

# An Analysis of the Impact of Displacement on Academic Motivation and Self-Efficacy of Graduate Students in Public Sector Universities of Malakand Division Khyber Pakhtunkhwa

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## ABSTRACT

The present study is a comparative analysis of graduate internally displaced students of Swat and Malakand in terms of academic motivation and self-efficacy in two public sector universities of District Malakand. A correlation of self-efficacy with academic motivation has also been explored through those students who had been displaced as a result of terrorism and military operations in Swat and Malakand. The sample were selected using purposive sampling technique and a total sample N=200 were selected among which n=100 were from University of Swat and n=100 were from University of Malakand with an equal number of females and males in the total sample. Academic Motivation Scale (AMC) and General Self-Efficacy Scales were used to measure academic motivation and self-efficacy of the students respectively. While conducting field research, it was hypothesized that displaced students of University of Swat will score low on Academic Motivation Scale and General Self-Efficacy Scale as compared to displaced students of University of Malakand. The Data has been analyzed by applying t-test and results showed mean difference in academic motivation of displaced students of Malakand and Swat universities. Also, there a significant positive correlation was found in self-efficacy with academic motivation and thus the results verified that internal displacement has adversely affected the academic motivation and self-efficacy of students of Swat district to a larger extent as they have been directly affected by the trauma as compared to the students of University of Malakand.

**KEYWORDS:** *Displaced, self-efficacy, academic achievement, performance, motivation, etc*

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## INTRODUCTION

### Study Background

The waves of terrorism and extremism have significant impact on the socio-political condition of Pakistan over decades (Fair, 2008). Terrorism and extremism disturbs the social fabric of the effected society such as loss of precious lives and properties, businesses, families, economic sector, educational sector etc (Nadeem & Paracha, 2010). Education is an important social sector affected by extremism and terrorism. For example, in situations of armed conflict and insecurity, deliberate attacks on and threats against learners, academics, teachers and education facilities are common that are significant barriers to the right to education and a serious protection issue (UNESCO, 2010).

Displacement and de-motivation are the common consequences of attacks on education during war and terror. Educational sectors e.g. schools, colleges and universities are considered as soft targets, and are attacked frequently by government opposing parties in war and conflict. As a result, if schools are repeatedly attacked then it becomes too dangerous for teachers to turn up to teach or for parents to send students to them, and a keystone of stability is removed from the community. This results in increasing the likelihood of displacement and putting children at risk from other dangers (IRIN News, 2008).

Statistically, education under Attack (2007) reported that 296 people serving as education staff were killed in 2005; and 180 teachers were killed between February and November 2006 in Somalia and Afghanistan. In 2007, the Ministry of Displacement and Migration (MODM) reported that at least 30 per cent of professors, doctors, pharmacists and engineers had fled these countries since 2003. This affects the students as well, for instance, lack of teachers, professors de-motivates them, and they might also displaced (US Department of State, 2008)

In Goma, UNICEF has been carrying out a pilot project since October 2007 to provide Mobile Teacher Support Teams, which help local schools integrate displaced children. The project identified many problems

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regarding education of the displaced students primarily including missed classes, lack of availability of teachers, demotivation for education, higher stress levels, lack of concentration in class, difficulty in learning from new teachers and so many others. The program also tried to raise the quality of learning by providing teacher training, increasing community participation and organizing catch-up classes for children who missed schooling through displacement or insecurity. So far, it has supported 85 host schools catering for 46,000 children, 36 per cent of them IDPs. Ninety per cent of children scored passing grades at the end of the school year, an important achievement given that 85 per cent of children who do not pass at the first attempt drop out of school (UNESCO, 2010).

Studies have indicated that there are three types of risks for children and youth after being exposed to disasters or being displaced i.e. psychological, physical, and educational. The extent to which displacement have affected the academics can be better known by the interests, attitudes, and motivation of students toward their studies after being displaced (Lori, 2008). Studies indicate that motivation plays a vital role in academia for improving academics. In this context, Gresham and Reschly (1987) have explained that the concept of academic motivation has been derived from the broader term known as “effectance motivation”, a need to be successful and effective in dealing with one’s environment. Accordingly, academic motivation is a student’s desire to be successful with regard to his academic subjects when his competence is judge against a standard of performance or excellence. This desire of a student is usually reflected in his approach toward studies, in consistency of his endeavors to achieve academic goals and in sustainability of his interest in studies (Wigfield & Eccles, 2002).

Similarly, the differences in the academic achievements of students exhibit the differences in their levels of academic motivation. In order to investigate about the impact of trauma on academic motivation of students, the study of Rahha (2006) find out the effects of war and displacement in Lebanon on the levels of aggression and academic achievements of school children. The results showed that children who were highly exposed to war situation exhibited higher levels of aggressive behavior with decrease in academic performances. Further, war in this context is a trauma but the consequent displacement further adds to the adverse impact on the students’ motivation. A similar study conducted on the youth of New Orleans where they had been displaced to Colorado after the Katrina Hurricane in 2005 indicated that the academic motivation of students had been measured in terms of their academic grades and a significant decline was found in their post-displacement academic performances (Richardson, 2005).

Another important consideration in discussing academic motivation is self-efficacy as argued by Bandura (1986) as the confidence in one’s potentials and capabilities to reach to some goal and become successful. Study shows that academic self-efficacy is also based on the self-efficacy theory of Bandura (Wigfield & Eccles, 2002). The work concludes that the theory of self-efficacy is basically self-sufficiency in solving problems and devising pathway that one follows with determined attempts to accomplish aims and goals. In this context, academic self-efficacy consists of determination in facing obstructions in the course of education along-with students’ flexibility to deal with the adversities in surroundings. According to Bandura (1997), students with high self-efficacy are aware of how much stress can they tolerate to cope with environmental demands and thus, it can be inferred that efficacious students will have stronger academic motivation.

Literature suggests that self-efficacy has been studied in terms of academic motivation and achievement. Initially, two groups were made on the basis of high and low self-efficacy and then both the groups were given some problems to solve. Some of the problems were insolvable but students were unaware of those. The study found that students with high self-efficacy worked more on insolvable problem as compared to students with low self-efficacy. Thus, it has been augmented that students who have faith in their abilities, were found motivated to solve the problems. They strived hard to become successful in the assigned task (Collins, 1982). These findings can be generalized in academic settings as students with high self-efficacy are highly motivated and work hard to achieve academic goals. Further, self-efficacy was examined in relation to the ability of processing academic material and the it has been found that participants with high self-efficacy were highly motivated in processing academic lessons and were found actively participating in learning process (Shunk, 1991). However, no such study has been conducted to analyze the academic motivation of graduate students in public sector universities affected by disasters or some kind of displacement at global level as well as national level in Pakistan.

### **The Study Argument**

The global community is facing many challenges in shape of both natural and man-made disasters. Natural disasters i.e. earth quakes, floods, hurricanes, tsunamis etc occurs following natural dimensions of nature. On the contrary, man-made disasters are intentional as planned by humans or sometimes i.e. wars, armed conflicts, terrorism, industrial or transport accidents, and violation of human rights etc. As a result of disasters, the victims tend to migrate to some safer regions of the country to save their lives known as “internal displacement” and the migrants are called “internally displaced persons” or IDPs. United Nations High Commission for Refugees defines internally displaced persons as "those people who are compelled to escape from their living areas but they either cannot or do not wish to cross an international border (UNHCR, 2004)".

Among the intentionally created or man-made disasters, wars and terrorism are important and on the top to produce hazardous threat to humanity. Additionally, the resultant internal displacement due to war, armed conflicts, and terrorism also become the perilous danger to the victims (Kunder, 1999). Unfortunately, like many other countries of the world, Pakistan has also become the victim of terrorism and internal displacement. In the year 2008, a huge number of people have been displaced in Khyber Pakhtunkhwa due to terrorism and military conflicts. Literature shows that main areas affected by terrorism and military operations are FATA (Federally Administered Tribal Areas) and PATA (Provincially Administered Tribal Areas). Further, in PATA, the most affected areas includes Swat, Buner, and Temergara (Afridi & Yousofi, 2014). However, the people of Swat were directly exposed to the inhumane, threatening, and terrifying activities of militants and many local leaders, nominated agents of district government, civil society members, and large number of security recruits were killed. Besides, informal institutions e.g. Jirga (committee of elders), Hujras (guesthouses), and even mosques, which were considered as signs of unity and unanimity in Pakhtun society were become the targets of militants (Rome, 2010). Similarly, numerous houses, academic institutes (especially girls' schools), and hospitals have been destroyed while the infrastructure was destroyed to maximum extent.

Similarly, after gaining power in majority areas of Swat, militants restricted women to their homes and most of them were banned from getting education. Besides, women were not allowed to go outside markets or even for medical treatment without their agnatic relative, or must visit to places being veiled as well (Human Right Commission of Pakistan, 2010). In addition, female students were restricted by ruination of more than seventy percent girls' schools through blasting and burning. Consequently, the educational process was interrupted seriously and growth rate of female education has adversely affected to larger extent (Elementary & Secondary Education Department, 2008).

Consequently, the affected people have left with no other choice other than to leave their residential and move to some safer regions of the country. On the other hand, the conditions were not as severe in areas of Malakand as compared to Swat district. Although a huge number of people displaced from Malakand too yet most of them were not directly exposed to terrorism acts but have been migrated on precautionary basis. Thus, the severity of trauma was very high for people of Swat as were traumatized in two ways i.e. by being exposed to terrorism and then by sudden impulsive internal displacement as well. On the other hand, mostly inhabitants of Malakand have faced only the difficulties and intricacies of internal displacement. The terrorism acts and armed conflicts lead to economic instabilities, loss of properties and belongings, disruption of health care facilities, and destruction of educational institutes in Swat district particularly. Additionally, the resultant internal displacement of such a huge number of people has further added to the miseries of affected population of Swat and Malakand. Taking into account the impacts of displacement, it can be approved as public health issue and a form of disaster (Hall et al, 2008). Literature shows that most researches conducted on IDPs were based on the issues related to their living conditions in camps, problems faced in provision of basic facilities etc. Similarly, issues related to physical and psychological health have also been investigated however; little or no research has been found on the educational impact of displacement particularly on young children. Therefore, this article examined the after effects of militancy issues and internal displacement on the academics of youth of Swat and Malakand. Further, how self-efficacy is related to academic motivation has also been investigated in the current study.

### **Objectives of the Study**

1. To study the impact of displacement of the educational and academic performance of young graduates swat and Malakand
2. To judge the impact of displacement and militancy on self-efficacy and motivation level of the students

### **Hypotheses of the Study**

1. Displaced students of University of Swat will score low on Academic Motivation Scale as compared to displaced students of University of Malakand.
2. Those students who score high on Academic Motivation Scale will score high on General Self-Efficacy Scale.

## **RESEARCH METHODS AND PROCEDURE**

### **Population and Study Sample**

The research population consists of all the graduate students of the two universities selected for the study. However, those students who have been displaced remain the target population and a sample comprised of ( $N=200$ ) displaced graduate students, including an equal number of boys and girls with an age range of 18-23 years were selected. Sample was taken from University of Swat ( $n=100$ ) and University of Malakand ( $n=100$ ) by using the purposive sampling technique.

### Instruments Used

Academic Motivation Scale constructed by Vallerand (1993) was used to measure academic motivation it has the reliability of 0.81 (Vallerand, Blais, Brière & Pelletier, 1989). To measure self-efficacy, General Self-Efficacy Scale developed by Jerusalem and Schwarzer (1981) was used. It has reliability of 0.93 (Jerusalem & Schwarzer, 1995).

### Procedure

To collect data from targeted sample, permission was taken from the administrations of University of Swat and University of Malakand. After taking consent from students for their participation in the study, participants were chosen and demographic information was taken to make sure that the sample is according to the requirement of the research. After establishing the rapport, participants were given instructions regarding the questionnaires. Each participant was instructed to fill the survey forms precisely and completely. Questionnaires were collected, after making sure that all have been marked properly. Finally, the students and the administration staff were thanked for their assistance and cooperation.

### Data analysis

For statistical analysis, t-test was applied on the data that showed significant differences among the academic motivation of displaced students of University of Swat and University of Malakand. Furthermore, Pearson correlation was applied to find relationship between academic motivation and self-efficacy. The analysis was carried out by using standard statistical package of SPSS.

## RESULTS AND DISCUSSION

### Educational and Academic Performance of Displaced Students

Literature indicates that moves during educational term significantly affect the educational performance of the students. In this regard, many studies provide evidence that moves do not allow students to concentrate in class; they do not participate in class with zest, and as a result may poor exam performance (for further details see Khan et al 2016; UNESCO, 2010). The following table is an illustration of the educational and academic performance of displaced students in the study area e.g. Swat and Malakand.

Table no. 01: Educational and Academic Performance of Displaced Students

Statement	Not at all	To some extent	To greater extent
Students cannot concentrate in class	11 (5.5 %)	112 (56 %)	77 (38.5 %)
Student do not participate in class	16 (8 %)	123 (61.5 %)	61 (30.5 %)
Student face difficulty in understanding lecture	32 (16 %)	141 (70 %)	27 (13.5 %)
Students do not perform well in test	08 (4 %)	99 (49.5 %)	93 (46.5 %)
Students do not perform well in semester exam	04 (2 %)	86 (43 %)	110 (55 %)

Statistical information in table no.01 illustrates that displacement affects the educational and academic performance of students in Swat and Malakand University. In this regard, a considerable majority e.g. 112 (56 %) stated that displacement affects the concentration of students to some extent while 77 (38.5 %) replied with to greater extent. 123 (61.5 %) respondents marked to some extent for the statement that displacement affects the level of participation in class while 61 (30.5 %) marked to greater extent. Further, a greater number of respondents such as 141 (70 %) replied with to some extent regarding the statement that displaced students face difficulty in understanding lecture whereas 27 (13.5 %) respondents replied with to greater extent. However, it is also important to mention that 32 (16 %) respondents marked not at all that displaced students face difficulty in understanding lecture. 99 (49.5 %) and 93 (46.5 %) respondents marked to some extent and to greater extent respectively for the statement that displaced students do not perform well in test. Lastly, 86 (43 %) respondents replied with to some extent that displaced students do not perform well in semester exam while majority, for instance, 110 (55 %) respondents replied with to greater extent.

### Factors behind De-motivation of the Displaced Students

Literature suggests that displaced students during war and terror lacks motivation for education. There are numerous reasons for it including displacement of teachers and professors, higher stress levels, fear, irregular classes etc. (for further details see UNESCO, 2010; US Department of State, 2008). The following table illustrates the factors which de-motivates students in the study area (see table no.02)

**Table no.02: Factors behind De-motivation of the Displaced Students**

Statement	Not at all	To some extent	To greater extent
Transfer from one institute to another de-motivate student	160 (80 %)	32 (16 %)	08 (4 %)
Grades of displaced students are affected leading to de-motivation	06 (3 %)	142 (71 %)	52 (26 %)
Higher stress levels due to displacement affects the motivation level	07 (3.5 %)	109 (54.5 %)	84 (42 %)
Dis-continuation of classes de-motivates students	04 (2 %)	102 (51 %)	94 (47 %)
Irregular classes de-motivate students	00 (00 %)	78 (39 %)	122 (61 %)
Lack of availability teachers and professors de-motivates you	09 (4.5 %)	144 (72 %)	47 (23.5 %)

Table no. 02 enumerates the factors de-motivating students due to displacement. In this context, majority such as 160 (80 %) respondents replied with not at all regarding transfer from one institute to another as a de-motivating factor. A fewer number of respondents e.g. 32 (16 %) and 08 (4 %) replied with to some extent and to greater extent regarding the statement that transfer from one institute to another de-motivate student. 142 (71 %) and 52 (26 %) respondents marked to some extent and to greater extent respectively to the statement that Grades of displaced students are affected leading to de-motivation. Higher stress levels due to displacement affects the motivation level whereby 102 (51 %) respondents replied with to some extent while 94 (47 %) respondents replied with to greater extent. In addition, 78 (39 %) marked to some extent against the statement that irregular classes de-motivate students whereas a significant majority that is 122 (61 %) replied with to greater extent. Lastly, a significant majority e.g. 144 (72 %) respondents replied with to some extent that lack of availability of teachers and professors during war and terror de-motivates them while 47 (23.5 %) respondents replied with to greater extent.

**Table-3: t-test Results Comparing Displaced Graduate Students of Swat and Malakand on the measures of Academic Motivation**

Groups	n	M	SD	t
UOS Dis	100	-9.74	2.59	-2.87
UOM Dis	100	-11.81	3.12	

Note. UOS Dis is displaced students of University of Swat; UOM Dis is displaced students of University of Malakand; n is number of students; M is mean; SD is standard deviation; Academic Motivation ranges from -18 (very low academic motivation) to +18 (very high academic motivation)

Table-1 shows a significant mean difference in the academic motivation of displaced students of the two universities (p-value < 5%) concluding that there is variation across academic motivation among students of University of Swat and University of Malakand. However, it is evident from the test that displaced students scores low on academic motivation scale e.g. -9.74 for university of Swat while -11.81 for University of Malakand. The lowest score on the scale is -18 while the highest is 18 whereby the analysis confirms that displaced students scores low on the scale.

**Table-4: Correlation Matrix of Major Variables of the Study**

Variables	AM	SE
AM	-	0.003
SE	0.003	-

Note. AM is academic motivation; SE is self-efficacy

Table-4 shows inter-correlation of variables of the study. There is found a strong positive correlation between academic motivation and self-efficacy (e.g. 0.003), which is significant at 0.05 level.

## DISCUSSION

Findings show that academic and educational performance of graduate students in the study area is affected by displacement. In this regard, educational performance such as focus and concentration in class, learning abilities, level of participation, test and exam performance are affected due to internal displacement. There are many reasons for it, for instance, transfer from one institute to another, higher stress levels, lack of teachers and professors, dis-continuation of classes and irregular classes are the key factors which affects their motivational level and performance.

It was hypothesized that academic motivation of directly exposed internally displaced adolescents will be lower as compared to the one who were only displaced but not experienced terrorism directly. Results showed significant differences among scores of the two groups of on the Academic Motivation Scale (Table 3). These findings confirm the fact that being directly exposed to terrorism and military conflicts create severe forms of dread, terror, and anxiety. The educational set up was damaged up to great extent in Swat as school buildings were destroyed by blasting and burning. Children in general and girls in particular were strictly prohibited to go to

schools. Harsh and inhumane punishments were given who showed resistance to their merciless acts. Moreover, hardships during and after the displacement, severely damaged the mental health of IDPs especially of children and adolescents. Consequently, experiencing such severe traumatic events and pathetic circumstances impeded both the learning abilities and learning motivation of the displaced students of Swat district (William, 2001). The experience of war, terror, torture, and death or separation of loved ones may cause stress, anxiety, depression, post traumatic stress disorder, and severe grief that may persist for long duration. Therefore, these psychological conditions adversely affect academic motivation and educational outcomes of the students (Ehnholt & Yule, 2006). On the other hand, the severity of militants' activities was not so high in some areas of Malakand, but they were at risk to terrorism and armed conflicts. Therefore, mostly residents of those areas got migrated in advance to make them safe. Moreover, their displacement was not sudden so far as in the case of inhabitants of Swat. Still considering the hardships of displacement, it is not wrong to say that IDPs of Malakand were also being handicapped but not as severely as IDPs of Swat. Same is the case with young children among IDPs of Malakand. Therefore, the mental health and especially academic motivation of displaced young children of Malakand were also affected but not so adversely as compared to traumatized children of Swat.

The second hypothesis has also been confirmed (Table 4) showing a strong positive correlation between self-efficacy and academic motivation. As a matter of fact, academic motivation is strongly linked with self-efficacy as the latter provides a base to the former one. In other words, a student can be motivated toward his studies only when he feels confident about his potentials to achieve the academic goals. Yusuf (2011) conducted a research examining the relationship of self-efficacy and achievement motivation with academic success and self regulated strategies of students. Results showed a significant impact of self-efficacy on the attainment of learning goals.

## CONCLUSION

The present research compared academic motivation of traumatized under-graduate students of Swat and Malakand, Khyber Pakhtunkhwa. This research study is designed to explore how traumas like terrorism and internal displacement can affect the academics of young children and making them lose interests and motivation toward their studies. Moreover, the study also meant to explore the relationship of self-efficacy with academic motivation. In the current study, two groups of displaced students were compared. One belonged to Swat district (chosen from University of Swat) that were directly exposed to the incidents of terrorism and then got displaced due to severe conditions. The other group was chosen from University of Malakand who was displaced on precautionary basis but has not so far experienced terrorism activities. Considering the facts regarding impacts of trauma on academic motivation and a strong relationship of self-efficacy with academic motivation, it is clear that terrorism, military operations and internal displacement had adversely affected the educational attitudes and motivation of the affected young children. Moreover, displaced student population of Swat district has been highly affected by being directly exposed to severe acts of terror and hardships of internal displacement. While that of Malakand were affected to somewhat lesser extent as the intensity of their trauma was not as high as that of Swat.

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