

Terrorism: An Evaluation of Students' Awareness and Attitude at Kust, Khyber Pakhtunkhwa

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Abstract

The basic purpose of this research was to assess the students' awareness about terrorism and attitudes towards learning about terrorism in the university curriculum. Kohat University of Science and Technology (KUST) was the universe of the study; 102 respondents (students) were selected randomly who were equally divided in terms of gender. A questionnaire was used for data collection. The collected data was analyzed by using Chi-Square Test. 63.7 % of the respondents were from rural area; 74.5% of the respondents were in the age group of 21-25 years. At bivariate analysis a relation was computed between dependent variable (the level of knowledge) and independent variables (importance of knowledge on different social problems, & different aspects of terrorism). In this, a significant relationship was found between first learning about terrorism, identification of victim of terrorism, identification of terrorist and level of knowledge on terrorism. Similarly, a significant relationship was found between social effects of homelessness to university education, the terrorism aspect of identification of victim of terrorism, the terrorism aspect of government's response to terrorism, and level of knowledge on terrorism. Further, a non significant relationship was figured out between the occurrences of terrorism in Pakistan, the importance of the topic of the social effects of child abuse and level of knowledge about terrorism. In addition, a non-significant relationship was detected between social effects of domestic violence, social effects of corruption to their university education, the terrorism aspect of lobbying and advocacy and level of knowledge about terrorism. In light of the study findings, it is recommended that the Higher Education Commission should introduce subject on terrorism in all universities of Pakistan which would help in minimizing the occurrence of terrorism in the country.

Keywords

Terrorism, Students, Awareness and Attitude, KUST.

1. Introduction

Terrorism is the most talked about social problem of the day. In past, the powerful groups oppressed the powerless, whereas in the present, the case is reversed (Akhtar, 2001). The word terrorism was introduced in 1795 and was used to represent acts of threats against civilians by their governments. The word terror has been derived from the Latin word *terrere* which means to frighten. Though

terrorism has existed for more than 2000 years, the 9/11 attacks on the U.S. have brought international repercussions unlike any previously experienced (Dunne, 1999). The concept of terrorism is subjectively defined and open to interpretation. People from one culture may label a certain behavior as terrorism, whereas those from another culture might label the same behavior as heroism (Russell and Miller, 1983). This does not stop government bodies, however, from trying to provide an official or objective definition of terrorism. The U.S. Department of Defense, for example, defines terrorism as;

“the unlawful use of or threat of use of force or violence against individuals or property, to governments or societies, often to achieve political, religious, or ideological objectives”

(U.S. Department of Defense, 1990).

The fright of terrorism is a psychological mind game that results from threats and attacks that seek to pressurize the targeted population and their government to alter behavior in line with the perpetrators demands which are politically, religiously, or/and economically motivated. (Freedman, 2005; Rosie, 1987; FBI, 1990; Fischhoff, 2006; and Henderson, 2001). As stated by Dunne (1999) terrorism is “the modern day scourge of the international community” (Dunne 1999).

2. Literature Review

According to Slang (2002) terrorism will increase in future. The present war against terrorism is not on its right direction and has had little impact because as there is multifaceted political agendas attached to it. It is not easy to come at terrorism in this way, rather it needs a complete plan of action with full commitment and resources. These include community programs that focus on affirmative action, talk between peoples of different religions and races, developing counter-terrorism policies that provide a more comprehensive approach to fighting terrorism, and conducting research for a better understanding of terrorism. Such situation needs to be evaluated and the young community members should be educated through the inculcation of the subject of terrorism in their education. Otherwise the government will not be able to stop terrorism effectively.

According to United States Institute of Peace (2001) the last aspect (Terrorized) of the challenges mainly involves how to successfully give educators, students and the public systematic access to system-level thinking about terrorism research. As recommended in the “Making the Nation Safer” report, more research needs to be conducted on preparedness for terrorism attacks, human responses to terrorism crises as well as the strategies for providing people with necessary knowledge of terrorism. Thus, how to utilize various information technologies in achieving these goals remains an interesting and challenging problem. In the light of

the foregoing, the University of Arizona's Artificial Intelligence (AI) Lab is developing Web-based counterterrorism knowledge portals to support the analysis of terrorism research, dynamically model the behavior of terrorists and their social networks, and provide an intelligent, reliable, and interactive communication channel with the terrorized (victims and citizens) groups. Specifically, the portals integrate terrorism-related multilingual datasets and use them to study advanced and new methodologies for predictive modeling, terrorist (social) network analysis, and visualization of terrorists' activities, linkages, and relationships.

In this context it is especially interesting to note a recent study which was conducted on a sample of 3,000 children in grades 7-9, living in Israel and the occupied territories (Laufer & Solomon, 2006). Soen (2009) concluded that approximately 70% of the participants noted that terrorist attacks had some impact on their lives. One third of the youngsters reported that they personally know someone who was a victim of a terrorist attack; 20% stated that some relative personally experienced a terrorist attack.

The United States Institute of Peace has undertaken a study that focused on the provision of assistance to the students in gaining an understanding of terrorism and its role in domestic and international politics. It also worked to make students aware of various definitions of terrorism and acquainted them with different ways in which terrorism might be addressed. It also provided teachers with lesson plans, bibliographic sources and factual material to assist them in teaching students about terrorism (United States Institute of Peace, 2001). In the same way, here in Pakistan it is believed that through educating the students we can raise a collective voice against the menace of terrorism and its perpetrators.

Alam (2003) conducted research on the Japanese students' perceptions of terrorism and other issues faced by Japan, India and USA where he concluded that in the perception of a majority of students, domestic terrorism has the highest importance ranking in Japan. A majority of the students also ranked international terrorism as having the second highest importance. The students feel that international terrorism, cyber terrorism and homeland security have ranks 1, 2 and 3 respectively in USA. Domestic terrorism is assigned Rank 3 while international terrorism is Rank 14 in India. This may imply that India's projections of cross border terrorism have not touched the minds of students in Japan. Over 80 per cent of the students agree that international terrorism is among the greatest threats to civilization.

Krueger and Malec'kova (2003) pointed out that in the aftermath of the tragic events of September 11, 2001, several prominent observers ranging from former Vice President Al Gore (2002) to President George W. Bush (2002a), as well as

academics, including Joseph Nye, Dean of the Kennedy School of Government, Laura Tyson (2001), Dean of the London Business School, and Richard Sokolsky and Joseph McMillan (2002) of the National Defense University have called for increased aid and educational assistance to end terrorism. The present study is undertaken with the following conceptual framework;

2.1 Conceptual Framework

Independent Variables	Dependent Variable
Importance of knowledge on different social problems	Level of knowledge on terrorism
Different aspects of terrorism	

3. Materials and Methods

Survey research was taken on for this research work. The population was the students of Kohat University of Science & Technology, Khyber Pakhtunkhwa. From the selected respondents 102 were used as the sampled population. Questionnaire was used as a tool of data collection. The chi-square test/method was used for ascertaining the association between dependent and independent variables.

4. Results and Discussion

Findings pertaining to Terrorism: an Evaluation of Students' Awareness and Attitude are given and discussed in this chapter under various sections and sub sections. Section 4.1 carries information about univariate analysis/frequency distribution which consists of sub section 4.1(a). Section 4.2 carries information about bivariate analysis that present measurement of association between dependent and independent variables.

4.1 Univariate Analysis

(a) Nature of the Faculty, Residence and Gender of the Respondents

Table I indicates the nature of faculty of the respondents. Out of 102 (100%), 69 (67.6%) respondents belong to the Faculty of Natural Sciences and 33(32.4%) were from the faculty of Social Sciences. It also shows gender of the respondents. Out of 102 (100%), 51 (50%) respondents were male and 51 (50%) were female. Further the table presents resident of the respondents were out of 102 (100%), 65 (63.7%) respondents were the residents of rural locality while 37 (36.3%) were from the urban area.

Table I. Showing Nature of the Faculty, Gender, and Residence of the Respondents

Name of Faculty	Freq. (%)	Gender	Freq. (%)	Residence	Freq. (%)
Natural Sciences	69 (67.6)	Male	51 (50.0)	Rural	65 (63.7)
Social Sciences	33 (32.4)	Female	51 (50.0)	Urban	37 (36.3)
Total	102 (100.0)	Total	102 (100.0)	Total	102 (100)

(b) Average Age Group of the Respondents

Table II shows average age group of the respondents; Out of 102 (100%), 23(22.5%) respondents were below the age of 21 years and 76 (74.5%) were in the age group of 21-25 years whereas 3(2.9%) were from 26-30 year age group.

Table II. Showing Average Age Group of the Respondents.

Average Age	Freq. (%)
Below 21 years of age	23 (22.5)
21 - 25 years	76 (74.5)
26 - 30 years	3 (2.9)
Total	102 (100.0)

4.2 Bivariate Analysis

The following table portrays the picture about bivariate analysis. Here, Pearson's Chi-Square Test was used for measuring relation between the dependent and independent variables. The independent variables in this study were "importance of knowledge on different social problems" and "different aspects of terrorism" and the dependent variable was "the level of knowledge". The findings on all the aforementioned variables are presented and discussed one by one along with suitable reasons as follow;

(a) Showing the Relationship between the Dependent Variable with the Independent Variables.

In Table III, a significant relationship was found between first learning about terrorism and level of knowledge on terrorism. This

could be due to the media coverage of the terrorist attacks in Pakistan and/or due to the respondents' residence in the region which is more targeted by terrorism as the respondents are from Khyber Pakhtunkhwa. Similar findings were drawn by Tolga et al., (2008) regarding the knowledge about local and global terrorism among the Turkish students as they come-up with al-Qaeda as the name of terrorist groups they knew. Further, the study added that most of the Turkish children seem to be knowledgeable about the terrorist attacks that had taken place in Turkey which were predicted to be the result of media coverage. Moreover, a significant relationship was found between the identification of victim of terrorism in Pakistan and level of knowledge about terrorism. This significant relationship could be due to the frequent chances of interaction of the respondents with the victims of terrorism as it is noted that human losses of Khyber Pakhtunkhwa is more than the rest of the country, in addition to the fact that the people of Khyber Pakhtunkhwa in general are all the victims of terrorism. Laufer & Solomon (2006), in consonance with the findings of this research, concluded that approximately 70% of the participants noted that terrorist attacks had some impact on their lives. One third of the youngsters reported that they personally knew someone who was a victim of a terrorist attack; 20% stated that some of their relatives experienced a terrorist attack, personally. As well, it is highlighted by Reid et al., (n.d) that ever since the 9-11 incident; the multidisciplinary field of terrorism has experienced tremendous growth. Projects are designed to provide advanced methodologies for analyzing terrorism research, terrorists, and the terrorized groups (victims). Once completed, the system can also become a major learning resource and tool that the general community can use to heighten their awareness and understanding of global terrorism phenomenon. Information-related issues, such as the communication and sharing of research ideas among counter terrorism researchers and the dissemination of counter terrorism knowledge among the general public, become crucial in detecting, preventing, and responding to terrorism threats.

A significant relationship was found between familiarity with the sign and symptoms of terrorist and level of knowledge about terrorism. A non significant relationship was found between the importance of the topic, "Social Effects of Child Abuse to their

University Education” and the level of knowledge about terrorism. A non significant relationship was found between the importance of topic, “Social Effects of Domestic Violence to their University Education” and the level of knowledge about terrorism. For equipping the students and researchers the United States Institute of Peace undertook a study that focused on the provision of assistance to the students in gaining an understanding of terrorism and its role in domestic and international politics. It also worked to make students aware of various definitions of terrorism and acquainted them with different ways in which terrorism might be addressed. It also provided teachers with lesson plans, bibliographic sources and factual material to assist them in teaching.

A significant relationship was found between the importance of the topic, “Social Effects of Homelessness to their University Education” and the level of knowledge about terrorism. A non significant relationship was found between the importance of the topic, “Social Effects of Corruption to their University Education” and the level of knowledge about terrorism. Similar nature of studies is undertaken by scholars from different parts of the world due to its emerging importance. Among them, one is Alam (2003) who conducted research on the Japanese students' perceptions of terrorism and other issues faced by Japan, India and USA where he concluded that in the perception of a majority of students, domestic terrorism has the highest importance ranking in Japan. A majority of the students also ranked international terrorism as having the second highest importance. The students feel that international terrorism, cyber terrorism and homeland security have ranks 1, 2 and 3 respectively in USA. Domestic terrorism is assigned Rank 3 while international terrorism is Ranked 14 in India. This may imply that India's projections of cross border terrorism have not touched the minds of students in Japan. Over 80 percent of the students agree that international terrorism is among the greatest threats to civilization.

A significant relationship was found between the “Identification of Victim of Terrorism” for incorporating it in the curriculum of the University and the level of knowledge about terrorism. A non significant relationship was found between the “Lobbying and Advocacy Aspect of Terrorism” and the level of knowledge about terrorism. This result shows that the level of knowledge of the respondents was low and they were not understanding the

importance of the effects of “Lobbying and Advocacy” in the context of minimizing the occurrences of terrorism in the region. So, they might have taken it for granted. A non significant relationship was found between characteristics of terrorists and level of knowledge about terrorism. For improving the knowledge level and awareness of the masses in general the United States Institute of Peace (2001) University of Arizona's Artificial Intelligence (AI) Lab is developing Web-based counterterrorism knowledge portals to support the analysis of terrorism research, dynamically model the behavior of terrorists and their social networks, and provide an intelligent, reliable, and interactive communication channel with the terrorized (victims and citizens) groups. Such endure could be an effective and long lasting counter terrorism strategy.g students about terrorism (United States Institute of Peace, 2001).

A significant relationship was found between the terrorism aspect of “The Government's Response to Terrorism” and the level of knowledge about terrorism. A non significant relationship was found between the terrorism aspect of “International Cooperation for Combating Terrorism” and the level of knowledge about terrorism. The world realized that investment in education is a must for curbing this menace, therefore, Krueger and Malec̃kova (2003) pointed out that in the aftermath of the tragic events of September 11, 2001 several prominent observers ranging from former Vice President Al Gore (2002) to President George W. Bush (2002a), as well as academics, including Joseph Nye, Dean of the Kennedy School of Government, Laura Tyson (2001), Dean of the London Business School, and Richard Sokolsky and Joseph McMillan (2002) of the National Defense University have called for increased aid and educational assistance to end terrorism.

A non significant relationship was found between the terrorism aspect of training and equipping police force and level of knowledge about terrorism.

Table III. Showing the Relationship the Level of Knowledge with Importance on Different Social Problem and Different Aspect of Terrorism.

Statements	Response	Knowledge About Terrorism				Total	Statements
		Not Knowledgeable	Some what Knowledgeable	Knowledgeable	Very Knowledgeable		
Your first learning about terrorism	Never learned about terrorism	6 (5.88)	3 (2.94)	1 (0.89)	0 (0)	10 (29.76)	$\chi^2 = 2.173 (.012)$
	Learned about terrorism before university	5 (4.90)	28 (27.4)	12 (11.76)	8 (7.84)	49 (48.03)	
	Learned about terrorism during university	4 (3.92)	11 (10.80)	8 (7.84)	4 (3.92)	27 (26.47)	
	Learned about terrorism outside of university curriculum	2 (0.0001)	5 (4.90)	5 (4.90)	4 (3.92)	16 (15.68)	
Do you think terrorism occur in Pakistan	Yes	13 (12.74)	42 (41.17)	22(21.56)	11(10.78)	88(86.27)	$\chi^2=11.422 (.248)$
	No.	2(0.0001)	0(0)	2(0.0001)	1(0.98)	4(3.92)	
	Not sure	1(0.980)	5(4.901)	2(0.0001)	0(0)		
The victims of terrorism can be identified in Pakistan	Unlikely	8(7.84)	13(12.74)	9(8.82)	2(0.0001)	32(31.37)	$\chi^2=21.686 (.041)$
	Somewhat likely	8(7.84)	22(21.56)	8(7.84)	2(0.0001)	40(39.21)	
	Likely	0(0)	9(8.82)	7 (6.86)	8(7.84)	24 (23.52)	
	Very likely	1 (0.98)	1 (0.98)	1 (0.98)	1 (0.98)	5 (4.90)	
Familiar with the sign and symptoms that might help you to identified terrorist	Not familiar	8(7.84)	16(15.68)	15(14.70)	3(2.94)	42(41.17)	$\chi^2=24.396(.004)$
	Somewhat familiar	5(4.90)	25(24.50)	17(16.66)	1(0.98)	38(37.25)	
	Familiar	3(2.94)	5(4.90)	3(2.94)	7(6.86)	18(17.64)	
	Very familiar	1 (0.98)	1 (0.98)	1 (0.98)	1 (0.98)	5 (4.90)	

Statements	Response	Knowledge About Terrorism				Total	Statements
		Not Knowledgeable	Some what Knowledgeable	Knowledgeable	Very Knowledgeable		
Importance of topic Social effects of child abuse	Not important	4(3.92)	6(5.88)	4(3.92)	2(1.96)	16(15.68)	$\chi^2=10.608(.304)$
	Somewhat important	8(7.84)	16(15.68)	10(9.80)	1(0.98)	35(34.31)	
	Important	2(1.96)	14(13.72)	10(9.80)	6(5.88)	32(31.37)	
	Very important	3(2.94)	11(10.78)	2(1.96)	3(2.94)	19(18.62)	
Importance of topic Social effects of domestic violence	Not important	1(0.98)	2(1.96)	2(1.96)	1(0.98)	6(5.88)	$\chi^2=10.538(.309)$
	Somewhat important	4(3.92)	6(5.90)	8(7.84)	5(4.92)	23(22.54)	
	Important	7(6.86)	20(19.60)	12(11.76)	2(1.96)	41(40.19)	
	Very important	5(4.90)	19(18.62)	4(3.92)	4(3.92)	32(31.37)	
Importance of topic Social effects of human trafficking	Not important	1(0.98)	3(2.94)	2(1.96)	0(0)	6(5.88)	$\chi^2=7.153 (.621)$
	Somewhat important	5(4.90)	11(10.78)	2(1.96)	2(1.96)	20(19.60)	
	Important	8(7.84)	16(15.68)	14(13.72)	6(5.88)	44(43.13)	
	Very important	3(2.94)	17(16.66)	8(7.84)	4(3.92)	32(31.37)	
Importance of topic Social effects of poverty	Not important	1(0.98)	0(0)	1(0.980)	0(0)	2(0.0001)	$\chi^2=6.559 (.683)$
	Somewhat important	3(2.94)	9(8.82)	4(3.92)	2(1.96)	18(17.64)	
	Important	6(5.88)	19(18.62)	11(10.78)	2(1.96)	38(37.25)	

Statements	Response	Knowledge About Terrorism				Total	Statements
		Not Knowledgeable	Some what Knowledgeable	Knowledgeable	Very Knowledgeable		
	Very important	7(6.86)	19(18.62)	10(9.80)	8(7.84)	44(43.13)	
Importance of topic Social effects of terrorism	Not important	1(0.980)	4(3.921)	2(1.96)	0(0)	7(6.862)	$\chi^2=7.927 (.541)$
	Somewhat important	4(3.92)	9(8.82)	3(2.94)	2(1.9)	18(17.64)	
	Important	5(4.90)	10(9.80)	12(11.76)	6(5.82)	33(32.35)	
	Very important	7(6.86)	24(23.52)	9(8.82)	4(3.92)	44(43.13)	
Importance of topic Social effects of homelessness	Not important	2(1.96)	9(8.82)	5(4.90)	2(1.96)	18(17.64)	$\chi^2=19.428(.022)$
	Somewhat important	8(7.84)	7(6.86)	10(9.80)	3(2.94)	28(27.45)	
	Important	7(6.86)	10(9.80)	7(6.86)	3(2.94)	27(26.47)	
	Very important	0(0)	21(20.58)	4(3.92)	4(3.92)	29(28.99)	
Importance of topic Social effects of corruption	Not important	1(0.98)	0(0)	1(0.98)	0(0)	2(1.96)	$\chi^2=3.962 (.914)$
	Somewhat important	3(2.94)	9(8.82)	3(2.94)	2(1.96)	17(16.66)	
	Important	2(1.96)	7(6.86)	5(4.90)	2(1.96)	16(15.68)	
	Very important	11(10.78)	31(30.39)	17(16.66)	8(7.84)	67(65.68)	
Which problem is most crucial	Child abuse	2(1.96)	7(6.86)	4(3.92)	2(1.96)	15(14.70)	$\chi^2=7.471 (.986)$
	Domestic violence	3(2.94)	6(5.88)	1(0.98)	1(0.98)	11(10.78)	

Statements	Response	Knowledge About Terrorism				Total	Statements
		Not Knowledgeable	Some what Knowledgeable	Knowledgeable	Very Knowledgeable		
	Gender disparities	2(1.96)	5(4.90)	3(2.94)	2(1.96)	12(1.76)	
	Homelessness	0(0)	2(1.96)	0(0)	0(0)	2(1.96)	
	Terrorism	5(4.90)	9(8.82)	7(6.86)	2(1.96)	23(22.54)	
	Poverty	3(2.94)	9(8.82)	7(6.86)	2(1.9)	21(20.58)	
	Corruption	2(1.96)	9(8.82)	4(3.92)	3(2.94)	18(17.64)	
Identifying victims of terrorism	Not important	9(8.82)	3(2.94)	7(6.86)	4(3.9)	23(22.54)	$\chi^2=29.65 (.001)$
	Somewhat important	6(5.88)	9(8.82)	6(5.88)	1(0.98)	21(20.58)	
	Important	1(0.98)	9(8.82)	8(7.84)	3(2.94)	21(20.58)	
	Very important	1(0.98)	25(24.50)	5(4.90)	4(3.92)	35(34.31)	
Lobbying and advocacy	Not important	3(2.941)	13(12.74)	5(4.901)	6(5.882)	27(26.47)	$\chi^2=17.929(0.36)$
	Somewhat important	11(10.78)	14(13.72)	17(16.66)	4(3.92)	46(45.09)	
	Important	1(0.98)	13(12.74)	2(1.96)	2(1.96)	18(17.64)	
	Very important	2(1.96)	7(6.86)	2(1.96)	0(0)	18(17.64)	
Characteristics of terrorist	Not important	2(1.96)	5(4.90)	2(1.96)	3(2.94)	12(11.76)	$\chi^2=19.946(0.18)$
	Somewhat important	8(7.84)	8(7.84)	10(9.80)	4(3.92)	30(29.41)	

Statements	Response	Knowledge About Terrorism				Total	Statements
		Not Knowledgeable	Some what Knowledgeable	Knowledgeable	Very Knowledgeable		
	Important	7(6.86)	17(16.66)	12(11.76)	2(1.96)	38(37.25)	
	Very important	0(0)	17(16.66)	2(1.96)	3(2.92)	22(21.56)	
Government response to terrorism	Not important	0(0)	0(0)	2(1.96)	3(2.92)	5(4.90)	X ² =19.381 (.022)
	Somewhat important	3(2.94)	8(7.84)	4(3.92)	1(0.98)	16(15.68)	
	Important	9(8.82)	15(14.70)	6(5.88)	2(1.96)	32(31.37)	
	Very important	5(4.90)	24(23.52)	14(13.72)	6(5.88)	49(48.03)	
International cooperation for combating terrorism.	Not important	3(2.94)	8(7.84)	3(2.94)	3(2.94)	17(16.68)	X ² = 3.782 (.925)
	Somewhat important	4(3.92)	9(8.82)	6(5.88)	4(3.92)	23(22.54)	
	Important	6(5.88)	13(12.74)	9(8.82)	2(1.96)	30(29.41)	
	Very important	4(3.92)	17(16.66)	8(7.84)	3(2.94)	32(31.37)	
Training and equipping police force	Not important	1(0.98)	2(1.96)	1(0.98)	1(0.98)	5(4.90)	X ² =4.757 (.855)
	Somewhat important	1(0.98)	3(2.94)	4(3.92)	2(1.96)	10(9.80)	
	Important	6(5.88)	11(10.78)	6(5.88)	4(3.92)	27(26.47)	
	Very important	19(18.62)	31(30.39)	15(14.70)	5(4.90)	60(58.82)	

5. Summary, Conclusions and Recommendations

Findings in the summary form along with conclusions and apt recommendations are given as follows;

5.1 Summary

The present study is concerned with Terrorism: An Evaluation of Students' Awareness and Attitude at KUST. The main objective of this research work was to assess the KUST students' awareness about terrorism and attitudes of learning about terrorism in university curriculum. For further investigation the following objectives were framed i.e. to know the level of knowledge of respondents about terrorism, to understand that the knowledge of terrorism is how much important in university education, and to compile policy recommendations for incorporation of the subject of terrorism in university curriculum. The universe of the study was Kohat University of Science and Technology, Kohat Khyber Pakhtunkhwa, Pakistan. Majority i.e. 67 % of the total respondents were from the faculty of Natural Sciences. Both male and female were equally selected for this study i.e. 51 each. Overwhelming majority i.e. 63.7% respondents were the resident of rural area. Most of the respondents' age group i.e. 74.5% was 21-25 years.

At bivariate analysis a significant relation was found between dependent variable (the level of knowledge) and independent variables (importance of knowledge on different social problems, different aspects of terrorism). In this a significant relationship was found between first learning about terrorism, identification of victim of terrorism, identification of terrorist, social effects of homelessness to university education, the terrorism aspect of identification of characteristics of terrorist, the terrorism aspect of governments response to terrorism, and level of knowledge on terrorism.

Further, a non significant relationship was ascertained between the occurrences of terrorism in Pakistan, the importance of the topic of the social effects of child abuse, social effects of domestic violence, social effects of human trafficking, social effects of terrorism, social effects of corruption to their university education, the most crucial problems, the terrorism aspect of lobbying and advocacy, characteristics and level of knowledge about terrorism, international cooperation for combating terrorism, training and equipping police force and level of knowledge about terrorism.

5.2 Conclusions

The main objective of this research was to assess the KUST Students' Awareness about Terrorism and Attitudes towards Learning about Terrorism in the University Curriculum. Students' attitudes were measured through independent and dependent variables namely 'importance of knowledge on different social problems, different aspects of terrorism, and 'the level of knowledge' respectively.

At bivariate analysis a relationship was measured between dependent and independent variables. Where, a significant relationship was found between first learning about terrorism, identification of victim of terrorism, identification of terrorist and the level of knowledge on terrorism. Additionally, a significant relationship was calculated between social effects of homelessness to university education, and level of knowledge on terrorism. Similarly, the same findings were ascertained between the terrorism aspect of identification of victim of terrorism, the terrorism aspect of governments' response to terrorism and level of knowledge on terrorism. Such results could be due to the media that promptly highlighting the occurrence of terrorism in the region. Such coverage sensitizes the masses on the one hand and improves their awareness and knowledge on the other. However, sensationalism which is the tool of marketing for media could ride with negative effects as well for the masses. In light of the study, it is suggested to cope with the situation a researched based education program on the subject of terrorism may be included in the counter terrorism strategies.

On the other hand, a non significant relationship was found between the occurrences of terrorism in Pakistan, the importance of topic of social effects of child abuse to their university education and level of knowledge about terrorism. Also, non significant relationship was detected between the importance of topic of social effects of domestic violence to their university education, the importance of topic of social effects of corruption to their university education, the terrorism aspect of lobbying and advocacy and level of knowledge about terrorism. Furthermore, a non significant relationship was found between the terrorism aspect of characteristics of terrorist, the terrorism aspect of international cooperation for combating terrorism, the terrorism aspect of training and equipping f police force and level of knowledge about terrorism.

5.3 Recommendations

- (a) The Higher Education Commission, Board of Studies of respective university departments and educators should include curriculum on

terrorism in university level education irrespective of students' degree program and gender. This would make aware the students regarding the various causes, factors, repercussions, aspects and combating strategies of terrorism. This awareness would contribute in minimizing the occurrences of terrorism in the region.

- (b) Media should also comprehensively devise programs on terrorism from various aspects and different perspectives. They should educate the people regarding the causes, effects, and response of the government towards terrorism. This would improve the knowledge level of the society on terrorism; hence, the combating strategies would be more effective then.

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