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Article:	**Effects of Militancy on Education in Tribal District South Waziristan**
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ABSTRACT

Newly Merged Tribal District South Waziristan (SWTD) is considered to be the birthplace of militancy and faced massive social losses. The present study was an attempt to investigate effects of militancy on education in Newly Merged South Waziristan Tribal District (SWTD). The cross-sectional survey design was utilized and among the eight tehsils of SWTD, four Tehsils i.e. Makin, Ladha, Sararogha and Sarwakai were selected purposively. Furthermore, 8 most affected villages (2 from each Tehsil) were selected. A sample size of 366 was selected. Chi-Square Test and Binary Logistic Regression model was utilized. Inferential statistical analysis revealed that those respondents who had more "Years of schooling" reported a direct association with the education sector. The results of binary logistic regression reflected that non-migrated and more educated respondents reported more effect on the education sector.

INTRODUCTION

Pakistan had an eye-ball to eye-ball to militant extremism which shattered the peace and tranquility of the country. Since becoming a US ally, every institution in Pakistan faced the heat of rising terrorism in the country where terrorism left no stone unturned to hit every place with a bomb blast. Militancy is any act planned to cause death or serious physical harm to civilians or non-combatants with the purpose of threatening a population or captivating a government or an international organization to do or to abstain from doing any act (UN Security Council, 2004). Militancy is caused by a group of disgruntle people who has been alienated from the prevailing social and political setup intending to create fear in the mass. Illiteracy, unemployment, poverty, social inequality, foreign aggression, and false belief are the chief factors that force layman to take the gun against the state or occupied force (Krueger & Maleckova 2001). Pakistan confronted the menace of terrorism after the attack on Washington DC and New York On September 11, 2001. The 9/11 events have shattered world politics (Ali 2008). Three mutual factors can be found in most of the definitions of the term: Firstly, the aim of militant activities is to attain a psychological effect. The staging of a terrorist attack is to change the policy of the government toward in line of the terrorist groups and change the behavior of the mass at large. Thus one of the objectives of terrorist activities is political and lastly, it also aims to gain more power. Its ultimate aim is a power which in turn is the main cause of change in political setup (Hoffman, 2006).

Militancy in Pakistan

For more than two decades, Pakistan face the menace of terrorism in it all forms since the beginning of the Afghan war. Watson Institute of Brown University (USA) estimated in June 2021 that terrorism has rocked Pakistan in the past 20 years resulting in the loss of lives of approximately 56661 people including 23,300 innocent civilians and dozens suffered life-long injuries since 2001. According to Pakistan Economic Survey 2017-18, Pakistan has faced a financial loss of $126 billion till 2018 in the shape of low foreign investment, industrial output and infrastructural losses due to militancy. Many organizations estimated the loss much higher than the projected figure (Arab news Report Sept. 12, 2021).

There is unanimity among researchers that terrorism greatly affects social and economic development of a country, a lot of work has been done in this area in Pakistan. Previous studies reveal two key knowledge areas; first, researches as exemplified by Jan (2012), Raswan (2014), and Javaid (2013) have mostly focused on secularist and the Islamist point of view rationally and has worked only qualitatively. Secondly, preceding studies like Hussain and Sarma (2016), Farooq and Khan (2014) and Zalman (2013), have mainly focused on secondary data including incidents and terror attacks. However, Klein & Alexander (2005) argues that besides these immediate impacts, terrorists seek to inflict wider psychological, social, political, and economic damage upon the societies they target. Since South Waziristan is considered the most affected tribal district among

the erstwhile FATA and a birthplace of militancy, no prominent study is conducted on the subject area based on primary data. Therefore, this study attempted to go beyond the documented researches. It sought to explore the specific economic and social effects of militancy in South Waziristan Tribal District from the local inhabitant's perspective.

III. MATERIAL AND METHODS

Primary data was collected using well developed interview schedule. Face to face interviews were conducted in order to record first-hand information. Cross sectional survey design and Multistage sampling technique was employed in the present study. Among the total 8 tehsils, 4 tehsils i.e. Makin, Ladha, Sararogha and Sarwakai were purposively selected. From each selected Tehsil two most affected villages were selected for the present study. From tehsil Makin, village Spin Kamar Lala Khel and Band Khel and from tehsil Ladha, village Spin Mela and Shaktoi were selected. Villages Kotkai and Spinkai Raghzai from tehsil Sararogha and village Seplotoi and Old Serwekai was selected from tehsil Sarwakai. The total Households of the selected villages are 5685 (Pakistan Population Census, 2017). Based on Krejcie and Morgan`s (1970) table for determining sample size, for a given Households 5685 with 95% confidence interval and 5% margin of error, a sample size of 366 was needed to represent a cross section of the population for the study.

The said sample size was allocated to various population strata on proportional allocation (Chaudhary and kamal, 1996) basis according to formulae given below.
Proportional sample size of each strata= $n/N \times Ni$ Where,
n= required sample size
N= size of population
Ni= size of ith sub-population (village)

STATISTICAL ANALYSIS

Binary logistic Regration and Chi-Square tests were utilized to find the effects of militancy on various variables of education.

RESULTS AND DISCUSSION

Binary Logistic Regression

Results in Table No.1 demonstrated that age has a significant ($p \leq 0.05$) effect found with "Teaching Staff Reluctant to Attend Schools" and "Diversion of Kids Mind" from general education to religious education while other variables were non significantly related. It depicted that aged respondents were in a better position to report about the diversion of children's minds towards religious education and teaching staff reluctant to attend school. We cannot ignore the importance of age as a variable due to the experience aged people have. After age, "Years of Schooling" have the same kind of importance. The data showed that "Years of Schooling" has a highly significant ($p \leq 0.01$) effect on all the dependent variables of Table 4.68. The data showed that more educated

people could think critically and could answer accordingly. Moreover, all the dependent variables are concerned with education so the respondents with higher education must recognize the problems related to education in a better way as compared to the illiterate or less educated ones. Similarly, "Migration" has a highly significant ($p \leq 0.01$) inverse effect on all the variables except "Schools Occupied by Military or Militants" and "Diversion of Children's mind" which has significant ($p \leq 0.01$) positive effect and "Dropout Rate of Students Increased" has no significant effect at all. The data revealed that non-migrated reported more effects on "Students Security Risk Issue", "Teachers and Other Staff Security Risk Issue", "Effect on Female" and "Male Education" and "Teaching Staff Reluctance to Attend Schools". This is because of the fact that not migrated respondents were there to observe these problems easily and could present better sentiments about the variables concerned. The data also showed that non-migrated respondents reported an effect on the two variables that are "Schools Occupied by Military or Militants" and "Diversion of Children's mind". It depicted that the migrated respondents were mainly concerned about these two variables which they had probably faced with their kids and migrated because of these two problems. It was reported by some respondents that when schools are occupied and children have no schools to go to, people who have the substantiality to move to a better habitation must migrate for the sake of their children's education. Moreover, migrated respondents were also concerned about the diversion of their children's minds towards religious education which ultimately compelled them to migrate. Furthermore, Years Effected from Terrorism" has a highly significant ($p \leq 0.01$) inverse effect on all the variables except "Dropout Rate of the Students Increased" which has a highly significant ($p \leq 0.01$) positive effect. It was demonstrated by the data that people that had experienced fewer years of terrorism had reported more effects and vice versa. It is because these respondents after spending some time in militancy surrounded area, left the area and got migrated. These respondents were experiencing all the mentioned variables and were exaggerating the situation as compared to the other respondents who had spent more years. On the other hand, respondents who had spent more years in their locality during the era of terrorism were habituated to the harsh conditions and as compared to the other respondents.

Table 1 Binary Logistic Regression of Effects on Education with Independent Variables

	Security risks for students		**Security Risks for teachers and other staff**		**Female education effected**		**Male education effected**	
	Negelkerke R^2 =0.239 χ^2 (4)= 59.238** Likelihood= 300.874		Negelkerke R^2 =0.238 χ^2 (4)= 46.856** Likelihood= 209.872		Negelkerke R^2 =0.300 χ^2 (4)= 58.552** Likelihood=189.784		Negelkerke R^2 =0.359 χ^2 (4)= 90.125** Likelihood=252.252	
	B	Wald	B	Wald	β	Wald	B	Wald
Constant	-1.111	0.789	-0.036	0.000	-0.179	0.011	-2.299	2.651
Age	0.021 ns	0.635	0.025 ns	0.507	0.029 ns	0.584	0.049 ns	2.525
Years of Schooling	0.356**	37.246	0.375**	30.659	0.443**	35.362	0.509**	50.531
Migration	-0.263**	22.996	-0.063*	5.493	-0.069**	8.787	-0.062*	6.512
Years effected from Terrorism	-0.175**	12.742	-0.266**	18.052	-0.335**	23.649	-0.348**	33.695
	Dropout rate of the students increased		**Teaching staff reluctant to attend schools**		**Schools occupied by Military or militants**		**Diversion of children's mind towards religious education**	
	Negelkerke R^2 =0.263 χ^2 (4)= 53.336** Likelihood= 211.565		Negelkerke R^2 = 0.238 χ^2 (4)= 56.050** Likelihood= 276.960		Negelkerke R^2 =0.260 χ^2 (4)= 60.121** Likelihood= 259.854		Negelkerke R^2 =0.416 χ^2 (4)= 112.090** Likelihood=256.411	
	B	Wald	B	Wald	B	Wald	B	Wald
Constant	-1.577	0.963	-3.105	5.219	-1.560	1.247	-2.919	4.369
Age	0.053 ns	2.228	0.072*	5.975	0.042 ns	1.942	0.059*	3.740
Years of Schooling	0.412**	34.876	0.356**	35.854	0.398**	39.370	0.560**	56.288
Migration	0.023 ns	0.279	-0.208**	0.057	0.302**	29.967	0.308**	30.551
Years effected from Terrorism	0.210**	16.170	-0.303**	22.559	-0.273**	23.980	-0.378**	37.647

1=Yes, if the variable is effected by terrorism 0=Otherwise, if the variable is not effected

Association among Demographic Attributes and Effects on Education

Results of association among "Age", "Years of Schooling" and "Number of Years Effected from Terrorism" with "Education affected from militancy" are presented in table No.2. Results showed that there was a significant ($p \leq 0.05$) association of "Age" with "Teaching Staff Reluctant to Attend Schools" and "Diversion of Children's minds towards Religious Education" whereas no significant association was observed with the rest of the variables. Furthermore, there was a highly significant ($p \leq 0.01$) association of "Years of Schooling" with "Security risks for Students", "Security Risks for Teachers and other Staff" and "Female Education Effected" and significant ($p \leq 0.05$) association was observed with "Male Education Effected", "Dropout rate of the Students Increased", and "Diversion of Children's Minds towards Religious Education". Similarly, "Number of Years Effected from Terrorism" has a highly significant ($p \leq 0.01$) direct association with "Schools Occupied by Government or Militants" and "Teaching Staff Reluctant to Attend Schools" and a highly significant ($p \leq 0.01$) inverse association with the remaining variables of "Education Effected from Terrorism" The results here depicted that inversely associated variables with "Number of Years Effected from Terrorism" mean that the respondents who have spent less number of years within the locality during terrorism were of the view that all the inversely associated variables of education have effected more. It is due to the fact that these respondents migrated for more or less time and were in a better position to evaluate the before and after situation of the education sector in their locality. The instant results revealed that the high age of the respondents has a negligible association with response about the damage to the education sector of the area except for the two variables i.e. Teaching staff reluctant to attend schools and Diversion of children's minds from general education to religious education (γ-value 0.145 and 0.356) whereas in respect of "Years of Schooling", those respondents who had more years of schooling reported more effect of terrorism on the education sector (Table No.2).

Table 2 Association among demographic attributes and effect on Education

	Age		Years of Schooling		Years of Terrorism	
	χ^2	γ	χ^2	γ	χ^2	γ
Security risks for students	16.603 ns	0.039	82.878**	0.224	40.048**	-0.054
Security Risks for teachers and other staff	12.413 ns	0.298	72.663**	0.271	129.075**	-0.071
Female education effected	13.091 ns	0.206	104.512**	0.248	87.211**	-0.322
Male education effected	22.494 ns	-0.161	109.171*	0.126	66.799**	-0.120
Schools occupied by government or militants	17.901 ns	0.012	10.563 ns	-0.042	87.128**	0.048
Teaching staff reluctant to attend schools	29.351*	0.145	20.862 ns	-0.137	53.907**	0.200
Dropout rate of the students increased	20.467 ns	0.116	42.335*	0.053	106.229**	-0.110
Diversion of Children's minds from general education to religious education	33.769*	0.356	34.936*	0.272	69.243**	-0.125

CONCLUSIONS AND RECOMMENDATIONS

Results of Chi-square show that those respondents who had more "Years of Schooling" reported more effects of terrorism on the education sector. The results of binary logistic regression reflected that non-migrated and more educated respondents reported more effect on the education sector because of their more experience. It has been concluded that militancy is malevolent for any nation and causes malicious damages when it invades a country. People of SWTD confronted costs of education. People were deprived of their basic rights of education forcing them to live in the Stone Age. Based on the present study findings, the following recommendations to the Government of Pakistan were put forward:

- Security checkpoints in the whole district should be increased to monitor the area and minimize the risk of any undesirable incident due to militancy. These checkpoints will control the free-roaming of militants in the area.
- Education is considered the remedy for most of the social problems. The education system of the locality should be developed by hiring more staff. Schools must be provided with the required facilities as there is a dearth of furniture, rooms, teaching and learning material, etc.
- There is a shortage of enrolment to date in the schools due to a lack of interest in education. Enrolment campaigns should be started in every school so that more and more children could get this basic necessity. Girl's education is more affected as compared to boys, hence girl's enrolment should be kept the priority and girls should be encouraged to get education.
- Schools occupied by the Military should be handed over to the concerned department. These buildings should be used for the purpose they were built for and military forces should be provided with their own buildings so that the education system of the area is restored.

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