



Training Program for countering the Effects of Terrorism and Emotional Stability of University Students in Punjab (Pakistan)

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Abstract

The current scenario of terrorism in Pakistan made people insecure, scared depressed and aggressive. After the tragic incidents of 9/11, terrorism has become a major threat to the lives of the people. Pakistan was a severe victim of terrorism. The present study assessed the need for a training program to counter effects of terrorism on emotional stability of university students. The population and sample of the study were comprised of Government College University, Faisalabad. The purpose of the study was to investigate the effects of terrorism among university students. A self-developed questionnaire was designed for students to examine the existing level of emotional instability through survey. Both Descriptive, as well as inferential Statistical tests, were applied to draw conclusions. The study identified the need for training programs to counter the effects of terrorism on emotional wellbeing of university students. Results revealed that terrorism has negatively affected the emotional health of university students.

Key Words: Need Assessment, Terrorism, Emotional Stability

Introduction

Even the word terror is quite enough in spreading unrest and disturbance in the life of the people; it destroys human health and well-being. Any event that disturbs and disrupts the normal functioning of life is termed as disaster (Karnik and Kanekar, 2014; Veenema, 2012). Terrorism is unlawful use of force on the part of a person or group with the purpose of intimidates and harms an individual and society to materialize that hidden agenda (Deen, 2005; Hoffman, 1998; Martyn, 2002; Numberg, 2001).

Physical and mental ailments are also major impacts of terrorist attacks along with anxiety and insecurity. Innocent citizens become the target of such activities. Attacks upon unprotected civilians create fear and panic in society (Afifa, 2010). Sandler and Enders, (2005) defined it as deliberate act of violence to fulfill vested interests of the individuals and most possibly of the groups. US state department defines it as politically motivated violent acts upon unprepared targets by subnational militant groups (Hamid, 2011; Quraishi, 2002; Ruby, 2002).

Kemp (2008) stresses that the rise of Al-Qaeda is mainly due to the disruption of tribes bordering Pakistan and Afghanistan and involvement of orthodox religion in order to materialize their own vested designs (Dyer *et al.*, 2007; Fair, 2007). Since 1990, Al-Qaeda has been declared a soul force behind international terrorism. Other organizations are its affiliates or offshoots. Since 9/11 a new wave of disruption started and Taliban were highlighted as terrorists. This movement focused its attention upon promulgating orthodox Islam in Afghanistan and succeeding in controlling 90% of Afghanistan (Haqqani, 2005; Stern, 2000). Taliban revolted and declared offensiveness against Allied forces. Pakistani support to Allied forces was taken in the negative and numerous terrorist attacks were planned in Pakistan (Abbas, 2005; Abbas, 2008; Daraz, 2008).

Global wave of terrorism is not out of question. The only way out is a peaceful resolution of such internal conflicts through dialogue otherwise these would negatively be employed by those forces of terrorism (Ahmed, 2009). Due to huge socio-political, economic and cultural impact terrorism has grossly affected south Asian region (Daraz *et al.*, 2012). Most affected in south Asian states is Pakistan. Such activities have damaged the smooth

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functioning of schools, colleges, markets, transportation, trade, hospital, parks, N.G.O and discouraged government employees in continuing with their duties in a proper manner (Rashid, 2002). People either lost their lives or rendering their lives in a miserable manner. Pakistan is also taken among dangerous countries along with Iraq and Afghanistan. There is great need to revisit internal situation which may be conducive to the overall socio-political and economic scenario and bring country back to the way of progress and prosperity (Shpiro, 2000). Currently the situation is much alarming. Militants adopted different tactics to destabilize the country. Education which is the main source of progress for any nation has become target of militant groups. Law enforcement agencies have submitted a report in Supreme Court that 1030 schools, among which most of were girls' schools, were demolished by militants in FATA and KPK while 799 were destroyed between 2003-2013, 13000 girls and 18000 boys were badly affected as a result of destruction of 282 schools in KPK (Naqvi, Khan & Ahmad, 2012).

Terrorism brings mental morbidity along with physical handicap which may lead to long term mental disorders (Akinsola & Ojo, 2015). The purpose of militants to spread fear and panic in society is thus fulfilled. It destroys sense of security and comfort among people. The victims feel it as their collective misfortune to live in such misery. Impacts of terrorism spread anxiety, panic, and fear which may take the shape of 'revenge'. Numerous research studies have shown that process of bringing such people back to life who suffer from mental trauma is very slow while in some cases trauma may take the form of post-traumatic stress disorder (PTSD).

Researches have also shown that students who have low emotional stability do not take any interest in monitoring relationships (Bozionelos, 2004). They are most of the time noncooperative in understanding the actual needs. Human behavior can be modified by experience. It is of great importance in learning process (Sturgeon, 2006). We can also say that mental sound health is actually social, economic and psychological wellbeing (MentalHealth.gov, 2014). Our handling of stressful situations depends upon our reactions and choices. It is basic right of every child to enjoy sound mental health (MentalHealth.gov, 2014).

Terrorist attacks are major issues that have altered normal function of mind due to severe traumatic effects. Among adults psychological imbalance can cause so many disorders which may, later on, cause myriads of mental diseases. The general population also comes under the condition of panic and fear. One ceases to behave normal seeing destruction of the houses, loved ones, community and sense of security. Terrorist attacks give destruction which devastates psychological conditions more than other destructions and calamities (Salguero *et al.*, 2011). After September 11, 2001 attacks, many instances of individuals have been cited who suffered severe traumatic situations. After these attacks it was observed that sense of security and safety of the people was annihilated altogether (Silver *et al.*, 2002). Such feelings can take one to severe feelings of taking revenge.

In Pakistan terrorism has become a very complex issue since 2001. The country is facing significant deterioration in security as it joined the war on terrorism with international community. In the year 2015, there are a great number of attacks on schools, colleges, and universities. A research conducted by University of Maryland indicated that since 2004 attacks on educational institutions have reached on high level and Pakistan is worst affected by such terrorist attacks. The incident of Army Public School (APS) grieved all the people of the world. The Government of Pakistan has chalked out a comprehensive strategy to counter the terrorist activities and attacks, especially on educational institutions. The Prime Minister of Pakistan Nawaz Sharif declared "defining movement" for the establishment of peace in country. The parents all over the country are much concerned about the safety of their children attending schools, colleges, and universities after the massive attack on APS which claimed the lives of 144 innocent students and teachers. The Government of Pakistan formulated National Action Plan (NAP) after this terrible and horrible attack which aimed to take severe action against terrorist activities around the country. Such attacks on educational institutions are unfortunate to mention in Pakistan (Nation, 2016).

At the beginning of 2016, the inhuman terrorists again attacked a university. Militants invaded the Bacha Khan University in Pakhtunkhwa Charsadda district which resulted in killing of at least 21 students and a teacher. The tragic incident of Charsadda exposed the poor security system of educational institutions nationwide. Another tragic incident happened despite the claims of restoration of peace; the nation witnessed a terrorist attack on the auspicious day of Eid Milaad-un-Nabi (P.B.U.H) on agricultural training institute Peshawar. As per the report of SSP operations, four armed terrorists disguised as women entered the building and shot the guard. The

main target of the militants was hostel but there were only a few students present due to Eid holidays. As far as the news of attack was broke, a huge number of military, frontier cores, police and bomb disposal squad rushed towards the campus and besieged it. All four terrorists were killed during the operation and they were found wearing suicidal jackets also. Sadly, seven unfortunate students were martyred by the militants. DG ISPR reported that success of operation and also appreciated the quick and timely response of the army, police, and Frontier Constabulary (Nation, 2017). The awful incidents of terrorism obviously leave negative effects on the emotional state of university teachers, students and parents as well. The ultimate objective of terrorist attacks is to create unrest in society. The educational institutions are easy targets for the evil designs of terrorist organizations.

Statement of the Problem

The dynamics of today's society are much complex which are regarded as various political, social, economic and psychological aspects of human life. The present age is marked by different negative effects on personality due to difficult, challenging and tragic life situations. The present study is designed to investigate the effects of terrorism on emotional stability of university students through development and validation of a training program to cope the effects of terrorism.

Objectives of the Study

The main objectives of the study were to,

1. Check the level of emotional stability among university students due to incidents of terrorism.
2. Know the symptoms of emotional instability among university students due to terrorism?
3. Observe the effects of terrorism on emotional stability of university students regarding their gender

Research Questions of the Study

The main research questions of the study were to

- 1- What was the level of emotional stability among university students regarding incidents of terrorism?
- 2- What were the symptoms of emotional instability among university students due to terrorism?
- 3- What were the effects of terrorism on emotional stability of university students regarding their gender?

The Rationale of the Study

Terrorism is now at the doorsteps of educational institutions. Large scale destruction of schools in Pakistan, abduction and shooting of innocent children at Army Public School Peshawar, Suicide bombing at International Islamic University Islamabad, Massive killing of fresh, zealous and young blood at Bacha Khan University Charsadda, etc. are some examples from recent past. These successive catastrophic events and repeated terrorist threats to educational institutes have given rise to a state of uncertainty, distress, and terror not only among students and teachers but also among general public especially parents.

This study is significant much number of grounds. Terrorism is a phenomenon that required to be extensively addressed. In this era when the competition is at its peak, students are in a continuous state of distress due to extensive, modern and complex course outlines, frequent home assignments, exam pressure, family expectations, peer relationships, and future worries. This distress abruptly reaches its highest point deteriorating mental health of students due to terrorist threats and some catastrophic terror events at any educational organization. This study will investigate to what extent university students have been affected due this panic situation. The major factors of distress leading to trauma among students will also be brought in to light. The study will find out links between terrorism and its effects on the emotional stability of students. University students and teachers will be benefitted to know effects of terrorism on their mental health. Although it is impossible to eradicate the detrimental effects of terrorism on human psyche at once, however, an attempt will be made to optimize and minimize these effects by developing a training program for university students.

Research Methodology

Research Design

The population of the Study

The population of the study consisted of students of Government College University Faisalabad.

Sample and Sampling Techniques

A multi-stage sampling technique was adopted to select the samples from the population. The survey was conducted to collect quantitative data for need assessment of training programs to counter the effects of terrorism on emotional stability of university students. A multistage random sampling technique was adopted to select the sample from the population. In first stage all faculties were included in the sample, in second stage two departments from each faculty were selected randomly and in third stage the recruitment of students was made on the basis of purposive sampling method. There were and 240 students who participated in the study from 14 departments.

Instrumentation

In order to collect data from respondents, the self-developed instrument was used in the study regarding need assessment of training programs to counter the effects of terrorism on emotional stability of university students. The instrument for survey was developed into consideration with major factors affecting emotional stability. The existing literature on terrorism and emotional stability helped the researcher to delimit and develop an instrument for students to collect quantitative data from the respondents of the study. The quantitative tool covered several dimensions of emotional instability of university students. There were 65 statements in the questionnaire which were divided into eight indicators of emotional instability in respect of terrorism. The following indicators were adopted to measure the state of emotional instability of teachers and students due to terrorism, (Fear, Scared, Anxiety, Jittery, Distress, Hostile, Depression and Aggression).

Reliability of the Instrument

The reliability of the instrument for students was confirmed through statistical analysis of Cronbach's Alpha. The reliability index for the scale of students showed that the scale was highly dependable to collect the data from the respondents.

Table 1. Reliability Statistics for Students' Questionnaire

Indicators	Cronbach's Alpha Value
Fear	.918
Scared	.915
Anxiety	.903
Jittery	.909
Distress	.903
Hostile	.920
Depression	.904
Aggression	.906
Overall	.920

The above table showed the value of Cronbach's Alpha scale jointly and separately. The scale has 65 items regarding symptoms of emotional instability. The overall reliability index of the scale was .920 which mentioned that scale was highly reliable to collect the data from the respondents. The indicator regarding fear has eight items and reliability index was .918, scared has seven items and reliability index was .903, anxiety has ten items and reliability index was .903, jittery has five items and reliability index was .909, distress has eight items and reliability index was .903, hostile has five items and reliability index was .920, depression has eleven items and

reliability index was .904 and aggression has eleven items and reliability index was .906 which was highly reliable to collect data.

Data Collection

The data was collected through a quantitative approach. Data for survey from students was collected through personal visits of the researcher. For the purpose of need assessment regarding the training program for students, 280 questionnaires were distributed among students of fourteen departments. The return rate of responses from students was 240 out of 280 which constituted 86 percent of total questionnaires.

Data Analysis

Descriptive and inferential statistics were applied to the data of students to conclude reliable results by using SPSS 23(Statistical Package of Social Sciences). Descriptive statistics involved mean and standard deviation regarding the responses of students. Inferential statistical tests were also applied to the data to draw reliable, clear and meaningful results. To record the difference of opinion in gender and age groups of students regarding emotional instability, t-test was applied. Moreover Pearson product movement correlation was used to see the relationship among the indicators of emotional instability. The analysis highlights the direction and strength of relationship.

Results

Table 2. Mean and Standard Deviation of Indicators for Students

Indicators	Standard Deviation	Mean
Fear	.927	3.33
Scared	.883	3.56
Anxiety	.877	3.39
Jittery	1.02	3.22
Distress	.885	3.27
Hostile	.977	3.37
Depression	.860	3.29
Aggression	.819	3.36

The table shows the mean and standard deviation of different indicators regarding the effects of terrorism on the emotional stability of university students. It revealed that the respondents categorized priority wise emotional threats of different indicators on their emotional stability. The indicator regarding scared was ranked at the top of indicators which has greater effects on emotional stability of the students. The second top indicator was anxiety followed by hostile behavior. The next indicator that destabilizes the students' emotional wellbeing was aggression. The fifth indicator was the fear of terrorism on emotional health. The depression was ranked at sixth number which affects students' emotional stability. The second last indicator which had affected emotional stability of the students was distress. Finally the last indicator was jittery.

Table 3. Comparison of Gender Regarding Fear (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Fear	3.10	0.874	3.62	0.915	-4.50	0.000	-0.749	-0.293	0.58

The above table revealed that there exists a statistically significant difference between male and female students on the basis of their responses regarding fear of terrorism on emotional stability. The overall mean achievement score of male students was (M = 3.10, SD = .874) and female students was (M = 3.62, SD = .915, t (238) = -

4.50, $p < 0.01$). Female students were found to have greater fear of terrorism on their emotional stability than that of male students in the sampled data.

Table 4. Comparison of Gender Regarding Scared (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Scared	3.31	0.871	3.87	0.795	-5.22	0.000	-0.782	-0.353	0.62

The above table revealed that there exist a statistically significant difference between male and female students on the basis of their responses about scared on emotional stability. The overall mean achievement score of male students was (M = 3.31, SD = .871) and female students was (M = 3.87, SD = .795, $t(238) = -5.22, p < 0.01$). Female students were found more scared of terrorism than that of male students in the sampled data.

Table 5. Comparison of Gender regarding Anxiety (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Anxiety	3.18	0.865	3.64	0.827	-4.18	0.000	-0.677	-0.243	0.54

The above table revealed that there exist a statistically significant difference between male and female students on the basis of their responses about the anxiety of terrorism on emotional stability. The overall mean achievement score of male students (M = 3.18, SD = .865) and female students (M = 3.64, SD = .827, $t(238) = -4.18, p < 0.01$). Female students were found to have greater anxiety regarding terrorism on their emotional stability than that of male students in the sampled data.

Table 6. Comparison of Gender Regarding Jittery (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Jittery	3.11	0.986	3.36	1.04	-1.93	0.45	-0.511	0.005	0.24

The above table revealed that there exist a statistically significant difference between male and female students on the basis of their responses about the jittery on emotional stability. The overall mean achievement score of male students was (M = 3.11, SD = .986) and female students was (M = 3.36, SD = 1.04, $t(238) = -1.93, p < 0.05$). Female students were found to have greater effect of jittery on their emotional stability than that of male students in the sampled data.

Table 7. Comparison of Gender Regarding Distress (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Distress	3.12	0.879	3.45	0.862	-2.95	0.003	-0.557	-0.111	0.38

The above table revealed that there exist a statistically significant difference between male and female students on the basis of their responses about the distress on emotional stability. The overall mean achievement score of male students was (M = 3.12, SD = .879) and female students was (M = 3.45, SD = .862, $t(238) = -2.95, p < 0.01$). Female students were found to have greater distress on their emotional stability than that of male students in the sampled data.

Table 8. Comparison of Gender Regarding Hostile (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Hostile	3.31	0.962	3.45	0.995	1.09	0.275	-0.388	0.111	0.14

The above table revealed that there exist no statistically significant difference between male and female students on the basis of their responses about the hostile on emotional stability. The overall mean achievement score of male students was (M = 3.31, SD = .962) and female students was (M = 3.45, SD = .995, $t(238) = -1.09$, $p > 0.01$). Males and female students were found to have same level about hostile on their emotional stability in the sampled data.

Table 9. Comparison of Gender Regarding Depression (Df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Depression	3.13	0.861	3.48	0.821	-3.24	0.001	-0.571	-0.139	0.42

The above table revealed that there exist a statistically significant difference between male and female students on the basis of their responses about the depression on emotional stability. The overall mean achievement score of male students was (M = 3.13, SD = .861) and female students was (M = 3.48, SD = .821, $t(238) = -3.24$, $p < 0.01$). Female students were found to have greater depression of terrorism which affected their emotional stability than that of male students in the sampled data.

Table 10. Comparison of Gender Regarding Aggression (df=238)

Variable	Male (n=132)		Female (n=108)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Aggression	3.19	0.836	3.57	0.751	-3.64	0.000	-0.582	-0.173	0.47

The above table revealed that there exist a statistically significant difference between male and female students on the basis of their responses about aggression on emotional stability. The mean achievement score of male students was (M = 3.19, SD = .836) and female students was (M = 3.57, SD = .751, $t(238) = -3.64$, $p < 0.01$). Female students were found to have greater aggression on their emotional stability than that of male students in the sampled data.

Table 11. Comparison between Age Groups Regarding Emotional Instability (Df=238)

Variable	Male (n=129)		Female (n=111)		t	p	95%CI	Cohen's d	
	M	SD	M	SD				LL	UL
Emotional Instability Overall	3.47	0.650	3.25	0.774	2.36	0.019	0.030	0.400	0.30

The table showed that t test was applied to examine the difference between the age group of 20-30 years and 31-40 years on emotional stability of students. According to the responses of the students, there was significant difference exist between the age group 20-30 years and 31-40 years. The calculations regarding mean achievement score and standard deviation of age group 20-30 years were (M = 3.47, SD = .650) and 31-40 years were (M = 3.25, SD = .774 $t(238) = 2.36$, $p < 0.05$). Furthermore, the students of age group of 20-30 years were more emotionally instable as compare to the students of age group of 31-40 years.

Table 12. Correlation Coefficient among The Indicators of Emotional Instability

Indicators	1	2	3	4	5	6	7	8
1-Fear	-							
2-Scared	.675**	-						
3-Anxiety	.614**	.718**	-					
4-Jittery	.473**	.513**	.739**	-				
5-Distress	.536**	.544**	.723**	.726**	-			
6-Hostile	.370**	.334**	.482**	.507**	.584**	-		
7-Depression	.507**	.512**	.667**	.665**	.763**	.657**	-	
8-Aggression	.483**	.562**	.657**	.624**	.702**	.606**	.779**	-

**p<0.01, N= 240

The table showed a strong and significant correlation among all the indicators of emotional instability of students. All the indicators regarding emotional instability revealed that the p-value is less than 0.01 probability level. The results of correlation coefficient for students revealed that there was significant relationship existed among all indicators fear, scared, anxiety, jittery, distress, hostile, depression, and aggression regarding emotional instability

Findings and Conclusions

Most of the respondents admitted that incidents of terrorism developed restlessness in society. The respondents were afraid that they or someone else in their community might be the victim of terrorist attacks. Furthermore the News about blast scared them and they lost their confidence due to the fear of terrorism. The respondents of the study also mentioned that they were insecure in their educational institutions. The results regarding indicator of fear disclosed that students were terrified due to terrorism.

The majority of the respondents exhibited that they remained worried about terrorist attacks in the future; they were scared as something fearful might happened with them. They mentioned that News about suicide attacks, bloodshed, horrible views of wounds and plenty of death in explosions had negative effects on their minds. The findings regarding indicator of scared disclosed that students were horrified due to terrorism.

The respondents indicated that they remained anxious, restless, disorganized and disappointed moreover their nervous system had been shattered due to terrorism. They were confused and hopeless due to the constant stress of terrorism. They admitted that they remained frustrated and their lives had severe threats due to terrorism. The results regarding indicator of anxiety disclosed that students were stressed due to terrorism.

The participants of the study mentioned that terrorism had severely affected their attitudes and they were unable to regulate their emotions. They also disclosed that terrorism diverted them from their real goals and developed instability in their behaviors. The overall results regarding indicator of jittery disclosed that students were jittered with respect to terrorism.

The majority of respondents pointed out that they were stressed and psychologically imbalanced, their mental disturbance created discomforts. The respondents also admitted that they became sensitive; they had to withdraw their favorite activities and were unable to complete their tasks in distress. They slightly mentioned that they neglected their responsibilities and terrorism deteriorated their cognitive functioning. The findings regarding indicator of distress disclosed that students were distressed due to terrorism.

The findings from the university students disclosed that terrorism disturbed friendly behaviors, interpersonal and social relations. The respondents exposed that hostile behaviors disrupted collaborated learning and they were the victim of loneliness. The results regarding indicator of hostile disclosed that students showed hostility in their behaviors due to terrorism.

Almost the majority of the respondents revealed that terrorism made them sensitive, disheartened and dejected moreover terrorism created negativity in thoughts and their thinking was diverted to various directions.

The respondents elaborated that they were unable to concentrate on their tasks, terrorism increased social segregation, sense of deprivation and uncertainty about their career. They also reported that they have lost their self-respect and terrorism diverted them from peace to violence. The findings regarding indicator of depression disclosed that students were depressed due to terrorism.

Most of the respondents observed that terrorism has hurt their ego, developed stubbornness and inflexibility in their attitudes and behaviors consequently they became impatient and violent. The findings from the students indicated that live TV coverage of terrorism developed sensation in them and affected their nerves. The respondents also mentioned that terrorism disrupted their academic activities, routine life; they were confined to university and were attending co-curricular activities in a restricted way. The results regarding indicator of aggression disclosed that students were aggressive due to terrorism.

The findings from the respondents concluded that female students have greater effects of fear, scared, anxiety, distress, hostile, depression and aggression regarding their emotional stability as compared to male counter partners while the same level of jittery was observed between male and female sex. The difference between age groups revealed that age group 20-30 years were more feared, scared, stressed and jittered as compared to age group 31-40 years while distress, hostile, depression and aggression had same level of effect between the two age groups. Moreover a significant difference was observed regarding fear, scared, anxiety, jittery, distress, hostile, depression, and aggression among departments of Government College University about emotional instability.

Discussion

Terrorism has shaken the social fabric and peace of the whole world. The chief objective of any terrorist activity is to produce fear among masses. Terrorism has worst effects on human life even on those communities which are located geographically at the distance from terrorist attacks. In Pakistan, educational institutions are being targeted especially to create fear, stress, and depression among the teachers and students. No doubt these attacks are destructive and are cause of emotional imbalance among young adults. The present study observed that university teachers and students were feared, shocked and terrified and became helpless regarding terrorist attacks. Muris *et al.*, (2008) also revealed in his findings that fear of terrorism ranked high among other fears.

The findings of the present study indicated that frequent terrorist attacks on educational institutions had put students in stressful conditions. Moreover terrorism developed inflexibility and stubbornness in attitudes and behaviors which ultimately had created negative effects on their emotional state. The study further revealed that teachers and students found themselves the victim of psychological imbalance; they became disorganized, frustrated and desperate which consequently affected their performance. The findings of this study were consistent with findings that concluded that psychological difficulties produced negative effects on the performance of students (McCraty, 2007). The results of the study disclosed the symptoms of fear, anxiety, distress, hostility, depression, and aggression in university students which indicated emotional instability while Individuals emotionally stable were defined to be well composed satisfied from their life and they had the ability to manage the challenges. They were relaxed with comfortable minds and could deal with stressful events effectively (Aleem, 2005).

The present study mentioned that females were more concerned about the threats of terrorism as compared to their male counter partners. Females were highly sensitive and were more afraid of terrorism. The results of study indicated that female students were more prone to fear, anxiety, distress, depression, and aggression than of male students. As for as psychological effects of terrorism were concerned, the study demonstrated that both males and females were affected with respect to terrorism. There were feelings of worry, fear anger, hostility, anxiety, and depression. Both male and female were unhappy, disheartened and disorganized in that panic situation. The study exhibited that Most of the time; they remained emotionally nervous and disappointed in the current steam of terrorism. Gender is also one of the determining factors of mental health. Gender role and access in social strata on the basis of parity is thought necessary for mental integrity. Depression, anxiety, sense of inferiority are such symptoms that are seen more among women and this is also due to improper treatment with them (WHO, 2010; WHO, 2016). As a result women are having severe mental disorders. Becoming target of depression, women are twice more liable to be caught in (Dyrbye *et al.*, 2008; Gore *et al.*, 2011).

Recommendations

1. Training sessions should be conducted to counter the effects of terrorism on emotional health of students. It is entirely needed to modify their thoughts and behaviors.
2. Emotional stability should be promoted through education. The effects of terrorism can be controlled through behavioral modification.
3. Teachers should develop a positive climate and sense of belongingness which can help to protect students from developing mental health difficulties.
4. Teachers should use various counseling techniques in maintaining the emotional health of their students.
5. The government of Pakistan should restrict irresponsible live media coverage regarding terrorist attacks; there should be code of ethics for such coverage of TV News.

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