

TEACHERS' PERCEPTIONS REGARDING RELATIONSHIP BETWEEN WAR ON TERROR AND THE ACADEMIC ACHIEVEMENTS OF TRAUMATIZED STUDENTS IN VILLAGE SAFI, MOHMAND AGENCY

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Abstract

It was a descriptive study that explored the relationship of War on Terror and the Academic Achievements of War on Terror Stricken Students' in Village Safi, Mohmand Agency. The study was descriptive in nature. The population of the study constituted of all male and female students of Secondary Schools in village Safi. There were total 115 Schools in village Safi, Mohmand Agency in which 09 were secondary schools (07 were boys' and 02 were girls'). The target population was all 9th Class students and teachers in Safi, Mohmand Agency. Purposive Sampling technique was used. Only those students were included in the study who appeared in board examination in the year (2016) and were victim of War on Terror. The sampling included 100 students (both male and female) from all the secondary schools 70 from male (10 students per schools) and 30 from female schools (15 students per schools) and 80 teachers were randomly selected from the same schools. Pearson correlation was used for data analysis. Results showed that there was strong negative correlation between the academic achievements of class 9th students and War on Terror. The analysis also indicated that students' who were victim of war of terror did not like to face and meet strangers and it had a high positive impact on their academic achievements at secondary level in village Safi, Mohmand Agency. Some recommendations were also given in study which included that in spite of all efforts made by the government, the present strategy is not workable, so existing strategy may be revised. The government, parents, psychologists, psychiatrists and educationists may be aware about the relationship of War on Terror and its impact on students' academic achievement. Guidance and counseling services should be introduced in schools, psychosocial trainings

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may be arranged for teachers and awareness programs for self management may be recommended. To improve the situation in schools in village Safi, Mohmand Agency, further research on this topic may be conducted.

Keywords: *Teachers' perceptions, students' academic achievement, War on Terror, secondary schools.*

Introduction

There may be a developing frame of evidence that war on terror and political violent have come about in dozens of states within the past decade and feature appreciably intensified in among the worst affected international locations in latest years. The attacks are achieved in opposition to college students; teachers; lecturers; and education personnel, such as assist workforce, which include caretakers and education officers; and useful resource employees. They incorporate killing, injuring, abduction, kidnapping, compelled recruitment as infantrymen or for labor, compelled disappearance, illegal detention, torture, sexual violence, damage or destruction of educational institutions and services, including transport; amenities for protection functions; and violent assaults on the academic firms, along with attacks on convoys carrying examination papers. Additionally they encompass the prevention of restore, rehabilitation or reconstruction of attacked schools by way of the use or hazard or drive.¹

The risk to education from assaults should be visible inside the context of the wider problem of the effect of war in general at the degradation of schooling or prevention of tutorial development.²

Terrorism effects the law and order situation, destroy infrastructure, promote political instability, and wreck the social fabric of the society. Once we go searching the field from a historic attitude, we see that struggle affected worldwide areas, whether or not in Africa, Asia, Europe or every other situation have suffered alike.³ Terrorism actually deals with harassment, destruction, suicide assault and killing of innocent human beings with none reason.⁴

¹ O'Malley, B. *The Longer-Term Impact of Attacks on Education on Education Systems, Development and Fragility and the Implications for Policy Responses* (2010). A Background Paper for the EFA Global Monitoring Report (2011)

² Barth, Tong Li, Don Mccarthy, Triphon Phumiwasana, And Glenn Yago., *Economic Impacts of Global Terrorism: From Munich to Bali*. Retrieved from [Http://www.milkeninstitute.org/Pdf/Econ_Impact_Terrorism.Pdf](http://www.milkeninstitute.org/Pdf/Econ_Impact_Terrorism.Pdf) (Accessed 3 June, 2013).

³ Javaid, U. "War on Terror: Pakistan's Apprehensions," In *African Journal of Political Science and International Relations* 5 No.3 :(2011). 125- 131.

⁴ Chachar, A., Mangi, A. Abbasi, Z. & Zubair. "Impact of Terrorism on the Psychology of Working Women in Pakistan: A Case Study of Sindh," In *International Journal of Science and Research*, 2, (2013).462-465.

Review Literature

Pakistan has been combating the war on terror considering the fact that September 2001 up to now; the battle has affected the lives of more than 35,000 residents and 500 security employees, except destruction of infrastructure.⁵

Terrorist assaults which include suicide bombing which has deteriorated legislation and order state of affairs and the abroad customers are reluctant to invest in Pakistan. The military operations against the terrorists displaced countless numbers and countless numbers of folks from Swat district of KP and FATA.⁶ Terrorist also shattered Pakistan picture in the world community. Terrorism has threatened the peace, balance and thoroughly-being of Pakistani society.⁷

The instantaneous impact of assaults includes the loss of life, harm to, or abduction of college students, instructors and personnel; and harm to homes and centers – most generally because of the burning, bombing or shelling of homes or delivery centers, or wear and tear or war damage caused by army use. The impact generally extends far past the authentic goal, as fear of further assaults causes complete schools to shut briefly or teachers and students quickly to stay at home.⁸

Militants attacked and destroyed a number of boys and girls schools in FATA and KP as a strategy to imbue the youth of the area with militant values. Militants attacked and destroyed a number of boys and girls schools in FATA and KP as a strategy to imbue the youth of the area with militant values.⁹

In step with KP education branch, militants destroyed a total of 758 faculties in numerous parts of the province which includes 640 schools in Malakand division.¹⁰ Militants destroyed local lifestyle, banned paying attention to tune and leisure sports.¹¹

⁵ Ministry of Finance, Government of Pakistan, "Economic Survey of Pakistan, [2010-2011]". Retrieved from http://Www.Finance.Gov.Pk/Survey_1011.Html [Accessed April 10, 2013].

⁶ Ibid

⁷ Ibid

⁸ Xinhua, "Thai Southern Schools Ordered To Be Closed", (June 19, 2007). The Longer-Term Impact of Attacks on Education on Education Systems, Development and Fragility and the Implications for Policy Responses. A Background Paper for the EFA Global Monitoring Report (2011).

⁹ Allvoices. Com, "Impact of Terrorism on Female Education in North West of Pakistan," Retrieved from <http://Www.Allvoices.Com/Contributed-News/9276276-Impact-of-Terrorism-on-Female-Education-in-North-West-of-Pakistan> (Accessed 15 June, 2013).

¹⁰ The Express Tribune, "Over 3,000 Schools Destroyed In Militancy, Disasters: Retrieved from [officialhttp://Tribune.Com.Pk/Story/393911/Over-3000-Schools-Destroyed-In-Militancy-Disasters-Official](http://Tribune.Com.Pk/Story/393911/Over-3000-Schools-Destroyed-In-Militancy-Disasters-Official) (Accessed 14 June, 2013).

¹¹ Bari, F. "Gendered Perceptions and Impact of Terrorism / Talibanization in Pakistan" Website: Http://Www.Pk.Boell.Org/Downloads/Farzana_Barifinal_Report.Pdf (Accessed 14 June, 2013).

Due to military operations in diverse elements of the KP and FATA, millions of people were displaced that's considered as the biggest displacement in the history of Pakistan. The displaced people left their houses for protection and safety and went to the urban regions of the country.¹² In Khyber agency, among 84,000 and one hundred,000 humans were uprooted even as the variety of folks who fled Mohmand and Bajaur Agency is estimated at 7, 50,000.¹³

Because of improved militancy and next army operations, the neighborhood residents, mainly ladies and kids, of the affected areas suffered from physical and psychological abuse and traumas. The concern of dying and emotions of helplessness in addition traumatized their lives.¹⁴

Pakistan has been facing the war on terror since September 2001. So far, the war has delivered large destruction to Pakistan from all walks of life. For the duration of this period, depth of the conflict expanded and it spread into the settled areas of Pakistan. Federally Administered Tribal regions (FATA) and Khyber Pakhtunkhwa (KP) suffered the maximum.¹⁵

Anxiety, despair and strain negatively affected the instructional fulfillment of 10 class students which include demanding events tremendously multiplied anxiety and melancholy due to which they showed poor instructional overall performance.¹⁶

Depressed college students have been not able to perform nicely in instructional existence due to the fact that they had no courage in what they have been doing? They were feeling that they couldn't carry out well and for this reason they had been depression and disillusioned. They perceived matters negatively and considered themselves as screw ups. This situation may want to without a doubt contributed too many severe issues for them academically e.g. Low academic grades.¹⁷

USA drone attacks had robust negative effect on the instructional achievement of 10th elegance students in North Waziristan Agency. They have been laid low with psycho trauma because of US. Drone strikes together with stress, worry, cognitive disorders, anxiety, despair, headache, intellectual problems and nightmares and so on. Primary locating become that there was negative relationship between U.S.A Drone assaults psycho

¹² Pakistan Institute of Peace Studies, "Pakistan Security Report –(2010). Retrieved from <http://San-Pips.Com/Download.Php?F=74.Pdf> (Accessed June 10, 2013).

¹³ Pakistan Institute of Peace Studies, "Pakistan Security Report (2012). Retrieved from <http://San-Pips.Com/Download.Php?F=74.Pdf> Accessed June 10, 2013).

¹⁴ Ibid

¹⁵ Khan, T.[2013].The Social, Political And Economic Effects of The War on Terror: Pakistan 2009 To 2011. *ISSRA Papers 2013*

¹⁶ Williamson, D. E., Birmaher, B., Ryan, N. D., & Dahl, R. E. Stressful Life Events in Anxious and Depressed Children. *Journal of Child and Adolescent Psychopharmacology*, 15(4), 2005, 571-580.

¹⁷ Surtees, P. G., Wainwright, N. W. J., & Pharoah, P. D. P. Psychosocial Factors and Sex Differences in High Academic Attainment at Cambridge University. *Oxford Review of Education*, 28, 2002, 21-38.

trauma consequences and the academic fulfillment of class 10th students in North Waziristan.¹⁸

In London, 40% students had mental issues, tension and poor awareness. They showed terrible instructional grades due to high misery.¹⁹ Exceptionally- nerve-racking college students were appreciably much more likely to attain lower educational achievement.²⁰

When students perceived their schooling as a challenge, stress may want to convey them a experience of competence and an increase capacity to learn. However, while schooling became perceived as a chance, strain could elicit feelings of hopelessness and a darkish feel of loss, therefore leading to decrease academic success.²¹

Students with intellectual issues felt disabilities inside the simple activities of each day which includes health care, dressing, cooking and buying.²² Headache immediately affected the mental responsibilities of 10th college students.²³

Aggressive students were academically poor and they were mostly in D grades.^{24,25} Aggression negatively affected the behavior of 10th Class students due to which their academic performance was also badly influenced.^{26,27}

Psychiatric and psychological studies show that children and adolescents who experience terror events directly or indirectly have a higher

¹⁸ Mati Ullah, Rahmatullah, Irfanullah & Ayaz. Impact of Drone Attacks Psychotrauma on Students' Academic Achievement at Secondary Level In North Waziristan Agency. *Gomal University Journal Of Research*, Volume 31 Issue 2, 2015.

¹⁹ Andrews, B., & Wilding, J. M. The Relation of Depression and Anxiety to Life-Stress and Achievement in Students. *British Journal of Psychology*, 95 (4), 2004, 509-522.

²⁰ Seligman, L. D., & Wuyek, L. A. Correlates of Separation Anxiety Symptoms among First-Semester College Students: An Exploratory Study. *The Journal of Psychology*, 141 (2), 2007, 135-146.

²¹ Misra, R., & Mc. Kean, M. College Students' Academic Stress and its Relation to Their Anxiety, Time Management, and Leisure Satisfaction. *American Journal of Health Studies*, 16 (1), 2000, 41-52.

²² Olds., David, L., Sadler, L., & Kitzman, H. Programs for Parents of Infants and Toddlers: Recent Evidence from Randomized Trials. *Journal of Child Psychology and Psychiatry*, 48 (34), 2007, 355-91.

²³ Waldie., Kweren, E., Markus, H., Barry, J., Milne., & Richie, P. Migraine and Cognitive Function: A Life-Course Study; *Neurology*, 59(6), 2002, 904-908.

²⁴ Dahlquist, G. & Ka, Swedish Childhood Diabetes Study Group. School Performance in Children with Type 1 Diabetes, A Population-Based Register Study. *Diabetologia*, 50(5), 2007, 957-964.

²⁵ Eisenberg, M.E., Neumark-Sztainer, D., & Perry, C.L. Peer Harassment, School Connectedness and Academic Achievement. *Journal of School Health*, 8 (73), 2003, 311-316.

²⁶ Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B., & Scheidt, P. Bullying Behaviors among U.S Youth: Prevalence and Association with Psychosocial Adjustment. *Journal of the American Medical Association*, 285(16), 2001, 2094-2100.

²⁷ Patchin, J.W., & Hinduja, S. Bullies Move beyond the Schoolyard: A Preliminary Look at Cyber Bullying. *Youth Violence and Juvenile Justice*, 4(2), 2006, 123-147.

risk of developing symptoms of anxiety and stress which are occasionally accompanied by depression, aggressive behavior, social and emotional problems, and impaired cognitive development.²⁸

Instructors may be an aid to offer classroom-primarily based socio emotional restoration efforts. They occupy this reputation due to the fact they play a principal function in the lives of kids, they may be considered as honest by students and parents, and lots of are amenable to being educated for a greater therapeutic role. The locating shows that teachers may be used to lessen the long-term suffering of students.²⁹

Objectives of the Study

Following are the objectives of the study:

1. To explore the relationship of war on terror on academic achievements of war on terror stricken students of village Safi, Mohmand Agency.
2. To determine the psychological impact of war on terror on secondary school students'.
3. To make recommendations how to control the existing situation and help the effected students in Mohmand Agency.

Significance of the Study

The topic is significant because it would help us to know about the mental health, psychological factors and negative impact of terrorism on students' academic achievements who remain the victims of War on Terror. It will also provide guide lines for the future researchers.

Research Methodology

The study was descriptive in nature. The population of the study constituted all male and female secondary schools in village Safi, Mohmand Agency. There were total 115 Schools in village Safi, Mohmand Agency in which 07 were boys and 02 were girls' secondary schools. The target population was all 9th Class students and teachers in Safi, Mohmand Agency. Purposive Sampling technique was used. Only those students were included in the study who appeared in board examination in the year (2016) and were victim of War on Terror. The sampling included 100 students (both male and female) from all the secondary schools (70 from male (10 students per schools) and 30 from female schools (15 students per schools) and 80

²⁸ Ibid

²⁹ Wolmer, L., Laor, N., & Yazgan, Y. School reactivation programs after disaster: Could teachers serve as clinical mediators? *Child and Adolescent Psychiatric Clinics of North America*, 12, 2003,363 – 381. Retrieved from doi: 10.1016/S1056-4993(02)00104-9. *Psychology in the Schools* DOI: 10.1002/pits

teachers were randomly selected from the same schools. The perceptions' of the teachers' with regard to various statements were collected through face-to-face questionnaire.

Results and Discussion

Pearson Correlation was used for knowing the relationship between War on Terror and students' academic Achievement. Results and discussion showed that there was strong negative correlation between the academic achievements of 9th students and War on Terror as shown in the tables below:

Table-1: Correlation between Academic Achievements of Class 9th Students and anxiety, insecurity and nightmares.

S.No	Psychological Problems	N	Mean	S.D	r	Sig
1	anxiety	100	1.4700	.50161	1	.842
2	insecurity	100	1.6800	.61759	.197	.738
3	nightmares	100	1.7900	.64031	.185	.007

N=100 *P<0.05**P<0.01

Table-1 indicates strong negative relationship of an anxiety, insecurity and nightmares with academic achievements of Class 9 students as the r value was 1, .197, .185 and respectively and the Sig: level was .842, .738 & .007.

Table-2: Correlation between Academic Achievements of Class 9th Students and attitudes towards teachers, class room activities, interaction with friends and reluctant to discuss WoT issues.

S.No	Behavioural Change	N	Mean	S.D	r	Sig
4	attitudes towards teachers	100	1.6400	.74563	-.083	.649
5	Class room activities	100	1.6100	.69479	010	.080
6	interaction with class fellows	100	1.6200	.58223	-0.005	.809
7	reluctant to discuss WoT issues	100	1.4400	.59152	011	.944

N=100 *P<0.05**P<0.01

Table-2 shows strong negative relationship of attitudes towards teachers, class room activities, interaction with class room fellows and reluctant to discuss WoT issues with academic achievements of Class 9 students as the r value was -.083, 010, -.005, 011 and respectively the Sig: level was .649, .080, .809 & .944.

Table-3: Correlation between Academic Achievements of Class 9th Students and of reduced interest in studies and not participating in class room discussion.

S.No	Lack of Interest	N	Mean	S.D	r	Sig
8	reduced interest in studies	100	1.7800	.73278	-.101	.116
9	not participating in classroom discussions	100	1.7300	.64909	.924	.279

N=100 *P<0.05**P<0.01

Table-3 explains strong negative relationship of reduced interest in studies and not participating in class room discussion with academic achievements of Class 9 students as the r value was -.101,924, and respectively and the Sig: level was .116,& .279

Table-4: Correlation between Academic Achievements of Class 9th Students and headache, upset stomach and fear of facing people.

S.No	Emotional Instability	N	Mean	S.D	r	Sig
10	headache	100	1.6600	.66999	-.061	.017
11	upset stomach	100	1.3400	.62312	.227	.835
12	fear of facing people	100	1.8600	.92135	-.075	.010

N=100 *P<0.05**P<0.01

Table- 4 demonstrates strong positive relationship of facing people with academic achievements of Class 9 students as the r value was-.061,227,-.075 and respectively and the Sig: level was .484,&.138.

Table-5: Correlation between Academic Achievements of Class 9th Students and low academic achievements and not appeared in exam.

S.No	Academic Achievement	N	Mean	S.D	r	Sig
13	low academic achievements	100	1.4600	.61002	-.020	.484
14	not appeared in exam	100	1.1600	.48659	.061	.138

N=100 *P<0.05**P<0.01

Table-5 indicates strong negative relationship of low academic achievements and not appeared in exam with academic achievements of Class 9 students as the r value was -.020,061 and respectively and the Sig: level was .484 &.138.

Table-6: Correlation between Academic Achievements of Class 9th Students and disturbed due to heavy security measures.

S.No	Security Measures	N	Mean	S.D	r	Sig
15	disturbed due to heavy security measures	100	1.7400	.64542	.320	.772

N=100

*P<0.05**P<0.01

Table-6 discusses strong negative relationship of due to heavy security measures with academic achievements of Class 9 students as the r value was .320 and respectively and the Sig: level was .772.

Conclusions

Based on analysis and interpretation of data, it was concluded that the correlation tables clearly showed strong negative relationship of anxiety, insecurity, nightmares, negative attitudes towards teachers and class room activities, did not like to interact with friends, reluctant to discuss WoT issues, reduced interest in studies, not participating in class room discussions, headache, upset stomach and disturbed due to heavy security measures. The analysis also indicated that affected students scared to meet strangers and it had a high positive impact on students' academic achievements at secondary level in village Safi, Mohmand Agency.

Recommendations

Pakistan has suffered a great deal because of the continued war on terror and still paying for it. Government needs to develop a practical and workable strategy to handle the existing situation. Instead of making efforts by concerned authorities, the situation is getting worst day by day. Government may just take into account the destroyed infrastructure, together with schools, roads, and bridges in FATA and KP. The government should also organize certain scientific, psychological and psychiatric wards for the medication of students. As the relation between war on terror and pupils' academic success used to be strongly negative so the government may be taken serious steps and movements with the intention to beef up pupils' educational achievement. The government, psychologists, parents, psychiatrists and educationists could also be aware concerning the influence of war on Terror and its effect on students' academic fulfillment steorage and counseling services will have to be introduced in faculties, psychosocial trainings may also be arranged for academics and realization programs for self administration is also encouraged. To give a boost to the drawback in colleges in village Safi, Mohmand agency, additional research on this subject may be conducted.

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