



Education under Attack: The Consequences of the War on Terror for Primary Schools in South Waziristan

Dr. Atif khan¹, Sohail Ahmad², Kashif Lodhi³

¹ Assistant Professor, Faculty, Education, University of Barcelona, Barcelona, Spain

Email: atifkhan@ub.edu

² M.Phil. English Linguistics. SSE English School Education Department (SED), Govt. of Punjab, Pakistan.

Email: ahmad.sohail664@gmail.com

ORCID: <https://orcid.org/0000-0001-8710-3237>

³ Department of Management, Economics and Quantitative Methods. Università degli Studi di Bergamo via dei Caniana 2, 24127 Bergamo (BG), Italy

Email: k.lodhi@studenti.unibg.it

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ABSTRACT

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Corresponding author:

Sohail Ahmad

Email:

ahmad.sohail664@gmail.com

The research was conducted to examine the effects of war and Terror on Primary School Students in South Waziristan Agency. The population of the study was all the teachers of primary school in South Waziristan. The sample of the study was constituted of sixteen primary schools (8 male schools and 8 female schools) (4 boys and 4 girls) of Wana and Birmal Tehsiels respectively. Data collection was done using three point Likert scale questionnaire. Collected data were tabulated, interpreted and found conclusion based on the major findings of the data. Most of the primary schools were destroyed as a result of the war. Assessment tests were not timely. The speed of the rehabilitation process was extremely slow due to the fact that even the teachers and administration were threatened. Parents were not taking their children because of fear. The reconstruction of schools process is suggested to be made faster, security of the teachers and the administration is recommended. Special education can be initiated on the education of the girls.

Introduction

Waziristan land of Wazir means is a mountainous land, which includes the North South Waziristan agencies, FR Bannu and the Western part of tank in North West of Pakistan, and the Janikhel, Gurbuz and Birmal districts of Eastern Afghanistan. Waziristan is a province including West and South West of Peshawar along the River Tochi to the North and the Gomal River to the South. Bannu, Tank and F.R D.I Khan, which are situated near East, Kurram Valley is situated near Northeast, Paktia, Khostand, and Paktika are situated towards the West and North. Most of the area was a tribal region independent of the British Empire until 1893. The British always felt threatened by tribal raiding into their British controlled territory, (2012) and this hardly brought punitive expeditions that were frequent between 1860 and 1945. In 1947 the region became part of Pakistan. It is administered by the Political Agent. Frontier Regions The general management of the Frontier Regions is done by the FATA Secretariat in the capital of Khyber-Pukhtunkhwa, which is Peshawar. The central village of the frontier region South Waziristan Agency is WANA that is also in the center (middle) of South Waziristan. This research paper will explore how War and Terror has impacted on the primary school children in the whole Pakistan South Waziristan Agency territories.

Impact of War on Terror on education

The war on Terror in Pakistan has emerged as one of the greatest and the most devastating things of the recent years (Rasool et al., 2022). The number of people killed due to terrorism attacks have been on the increase, as compared to 164 in 2003; in 2009, 3318 Pakistanis were killed, and that was in the period between September 11, 2001 and May 2011. The government of Pakistan estimates the direct and indirect annual economic losses of terrorism since 2000 to 2010 to be 68 billion dollars.

Between the summer of 2007 and the end of 2009, a total of over 1500 individuals died in suicide as well as other attacks on civilians attributed to various reasons: sectarian violence among Sunni and Shia Muslims; the easy access to guns and explosives; the “Kalashnikov culture; a lot of foreign ideologically-minded Muslims based in and near Pakistan, which were known to have originated in different countries across the world and the war against the pro-Soviet Afghani people in the 1980s blowback. Of the most heinous crimes is terrorism- state perpetrated or by the non-state actors- that kills fewer criminals and more innocent citizens. Pakistan is combating the terror threat both; external and internal. The disintegration of democracy has caused a significant effect on the Pakistani society. Political deprivation, political alienation as resulting in hopelessness and feeling of powerlessness that in turn translate into these terrorist acts are one of the causes. As a matter of fact, wealth distribution has been shaken by the economy of Pakistan, which is full of corruption. Malpractices such as bribery, dishonesty, drug trade and others are known to make easy money. The balancing of the social structure has been brought by black money as it has established a new moneyed class in the society.

This aspect is alone perfect when it comes to infiltration of terrorists within different segments of the society. The feeling of deprivation in smaller provinces, their social injustice and discrimination are grave signs of unbalance (BIBI et al., 2025). Fata and KPK had seen hundreds of schools blown up as horrible incident and twin suicide attacks on the International Islamic University, Islamabad that took the lives of six innocent people, including three female students. The unfortunate event caused a panic and thereafter the educational institutions such as schools, colleges and universities had to undergo total closure in much of the country over a period of more than a week. It was also responsible of leading to a massive exercise over implementation of maximum security arrangements at the educational institutions as well as a controversy also arose when the private schools insisted that the government should protect institutions in the private sector. The situation of law and order that continuously was on the decline also led to cancellation of several events that were related to education which, in any case, were done regularly.

However, the circumstance also brought about certain innovative thoughts of learning and teaching. Some of the private schools also launched e-learning software by trying to compensate the academic loss of students should the schools be forced to close down without prior warning over security concerns. The other sad part of the entire episode is the addition of additional fees to some high-end schools under the guise of security (Akram et al., 2021). Another exploitation was on the stakeholders who had been complaining about lack of government control in the affairs of the private educational institutions. Several cases concerning the prank calls by the students were also reported which was an indication of the psychological influence of the situation at hand. Similar to mainstream education, the reforms in the Deeni Madaris (religious seminaries) continued to be a bane to the government because it failed to make tangible attempts to align the religious schools to the mainstream educational institutions.

The already poor sector of education has not also been spared by the precarious security situation in Pakistan either, Basit (2012). Two unique conflicts in Pakistan i.e. a nationalistic insurgency and Islamist militancy run across education. Educationists, lecturers and school leaders have been seeing their lives threatened more by the conflict in the war-torn areas of the country. As discovered by the statistics assembled by Pak Institute of Peace Studies (PIPS), a think tank, based in Islamabad, up to 142 terrorist attacks were recorded in 2011 against 129 terrorist attacks recorded in 2010 in educational institutions. On the same note, the 2009 and 2008 yearly figure of such attacks was 188 and 119 accordingly. Out of 142 attacks in 2011, 79 were observed in Khyber Pakhtunkhwa (KP), 56 in Federally Administered Tribal Areas (FATA) and two in Baluchistan. This was evenly spread in the government- operated male and female educational institutions with the girls schools being attacked 62 times as compared to the 51 attacks on male schools.

KPK and FATA education have been seriously hit in terms of public education sector due to the prevailing violence and war. Militants of Taliban have also been reported to blow up or set aflame educational institutes in FATA and KPK (Ahmad et al., 2020). The schools and colleges at FATA and in K.P were initially attacked by militants since majority of the schools were the base camps where the security forces operated against the militants. Secondly, militants attack the schools of girls since they do not support the education of girls which they term un-Islamic. Thirdly, their vulnerability to militant attacks is also innate since most of the educational institutions, other than the privates, are owned by the government hence being exposed to the vulnerability. In addition, military operations have also caused massive internal human displacements which in turn have compelled many a student to abandon their education. In the year 2010, after the tollage brought about by seasonal monsoon

floods, which gave the militants the perfect chance of reorganizing themselves in KP and FATA, attacks in educational institutes multiplied by several folds.

In KPK and FATA, a number of academicians and educationists have been killed on publicly airing their stand which is not in line with the ideology propagated by the militant groups. As an example in October 2010 two TTP gunmen killed the pro-Vice Chancellor and a renowned religious scholar Dr Farooq Khan and his assistant outside his clinic in Mardant district. In much the same way, as discussed in the preceding section, Ajmal Khan the pro Vice Chancellor of the Islamia College (ICU).

In Baluchistan, educationalists, the majority of whom are ethnic Punjabi and Urdu settlers, have continued to run risk at the hands of nationalist rebel groups in areas of Mastung, Nushki, Qalat, Gawadar, Khuzdar and Quetta. The Baloch nationalists have intimidated the teachers and school administrators with unkind end results to bar the normal school operations like teaching Pakistan history, hoisting the Pakistani flag and singing national anthem. An example is on October 25, 2010 the militants of Baloch Liberation Front (BLF) dumped pamphlets into the learning institutions of the provincially in warning of the teachers and staff not to sing the national anthem of Pakistan or to hoist the national flag. To illustrate, in May 2010, the TTP threatened to target all the private schools in Mastung district, unless they replaced the current western style uniform they were wearing with the local garb of Shalwar Kameez (loose dress) or caused them to wear full Islamic Hijab in which case they would mercilessly face the consequences.

In March 2010 associates of Balochistan Liberation Army (BLA) assassinated the principal of Tameer-e-Nu High School and former chairman of Balochistan Board of Intermediate and Secondary Education Professor Fazl-e-Bari in Quetta. In the meantime, another well-known female scholar and disparate professor at Balochistan college Nazima Talib was shot dead by the members of the Balochistan Liberation Army (BLA). On the same note, Chaudhry Muhamamd Ishfaq- Vice Principal of Pak German Technical Centre, was shot at the RCD Highway, Lasbela district, Hub industrial area. In the meantime, Syed Wali, a lecturer at a nearby agricultural college had been discovered dead in his home in Rahim Colony in district Quetta. Another renowned academician Dr. Qamar Hussian- a pathologist serving at the Bolan Medical College was the target of the BLA militants on Sikri Road in Quetta.

The Baloch is now the group that is being hit the most since it is them that are losing teachers. The education of their children is involved, and this is their future, which is at stake. Naturally the settlers and Punjabis in particular have [also] been directly hit. Killing of their people is what it is. — Provincial government senior official, Quetta, spring 2010.

These threats and killings of teachers on targeted grounds have triggered brain drain in these institutions of learning. Many academicians have left their jobs to either accept news employment in the government or at the other universities in different regions of the country, they have either retired prematurely or taken a long leave.

Objectives of the Study

- The aim of the research is to examine how the War and Terror affect the Primary education.
- To establish the degree to which the social life of primary school students in South Waziristan has been impacted.

Method And Procedure

Population

The target of the study was all the teachers in the primary level of South Waziristan Agency.

Sample

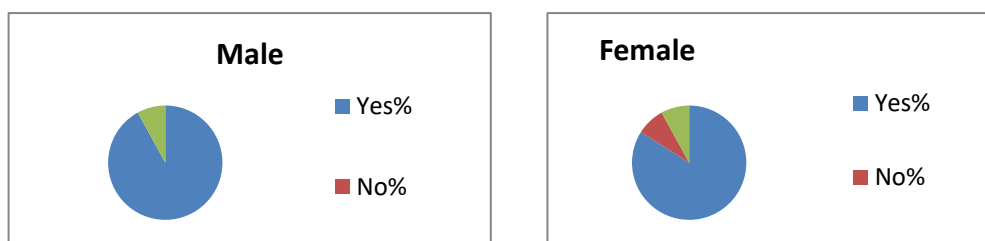
The selection of samples was done based on 16 schools (8 male and 8 female). Three educators were chosen in each school at random. There was a total Sample of this kind of 48 teachers (24 male and 24 female).

Data Analysis

The information obtained after questionnaire was processed using the percentage (%) method and Pie Chart.

Table-1: School damaged due to War on Terror

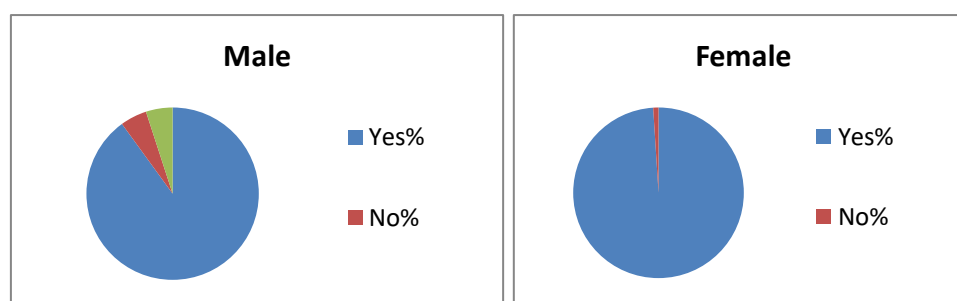
Question	Gender	Yes	No	Un-decided
School damaged due to War on Terror	Male	75%	5%	20%
	Female	84%	8%	8%



According to the above table and Pie chart, 75% of male teachers and 84% of female teachers had affirmed that war on terror had a great impact on schools, 5% of male teachers and 8% of female teachers denied the fact providing no opinion.

Table-2: Schools remains closed due to War on Terror

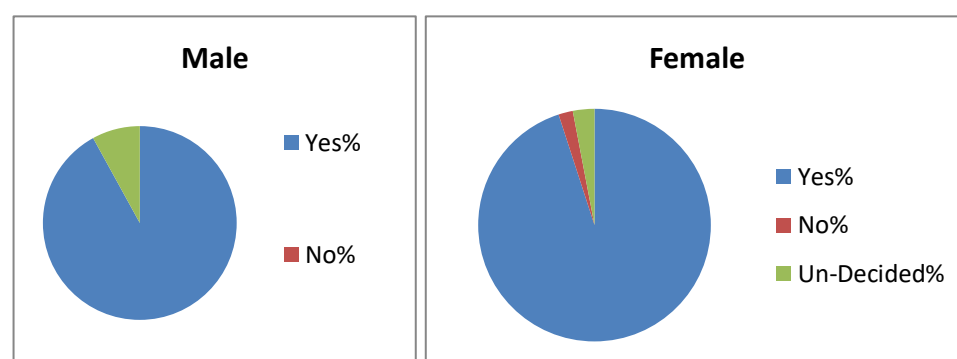
Question	Gender	Yes	No	Undecided
Schools remains closed due to War on Terror	Male	90%	5%	5%
	Female	99%	1%	0%



The Pie Chart and above table indicated that 90 percent and 99 percent teachers (male and female respectively) believed that the school was closed on grounds of war on terror, 5 percent and 1 percent (male and female respectively) were against it and 5 percent of the teachers were undecided.

Table-3: Exams are suffering due to War on Terror

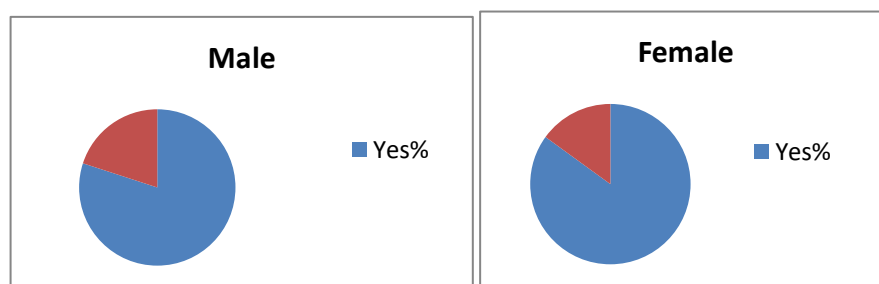
Question	Gender	Yes	No	Un-decided
School exams are suffering due to War on Terror	Male	92%	0%	8%
	Female	95%	2%	3%



The data presented in the above table and Pie Chart indicates that 92% and 95% male teachers and females respectively were of the perception that the Exams in the schools of South Waziristan are suffering because of the War on Terror. 0% and 2% teams of males and females were against and undecided respectively.

Table-4: Extra security charges are received

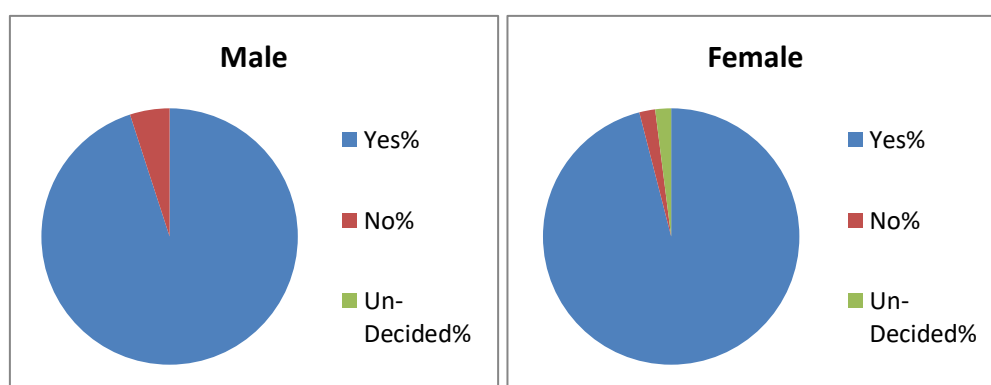
Question	Gender	Yes	No	Un-decided
Extra security charges are received	Male	80%	20%	0%
	Female	85%	15%	0%



The table of above and Pie Chart indicate that 80% of male teachers and 85% of female teachers believed that in South Waziristan Agency schools Extra security charges are received due to War on Terror, only 20% of male and also 15% on female teachers were against these views.

Table-5: Teachers are under stress

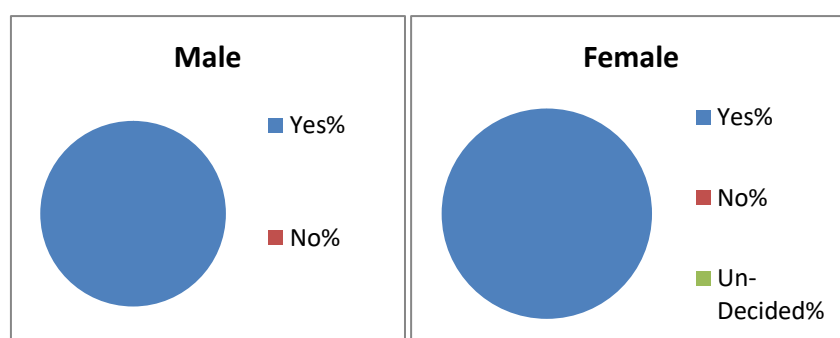
Question	Gender	Yes	No	Un-decided
Teachers are under stress	Male	95%	05%	0%
	Female	96%	02%	02%



The Table above and Pie Chart depict the same with 95 percent of male teachers and 96 percent of female teachers indicating that they are stressed by War on Terror and 0 percent and 2 percent of teachers respectively represented those who were against it and were undecided respectively.

Table-6: Administrators are under threat

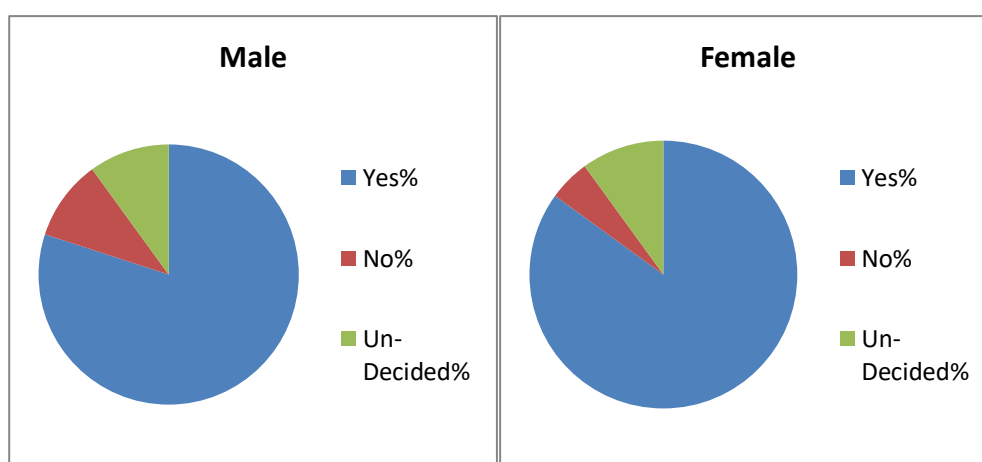
Question	Gender	Yes	No	Un-decided
Administrators are under threat	Male	100%	0%	0%
	Female	100%	0%	0%



As it is seen in the table above and Pie Chart, 100 percent male and 100 percent female teachers believed that the administrators are threatened by the War on Terror.

Table-7: Enrollment is low in this area

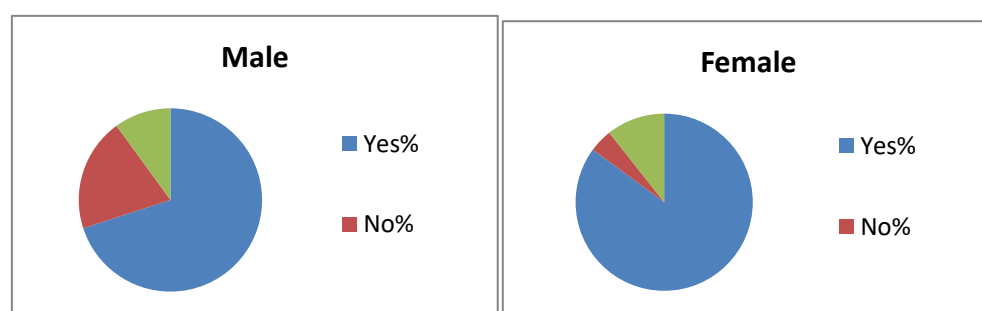
Question	Gender	Yes	No	Un-decided
Enrollment is low in this area	Male	80%	10%	10%
	Female	85%	05%	10%



The table and pie Chart above demonstrates that 80 percent of the male teachers and 85 percent of the female teachers indicate that the enrollment is very low. The just 10 percent male and 5 percent female teachers opposed this opinion and the 10 percent male and 10 percent female were undecided.

Table-8: The dropout rate is high in this area

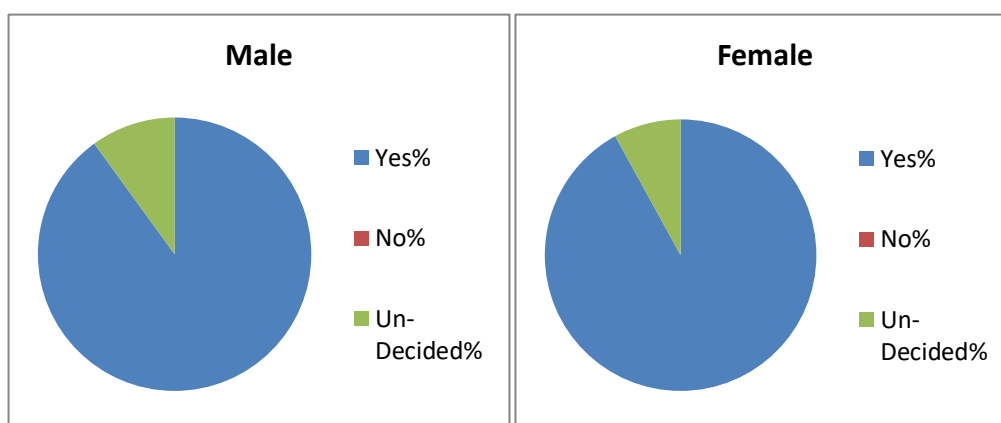
Question	Gender	Yes	No	Undecided
The dropout rate is high in this area	Male	70%	20%	10%
	Female	80%	04%	16%



As indicated in the above table and Pie Chart, those 70 percent male and 80 percent female teachers believed that the percentage of dropout is high. Only 20% male and 4% female teachers disagreed with this point of view and 10% male and 16% female did not make a decision.

Table-9: Parents don't send their child's to schools

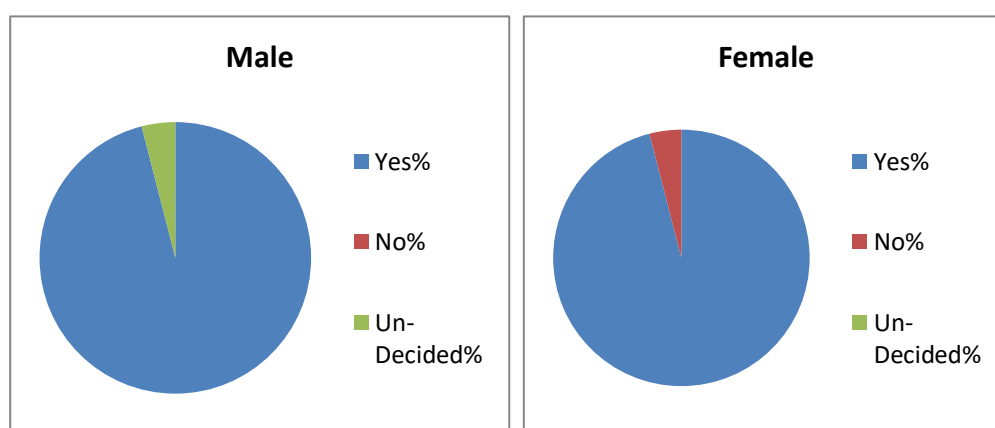
Question	Gender	Yes	No	Un-decided
Parents don't send their children to school due to War on Terror	Male	90%	0%	10%
	Female	92%	0%	8%



The above table and Pie chart shows that 90% male and 92% female teachers were of the view that Parents don't send their child's to school.

Table-10: Female education is opposed in South Waziristan Agency

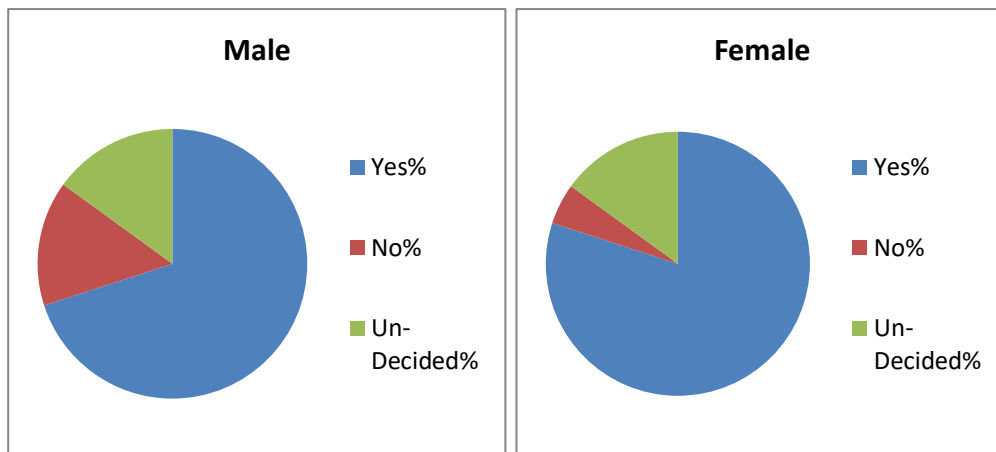
Question	Gender	Yes	No	Un-decided
Female education is opposed in South Waziristan	Male	96%	0%	04%
	Female	96%	04%	0%



The table above and Pie chart reveal that 96% of male and 96% of female teachers did respond that female education is opposed, 4 and 4 percent teachers did not agree.

Table-11: Majority students leave school due to War on Terror

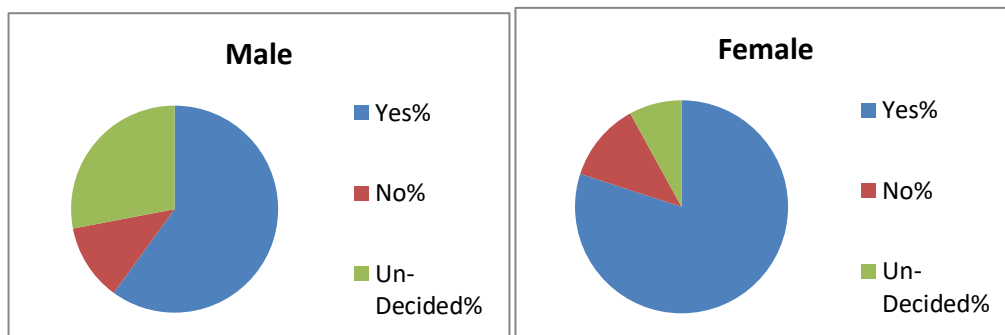
Question	Gender	Yes	No	Un-decided
Majority students leave school due to War on Terror	Male	70%	15%	15%
	Female	80%	05%	15%



As indicated in the above table and Pie Chart, 70% male and 80% female teachers supported their perception that majority students leave school because of War on Terror .15% male and 5% female teachers were against the opinion and 15% and 15% male and female teachers were undecided.

Table-12: Frequency of attacks is increasing day by day

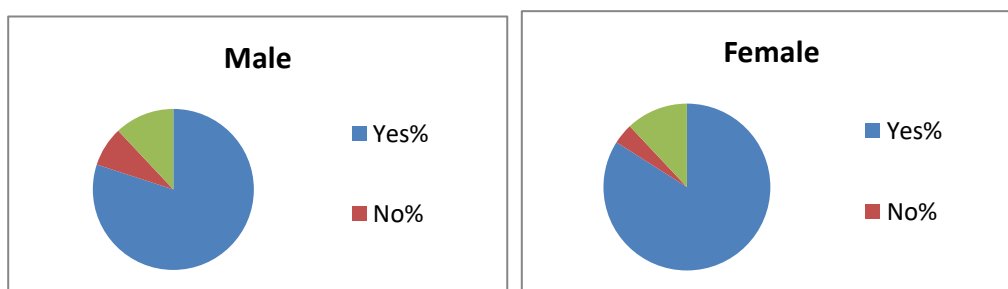
Question	Gender	Yes	No	Un-decided
Frequency of attacks is increasing day by day	Male	60%	12%	28%
	Female	80%	12%	08%



As demonstrated in the table above and Pie chart, the percentage of 60% male teachers and 80% females teachers indicated that they believed that the frequency of attacks is rising by daily basis. The male and female teachers who were 12 percent and 12 percent respectively were against it and 28 percent and 8 percent were not sure.

Table-13: Many children were killed due to War on Terror

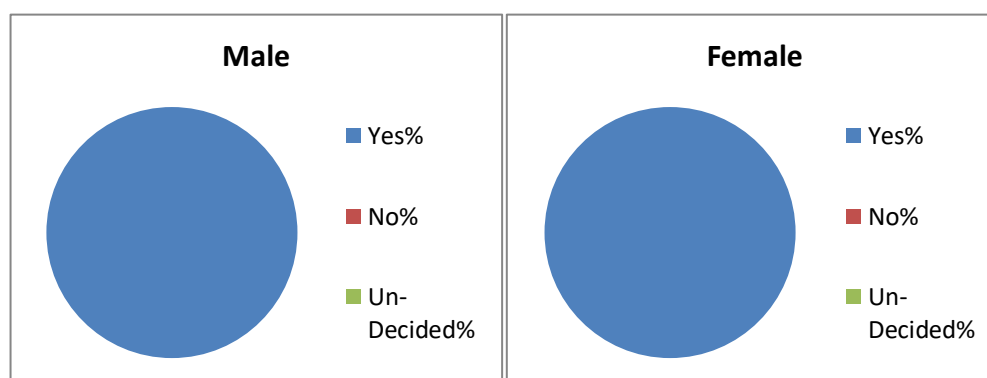
Question	Gender	Yes	No	Un-decided
Many children's were killed due to War on terror	Male	80%	08%	12%
	Female	84%	04%	12%



As displayed in the table and Pie Chart above in 80 per cent of the male teachers and 84 per cent of the female teachers, it was found that they believed that many children are killed by War on Terror. The 8 percent male and 4 percent female teachers were the only ones who opposed this opinion and 12 percent of male and 12 percent female teachers were not determined.

Table-14: War on Terror creates fear in students

Question	Gender	Yes	No	Un-decided
War on Terror creates fear in students	Male	100%	0%	0%
	Female	100%	0%	0%



As indicated in the table and the Pie Chart, 100 percent of male teachers and 84 percent of female teachers answered that War on Terror instills fear among the students in schools in South Waziristan.

Table-15.: South Waziristan Primary Schools students are spending normal lives in their homes

Question	Gender	Yes	No	Un-decided
South Waziristan students are spending normal lives in their homes	Male	12%	80%	08%
	Female	16%	72%	12%

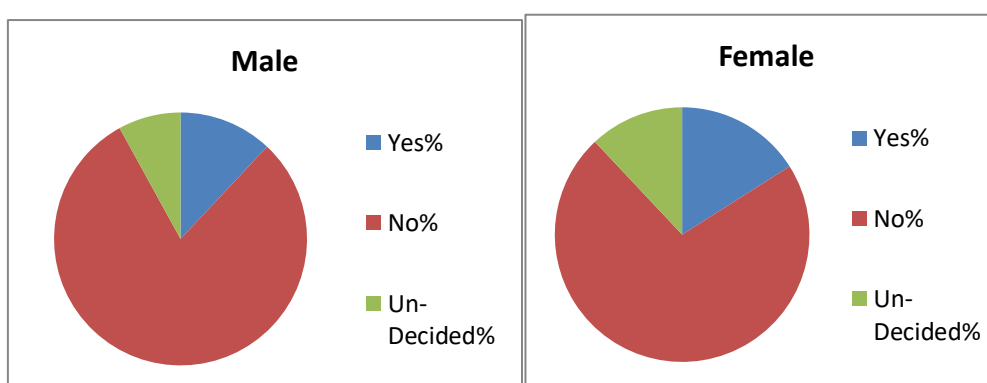
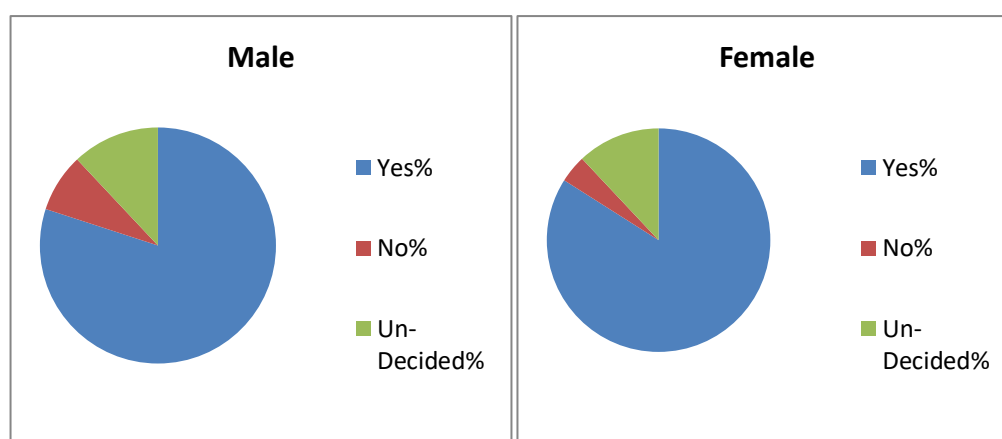


Table and Pie Chart indicate that 12 percent male teachers and 16 percent female teachers have indicated that, 12 percent of the teachers were against spending normal lives in homes, 80 percent of the teachers and 72 percent of female teachers expressed their disagreement.

Table-16: Homes of students destroyed due to War on Terror

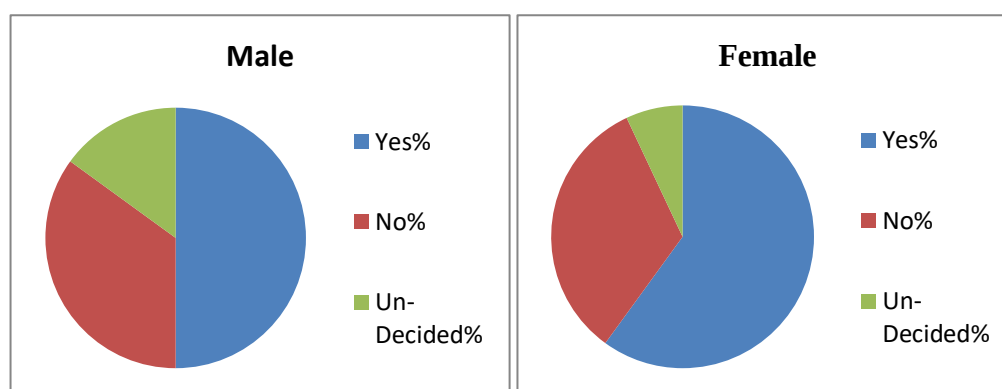
Question	Gender	Yes	No	Un-decided
Homes of students destroyed due to War on Terror	Male	80%	08%	12%
	Female	84%	04%	12%



The above table and Pie Chart show that 80% male and 84% female teachers were of the view that Homes of students destroyed due to War on Terror in South Waziristan agency. The 8% male and 4% female teachers were against this view and 12% male and 12% female teachers were undecided.

Table-17: Students are living in camps

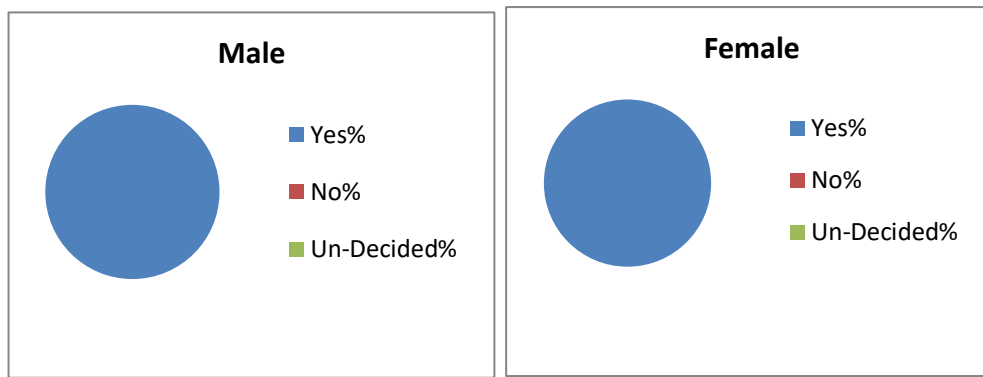
Question	Gender	Yes	No	Un-decided
Students are living in camps	Male	50%	35%	15%
	Female	60%	33%	07%



As indicated in the above table and Pie Chart, 50% of male and 60% of female teachers held the opinion that Students were originally living in camps in South Waziristan areas. 35% and 33% of male and female teachers respectively opposed the view and the rest 15% and 07% were undecided.

Table-18: Students cannot bear the educational expenditures

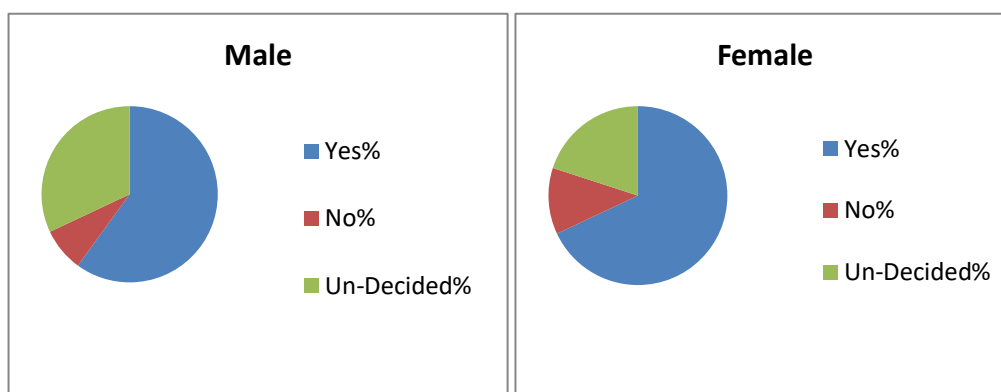
Question	Gender	Yes	No	Un-decided
Students cannot bear the educational expenses	Male	100%	0%	0%
	Female	100%	0%	0%



The above table and Pie Chart shows those 100% male and 100% female teachers were of the view that Students cannot bear the educational expenses

Table-19: Students are earning their livelihood by themselves

Question	Gender	Yes	No	Un-decided
Students are earning their livelihood by their-self	Male	60%	08%	32%
	Female	68%	12%	20%



The above table and Pie Chart indicate that such 60 percent male and 68 percent female teachers had the opinion that students were making their own livelihoods alone. 8 percent male and 12 percent female teachers opposed this opinion and 32 percent male and 20 percent female teachers were undecided.

Findings

Impact of War on Terror on Students Education

- Based on the received information it is evident that three-quarters male and four-fifths female teachers claimed that war on Terror led to the destruction of schools in South Waziristan.
- It is concluded on the basis of the acquired data that 90 percent male and 99 percent female teachers answered that schools in South Waziristan were still open because of security.
- The concise observation made on the data collected is that 8 out of 10 male teachers and 8 out of 10 female teachers unraveled that the teachers in the school of South Waziristan Agency receive additional security charges.
- As gathered data show, 92% male and 95% female that are teachers stated that the War on Terror is ailing Exams in the schools.
- The received information also indicates that 95% male teachers and 96% female teachers believed that students are stressed because of War on Terror.
- Based on found data, it is concluded that 100% male and female teachers stated that schools are subjected to security risks because of frequent terrorists attacks in South Waziristan Agency.

- 10 based on data received it is evident that 80% and 85% of the male and female teachers respectively felt that the enrollment ratio is low in the schools.
- Based on the data gathered it is apparent that male and female teachers were of 70 and 80 percent opinion respectively that the rate of dropout is high in the schools of SW.
- Based on data observed it can be concluded that 10 percent of male and 8 percent of female teachers felt that literacy rate in the schools is very low.
- The explicit conclusion that is drawn by the observed findings is that, 90 percent male and 92 percent female teachers held the opinion that Parents do not send their children to school at the primary level in South Waziristan Agency, because their security is at risk.
- As was seen 96 percent of the male and 96 percent of the female teachers were of the perception that female education is resisted in the South Waziristan Agency.
- Conclusions based on perceived data It is observed that 60 percent of male and 80 percent of female teachers reported that there is an increment in the frequency of attacks daily in the schools of South Waziristan.

Impact of War and Terror on Students Social Life

- It is concluded based on the data acquired that 100 percent male and 84 percent female teachers affirmed that War on Terror causes fear on students in the South Waziristan schools.
- Points that have been made clear in the collected data show that 80 percent male and 84 percent female teachers reported that homes of students were destroyed in South Waziristan because of War on Terror.
- The research evidence revealed that half of the male and two thirds of the female teachers were of the opinion that Students are living in the camps in areas of South Waziristan that also impact on the student lives.
- Based on the observed data, it is concluded that 60 percent of male and 70 percent of female teachers shared the opinion that there is no one to offer guardian to the students of South Waziristan.

Conclusion

The following conclusion was reached on the basis of major finding:

- The outcome demonstrates that most of the primary schools in the South Waziristan Agency were destroyed, the exams have been ruined, students have to pay an added security fee, teachers and students are under the pressure and administrators are frequently at stake because of War on Terror.
- The outcome is that the enrollment is extremely low, the dropout rate is extremely high, the literacy level is very low, Parents do not send their children to school, girls education is discouraged, the number of attacks is growing each and every day, many children have been killed, terror has been formed, children are earning their own living in the South Waziristan schools as a result of War on Terror.
- Few teachers believed that the students are living normal lives in their residences in the schools of South Waziristan.

Recommendation

Recommendations were made following recommendations:

- As most of the teachers considered that the War on Terror caused the destruction of the South Waziristan schools. Accordingly, it is suggested that schools are supposed to be re-built.
- embarrassed additional security fees are collected. As such, it is advised that the task of the schools security should be taken by the government.
- In S.W.A schools the administrators are in danger of security being given to the heads of the schools.
- In S.W.A schools there is a low rate of enrolment enrolment needs to be enhanced by offering amenities to the students.

- The drop out rate is very high due to the frequent terrorist attacks so it needs to be checked by offering improved security to the schools.
- In S.W.A schools, parents do not send their children to school and hence it is advisable that parents should be persuaded to send their children to schools.
- As there is opposition to female education in S.W.A, Government should use effective strategies to promote the importance of female education.
- The students who have their homes destroyed in S.W.A camps facility should be given these homes.

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