

IMPACT OF DRONE ATTACKS PSYCHOTRAUMA ON STUDENTS' ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL IN NORTH WAZIRISTAN AGENCY

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ABSTRACT

The purpose of the study was to explore the impact of drone attacks psychotrauma on students' academic achievement at secondary level in North Waziristan Agency. The study was descriptive in nature. The population of the study constituted of all male and female students of Secondary Schools in North Waziristan Agency. There were total 40 Secondary Schools in North Waziristan Agency i.e. 13 boys' and 6 girls' Secondary Schools were in urban areas while 14 boys' and 7 girls' Secondary Schools were in rural areas. The target population was all 10th class students in North Waziristan Agency. Pearson correlation was used for data analysis. Findings of the study indicated that U.S drone attacks had strong negative impact on the academic achievement of 10th Class students in North Waziristan Agency. They were suffering from psychotrauma because of U.S drone strikes such as stress, fear, cognitive disorders, anxiety, depression, headache, mental disorders and nightmares etc. Major finding was that there was negative relationship between U.S drone attacks psychotrauma effects and the academic achievement of 10th Class students in North Waziristan Agency.

Keywords: *Psych trauma, Students' academic achievement, Drone attacks, School*

INTRODUCTION

(Williamson, et al. 2005) asserted that anxiety, depression and stress negatively affected the academic achievement of 10th Class students such as stressful events highly elevated anxiety and depression 10th Class students due to which they showed poor academic performance. (Surtees, et al. 2002) found that many depressed students were unable to perform well in academic life because they had

no courage in what they were doing? They were feeling that they couldn't perform well and for that reason they were despair and disappointed. They perceived things negatively and considered themselves as failures. This condition could absolutely contributed too many serious problems for them academically e.g. low academic grades. (Vogel & Collins, 2006) explained that individuals who had high anxiety performed less well than those who had low anxiety.

(Andrews & Wilding, 2004) found that 40% London students had psychological problems, anxiety, tension and poor concentration. They showed poor academic grades due to high distress. (Seligman & Wuyek, 2007) described that highly-anxious students were significantly more likely to score lower academic achievement. (Misra & Mc Kean, 2000) described that one model that was useful to study in understanding stress among students was the person environment model. According to this model, individuals could appraise stressful events as threatening or challenging. When students perceived their education as a challenge, stress could bring them a sense of competence and an increase capacity to learn. However, when education was perceived as a threat, stress could elicit feelings of hopelessness and a dark sense of loss, thus leading to lower academic achievement.

LITERATURE REVIEW

(Sultan, 2013) investigated that cognitive disorder had destroyed academic skills, emotional development, social skills, communication capabilities and physical functions of 10th Class students. (Hassan, 2013) described that students with cognitive problems were also suffering from eating disorders that had deeply affected their learning abilities. (Blunden, et al. 2005) found that chronic sleep problems i.e. insomnia, had negatively influenced the academic performance of 10th Class students' due to which they always showed negatively emotional changes and increased fluctuations in attention and performance. (Schlarb, et al. 2010) investigated that because of insomnia most of the students were aggressive and their academic performance also badly affected a lot. (Zeb, et al. 2013) described that dyssomnias, parasomnias and medical/psychological disorders were the three types of sleep disorders that had affected students' health and their academic career; the first two categories were primary disorders of sleep, whereas the third category included conditions that were often associated with disrupted sleep.

(Hassan, et al. 2013) found that nightmare negatively affected the concentration power of students. (Paavonen, et al. 2009) described that many students showed low academic score due to and nightmare and insomnia. (Zeb, et al. 2013) explained that according to different psychiatrists, psychologists and social workers, mental disorder was highly liable for poor academic achievement in 10th Class students. (Jobe & Harrow, 2005) investigated that anxiety disorder, panic disorder, mental disorder, fear, and post-traumatic stress disorder had also negatively affected students' learning capacities and academic career. (Zeb, et al. 2013) found that most of 10th Class students showed intense mood, emotions, sadness, melancholia and aggressiveness due to mental disorders. (Olds, et al. 2007) found that students with mental disorders felt disabilities in the basic activities of daily living including looking after of self-such as health care, dressing, cooking and shopping.

(Zeb, et al. 2013) described that students having mental illness faced dilemmas in interpersonal relationships including communication skills, ability to form relationships and sustain them, ability to leave the home or mix in crowds, ability to acquire a job and hold it, cognitive and social skills required for the job, dealing with workplace culture or the ability to improve their academic achievement. (Zeb, et al. 2013) described that concentration problem was also responsible for insomnia 10th Class students. (Hassan, 2013) found that students having concentration problems had poor learning due to which they always got poor academic score. (Zeb, et al. 2013) found that 10th Class students having concentration problems had behavioral and cognitive difficulties which affected their academic achievement and learning. (Magzamen, et al. 2008) described that asthma also badly influenced students' learning capabilities due to which they showed low academic score. (Zeb, et al. 2013) investigated that students were suffering from stress, worries, and depression because of memory problems. (DePaul & Volpe, 2009) explained that one-third of children with attention-hyperactivity disorder had learning disabilities.

(Inkelas, et al. 2008) explained that students suffering from asthma were physically and psychologically disturbed and traumatic and such students also led to impaired daily function due to which they missed schools. (Stronks, et al. 1999) found that U.S drone attacks also caused headache in 10th Class students and for that reason they got poor academic achievement. (Waldie, et al. 2002) described that headache negatively affected the cognitive ability of students and headache was associated with lower verbal scores and poor academic achievement at ages 7

to 18. (Zeb, et al. 2013) described that students facing other traumatic dilemmas such as poor concentration, lack of interest and motivation, poor physical health and poor attendance etc. were all due to headache and in such circumstances the students of 10th Class always showed low and unsatisfactory academic performance. (Waldie, et al. 2002) found that headache directly affected the mental tasks of 10th Class students (Dahlquist & Ka, 2007; Frier, 2011; & Ni & Xin, 2012). (Eisenberg, et al. 2003) found that aggressive students were academically poor and they were mostly in D grades. Aggression negatively affected the behavior of 10th Class students due to which their academic performance was also badly influenced (Nansel, et al. 2001; Patchin & Hinduja, 2006).

(Zeb, et al. 2013) investigated that students always thought negatively in their classes and they never took interest in their courses; students who hated others were suffering from different traumas also such as public speaking anxiety, social anxiety, avoidance sleep or eating problems and agitation. (Zeb, et al. 2013) asserted that students felt worthlessness, hopelessness and helplessness due to hatred. (Zeb, et al. 2013) described that students who hated others felt difficulties with memory, concentration, fatigue and decision-making. Pessimistic view of future, suicidal thoughts, isolation and feelings of hostility were all because of hatred due to which students couldn't get better academic score. (Jan, 2013) described that students were always in suspension due to prejudice dropout rate was also increased day by day because of prejudice. (Hassan, 2013) asserted that there was a direct and indirect impact of perception of discrimination and prejudice on students' decisions, academic and educational career; intellectual development and social unity of students were also demolished due to prejudice in North Waziristan Agency. (Zeb, et al. 2013) described that prejudice had a very negative impact on students' potentials and educational capabilities. (Walker, 1994) asserted that prejudice badly affected students' motivations, attitudes, behaviors and academic grade.

(Zeb, et al. 2013) found that U.S drone strikes tortured 10th Class students in North Waziristan due to which their attendance and discipline both were suffered a lot. (Zeb, et al. 2013) explained that the negative impact of drone attacks psychotrauma was highly developed in 10th Class students in North Waziristan Agency such as war, horrifying witness, bombing, destruction of homes, schools, violent death, injury of family, friends, sudden disappearances of family members, limited medical attention, fear of arrest, rape, sexual assault etc. (Zeb,

et al. 2013) described that loss of homes, culture, parents and friends due to drone strikes and terrorism had also mentally tortured the students in North Waziristan Agency. (Zeb, et al. 2013) explained that students had confronted many educational problems such unqualified and poorly trained teachers, poverty, inadequate facilities and illiteracy etc. due to insecurity and there was no fruitful education at Secondary level in North Waziristan Agency .e.g. there was no meaningful management training for principals and school administrators, no educational program, criteria or any interest for the development of research, improvement of school libraries and teachers' welfare due to insecurity.

(Zeb, 2013) found that students tortured by drone attacks confronted middle ear infections due to which their academic performance was highly suffered and many students confronted deafness or severe hearing damage because of drone strikes. (Hassan, 2013) explained that allergy problems in ear, nose and throat were increased because of the drone dust and chemicals used in drone missiles and bombs which later on caused cancer in ear, nose, skin and throat. (Ward, Stoker & Murray-Ward, 1996) asserted that U.S drone attacks badly influenced not only students but it had negative impact on school teachers, institutions and the whole Waziristan also. (Stumm, et al. 2011) found drone attacks psychotrauma, terrorism and military operations highly traumatized the IQ level, personality of students and other capabilities through which they could cover the educational gap. (Sultan, 2013) explained that 10th Class students had lower academic achievement due to traumatic situation in North Waziristan Agency.

Students' expectations, feedback, sincerity, classroom management, cooperative learning, parental involvement, principal's control, extra-curricular programs and homework were all negatively affected due to U.S drone strikes, psychotrauma and terrorism in North Waziristan Agency (Zeb, et al. 2013; & Berger, 1997). (Zeb, et al. 2013) described that education in North Waziristan Agency was totally destroyed due to drone attacks, military operation and Talibanization. (Zeb, et al. 2013) investigated that students were psychologically traumatic and psychotrauma occurred as a result of traumatic events, which might involved witnessing someone's actual death or serious physical injury, rape, fear, anxiety, assault, depression and stress. (Zeb, et al. 2013) described that psychotrauma badly influenced the attitudes, behavior, discipline and home environment of 10th Class students in North Waziristan Agency.

The Purpose of the Study

The purpose of the study was to explore the relationship between drone attacks psycho trauma effects and students' academic achievement.

RESEARCH METHODOLOGY

The study was descriptive in nature. The population of the study constituted of all male and female students of Secondary Schools in North Waziristan Agency. There were total 40 Secondary Schools in North Waziristan Agency in which 9 boys and 6 girls' secondary schools were urban. Similarly 8 boys and 7 girls' secondary schools were rural. The target population was all 10th Class students in North Waziristan Agency. Stratified Random Sampling technique was used. The population was divided into two strata i.e. urban and rural. 30 Secondary Schools (15 urban and 15 rural) were selected randomly. The sampling frame was as under:

	Male Secondary Schools		Female Secondary Schools	
	Rural	Urban	Rural	Urban
Population	8	9	7	6

The size of the sample was taken according to John Curry (1984) formula.

10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000+	1%

RESULTS AND DISCUSSION

The researcher concentrated on exploring drone attacks psychotrauma effects and students' academic achievement at secondary level in North Waziristan Agency. Pearson Correlation was used for knowing the relationship between drone attacks psycho-trauma effects and students' academic Achievement. The expressions of the students with respect to various dimensions were captured through face-to-face questionnaire. Results and discussion showed that there was strong negative correlation between the academic achievement of 10th students and drone attacks psychotrauma as shown in the tables below:

Table 1: Correlation between the Academic Achievement of 10th Class Students and Indigestion, Nightmare, Asthma, Infertility, Loss of Eyesight, Memory Problem and ENT Problems

S.No	Psycho-Traumatic Problems	N	Mean	S.D	r	Sig
1.	Indigestion	403	3.2109	1.43263	-.912	.000
2.	Nightmare	403	3.2109	1.43263	-.905	.000
3.	Asthma	403	3.0943	1.48828	-.460	.000
4.	Infertility	403	2.9256	1.41401	-.431	.000
5.	Loss of Eyesight	403	2.8908	1.33941	-.389	.000
6.	Memory Problem	403	2.8983	1.46674	-.455	.000
7.	ENT Problems	403	2.7792	1.47394	-.577	.000

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

Table 1 shows strong negative relationship of an indigestion, nightmare, asthma, infertility, loss of eyesight, memory problems and ENT problems with academic achievement of 10th Class students as the r value were -.912, -.905, -.460, -.431, -.389, -.455 and -.577 respectively and the Sig: level was .000.

Table 2: Correlation between the Academic Achievement of 10th Class Students and Violence, Bone Problems, Mental Disorder, Racial Bias, Aggression, Torture and Traumatic Brain Injury

S.No	Psycho-Traumatic Problems	N	Mean	S.D	r	Sig
1.	Violence	403	2.7643	1.27022	-.501	.000
2.	Bone Problems	403	2.6104	1.47604	-.479	.000
3.	Mental Disorder	403	2.5360	1.45088	-.688	.000
4.	Racial Bias	403	2.5062	1.35560	-.684	.000
5.	Aggression	403	2.4591	1.73067	-.468	.000
6.	Torture	403	2.4467	1.33793	-.701	.000
7.	Traumatic Brain Injury	403	2.4218	1.28548	-.698	.000

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

Table 2 describes strong negative relationship of academic achievement of 10th Class students with violence, bone problems, mental disorder, racial bias, aggression, torture and traumatic brain injury as the r value were -.501, -.479, -.688, -.684, -.468, -.701, and -.698 respectively and the Sig: level was .000.

Table 3: Correlation between the Academic Achievement of 10th Class Students and Diarrhea, Insecurity, Stress, Heart Attack, Terrorism and Headache

S.No	Psycho-Traumatic Problems	N	Mean	S.D	r	Sig
1.	Diarrhea	403	2.3846	1.25125	-.306	.000
2.	Insecurity	403	2.3573	1.28573	-.650	.000
3.	Stress	403	2.3449	1.39389	-.910	.000
4.	Heart Attack	403	2.3449	1.39389	-.910	.000
5.	Terrorism	403	2.3176	1.33769	-.765	.000
6.	Headache	403	2.2804	1.67608	-.548	.000

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

Table 3 demonstrates strong negative relationship of academic achievement of 10th Class students with diarrhea, insecurity, stress, heart attack, terrorism and headache as the r value were -.306, -.650, -.910, -.910, -.765 and -.548 respectively and the Sig: level was .000.

Table 4: Correlation between the Academic Achievement of 10th Class Students and Muscles Pain, Fear, Cognitive Disorder, Concentration Problem, Atmosphere of Hate and Depression

S.No	Psycho-Traumatic Problems	N	Mean	S.D	r	Sig
1.	Muscles Pain	403	2.2506	1.33429	-.905	.000
2.	Fear	403	2.2457	1.33335	-.902	.000
3.	Cognitive Disorder	403	2.2357	1.32203	-.823	.000
4.	Concentration Problem	403	2.2283	1.32240	-.717	.000
5.	Atmosphere of Hate	403	2.2109	1.30162	-.808	.000
6.	Depression	403	2.2010	1.29169	-.912	.000

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

Table 4 explains strong negative relationship of academic achievement of 10th Class students with muscles pain, fear, cognitive disorder, concentration problem, atmosphere of hate and depression as the r value were -.905, -.902, -.823, -.717, -.808 and -.912 respectively and the Sig: level was .000.

Table 5: Correlation between the Academic Achievement of 10th Class Students and Blood Pressure, Diabetes, Anxiety, Atmosphere of Prejudice, Skin Problem and Lungs Problem

S.No	Psycho-Traumatic Problems	N	Mean	S.D	r	Sig
1.	Blood Pressure	403	2.2010	1.29169	-.912	.000
2.	Diabetes	403	2.1960	1.26718	-.470	.000
3.	Anxiety	403	2.1886	1.30981	-.905	.000
4.	Atmosphere of Prejudice	403	2.1886	1.30981	-.803	.000
5.	Skin Problem	403	2.1663	1.25173	-.699	.000
6.	Lungs Problem	403	2.1663	1.63593	-.450	.000

N=403

*p<0.05 **p<0.01(2-tailed).

Table 5 illustrates strong negative relationship of academic achievement of 10th Class students with blood pressure, diabetes, anxiety, atmosphere of hate, skin problem and lungs problem as the r value were -.912, -.470, -.905, -.803, -.699 and -.450 respectively and the Sig: level was .000.

CONCLUSIONS

Based on analysis and interpretation of data, it was concluded that the correlation tables clearly showed that indigestion, nightmare, torture, stress, heart attack, terrorism, muscles pain, fear, cognitive disorder, concentration problems, atmosphere of hate, depression, blood pressure, anxiety and atmosphere of prejudice had the highest negative impact; asthma, infertility, memory problems, ENT problems, mental disorder, racial bias, aggression, traumatic brain injury, insecurity, headache, diabetes, skin problems and lungs problems had higher negative impact; loss of eyesight and diarrhea had high negative impact on students' academic achievement at secondary level in North Waziristan Agency.

RECOMMENDATIONS

On the basis of findings and conclusions, the following recommendations may be suggested for sympathetic consideration and it expected that the government of Pakistan will take initiative and productive steps in this regard.

1. The government of Pakistan may judicially stop drone attacks in North Waziristan Agency as these attacks are the violation of the sovereignty of Pakistan.
2. The psychotraumatic students may be referred to an expert psychologists and psychiatrists for their proper treatment. The government of Pakistan may be arranged special medical, psychological and psychiatric wards for the treatment of students and other citizens of Pakistan.

3. As the relation between drone attacks psychotrauma and students' academic achievement was strongly negative so the government of Pakistan may be taken serious steps and actions in order to improve students' academic achievement.
4. By collecting information, it is obtained that drone attacks psychotrauma very negatively affected students' academic achievement. Therefore, the government, parents, psychologists, psychiatrists and educationists may be aware about the importance of drone attacks psychotrauma and its impact on students' academic achievement.
5. To improve the situation in schools in North Waziristan Agency, further research on this topic may be conducted.
6. Introducing guidance and counselling corners in schools for referrals, psychosocial trainings to teachers and awareness programs for self-management may be recommended.

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