ABSTRACT

OBJECTIVES: To identify different vision problems caused due to drone strike and to assess the relationship between psycho-traumatic problem and students' academic performance at Secondary School level in North Waziristan Agency.

STUDY DESIGN: A descriptive Survey Study

PLACE AND DURATION: Study was conducted over the students of Secondary Schools in North Waziristan Agency, from 1st January 2012 to 31st December 2012.

METHODOLOGY: Data was collected through face-to-face questionnaire of Likert type five points scale i.e. never, seldom, occasionally, frequently and always with values 1, 2, 3, 4 and 5 respectively. The questioner directed towards the different vision problems and their association between psychologic impact and their effect on students' performance in studies.

RESULTS: Among of total 403 respondents, 50.12% were male while 49.88% were females including both rural and urban areas respectively. As a result, the selected respondents considered war hazards and drone attacks responsible for poor achievements due to psychotraumic problems such as fear, anxiety, stress, depression, lack of concentration, memory problems etc. All the said and mentioned problems badly affect vision or eye sight of a student as well as his academic career. Therefore, the researcher found negative correlation between loss of eyesight/vision problem and students' academic achievement.

CONCLUSIONS: Majority of the students had faced vision problems and showed poor performance academically since drone strikes began in their area.

KEYWORDS: War hazards, Drone attacks, Vision problems, Schools' students, Academic achievement.

HOW TO CITE THIS:

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INTRODUCTION

During a war, the smoke containing fatal chemicals from multifarious weapons negatively affect health including vision of affected persons such as allergic reactions, dryness of eye, eye redness, feeling of pain or burning sensations and may leads to blindness.\(^1\) Literature shows that the people had suffered with hazy vision (difficult to see clearly) and corneal ulcers due to drone strikes.\(^2\) The chemicals used in drone missile's is responsible for affecting the eyes of the people living in that zone (North Waziristan). Students may also be affected badly as other population, because due to these effects on vision there is a possibility of poor academic performance.\(^3\) Eye problems are also linked directly or indirectly with other health disorders.\(^4\) The innocent sufferer who experience constant drone strike threat may develop depression, social isolation, anxiety, poor occupational or academic performance and so on. Some people who experienced drone stike in their vicinity have developed loss of vision or eye sight problems. Because they live in atmosphere of constant threat and social isolation so they always face tension, lonelines, their concentration and mentality standard are also badly suffered and torture. All these
problems either directly or indirectly influence their eye sights also. A man with vision problem face dilemma in writing and reading due to which their interest lessen in studies.

Literature reports that chemicals or smoke emitted after drone strike badly affect eye sight and such sufferers feel burning, excessive tearing, pain, redness on the eyes and blurred vision etc. These visual problems may aggravate when the diet of these poor patients are not proper especially inadequacy of vitamin A and D. We have conducted this study because it observed that, there is a sudden drop in academic performance of students in secondary school due to unknown reason during past few years. The Board of Intermediate and Secondary schools data shows a sudden and persistent drop in performance of students during examination as compared to previous years. Majority of students, teachers and parents are of opinion that one of the factor in this problem is directly or indirectly related to the effects of increasing drone strikes on population. Literature shows that other than psychological, respiratory, auditory effects and other ENT problems of drone strike on population the ophthalmological problems are also responsible for affecting health of people. This study was conducted to identify different vision problems caused due to drone strike and to assess the relationship between psycho-traumatic problem and students' academic performance at Secondary School level in North Waziristan Agency.

METHODOLOGY

This descriptive/survey study was conducted over High Schools students in N.W. Agency from 1st January 2011 to 31st December 2012 at the Department of Education and Research University of Science & Technology, Bannu Khyber Pakhtunkhwa. The total numbers of were calculated as sample through stratified random sampling technique after approval from the ethical committee of Bannu University. The study population was divided into two strata (urban and rural). Thirty High Schools were selected for sampling (15 males and 15 female High Schools). John Curry (1984) formula was used for the determination of sample size. Data was collected through face-to-face questionnaire (interview in documentary form) having five points scale 'Never, Seldom, Occasionally, Frequently and Always' carrying values 1, 2, 3, 4 and 5. As face-to-face questionnaire was a novel questionnaire, therefore, all students were given briefing in their own language but the questionnaire was translated into Urdu and English also. Data was analyzed through SPSS (Version 16.0); Arithmetic Mean was used for identification of psycho trauma effects i.e. the effect of vision problems on students whereas Pearson Correlation was used for knowing the relationship between U.S drone attacks psycho trauma effects (effects of Vision Problems) as well as war hazards and the academic achievement of students at Secondary level in Waziristan.

RESULTS

A total of 403 students were studied. figure -1 shows that out of 403(100%) respondents, 202(50.12%) respondents were males and 201(49.88%) were females. Among male respondents (n=202, 50.12%), 8.91% (n=18) respondents never suffered from vision problems because of war hazards in North Waziristan; (n=41, 20.3%) respondents seldom suffered, (n=35, 17.33%) respondents occasionally suffered; (n=60, 29.7%) respondents frequently suffered while (n=48, 23.76%) always suffered from vision problems caused by war hazards in Waziristan. Similarly, among female (n=201, 49.88%) respondents, 14.43% (n=29) respondents never suffered; 27.36% (n=55) respondents seldom suffered; 32.34% (n=65) occasionally suffered; 16.42% (n=33) frequently suffered while 9.45% (n=19) respondents always suffered from vision problems by the reason of war hazards in N.W. Agency. As a whole, the numbers of respondents, never suffering from vision problems were 47 (11.66%), respondents who were seldom effected from vision problems were 96 (23.82%), occasionally effected respondents were 100 (24.81%), frequently effected respondents were 93 (23.08%) and the respondents always suffering from vision problems were 67 (16.63%) respectively.

Table-I shows that the Mean of Vision Problem = 2.8908, S.D = 1.33941  r = -.389** and p = .000. The value of p is less than 0.05 and the value of 'r' is negative so there is negative correlation between vision problem and students' academic achievement.

<table>
<thead>
<tr>
<th>Psycho-Traumatic Problems Due to War Hazards and American Drone Strikes in North Waziristan</th>
<th>Mean</th>
<th>S.D</th>
<th>r</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of Eyesight/Vision Problem</td>
<td>2.8908</td>
<td>1.33941</td>
<td>-.389**</td>
<td>.000</td>
</tr>
</tbody>
</table>
DISCUSSION

It was discussed in the light of the objectives and results that war hazards created so many psycho-traumatic problems like fear, depression, anxiety, stress, mental, memory, concentration, bone, lungs, ENT and other problems due to which most of the people had faced vision problems. Particularly depressed, anxious, stressed and psychologically disturbed students due to war hazards in North Waziristan Agency had also confronted vision disorders. Those students whose had vision problems showed less interest in studies and poor academic grades because strong eyesight/vision play a key role in learning process. Even most of the students were suffering from headache along with vision disorder due to war hazards and law and order situation in North Waziristan Agency. There was a negative correlation between vision problems and students’ academic achievement at Secondary School level in North Waziristan Agency.

Most of the students who are suffering from vision problems like blurred vision, allergic reactions, photophobia, watering, grating sensations leading to excessive rubbing of their eyes and all these problems leads to difficulty or problems in reading. Some students also noticed eye coordination problems they have mostly inability to coordinate the eyes together effectively and such patients closes or covers one eye occasionally and see double, rubs their eyes frequently and they are just able to read for a short time and they have poor reading comprehension power. Many patients with eye focusing problems have inability to easily refocus eyes or maintain clear focus and such type of patients confront problems like complain of blurred vision, poor reading comprehension, tiredness of eyes and headache. Patients suffering from eye tracking problems have inadequate ability to smoothly and accurately move their eyes from one point to another and such patients moves their heads excessively when reading; frequently lose place; skip lines when reading; use fingers to keep place; they have poor reading comprehension and short attention span. Students suffering from faulty visual form perceptions have inability to discriminate differences in size, shape or form; such types of patients mostly make mistakes in words with similar beginnings; and they feel difficulty in recognizing letters, words, simple shape and forms; they cannot distinguish the main ideas from insignificant details; they have trouble in learning basic Mathematics concepts of size, magnitude and position. Many students having faulty visual memory problems have inability to remember and understand what is seen and poor reading comprehension, poor spelling, trouble with Mathematical concepts, poor recalling of visually presented materials are symptoms of such type of patients.

Poor vision may even lead to child to drop out of school because of chronically poor academic performance. Uncorrected refractive error may not be life threatening but they can be “quality of life threatening” by negatively affecting academic achievement, social adjustment and economic survival. Since adequate vision is an important factor in a child’s physical, intellectual, social and emotional development, there is need for visual screening. Early detection of visual problems will provide a child a more opportunity for educational success. Detection of visual problems in children involves the teachers, parents and school health personal. Unusual behavior, poor school performance and reduced rates of learning may indicate visual problem that require screening and subsequent referral for proper treatment.

Fatal chemicals emitted after drone strikes creates psycho-traumatic problems like depression, stress, psychological, mental, concentration, memory, bone, lungs, ENT and other problems including eyesight/vision is badly affected. Most of the students having vision/eyesight disorders face problems and dilemmas in reading and writing due to which they show less interest in their studies and get poor academic grades. Vision problem negatively influences an individual’s ability to complete his/her activities in life including academics and other activities like watching TV, playing games and other leisure activities; visual impairment is any visual condition that impacts an individual’s ability to successfully complete the activities of everyday life which include academic activities and other leisure activities such as playing ball, watching television and involvement in other recreational activities. Students with visual impairments are infants, toddlers, children and youths who experience impairments of visual system that affect their ability to learn. Reduced vision often results in a low motivation to explore the environment, initiate social interaction, and
manipulate objects. These students cannot share common visual experiences with their sighted peers, and therefore vision loss may negatively impact the development of appropriate social, skills.  

CONCLUSION

This study concluded that majority of the students had faced vision problems and showed poor performance academically since drone strikes began in their area and these were highly responsible.

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