



RESEARCH PAPER

Investigating the Effects of Terrorism on Emotional Stability of University Teachers in Pakistan

Muhammad Naeem Ashraf¹ Nadia Rafique² Muhammad Riaz³

1. Assistant Professor, Department of Education, Government Postgraduate College Samundri, Faisalabad, Punjab, Pakistan
2. Headmistress, Government M.C Girls High School, Millat Colony Faisalabad, Punjab, Pakistan
3. Lecturer in Education, Government Degree College (Boys) Khurrianwala, Faisalabad, Punjab, Pakistan

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ABSTRACT

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Corresponding

Author:

riaz2714@gmail.
com

The study examined the linkage between terrorism and emotional wellbeing of university teachers. The teachers of Government College University, Faisalabad were the population of the study. The multistage sampling technique was adopted to select the respondents while the sample was consisted of 74 university teachers representing three faculties and 14 departments. A self-developed survey instrument was used to observe the existing level of emotional stability of teachers. The questionnaire for survey has 65 items divided in eight indicators of emotional stability. The results were drawn by using statistical measures; t-test, ANOVA and Correlation Co-efficient among indicators of Emotional Stability. The findings of study indicated that there were feelings of fear and anxiety in teachers. Moreover they were also facing difficulties in regulating their emotions due to terrorism. Therefore paper suggested training sessions for university teachers to overcome fear and stress

Introduction

Learning is a process where behavior is changed and new skills and knowledge is to be imparted. This acquisition may be involuntary or planned, conscious or unconscious, right or wrong; the learning has to create an absolute change in the behavior of the person. Curiosity leads to learning; but fear is an obstacle in the way of motivation and learning.

Teacher's emotional stability is of great importance in order to ensure stability of students. Teachers are essential resource persons in process of education. Their main function is to nurture and develop intellectual abilities of

students. No doubt the abilities can be affected due to several factors in their developmental phases. The mental health of teachers is important in this regard. Teacher himself should be psychologically well. It is also necessary to fulfill expectations and cope with expectations of parents and community without which whole process would suffer. Researchers are of the view that a sound psychological and mental alignment essential for teachers because it is the only way teachers can identify learning problems of students and can help them psychologically.

Numerous studies have been conducted to analyze the mental health of teachers with respect to various factors in different parts of the world. It has been found that mental health of teachers has also been deteriorated due to numerous factors. Although a variety of studies are available describing the role of teachers to lessen the impact of terrorist attacks on mental health of students but only rare studies are found describing the detrimental effects of terrorist assaults relating to mental health of teachers (Ryff and Keyes, 1995; Falkman, 1996 et al; Kidger et al., 2010; Johal and Pooja, 2016). Current study is one of the pioneer studies in this regard as researcher has focused effects of terror attacks on mental health of teachers as well.

Literature Review

The role of teacher for building a good nation cannot be denied at all therefore mental health of a teacher bears a prime importance. Numerous research studies have been performed to understand the psychological and emotional health of teachers. A study was carried out to understand mental reactions of teachers by using mental health scale revealed that almost 59% teachers were in good mental health. It was also observed that mental health showed a positive relation with social values and working conditions (Anand, 1989). Kumar (1992) investigated that poor mental health of teachers is responsible not only for difficulties and problems of students but it also affects multiple duties of teachers. Hence overall performance of the teacher is affected due to bad mental health conditions. Here are many factors which contribute in deterioration of mental health of teachers. Different researchers have pinpointed that over work load, relationships with colleagues and administration, administrative responsibilities, students alienation, parents expectations and students behavior are types of occupational stressors affecting mental health of teachers (Kaur, 2007).

Srivastava (2003) concludes that personality traits play an important role towards mental health conditions of teachers, she finds that teacher with extroversion personality bears a better mental health reactions than the teachers having an introvert personality. The mental state of teachers is also affected in the result of terrorist attacks. A numbers of researches has exhibited that teachers reported about difficulties in performing their academic and professional duties due to fear of terrorism. In such terrified conditions they were unable to manage their reactions in terms of focusing and addressing the requirements of students

and parents even after several months of terrorist spells. A case study in a school of New York City revealed that majority of teachers was nervous and distressed at their work place and home for a long time after the incident of 9/11, 2001. They experienced difficulties in paying attention to their work. Moreover the events of terrorism continued to make them worried and anxious. A survey research was conducted after 7 weeks of bombing at Oklahoma City. The sample of respondents was consisted of 894 teachers. The study reported the exposure of emotional and traumatic reactions in teachers. Moreover the respondents of the study were worried about their personal safety and security (Pfefferbaum et al., 2013). Another study mentioned that teachers with good mental health adopt coping strategies to mitigate the effects of stressors while teachers with low mental health were found to be more stressed and emotionally instable (Gorsy, Panwar & Kumar, 2015).

It has been estimated that terrorism is present in human safety for the last four decades. It has imparted strong impacts upon human psychology. Living under the shadow of fear for quite a longer period of time has left men psychologically and emotionally disturbed. Affect is defined as generic term usually covered a wide range of emotions and feelings in human. It incorporates reactions and moods (George, 1996). Some experts are of the belief that emotions are more feelings than mood (Ekman & Davidson, 1994). One's emotions appear when he is happy, angry or afraid of something (Frijda, 1993). Emotions turn into mood when attention turns in to some other thing and intensity is gone. The feelings cannot be attributed to any single event. Many efforts are being made in order to understand a variety of emotions and reactions such as fear and afraid, resentment and hostile, disrespect and hatred, love and affection, disappointment and frustration, embarrassment and humiliation, disgust and hate, happiness and pleasure, hope and courage, jealousy and rival ship, pride and arrogance, surprise and wonder, sadness and grief (Izard, 1992; Plutchik, 1994; Shaver, Morgan, & Wu, 1996). René Descartes has identified six basic passions; surprise, affection, hate, need, pleasure and sorrow. He further mentioned that all others are species of those six passions (Descartes, 1989; Weiss & Cropanzano, 1996).

Emotions are positive and negative (Waston, Clark & Tellegen 1983) Positive emotions express joy and happiness whereas negative emotions express the very opposite (Ben-Zee's, 2000). The boredom is marked as a sign of low encouraging affect while contentment is considered to be a symptom of high encouraging affect and low negative affect as well. Surprise is neither clearly positive nor negative emotion. The positive effects demonstrate dimension of mood comprising of positive emotions and reactions such as enthusiasm, self-confidence and joyfulness at high whereas dullness, laziness and drowsiness at lower end. Negative affect as a result mood may be based upon uneasiness, tension and stress at the high level while easiness, calmness and self-control at the low end. However the types of negative emotions will emerge into bad mood. A study revealed that the people were five times more prone to negative emotions than towards positive emotions (Cacioppo & Gardner, 1999). Mental health is usually regarded as emotional stability and freedom from nervousness. It is an

ability to develop constructive and useful relationships and handle difficulties of life (Siddiqui, & Khan, 2016).

Material and Methods

Descriptive type of quantitative research design adopted survey method to investigate the effects of terrorism on emotional wellbeing of university teachers.

Population and Sampling

The population involved in the study was teachers designated as Lecturers, Assistant Professors and Associate Professors might be called as university teachers and instructors of Government College University Faisalabad. Multiphase random sampling procedure was designed to draw the sample from its population. In the very first phase, the teachers' faculty of sciences, social science and natural sciences were included while in second phase of selecting the sample, two departments of teachers representing these faculties were selected randomly however in third and final phase, the employment of teachers were arranged through purposive sampling method. There were 74 teachers who recorded their observations in the study.

Development of Instrument

A self-developed five point rating scale was designed with the help of existing literature on emotional stability and terrorism to obtain quantitative data from university teachers. The instrument represented eight aspects of emotional stability. The questionnaire was consisted of 65 statements regarding emotional stability which were further divided into eight indicators which measured the state of emotional stability of teachers as a result of terrorism. The indicators describing signs of emotional instability were taken as feelings of fear and being scared, the sense of anxiety and jittery, the state of distressed and hostility, having depression and being aggressive.

Validity and Reliability of the Instrument

Principally validity and consistency of the research instrument is considered to be a curial point in data collection. However survey tool was validated through experts in the area of psychology and education while the reliability of the research instrument was established through statistical measures recognized as Cronbach's Alpha.

Table 1
Reliability Analysis for Teachers Questionnaire

Indicators	Statements	Cronbach's Alpha Value
Fear	08	.914
Scared	07	.923

Anxiety	10	.903
Jittery	05	.909
Distress	08	.908
Hostile	05	.916
Depression	11	.908
Aggression	11	.906
Overall	65	.966

The analysis of above data explained the reliability index of research instrument regarding emotional stability separately and collectively. The overall reliability of research scale was .966 reportedly highly reliable for collection of data. The indicator of fear experienced .914 alpha value while scared owned .923, anxiety earned .903, jittery practiced .909, hostile adept .916, distress retained .908, hostile engaged .916, depression secured .908 and aggression obtained .906 alpha values.

Data Collection

The researchers distributed 112 questionnaires among faculty members representing different departments through personal visits to assess the need of training program for university teachers. The researchers received 74 questionnaires from teachers which were 66 percent of total questionnaires.

Results and Discussion

The researchers used both descriptive and inferential statistics to draw the results from sample of the study. In descriptive section mean and standard deviation of each indicator was calculated while in inferential portion t test, analysis of variance was applied to explore the variation of judgment regarding gender and age of respondents. Moreover correlation co-efficient was used to examine the strength and association among the indicators of emotional stability.

Table 2
Cumulative Mean and Standard Deviation of indicators about Emotional Stability

Variables	Mean	Standard Deviation
Fear	3.25	.807
Scared	3.53	.896
Anxiety	3.14	.760
Jittery	2.78	.975
Distress	2.84	.842
Hostile	2.75	.692
Depression	2.87	.841
Aggression	2.95	.814

The table showed descriptive information regarding indicators of emotional stability. The top most indicators among the teachers were scared with a highest mean achievement score of 3.53. The second top indicator was fear which destabilized the teachers' emotional health with 3.25 as mean score. The third was anxiety having a mean value of 3.14. The next indicator was aggression with mean achievement score of 2.95. The fifth indicator was depression having mean 2.87 while the indicator of distress was ranked at sixth number with mean value 2.84. The seventh indicator was jittery having a mean score of 2.78 whereas the last indicator was hostile with mean achievement score of 2.75.

Table 3
Comparison of Gender regarding the indicators of Emotional Stability of Teachers (df=72)

Variables	Male (n=48)		Female (n = 26)		t	p	95% CI	
	M	SD	M	SD			LL	LU
Fear	3.02	.73	3.40	.845	-2.01	.048	-.757	-.004
Scared	3.39	.902	3.76	3.39	-1.75	.084	-.805	.051
Anxiety	2.93	.691	3.30	.798	-2.08	.041	-.725	-.016
Jittery	2.69	.867	2.94	1.09	-1.07	.289	-.708	.214
Distress	2.73	.763	3.02	.914	-1.45	.150	-.687	.108
Hostile	2.76	.672	2.81	.709	-.317	.752	-.385	.279
Depression	2.77	.750	2.98	.948	-1.06	.295	-.612	.188
Aggression	2.87	.777	3.13	.868	-1.34	.185	-.657	.129
Overall								
Emotional Stability	3.20	.711	3.6	.689	-4.21	.000	-.561	-.219

The table described the difference in opinion of male and female teachers. The results disclosed that female teachers were more prone to Fear (M = 3.40, SD = 0.845) compared to their male colleagues (M = 3.02, SD = 0.736). Gender of the participants showed a statistically significant difference $t(72) = -2.01$, $p < 0.05$ regarding fear of terrorism. Moreover the male teachers were less scared (M = 3.39, SD = 0.902) compared to their female colleagues (M = 3.76, SD = 0.845) while the participants did not indicate a significant variance $t(72) = -1.75$, $p > 0.05$ regarding scared. Furthermore the Female teachers had higher level of anxiety (M = 3.30, SD = 0.798) compared to their male counterparts (M = 2.93, SD = 0.691) however gender of the participants showed a significant variance $t(72) = -2.08$, $p < 0.05$ regarding anxiety as a result of terrorism.

The results exposed that male teachers had a lower level of jittery (M = 2.69, SD = 0.867) compared to their female colleagues (M = 2.94, SD = 1.09). Gender of the participants indicated no significant difference $t(72) = -1.07$, $p > 0.05$ regarding jitter due to terrorism. Moreover the male teachers were less distressed (M = 2.73, SD = 0.763) compared to their female colleagues (M = 3.02, SD = 0.914). While the

participants did not indicate a significant difference $t(72) = -1.45, p > 0.05$ regarding distress. Furthermore the male teachers were less hostile ($M = 2.76, SD = 0.672$) compared to their female colleagues ($M = 2.82, SD = 0.709$). Male and female participants did not indicate a significant variance $t(72) = -0.317, p > 0.05$ regarding hostility owing to terrorism.

The table also displayed that male teachers were feeling less depressed ($M = 2.77, SD = 0.750$) compared to their female colleagues ($M = 2.98, SD = 0.948$). While gender of the participants indicated no significant difference $t(72) = -1.06, p > 0.05$ regarding depression due to terrorism. Moreover the male teachers had less feelings of aggression ($M = 2.87, SD = 0.777$) compared to their female colleagues ($M = 3.13, SD = 0.86$). However gender of the participants did not indicate a significant variance ($t(72) = -1.34, p > 0.05$) regarding aggression because of terrorism.

The results generally revealed that a statistical significant difference existed between male and female teachers on their emotional stability. The mentioned mean score of male teachers was ($M = 3.20, SD = .711$) and female teachers was ($M = 3.61, SD = .689, t(238) = -4.21, p < 0.01$). The results indicated that female teachers were more emotionally instable matched to male teachers.

Table 4
Impact of Teachers' Age on Emotional Stability

Indicators		Sum of Squares	df	Mean Square	F	Sig.
Fear	Between Groups	1.18	2	.592	.942	.395
	Within Groups	44.60	71	.628		
	Total	45.78	73			
Scared	Between Groups	.694	2	.347	.427	.654
	Within Groups	57.74	71	.813		
	Total	58.43	73			
Anxiety	Between Groups	1.92	2	.962	1.76	.179
	Within Groups	38.77	71	.546		
	Total	40.69	73			
Jittery	Between Groups	1.61	2	.805	.888	.416
	Within Groups	64.36	71	.906		
	Total	65.97	73			
Distress	Between Groups	1.21	2	.603	.884	.418
	Within Groups					

	Within Groups	48.45	71	.682		
	Total	49.65	73			
Hostile	Between Groups	.541	2	.270	.578	.564
	Within Groups	33.23	71	.468		
	Total	33.77	73			
Depression	Between Groups	1.81	2	.903	1.34	.269
	Within Groups	47.84	71	.674		
	Total	49.65	73			
Aggression	Between Groups	2.16	2	1.08	1.66	.197
	Within Groups	46.22	71	.651		
	Total	48.38	73			

There were three age groups of respondents (Group one represented 26: 35 years; Group two 36: 45 years; Group three was above 46 years). The analysis of variance was calculated to examine the influence of age on emotional stability of university teachers. The investigation of data reported on-significant results among the age groups of teachers regarding emotional stability.

Table 5
Correlation Co-efficient among indicators of Emotional Stability of Teacher

Indicators	Aggression	Depression	Hostile	Distress	Jittery	Anxiety	Scared	Fear
Aggression	r 1							
Depression	r .823**	1						
Hostile	r .511**	.544**	1					
Distress	r .757**	.717**	.474**	1				
Jittery	r .729**	.759**	.447**	.683**	1			
Anxiety	r .711**	.713**	.580**	.651**	.774**	1		
Scared	r .499**	.457**	.519**	.442**	.465**	.717**	1	
Fear	r .635**	.625**	.398**	.622**	.606**	.771**	.673**	1

**p<0.01, N= 74

The table indicated strength of association among the indicators of emotional stability for university teachers. The results from data had shown that the significance value was less than 0.01 possibility level. Therefore it is indicated

that all the values of indicators were positively correlated and showed strong connection with each other.

Conclusion and Recommendations

The findings from teachers indicated that restlessness had prevailed due to terrorism and there was great sense of fear regarding terrorist attacks. The rumors about blast created fear among teachers. However it was observed that in critical situation, teachers were motivated and confident. The respondents of study exhibited their concerns about future terrorist attacks; they were frightened as horrible things could happen with them. They exposed that News regarding suicidal attacks, violence and deaths in blasts had affected their emotional health. The findings from university teachers revealed that they were slightly worried, restless, disorganized and frustrated. They were concerned about the threats to their lives. However they were hopeful and could handle their routine work. Moreover they remained patient and could manage their stress and nervous system.

The respondents of the study showed their determination that they could regulate and maintain their emotions and behaviours. Moreover they indicated that terrorism could not divert them from real objectives. The respondents pointed out that terrorism made them sensitive and stressed. Terrorism was destructive phenomena which ultimately resulted into mental discomforts. However teachers could understand the sensitivity of the matter, there was no deterioration in their cognitive functioning; they could maintain their psychological health and were performing their responsibilities as usual.

The results exposed that terrorism had not ruined their friendly behaviours and social relations as well. They could work together and they were not the victim of loneliness. Moreover neither they were hostile nor aggressive. The respondents of the study acknowledged that terrorism had developed negativity in thoughts however they were able to concentrate on their tasks. They demonstrated that neither terrorism had disheartened them nor they had diverted from peace to violence. Moreover the findings from teachers mentioned that terrorism had not developed inflexibility and rigidity in their behaviours. They elaborated that terrorism had not increased their deprivation and social segregation in society.

The teachers criticized the role of electric media and pointed out that television coverage of terrorism had produced panic shattered their nerves. Almost majority of respondents admitted that they were not violent in their behaviours, their academic activities had not suffered and they could manage co-curricular activities in restrictions. Moreover they had maintained their self-respect in society. The findings from gender perspective of teachers revealed that female teachers had more fear of terrorism on their emotional stability as compared to their male colleagues. Furthermore female teachers had higher level of anxiety as compared to male teachers. Additionally the results of mean variance explained that there

existed no significant difference among age groups of university teachers regarding indicators of emotional stability.

The results indicated that teachers were worried about their personal safety. The study clarified that stressful conditions had adversely affected their mental adaptation. The teacher's role is the most important in educational process. Emotional wellbeing is defined as smooth and successful function of mind which results in productive activities. This idea was supported by the group of researchers who concluded that if teachers were mentally distressed and disturbed they could not concentrate on their academic and professional duties (Kidger, Gunnell & Biddle, 2010). The paper suggests training sessions for university teachers to decrease fear and stress of terrorism. Moreover teachers should be equipped with knowledge to maintain and handle their emotional health through workshops.

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