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**Impact of Terrorism on the Behavior of Secondary School Students
in Khyber Pakhtoon Khwa, Pakistan**

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Abstract

The study aimed at finding impact of terrorism on the behavior of secondary school students in Khyber Pakhtunkhwa. The study was significant because Khyber Pakhtunkhwa is worst terrorism affected province. The major objective of the study was to see the impact of terrorism on the behavior of secondary school students. To achieve this objective, null hypothesis was tested. Almost 560 boys' secondary school students, their parents, and 112 class teachers were selected from 56 schools (28 Public and 28 Private) of 7 districts were selected. In order to collect the data a questionnaire with 5-point Likert scale was used as tool. T-test was used as a statistical instrument. Students, parents and teachers were found agreed that terrorism affects the behavior of students. It was concluded that fear among students due to terrorism cause of behavior related problems in the students. The study suggested that positive role of teachers, parents, media, school; and inclusion of tolerance created material in curriculum can eradicate or reduce the terrorism.

Key words: terrorism, fear, media, tolerance, curriculum

Introduction

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Terror is violence by a group that sees themselves as a victim of some remarkable historical wrong. Terrorism is the act of producing intense fear (Zalman, 2007)

Humanism refers to any system of attitudes and values whose major stress is on individuals' innate capabilities. On the public level, humanism puts stress on man's natural ability to think and to reason, to speak and to debate, to negotiate and to conciliate and thus to resolve conflicts to form a humane community (Farooq, 1994)

Behavior is our action and reactions for others and for any external or internal stimuli. Response to stimuli is natural and individuals are capable of making responses. A stimulus is any trend that directly influences the activity or growth of a living organism. Behavior is in response to what is sensed like aggression, agitation, exaggerated extraction, and loss of small motor actions. Children could be easily troubled and become behaviorally rash to apparent terrorization (Renold, 2006).

Preparedness for the terrorism starts with recruitment, which usually means kidnapping and brainwashing. Teenagers are kidnapped while on their way to school or work, or plucked from a madrassa where they have been studying, and sent to one of a number of training centres in areas under terrorists' control. The children of the poor are usually more vulnerable to abduction and training as suicide bombers because poor parents lack the resources to pay a ransom to free their children. Teenagers from impoverished homes are more emotionally vulnerable to the terrorists' brainwashing because they have little hope for a good life (Siddique, 2008).

Trauma inducing events' survivors may become frozen in a stimulated state of awakening. Arousal refers to a keen state of alert or a constant fear for one's safety. Short-term and prolonged arousal can affect cognitive and behavioral functions. In the provocation state, changes in the brain are initiated by a variety of stress related tasks (Brown, A.D. 2009).

Objective of the Study

Major objective of the study was to find out the impact of terrorism on the secondary school students in Khyber Pakhtunkhwa.

Research Methodology

Sample seven districts of Khyber Pakhtunkhwa including Peshawar, Kohat, Bannu, Nowshera, Malakand, Swat and Abbottabad were selected among 25 districts through systematic random sampling. Fifty six secondary/higher secondary school 8 (4 public, 4 private) from each district including 2 from urban and 2 from rural areas were randomly selected. Ten students (5 from 9th class and 5 from 10th class) with educated parents were selected. Purposively but due to sensitive nature of the study, the sample was refined. **T-test** was used because of its significance to compare two-sample means.

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Result and Discussion

The collected data were arranged in tabular form as given below.

Comparison between the opinions of Students and Teachers

Ho Terrorism doesn't make students intolerant.

Table 1: Terrorism makes students intolerant.

Respondents	N	df	Mean	Std. Deviation	Std. Error Mean	t-value
Students	450	449	2.59	1.293	.061	.386
Teachers	100	99	2.98	1.214		

Not significant

t at 0.05 = 1.96

Table 1 indicates that t-value is smaller than table value therefore the null hypothesis is accepted. The difference between the opinions of students and teachers is insignificant. It means Terrorism does not make students intolerant.

Comparison between the opinions of Parents and Teachers

Ho Terrorism doesn't make students sensitive.

Table : Terrorism makes students sensitive.

Respondents	N	df	Mean	Std. Deviation	Std. Error Mean	t-value
Parents	450	449	.00	.000	.000	53.95
Teachers	100	99	2.92	1.152		

Significant

t at 0.05 = 1.96

Table 2 .shows that t-value is greater than table value therefore the null hypothesis is rejected. The difference between the opinion of Parents and teachers is found to be significant which means terrorism makes students sensitive.

Comparison between the opinions of Student and Parents

Ho Terrorism doesn't affect the attitude of students towards class mates.

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Table 3 : Terrorism affects the attitude of students towards class mates.

Respondents	N	Df	Mean	Std. Deviation	Std. Error Mean	t-value
Students	450	449	2.56	1.244	.059	4.575
Parents	450	449	2.93	1.174		

Significant

t at 0.05 = 1.96

Table 3 indicates that t-value is greater than table value therefore the null hypothesis is rejected. The difference between the opinion of students and parents is found to be significant. Therefore terrorism affects the attitude of students towards class mates.

Conclusion

The study concluded that terrorism affects the attitude of the students towards classmates while some respondents agreed that terrorism makes them sensitive towards the nation and terrorism does not make students intolerant towards other.

Recommendations

1. Teachers at secondary school level should be given knowledge about different psychological therapies to manage the behavior-related problems.
2. Parents Teachers council should be strengthened to know about the behavior problems of students at school and at house as well.
3. School administrations should encourage constructive co-curricular activities to engage the students in these.
4. Teachers should know how to handle individual differences.
5. Parents should select the T.V programs for their children to avoid behavior affecting aspect on children.

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