Perceived Risk Factors of Terrorist Attacks in Educational Institutions: The Case of KPK, Pakistan

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Abstract

A survey conducted to assess KPK's understanding of risk in the education sector in relation to terrorist attacks against educational institutions. The impact of terrorism, the threat of insecurity, the disruption of the social network and the fear generated by terrorism has been assessed. A descriptive cross-sectional survey was conducted in several KPK schools, colleges and universities from December 2018 to February 2019. A semi-structured questionnaire was conducted to examine the institutions' perceptions of the risk of terrorist activity and its consequences for KPK. Life and education, social activities and frequency of generation of fear. Several factors were used to analyze the survey. 88% of respondents mentioned the fact that the number of attacks in public places increases the risk for the institutions and the same percentage answered that the security measures taken by the institutions could reduce them. The risks. In addition, 52% of respondents considered the sites to be a risk report and most students felt that educational institutions should adopt an adequate security system to deal with risk factors such as the threat of terrorist attacks. Feelings of insecurity, generation of fear.

Keywords: Terrorist attack, Educational institutes, Risk factors, KPK.

Introduction

Terrorism is a multidimensional term, generally used in psychological, historical, political, sociological or geopolitical contexts. In addition, acts of terrorism have great effects on the economy. It's a global phenomenon and attacks can happen anytime, anywhere. In general, terrorism consists of violence by force and threatens civilians to gain political benefits, by injecting terror with targeted killings and undermining non-militant objectives (Ruiz Estrada et al., 2015). The Global Terrorism Index (2014) explains terrorism as an unlawful use of force,

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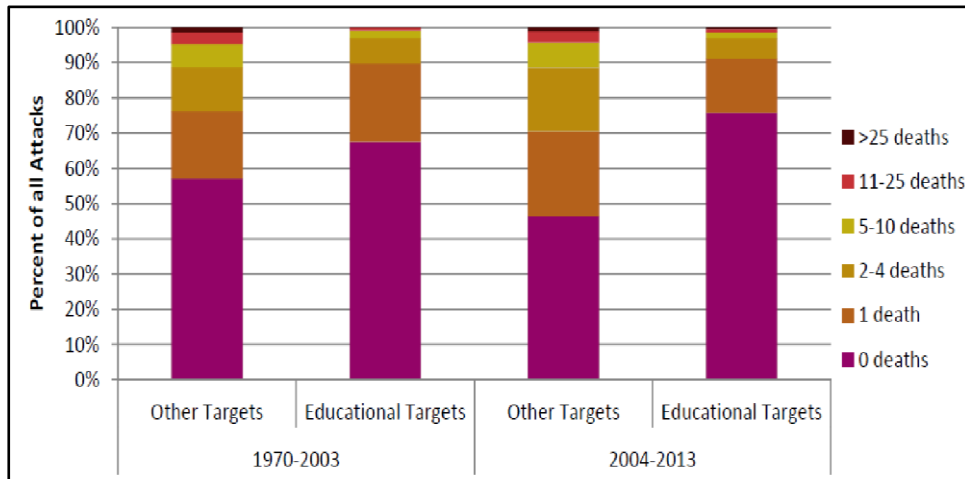alamkhan@kust.edu.pk, alameconomist85@gmail.com
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violence or barbarity against civilians by terrorist groups and organizations for personal reasons. The explanation clearly states that terrorism damages material goods that have a psychological impact on society. (Killelea, 2014). The issue of terrorism has affected not only developed economies, but also the world's poor economies, such as countries in Middle East, South-East Asia, South Asia and Africa. (Ruiz Estrada et al., 2015). Terrorists have often attacked places such as schools, shopping centers, clubs and transport. These places are easily targeted because of relatively low security measures and a high concentration of the public. (Kalvach, 2016).

Evidence confirms that in recent decades, attacks on political and military violence in developed and underdeveloped countries have escalated dramatically. These types of attacks are perpetrated against students, teachers, educational personnel and staff, such as drivers, guards, education officials and aid workers. These include kidnappings, killings, injuries, kidnappings, illegal detentions, sexual violence and the forced recruitment of soldiers and workers. These attacks also include harmful school buildings and transport facilities and prevent the repair and rehabilitation of schools affected by threat and force. The reports show the impact of the attacks and draw attention to material costs, capital losses and loss of life. (Brendan O'Malley., 2010).

According to the Global Terrorist Database, from 1970 to 2013, 3,400 terrorist activities were conducted in academic institutions in 110 countries. This represents only 2.7% of the total number of attacks observed in the world. Attacks on schools and universities have claimed many lives, but this has only recently been observed in Pakistan. The targeted educational institutions, including Pakistan, were vacant at the time of the attack. This resulted in a low accident rate. Between 1970 and 2013, 2365 terrorist activities in universities reported the absence of victims, compared with 50% of other types of attacks. Terrorist attacks on schools and universities have revealed that no victim has reached 76%, while all other attacks have claimed more lives than ever before. (GTD., 2014).

Figure.1: Fatality due to Terrorism in Educational and Other Targets, 1970-2013

Source: Global Terrorism Database (2014)

On the other hand, very few acts of terrorism have been fatal to the highest degree. The percentile of terrorist attacks against institutional targets causing more than 25 deaths increased to six-fold from 0.07 for an attack in the years from 1970 to 2003, to 0.54 percent for 10 attacks in the years from 2004 to 2013. In 2004, Russia faced the deadliest attack when dozens of Chechens and militias linked to the Riyad-Salikhin operations attacked a school in Beslan. The terrorists were armed and detained for three days around 1200 people including pupils and employees as hostages. In the end, 344 people were killed, which includes some 100 children and 700 wounded, which represents the highest death rate to date. In addition, educational institutions were also attacked once in Croatia, twice in Syria and three times in Iraq and Nigeria. However, none of them involved more than 75 deaths. (GTD., 2014).

The frequency of terrorist attacks in schools and universities was highest in 1970 and 1971, accounting for up to 10% and 9% of all attacks. On average, attacks on educational institutions accounted for 2% of all attacks each year between 1972 and 2003. Between 1970 and 2003, 69% of global attacks occurred in educational institutions like colleges, universities, and schools; 19% focused on mentors, instructors and staff and 11% on other educational staff. In addition, tactics and timing of attacks were different on different locations and different institutions of education. (GTD., 2014).

Pakistan experienced terrorist attacks more against institutions of education from 1970 to 2013. There were 753 strikes, 96% between 2004 and 2013. There were no further attacks in Pakistan until 2004. As a 2013 comparison between Thailand which were 213 , Afghanistan were 205 and Iraq were 184 in total, respectively. Despite this, most attacks in Pakistan did not have a high death rate, with the exception of the Peshawar attack. As a matter of fact, the countries that witnessed more terrorists activities were Nigeria, Russia and Iraq, respectively. Countries that experienced most acts of terrorism on teaching institutions are listed here:

Table 1: Countries with Most Terrorism against Educational Institutions, Attacks and Fatalities, 2004-2013
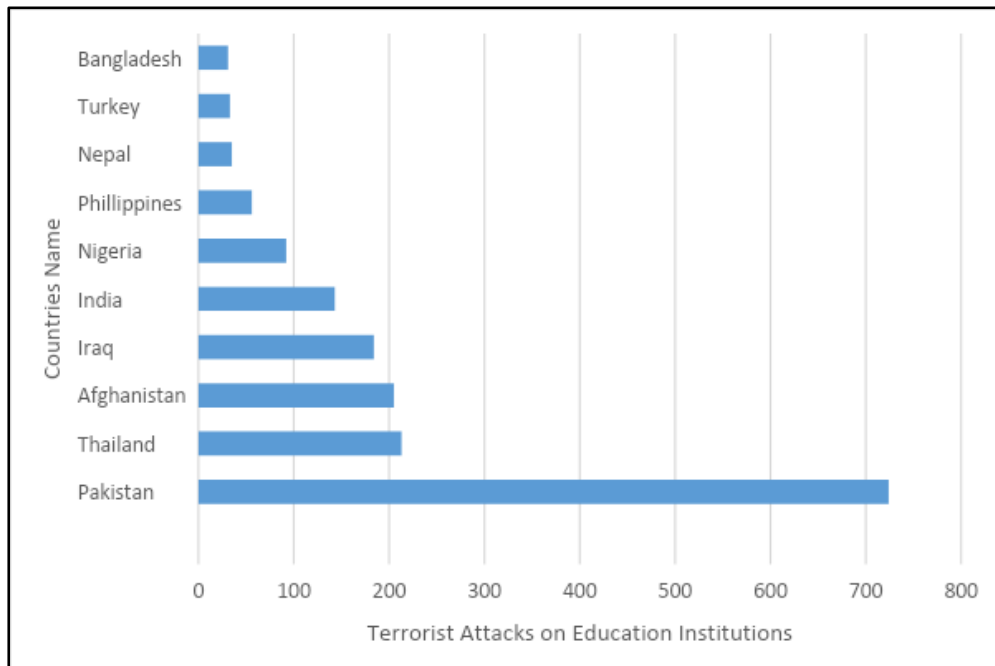
Country	Terrorist Attacks on Educational Institutions	Percent of all Terrorist Attacks	Country	Fatalities in Attacks on Educational Institutions	Percent of all Fatalities
Pakistan	724	10%	**Russia**	351	24%
Thailand	213	9%	**Iraq**	339	1%
Afghanistan	205	4%	**Nigeria**	289	6%
Iraq	184	2%	**Pakistan**	179	1%
India	143	3%	**Syria**	138	6%
Nigeria	92	6%	**Afghanistan**	126	1%
Philippines	56	3%	**Thailand**	113	7%
Nepal	35	5%	**Kenya**	50	10%
Turkey	33	7%	**India**	45	1%
Bangladesh	31	10%	**Sri- Lanka**	21	1%

Source: Global Terrorism Database (2014)

In Pakistan, terrorists attacked educational facilities such as school buildings and universities between 1990 and 2013 at a much higher rate (88%) than in the world (69%). In Pakistan, nearly 94% of the attacks did not cause death, as schools were inactive during the events. The main objective of these attacks was to interrupt the educational process, mainly the education of women instead of losing their lives.

Tehrik-e-Taliban Pakistan (TTP) has led 136 attacks, with identified perpetrators were 77%. Nearly 131 TTP attacks were not life-threatening.

Figure 3. Prevalence of Terrorism against teaching facilities in Pakistan

Source: Global Terrorism Database (2014)

The greatest tragedy of our time is to attack innocent people in the name of radical politics and ideology. In the past five years, barbaric crimes have been committed around the world. The increasing frequency of terrorism is crippling the world and putting education at risk. Almost every year, many students leave their home and country to pursue their studies abroad. This exchange is mutually beneficial because students gain the experience they are exposed to and the community becomes part of the benefits of their hard work. With the number of increasing terrorist activity in the globe, schools security, security of universities and universities are under threat. The most qualified universities such as Oxford, Yale, Harvard and Cambridge and many others have been operating for centuries. Most universities are proud of their different cultural backgrounds but, in the light of recent attacks, it will come as no surprise that this diversity is diminishing. The increase in terrorist activity in Europe has terrorized families and students who want to travel to other parts of the world. Crowded places, markets and airports have been attacked and have never been considered safe. Campus security in schools is necessary because there are many opportunities for security breaches,

given the large number of people living and working in major universities. Lone Wolf attackers sneak into a crowded campus area and attack innocent students where they are vulnerable. Over the years, parents are increasingly skeptical about sending their children to school. The consequences of terrorist activities can be felt after the attack itself. It is possible to recover from physical injuries, but residual hatred is hard to heal. If students are isolated and direct while pursuing their studies, this can have dangerous results. Hate can only generate more hatred and the loss of innocent lives completely destroys our world. Environmental safety is now more necessary than ever. Students leave their country and their country in search of quality education and have to worry about academics and not a threat to their personal safety. It is said that many activity of terrorism occurred in schools in Pakistan.

There is evidence that terrorist organizations have targeted mainly schools and universities instead of unarmed civilians. As didactic structures, they were "easy targets". A sensitive attack is towards an unprotected area of civilization at large and are therefore more vulnerable. Reducing the level of security of educational institutions relative to other potential objectives (such as airports, railways) makes it extremely difficult to protect educational institutions from attacks. Many attacks on clubs, hotels and restaurants are mainly perpetrated by national and international terrorist groups, as they can be extremely destructive and harmful. It should be noted that these types of terrorist acts are not related to death, destruction of property, or bodily injury. Exposure to these painful accidents can cause many psychological disorders in all people who live there, especially young children. (Browne, 2003). Another reason for choosing such delicate goals is that children who are vulnerable to school-aged children and attacks against these goals have a strong sentimental response. (Dorn & Dorn., 2005). Moreover, the motive behind such activities is wide media coverage. Terrorist organizations still need the attention of the media. This has been assumed. (Doran., 2002, Perl., 2002 and Richardson., 2006). Most terrorist groups need the attention of the media for their survival. (Perl., 2002). The big TV channel reporting attacks against schools and schoolchildren receives radicals with the means to promote their evil motives. (Perl., 1997). Even though terrorists could attack schools effortlessly and prosecute civilians, attacks of radical electronic communication involving children compared to other civilians are rare. (Dorn & Dorn., 2005). Very favorably, terrorist groups have many reasons not to attack schools. For a while, the intensity of the terror produced by such attacks could be so great that it could undermine the political objectives of terrorist organizations.

Johnson (2009) has studied the fact that the attack on minors would isolate the followers of organizations and would have a negative impact on resources and financial aid. Similarly, Dorn and Dorn (2005) have examined the fact that the danger of the government's extreme reaction to attacks by educational institutions could become a responsible deterrent. Therefore, radical organizations should consider the costs and benefits of attacking an educational institution. (Dorn., 2005). The word terrorism has no exact description worldwide, but many similar features are presented in most definitions, such as; spread terror in the mass of society to obtain illegal power and support in a country. (for example, Schmid, 1993). According to one study, terrorism affected 84.6% of respondents with mental illness. (Nasim, Khan and Aziz, 2014). Another study found that among students in Karachi universities, 65.8% of students were under severe psychological pressure, television exposed 91.5% students involved, while only 26.5% of students possessed such behaviours. Some personal experiences of exposure to terrorism was also noted by students whose parents did not allow the students to leave was 67.4%. Furthermore, irritability is the general indication of stress in students, while a common management technique is to have a strong belief in religion. (Ahmed et al., 2011). Korn and Zukerman (2011) reported that an increased experience of such activities is related to increase of avoidance behavior, subjective feelings of insecurity and emotional distress. On the other hand, there was an increase avoidance behavior moderated by religiosity. (Korn., And Zukerman, 2011). A study by Israeli Palestinian students found that acute stress disorders amounted to 25% of the students. (Musallan et al, 2005).

According to the SUNY Upstate Medical University study (Fremont, Pataki and Beresin, 2005), exposure towards the terrorist activities whether direct or indirect as well as their consequences has significant psychological effects on children. In its investigations, Human Rights Watch, HRW, said that most terrorist attacks in schools could be aimed at discouraging students and could be less damaging and destructive attacks. (HRW Report, 2006).

Institutions act as essential spaces to help people develop and deliver learning tools that will result in creating economic future which would be secured, particularly for the girls in the countries still developing. According to the education expert, this is a powerful implication of educational institutions that have been attacked. (Cotton., 2007). Miller, in his description of the terrorist attacks against educational institutions during the period 2004-2013, lists five countries to use not only bombings or other explosives, but also all other types of terrorist attacks. 'attack. Pakistan, leader of other countries with 724 attacks, is categorically followed as Thailand with 213, while Afghanistan with 205, Iraq with 184 and India with 143, respectively. According to Miller's research, bombs

and dynamite explosions were used nearly 50% of the strikes between the year 1970 to 2013 on educational institutions. His research also shows that although these attacks are not so destructive, bombs and explosions are commonly used. (Miller, 2014).

The most comprehensive analysis that emerged from the most varied analyzes was the study and research conducted by GCPEA, the Global Coalition for the Protection of Education from Attacks, in 2014. This study focused on targeted attacks. against teachers, students, teachers and teachers. institutions and other officials involved mainly in political and military violence. Researchers have observed the consequences of such attacks on educational institutions and staff. Chronic frequency abnormalities, reduction in the number of students, lack of teachers, dropping out of school, fear and trauma, the educational goal cannot be achieved with reduced government capacity, infrastructure and academic resources are insufficient and reduction is reduced. public assistance has been the long-term impact of such attacks. (GCPEA., 2014).

Khan and Seltzer (2016) observed the impact of the Pakistani Taliban's terrorist campaign in 2007. Its main goal was to reduce the number of girls enrolled in schools in Pakistan's KPK province. Using their difference of difference approach, which indicates their extreme exposure to terrorism, they found a 10.5% reduction in the number of girls in school, compared to a 5.5% reduction in the number of boys.

The militant groups including talibans have ruined the Pakistani education system because of its heinous attacks. The country faced hude challenges with regards to education amounting to 25 million of the children and students out of school. This report shows that the fight against violence has affected thousands of schoolchildren, especially girls. These bold attacks often occur when the authorities protect the hunters and do not treat them. This attitude must change. A documented report of the interviews of some 48 people including parents, mentors, pupils and examination boards within the country Pakistan's KPK, Sindh and Punjab provinces from the month of January 2007 to the month of October 2016, revealed attacks on the educational institutions which destroyed buildings, mentors and on going school children. This scared the parents to keep their children out of school, especially girls. Islamic factions and militant groups and their relatives, have gone to institutions to cause prejudice and bans, removed girls from school, and indicated the symbols of the government. When the militant commander confirmed his intentions of attacking Bacha Khan University in KPK 2016, he said that attacks would continue in schools, as this foundation gives life to apostasy (HRW Report, 2017).

The Government of Pakistan does not maintain transparent, cohesive and consistent information on such attacks, which constitute significant actions to repair damaged schools, to apply protective measures, to persecute or prosecute a responsible person. After December, 2014, strike on Army Public School which lost 135 lives of school going children, the then Prime Minister opinionated 20 action points against terrorism, known as the National Action Plan but nothing was for about students or education. Pakistan needs to develop a global policy to protect students, mentors, educational institutions. The military and all ministries should be equally involved in the implementation of this strategy. The country's national governmental system must work with grass-roots authorities for creating an advanced speedy response system, existing schools whom are connected to these structures can be restored, rebuilt and function quickly. As a result, the basic right of children to go schooling should be started. Pakistan must also support the Declaration on Safety in Schools, to show its commitment of restoring access towards education. While attacking an educational institution hampers the process. To discourage such events by providing a through investigation and prosecuting crimes related to education, as well as to minimize military assistance. The Pakistani government must do its utmost to prevent further attacks against education, improving security at school, and providing reliable information to the public about the threats. The goal of attacking educational institutions is not only detrimental to students and their families, but the negative long-term effects on Pakistani society (HRW Report, 2017).

In this study, we filled gaps in the literature by identifying the perception of risk experienced by Pakistani students at various specific educational institutions. Our study will highlight the importance of the subject. The survey was conducted with the aim of analyzing the perception of the risk of Pakistani students facing terrorism against schools, universities and colleges and their impact. The results would help in understanding the perceive risk factors related to physical and mental harm, social network disruption, lack of education, threat of insecurity and fear of terrorism. The study will aim to understand how this has affected their lives and academics to find ways to treat them accordingly.

Materials and Methods

Information on the research was obtained from various educational institutions in Khyber Pakhtunkhwa (KPK), the most-affected province of terrorism in Pakistan. This is a cross-sectional study in which data are collected between December 2018 and February 2019. A total of 159 questionnaires were distributed to students from various schools, colleges and universities involved in the province. Seven closed questions were asked. In total, 100 respondents chose

to participate in the survey with parental consent. The study rejected 59 questionnaires due to incomplete and missing data. No such investigation has been conducted in the past to find out the perception of the threat of terrorist attacks and its effects on students' lives. The search procedure was conducted in accordance with ethical standards. Before starting the survey, permission had been obtained from the relevant authorities of participating schools, colleges and universities. A sequential survey module was created noting down all the responses. Simple and random sampling technique was used. There were various factors involved and to identify, an analysis was conducted to determine the likely influencing factor. All responses were analyzed with SPSS-22. For qualitative variables such as the frequency of fear, insecurity, the effects produced by terrorism on the activities such as physical, social and education, for terrorist activity causes, the point of view of the students, have been presented as frequency and percentage. A multi-level agreement has been reached so that the different sexes can observe its influence in their school results.

Results

A total of 100 returned questionnaires were completed. There were 46 participating women and 56 men. The impact of terrorism had increase effects in urban areas at 59% as comparably 41% in rural areas (see Table 1). 8% of participants belonged to class 7, 6% of participants belonged to class 8, 8% of participants belonged to class 9, 9% of participants belonged to class 10, 5% of participants to FA-11, 4 % of FA-12 participants, 4% of FSC-11 participants, 7% of FSC-12 participants, 7% of BA participants, 12% of BSC participants, 8% of MA participants, 12% of MSC participants and 12% of participants MPhil participants. This data is presented in Table 2:

Table 2: Respondents' Characteristics

Respondent Characteristics	No.
Gender:	
Male	54
Female	46
Area:	
Rural	41
Urban	59
Class:	
7th	8
8th	6
9th	8
10th	9

FA-11th	5
FA-12th	4
FSc-11th	4
FSc-12th	7
BA	7
BSc	12
MA	8
MSc	12
M.Phil	10

In general, 60% of respondents think they are likely to be attacked, 52% think their position is the reason for the risk. Of this total, 88% responded that the number of attacks, especially in public places, could increase the risk for institutions. 77% of respondents believe that different training programs, such as terrorism prevention training, can reduce fear of risk. As the literacy rate can influence terrorist activity, 79% of respondents agree. 88% of respondents believe that the security measures adopted by the institutions could reduce the risk. In addition, 84% of respondents indicated that the entry of an unauthorized person into the institution could increase the risk. This is shown in (Table .3).

Table 3: Factors of Terrorism

No	Terrorism Factor	Yes	No
Q1	Do you think we are on risk to attack(s)	60	40
Q2	Do you think locality is a reason for the risk	52	48
Q3	Number of attacks in public places may increase risk to the institutes?	88	12
Q4	Terror avoidance trainings may reduce the fear of risk?	77	23
Q5	Literacy rate may affect the terrorist activities?	79	21
Q6	Safety measures taken by the institutes may decrease the risk?	88	11
Q7	Entry of unauthorized persons to the institutes may increase the risk?	84	16

In rural areas, 27% of those surveyed believe that they are likely to be attacked, while 14% say they do not. 21% of respondents think that the location is the reason for the risk, while 20% answered negatively. 40% of respondents believe that the number of attacks in public places can increase the risk for the institution, since only 1% reacts negatively. 34% of respondents believe that training to avoid terrorism can reduce fear of risk, while the 7% response was negatively recorded. 33% of respondents indicated that the literacy rate could influence terrorist activities, while 8% responded negatively. 41% of respondents believe that the

security measures adopted by the institutions can reduce the risk, there was no negative answer. 39% of respondents believe that the entry of an unauthorized person into the institution may increase the risk, only 1% of the response was recorded negatively. In urban areas, 33% of respondents think they are at risk, 31% said the city was the reason for the risk, while 48% thought the number of attacks in public places could increase the risk, 43 % of respondents said that training to avoid terrorism could reduce fear of risk. 46% of respondents said the literacy rate could influence terrorist activity. 48% of respondents agreed that the security measures adopted by the institutions could reduce risks. Forty-five percent of respondents agreed that the entry of an unauthorized person into the institution could increase the risk. In general, students from urban to rural areas were more affected because of the risk factor of terrorism. In addition, 32% of men surveyed and 28% of women consider themselves at risk, 29% of respondents and 23% of respondents consider the position a risk, 49% of respondents believe that the number of attacks in public bodies could increase the risk. For high school, while 39% of women reported the same response, 44% of respondents believe that terrorism prevention training could reduce fear of risk, compared to 33% of respondents. 43% of the men surveyed think that the literacy rate could influence the terrorist activities, while 36% of the women reacted in the same way and 48% think that the security measures taken by the institutions could reduce the risks. and 41% of respondents also think the same thing. 41% of men and women surveyed admitted that unauthorized entry into the facility could increase risk. Because our society is male, the terrorist risk factor was highly rated by male respondents and female respondents.

Most Grade 12 science students responded that we were at risk. 7% was the highest value recorded. In addition, 7% of master's students responded that location was the reason for the risk. The majority of students from 10a, BSc and M.Phil. He replied that the number of attacks in public places can increase the risk for institutions, 9% being the highest value recorded. Most of 10% of M.Phil. students responded that training to avoid terror can reduce fear of risk. Of all students, no more than 9% of Grade 10 students said that the literacy rate could influence terrorist activity. 9% of Grade 10 students, MSc and M. Phil. He replied that the security measures taken by the institutions could reduce the risks. 10% of master's students answered that the entry of an unauthorized person into institutions can increase the risk. Shown in (Table.4).

Table 4: Factors of Terrorism

	Q1	Q2	Q3	Q4	Q5	Q6	Q7

	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Area:														
Rural	27	14	21	20	40	1	34	7	33	8	41	0	39	2
Urban	33	26	31	28	48	11	43	16	46	13	48	11	45	14
Gender:														
Male	32	22	29	25	49	5	44	10	43	11	48	6	42	12
Female	28	18	23	23	39	7	33	13	36	10	41	5	42	4
Class:														
7th	6	2	5	3	8	0	6	2	7	1	7	1	8	0
8th	3	3	4	2	6	0	5	1	4	2	6	0	6	0
9th	6	2	5	3	1	0	7	1	7	1	8	0	8	0
10th	5	4	5	4	9	0	8	1	9	0	9	0	8	1
FA-11	4	1	3	2	5	0	5	0	5	0	5	0	5	0
FA-12	3	1	2	2	4	0	4	0	2	2	4	0	3	1
FSc-11	1	3	1	3	4	0	2	2	3	1	4	0	4	0
FSc-12	7	0	1	6	7	0	6	1	5	2	6	1	6	1
BA	3	4	4	3	5	2	6	1	7	0	7	0	2	5
BSc	5	7	6	6	9	3	5	7	8	4	8	4	4	8
MA	5	3	3	5	6	2	7	1	7	1	7	1	7	1
MSc	6	6	7	5	8	4	6	6	7	5	9	3	10	2
M.Phil	6	4	6	4	9	1	10	0	8	2	9	1	6	4

Discussion

After 9/11 constant terrorist attacks occurred specifically in developing countries to terrorize and spread fear in individuals which resulted in severe health issues and economic crisis. Since 2001, Pakistan bears the burden of terrorist activity and is on the front line of "WAR AGAINST TERRORISM". Continuous terrorist attacks affect Pakistan (Husain N, Creed F, Tomenson B., 2000). From the last 10 years there have been 35,000 civilian deaths including women and children in which 5000 were security forces, police force and military included. Also from last 10 years, 269 suicide attacks took place on schools, colleges, markets, mosques, roads and universities. Globally the first 10 years of 21st century has unfortunately seen huge activities of terrorism (Ramsay., 2010).

This study is based on important risk factors for schools, colleges and universities working in a terror effected area as students studying in different institutes and faces the existing continuous threat of terrorism. The most common ongoing factors are perceived risk factors, feeling of fear, threats along with insecurity to be dealt with on a day to day basis. In the area which is under consideration many

students are unwilling to admit their fear of terrorism which has engulfed everyone because of the cultures and traditions. This resulted in passive strategies such as avoidance and denial, reduce interest in daily life activities including disinterest in studies. Therefore, instead of not accepting and avoiding they would intellectually deal with the menace of terrorism by inducing several strategies of risk reduction.

Statistically, among 186 countries, Pakistan is ranked 153 internationally, because education is allotted approximately 2.9% in the annual budget (Khan, 2016).

In Pakistan, terrorist activities on schools accounted for 10% (Zakaria, 2016). In December, 2014 132 children died due to attack on Army Public School (Wikipedia., 2014). In the current study, 9% of the students believe that the number of attacks in public places may increase risk to the institutes.

Previous study showed students whose educational progress affected by terrorism was 78.3% (Nasim, Khan, & Aziz, 2014).

The literacy rate of Pakistan is 50%, with males 63% and females 36%, respectively (Khan, 2016). For educating the population of this are serious measures need to be taken to promote education. In our study, 9% of students from Class 10th think literacy rate may affect the decrease in terrorist activities.

In our study, 7% of FSc-12 students think that we are at a risk of attack, also 7% of MSc students think locality is the reason of risk. Games especially having high endurance trains to keep patience and resilience in difficult times, such that extracurricular activities promotes good physical and mental health, which would make students to cope with terrorism. (Academy., 2016).

The security system of educational institutes are also not well equipped. The quick response to an emergency lacks with equally lacking coordination and compromises. While this study shows 10% students from class 10th, MSc and M. Phil. Think that safety measure taken by institute may decrease the risk, also 10% of MSc students think entry of an unauthorized person to the institute may increase the risk. Visitors and vehicles should be properly checked when they enter the institutes daily. Checking points should be everywhere while emergency exits should be thoroughly armed. Special training and equipment should be given to security personnel, and proper training should be given to students in every class to handle emergency situations. In our study, 10% of M.Phil. Students think that terror avoidance training may reduce the fear of risk. The personals have to be thoroughly responsive and well trained in any case of malicious activity. Counseling of students, mental health check, psychological illness should be properly dealt, identified and treated before even any serious threats.

The study has logistic limitations of collection of data. The collection of data was only through self-reported measures. It was mentioned that the sample of this study comprised of different institutions within the province of KPK, most affected province of all, in which targeted schools, colleges and universities had been selected from rural and urban areas of the province. As a result, the findings applies only towards the exposed areas to terrorist activities and cannot be applicable to the population of large scale or towards students who lived in areas less vulnerable to terrorist attacks. Nevertheless, this sample was selected in such a way that the recent events of terrorism on students should be reflected.

Further research along with this study can be extended to include what effect will such type of terrorist attacks on employers, employees, students, parents, and management staff have. Also, long term impact of terrorist attacks on educational institutes, such as disruption of attendance of teachers, students and staff, damage of infrastructure and its repair can be studied. This study can also be focused on the other sides of terrorism such as insurgency among young students in educational institutes. Furthermore, a study needs to be carried out for terrorism taking place against educational institutions, in order to deal with the danger of terrorism in an organized and efficient way.

Conclusion

This research work examines the perceived risk factor of terrorist attacks on educational institutes in the terror affected are in Pakistan. Educational institutions and public places had been targeted by terrorist mostly after 9/11 incident specifically in this area of Pakistan. This study affirmed that in the study area extra precautionary measures need to be taken, like proper alarm system, metal detectors, identity cards, access cards, armed security guards, proper biometric system, a number of checkpoints and emergency exits. Furthermore, educational institutes by themselves invest on proper security systems and equipment, along with strong coordination between security agencies and educational institutes to reduce the risk of terrorist attacks. These extra protection steps will make educational institutes less reachable for terrorists and will be less responsible for high level of incidents found within region of the study.

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