

Impact of Terrorism on Dropout Rate of Students at Elementary School Level in District Peshawar, Khyber Pakhtunkhwa, Pakistan

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Abstract

Terrorism is the phenomenon, in which frightened and terrified situation is created by a group of people who view themselves as badly treated by society. Education was affected by widespread terrorism, which raise the dropout rate in KP. This study is aimed at recognizing the impact of terrorism on dropout rate of elementary school students in district Peshawar, Khyber Pakhtunkhwa. Objectives of the study were to find out the impact of terrorism on dropout rates, academic performance, and motivation of the elementary school students. Population of the study comprises of elementary school teachers in district Peshawar (3465). Three hundred and twelve (312) elementary school teachers were taken as sample using multi-stage cluster sampling technique. In order to collect the data, questionnaire was used. The collected data was analyzed through SPSS version 20. Depending on the nature of the variables Regression analysis was used. It was seen that fear of terrorism is one of the main causes of student's to dropout from the schools and it affects students' academic performance and motivation.

Keywords: terrorism; students' dropout rate, academic performance, motivation, elementary school level, Khyber Pakhtunkhwa

Introduction

Terrorism is the use of fear and acts of violence in order to intimidate societies or governments (Sandler, and Enders, 2008). Whereas the aims and motives of terrorists may be discrete such as airplane hijackings, kidnappings, assassinations, intimidation, bombing, and suicide attack. The attacks occur on educational institutions, Hospitals, civilians, Army, Police and as well as students and teachers (Tufail, 2010).

Education became a victim of the war on terror. Schools were also abandoned because of fear of the extremists in KP. Schools were particularly targeted in Swat and FATA (Naqvi, Khan and Ahmad, (2012). Terrorism is known as the way to make the people of all over world frighten. After 2003, education was affected by war, security instability, and widespread terrorism, which results in the dropout rate in education (Mahmud, 2020). Terrorist activities made students intolerant, undisciplined, aggressive, and disheartened (Bilal, Inamullah, and Irshadullah, 2016).

Other than these, destruction of schools has deterred many children from pursuing education. According to the Annual Status of

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Education Report 2012, 16 percent of children in KPK have either never been enrolled in school or have dropped out. The situation in FATA is even worse with 25 percent rate of dropouts. In 2012, Malala Yousafzai was shot to convey to parents and teachers to stop attending school or be killed. The issue also led to increasing dropouts in the region (Abbasi, 2013). Additionally, Co-curricular activities were adversely affected by terrorism and parents were found reluctant to allow their children to go to Meena Bazaars and the students remained absent on sports day because the students felt insecurity (Bilal, 2013).

At the present, KP, is one of the most affected provinces due to terrorism. Nobody knows, how long it will continue and, when this phenomenon will end. In these circumstances there is extreme need to protect the educational system of the area from terrorism thus securing the future of the generation. It is therefore needed to investigate the impact of terrorism and to find out the recommendations to eliminate the after effects of terrorism. The schools have being destroyed so the students are directly affected from situation; they are in constant fear and feel insuring in their educational environment. The precious time of the students is wasted and they are facing different psychological problems. Students' dropout rate has been increased. Therefore to motivate students towards learning and to inform them about terrorism and its effects, a study is needed to investigate the impact of terrorism on students' dropout rate, academic performance and motivation.

Statement of the Problem

Terrorism has developed as the most serious threat to the world-wide peace and security since 9/11. Terrorism has had adverse effects on every aspect of life in Pakistan and specifically KP, and education is no exception to it. Terrorism has affected Peshawar badly. The attacks on students have a devastating impact on education governance and society collectively. Due to violence and terrorist activities in Peshawar, parents are not willing to send their children for education. Parents stop their children from attending the schools. The study was convergent on the impact of terrorism on dropout rate.

Objectives of the Study

The objectives of the study were:

- a) To find out the impact of terrorism on the dropout rate of elementary school student's in district Peshawar.
- b) To ascertain the impact of terrorism on the academic performance of elementary school students' in district Peshawar.
- c) To explore the impact of terrorism on the motivation in curricular and co-curricular activities in school of elementary school students' in district Peshawar.

Literature Review

The umbrella of elementary education comprised of classes 1st to 8th. It includes two stages of education; Primary and Middle. Primary education starts from grade 1 to grade 5. Middle school level starts from grade 6th to 8th, (Memon, 2007). The official age-group for entry in this level of education is age 10-12 years. In Pakistan the number of middle schools is 45,680 out of which 16,862 schools that is 37 % are in public sector and 28,818 that is 63 % are in private sector. The total enrolment of male students at middle stage is 3.647 million, whereas, the enrolment of female students is 2.798 million (Majoka, and Khan, 2017).

Issues and Challenges of Elementary Education

According to National Education Policy (1998-2010), the issues and challenges faced by elementary education are:

- a. The ratio of children age (5-9) left-out at primary school is more than 5.5 million.
- b. The drop-out rate of children at primary level is around 45%.
- c. Habitual absence of teachers from school is a widespread problem.
- d. The number of inexperienced staff at primary level is about one-fourth.
- e. Teachers need deep involvement, dedication and enthusiasm.
- f. Instructional management and administration is feeble at elementary school level.
- g. AV aids are not enough and of meager worth (Bátiz-Lazo, and Krichel, 2012).

Impact of Terrorism on Educational Institutions in Pakistan

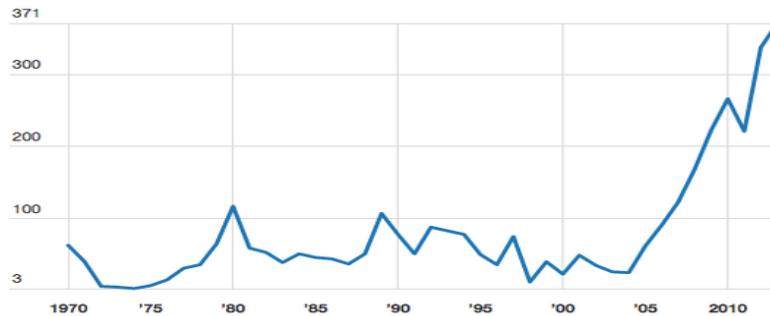
The key to success and progress in any country is education. Many schools were deserted due to terrorist attacks in Pakistan. School is that place where young minds are groomed but, due to lose security measures, it is one of the soft targets for terrorists. Pakistan's engagement in war

against terrorism badly affected advancement of literacy campaigns. The militants attack schools and students; several educational institutions were destroyed, students and instructors were murdered in KPK, Balochistan and tribal areas (Farooq, and Kai, 2017). Terrorism has badly affected education in Khyber Pakhtunkhwa. Since the inception of war on terror over a decade ago, KP has seen approximately 750 schools bombed and destroyed by militants. In many areas, up to 50% of schools were no longer in state to educate the growing population of the province. Most of the schools were targeted several times, with specific aim of entirely destroying the structure. The goal was to mash the passion and enthusiasm for education amongst the locals. Thousands of parents and children were disheartened and frightened leading to large school give up and dropout rate in the region (Ali., Mahsud, Khan, and Naz, 2016).

In a study by Bilal, Inamullah, & Irshadullah, (2016) it was concluded that fear was found among secondary school students due to news of blasting of schools, entrance of suicide bombers in the city, kidnapping of scholars or security officials and drone attacks. A blog, Bushra Rahim narrates a heartfelt account of the recent terrorist activity in Peshawar and the impact of the on-going conflict on the education system in Pakistan. The militants believes that education is an important part of creating an optimist, healthy and liberal society, which in turn is vital for sustaining a vibrant economy and helps in eradicating poverty and ignorance from the society (Kazmi, and Ali, 2015).

Despite the fact that many schools were destroyed completely, the ratio of non-functional and partially damaged schools exceeded 828 in FATA and 149 schools were completely closed due to security threats. The dropout rate in FATA has been enhanced due to constant threats of targeting educational institutions. In Malakand region, 640 schools were destroyed and hit by militants. Almost 1,600 schools were destroyed in Khyber Pakhtunkhwa and FATA. In this province About 7, 21,391 students suffered badly by the destruction of schools, among these the ratio of female students were 3, 71,603 (Bandyopadhyay, S., Sandler, T., & Younas, J. 2011).

Impact of Terrorism on Dropout Rate of Students **Asma, Shakila, Waqar-Un Nisa**
 The attacks of Terrorists Targeting Educational Institutions Worldwide, 1970-2013



Global Terrorism Database

The Global Terrorism Database recorded a history of terrorists who have attacked schools. This ratio has exceeded from 2% in 2004 to around 3% in 2013 and almost 5% in 2010.

The reactions to attacks are not restricted to students in schools that have actually been attacked, as an attack on one school leads to fears that any school in the area might be attacked, causing high levels of fear and stress. Similar psychosocial effects may be experienced by teachers. The psychological impact on parents of attacks on schools may be to change their perception of education as providing protective care for their children, which causes them to keep their children home from school.

Research Methodology

The study is of descriptive nature that examines and describes the idea and opinion of elementary school teachers about the impact of terrorism on dropout rate, academic performance and motivation of students. Quantitative design was followed using 5-point Likert Scale. The population of this study included eight circles of Government elementary school teachers for boys and girls in District Peshawar. There are total eight circles in district Peshawar, wherein urban areas there are three circles that have almost 1527 teachers, and in rural areas, there are five circles that have 1938 teachers.

Teacher list of Urban and Rural in District Peshawar

Urban Circles	Rural Circles	Total Schools	Total Teachers
City	-	87	703
Cantonment	-	65	460

Impact of Terrorism on Dropout Rate of Students **Asma, Shakila, Waqar-Un Nisa**

Hayatabad	-	65	364
-	Badaber	86	345
-	ChughulPura	78	487
-	Daudzai	98	480
-	Mathra	82	344
-	Mattani	86	282
Total	-	647	3465

Source: EMIS, 2014

Sample

A sample is that part which is finite and its properties are studied to gain information about the whole population (Shearer, and Webster, 1985). Sekaran (2010) defined sampling as the selection of that number from population which sufficiently represents population of the area and to generalize these on the entire elements of population. Sample of the study comprised of 312 teachers using multi-stage cluster sampling technique.

Pattern of the Sample Selected

S. No	Circle	Area	Sample schools	Sample teachers	Sample observations
1	City	Urban	13	3	39
2	Cantt	Urban	13	3	39
3	Hayatabad	Urban	13	3	39
4	Badaber	Rural	13	3	39
5	Mattani	Rural	13	3	39
6	Chughulpura	Rural	13	3	39
7	Daudzai	Rural	13	3	39
8	Mathra	Rural	13	3	39
Total			13x8=104	3x8=24	24x13=312

Technique for Sample Size Determination

For determining sample size, Yamane, (1967), was used and 364 was taken as sample size. Out of 364 questionnaires, 312 were returned (86% return rate). Polit testing is referred to the procedure of pre-testing

Impact of Terrorism on Dropout Rate of Students Asma, Shakila, Waqar-Un Nisa

of a particular research instrument (Polit et al 2001). Fifty (50) teachers of ten (10) schools of district Peshawar were selected for pilot study. Reliability is the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions (Heale and Twycross, 2015). Reliability was checked through Cronbach's Alpha Coefficient and was found .941 which is considered very good (Fisher, 2007). Validity determines whether the research instrument truly measures which it was intended to measure" (Joppe, 2000). Validity was checked through factor analysis.

Factor Analysis for Research Instrument

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.853
	Approx. Chi-Square	133.024
Bartlett's Test of Sphericity	Df	10
	Sig.	.000

Data Analysis and Findings

Table 4.1 Descriptive Statistics

The mean scores for each dependent variable are presented in Table 4.1

Variables	Mean	SD
Students' Dropout rate	3.23	0.34
Students' Academic performance	2.65	0.38
Students' Motivation	3.27	0.35

Table 4.2 Regression Analysis of Terrorism and Students' Dropout Rate

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.536	.535	.38694

a. Predictors: (Constant), Terrorism

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	73.870	1	73.870	493.387	.000 ^b
	Residual	63.930	310	.150		
	Total	137.800	311			

a. Dependent Variable: Dropout Rate
b. Predictors: (Constant), Terrorism

Coefficients^a

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	.986	.136	7.245	.000
	Terrorism	.832	.037	22.212	.000

a. Dependent Variable: Dropout Rate

The regression was applied to check the impact of terrorism on students' dropout rate, as the study intends to find the impact of independent variable on dependent variable i.e terrorism as independent and dropout rate as dependent variable. The results showed that terrorism has a significant impact on students' dropout rate, $R^2 = .536$, $F = 493.387$, $p = .000^b$.

Table 4.3
Regression analysis of Terrorism and Students' Academic Performance

Model Summary					
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	
1	.771 ^a	.594	.593	.35678	

a. Predictors: (Constant), Terrorism

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	79.574	1	79.574	625.132	.000 ^b

Impact of Terrorism on Dropout Rate of Students Asma, Shakila, Waqar-Un Nisa

Residual	54.354	310	.127
Total	133.928	311	

a. Dependent Variable: Academic Performance
 b. Predictors: (Constant), Terrorism

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
1	(Constant)	.800	.125	6.375	.000
	Terrorism	.863	.035	.771	25.003

a. Dependent Variable: Academic Performance

The regression analysis was applied to find out the impact of terrorism on students' academic performance. The results showed that terrorism has a significant impact on students' academic performance, $R^2 = .594$, $F = 625.132$, $p = .000^b$.

Table 4.4
Regression analysis of Terrorism and Students' Motivation in curricular and co-curricular activities in school

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.723 ^a	.522	.521	.39496

a. Predictors: (Constant), Terrorism

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	72.806	1	72.806	466.725	.000 ^b
	Residual	66.609	310	.156		
	Total	139.416	311			

a. Dependent Variable: Motivation
 b. Predictors: (Constant), Terrorism

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			

Impact of Terrorism on Dropout Rate of Students			Asma, Shakila, Waqar-Un Nisa			
1	(Constant)	1.001	.139		7.210	.000
	Terrorism	.826	.038	.723	21.604	.000

a. Dependent Variable: Motivation

Regression analysis was performed to determine the impact of terrorism on students' level of motivation in different co-curricular activities in school. The results revealed that terrorism has a significant impact on students' motivation level regarding participation in different co-curricular activities in school, $R^2 = .522$, $F = 466.725$, $p = .000^b$.

Conclusion and Recommendations

Terrorism has greatly affected the educational institutions and also has negative impact on careers of students. Fear of terrorism causes students to depart from the schools. The constant threat of targeting the educational institutions is the major factor behind increase in dropout rate in FATA educational institutions. The results showed that terrorism has a significant impact on students' dropout rate and education was greatly affected by war, security instability, and widespread terrorism, which increase the dropout rate in KPK. Increase in dropout rate has been because of the prevailing security situation in KPK.

Fear of terrorism leads to be a general slowdown of all academic activities including academic performance and motivation of students. Terrorism made students disheartened. Academic performance and motivation can be affected by the external environment and students get discouraged to participate in curricular and co-curricular activities.

The following recommendations were provided on the basis of the findings of this study.

1. Findings of the study revealed that fear of terrorism causes the students to leave the school. So, it is recommended that lectures and seminars based on psycho-social issues be arranged so that fear from students' mind could be eliminated and encourage them to continue their studies.
2. Results of the study explain that terrorism badly affects learning process of an institution which reflects in students' academic performance. It is recommended that government should provide guidance and counseling programs so that students may not feel fear and as a result their academic performance may not be affected.
3. Findings revealed that insecurity in school due to fear of terrorism affect the students' motivation level which in turn affects the participation of students in co-curricular activities. Thus, it is recommended that concerned authority of the institutions should

ensure safety and protection during co-curricular activities' sessions. As a result of the abovementioned measures students may not feel fear to participate in co-curricular activities.

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- Impact of Terrorism on Dropout Rate of Students** Asma, Shakila, Waqar-Un Nisa
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