

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Data analysis helps researcher to arrive at a valid conclusion, by putting the complex factors into simpler ones, because scored data is meaningless unless it is interpreted by the scientific approach. It is significant part of the research process besides the data collection, appropriate selection of research tools cannot alone guarantee for the achievement of objectives besides it, the knowledge is important for the application of statistical methods. It helps to arrive at logical conclusion by extracting the useful information. In the present investigation, the researcher made an attempt to examine and interpret the data of the existing study by using following statistical techniques.

4.1: Regression

When two related variables have cause and effect relationship and when a alteration in one variable induces a variation in the other variable then there exists correlation between them. Thus, the strength of relationship between them can be known and measured by the correlation. If the average value of one variable is to be estimated corresponding to the given value of the other variable then regression is used. Here, of course the cause and effect relationship between two variables is tacitly implied. A variable in which change occurs is called a cause variable or independent variable. We shall call it an independent variable and we shall denote it by X. the other variable whose value is to be estimated corresponding to a given change in X is called an effect variable or dependent variable and we shall denote it by Y. In statistical terms, we say that there is some definite mathematical relationship with an error term (Mann, S.2013)¹⁴⁹.

$$Y = \alpha + \beta X + \mu \text{ (error term)}$$

Where,

Y = Dependent variable

X = Explanatory variable/Independent variable

α = Constant term

β = Coefficient term/ slope of the equation

¹⁴⁹Mann, S.(2013).Introductory Statistics. (7thEdn,.) Wiley Publication.

4.2 Correlation

Correlation means to what two or more variables fluctuate. Correlation is of two type's positive and negative correlation. Positive correlation refers to what extent variables increase or decrease in parallel direction and negative correlation means to what extent one variable increase as the other decrease (Ibid.)¹⁵⁰.

Objective 1: To study the effect of Conflict Driven Frustration on Psychological well-being and academic performance at graduate level students.

¹**H₀**: There will be no significant effect of Conflict Driven Frustration on Psychological wellbeing and Academic Performance of graduate level students.

Table 4.1: Model Summary of effect of Conflict Driven Frustration on Psychological wellbeing and academic performance at graduate level students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	.678	.656	8.876

Table 4.1 shows a significant relation between the Conflict Driven Frustration, Psychological wellbeing and Academic Performance as depicted by the R value in the model. The R square value shows that 67% variation in the dependent variable is explained by the independent variables i.e. the model is well fitted.

Table 4.2: ANOVA Summary of effect of Conflict Driven Frustration on Psychological well-being and Academic Performance at graduate level

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	21255.026	2	10627.513	148.025	.000 ^b
Residual	220408.045	998	221.293		
Total	241663.071	1000			

¹⁵⁰Ibid.

Table 4.2 shows that F- ratio for the model is statistically significant at 0.05 level of significance.

Table 4.3: Coefficient Summary of effect of Conflict Driven Frustration on Psychological well-being and Academic Performance at graduate level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	161.974	4.942		32.775	.000
Psychological Well-being	.212	.023	.284	9.384	.000
Academic performance	-.202	.061	-.101	-3.329	.001

Table 4.3 shows that the variables are statistically significant at 0.05 level of significance representing that conflict Driven Frustration has a significant influence on both the variables i.e. Psychological wellbeing and Academic performance. Thus the null hypothesis stated that there is no significant influence of conflict Driven Frustration on Psychological wellbeing and Academic Performance stands rejected as both these variables are statistically significant at 0.05 level of significance. Thus the results have shown that conflict in the Kashmir valley has affected not only the psychological wellbeing but also the Academic Performance of the students studying at graduate level. This result can be generalized that the conflict in general has badly affected the youth by creating psychological unrest which henceforth is responsible for downgrading the academics of the students in the Kashmir valley.

Objective 2: To study the dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level.

²H₀: There will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level.

Table 4.4: Model Summary dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 ^a	.290	.288	16.686

The above table 4.4 shows a significant relation between the dimension wise Conflict Driven Frustration and Academic Performance as depicted by the R value in the model. The R square value shows that 29% variation in the academic achievement is explained by the dimension wise conflict driven frustration i.e. the model is well fitted.

Table 4.5: ANOVA Summary dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1278.138	3	426.046	7.212	.000 ^b
	Residual	58775.348	997	59.071		
	Total	60053.485	1000			

Table 4.5 depicts the model is well fitted as the F- ratio is significant at 0.05 level of significance.

Table 4.6: Coefficient Summary dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.319	3.638		17.128	.000
Social dimension	-.091	.037	-.084	-2.470	.014
Political Dimension	.086	.036	0.083	-2.329	0.012
Economic Dimension	-.153	.055	-.096	-2.800	.005

a. *Dependent Variable: Academic performance*

b. *Political dimension does not effect and both the effect*

From the above Table 4.6 it can be interpreted that there is significant Dimension wise effect (Social Dimension, Political Dimension and Economic Dimension) of Conflict Driven Frustration on Academic Performance at 0.05 level of significance. This means that the Conflict Driven Frustration affects academic performance of undergraduate students. This means that Social, Economic and Political dimension affects the family and the society where the students are residing. Hence the null hypotheses stating that there will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level stands rejected.

Objective 3: To study the dimension wise effect of Conflict Driven Frustration on Psychological well-being at graduate level.

³H₀: There will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level students.

Table 4.7: Modal summary of dimension wise effect of Conflict Driven Frustration on Psychological wellbeing among graduate level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 ^a	.296	.294	18.768

Table 4.8: ANOVA summary dimension wise effect of Conflict Driven Frustration on Psychological wellbeing among graduate level.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	85594.439	3	28531.480	81.000	.000 ^b
Residual	350830.272	997	352.239		
Total	436424.711	1000			

Table 4.9: Coefficient summary dimension wise effect of Conflict Driven Frustration on Psychological wellbeing among graduate level

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	99.561	8.876		11.217	.000
Social dimension	.110	.090	.038	1.228	.220
Political Dimension	0.080	0.093	.033	.847	.540
Economic Dimension	0.036	.130	.008	.274	.784

Table 4.7 shows a significant relation between Conflict Driven Frustration and Psychological wellbeing. The R square and adjusted R square value for the model depicts that about 30 % variation in the dependent variable is explained by the independent variable.

Table 4.8 depicts the model is well fitted as the F- ratio is significant at 0.05 level of significance.

Looking the dimension wise influence of Conflict Driven Frustration on Psychological wellbeing it can be inferred from the table 4.9 that out of three (Political, Social and Economic) dimensions of the conflict Driven Frustration the values of Political, Social and Economic dimension are insignificant, it means that there is insignificant effect of Conflict Driven

Frustration on Psychological well-being at graduate level. Which means there exists no significant effect of Conflict Driven Frustration on Psychological well-being. Hence, the hypotheses stating that there will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level students stands accepted at 0.05 level of significance.

Objective 4: To study Effect of Conflict Driven Frustration on different dimensions of Psychological well-being at graduate level.

⁴H₀: There will be no significant Effect of conflict Driven Frustration on different dimensions of Psychological well-being at graduate level.

Table 4.10: Modal summary Effect of Conflict Driven Frustration on different dimensions of Psychological well-being at graduate level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.347 ^a	.120	.116	14.646

a. Predictors: (Constant), Irritating, Mental health, Satisfactory, Social , Efficient

The above table 4.10 shows that the value of r is .34 which means that there is significant relationship between conflict driven frustration and different dimensions of psychological wellbeing. The value of r square shows that 12 % variation in dimensions of psychological wellbeing is explained by the conflict driven frustration.

Table 4.11: ANOVA summary Effect of Conflict Driven Frustration on different dimensions of Psychological well-being at graduate level

Model	Sum of Squares	Df	Mean Square	F	Sig.
1					
Regression	29190.428	5	5838.086	27.218	.000 ^b
Residual	213210.123	995	214.497		
Total	242400.551	1000			

a. Dependent Variable: Conflict Driven Frustration

b. Predictors: (Constant), Irritating, Mental health, satisfactory, Social , Efficient

Table 4.11 depicts the model is well fitted as the F- ratio is significant at 0.05 level of significance.

Table 4.12: Coefficient summary Effect of Conflict Driven Frustration on different dimensions of Psychological well-being at graduate level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	156.876	4.112		38.153	.000
Satisfactory	.174	.094	.065	1.997	.046
Efficient	.139	.100	.056	2.733	.008
Social	.643	.104	.227	6.154	.000
Mental health	-.337	.087	-.121	-3.855	.000
Irritating	.253	.096	.103	2.633	.009

a. Dependent Variable: Conflict Driven Frustration

From the above table it can be stated that the values for all the dimensions of psychological well-being are statistically significant at 0.05 level of significance. This means that conflict driven frustration affects the dimensions of psychological wellbeing (i.e. satisfactory, efficient, social, mental health and irritating dimension). This means that the psychological wellbeing of the undergraduate students of Kashmir valley is affected by the conflict driven frustration.

Objective 5: To study the relationship of Gender, Locality and Stream with Psychological well-being at graduate level

⁵H₀: There will be no significant relationship of Gender, Locality and Stream with Psychological well-being at graduate level.

Table 4.13: Modal summary of relationship of Gender, Locality and Stream with Psychological well-being at graduate level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.101 ^a	.010	.007	20.826

Table 4.14: ANOVA relationship of Gender, Locality and Stream with Psychological well-being at graduate level

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4447.850	3	1482.617	3.418	.017 ^b
Residual	431976.861	997	433.712		
Total	436424.711	1000			

Table 4.13 shows that R square and adjusted R square value is very low representing that variation in dependent variable is not explained by the independent variables. Thus the null hypothesis stated that there is no significant difference between psychological wellbeing and gender, locality, and stream stands accepted. Table 4.14 reveals that F- ratio for the model which although is significant is very low which is not a good sign for the model.

Table 4.15: Coefficient relationship of Gender, Locality and Stream with Psychological well-being at graduate level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	161.97	1.249		145.224	.000
Gender	.388	1.294	-.099	.256	.432
Stream	.447	1.319	.011	.339	.735
Locality	.733	1.320	.018	.556	.579

While looking the effect of gender, locality, and stream on the psychological wellbeing of the students table 4.15 reveals that Gender, Stream and Locality does not have any influence on psychological wellbeing as all the three variables are statistically insignificant. Therefore, the null hypothesis stating that there will be no significant relationship of Gender, Locality and Stream with Psychological well-being at 0.05 level stands accepted

Objective 6: To study the effect of Gender, Stream and Locality on Academic Performance at graduate level.

H₀: There will be no significant effect of Gender, Stream and Locality on Academic Performance at graduate level.

Table 4.16: Modal summary of effect of Gender, Stream and Locality on Academic Performance at graduate level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.027 ^a	.001	-.002	7.148

Table 4.16 shows that there is no significant relationship of gender, locality and stream on academic performance as all the values like R, R Square and Adjusted R square are very low representing that variation in the dependent variable is not explained by the independent variables. Therefore, it shows that the stated relationship is totally insignificant.

Table 4.17: ANOVA summary of effect of Gender, Stream and Locality on Academic Performance at graduate level

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.375	3	12.792	.250	.861 _b
Residual	50837.813	997	51.093		
Total	50876.188	1000			

Table 4.17 shows that the model is not well fitted because the value of F- test is insignificant at all levels of significance.

Table 4.18: Coefficient summary of effect of Gender, Stream and Locality on Academic Performance at graduate level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	49.521	.429		115.418	.000
Gender	-.257	.458	-.018	-.562	.574
Stream	.296	.453	.021	.654	.514
Locality	-.033	.453	-.002	-.073	.942

In order to see whether gender, locality and stream is going to have any influence on the academic performance of the college level students it is observed from the table 4.18 that none of the said variables have any effect on the academic performance of the students because all the three variables are statistically insignificant at all levels of significance. This means there exists no significant effect of Gender, Stream and Locality on Academic Performance at graduate level at .05 level of significance. Thus it can be generalized that whether the students belong either to urban or local area, or to arts or science stream, the students do not differ much in their academic achievement. Same is the case with gender i.e. the sex does not matter as the academic performance is concerned. This might be due to that girls are doing as well as the boys in their respective fields from the last few years. The reason for nullifying the difference between rural and urban area might be that the students who are good in their studies in the urban area prefer other courses than academics because of better exposure and improved access to all types of facilities. While those at par with the rural students prefer academics that is why not much differences have been seen in terms of area because majority of students in rural area prefer academics as compared to urban area otherwise there is a difference between the rural and urban area so for as the academic performance is concerned. Thus null hypothesis stating that there will be no significant effect of Gender, Stream and Locality on Academic Performance at graduate level stands accepted.

Objective 7: To study the effect of Conflict Driven Frustration on Gender, Locality and Stream at graduate level.

⁷**H₀**: There will be no significant effect of Conflict Driven Frustration on Gender, Locality and Stream at the graduate level.

Table 4.19: Modal summary of effect of Conflict Driven Frustration on Gender, Locality and Stream of the graduate level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.028 ^a	.001	-.002	15.594

Table 4.19 shows that this relationship is not as important as all the values R, R Square, Adjusted R square are very low representing therefore that the variation in dependent variable is not explained by the independent variables.

Table 4.20: ANOVA summary of effect of Conflict Driven Frustration on Gender, Locality and Stream of the graduate level

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	192.952	3	64.317	47.264	.000. ^b
	Residual	242207.599	996	243.180		
	Total	242400.551	999			

**shows significance at 0.05 level of significance*

***shows significance 0.01 level of significance*

The F-Ratio for the model is statistically insignificant at 0.05 level of significance as shown in the table 4.20 because the calculated value is less than the tabulated value therefore resulting the acceptance of null hypothesis that there is statistically no significant relation of conflict related frustration with gender, locality and stream among college going students.

Table 4.21: Coefficient summary of effect of Conflict Driven Frustration on Gender, Locality and Stream of the graduate level

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	189.581	.936		202.651	.000
	Gender	.448	.999	.014	2.56	.001
	Stream	.031	.987	.001	2.72	.007
	Locality	.759	.988	.024	3.50	.001

**shows significance at 0.05 level of significance*

***shows significance 0.01 level of significance*

Looking the gender, locality and stream wise influence of conflict related frustration among college going students in the Kashmir valley, it can be visualized from table 4.21 that all the variables are statistically significant at 0.5 level significance. Thus the stated null hypothesis that there is no influence of conflict on gender, stream and locality stands rejected which means that all the three variables get affected by the conflict driven frustration.

Objective 8: To study the relationship of Conflict Driven Frustration with Psychological well-being and Academic Performance at graduate level.

⁸H₀: There will be no significant relationship of Conflict Driven Frustration with Psychological well-being and Academic Performance at graduate level.

Table 4.22: Modal summary of the correlations of Conflict Driven Frustration with Psychological wellbeing and Academic Performance at Graduate level

		Conflict Driven Frustration	Psychological wellbeing	Academic Performance
Conflict Driven Frustration	Pearson Correlation	1	-.005	-.002
	Sig. (2-tailed)		.873	.937
	N	1000	1000	1000
Psychological wellbeing	Pearson Correlation	-.005	1	.078*
	Sig. (2-tailed)	.873		.013
	N	1000	1000	1000
Academic Performance	Pearson Correlation	-.002	.078*	1
	Sig. (2-tailed)	.937	.013	
	N	1000	1000	1000

*** Correlation is significant at the 0.01 level (2-tailed).*

** Correlation is significant at the 0.05 level (2-tailed).*

Table No 4.22 indicates the relationship of conflict driven Frustration with psychological wellbeing and academic performance. Looking the relationship of conflict driven frustration with the psychological well and academic performance it can be observed that the relationship of conflict driven frustration with both the variables are negative showing therefore that it negatively affects the psychological wellbeing and academic performance which means that when the conflict is more the academic and psychological wellbeing, is low and vice versa. However ever looking the relationship between academic performance and psychological well-being it can be seen from the table 4.22 that the relationship is positive showing therefore that better psychological wellbeing leads to better academic performance.

ENDNOTES

¹⁶¹Mann, S.(2013).Introductory Statistics. (7thEdn,.) Wiley Publication.

¹⁶² Ibid.