EFFECTS OF TERRORISM ON THE TURNOVER INTENTIONS AND IN-ROLE JOB PERFORMANCE OF GOVERNMENT PRIMARY SCHOOL TEACHERS IN PAKISTAN

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by

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LIST OF ABBREVIATIONS

APS	Army Public School
AVE	Average Variance Extracted
CMV	Common Method Variance
COR	Conservation of Resources
FATA	Federally Administered Tribal Areas
GB	Gilgit Baltistan
GOP	Government of Pakistan
GTD	Global Terrorism Database
GTI	Global Terrorism Index
HRW	Human Rights Watch
HTMT	Heterotrait-Monotrait
IEP	Institute for Economics & Peace
ISIS	Islamic State of Iraq and Syria
KPK	Khyber Pakhtunkhwa
MENA	Middle East & North Africa
NACTA	National Counter Terrorism Authority
PIPS	Pak Institute for Peace Studies
PLS-SEM	Partial Least Square-Structural Equation Modelling
SPSS	Statistical Package for Social Sciences
START	National Consortium for the Study of Terrorism and Responses to Terrorism
TMT	Terror Management Theory
TTP	Tehreek-i-Taliban Pakistan

KESAN TERORISME TERHADAP NIAT TUKAR GANTI KERJA DAN PRESTASI KERJA DALAM PERANAN PARA GURU SEKOLAH RENDAH KERAJAAN DI PAKISTAN

ABSTRAK

Sejak sedekad yang lalu, serangan pengganas ke sekolah rendah kerjaan di Pakistan telah menimbulkan kemarahan dan ketakutan dikalangan para guru. Serangan pengganas pada waktu siang tanpa menggunakan penutup muka telah menimbulkan n rasa takut kepada para guru untuk meneruskan tugas mereka dan juga berfungsi secara cekap di sekolah. Dinding bilik darjah yang penuh dengan kesan tembakan peluru sering mengingatkan para guru tentang bahaya terrosime yang mungkin akan berulang pada bila-bila masa. Kajian ini mendedahkan keadaan para guru yang berada dalam keadaan bahaya yang bertugas di sekolah rendah kerajaan yang diancam terorisme di Pakistan melalui pelbagai kaedah pengumpulan data "time-lagged". Selanjutnya, kajian ini memintas pengaruh negatif tekanan kerja guru terhadap niat tukar ganti kerja dan prestasi kerja "in-role" mereka melalui kesan penyederhanaan/moderat "perceived resilience" (ketahanan yang dirasakan). Keputusan kajian ini mengesahkan hubungan yang signifikan dan positif terhadap ancaman terrosime yang dirasakan oleh para guru dan bahaya pekerjaan dengan tekanan pekerjaan mereka. Seterusnya, tekanan kerja yang dialami para guru secara signifikannya telah menjadi beberapa mediator dalam model kajian ini. Pertama, peranan mediator tekanan kerja para guru adalah signifikan didalam hubungan diantara ancaman terorisme yang dirasakan dengan niat tukar ganti kerja mereka. Kedua, peranan mediator tekanan kerja para guru didapati juga signifikan didalam hubungan diantara ancaman terorisme yang dirasakan dengan prestasi kerja dalam peranan mereka. Ketiga, fungsi mediator tekanan kerja para guru

diantara bahaya pekerjaan dan niat ganti kerja mereka juga didapati signifikan. Keempat, peranan mediator tekanan kerja para guru diantara bahaya pekerjaan dan prestasi kerja dalam peranan adalah signifikan. Akhirnya, peranan moderator ketahanan yang dirasakan oleh para guru memintas pengaruh negatif tekanan kerja terhadap niat tukar ganti kerja dan prestasi kerja dalam peranan. Hasil kajian mengesahkan bahawa tekanan kerja para guru di sekolah yang pernah mengalami serangan terorisme di Pakistan menyumbang kepada 27.4% dari variasi dalam niat tukar ganti kerja dan 15.5% dari variasi prestasi kerja dalam peranan mereka.

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ABSTRACT

Since the last decade, terrorist attacks on the government primary schools of Pakistan surged rage and fear among the teaching fraternity. Terrorists' barefaced daylight attacks on schools infiltrated teaching fraternity to continue their jobs and efficiently perform job-related tasks. The classroom walls riddled with bullet holes constantly reminded teachers about the impending potential danger. The present study exposed teachers' fragile state in Pakistan's terrorism-affected government primary schools through multisource time-lagged data. The present study's findings confirmed the detrimental role of teachers' perceived threats of terrorism and job dangerousness in escalating their job stress. Furthermore, the present study intercepted the negative effect of teachers' job stress on their turnover intentions and in-role job performance through the moderating effect of perceived resilience. The results confirmed the significant and positive association of teachers' perceived threats of terrorism and job dangerousness with their job stress. Further, teachers' job stress significantly performed multiple mediations in the research model of the present study. First, the mediating role of teachers' job stress between perceived threats of terrorism and their turnover intentions was found significant. Second, the mediating role of teachers' job stress between perceived threats of terrorism and their in-role job performance was also found significant. Third, the mediation function of teachers' job stress between job dangerousness and their turnover intentions was found significant. Fourth, the

mediating role of teachers' job stress between job dangerousness and their in-role job performance was significant. Finally, the moderating role of teachers' perceived resilience intercepted the negative effect of job stress on their turnover intentions and in-role job performance. The results confirmed that teachers' job stress in the terrorism-affected schools of Pakistan accounted for 27.4% of the variance in their turnover intentions and 15.5% of the variance in their in-role job performance.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Globally, the emergence of terrorism across myriad facilities has postulated numerous challenges to international organizations and researchers. Among these challenges, students' and teachers' dead bodies, schools' ashes, and parents' screaming echo the vulnerability of our wrecked society that creates knowledge silos. The exponential growth in terrorist attacks on educational institutions, students, and teachers has infiltrated state fragility through financial losses and impeded social development. Terrorist attacks on schools have the potential to paranoid students and teachers, dissuade teachers' performance, obliterate the quality of education, cause physical and psychological damage, and ultimately lead schools to closure (De Clercq et al., 2017; Global Coalition to Protect Education from Attack [GCPEA], 2018; Memon et al., 2020a).

For more than one decade, people of Pakistan, especially government primary school teachers in the terrorism-affected schools, have been living in deplorable conditions due to fear of terrorism. For instance, more than 200 terrorist attacks have been perpetrated on the government primary schools in Pakistan during the last ten years (GTD, 2020). Under such weird conditions, school teachers in Pakistan's terrorism-affected schools have been preoccupied with job stress (Memon et al., 2020b) that may deplete their job performance and aggravate their turnover intentions. The first chapter provides the study's background, problem statement, research objectives and questions, the study's significance, scope, and operational definitions of key terms to address the complex social issue of Pakistan. The following subsections provide the influx of relevant information.

1.2 Background of the Study

Across the world, heinous terrorist attacks on different facilities have set numerous challenges for international organizations and researchers to offer a viable solution to the problem (Institute for Economics & Peace [IEP], 2020; Malik et al., 2018; National Consortium for the Study of Terrorism and Responses to Terrorism [START], 2019). In these atrocious attacks, terrorist groups target high-value places to create chaos at the largest level. Since 2013, terrorists have targeted private citizens and their property, police, government, business, military, religious figures, and educational institutions in particular (Refer to Table 1.1).

Table 1.1

Ten Most Affected Facilities of the World in Response to Terrorism

Facility Type	Number of Terrorist Attacks						
	2013	2014	2015	2016	2017	2018	2019
Private Citizens & Property	3,035	5,016	4,514	874	3,422	3,147	2987
Police	2,388	2,679	2,159	811	1,695	1,623	1359
Government (General)	1,376	1,545	1,136	311	919	977	875
Business	862	1,127	1,149	165	797	604	486
Military	621	805	715	543	457	385	400
Religious Figures & Institutions	383	418	394	85	228	251	203
Educational Institutions	**354**	**384**	**294**	**117**	**162**	**185**	**164**
Terrorists/Non-State Militia	270	400	447	54	158	153	279
Transportation	253	355	381	86	149	140	140
Utilities	244	344	255	28	159	140	72

Source: (START, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

To maintain the atmosphere of fear and grief, terrorists follow different tactics such as bombing, armed assault, attacks on infrastructure, hostages, and assassinations (START, 2019). One of the prime challenges in terrorist attacks is to shield students and teachers from physical and mental abnormalities. Ideally, educational institutions like schools should be safe havens for students and teachers. On the contrary, the bloody history of terrorism against the world's educational institutions has presented

a heart-wrenching scenario. Globally, 1,985 terrorist attacks were perpetrated on educational institutions between 2012 and 2019. However, since the last eight years, 2014 remained the worst year for the educational institutions in which 384 terrorist attacks were committed globally (Refer Figure 1.1).
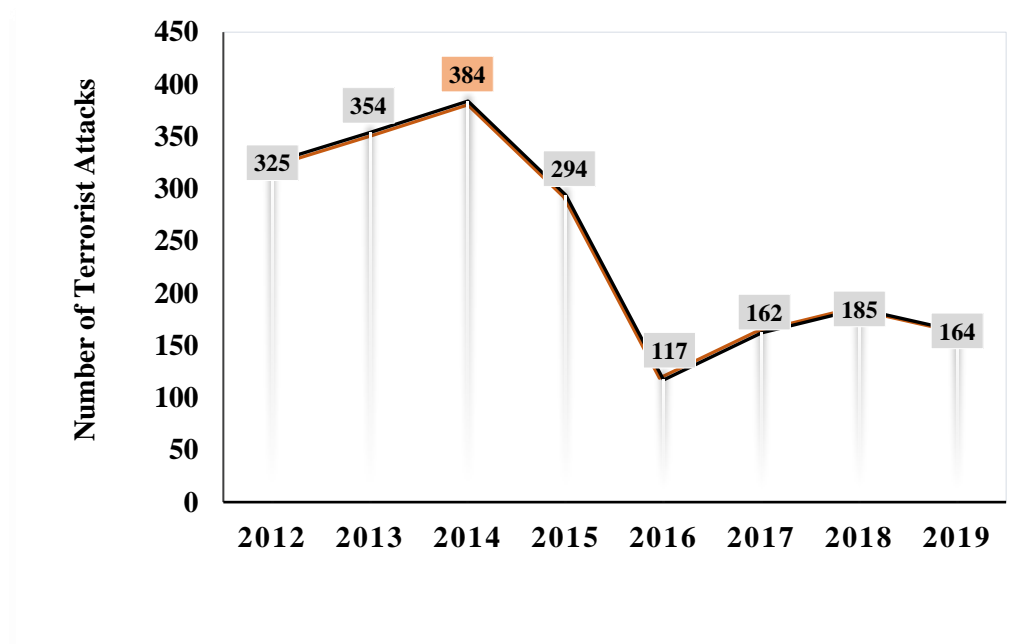
Source: (START, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

Figure 1.1   Terrorist Attacks on the Educational Institutions of the World

This upsurge in the number of terrorist attacks was backed by the Islamic State of Iraq and Syria (ISIS) terrorist group (GCPEA, 2018). ISIS is a Sunni jihadist group with a distinct violent ideology, whom they call the 'caliphate' and claim religious authority over all Muslims. Since 2014, the proliferation of ISIS terrorist groups in different parts of the world has widely contributed to terrorism against education. Consequently, 37 countries reported a severe impact of terrorism on their educational institutions, students, and teachers, where at least ten attacks were committed on education in each country between 2017 and 2019 (Refer Table 1.2). Pakistan is not the exception among these countries, where 1,148 terrorist attacks were committed on educational institutions, students, and teachers between 2009 and 2019.

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Table 1.2

Education under Attack: List of Top 37 Countries

Afghanistan	Iraq	Somalia
Burkina Faso	Kenya	South Africa
Burundi	Libya	South Sudan
Cameroon	Mali	Sudan
Central African Republic	Myanmar	Syria
China	Nepal	Thailand
Colombia	Nicaragua	Turkey
Democratic Republic of Congo	Niger	Uganda
Egypt	Nigeria	Ukraine
Ethiopia	Palestine	Venezuela
Guinea	Pakistan	Yemen
India	The Philippines	
Iran	Sri Lanka	

Source: (GCPEA, 2020)

Across the world, terrorists target public places which carry symbolic values, ideal soft targets, and have high chances of casualties. For these reasons, schools always remained soft targets for the terrorist groups. Consequently, the aftermath of terrorist attacks causes high media coverage to widespread rage and fear among the masses (Petkova et al., 2017). Globally, many precedents of terrorist attacks on schools witnessed fear and resentment among teaching fraternity, such as the fierce terrorist attack on the girls' school in Kabul, Afghanistan in 2021, Stoneman Douglas School shooting in Florida, the USA in 2018, the Army Public School (APS) massacre in Peshawar, Pakistan in 2014, and abduction of schoolgirls in Chibok, Nigeria in 2014 (CNN, 2021 May 9; Global Terrorism Database [GTD], 2020; Human Rights Watch [HRW], 2017; Petkova et al., 2017). These horrifying terrorist attacks served as a reminder that schools are the soft targets for the terrorists to create chaos at the most considerable level (Petkova et al., 2017; Memon et al., 2021). Human Rights Watch defines attacks on education as "the full range of violations that place children at risk and deny them access to education. This includes attacks on schools' infrastructure

and students, teachers, and administrators; the police and military; and harassment and threats against teachers, parents, and education professionals." (HRW, 2017, p. 1).

The horrible terrorist attacks on educational institutions have the potential to disrupt students and teachers in many ways. For example, the fear of physical harm caused by terrorism disengages students and teachers from education and jobs, respectively. Besides, threat warnings, abductions, and indiscriminate killing tend to overstretch students and teachers emotionally and psychologically (GCPEA, 2020; Memon et al., 2020a). The previous studies considered the severity of the circumstances and addressed the vulnerability of teaching staff amidst terrorism (Felix et al., 2010; Memon et al., 2021; Petkova et al., 2017). Moreover, the heinous terrorist attacks and their aftermath engross victims in sheer insecurity, fear of mortality salience, avoidance behavior, and intrude them mentally and emotionally (Boscarino et al., 2006; Greenberg et al., 1986; Malik et al., 2018; Mainiero & Gibson, 2003; Schmidt & Jongman, 1988; Toker et al., 2015). The following section provides the global outlook of deaths in response to terrorism.

1.2.1 Global Outlook of Deaths in Response to Terrorism

Across the world, the emergence of terrorism is the result of numerous factors, such as religious zealotry, economic, political, and cultural disparities, globalization, and USA intervention in intra-state affairs (Hoffman, 1998; Jensen, 2001; Merari, 1999; Stevens, 2005). Since the 9/11 terrorist attacks, the world has experienced a high frequency of terrorist attacks on different facilities (IEP, 2020; START, 2019; GTD, 2020). As a result of these attacks, thousands of innocent people have lost their lives. Globally, 155,170 terrorist attacks were perpetrated that caused 286,712 deaths between 2006 and 2019. Since the last fourteen years, 2016 remained the worst year

in which 34,676 people lost their lives in the terrorist attacks (Refer to Table 1.3). This exponential growth in deaths was backed by the insurgency of ISIS-affiliated groups in the Middle East & North Africa (MENA) and South Asia (START, 2016). Since 2002, MENA and South Asian regions have experienced the severe impact of terrorism on different facilities (IEP, 2020).

Table 1.3

Global Figures of Terrorist Attacks and Deaths in Response to Terrorism

Year	Number of Terrorist Attacks	Percentage Change	Number of Deaths	Percentage Change
2006	14,371	-	20,487	-
2007	14,414	0.3	22,719	11
2008	11,662	-19.09	15,708	-31
2009	10,969	-5.94	15,310	-3
2010	11,604	5.78	13,186	-14
2011	10,283	-11.38	12,533	-5
2012	6,771	-34.15	11,098	-11
2013	9,707	43.36	17,891	61
2014	13,463	38.69	32,727	83
2015	11,774	-12.54	28,328	-13
2016	**13,488**	**14.55**	**34,676**	**22**
2017	8,584	-36.35	18,753	-46
2018	9,607	12	22,987	23
2019	8,473	-11.80	20,309	-11.65
Total	155,170		286,712	

Source: (START, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019 Statista, 2017)

Between 2002 and 2019, the South Asian region experienced 37,154 terrorist attacks that caused 74,087 deaths (Refer to Figure 1.2). Among South Asian countries, Pakistan is also facing the severe impact of terrorism for more than a decade. In 2019, Pakistan experienced 229 terrorist attacks that accounted significant proportion of total attacks worldwide (Pak Institute for Peace Studies [PIPS], 2019). Under such deplorable conditions, Pakistan's economy encountered acute challenges that disturbed the overall quality of life. The following section provides an overview of destruction in Pakistan.
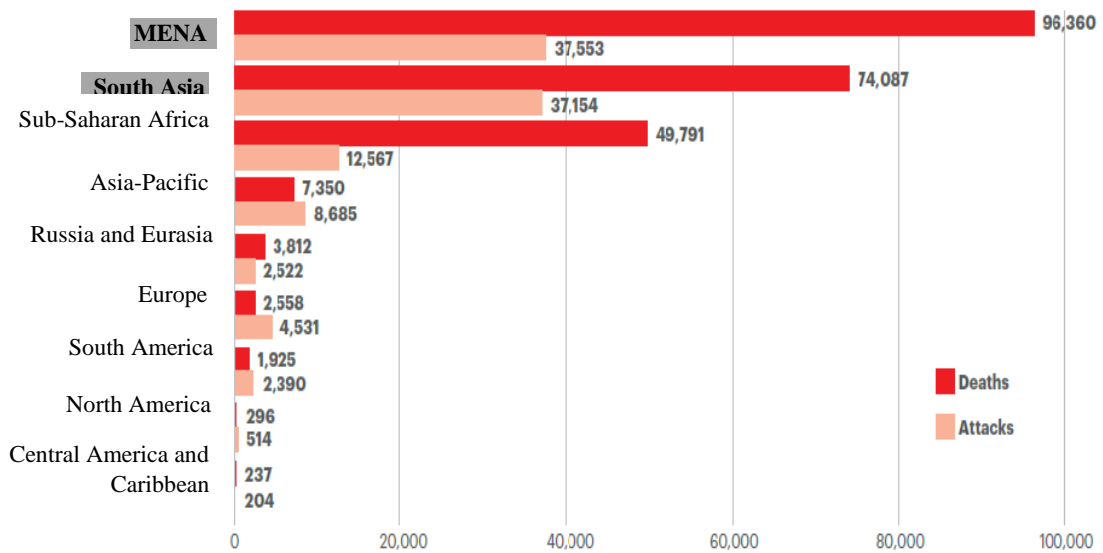
Source: (IEP, 2020)

Figure 1.2 Attacks and Deaths from Terrorism by Region, 2002-2019

1.2.2 Terrorism and Pakistan: An Overview of Destruction

For more than one decade, the people of Pakistan have been living a miserable life due to the high number of atrocious terrorist attacks on different facilities. In Pakistan, 8,548 terrorist attacks have been perpetrated between 2012 and 2020. In these horrifying attacks, 10,067 people have lost their lives (Refer to Table 1.4). In Pakistan, 2013 remained the worst year in which 1,920 terrorist attacks were committed that caused 2,315 deaths (Refer Table 1.4). Keeping in view the severity of the issue, the government of Pakistan established the National Counter Terrorism Authority (NACTA) in 2008 to fight against terrorism with the support of law enforcement and intelligence agencies. However, the terrorism surge is persistent in Pakistan, demanding significant attention from the Interior Ministry, law enforcement agencies, and policymakers.

Table 1.4

Terrorist Attacks and Deaths in Pakistan, 2012-2020

Year	Total Attacks	Total Killed	Total Wounded
2012	1,404	1,848	3,643
2013	**1,920**	**2,315**	**4,989**
2014	1,821	1,757	2,837
2015	1,009	1,081	1,325
2016	861	1,121	1,050
2017	574	851	1,827
2018	584	517	1,256
2019	229	357	729
2020	146	220	547
Total	8,548	10,067	18,203

Source: (START, 2012, 2013, 2014, 2015, 2016, 2017; NACTA, 2018; PIPS, 2019, 2020)

Due to the high number of horrific terrorist attacks, Pakistan has been proclaimed the riskiest place in the twenty-first century (Riedel, 2008). Considering the severity of the circumstances, Pakistan has been ranked at the 7th number in the Global Terrorism Index (GTI) Report 2020 (Refer Figure 1.3). The Institute for Economics and Peace measures the devastating impact of terrorism on different countries through the global terrorism index score. GTI score is determined based on the number of terrorist attacks, deaths, injuries, and property damage in a specific country. Since 2001, Pakistan's economy has been facing acute challenges of terrorism. Between 2001 and 2019, Pakistan's total losses touched US$ 130.29 billion (GOP Finance Division, 2020). However, 2010-11 remained the worst year for Pakistan's economy, in which US$ 23.77 billion losses were recorded (Refer Appendix A). Furthermore, due to extreme threatening and uncertain conditions, Pakistan's economy encountered a significant decline in foreign investment. Besides financial losses, the inhabitants pay the high cost of terrorism in resentment, grief, fear, trauma, dejection, anxiety, and loss of life. For an in-depth understanding of the subject matter, the following section deliberates the terrorism roots in Pakistan.
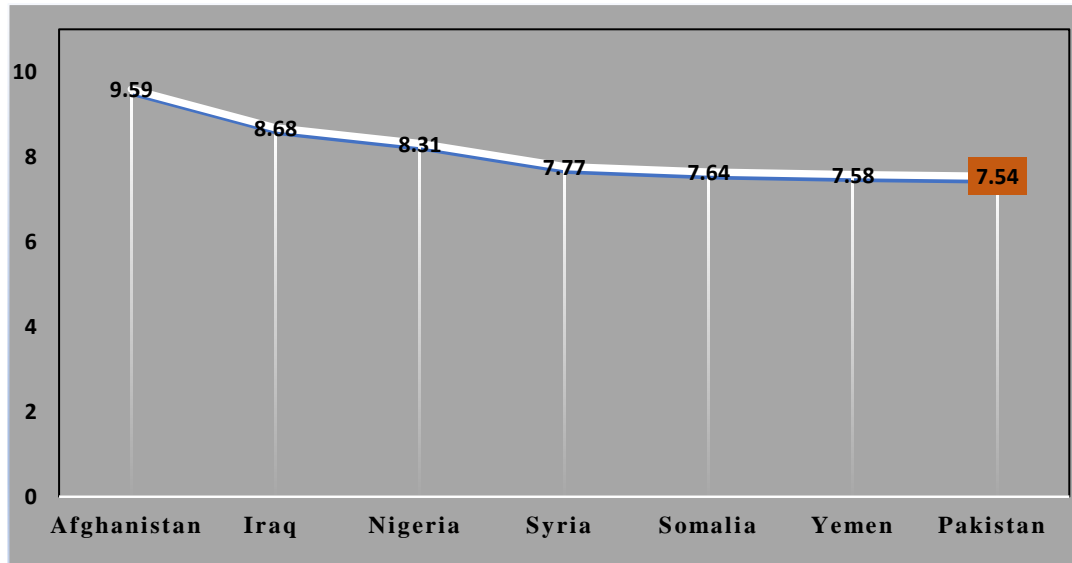
Source: (IEP, 2020)

Figure 1.3   Global Terrorism Index Score, 2020

1.2.3   Terrorism Roots in Pakistan

Geographically, Pakistan is located in South Asia, with an estimated population of 211.17 million (GOP Finance Division, 2020). The administrative units of Pakistan consist of four Provinces (Sindh, Balochistan, Khyber Pakhtunkhwa, and Punjab), two autonomous territories (Gilgit Baltistan and Jammu and Kashmir), and one federal territory called Islamabad (Refer Figure 1.4). Pakistan's population comprises diverse ethnic groups, namely, Sindhis, Saraikis, Pashtuns, Punjabis, Muhajirs, Balochs, and others. In the annals of history, Pakistan received independence from the United Kingdom and was separated from India in 1947. Since its independence, Pakistan has evolved as the centre for Islamic radical groups, primarily because of its prior policies against neighboring countries, Afghanistan and India (Haqqani, 2004). There are four neighboring countries of Pakistan, namely; Afghanistan, China, India, and Iran.

GB= Gilgit Baltistan   FATA= Federally Administered Triable Areas
Source: HRW (2018)

Figure 1.4   Geo-Strategic Position of Pakistan

In history, Pakistan's longest borders with Afghanistan and India kept a deep-rooted connection with terrorism (Shahzad et al., 2016). Moreover, Pakistan is a country that supported Islamist militants in Jammu and Kashmir and backed the Taliban in the Soviet war in Afghanistan (Haqqani, 2004). However, since the 9/11 terrorist attacks, Pakistan had altered its policy by suspending its long-standing ties with mujahidin and Islamist militants and became a strong ally of the USA during the former President General Pervez Musharraf's regime. Consequently, several radical Islamic groups infiltrated Pakistan's government to seek revolutionary political and social order changes. Hence, several radical Islamic groups are actively proliferating fear and terror across Pakistan (Cohen, 2003).

Historically, Afghanistan remained a land of wars for many years. For instance, in 1979, Afghanistan fought a deadly war with Russia, formerly known as the Union of Soviet Socialist Republics (USSR). In the Soviet war, Pakistan funded Afghan mujahidin and their organization 'Al-Qaeda' to subvert Russia with the USA's support. Al-Qaeda is an aggressive Sunni Islamist organization founded by Osama bin Laden, Abdullah Azam, and many other Arab volunteers in 1988 to fight against the Soviet's attack on Afghanistan. At the beginning of the Soviet war, some experts projected that Afghan mujahidin would survive even after this war (Riedel, 2008). Years after the war, Pakistan's ground realities strongly supported the experts' analysis. However, at the end of this war, Pakistan had to face severe repercussions. For example, two million Afghan refugees migrated to Pakistan that surged violence, extremism, and terrorism (Riedel, 2008).

In 2001, the scenario was completely changed when the USA declared Al-Qaeda a terrorist organization after 9/11 and attacked Afghanistan (Shahzad et al., 2016). As a result of this attack, Taliban militant forces took shelter across the Pakistani border. Consequently, many militant groups entered Pakistan through the 'Durand Line' and started working there (Shahzad et al., 2016). Durand Line is a 2,430-kilometer border between Pakistan and Afghanistan. Consequently, for more than one decade, Pakistan has been experiencing a high frequency of terrorist attacks in which many innocent people have lost their lives (Shukat et al., 2016).

Moreover, in Pakistan, other than India's and Afghanistan's involvement, some other important factors heightened terrorism, such as structural weaknesses, colonial legacy, internal politics, corruption, and Wahhabi radicalism (Murphy, 2012). Moreover, in the terrorism-affected areas of Pakistan, educational institutions, students, and teachers are also not safe from terrorist attacks. Students' and teachers'

dead bodies, schools' ashes, and dejected parents have shushed their extreme emotions in a wrecked society.

1.2.4   Schools under Attack: Rigorous Review of Pakistan

In the South Asian region, Pakistan has already faced acute challenges in education, such as poor access, low enrollment rate, gender bias, lack of trained teachers, and dilapidated conditions of schools (HRW, 2017; Memon et al., 2020b). However, growing events of terrorism against educational institutions, students, and teachers added fuel to the fire. For example, in Pakistan, 1,148 terrorist attacks were committed on educational institutions, students, and teachers between 2009 and 2019 (GCPEA, 2014, 2018, 2020). Surprisingly, terrorism-affected schools of Pakistan remained deprived of essential safety and security measures to cope with possible terrorist attacks (See Figures from 1.8 to 1.12). For instance, 60,200 Pakistani schools have been operating without boundary walls (HRW, 2017). Under such miserable conditions, 25 million children have been disengaged from their schools, the highest figure in South Asia and second highest in the world (HRW, 2017). Moreover, in Pakistan, the insurgency of terrorist groups against the government primary schools of Pakistan is very high. For example, since the last decade, more than 200 terrorist attacks have been perpetrated on the government primary schools of Pakistan (GTD, 2020).

In Pakistan, terrorist groups are attacking schools for various reasons, such as using western curricula, being too secular, and educating girls (Memon et al., 2021). In addition, some terrorist groups have been attacking schools because Pakistan's Army capitalizes them as barracks during operations against militants (HRW, 2017). For instance, terrorism-affected schools in Pakistan have been used as the barracks by Pakistan's Army against militant groups. Malala Yousafzai, a Nobel Peace Prize

winner, while sharing her painful story with the audience in Oslo, said: "*When I was in Swat, which was a place of tourism and beauty, suddenly changed into a place of terrorism. I was just ten years old when more than 400 schools were destroyed. Women were flogged, people were killed, and our beautiful dreams turned into nightmares. Education went from being a right to be a crime*" (Malala Yousafzai, 2014).

In the history of Pakistan, Tehreek-i-Taliban Pakistan (TTP) attack on the Army Public School, Peshawar, in 2014 is considered one of the horrific terrorist attacks on schools (See Figure 1.6). This massacre took 145 precious lives, including ten teachers (See Figure 1.7). TTP is a terrorist organization founded by Baitullah Mehsud to start the Taliban's movement in Pakistan. TTP took responsibility for this horrific attack as revenge against the operations managed by Pakistan's Army in the tribal areas of North Waziristan (HRW, 2017). However, despite the heart-wrenching terrorist attack on APS, Pakistan's government remained abortive to prevent schools from the possible terrorist attacks in the terrorism-affected areas (See Figures from 1.8 to 1.11).

Further, in 2018, terrorists burnt 12 primary schools overnight in district Diamer, Pakistan that caused panic among students, teachers, and parents (see Figure 1.5). The series of heinous attacks on schools raptured teachers' trust in schools' administration to protect them against mental and physical deformities. The previous studies have reported teachers' job stress as a significant predictor of perceived threats of terrorism that triggered turnover intentions and eroded their helping behavior (Memon et al., 2020a; Memon et al., 2020b). Consequently, terrorist attacks have jeopardized the moral standing of teachers serving in the terrorism-affected schools of Pakistan.

Source: (DAWN, 2018 August 3)

Figure 1.5   Terrorists Burnt 12 Government Primary Schools Overnight in District
Diamer, Gilgit-Baltistan, Pakistan

Source: (DAWN, 2015 December 2)

Figure 1.6   Glimpses of Army Public School (APS) Massacre in Peshawar, Pakistan

Figure 1.7   145 Martyrs of APS Attack including Ten Teachers

Figure 1.8 After an Explosion, the View of a Newly Constructed Boundary Wall of a Govt. Girls Primary School Ashraf Khel, Landi Kotal, Khyber Agency.

Figure 1.9 Terrorists Demaged the Wall of Govt. Boys Primary School, Malik Din Khel area, Tehsil Barra, District Khyber Agency, Pakistan

Figure 1.10   Dilapidated Condition of Government Girls Primary School, Sadu Khel Area, Landikotal, District Khyber Agency, Pakistan

Figure 1.11   Dilapidated Condition of Govt. Boys Primary School, Bazar Zakha
Khel, District Khyber Agency, Pakistan
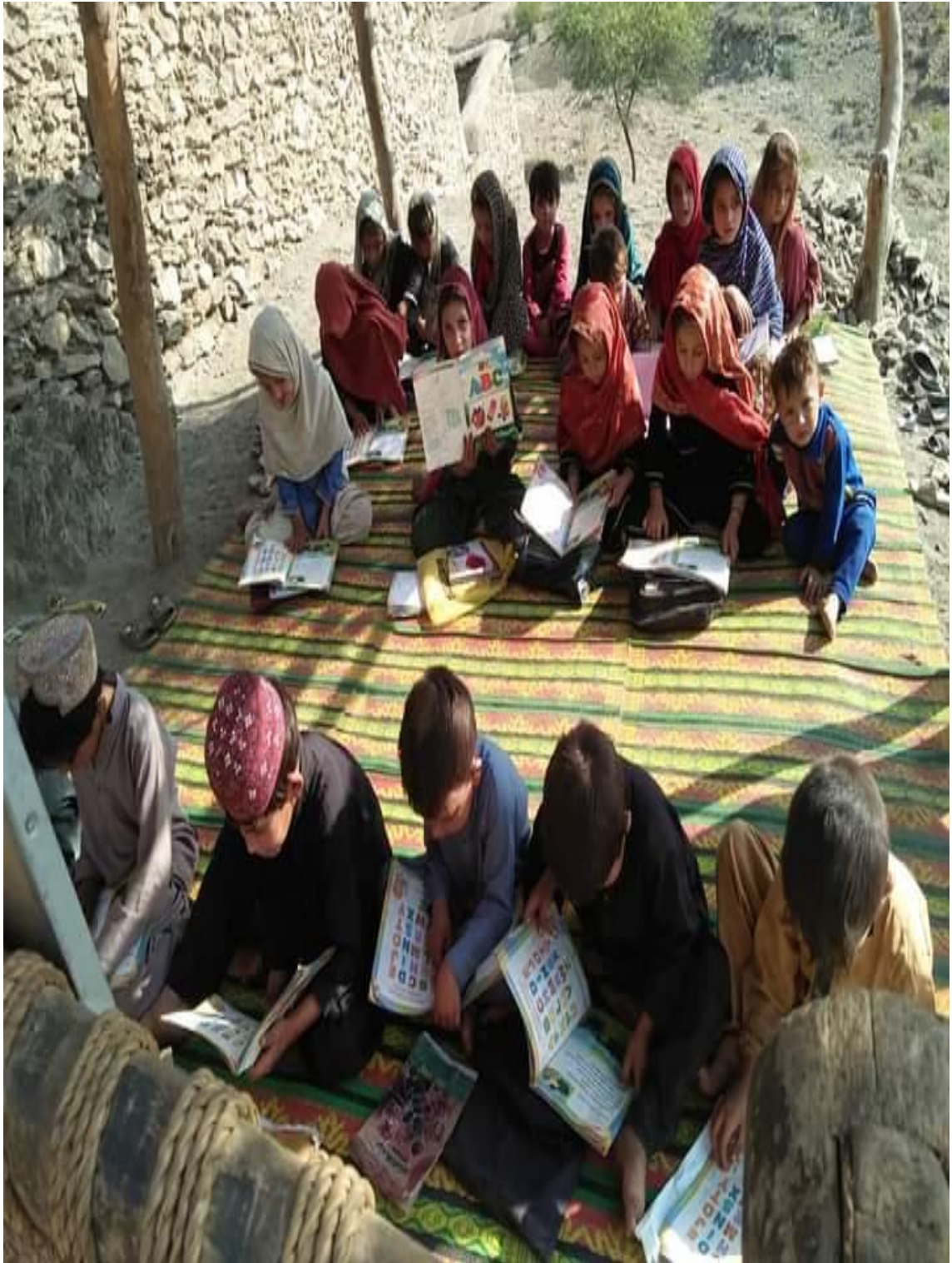
Figure 1.12   Government Primary School Without Boundary Walls, Tahsil Safi, District Mohmand Agency

1.2.5   Education System of Pakistan: A Brief Overview

Since 2010, Pakistan has devolved its education system at the provincial level under the 18th constitutional amendment. As a result, provincial governments became responsible for managing their education system at an intermediate level. However, the Ministry of Federal Education and Professional Training has been serving to connect educational institutions with the industry (GOP Finance Division, 2017). In Pakistan, education is divided into eight levels: pre-primary, primary, middle, secondary, higher secondary, technical & vocational, degree colleges, and universities (GOP Finance Division, 2020). However, each level of education is different from others based on institutional network, students' enrollment, and students' teacher ratio (Refer to Appendix B). At the primary education level of Pakistan, the students' teacher ratio has been eroded due to the severe impact of terrorism. Since 2012, the student-teacher ratio in the primary schools remained very high that may negatively affect teachers' in-role job performance and quality of education (Refer Figure 1.13).
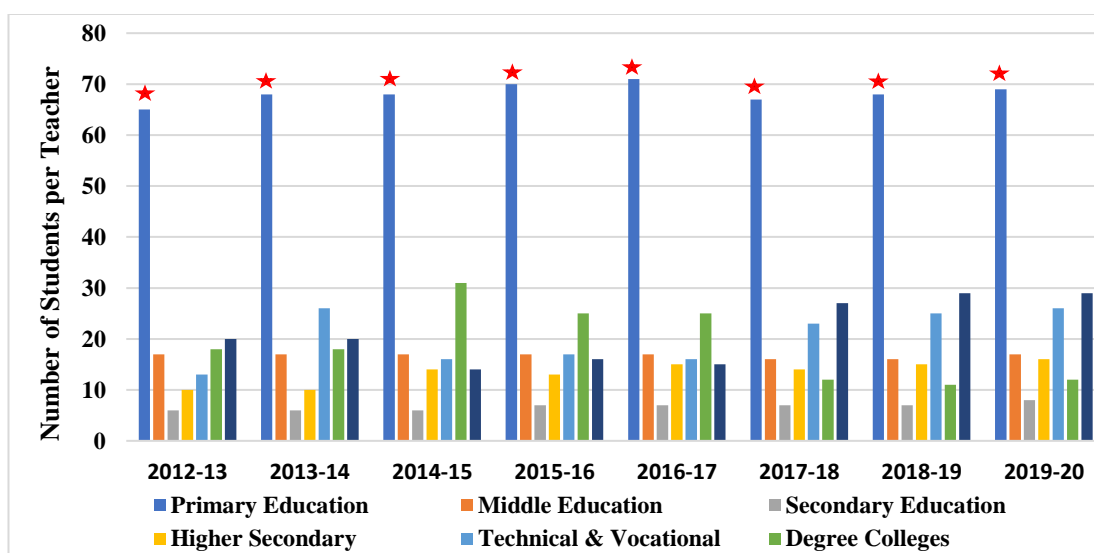
Source: (GOP Finance Division, 2020)   ★ Alarming level of students' teacher ratio

Figure 1.13 Number of Students per Teacher in All Education Levels of Pakistan, 2012-2020

1.3   Problem Statement

For more than one decade, the hegemony of terrorism against the government primary schools in Pakistan has echoed the teachers' vulnerability. Teaching has become a risky profession in Pakistan due to the high number of atrocious terrorist attacks, intimidations, and massive killings (GCPEA, 2020; HRW, 2017; Memon et al., 2020a). Surprisingly, in Pakistan, 1,148 terrorist attacks have been perpetrated on educational institutions, students, and teachers between 2009 and 2019 (GCPEA, 2014, 2018, 2020). In the wake of terrorism, government primary schools in Pakistan are also facing acute challenges. For example, between 2009 and 2020, more than 200 terrorist attacks were committed to government primary schools only (GTD, 2020; PIPS, 2019). Due to the tender age of students, government primary schools in Pakistan remained the ideal soft targets for the terrorists to create chaos at the largest level (HRW, 2018). For instance, most students in the government primary schools of Pakistan fall in the age range of 5-10 years (GOP Finance Division, 2017). Since 2012, the student-teacher ratio in the government primary schools of Pakistan has been increasing, which may negatively affect the in-role job performance of teachers and quality of education (Refer Figure 1.13). Further, the previous studies highlighted the issue of teachers' job stress and their turnover intentions in Pakistan's terrorism-affected government primary schools (Memon et al., 2020a; Memon et al., 2021).

Due to the high number of heinous terrorist attacks, Pakistan has been proclaimed the riskiest place in the twenty-first century (Riedel, 2008), particularly for the teaching staff (HRW, 2017). Terrorism-affected government primary schools in Pakistan are susceptible to terrorist attacks due to dilapidated school buildings coupled with feeble safety and security measures (See Figures from 1.8 to 1.11). For instance, 60,200 schools in Pakistan have been operating without boundary walls (HRW, 2017) and lacking preventive plans to cope with possible terrorist attacks. Such pathetic

prevailing conditions also paved the way for the terrorists to burn 12 primary schools overnight in district Diamer, Pakistan that caused panic among students, teachers, and parents (HRW, 2018). In this tragedy, all schools were primary and operated in the far-flung and risky areas of district Diamer, Gilgit Baltistan (See Figure 1.5).

Despite the heart-wrenching Diamer incident, the government of Pakistan remained futile to shield government primary schools against possible terrorist attacks that may aggravate teachers' perceived risk and stress. Keeping in view the impending threat to the educational institutions of Pakistan, the Higher Education Commission (HEC) of Pakistan intends to start a safe campus project for its universities (GOP Finance Division, 2017). In addition, a memorandum of understanding was signed between HEC and National Counter Terrorism Authority (NACTA) in 2018 to prevent educational institutions from extremism and terrorism (NACTA, 2018). However, no concrete steps have been followed in the government primary schools to overcome the impending threat of terrorism. Under such conditions, government primary schools are deprived of essential safety and security measures. Keeping in view the complex realities of Pakistan, 25 million children have been disengaged from their schools, the highest figure in South Asia and second highest in the world (HRW, 2017). In the wake of terrorism, teachers in the terrorism-affected government primary schools of Pakistan have been preoccupied with job stress that ignited their turnover intentions and disturbed in-role job performance (De Clercq et al., 2017; Memon et al., 2020a; Memon et al., 2020b). The aftermath of terror events is also triggering teachers to alter their beliefs in a maladaptive way. Horrible terrorist attacks and their aftermath engross people in fear and intercepted them mentally and emotionally (Boscarino et al., 2006; Greenberg et al., 1986; Malik et al., 2018; Mainiero & Gibson, 2003; Schmidt & Jongman, 1988; Toker et al., 2015). Under such conditions, government

primary school teachers' posttraumatic maladaptive beliefs may disturb the equilibrium point of their professional life.

The factual information warrants a systematic investigation to offer a viable solution to the given problem. In response to this problem, the present study investigates the detrimental effects of perceived threats of terrorism, posttraumatic maladaptive beliefs, and job dangerousness on the terrorism-affected government primary school teachers' turnover intentions and their in-role job performance with the mediating role of their job stress. Furthermore, the present study proposes the moderating effect of perceived resilience for regulating the negative effect of teachers' job stress on their turnover intentions and in-role job performance.

1.4   Research Objectives

Based on the prior discussion, the present study investigates teachers' turnover intentions and their in-role job performance in Pakistan's terrorism-affected government primary schools. Furthermore, keeping in view the severity of the issue, the present study investigates the indirect effects of perceived threats of terrorism, posttraumatic maladaptive beliefs, and job dangerousness on teachers' turnover intentions and in-role job performance through their job stress. For regulating the negative effect of teachers' job stress on their turnover intentions and in-role job performance, the present study investigates perceived resilience as a moderator. To carry a systematic investigation, specific research objectives of the present study are:

1. To investigate if there is any relationship between teachers' perceived threats of terrorism and their job stress.

2. To study if there is any relationship between teachers' posttraumatic maladaptive beliefs and their job stress

3. To investigate if there is any relationship between teachers' job dangerousness and their job stress.

4. To examine if there is any relationship between teachers' job stress and their turnover intentions.

5. To study if there is any relationship between teachers' job stress and their in-role job performance.

6. To investigate whether teachers' job stress mediates the relationship between perceived threats of terrorism and turnover intentions.

7. To examine whether teachers' job stress mediates the relationship between perceived threats of terrorism and in-role job performance.

8. To examine whether teachers' job stress mediates the relationship between posttraumatic maladaptive beliefs and turnover intentions.

9. To study whether teachers' job stress mediates the relationship between posttraumatic maladaptive beliefs and in-role job performance.

10. To investigate whether teachers' job stress mediates the relationship between job dangerousness and their turnover intentions.

11. To examine whether teachers' job stress mediates the relationship between job dangerousness and their in-role job performance.

12. To investigate the moderating effect of teachers' perceived resilience on the relationship between job stress and turnover intentions.

13. To examine the moderating effect of teachers' perceived resilience on the relationship between job stress and in-role job performance.