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### Psychological difficulties and challenges in the way of afghan students

In this paper an attempt has been made to investigate Afghan students' problems and offer mental health services. For this purpose, the study used the library research. Like Afghanistan in the past four decades involved of war, so the scientific work and research have faced more challenges. Therefore, in the field of children and students according psychopathology few research has been done. Despite being problems and challenges of students in the field of education and mental health service delivery, and identifying mental health, effective work has not been done. The study found that, more than six million eligible students do not have access to education, 300 schools are closed due to insecurity, only 60 percent of teachers are relative educated graduated fourteen grade or higher than, rate of teacher to students is from 32 up to 93, and 50 percent of schools are without building. So, in the past four years more than 2000 female students have been poisoned or mass hysteria. Whereas, the 48 percent of men and 75.8 percent of women are illiterate. In this study it also found that students with learning difficulties more traumatic experiences 62 percent, 67.7 percent depression, and 72.2 percent had anxiety, also shown. Beyond, dispersed reports of suicide have also been given to the effect of failing to exam. According to mental health services, in all around the country there is only one hospital with 100 beds, 16 psychological counselling centers, countable and little psychiatrists. In addition, we found, that 20 percent of mentally ill clients refer to physician, whereas 80 percent of them are going to non-physician. The purpose of this article is to review in general the educational situation of Afghan students; opportunities, possibilities, and challenges facing them. So continued to talk to psychological problems such as anxiety, depression, and trauma, which they are faced, and mental health services that are provided for them.

**Key words:** student, school, teacher, mental health, educational challenges.

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### Ауған оқушыларының психологиялық қиындықтары мен мәселелері

Бұл мақалада ауған оқушыларының психологиялық мәселелері қарастырылған, сонымен қатар Ауғанстандағы психикалық денсаулықты қорғау туралы қызметтерге талдау жасалған. Осы мақсатта бұл тақырып бойынша ғылыми дерек көздерге терең талдау жасалды. Психологиялық зерттеуді жүргізу процесі Ауғанстандағы қырық жылға созылған соғыстың әсерінен қиын болғанын атап өтуіміз керек. Қазіргі кезде білім беру және денсаулық сақтау саласында біршама ғана ғылыми зерттеулер бар. Ауғанстан оқушыларының психикалық әл-ауқатын психологиялық зерттеу алдында оны жүргізудің негізгі қиындықтары талданды. 6 млн. оқушының білім алуына мүмкіндік жоқ, 300 мектеп қауіпсіздік мәселесіне байланысты жабылған, 50 пайыз мектеп өз ғимаратында жұмыс істемейді, осындай жағдайдағы мұғалімдердің 60 пайызының білімдері толық емес. Соңғы төрт жылда 2000-нан астам оқушы қыздар уланған немесе олардан жаппай есіру болды. Бұл мақаланың мақсаты Ауғанстандағы білім беру жағдайындағы оқушыларда кездесетін мазасыздану, депрессия және жарақат сияқты психологиялық мәселелерді қарастыру болып табылады.

**Түйін сөздер:** оқушы, мектеп, мұғалім, психикалық денсаулық, білім беру қиындықтары.

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### Психологические трудности и проблемы афганских школьников

В данной статье исследуются психологические проблемы афганских школьников, а также проводится анализ услуг по охране психического здоровья в Афганистане. С этой целью был проведен глубокий анализ научных источников по данной тематике. Следует отметить, что процесс проведения психологического исследования был затруднен в Афганистане из-за войны, которая длится уже четыре десятилетия. На сегодняшний день существует незначительное количество научных исследований, несмотря на наличие проблем в области образования и здравоохранения, которые необходимо решать. В условиях необходимости психологического исследования психического благополучия школьников Афганистана были проанализированы основные трудности его проведения. Так было выявлено, что более 6 млн. школьников не имеют доступа к образованию, 300 школ закрыты в связи с проблемами безопасности, тогда как 50 процентов школ работают вне зданий, при таких условиях 60 процентов самих учителей имеют неполное образование. Так, за последние четыре года более 2000 девочек-школьниц были отравлены или имело место массовой истерии. Необходимо отметить и тот факт, что 48 % мужчин и 75,8 % женщин Афганистана неграмотны. Существуют факты, когда школьники не заканчивают обучение, а многие идут на суицид. По данным служб охраны психического здоровья, по всей стране есть только одна больница на 100 коек, 16 психологических консультативных центров, с малым количеством персонала из числа психиатров. Кроме того, мы обнаружили, что 20 % психически больных клиентов обращаются к врачу, в то время как 80 % из них предпочитают нетрадиционную медицину. Цель данной статьи состоит в том, чтобы рассмотреть психологические проблемы, такие как тревога, депрессия и травмы, с которыми сталкивается школьник в образовательных условиях Афганистана.

**Ключевые слова:** школьник, школа, учитель, психическое здоровье, трудности образования.

**PSYCHOLOGICAL  
DIFFICULTIES AND  
CHALLENGES IN THE  
WAY OF AFGHAN  
STUDENTS****Introduction**

Education in any country is the largest carrier of culture, civilization and knowledge from one generation to another is considered. What of human knowledge in the History inherited and passed on to future generations, and each generation added to it in the light of progress, education is the only one in the shade. In modern society the human masses devoid of any system of education and no human community can not be conceivable separated from education and learning.

Research on Education in Afghanistan, because of the lack of written sources and security problems (war) is facing great difficulties. About education, like other areas of social, scientific work and research havenot been done. Therefore, the question arises about the education system of Afghanistan, how is the status of education in the country? What are the challenges and difficulties in the way of education? What psychological impact on the child (student) remain? In this article, using a library research, to review the general situation of education in Afghanistan, challenges and its impact on the child's mental state and mental health.

After America's invasion of Afghanistan and the fall of the Taliban in 2000, with the creation of a transitional government education situation is gradually improving, but there are still more problems in the way of education.

Despite the progress and achievements, there are still major challenges facing the education system which are: Lack of access to education of children, a high percentage of illiteracy, incompetent teachers, not the right place to teach, in addition to other security challenges, and corporal punishment is accepted as a discipline method. Corporal punishment has become a seemingly accepted disciplinary method of school discipline in Afghanistan [1,2,3].

The plight of the Afghan children's rights. Despite advances in the field of child rights during the past ten years, including in the field of education and training has been done, but still have children in Afghanistan face many dangers and threats. According to statistics of the Ministry of Labour and Social Affairs, about six and a half million children are at risk and do not have access to education and training and in need of protection, education and support [4,5].

Also, a number of students in Afghanistan's schools complain some teachers for corporal punishment. Some of students' parents also say, that some teachers to improve student behavior and for learning objectives use violence and inappropriate behavior. Common ways of corporal punishment are: beating by stick, slapping, twisting ears, pulling of scalp hairs... and so on [6].

Corporal punishment since past continue in more schools of Afghanistan to still, it lead students to escape from school, get injury that has concerned officials and parents. Even Ashraf Ghani President of I.R Afghanistan at the beginning of the academic year 2015, it is pointed out and demand to reduce it [7].

According to Afghanistan penal code (article #54), parents and teachers can apply punishment within the law and Sharia's law [8]. Despite, that corporal punishment of students is prohibited by the laws of education (article #39) of Afghanistan and not allowed any of the teachers to beat the students for education [9]. The corporal punishment from the perspective of the human rights commission is also a crime and should not be used in this way to educate children (1989, article #2, 37 and 39) [10]. Likewise, psychologists are believed that maltreatment or abuse and neglect of children has negative impact on the morale of the students and their well-being and mental health.

Initial theories about psychopathology and mental disorders was the devil in person with impaired his behavior been replaced. In other words, the basic theories about abnormal behavior and explain the anomaly just has that magical and supernatural forces such as demons, devils and evil spirits were. Therefore, for the treatment of patients with evil in his attempt to be driven out. In ancient Greece (800 BC) as punishment for disobeying the Gods individual disorganized behavior has been interpreted. The idea was not only primitive people, but also influence and greatly developed in the middle ages century (Heffner, Christopher L) [11].

During the Golden Age of Greece made significant progress in the understanding and treatment of mental illnesses occurred. Hippocrates (357-460 BC), the great Greek physician ((father of modern medicine)) has been called gods and demons intervention rejected in creating diseases. According to the body, the cause of psychiatric disorders in different organs of the body, particularly the brain disorder. Hippocrates believed that the commander of the body and mental illnesses it is related to impaired brain. Hippocrates also cause mental disorders imbalance temperament products (yellow bile, black bile, blood, and phlegm) knew.

While, before the Egyptians believed that the heart is mental, and emotional life. Hippocrates different types of mental illnesses into three general categories: Manny, melancholy, and dementia or brain disease classification and a detailed clinical descriptions about each of the three floors of the disease. He believed that the cause of epilepsy seizures is brain damage. His treatment methods were include rest, bath, and a special diet [12].

Plato believed, that the behavior of any person as a result of the conflict between reasoning and emotion. Opposite of those, that they believed physical cause of abnormal behavior, emphasized the power of thought and stated that the mind is only true reality of human existence. Aristotle (322-348 BC) was a student of Plato, but disciple of Hippocrates ideas [13].

The first humanist movement about mental illness with Philippe Pinel (1826-1745) began in France. Pinel generally expressed warm feelings and respect for his patients, as exemplified by: "I cannot but give enthusiastic witness to their moral qualities. Never, except in romances, have I seen spouses more worthy to be cherished, more tender fathers, passionate lovers, purer or more magnanimous patriots, than I have seen in hospitals for the insane, in their intervals of reasonableness and calm; a man of sensibility may go there any day and take pleasure in scenes of compassion and tenderness" [14]. Pinel ordered the chains of mental patients on their hands and feet and avoid them from torture and ill treat them like a human being. During this period, moral therapy moral therapy was used in a relatively large mental hospitals. However, it was possible moral therapy, certainly unscientific, but very effective (Azad; 1374). In the early twentieth century, most reviewers pathological deviant behavior were convinced that part of the brain or nervous system must be the root of all mental disorders, so that this is true in the case of syphilitic paralysis. The new school of thought appeared that the prevailing opinion about cognitive brain damage as a cause of mental disorders, was questioned. This is a theory (revolution) that knew psychological cause certain types of mental disorders more organic elements (Azad; 1374). Regular first steps towards understanding mental disorders of psychology by Sigmund Freud (1939-1856) was taken. Freud's psycho-analysis (analysis) will be used. His major principles in this version clinical study of mental patients he had treated. At the beginning Freud used hypnosis to treat their patients dead and observations focused on the psychological dynamics of their issues. After that free association method,

in which the patient is asked to tell what comes to mind, to be used (Azad; 1374). Psychopathology; behavior, feelings, and emotions of people dealing with the environment and society are discussed. As well as how different people feel the community and dealing with them are examined. The feeling of being different, encompasses a wide range of delusions (false ideas and annoying), hallucinations (false perceptions or without driver), to obscure the concerns and behaviors that have significant impact on one's daily life but it is better there have not fluctuate. (Azad; 10-11). Also, Psychopathology, abnormal behavior that their components suffer, inconsistent, irrational and incomprehensible being, unpredictability and lack of control, visibility and eccentricities, discomfort observer, and violation of ethical standards and is the ideal, to be discussed (Sayed Mohammadi; 1386) [15]. While (DSM-5) according to psychopathology focus on mental disorders, that are syndrome which is its main features include: impaired cognition (thinking), emotion (feeling), or conduct which, in terms of clinically significant, and reflecting disorders of psychological processes, biological, or developmental, mental performance are behind [16].

Much of psychopathology studied behaviors that are related to the failure and incompetence of the person. The failures mainly include: the failure of a person to adapt to the environment. In other words, adjustment requires a focus on meeting individual requirements in accordance with environmental realities (Azad; 1374). Chronic fears of inconsistent behavior that is uncomfortable, but it is not the complete disappearance of individual activities, to severe distortion of reality and an inability to connect with others to be included. Sometimes the person is unhappy with his inconsistent behavior, sometimes the turmoil and concerns and prepare the occurrence of an event. Any deviant behavior is not necessarily incompatible, for example, Albert Einstein at the age of twelve he decided to devote his life ((solve the vast world)) make (Azad; 1374). Compatibility is a dynamic process. Each person on the environment and the changes that occur in it answers to. These two factors together to determine compatibility, happiness, and success or failure and resign effective person. Because the environment is constantly changing and evolving, much adaptation should be done according to these two factors. Ultra-fast changes of internal pressure adjustment into their special abilities. However, it should be noted that a successful adaptation in a position, does not guarantee success in other situations (Azad; 1374).

## Overview

Despite significant progress and achievements, the Ministry of Education of Afghanistan (2014) are some challenges facing education systems item is as follows:

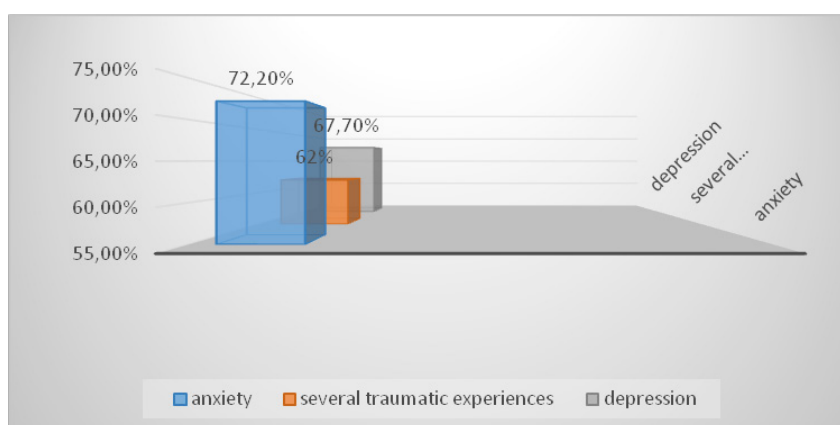
- The unavailability of large numbers of eligible children to education
- Nearly 7 million compatriots remain deprived of the gift of literacy. Based on the statistics of UNESCAP (2015), Adults who are fifteen years or even above it, in 2015 Literacy rate among Afghan men 52% and women 24.2 percent is [17].
- Low level of professional teachers – only sixty percent of them are educated by fourteen grade or higher than.
  - Lack of building, students of 50% schools continue their educational activities under the umbrella tents.
  - closed schools - 300 schools have been closed due to insecurity.
  - the teacher-student ratio, student-teacher ratios on average between 40-50, while the lowest 32 and 93 is the highest [18].

According to the BBC Farsi (2013) report, in nearly four years, more than two thousand Afghan girls' students are in dozens of separate collective have been unwell, the domestic and international media «poisoning» has reported. Health authorities and the Ministry of Education of Afghanistan, the World Health Organization and NATO in the country implied the possibility of mass hysteria as one of the factors cited ill girls. Afghan presidential But so far, without providing evidence to the cases of «poisoning» knows and perpetrators «enemies of peace and stability,» read [19]. Beyond that, the sporadic reports of suicide among students is, that it had not provided detailed statistics. According to the report Shafaqna (2015) in Herat, Afghanistan, as a result of the failure of the exam school students from the third floor threw down his self and committed suicide [20], and newspaper Al Arabiya (2014) also a student (girl) hanged loop herself the impact of a theme failed the examination, reported [21]. However, since 1985 with the support and intervention of the World Health Organization and Favorites few psychiatrists Country a new round of mental health activities and organize new services with the creation of the Department of Psychiatry Mental Health Centre began in the Ministry of Health. While, Afghanistan since 1987 has had plan, policy and legislation for mental health issues, but the funds have not been allocated for it until 2004 (WHO, 2006). In this new development and



expansion that lasted several years of civil war and the collapse of central government in 1992 stopped, took a lot of activities. Most of these activities were organized with the support and guidance of the World Health Organization [22]. According to the Ministry of Public Health a year ago information, in Afghanistan, a hundred-bed hospital treatment of mental illness, and 14 social counseling center for such people in Kabul, and in Herat are two active social counseling centers (Pajhwok, 2011) [23]. There is no a psychological treatment protocol for primary care staff. The mentally ill clients, 20% refer to physician and 80% to non-physician to provide psychiatric care (WHO, 2006). Based on assessment of mental health system of Afghanistan of WHO (2006), in 2004, four percent of physicians and

one percent of nurses at least two days of training received mental health care. While for doctors (less than one percent) and nurses (two percent) education and training has been allocated in the field of mental health. Only two psychiatrists in the field of mental health services that are not active in mental health centers, 37 nurses and 40 mental health workers in the country. In 2005, 2.6 doctors and 2.4 nurses per 10,000 population has completed training programs [24]. According to the plan of the Afghan Ministry of Public Health (2012), by the end of 2013, about 3,000 employees will be trained professionals in the mental health sector. In addition, a plan in any complex health center, two psychiatric consultant will be hired to solve psychological problems [25] (see Picture 1).



Picture 1 – Psychological disorders among Afghan students

According to Cardozo et al (2004) investigated school students showed in above graph that: 62 percent over the past year, at least four experienced trauma, 67.7 percent depression, and 72.2 percent symptoms of anxiety have shown [26].

### Conclusion

Afghan students study in the challenges and taken delivery of health services shows that students

with diverse challenges such as: educational, security and health - psychological. This study shows that hundreds of schools to close due to war, and thousands of students (girls) poison or have been suffering from mass hysteria. So 62 percent of the students had experience trauma, depression 67.7%, and 72.2% of them are suffering from anxiety. As can be seen that Afghan students are faced various problems, so should pay more attention, in this regard has been taken practical actions.

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