

THE EFFECT OF MILITANCY ON EDUCATION AND ITS SOCIO-ECONOMIC CONSEQUENCIES: A CASE STUDY OF TEHSIL SAFI AND HALIMZAI OF MOHMAND AGENCY

SHER NAWAB

Institute of Development Studies, University of Agriculture
Peshawar, 25130, Khyber Pakhtunkhwam, Pakistan

Email: Shernawabsafi99@gmail.com

ORCID: <https://orcid.org/0000-0003-4420-6812>

SAMI ULLAH

M&E Officer, KP Food Safety and Halal Food Authority
Peshawar, 25130, Khyber Pakhtunkhwam, Pakistan

Email: sami00212@yahoo.com

ORCID: <https://orcid.org/0000-0001-7253-1028>

IRSHAD GHAFOR

Institute of Development Studies, University of Agriculture
Peshawar, 25130, Khyber Pakhtunkhwam, Pakistan

Email: Irshad.wafa2@gmail.com

ORCID: <https://orcid.org/0000-0002-1981-6291>

MALIK MUHAMMAD SHAFI

Institute of Development Studies, University of Agriculture
Peshawar, 25130, Khyber Pakhtunkhwam, Pakistan

Email: drmmms@aup.edu.pk

ORCID: <https://orcid.org/0000-0001-6705-9478>

USMAN FAROOQ

Institute of Development Studies, University of Agriculture
Peshawar, 25130, Khyber Pakhtunkhwam, Pakistan

Email: farooqps2003@yahoo.com

ORCID: <https://orcid.org/0000-0003-0764-6077>



ABSTRACT

Aim. The aim of the study was to examine the factors causing militancy in the Mohmand Agency and to determine its effect on education in the study area.

Methods. For this purpose, 250 sample respondents out of the total population from four selected villages viz Gurbaz, Masood, Sultan Khel and Baro Khel from tehsil Safi and Halimzai were selected. The respondents were randomly interviewed through an interview schedule. Chi-square test was used as statistical instrument to determine the association between education and different factors that cause terrorism.

Results and conclusion. It was found that majority of the respondents agreed that unemployment, poverty, drone attacks, unidentified Pak-Afghan border were the main factors that cause militancy in the area and have greatly affected the primary and secondary education in the area. Respondents were of the view that brutal activities against Muslims across the globe and presence of NATO forces in the region increased the level of terrorism. Involvement of foreign intelligence agencies in our county and weak national security network to handle terrorist activities properly were the main causes of terrorism. Parents remain worried about their children's education due to security threats and insufficient schools remaining in the area. It was concluded that due to insecurity, lack of infrastructure and insufficient schools, education in the area under study was greatly affected.

Cognitive value. This study was never conducted before in reference to Mohmand Agency. This study will bring focus of the security agencies and concerned department towards the peace building environment and elementary education. The study suggested that peace and reasonable security measures against militants can rebuild the educational environment in the study area.

Key words: terrorism, school drop out, education, militancy, FATA

INTRODUCTION

There has been a significant worsening in the security situation of Pakistan since 2001, when Pakistan joined the war on terror with the USA. The incident of Lal Masjid in Islamabad Capital Territory in July 2007 and the murder of Benazir Bhutto Shaheed in December 2008 further increased the militant's activities in the country.

The militants through suicide bombings, attacked police and army troops, masjid and public gatherings. Pakistan army at different times has launched military operations like "Rah-i-Rast" in Swat, Malakand, and Buner, Zarb-e-Azb against Tehrik-i-Taliban Pakistan (TTP), the East Turkestan Islamic Movement (ETIM), the Islamic Movement of Uzbekistan (IMU), Lashkar-e-Jhangvi, Jundallah, Al-Qaeda, and the Haqqani network in the North and South Waziristan Agencies. On December 16, 2014, seven terrorists attacked Army Public School in Peshawar and killed 141 people, including 132 school children's. On December 2, 2015, Pakistan hanged four militants involved in the killing of many people in Peshawar.

Pakistan is paving violence, terror and threats from militants. The roots of militancy in Pakistan can be traced back to many socio-political factors. Social needs, Afghan migrants, drug smuggling, and external factors like the interac-

tion of power politics at the international level, all have had their share in growing militancy in Pakistan (Khalid Mehmood Iraqi & Faheem Akhter, 2019). The U.S. initiated global war on terrorism as a reaction to September 11, 2001 attacks on American mainland by Al-Qaeda's. During the time of announcing this war, George W. Bush, US President, declared that "Our war on terror begins with al Qaeda, but it does not end there. It will not end as late as every terrorist group of worldwide reach has been found, stopped, and defeated." Pakistan announced full cooperation with the USA like most of the other countries to curb the menace of terrorism in the world. Within an interval of a few months, the US could manage successes against Taliban and therefore knocked over their government. During the early phase of the war, Pakistan gave the critical logistic support to the US Army. However, it was a hot debate in America and the West that leadership of Al-Qaeda and Taliban was fleeing into the Tribal area of Pakistan to get safety with the people of tribal areas, who once were their friends in fight against the Northern Alliance in the Civil War.

Slowly, pressure was built on Pakistan to act against the Afghan Taliban who had ran away to Federally Administered Tribal Areas (FATA), a community of their local supporters. For Afghani Taliban, South Waziristan was believed to be the safest haven. This big picture led to Pakistan's military campaign in its tribal areas in 2004. In this way first military operation was launched in South Waziristan.

Later, some military operations were done by Pakistan Army with different timelines in almost all the seven tribal agencies against the militants (Naqvi, Shah, & Ahmad, 2012). The goal of these military operations was to remove the revolution, destroy militancy infrastructure and power to avoid future attacks, and restore and maintain the official written order of the government (Shareen, 2004). FATA had always been on low priority agenda by every government in Pakistan before the September 11, 2001 terrorist attack on the United States (US). As there were negligible fund allocations for the socio-economic uplift of the area, the people of this partly self ruling area faced huge problems in their daily lives. This was especially true about the plans and policies relating to the education part. According to the figures available, until 2001, in FATA the annual expenditure on education had been Rs 1.5 billion (Ullah & Malik, 2020). Education for women is near to null in FATA. It is essential for any nation that a considerable number of female are educated (Daraz, Ullah, Ullah, & Tareen, 2021).

The education budget was nearly doubled (Rs. 2.7 billion), during 2004 and 2005. For the provision of universal primary education, which is an important goal of Millennium Development Goals (MDGs), it is estimated that another Rs. 1.08 billion are needed.

This is in a terrible situation, especially for the poor groups and the marginalised communities and especially since the area's literacy rate is 17.42% compared to 59.6% at federal and provincial levels (Naqvi, Khan, & Ahmad, 2012). The Mohmand Agency came into existence in 1951. The Agency is bounded by Bajour Agency to the north, Khyber Agency to the south, Malakand and

Charsadda districts to the east and Peshawar district to the southeast. According to the 2011 census the population is 600,000 with a population density of 171 persons per square kilometer. Mohmand agency is the most populous of all the Agencies. Despite its attractions for tourists, The Agency has been an area of conflict between Pakistan Army and some militant groups. Security forces cleared ninety percent of Mohmand Agency from the militants, on September 16, 2011. The usual life was restored and development activities have been launched.

The Pakistan Army maintains an 8,200-man in following military operations to clear the area of militants. In 2012, the Pakistani Army declared full control of Mohmand agency and announced it a conflict zone (FRC). During the war between the Taliban and Pak Army, they destroyed a huge number of schools in the area. The basic education system got disturbed and resulted in a huge loss in terms of school dropout and enrollment. The table below shows a total number of 458 educational institutions destroyed (Agency wise) by the militants in the tribal area including the Frontier Regions (FR).

Table 1
Total number of school destroyed

AGENCY/REGION	BOYS	GIRLS	TOTAL
Bajour	68	27	95
Mohmand	66	22	88
Khyber	31	27	58
Kurram	45	16	61
Orakzai	23	11	34
North Waziristan	23	9	32
South Waziristan	29	6	35
FR Peshawar	11	4	15
FR Kohat	17	15	32
FR Tank	2	2	4
FR Lakki	2	2	4
Total	317	141	458

Source: FATA Research Centre, 2010.

This study was conducted to find out the causes of militancy in Mohmand Agency and its repercussions on education system. The study concluded that poverty, unemployment, lack of security, lack of education, lack of basic human rights, brutality against Muslims around the globe, drone attacks, Pak Afghan border proliferation, etc. were the major reasons for the rise of terrorism in the area. The study also discovers and specifies a significant negative impact of terrorist activities on primary and secondary education.

LITERATURE REVIEW

Terrorism has badly affected the education system in the country. Most of the girl's schools have been targeted by the terrorists inside Federally Administered Tribal Areas (FATA). Farzana Bari (2010) studied the effect of terrorism on education system in FATA and Swat and found that 51 percent of the female respondents were affected by the terrorist activities. 80 male and 120 female schools were fully or partially destroyed in Swat district. Farah Khan, Ghazala Yasmin, Muhammad Sofian and Muhammad Umair Javaid (2019) reported that terrorists in Pakistan targeted female educational institutions, especially. He further stated that the insurgency in Malakand Division has highly affected the education system with 150,000 dropouts; 75% teachers became unemployed and 68% schools in the district Swat were destroyed, either completely or partially; 36% schools were demolished in lower Dir, Buner and Malakand divisions. Ahmad Ali Naqvi, Shah Zaman Khan and Zainab Ahmad (2012) reported that the war on terror has brought a great disturbance in FATA. The Militant destroyed a large number of educational institutions in the area. Carol Burbank (2015) investigated that targeting and blasting school buildings has created a bad impact on girl's education ratio in district Swat. Mona Kanwal Sheikh and Maja Touzari Greenwood (2013) reported that militants demolished a total of 831 schools in 2009-2012 inside FATA. Aisha Younus (2014) studied the rise of Talibanisation in tribal belt of Pakistan, which had affected every sphere of life including education sector. Hundreds of thousands of students were affected in different districts of the province, out of which female ratio was 50%. Female schools and institutions were mostly hit by militants. Parakash Singh and Olga Shemyakina (2016) stated that militancy and terrorism in the country have made severely insecure situations and badly affected female education. Education sector is every time on the hit list of terrorist organisations as they oppose Western education and especially women education. Sarah Khan and Andrew Seltzer (2016) in their study pointed out that terrorist activities have affected the school enrollment in Khyber Pakhtunkhwa province. Shabana Shamaas Gul Khattak (2018) concluded in his study that female education was severely affected by terrorism in district Swat Khyber Pakhtunkhwa, where the fundamental targets of the terrorists were females' educational institutes. Naqvi, Khan and Ahmad (2012) reported that Pakistan's alliance with the US in war on terror has created a long-lasting issue for education system in Pakistan, especially in the tribal belt. Most of the schools were destroyed through bombing by Taliban in response to military entrance in the area.

RESEARCH METHODOLOGY

This section describes the procedures adopted during the study. It includes universe of the study, sampling procedure, sample size, methods of data collection, and methods of data analysis.

Universe of the study

Mohmand Agency constitutes the universe of the study. There are seven tehsils in Mohmand agency i.e. Halimzai, Pandiali, Safi, Baizai, Parangg Ghaar, Yakaghund and Ambar.

Sampling procedure

The data were collected from respondents in tehsil Safi and tehsil Halimzai. The study was conducted in four villages, i.e. Masood, Gurbaz, Sultan Khel and Baro Khel of Mohmand Agency. Closed-ended interview schedule was distributed to the sampled respondents in the selected villages for data collection. A sample size of 250 was taken from the selected villages of Safi and Halimzai through a proportional allocation method (Cochran, 1977). Proportional allocation method uses the following formula:

$$n_i = \frac{n}{N} \times N_i$$

n = the required sample size

N = population size

N_i = number of people in the village i

n_i = number of samples respondents from the village i

Table 2

Sample taken from different villages

S. No	Name of village	Total population	Number of house holds	Sample
1	Masood	15060	1004	65
2	Gurbaz	11780	987	51
3	Sultan Khel	19579	1265	84
4	Baro Khel	13552	1123	50
Total		46419	3256	250

Source: Population census, 2017.

Data collection

As the study is based on both the primary and secondary data, secondary data was collected from the all available sources and primary data was collected through an interview schedule from the respondents directly.

Data analysis

After data collection, it was analysed through simple counts and percentages. To see the association between dropouts (due to militancy) and destroyed infrastructure of schools, number of threats received by residents, the Chi-square test was applied. Chi Square formula used is:

Chi-square test

$$x^2 = \sum \frac{(o - E)^2}{E} \quad (i)$$

O = the frequencies observed

E = the frequencies expected

\sum = the sum of

X^2 = chi-square

Ho: Militancy does not have effect on education

H1: Militancy has effect on education

Table value = 21.3 at 0.05 level of significance

RESULTS AND ANALYSIS

Causes of Terrorism in FATA

Unemployment among youth in FATA

The table below shows that majority of the sampled respondents (75%) agreed that unemployment among youth is the major cause of terrorism in the society, while (21.5%) respondents disagreed with the statement. Mean score value also supporting the statement. The value of chi square 54.360 is greater than the table value. Therefore, the statement, "Terrorism is caused due to unemployment among youth in FATA," is accepted to be true.

Table 3

Unemployment among youth in FATA

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	26 (40)	27 (41.5)	10 (15.3)	0 (0)	5 (7.69)	65 (100)		
Gurbaz	10 (19.0)	21 (41.17)	8 (15.68)	10 (19.60)	2 (3.92)	51 (100)		
Sultan Khel	33 (39.28)	36 (42.85)	5 (5.95)	8 (9.52)	2 (2.38)	84 (100)	2.65	54.360
Baro Khel	25 (50)	10 (20)	8 (16)	5 (10)	2 (4)	50 (100)		
Total	94 (37.6)	94 (37.6)	31 (12.4)	23 (9.2)	11 (4.4)	250 (100)		

Source: own research.

Porous Pak-Afghan border

The table below shows that the majority of respondents (78%) respondents agreed with the statement that porous Pak-Afghan border was the main cause of terrorism, while the percentage of the remaining respondents who disagreed with the statement was (19%). The number of respondents who rema-

ined undecided was found (3.2%). The value of chi square 50.680 was found greater than table value so the caption statement "porous Pak-Afghan border was the main cause of terrorism" was accepted true.

Table 4
Porous Pak Afghan border is the main cause of terrorism

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	24 (36.92)	20 (30.76)	9 (13.84)	9 (13.84)	3 (4.61)	65 (100)	2.90	50.680
Gurbaz	18 (35.29)	22 (43.13)	9 (17.64)	0 (0)	2 (3.92)	51 (100)		
Sultan Khel	33 (39.28)	34 (40.47)	4 (4.74)	12 (14.28)	1 (1.19)	84 (100)		
Baro Khel	20 (40)	24 (48)	0 (0)	4 (8)	2 (4)	50 (100)		
Total	95 (38)	100 (40)	22 (8.8)	25 (10)	8 (3.2)	250 (100)		

Source: own research.

Brutal activities against the Muslims around the world

The table below reveals that majority of the respondents (about 69%) agreed that brutal activities against the Muslims all over the world are causing terrorism to take revenge on the ally forces. The mean score also supported the above statement. The χ^2 value of 58.44 was found to be greater than table value so the statement, "Brutal activities against the Muslims all over the world are causing terrorism to take revenge on the ally forces," could be accepted to be true.

Table 5
Brutal activities against the muslims all over the world

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	17 (26.15)	21 (32.30)	11 (16.9)	13 (20)	3 (4.61)	65 (100)	2.95	58.440
Gurbaz	16 (31.37)	16 (31.37)	8 (15.68)	8 (15.68)	3 (5.9)	51 (100)		
Sultan Khel	30 (35.7)	36 (42.85)	4 (4.76)	10 (11.9)	4 (4.76)	84 (100)		
Baro Khel	23 (46)	14 (28)	8 (16)	3 (6)	2 (4)	50 (100)		
Total	86 (34.4)	87 (34.8)	31 (12.4)	34 (13.6)	8 (3.2)	250 (100)		

Source: own research.

Security agencies not handling the terrorists properly

The table given below indicates that majority of respondents (71%) were agreed with the statement that the security situation in the country was not handling terrorist activities properly. The value of Mean score of 2.88 authenticate the caption statement. The χ^2 value of 76.8 was found significant because its value was greater than table value, so the statement "security situation in the country was not handling terrorist activities properly" was accepted.

Table 6

Failure of security agencies in handling terrorist activities properly

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	15 (23.07)	23 (35.3)	14 (21.53)	11 (16.92)	2 (3.07)	65 (100)	2.88	76.800
Gurbaz	13 (25.4)	14 (27.4)	10 (19.6)	12 (23.52)	2 (3.9)	51 (100)		
Sultan Khel	35 (41.66)	32 (38.09)	9 (10.7)	6 (7.14)	2 (2.38)	84 (100)		
Baro Khel	24 (48)	21 (42)	3 (6)	1 (2)	1 (2)	50 (100)		
Total	87 (34.8)	90 (36)	36 (14.4)	30 (12)	7 (2.8)	250 (100)		

Source: own research.

Lack of basic human rights

The below table showing that the majority of the respondents, i.e. about (69%) agreed but (26.8%) remained unconvinced by the statement "that lack of basic human rights in the area was the cause of terrorism." The chi square value 72.24 was found to be greater than table value, so the statement lack of basic human rights in the area was the cause of terrorism could be accepted.

Table 7

Lack of basic human rights in the area is the cause of terrorism

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	17 (26.15)	21 (32.30)	11 (16.9)	13 (20)	3 (4.6)	65 (100)	3.05	72.240
Gurbaz	16 (31.3)	16 (31.3)	8 (15.68)	8 (15.68)	3 (5.88)	51 (100)		
Sultan Khel	48 (57.14)	14 (16.66)	10 (11.90)	8 (9.52)	4 (4.76)	84 (100)		
Baro Khel	32 (64)	9 (18)	7 (14)	2 (4)	0 (0)	50 (100)		
Total	113 (45.2)	60 (24)	36 (14.4)	31 (12.4)	10 (4)	250 (100)		

Source: own research.

Drone attacks

The table given below proves that majority of respondents about (65%), regardless that (5%) respondent remained undecided, were found to be agreed that drone attacks were promoting terrorism in the areas. Mean score value also supported the above statement. The χ^2 value of 66.2 was found significant make sure the caption statement to be true.

Table 8
Drone attacks are promoting terrorism in the areas.

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	15 (23.07)	23 (35.38)	14 (21.53)	11 (16.9)	2 (3.07)	65 (100)	2.98	66.200
Gurbaz	13 (25.4)	14 (27.4)	10 (19.6)	12 (23.5)	2 (3.9)	51 (100)		
Sultan Khel	43 (51.19)	17 (20.23)	10 (11.9)	8 (9.5)	6 (7.14)	84 (100)		
Baro Khel	28 (56)	10 (20)	5 (10)	5 (10)	2 (4)	50 (100)		
Total	99 (39.6)	64 (25.6)	39 (15.6)	36 (14.4)	12 (4.8)	250 (100)		

Source: own research.

Weak foreign policy of Pakistan with neighbouring countries

The below table reviews that about (70%) of the respondents agreed that Pakistani foreign policy and agencies activities in neighbouring countries were promoting terrorism. Mean score value also supported the statement. The χ^2 value of 54.36 was significant enough to justify the caption statement, "Pakistani foreign policy and agencies' activities in neighbouring countries are promoting terrorism."

Table 9
Weak foreign policies of the neighbouring countries are promoting terrorism.

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	26 (40)	27 (41.5)	10 (15.3)	0 (0)	2 (3.07)	65 (100)	2.65	54.360
Gurbaz	10 (19.6)	21 (41.17)	8 (15.6)	10 (19.6)	2 (3.9)	51 (100)		
Sultan Khel	42 (50)	16 (19.04)	14 (16.66)	9 (10.71)	3 (3.57)	84 (100)		
Baro Khel	25 (50)	10 (20)	8 (16)	5 (10)	2 (4)	50 (100)		
Total	103 (41.2)	74 (29.6)	40 (16)	64 (25.6)	9 (3.6)	250 (100)		

Source: own research.

Existence of Al-Qaida in the area

The below table discloses that majority of respondents about (74%) agreed that Al-Qaida was the main cause of terrorism. The statement was supported by mean score value. The χ^2 value of 50.30, being significant, supported the caption statement.

Table 10

Al-Qaida presence in the area is basic root cause of terrorism

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	26 (40)	27 (41.53)	10 (15.3)	0 (0)	2 (3.07)	65 (100)	2.98	50.30
Gurbaz	16 (31.3)	16 (31.3)	8 (15.6)	8 (15.6)	3 (5.8)	51 (100)		
Sultan Khel	43 (51.19)	17 (20.2)	10 (11.90)	8 (9.5)	6 (7.14)	84 (100)		
Baro Khel	32 (64)	9 (18)	7 (14)	2 (4)	0 (0)	50 (100)		
Total	117 (46.8)	69 (27.6)	35 (14)	18 (7.2)	11 (4.4)	250 (100)		

Source: own research.

Low literacy rate

The below table shows that the majority of the respondents (about 74%) agreed that low literacy rate leads to the militancy in the area, while (22%) respondents remain undecided about the statement. The value of the mean score also supported the statement. The Chi square value 50.68 was found significant about the caption statement.

Table 11

Low literacy rate leads to the militancy in the areas

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	24 (36.9)	20 (30.7)	9 (13.8)	9 (13.8)	3 (4.6)	65 (100)	2.90	50.680
Gurbaz	18 (35.2)	22 (43.13)	9 (17.6)	0 (0)	2 (3.92)	51 (100)		
Sultan Khel	48 (57.14)	14 (16.66)	10 (11.9)	8 (9.5)	4 (4.7)	84 (100)		
Baro Khel	32 (64)	7 (14)	9 (18)	2 (4)	0 (0)	50 (100)		
Total	122 (48.8)	63 (25.2)	37 (14.8)	19 (7.6)	9 (3.6)	250 (100)		

Source: own research.

Poverty the cause of terrorism

The table below shows that while the majority of the respondents (70%) agreed (25%) disagreed that people support militancy due to poverty. The mean score also supported the above statement. The χ^2 value of 58.44 was found to be greater than table value, therefore, the statement, "Poverty is one of the main causes of terrorism," was accepted to be based on evidence.

Table 12
People supporting militancy is due to the poverty factor

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	17 (26.15)	21 (32.30)	11 (16.9)	13 (20)	3 (4.6)	65 (100)	2.95	58.440
Gurbaz	16 (31.37)	16 (31.37)	8 (15.6)	8 (15.6)	3 (5.88)	51 (100)		
Sultan Khel	36 (42.8)	30 (35.7)	10 (11.90)	4 (4.7)	4 (4.7)	84 (100)		
Baro Khel	28 (56)	10 (20)	5 (10)	5 (10)	2 (4)	50 (100)		
Total	97 (38.8)	77 (30.8)	34 (13.6)	30 (12)	12 (4.8)	250 (100)		

Source: own research.

Incidence of Lal Masjid Massacre

The table given below shows that the majority of the respondents (68%) agreed that reaction against Lal Masjid incident increased terrorism. The mean score of 2.75 also favoured the above statement. The χ^2 value of 64.36 was significant enough to support the caption statement.

Table 13
Lal Masjid Massacre is the base for militancy in Pakistan

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	24 (36.9)	20 (30.7)	9 (13.8)	9 (13.8)	3 (4.6)	65 (100)	2.75	64.36
Gurbaz	13 (25.4)	14 (27.4)	10 (19.6)	12 (23.5)	2 (3.9)	51 (100)		
Sultan Khel	34 (40.4)	32 (38.09)	12 (14.2)	5 (5.95)	1 (1.19)	84 (100)		
Baro Khel	25 (50)	8 (16)	5 (10)	10 (20)	2 (4)	50 (100)		
Total	96 (38.4)	74 (29.6)	36 (14.4)	36 (14.4)	8 (3.2)	250 (100)		

Source: own research.

School closed due to terrorist threats

The table given below shows that the majority of the sample respondents (70%) agreed with the statement that schools were closed due to terrorist threats while (26%) disagreed with the statement. Chi square value 78.20 also supported the statement. Majority of the educational institutions were not open for a year or a number of years due to continuous attacks on them and parents also kept away their kids from schools.

Table 14
Closure of schools due to terrorist threats

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	17 (26.15)	21 (32.30)	11 (16.9)	13 (20)	3 (4.61)	65 (100)	3.08	78.200
Gurbaz	10 (19.6)	21 (41.17)	8 (15.6)	10 (19.6)	2 (3.9)	51 (100)		
Sultan Khel	35 (41.6)	31 (36.90)	10 (11.90)	4 (4.76)	4 (4.7)	84 (100)		
Baro Khel	32 (64)	9 (18)	2 (4)	7 (14)	0 (0)	50 (100)		
Total	94 (37.6)	82 (32.8)	31 (12.4)	34 (13.6)	9 (3.6)	250 (100)		

Source: own research.

Threat from Taliban

The above below indicates that the majority of the sample respondents about (70%) said that their children left school for various reasons, such as the threat from Taliban, fear and adverse law and order situation, etc., while (25%) of the respondents disagreed with the statement. The value of the mean score and chi-square also supported the statement.

Table 15
School left by children's

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	15 (23.07)	23 (35.38)	14 (21.53)	11 (16.9)	2 (3.07)	65 (100)	2.94	57.08
Gurbaz	16 (31.3)	16 (31.3)	8 (15.68)	8 (15.68)	3 (5.8)	51 (100)		
Sultan Khel	35 (41.66)	32 (38.09)	9 (10.7)	6 (7.14)	2 (2.3)	84 (100)		
Baro Khel	28 (56)	10 (20)	5 (10)	2 (4)	5 (10)	50 (100)		
Total	94 (37.6)	81 (32.4)	36 (14.4)	27 (10.8)	12 (4.8)	250 (100)		

Source: own research.

Fear of Taliban

The below table shows that majority of the sample respondents (63.6%) said that reason for not sending their children to school is due to the fear of Taliban, while 12.8% reported that reason for not sending is due to the law and order situation, strict cultural values as well as poverty. Mean value and chi square value 54.36 also supported the statement.

Table 16
Fear of Taliban

Village Name	Reason of not send children to school					Mean	Chi square
	Fear of Taliban	Law and Order	Culture	Poverty	All		
Masood	41 (63.07)	5 (7.69)	7 (10.7)	7 (10.7)	5 (7.69)	65 (100)	3.07 54.360
Gurbaz	44 (86.27)	2 (3.9)	4 (7.8)	1 (1.9)	0 (0)	51 (100)	
Sultan Khel	56 (66.66)	10 (11.90)	5 (5.95)	7 (8.33)	13 (15.4)	84 (100)	
Baro Khel	18 (36)	15 (30)	6 (12)	8 (16)	3 (6)	50 (100)	
Total	159 (63.6)	32 (12.8)	22 (8.8)	23 (9.2)	21 (8.4)	250 (100)	

Source: own research.

Insurgency in the area

The below table shows that the majority of the respondents (68.4%) agreed that insecure environment due to insurgency limited their child education, while 26.8% disagreed with the statement. The mean score also supported the caption statement. The value of chi square 59.08 remains significant. The study shows that insecure environment, lack of equity and non-availability of social protection due to insurgency-limited child's education.

Table 17
Insecure environment due to insurgency limited child education

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	24 (36.9)	20 (30.7)	9 (13.8)	9 (13.8)	3 (4.6)	65 (100)	2.71 59.080	
Gurbaz	16 (31.37)	16 (31.37)	8 (15.6)	8 (15.6)	3 (5.88)	51 (100)		
Sultan Khel	48 (57.14)	14 (16.66)	10 (11.9)	8 (9.5)	4 (4.76)	84 (100)		
Baro Khel	25 (50)	8 (16)	10 (20)	5 (10)	2 (4)	50 (100)		
Total	113 (45.2)	58 (23.2)	37 (14.8)	30 (12)	12 (4.8)	250 (100)		

Source: own research.

Effect of migration on education

The table given below states that the majority of the sample respondents (68.8%) agreed that the migration effected education, while 27% disagreed with the statement. The mean score also supported the statement. The chi-square values were found significant.

Table 18
Effect of migration on education

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	17 (26.15)	21 (32.3)	11 (16.9)	13 (20)	3 (4.6)	65 (100)	3.09	82.920
Gurbaz	13 (25.4)	14 (27.4)	10 (19.6)	12 (23.5)	2 (3.9)	51 (100)		
Sultan Khel	36 (42.8)	30 (35.7)	10 (11.9)	4 (4.7)	4 (4.7)	84 (100)		
Baro Khel	32 (64)	9 (18)	7 (14)	2 (4)	0 (0)	50 (100)		
Total	98 (39.2)	74 (29.6)	38 (15.2)	31 (12.4)	9 (3.6)	250 (100)		

Source: own research.

Fear of terrorist attack

The table given below shows that the majority of the respondents (68%) agreed with the statement that children do not go to school due to fear of terrorist attacks on schools, while 27% remain disagreed. The value of the mean score also supported the statement. Chi square value 89.00 was found to be greater than table value so the statement could be accepted.

Table 19
Fear of terrorists attacks restricted children's do not go to school

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	15 (23.07)	23 (35.38)	14 (21.53)	11 (16.9)	2 (3.07)	65 (100)	3.06	89.000
Gurbaz	16 (31.37)	16 (31.37)	8 (15.6)	8 (15.6)	3 (5.8)	51 (100)		
Sultan Khel	48 (57.14)	14 (16.66)	10 (11.9)	8 (9.5)	4 (4.7)	84 (100)		
Baro Khel	31 (62)	8 (16)	4 (8)	5 (10)	2 (4)	50 (100)		
Total	110 (44)	61 (24.4)	36 (14.4)	32 (12.8)	19 (7.6)	250 (100)		

Source: own research.

Teacher absenteeism due to the fear of terrorist attack

The table given below shows that majority of the sample respondents (69%) agreed with the statement that absenteeism of teacher due to terrorist attack, while 26.8% disagreed with the statement. The overall outcome of the study shows that most of the sample respondents strongly agreed that teaching staff do not go to school due to terrorist attacks and, due to higher teacher's absenteeism, education system was highly affected.

Table 20
Teaching staff do not go to school due to the fear of terrorist attack on schools

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	15 (23.07)	23 (35.38)	14 (21.53)	11 (16.9)	2 (3.07)	65 (100)	2.97	65.920
Gurbaz	10 (19.6)	21 (41.17)	8 (15.6)	10 (19.6)	2 (3.9)	51 (100)		
Sultan Khel	34 (40.4)	32 (38.09)	12 (14.2)	5 (5.9)	1 (1.19)	84 (100)		
Baro Khel	28 (56)	10 (20)	5 (10)	2 (4)	5 (10)	50 (100)		
Total	87 (34.8)	86 (34.4)	39 (15.6)	28 (11.2)	10 (4)	250 (100)		

Source: own research.

Infrastructure destruction

The table given below shows that the majority of the respondents (75%) agreed that due to destruction of infrastructure students dropped out whereas 19.2% disagreed with the statement. This was due to heavy blasts and shelling in the area during the period of the Taliban. This study shows that besides human and economic losses, the education system in the study area highly suffered due to insurgent's attacks. The militants bombed, attacked and destroyed the educational institutions. The value of chi square 42.68 were found to be greater than table value, so it is concluded from the study that destruction of schools had greatly affected education ratio in the area.

Table 21

Infrastructure and schools greatly damaged by insurgents

Village	A	SA	D	SD	UD	Total	Mean	Chi square
Masood	24 (36.9)	20 (30.7)	9 (13.8)	9 (13.8)	3 (4.6)	65 (100)	2.80	42.680
Gurbaz	18 (35.2)	22 (43.13)	9 (17.6)	0 (0)	2 (3.9)	51 (100)		
Sultan Khel	35 (41.66)	31 (36.9)	10 (11.9)	4 (4.76)	4 (4.76)	84 (100)		
Baro Khel	28 (56)	10 (20)	2 (4)	5 (10)	5 (10)	50 (100)		
Total	105 (42)	83 (33.2)	30 (12)	18 (7.2)	14 (5.6)	250 (100)		

Source: own research.

Insufficient school

The table given below shows that the majority of the sample respondents (68%) said that there are insufficient schools remaining in the area for education while 26% disagreed with the above statement. The mean score also supported the statement. The value of chi square 74.20 was found to be greater than table value, which means that insufficient schools remaining in the area had great effect on education.

Table 22

Insufficient schools remaining in the area for education

Village	A	SA	D	SD	UD	Total	Mean	Chi Square
Masood	24 (36.9)	20 (30.7)	9 (13.8)	9 (13.8)	3 (4.6)	65 (100)	3.02	74.200
Gurbaz	13 (25.4)	14 (27.4)	10 (19.6)	12 (23.52)	2 (3.92)	51 (100)		
Sultan Khel	48 (57.14)	14 (16.66)	10 (11.9)	8 (9.5)	4 (4.7)	84 (100)		
Baro Khel	10 (20)	28 (56)	5 (10)	2 (4)	5 (10)	50 (100)		
Total	95 (38)	76 (30.4)	34 (13.6)	31 (12.4)	14 (5.6)	250 (100)		

Source: own research.

CONCLUSIONS

The study was conducted to see the effects of militancy on education in the form of dropouts (due to terrorism) and destruction of schools, threats received from militants for not giving education to their children. The study proved that Taliban opposed education in District Mohmand Agency all the way thro-

ugh their controlled area. They proclaim that education is a part of Pakistani government and oppose it forcefully by demolishing instructive infrastructure in the area. The Taliban warns the people about their children not pursuing education in the name of revenge on the government due to joining the US war on terror. Dropout of children from schools in FATA is still a common fact. The study concludes that due to destruction of educational institutions, fear in the minds of children and their parents, dropout is still at alarming stage. Militants have left a sorrowful image in their minds, which will take years to disappear. Moreover, security reasons have also worsened the dropout situation in the area of study. Many people are still in trauma. Many factors have contributed to the phenomena but the militancy was the major factor of effecting education.

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