

RELATIONSHIP BETWEEN CONCENTRATION PROBLEMS AND STUDENTS' HEALTH AS WELL AS THEIR ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL LEVEL DUE TO WAR HAZARDS IN NORTH WAZIRISTAN AGENCY

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ABSTRACT: *The study was descriptive in nature and all 10th Class students in North Waziristan Agency were the population of the study. Four hundred and three students were taken as samples from 30 sampled schools i.e. fifteen male and fifteen female Secondary Schools from both rural and urban areas in North Waziristan Agency. Students were taken through simple random sampling technique. The study was delimited only to 10th class students. Out of 403(100%) students, 202 (50.12%) were male and 201(49.88%) were female. The main purpose of the study was to identify the relationship between concentration problems and students' health as well as their academic achievement at Secondary School level due to war hazards and U.S drone attacks in North Waziristan Agency. Data was taken from students through face-to-face questionnaire with options 'Always', 'Frequently', 'Occasionally', 'Seldom' and 'Never' carrying values 5, 4, 3, 2 and 1 respectively in order to get the responses of the respondents clearly. The research study concluded that war hazards and U.S drone attacks caused concentration problems in North Waziristan Agency due to which students mostly showed poor academic grades at Secondary School level.*

Key Words: War hazards, U.S. drone attacks, concentration problems, students' health, academic achievement and schools.

INTRODUCTION

Traumatic problems like depression, stress and emotional trauma all cause due to concentration problems and students with all these problems mostly feel fatigue due to which they neglect their parents, brothers, friends and in case of extreme concentration problems they totally isolate themselves from society [1]. Students suffering from concentration problems are psychologically disturbed and they mostly confront academic failure [2]. When a student's concentration is disturbed then automatically his attention, memory and motor activities are also highly disturbed in which he can not perform well academically [3]. Students with concentration problems are easily distracted, mostly they get bored with their task before completion and they are easily frustrated too [4]. A student with concentration problem always suffer from inaccuracy, low planning ability, low working memory, inattentiveness as well as poor academic performance [5]. Those students who are ill-attention and ill-concentration patients face eating problems also such as such students do not feel hunger and they eat less due to which memories are negatively affected and problems like headache become the part of their lives [6]. Concentration coordinates and activates a person's both mental and physical capacities, when a person face concentration problems then he can't develop and can't maintain his goal and behavior due to which he is fully disturbed [7]. Those who are patients of concentration disorder, always show rude and misbehavior due to which they lost their values in

society and such types of people are unable to solve their own problems and in such circumstances they are memories are mostly damaged and they can not lean anything; like wise students with concentration problems always show poor academic scores; concentration problem badly influence students' learning, their memory tasks as well as their recalling capabilities [8]. A student whose concentration power is disturbed also face difficulties during classes and he also can't complete his home assignments he is fully depressed due to his concentration power [9]. Students' cognitive achievement, their critical thinking, self-awareness abilities are badly affected due to concentration problems and for that reason such type of students can't perform well in their educational career as a result they either fail or hardly place in D or E grades [10]. According to cognitive, neurophysiology, and behavioral neuroscience, sleep play a central role in learning and memory both negatively and positively [11]. (Lee, 2005) described that students having attention problems face disturbed sleep, lack of exercise, disinterest, stress, , lack of motivation, improper diet and fear , in such circumstances their problems further increase due to which they can't perform well academically as well as in all activities of life and Students suffering from concentration problems are also suffering from behavioral and environmental problems [12]. Both energy level and attention power of those students are badly affected who are suffering from concentration problems [13]. Disturbed-students have poor conscious,

poor experiences and poor awareness power [14]. Students having concentration problems also face other fatal difficulties such as no alertness, poor consciousness, change in mental status, unresponsiveness and negative change in behavior such as difficulty with thinking, memory, comprehension, talking, writing or reading [15]. Students having concentration problems can't sustain friendship and they also suffer from low self-efficacy, anxiety and depression [16].

RESEARCH METHODOLOGY

The study was descriptive in nature and all 10th Class students were the population of the study in North Waziristan Agency. The research study was completed within one year. Stratified random sampling technique was adopted. The population was divided into two parts i.e. rural and urban. Four hundred and three

respondents were selected as samples from thirty Secondary Schools in which 202 (male respondents were taken from fifteen boys' Secondary Schools while 201 female respondents were selected from fifteen girls' Secondary schools respectively. Sample was taken according to John Curry formula. Both sampled respondents and John Curry formula are given below:

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.

Table 1: The Sampling Framework (n=403)

Respondents as Samples in Urban Areas Secondary Schools				Respondents as Samples in Rural Areas Secondary Schools			
Male Schools	Sampled Respondents	Female Schools	Sampled Respondents	Male Schools	Sampled Respondents	Female Schools	Sampled Respondents
9	122	6	80	6	80	9	121
Total numbers of male schools = 15				Male Respondents as samples (n=202, 50.12%)			
Total numbers of female schools = 15				Female Respondents as samples (n=201, 49.88%)			
Grand Total of sampled Schools = 30				Total Sampled Respondents (n=403, 100%)			

DATA COLLECTION

The researcher personally collected data from the respondents and conducted several seminars with psychologists, psychiatrists and educationists about the relationship between concentration problems and students' health as well as academic achievement at Secondary Schools level due to war hazards in North Waziristan Agency. The researcher also studied multifarious books, journals, magazines and even took help from internet regarding concentration problems due to war hazards as well as U.S drone attacks and its relationship with students' health and their academic achievement at Secondary Schools level in North Waziristan Agency and the researcher drew help from internet also about concentration problems caused by war hazards and U.S drone strikes in North Waziristan Agency.

DATA COLLECTION INSTRUMENT

The researcher collected data from students through "Face-to-Face Questionnaire" regarding relationship between concentration problems and students' health as well as their academic achievement at Secondary School level due to war hazards and U.S drone strikes in North Waziristan Agency.

MEASUREMENT SCALE

The researcher adopted a novel scale with five options as shown below:

Scale Along with Values	
Version	Numerical Values
Always	5
Frequently	4
Occasionally	3
Seldom	2
Never	1

Results are given below illustrated in a form of table along with figure:

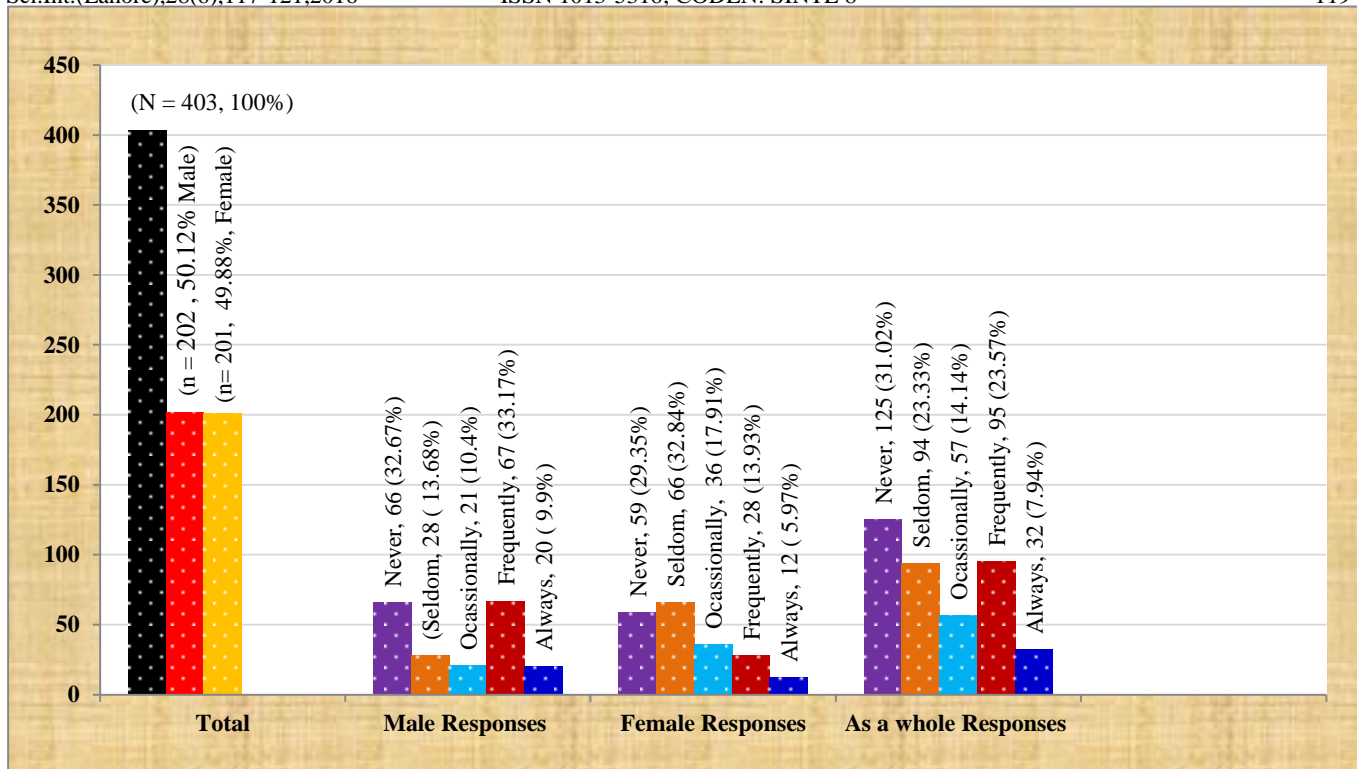


Figure 1: Respondents' Responses about Concentration Problems Due to War Hazards and U.S. Drone Attacks in North Waziristan Agency

Table 2: Respondents' Responses about Concentration problems Due to War Hazards and U.S. drone Attacks in North Waziristan Agency (n=403)

Students' Responses						
Gender	Scale Used					Total
	Never	Seldom	Occasionally	Frequently	Always	
Male	66 (32.67%)	28 (13.86%)	21 (10.4%)	67 (33.17%)	20 (9.9%)	202 (50.12%)
Female	59 (29.35%)	66 (32.84%)	36 (17.91%)	28 (13.93%)	12 (5.97%)	201 (49.88%)
Total	125 (31.02%)	94 (23.33%)	57 (14.14%)	95 (23.57%)	32 (7.94%)	403 (100%)

Table 3: Correlation between Concentration Problems and War Hazards as Well as Academic Achievement of 10th Class Students (n=403)

Psycho-Traumatic Problems Due to War Hazards and U.S Drone Attacks in North Waziristan Agency	Mean	S.D	r	Sig.
Concentration Problems	2.2283	1.32240	-.717**	.000

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

PILOT STUDY

The researcher administered his initial draft of questionnaire to expert psychologists, psychiatrists and educationists and they were asked to bring correction and positive modifications in the statements of the questionnaire in order to valid the questionnaire. For the purpose of reliability, the questionnaire was given to fifty students as Secondary Schools level in North Wazistan Agency. Chronbac Alpha formula was adopted for reliability assessment and obtained Chronbac Alpha was .789.

DATA ANALYSIS

Data was analyzed through SPSS (Version 16.0).

RESULTS

Table 2 along with figure 1 shows that out of 403 (100%) respondents, 202 (50.12%) were males and 201 (49.88%) were females. Out of (n =202, 50.12% male respondents), 66 (32.67%) never suffered from concentration problem due to war hazards and U.S. drone attacks in North Waziristan Agency and likewise 28 (13.86%) seldom, 21 (10.4%) occasionally, 67 (33.17%) frequently and 20 (9.9%) always suffered from concentration problems due to war hazards and U.S. drone attacks in North Waziristan Agency. In the same way among female respondents (n = 201, 49.88%), 59 (29.35%) never suffered, 66 (32.84%) seldom, 36 (17.91%) occasionally, 28 (13.93%) frequently and 12 (5.97%) always suffered from concentration problems due to war hazards and U.S.

drone attacks in North Waziristan Agency. Similarly as a whole (n=125, 31.02%) never suffered, (n=94, 23.33%) seldom, (n=57, 14.14%) occasionally, (n=95, 23.57%) frequently and (n=32, 7.94%) always suffered from concentration problems due to war hazards and U.S. drone attacks in North Waziristan Agency.

Table 3 shows that the Mean of Concentration Problems = 2.2283, S.D = 1.32240, $r = -.717^{**}$ 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 concentration problems and war hazards as well as students' academic achievement.

DISCUSSION

Concentration problems and students' health as well as their academic achievement are negatively correlated as p value is less than 0.05 and the value of 'r' is negative. Therefore, students' academic careers badly suffered due to which they showed poor academic grades and low scores. As students' concentrations were fully demolished and disturbed and they confronted other corporal problems also due to war hazards and U.S. drone attacks in North Waziristan Agency which further affected their health, their learning capabilities and their academic performances.

CONCLUSIONS

There was high negative relationship between concentration problems and students' health as well as their academic achievement at Secondary School level in North Waziristan Agency. Consequently, students were highly confused and disturbed due to concentration problems caused by war hazards in North Waziristan Agency. For that reason that they showed no interest in their studies and they were mostly either in D or E grades or in eleventh grade (failed).

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