

Countering Terrorism and Emotional Stability of University Students in Pakistan

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Abstract

The basic intention of current research was to evaluate the linkage between terrorism and emotional stability of students in universities of Pakistan. The objectives of the study were to know the state of emotional health of students along with signs and symptoms of emotional instability to access the need of training program with regard to terrorism. Mixed method approach was decided to record the observations and insights of the respondents while sample represents 240 students and 14 head of departments from Government College University, Faisalabad. Data was prepared through self-developed instrument for survey (Students) and semi structured interview sheet for Head of Departments. The conclusion was made by using inferential statistics while themes and sub themes of interviews were also reported in a narrative style. The paper indicates towards the state of emotional instability of students and suggests for developing a training program countering the effects of terrorism.

Keywords: *Emotional, Stability, Terrorism, Training Program.*

Introduction

Terrorism has its implications in philosophy, sociology, psychology, military strategy and history. It has its emotional aspects because terrorist acts arouse tremendous feelings. Especially among the people who have sympathies with the terrorists as they are doing so due to getting some justified rights. Terrorism becomes responsible for arousing strong feelings whenever it is discussed. Terrorist activities and then anti-terrorist or counter terrorism campaigns have also given adverse effects to education system and educational campaigns in Pakistan. As a pretext of preventing the girls from modern education, they demolished many girls' school buildings resulting in the killing of many girls and school teachers. Many girls stopped going to schools as a result of fear of attacks. The Parents were strictly warned not to enroll their children to get western type of education.

In order to increase fear and include youth in militant activities, militants forcibly closed many boys and girls schools in Pakistan. Militants mostly targeted the educational institutions, in 2008, 119 schools were attacked; in 2009 the figure was 188, in 2010 numbers were 129, in year of 2011 attacks were 142 while in 2012 there were 121. According to a report submitted in the superior court of Pakistan by law enforcement agencies, the militants mostly attacked girls schools, their most targets were the schools of FATA and KPK destroying 1030 buildings. The documentary proof suggested that 799 schools were destroyed from 2003 – 2013. Only in FATA 458 schools were destroyed during 2007 – 2012. While in KPK 282 schools were destroyed during the same duration of time. The numbers suggested that 13000 female and 18000 male students were affected due to these attacks. Along with the totally damaged schools, number of partially damaged schools in FATA is 829. Moreover the schools which have been closed down due to security threats were 149; although some were forcibly shut down by militants. The constant threats are the major cause of drop out of students in FATA. Malakand was the severest stricken region in the KPK. In such circumstances military operation started in order to destroy militants hide outs. In many schools military established its camps so as to facilitate their operation. They also collected fact and figures which was result of terrorist activities within the region (Younas, 2011; Naqvi, Khan and Ahmed, 2012).

The impact of these devastations will have multifaceted numerously; it is not only affecting the teachers and the taught but along with that it is adversely shaking the state. Many students have been deterred from seeking education. The data revealed that almost 16 percent school going children in KPK had not been enrolled or they were dropped out however 9 percent among them were girls. The situation is even more worsened in FATA where drop out has reached to 25%. Teachers and vans carrying students were also attacked via bullets and bomb shells. Out of total terrorist attacks on educational institutes in country, 82% were reported in KPK and FATA only. The province of KPK witnessed 439 attacks, FATA 255, Baluchistan 70, Sindh 53, Punjab 26, Islamabad 3 and Gilgit Baltistan (Pakistan Education Statistics, 2013).

In 2009, in a barbarous attack on International Islamic University, six students and staff members including three women were killed while 29 persons were injured. In Peshawar school attack of 2014, seven gunmen belonging to TTP killed 148 people which including 132 students and rest were staff members. Whereas Bacha Khan University attack killed 19 people which displays that alarming situation is still not at stand still. The tragic incidents of terrorism had developed adverse impact on mental health of students, teachers and parents (Boone, 2016).

Review of Literature

Chomsky (2011) found that Terrorism is coercive means aimed at innocent to realize their political and religious aims. Tilly (1990) is of the view that Terrorism is asymmetrical deployment of intimidates and violence by using means which are outside of political struggle which operates in routine with current regime. FBI holds the opinion that illegal and unjustified practice of power or strength against any person, community and property to threaten an administration, civilian or any other section of people to carry on their specific objectives is called "Terrorism".

Almost every one of us is a victim of fear. It is a reaction of brain with certain feelings of stress and anxiety which generate and release chemicals resulting heart beating, fast breathing and energizing muscles. Our nervous system is shattered and damaged due to fear. Fear is an instinct to a sense of danger and risk. It is helpful in getting prepared for dangers whereas it is itself extremely dangerous to life (Layton, 2016). Fear may be short term and long term. Whenever a person feels a sense of danger his brain reacts instantly and leads to such signals which ultimately affects nervous system. The human body reacts in different way. The major signs and indications of fear are fast breathing, the sense of increased heart beating, high blood pressure and feelings of profuse sweating. The term is used to express fight or flight to react these signs, indications and responses, either a person may fight off danger or may run fast to get away of danger (Fears and phobias, 2016).

According to Flint and Radil (2009) the scale of recent attacks in the whole world is designed to maximize the fear among the masses. Indeed such incidents of extremist attacks have wider effects on the individuals due to awful and horrible condition of terrorism (Cronin and Ludes, 2004). The evidence from investigation on current cases of global terrorism index revealed interestingly that experiences of terrorism attacks developed trauma for those who were the direct victim of such activities while other were comparatively less effective in generating fear at large scale (Pain 2010; Rapin 2009).

Despite the available evidence from researches suggest that terrorism has negative effects on the emotional state of the citizen in the countries where terrorist attacks occurred which was one of the chief purpose of the terrorist activities to increase fear and concerns about future terrorist activities whereas rare researchers examined correlation between terrorism and fear. The available literature from several studies potentially indicates the people are fearful of terrorism and such incidents have negative effects on their lives. Interestingly none of significant studies reviewed and compared the predictors regarding fear of terrorism and perceived risk of terrorism to individuals. On the other hand it was observed that terrorism generally produces widespread worry, fear, stress and anxiety (Paulson, 2003).

A group of researchers have concluded that people deal with psychological trauma in three ways. First one is emotions focused coping in which people get worried and blame them in order to control them. Second way is problem focused handling or copying in which people get engaged themselves in such activities aimed at resolving, changing and psychologically reorganizing the problems. The third way is the escaping focused coping strategy; it is about to removing ourselves from the situation which was cause of anxiety and disorder (Baschnagel et al., 2009). The researchers have discussed the impact of terrorism upon the people of Madrid after attacks in 2004. Bomb blast was in rush hour of the day in train killing 191 and injuring 1500. The responsible were closer associates of Al-Qaeda a semi organization named as Abu Hafs al Masri Group of extremists (Vazquez, Hervas & Perez-Sales 2008; Martin, 2010). Those of wounded people, the observation clarified that thought suppression was a major symptom found in them as a major form of PTSD. The more people are exposed to attacks, the higher would be level of PTSD (Vazquez et al., 2008).

According to May (2015) anxiety is a manner in which an individual reacts and responses in a situation of stress. Stress is a flight to anxiety or anxiety may be called the aftermath of stress. Individuals handle stress in different ways. A good handler of stress may not suffer from anxiety. The universal phenomenon of death anxiety has been defined in multiple ways. Azam (2009) clarifies that death anxiety is not just separation of body and soul but it has most devastating impacts upon society and surroundings. Throughout the life time, there is always fear and anxiety about life. A number of studies have clarified that the sensitivity of death always produces anxiety. Neimeyer (1994) is of the view that anxiety about death is actually fear about life. It is felt that after major terrorist attacks such as that of 9/11, death anxiety and fear has significantly multiplied. Such fear of death as a result of natural calamities has increased among adolescents which were non-existent among young grownups earlier on. The children are not free from such anxieties and fear of death in the wake of terrorism (Felsner and Millstein, 2002; Pyszczynski, Solomon, & Greenberg 2003). The attacks of Moon market of Lahore, Meena Bazar of Peshawar, International Islamic University Islamabad (Iqbal, 2010; "Two blasts", 2010) and quite recently in December 2017, and the attack on the hostel of Agriculture University Peshawar are quite enough in spreading fear and terror among youngsters.

Methods and Procedures

The mixed method research design was used and considered appropriate in context of the study. The interviews were recorded to obtain qualitative input from head of departments while quantitative approach was adopted to collect numerical data from university students. The Mixed method was a suitable combination consisting of qualitative and quantitative methods to draw the results and it was an easy way to answer the research questions addressed in a single study. The reasons for administrating mixed methods

approach were (i) to seek deep insight of respondents regarding effects of terrorism on emotional stability of university students (ii) to generalize the results through qualitative and quantitative methods which are highly acceptable in the field of social sciences.

Population and Sampling Process

The students and chairpersons representing departments of Government College University, Faisalabad were the population of the study. The sample of students was selected through multistage sampling method. The sample was consisted of 240 students representing three faculties of 14 departments for quantitative data while the fourteen Head of Departments were included in the sample for qualitative input of the participants. Moreover Dean of social Sciences, Dean of life Sciences and Dean of Sciences were also contacted for their in-depth perceptions from Government College University, Faisalabad.

Development of Instruments

The instruments for survey and semi structured interview were developed in consideration with available literature on terrorism and major factors affecting emotional stability. The quantitative instrument was prepared regarding eight aspects of emotional stability. The following subscales (Fear and Scared, Anxiety and Jittery, Distress and Hostile, Depression and Aggression) were accepted to investigate the emotional health of students due to terrorism.

While in order to visualize the real picture of terrorism and its effects on emotional stability, the researchers also used a self-developed semi structured instrument for interview protocol with the chairpersons of departments. The basic purpose of interview protocol was to assess the need of training program and to identify the factors affecting emotional stability of university students. The questions regarding interview were divided into three distinctive dimensions. First dimension of the questions was about the terrorism and its impact on educational institutions which had created unrest among university students. Second dimension of the questions was about emotional health of students with respect of terrorism however third dimension of the questions was to know the constructive measures which should be adopted in countering these effects on emotional stability of students.

Validity and Reliability of the Instruments

The instruments for survey and interview protocol were validated through the professionals in the area of Education. In the light of experts' judgment and decision, some items in instruments were deleted and some of them were reorganized. The face validity, content validity and coherence in both instruments were ensured to set the directions. The reliability index of scale regarding survey had .920 Cronbach's Alpha value which was highly acceptable for data collection.

Results and Discussion

The study generally involved two data sources, quantitative and qualitative. In quantitative section, the researchers applied t test to observe the variance between gender and age of students on their emotional stability however in qualitative section, data were analyzed and presented in communicative manner while major themes and sub themes were also reported.

The table showed that gender of respondents revealed statistical significant difference regarding indicator of fear on their emotional stability. The male participants earned ($M = 3.15$, $SD = .871$) and female owned ($M = 3.67$, $SD = .912$, $t(238) = -4.49$, $p < 0.01$). So the female participants had greater fear of terrorism than that of male participants. Moreover the statistical significant difference was observed between the participants about the indicator of scared. The male participants achieved ($M = 3.36$, $SD = .868$) and female obtained ($M = 3.92$, $SD = .792$, $t(238) = -5.21$, $p < 0.01$). Therefore the female participants were

more frightened as compared to their male counterpart. Furthermore a statistical variation existed between the participants regarding anxiety. The male participants experienced ($M = 3.23, SD = .862$) and female participants practiced ($M = 3.69, SD = .824, t(238) = -4.17, p < 0.01$). However the female participants had greater feelings of anxiety as regarded to male participants.

Table 1: Comparison between Gender of Students regarding Emotional Stability (df = 238)

Variables	Male (n = 132)		Female (n = 108)		t	p
	M	SD	M	SD		
Fear	3.15	.871	3.67	.912	-4.49	.000
Scared	3.36	.868	3.92	.792	-5.21	.000
Anxiety	3.23	.862	3.69	.824	-4.17	.000
Jittery	3.16	.983	3.41	1.01	-1.92	.044
Distress	3.17	.876	3.50	.859	-2.94	.004
Hostile	3.36	.959	3.52	.992	1.08	.265
Depression	3.18	.858	3.53	.818	-3.23	.001
Aggression	3.24	.833	3.62	.748	-3.63	.000
Overall Emotional Stability	3.23	.706	3.61	.682	-4.28	.000

The gender of respondents revealed statistical significant difference about indicator of jittery. The male participants reported ($M = 3.16, SD = .983$) and female participants recorded ($M = 3.41, SD = 1.01, t(238) = -1.92, p < 0.05$). Therefore data showed that female participants were more jittered as compared to their male counterpart. Moreover a statistical significance difference was observed between the participants regarding the variable of distress. The male participants recognized ($M = 3.17, SD = .876$) and female participants documented ($M = 3.50, SD = .859, t(238) = -2.94, p < 0.01$). Hence the female participants were found more distressed than that of male fellows. The data revealed no statistical significant difference between the participants about the indicator of hostile. The male participants reported ($M = 3.36, SD = .959$) and female participants demonstrated ($M = 3.50, SD = .992, t(238) = -1.08, p > 0.01$). However the gender of participants had revealed same level of hostility.

The indicator of depression conveyed a significance statistical difference between male and female participants. The male participants unveiled ($M = 3.18, SD = .858$) and female participants exposed ($M = 3.53, SD = .818, t(238) = -3.23, p < 0.01$). Consequently the female participants were more depressed than that of male participants. Moreover, the indicator of aggression pointed out statistical significant difference between the participants. The male participants obtained ($M = 3.24, SD = .833$) and female participants gained ($M = 3.62, SD = .748, t(238) = -3.63, p < 0.01$). Therefore the female participants were more aggressive than that of their male fellows.

Whereas the overall results revealed that there was significant statistical difference between male and female participants on their emotional stability. The male participants experienced ($M = 3.23, SD = .706$) and female practiced ($M = 3.61, SD = .682, t(238) = -4.28, p < 0.01$). The results showed that female participants had greater effects of terrorism on their emotional stability.

The table showed that there was significant difference existed between the age group 21-31 years and 32-42 years about the indicator of fear. The age group 21-31 years experienced ($M = 3.54, SD = .869$) and 32-42 years practiced ($M = 3.23, SD = .954, t(238) = 2.62, p < 0.01$). Thus the age group of 21-31 years was observed more emotionally feared as compared the age group of 32-42 years. Moreover a significance variation was reported between both age groups regarding indicator of scared. The age group 21-31 years owned ($M = 3.76, SD = .793$) and 32-42 years earned ($M = 3.47, SD = .935, t(238) = 2.55, p < 0.01$). Therefore the age group of 21-31 years was more emotionally scarred as compared to the age group 32-42 years. Furthermore a significant difference was calculated between both age groups regarding indicator of

anxiety. The age group 21-31 years adopted ($M = 3.57, SD = .805$) and 32-42 years attained ($M = 3.32, SD = .921, t(238) = 2.29, p < 0.05$). The age group of 21-31 years was more stressed as compared to other age group. The indicator of jittery also reported significant difference between both age groups. The age group 21-31 years mentioned ($M = 3.45, SD = .944$) and 32-42 years stated ($M = 3.11, SD = 1.03, t(238) = 2.55, p < 0.05$). Consequently the age group 21-31 years was more emotionally nervous.

Table 2: Comparison between age groups of Students regarding Emotional Stability (df = 238)

Indicators	Age 21-31 (n = 129)		Age 32-42 (n = 111)		t	P
	M	SD	M	SD		
Fear	3.54	.869	3.23	.954	2.62	.009
Scared	3.76	.793	3.47	.935	2.55	.011
Anxiety	3.57	.805	3.32	.921	2.29	.022
Jittery	3.45	.944	3.11	1.03	2.55	.011
Distress	3.39	.889	3.26	.872	1.09	.266
Hostile	3.47	.925	3.37	1.00	.832	.405
Depression	3.42	.810	3.26	.895	.144	.145
Aggression	3.51	.757	3.32	.856	1.83	.066
Overall Emotional Stability	3.52	.647	3.30	.771	2.34	.019

The indicator of distress exhibited no significant difference between both age groups. The age group 21-31 years reported ($M = 3.39, SD = .889$) and 32-42 years recorded ($M = 3.26, SD = .872, t(238) = 1.09, p > 0.05$). The both age groups demonstrated same level of distress on their emotional stability. Moreover the indicator of hostile exposed no significance variation between two age groups. The age group 21-31 years demonstrated ($M = 3.47, SD = .925$) and 32-42 years exhibited ($M = 3.37, SD = 1.00, t(238) = .832, p > 0.05$). The both age groups indicated same level of hostility on their emotional stability. Furthermore non-significant difference was reported between two age groups regarding indicator of depression. The age group 21-31 years calculated ($M = 3.42, SD = .810$) and 32-42 years recorded ($M = 3.26, SD = .895, t(238) = .144, p > 0.05$). The both age groups demonstrated same level of depression on their emotional stability. The indicator of aggression also showed no significance variation in age groups. The age group 21-31 years reported ($M = 3.51, SD = .757$) and 32-42 years mentioned ($M = 3.32, SD = .856, t(238) = 1.83, p > 0.05$). The both age groups had same level of aggression on their emotional stability.

Whereas the overall results showed a notable variation between two age groups about their emotional stability. The age group 21-31 years reported ($M = 3.52, SD = .647$) and 32-42 years recorded ($M = 3.30, SD = .771, t(238) = 2.34, p < 0.05$). Therefore age group of 21-31 years was instable as compared to the age group of 32-42 years.

Background of Interviews

A brief description of benefits and risks were communicated to the respondents of interview. The topic under investigation was terrorism and its effects on emotional stability of university students. Terrorism is really a complicated phenomenon and people hesitate to talk on this issue in Pakistan. The letter for invitation and seeking willingness was sent to respective head of departments, approved consent, availability of time and location was also confirmed by researchers. Ethical considerations were addressed to conduct and report the findings of interviews.

The researchers adopted in-depth semi structured interview technique to draw deep perception of head of departments of Government College University Faisalabad regarding effects of terrorism on emotional stability of university students. Kvale, (1996) viewed that interview is an exchange of perception and opinion between two or more than two persons on an area of mutual interest. It is a human interaction for

seeking knowledge and wisdom particularly in the field of social sciences. The rationale of in-depth semi structured interview was to comprehend the thoughts, ideas and experiences of interviewee’s regarding the effects of terrorism on the emotional stability of university students. Therefore the best way was to use flexible questions that do not have fixed answers.

An in-depth semi-structured interview is a qualitative approach of investigation that combines a prearranged set of open questions which provides the chance for the interviewer to look at particular themes. Semi structured interviews are considered non- standardized and consisted of a series of open-ended questions on the topic the researchers need to address. The open- ended questions regarding the topic not only investigate but also provide opportunities to explore some areas in details.

The objectives of using in-depth interview were to see the effects of terrorism on emotional stability and to determine the factors involved in emotional instability of university students. In-depth interview covered following main objectives:

1. Knowing the insights about terrorism and emotional stability of students.
2. Identifying various symptoms of emotional instability among students.
3. Recognizing factors affecting emotional stability in university students.
4. Assessing the need of training program to counter the effects of terrorism.

The researcher prepared an information sheet for the participants which covered the purpose of research. The information sheet was written in simple language which covered introduction of topic, issues and questions. The draft of appropriate questions, the order of questions was established and some additional questions were also asked which have not been anticipated in the beginning. Table indicates the themes and sub-themes regarding the interviews of Head of Departments.

Table 3: Themes and Sub-themes regarding the interview with Head of Departments

Category	Objectives	Themes	Sub- Themes
A	Insights of Chairperson’s about emotional stability of students	Impact of terrorism	(i) Impact of terrorism in Pakistan (ii) Attacks on educational institutions (iii) Consequences of terrorism and emotional stability
B	Signs of emotional instability due to terrorism	Signs of emotional instability	(i) Anxious, depressed and aggressive (ii) Over sensitive and self-conscious
C	Factors involved in emotional instability due to terrorism among university students	Factors involved in emotional instability	(i) Sense of insecurity (ii) Fearful and panic conditions (iii) Media coverage of terrorism (iv) Victims of terrorist attacks
D	Need of training program to increase emotional stability among university students	Strategies to counter the effects of terrorism through education	Assessing the need of training program

The categories and subcategories were discussed below;

Summary of Interviews

Interviews with head of departments revealed their observations and insights about terrorism and its effects on emotional health of university graduates.

(A) Impact of Terrorism

The concerning point was to obtain an overview of the participants about the impact of terrorism on Pakistan. Firstly, the participants painted a picture of terrorism and its worst effects on the people of Pakistan. Secondly, they narrated a brief description about the history of terrorism in Pakistan. Thirdly, they highlighted how terrorist attacks on educational institutions created fearful and panic conditions in the minds of students, teachers and parents. Lastly, they discussed the potential outcomes of terrorism on emotional stability of university students. While talking about the roots of terrorism in Pakistan, the participants categorically blamed that Soviet Afghanistan war was responsible in spreading militancy and terrorism in Pakistan. They expressed, *“Consequences of Soviet war were worst for the people of Pakistan. It transferred rigidness, intolerance and violence into Pakistani society. It strengthened religious extremists groups ultimately they referred as Jihadist and Talban.”* They further added, *“This religious extremism took a new shape after 9/11. American strikes on Afghanistan and military operations in Pakistan caused a severe violent reaction of radicalism. The incidents of terrorism become a norm of everyday life in Pakistan after 9/11”*.

The participants indicated with sorrow, *“Pakistan is the worst victim of terrorism and it has suffered physically, socially, psychologically, emotionally and economically in the war of terrorism. Pakistani security agencies had to initiate certain military operations Rah-e-Nijat, Rah-e-Rast, Zarb-e-Azab and Rad-ul-Fasad to get rid of terrorism within his own territory but the situation of peace is still critical and panic”*. A participant elaborated while talking in historical context, *“The soft and flexible policies of different political regimes regarding religious extremist groups gave birth to terrorism, now terrorism has emerged as a highly destructive phenomenon in Pakistan. Terrorism disorganized every walk of life, our social relations, religious gathering and free moments has been restricted badly”*. The participants told with grief, *“The wave of suicide attacks killed thousands of innocent citizens, a sense of insecurity prevails everywhere in Pakistan, offices, places of worship, markets, parks, hospitals and even educational institutions are not safe for the citizens of Pakistan”*.

(i) Impact of Terrorist attacks on Educational Institutions

The participants showed great concerns over terrorist attacks on educational institutions in Pakistan. They were worried about the security and safety of educational institutions. The respondents reported with grief, *“Educational institutions are considered to be a symbol of love and peace, we teach respect for humanity. It is unfortunate that educational institutions, students and teachers are being targeted by terrorists to create horror and panic in the society”*. They further added, *“Educational institutions, schools, colleges and universities are the soft target of terrorist attacks and due to such incidents educational institutions across the Pakistan had faced closure over months. The academic performance suffers; courses of the students remain incomplete, co-curricular activities held in much restricted way and students and teachers drop many of their indoor and outdoor activities due to terrorism”*.

One of the participants reported, *“Incidents of terrorist attacks on educational institutions spoiled the image of Pakistan in all over the world when I go abroad to participate in workshops or international educational conferences, the people raise questions about the security threats to lives of students and teachers in Pakistan and whenever we invite foreign delegations to visit our universities they show great concerns about their security and safety, he inquires surprisingly that how do I manage my academic and professional activities in such a horrified environment”*. He concluded that due to certain fearful and panic conditions, the foreign scholars feel hesitant to visit and attend our educational conferences.

(ii) Emotional Stability of University Students

The next discussion point was to know the effects of terrorism on the emotional stability of university students and teachers. The participants expressed, *“Students and teachers are human beings and they both are victim of terrorism. The incidents of terrorism create horror in minds of students as well as teachers.”* They further added, *“Terrorism create more negative effects on the emotional health of university students as compared to teachers. Terrorism is psychological war and the objectives of terrorists are to create fear and panic in the society so they think that educational institutions are easy targets to fulfill their evils desires”.*

The participants reported, *“Terrorist attacks affect cognitive abilities of the students, they become psychologically and emotionally imbalanced, they feel sad and depressed when any incident of terrorism takes place, they think that their lives has also serious threats due to terrorism.”* While talking about the emotional stability of university teachers, the respondents stated, *“The teachers are emotionally organized and mature, they can counter the effects of terrorism.”* They further added, *“Teachers are motivated and determined to defuse the intentions of terrorists.”*

(B) Signs of Emotional Instability

The participants pointed out many signs and symptoms of emotional instability; they said that signs of emotional instability were visible in university students while talking about teachers, they claimed that teachers remained calm and stable as teachers have ability to maintain their emotions in critical situations. The participants stated, *“University enrolls the students at the age of 18 years and in this age most of the students are not much mature. They feel frightened when an incident of terrorism takes place at any part of the country. The tragic incidents of Army Public School and Bacha Khan University horrified the whole nation. Consequently in such panic and terrified conditions students become over sensitive and self-conscious about the threats to their lives”.*

The participants further mentioned, *“Students remain worried about the future attacks on educational institutions and they find it hard to concentrate on their studies moreover aggressiveness in their behavior and inactivity in their routine life is visible due to terrorism”.* The respondents agreed that they observed the symptoms of fear and anxiety, irritability and depression, social isolation and aggressiveness, decline in academic performance and decreased interest in extra co-curricular activities in university students due to terrorism.

(C) Factors involved in Emotional Instability

The other concerning point of the discussion was to recognize the various factors involved in emotional instability of university students. The participants pointed out various factors affecting emotional health of university students such as sense of insecurity, irresponsible media coverage and horrible views of blasts. The participants mentioned, *“Government issues security alerts regarding security threats to educational institutions and give instructions to maintain security checks in universities. When these circulars of security warnings are issued to the educational institutions, the students and teachers become anxious about the safety of their lives.”* The respondents experienced, *“Administration follows standards of procedures (SOPs) for security due to threats in educational institutions. University has issued identification cards to students, faculty members and administrative staff for security scanning. It is very ridiculous that in our own institution, we have to wait for long time to get security clearance at entrance points almost every day, security guards stand high alert with weapons in university and it is really a painful picture.”* He further added, *“Standards of procedures for security themselves create fear and panic in university environment, many indoor and outdoor activities of students have to cancel as university administration is not ready to take any risk due to security concerns”.*

One of the participants potentially mentioned, *"It is very strange that our educational institutions look like jails. As we enter in university, we have to observe security guards standing with weapons. It really creates unrest among the students, in such fearful and panic conditions, how students can motivate towards education"*. The participants criticized electronic media for its irresponsible live coverage of terrorist attacks. They stated with sorrow that immature media channels create fearful and panic picture in their breaking News regarding blood-shed. The horrible views of wounds were telecasted again and again and such media hikes create negative effects on the minds of the people. The respondents suggested, *"Government of Pakistan should restrict irresponsible live TV coverage of terrorist attacks, when the people watch blood-shed on TV screens, they get horrified and emotionally imbalanced that something terrible may happen with them"*. They concluded that there should be code of ethics for live coverage of TV channels.

The participants stated, *"It is very unfortunate that we are living in the situation of fear and terror. The security of educational institutions has become our top priority instead to focus on real issues of the students. The educational managers run academic affairs and they do not have enough knowledge and proper trainings of security protocols so it is very hard for them to handle emergencies"*. The participants opposed the policy of closing of educational institutions because of security threats. They mentioned, *"Closing and suspending educational activities are not appropriate solution and this may be a psychological defeat. We should convey the message to the enemy that we will fight and crush the evil designs of terrorists"*.

The participants expressed hopefully, *"We are ready to face such violent incidents. Terrorism cannot discourage and de-motivate our students"*. They further suggested, *"Administration should not suspend educational activities within and outside the universities, whenever educational institutions are closed due to security concerns, it creates negative effects on emotional health of university students and teachers as well"*.

(D) Strategies to counter the effects of Terrorism through Education

Last focusing point of discussion was to know the ways to counter the effects of terrorism on emotional stability of university students. The participants concluded, *"Education enhances the competency of the people and provides necessary skills which enable them to play their role in supporting sustainable growth of the society. Institutions of higher education develop respect for humanity; promote culture of tolerance and peace among students but the recent incidents of terrorism has badly shattered learning environment of universities and created negative effects on the emotional health of students"*. They strongly recommended that universities should take initiative to face this crucial situation of terrorism. Universities should organize awareness seminars and conduct counseling sessions to counter the effects of terrorism on emotional stability of university students. They proposed that teachers should also be educated to apply such training programs.

Conclusion

Mental health is characterized by emotional stability and freedom from anxiety and ability to establish constructive relationships and cope with ordinary demands of life. The findings of the study potentially indicated exposure to shocking and terrifying incidents of terrorism. Most of the respondents of the study mentioned that News about blasts, suicide attacks and bloodshed had developed negative effects on their minds consequently they were afraid and scared as something fearful might happen them. Breaking News and media coverage of terrorism had created sensation which adversely affected the mental state of students and teachers as well. Moreover the data revealed that female students were more emotionally affected due to terrorism as compared to male students while the age group 21-31 years was more emotionally suffered than that of age group 32-42 years.

Head of the Departments were the participants of interview protocol. The respondents showed great concerns over terrorist attacks on educational institutions in Pakistan. They were worried about the security and safety of educational institutions. The participants reported that Educational institutions were considered to be symbol of love and peace, it was unfortunate that educational institutions, students and teachers were being targeted by the terrorists to create horror and panic in society. They potentially mentioned that the academic performance suffered; courses of the students remained incomplete and co-curricular activities held in restricted way, the students and teachers had to drop many of their indoor and outdoor activities due to terrorism.

The participants mentioned that the students and teachers both were the victim to terrorism. The incidents of terrorism created fear in minds of students as well as teachers. According to participants terrorism was psychological war and the objectives of the terrorists were to create fear, panic and unrest in society. The participants reported terrorists attacks had affected cognitive abilities of the students, they became psychologically and emotionally imbalance, they were unhappy and depressed due to terrorism, moreover, they reported that the teachers were emotionally organized motivated and determined, they could counter the effects of terrorism. The study observed that terrorism had created more negative effects on emotional state of the students as compared to the teachers. Finally the paper suggested the need of training sessions for university students to stable their emotional health.

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