
Impact of Armed conflict on Interpersonal Adequacy of Adolescents

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Abstract: *The present study was undertaken to assess the interpersonal adequacy among adolescents of Kashmir region as per affect of conflict, dwelling and gender. 800 adolescents from rural and urban areas of Kashmir were selected by using multistage sampling technique to study impact of armed conflict on various sub dimensions of interpersonal adequacy. Results disclose that armed conflict has moderate impact on interpersonal adequacy of intact-disrupted adolescents, adolescent boys-girls and rural-urban adolescents. Most adolescents have middle level of communication, enlightened trust and sense of cooperation.*

Keywords: *Interpersonal Adequacy; Intact; Disrupted; Adolescents; Conflict, Kashmir.*

1. INTRODUCTION

The imagination, ideals and energies of youth are vital for the continuing development of the societies in which they live. Adolescents face particular problems during periods of armed conflicts. During conflicts, adolescent girls are particularly at risk for gender-based violence and sexual exploitation. Sudden changes in family circumstances, such as the death or disappearance of parents, can leave young people without guidance, role models and sustenance (UN, 2013). UNICEF and the Gaza Health Ministry reported that from 8 July to 2 August, 296–315, Palestinian children died due to Israeli action, and 30 per cent of civilian casualties were children (UNICEF, 2014). In Kashmir most alarming aspect of the conflict is that prominent victims of violence during the last two decades were the youth. They at once become the targets, perpetrators as well as survivors of conflict while their childhood was lost in the incidents of armed conflict, they could not be socialized in proper cultural and religious ethos of Kashmir. During the last two decades the Kashmir society has scattered, leaving children either orphaned or as household heads (Hassan, 2011).

2. REVIEW OF LITERATURE

Amone-P'olak et al (2007) assessed war experiences and the impact of physical abuse on formerly abducted boys in Northern Uganda. Cross sectional self report designs were used on 216 formerly abducted boys and it was found that all boys were exposed to war events, participated in violence, were bodily abused and manifested numerous signs and symptoms of post traumatic stress.

Okello et al (2007) conducted a cross sectional study on war abducted and non abducted adolescents in Northern Uganda to assess nature and patterns of psychiatric disorders. Elevated occurrence of major depression, generalized anxiety disorder, post traumatic stress disorder and co morbidity was found in war abducted adolescents in contrast to non-abducted adolescents.

Shemyakina (2007) used Tajik living standards survey data and indicate that damage to household residence had diminished enrolment of girls in schools. Armed conflict in Tajikistan had created significant regional and generational inequality in the education attained by women.

Betancourt et al (2012) conducted a study to explore linked with internalizing emotional and behavioral problems among adolescents dislocated during the most recent Chechen conflict and showed that levels of internalizing problems were higher in dislocated Chechen youth compared to non referred youth in United States and among Russian children not affected by conflict. Girls demonstrated higher problems scores compared to boys.

3. OBJECTIVES OF THE STUDY

- Study the impact of armed conflict on interpersonal adequacy of adolescents.
- Assess various sub dimensions of interpersonal adequacy among adolescents.

4. MATERIAL AND METHODS

Sample was selected through multi stage sampling technique and data was collected from 800 adolescents living in rural and urban areas of Kashmir to study the impact of armed conflict on interpersonal adequacy of adolescents. Sample was divided as per affect of conflict i.e. intact-disrupted, as per dwelling and as per gender. The tool used for the study includes social maturity scale by Dr. Rao Nalini. The data obtained was carefully categorized, coded and analyzed in order to accomplish the objectives and suitable statistical measures were applied.

5. RESULTS AND DISCUSSION

Interpersonal Adequacy among Adolescents

Interpersonal adequacy includes three sub dimensions which are communication, enlightened trust and sense of cooperation.

Communication with Others among Adolescents

Table 1 discloses that 74.5 per cent (f=298) intact adolescents, 82 per cent (f=328) disrupted adolescents, 74 per cent (f=296) adolescent boys, 82.5 per cent (f=330) adolescent girls, 78.5 per cent (f=314) rural adolescents and 78 per cent (f=312) urban adolescents have middle level of communication with others. Consequently, 78.25 per cent (f=626) adolescents have middle level of communication and 16 per cent (f=128) are mature in it. For communication skills insignificant differences are apparent among intact-disrupted $\chi^2 (3,800) = 9.52, p=0.02$ and adolescent boys-girls $\chi^2 (3,800) = 12.05, p=0.007$. Insignificant difference are observed between rural and urban adolescents $\chi^2 (3,800) = 3.19, p=0.27$. Communication with others uncovers significant positive correlation between intact and disrupted adolescents girls $r (800) = 0.96, p = 0.007$. Highly significant negative correlation is seen between adolescent boys and girls $r (800) = -0.196, p=0.00$ and negative insignificant correlation is observed among rural and urban adolescents $r (800) = -0.052, p=0.139$.

Table 2 exhibits that 75.5 per cent (f=151) intact rural and 73.5 per cent (f=147) intact urban adolescents have middle level of communication with others. Furthermore, 81.5 per cent (f=163) disrupted rural and 82.5 per cent (f=165) disrupted urban adolescents also have middle level of communication. In relation to communication, insignificant differences are seen among intact rural-urban adolescents $\chi^2 (3,400) = 7.39, p=0.06$ and disrupted rural-urban adolescents $\chi^2 (3,400) = 0.09, p=0.99$. Communication reveals positive significant correlation between intact rural and urban adolescents $r (400) = 0.98, p = 0.051$. However insignificant positive correlation is found among disrupted rural and urban adolescents $r (400) = 0.12, p = 0.808$.

Table 3 reveals that 73.5 (f=147) intact boys, 75.5 per cent (f=151) intact girls, 74.5 per cent (f=149) disrupted boys and 89.5 per cent (f=179) disrupted girls have middle level of communication with others. In terms of communication skills, insignificant differences are exhibited among intact boys and girls $\chi^2 (3,400) = 0.28, p=0.96$. Highly significant differences are observed between disrupted boys and girls $\chi^2 (3,400) = 27.49, p=0.00$. Communication depicts positive insignificant correlation between intact boys and girls $r (400) = 0.02, p = 0.974$. Highly significant positive correlation is seen among disrupted boys and girls $r (400) = 2.30, p = 0.00$.

Thakkar and Sheth (2014) observed in their study on communication patterns between adolescents and their parents that girls spend more time communicating with their parents compared to boys but the quality of communication with parents is rated as good by both boys and girls. Adolescents in general are comfortable discussing most issues with their parents except some socially taboo issues like smoking, drinking and physical intimacy. Youngsters are more comfortable in discussing about civic and political matters and about business more with fathers.

Enlightened Trust among Adolescents

Table 1 shows that enlightened trust at middle level is found among 68 per cent (f=272) intact and 52.3 per cent (f=209) disrupted adolescents; though 29.5 per cent (f=118) intact and 47 per cent (f=188) disrupted adolescents are undecided in it. In a similar way, 59.25 per cent (f=237) adolescent boys and 61 per cent (f=244) adolescent girls also have middle level of enlightened trust. However, 39.5 per cent (f=152) adolescent boys and 37 per cent (f=

148) adolescent girls are undecided about it. Correspondingly, 59.5 per cent (f= 238) rural adolescents and 60.75 per cent (f=243) urban adolescent girls too have middle level of enlightened trust. Moreover, 38 per cent (f=152) rural adolescents and 38.5 per cent (f=154) urban adolescents remain undecided on it. Therefore, 60.125 per cent (f=481) adolescents have middle level of enlightened trust; while 38.25 per cent (f=306) stay undecided on it. Highly significant differences are clear among intact and disrupted adolescents $\chi^2 (3,800) = 28.03, p=0.00$ concerning enlightened trust. Whereas, insignificant differences are evident among adolescent boys-girls $\chi^2 (3,800) = 1.12, p=0.77$ and rural-urban adolescents $\chi^2 (3,800) = 3.83, p=0.27$. Enlightened trust shows highly significant positive correlation between intact and disrupted adolescents girls $r (800) = 1.86, p = 0.00$. While negative insignificant correlation between adolescent boys and girls $r (800) = -0.024, p=0.504$ and positive insignificant correlation among rural and urban adolescents $r (800) = 0.004, p=0.916$.

Table 2 finds that enlightened trust of 67 per cent (f=134) intact rural and 69 per cent (f=138) intact urban adolescents at middle level, whereas 47.5 per cent (f=95) disrupted rural and 46.5 per cent (f=93) disrupted urban remain undecided on it, even though 52 per cent (f=104) disrupted rural and 52.5 per cent (f=105) disrupted urban adolescents have middle level of enlightened trust. With reference to enlightened trust insignificant differences are displayed among intact rural-urban adolescents $\chi^2 (3,400) = 6.59, p=0.08$ and disrupted rural-urban adolescents $\chi^2 (3,400) = 0.35, p=0.94$. Enlightened trust reveals positive insignificant correlation between intact rural and urban adolescents $r (400) = 0.51, p = 0.310$ and negative insignificant correlation among disrupted rural and urban adolescents $r (400) = -0.13, p = 0.802$.

Table 3 describes that enlightened trust at middle level is observed among 68.5 per cent (f=137) intact boys and 67.5 per cent (f=135) intact girls. However, 48.5 per cent (f=97) disrupted boys and 45.5 per cent (f=91) disrupted girls are undecided on it. Nevertheless, 50 per cent (f=100) disrupted boys and 54.5 per cent (f=109) disrupted girls also have middle level of enlightened trust. In connection to enlightened trust, insignificant differences are viewed among intact boys and girls $\chi^2 (3,400) = 3.75, p=0.28$ as well as disrupted boys and girls $\chi^2 (3,400) = 3.57, p=0.31$. Enlightened trust reveals negative insignificant correlation between intact boys-girls $r (400) = -0.43, p = 0.387$ and disrupted boys-girls $r (400) = -0.22, p=0.664$.

Flanagan and Gallay (2008) examined various dimensions of trust among adolescents and found that adolescents distinguish between various dimensions of trust but that there is very likely a disposition to trust underlying the moderate to strong correlations between the various dimensions of trust. Youth who are disposed to trust humanity or people in general (Social Trust) also tend to see the government and elected officials in a positive light and also endorse the fundamental fairness of the principles of the system.

Sense of Cooperation among Adolescents

Table 1 reveals that sense of cooperation at middle level is among 74.8 per cent (f=299) intact adolescents and 71.3 (f=285) disrupted adolescents. Majority of adolescent girls i.e.81.5 per cent (f=326) have middle level of sense of cooperation, while 64.5 per cent (f=258) adolescent boys who also have middle level of sense of cooperation. Similarly, majority of rural adolescents i.e.76.5 per cent (f=306) have middle level of sense of cooperation, while 69.5 per cent (f=278) urban adolescents also show sense of cooperation at middle status. Regarding sense of cooperation, highly significant differences are visible among intact-disrupted $\chi^2 (3,800) = 23.87, p=0.00$ and adolescent boys-girls $\chi^2 (3,800) = 40.83, p=0.00$. While insignificant difference are spotted among rural-urban adolescents $\chi^2 (3,800) = 6.98, p=0.072$. Sense of cooperation discovers highly significant positive correlation between intact and disrupted adolescents girls $r (800) = 1.63, p = 0.00$ and adolescent boys-girls $r (800) = 0.202, p=0.000$. While positive insignificant correlation among rural and urban adolescents $r (800) = 0.008, p=0.832$.

Table 2 depicts that middle level sense of cooperation is observed among 79 per cent (f=158) intact rural, 70.5 per cent (f=141) intact urban, 74 per cent (f=148) disrupted rural and 68.5 per cent (f=137) disrupted urban adolescents. With respect to sense of cooperation, significant differences are demonstrated among intact rural and urban adolescents $\chi^2 (3,400) = 9.08, p=0.02$. Insignificant differences are noticeable among disrupted rural and urban adolescents $\chi^2 (3,400) = 2.41, p=0.49$. Sense of cooperation discloses negative insignificant correlation between intact rural and urban adolescents $r (400) = -0.92, p = 0.066$ and positive insignificant correlation among disrupted rural and urban adolescents $r (400) = 0.77, p = 0.126$.

Table 3 illustrates that sense of cooperation among 66 per cent (f=132) intact boys and 63 per cent (f=126) disrupted boys is at middle level compared to 83.5 per cent (f=167) intact girls and 79.5 per cent (f=159) disrupted girls also show middle level of sense of cooperation. With respect to sense of cooperation, highly significant differences are found among intact boys and girls $\chi^2 (3,400) = 20.25, p=0.00$, along with disrupted boys and girls $\chi^2 (3,400) = 25.75, p=0.00$. Sense of cooperation shows negative significant correlation between intact boys and girls $r (400) = -1.40, p=0.005$ and highly significant negative correlation between disrupted boys and girls $r (400) = -2.53, p=0.00$.

Tsay and Brady (2010) explored the relationship between cooperative learning and academic performance and indicated that involvement in cooperative learning is a strong predictor of a adolescent's academic performance. Taking place through an individual's interaction with his or her environment and peers, learning in team is largely based on the idea that students learn through social contexts. Cooperative learning includes positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills and group processing.

Table 1: Interpersonal Adequacy among Adolescents

Interpersonal adequacy	Category (N=800)				Gender (N=800)				Dwelling (N=800)				All adolescents (n=800)	
	Intact adolescents (n=400)		Disrupted adolescents (n=400)		Adolescent boys (n=400)		Adolescent girls (n=400)		Rural adolescents (n=400)		Urban adolescents (n=400)			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Communication with others														
Mature	80	20.0	48	12.0	82	20.5	46	11.5	69	17.25	59	14.75	128	16.0
Middle	298	74.5	328	82.0	296	74.0	330	82.5	314	78.5	312	78.0	626	78.25
Undecided	22	5.5	24	6.0	22	5.5	24	6.0	17	4.25	29	7.25	46	5.75
Immature	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
χ^2	9.52, df=3, p=0.09				12.05, df=3, p=0.007				3.19, df=3, p=0.27					
r	0.96, p=0.007				-0.196, p=0.000				-0.052, p=0.139					
Enlightened trust														
Mature	10	2.5	3	.8	5	1.25	8	2.0	10	2.5	3	0.75	13	1.625
Middle	272	68.0	209	52.3	237	59.25	244	61.0	238	59.5	243	60.75	481	60.125
Undecided	118	29.5	188	47.0	158	39.5	148	37.0	152	38.0	154	38.5	306	38.25
Immature	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
χ^2	28.03, df=3, p=0.00				1.12, df=3, p=0.77				3.83, df=3, p=0.27					
r	1.86, p=0.00				-0.024, p=0.504				0.004, p=0.916					
Sense of cooperation														
Mature	40	10.0	14	3.5	25	6.25	29	7.25	19	4.75	35	8.75	54	6.75
Middle	299	74.8	285	71.3	258	64.5	326	81.5	306	76.5	278	69.5	584	73.0
Undecided	61	15.3	99	24.8	115	28.75	45	11.25	74	18.5	86	21.5	160	20.0
Immature	0	0.0	2	.5	2	0.5	0	0.0	1	0.125	1	0.125	2	0.25
χ^2	23.87, df=3, p=0.00				40.83, df=3, p=0.00				6.98, df=3, p=0.07					
r	1.63, p=0.00				0.202, p=0.000				0.008, p=0.832					

Based on field survey

df denotes degree of freedom

χ^2 denotes chi square

p denotes Pearson's and spearman's level of significance

r denotes spearman's correlation

Table 2 Interpersonal Adequacy among Adolescents as per Dwelling

Interpersonal Adequacy	Intact (n=400)				Disrupted (n=400)			
	Rural		Urban		Rural		Urban	
	F	%	F	%	F	%	F	%
Communication with others								
Mature	44	22.0	36	18.0	25	12.5	23	11.5
Middle	151	75.5	147	73.5	163	81.5	165	82.5
Undecided	5	2.5	17	8.5	12	6.0	12	6.0
Immature	0	0.0	0	0.0	0	0.0	0	0.0
χ^2	7.39, df=3, p=0.06				0.09, df=3, p=0.99			
r	0.98, p=0.051				0.12, p=0.808			
Enlightened trust								
Mature	9	4.5	1	.5	1	.5	2	1.0
Middle	134	67.0	138	69.0	104	52.0	105	52.5
Undecided	57	28.5	61	30.5	95	47.5	93	46.5
Immature	0	0.0	0	0.0	0	0.0	0	0.0
χ^2	6.59, df=3, p=0.08				0.35, df=3, p=0.94			
r	0.51, p=0.310				-0.13, p=0.802			
Sense of cooperation								
Mature	11	5.5	29	14.5	8	4.0	6	3.0
Middle	158	79.0	141	70.5	148	74.0	137	68.5
Undecided	31	15.5	30	15.0	43	21.5	56	28.0
Immature	0	0.0	0	0.0	1	.5	1	.5
χ^2	9.08, df=3, p=0.02				2.41, df=3, p=0.49			
r	-0.92, p=0.066				0.77, p=0.126			

Based on field survey

df denotes degree of freedom

χ^2 denotes chi square

p denotes Pearson's and spearman's level of significance

r denotes spearman's correlation

Table 3 Interpersonal Adequacy among Adolescents as per Gender

Interpersonal Adequacy	Intact (n=400)				Disrupted (n=400)			
	Boys		Girls		Boys		Girls	
	F	%	F	%	F	%	F	%
Communication with others								
Mature	41	20.5	39	19.5	41	20.5	7	3.5
Middle	147	73.5	151	75.5	149	74.5	179	89.5
Undecided	12	6	10	5	10	5	14	7
Immature	0	0	0	0	0	0	0	0
χ^2	0.28, df=3, p=0.96				27.49, df=3, p=0.00			
r	0.02, p=0.974				2.30, p=0.00			
Enlightened trust								
Mature	2	1	8	4	3	1.5	0	0
Middle	137	68.5	135	67.5	100	50	109	54.5
Undecided	61	30.5	57	28.5	97	48.5	91	45.5
Immature	0	0	0	0	0	0	0	0
χ^2	3.75, df=3, p=0.28				3.57, df=3, p=0.31			
r	-0.43, p=0.387				-0.22, p=0.664			
Sense of cooperation								
Mature	22	11	18	9	3	1.5	11	5.5
Middle	132	66	167	83.5	126	63	159	79.5
Undecided	46	23	15	7.5	69	34.5	30	15
Immature	0	0	0	0	2	1	0	0
χ^2	20.25, df=3, p=0.00				25.75, df=3, p=0.00			
r	-1.40, p=0.005				-2.53, p=0.00			

Based on field survey

df denotes degree of freedom

χ^2 denotes chi square

p denotes Pearson's and spearman's level of significance

r denotes spearman's correlation

6. CONCLUSION

Intact and disrupted adolescent boys and girls from rural and urban areas have middle rank of interpersonal adequacy. Armed conflict has moderate impact on interpersonal adequacy of adolescents and such moderate impact is found on their communication, enlightened trust and sense of cooperation.

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