



Impact of Community Conflict on Academic Performance of Parachinar Students in University of Peshawar

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Abstract

Community conflict is a pervasive issue affecting various aspects of society, particularly education. In regions such as Parachinar, prolonged conflicts have disrupted normal life, impacting students' ability to focus on academics and achieve their full potential. This study aimed to find out the effects of community conflict on students' academic performance and classroom engagement, to explore the psychological and emotional impact of community conflict on students' learning motivation and classroom participation and to identify coping strategies and institutional support mechanisms that can help mitigate the negative effects of community conflict on students' education. Quantitative survey based descriptive approach was used. The population of the study was all the university students enrolled in the University of Peshawar during the current session. A total number of 252 students were enrolled and only 52 were selected as a sample of the study due to their timely availability. Self-constructed questionnaire comprised of 30 items was developed for the collection of data. The study findings reveal that community conflicts significantly impact students' academic performance, motivation, and emotional well-being. A substantial majority of respondents reported difficulties in concentrating, completing homework, and participating in university activities due to community conflicts. Although students use positive thinking and get engaged in extra activities to manage their stress, they often think that the university's support services are inadequate. According to the study, community conflict significantly impacts students' learning and emotional well-being, contributing to difficulties in their academic performance. Yet, students manage the challenges by using various strategies, yet often judge that campus and community services are lacking. Universities in Parachinar should set up programs that help students deal with conflicts in their communities. Having safe classrooms, easy access to mental health care, and other resources can all improve students' education and their overall well-being. Besides, teachers and students should receive guidance in giving emotional support, and community-based actions can aim to promote solutions to conflicts and peace.

Keywords: Community Conflict, Academic Performance and Psychological Impact

Introduction

The issue of community conflict affects areas of society such as education. As a result of ongoing conflicts in Parachinar, students are having a hard time paying attention to their academics. Among the students at the University of Peshawar are people from all kinds of backgrounds, including those from areas hit by conflicts. Being aware of how conflict in the community can affect a student's grades will help find methods to help them handle the situation. The types of community conflicts can be tribal fights, sectarian disputes, and unstable political situations. In uncertainty brought by the conflicts, students feel mentally distressed or anxious. Trying to avoid violence, moving to a new place, or losing family members can greatly affect a student's learning process. When due to conflict, schools are damaged, children and youths have reduced opportunities to quality schooling (Kakar, 2017).

Conflicts within communities can influence students' academic results in many different manners. First, those who live in areas torn by conflict frequently face traumatic events that make it weak for them to concentrate or use their mental skills. Researchers have discovered that stress over a long period can make learning and thinking difficult for a student in school. Besides, the disruption caused by war negatively affects students' schooling. A lot of students are forced to move, resulting in missed classes and having to settle into new schools. Thirdly, losing income is another impact of conflict since conflict affects families often. Because of the financial issue, students are forced to get jobs that keep them from giving emphasis to their studies (Chughtai, 2013). In addition, war affects the social life of affected communities, creating few resources to help students. While schools and universities help with learning, for kids from unstable areas, it is difficult to build friendships at school, and this often worsens their problems with studying. When students lack support in their learning and mental health, it may result in poor academic performance (Kakar, 2017). These points can be understood by visiting and learning about the University of Peshawar. Checking the academic performance of students from Parachinar in the institution can inform us about the situation in the community. Upon the conclusion of the research, officials and educators can develop programs that address the challenges faced by students from conflict regions. It examines low grades, observes students' approaches to handling them, and offers guidance on overcoming challenges in the community (Haider & Jameel, 2017).

Statement of the Problem

Living in conflict zones, like Parachinar, adds significant barriers to a student's schooling due to the continuous adverse effects of community unrest. Being involved in conflict can make it harder for students to focus in class, lower their desire to learn, and negatively affect their final grades. While education is now recognized as crucial in war and conflict areas, we need to examine how family and community conflicts impact students' academic success, mental well-being, and motivation to continue learning. To support targeted actions for these students, this study analyzed the effect of community conflict on their education in Parachinar and among University of Peshawar students.

Research Objectives

1. To find out the effects of community conflict on students' academic performance and classroom engagement.
2. To explore the psychological and emotional impact of community conflict on students' learning motivation and classroom participation
3. To identify coping strategies and institutional support mechanisms that can help mitigate the negative effects of community conflict on students' education.

Research Questions

How does community conflict in Parachinar influence student academic performance at the University of Peshawar?

Significance of the Study

This research provides valuable insights for educational institutions, policymakers, and non-governmental organizations (NGOs) working to improve student outcomes in conflict-affected areas. It will help in designing targeted interventions and policies to enhance student resilience and academic success, particularly for students from Parachinar studying at the University of Peshawar.

Literature Review

The story of Pakistan has come to a turning point in its history. In the battle against terrorism, Afghanistan and Pakistan were hit the most and saw many ordinary people's daily lives ruined, with children and women being the most affected. The biggest loss was seen in children's education, and it also affected their lives. The reason for hiding in the ex-FATA region was so that the militants could freely support their terrorism in Pakistan and Afghanistan. On the other hand, education enables people to distinguish between good and bad. All schools and universities were damaged by militants, who brought terror by slaughtering young students and their teachers. Thanks to this, fewer children attended school, and the educational process came to a halt in such circumstances. Under this fearful atmosphere, several children still were able to get an education at schools attended by other community members. Most of the people who live in FATA experience severe economic difficulties and lack of basic needs. Six out of every ten people in the country live in poverty. Since the majority of people here are unable to read or write (only 29%), this has caused significant problems in education and all other areas of daily life.

Damaging schools by militants has led to even greater problems for education in FATA. Education rates were poor even before these conditions, today, the problems and stress have convinced them to cut back on schooling. Militancy in FATA resulted in the destruction of about 458 schools, which is truly unfortunate and surprising (Haider & Jameel, 2017). According to Malik and Nisa (2021), fear of terrorism is one of the main causes of students to drop out of school, and it affects students' academic performance and motivation. To contain issues caused by militancy and religious-related violence, people living in the FATA region were forced to displace because of the military actions (Mohsin, 2013). Since military operations against terrorism took place, the tribe's members ended up living in other parts of Pakistan. They were internally displaced (Chughtai, 2013). Because of Internal Displacement, the economy of the country was disrupted, and as a result, the poor IDPs had to rely on donations from NGOs and the government. Being away from their hometowns in the camps led these migrants to lose their jobs and self-respect, obliging them to take low-paying daily work (Mohsin, 2013). It is believed that many children in war zones find it hard to finish their primary education. Majority of youngsters are unable to complete primary education and they remain out of schools. If adolescents do not go to school for a long time, the risk of them completing their education drops. Due to the lack of quality education, those who receive poor education tend to experience issues with income, well-being, physical health, and overall quality of life. As a result, this leads to an economic decline and increased unemployment, which frustrates young people and encourages them to resort to extreme actions. Representing the South Asia Terrorism Portal, data shows that more than 5.3 million people have been displaced by counter-militancy in merged areas (former FATA) over the years from 2008. In some places, the actions of the armed forces against terrorists have caused some people to be displaced on more than one occasion. Looking at the numbers from the portal, 4.8 million people have now safely returned to their homes. these

facts still need to be addressed (Kakar, 2017). FATA was strongly affected by outbreaks of militancy and terrorism in every aspect, education was no exception. Children and women experienced the worst problems. The regions were impacted in their social, economic, cultural, and structural areas. Settlements and camps were established as people came to them. Since the situation required it, all schools were shut down for children's education. Militants bombed the schools and left classes out of reach for all children and their families. This way, this study intends to depict all the efforts students make during their schooling and university years, along with the problems they encounter, to present accurate information on their academic track record (Embrey, 2017). As a result of militancy, individuals lost their residences, careers, work on farms, businesses, livestock, and practically every other source of money, and the circumstances only deteriorated when military actions were conducted. The entire place turned into a war zone, making their evacuation from the area necessary (Chughtai, 2013). The conservative religious leaders among the militants gave a bad and strange view of Islam, which affected the way FATA was organized (Chughtai, 2013).

Being faced with a bad socio-economic structure and not having many facilities, people in FATA are suffering. When some natural disaster(s) or war leads people to abandon their hometown, they are called Internally Displaced People (IDPs). These people do not have refugee status and are also denied their human and citizen rights. It is difficult for the state to handle the task of shifting massive numbers of people from one place to another. It becomes a difficult matter when you consider the different reasons for moving a huge population to another area of the country. Most people in FATA are already in situations where they do not earn enough to live above poverty. For this reason, people who are displaced inside their country face many difficulties, especially the women and children (Mohsin, 2013). Operations by the Pakistani military against insurgency and violence caused people living in the FATA region to be displaced internally (Mohsin, 2013). Poor members of the tribe were displaced in Pakistan and had to find refuge elsewhere after military operations took place. According to Hussain (2022), close to three million people from FATA were forced to relocate away from their homes. This, then, caused complete chaos in their lives and disrupted the tranquility of the entire nation (Chughtai, 2013). In their article, Haider and Anwar (2014) highlighted that the absence of work and schooling for youth has encouraged them to become involved in illegal activities due to terrorism. In addition to the other crimes, some kidnappers have held both business figures and notable politicians for ransom, for instance, the Vice Chancellor of Islamia College University, Peshawar (Ahmed & Khan, 2016). Due to their difficult economic situation, some of the youth in FATA are considering joining terror groups to avenge what they have gone through. Such terrorist attacks as the Bhara Kahu mosque bombing in Bhara Kahu, Islamabad, are leading to huge rewards for those involved, where one case saw the facilitator offered around Rs. 2.5 million (Ahmed & Khan, 2016).

Naqvi et al. (2012) explain that the main educational option in FATA is a madrassa, whereas the availability of good schools and facilities is low. Alternatively, the Taliban have destroyed about 141 schools. Educational programs were negatively influenced by the events after the war on terror. According to Zaidi (2008), militants in the FATA disapproved of education, which led them to damage girls' schools in many locations. The author found that about 35 percent of girls' schools in FATA were hit, whereas 61 percent were destroyed in KP, and 114 schools were attacked only in Mohmand Agency (Mohsin, 2013). Sheikh (2013) explains that the bombing of schools by militants in FATA has made education much worse. The rate of literacy in these areas was already quite low, but because of the insecurity, the future of children has become even brighter and they have been pushed away from education out of fear (Haider & Jameel, 2017). Jamal (2019) points out that every child in the world has a right to education, but in FATA, this

right is taken away from them. Nowadays, children suffer from low mental growth and are constantly depressed. If the problem is not handled soon, the future of these children might be compromised (Haider & Jameel, 2017). Naqvi et al. (2012) note that the FATA area prefers teaching in madrassas, as the state schools are insufficient and have few facilities. However, there are 141 schools that have been destroyed by the Taliban. As a result of the war on terror, education was affected in a further negative way. Zaidi (2008) pointed out that militants opposed going to school, so they targeted girls' schools all over the FATA region. In his study, Tariq (2011) observes that 35 percent of girl's schools in FATA whereas militants destroyed 61 percent of girl's schools in KP; Mohsin, (2013) further points out that in just Mohmand Agency, 114 girls' schools were damaged. According to Naz (2013), the IDP children in camps were not given more than basic classes in the madrassas. though, being poor, the parents thought it was better for their children to earn money rather than receive an education. There were also children in IDP schools who did not have a teacher and wasted their time (Mohsin, 2013).

Arif (2019) points out that the attacks on schools by militants in FATA have further worsened the situation of education. The situation was already very difficult before the disaster, making it even more tragic for children and leading them to drop out of school because of fear and pain experienced (Haider & Jameel, 2017). According to Ahmed and Khan, all children across the world are entitled to education, but those in FATA are denied their rights to education. Nowadays, children have mental growth that is not fully developed and seem to often fall into depressive states. If the problem is not addressed promptly, the future of these children is likely to be in danger. According to Naqvi and Shah in 2012, many schools in the FATA vicinity were damaged during the era of militancy, adding to the low levels of literacy there. Sheer numbers were used against children through the closure of 317 boys and 141 girls schools during the process of militancy, later on also by military operations (Haider & Jameel, 2017).

Conflict in the community can seriously affect the achievements of students all around the world (Adeyemi, 2012). Certain studies show that being involved in war can reduce students' motivation at school, result in cognitive issues, and lead to lowered self-confidence (Betancourt et al., 2013). Moreover, conflicts among people in a community may disrupt learning and make it challenging for students to concentrate (Dryden-Peterson, 2016). In Pakistan, there has always been a major issue with community conflict, mainly in the northwestern areas like Khyber Pakhtunkhwa (KP) and the Federally Administered Tribal Areas (FATA) (Khan, 2017). It is shown in research that disturbances in the community lead students to feel stressed and do less well in their work (Hussain, 2018). A group of experts found that being part of a conflict at home could make children have difficulty regulating their emotions and behavior, which also harmed their school performance (Khan et al., 2019). This area has long experienced conflict, and violence and terrorism have contributed significantly to the chaos (Shah, 2018). Studies have concluded that children in Parachinar suffer more stress and anxiety because of the trauma they face (Ali et al., 2020). Hussain et al. reported that disagreements among communities had a strong negative impact on student presence, enthusiasm, and results in Parachinar in 2020 (Hussain et al., 2020). Community conflict in Pakistan, as well as in other regions, greatly affects students' performance at school. Stress and anxiety are increasing among students in Parachinar because of regular sectarian and terrorist violence.

Impact of Community Conflict on Students

Stress caused by feelings and emotions.

The challenge of conflicts in society often leads to depression or stress for students. A lot of research suggests that experiencing violence and instability may cause anxiety, depression, and

PTSD (Zwi et al., 2005). Violent situations in Parachinar can make students from the area feel emotional pain. Distress like this can reduce a student's attention, motivation, and performance in schoolwork. Grieger et al. (2003) discovered that students living in conflict zones often have trouble focusing on their studies because they are always afraid of violence.

Lack of timely completion of studies.

Disagreements in the community often cause schools to close, tests to be postponed, or students to move to safer places. In Parachinar, many students are often unable to learn because the area is not secure. As a result, they can get behind in school, as they may miss the class or their homework. The same can happen to students who have to temporarily stop attending school because of displacement or insecurity.

Financial Constraints

Often, struggle is followed by an economic decline in a family, causing them to lose their means of income. Many families in Parachinar make their living through agriculture or small businesses, but these jobs are often disturbed by conflicts. Therefore, students may have issues paying for the many costs of education, for example, tuition, moving to study places, and essential school books. Studying can become very difficult if lack of money pushes students out of university or makes them put education aside for a while, damaging their chances of success. Financial stress stands out as a major problem for students from underprivileged areas, according to the findings of (Khan et al. 2014).

Social Isolation and Peer Relationships Affect One's Wellbeing

Disconnection from others in the community often happens due to community conflicts. Those from parts of Parachinar may not feel they connect with those of other backgrounds if studying at the University of Peshawar, especially if cultural or sectarian differences exist. It could cause them mental stress that may make it harder to settle at university. Failing to receive social help can lead to feelings of loneliness and higher anxiety, which can get in the way of doing well at school, according to (Baker, 2010).

Inconsistencies between Schools and Communities

Students who come from conflict zones frequently have additional obstacles connected to their studies. Since many students from Parachinar missed times of schooling, it may affect their success in university. Low quality levels of primary and secondary education in conflict zones can result in students starting university less well prepared (Munns & Woodward, 2006). As a result, they may struggle more than others when competing for grades in school.

Resilience and How to Cope

In spite of facing difficulties, a number of students from conflict zones gain skills to face challenges and do well in school. Experiencing adversity appears to give children more skills and resilience to face and solve problems (Cicchetti & Blender, 2006). Those from Parachinar might strengthen their resolve by dealing with their hard times and staying committed to their studies.

The Relationship between Emotions and Learning

Being from an area of conflict, Parachinar students in the University of Peshawar are greatly affected by problems in academics that result from emotional conflicts (Hassan, 2016). The University of Peshawar, which is also based in Khyber Pakhtunkhwa, educates people from District Kurram. This research is interested in investigating how emotional conflicts influence the achievements of Parachinar students in the University of Peshawar.

Conflict with emotions is frequently caused by family, social, or cultural challenges (Erikson,

1968). When a child from an area of ongoing conflict witnesses violence, moves, or suffers from trauma, their emotional distress can increase a lot (Miller & Rasmussen, 2010). It is clear that emotional conflict may hurt academic results by making a student less motivated, affecting their mental abilities, and lowering how much they value themselves (Hassan, 2016).

Students in areas hit by conflict such as Parachinar can see their academic progress affected by emotional conflicts. Schools can effectively support st

Money Woes and Educational Achievement

A lack of financial resources can seriously affect how Parachinar students in University of Peshawar perform academically, as research shows (Hassan, 2016). Parachinar students can attend the University of Peshawar, which resides in the same province. The purpose of this study is to examine how financial conflict influences the results of Parachinar students at the University of Peshawar. Troubles with money can greatly impact how well students study, especially for children from Parachinar. Universities may help students in money trouble by giving financial support, advice for their education, and creating welcoming campuses.

Research Methodology

Research Design

A quantitative research design was employed using a survey method to collect numerical data on students' academic performance, psychological and emotional well-being. All students at the University of Peshawar who hail from Parachinar. Total number of Parachinar students in university of Peshawar were 252. Convenience sampling technique were used for the selection of students. A total number of 52 students were selected as a sample of the study. Only students who were readily available at the University during my data collection period were selected. A closed ended structured questionnaire was designed comprised of 30 items including Likert scale questions to assess academic performance, mental health, and social integration. The questionnaire's validity was ensured through expert validation, where two specialists in the relevant field reviewed the instrument. Based on their feedback, suggested corrections were incorporated to enhance the questionnaire's clarity, relevance, and effectiveness in measuring the research variables. For analysis of data frequency and percentage was used with the help of SPSS-22.

Data Analysis

Table-1 Effects of community conflict on students' academic performance and classroom engagement (Objective 1)

Item No	Questionnaire	Rating Scale				
		SDA	DA	N	A	SA
1	Community conflicts negatively impact my ability to concentrate in class.	2 (3.8)	3 (5.8)	3 (5.8)	7 (13.5)	37 (71.3)
2	Due to conflicts in my community, I find it difficult to complete my homework on time.	4 (7.70)	4 (7.7)	6 (6.116)	13 (25.0)	25 (48.1)
3	I feel less motivated to participate in classroom discussions when there is unrest in my community.	2 (3.8)	1 (1.9)	3 (5.8)	18 (34.6)	28 (53.8)
4	Community conflicts make it harder for me to attend university regularly.	2 (3.8)	2 (3.8)	8 (15.8)	20 (38.5)	20 (38.5)

5	I experience emotional distress due to community conflicts, which affects my academic performance.	2 (3.8)	1 (1.9)	8 (15.4)	17 (32.7)	24 (46.2)
6	The fear of violence in my community discourages me from engaging in extracurricular activities.	3 (5.8)	5 (9.6)	7 (13.5)	20 (38.5)	17 (32.7)
7	My relationships with teachers and classmates are affected by the tensions caused by community conflicts.	3 (5.8)	5 (9.6)	9 (36.5)	19 (36.5)	16 (30.8)
8	I struggle to focus on my studies because of safety concerns related to community conflicts.	2 (3.8)	2 (3.8)	6 (11.5)	29 (55.8)	13 (25.0)
9	Community conflicts have led to disruptions in university activities, affecting my learning progress.	2 (3.8)	3 (5.8)	17 (32.7)	17 (32.7)	13 (25.0)
10	I feel academically supported by my university despite the challenges posed by conflicts in my community.	6 (11.5)	3 (5.8)	10 (19.2)	19 (36.5)	14 (26.9)

Item 1 showing that 84.7% of the respondents were agreed that, community conflicts negatively impact my ability to concentrate in class, 9.6% of them were disagreed and only 3.5% were undecided to the given statement.

Item 2 showing that 73.1% of the respondents were agreed that, due to conflicts in my community, I find it difficult to complete my homework on time, 15.5% of them were disagreed and only 11.6% were undecided to the given statement.

Item 3 showed that 88.4% of the respondents agreed that they feel less motivated to participate in classroom discussions when there is unrest in my community, 5.7% disagreed, and only 5.8% were undecided about the given statement.

Item 4 showed that 77% of the respondents agreed that community conflicts make it harder for them to attend university regularly, 7.6% disagreed, and only 15.4% were undecided about the given statements.

Item 5 showed that 78.9% of the respondents agreed that they experience emotional distress due to community conflicts, which affects their academic performance, 5.7% disagreed, and only 15.4% were undecided about the given statements.

Item 6 showed that 71.2% of the respondents agreed that the fear of violence in my community discourages them from engaging in extracurricular activities, 15.4% disagreed, and only 13.5% were undecided about the given statements.

Item 7 showed that 67.3% of respondents agreed that relationships with teachers and classmates are affected by the tensions caused by community conflicts, 15.4% disagreed, and 17.3% were undecided about the given statements.

Item 8 showed that 80.8% of respondents agreed they struggle to focus on their studies due to safety concerns related to community conflicts, 7.6% disagreed, and 11.5% were undecided about the given statements.

Item 9 showed that 57.7% of respondents agreed that community conflicts have led to disruptions in university activities, affecting their learning progress. In contrast, 9.6% disagreed, and 32.7% were undecided about the given statements.

Item 10 shows that 63.4% of respondents agreed they feel academically supported by my university, despite the challenges posed by conflicts in my community. In contrast, 17.3% disagreed, and 19.2% were undecided about the given statements.

Table-2 Psychological and emotional impact of community conflict on students' learning motivation and classroom participation

(Objective 2)		Rating Scale				
Item	Questionnaire	SDA	DA	N	A	SA
1.	I often feel anxious or stressed due to conflicts in my community.	2 (3.8)	2 (3.8)	1 (1.9)	7 (13.5)	40 (76.9)
2.	The ongoing community conflict affects my emotional well-being at university.	2 (3.8)	4 (7.7)	3 (5.8)	13 (25.0)	30 (57.7)
3.	I feel safe and supported at university despite the conflict in my community.	7 (13.5)	12 (23.1)	15 (28.8)	6 (11.5)	12 (23.1)
4.	Community conflict makes it difficult for me to concentrate on my studies.	1 (1.9)	3 (5.8)	7 (13.5)	24 (46.2)	17 (32.7)
5.	My overall mental health has been negatively affected by the conflict in my community.	2 (3.8)	1 (1.9)	7 (13.5)	29 (55.8)	13 (25.0)
6.	I feel less motivated to attend university when there is ongoing conflict in my community.	2 (3.8)	1 (1.9)	14 (26.9)	18 (34.6)	17 (32.1)
7.	Community conflict makes me feel that education is not important for my future.	9 (17.3)	3 (5.8)	11 (21.2)	17 (32.7)	12 (23.1)
8.	Despite the challenges, I try to stay motivated and engaged in my studies.	1 (1.9)	4 (7.7)	13 (25.0)	15 (28.8)	19 (36.5)
9.	I find it harder to participate in classroom discussions when there is conflict in my community.	2 (3.8)	6 (11.5)	17 (32.7)	19 (36.5)	8 (15.4)
10.	Community conflict has made me hesitant to interact with my teachers and classmates.	11 (21.2)	3 (5.4)	9 (17.3)	15 (28.8)	14 (26.9)

Item 1 showing that 90.4% of respondents were agreed that, they often feel anxious or stressed due to conflicts in my community, 7.6% of them disagreed and only 1.9% of them undecided to the given statements.

Item 2 showed that 82.7% of respondents agreed that the ongoing community conflict affects my emotional well-being at university, 11.5% of them disagreed, and only 5.8% of them were undecided about the given statements.

Item 3 showed that 34.6% of respondents agreed that they feel safe and supported at university despite the conflict in my community, 36.6% of them disagreed and only 28.8% of them were undecided about the given statements.

Item 4 shows that 78.9% of respondents agreed that community conflict makes it difficult for them to concentrate on their studies, 7.7% of them disagreed, and only 13.5% of them were undecided about the given statements.

Item 5 showed that 80.8% of respondents agreed that, overall, mental health has been negatively affected by the conflict in their community, 5.7% disagreed, and only 13.5% were undecided about the given statement.

Item 6 shows that 67.3% of respondents agreed that they feel less motivated to attend university when there is ongoing conflict in their community, 5.7% disagreed, and 26.9% were undecided about the given statement.

Item 7 shows that 55.8% of respondents agreed that community conflict makes them feel that education is not essential for their future, 23.1% disagreed, and 25.0% were undecided about the given statement.

Item 8 showed that 65.3% of respondents agreed that, despite the challenges, I try to stay

motivated and engaged in my studies, 9.6% disagreed, and 25.0% were undecided about the given statements.

Item 9 shows that 51.9% of respondents agreed that they find it harder to participate in classroom discussions when there is conflict in their community, 15.3% disagreed, and only 32.7% were undecided about the statement.

Item 10 showed that 55.7% of respondents agreed that community conflict had made them hesitant to interact with their teachers and classmates, 26.6% disagreed, and only 17.3% were undecided about the given statements.

Table 3 Coping strategies and institutional support mechanisms that can help mitigate the adverse effects of community conflict on students' education

Item	(Objective 3) Questionnaire	Rating Scale				
		SDA	DA	N	A	SA
1. I use positive thinking and self-motivation to stay focused on my education despite community conflict.		4 (7.7)	2 (3.8)	9 (17.3)	12 (23.1)	25 (48.1)
2. Engaging in extracurricular activities (e.g., sports, clubs, arts) helps me cope with stress caused by community conflict.		5 (9.6)	9 (17.3)	4 (7.7)	13 (25.0)	21 (40.4)
3. Talking to friends and family members helps me deal with the emotional effects of community conflict.		4 (7.7)	4 (7.7)	5 (9.6)	20 (38.5)	21 (40.4)
4. Practicing relaxation techniques (e.g., deep breathing, meditation) helps me manage stress related to community conflict.		2 (3.8)	5 (9.6)	17 (32.7)	22 (42.3)	6 (11.5)
5. I find that setting academic goals helps me stay motivated despite challenges from community conflict.		2 (3.8)	5 (9.6)	15 (28.8)	15 (28.8)	10 (19.2)
6. My university provides a safe and supportive environment that helps me cope with the effects of community conflict.		9 (17.3)	3 (5.8)	16 (30.8)	15 (28.4)	9 (17.3)
7. Teachers and department staff offer emotional and academic support to help students affected by community conflict.		15 (28.8)	7 (13.5)	12 (23.1)	8 (15.4)	10 (19.2)
8. Counseling services at my university are available and helpful in managing stress related to community conflict.		17 (32.7)	11 (21.2)	12 (23.1)	11 (21.2)	1 (1.9)
9. My university provides alternative learning opportunities (e.g., online resources, flexible schedules) to support students affected by conflict.		23 (44.2)	10 (19.2)	6 (11.5)	7 (13.5)	6 (11.5)
10 Community programs and organizations provide helpful resources to support my education during times of conflict.		19 (36.5)	10 (19.5)	10 (19.2)	8 (15.4)	5 (9.6)

Item 1 showed that 71.1% of respondents agreed that they use positive thinking and self-motivation to stay focused on their education despite community conflict, 11.5% of them disagreed, and only 17.3% of them were undecided about the given statements.

Item 2 showed that 65.4% of respondents agreed that engaging in extracurricular activities (e.g., sports, clubs, arts) helps them cope with stress caused by community conflict, 26.9% disagreed, and only 7.7% were undecided about the given statements.

Item 3 shows that 75% of respondents agreed that talking to friends and family members helps them deal with the emotional effects of community conflict, 15.4% disagreed, and only 9.6% were undecided about the given statements.

Item 4 shows that 53.8% of respondents agreed that practicing relaxation techniques (e.g., deep breathing, meditation) helps them manage stress related to community conflict, 13.4% disagreed, and 32.7% were undecided about the given statements.

Item 5 shows that 57.7% of respondents agreed that setting academic goals helps them stay motivated despite challenges from community conflict, 13.4% disagreed, and 28.8% were undecided about the given statements.

Item 6 shows that 46.1% of respondents agreed that my university provides a safe and supportive environment that helps me cope with the effects of community conflict, 23.1% disagreed, and 30.8% were undecided about the given statements.

Item 7 showed that 34.6% of respondents agreed that teachers and department staff offer emotional and academic support to help students affected by community conflict, 42.3% disagreed, and 23.1% were undecided about the given statements.

Item 8 shows that 23.1% of respondents agreed that counselling services at my university are available and helpful in managing stress related to community conflict, 53.9% disagreed, and 23.1% were undecided about the given statements.

Item 9 shows that 25% of respondents agreed that our university provides alternative learning opportunities (e.g., online resources, flexible schedules) to support students affected by conflict, 63.4% of them disagreed, and only 11.5% of them were undecided about the given statements.

Item 10 shows that 25% of respondents agreed that community programs and organizations provide helpful resources to support my education during times of conflict, 56% of them disagreed, and only 19.2% of them were undecided on the given statements.

Findings, Conclusion and Recommendation

This chapter presents the results of the data analysis, providing insights into the impact of community conflict on the academic performance of Parachinar students at the University of Peshawar. The findings are summarized, conclusions are drawn, and recommendations are offered based on the study's outcomes, aiming to contribute to the existing body of knowledge and inform practical applications.

Findings

1. Majority of the respondents 84.7% of the respondents were agreed that Community conflicts negatively impact my ability to concentrate in class.
2. Most of the respondents 73.1% agreed that, Due to conflicts in my community, I find it difficult to complete my homework on time.
3. Most of the respondents 88.4% of the respondents were agreed that they feel less motivated to participate in classroom discussions when there is unrest in my community.
4. A huge number 77% of the respondents were agreed that community conflicts make it harder for me to attend university regularly.
5. 78.9% of the respondents were agreed that they experience emotional distress due to community conflicts, which affects my academic performance.
6. 71.2% of the respondents agreed that the fear of violence in my community discourages me from engaging in extracurricular activities.
7. More than half 67.3 of respondents were agreed that their relationships with teachers and classmates are affected by the tensions caused by community conflicts.
8. Most respondents, 80.8%, agreed that they struggle to focus on their studies due to safety concerns related to community conflicts.
9. More than half, 57.7% of respondents agreed that community conflicts have led to disruptions in university activities, affecting my learning progress.
10. 63.4% of respondents agreed that they feel academically supported by my university despite the challenges posed by conflicts in my community
11. The majority of the respondents, 90.4%, agreed that they often feel anxious or stressed due to conflicts in their community.

12. Most of the respondents, 82.7%, agreed that the ongoing community conflict affects their emotional well-being at university.
13. 65% disagreed that they feel safe and supported at university despite the conflict in my community.
14. 78.9% of respondents agreed that community conflict makes it difficult for them to concentrate on their studies.
15. 80% of respondents agreed that their overall mental health has been negatively affected by the conflict in my community.
16. More than half, 67.3% of respondents, agreed that they feel less motivated to attend university when there is ongoing conflict in their community.
17. More than half, 55.8% of respondents agreed that community conflict makes me feel that education is not essential for my future.
18. More than 65.3% of respondents agreed that despite the challenges, they tried to stay motivated and engaged in their studies.
19. A number of respondents, 51.9% of respondents, agreed that they find it harder to participate in classroom discussions when there is conflict in their community.
20. More than 55.7% of respondents agreed that community conflict has made them hesitant to interact with their teachers and classmates.
21. 71.1% of respondents agreed that they use positive thinking and self-motivation to stay focused on my education despite community conflict.
22. 65.4% of respondents agreed that engaging in extracurricular activities (e.g., sports, clubs, arts) helps me cope with stress caused by community conflict.
23. 75% of respondents agreed that talking to friends and family members helps me deal with the emotional effects of community conflict.
24. 53.8% of respondents agreed that practicing relaxation techniques (e.g., deep breathing, meditation) helps me manage stress related to community conflict.
25. More than 57.7% of respondents agreed that they find that setting academic goals helps me stay motivated despite challenges from community conflict.
26. 55% of the respondents disagreed that their university provides a safe and supportive environment that helps me cope with the effects of community conflict.
27. 65% of the respondents Teachers and department staff offer emotional and academic support to help students affected by community conflict.
28. 54% of respondents disagreed that counselling services at my university are available and helpful in managing stress related to community conflict.
29. 65% of the respondents disagreed that their university provides alternative learning opportunities (e.g., online resources, flexible schedules) to support students affected by conflict.
30. 56% of respondents disagreed that Community programs and organizations provide helpful resources to support my education during times of conflict.

Conclusion of the Study:

From objective 1st, it was concluded that community conflicts have a profound impact on students' academic experiences. The majority of respondents agree that disputes in their community negatively affect their ability to concentrate in class, complete homework on time, and participate in classroom discussions. Moreover, community conflicts lead to emotional distress, decreased motivation, and increased safety concerns, ultimately affecting academic performance. The fear of violence and tensions caused by community conflicts also disrupt relationships with teachers and classmates, and even lead to disruptions in university activities. Overall, the study highlights the significant challenges that community conflicts pose to students' academic success and well-being.

From objective 2nd, it was concluded that conflicts have a profound impact on students' emotional and mental well-being. The majority of respondents experience anxiety, stress, and emotional distress due to conflicts in their community, which affects their ability to concentrate on their studies and overall mental health. Many students feel unsafe and unsupported at university, which can lead to decreased motivation to attend classes and participate in academic activities. The conflict also makes students question the importance of education for their future. Despite these challenges, many respondents try to stay motivated and engaged in their studies. However, the conflict creates barriers to interacting with teachers and classmates, as well as participating in classroom discussions, ultimately hindering their academic progress and social interactions.

From objective 3rd, it was concluded that students employed various coping mechanisms to deal with the impact of community conflict on their education. Many students rely on positive thinking, self-motivation, and support from friends and family to stay focused on their studies. Engaging in extracurricular activities, practicing relaxation techniques, and setting academic goals also help students manage stress and stay motivated. However, the study also reveals that universities often fall short in providing a safe and supportive environment, adequate counseling services, and alternative learning opportunities to support students affected by conflict. Furthermore, community programs and organizations are often seen as inadequate in providing helpful resources. Despite these challenges, students demonstrate resilience and resourcefulness in finding ways to cope with the effects of community conflict on their education.

Recommendations of the Study

1. All institution in Parachinar may establish support services, such as counseling and mentorship programs, to help students cope with the emotional distress and trauma caused by community conflicts.
2. Community-based initiatives and programs may be implemented to promote conflict resolution and peace building in Parachinar, reducing the impact of community conflicts on students' academic experiences.
3. Educational institutes may prioritize creating safe and inclusive learning environments, where students feel supported and protected from the effects of community conflicts, promoting academic success and well-being.
4. Educational institutes in Parachinar may provide accessible mental health services, including counseling and therapy, to support students affected by community conflict and promote their emotional and mental well-being.
5. Universities may prioritize creating a safe and supportive learning environment, where students feel protected and supported, to enhance their motivation to attend classes and participate in academic activities.
6. Teachers and peers may receive training to provide emotional support and guidance to students affected by community conflict, helping to create a more supportive and inclusive learning environment.
7. Universities may offer alternative learning opportunities, such as online courses or flexible schedules, to support students affected by conflict and promote their academic progress.
8. Community-based initiatives and programs may be established to provide resources and support to students affected by conflict, including mentorship programs, extracurricular activities, and stress management workshops.

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