



PERCEPTION OF TERRORISM OF SECONDARY SCHOOL STUDENTS IN GREATER MUMBAI

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Abstract

Children are the future of any nation. If we hope to solve the world's major problems — achieving world peace, curbing terrorism, healthy lives, economic development, and global sustainability — we must provide richer learning opportunities for the world's children. Terrorism is a political virus. No one in the world is immune from the direct or indirect affect of terrorism now. Terrorism has become a menace for India. We need to end this menace in our society and the onus lie on the shoulders of our future generation. Education has a vital role to play under such circumstances to make our young generation aware about this menace and provide means to liberate our country of the same.

Education, thus, cannot furnish the vital role unless and until the students of today do not have the essential knowledge about the meaning of terrorism. This study was undertaken to ascertain the Perception of Terrorism of Secondary School Students of Greater Mumbai. In order to obtain data, a researcher made tool related to different aspects of terrorism viz. agencies sponsoring terrorism and causes of terrorism was designed. The sample selected for the study was 937 students studying in the secondary sections of SSC, CBSE and ICSE Boards in Greater Mumbai. The data was collected from 937 selected students studying in the secondary section of SSC, CBSE and ICSE Boards in Greater Mumbai respectively. The findings revealed that there is no significant difference in the perception of terrorism among the secondary school students in Greater Mumbai with respect to different agencies and types of terrorism on the basis of Gender. This indicates that both boys' and girls studying at secondary level in Greater Mumbai have equal knowledge and understanding of the different agencies sponsoring terrorism and the types of terrorism. The study also revealed that there is a significant difference in the perception of terrorism among the secondary school students in Greater Mumbai with respect to the causes of terrorism on the basis of Gender. Further it was revealed in the study that there is a highly significant difference in the perception of terrorism in the secondary school students in Greater Mumbai on the basis of different Boards i.e. SSC, CBSE and ICSE. This implies that the understanding and knowledge of terrorism among the secondary school students in Greater Mumbai varies as far three School Boards are concerned. The findings would provide a blueprint of the understanding of terrorism, which is of utmost concern right now all along the entire globe, among the secondary school students in Greater Mumbai. As the future generation has to play a crucial role to liberate the world from the menace of terrorism, the educational planners need to include content in the curriculum designed for secondary students in all the three School Boards especially the SSC Board, which will provide an insight to the students as why this terrorism is being witnessed today in the entire world and what role they have to play to uproot it and make the world a peaceful one.

Keywords: Perception, Terrorism, Secondary School Students, Greater Mumbai

Terrorism is not new, and even though it has been used since the beginning of recorded history it can be relatively hard to define. Terrorism has been described variously as both a tactic and strategy; a crime and a holy duty; a justified reaction to oppression and an inexcusable abomination. Obviously, a lot depends on whose point of view is being represented. Terrorism has often been an effective tactic for the weaker side in a conflict. As an asymmetric form of conflict, it confers coercive power with many of the advantages of military force at a fraction of the cost. Due to the secretive nature and small size of terrorist organizations, they often offer opponents no clear organization to defend against or to deter.

That is why preemption is being considered to be so important. In some cases, terrorism has been a means to carry on a conflict without the adversary realizing the

nature of the threat, mistaking terrorism for criminal activity. Because of these characteristics, terrorism has become increasingly common among those pursuing extreme goals throughout the world. But despite its popularity, terrorism can be a nebulous concept. Even within the U.S. Government, agencies responsible for different functions in the ongoing fight against terrorism use different definitions. There are three perspectives of terrorism: the terrorist's, the victim's, and the general publics. The phrase "one man's terrorist is another man's freedom fighter" is a view terrorists themselves would accept. Terrorists do not see themselves as evil. They believe they are legitimate combatants, fighting for what they believe in, by whatever means possible. A victim of a terrorist act sees the terrorist as a criminal with no regard for human life.



Significance of the Study: India too has been witnessing sporadic acts of religious terrorism in its different parts during the last two decades. The maximum number of terrorist incidents and deaths of innocent civilians have occurred due to religious terrorism. While the intensity of the violence caused by terrorism of a non-religious nature can be rated as low or medium, that of religious terrorism has been high or very high. Thus this study is significant to various stakeholders like:

Teachers : The Teachers through this study will perceive the thought processes and mindset of the young generation towards an issue, which is smoldering the world, and accordingly can integrate diverse components of values to change the undesirable mindsets.

Researchers: -The study will stimulate the researchers to do more research on such topics to facilitate policy makers to design the school curriculum accordingly.

Different Policy makers- The Study will help the Policy makers to frame the educational policies as per the outlook of students related to terrorism so as to help them to develop the positive attitude towards people of other civilizations and respect for humanity in general.

Objectives

To study the perception of Secondary school Students with respect to terrorism.

To compare the perception of boys and girls with respect to terrorism.

To compare the perception of Secondary School Students of different boards i.e., ICSE, CBSE & SSC with respect to terrorism

Limitations of the Study : The study was conducted only in a limited number of schools. The study was conducted only in greater Mumbai and other parts of Mumbai were not covered. All the schools of SSC, CBSE and ICSE Boards were not covered. Only 937 Secondary School Students were studied. All Secondary School Students in Greater Mumbai were not studied. The students studying in IGCE and IB Boards were not studied.

Hypothesis

There is no significant difference in the perception of boys and girls with respect to the causes of terrorism.

There is no significant difference in the perception of boys and girls with respect to the role of different agencies for promoting terrorism.

There is no significant difference in the perception of boys and girls with respect to terrorism.

There is no significant difference in the perception of Secondary School Students of different boards i.e., ICSE, CBSE & SSC with respect to terrorism.

Research Design

For the present study, the Descriptive Comparative method of research was used. For the present study a five

point rating scale was designed by the researchers. The rating scale consisted of two aspects of terrorism viz. agencies sponsoring terrorism and causes of terrorism. The sample for the present study comprised of 937 secondary school students studying in Greater Mumbai. The three boards i.e., ICSE, CBSE and SSC were covered. Attempt was made to have almost equal number of sample from each of the three boards. For the purpose of the present study the researchers have adopted the Stratified Random Probability Sampling. The sampling process involved three stages: **1st stage** –Three strata were made of the schools of Greater Mumbai, viz, schools in the central route, western route and harbour route. **2nd stage** - from each stratum Schools affiliated to SSC, ICSE and CBSE boards were chosen. **3rd stage** – male and female sample were randomly chosen. For analyzing the data mean, mode, median, standard Deviation, t-test and ANNOVA was used.

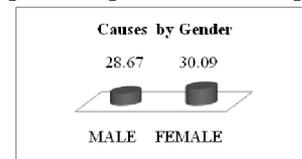
Results and Discussion : The following table shows the measures of central tendency namely mean and measures of variability namely standard deviation of perception of the causes of terrorism among the Secondary School Students of Greater Mumbai.

Table- 1

Central Tendency of Boys and Girls of Secondary School Students regarding Causes of Terrorism.

Gender	N	Mean	Std. Deviation
Boys	443	28.67	3.845
Girls	494	30.09	5.872

Graphical Representation: Graph - 1



The above table and the graphical representation about the perception of Boys and girls related to the role of different agencies in promoting terrorism do not show any significant variation in the mean scores between the two genders. The Scores of Standard Deviation also reveal the same.

Table - 2

Central Tendency of Boys and Girls of Secondary School Students regarding- role of different agencies in promoting Terrorism.

Gender	N	Mean	Std. Deviation
Boys	443	28.71	4.233
Girls	494	28.65	4.113

Graphical Representation: Graph - 2

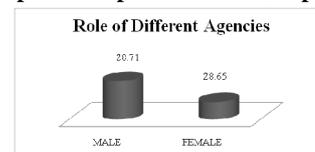
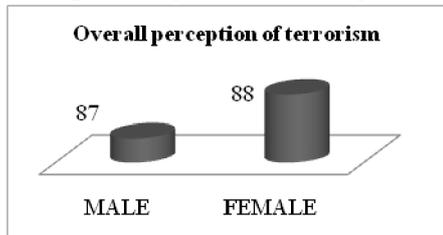




Table- 3
Central Tendency of Secondary School Students
About the Perception of Terrorism.

Gender	N	Mean	Std. Deviation
Boys	443	86.7833	9.42669
Girls	494	88.2045	15.68519

Graphical Representation: Graph - 3

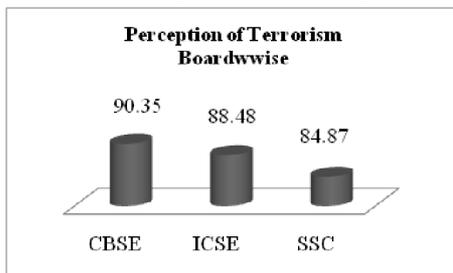


The above table and the graphical representation about the perception of Boys and girls related to terrorism does show slight variation in the mean scores between the two genders. The Scores of Standard Deviation does show a highly significant variation between the two genders.

Table- 4
Central Tendency of Secondary School Students
About the Perception of Terrorism - Board wise

Board	N	Mean	Std. Deviation
CBSE	272	90.3542	11.84373
ICSE	305	88.482	17.11303
SSC	360	84.8676	9.04049

Graphical Representation: Graph - 4



The above table and the graphical representation is related to the overall perception of terrorism of Secondary School students of CBSE, ICSE & SSC Boards. It reflects that the students of CBSE Board have the maximum perception related to terrorism whereas the students of SSC Board have the least perception about the terrorism. The students of ICSE Board slightly lag behind the students of CBSE but have more perception of terrorism than SSC Board students.

Inferential analysis:

There is no significant difference in the Perception of boys and girls with respect to the causes of Terrorism.- (a)- The null hypothesis states that there is no significant difference in the Perception of boys and girls with respect to the causes of Terrorism. The statistical technique used to test this hypothesis was t-test.

Table -5
Scores related to the perception of Boys and Girls
With respect to the causes of Terrorism.

Groups	N	Mean	SD	t-ratio	Level of Significance 0.01 & 0.05
Boys	443	28.67	3.84	4.334	Highly significant
Girls	494	30.09	5.87		

Interpretation of 't'

df = 937 - 2 = 935

Tabulated 't' at 0.05 level = 1.96, The obtained 't' = 4.334, 1.96 < 4.334

Tabulated 't' at 0.01 level = 2.58, 2.58 < 4.334 - Therefore the 't' is highly significant at 0.01 & 0.05 level. Hence the null hypothesis was rejected. The calculated 't' is more than the tabulated 't'. Hence the null hypothesis as rejected. There is significant difference in the Perception of boys and girls with respect to the causes of Terrorism.

There is no significant difference in the Perception of boys and girls with respect to different agencies for promoting terrorism- (a)- The null hypothesis states that there is no significant difference in the Perception of boys and girls with respect to the role of different agencies for promoting terrorism. The statistical technique used to test this hypothesis was t-test.

Table - 6
Scores related to the Perception of Boys and Girls-Role of different agencies for promoting terrorism

Groups	N	Mean	SD	t-ratio	Level of Significance
Boys	443	28.71	4.23	.209	Not significant
Girls	494	28.65	4.11		

Interpretation of 't'

df = 937 - 2 = 935

Tabulated 't' at 0.05 level = 1.96,

The obtained 't' = .209, 1.96 > .209

Tabulated 't' at 0.01 level = 2.58, 2.58 > .209 - Therefore the 't' is not significant at 0.01 & 0.05 level. Hence the null hypothesis was accepted.

The calculated 't' is lesser than the tabulated 't'. Hence the null hypothesis is accepted. There is no significant difference in the Perception of boys and girls with respect to the causes of Terrorism.

There is no significant difference in the Perception of boys and girls with respect to terrorism-(a)- The null hypothesis states that there is no significant difference in the Perception of boys and girls with respect to terrorism. The statistical technique used to test this hypothesis was t-test.

Table - 7
Scores related to the Perception of Boys and Girls- With respect to terrorism

Groups	N	Mean	SD	t-ratio	Level of Significance -0.01 & 0.05
Boys	443	86.78	9.42	1.65	Not significant
Girls	494	88.20	15.68		

Interpretation of 't',



df = 937 - 2 = 935, Tabulated 't' at 0.05 level = 1.96, The obtained 't' = 1.65, 1.96 > 1.65

Tabulated' at 0.01 level = 2.58, 2.58 > 1.65 - Therefore the 't' is not significant at 0.01 & 0.05 level. Hence the null hypothesis was accepted. The calculated 't' is lesser than the tabulated 't'. Hence the null hypothesis is accepted. There is no significant difference in the Perception of boys and girls with respect to Terrorism.

The null hypothesis states that there is no significant difference in the perception of terrorism among the Secondary School students of ICSE, CBSE and SSC boards. The statistical technique used to test this hypothesis was ANOVA.

Table 8

Groups	N	Mean	SD	Sum of Squares	df	Mean Square	F
CBSE	271	90.35	11.84	5055.48	2	2527.74	15.177
ICSE	305	88.48	17.11				
SSC	361	84.86	9.04				
Total	937	87.60	13.09				

The calculated 'F' is more than the tabulated 'F'. There is highly significant difference in the perception of terrorism among the Secondary School students of ICSE, CBSE and SSC boards at 0.05 level and 0.01 level. Hence the null hypothesis was rejected.

Findings : Testing of Hypotheses number one showed that there was highly significant difference in the perception between boys and girls of Secondary Schools with respect to the causes of terrorism. Therefore the null hypothesis was rejected.

The testing of hypotheses number two showed that there was no significant difference found in the perception of boys and girls with respect to the role of different agencies in promoting terrorism. Therefore the null hypothesis was accepted. The difference in the significance was found at both 0.01 as well as 0.05 levels for all the hypotheses.

Testing of Hypotheses number three showed that there was no significant difference in the perception of terrorism among the boys and girls of Secondary schools section. Therefore the null hypothesis was accepted.

The testing of the hypotheses four revealed some interesting results. Highly significant difference was found in the perception of terrorism between the Secondary School Students studying in different Boards i.e. CBSE, ICSE and SSC, hence the hypotheses was rejected.

Conclusion : The results of the hypotheses testing revealed some interesting facts, wherein there was no significant difference found in one of the variables associated with terrorism among the boys and girls of Secondary School Section studying in the three Boards i.e. CBSE, ICSE and SSC. This can be attributed to the fact that in present times both the genders are equally keen to know about the terrorism, which has affected every corner of the world. It can also be attributed to the feeling of both boys and girls wherein they feel that they have a

significant role to play in the global world and need to know every minute aspect related to terrorism so that they can contribute in making the future safe for themselves and for other generations.

However, for the variable i.e. Perception with respect to the causes of terrorism where the highly significant difference was found between the boys and girls of different Boards. This can be attributed to girls being affected more by terrorism. Restrictions on movement, disarray in family life, adverse affects on family earnings are felt more by girls. This makes more inquisitive. The curricula of different Boards should include more information about the causes of terrorism in the social studies books to bring equal awareness among the students of two genders.

The interesting results of perception of terrorism between the Secondary School Students of all the three Boards i.e. CBSE, ICSE and SSC revealed highly significant difference. The course content, the medium of instruction and scope of interaction with the students of various states provide the students of National Boards with an edge over the students of State Board.

The State Board must ensure that the problems of terrorism, its causes and effects and the ever-growing need of uprooting it needs to be reinforced in the minds of the students by way of introducing appropriate lessons in the curriculum and by holding regular sessions to sensitize the students in this regard. This objective can be accomplished by incorporating the life histories of great people who laid their lives for serving humanity across the world like Mother Teresa.

Therefore, the different schools belonging to all the three boards need to understand the importance of knowing about terrorism in the present times and provide opportunities to their students to acquire the maximum knowledge of the same, then only the future generation can be prepared for a global world free of violence and hatred.

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