Militant Attacks on Educational Institutions					
Psychological effects	Perception	on educational institutions		Total	Chi-Square (P-Value)
		Yes	No		
Performance of the students was good before the militant's attacks	Yes	129(46.7)	147(53.3)	276(82.9)	P=7.455(.004)
	No	23(40.4)	34(59s.6)	57(17.1)	
During the lecture students are more thinking about the security	Yes	98(54.7)	81(45.3)	179(53.8)	P=12.927(.000)
	No	54(35.1)	100(64.9)	154(46.2)	
Students feel worry while coming to the University	Yes	124(56.4)	96(43.6)	220(66.1)	P=30.018(.000)
	No	28(24.8)	85(75.2)	113(33.9)	
Students feel insecurity in educational institution due to current militant's attacks.	Yes	128(50.8)	124(49.2)	252(75.7)	P=11.066(.001)
	No	24(29.6)	57(70.4)	81(24.3)	
Fear is created to hear sirens of police vans or ambulance.	Yes	128(50.6)	125(49.4)	253(76.0)	P=10.389(.001)
	No	24(30.0)	56(70.0)	80(24.0)	
Students get terrorized by the beard man	Yes	98(61.2)	62(38.8)	160(48.0)	P=30.226(.000)
	No	54(31.2)	119(68.8)	173(52.0)	
News of militants attacks in another cities cause fear among students.	Yes	139(48.6)	147(51.4)	286(85.9)	P=7.135(.005)
	No	13(27.7)	34(72.3)	47(14.1)	
Militants attacks create psychological complication/problems among students	Yes	149(48.5)	158(51.5)	307(92.2)	P=11.774(.000)
	No	3(11.5)	23(88.5)	26(7.8)	

Table 2. shows the association between psychological effects and militant attacks on educational institutions. In this regard, the data disclosed that “performance of the students” was significantly associated (P=.004) with the “militant attacks on educational institutions”. Similarly, a highly significant association (P=.000) was also found between the idea “during the lecture students are more thinking about the security” with “militant attacks on

educational institutions” while almost the same result was reported between depended variable and “students feel worry while coming to the University”. Moreover, the association of students feel insecurity in educational institutions because of the militant attacks on educational institutions was statistically highly significant ($P=.000$). Furthermore, a significant association ($P=.001$) was also reported between militant attacks on educational institutions and fear is created amongst students by hearing sirens of police vans or ambulance. In the same way, the independent variable “students get terrorized by the beard man” with dependent variable “militant attacks on educational institutions” was found highly significant ($P=.000$). The data highlighted significant association ($P=.005$) between “militant attacks on educational institutions” and “news of militant attacks in other cities cause fear among students”. Moreover, the highly significant association ($P=.000$) has been discovered from the result between the statement “militant attacks create psychological complications among students” with “militant attacks on educational institutions”.

The results as whole revealed that different psychological factors such as anxiety, fear, the feeling of insecurity and lack of concentration in the studies had been noticed in the students due to militants attacks on educational institutions. Hence these factors are degrading the educational institutions because students are deviating from their learning and educational process.

Related literature was also found by research finding of Jessica and Neil (2010) that when an educational institution or students are targeted by militants, so ultimately it leads to fears and psychological problems to all educational related fields and other concern that they might be targeted. Subsequently it caused the high level of terror and anxiety among the students. Similarly when a specific area is targeted unendingly as a result it creates certain psychological disorders for a large number of children in learning and their mental development. Research findings of Arancha (2011) are also supported the above results of the current study that students cannot concentrate on their studies in environment where they are threats and insecurity. These all directly and indirectly influence the ability, memory problems, distrust and degrade performance of the students. For instance in Thailand when the children saw their teacher burn by the extremists in front of the class, the effects of these

kinds of incidents may be felt over the long term and countless learners could be expected to show new learning difficulties in their studies.

CONCLUSIONS

Psychological complications such as anxiety, fear, the feeling of insecurity and lack of concentration were common among the respondents. It was concluded from the study that militant attacks have been creating psychological complications among students. Hence due to these attacks, fear and anxiety developed in the students. Moreover, the students were not relaxed inside the educational institutions nor concentrating on their studies. This result in the disturbance of the learning process due to militant attacks on educational institutions which ultimately lead to the degradation of the educational institutions.

RECOMMENDATIONS

It is strongly recommended counseling sessions should be arranged for the students of the victimized institutions and inter-institutional exchange programs must be introduced to reduce aftereffects of militant attacks on educational institutions. Also, awareness programs and workshop regarding reducing stress and psychological complications might be helpful for the target population. Introducing subjects like social psychology in the syllabus might be useful for the students to minimize psychological complications due to different unusual situations.

REFERENCES

- Arancha, G. S. (2011). *Psychosocial Issues in Education: in Even in Chaos*: op cit, p198; A M Kos. They walk we listen, Slovene Foundation, p102
- Arshad, A. (2011). *Economic Cost of Terrorism; A case study of Pakistan*. Research Associate at the Institute of Strategic Studies, Islamabad.
- Bilal, M. (2013). *Impact of terrorism on the learning behaviour of secondary school students in Kp*. Nosheshra, Pakistan: Northern University.
- Burki, E. (2010). Militants target education to terrorize: Save the Children. UK, p13
- Canadian Security Intelligence Service. (2013). *Trends in Militancy across South Asia: A region on the brink*. Washington, DC: Roman and little field Publisher, Inc.
- Fatima, M. J., & Olowoselu, A. (2015). Effects of insurgency on girls' education in North Eastern, Nigeria. *European Journal of Education and Development Psychology*, Vol.3, No.1, pp.44-50. UK. European Centre for Research Training and Development.
- IRIN. (2010). 'OPT: Gaza schoolchildren struggling to learn.
- Irshad, M. (2011). Terrorism in Pakistan: causes and remedies. *The dialogue*, vol 5, no. 3.
- Khan, F. H. (2005). *The United States, Pakistan and the War on Terrorism*:
- Maryam, A. (2013). Genesis of Militancy in Pakistan" *IPRI Journal XIV*, no. pp.102,103
- Michael, S. (2007). Terrorism a Socio-Economic and Political Phenomenon with Special Reference to Pakistan", *Journal of Management and Social Sciences*, Vol 3.
- Ministry of Education security database. (2009). Attacks on Education in Afghanistan, Risk and measures for successful mitigation, CARE on behalf of the Ministry of Education and the World Bank, accessed August 2009, reproduced in Marit Glad, Knowledge on Fire, September 2009, p 39

- Orakzai B. S. (2011). Conflict in the Swat valley of Pakistan: Pukhtoon culture and peace building theory-practice application. *Journal of Peace Building and Development* 6(1):35-48
- Salman B. (2012). *Socio-economic conditions of post conflict Swat: A critical appraisal, Tigah: a Journal of Peace and Development, Volume II*. Islamabad: FATA Research Center.
- Shabir, H. Naeem, A. and Ihtisham, P. (2015). *Impact of terrorism on economic development in Pakistan; Pakistan business review*. Retrieved jan-2015, from https://www.researchgate.net/publication/271079363_Impact_of_Terrorism_on_Economic_Development_in_Pakistan
- Shah F. S. (2014). *The cost of militanc: The News*, Islamabad. Retrieved 15th October-2016, from <http://e.thenews.com.pk/pindi/3-26-2014/page35.asp>
- Umar D, Arab N, and Waseem K. (2012). Sociological Analysis of terrorism in Pakistan: *Academic Research International*, ISSN-L: 2223-9553, ISSN: 2223-9944, Vol. 3, No. 1.
- Women's Commission annual report (2003). *Women's Commission for Refugee Women and Children annual report*, New York. International rescue Committee. <http://www.womenscommission.org>
- Xinhua. (2007). *Thai souther schools ordered to be closed*, June 19, 2007
- Younas, S. (2011). Militancy fallout: 7 lakh students deprived of education in KP: <http://www.dailynews.net.pk/> Insurgent abuses against Afghan civilians, AIHRC, December 2008, p36;