



## RELATIONSHIP OF POST-TRAUMATIC STRESS DISORDERS WITH STUDENTS' ACADEMIC ACHIEVEMENT AND ITS CAUSES DUE TO WAR HAZARDS IN NORTH WAZIRISTAN

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**ABSTRACT-** The main focus of the researcher in this study was on Post-Traumatic Stress Disorder (PTSD) caused due to war hazards in North Waziristan. All Secondary school students constituted the population of the study in which (n = 403, respondents) including 202 (50.12%) respondents (Boys) and 201 (49.88%) respondents (Girls) were taken as samples of the study by applying John Curry sample size rule of thumb. The study was delimited to 10<sup>th</sup> class students and stratified sampling technique was used during data collection. The key purpose of the study was to find out the relationship of post-traumatic stress disorders with students' academic achievement and its causes due to war hazards in North Waziristan. Data were collected through face to face questionnaire with the scale "Always, Frequently, Occasionally, Seldom, and Never" carrying values 1, 2, 3, 4 and 5. Results and conclusions of the study were drawn to reveal the relationship of PTSD with students at Secondary level due to war hazards in North Waziristan. Recommendations were suggested by revealing that war hazards negatively affected students from academic as well as from physical, mental, and psychological point of view due to which they showed low academic performance.

**Keywords:** PTSD, Causes, Students, Academic Achievement, War Hazards, North Waziristan.

### I. INTRODUCTION

Terrorism worsened the mental capabilities of students due to which students get very poor academic grades; fear, stress, anxiety and depression like psycho-traumatic problems also take place that exacerbate their physical, psychological and mental health. Students become dishearten, indiscipline, intolerant, religious extremists, aggressive and men of short-temperament due to repeated and continuous terrorists' activities (Thabet, Karim & Vostanis, 2006). Terrorism-related violations and acts results other physical, mental and psychological problems including soft tissue injuries, broken bones, depression, long-term chronic pain, fear, disability, stress, sensory disturbance and anxiety etc. (HRWT, 2006). Terrorism is that unlawful use of force due to which human lives and educational institutions, property, government, public or citizens are totally demolished either for the attainment of political, social or religious objectives (Khan, Sarah & Andrew, 2016). Increasing war hazards including blasting of educational and religious institutions, shops, markets, gathering centers, suicide bombing, kidnapping, drone strikes, and killings over killings, violence, robberies, fighting, and mutinies are all caused and developed due to the curse of terrorism (Fremont, Caroly & Eugene, 2005). Depression is that mental illness due to which other psychological and mental disorders are developed like poor concentration, depressed mood, decreased energy, loss of pleasure or interest, disturbed sleep or insomnia, and low self-worth (Bryant et al., 2018). Depressed people are highly anxious, stressed and pessimist; they hardly accept their responsibilities throughout their lives, and at extreme level, they mostly lead to commit suicide (Cheng et al., 2018). Depression and anxiety badly impact the memory of students due to which they can't retain novel information and always forget their previous attained knowledge and information because they are always under the umbrella of stress, fear, anxiety, tension and depression (Jensen, Holt & Ormhaug, 2017). Students with depression disorder always show poor academic performance and low academic grades; they are also suffering from insomnia and poor eating or appetite dilemma (Kien et al., 2019). A depression patient can't avail any educational as well as economic or financial opportunity because of his or her pressurized, stressful, anxious and depressed life due to which he or she is always in the pursuit of isolation showing melancholic mood throughout his or her life (Myles et al., 2018). (Khamis, 2019) described that stress is directly

associated with social, mental, psychological, financial, academic and health issues. (Charlson et al., 2019) explained that a man taking stress is quite emotional, and always remains in tension by facing so many challenges in his life due to which he is fully dismayed and disappointed.

(El-Khodary, Samara & Askew, 2020) stated that repeatedly chronic and stressful conditions lead a man towards mental, psychological, physical, social and emotional disturbance. (El-Khani et al., 2018) mentioned that stress has negative impact on students' learning environment and academic performance as well as academic achievement due to which a stressed student consequently gets poor academic grades. (El-Khodary & Samara, 2020) found that students' poor interest and motivation towards learning, conflicts, verbal and physical abuse, fighting and aggression etc. are all due to psycho-traumatic problems (stress); students' can't take interest in exam, home assignments, lectures, and even they are unable to answer a single question when they are suffering from stress. (Palfrey et al., 2019) described that anxiety disorder leads a man to excessive worries, fear or apprehension in which he can't act and perform well any task assign to him or any activity in which he is indulged. (Steel et al., 2017) investigated that Anxiety promotes other several multifarious psychological problems including panic disorder (a suspension and fear of the next panic attack on his body); phobia (feeling fear of specific situation or activity); and social anxiety disorder (showing extreme fear in social situations) due to which a patient of anxiety tries to avoid friendship, gathering, maintaining relations, in such circumstances he give first priority to loneliness and isolation.

(Rains et al., 2019) asserted that in separation anxiety disorder, a person has a fear of being far away from his loved ones or home, and in extreme anxiety condition, a man become a patient of hypochondria (the anxiety about health or illness anxiety disorder) in which he always feel to be ill, disturbed and highly confused physically, mentally, social and psychologically. (Walker et al., 2019) illustrated that anxiety is that psychological problem which causes Post-Traumatic Stress Disorder (PTSD). (Abdelghaffar et al., 2018) pointed out that the symptoms of anxiety include: rapid breathing, increased heart beats, insomnia, concentration problems, and restlessness etc. (Betancourt, Thomson & Vander, 2018) found that mental disorders badly influence the emotion, behavior and cognitions of someone. (Aarons et al., 2017) described that a man with mental problem mostly tends to commit self-suicide and wish to always indulge in criminal and violent activities like murders, killings and other criminal activities to create uncertainty among the public, territory and environment. (Betancourt et al., 2020) said that mentally disturbed and suppressed people face other problems also like hyperactivity, anxiety, stress, depression, and superstition etc. (Thulin et al., 2020) explained that mental disorders are highly associated with schizophrenia, short-temperament, violence, and social abuse. (Charlson et al., 2019) revealed that a man suffering from mental disorders is also the patient of post-traumatic stress disorder, and concentration problems due to which he can't perform better in society and he is hardly adjusted in society also.

## II. RESEARCH METHODOLOGY

The design and nature of the study was descriptive. All Secondary school boys and girls in North Waziristan were the population of the study in which the total number of (n = 403 (100%) respondents i.e. 202 (50.12%) boys and 201 (49.88%) girls were taken as sample of the study by applying John Curry (1984) sample size rule of thumb exactly suitable for taking sample of the study as shown in table 2. The population of the study was divided into two strata (rural and urban). The researcher used stratified sampling technique and delimited the study to 10th class students only. Pilot testing including validity and reliability of the research instrument were satisfactorily ensured. For better assessment of reliability of the study, Cronbach's Alpha formula was used which was .789 as shown in the table 1. Data were collected through face-to-face questionnaire of options "Always, Frequently, Occasionally, Seldom, and Never". Data was statistically analyzed through SPSS by applying Arithmetic Mean, Std. Deviation and Pearson Correlation to know the relationship of students' academic achievement with Post-Traumatic Stress Disorder (PTSD) caused by war hazards in North Waziristan.

Table showing reliability statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .789             | 37         |

Table showing sample of the study is:

| Urban Secondary Schools                  |                     |                |                     | Rural Secondary Schools |                     |                |                     |
|--|---------------------|----------------|---------------------|-------------------------|---------------------|----------------|---------------------|
| Male Schools                             | Sampled Respondents | Female Schools | Sampled Respondents | Male                    | Sampled Respondents | Female Schools | Sampled Respondents |
| 9  | 122                 | 6              | 80                  | 6                       | 80                  | 9              | 121                 |
| Grand Total of Sampled Respondents = 403 |                     |                |                     |                         |                     |                |                     |

### RESEARCH OBJECTIVES

This research aimed to (1) examines the relationship of post-traumatic stress disorder (PTSD) with students' academic achievement at Secondary school level in North Waziristan, (2) to investigate the causes of post-traumatic stress disorders due to war hazards in North Waziristan, (3) to suggest recommendations regarding the causes of post-traumatic stress disorders due to war hazards in North Waziristan.

### RESEARCH QUESTIONS OF THE STUDY

The research questions were (1) what is the relationship of post-traumatic stress disorder (PTSD) with students' academic achievement at Secondary school level in North Waziristan? and (2) what are the causes of post-traumatic stress disorders due to war hazards in North Waziristan?

### CONCEPTUAL FRAMEWORK



### III. RESEARCH RESULTS

**Table showing responses of respondents regarding causes of post-traumatic stress disorder due to war hazards and its relationship with student' academic achievement at secondary school level in North Waziristan**

| PTSD                   | Respondents   | Responses       |                 |                |                 |                |                 |
|------------------------|---------------|-----------------|-----------------|----------------|-----------------|----------------|-----------------|
|                        |               | Never           | Seldom          | Occasionally   | Frequently      | Always         | Total           |
| <b>Terrorism</b>       | Male (Boys)   | 41<br>(20.3%)   | 27<br>(13.37%)  | 18<br>(8.91%)  | 96<br>(47.52%)  | 20<br>(9.9%)   | 202<br>(50.12%) |
|                        | Female(Girls) | 48<br>(23.88%)  | 73<br>(36.32%)  | 39<br>(19.4%)  | 26<br>(12.94%)  | 15<br>(7.46%)  | 201<br>(49.88%) |
|                        | Total         | 89<br>(22.08%)  | 100<br>(24.81%) | 57<br>(14.14%) | 122<br>(30.27%) | 35<br>(8.68%)  | 403<br>(100%)   |
| <b>Anxiety</b>         | Male (Boys)   | 73<br>(36.14%)  | 7<br>(3.47%)    | 19<br>(9.41%)  | 13<br>(6.44%)   | 90<br>(44.55%) | 202<br>(50.12%) |
|                        | Female(Girls) | 100<br>(49.75%) | 21<br>(10.45%)  | 50<br>(24.88%) | 10<br>(4.98%)   | 20<br>(9.95%)  | 201<br>(49.88%) |
|                        | Total         | 173<br>(42.93%) | 28<br>(6.95%)   | 69<br>(17.12%) | 23<br>(5.71%)   | 110<br>(27.3%) | 403<br>(100%)   |
| <b>Depression</b>      | Male (Boys)   | 74<br>(36.63%)  | 11<br>(5.45%)   | 40<br>(19.8%)  | 13<br>(6.44%)   | 64<br>(31.68%) | 202<br>(50.12%) |
|                        | Female(Girls) | 100<br>(49.75%) | 30<br>(14.93%)  | 53<br>(26.37%) | 9<br>(4.48%)    | 9<br>(4.48%)   | 201<br>(49.88%) |
|                        | Total         | 174<br>(43.18%) | 41<br>(10.17%)  | 93<br>(23.08%) | 22<br>(5.46%)   | 73<br>(18.11%) | 403<br>(100%)   |
| <b>Stress</b>          | Male (Boys)   | 55<br>(27.23%)  | 47<br>(23.27%)  | 19<br>(9.41%)  | 54<br>(26.73%)  | 27<br>(13.37%) | 202<br>(50.12%) |
|                        | Female(Girls) | 101<br>(50.25%) | 45<br>(22.39%)  | 28<br>(13.93%) | 20<br>(9.95%)   | 7<br>(3.48%)   | 201<br>(49.88%) |
|                        | Total         | 156<br>(38.71%) | 92<br>(22.83%)  | 47<br>(11.66%) | 74<br>(18.36%)  | 34<br>(8.44%)  | 403<br>(100%)   |
| <b>Memory Disorder</b> | Male (Boys)   | 22<br>(10.89%)  | 17<br>(8.42%)   | 21<br>(10.4%)  | 85<br>(42.08%)  | 57<br>(28.22%) | 202<br>(50.12%) |
|                        | Female(Girls) | 40<br>(19.9%)   | 54<br>(26.87%)  | 53<br>(26.37%) | 33<br>(16.42%)  | 21<br>(10.45%) | 201<br>(49.88%) |
|                        | Total         | 62<br>(15.38%)  | 71<br>(17.62%)  | 74<br>(18.36%) | 118<br>(29.28%) | 78<br>(19.35%) | 403<br>(100%)   |

Table 3 shows that out of the total numbers of 403 (100%) respondents, 202 (50.12%) respondents were boys and 201 (49.88%) girls. The responses of the respondents regarding Post Traumatic Stress Disorder due to war hazards in North Waziristan with never responses about terrorism were total 22.08% (20.3% boys and 23.88% girls); likewise the respondents with seldom responses were total 24.81% (13.37% boys and 36.32% girls); similarly the respondents with occasionally responses were total 14.14% (8.91% boys and 19.4% girls); in the same way, the respondents with frequently responses were total 30.27% (47.52% boys and 12.94% girls), and the respondents with always responses were total 8.68% (9.9% boys and 7.46% girls). The respondents with never responses about anxiety were total 42.93% (36.14% boys and 49.75% girls); likewise the respondents with seldom responses were total 6.95% (3.47% boys and 10.45% girls); similarly the respondents with occasionally responses were total 17.12% (9.41% boys and 24.88% girls); in the same way, the respondents with frequently responses were total 5.71% (6.44% boys and 4.98% girls), and the respondents with always responses were total 27.3% (44.55% boys and 9.95% girls) out of total sampled boys (50.12%) and girls (49.88%) in the (n = 403, 100%) respondents of the study. The respondents with never responses about depression were total 43.18% (36.63% boys and 49.75% girls); likewise the respondents with seldom responses were total 10.17% (5.45% boys and 14.93% girls); similarly the respondents with occasionally responses were total 23.08% (19.8% boys and 26.37% girls); in the same way, the respondents with frequently responses were total 5.46% (6.44% boys and 4.48% girls), and the respondents with always responses were total 18.11% (31.68% boys and 4.48% girls). The respondents with never responses about stress were total 38.71% (27.23% boys and 50.25% girls); likewise the respondents with seldom responses were total 22.83% (23.27% boys and 22.39% girls); similarly the respondents with occasionally responses were total 11.66% (9.41% boys and 13.93% girls); in the same way, the respondents with frequently responses were total 18.36% (26.73% boys and 9.95% girls), and the respondents with always responses were total 8.44% (13.37% boys

and 3.48% girls). The respondents with never responses about Memory Disorder were total 15.38% (10.89% boys and 19.9% girls); likewise the respondents with seldom responses were total 17.62% (8.42% boys and 26.87% girls); similarly the respondents with occasionally responses were total 18.36% (10.4% boys and 26.37% girls); in the same way, the respondents with frequently responses were total 29.28% (42.08% boys and 16.42% girls), and the respondents with always responses were total 19.35% (28.22% boys and 10.45% girls).

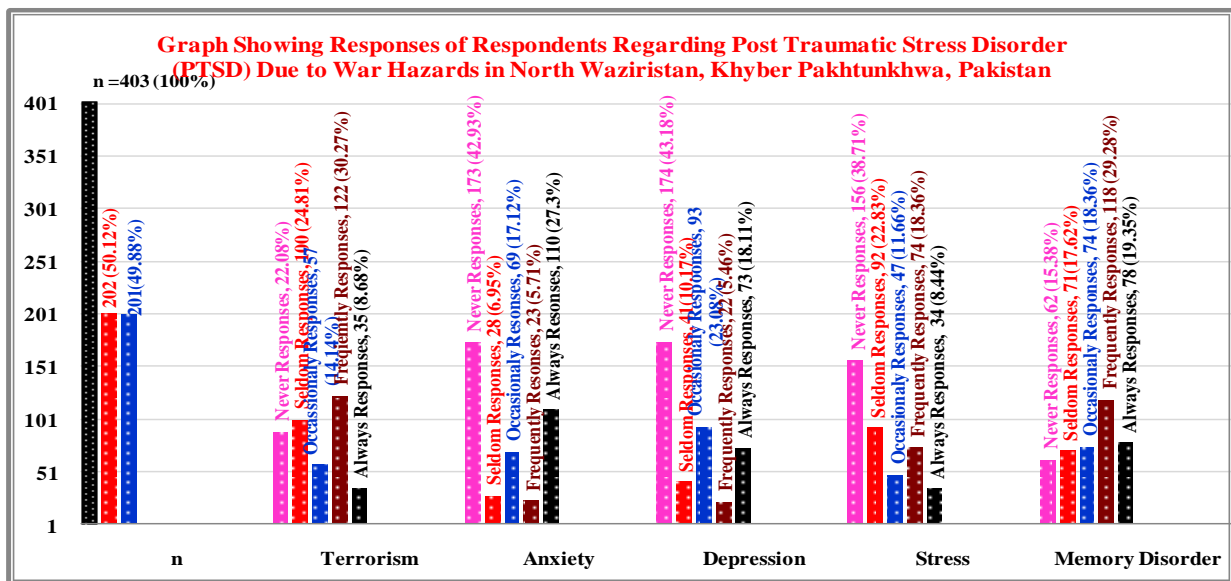
**Table showing correlation between Post Traumatic Stress Disorder (PTSD) and academic achievement of 10th class students in North Waziristan**

| S.No | Psycho-Traumatic Problems Due to U.S Drone Attacks in NWA | Mean   | S.D     | r       | Sig. |
|------|---|--------|---------|---------|------|
| 1.   | Terrorism   | 2.3176 | 1.33769 | -.765** | .000 |
| 2.   | Depression  | 2.2010 | 1.29169 | -.912*  | .000 |
| 3.   | Stress  | 2.3449 | 1.39389 | -.910** | .000 |
| 4.   | Anxiety   | 2.1886 | 1.30981 | -.905** | .000 |
| 5.   | Mental Disorder   | 2.5360 | 1.45088 | -.688** | .000 |

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

**Note: Correlation Cutoff**

- 0 (Zero Value) = Zero correlation, no relationship
- ± 0.00 to ±0.20 = Slight, almost negligible relationship
- ± 0.21 to ± 0.40 = Low correlation, small relationship
- ± 0.41 to ± 0.70 = Moderate correlations, moderate relationship
- ± 0.71 to ± 0.90 = High correlation, marked relationship
- ± 0.91 to ± 0.99 = Very high correlation, quite dependable relationship
- ± 1 = Perfect correlation, almost identical or opposite relationship



Source: (Mangal, 2004). Statistics in Psychology and Education (2nd Ed.). New Delhi: Prentice-Hall.

The above table reveals that the Mean score of terrorism = 2.3176, S.D = 1.33769, r = -.765\*\*, Likewise, the Mean score of depression = 2.2010, S.D = 1.29169, r = -.912\*; similarly, the Mean of score of stress = 2.3449, S.D = 1.39389, r = -.910\*\*; the Mean score of anxiety = 2.1886, S.D = 1.30981, r = -.905\*\*, and the Mean score of mental disorder = 2.5360, S.D = 1.45088, r = -.688\*\* while the p-value of all the above (terrorism, depression, stress, anxiety, and mental disorder) has been shown .000 which is less than 0.05 and the value of “r” of each item is also negative which clearly shows that terrorism, depression, stress, anxiety and mental disorder are negatively correlated and associated with students’ academic achievement at Secondary level in North Waziristan.

**IV. RESEARCH DISCUSSION**

According to the results of the current study, war hazards caused different psycho-traumatic problems like terrorism, depression, stress, anxiety and mental disorders due to which the academic achievement and learning performance of students were badly affected. The researcher revealed according to the current

study revealed that students were highly depressed; they were quite anxious and mentally disturbed due to the war and stressful environment in North Waziristan. Educational institutions were targeted because of war hazards, and educational environment was totally destroyed. Nobody was interested in getting education due to the fear to be targeted if they were in the form of congregation and gathering like classrooms, school assembly, and examination hall or school play grounds either from drone strikes or from terrorists' attacks. Multifarious previous studies revealed that educational setup is badly affected due to psycho-traumatic problems like terrorism, depression, stress, mental disorder and anxiety etc. (Zalta et al., 2018). According to the previous study by (Reavell & Fazil, 2017), depression is one of the emotional problems which lead a man towards helplessness, hopelessness, isolation and sadness; depressed man always ignores his good traits and success; he exaggerates his failures and faults. (Perkins et al., 2018) found that depression is that fatal and chronic psychological disorder due to which students' academic performance, their personalities, motivation, education, training and mental health are suffered a lot. (Salloum et al., 2018) described that stress leads a man towards other psychological problem like depression, fear and anxiety due to which he lacks his confidence at all. (Pejuskovic, Lecic-Tosevski, & Toskovic, 2020) mentioned that a person passing through anxiety attack feels dizzy, dry mouth, shortness of breath, sweating, chills, worry, fear, distress and numbness. (Zalta et al., 2018) explained that mental disorders include other psychological disorders such as phobias, hallucination or nightmares, delusion or misunderstanding, anxiety and mood disorder etc.

## V. CONCLUSIONS

It was concluded in the light of the results of the current study that the physical and mental health as well as academic achievement of students were badly suffered due to psycho-traumatic problems caused by war hazards in North Waziristan. Everybody was highly disturbed and depressed. Students were totally anxious, mentally disturbed and suppressed; they took no interest their studies because they were war hazard stricken. They were passing through the experiences of Post-Traumatic Stress Disorders, stress, depression, anxiety, schizophrenia, concentration, psychological and mental disorders due to which they always showed poor academic grades and poor learning performance. Their trend was more inclined towards terrorism, aggression, war, and violence rather than education because of war hazards for years and years in North Waziristan.

## VI. RESEARCH SUGGESTIONS

The following recommendations were drawn by keeping in view the objectives and results of the study:

1. War hazards including terrorism may be highly discouraged at all angles to reduce such psycho-traumatic problems.
2. Medical treatment corners or centers may be ensured and functional in all those areas where needed to control these problems well in time.
3. The government and community support as well as fraternal relations among one another may be emphasized and encouraged to create an atmosphere of prosperity and life satisfaction.
4. The medical doctors and physicians may aware the public regarding the negative consequences, causes, symptoms, bad effects, and treatments of psychotraumatic problems including depression, stress, schizophrenia, anxiety, Post-Traumatic Stress Disorder (PTSD) and other mental illness to get rid of all these problems.
5. Quality education may be ensured throughout the country to promote maturity among the public and each and every citizen so that they may by themselves comprehend the drawbacks and negative aspects of such psycho-traumatic problems.

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