

# Attitude of Undergraduate Students towards Conflict Driver Frustration in Kashmir in Relation to Gender



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## Abstract

Conflict affects not only the physical structures but affects the total living patterns of life. Mode of interaction and communication process get paralysed in the conflict zones. Students play prominent role in the Nation building, it is only possible when they are mentally sound but living in the conflict zones limit their academic pursuits. The object of this study is to find out the relation between the gender, High and Low conflict district with conflict driven frustration. For this purpose researcher took a sample of 100 college students of Govt. degree colleges of Kashmir division. The measurement of attitude towards Conflict was assessed by a scale developed by the researcher. It consists of 49 statements which are divided into three dimension viz, Social dimension, Political dimension and Economic dimension. This paper is part of my research work which is entitled as "Conflict Driver Frustration; A Critical study of Psychological well-being and academic performance at graduate level."

**Keywords:** Conflict, College Students.

## Introduction

World has witnessed a number of Armed conflicts not between the states only but within the groups on the lines of religious, cultural or ethnic (Onyango, 1998). But most affected are the childrens( Al-Eissa, 1995, Ronstrom, 1989). It is well documented that conflict causes enormously negative effect on students and their education(Macksoud & Aber, 1996; al-Zaroo & Hundt, 2003; Davies,2004). Wars are considered to be the miserable event to mankind, especially to the students in terms of their development, survival and well-being (Boyden, 2003). Besides this (Boyden, 2003) highlights that conflict effects morally socially and physically. Because colleges are not in a position to cater the needs of the students and are unable to provide positive experiences like supporting, or other co-scholastic activities which helps to build cooperative relationships and normal development. In conflict zone students are not in a position to join the classes, because of the deteriorating condition of health and nutrition which in turn effects on the academic performance (Justino, 2014).

## Review of Related Literature

Chamarbugwala & Moran (2011) conducted a study on Guatemala used the time series dataset to assess the effect of wars. The finding of the study reveals that negative correlation was found between the war and the enrolment ratio of students in rural areas.

Brrera & Ibenez (2004) Conducted cross sectional survey in Colombia. They mentioned in the study that rise in homicide rates and decrease in the enrolment ration of students. USECO also conducted a study on this particular issues they stated that education can become an important tool which will help to ease the tension between the communities and will help in to prevent the conflict in future (Sinclair, 2002).

Singh & Shemyakina (2013) investigated a study in Punjab state during the period of insurgency by using Indian Human Development survey they find significant negative effect on schooling, the study also shows that decrease in the expenditure in households.

Calm (2017) conducted a study on public health implications and risks for children's after exposure to armed conflict. The findings suggest that wars have long term effect on physical health. The long term wars show in the study that children were having multiple traumas and continuing stress.

Kadir (2019) investigated a study on effects of armed conflict on health. Investigator used databases of the papers which were published in January 1945 to 25 April 2017. Investigator included studies on developmental and physical outcomes associated with armed conflict. Data was extracted on health outcomes, social isolation and access to basic needs. The study suggested that armed conflict effect heavily on mental health and academic performance of the students.

**Purpose Statement**

The purpose of this study was to find the perception of the students regarding the conflict and factors which are driving forces for the frustration of college students. The researcher wants to study how much students are concerned with the conflict.

**Aim of the Study**

The aim of the study was to access the attitude of the students towards the conflict and the factors which are responsible to pay way for the frustration among the study. The study was conducted in the Kashmir valley on the undergraduate college students who were enrolled in B.A, B.Sc.& B.Com semester VI part (III year).

**Statement of The Problem**

“Attitude of Undergraduate Students towards Conflict Driver Frustration in Kashmir: In relation to Gender”

**Objectives of the study**

1. To study the effect of gender and conflict on social dimension, political dimension, economic dimension and the total scores.
2. To study the relationship between gender, conflict, social dimension, political dimension, economic dimension and the total scores

**Hypotheses of the study**

1. The mathematical information related to the testing of hypothesis stating, there will be no effect of gender and conflict on social dimension, political dimension, economic dimension and the total scores.
2. The mathematical information related to the testing of hypothesis stating, there will be no relationship gender, conflict, social dimension,

political dimension, economic dimension and the total scores

**Methodology**

Descriptive survey design was employed in this study. Descriptive survey design was used to gather accurate information on the perception of College students towards the Conflict driven frustration.

**Sampling**

Keeping in view the objectives of the study the researcher selected the sample through the Random sampling technique. A total sample of 100 (which is further divided into Male, Female, High & Low conflict) College students were selected as sample.

**Tools**

Demographic information blank and the attitude scale were used for data collection. The measurement of attitude towards Conflict was assessed by a scale developed by the researcher. It consists of 49 statements which are divided into three dimension viz, Social dimension, Political dimension and Economic dimension. The scoring procedure of the Attitude scale used in the research is very simple. Favourable statements are scored 5, 4, 3, 2, 1 for SA (Strongly Agree) A (Agree), UD (Undecided), D (Disagree) and SD (Strongly disagree) respectively and unfavourable statements are scored 1, 2, 3, 4, 5 for SA (Strongly Agree), A (Agree), UD (Undecided), D (Disagree) and SD (Strongly disagree) respectively.

**Analysis and Interpretation**

The researcher used the person coefficient correlation technique in order to access the relation between the variables.

**Objective**

To study the effect of gender and conflict on social dimension, political dimension, economic dimension and the total scores.

**Hypothesis-I**

The mathematical information related to the testing of hypothesis stating, There will be no effect of gender and conflict on social dimension, political dimension, economic dimension and the total scores.

**Table 1**

**The effect of Gender and Conflict on social dimension, Political dimension, Economic dimension and Total**

FACTOR	SOC.D	POL.D	ECO.D	TOTAL
Gender (G)				
Male	98.80 <sup>a</sup>	55.92	45.3 <sup>a</sup>	199.22
Female	93.54 <sup>b</sup>	48.56	44.18 <sup>b</sup>	189.04
Conflict (C)				
High	94.92	53.3	45.46 <sup>a</sup>	195.68
Low	97.42	51.18	44.02 <sup>b</sup>	192.58
P value				
G	P<0.05	P>0.05	P<0.05	P<0.05
C	P>0.05	P>0.05	P<0.05	P>0.05
G x C	P>0.05	P>0.05	P<0.05	P<0.05
SOC.D : Social dimension, POL.D: Political dimension, ECO.D: Economic dimension, Total: Total score of 3 dimensions <sup>a-b</sup> means with different superscripts within columns significantly differed (P<0.05).				

The above table shows that in social dimension, Gender is significantly different between male and female. Males are significantly higher than females (P<0.05). Moreover high conflict is not

significantly different with low conflict. There is no correlation between Gender and Conflict in Social dimension. In Political dimension Gender is not significantly different between male and female.

Further high conflict is not significantly different with low conflict. There is no correlation between gender and conflict in political dimension. However in Economic dimension, Gender is significantly different between male and female. Males are significantly higher than females ( $P < 0.05$ ). Moreover high conflict is significantly different with low conflict ( $P < 0.05$ ). There is correlation between Gender and Conflict in Economic dimension. Moreover in Total, Gender is significantly different between male and female. Males are significantly higher than females ( $P < 0.05$ ). Moreover high conflict is not significantly different with

low conflict. There is correlation between gender and conflict in dimensions Total.

#### Objective

To study the relationship between gender, conflict, social dimension, political dimension, economic dimension and the total scores

#### Hypothesis-II

The mathematical information related to the testing of hypothesis stating, there will be no relationship gender, conflict, social dimension, political dimension, economic dimension and the total scores

**Table 2**

**Correlation between Gender, Conflict, Social Dimension, Political Dimension, Economic Dimension and Total score**

	GENDER	CONFLICT	SOC.D	ECO.D	POL.D	TOTAL
GENDER	1	0.000	-.229*	-.551**	-.122	-.384**
CONFLICT	0.000	1	.109	-.159	-.156	-.117
SOC.D	-.229*	.109	1	.288*	.079	.552**
ECO.D	-.551**	-.159	.288*	1	.179	.752**
POL.D	-.122	-.156	.079	.179	1	.530**
TOTAL	-.384**	-.117	.552**	.752**	.530**	1

SOC.D : Social dimension, POL.D: Political dimension, ECO.D: Economic dimension, Total: Total score of 3 dimensions  
 \*. Correlation is significant at the 0.05 level (2-tailed).  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).

From the above table it can be interpreted that Gender has negative correlation with Social dimension (-0.229), Economic dimension (-0.551) and with Total scores (-0.384). It indicates that females have lower scores in Social dimension, Economic dimension and Total scores than the males. There is no correlation between Conflict and Gender in Social, Economic, Political dimensions and Total scores. The Social dimension has negative correlation (-0.229) with Gender while as Economic dimension has positive correlation (0.288) with Social dimension.

#### Findings

From the above interpreted table- I the results reveal that Gender is significantly different between male and female. Moreover high conflict is not significantly different with low conflict. In Economic dimension, Gender is significantly different between male and female. The results also reveal that high conflict is significantly different with low conflict in Economic dimension. Furthermore, in total Score gender is significantly different between male and female, whereas male are significantly higher than female and there exists correlation between Gender and Conflict in dimensions total. Moreover, from the table II which indicates that Gender has negative correlation with Social dimension has negative correlation (-0.229) with Gender while as Economic dimension has positive correlation (0.288) with Social dimension.

#### Conclusion

In today's era where the students can play an important role for the development of the nation. But the conflict which affects a lot on the humans which paralyses the whole process and become the barrier to achieve the goal. From the above finds which suggest that conflict effects significantly on the male as compared to female.

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