

Exploring the Effect of Terrorism on Education Sector: A Case Study of Khyber Pakhtunkhwa-Pakistan

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ABSTRACT

Terrorism has severely affected the educational environment of Khyber Pakhtunkhwa (KP) Province of Pakistan. Pakistan is a developing country, where KP suffered a lot due to terrorism. Though, all sectors of the country are affected by terrorism, however, the tarnishing effect of terrorism on education is much more evident in KP. The central objective of this study was to analyze the effect of terrorism on KP national development in general, and on education sector in particular. This study used qualitative method and both primary and secondary data for analysis. The primary data/information were collected from management/business students in District Mardan, KP. The secondary data were collected from various sources including reports, previous studies, and Government of Pakistan, Economic Surveys. Final sample of the study comprised of 201 business administration students of different ages and qualification. Results revealed that terrorism has severely affected the education sector especially students' performance. The results of this study suggest that both central and provisional management authorities should take effective measure to overcome this endemic problem in KP.

INTRODUCTION

Terrorism is a sudden, intentional violence and coercion which ruins everything. There is no solid, single, generally accepted definition of terrorism in the dictionary. In fact, terrorism has a lengthy history and many forms (Nasim *et al.*, 2014). The study of Nasim *et al.* (2014, p. 275) claims that “Students have suffered in terms of their education, as schools, colleges and universities have been frequently closed due to the threat of terrorist attacks. Following these attacks the educational syllabus then has to be covered in a shorter duration of time and sometimes the educational institutions are opened on holidays, such as weekends to complete the curriculum in time. This upsets the routine of all students, their family life and social network.” For the last two decades terrorism has become the threat to the humanity all over the world. Although there is no single definition on terrorism, however-from previous available literature, the word terrorism means harassment, devastation, suicide attack and killing of people without any cause. It has also been reported in past literature that terrorism disturbs the populations, destruct substructure, effect education, and causes a failure in economic well-being. Moreover terrorism also brings a huge political insecurity and breakdown the social fabric of the society.

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In addition, terrorism also disturbs the economic growth of a country by dropping down the foreign direct investment and capital development, which in turn reduces local investment and increases the business risk perception (Khan, 2013).

The Global Terrorism Index (2014) concludes that terrorism is an evil activity where the practitioner uses unlawful power to attain a religious, social or political goal based on fear, and coercion. Therefore in line with previous, terrorism not a physical act of an attack, but also the mental or psychological impact on a society for after many years. Thus, terrorism is an event where a group of people unfold worry on society. Terrorism is an evil which affected the entire globe and more specifically the Muslim world. Although, terrorism have negative impact all over the world but more specifically Pakistan has been affected a lot. More precisely, it has been observed that KP and Tribal regions are greatly affected by terrorism compared to other parts of the country. The importance of education in society development cannot be ignored. As several prior studies including the studies of Azam and Ahmed (2010), Bakar et al. (2014), Khan et al. (2014), Haseeb et al. (2014), Azam and Ahmad (2015), Khan et al. (2015), Khan et al. (2017), Shah et al. (2016), Rehman et al. (2018), Azam (2019), and Shah et al. (2018) also underlined the substantial role play the education in promoting social welfare.

Pakistan came into being on 1947 and parts borders with northwest to Afghanistan, east to India, north to China and Iran to the west and to the South, Pakistan is located on the Arabian Sea, very close to the entrance of Persian Gulf, which is one of the largest bases of crude oil in the world. Pakistan has a place of 3, 40,133 rectangular miles and an expected population of about 200 million, in which 95% are Muslims. Pakistan is the second Muslim largest populous state in the world. For administrative and historical reasons, Pakistan has been divided into 4 provinces and federally administered areas. The 4 provinces of Pakistan are Punjab, Sindh, KP and Baluchistan, which is governs by governors and chief ministers. The federally administered areas encompass of Islamabad Capital Territory (ICT), Federally Administered Tribal Areas (FATA), and Northern Areas, ruled with the aid of federal government and Azad Jammu and Kashmir (AJK). The AJK is the Pakistani managed section of the disputed area between Pakistan and India. Azad Jammu Kashmir controlled by way of his own president and top minister, but its defense, foreign policy and currency are controlled via the federal government. There are seven companies (the administrative equal of a district) (Hussain, 2010; Government of Pakistan, 2018).

The province in which the college is located, KP, is one of the poorest areas in Pakistan. More than 830 colleges have been destroyed in the area between 2009 and 2012. Many college students have been oftentimes targeted by using militant groups. Terrorism affects every region of KP that is monetary, social, political, cultural and academic area. In such situations there may be excessive need to guard the training device of PKP from the bad effects of terrorism for this reason securing the future of technology. The educational institutions have being destroyed so the students are at once affected and they may be in consistent worry and experience insuring of their academic environment. The treasured time of the scholars is wasted and they're going through one-of-a-kind psychological issues. Therefore to encourage college students in the direction of mastering and inform them about terrorism and its results, studies are needed to analyze terrorism, its influences at the mastering conduct of students (Bilal *et al.*, 2016). Terrorism affects each and every province and every sector i.e. economic, social, cultural, schooling and many others of Pakistan. But as in contrast to other provinces KP, where schooling sector is badly affected through terrorism. KP covers a place of 74,521sq and its inhabitants estimated are 26.62 million, where currently almost 7 million people are illiterate (less than 30%) (Saleem, 2017).

Education is a basic human right which has faced critical safety threats in few countries like Pakistan. Several incidents of terrorist's attacks on schooling/colleges/universities are documented, which has severely affected the pace of education growth in the country. The government of Pakistan is committed to overcome terrorism problem, while making encouraging economic environment across various sectors of Pakistan's economy. The incidence of terrorism has been decreased during 2016-17, by 15.7%, is likely to further drop during 2017-18 by 62.2%, which clearly show the efficiency of the Government's struggle to reduce terrorism and extremism from the country. A brief summary of damages due to War on terror in the country during 2017- 2018 is reported in Table-1. It is also evident from Table 2, that during 2001-02 to 2017-18, the direct and indirect cost incurred by Pakistan due to occurrences of endemic terrorism amounted to USD 126.79 billion equivalents to PKR. 10762.64 billion. Figure 1 show trend of cost of War in Terror in Pakistan during the period of 2001-02 to 2017-18.

Table 1: Summary of losses due to War on Terror in Pakistan

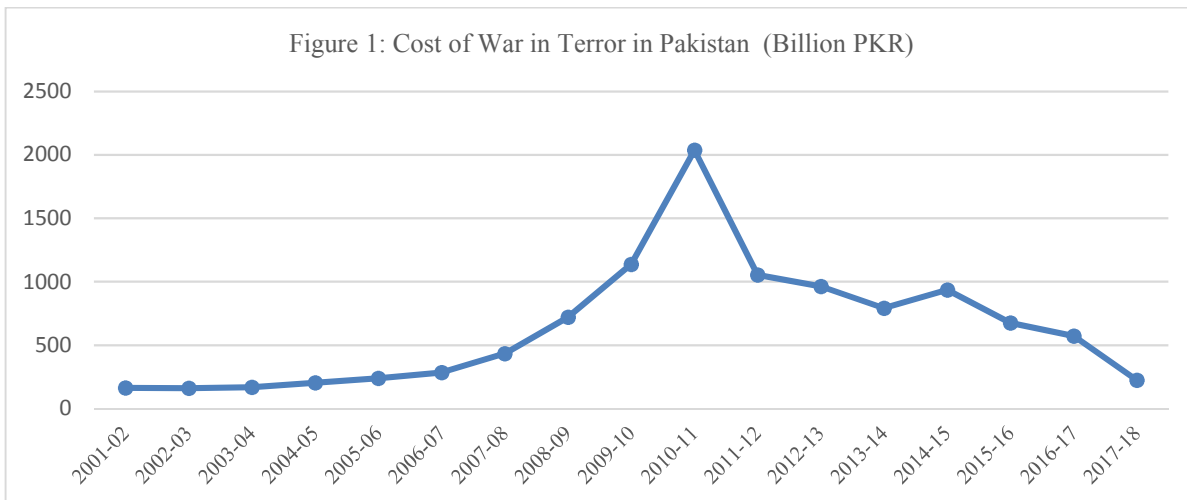
S.No	Organization	2016-17	2017-18	Total
1	Compensation to Affectees	90.64	39.25	129.89
2	Cost of Uncertainty	71.060	14.180	85.24
3	Expenditure Over run	593.72	345.65	939.37
4	Foreign Investment	1105.30	129.10	1234.40
5	Industrial Output	594.300	449.600	1043.90
6	Physical Infrastructure	272.32	111.61	383.93
7	Privatization	251.19	0.00	251.19
8	Tax Collection	2483.29	976.38	3459.67
	Total Losses	5468.89	2074.43	7543.32

Source: Government of Pakistan (2018)

Table 2: Summary losses cost of War in Terror in Pakistan

Years	Billion USD	Billion PKR	%age Changes
2001-02	2.67	163.90	-
2002-03	2.75	160.80	3.0
2003-04	2.93	168.80	6.7
2004-05	3.41	202.40	16.3
2005-06	3.99	238.60	16.9
2006-07	4.67	283.20	17.2
2007-08	6.94	434.10	48.6
2008-09	9.18	720.60	32.3
2009-10	13.56	1136.40	47.7
2010-11	23.77	2037.33	75.3
2011-12	11.98	1052.77	-49.6
2012-13	9.97	964.24	-16.8
2013-14	7.70	791.52	-22.8
2014-15	9.24	936.30	20.0
2015-16	6.49	675.76	-29.8
2016-17	5.47	572.60	-15.7
2017-18	2.07	223.32	-62.2
Total	126.79	10,762.64	-

Source: Government of Pakistan (2018)



Source: Government of Pakistan (2018)

In Pakistan in particular, in KP terrorists’ doings have damaged the whole sub structure of education. The buildings or construction are damaged and teachers have been killed. In the beginning terrorist targets were only school infrastructure but attack on Army Public School Peshawar and Bacha Khan University Charsadda frightened the students and their parents. There is uncertainty within the educational administration and management. It was needed to analyze the impact of terrorism on education sector of KP. Therefore, a fresh study is required to explore the effect of terrorism on schooling/education with reference KP.

The broad aim of the present study is to explore causes of terrorism in KP, to explore effects of terrorism on the behavior of students in KP, and to explore impacts of terrorism on the results of students. The present study focuses on the main reasons of terrorist activities in KP. The study will largely help other researchers, students and analysts to study the effects of terrorism on education sector. It will provide information about war on terror and its impacts on educational sector in KP.

The present study consists of five main sections. Section I deals with the introduction regarding the effect of terrorism on KP education sector. Section II deals with literature review. Section III represents methodology of the study. Section IV deals with results and discussion. The last Section V presents concluding remarks.

LITERATURE REVIEW

Study by Salaman (2012) finds that the socio-economic cavities produced by the war on terror in KP and FATA will certainly take a long time to be filled up rewarded. Indeed most of the rebellion was in Pashtun belt but these activists and their ideology did not denote the lesser of Pashtuns in the province. Everybody knows that terrorism is persisted from many years in specific parts of the world by variety of terrorist agencies for a range of objectives. The author gives redress and says that schooling performs an important function in rising accountable and open minded citizens. Starting from basic to graduate training, importance must be given to topics like social study, arts, sports, athletics etc. It is crystal clear that in Islam, acquiring education and knowledge is necessary for every man and women. Islam gives top precedence to schooling and its pursuance taken into consideration as a matter of extremely good dignity and honors for every Muslim. Islam, which is a religion of peace, offers notable importance to knowledge. According to Holy Prophet (P.B.U.H), “looking for expertise is obligatory for each Muslim,

(male and female).” In Islam there may be no gender discrimination for the gaining of understanding. Terrorism is a worldwide threat towards training. It is the need of the time that all Muslim nations which include Pakistan must take foremost steps to counter this terrorism against training in a greater realistic manner. Schooling is the great weapon to fight terrorism and in particular female’s education. Education can remodel terrorist’s mindsets into ordinary and tolerant ones. Thus in the long run, education could in the long run empower us with peace, knowledge, prosperity and take guns out of our arms (Ijaz, 2015).

Kazmi and Ali (2015, p.196) concluded in a study that *“As opposed to the natural or other manmade disasters, terrorism has its own significance in this context and among all other multidimensional aspects of terrorism, ‘School Terrorism’ is considered to be worst carrying drastic and long lasting impacts on the exposed community. The paper in questions reviews the disaster of terrorism in totality with specific emphasis on ‘School Terrorism’ in the backdrop of ‘Peshawar Incident’ on December 16th, 2016.”*

According to Jamal et al. (2016) terrorism unfolds violence by way of a particular group for reaching sure goals. Terrorism has considerably affected the total world. In Pakistan from 2011 to 2015, 8252 people were on the hit list of Taliban and among these 11330 died and 17912 grew to become injured. Education region is the predominant goal of terrorist corporations grew to become they are in opposition to western and woman education. On sixteen December, 2014 terrorist assaulted the army public faculty Peshawar. Where 141 people died and amongst the 132 were been students. Khan and Seltzer (2016) find that terrorism affected school enrolment in KP. Bilal et al. (2016) suggest that due to information of blasting of schools, kidnapping of instructors and students, drone attacks, injured humans and loss of life price concern was discovered amongst faculty students and teacher. Continuously terrorist assaults made college students narrow, minded, unmanageable disruptive, hostile, violent, discouraged and depressed. They also gave advice that for encouraging the students lectures need to be arranged for college students to proceed their research. They also advocate that college surrounding must be made peaceful and calm. Danzell et al. (2018) examines the impact of the role of education on reducing terrorism in Africa by investigating 50 countries over the period of 1970 to 2011. The results revealed that increases in primary, secondary, and tertiary education seem to have different effect on domestic terrorism. Results in the sub-Saharan countries shows that secondary and primary education mitigate terrorism, while others suggest non-monotonic influences in societies experiencing a youth bulge.

The study of Khattak (2018) noted that female’s education was severely affected the most by terrorism in Swat Valley, KP, where the core targets of the activists were female’s educational institutes. Baya and Gavriletea (2018) claims that several countries in the world have achieved substantial economic growth over the last 40 years. However, the growing sternness of financial crises, terrorism attacks and considerable declines in peaceful environments has also seems equally. The study quantitatively surveyed the linkages among economic growth, terrorism, and peace in eighteen Middle East and North Africa (MENA) countries during the period of 2008–2014. The study finds that peaceful environment had a significantly positive impact on the economic growth, while terrorism had a significantly negative impact on the growth in the MENA-18 countries.

The above mentioned studies indicates that there is no sold study using primary data collected through questionnaire, therefore this is the prime objective of this study and will mitigate research gap up to large extent, and thereby contribute to the literature on the subject issue.

DATA AND METHODOLOGY

The purpose of this research is to find out the reasons which are affecting the education sector of KP. The research study used qualitative as well as quantitative method including questionnaire, articles, books, journals, newspaper etc. Both primary and secondary data are used. The primary data/information are collected from District Mardan, KP, while the secondary data were collected from various sources including reports, previous studies, and Government of Pakistan Economic Surveys. The population is students and teachers from business administration. The samples are management/business administration's colleges and universities of District Mardan. There are 25 districts in KP, where Mardan district is renowned among in KP. There are many management/business administration colleges and universities too. The total area of the district Mardan is estimated 1632 sq. km, which is almost 2.19% of the total area of the KP, therefore is ranked 15th on the basis of area. Total 1460100 people are living this district.

The population of the study is as stated earlier, students in Mardan. The Krejcie and Morgan (1970) formula for determining required sample sizes is used and given below
When Population size is known

$$\text{Sample size} = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2P(1 - P)}$$

Where, X^2 = Table value of Chi-square @ d.f. =1 for desired confidence level 0.10=2.71 0.05=3.84
0.01=6.64 0.001=10.83

N=Population size; P=Population proportion (assumed to be 0.5 since this would provide the maximum sample size); and d=degree of accuracy (expressed as proportion) (0.05).

The purpose of this study is to highlight the reasons and effects of terrorism on education sector. The respondents of this study are the students of different management colleges and management department of universities. Samples of the research study are the students of different management colleges and universities of District Mardan. The research study used qualitative method. Secondary data are obtained from Government of Pakistan Economic surveys and other sources, including books, journals, articles, and reports etc. The population of the study is 460. Data for the research study is collected through questionnaires which are distributed to 210 management students of different business administration/management colleges and universities of District Mardan. The method of questionnaire allows making the research more quantitative, because it requires gathering standardized information from a specific number of people. In order to conduct the appropriate questionnaire, 210 students were chosen with regards to their age, gender, qualification and marital status. However, some questions were missed and in some questionnaire data were not readable and not consistent. We only considered 201 reliable filled questionnaires, which are correct according to the Krejcie and Morgan (1970) formula for known population, therefore, this study's sample size is 201. Data of 201 respondents were analyzed through tabulation and percentages method.

RESULT AND DISCUSSION

Results are presented in Table 3 and Table 4. Results given in Table 3 indicate the age, gender, qualification and marital status of the respondents. Questionnaire has been developed and distributed among the students of different age, gender, qualification and results are presented in Table 4. In order to collect accurate and factual data a questionnaire has been developed and distributed among 210

students of different ages and qualification. Questionnaire consists of 15 questions, whereas we considered only 201 respondents responses. These questions and summary of the respondents’ response has been shown in section in Table 3. As obvious from the Table 3, it can be seen that most of the respondents are of the view that terrorism has severely affected the education at all levels i.e., school, college and university level education. Furthermore, response from the respondents depicts the fact that terrorism has also affected psyche of the parents. Therefore, due to the fear of terrorism, some of the parents are hesitant to send their children to educational institutes. This contributes to the lower literacy rate of the province/ country, which portrays a bad image in the world. In order to cope with this unfortunate situation, government needs to take some serious measures and to adopt appropriate strategies which can overcome these problems. Result of the present study of the impact of terrorism on education sector are in line with the prior studies findings, and also according to the theoretical perspective of the study.

Table 3: Data Analysis Summary

Age (Years)	Gender		Qualification	Marital Status	
	Male	Female		Married	Unmarried
17-19	52	38	F.A. / F. Sc.	4	54
20-22	44	26	BBA/B.com/B.S	10	86
23-34	14	26	MBA/M.Com	15	32
Total	111	90	Total	29	172

Table 4: Results of respondent’s response

Questions	Respondents’ Response	
	Yes	No
Q1. Is Education necessary for every single citizen?	194	7
Q2. Is literacy rate of KP lower than Punjab?	154	47
Q3. Are the Taliban against the female education?	174	27
Q4. Do the government school provide inferior standard of Education?	136	65
Q5. Are the female education institutes less than male institutes?	118	83
Q6. Does terrorism have a direct effect on a county’s image?	192	9
Q7. Is the shortage of student’s attendance affecting their academic performance?	162	39
Q8. Does terrorism directly affect the education?	66	135
Q9. Is poverty the main cause of terrorism?	146	55
Q10. Has Afghan war given birth to terrorism in Pakistan?	162	39
Q11. Has emergence of terrorism in Swat stooped the students to attend their school?	138	63
Q12. Does terrorism spread terror and fear among the students?	194	7
Q13. Has terrorism severely damaged the infrastructure of educational institutes?	126	75
Q14. Country’s economic system is unstable because of terrorism. Do you agree?	150	51
Q15. Do you think by elimination of poverty, terrorism will be curbed?	132	69

SUMMARY AND CONCLUSION

This research study is anticipated to contribute toward understanding the KP education system and challenges faced by it. This research study attempted to draw out some conclusions about the root causes of terrorism, which badly affected education in KP. This research study shall help the policy makers to improve the education system in KP. As all the major challenges that are faced by KP education sector are discussed in this study. This research study is also expected to help the law enforcing agencies to

understand the problem of terrorism and its linkage with education. The way in which terrorists have affected the lives of millions, both without delay and indirectly, in Pakistan is a mere reflection of the seriousness of the problem. There have been normal terrorist attacks in education region of important cities like Karachi, Peshawar, Quetta, Islamabad and Lahore; therefore, an established feeling of insecurity has spread throughout the country. The results reveal that insecurity and ordinary blasting badly affect the students and parents psychology. Many parents does not want to send their children to school/college or university, due to which literacy rate falling in the province.

The findings of this study suggest some policy recommendation: the management authorities' needs to develop a wide-ranging policy for defending students, teachers, schools, and universities from terrorists attack. Both central and provisional governments should take effective measure to overcome this endemic problem in KP. All kinds of illegal and unrecorded ammunition in the country should be seized. Moreover, money from other countries to Pakistan should come through proper channels. All individual and citizens are equally responsible to be vigilant to avoid any unwanted event and thereby ensure safety and security in the country.

The study also suggest some suggestions for future research that if the data collected from any one built either Swat, Mohmand Agency, or Tribal agency using a broad base questionnaires, so results would be more robust. These results will definitely guide the policy makers chalking prudent public policy for the socio-economic betterment of the KP.

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