

CHAPTER V

FINDINGS, DISCUSSION, SUGGESTIONS AND RECOMMENDATIONS

5.1 Major Findings

- I. There is significant difference of conflict driven frustration on psychological well-being and academic performance at graduate level.
- II. There is significant dimension wise effect (Social Dimension, Political Dimension and Economic Dimension) of Conflict Driven Frustration on Academic Performance at graduate level.
- III. There is no significant dimension wise effect (Social Dimension, Political Dimension, and Economic Dimension) of Conflict driven frustration on Academic Performance.
- IV. There is significant effect of conflict Driven Frustration on different dimensions psychological well-being such as Satisfactory, Efficient, Social, Mental Health, Irritating psychological well-being at graduate level .
- V. There is no significant relationship among gender, locality and stream with Psychological well-being.
- VI. There is no significant effect of Gender, Stream, Locality on Academic Performance at graduate level.
- VII. There is significant effect of conflict Driven Frustration on Gender, Locality and Stream at graduate level.
- VIII. There is significant relationship but negative relationship of Conflict Driven Frustration with Psychological well-being at graduate level.

5.2 Discussion

Conflict is a very serious issue at global level. Past decades saw rise in the conflict across world. Its effect can be seen in every corner of the world. It heavily effects on the entire fabric of the society, which brings pain, misery, loss of infrastructure and resources. College students being a vital aspect of any nation, they became the more victims and vulnerable sections affected by conflict. The present study is conducted on the college going students of Kashmir zone, the main focus of the study is to describe the period in which militancy was its

peak. The researcher tried to access the factors which are responsible to invite the conflict and which became the driving forces for the frustration among youth. Besides, these factors researcher tried to access the effect of conflict on psychological wellbeing for that purpose researcher used standardized scale on collegiate students and to know the effects of conflicts on different spheres of their life. Conflict ruins the education system (Lai &Thyne, 2007)¹⁵¹, which negatively effects on the enrolment ratio of the students, which often deteriorates health system (Akbulust-Yuksel, 2014)¹⁵².One more study which supports above mentioned statement that conflict impacts on educational outcomes which can be measured through various quantitative educational outcomes like school attainment, enrolment and attendance (Buvinic et al., 2013; Leon, 2012; Justino, 2012; UNESCO, 2011)¹⁵³. From the findings of the study which shows that conflict Driven Frustration which is one of the independent variable in the study which affects heavily on the psychological well-being and academic performance of the college going students. Similar study which supports the present research finding conducted by (Mir, zoya, etal.2106)¹⁵⁴ which showed that conflict effects on the college students which gave rise to mental tension an which reduces the aspiration level among the college students. One more study which supports the researchers findings was conducted by (Cardozo, et al. 2004)¹⁵⁵ in Afghanistan where the symptoms of depression and anxiety were very high among the college youths.

So far as the dimension wise findings of conflict driven frustration on Academic performance is concerned which shows significant relation between dimension wise on Academic Performance, social dimension, political dimension and economic dimension among these dimension social dimension which plays an important role in the society,

¹⁵¹Lai, B., &Thyne, C. (2007).The effect of civil war on education, 1980—97.*Journal of Peace Research*, 44(3), 277-292.

¹⁵²Yuksel,A. (2014). War and the destruction of human capital (HiCN Working Paper 163). Brighton, United Kingdom: Households in Conflict Network.

¹⁵³UNESCO. (2011). The hidden crisis: Armed conflict and education (Education for All Global Monitoring Report 2011). Paris: UNESCO.

¹⁵⁴Mir, Z. et al.(2016). Effects of Conflict on the Mental Health of Youth in Kashmir.*International Journal of contemporary Research*, 3,(5),1409-1413.

¹⁵⁵Cardozo BI, et al.(2004).Mental Health, Social Functioning, & Disability in PostwarAfganhnistan.*Journal of the Americian Medical Association*, 295-575, 84.

interaction in the society which develops cordial relation among the members of the society. In conflicting situation when the communication process is blocked which develops frustration among the individuals? Cultural, customs, traditions and cultural patterns of the society can only be shared with the help of the social process, one the important aspect of cultural transmission is only possible with the social process. When this process gets chocked with the conflicting situation it paralyses the patterns of the society and the society comes in the disequilibrium state. Another finding which shows that economic dimension which is also important factor which plays a vital role for the development of the society and nation. in any society where conflict arises it collapse the entire system of the society. Students belong to the poor families whose parents are daily workers are totally dependent on the income of their parents, when they do not get any work due to the conflicting situation it hampers on their academic achievement. . The findings of the study showed that economic dimension in the present study effects a lot the academic achievement and psychological well-being of undergraduate students.

Another finding of the study showed that significant correlation exists between the variables, the results showed that the independent variable are negatively correlated with one other. Conflict Driven Frustration is negatively correlated with psychological well-being and Academic performance of graduate level students. It means that the level of conflict in Kashmir valley effects a lot on the mental set up of the student community which traps them in the frustration, when this level reaches at a peak it discourages their aspiration level.

From the hypothesis first which show 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.

Hypothesis second also connotes that the dimension wise influence of Conflict Driven Frustration on academic performance that out of three (Political, Social and Economic) dimensions of the conflict Driven Frustration, the values of Social and Economic dimensions and Political dimension affects the academic performance of the students. Keeping in view the political situation, economic condition and the social aspects in view, the results of the study showed it have significant on the academic cycle of college going students.

While looking the dimension wise influence of Conflict Driven Frustration on Psychological well-being it can be inferred that (Political, Social and Economic) dimensions of the conflict Driven Frustration show insignificant effect on the psychological well-being of graduate level students.

From the objective forth which inferred that the values for all the dimensions of psychological well-being are statistically significant. 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 dimensions of conflict driven frustration. While looking on the fifth objective of the study which shows insignificant the effect of gender, locality, and stream on the psychological wellbeing of the students.

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 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. 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. Looking at the objective seven the results indicated that the gender, locality and stream wise influence of conflict related frustration among college going students in the Kashmir valley. it can be indicated from the table given in chapter 4 that all the variables are statistically significant.

Objective no 8th 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 well-being is low and vice versa. However ever looking the relationship between academic performance and psychological well-being it can be seen from the table in the chapter forth that the relationship is positive showing therefore that better psychological well-being leads to better academic performance.

5.3 National importance of the study

Education is one of the fundamental rights enshrined in Indian constitution. Its importance in edifying and elevating people cannot be overestimated. This study seeks exposition of the special environment engendered by the special history, as it has unfolded and continue to unfold in Kashmir, and its bearing on the psychological well-being of the college going students. This study has also correlated the psychological well-being with the academic achievements possible in such an ambience.

One of the very significant aim of the education dissemination is the stimulation of critical faculties in its subjects. Therefore one of the aims of inquiry in this study has been, how Kashmir, being a politically unstable region obtains the stimulating environment or lack thereof in facilitating the critical engagement with curriculum. In doing so, this study having understood the dynamics of education dissemination, has sought to engage with the

prescriptive models which might be adopted as a matter of educational policy by the state now (Union territory) to cater to the special needs of the youth in their academic pursuit.

This study has also unraveled some of the impediments in the actualization of the potential of people as a very important resource in nation building. India has a demographic advantage inasmuch as much of its population belongs to youth. Transformation of this potential resource into an asset for the economy would need the identification of the problems which hinder development of human resources in this country. This study aims to identify these problems at the collegiate level.

Education is one of the very effective tools of social mobility, however, it has been one of the fundamental assumptions of this study that education's effectiveness as instrument of social mobility correlates directly with the academic credentials. In this context the college education holds the pride of the place. What hinders the academic achievement in college directly undermines the social mobility of poor section of the society.

To conclude the aim of his study is to illuminate the special conditions in which education is disseminated and received at collegiate level and its correlation with psychological well-being of students. Pursuit of this is done with the aim to make a case for the adaption of educational policy that is rationalized to the special conditions of Kashmir.

5.4 Educational Implications

1. Functional Counseling cells should be established in colleges to take the suo-moto cognizance of students likely to be affected by the conflict. The students so identified should be counseled and motivated to keep up with the academic activities.
2. The Functional counseling cells should be provided with trained psychologists and psychiatrists to size up the psychological wellbeing of all such students enrolled.
3. Vocational courses and other skill developing and enhancing courses should be initiated in colleges and students, specifically those who are affected by conflict, should be encouraged to join such courses.
4. Scholarships should be provided to those students who are most likely to drop out on account of having faced the death of their father or property damage due to conflict.
5. Awareness programs should be organized in colleges to sensitize students about loss and damages one faces after joining militant group.

6. The process of both disseminating and academic achievement comes with certain challenges. Students should be made aware of the need of having a proper strategy, which lecturers and teachers might help them develop from time to time to complete their academic assignments.
7. Access to internet, at least in colleges should not be interrupted or interfered because internet provides access to study material, which in times of strikes and shutdowns is difficult to get.
8. Syllabus should be rationalized to include conflict related topics, for the students to understand the dynamics of the conflict. This would help them to maintain a wide gap from the groups that thrive on propaganda and indoctrination of youth.
9. Govt. must explore the prospectus of providing insurance to companies or assuring the investors and industrialists to set up units in Kashmir. Buttressing the security to capital might eventually help to reduce unemployment.

5.5 Suggestion for Further research

Researcher has put some suggestions keeping in view the time constrains and several other things by which the present study could not be completely representative. The following suggestions are under:

- I. A large sample of undergraduate students from all over the Jammu & Kashmir union Territory may be under taken with the same variable.
- II. The present study was confined to Kashmir division only. Similar studies can be conducted in other conflict zones of the country.
- III. The study is confined to only undergraduate college students which are affiliated with the Kashmir University of Kashmir Division, so the results of the study can be correlated with those samples of other graduate students which are affiliated with others Universities which comes under conflict zones.
- IV. The results of this study cannot be applied to other levels of education. Therefore, similar studies can be carried on Primary, Secondary and University level students.
- V. Similar study may be conducted to explore the complexities of Conflict Driven Frustration in relation to some other variables.
- VI. The nature of the present study is descriptive, in addition to this qualitative study can be carried out by using other statistical techniques.

5.6 Conclusion

This study presupposes Kashmir as one of the regions in India which is affected by the conflict and identifies it as zone where conflict in its various manifestations touches various facts of how life is lived in that region. The focus of this study has been to identify the correlation of this conflict with the Academic Performance and Psychological well-being among undergraduate students. As a result of this academic engagement with the education as it is disseminated in Kashmir, with the challenges specific to it. This study concludes that education is one of the most vulnerable sections in its exposure to conflicts.

The impact of conflict ridden atmosphere transcends gender, rural-urban dichotomies, streams etc. in terms of the variables that this study is concerned with, which is psychological well-being, Academic Performance and Frustration. These categories show negative correlation with the conflict and impact is almost uniform.

This study has studied conflict in its Social, Economic and Political dimensions and has found that these categories engender an environment which has impact on the satisfaction, Efficiency, Mental health, Social relations and Irritation levels of college going students, here it has found its impact is significantly negative, which means that psychological well-being and Academic Performance are hindered in their development and efficiency by the unpleasant atmosphere.

The economic disruptions caused by the conflict ridden atmosphere impact the economic entitlements of families whose livelihood is qualified by peace and harmony. Since one of the facets in which conflict manifests itself is reflected in frequent shutdowns, it affects the daily wagers. The students belonging to such families which are dependent on daily wages are more vulnerable to less satisfactory Academic Performance and dropping out of college.

Attendance in colleges is significantly reduced with any increase in the intensity of conflict. Moreover, colleges loose accessibility both for students and Teachers to achieve higher academic performance in absence of guidance and supervision of teachers and incompleteness of syllabus. The political atmosphere in case of conflict inhibits the creative potential of students and leads to disengagement with academic pursuits. It undermines the chances of creating a stimulating environment where the academic aspirations are actualized and where psychological well-being shows any positive change.

ENDNOTES

¹⁶³Lai, B., &Thyne, C. (2007).The effect of civil war on education, 1980—97.*Journal of Peace Research*, 44(3), 277-292.

¹⁶⁴Yuksel,A. (2014). War and the destruction of human capital (HiCN Working Paper 163). Brighton, United Kingdom: Households in Conflict Network.

¹⁶⁵UNESCO. (2011). The hidden crisis: Armed conflict and education (Education for All Global Monitoring Report 2011). Paris: UNESCO.

¹⁶⁶Mir, Z. et al.(2016). Effects of Conflict on the Mental Health of Youth in Kashmir. *International Journal of contemporary Research*, 3,(5),1409-1413.

¹⁶⁷Cardozo Bl, et al.(2004).Mental Health, Social Functioning, & Disability in Postwar Afganhnistan. *Journal of the Americian Medical Association*, 295-575, 84.