

**THE INFLUENCE OF PERCEIVED JOB RISK
AND RELIGIOUSNESS TOWARDS POSITIVITY
AND HELPING BEHAVIOUR AMONG
GOVERNMENT GIRLS' PRIMARY SCHOOL
TEACHERS IN NORTHERN PAKISTAN**

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by

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for the Degree of
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LIST OF ABBREVIATIONS

APS	Army Public School
AVE	Average Variance Extracted
CMB	Common Method Bias
CMV	Common Method Variance
FATA	Federally Administered Tribal Areas
GB	Gilgit Baltistan
GCPEA	Global Coalition to Protect Education from Attack
GOP	Government of Pakistan
GTD	Global Terrorism Database
HRW	Human Rights Watch
HTMT	Heterotrait-Monotrait
IEP	Institute for Economics & Peace
ISDEV	Centre for Islamic Development Management Studies
ISIS	Islamic State of Iraq and Syria
MLMV	Measured Latent Marker Variable
NACTA	National Counter Terrorism Authority
NATO	North Atlantic Treaty Organization (NATO)
POS	Perceived Organizational Support
PIPS	Pak Institute for Peace Studies
PLS-SEM	Partial Least Square-Structural Equation Modelling
RA	<i>Radhi Allahu Anhu</i>

SAW	<i>Sallallahu Alayhi Wasallam</i>
SPSS	Statistical Package for Social Sciences
START	National Consortium for the Study of Terrorism and Responses to Terrorism
SWT	<i>Subhanahu Wa Ta'ala</i>
TTP	Tehreek-i-Taliban Pakistan
USM	Universiti Sains Malaysia
VIF	Variance Inflation Factor

**PENGARUH PANDANGAN RISIKO PEKERJAAN DAN KEAGAMAAN
TERHADAP TINGKAH LAKU POSITIF DAN MEMBANTU DALAM
KALANGAN GURU PEREMPUAN SEKOLAH RENDAH KERAJAAN DI
UTARA PAKISTAN**

ABSTRAK

Penguasaan keganasan ke atas sekolah rendah perempuan kerajaan di Pakistan telah memberikan cabaran kepada kepimpinan dan hubungan para guru wanita. Sedekad yang lalu, lebih 90 serangan keganasan ke atas sekolah rendah perempuan kerajaan di Pakistan menyebabkan kehidupan para guru wanita berada dalam keadaan sengsara dan terhimpit. Kekurangan sokongan organisasi, keselamatan yang lemah dan langkah keselamatan ditengah keganasan memburukkan risiko pekerjaan yang dirasakan para guru sekolah. Kajian ini cuba menyelidik isu sosial masyarakat yang sensitif dan memerlukan perhatian yang khusus. Hasil penyelidikan kajian ini membuktikan implikasi buruk ancaman keganasan yang dirasakan para guru wanita dan kekurangan sokongan organisasi menyebabkan risiko pekerjaan yang tinggi. Risiko pekerjaan yang dirasakan oleh para guru wanita secara berterusan telah mengganggu sikap positif dan kelakuan mereka di sekolah-skolah yang diancam keganasan di Pakistan. Kajian ini dijalankan menggunakan rekabentuk kajian kolerasi dan mengumpulkan data daripada tenaga pengajar sekolah 303 perempuan kerajaan Pakistan yang terkesan dengan serangan keganasan melalui soal selidik sendiri. Hasil penyelidikan juga membuktikan signifikasi dan kaitan positif antara ancaman keganasan yang dirasakan oleh para guru wanita dengan risiko pekerjaan yang dirasakan. Selanjutnya, dapatan juga mengesahkan hubungan negatif yang signifikan ke atas sokongan organisasi yang dirasakan dengan risiko pekerjaan yang dirasakan.

Hasil kajian juga mendapati terdapat hubungan negatif yang signifikan di antara risiko pekerjaan yang dirasakan tenaga pengajar perempuan dengan pemikiran yang positif. Hasil kajian juga mengesahkan hubungan negatif yang signifikan risiko pekerjaan yang dirasakan tenaga pengajar perempuan dengan tingkah laku menolong. Sebagai konklusi, peranan keagamaan membantu para guru wanita dalam menjalankan pekerjaan akibat kesan negatif yang dirasakan terhadap sikap positif dan tingkah laku membantu dalam diri mereka.

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PAKISTAN**

ABSTRACT

The hegemony of terrorism in government girls' primary schools in Pakistan has postulated numerous challenges for the female teaching fraternity. Over the last decade, more than 90 terrorist attacks on government girls' primary schools in Pakistan have made female teachers' life miserable. The lack of perceived organizational support and feeble safety and security measures amidst terrorism aggravated female teachers' perceived job risk. The current study investigated the sensitive social issue of our society that warranted special attention. The results of the present study confirmed the devastating implications of female teachers' perceived threats of terrorism and lack of perceived organizational support, which caused high perceived job risk. Female teachers' perceived job risk is constantly disturbing their positivity and helping behavior in the terrorism-affected schools of Pakistan. The present study administered a correlational research design and gathered data from the 303 female teaching fraternity of Pakistan's terrorism-affected government girls' primary schools through a self-administered survey. The results attested to the significant and positive association of female teachers' perceived threats of terrorism with their perceived job risk. Further, the findings attested to the significant and negative association of female teachers' perceived organizational support with their perceived job risk. The results revealed that there is a significant and negative association between female teachers' perceived job risk and their positivity. The findings also attested to the significant and

negative association between female teachers' perceived job risk and helping behavior. Finally, the moderating role of female teachers' religiousness performed a phenomenal job in marginalizing the negative effect of perceived job risk on their positivity and helping behavior.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Across the world, poverty, poor access, low enrollment rates, gender disparity, social norms, and sexual harassment are the acute challenges to girls' education (Global Coalition to Protect Education from Attack [GCPEA], 2022). Among these challenges, the emergence of radical Islamic groups to disturb girls' education in certain Muslim countries is not an exception. For instance, the Taliban, the Islamic State of Iraq and Syria (ISIS), Al-Shabaab, and Boko Haram have repeatedly attacked the girls' schools in Iraq, Afghanistan, Nigeria, Syria, Somalia and Pakistan. These terrorist groups attack girls' schools in their regions due to their ideological beliefs, the desire to exert control and intimidation, the aim to create widespread chaos, the targeting of soft and symbolic institutions, the use of girls as suicide bombers, and the disruption of social order (Alvi, 2019; GCPEA, 2022, Mutanda, 2017; Ogueri, 2022). In Muslim countries, Pakistan is also experiencing a severe impact of terrorism on girls' educational institutions. Over the last decade, more than two hundred terrorist attacks have been perpetrated on girls' educational institutions in Pakistan (Abbasi, 2013; GTD, 2020; Hussain, 2022).

In the literature, the previous study has attributed perceived threats of terrorism as a robust predictor of teachers' job stress in Pakistan (De Clercq et al., 2017). Perceived threats of terrorism aggravate the teacher's perceived job risk, fueled by a lack of organizational support to feel unsafe and insecure (Raja et al., 2020). In fact, education lives underneath of constant threat of terrorism in Pakistan (Ahmed et al., 2018; Bilal et al., 2022; Human Rights Watch [HRW], 2017). Under

such circumstances, teachers' tendency to demonstrate helping behavior and stay positive may attenuate. Consequently, teachers' weak helping behavior and loss of positivity may erode the overall standard of education in girls' schools in Pakistan. Hence, the main objective of this study is to examine the impact of terrorism and perceived organizational support on the perceived job risk experienced by female teachers serving in government girls' primary schools, in Pakistan. Additionally, this research aims to explore how this perceived job risk influences their positivity and helping behavior. Finally, the study seeks to determine whether religiousness plays a moderating role in diminishing the impact of female teachers' perceived job risk on their positivity and helping behavior. To address a complex social issue of female teachers serving in government girls' primary schools, the first chapter provides the background of the study, problem statement, research objectives, and questions, significance of the study, scope, and operational definitions of key terms. The following subsections rigorously provide relevant information.

1.2 Background of the study

Across the world, terrorist attacks on different facilities have posited numerous challenges for international organizations and researchers to offer viable solutions (Institute for Economics & Peace [IEP], 2018; Malik et al., 2018; National Consortium for the Study of Terrorism and Responses to Terrorism [START], 2018). Terrorism is a type of violence or threat intended to create fear, coerce governments, or achieve ideological, political, or religious objectives (Noreen et al., 2023; Javeid et al., 2023). It is a global phenomenon that can be perpetrated by individuals, groups, or states (Al Amosh et al., 2023). Political grievances, religious extremism, separatist movements, and ideological beliefs are all examples of motivations (Nesbitt et al., 2023). Terrorism has an impact that extends beyond immediate casualties, causing societal fear, and

economic disruptions, and shaping policy responses around the world (Nielsen et al., 2023). In the wake of terrorism, the deleterious role of Islamic fundamentalist groups has widely contributed to the global figure of terrorist attacks. For instance, between 2014 and 2021, more than seventeen thousand terrorist attacks were perpetrated by four Islamic fundamentalist groups: the Taliban, the Islamic State of Iraq and Syria (ISIS), Al-Shabaab, and Boko Haram. In fact, these four Islamic fundamentalist groups have been recognized as the deadliest terrorist groups in the World (Alvi, 2019; IEP, 2022).

Table 1.1

Deadliest Radical Islamic Groups in the World (2014-2021)

Islamic Group	Number of Attacks								Total
	2014	2015	2016	2017	2018	2019	2020	2021	
Taliban	894	1093	851	703	1266	1025	242	232	6306
Islamic State of Iraq and Syria (ISIS)	1083	931	1153	857	735	339	414	479	5991
Al-Shabaab	497	275	342	353	493	295	359	303	2917
Boko Haram	453	491	200	276	243	347	121	86	2217

Source (START, 2012, 2013, 2014, 2015, 2016, 2017, 2018; IEP, 2019, 2020, 2022)

Table 1.1 shows the number of attacks perpetrated by four radical Islamic groups between 2014 and 2021. The Taliban committed a total of 6306 attacks on various facilities during the period specified. Meanwhile, the Islamic State of Iraq and Syria (ISIS) carried out 5991 attacks, with Al-Shabaab responsible for 2917 attacks, and Boko Haram accountable for 2217 attacks during the same time.

Terrorism is widely recognized as a global phenomenon that has disturbed various facilities and individuals around the globe. However, it can not be merely associated with radical Islamic groups. Moreover, around the globe, various violent groups contribute to extremism, terrorism, and mass shootings in schools (Nesbitt et

al., 2023; Nielsen et al., 2023). Conversely, the penetration of radical Islamic groups in Muslim countries is very high (ALfatih & Saadalla, 2019). Hence, the present study mainly covers the role of radical Islamic groups because they have largely contributed to disturbing the girls' education in Pakistan.

In the global mix of heinous attacks, terrorist groups have repeatedly attacked girls' educational institutions. Over the last decade, more than 250 terrorist attacks have been perpetrated globally on girls' educational institutions (Abbasi, 2013; GTD, 2020; IEP, 2022; Hussain, 2022). Around the globe, certain Muslim countries have experienced a high frequency of terrorist attacks on girls' educational institutions, such as Iraq, Afghanistan, Nigeria, Syria, Somalia, and Pakistan (GCPEA, 2018). In the aforementioned Muslim countries, many terrorist attacks on girls' educational institutions are accounted for in Pakistan and Afghanistan (Abbasi, 2013; GTD, 2020; Hussain, 2022). This upsurge in the number of terrorist attacks on girls' educational institutions in Muslim countries is backed by the Taliban, the Islamic State of Iraq and Syria (ISIS), Al-Shabaab, and Boko Haram. As a result, education lives under constant threat of terrorism in certain Muslim countries, where teachers are risking their lives to educate girls (Alvi, 2019; Mutanda, 2017; Ogueri, 2022).

Since last decade more than 250 terrorist attacks have been perpetrated globally on girls' educational institutions (GTD, 2020; IEP, 2022; Noreen et al., 2023). In the global mix of terrorist attacks, more than 200 attacks have been committed on girls' educational institutions in Pakistan just (Abbasi, 2013; GTD, 2020; Hussain, 2022). Therefore, one of the prime challenges is to protect the teachers from physical deformities and mental disorders who are serving in girls' schools. Moreover, employees' perceived job risk tends to augment their job anxiety, life stress, job dissatisfaction, and burnout (Cullen et al., 1985; Garland, 2004; Jin et al., 2018).

Further, terror management theory (TMT) explicates the jeopardizing context by illuminating the notion of death salience that causes anxiety (Greenberg & Arndt, 2012). Considering the current scenario of girls' educational institutions in Pakistan, the present study deems the indirect effects of perceived threats of terrorism and perceived organizational support on the teachers' positivity and helping behavior through their perceived job risk. To shield teachers' positivity and helping behavior amidst terrorism, the present study predicts the buffering effect of their religiousness. The religiousness accounted the ability to cope with life and job strains (De Clercq et al., 2017; Kevern, 2012; Schaefer & Gorsuch, 1991). In addition, the Multivariate Belief-Motivation Theory of Religiousness highlights the power of religiousness to cope with anxiety and promote kindness and compassion in challenging conditions. As a result, employees' religiousness psychologically detaches them from stressors and increases their ability to confront fearful situations.

1.2.1 Teaching, Terror, and Schools

The selfless role of teaching in society is essential and cannot be understated. Teachers play a vital role in shaping the next generation's future and building a better, more knowledgeable, and enlightened society. In addition to their role in education, teachers also play a crucial role in students' social and emotional development (Poulou, 2017). Hence, educational institutions like schools demand a peaceful environment where teachers and students can feel safe (Memon et al., 2020a). Contrarily, terror events hit the conducive environment of schools hardest by negatively impacting teachers' mental health (Memon et al., 2021; Rahman et al., 2020). These attacks not only disrupt the sense of safety and security of teachers but also cause teachers to feel anxious, fearful, and stressed (De Clercq et al., 2017; Nisa et al., 2021). Teachers may

also struggle with negative emotions of grief and loss if their colleague or student is killed or injured in a terror attack (GCPEA, 2022). Teachers are unable to contribute to student learning in a tense environment. Peace and tranquility are the necessary conditions for successful teaching and learning in any educational institution. In terrorism-affected countries, teachers have been targeted in different ways. However, the frequency and severity of terrorist attacks vary by country (Rahman et al., 2020). Terrorist attacks and military exploitation of schools have disturbed over 22,000 teachers and students worldwide during the last decade (GCPEA, 2020). Between 2020 and 2021, the Democratic Republic of the Congo, India, Mali, Myanmar, Nigeria, Palestine, and Turkey experienced over 400 episodes of attacks on educational institutions (GCPEA, 2022). Similarly, in the South Asian region, Pakistan and Afghanistan are also on the hit list of terrorist groups and experienced several tragic incidents that disturbed teachers and schools (GCPEA, 2022; Memon et al., 2021; Nisa et al., 2021; Rahman et al., 2020). In the long term, terrorist attacks on schools can also negatively impact the teaching profession (Rahman et al., 2020). Further, teachers experience acute challenges in dealing with the aftermath of a terrorist attack on a school. For instance, during critical times, teachers' services are much needed to support and counsel students who are struggling with trauma and grief and need to work with school administrators and mental health professionals to help students and colleagues cope with the emotional fallout from the attack (Pinar Alakoc, 2019; Wansink et al., 2021). Terrorist attacks disturb education at all levels, including school, college, and university (Khan et al. 2019). In an unsafe environment, teachers always stay at home and devote less time to teaching and more to their families (De Clercq et al., 2017). Teachers' sense of insecurity makes them passive and reluctant to perform extra-role for the betterment of students. These adverse conditions also set numerous

challenges in recruiting and retaining high-quality teachers in far-flung and risky areas (Memon et al., 2020a). Based on the sensitivity of the subject matter, several past studies have highlighted the teachers' sufferings in the terror events (De Clercq et al., 2017; Felix et al., 2010; Khan et al., 2019; Memon et al., 2021; Nisa et al., 2021; Pinar Alakoc, 2019; Rahman et al., 2020; Wansink et al., 2021).

1.2.2 Terrorism is a Significant Source of Job Risk in Schools

Terrorism is widely recognized as a traumatic and highly stressful event, posing a variety of risks to individuals and organizations. These risks can be physical, psychological, or social in nature (Foa et al., 2005). Past studies revealed that mental disorders and psychological vulnerabilities are the byproducts of life risk (Corner et al., 2019). Since 2001, Pakistan has been severely impacted by terrorism in terms of loss of lives, property and infrastructure destruction, reduced foreign direct investment, and impaired economic growth (Shahbaz et al., 2013).

The majority of terrorist attacks in Pakistan target workplaces that have negative consequences for both employees and organizations (Malik et al., 2020). However, the emergence of terrorism against government girls' primary schools in the far-flung and risky areas of Pakistan is severe (Abbasi, 2013; Hussain, 2022). During the last decade, more than 90 terrorist attacks have been committed on government girls' primary schools in Pakistan (Abbasi, 2013; GTD, 2020; Hussain, 2022). In response to this concern, researchers investigated the impact of terrorism on work-related outcomes and found that terrorism is associated with a variety of negative personal and organizational outcomes, including lower job satisfaction and organizational commitment (Malik et al., 2017), impaired psychological well-being (Shah et al., 2018), higher emotional exhaustion (Shah et al., 2018), job stress and

turnover intentions (Haq et al., 2016). The terrorist attacks also cultivated teachers' perceived job risk, which leaped them into job strain (Nisa et al., 2021). Teachers with high-risk perceptions and strong feelings of vulnerability had a negative impact on their students (Kaye et al., 2017). Le Fevre (2014) defined the concept of risk as "a significant roadblock to engaging in educational change". The limited number of studies highlighted how teachers' perceived job risk is disturbing the educational system (Howard, 2009, 2011; Le Fevre, 2014; Ponticell, 2003).

In addition, the hampered living conditions in terrorism-affected schools constantly infiltrated teachers' well-being. Female teachers' feelings of insecurity and loneliness promoted psychological issues and depression. As a result, female teachers' intentions to stay positive suffered (Bader & Berg, 2013; Kastenmüller et al., 2011). In the wake of terrorism, teachers' death sensitivity in schools remained a serious social issue which aggravated teachers' perceived job risk, however, it is disheartening that there has been relatively little focus on examining this pressing issue. (Nisa et al., 2021). Greenberg and Arndt (2012) urged that death's sensitivity caused depression and shaped behavior in order to avoid it. The preoccupied mind with death-related thoughts causes stress and withdrawal behaviors. Similarly, female teachers in terrorism-affected schools experienced death-related thoughts on a regular basis, which disrupted their well-being, job performance, and helping behavior (De Clercq et al., 2017; Felix et al., 2010; Memon et al., 2020b).

1.2.3 Teachers' Perceived Lack of Organizational Support in the Wake of Terrorism

The aftermath of a terrorist incident disrupts the normal routine of schools. Security measures increase anxiety, disruptions, and psychological issues. The school

administration's inability to protect female teachers from imminent terrorist threats added fuel to the fire. Teachers' pledges to serve in terrorism-affected schools lost their validity in such circumstances. Consequently, teachers' thoughts about their safety concerns exacerbated their rage, fear, and frustration, which cultivated risk among teachers (Zhang et al., 2016) and diminished their positivity (Xie et al., 2020). Waseem (2010) discovered that different institutional policies and programs have a significant impact on employee job attitudes and behavior.

Besides these challenges, the dilapidated conditions of government schools in Pakistan ruptured teachers' trust in the school's administration to shield them against possible terrorist attacks (Memon et al., 2021). Surprisingly, in the wake of terrorism, more than 60,000 schools have been operating without boundary walls and deprived of safety and security measures where female teachers are serving with minimum facilities and remunerations. There are many detours and dead ends in the life of female teachers which cultivate their perceived job risk (Kaye et al., 2017; HRW, 2017). According to Morris and Long (2002), a lack of perceived organizational support promotes job risk and causes psychological distress. The lack of perceived organizational support in the challenging work environment also increases employees' absenteeism and intention to quit their jobs (Siu, 2002; Wu et al., 2023). The dilapidated condition of schools and lack of perceived organizational support in Pakistan's remote and dangerous areas are simply the result of insufficient government education spending. For example, the government of Pakistan allocates less than 3% of its GDP to education each year, which is insufficient to meet the needs of schools, colleges, and universities (GOP Finance Division, 2020).

In addition, teachers' organizational support could play a mediating role in the relationship between positivity and learning behavior (Schweder & Raufelder, 2019).

Perceived organizational support fosters positivity and understanding among employees, as well as affirmation of their abilities (Wen et al., 2019). Perceived organizational support has a significant impact on a variety of employee outcomes. (Karatepe et al., 2022; Rhoades & Eisenberger, 2002; Tian et al., 2020). For example, perceived organizational support has been positively associated with affective commitment, job satisfaction, and organizational citizenship behaviors, and negatively associated with turnover intentions and withdrawal behaviors (Pattnaik et al., 2023; Eisenberger et al., 2001). On the contrary, the lack of perceived organizational support amidst terrorism disturbed students, teachers, and the entire learning environment. Hoque et al (2013) argued that the working environment and organizational culture have a significant impact on employees' behavior. Female teachers who work in schools affected by terrorism experience a challenging work environment, which influences their helping behavior. Furthermore, the lack of perceived organizational support is diametrically functioning against Islamic teachings and values. For example, Islamic teachings are in favor of perceived organizational support and organizational citizenship behavior (Hoque et al., 2013). On the other side, in hazardous circumstances, the lack of perceived organizational support for female teachers disturbed their positivity, happiness, and job satisfaction (Salinas-Falquez et al., 2022).

1.2.4 Impact of Perceived Job Risk on Teachers' Positivity and Helping Behavior

Education is the cornerstone of a nation's progress. Teachers play a pivotal role in molding young minds and empowering the next generation (Holfelder, 2019). However, in certain regions of Pakistan affected by terrorism, teachers face unique and

difficult challenges that severely impact their positivity and willingness to engage in helping behavior due to perceived job risks (De Clercq 2020; Khan et al. 2019; Wansink et al., 2021). For example, teachers working in terrorism-affected areas often live and work in constant fear. The threat of violence, bombings, and unrest is a daily routine (Raja et al., 2020). This heightened state of insecurity can have a significant impact on their psychological well-being, making it difficult for them to approach their job tasks with positivity (Shmotkin, 2005). The fear of personal harm or abduction is a genuine concern for teachers, causing heightened stress levels and a sense of vulnerability (Ribeiro et al., 2022)

Teachers in these regions are often exposed to traumatic events, including witnessing violence or the aftermath of terrorist attacks. Such exposure can lead to psychological trauma, resulting in symptoms like anxiety, depression, post-traumatic stress, and perceived job risk (Nisa et al., 2021). These psychological challenges can make it difficult for teachers to maintain a positive attitude and engage in helping behavior (Shmotkin, 2005; Farooq Malik et al., 2014).

Teachers' positivity and helping behavior can be shattered in the face of perceived job risk, particularly in regions plagued by the threat of terrorism. Teachers' concern for personal safety and the safety of their students can cast a dark cloud over their professional lives. Teachers might find it difficult to focus on teaching and helping students when they are preoccupied with safety concerns or personal fears related to terrorism (Zhang et al., 2016). Further, the lack of necessary support and resources in the risky work environment hinders teachers' ability to provide effective support and assistance to students (Morris & Long, 2002; Sarfraz et al., 2023). This can make it even more challenging for teachers to maintain a positive attitude and helping behavior.

1.2.5 Female Teaching Fraternity and Risk: The Role of Radical Islamic Groups in Pakistan

The involvement of radical Islamic groups in disturbing girls' education in Pakistan was noticed internationally in 2012 when a brave girl Malala Yousafzai publicly raised her voice to defend her right to education (HRW, 2017; Yousafzai & Lamb, 2013). As a result, the Taliban shot her in 2012. Luckily, she survived and continued her struggle for all children's education rights. In 2014, Malala Yousafzai, the first and only female child, was awarded the Nobel Peace Prize in Oslo (HRW, 2017; Meera, 2023). While receiving the Nobel Prize, Malala shared her painful story that trembled the audience:

“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 a crime.”

(Malala Yousafzai, 2014)

Over the last decade in Pakistan, several Islamic radical groups have constantly targeted the female teaching fraternity in their schools. For instance, during the last decade, more than two hundred terrorist attacks were perpetrated on girls' educational institutions (Abbasi, 2013; GTD, 2020; Hussain, 2022). Among all educational institutions, government girls' primary schools remained the ideal soft targets for the terrorists due to the tender age of girls' students (HRW, 2018; Noreen et al., 2023; Javeid et al., 2023). In these schools, only female teachers have been appointed to teach girls at least fifth grade. Since 2009, more than 90 terrorist attacks have been perpetrated on the government girls' primary schools in Pakistan (Abbasi, 2013; GTD, 2020; Hussain, 2022). The schools' ashes and dead bodies drenched in blood taught female teachers life-long lessons and augmented rage, fear, and guilt. Terrorism-

affected girls' schools proved to be a cage for the female teaching fraternity and a source of mental and physical abuse, where the slightest sound could stop their breath.

In Pakistan, Tehreek-i-Taliban Pakistan, Lashkar-e-Jhangvi, and Al-Qaeda terrorist groups have widely contributed to disturbing girls' education (HRW, 2017; Javeid et al., 2023). The primary objective of these terrorist groups is to cease girls' schools by attacking female teachers and students. The present study illuminated why different Islamic radical groups attacked the female teaching fraternity in Pakistan.

First, Islamist militants preferred religious education for girls in Madrasas over western curricula. In this regard, HRW (2017) revealed the rationale of Muslim Khan (Taliban's Spokesman) for attacking girls' education in Pakistan:

"If our women are not educated in the Deen [religion] but rather in Western education, they will impart false information to their children, or they may raise their children to hate jihad, to pursue an education for the sake of an education, to get a high paying job and not have any interest with spreading the Deen of Allah".

Second, the aggressive military operation on the Lal Masjid (The Red Mosque) during former President General Pervez Musharraf's regime provoked radical Islamic groups to avenge the Government of Pakistan (Yousafzai & Lamb, 2013). The Lal Masjid is located in the center of the federal territory, Islamabad, Pakistan. This mosque was built in 1965 and was managed by two brothers, Abdul Aziz and Abdul Rashid. Since its establishment, the Lal Masjid has been operating two Madrasas, one for boys and the second for girls. Since the 9/11 terrorist attacks, the Lal Masjid has become the center of protests against the government of Pakistan for supporting the US in the war against terrorism. The fiery sermons of Abdul Aziz and Abdul Rashid in the Lal Masjid provoked worshippers against the government of Pakistan

(Yousafzai & Lamb, 2013). However, the situation became deleterious when female students and teachers of Jamia Hafsa Madrasah started to attack the CD and DVD shops in the market after listening to the fiery sermons in the Lal Masjid. The violent actions of female students were the result of fiery sermons and the imposition of Sharia law in their constituency. Consequently, the Lal Masjid was sieged by Pakistan's Army in 2007. Sadly, the siege changed into an aggressive operation when a sniper shot the special force commander. In this tragedy, 75 people were killed, including 15 female students of Jamia Hafsa Madrasah (Yousafzai & Lamb, 2013). This incident was widely viewed as an act of violence because of the use of force by both students in the madrasa and government security forces (Khalid et al., 2023). It sparked discussions about the role of religious institutions, the use of force in such situations, and the larger issue of extremism in society. The event was condemned by some and supported by others, leading to significant controversy and discussions about the appropriate response to extremism within religious institutions.

As a result of this operation managed by Pakistan's Army, Mullah Fazlullah (The Chief of TTP) vowed to avenge the government of Pakistan. Six years after the Lal Masjid incident, TTP attacked the Army Public School (APS) in Peshawar, Pakistan, where 145 people lost their lives, including ten female teachers. Figure 1.1 shows the pictures of female teachers who lost their lives in the APS Attack. This attack was considered one of the most lethal terrorist attacks on schools in Pakistan (Saifi & Botelho, 2014; Memon et al., 2020a). Moreover, in 2018, religious extremists burnt 12 schools overnight in the district of Diamer, Pakistan, which caused panic among students and teachers (Nasir, 2020; HRW, 2018a). In this tragedy, most of the schools were government girls' primary schools operating in the far-flung areas of district Diamer, Pakistan. Figure 1.2 shows the images of burnt schools.



Source: (Geo News, 2022 December 16)

Figure 1.1 Ten Female Teachers Who Lost Their Lives in APS Attack



Source: (DAWN, 2018 August 3)

Figure 1.2 Images of Burnt Schools in District Diamer, Pakistan

1.2.6 Roots of Radical Islamic Groups in Pakistan

Geographically, Pakistan is located in South Asia, with an estimated population of 215.25 million (GOP Ministry of Finance, 2021). 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. The population of Pakistan is a multicultural mix of 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 the year 1947. Since its independence, Pakistan has evolved as the center for Islamic radical groups, primarily because of its prior policies against neighboring countries Afghanistan and India (Haqqani, 2004). For instance, Pakistan infiltrated Jammu and Kashmir with the support of Islamist militants and backed the Taliban in the Soviet war in Afghanistan (Haqqani, 2004). However, since the 9/11 terrorist attacks, Pakistan has altered its policy by suspending its long-standing ties with mujahidin and Islamist militants and becoming a strong ally of the USA during former President General Pervez Musharraf's regime. Consequently, several radical Islamic groups infiltrated the government of Pakistan to seek revolutionary changes in the political and social order. Hence, to achieve their objectives, radical Islamic groups are actively involved in terrorism across Pakistan (Cohen, 2003). In history, several wars in Afghanistan have also contributed to extremism and terrorism in Pakistan through the influx of Afghan refugees and militant groups. For example, in 1979, Afghanistan fought a deadly war with Russia, formerly known as the Union of Soviet Socialist Republics (USSR). In this war, more than two million Afghan refugees migrated to Pakistan, leading to violence, extremism, and terrorism (Riedel, 2008).

Moreover, in 2001, Pakistan faced a large number of Afghan refugees for the second time when the North Atlantic Treaty Organization (NATO) invaded to eradicate the Taliban's Regime in Afghanistan (Shahzad et al., 2016). In fact, both events have wrecked the social, political, and economic structure of Pakistan by promoting extremism and terrorism. Recently, in 2018, Pakistan experienced 584 terrorist attacks that accounted for 5 percent of total attacks worldwide (National Counter Terrorism Authority [NACTA], 2018). Since the 9/11 terrorist attacks, Pakistan's total losses have crossed US\$ 126.79 billion (GOP Ministry of Finance, 2021). Besides financial losses, the people of Pakistan are paying the high cost of terrorism in the form of intimidation, extortions, abductions, target killings, trauma, poverty, stress, and loss of lives (Khan et al., 2020).

1.2.7 Girls' Education and Radical Islamic Groups: A Global Outlook of Destruction

Across the world, generation after generation of girls has been facing different forms of violence and discrimination (Javeid et al., 2023; HRW, 2018). Among these challenges, the deprivation of girls from education is not the exception that plunges them into absurdity. The Islamic teachings and scriptures repeatedly emphasize the importance of girls' education in Muslim society. Contrarily, the atrocious role of radical Islamic groups widely contributed to forming an opinion that Islamic teachings are incompatible with girls' education.

Globally, the Taliban, the Islamic State of Iraq and Syria (ISIS), Al-Shabaab, and Boko Haram are widely recognized as the deadliest Islamist groups to disturb girls' education (Alvi 2019; Mutanda, 2017; GTD, 2020, IEP, 2022). These terrorist groups attack girls' schools to enforce their ideological beliefs, create chaos, and

disrupt social order. These Islamist groups followed different tactics to lock girls out of education, such as bombing, armed assault, attacks on infrastructure, hostages, and assassinations (GCPEA, 2022; IEP, 2022). For example, in 2014, two mass kidnappings by Boko Haram harmed more than 300 school-going girls in Nigeria (GCPEA, 2018; Ogueri, 2022; Onuoha & Akogwu, 2022). In both incidents, members of the Boko Haram group raped girls and used some as suicide bombers. Further, the insurgency of Taliban and ISIS-affiliated groups in Afghanistan widely contributed to disturbing girls' education through intimidation and armed assaults (GCPEA, 2018). Likewise, the Al-Shabaab Islamist group forcefully recruited school girls into their organization through kidnapping. In 2017, Al-Shabaab kidnapped at least 50 girls and boys from their schools in Burhakaba, Somalia (GCPEA, 2018).

During 2020-2021, 12 countries, including Pakistan, experienced a high frequency of terrorist attacks on girls' education because of their gender. Figure 1.3 shows the geographical location and names of 12 countries where girls' schools remained the soft targets for the terrorists.



Source: (GCPEA, 2022)

Figure 1.3 12 Countries Reported High Terrorist Attacks on Girls' Education, 2020-2021

Over the last decade, radical Islamic groups have also disrupted girls' education in Pakistan, such as Tehreek-i-Taliban Pakistan (TTP), Lashkar-e-Jhangvi, and Al-Qaeda (HRW, 2017; Javeid et al., 2023;). In 2009, TTP launched a violent campaign against girls' education in the Swat Valley of Pakistan and closed over 900 schools. As a result, over 120,000 students and 8,000 female teachers were disengaged from their schools (Ahmad, 2019; HRW, 2017). Further, in 2014, TTP attacked the Army Public School in Peshawar, Pakistan, in which 145 people lost their lives, including female teachers (Saifi & Botelho, 2014). TTP is a radical Islamist organization founded by Baitullah Mehsud to start the Taliban movement in Pakistan.

In 2013, Lashkar-e-Jhangvi exploded on a women's university bus in Quetta, Pakistan, which caused the death of 14 female students. Figure 1.4 shows the dilapidated condition of women's university bus after an explosion.



Source: (WAMC, 2013, June 15)

Figure 1.4 14 Female Students Were Dead in a School Bus Explosion

As the female survivors were transported to a medical facility, suspected suicide bombers stormed the building and began shooting indiscriminately, where another 11 people were shot to death (Ahmad, 2019; GCPEA, 2018). Lashkar-e-

Jhangvi is another Islamist Sunni Deobandi group formed in 1996 and attacked several schools, teachers, and students in Pakistan (HRW, 2017; Kiran & Chawla, 2020). Under such horrible conditions, teachers' insecurity about imminent terrorist attacks aggravates their death and sensitivity which may attenuate their positivity and helping behavior.

1.3 Problem Statement

Pakistan is a country that already experienced numerous challenges in the field of female education, such as poverty, poor access, gender disparity, social norms, and sexual harassment (HRW, 2017; Javeid et al., 2023). Besides these challenges, heinous terrorist attacks, intimidations, extortions, abductions, and armed assaults on the girls' schools have significantly contributed to female teachers' perceived job risk (Abbasi, 2013; GCPEA, 2022; HRW, 2017; Hussain, 2022; Javeid et al., 2023). In Pakistan, more than two hundred terrorist attacks were perpetrated on girls' educational institutions between 2009 and 2022, which largely contributed to female teachers' perceived job risk (Abbasi, 2013; GTD, 2020; GCPEA, 2022; Hussain, 2022; Memon et al., 2021). Similarly, the emergence of terrorism against the government girls' primary schools in the far-flung and risky areas of Northern Pakistan is also severe. During the last twelve years, more than 90 terrorist attacks have been committed on Pakistan's government girls' primary schools in particular (Abbasi, 2013; GTD, 2020; Hussain, 2022). The landscape of government girls' primary schools in Pakistan echoes the female teachers' perceived job risk and the loss of their positivity and helping behavior. In Pakistan, the insurgency of terrorism against the government girls' primary schools is very high because of certain reasons. First, several radical Islamic groups are in favor of educating girls in 'Madrasas' rather than teaching them

western curricula (Hanif & Shaheen, 2021). Second, Islamists consider government girls' primary schools as the symbols of the Pakistani state, therefore destroying them (Javeid et al., 2023). Third, government girls' primary schools are the ideal soft targets for terrorists due to feeble safety and security measures and the tender age of pupils (HRW, 2017; Noreen et al., 2023). In Pakistan, the majority of the female students in the government girls' primary schools fall in the age range of 5-10 years; therefore, they are easy to attack (GOP Ministry of Finance, 2021).

In Pakistan, the lack of perceived organizational support for female teachers in the far-flung and risky areas of Pakistan may also cultivate their perceived job risk. For example, 60,200 schools in Pakistan have been operating without boundary walls (Memon et al., 2022; HRW, 2017) and are also deprived of preventive plans to cope with possible terrorist attacks. As a result, in 2018, terrorists took advantage of weak safety and security measures and burnt 12 schools overnight in the district of Diamer, Pakistan, which caused panic among students, teachers, and parents (Nasir, 2020; HRW, 2018a). In this tragedy, the majority of the schools were government girls' primary schools and were operating in the far-flung areas of district Diamer, Pakistan. This shows that in the lack of perceived organizational support, teachers' thoughts about their safety concerns heightened their rage, fear, frustration, and fostering job risk among teachers (Zhang et al., 2016).

Due to the high number of atrocious terrorist attacks, Pakistan has been proclaimed as "among the world's worst performing countries in education" (Farrukh et al., 2020; HRW, 2018), where teachers are performing jobs at their life risk. Under such conditions, nearly 25 million children have been disengaged from their schools which is the highest figure in South Asia and the second highest in the world (HRW, 2017). This figure touches on the unacceptable level at which primary school-going

girls have been severely affected. For example, 32 percent of primary-school-age girls in Pakistan are out of school (HRW, 2018; Javeid et al (2023). There are several reasons for girls dropping out of school, but the primary one is terrorism. According to Javeid et al (2023), girls' schools have been highly affected by terrorism which disturbs students and teachers at the highest level.

Keeping in view impending threats to the educational institutions of Pakistan, the Higher Education Commission (HEC) signed a memorandum of understanding with the National Counter Terrorism Authority (NACTA) in 2018 to protect educational institutions against extremism and terrorism (NACTA, 2018). In addition, the government of Pakistan has provided only one security guard to each school (HRW, 2017). However, the issue of terrorism is persistent in the government girls' primary schools, which demands a systematic inquiry.

The detrimental effects of perceived threats of terrorism and lack of perceived organizational support to the government girls' primary schools in Pakistan may escalate teachers' perceived job risk that disrupts their positivity and helping behavior. However, scant studies have highlighted the perceived job risk of teaching fraternity serving in terrorism-affected schools of Pakistan (Memon et al., 2021; Nisa et al., 2021). The factual information warrants a systematic investigation to offer a viable solution to the given problem. In response to this problem, the present study proposes to investigate the detrimental effects of perceived threats of terrorism and lack of perceived organizational support on the female teachers' perceived job risk that may disturb their positivity and helping behavior. To mitigate the negative effect of teachers' perceived job risk on their positivity and helping behavior, the present study proposes the moderating effect of religiousness.

The protective properties of religiousness received wider attention from researchers to regulate the negative effect of risk and uncertainty (Bush et al., 2012; Gheorghe, 2019; Masters et al., 2009; De Clercq et al., 2017). Religiousness improves employees' health, social support, well-being, and ability to adjust to adverse conditions (Abdel-Khalek, 2013; Hassan, 2015; Ishaq et al., 2021; Ju et al., 2018). Hence, the present study is determined to investigate the moderating effect of religiousness for mitigating the negative effect of female teachers' perceived job risk on their positivity and helping behavior.

1.4 Research Objectives

The present study aims to contribute to the existing body of knowledge by empirically testing the under-researched phenomena of teachers' helping behavior and their positivity in the terrorism-affected schools of Pakistan. To carry out a systematic investigation, the present study drives three specific research objectives:

1. To investigate the association of perceived threats of terrorism and perceived organizational support with female teachers' perceived job risk.
2. To examine the relationship of female teachers' perceived job risk with their positivity and helping behavior.
3. To study whether the moderating role of religiousness weakens the negative effect of female teachers' perceived job risk on their positivity and helping behavior.

1.5 Research Questions

The present study also aims to contribute to the existing literature by addressing the six specific research questions that would fill the scarcity of research. Hence, the present study aims to predict the negative effects of perceived threats of terrorism and perceived organizational support on female teachers' perceived job risk. The present study also measures the negative impact of perceived job risk on female teachers' positivity and helping behavior in Pakistan's terrorism-affected government girls' primary schools. To shield the detrimental effect of female teachers' perceived job risk on their helping behavior and positivity, the present study investigates religiousness as a moderator to weaken the relationships.

1. What is the relationship between female teachers' perceived threats of terrorism and their perceived job risk?
2. What is the relationship between female teachers' perceived organizational support and their perceived job risk?
3. What is the relationship between female teachers' perceived job risk and their positivity?
4. What is the relationship between female teachers' perceived job risk and their helping behavior?
5. Do female teachers' religiousness moderate the relationship between perceived job risk and positivity?
6. Do female teachers' religiousness moderate the relationship between perceived job risk and helping behavior?