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Impact of Drone Attacks Anxiety on Students at Secondary Level in North Waziristan Agency

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Abstract
The study was descriptive in nature. The population of the study consisted of all 10th Class students of Govt High Schools in North Waziristan Agency. Four hundred & Forty Three respondents were selected as sample from the selected Govt High Schools in North Waziristan Agency. Respondents were selected by applying Simple Random sampling technique. The study was delimited to only 10th class students of thirty schools (15 male and 15 female Govt High Schools in North Waziristan Agency in which 202 were male and 201 were female. The purpose of the study was to identify anxiety caused due to drone attacks in 10th Class students in North Waziristan Agency. Findings of the study indicate that US drone attacks has very bad effects on students and the various anxiety problems caused by US drone strikes have physically, mentally, sociologically and psychologically traumatized them in North Waziristan Agency.
Keywords: drone attacks, anxiety, students, School.

1. INTRODUCTION

Anxiety was introduced into English from Danish, Norwegian and Dutch word angst and the German word Angst/Furcht in 19th century In Latin anxiete/angustia existed in 8th century. And Old High German angust and in ancient Greek ankho which means fear. Angst is the normal word, which describes an intense feeling of fear/worry or inner turmoil while furcht is the elevated level of fear. (Brown, 2007) found that anxiety is the subjective feeling of nervousness, tension and worry associated with an arousal of the automatic nervous system.

Panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder, social phobia (or social anxiety disorder), specific phobias, and generalized anxiety disorders were the different types of anxiety disorders prevalent in North Waziristan Agency (Kessler, et al., 2005; Regier, et al., 1998; Kushner, et al., 1999; & Zeb, et al., 2013). Feelings of worry or dread, trouble concentrating, feeling tense, irritating, restlessness, watching for signs of danger and feeling blank mindedness were the emotional symptoms of an anxiety; stomach upset or dizziness, diarrhea, shortness of breath, tremors (quivering), muscles tension, headache, fatigue, insomnia (poor sleep) and sweating were the physical symptoms of anxiety; feelings of sadness, poor appetite, loss of energy, guilt feelings, headaches and pains were the symptoms of mixed anxiety disorders in North Waziristan Agency (Zeb et al., 2013; Kessler, et al., 2005; Bell-Dolan et al., 1990; & Muris 1998). The principal medications used for anxiety disorders were antidepressants and anti-anxiety drugs such as venlafaxine XR, Moclobemide, Clomipramine and Imipramine, Fluoxetine (Prozac), Sertraline (Zoloft), Escitalopram (Lexapro), Paroxetine (Paxil), and Citalopram (Celexa) (Zeb et al., 2013; Hyman & Rudorfer, 2000).

2. REVIEW OF RELATED LITERATURE

(Hopko et al., 2005) described that students of high anxiety disorders were falling behind mentally and academically because they were highly anxious and psychologically disturbed and had impaired verbal working memory skills. (Mychailyszyn et al., 2010) found that those students who were careless and untreated, anxiety could continuously traumatize them for years. **(**Ozsivadjian et al., 2012) explained that proper interventions could decrease anxiety and improve learning. Many students with anxiety disorders were showing constant and familiar signs such as tense muscles, anxious feelings and thoughts, kicking, crying, leaving the classroom and low frustration tolerance etc. due to which their performance, working memory, attention and other abilities were negatively effected and all such type of students were lazy and unmotivated. (Bar- ret & Heubeck, 2000; Garland & Garland, 2001).

(Andrews & Wilding, 2004) described that anxiety negatively influenced the academic performance of students. (Andrews & Wilding, 2004) described that 40% students in London had anxiety, poor concentration and tension and these dilemmas were responsible for their poor academic achievement. (Seligman & Wuyek, 2007) explained that anxiety badly effected students' academic achievement and students with anxiety achieved poor academic grades. (Tobias, 1979) asserted that anxiety played a significant role in students' learning and academic performance. (Zeb et al., 2013) investigated that many of the negative effects of anxiety appeared to be caused by difficulties with controlling attention and anxiety decreased attention span, memory and concentration, then lead to low academic performance Anxiety created irrelevant thoughts, preoccupation and decreased attention and concentration thus, lead to academic difficulties. Due to impaired attention and concentration,

memories were disrupted and therefore, student showed low academic achievement. (Kessler, et al., 2005) asserted that students with anxiety disorders were experiencing a variety of symptoms including worry, tension and bad temper, fear, headaches, digestive problems, muscle tension, difficulty concentrating or making decisions, drinking or drug use etc.

(Brown, 2007) described that students suffering from anxiety disorder were facing physiological and psychological reactions like feeling emotion and stress and their power of concentration was seriously tortured and traumatic. (Blood & Blood, 2007) found that most of the students with anxiety disorder were suffering from social phobia, avoidance of social interaction, rejection and traumatic or negative life events and social anxiety. (Blood & Blood, 2004) described those students having anxiety problems were negatively affecting self-esteem, social relationships and academic performance. (Yaruss, 2001) investigated that anxious students were passing through various experiences such as feelings of helplessness, embarrassment, shame, and expectancy of social harm. (Yaruss, 2001) explained that students having anxiety disorder were not interested in educational and occupational success and their quality of life was negatively affected and traumatic due to anxiety. (Craig, 2003) found that students with anxiety disorder were facing behavioral, emotional and psychological problems.

Psychiatric Disorder was a common Social Anxiety Disorder in which students were emotionally distressed and there was functional impairment in their work and their social domains (Kessler et al., 2005; & Tolman et al., 2009). (Kessler et al., 2005) described that Anxiety Disorders are among the most prevalent of mental disorders due to which a students become chronic and psychologically disable. (Kessler et al., 1999; & Surtees, 2003) explained that students with an anxiety disorders were causing a significant burden for their families as well an economic burden for society and students having chronic anxiety were associated with profound functional impairment. Students with anxiety disorders had multiple phobias and such conditions were automatically associated with distress and disability (Kessler et al., 2005; Kessler et al., 1994; & Bland, 1988; Robins et al., 1984; Magee et al., 1996; & Curtis et al., 1998). Anxiety disorders were associated with an increased risk of suicidal behavior (Weissman et al., 1989; Khan, et al., 2002; & Marshall et al., 2001).

(Swenson et al., 2006) explained that anxiety disorders were a group of mental disorders characterized by various combinations of key features fear, worry, avoidance and excessive anxiety that were associated with significant distress or impaired functioning and anxiety was also responsible for physical, emotional, and behavioral threats and problems. (Swenson et al., 2006) described that anxiety disorders were very chronic that were associated with functional impairment and reduced quality of life. Many patients with anxiety disorders were also suffering from depression (Doyle, 2003; & Ballenger, 2001). Social anxiety disorder was one of the most common anxiety disorders (Kessler, 2005; & Shields, 2004). (Magee, 1996; Kessler, & Stein, 1994) found that anxiety disorder is more common in women than in men (ratio about 3 to 2). Patients with Social Anxiety Disorder were less well educated, unmarried and of a lower socioeconomic status; they were suffering from physical, functional and health functional impairment (Magee, 1996; Shields, 2004; & Stein, 2001). It had extreme negative impact on a quality of life especially on emotional and social domains of students (Shields, 2004; & Katzelnick, 2001).

(Swenson et al., 2006) explained that fear was leading to avoidance of social/performance situations, which caused distress with students' daily lives. (Beurs, 1999) found that anxiety had negative impact on psychosocial functioning of students. Anxiety disorder was the root cause of heart diseases (Piccirillo, 2001; & Kubzansky, 1997). (Mehta, 2003) described that students suffering from anxiety disorder were also suffering from fear, hearing impairment, hypertension, poor sleep and poor psychosocial functioning. (Kendall et al., 2001) explained that 79 percent students with anxiety disorders were suffering from psychiatric conditions. (Connolley & Bernstein, 2007) investigated that suffering from cognitive impairment, poor achievement, poor potentialities, decreasing motivation, negative self-evaluation and academic self-concept, learning problems and educational planning etc.

Women were more likely to develop PTSD than men (Davidson, 2000). Post Traumatic Stress Disorder was frequently co morbid with other psychiatric disorders, including other anxiety disorders (Social Anxiety Disorder, panic disorder and personality disorders that further complicated diagnosis and management (Ursano, R. et al. 2004; Perkonigg, A. et al; & Stein, M. B. et al., 2000). (Yerkes, R.M., & Dodson, J.D. 1908) described that performance and anxiety were experimentally inter-related such that performance increased with mental arousal and performances decreased when level of arousal become too high.

2.1 Statement of the Problem

The study explored "Identification of Drone Attacks Psycho Trauma and Its Effects on Students' Academic Achievement at Secondary Level in N.W. Agency".

2.2 Objectives of the Problem

The following were the objectives of study:

1. To identify drone attacks psycho-trauma effects in students at Secondary level.

2. To explore the relationship between drone attacks psycho-trauma effects and students' academic Achievement.
3. To give recommendations regarding the impact of drone attacks psycho trauma effects on students' academic achievement.

2.3 Research Questions

Following were the Research Questions keeping in view the objectives of the problems:

1. What were the effects of psycho trauma effects on students caused by drone attacks in North Waziristan at secondary level?
2. Is there any significant relationship of drone attacks psycho-trauma effects in students and their academic achievement?

2.4 Significance of the Study

The results of the study may encourage the educationists to analyze students in their behavior generated by drone attacks and their psychotraumic problems. While knowing the pros and cons of the drone strikes, the policy makers may design such policies to minimize the psychotraumic impact of modern warfare. Analysis of the study may provide the true picture of the students while learning in such situations where they are under great trauma and psychological pressure and may mobilize their resources to overcome the problems of their children. The study may also push international communities towards the protection of human rights and may generate public opinions against the state using four-generation war strategies (Drone War). This may be the first footstep for the educational researchers to indulge themselves in polito psychological affairs of the students. The study may provide further ways and means to examine psychotraumic problems of the child of the third world states.

2.5 Delimitations of the Study

The following were the delimitations of the study:

1. The study was delimited to thirty schools (15 male and15 female Government High Schools in N.W.Agency.
2. The study was delimited to only 10th class students.

2.6 Limitations of the Study

The following were the limitations of the study:

1. Data collection was possible through different research instruments such as interview and observation checklist etc. but it was limited to face-to-face questionnaire.
2. All students of N.W.Agency were suffering from drone attacks psychotrauma but the study was limited to 10th class students only.

3. RESEARCH METHODOLOGY

Design of the Study

The study was descriptive in nature.

3.1 Population of the Study

The population of the study was consisted of students' of all male and female Secondary Schools in North Waziristan Agency under the jurisdiction of BISE Bannu. There were total 40 Secondary Schools in North Waziristan Agency in which nine boys' Secondary Schools and six girls' Secondary Schools were urban. Similarly, six boys' Secondary Schools and nine girls' Secondary Schools were rural. List of selected Secondary Schools in North Waziristan Agency is also given below:

Target Population

The target population was all 10th Class students in North Waziristan Agency.

3.2 Sample of the Study

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:

Total Number of Schools	Male & Female Secondary Schools of Urban Area		Male & Female Secondary Schools of Rural Area	
30	Male Secondary Schools	Female Secondary Schools	Male Secondary Schools	Female Secondary Schools
	9	6	6	9

Four hundred & forty three respondents were selected as sample from the selected Govt High Schools in North Waziristan Agency. Respondents were selected by applying Stratified random sampling technique. The study was delimited to only 10th class students of thirty schools (15 male and 15 female Govt High Schools

(GHS) in North Waziristan Agency in which 202 were male and 201 were female.
The size of the sample was taken according to John Curry (1984) formula.

Sample Size Rule of Thumb

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

3.3 Instrumentation

The researcher first selected the topic in M.Phil. (Education) IER, UST, Bannu on "Identification of Drone attacks psycho-trauma and its impact on students' academic Achievement at Secondary level in North Waziristan Agency". For that purpose, his supervisor advised him to visit different experts. The researcher then visited Khyber Teaching Hospital Peshawar and there he personally met senior expert psychiatrists about psycho-traumic problems caused by drone attacks in North Waziristan Agency. In the same way the researcher also visited University of Peshawar and there he met senior psychologists of Psychology Department and discussed the psycho-traumic problems caused by drone attacks in North Waziristan Agency with them. The researcher also met expert educationists about it. Because of aforementioned input of psychiatrists, psychologists and educationists, the researcher finalized a questionnaire, which consisted of 37 items. Likert type scale of five options "Always", "Frequently", "Occasionally", "Seldom", " Never" carry values of 5,4,3,2 and 1 respectively. After that the research selected 30 Secondary Schools as sample for data collection in North Waziristan Agency and the research personally visited each school and personally collected data from 10th Class students. For the purpose of reliability, the questionnaire was administered to 50 respondents. Chronbac Alpha formula was used for assessing the reliability of the study. Those items were dropped whose item-total correlation was .25 or less than .25. As a result, 5 items were dropped from the scale. Retained items were 32. Obtained Chronbac Alpha was .789.

4. RESULTS AND DISCUSSION

Arithmetic Mean, Std.deviation and Pearson Correlation were used for data analysis. The impact of anxiety on students' academic achievement at secondary level is obviously discussed in the tables and graphs below. Both tables and the graph given below shows the clear result that anxiety badly influenced the academic careers of the students at secondary level in North Waziristan Agency.

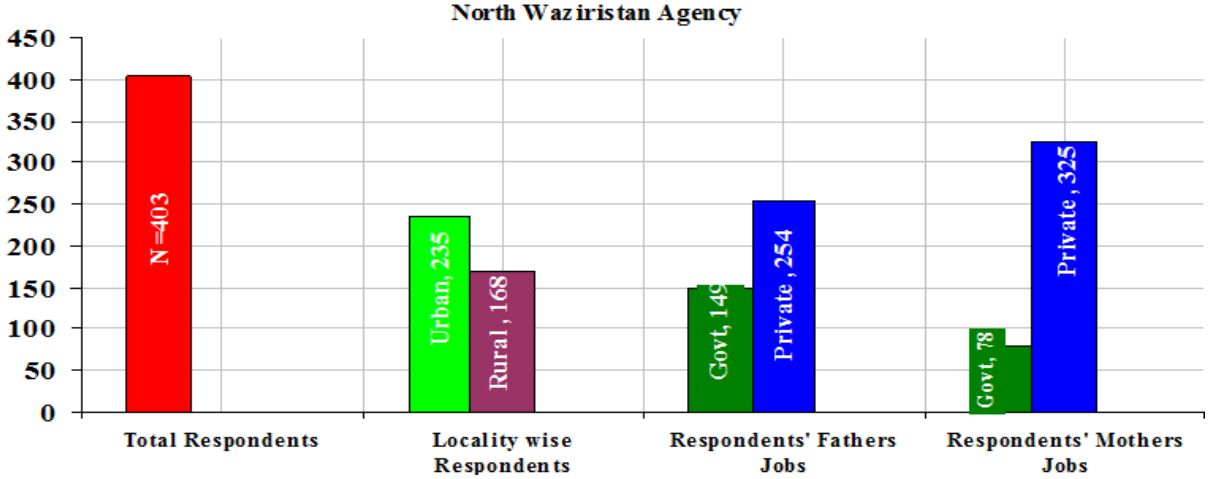
Table 1: Correlation between Anxiety and Academic Achievement of 10th Class Students

Psycho-Traumic Problems Due To Drone Attack	Mean	S.D	r	Sig.
Anxiety	2.1886	1.30981	-.905**	.000

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

Table 1 shows that the Mean of Anxiety = 2.1886, S.D = 1.30981, r = -.905** and p = .000. The value of p is less than 0.05 due to which null hypothesis is totally rejected of no correlation between the anxiety and academic achievement of 10th Class students. This means that there is strong negative correlation between anxiety and students' academic achievement.

Graph 1: Nature of Locality and Parents Jobs of Respondents in North Waziristan Agency



Graph 1 demonstrates that the number of total respondents is 403 in which 235 respondents belong to

urban areas and 168 belong to rural areas. The above graph also shows that 149 fathers of respondents have government jobs while 254 fathers of respondents have private jobs. Similarly 78 mothers of the respondents perform their duties as government servants and 325 mothers of respondents do private jobs.

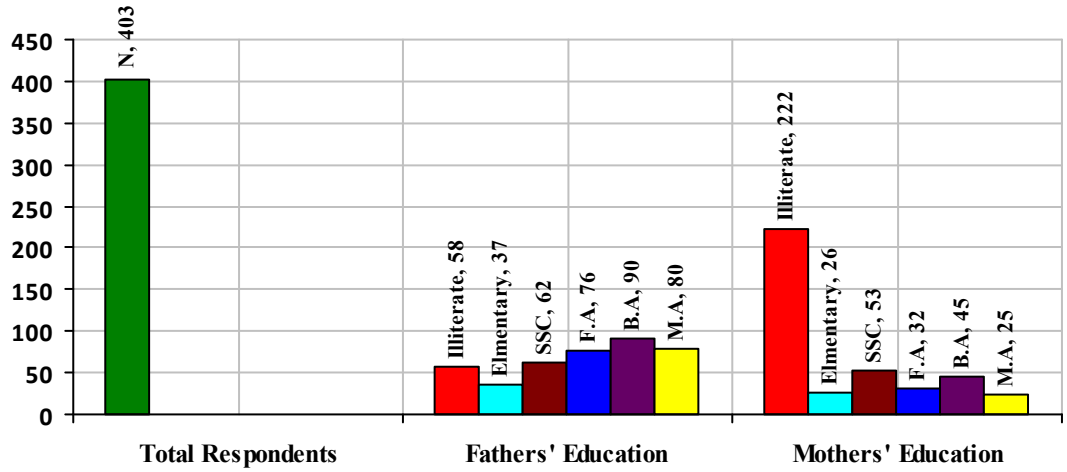
Table 2: Income of Respondents' Parents

10,000 or less than 10,000	11,000 – 20,000	21,000 – 30,000	Above 30,000
70	84	62	187

Table 2 illustrate that 70 parents of the respondents have income 10,000 or less than 10,000.

Similarly 84 parents have income 11000 – 20000 and 62 parents have income 21000 – 30000 while the parents whose income was above 30000 were 187.

Graph 2: Parents' Education of Respondents



Graph 2 indicates that the total number of respondents were 403 in which 58 fathers of the respondents are totally illiterate, 37 elementary passed, 62 SSC, 76 F.A, 90 B.A and 80 M.A passed. In the same way 26 mothers of the respondents are illiterate at all, 53 SSC, 32 F.A, 45 B.A and 25 M.A passed. The above graph clearly shows poor education in North Waziristan Agency due to U.S drone strikes and terrorism. The result also clarifies the fact that U.S drone attacks and terrorism are highly responsible for high anxiety rate in the students at secondary level in North Waziristan Agency.

Table 3: Family Type, Size and Gender Wise Respondents

Family Type		Family Size			Gender	
Nucleus	Joint	5 or less than 5	6 – 8	9 and above	Male	Female
168	235	71	88	237	202	201

N = 403

Table 3 shows that the total numbers of respondents are 403. The numbers of nucleus type families are 168 while the families of joint types are 235. Similarly those families whose size is 5 or less than 5 are 71 while those families whose size is 6 – 8 are 88 and the families whose size is 9 and above are 237. In the same way from gender point of view 202 are males and 201 are females.

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