

RELATIONSHIP BETWEEN FEAR AND THE STUDENTS' ACADEMIC ACHIEVEMENT IN THE CONTEXT OF WAR HAZARDS

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ABSTRACT

Fear badly affects the brain architecture of memory and learning; students who confront fatal and chronic fearful experiences often lose their learning capacities due to which they either show poor academic and low learning performance or failing grades (Arnsten, 2009). The study was descriptive in nature. All 10th class students in North Waziristan were the population of the study. The total numbers of sampled respondents were 403 i.e. 202 (50.12%) male and 201 (49.88%) female. The study was delimited to 10th class students only. Stratified random sampling technique was used. The main objective of the study was to identify the relationship between fear and students' academic achievement at Secondary School level due to war hazards in North Waziristan. Findings of the study revealed that war hazards badly influenced students; the psycho traumatic problem (Fear) caused by war hazards fully traumatized students in North Waziristan Agency due to which they were mentally disturbed and showed poor academic scores. Finally, it was concluded that fear badly influenced 10th class students due to which they showed poor academic performance.

Keywords: *Fear, War Hazards, Students' Health, Academic Achievement*

INTRODUCTION

Those students who are always afraid of war hazards and they feel fear all the time, they are suffering from insomnia and nightmares also due to which they physically, psychologically and emotionally confused and as a result they hardly pass academically and always show poor learning as well as academic performance (Osofsky, Cohen & Drell, 1995). Students' dropout rate increase due to fear of war hazards like bomb blast, violence, target killing and threat (Joshi & O'Donnell, 2003). Students are psychologically and emotionally suffered due to fear of war hazards (Freh, Chung & Dallos, 2013). Most of the students suffer from high level of stress and depression because of increasing fear of war hazards, war trauma and terror due to which other psychological problems also develop in their lives. As a result they either show failing grades or poor academic performance (Shahar, 2009).

Infants and toddlers who witness violence in their homes or community show excessive irritability, immature behavior, sleep disturbances, emotional distress, fears of being alone, and regression in toileting and language (Joy & Osofsky, 1999). Students facing fearful environment due to war hazards confront other psychotraumatic problems also such as behavior problems, emotional distress; sleep disturbances and loneliness (Zeanah & Scheeringa, 1996; Bell, 1995; Drell, Siegel & Gaensbauer, 1993; Jaffe, Wilson & Wolfe, 1986). Those students who are living in such environment where they always face fear due to war hazards, they confront fatal problems like psycho-trauma, helplessness, hopelessness, criminal behavior, dropout rate and other war phobias; in such circumstances their physical, mental, psychological and emotional worlds are fully traumatized and smashed (Joshi & O'Donnell, 2003).

LITERATURE REVIEW

(Cornell & Mayer, 2010) described that school safety is essential for students' achievement, teacher attrition, and students' engagement. (Cavallaro, et al., 2012) found that students with fear also suffer from insomnia; even most of the students stopped going to school due to fear, particularly that they may not victim of war on terror, for that reason students were not ready to attend their school because of fear of war hazards. (Bachman, Randolph & Brown, 2011) explained that poor educational achievement is related to an increased fear. (Cavallaro, et al., 2012) asserted that students in fear are mentally disturbed and couldn't focus on their studies because their minds are totally diverted from studying and they always think that they may be any time under gun in North Waziristan due to extreme war hazards. (Henrich et al. 2004) found that when students feel insecure in their classrooms, then they are unable to concentrate in class. (Chen, 2007) investigated that when students feel unsafe at school, their responses are toward their homes and missing school affect students' negatively particularly their academic achievement; similarly the attendance of students also negatively suffer due to fear.

Crime and mental disorder affect the feelings of safety and students' academic achievement (Delaney-Black et al. 2002; & Gibson, Morris & Beaver, 2009). (Cavallaro, J. et al., 2012) found that particularly schools were under the special target of terrorists attacks in North Waziristan Agency in which the educational infrastructure damaged fully and death of dozens of students occurred; as a result student confronted attention, cognitive and emotional difficulties because of fear of war hazards due to which they showed poor academic score at secondary school level. Fear of violence affects students' academic performance (Delaney-Black et al. 2002; & Gibson, et al. 2008). (Schwartz et al. 2005) investigated that fear of violence within schools reduces school attendance, increases misbehavior and is negatively related to academic achievement. (Brezina & Wright, 2000) explained that the majority of the students carry weapons in their schools due to fear and

insecurity at school which directly affects their academic achievement. (Cavallaro, et al., 2012) described that students were psychologically affected in North Waziristan Agency and they were not in a position to show fruitful performance academically due to fear of war and terrorists' attacks.

Even nobody was ready to attend mosque because of fear of war and terrorism. (Delaney-Black, et al., 2002) described that students under fear and violence show lower performance; fear negatively influences the I.Q level and ability of students due to which they get poor academic achievement at School level. (Henrich, 2004) explained that fear is responsible for the poor academic scores of students at Secondary Level. (Margolin & Gordis, 2000) investigated that student are always disturbed emotionally in fear and in such situations their ability to attend school suffers a lot. (Glew, et al., 2005) described that fear among students affects their ability to focus and concentrate on their learning. (Ratner, et al., 2006) claimed that increase in fear decreases the school attendance of students due to which fearful students, mostly misses their classes and deprive from learning opportunities because of which they either hardly pass or place in E-grade. (Williams et al., 2002) explained that fear among students encourages high rates of crimes also and such students don't take interest in their studies; sometimes such type of students is mostly drug addicted and they always confront lower grades in their academic subjects due to which their dropout rates also increase.

(Irfanuddin & Khan, 2013) have pointed out that parents don't send their children to school due to fear of war and terrorism in North Waziristan Agency. (Cavallaro, et al., 2012) have pointed out that as terrorism was on the peak in North Waziristan Agency and no home was kept safe from this curse so everybody was feeling to live in the hell instead of living in their homes because every family was afraid of war hazards even cars, markets, bazaars, terrorists' shelters and homes of common people were targeted in North Waziristan in order to get their target as soon as possible; in such fearful atmosphere and circumstances, it was impossible for the students even to think about learning. (Irfanuddin & Sher, 2013) found that students in North Waziristan Agency were so fearful that they were living miserable lives; they couldn't attend such activities which were in the form of congregation because they were afraid of terrorism and bomb blasting.

Objectives of Study

The following were the objectives of the study:

- To examine fear caused due to war hazards in North Waziristan Agency.
- To identify relationship between fear and students' academic achievement at Secondary School level due to war hazards in North Waziristan.

RESEARCH METHODOLOGY

Research Design

The current study is descriptive in nature and all the research variables were measure/analyzed by using the statistical tools.

Population and Sample Technique

All male and female students at Secondary School level in N. W. Agency were the population of the study. This research study was successfully completed in 01 year. Stratified Random Sampling technique was used for sampling purpose.

Sample Size

The population was divided into two strata (rural and urban). The total numbers of respondents (n = 403). Respondents taken from rural area Secondary Schools (n = 202 i.e. 122 Male and 80 Female). Respondents taken from urban area Secondary Schools (n = 201 i.e. 121 Female and 80 Male).

Sample Size Rule of Thumb

10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000 +	01%

Source: Curry, J. (1984). Professor of Educational Research, North Texas State University; Sample Size Rule of Thumb; Populations and Sampling, 7-4.

Data Collection

The researcher personally gathered data from 403 respondents (202 rural and 201 urban High Schools' students) regarding the relationship between fear and students' academic achievement at Secondary School level due to war hazards in North Waziristan.

Data Collection Instrument

The researcher collected data through face-to-face questionnaire from the respondents in North Waziristan Agency.

Measurement Scale

Scale	Numerical Values
Always	5
Frequently	4
Occasionally	3

Seldom 2
Never 1

Pilot Study

The researcher distributed his initial draft of questionnaire among two educationists, six psychologists and five psychiatrists for the purpose of validity and the researcher requested to bring refinement and corrections in the questionnaire for the purpose of improvement in it. The researcher distributed the questionnaire in 50 respondents at Secondary School level in N.W. Agency, for which Chronbac Alpha formula was used for the purpose of reliability assessment. The obtained Chronbac Alpha was .789.

DATA ANALYSIS AND DISCUSSIONS

Arithmetic Mean, Std. Deviation and Pearson Correlation were used to analyze the data through SPSS.

Results

Table 1: Respondents' Views Regarding Fear Due to War Hazards in North Waziristan Agency (n=403)

Students' Responses						
Gender	Scale Used					Total
	Never	Seldom	Occasionally	Frequently	Always	
Male	30 (14.85%)	34 (16.83%)	70 (34.65%)	42 (20.79%)	26 (12.87%)	202 (50.12%)
Female	82 (40.79%)	61 (30.34%)	39 (19.40%)	11 (5.47%)	08 (3.98%)	201 (49.87%)
Total	112 (27.8%)	95 (23.57%)	109 (27.04%)	53 (13.15%)	34 (8.43%)	403 (100%)

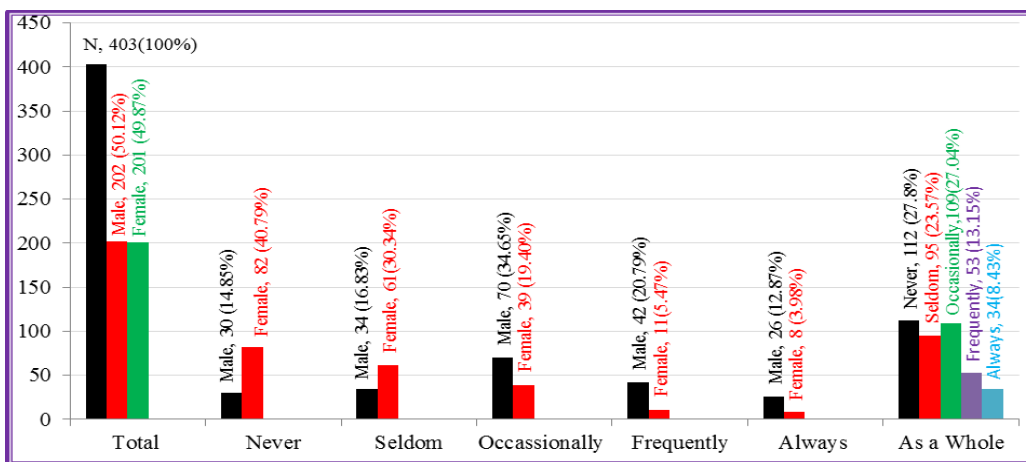


Figure: Respondents' Views about Fear Due to War Hazards in North Waziristan Agency

Table 1 along with figure shows that out of total respondents (N= 403 respondents, 202 (50.12%) were male and 201 (49.88%) were female). Among male students 26 (12.87%) students always suffered from 'Fear' due to war hazards in North Waziristan; 42 (20.79%) students frequently suffered; 70 (34.65%) occasionally suffered; 34 (16.83%) seldom suffered and 30 (14.85%) never suffered due to war hazards in North Waziristan. Likewise, among female respondents (n=201); 08 (3.98%) always suffered; 11 (5.47%) frequently suffered; 39 (19.40%) occasionally suffered; 61 (30.34%) seldom suffered and 82 (40.79%) always suffered because of war hazards in North Waziristan.

As a whole in both genders i.e. male and female (n=403) respondents, the numbers of respondents always suffering from war hazards in North Waziristan were 34 (8.43%); respondents frequently suffered were 53 (13.15%); occasionally suffered were 109 (27.04%); seldom suffered were 95 (23.57%); and respondents never suffering from war hazards were 112 (27.8%) respectively.

Table 2: Correlation between Fear and Academic Achievement of 10th Class Students in North Waziristan (n=403)

Psycho-traumatic problems Due to War Hazards in North Waziristan Agency.	Mean	S.D	r	Sig.
Fear	2.2457	1.33335	-.902**	.000

N=403 *p<0.05 **p<0.01(2-tailed).

Table 2 demonstrates that the Mean value of Fear is 2.2457, S.D = 1.33335, $r = -.902^{**}$ and $p = .000$. As 'p' value is less than 0.05 and 'r' value is negative. Therefore, there is negative correlation between fear and the academic achievement of 10th class students in North Waziristan.

CONCLUSIONS

Most of the students were quite fearful because of war hazards in North Waziristan due to which their leaning stamina and picking capacities were badly influenced. For that reason they either showed poor academic grades or low learning performance. They also confronted physical, mental, social and psychological dilemmas and even insomnia (sleeplessness) due to fear continuous war hazards in North Waziristan. Fear badly influenced students' mentality as well as their academic achievement at Secondary School level in North Waziristan. War hazards were fully responsible for the increasing fear in students at Secondary level in North Waziristan due to which majority of students showed poor academic performance and failing grades.

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