



# Al-Azhār

ISSN (Print): 2519-6707

Volume 7, Issue 2(July- December, 2021)



Issue: <http://www.al-azhaar.org/index.php/alazhar/issue/view/17>

URL: <http://www.al-azhaar.org/index.php/alazhar/article/view/280>

Article DOI: <https://doi.org/10.46896/alazhr.v7i02.280>

**Title** RELATIONSHIP BETWEEN  
PSYCHOLOGICAL DIMENSIONS AND  
LEARNERS' PERFORMANCE IN  
CONFLICT AREA SCHOOLS OF KP

**Author (s):** Ishrat Saba, Dr. Zafar Iqbal ,Dr.  
Mumtaz Fatima Jaffary

**Received on:** 29 July, 2021  
**Accepted on:** 29 November, 2021  
**Published on:** 25 December, 2021

**Citation:** Ishrat Saba, Dr. Zafar Iqbal ,Dr. Mumtaz  
Fatima Jaffary "RELATIONSHIP BETWEEN  
PSYCHOLOGICAL DIMENSIONS AND  
LEARNERS' PERFORMANCE IN CONFLICT  
AREA SCHOOLS OF KP, Al-Azhār: 7 no, 2  
(2021): 108-121

**Publisher:** The University of Agriculture  
Peshawar



[Click here for more](#)

## RELATIONSHIP BETWEEN PSYCHOLOGICAL DIMENSIONS AND LEARNERS' PERFORMANCE IN CONFLICT AREA SCHOOLS OF KP

*\*Ishrat Saba, PhD Scholar*

*\*\*Dr. Zafar Iqbal*

*\*\*\*Dr. Mumtaz Fatima Jaffary*

### Abstract

*This research aims to measure the psychological dimensions i.e. stress and anxiety of the learners, to find the performance of the learners, and to establish interrelation between psychological dimensions and learners' performance aroused due to conflict in the conflict hit high schools in seven districts of KP. The sample consists of 30 high schools including 15 male and 15 female, 300 learners including 150 male and 150 females. Significant conclusion drawn from the findings of the study was that conflict had significantly affected the stress and anxiety of most of the learners in many districts. Research study recommended that for learners who have some psychological problems, psychologists help should be taken in this respect, seminars for the students' awareness in order to deal with stress and anxiety should be arranged, and proper security plans for the most affected areas should be introduced.*

**Keywords:** *Learner, Conflict, Stress, Anxiety and Performance*

.....

.....  
\* P.hd scholar Allama Iqbal Open University Islamabad Secondary Teacher Education Department

\*\* Professor Dr Zafar Iqbal Ex Dean Faculty of Education Allama Iqbal Open University Islamabad

\*\*\* Professor Dr Mumtaz Fatima Jaffari Associate Professor Psychology Department Tameer i Seerat University Islamabad

## Introduction

Pakistan is ridden under the extraordinary impact of the contention climate since it turned into an accomplice of United State of America battling for the normal reason in its conflict on terrorism. From that point forward the entire populace of the nation has been influenced by the clashing exercises in practically all pieces of the country. The general lawfulness circumstance and continuous serious consequences of the contention has driven in influencing both the youngsters and ladies till now. The Education which is quite possibly the most disregarded spaces of our social movement, gotten extreme blows from assailant bunches in Pakistan. The instruction arrangements of 1998 and 2009 are antagonistically influenced by militant type activist.

Countries which were severely endured and influenced with these conflict exercises are Afghanistan, Colombia, the Democratic Republic of Congo, Georgia, Haiti, Palestine, India, Iraq, Nepal, Pakistan, Somalia, Sudan, Thailand and Zimbabwe. An uneducated individual can undoubtedly be cheated by astute terrorist. Terrorists have no compassion toward anyone. They need to acquire their own thought processes even on the expense of taking lives of others. The aggressors' consume in the blazes of vengeance, so for achieving their intentions they target the innocent individuals who can turn out cheerfully for these assailants. The assailants deceive these uneducated and basic individuals for the sake of Islam and along these lines take their ideal work from them (Khan W, 2013)

The extremist movement which was begun in Afghanistan was at last reached to different spaces of Pakistan. Kemp (2008) has called attention to the fundamental explanations for the rising fanaticism in Afghanistan and Pakistan (as of now existed in Afghanistan yet expanded in Pakistan in 2000) is the presence of ancestral belt across the lines and a huge increment of universal strict impact by the unfamiliar components in the overall masses. During the tedious clash in Afghanistan unfamiliar components slowly got unmistakable (Dyer, et.al. 2007; Fair, 2008). Al-Qaeda is occupied in its terrorist related movements in Iraq since the US mediation in 2003. The activities of Al-Qaeda in Iraq are rough in nature in association with Sunni-drove insurrection which is done by unfamiliar contenders. It is said that these unfamiliar contenders give the greater part of the suicide bombers. Al-Qaeda has the will and assets to wage tasks everywhere on the world and it was demonstrated the manner in which it directed fruitful assaults in Indonesia, Morocco, Tunisia, Saudi Arabia, Egypt, Jordan, Iraq, Turkey, Pakistan, Afghanistan, Kenya, Spain and Great Britain (Daraz, et.al.,2008). Azam (2009) addresses that the cruel actions of Al-Qaida not just significantly harmed the social and financial existence of people yet the picturesque excellence of Pakistan and Afghanistan additionally devoured.

The area of KP is 74,521 sq., km (28,773 sq. miles) and its populace strength is 14 million (1998 gauge) out of which around 73% part communicates in Pashto. While the Pashto speakers covered 99% part of the Federally Administered Tribal Areas (FATA),

(Government of Pakistan, 2009, P.332). In the western bank of KP the conventional individuals of Pakhtun clans live who noticed their exceptionally old ancestral traditions and customs. The social and social design of these ancestral individuals is directed by a typical implicit rules called Pashtunwali (the Pashtun ways).

Almost every ancestral territory (FATA) were influenced directly from the activities of the assailants. With the progression of time the flares of terrorism likewise entered the settled spaces of Pakistan and spread quickly in all regions of KP extraordinarily and to different pieces of the nation by and large (The Daily News 2009). The entire foundation of the territory had been influenced from the progressing exercises of the terrorist yet the more awful influenced educational institutes. Many schools (Primary, Middle, High, Higher Secondary) and universities were assaulted and brought to the cold earth. A definitive consequence of such rebellion was the misfortune in the field of instruction, a huge number of learners and instructors created distinctive mental issues which thus influenced their performances and achievement levels (Chughtai, 2009).

The out dated and lacking schooling arrangement of KP has been gone through several significant emergency. Like the 2005 Earthquake followed by militancy in Malakand in 2009, constant bomb impacts in all pieces of KP and the hefty storm surges of 2010. These normal and human made debacles severally harmed the generally insufficient instruction framework and administration conveyance in KP. The assailants generally and intentionally targeted the educational establishments. Among them the main targets were girls' schools. The instructive offices for girls and women are the immediate victims of militants' assaults. As per the Monitoring Report of Education for All 2011 of UNESCO these spectacular occurrences can influence the arrangement of instruction in two ways: First in those spaces where any episode of bomb impact happens, the schools are mostly or completely harmed and the process of learning is halted for quite a while. Furthermore, the region which is intensely influenced from psychological militant episodes is emptied by the inhabitants and moved to stable zones. Accordingly, the quantity of understudies in the influenced territories is diminished and in the stable is expanded. The source ([http://dawn.com/2012/02/26/devastations\\_bombing\\_of\\_schools\\_in\\_KP\\_and\\_Fata/](http://dawn.com/2012/02/26/devastations_bombing_of_schools_in_KP_and_Fata/)) shows that throughout the previous few years besieging on schools was proceeded in settled regions of KP and FATA thus, such circumstance denied hundreds and thousands of kids from their fundamental right to learning.

The parents of these kids were befuddled about what to do as the shoddy plans for the education of their kids were lacking. The schooling specialists were likewise too powerless even with such enormous dangerous occasions. In certain spots the education proportion was going down as the dropout rate shoot up. The Pakistan Education Task Force distributed a report in 2011 which says that Pakistan is second in the worldwide positioning for out of younger students. The state of instruction for rural women is more terrible as each one of every three country women has never gone to school.

Extremist group has prohibited female education in north western Pakistan. The present circumstance has influenced thousands of girls around here and their number of enrolments is dropped significantly. This group has pronounced that Female Education is risky and of no utilization to them so parents ought to try not to send their girls to school. Such ghastly demonstrations consequently brought about vulnerability and distress among the students, parents, instructors, school Heads and directors. Influenced gravely the students' studies and got constrained them to change schools. Such successive episodes antagonistically influenced the capital of KP for example Peshawar where 50 schools got closed down briefly. As per an authority report 28 schools got shut because of terrorist movements and the others due to flood fixes, absence of teachers, offices and property debates.

The militants' activities in Swat, FATA, Peshawar and different offices carried an incredible harm and misfortune to schools, universities, medical clinics, banks, NGOs working in the spaces and somewhat the government officials were debilitated and threatened to carry on their commitments and administrations in a smooth manner. During this time various individuals lost their significant daily routines and the existences of individuals left behind got woeful. As indicated by Rashid (2002), these extremists have spread their own informal community through which they need to accomplish some particular objectives dependent on the plan of the alleged Jihad and Islamization.

Data shows that 758 schools were demolished because of aggressiveness in different areas of KP in which 640 schools were of Malakand Division from 2009 to 2011. Because of military activity among these schools 166 were obliterated and 477 got harmed in similar regions as consequence of the military activity. These schools were utilized by the assailants as safe-havens for their criminal operations before the military activity took control. Also, 40 schools in Peshawar, Hangu, Bannu, Laki Marwat, Nowshera, Kohat and different spaces of the area were possessed by the assailants and other 63 were harmed.

Natural and unnatural cataclysms for example militants' assaults influenced the schooling and characters of the educators and understudies at huge scale. The dread of fear doesn't just mischief its casualties, yet it additionally leaves dependable adverse impacts on others (Ayalon, 2001, Merarl and Friedland, 2001, Shaw 2003). A one of a kind quality of illegal intimidation is that it can't be anticipated when, where, or how it will occur and by whom it will be executed. The present circumstance influences the two grown-ups and youngsters and they live in a steady condition of incitement, tension, defenselessness and sadness (Joshi & O; Donnell, 2003).

Symptomatology that have been distinguished among youth presented to war and psychological warfare in various societies incorporate PTSD, i.e discouragement, tension, stress, expectant feelings of dread, influence control absorption, rest aggravations, substantial objections, backward practices, learning troubles and

substance misuse (Journal of Traumatic Stress, Vol. 20, No. 4, August 2007).

The students endured a ton due to the dangers and persistent intermittence in their schooling because of the psychological militant assaults. Now and then schools, universities and colleges are unexpectedly shut because of certain dangers in this way the schedule of various classes is stayed incomplete. For finishing the courses in some cases, the students are called for classes on siestas or during summer/winter breaks. Such condition seriously upsets students and affect their social exercises. For the advancement of social and mental prosperity of more youthful age in Pakistan custom and culture of families is considered vital. The way of life and customs of the families are additionally similarly influenced because of constant impacts of brutality. Parents are embezzled whether or not to send their kids to schools. The students similarly endured the impacts of terrorism as they can't freely go outside.

### Procedure of the Study

#### a. Statement of the Problem

Due to consistent exercises of militants an incredible number of schools are influenced alongside its learners. The aggressors cause harm to the school structures as well as mentally impact the scholastic accomplishments and psychological wellness of the students. Terrorism is the central reason for dread, distress, nervousness, stress, and despondency in the general public. The sole survivors of it are kids who are in learning stage. On the off chance that their learning cycle is hampered as a result of outer powers like illegal intimidation their psychological, physical, mental to put it plainly, all characteristics will be influenced. The present analysis centers after investigating, "Relationship between Psychological Dimensions and Learners' Performance in Conflict Area Institutions of KP".

#### b. Objectives of the Study

The intent of the analysis were: -

- i. To measure the psychological dimensions (viz-a-viz) stress and anxiety of the learners in the conflict areas.
- ii. To find the performance of learners in the conflict area schools of KP.
- iii. To find the relationship between psychological dimensions and learners' performance in conflict area institutions of KP.

#### c. Research Questions:

The researcher intended to answer the following questions:

- i. How the conflict related activities affect the learners psychologically?
- ii. What is the effect of psychological dimensions on the performance of learners?
- iii. What is the relationship between psychological dimensions and learners' performance in conflict area institutions of KP?

d. Population:

Total 364 Schools including 241 primary (99 boys and 142 girls), 54 middle (30 boys and 24 girls), 60 high (35 boys and 25 girls), and 9 higher secondary (5 boys and 4 girls) schools were partially or fully damaged by the militants in all over KPK throughout the previous 10 years (PDMA, PARSA 2015). Total 74338 students including 40284 primary school students (19632 boys and 20652 girls), 8729 middle school students (5437 boys and 3297 girls), 20957 high school students (13339 boys and 7618 girls), and 4386 higher secondary school students (2040 boys and 2328 girls) were affected by militancy in all over KPK.

e. Sample of the study:

The Sample was randomly selected after careful review of literature. Many of the researchers including L.R.Gay (2003) have the views that a good maximum sample size is usually 10%. Total 360 Schools were affected during the militancy. The target of this study were High Schools which were 60 in number so to keep equal ratio between male and female schools 30 High Schools including 15 female and 15 male were randomly selected as sample. The number of students was 300 out of 20957 (13339 boys and 7618 girls) 150 boys and 150 girls randomly selected from the said 30 Schools.

f. Instrument and their development:

For this study, the information were gathered through questioners/scales i.e. stress scale and anxiety scale.

g. Data Analysis:

After assortment of the information, the reactions of the chosen sample were coordinated, measured, and hence information were classified. The overall proportions of responses were calculated. The Pearson's correlation coefficient was used to break down the information and to make the inferences.

Table:1: Relationship between Stress, Anxiety and Achievement Scores of Female Students District Swat

S. No	Variables	R	p-value
1	Stress	0.34	0.033
2	Anxiety	0.26	0.105

Table1: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

i. The correlation coefficient between stress and achievement score is  $r=0.34$ ; significant at  $p=0.033 < 0.05$ .

- ii. The correlation coefficient between anxiety and achievement score is  $r=0.26$ ; insignificant at  $p=0.105 > 0.05$ .

Table 2: Relationship between Stress, Anxiety and Achievement Scores of Female Students District Bunir

S. No	Variables	R	p-values
1	Stress	-0.73	0.018
2	Anxiety	-0.84	0.002

Table 2 indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r=-0.73$ ; significant at  $p=0.018 < 0.05$ .  
ii. The correlation coefficient between anxiety and achievement score is  $r=-0.84$ ; significant at  $p=0.002 < 0.05$ .

Table 3 Relationship between Stress, Anxiety and Achievement Scores of Female Students District Dir Lower.

S. No	Variables	R	p-value
1	Stress	-0.25	0.086
2	Anxiety	-0.29	0.041

Table 3 indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r= - 0.25$ ; insignificant at  $p=0.086 > 0.05$ .  
ii. The correlation coefficient between anxiety and achievement score is  $r= - 0.29$ ; significant at  $p=0.041 < 0.05$ .

Table 4: Relationship between Stress, Anxiety and Achievement Scores of Female Students District Nowshera.

S. No	Variables	r	p-value
1	Stress	-0.39	0.264
2	Anxiety	-0.13	0.717

Table 4: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;



- i. The correlation coefficient between stress and achievement score is  $r = - 0.39$ ; insignificant at  $p=0.264 >0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = - 0.13$ ; insignificant at  $p=0.717 > 0.05$ .

Table 5: Relationship between Stress, Anxiety and Achievement Scores of Female Students District Peshawar.

S. No	Variables	R	p-value
1	Stress	0.11	0.767
2	Anxiety	0.14	0.705

Table.5: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = 0.11$ ; insignificant at  $p=0.767 >0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = 0.14$ ; insignificant at  $p=0.705 > 0.05$ .

Table .6: Relationship between Stress, Anxiety and Achievement Scores of Female Students District Bannu.

S. No	Variables	r	p-value
1	Stress	0.31	0.092
2	Anxiety	0.46	0.012

Table .6: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = 0.31$ ; insignificant at  $p=0.092 >0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = 0.46$ ; significant at  $p=0.012 <0.05$ .

Table .7: Relationship between Stress, Anxiety and Achievement Scores of Male Students District Swat.

Variables	r	p-value
Stress	0.40	0.027
Anxiety	0.39	0.034
Absenteeism	0.45	0.013

Table 7: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = 0.40$ ; significant at  $p=0.027 < 0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = 0.39$ ; significant at  $p=0.034 < 0.05$ .

Table .8: Relationship between Stress, Anxiety and Achievement Scores of Male Students District Bunir.

S. No	Variables	r	p-value
1	Stress	-0.39	0.035
2	Anxiety	-0.16	0.413

Table .8: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = - 0.39$ ; significant at  $p=0.035 < 0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = - 0.16$ ; insignificant at  $p=0.413 > 0.05$ .

Table .9: Relationship between Stress, Anxiety and Achievement Scores of Male Students District Dir Lower.

S. No	Variables	r	p-value
1	Stress	0.24	0.311
2	Anxiety	0.16	0.507

Table .9: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = 0.24$ ; insignificant at  $p=0.311 > 0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = 0.16$ ; insignificant at  $p=0.507 > 0.05$ .

Table .10: Relationship between Stress, Anxiety and Achievement Scores of Male Students District Nowshera.

S. No	Variables	r	p-value
1	Stress	0.28	0.232
2	Anxiety	0.06	0.802

Table .10: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = 0.28$ ; insignificant at  $p=0.232 > 0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = 0.06$ ; insignificant at  $p=0.802 > 0.05$ .

Table .11: Relationship between Stress, Anxiety and Achievement Scores of Male Students District Peshawar.

S. No	Variables	r	p-value
1	Stress	0.33	0.039
2	Anxiety	0.32	0.046

Table .11: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = 0.33$ ; significant at  $p=0.039 < 0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = 0.32$ ; significant at  $p=0.046 < 0.05$ .

Table .12 Relationship between Stress, Anxiety and Achievement Scores of Male Students District Hungo.

S. No	Variables	r	p-value
1	Stress	-0.71	0.020
2	Anxiety	-0.64	0.045

Table .12: indicates the correlation coefficient between stress and achievement score and anxiety and achievement score. The analysis revealed that;

- i. The correlation coefficient between stress and achievement score is  $r = -0.71$ ; significant at  $p=0.020 < 0.05$ .
- ii. The correlation coefficient between anxiety and achievement score is  $r = -0.64$ ; significant at  $p=0.045 < 0.05$ .

Table 13: Cumulative Findings of the Study.

S. No	Districts	Learners	N	Stress(r)	P value	Anxiety (r)	P value
1	Swat	Boys	30	0.4	0.027	0.39	0.034
		Girls	40	0.34	0.033	0.26	0.105
2	Bunir	Boys	30	-0.39	0.035	-0.16	0.413
		Girls	10	-0.73	0.018	-0.84	0.002
3	Dir Lower	Boys	20	0.24	0.311	0.16	0.507
		Girls	50	-0.25	0.086	-0.29	0.041
4	Nowshera	Boys	20	0.28	0.232	0.06	0.802

---

	Girls	10	-0.39	0.264	-0.13	0.717	
5	Peshawar	Boys	40	0.33	0.039	0.32	0.046
	Girls	10	0.11	0.767	0.14	0.705	
6	Hungo	Boys	10	-0.71	0.02	-0.64	0.045
7	Bannu	Girls	30	0.31	0.092	0.46	0.012

---

**Conclusions:**

1. Aftermaths of terrorism in the area are as expansion in stress, anxiety and truancy. These are the fundamental discoveries of this research. It is clear from its outcomes that there is huge impact of terrorism on learners and educators.
2. Terrorism put impact on the youngsters, men, ladies and each group of society. This affect cannot be removed till proper planning, peace education and civil defense training for community.
3. The stress of male student's district Swat, Bunir, Peshawar and Hungo is significant, while that of district Dir (Lower) and Nowshera is insignificant.
4. The anxiety of male student's district Swat, Peshawar and Hungo is significant, while that of district Bunir, Dir (Lower) and Nowshera is insignificant.
5. The stress of female student's district Swat and Bunir is significant, while that of district Dir (Lower), Nowshera, Peshawar and Bannu is insignificant.
6. The anxiety of female student's district Bunir, Dir (Lower) and Bannu is significant, while that of district Swat, Nowshera and Peshawar is insignificant.

**Discussion:**

It is evident from the results of this study that terrorism effected the learners psychotically and in turn their studies are also affected. Some different researches have been done to see the effect of psychological oppression on the students, teachers and local individuals where illegal intimidation is continuing including Pakistan. Their outcomes and the assessments of their analysts are practically like this research.

The study of Daraz, Naz, et.al. "Sociological Analysis of Terrorism in Pakistan" (2010), affirms the discoveries of this research by reasoning that the overall masses of Mingora city and its environmental factors which is a contention influenced region are mentally influenced from psychological warfare. The psychological unsettling influences bring about the state of strain, discouragement, pressure and mental shortcoming. Because of this sort of circumstance individuals are planned to create various types of mental weakness. Ahmad, Hussain, et.al. (2013), did a study "Frequency of Post-Traumatic Stress Disorder and Depression in People of KP due to Terrorism". They inferred that the greater part of individuals of KP were experiencing Post-Traumatic Pressure, aggravation and strain because of ceaseless dangers of psychological oppression. Accordingly, it affirms the discoveries of this study that individuals of KP including the educators and learners are mentally influenced because of terrorism.

Afridi, Yousufi et.al (2014), in their exploration paper "Military Operation as a Response to Terrorism: a Case investigation of Malakand Division Pakistan", composes that during the rebellion a large number of individuals endured and got actual efficient, mental and instructive handicaps. The agitators had made tremendous harms to public property, scaffolds, medical clinics and countless schools which had grabbed educational facilities from the children and they were denied of wellbeing and communication facilities moreover.

The investigation of Chughtai (2010) is on "The impact of rising Terrorism and Militancy Operations on Socio Economic Culture of Federally Administrated Tribal Areas (FATA) of Pakistan". His study mirrors that all inhabitants of FATA male, female and youngsters are among the effectives of psychological warfare. Similar perspectives were introduced by Kazmi. Kazmi, Abassi et.al, led a study "Stressful Life Events among Internally Displaced Persons of KP after military Operation" (2015). The ends are that females have undeniable degree of individual misery when contrasted with males. Consequently, the results of the over two studies support the finding of the research.

Naqvi, Khan et.al. (2012) writes in his paper "The Impact of Militancy on Education in FATA" that education is the only mean which provides a chance to the common people to come out of poverty and violence. This is the only way to move ahead and bring progress and sustainable development. But despite of its importance it is targeted time and again in our country. In this regard the role of the government of Pakistan becomes the focal point in protecting the educational institutions. If the militants destroy the institutions the government has to ensure its rebuilding and the process of education continues without any disruption. His conclusion supports the present research that for continuing education it is a must that educational institutions must be built.

The views and work of the referred to analysts are on the side of this study who said that psychological warfare put impact on the kids, men, ladies and each organization of society. This influence can't be eliminated till appropriate planning, peace education and civil defense training for locals, students and teachers ought to be promoted.

#### Recommendations:

As the findings of some districts proved that terrorist's activities put significant effect on the learners learning process so for coping such situation and bringing the situation to the normal some recommendation are below.

1. As there are no such organizations in our country to restore the students from mental trauma, on emergency premise it ought to be set up in all areas and particularly in KPK where militancy is at top.

2. Psychologists ought to be employed for the treatment of those teachers and students who are now influenced and the assistance of these psychologists ought to be reached out around there to forestall more mental issues in different teachers and students.
3. Through workshops and media programs parents ought to be made mindful about the mental effects of terrorism on their children. Some sort of training might be organized for them, likewise that how could they manage their kids in such uprising and how could they have the option to lessen the mental issues of their children.
4. Children ought to be made mindful through various classes and exercises how to defeat their stress and anxiety.
5. Effective security plans for influenced territories school, teachers and students might be launched.

#### References

- (n.d.). Retrieved from [http://dawn.com/2012/02/26devastations\\_bombing\\_of\\_schools\\_in\\_KPK\\_and Fata/](http://dawn.com/2012/02/26devastations_bombing_of_schools_in_KPK_and_Fata/)
- Afridi, M. D. (2014). Military Operation as a Response To Terrorism: A Case Study of Malakand Division Pakistan. Rome Italy.: Mediterranean Journal of Social Sciences MCSER Publishing,.
- Ahamad, K, H. k. (2013 : 3 (2)). Frequency of Post Traumatic Stress Disorder and Depression in People of Kp Due to Terrorism. Journal Saidu Sharif Medical College.
- Ayalon, O. ((2001)). Posttraumatic stress recovery of terrorist survivors. In E. Kormaz (Ed), N.oral & Z.T ozguner (Trans),64-74. (original work published in 1993) .
- Azam, M. (2009). "Radicalization in Pakistan:Socio-Cultural Realities. " PIPS Research Journal Conflict and Peace Studies. Islamabad.
- Daraz, U. (2008.). "Community Response Towards Taliban Movements,. " Unpublished BS(Hons) Thesis, Department of Sociology, University of Malakand. 0.1.,.
- Draz, U., N. A. ((2010)). Sociological Analysis of Terrorism in Pakistan. Academic Research International. Vol: 3, No.1, July 2012.
- Dyer, C. a. ( 2007). "Countering Violent islamic extremism:.". A Community Responsibility,FBI Law Enforcement Bulletin.
- Gay, L. ((2003)). Educational research: Competences for analysis and Applications (7th ed). Upper Saddle River,. NJ: Merrill Prentice Hall.
- (11 June 2009). Government of Pakistan. Islamabad: The News International.
- Hoffman, B. ((2006)). Inside Terrorism. Edition 2, Columbia University Press.
- in, U. R. (n.d.).  
Journal of Traumatic Stress,. ( August 2007.). Vol. 20, No. 4.,

- Kazmi. S. F., A. S. (Retrieved 21st January 2016.). (2014) Stressful Life Events among Internally Displaced Persons of KPK after Military Operation. *Ann: Pak.Inst.Med.Sci.*2015;, 11(1):40-46.
- Kemp, R. (2008.). "Religious Extremism and Militancy in the Pakhtun Areas of Afghanistan and Pakistan. " *BC Journal of international affairs*,Vol 11, spring.
- Khan, w. ((2013)). Retrived on 15 Agu , 2016. "Terrorism In Pakistan." Online.
- Merari, A. a. ((2001)). Social psychological aspects of political terrorism. In E. Kormaz(Ed), M.E. Kart (Trans.) *Turkish Psychological Bulletin*, 7(22),76 -88.
- Naqvi. A. A., K. S. ((2012)). The Impact of Militancy on Education in FATA. . *Tigah, a Journal of Peace and Development* Vol: 11, December 2012, FATA Research Center, Islamabad.
- Rashid, A. (2002.). "Terrorism:." A challenge for national Security. *The Nation*, 14 May. .
- Shaw, J. ((2005)). Children exposed to war /terrorism. *Clinical child and family Psychology Review*,6s (4), 237 -246.
- T., H. Z. ( 24th January 2014.). Children Exposed to War/Terrorism. *Current Affairs* Featured.
- W, C. M. ((2009)). The Impact of Rising Terrorism and Military Operations on Socio-Economic Culture of Federally Administered Tribal Areas of Pakistan. Retrieved 3rd January 2016.
- Z., K. J. ((2008)). New Strategies for Peace in KPK . *The Newsletter of Pashtun peace forum Canada*,, Vol 1. No.(1).