Perception Of North And South Waziristan Students Regarding The Role Of Social Media During Terrorism And Its Impact On Socio-Academic Circumstances In District Dera Ismail Khan Khyber Pakhtunkhwa

Dr. Fahmida Bibi Lecturer Institute of Education and Research, Gomal University, Dera Ismail Khan, KP Email: fahmida942@yahoo.com

Sana Ullah Khan Ph.D. Scholar, Department of Mass Communication, Gomal University, Dera Ismail Khan Email: sanaullahadinf@gmail.com

Dr. Faiz ul Hassan Shah Assistant Professor, Department of Education, Mir Chakar Khan Rind University, Sibi, Baluchistan syed.f@mckru.edu.pk

Mazhar Gul Ph.D. Scholar, Institute of Education and Research, Gomal University, Dera Ismail Khan, KP Email: maz99953@gmail.com

Abstract
Pakistan has faced the strong spell of terrorism which is the pivotal predicament of the developing countries not only affect the coherence, peace and development of the whole region but has impact on the socio academic status of the students as well. In addition to this, the academic performance of the students is also hindered by the terrorism but holdup the social circumstances of the region. The present study mainly intends on the impact of terrorism of the socio-academic circumstances of the region. For this purpose, the secondary data was collected through current research articles whereas the primary data was collected from students of south and North Waziristan agencies and their perception about the terrorism and its impact on their socio-academic circumstances. The collected data was passed through statistical analysis and regression was applied to identify the impact of calculating variables on the criterion variable which revealed that the test variables have profound impact on the criterion variables. Hence, it was concluded that the test variables have noteworthy relation and have important effects on each other.

Keywords: Terrorism and Socio- Academic Circumstances

Introduction

The biggest problem faced by most of the developing countries is extremism which not only affects the endurance of a nation but also hindered the growth of the developing countries like Pakistan. The growth phase and prosperity not only impacted by the terrorism but the social and academic development as well. In this regard, the current study entails around the impact of terrorism on the social and academic situations in the north and South Waziristan agencies of Khyber Pakhtunkhawa, Pakistan. Pakistan has become susceptible to terrorism and confronted biggest issues during the last decades of terrorism.So, the battle against terrorism began in Afghanistan and expands toward the regions of Pakistan. The conflict against terrorism not only created the different religious, racist and semantic issues but also stimulate the terroristic activities within the regions of Pakistan. In addition, these issues tremendously influenced not only the developmental progress but the entire academic and social situations of the students of the country Afza & Zeshan (2013). In these circumstances the importance of media enlightened all the issues raised due to the terrorism regarding social and academic situations of the students of the country Fatima, Latif, Chugtai, Hussain & Aslam (2014).

The etymological meaning of terrorism is damage, murder or harassments of the innocuous people by the suicide attacks without surfing their particular causes. The terrorist have only wants to distract the law and order circumstances for their benefits. The terrorism chiefly triggers the damage to entire set-ups, distracts the survival of entire people, interrupts the political stability and effect the social success of the whole country Muhammad & Khan, (2014).

The social and academic life of any area is greatly influenced by terrorism. The review of related research showed that there exists negative influence of terrorism upon the social and academic standard of the area and the entire country on the whole. During the last era, an increase in terrorist activities seems to greatly influence the educational organizations in the entire area Ahmad, Masood, Dean, Shakir, Kardar & Barlass (2011). The only criterion for the educational standards is peace and success which are hugely influenced by terrorism. The terroristic activities were also brought out against educational staff especially teaching staff, learners, educational institutions and collectively the supporting staff, educational officials and trade unionist Munir,(2015). The terroristic attacks collectively distract the school buildings, setups, violent attacks on buses carrying schools children which chiefly affected the educational events in the whole area Jamal, Khan and Muhammad, (2016). This research paper intended to highlight the role of terrorism on the socio academic students of the north and South Waziristan Khyber Paktunkhwa Pakistan.

Literature Review

Pakistan has confronting the suicide bombing attacks on the various public and governmental places which results in loss of human as well as non-assets. The terrorist utilized their terroristic actions to achieve their benefits and pressurize the government to fulfill their demands Afza & Zeshan, (2013). This gives birth to various kinds of national issues around the country including education, damage to social setups and economic crises too. This leads to present the unfavorable image of Pakistan on global level. The terrorism not only jeopardized the stability, well-being and peace of the entire area but also endangered the political, religious and social structures of the country Muhammad &Khan (2014). The terrorism has not only effected the social and economic situations but it has also developed the unemployment in Pakistan. Presently, most the sectors have lost their potentiality and dynamic functioning due to the war against terrorism because it not only affects the even working of these sectors but also enhances their expenses on security and precautionary measures Muhammad, (2016).

Government of Pakistan has started military operations against the terrorists on vast range. Various army and civil personnel were injured and martyred as the result of these operations. Incidentally, the terrorism is a national risk which required particular commitments on the part of government to uproot the cause of terrorism in the region Haider, Heredero, Ahmad & Sumaira, (2016).

The social media is an independent sector of every country which works for the welfare of their country people. When media played its function for the eradication of such issues then it will bring harmony among all sectors of the country Romanus, (2013). Media is like a vital organ for social and academic development of the students. But its role during the eradication of terrorism is remarkable Herrigel, (2014).

Terrorism has been spread over the regional areas of the country which hinders widely the national development Paul & Jianguo, (2002). So, the uncertainty and issues in Pakistan slow down the regional peace, security and success Biorgo, (2005).

Education is the fundamental and universal right of every individual in the society which is greatly impacted by terroristic attacks during the last years of terrorism Bouhana & Wikstrom, (2008).Social media played its role during this era to awake the masses and produce conducive environment for educational activities. It is an credited reality that the national development largely depends on the development of educational institutions that is arranged for the general public of the country because education is the symbol of developed nations Ghazi, (2011).However, government take strict actions against terroristic activities and to lessens the threats to educational institutions Ahmad, Masood, Kardar & Barlass, (2011). The educational development is the urgent need for the social and economic devel-

opment in all aspects in developing countries. The educational sector is the proof of government inattention so the educational institutions are top target of the terrorist activities Madiha, (2015). The terrorism hassle the government capabilities to provide educational facilities, social and economic development by which education system deprived of standard education and can emerge the stability of specific objectives Jamal, Khan & Muhammad, (2016). The whole scenario greatly influenced the educational system of the country.

The Objectives of the Study
Following were the objectives of the study.
- To highlight the relationship between terrorism and its impact on socio-academic circumstances.
- To identity the impact of terrorism on socio-academic circumstances of the students of north and South Waziristan.

Research Question
- Is terrorism positive association with socio-academic circumstances of the students of north and South Waziristan Khyber Pakhtunkhwa?
- Is terrorism has noteworthy impact on socio-academic circumstances of students of North & South Waziristan Khyber Pakhtunkhwa?

Research Methodology
The study was survey natured. To check the relationship and impact of terrorism on socio-academic circumstances of South and North Waziristan Khyber Pakhtunkhawa. Khyber Pakhtunkhawa comprised of seven agencies and six FATA regions which are strongly affected by this strong spell of terrorism.

Table 1 Computation for Sample size Determinations

E	N	Sample Size
0.05	2438	343.62
Formula used ▶	$n=N/1+Ne^2$ $= 2438/(1+2438(0.0025)=$ 343.62	344

Where:
n =   required sample size
e =   sampling error/level of precision
N =   size of population

For this purpose 344 questionnaires were distributed among the students of various schools, colleges out of which 310 were collected back from the participants with a response rate of 90%.

Results

Table 2Frequencies of Gender

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	246	79.4	79.4	79.4
	Female	64	20.6	20.6	100.0
	Total	310	100.0	100.0	

Graph 1 Graphical representation of Gender
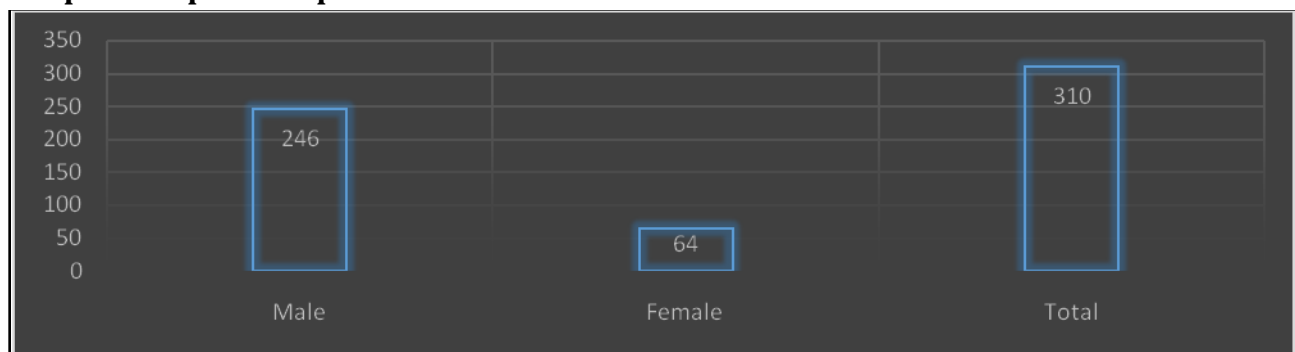
The table and graphical representation showed that out of total 310 students, 246 were male and 64 were female students. Thus, the male students'ratio is higher than female students in the present research paper.

Table 3 Table showing education of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intermediate	113	36.5	36.5	36.5
	Bachelor	100	32.3	32.3	68.7
	Master	97	31.3	31.3	100.0
	Total	310	100.0	100.0	

Graph 2 Graphical presentation of Education
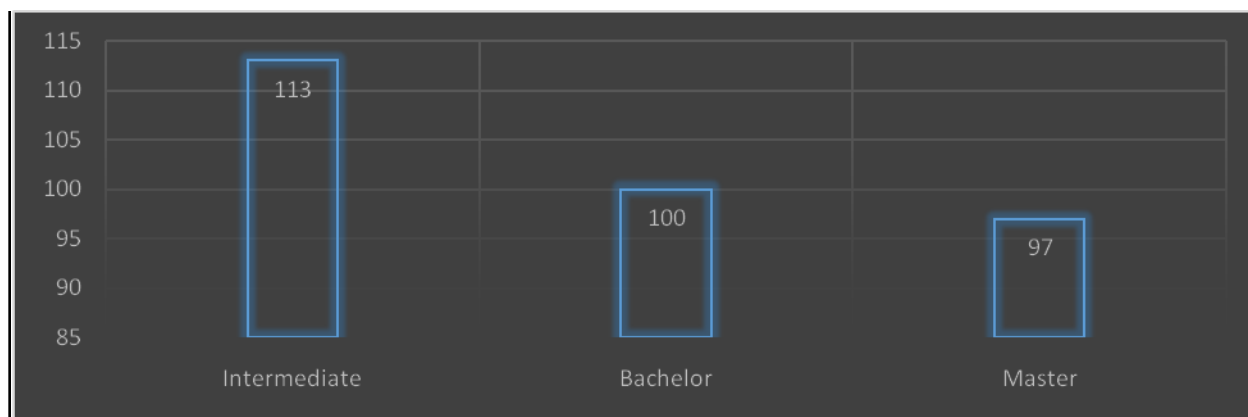
The above table showed the graphical representation of educational level of the students. The educational statuses of the participants were categorized into three levels i-e, intermediate, bachelor and master level. 113 respondents were those belong to intermediate level, 100 bachelors and 97 master level of education.

Table 4 Association among Research Variables

		Terrorism	Social Media
Terrorism	Pearson Correlation	1	.229**
	Sig. (2-tailed)		.000
	N	310	310
Social Media	Pearson Correlation	.229**	1
	Sig. (2-tailed)	.000	
	N	310	310
Socio-academic Circumstances	Pearson Correlation	**-.290****	**.505****
	Sig. (2-tailed)	.001	.000
	N	310	310

There exist significant relationship between the said variables but there exist negative association between socio-academic circumstances and terrorism revealed that terrorism is not favorable for socio-academic situation. Whereas on the other side there exists positive association between social media and socio-academic situation revealed that social media played positive role in the development of socio-academic situation. So, hypothesis about the relationship is accepted.

Regression (Terrorism, Media & Socio-academic)
Table 5 the Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511a	.261	.256	.68084

a. Predictors: (Constant), Social Media, Terrorism
b. Dependent Variable: Socio-academic Circumstances

Table 5athe ANOVA Statistics

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.163	2	25.082	54.109	.000b
	Residual	142.307	307	.464		
	Total	192.470	309			

Table 5b the ANOVA Statistics

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.339	.225		5.949	.000
	Terrorism	.579	.059	.487	9.657	.018
	Social Media	.273	.051	.078	1.555	.031

Table showed significant impact of terrorism, social media and socio-academic situations with the results that both terrorism and social media carried along 26% variation in socio-academic situation. Likewise, the coefficient of regression that terrorism has significant impacton the socio-academic situation (.579 & .018). Similarly, the social media has showed significant impact on the socio-academic situations (.273 & .031). So, the hypothesis about the social media, terrorism and socio-academic situation is hereby accepted.

Discussion
The academic and social combination has become more stimulating task to various interested persons in various scenarios. In addition, the socio-academics phenomenon has originated as topicof significance in the present day competition. Keeping in view the status of socio academic, the social integration and academic has been considered one of the challenging tasks for stakeholders in various field of life. In this respect the socio academic concern has become hot topic in this modern competitive era. Therefore, by keeping all the

scenario it is important that to highlight, how effectively these circumstances cultivate the actual spirits of belonging, assurance of objectives, competences and access valued about shared resources that directly impact on academic and social integration (Madge, Meek, Wellens & Hooley, 2009). The literature suggested that social and academic integration sometimes considered for long term determination of objectives but in comparative term the each form of integration is challenged. However, these socio academic circumstances are more valuable for academic and social integration which need more concentration of policy makers and government authorities in order to comprehensively boost up these circumstances as per national and international standard (Rubin, Watt & Ramelli, 2012). The same concern is also very important for educational institutions in Pakistan in order to make valuable positive changes and successful implementation of strategies and policies that lead to best interest of stakeholders in the development process. However, various issues related to academic and socio circumstances, especially the role of media and terrorism are the most fomous in this concern (Zunzunegui, 2015). The terrorism severely affect the socio academic situations in different angle like, hindering the academic credibility of educational institutions as well as students. Similarly, the role of media is also valuable in this aspect because media highlights educational development about academic achievements as well as responsibilities of policy makers in order to make positive changes toward achievement and specific goals (Rubin). Therefore, it is considered most significant area to explore basic issues related to educational circumstances in developing countries like, Pakistan, India, Iran and Sri Lanka

Conclusion

It is concluded from this research study that terrorism has noteworthy negative effect on the socio-academic situation which expands its roots to entire social network of the country. Therefore, the social media has played its role in upbringing the social matters and promote them by providing the conducive environment with respect to socio-academic circumstances. Likewise, the social media is also helpful in adjustment of social matters of academic and social areas of concerns.

References

Afza, T., & Zeshan, A. (2013). Foreign Direct Investment in Pakistan. Measuring Impact of Cost of War against Terrorism, Political Instability and Electricity Generation.

Ahmed, A. E, Masood, K., Dean, S. V., Kardar, A. A., & Barlass, U. (2011). The constant threat of terrorism: stress level and coping strategies amongst university students of Karachi. JPMA; 61(4):410-4.

Ahmed, A. E., Masood, K., Dean, S. V., Shakir, T., Kardar, A. A., & Barlass, U. (2011). The constant threat of terrorism: stress level and coping strategies amongst university students. JPMA, 61(4):410-4.

Akresh, R., & Walque, D. (2010). Armed Conflict and Schooling: Evidence from the 1994 Rwandan Genocide". IZA Discussion Paper No. 3516.

Allison, D. (2017). Nathan J. Robinson on Current Affairs Magazine and Building Progressive Media. Ear to the Pavement. Retrieved 2018-01-24.

Andreas, M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons. 53 (1): 67.

Arshad, A. (2013). Economic cost of terrorism: A case study of Pakistan result.php?query=economic cost of terrorism.

Bjorgo, T. (2005). Introduction. In Root Causes of Terrorism: Myths, reality and ways forward, by Tore Bjorgo, 2. Routledge.

Bouhana, N., & Wikstrom, P. (2008). Theorizing Terrorism: Terrorism as Moral Action. Contemporary Readings in Law and Social Justice.

Fatima, M., Latif, M., Chugtai, F., Hussain, N., & Aslam, S. (2014). Terrorism and its Impact on Economic Growth: Evidence from Pakistan and India. Middle-East Journal of Scientific Research, 22 (7): 1033-1043.

Ghazi, S. R. (2011). Content Analysis of Textbooks of Social and Pakistan Studies for Religious Tolerance in Pakistan. Asian Social Science 07(5): 145–50.

Haider, S., Heredero, C., Ahmed, M., & Sumaira, D. (2016). Identifying Causes of Terrorism in Pakistan. The Dialogue, 10 (3), 221-236.

Hussain, N. (2008). The Role of Media in National Security: A Case Study of 1998 Nuclear Explosions by Pakistan, SASSI Research Report, (UK: SASSI), 13 (20), p. 4.

Hussain, Z. (2007). Frontline Pakistan: The Struggle with Militant Islam, New York: Columbia University Press.

Jamal, M., Khan, A., & Muhammad, A. (2016). Impact of Terrorist Attacks on Educational Institutions Perceptions of Medical Students. Journal of Rawalpindi Medical College Students Supplement, 20(S-2):124-128.

Jamal, M., Khan, A., & Muhammad, D. (2016). Impact of Terrorist Attacks on Educational Institutions- Perceptions of Medical Students. Journal of Rawalpindi Medical College Students Supplement; 20(S-2), 124-128.

Khan, R. (2012). Pakistan Rebuilds its Education Network after Taliban are driven out of Swat. The Guardian.

Khan, T. (2013). The Social, Political and Economic Effects of the War on Terror. ISSRA Papers, 65-90.

Khan, Z. (2016). Exchange Rate Policy. Liberalization and Economic Crisis in Pakistan. Financial Techniques International, Pakistan (Exchange Rate Policy).

Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work. Learning, Media and Technology. 34 (2): 141–55.

Madiha, A. (2015). Education and Attitudes in Pakistan Understanding Perceptions of Terrorism. United States institute of peace, Washington, DC.

Madiha, A. (2015). Education and Attitudes in Pakistan Understanding Perceptions of Terrorism.United States Institute of Peace.

Munir, F. (2015). Understanding the Role of Education in Promoting Violence and Terrorism in Pakistan. Centre for Peace Studies, Faculty of Humanities, Social Sciences and Education, Master's thesis in Peace and Conflict Transformation – SVF-3901.

Romanus, F. I. (2013). Online Social Networks and Terrorism in Developing Countries. International journal of computer science and network solutions. 1 (4), 22-36.

Rubin, M (2012). Social class differences in social integration among students in higher education: A meta-analysis and recommendations for future research. Journal of Diversity in Higher Education. 5: 22–38.

Rubin, M., Watt, E., & Ramelli, M. (2012). Social integration as a function of approach-avoidance orientation and problem-solving style. International Journal of Intercultural Relations. 36: 498–505.

Zunzunegui, H. (2015). Error! Hyperlink reference not valid.. Error! Hyperlink reference not valid..org.