

Factors Affecting Performance of Primary Schools Teachers in Terrorism Affected Areas: A Case of District Swat

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ABSTRACT

The purpose of this study was to identify the factors that affect the performance of primary school teachers in terrorism affected areas. The main objective of the study was to measure and summarize the perceptions of teachers themselves about the factors that affect teachers' performance in terrorism affected areas. The study was descriptive in nature. All the primary school teachers in district Swat constituted the population of the study. Hundred teachers, fifty male and fifty female were randomly selected. In this study five factors were identified. The first factor focuses on the financial position of teachers in terrorism affected areas. The second factor focuses on the environment of schools. The third factor discusses the parents' cooperation during the terrorism. The fourth factor focuses on the security of schools and teachers and the fifth factor focuses on the psychological effect of terrorism on the performance of teachers. A self-developed closed ended questionnaire on five point rating scale was developed, and collected data regarding the five factors, financial resources of teachers, physical environment of school, security, parents involvement in teaching and learning process, psychological effects of terrorism on teachers. The collected data were tabulated, analyzed and interpreted by using statistical techniques as percentage of the responses. The main findings of the study were that mostly teachers faced the economic challenges in terrorism affected areas. Financial resources of teachers were destroyed. Salaries were delayed. Side businesses were destroyed. Continuous attacks on school affected the learning ability of students that affected the performance of teachers. Mostly parents became IDPs and the remaining did not take interest in the education of children. Teachers were not safe in school neither security was provided to teachers. Due to fear of attacks on school the teachers gave less time to teaching. Anxiety and emotional complained of teachers increased. There was no significant differences in the opinion of male and female teachers. It was recommended that the government should provide security to teachers, parents and schools. So that to reduce the depression and anxiety of teachers. The government should support the teachers financially.

Key Words: Primary Schools, Terrorism, Swat, Teachers, Learning Process

Introduction

Terrorism is the biggest issue of 21st century in which everywhere bomb blasts, suicide attacks, randomly gun fire, killings of innocent people, frightened environment, damaged the public and private property and so on. These activities can happen any time in terrorism-affected areas. All the people become frightened, environment becomes terrible. Every morning, every evening and every night the people wait the terrible news of the brutal killings of innocent people, damaging and destruction of public property. People live in constant fear because of terrorists threats any time. The persistent incident of murder, kidnapping killing innocent and unarmed citizens, arson and extortion create atmosphere of suspicion, fear and panic all around. Life becomes uncertain. Terrorist activities by unknown persons create social disharmony. Terrorism is the action of terrorists, which destabilize the strong government and gradually disintegrates the civil society and produce threaten environment, which affect the development, economically and socially. In this condition, the government officials have to manage substantial expenditure to meet the challenges of terrorism.

Terrorism is one of the biggest challenges to Pakistan in the present era. The impact of terrorism is not limited to any one dimension. It has so many impacts on all occupations. For example, it has affected the economy negatively as well as the goodwill and the image of the country in the international world. Despite all other effects of the terrorism in Pakistan, education is the one sector, which has faced the maximum loss (SEKHO, 2013). During the year 2009, terrorism overshadowed all the sectors especially education which was the worst hit by militancy. Hundreds of schools were blown up in FATA and the KP (formerly NWFP) regions, which affect the education system adversely. The terrorists destroyed and damaged the infrastructure of schools in KP. Educational activities were affected. There are so many security problems in schools and colleges and even in universities. Students cannot go for a trip freely. They cannot enjoy their tours because of terror. Due to various terrorist activities, hundreds of schools were blown up and the remaining was closed to unknown period in FATA and the KP, which affect the performance of teachers and students adversely. The persistent terrorist activities affected the primary education severely. The innocent children are afraid in their broken schools which caused increasing in absentees of students and as well as teachers.

Primary education is the backbone of the whole education system. Primary education provides the intellectual students for higher education. Similarly, primary school teachers have prominent role in teaching learning process. The persistent attacks on schools in KP have been discouraged teachers.

In the whole system, teachers play a pivotal role in providing education to children. It is the teacher, who suffered great hardships in imparting knowledge prepare young generation for future challenges. The teachers prepare the individuals for the prosperity of country. If the teachers perform their duty

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effectively then the students become intellectual and face the future challenges with better way. Education needs peaceful environment in which the teachers and the students are both safe and sound. In tense situation the teachers cannot make their teaching effective neither maximize the learning of students. In any education system, peace and tranquility is an antidote for a successful teaching and learning (Abdullahi & G.A, 2014).

Pakistan is facing the brutal problem of terrorism. Terrorism affected the primary education adversely. To improve the duty performance of primary school teachers in terrorism-affected areas, by measuring those that factors affecting the performance of primary school's teachers in terrorism affected areas. The purpose of this study is to measure the perception of teachers about those factors that influence the performance of teachers at primary level in terrorism affected areas.

Effect of terrorism on education in Swat

Before 2007, in the whole districts of KP the Swat was a peaceful district. In the Malakand division district Swat was a developed district. All the public and private schools were functional and providing a quality education to their students. People were happy and led a prosperous life. In Malakand Division, the Swat was a highly literacy rate district among the seven district since 2007, a new chapter of terrorism opened and the beautiful Swat became an adverse victim of terrorism. Thousands of people killed in suicide attacks in public and private places. No place was safe in Swat. Everywhere there was a fear of suicide attack; bomb blast etc. Life activities became suspended. Agriculture, markets, tourism and other financial resources were destroyed. Several students became victims and left the schools. Several teachers injured in various terrorist activities, many left the job and shift themselves along with their family to safe areas. Parents became IDPs (Internally displaced persons), which caused the dropout of children. The provision of education suspended for an unknown period.

When the Taliban took control of district Swat, in the first phase they announced that modern education is against the Islamic education. Taliban strongly condemn the female education, and banned on the provision of female education in district Swat. Several schools destroyed in Swat in various terrorist 'activities. Malley (2010) stated in his study published by UNESCO that in Pakistan from 2007-2009 (up to July) 356 schools were destroyed in Swat district. Between 2007 and 2011, the Tehreek-e-Taliban Swat, led by Maulana Fazlullah, destroyed more than 400 schools, many of them providing education for girls, the local administration says (Hashim, 2012).

The education system in Swat was disrupted by terrorism through various ways. Schools have been closed for an unknown period. Curfew was imposed in terrorism affected areas which caused the closure of schools; several schools had been blown up with bomb explosion in terrorism affected areas. October 7, 2008, Local Taliban militants blew up two private girls' colleges in the Sangota area of

Swat. Before bombing Excelsior Public Girls College and Sangota Public Girls College, the Taliban militants abducted two policemen and two security guards deployed there for security. "During the first half of 2007, Pakistani Taliban and anti-government militants accumulated control over areas of the Swat valley in Khyber Pakhtunkhwa. Violent clashes with the Pakistani military began in late October causing somewhere between 400,000 and 900,000 IDP's (Internally Displaced Persons) to flee Swat for the districts of Malakand, Mardan, Charsadda, Nowshera, Peshawar, and Buner. In November, fighting spread to Shangla, spurring additional IDP flows. By December, the fighting had largely drawn to a halt and many IDP's were returning home (Sylla, 2011)."

In August 2008, that there were 566 girls' schools in Swat, including four government higher secondary schools, 22 high schools, 51 middle schools, and 489 primary schools. Of these, 131 have either been set alight or closed, rendering 17,200 girls school-less (IRIN, 2009). September 29, 2008, Buildings of two girls' schools in the Kabal area of Swat district were damaged by a bomb blast. Militants, who have been targeting women's educational institutions for a couple of weeks, had planted an explosive device in the Government Girls' High School, near the Kabal police station, which exploded, damaging part of the building and the wall of the adjacent Government Girls' Primary School (Haq and Hussain, 2008). According to the report, almost 25 million children are currently out of schools in the country and of them seven million had yet to receive any form of primary schooling (Dawn, 2012). In Pakistan's Bajaur and Swat districts teachers have reported that they will not return to work when schools reopen after being attacked, in some cases as much as a year after they were targeted, as long as the risk of ongoing or renewed attacks persists. Military defeat of the Taliban in Swat was not enough to dispel the perceived risk because members of the Taliban continued to live the area. Malley (2010) 640 schools were destroyed in Malakand, while 70 educational institutions were destroyed or damaged in various other districts across the province. In Swat, 121 schools were completely destroyed, while another 280 were partially damaged by militants over a span of two years."

Impact of terrorism on teachers

Teachers are the most influential persons in school, which have prominent role in the teaching learning process. Teachers' mission is against the terrorism. Teachers build useful and prosperous society while terrorism destroys the developed and prosperous society. The philosophy of teachers is that to prepare such individuals which useful for society and terrorism train such individuals which are harmful to society. Teachers want to strengthen their nation and country while terrorism wants to weaken their nation and country. Teachers moralize their nation through education while terrorists demoralized their nation all over the world through terrorist activities.

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Education plays a vital role in the development of a country. Education provides the useful individuals to society. Only education can build a developed society. Primary education is the backbone of higher education system. Primary education develops the bases of students for further education.

In the whole education process the teachers have the prominent role. Teachers provide useful knowledge to their students. Teachers impart the basic principles of lives to their students such that the principles of peace, dignity, solidarity, tolerance, freedom and equality etc. But terrorists are against all of these. Therefore teachers were mostly affected in terrorism. Terrorists want to terrify the teachers so that suspend the education process. Review of literature of various study of different terrorism affected countries showed that terrorists have killed many teachers. Hundreds of teachers were reported to have been assassinated in different terrorists' activities in terror affected countries all over the world. Mostly teachers lost their lives in the terror affected areas, while imparting education to their nation.

In various ways, the teachers were targeted in terror affected countries. The nature of terrorists attacks was different in each country. In 2006-9, 439 teachers were killed in Afghanistan and 117 teachers were killed in Colombia and in Thailand the total death of teachers were 117 in 2004-9 (Malley, 2010). According to UNESCO (2010) report Colombia, Ethiopia, Iran, Iraq and Zimbabwe have involved in death threats, abduction, forced disappearance, illegal arrests, beating, torture, assassination of teachers by bullets or car bombs and abduction and sexual abuse of school girls and women teachers were reported in Africa. Often the terrorists were abducted and tortured the teachers in terror affected countries.

In Pakistan the Taliban mostly concentrated on fire, bombing, but rarely killed students or teachers whereas in Afghanistan, a high numbers of teachers and students have been killed deliberately, and schools have been burned, bombed, shelled and subjected to rocket and mortar attacks (UNESCO, 2010). Two female teachers, an education aid worker along with their driver was shot dead near Mansehra in Khyber Pakhtunkhwa province on 6 April 2009 (UNESCO, 2010).

Malley (2010) has described the impact of terrorism on teachers and students in his study as:

“The attacks are carried out against students; teachers; academics; and education personnel, including support staff, such as transport drivers, caretakers and night watchmen; and education officials; trade unionists; and aid workers. They include killing, injuring, abduction, kidnapping, forced recruitment as soldiers or for labor, forced disappearance, illegal detention, torture and sexual violence. They also include the damage or destruction of education buildings and facilities, including transport; occupation of education buildings and facilities for military/security purposes;

and violent attacks on the education process, such as attacks on convoys carrying examination papers. They also include the prevention of repair, rehabilitation or reconstruction of attacked schools by the use or threat of use of force (Malley, 2010).”

The terrorism has devastated impact on teachers. Mostly teachers have been displaced. Some teachers left the terrorism affected areas and fled to safe areas along with their families. Due to terrorist attacks on schools the teachers always spent less time in school.

Factors affecting teacher’s performance in terrorism affected areas

Education is a smooth dynamic process, which required a peaceful environment. In disrupt situation the teachers cannot make their teaching effective. In any education system, peace and tranquility is an antidote for a successful teaching and learning (Abdullahi and G A, 2014).

Through various ways the act of terrorism affect the performance of teachers. There are many factors, which affect the performance of teachers adversely. According to UNESCO (2010), the continued attacks on schools, targeted assassination and forced appearance of teachers and students affected the ability and motivation of teachers in terror affected areas negatively. Due to the continuous attacks by terrorists, the teachers were not ready to teach in terror-affected areas. The teachers always remained at home due to insecurity. They give less time to teaching. Due to terrorism, the teachers in terror-affected areas always remain in highly tension. There are multiple factors which affects the performance of primary school teachers in terrorism affected areas. In the current study the following factors were considered which affect the performance of teachers in terrorism-affected areas severely.

Economic factors

Primary School Teachers in Pakistan have very low salaries. Due to this low salaries home costs are not properly met. To fulfill the needs of the home, every primary school teacher does some extra work after duty hours. Some teachers work in their fields after duty hours, some teachers run their business after duty hours. Some teachers are running their own tuition centers etc. continuous terrorist attacks, bomb blasts , suicide attacks, random killings of innocent citizens, open firing in public places , markets have been destroyed along with the business , agriculture and other financial resources of people. During terrorism some teachers have lost their houses. In such low salaries, there were many difficulties in reconstruction of the houses. Due to terrorist attacks these financial resources of teachers are completely vanished and the teachers became unstable financially. If the teachers are financially stable, they feel comfortable and

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satisfaction with their job. If they are not satisfied with their job then they cannot perform well.

Environmental factors/ institutional factors

Persistent attacks on schools in Swat during terrorism destroyed the infrastructure of the schools and stopped the provision of education. When Taliban took control of district Swat, they put ban on female education, announced that modern education is totally opposed to the Islamic education. Therefore, they started attacks on schools and destroyed the facilities in schools. Schools building damaged and teaching materials were disappeared during terrorism. Institutional factors include the following factors.

- Destruction of schools
- Frighten working condition in schools
- Lack of teaching staff
- Bad condition of school buildings, etc
- closure of schools
- Remoteness of schools from homes
- Unexplained absence of teachers from schools and,
- Lack of teaching materials.

Social factors

The persistent terrorists' activities in territory the parents left the terrorism affected areas and shifted their family to safe areas. Attacks on schools made the parents frightened, which caused the increasing in dropout rate. Due to terrorism, the parents does not cooperate with teachers in teaching learning process. The schools environment becomes unsafe for children. Parents send their children to another safe area. During the search operation against Taliban, the military imposed curfew, this affected the teaching learning process. Persistent destruction of educational facilities can affect parents' trust in the role of schools in providing protection for children, undermine the sense of investment in the future that binds a community, and sends damaging signals about the value society puts on either education for all or education for a particular gender or ethnic group (Malley, 2010).

Social factors are included the following factors.

- Parental involvement in educational process
- Curfews
- Parents-teachers association
- Communities may provide voluntary human resourcing to support
- Unsafe school environments
- hostile social environments

Physical factors / personal factors

When the Taliban took control of Swat district and started their activities, in the first phase they opposed the existed education system and announced openly that modern education is opposed Islamic laws. Therefore, they started attacks on schools, teachers, and students. Attacks on schools, universities, students, teachers, academics and other education personnel are not just attacks on civilians and civilian buildings. They are an attack on the right to education, including the right to good quality education; an attack on academic freedom; an attack on stability; an attack on development; and an attack on democracy (UNESCO, 2010). Teachers felt themselves unsafe in school during terrorism. Various threats received to teachers during terrorism. Several teachers became injured during terrorism. Absentees of teachers increased the workload of teachers during terrorism. In terror affected areas the persistant attacks on schools, teachers, students and other educational personnel affected the behavior of teachers negatively.

According to UNESCO (2010) the continued attacks on schools, targeted assassination and forced appearance of teachers and students affected the ability and motivation of teachers in terror affected areas negatively. Physical factors include the Safety, Threats, Injury, Absenteeism of Students and work load.

The psychological effects on teachers:

Each terrorist activity before stating their terrorist activities psychologically frightened the society immediately. According to Woxman (2011)

“The first and most immediate effects of terrorism are psychological. Terrorist campaigns can be expected to psychologically affect a sizeable portion of the population of a targeted society, either directly, by harming a person or their family, or indirectly, through the extensive media coverage of terrorist attacks. The greater the number of attacks and the more lethal those attacks are, the more people that will be psychologically affected by them. Terrorism is a form of psychological warfare against a society. It is designed to strike fear into the heart of the targeted society, and it generally succeeds in doing so. Suicide terrorism can be particularly effective in terrifying people because it projects an aura of fanaticism,[which makes the threat of future attacks seem more likely. Peoples’ fear of terrorism is rational and irrational; rational in that there is an ever-present threat of a terrorist attack being repeated, but irrational in the probability assigned to that potential event. Since people tend to overestimate their chances of being a victim to

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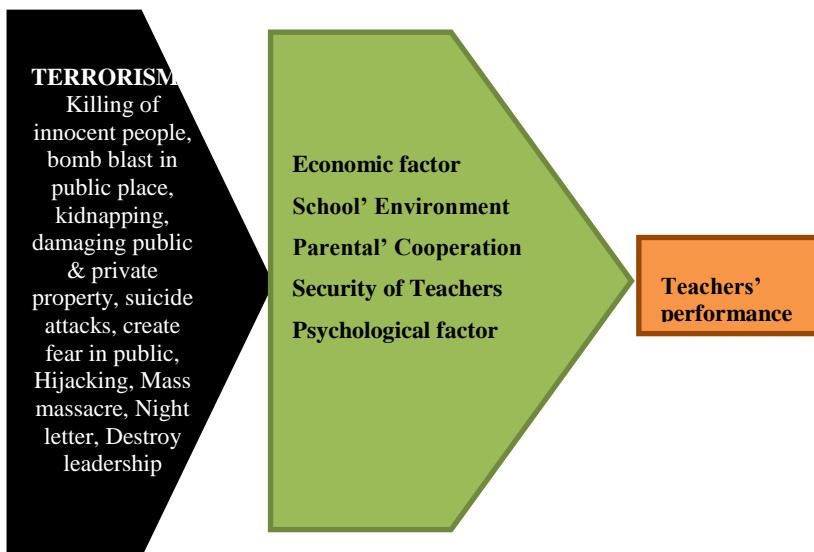
terrorism, the fear of terrorism is widespread in a society. It does not, however, affect everyone to an equal degree”.

Terrorism is the huge and worst problem of 21st century, which has affected many countries of the world. Terrorism has affected every occupation. But the most severe affected profession is teaching. Terrorism has deprived several children from their basic right. In terror affected areas the teachers are unable to attend the school in time. Due to persistent attacks on schools, the teachers always remain stayed in homes. The teachers did not take interest in duty due to risk of life. Under the circumstances of permanent fear teachers did not perform their duty in schools. Teachers became progressive, irrelative and anger in school in terrorists period. The terrorism greatly affected teachers’ teaching workload, hence poor performance schools.

Conceptual framework

The framework of this study is based on the relationships of the independent variable terrorism and the dependent variable which is the performance of primary school teachers in district Swat. These constructs and relationships are presented in figure 1.

Figure 1



Purpose of the study

To find out the factors affecting primary school teachers’ performance in terrorism affected areas.

Research question

What are the factors that affecting primary school teachers’ performance in terrorism affected areas?

Methodology

The study was descriptive in nature. The population for the study was all the primary school teachers in district Swat. A total of 100 primary school teachers were selected as a sample, among them 50 were male teachers and 50 were female teachers. A questionnaire consisting five factors and each factor includes “five items was developed on five point Likert scale (Strongly Agree, Agree, Unknown, Disagree and Strongly Disagreed) and delivered to the sampled teachers by the researcher. The sample was asked to select one option. Each option was assigned a number in the following way: Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1.”

Findings and Analysis
Table 1. Teachers views about Economic factors

Responses in percent (%)	Male							Female						
	Agree (%)			Disagree (%)				Agree (%)			Disagree (%)			
	SA	A	Total	UN	DA	SDA	Total	SA	A	Total	UN	DA	SDA	Total
Statement	58%	32%	90%	2%	8%		8%	22%	56%	78%	6%	14%	2%	16%
Teachers could not get salaries in time in terrorism period														
Incentives were not provided	40%	48%	88%	10%	2%		2%	42%	46%	88%	10%	2%		2%

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to teachers who are deployed for teaching in terror affected areas														
Addition al sources of income of teachers were limited during terrorism . For example tuition Centre, side business etc.	48 %	50 %	98 %	2 %				24 %	56 %	80%	20 %	2 %		2%
Agricultu ral crops destroye d in terror affected areas , which affected the teachers economi cally	20 %	58 %	78 %	20 %	2 %			24 %	66 %	90%	10 %			

Teachers could not reconstruct their destroyed homes in terrorism affected areas, due to lack of financial resources	16%	80%	96%	2%		2%		22%	68%	90%	10%			
Average			90%				2%			85.2%				4%

The above table shows the teachers view about economic factors, which affect their performance. Ninety percent male teachers and eighty eight percent female teachers viewed that salary of teachers were delayed that affect their performance. 88% male and female teachers viewed that no incentives were given to teachers.90% male and 88% female teachers viewed that additional sources of income were destroyed. 78% male and 90% female agreed that agriculture crops were destroyed. 96% male and 90% female teachers agreed that due to shortage of money the teachers do not reconstruct their homes that affected the performance of teachers.

Table 2. Teachers’ views about factors related to schools’ environment

	Male							Female						
	Agree (%)		uncertain		Disagree			Agree (%)		uncertain		Disagree (%)		
Responses in percent (%)	SA	A	Total	UN	DA	SDA	Total	SA	A	Total	UN	DA	SDA	Total
Statement														
Destruction of Schools affected the performance of teachers in terroris	46%	20%	66%	8%	4%		4%	58%	36%	94%	4%	2%		2%

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m affected areas														
Remoteness of school from home, caused ineffective performance of teachers during terrorism	38%	46%	84%	8%	8%		8%	30%	58%	88%	12%			12%
Lack of teaching materials, effect the performance of primary school teachers in terrorism affected areas	30%	46%	76%	16%	8%		8%	24%	58%	82%	14%	4%		4%
Teachers could not create a safe environment for children in school during terrorism, which affect the performance of teachers	24%	48%	72%	14%	10%	4%	14%	22%	52%	74%	20%	6%		6%
Terrorists attacks on school affected the learning ability of	36%	56%	92%	4%	2%	2%	4%	26%	54%	80%	20%			0%

students													
Average of total			78 %				7.6 %			83.6 %			0%

The data in the table 2 teachers viewed about the schools’ environment. Eighty percent male and ninety-four percent female teachers viewed that destruction of school affected the performance of teachers. 84% male and 88% female teachers agreed that remoteness of schools from homes affected the performance of teachers. In 76% male and 82% female agreed that in terrorism affected areas lack of teaching materials affected the performance of teachers. 72% male and 74% female teachers viewed that teachers cannot create safe environment in schools in terrorism affected areas.92% male and 80% female teachers agreed that continuous attacks on school affected the learning ability of students that affected the performance of teachers.

Table3. Teacher’s views about factors related to parents

Responses in percent (%)	Male							Female						
	Agree (%)			uncertain				Agree (%)			Disagree			
	SA	A	Total	U	D	S	Total	SA	A	Total	U	D	SD	Total
Statement	30 %	36 %	66 %	22 %	6 %	6 %	12 %	42 %	34 %	76%	8 %	16 %		16 %
Parent did not cooperate the teachers in education process during terrorism														
Parents - teacher Council was ineffective during terrorism	40 %	46 %	86 %	14 %			0%	14 %	70 %	84%	14 %	2 %		2%
Parents became IDPs(Internally displac	44 %	50 %	94 %	4 %	2 %		2%	22 %	74 %	96%	4 %			0%

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ed persons) ,which affected the learning ability of students														
Parent did not cooperate in the formation of security plan for protection of school building during terrorism	26 %	48 %	74 %	22 %	4 %		4%	12 %	66 %	78%	20 %	4 %		4%
Parents did not take interest in the education process of their children due to terrorism	30 %	40 %	70 %	16 %	14 %		14 %	10 %	82 %	92%	8 %			0%
Average of total			78 %				6.4 %			85.2 %				4.4 %

The above table shows the view of teachers about the parents' involvement in education process in terrorism affected areas. Sixty six percent male and seventy six percent female teachers agreed that parents don't cooperate in education process. 86% male and 84% female responded that parents-teachers council was ineffective during terrorism. 94% male and 96% female teachers agreed that parents became IDPs (Internally displaced persons). 74% male and 78% female teachers said that parents did not cooperate in the formation of security plan for

schools. Majority of the teachers said that due to terrorist’s activities parents don’t take interest in education of their children.

Table4. Teacher’s views about factors related to security of teachers

Response s in percent (%)	Male							Female						
	Agree (%)			Uncertain				Agree (%)			Uncertain Disagree (%)			
	S A	A	Tot al	U N	D A	S D A	Tot al	S A	A	Tot al	U N	D A	S D A	Tot al
Statement	28 %	68 %	96 %	2 %	2 %		2%	34 %	50 %	84 %	10 %	6 %		6%
Teachers were not safe in school during terrorism														
Teachers faced different types of threats while going to school	30 %	66 %	96 %	4 %			4%	24 %	70 %	94 %	4 %	2 %		2%
Some Teachers left the terrorism-affected areas, which increased the workload of other teachers in school.	24 %	54 %	78 %	10 %	12 %		12 %	32 %	62 %	94 %	6 %			0%
Absenteeism of Students affected the performance of teachers in terrorism affected areas	28 %	66 %	94 %	4 %	2 %		2%	32 %	66 %	98 %	2 %			0%
In terror-stricken areas suitable accommodation was not	30 %	50 %	80 %	16 %	4 %		4%	40 %	54 %	94 %	6 %			0%

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available for non-native teachers, which affected the performance of teachers														
			89 %							92.8 %				

The data in the table 4 show the view of teachers about the factors related to security of teachers, which affect the performance of teachers. Ninety six percent male and eighty four percent female teachers responded that teachers were safe in schools that affected the performance of teachers. 96% male and 94% female teachers responded that teachers faced different types of threats. Absentees of students affect their performance in view of (94%) male teachers and (98%) female teachers. 78% male and 94% female teachers said that work load increased due to some teachers left the areas. Accommodation was not available for non-native teachers, which affected the performance of teachers in view of (80%) male and (94%) female.

Table 5 teachers' views about factors related to psychological problems of teachers

	Male							Female						
	Agree (%)			Uncertain				Agree (%)			Uncertain		Disagree (%)	
Responses in percent (%)	SA	A	Total	UN	DA	SDA	Total	SA	A	Total	UN	DA	SDA	Total
Statement	24 %	60 %	84 %	14 %	2 %		2%	36 %	44 %	89 %	12 %	4 %	4%	8%
Teachers became victim of depression during terrorism, which affected the performance of teachers														
Teachers give	30 %	52 %	82 %	6 %	10 %	2 %	12 %	26 %	40 %	66 %	22 %	6 %	6%	12 %

less time to teaching due to fear of terrorist attacks on school														
Teachers felt frightened that attack on one school might be attack of any other school in terror affected	30%	46%	76%	14%	10%		10%	26%	52%	78%	22%			0%
Emotional complaints were increased in teachers in terror affected areas	24%	56%	80%	10%	10%		10%	24%	48%	72%	26%	2%		2%
Anxiety of teachers were Increased in terror affected areas	38%	56%	94%	6%			0%	18%	58%	76%	22%	2%		2%

This table 5 shows the teachers views about factors related to psychological problems of teachers factors, which affect the teachers’ performance. Eighty four percent male teachers and eighty nine percent female teachers viewed that teachers became victim of depression. 82% male teachers and 66% female teachers said that teachers give less time to teaching. Seventy six percent male and seventy eight percent female teachers’ view that teachers felt frighten that attack on one school might be attack on other which affect performance of teachers. Some (80%) male and (72%) female teachers opined that emotional complaine increased in teachers. In view of (94%) male and (76%) female teachers that anxiety of teachers increased in terrorism affected areas.

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Discussion

Teaching and learning is a smooth dynamic process which required a peaceful environment. The finding of the study shows that terrorism affected the performance of primary school teachers in terrorism affected areas. Teachers are economically depressed due to not getting salary in time and other financial resources destroyed in terrorism affected areas. In Pakistan get the low salary and it is very difficult for teachers to survive from such a low salary. Therefore every teacher does some side work for earning. The major finding of the current study was that a majority of primary school teachers faced the economic problems. 90% male teachers and 85.2% female teachers agreed that financial resources of teachers were completely destroyed. The finding of this study is in line with the findings of Nasser ud Din, Tufail, Shereen, Nawaz, and Shahbaz (2012) surveyed through a very small sample of 40 secondary school teachers of Kohat, Pakistan about the factors affecting motivation in rendering prescribed teaching services. Through measures of central tendency the authors found that financial (extrinsic or tangible factors) rewards and incentives stood primary contributors toward teachers motivation; on the other hand, the socio-status, examination-stress, and teaching as a first choice relatively less affected teachers' motivation.

In terrorism affected area the school environment is not favorable for teaching learning. The buildings of the schools were destroyed. Mostly schools were completely destroyed and some schools became partially damaged. The finding of the current study shows that persistent attacks on schools affected the performance of primary schools teachers in terrorism affected areas. School environment is the most important factor in teaching learning process. In disrupted situation the teachers cannot make their teaching effective. In any education system peace and tranquility is an antidote for effective teaching learning. 78% male teachers and 83.6% female teachers agreed that in terrorism affected areas the school environment was not supportive for teaching learning. Parents did not take interest in the education of their children and it was confirmed by 78% male teachers and 85.2% female teachers because they think that life of children is more precious than education. Primary school teachers have prominent role in the process of education. Teachers play a crucial role in enlightening and inspiring the young generation. Teacher's performance is essential for the academic growth of any child. When there are security crisis, it may affect the performance of teachers at primary education. It was confirmed by 89% male teachers and 92.8% female teachers.

“Teachers were under the continuous threat by the hands of terrorists in district Swat. The terrorists regarded that they were propagating the secular ideology of obscenity. They and their families were under the continuous threat of the terrorism. They were not in a position to continue their duties of teaching and were suffering from mental torture. They had no option but either to obey the orders of the militants or to quit their jobs and migrate to the safer parts of the

country.” The findings of the present study are in harmony with the finding of the most recent study -----Teachers have been threatened, injured, displaced, kidnapped for ransom, extorted for payment of their salaries, indoctrinated, arrested, imprisoned, tortured, fired, and killed. Female and male teachers are often affected differently. Taliban attacks on female teachers in Afghanistan and Pakistan (Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries. 2014). The finding of the study is in line with the study of Basit (2012) that teachers, professors and school administrators have found their lives increasingly under threat in conflict-hit zones of the country.

Conclusion

It was concluded from the finding of the current study that in terrorism affected areas the teachers faced the economic crises. All the financial resources were destroyed in terrorism. The school environment was not supportive for teaching and learning due to various terrorist activities. A safe and secure environment for teaching and learning was not available in schools. Students always remained absent from schools. In terrorism affected areas mostly parents did not cooperate with teachers. The parent did not send their wards to schools due to the threat of terrorist attack on school. In terrorism affected areas the schools were not safe. Teachers faced different types of threats while going to school. Security was not provided to teachers during terrorism. The teachers became traumatized and did not give enough time to teaching. Teachers felt frightened that attack on one school might be attack of any other school in terror affected regions.

Recommendation

It was recommended that the government should provide security to teachers, parents and schools. So that to reduce the depression and anxiety of teachers. The government should support the teachers financially.

Future Research: this study may be conducted on large samples in the terrorism affected areas. This study may be conducted on other terrorism affected districts.

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