

**IMPACT OF EXPOSURE TO VIOLENT CONFLICT ON
ADJUSTMENT, ACHIEVEMENT MOTIVATION, AND
ACADEMIC PERFORMANCE OF STUDENTS IN
KASHMIR**

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

in

Psychology

By

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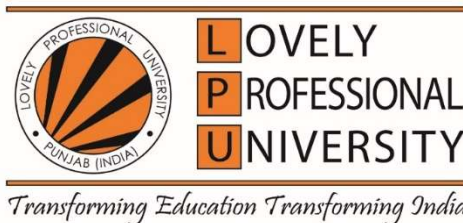
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2024

DECLARATION

I, hereby declare that the presented work in the thesis entitled “**Impact of Exposure to Violent Conflict on Adjustment, Achievement Motivation and Academic Performance of Students in Kashmir**” in fulfilment of the degree of **Doctor of Philosophy (Ph. D.)** is the outcome of research work carried out by me under the supervision of **Dr. Zahoor Ahmad Lone**, working as **Assistant Professor, in the Department of Psychology / School of Humanities (Social Sciences & Languages)** of Lovely Professional University, Punjab, India. In keeping with the general practice of reporting scientific observations, due acknowledgments have been made wherever the work described here has been based on the findings of other investigators. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

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CERTIFICATE

This is to certify that the work reported in the Ph.D. thesis entitled “**Impact of Exposure to Violent Conflict On Adjustment, Achievement Motivation And Academic Performance of Students in Kashmir**” submitted in fulfillment of the requirement for the reward of the degree of **Doctor of Philosophy (Ph.D.) in Psychology/ School of Humanities (Social Sciences and Languages)**, is a research work carried out by **Aijaz Ahmad Bhat**, Registration No. **41500165**, is bonafide record of his original work carried out under my supervision and no part of thesis has been submitted for any other degree, diploma or equivalent course.

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University: Lovely Professional University, Punjab, India



DEDICATION

This thesis is dedicated
to My Dearest Mother,
My Beloved Wife
And
Our Lovely Daughter's
(Sarah Aijaz & Soha Aijaz)

ABSTRACT

The purpose of this research was to examine how higher secondary school students in Kashmir fared in terms of adjustment, achievement motivation, and academic performance after being exposed to violent conflict events, socioeconomic status, and the frequency with which they used social media sites and applications. In the first place, researchers in Kashmir attempted to assess and describe the adjustment, achievement motivation, and academic performance of higher secondary school students of Kashmir exposed to violent conflict. Second, this research aimed to see the interrelationships among the scores on adjustment, achievement motivation, and academic performance of higher secondary school students who had been exposed to violent conflict. Third, the effects of violent conflict on Kashmiri Hr. Sec. School pupils' adjustment, achievement motivation, and academic performance were looked into by the researchers. Finally, the impact of demographic characteristics (such as socioeconomic status and the number of social media sites or apps utilized) on Hr. Sec. School students' levels of adjustment, motivation, and academic performance in the wake of exposure to the Kashmir conflict were investigated. Using a cross-sectional correlational methodology and survey research, this quantitative study (a) describes and examines intercorrelations between adjustment, achievement motivation, and academic performance; and (b) investigates the impact of exposure to violent conflict, socioeconomic status, and the number of social media sites & apps used on adjustment, achievement motivation and academic performance. The sample consisted of 503 school-going adolescents selected purposively in the age range of 15 to 17 years old who had been directly affected by conflict or armed violence. This study analysed the after-the-fact effects of exposure to violent conflict on participants' adjustment, achievement motivation, and academic performance. Participants filled out the following checklists and psychological measures: Socio-demographic schedule, Socio-economic status scale, Exposure to violent conflict checklist, Adjustment inventory for school students, Achievement motivation scale, and an indicator for academic performance. Participation was completely optional and anonymous. Preliminary analyses (data screening and descriptive statistics of demographic and study factors), correlation coefficients between endogenous and exogenous variables, and others were performed on the data in order to evaluate the hypotheses.

Path analysis based on SEM was used to investigate how factors like exposure to violent conflict and socio-economic status affected students' adjustment, achievement motivation, and academic performance. To determine the mediator's role of adjustment and achievement motivation in influencing the link between exposure to violent conflict and academic performance, a path analysis mediation model based on SEM was used to perform analysis and specific indirect effects were estimated (MacKinnon, 2008). The model was evaluated via IBM SPSS Amos 23.

According to the results, participants' exposure to the violent conflict was greatest at age 17 ($M=8.15$; $SD=3.78$), followed by those at age 16 ($M=7.19$; $SD=3.53$), and finally those at age 15 ($M=6.80$; $SD=3.21$). Analysis of the data found that the most prevalent violent conflict related events reported by participants were being placed under curfew for an extended period (90.66%), seeing a family member being humiliated (42.54%), witnessing media portrayals of conflict (40.95%), and seeing live protests (38.97%). The results of a bivariate correlation showed that achievement motivation was found negatively correlated with adjustment ($r= -.82$, $p<.01$). Positive correlation was found between achievement motivation and academic performance ($r=.44$, $p<.01$). There was a negative correlation between academic performance and overall adjustment ($r= -.43$, $p<.01$).

The path analysis model used in this investigation was able to account for 33% of the variance of academic performance in Hr. secondary school students of Kashmir. Exposure to violent conflict and adjustment negatively affect academic performance. Furthermore, achievement motivation positively affects academic performance in Kashmir's Hr. Sec. school students. Both 69% of the variance in achievement motivation and 53% of the variance in adjustment were explained by the model. Students' drive to succeed in school was most strongly predicted by the direct and indirect impacts of exposure to violent conflict, as well as the direct effects of adjustment. Direct impacts of exposure to violent conflict contributed to the deterioration of adjustment in higher secondary students in Kashmir.

Finally, a path analysis mediation model based on SEM was utilized to perform analysis and specific indirect effects were calculated. The partial mediation model showed that higher levels of exposure to violent conflict predicted higher adjustment problems ($\gamma = 0.73$, $p < .001$), lower achievement motivation levels ($\gamma = - 0.16$, $p < .001$) and positively predicted academic performance ($\gamma = 0.25$, $p < .001$). As expected, higher adjustment problems predicted lower achievement motivation levels ($\gamma = - 0.71$,

$p < .001$) and lower academic performance ($\gamma = -0.27, p < .001$). Higher achievement motivation predicted higher levels of academic performance ($\gamma = 0.21, p = .002$). Finally, higher socio-economic status predicted higher levels of academic performance ($\gamma = 0.21, p = .002$). Further, the relationship between exposure to violent conflict and academic performance was partially mediated by adjustment problems. In addition to this the relationship between exposure to violent conflict and academic performance was also partially mediated by achievement motivation. The outcome of serial mediation analysis revealed that the relationship between exposure to violent conflict and academic performance was jointly partially mediated by adjustment problems and achievement motivation. Testing the relation between exposure to violent conflict and achievement motivation, the results of mediation analysis revealed that this relationship was partially mediated by adjustment problems. Lastly, the relationship between adjustment problems and academic performance was partially mediated by achievement motivation.

Lastly, an overall hypothesis-based discussion of the results was presented in order to confirm or reject the initial hypotheses. All four null-hypothesis were rejected. The results of the current path analysis model indicated that all predictors of academic performance accounted for 33% of variance. Specifically, the path model showed that higher adjustment problems predicted lower academic performance; achievement motivation positively predicted academic performance; adjustment problems negatively predicted achievement motivation; exposure to violent conflict positively predicted academic performance; exposure to violent conflict positively predicted adjustment problems; exposure to violent conflict events negatively predicted achievement motivation. The effect of socio-economic status on academic performance was direct and with a positive path weight.

The current mediation model predicted that unsatisfactory adjustment levels exacerbated academic performance and achievement motivation in students. Further, the current mediation model also predicted higher achievement motivation levels were protective factors for higher academic performance. Lastly, unsatisfactory adjustment levels amplified the link between exposure to violent conflict events and achievement motivation. In addition, the link between exposure to violent conflict and academic performance was serially mediated by adjustment and achievement motivation. Indicating that unsatisfactory adjustment levels further exacerbate the impact of exposure to violent conflict on academic performance, while as achievement

motivation acts to mitigate the negative impact of exposure to violent conflict on academic performance. The results are interpreted and discussed in the light of theoretical models and frameworks.

Keywords: Kashmir conflict, Exposure to violent conflict, Adjustment, Achievement motivation and Academic performance

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All Praise be to Almighty Allah, the Creator and Lord of the whole Universe, who has rewarded me with strength and patience to pass through all odds and complete this work.

The theoretical and practical importance of discovering the elements that influence adolescents' academic achievement is significant, because in the Indian education system, it is still one of the most significant indicators of a student's academic performance. The current study will be very helpful to educators, school psychologists, parents, researchers in the field of education, and other relevant agencies in identifying certain key traits that can help young students achieve academic greatness. Understanding the role of exposure to violent conflict in levels of adjustment (in the educational, social, and personal domains), achievement motivation and academic performance will assist in better planning, appropriate designing, and executing the updated curriculum and pedagogical innovations at both levels, i.e., within and outside the classroom. Studies are limited which can specifically talk about the impact of violent conflict on the specified variables of adjustment, achievement motivation and academic performance of students in the Kashmir context. Thus, in this study an attempt was made to investigate the impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance in adolescents reared under conflict ridden zone. The importance of comprehending the reciprocal influences between people's development and their immediate environmental surroundings is emphasized by the bioecological framework for human development (U. Bronfenbrenner, 1992; Urie Bronfenbrenner, 1999). Theoretical propositions also predicted that the interaction of an individual in disadvantaged environments on regular basis over extended periods of time resulting in an outcome called "developmental dysfunction" (U. Bronfenbrenner & Morris, 2006).

Over a period of one-year researchers have found the role of the actual environment in changing psychological adjustment and results indicated that the active changes in supportive environment positively predicted perceptions of autonomy, self-determined motivation, changes in psychological adjustment (Philippe & Vallerand, 2008). Research also indicated that socio-economic status significantly predicted academic achievement as revealed in a recent meta-analytic review (Sirin, 2005).

In the completion of this dissertation, there are countless debts incurred, that can never be adequately repaid, yet the most appropriate thing is to acknowledge. First and foremost, I would like to thank **Dr. Zahoor Ahmad Lone**, under whose supervision and guidance, I could complete this work. His guidance, supervision & freedom of work were primarily responsible for this accomplishment.

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CHAPTER- 1

INTRODUCTION

1.1 Overview

Wars and conflicts between different countries, cultures, religions, and kingdoms can be found throughout history. People all across the world are subjected to various disasters and distressing experiences due to the pervasive violence and instability that characterize every conflict. Confrontations are a common feature of long-lasting intergroup disagreements, which can have devastating effects on the individuals caught in the middle (Bar-Tal, 2004). The current study attempts to gauge the effects of violent conflict in the Kashmir region on adjustment, achievement motivation, and academic performance among the exposed higher secondary school students in Kashmir. Since 1947, when the Indian subcontinent was divided into India and Pakistan, Kashmir has been the most controversial territory (Ganguly, 1997). Over the past three decades, the ongoing armed conflict has pushed Kashmiris into a cycle of violence and resultant trauma. It has been reported that psychopathologies are at elevated rates in populations residing in such conflict-ridden places (R. M. Bhat & Rangaiah, 2015a; Dar & Deb, 2020d; Margoob et al., 2006; Wani & Margoob, 2006) and since then, the people of Kashmir have endured several traumatic events, such as shootings and explosions, the deaths or injuries of close relatives, abuse, forced labor, kidnapping, torture, beatings, detentions, and other types of routine harassment (Dar, 2011; de Jong, Ford, et al., 2008; de Jong, van de Kam, et al., 2008)

Intergroup conflict is inevitable due to human nature's inherent complexity, but it can have far-reaching consequences that endanger individuals and society in many ways like, psychological, social, economic, and environmental challenges to the integrity of individual and public life (Pedersen, 2006). Exposure to violent conflict disrupts an individual's basic sense of security (Das, 2007), and throttles his or her psychological integrity (Giacaman et al., 2007; Punamäki et al., 2002). Despite this perceived trauma, the central part of the recent research has focussed on conflict exposure and its possible consequences for psychological health-related outcomes of the individuals exposed to such violent conflicts (Palmieri et al., 2010).

1.2 Genesis of Kashmir Conflict

Kashmir, also known as Kashmir administered by India, is covered by high ranges of the Himalayan Mountains and is one of the most beautiful places in the world. The Mughals considered it "the heaven on Earth" because of its breathtaking landscape, which includes snow-capped mountains, green meadows, rivers that flow down into valleys, forests, and beautiful lakes. A famous book written on the history of Kashmir called the *Rajatarangini* (Chronicle of Kings), was written in the 12th century by the poet Kalhana.

Kashmir, known for its beautiful landscape, is one of the most likely areas on Earth to suffer a sudden outbreak of catastrophic conflict (Scobell, 2001). There was fighting between Pakistan and India and China and Tibet over Kashmir after India was partitioned in 1947 (Ganguly, 1997). Kashmir is still divided into three parts, with India, Pakistan, and China each occupying one. The British controlled 565 princely states in India and the rulers of these states were urged to choose between Pakistan and India at the time of partition. Each independent princely state eventually allied with either Pakistan or India, however, Kashmir stood out from the other princely states because of its proximity to both India and Pakistan and its Muslim majority within a Hindu monarchy (Schofield, 2000). For ideological and geostrategic grounds, both parties laid claim to it. India and Pakistan have been on the verge of nuclear war three times over the course of their history.

Thousands of people were killed and countless more were injured; several were mentally or physically disabled because of the deadly fighting between security forces and armed insurgents. Civilians were caught in the crossfire of India's counterinsurgency campaign, creating a tense and terrifying environment for everyone involved. Recent studies reveal that the people of Kashmir continue to be targeted by security forces and terrorists, resulting in horrific levels of violence, injury, and death. Poor mental health and traumatic stress reactions are commonplace, and there is cause for concern (Dar, 2011; Kashani et al., 2003; Wani & Margoob, 2006; Yaswi & Haque, 2008). The students demonstrated the serious impact of the violence portrayed in their paintings, writings, and conversations (Kashani et al., 2003). Recent reports and surveys by NGOs in Kashmir make it evident that young people have been disproportionately affected by the violence there. They make up most dead and missing and of arrests, beatings, detentions, rapes, and other forms of everyday harassment (R.

M. Bhat & Rangaiah, 2015b; F. A. Dar, 2011). Continual violence due to conflicts "exact a major toll on the mental well-being of communities," a study has found (de Jong, Ford, et al., 2008).

However, studies addressing the impact of prolonged or ongoing conflict on civilian mental health are limited in number compared to post-conflict studies. Furthermore, mainly there is preliminary research from Kashmir, a region with a long history of more than three decades, and still, the conflict is going on. The Kashmir conflict has created widespread mental health problems in the civilian population due to exposure to multiple traumatic events associated with the armed conflict. The present study would provide evidence for mental health professionals to help understand the impact of ongoing conflict on civilian mental health. In addition, it is imperative to understand the effects of ongoing conflict and its toll on the mental health of individuals to devise treatment and intervention programs for the affected populations.

1.3 Violent Conflict and its Prevalence in Kashmir

The partition of India in 1947 is the genesis of the ongoing conflict in Kashmir (Ganguly, 1997). Conflict-related fatalities were rare and precautions were taken in Kashmir until 1988. Starting in 1988, when Kashmiri militants began an insurgent movement to free Kashmir from Indian domination, the state of Jammu & Kashmir has been mired in a perpetual cycle of violent conflict that has cost countless precious lives (de Jong, Ford, et al., 2008; de Jong, van de Kam, et al., 2008). A confrontation between armed groups and Indian troops has the potential to erupt at any time in Kashmir, according to the available research, plunging the populace into a never-ending cycle of bloodshed, suffering, and death. (Bhat, R. M., & Rangaiah, 2015a; Dar, A. A. & Deb, 2020d).

Over 100,000 individuals have been killed in the 30 years of armed conflict in Kashmir (S. A. Bhat, 2019), while another 10,000 have been forcibly abducted (Bhat, S. A. 2019; Dar, A. A., & Deb, S. 2020a; Mathur, 2016). More than 7,000 unidentified burials have also been found in Kashmir. In addition, 586 people, including 267 militants, 160 civilians, and 159 military and police personnel lost their lives in 2018 (Bhat, S. A. 2019; Dar, A. A., & Deb, S. 2020b). When it comes to violence, no one in Kashmir is immune. The deployment of teargas shells and pellets, as well as gunfire, roundup raids, torture, humiliation, forced labour, prolonged curfew, explosions,

deaths, sexual violence, maltreatment, kidnapping, and more are all documented traumatic occurrences (Bhat, R. M., & Rangaiah, S. 2015a; Bhat, T. A., et al. 2017; Ahmad Dar, A., & Deb, S. 2020b; Dar, F. A. 2011; Deol, S., & Ganai, S. 2018; Kaul, A. 2018; Mathur, P. 2016).

1.3.1 Definition of Violent Conflict

When two or more parties use physical force to settle conflicting claims or interests, it is considered as violent dispute. Even if a violent conflict might simply involve non-state actors, the phrase is frequently used to refer to conflicts involving at least one government. It can apply to many different types of violence, such as terrorism, riots, strikes, militaristic conflicts, and wars between different ethnic groups or states.

Violent conflict in the context of Kashmir has been reported since the inception of insurgency movement in Kashmir (Ganguly, 1997). Since the beginning of insurgency movement, violent clashes between Indian army and militants are regularly happening in Kashmir (Dar, A. A., & Deb, S. 2020c). Crossfire, round-up raids, torture, humiliation, forced labour, protracted curfew, explosions, deaths, sexual violence, maltreatment, kidnapping, and the use of teargas shells and pellets are among the traumatic occurrences documented (R. M. Bhat & Rangaiah, 2015a; T. A. Bhat et al., 2017; Aehsan Ahmad Dar & Deb, 2020b; F. A. Dar, 2011; Deol & Ganai, 2018; Kaul, 2018; Mathur, 2016). Thus any face-to-face or direct confrontation between Kashmiri militants and Indian army that involves the use of conventional or modern weapons is included in the categorization of violent conflict (Khan & Majumdar, 2017).

1.3.2 Exposure to violent conflict in Kashmir

An elevated degree of violence is currently prevalent in the Kashmir region and the inhabitants of the region are the primary victims of such a vicious cycle of forced armed violence (Aehsan Ahmad Dar & Deb, 2020d). On a routine basis, common inhabitants in Kashmir are exposed to numerous traumatic events which include torture, humiliation, spending long hours under enforced curfew, the killing of loved ones, witnessing firing or explosion, and numerous other unpleasant experiences (R. M. Bhat & Rangaiah, 2015a; Aehsan Ahmad Dar & Deb, 2020a). There are also frequent lockdowns, arrests, disappearances and custodial killings, etc. (R. M. Bhat & Rangaiah, 2015a; Aehsan Ahmad Dar & Deb, 2020c).

1.4 Adjustment

From psychological perspective, adjustment refers to an individual's ability to adapt and cope with the ever-changing circumstances and challenges encountered in life. It involves modifying one's thoughts, emotions, and behaviours to achieve a harmonious balance between their internal world and the external environment.

Adjustment is the process of changing one's behaviour to achieve harmony with one's surroundings. General tendency of people describing an "adjustment period", means that they are going through an ongoing process of change, and are searching for some level of balance or acceptance with the environment. There is much similarity between adjustment at a physiological, social and cultural level. People try to be comfortable in their immediate surroundings and thrive to maintain an equilibrium among their physiological, social, and psychological needs. In Psychological literature, adjustment is conceptualised as a behavioural process which helps both, humans and animals to maintain equilibrium among their biological, psychological and social needs and between obstacles faced in the environment. The process of adjustment is initiated with the emergence of need and set off when it is satisfied. For example, people in hunger satisfy their need for food and thereby adjust with that.

1.4.1 Definition of Adjustment

According to Weiten, Dunn, and Elizabeth Yost Hammer (2015), "adjustment refers to the psychological processes through which people manage or cope with the demands and challenges of everyday life" (pp. 10). The word 'adjustment' has roots in the Latin word "adjure" meaning "to bring or make right". Because human lives are dynamic, adapting to them or making them appropriate is an ongoing process. Adjustment is basically conceptualized as a behavioural process through which a person maintains balance among various needs that one encounters at a given point of time (Reynolds & Miller, 2003). Everyday life situations call for optimum performance according to predetermined criteria, and the actor must be able to strike a balance between competing needs and wants. Adjustment, in the context of psychology, is the act of making behavioural modifications in order to achieve or sustain a condition of equilibrium between an individual and his or her environment.

Adjustment has been studied in psychology from two perspectives: as an outcome and as a procedure. An adjusted person is one who is able to achieve what is

expected of him or her and enjoys doing it. This involves determining how much tweaking of fixed parameters is needed. Further, psychologists have been investigating adjustment as an ongoing process. This entails examination of the interaction; an individual has with his or her external environment. If there is a harmonious relationship between an individual and his or her environment and it signals that adjustment is achieved in accordance with the societal norms, and the behaviour of an individual under consideration could be considered within the normal range. Gross deviation from the standard criteria warrants thorough investigation and needed intervention. Such gross deviation from normality is termed as maladjustment, and after thorough clinical investigation, such behaviour can be classified as abnormal behaviour. The idea behind adjustment is that things are continually changing and are very dynamic. These modifications could take place both within us and in the environment.

1.4.2 Adjustment Process

Adjustment involves basic four processes: (a) a motive or need in the shape of robust and persistent stimulus, (b) unfulfillment of this current motive, (c) behavioural patterns initiated by the individual, (d) execution of goal-directed behaviour by the individual to fulfil the need and adjustment process is complete (Moritsugu et al., 2017). Adjustment level is determined by an individual's effectiveness in meeting the environmental demands of the context as well as stress levels created by these demands. From the process view, adjustment is a reflective adaptation of an individual to his or her changing environmental conditions.

1.4.3 Domains of Adjustment

There is always room for adjustment in different spheres of life. The term "area of adjustment" is used to describe the process of adjusting to a new or particular domain requiring accommodation. The three prominent domains or areas of adjustment are emotional, social, and educational adjustment. First, *emotional adjustment* is the process of keeping one's emotional equilibrium even when facing both internal and external sources of stress. One's emotional state is crucial to their ability to adapt to new circumstances. Expressing one's feelings in a healthy, appropriate manner is a sign of emotional maturity. A healthy emotional growth and the appropriate training in expressing emotions are prerequisites. Acceptance and adaptability are two cognitive processes that help with emotional adjustment. Emotional regulation and the

development of new coping mechanisms in the face of a crisis are two examples of the executive processes that are fundamental to the process of emotional adjustment. Second, *social adjustment* is a mechanism through which an individual copes with the standards and demands posed by society in order to be socially accepted (Romera et al., 2016). It is a mental operation, to put it simply. The term "social adjustment" is used here to describe how well an individual interacts with others and adjusts to their local social environment (Crick & Dodge, 1994). It involves adjusting to a different norm or set of values. A person's social maturation and capacity for environmental adaptation are reliable indicators of his level of adjustment. Critical processes of social adjustment include the cultivation of admirable character traits. In addition, one must be sociable enough to feel a sense of responsibility and obligation toward one's neighbours, friends, family, and country in order to live in peace with them. Third, *educational adjustment* refers to the degree of interest in the study and school (Hamidi & Hosseini, 2010). Adjustments in the classroom include things like paying more attention in lectures, completing all assigned reading and writing tasks, organizing one's time more efficiently, and so on. Research shows that factors such as motivation, mental capacity, overall family condition, the educational system in place, one's personal abilities, and social and cultural factors all play a role in educational adjustment, in addition to psychological factors. There appears to be a considerable relationship between pupils' social and personal adjustment and their academic adjustment (Hartos & Power, 2000).

Students in their late teens and early 20s are in a phase of transition from childhood to adulthood. This era of change is typical within the scope of individual life experiences. Students may find it difficult to adjust to the new school because of the many ways it differs from their old one: in terms of physical layout, class schedules, teacher expectations, and student behaviours, such as self-regulation, appropriate pacing, focus, verbal and numeric fluency, and attention to deadlines (Moritsugu et al., 2017). Only a subset of pupils will thrive in these altered classroom environments. There are a number of factors that contribute to one's level of success or failure, including available resources, one's personality and intelligence as well as one's interpersonal, self-regulatory, task-completing, studying, and collaborating abilities as well as one's interest in a particular career path (Camara et al., 2015; Moritsugu et al., 2017; Romera et al., 2016)

1.4.4 Determining Adjustments in Individuals

An adjustment has to do with coping in daily life and maintain an equilibrium in the face of distraction. Characteristics of a well-adjusted person figure in daily life need to ascertain. There are several ways to determine the individual's level of adjustment. Psychological literature has provided many models to examine the determination of adjustment in individuals (Moritsugu et al., 2017).

1.4.4.1 Goodness of Fit

The dictionary meaning of the word adjust is to "arrange, compose or harmonize; adapt oneself or get used to changed circumstance". A given situation commands appropriate and likely behaviour. For example, living in winters in Kashmir demand wearing a warm set of clothing which is contrary to the settings like, Dubai or Sharjah having altogether a different climate.

Humans are creatures of their environs and must change to suit the conditions there. These environmental factors could be social, like societal norms and expectations, or physical, like the weather. Just as the appropriateness of an item of clothing might change depending on the season, so too can the appropriateness of a social behaviour change depending on the situation. Individuals at the college or university level may engage in practices such as note sharing, eating lunch with professors, discussing course material during office hours, volunteering answers, and initiating new lines of inquiry during lectures. It's possible that civilizations have different norms for how much credit to give for studying. Goodness of fit refers to how well an individual's behaviours mesh with their social and cultural surroundings (Moritsugu et al., 2017). The term "goodness of fit" refers to the degree to which an organism's abilities, traits, and behavioural patterns are congruent with the requisites of its environment. Optimal development in a forward-looking direction is attainable when an organism and its environment are in harmony with one another (Chess & Thomas, 1999). This idea proposes that an individual's unique situation and character go a long way towards determining the specific routes to success. An ecological perspective on adjustment considers how well a person fits into their environment. When taking an ecological perspective, it's important to consider not only the organism itself, but also its larger social and ecological setting (Urie Bronfenbrenner, 1999; Urie Bronfenbrenner & Ceci, 1993). Personality, the course of one's growth, and the expression of one's genetic predispositions can all be influenced by one's environment,

according to studies (Chess & Thomas, 1999; Lerner et al., 2011). Understanding adjustment and the processes involved requires an appreciation of the work an individual puts in to establish a good fit between themselves and their environment.

1.4.4.2 Lack of Problems

When a person is healthy and free of problems, it is thought that they have made the necessary adjustments. The lack of problems is evidence of a high degree of command or control over the surrounding environment. The absence of mental disease symptoms seems to be an excellent method to characterize the adjustment process, given psychology's traditional focus on examining the pathologies and issues widespread in human lives (Seligman & Csikszentmihalyi, 2014).

However, there is a peak age when psychopathology is most prone to emerge. At least 50% of all cases begin by age 14, and three fourths by age 24 (Kessler et al., 2005, p. 593). Mid-20s is the typical age for the onset of depression, while 30 is the median for GAD (Kessler et al., 2005). Multiple factors influence the existence or non-existence of problems (Moritsugu et al., 2017; Weiten et al., 2015). Recent studies suggest that psychopathology results from interactions between the environment and genes (Sue et al., 2016), and there is also strong evidence that social variables contribute to the development of psychopathology (Hames et al., 2013). Some argue that this method of adjusting to life's changes is flawed because it fails to take into account the good aspects of the human experience and the opportunity for progress (Seligman & Csikszentmihalyi, 2014). Human adaptation involves more than just the absence of disease and problems. However, there is more to life than just evading difficulties, and this has not been the focus of traditional psychological inquiry (Seligman & Csikszentmihalyi, 2014).

1.4.4.3 Positive Life Experiences

Positivity can be found in a variety of situations, such as when one is in the company of people, when one completes a difficult task, or when one discovers a solution to a problem. Traditionally, Psychology has focused on psychopathology, and in 1958, positive mental health received an impetus (Jahoda, 1958; Seligman & Csikszentmihalyi, 2014). After surveying the psychological literature, Jahoda (1958) proposed several different ways of positive mental health and well-being. Accurate and compassionate view of reality; expertise in love, work, and play; equilibrium; self-regulation abilities; and a serious commitment to one's own living, development, and

self-actualization were also mentioned. A generation later, Cowen (1994) echoed Jahoda's call for health-promoting practices to foster resilient mental health (1958). To be more specific, Cowen has outlined several routes to psychological well-being. Pathways include healthy relationships with others, opportunities to learn new skills, preparation for adult roles, and coping mechanisms.

Masten and Tellegen (2012) analysed decades of research on communities that foster professional development. Positive, encouraging, caring, and savvy are words often used to describe people in such groups. In these societies, restraint and wise decision-making are taught and encouraged. Optimism and the development of a feeling of purpose in life are also encouraged in these settings. The goal is to improve one's skill level to the point that they can successfully navigate the challenges of their age and environment (Masten & Tellegen, 2012). A capable person is able to adapt to new situations and learn their way around unfamiliar environments. From this vantage point, adjustment could be understood as the cultivation of different desirable human traits, such as happiness, resilience, self-esteem, emotional intelligence, creativity, optimism, empathy, and so on (Moritsugu et al., 2017).

1.4.4.3 Mind-Body Health

Numerous studies have established a causal link between emotional and physiological health. Another means of providing a comprehensive definition of adjustment is through the incorporation of mind and body (Moritsugu et al., 2017). There are clear connections between the physical and the mental, as shown by medical and psychological studies. Walter Cannon's research on stress from the 1800s shows the importance of environment in shaping a person's physical reaction (Taylor, 2015). Also, the general adaptation syndrome is a way of talking about the way your body reacts to stress (Taylor, 2015). This cascade makes the body increasingly vulnerable to exhaustion and illness if the stressor isn't dealt with.

Recent studies have shown an association between childhood stress and the development of chronic inflammation in adulthood (Fagundes & Way, 2014). Heart disease, diabetes, arthritis, and maybe some malignancies are all linked to this susceptibility (Ershler & Keller, 2000). Stress and its effects on the body provide another example of the mind-body connection (Taylor, 2015). There is mounting

evidence that chronic stress compromise's human immune function (Fagundes & Way, 2014) and impairs cell proliferation (Weiten et al., 2015).

Adjustment is dictated by our way to deal with the continuously changing environment (Weiten et al., 2015). It can be measured in several ways, including a person's physical and mental health, their level of satisfaction with their lives, and how well they fit into their surroundings (Moritsugu et al., 2017).

1.4.5 School Adjustment

A well-rounded academic and social life is necessary for a child to thrive in school. The child is expected to reach certain developmental milestones, including subject mastery, the development of efficient learning strategies, the maintenance and cultivation of interpersonal relationships, the cultivation of social identities and a sense of belonging, the ability to observe and imitate the performance standards displayed by others as a model, and the demonstration of behaviour that is admired by adults and peers alike (Reynolds & Miller, 2003). Children who thrive in these extracurricular activities also tend to excel in the classroom. These social engagements fluctuate as a function of a child's mental age or exposure to the type of subject. These types of cooperative behaviour can help foster an atmosphere conducive to learning and intellectual growth in the classroom. Similarly, nurturing and nurturing connections with educators and peers can promote the growth of students' intellectual competencies (Reynolds & Miller, 2003).

Adjustment at school encompasses any measurable academic outcome. Traditional definitions of student success in school emphasise both the absence of problematic behaviours (such as inattention, aggression, or disruptiveness) and the existence of positive competencies (e.g., compliant, cooperative, or self-regulated behaviour). The formal models now available in the literature do not adequately describe the components of a good school adjustment or how it grows and is supported in the classroom (Reynolds & Miller, 2003). To define the academic shift towards holistic understanding, the ecological method was supported and endorsed (Reynolds & Miller, 2003). According to this theory, a student is considered to have successfully adjusted to school if he or she has achieved both the goals that lead to social integration and the goals that lead to beneficial developmental outcomes. Desired outcomes that promote the horizontal functioning of the social group are examples of socially

integrative goals. Achieving these kinds of goals also increases one's level of peer endorsement and social acceptance. Furthermore, self-related goals facilitate the achievement of personal competence, feelings of self-determination, and feelings of social and emotional well-being (Ford, 1992).

Bronfenbrenner (1992) and Ford (1992) argue that if certain conditions are provided, children will be competent and well-adjusted in the classroom. To begin with, students need to be intelligent in order to achieve the goals that are important to them and that are also respected by their instructors and classmates. Second, they should act in a way that has the support of the group. Third, success must be done in a way that paves the way for additional benefits, such as a revitalised interest in school and a more positive view of one's own abilities. Last but not least, students need the guidance and assistance of their teachers to achieve these objectives in the classroom. Social motivation, behavioural competence, and positive interactions with both teachers and peers have been identified as crucial elements of a successful school adjustment (Reynolds & Miller, 2003). When people are socially motivated, they are driven to act in a specific manner in order to achieve predetermined group goals that are contextually relevant. Competence in behaviour is the ability to act in a socially acceptable and accountable manner. The last part of adjusting to school is making friends and getting along positively with teachers and classmates (Reynolds & Miller, 2003).

1.5. Achievement Motivation

Achievement motivation in general refers to the concern, that a person has for succeeding, performing well, fulfilling commitments, getting past challenges, and feeling exceptional. It includes the stimulation and guidance of behaviour relevant to competence, encouraging individuals to work toward competence and away from incompetence in a variety of spheres of life. Achievement-motivated people have a strong drive to succeed, outperform others, and meet high expectations. Achieving a goal, perfecting a skill, or surpassing prior attempts are all examples of accomplishments that motivate people. These accomplishments are crucial to human behaviour and success.

In the academic world, achievement motivation is also known as achievement competence. Affective reference to graded performance wherein comparison to a standard of excellence was central is what is meant by the term "achievement

motivation" (McClelland et al., 1953). Intentional actions are seen as the archetypes of all acts of will. Theorists generally divide every given goal-oriented behaviour into three distinct stages. The first is a process of getting motivated, which might be instantaneous or involve a long-term internal conflict. The second step is reaching a decision, making up one's mind to put an end to the conflict. The final, climactic step is intentional action and can happen right away or after a brief or lengthy delay, but it is always purposeful (Reynolds & Miller, 2003). As a result, we may say that achievement motivation is the drive to improve or maintain one's talents in all endeavours to which one assigns value and for which one receives positive or negative feedback based on one's performance (Heckhausen, 1977).

Motivation to engage in achievement-related behaviours is influenced by a number of elements, including the importance of the goal itself, the probability of success, and the value placed on the achievement itself. Our hypothesis calls this child's attitude towards schoolwork, or motivational orientation, the key to his or her success. Learning can be pursued either for its own sake (intrinsic motivation), to gain external acceptance (extrinsic motivation), or to fulfil the demands of one's educational system (extrinsic motivation) (Harter et al., 1992). In this sense, achievement is a task-oriented conduct that allows for comparison of one's results to predetermined standards, either internal or external.

We all act in response to our feelings and our desire to attain certain goals because we are motivated to do so. According to social psychologists, "achievement motivation" occurs when an individual is energized, inspired, or driven by his or her successes (Reynolds & Miller, 2003). Achievement drive motivates some people to be high achievers who want to succeed but are afraid of failing in the profession. They seek out activities in which they may excel while avoiding responsibilities that could lead to disappointment. They put in a lot of time and effort because they want to succeed, and they are confident in their abilities. They want to work in positions where they can make a difference, get constructive criticism, and satisfy their own personal needs (Ford, 1992). Those that are driven to succeed pick challenges at the middle of the difficulty spectrum, where they have a good chance of succeeding. Both challenging tasks, in which they may fail, and easy ones, in which they may feel no feeling of accomplishment, are avoided.

The theory of achievement motivation is a small system related to a specific context, the domain of achievement-oriented activities, characterised by the individual's responsibility for the outcome (success or failure), his preparation for distinct knowledge of results, and the presence of some uncertainty or danger (McClelland et al., 1953). We believe, however, that the concept's utility increases when applied to other goals, as this kind of concept checks out the strength of an individual's goal-directed tendency as jointly determined by his intentions, his expectations concerning the effects of his actions, and the reward worth of expected effects (Atkinson & Feather, 1966, p. 5). Therefore, achievement motivation can be defined as the drive to develop or preserve one's competence in any endeavour for which it is thought that excellence criteria apply and the outcome can be judged on the basis of these criteria.

1.6. Academic Performance

Student's accomplishments and success in their academic pursuits are referred to as their academic performance. It is usually evaluated by looking at a student's overall academic success, test results, and grades. Academic achievement is a key sign of a student's level of involvement and effort in their studies, as well as their understanding of the material and ability to apply it. Academic performance data is used by educators, parents, and educational institutions to assess students' development over time, identify areas of strength and weakness, and provide instructional support.

The term "academic performance" refers to a student's "academic knowledge" as demonstrated on standardized evaluations of their coursework, and is typically quantified using a grade point average or percentage. Academic performance has gauged the learning ability of a specific that is, out of what and also how much a person has learned. Tuckman (1975) theorized that academic performance is used to categorize the outward sign of a student's knowledge, skills, concepts, comprehension, and ideas. As a result, competence is achieved through performance, which is the application of habits acquired through practice over a period. Due to its significance in today's competitive world, a student's academic performance is often used as a first criterion when being evaluated for a variety of reasons, including admissions and scholarship considerations, as well as internship and job opportunities. School, college and university students are promoted from one standard to another based on how well they perform academically over the course of a session. In addition, the youngsters additionally perceive themselves as better, qualified and completely satisfied when they

are promoted to next higher courses. As a result, the importance of academic success has implications for college, earning a degree or diploma, landing a career, and supporting proficiency as well as for self-respect. Therefore, because of this, the trainees and most likely institutions try to acquire high accomplishment as well as consequently, stress on college and college-going students has increased. Parents, educators, and social scientists alike have long sought to better understand what factors contribute to students' academic performance.

Many distinct definitions of academic success have been proposed by various authors and experts. They made an effort to shed light on the topic of academic performance from a number of angles. Good (2015) defined academic performance as "the knowledge attained or skills developed in the school subjects, usually designed by test scores or marks assigned by teachers or both". This means that a student's overall academic performance is measured by the grades he or she earns in individual courses. Hawes and Hawes (1982) wrote to characterize academic performance as "successful accomplishment or performance in particular subjects, areas, or courses, usually by reason of skills, hard work, and interest; typically summarised in various types of grades, marks, scores, or descriptive commentary".

Furthermore, academic performance considers three essential factors: first, the individual's ability to comprehend and retain information; second, the individual's study habits and the extent to which he is able to connect disparate pieces of information to form a coherent whole; and third, the individual's proficiency in conveying information orally and in writing. Thus, a student's academic performance is the measure of how well they did in school relative to their peers after completing a set number of years of formal education. According to Wiseman (1961), students' ability, mastery of material, and ability to apply knowledge gained from courses are all reflected in their examination performance. Exam scores are the primary criterion for evaluating a student's progress. Passing exams with such high scores is widely recognized as an indicator of educational value. However, Harrison (1974) argued that despite the limitations of standardized tests as a criterion for student achievement, examination remains an indispensable part of the education system and hence cannot be disregarded.

According to Subramanyam and Rao (2008), success in school is tied to learning fundamentals and having the skills to effectively manipulate data, attain goals, interpret symbols, and apply concepts. The majority of a student's grade is based on an evaluation of their knowledge, understanding, and information retention. There is widespread

agreement that gathering information is not a goal in itself, but the person receiving the education must provide proof that they have understood and realized the information. Therefore, it stands to reason that the essay-based assessments and exams are primarily used to gauge a student's level of knowledge. In the light of similarities in the description, on the nature of academic performance and academic achievement it seems, indeed, true that these two outcome variables are synonyms to each other, hence, the same is conceived in the present investigation.

1.7. Impact of exposure to violent conflict on adolescents in Kashmir

Adolescents are among the worst impacted by dispute as well as chaos in Kashmir. The unpredictability that prevails over their houses, hearts, and lives is gut-wrenching. The competitors breed sickness in the valley, which triggered additional disruptions. On an average day, an adolescent has regular discoveries of frisking, horror assaults, army barracks, checkpoints, rock pelting on soldiers, rifle snatching, throwing gasoline bombs, and many more. The consistent problem has actually improved Kashmir's unique society by including the time limits, strikes, objections, and also hartals right into Kashmiri Society. These strikes, time limits, as well as complaints are recurring phenomena that take place on a month-to-month, in some cases once a week basis. Whatever comes to a standstill when these strikes, objections, hartals, and also curfews happen. In 2008 institutions were shut for 3 months due to protests and also stone-pelting; in 2010, colleges stayed put on hold for three months. In the same manner, in the year 2012, 2016, and the long-term strike really did not permit schooling for four (4) months, six (6) months, as well as Seven (7) months, respectively.

Armed conflicts resulted in a surge in civilian casualties in the first decade of the twenty-first century, with a large number of children and adolescents among those killed (Khan, 2016; Paul & Khan, 2019). Adolescents are being targeted by both sides of the conflict and are no longer considered collateral damage. As a result, conflict-related illness and mortality disproportionately affect adolescents and children. The physical, mental, developmental (neonate), and behavioural health of teenagers and children are all negatively affected by armed conflict (R. M. Bhat & Rangaiah, 2015a; A. A. Dar & Deb, 2020; de Jong, Ford, et al., 2008). Long-term effects may also arise from the indirect effects it has on children, such as deprivation and harmful stress. Additionally, evidence reveals that the prevalence of depression is higher among female adolescents than male adolescents of all ages (de Jong, van de Kam, et al., 2008).

The effects of violent or armed conflict on young adults' and adolescents' mental health in Kashmir have been the subject of various research's (A. A. Dar & Deb, 2020; Aehsan Ahmad Dar & Deb, 2020a). There was also an increase in reports of mental disorders among school-aged youngsters (Paul & Khan, 2019). Observing frequent shutdowns, encounters between militants and security forces, violent protests resulting in exposure to teargas shells, pellets, and killings, prolonged shutdowns, etc., have all been found to be daily occurrences for the people of Kashmir. (R. M. Bhat & Rangaiah, 2015a; Aehsan Ahmad Dar & Deb, 2020a). The psychological and physiological well-being of Kashmiri people has been severely tested as a result of recent events. PTSD, despair, anxiety, insecurity, psychological discomfort, and trauma have all been found to have a disproportionately high frequency among the inhabitants of Kashmir, according to previous studies (R. M. Bhat & Rangaiah, 2015a; Aehsan Ahmad Dar & Deb, 2020d; de Jong, Ford, et al., 2008). Young people in Kashmir have been exposed to traumatic situations including pellet wounds and tear gas shells, according to the studies, which has had a significant impact on their physical health. Blurred vision, Eye strain, sore throats, cardiac issues, and angina are the most frequently reported symptoms. This is in line with prior studies that have found pellets, teargas, and other explosives to cause severe physical harm (R. M. Bhat & Rangaiah, 2015b, 2015a; Aehsan Ahmad Dar & Deb, 2020d).

Education was also found to have suffered the most destruction in Kashmir due to the continuous violence. Most schools had to close, and as a result, pupils lost valuable time in school and performed poorly. Previous research in Kashmir's troubled region has confirmed the negative effects of violence on learning (Ganie & Din, 2015). From what has been said, it follows that the ongoing armed conflict in Kashmir has negatively impacted the physical health, psychological well-being and professional prospects of the people living there.

1.8 Adjustment, achievement motivation and academic performance

The exposure of adolescents to prolonged conflicting circumstances have been affecting the normal patterns of adjustment and it was manifested through developing posttraumatic stress symptoms, presence of interpersonal stressors (Al-Sabah et al., 2015) and deterioration in coping skills and traumatic reactions (Allwood et al., 2002). Theoretical framework has been posited to understand the impact of exposure to political violence and psychological violence in children and adolescents (Dubow et al.,

2009). The cognitive, emotional and self-processes have been implicated in influencing the link between political violence and psychological adjustment (Dubow et al., 2009). Exposure to violence across multiple contexts effected adjustment processes in early adolescence (Mrug et al., 2008). Displaced Syrian adolescents seeking refuge in Turkey showed lower achievement levels as compared to Turkish normal adolescents (Karaman, 2021). Studies also reported that community violence exposure was associated with the poor academic performance (Schwartz & Hopmeyer, 2003). In depth studies have also been observed in which developmental theory perspective explains how adolescents interact with environments defined by wars, armed conflict and political turmoil (Daiute, 2010). Emphasis was laid on uncovering mediators and moderators underlying particular developmental outcomes by adopting socio-ecological approach to developmental psychopathology (Cummings et al., 2017). Many negative effects of political violence on psychological functions of children are well documented (Cummings et al., 2009).

1.9 Theoretical rationale of the study

The theoretical and practical importance of discovering the elements that influence adolescents' academic achievement is significant, as academic achievement continues to be one of the significant measures of academic success for a student in the Indian education system. Teachers, school psychologists, educationists, parents, and others will benefit greatly from identifying these characteristics in order to assist adolescent learners in achieving academic excellence. Understanding how exposure to violent conflict, motivation for achievement, and the degree of adjustment in the educational, social, and personal domains affect academic excellence can help with curriculum development, design, and implementation both inside and outside of the classroom. The studies on adolescent academic performance in delineating the role of exposure to violent conflict, adjustment, and achievement motivation in conflict-torn zones are sparse. Thus, in this study, an attempt was made to investigate the impact of exposure to violent conflict in influencing adjustment, achievement motivation and academic performance in adolescents reared in conflict zone. Understanding the two-way influences between an individual's growth and their ecological setting is central to the bioecological theory of human development (U. Bronfenbrenner, 1992; Urie Bronfenbrenner, 1999). Theoretical hypotheses also anticipated that prolonged

exposure to disadvantaged surroundings leads to a condition known as "developmental dysfunction" (U. Bronfenbrenner & Morris, 2006).

Recent studies in developmental psychopathology have taken a socio-ecological approach, with an emphasis on identifying the underlying mediators and moderators of a variety of developmental outcomes. (Cummings et al., 2017). One year of research found that a person's perceptions of their own autonomy and self-determined motivation were positively predicted by active changes in a supportive environment, which in turn predicted changes in psychological adjustment. (Philippe & Vallerand, 2008). According to a recent meta-analysis, one's socioeconomic background is a strong predictor of academic success (Sirin, 2005).

1.10 Objectives of the study

The primary aim of this study is to examine the role of exposure to violent conflict events, socio-economic status, and the number of social media sites/apps used in influencing adjustment, achievement motivation, and academic performance in higher secondary students of Kashmir. To accomplish the aim of research in this study, researchers have reached their destiny by setting up four objectives.

1.10.1 The first objective is to assess and describe the adjustment, achievement motivation, and academic performance of higher secondary students of Kashmir exposed to violent conflict.

1.10.2 The second objective is to examine the interrelationships among the scores on adjustment, achievement motivation, and academic performance in higher secondary students exposed to Kashmir conflict.

1.10.3 The third objective is to investigate the impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir.

1.10.4 The fourth objective is to examine the role of socio-demographic factors on adjustment, achievement motivation, and academic performance in higher secondary students exposed to the Kashmir conflict.

1.11 Research questions and the associated hypothesis

The primary purpose of this study is to examine the role of exposure to violent conflict events, socio-economic status, and the number of social media sites/apps used

in influencing adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir. In Figure 1.1, we see a typographical representation of the connections between our various study variables. The following research questions were formulated based on the objectives of the current study, and for each research question, an associated hypothesis is linked.

1.11.1 *What is the relationship among the scores on adjustment, achievement motivation and academic performance of higher secondary students exposed to violent conflict?*

Researcher has hypothesized that there exists no significant interrelationship among the scores on adjustment, achievement motivation and academic performance of higher secondary students exposed to Kashmir conflict (**Hypothesis-1**).

1.11.2 *What is the difference in adjustment, achievement motivation and academic performance levels of higher secondary students with respect to different degrees of exposure to violent conflict?*

It was hypothesized that there will be no significant difference in adjustment, achievement motivation and academic performance levels with respect to different degrees of exposure to Kashmir conflict (**Hypothesis-2**).

1.11.3 *What is the impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir?*

We hypothesized that there will be no significant impact of exposure to the Kashmir conflict on adjustment, achievement motivation, and academic performance of higher secondary school students in Kashmir (**Hypothesis-3**). By breaking this hypothesis further into analyzable assertions researchers have sought answers to:

1.11.3(a) *What is the role of adjustment in influencing academic performance?*

Based on findings from the previous research (U. Bronfenbrenner & Morris, 2006), it was hypothesized that adjustment will be negatively related to academic performance; that is poor adjustment will lead to low academic performance (**Hypothesis-3a**).

1.11.3(b) *What is the role of achievement motivation in influencing academic performance?*

Based on evidence from the previous research (Eppler & Harju, 1997), it was hypothesized that achievement motivation will be positively related to academic performance; that is, higher achievement motivation will result in higher academic performance (**Hypothesis-3b**).

1.11.3(c) *What is the link between adjustment and achievement motivation?*

Based on findings from the previous study (Author et al., 2010) it was hypothesized that the adjustment will be negatively related to achievement motivation; that is, poor adjustment will lead to low achievement motivation (**Hypothesis-3c**).

1.11.3(d) *Does exposure to violent conflict events affect academic performance?*

Based on proposition from the previous theoretical models (U. Bronfenbrenner & Morris, 2006) it was hypothesized that exposure to violent conflict events will be negatively related to academic performance: that is, higher exposure to violent conflict events will lead to poorer academic performance (**Hypothesis-3d**).

1.11.3(e) *Does exposure to violent conflict events affect adjustment?*

Based on the propositions from the earlier theoretical models (U. Bronfenbrenner & Morris, 2006), we assumed that the exposure to violent conflict events will be positively related to adjustment; that is, higher exposure to violent conflict events will lead to elevated unsatisfactory adjustment levels (**Hypothesis-3e**).

1.11.3(f) *Does exposure to violent conflict events affect achievement motivation?*

Based on predictions from the theoretical models (U. Bronfenbrenner & Morris, 2006; Cummings et al., 2009, 2017), it was hypothesized that the exposure to violent conflict events will be negatively related to achievement motivation; that is, higher exposure to violent conflict events will lead to lower achievement motivation levels (**Hypothesis-3f**).

1.11.4 *What is the role of socio-demographic factors in mediating and moderating the relationship between the exposure to Kashmir conflict and on the scores of adjustment, achievement motivation, and academic performance of higher secondary school students in Kashmir?*

Researchers have hypothesized that there will be no significant role of socio-demographic factors in mediating and moderating the relationship between the exposure to Kashmir conflict and the scores of adjustment, achievement motivation and academic performance of higher secondary students in Kashmir (**Hypothesis-4**). By splitting this hypothesis further into testable hypotheses or assertions researcher has sought answers to the following discernible hypothesis by probing certain questions:

1.11.4(a) *Does socio-economic status affect academic performance?*

Based on the findings from the earlier researches (Sirin, 2005), it was hypothesized that the socio-economic status will be positively related to academic performance; that is,

higher socio-economic status of students will result in to higher academic performance **(Hypothesis-4a)**.

1.11.4(b) *Does the usage of social media sites/apps affect academic performance?*

Based on findings from the previous research (Altawalbeh, 2021; Moh'd Desmal, 2017), it was hypothesized that the number of social media sites/apps used will be negatively related to academic performance; that is, usage of higher number of social media sites/apps for social media networking will lead to poorer academic performance **(Hypothesis-4b)**.

1.11.4(c) *Are the effects of exposure to violent conflict events on academic performance partially mediated through adjustment?*

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated through adjustment **(Hypothesis-4c)**.

1.11.4(d) *Are the effects of exposure to violent conflict events on academic performance partially mediated through achievement motivation?*

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated through achievement motivation **(Hypothesis-4d)**.

1.11.4(e) *Are the effects of exposure to violent conflict events on achievement motivation partially mediated through adjustment problems?*

It was hypothesized that the effects of exposure to violent conflict events on achievement motivation will amplify through unsatisfactory adjustment levels **(Hypothesis-4e)**.

1.11.4(f) *Are the effects of exposure to violent conflict events on academic performance serially mediated through adjustment and achievement motivation?*

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated or serially mediated through adjustment and achievement motivation **(Hypothesis-4f)**.

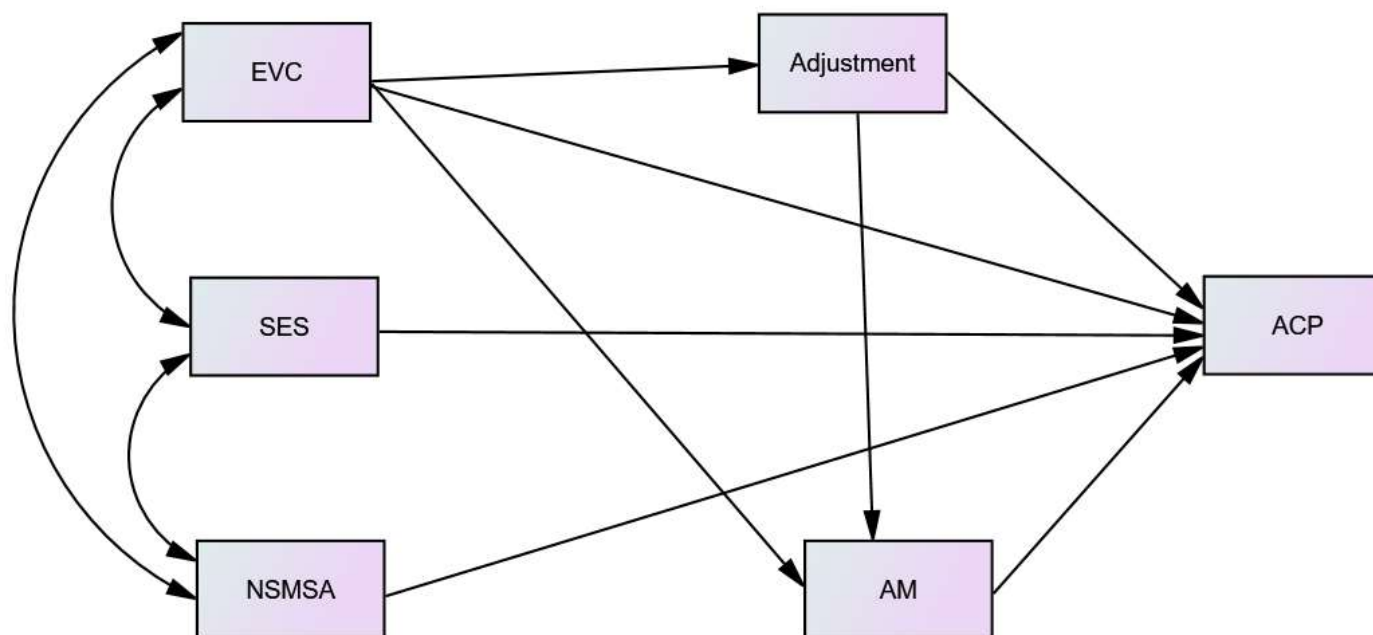


Figure 1.1 The model of proposed relationships between the study variables

Note: EVC = Exposure to violent conflict; SES = Socio-economic status

NSMSA = Number of social media sites/apps; AM = Achievement Motivation; ACP = Academic Performance

1.12 Operational Definitions

Important terms and variables used in this study are operationally defined as under:

1.12.1 Violent Conflict in the context of Kashmir

Violent conflict in Kashmir has traditionally been seen as largely an Indian and Pakistani territorial dispute that began shortly after India's 1947 partition. While India and Pakistan have engaged in three wars over Kashmir—the conflicts of 1947, 1965, and the Kargil War-1999 whereas China has been playing a small role. In addition, there have been numerous clashes between these two nations over control of the vital Siachen Glacier, “Wikipedia”.

The insurgency and turmoil in Kashmir, in many ways is a classic low-intensity conflict. It is a protracted struggle over principles and ideologies and is being waged by the parties to this conflict, employing a combination of all the political, economic, informational and military instruments at their disposal. Such conflicts though initially localized often contain regional and global implications (Raza, 1996).

1.12.2 Exposure to violent conflict

Exposure to the violent conflict in the context of Kashmir has been equated with the ongoing insurgency and turmoil in Kashmir (Paul & Khan, 2019). Exposure to conflict or violence has been operationalized in studies in terms of the number of reported events (R. M. Bhat & Rangaiah, 2015a). Adopting this approach, the current study operationalizes conflict exposure as the participant's actual exposure to the events of violent conflict in Kashmir, as outlined in the "Exposure to Kashmir Conflict Checklist" (R. M. Bhat & Rangaiah, 2015a). The following scheme on the Exposure to Kashmir Conflict Checklist will be used to classify the degree of exposure to the conflict (R. M. Bhat & Rangaiah, 2015a):

Table 1. 1 *Showing categorization of levels of exposure to violent conflict in Kashmir*

Level of Exposure to violent Kashmir Conflict	Affirmative Answer
Mild Exposure to Kashmir Conflict	1-5 questions
Moderate Exposure to Kashmir Conflict	6-10 questions
High Exposure to Kashmir Conflict	11-16 questions

1.12.3 Socio-demographic factors

The current study used the most up-to-date version of the socio-demographic scale to evaluate demographic characteristics (Singh et al., 2017).

1.12.4 Adjustment

Adjustment is the behavioural process of balancing positive emotions, contradictory needs, or needs towards one's life and self in the face of stress posed by environmental constraints (White, 1974). The Adjustment Inventory for School Students (AISS-ss) was used to evaluate adjustment in this study, (Sinha & Sing, 2008). Adjustment is operationally defined as the summation of all scores across social, educational and personal domains, with a higher score indicating unsatisfactory adjustment and the lower score, the better adjustment.

1.12.5 Achievement Motivation

Achievement motivation is defined as an, “affect in connection with evaluated performance in which competition with a standard of excellence was paramount” (McClelland et al., 1953, pp.76-77). In this study achievement motivation was measured by the achievement motivation scale (AMSn-DM), (Deo & Mohan, 2008), and is operationally defined as the summation of all the positive and negative item scores, with higher positive raw scores indicating greater achievement motivation.

1.12.6 Academic performance

The average score obtained in the last written exam taken was used to determine academic performance (on a 1-100% scale, where 32% is a passing grade and 70% is a high grade or distinction). The percentage of students passing examination was the marker of academic performance. Taking marks in previous written examination as indicators of academic performance is a common practice in many previous researches (Chamorro-Premuzic & Furnham, 2003; Martin et al., 2005a).

1.13 Organisation of the study

The current thesis has been divided into six chapters in total and is organized as under:

1. *Introduction*: The relevance of the study, as well as its objectives, research questions, proposed hypotheses, and significance, are all discussed in this chapter, together with the theoretical foundations upon which the study is built.

2. *Review of Literature*: This chapter summarises the findings of the studies conducted before the current study. It highlights the relationship between variables under study, presents the research gap, and signifies the importance & relevance of this study.
3. *Methodology*: This chapter outlines the research design incorporated in the study, instruments used, ethics followed and statistical analyses employed in this study.
4. *Results*: This chapter summarises the findings and describes the statistical procedures used to verify each of the hypotheses.
5. *Discussion*: All the important results or key findings concerning the set hypotheses introduced in the first chapter are discussed in depth here.
6. *Summary, Findings and Conclusions*: This chapter summarises the entire thesis briefly followed by conclusions and recommendations based on the research findings.

CHAPTER- 2

LITERATURE REVIEW

Soon after the Britishers left India, Kashmir became the center of attention and epicenter of controversy. Over the past three decades, the ongoing armed conflict has pushed Kashmir into a cycle of violence and resultant trauma. Psychopathologies that are reported took a toll in Kashmir (R. M. Bhat & Rangaiah, 2015a; Dar, A. A., & Deb, 2020d; Margoob et al. 2006; Wani & Margoob, 2006) and since beginning of controversy, the people of Kashmir have witnessed large number of traumatic events, such as shootings and explosions, the deaths or injuries of close relatives, abuse, forced labour, kidnapping, torture, beatings, detentions, and other types of routine harassment (F. A. Dar, 2011; de Jong, Ford, et al., 2008; de Jong, van de Kam, et al., 2008)

2.1 Kashmir Conflict and Violence

This book claims that several people have lived in the valley since mythical times, each bringing their own culture and customs to the area through trade, conquest, and warfare. Ashoka, the Sultans, the Mughals, and the Dogras are all examples of such people. Kashmiris, however, have never abandoned their cultural identity of Kashmiriyat which goes beyond religion (Schofield, 2000).

Kashmir was predominantly an interstate problem between India and Pakistan until militants launched a liberation campaign in 1988. As a result, armed conflict flared up in the valley. There has been an escalation of long-term armed conflict between the Indian army and the independence movement (de Jong, Ford, et al., 2008; de Jong, van de Kam, et al., 2008). Violence throughout the past quarter-century has exacerbated the mental suffering of today's youth. Researchers discovered that 90.38 percent of respondents were angry and that 63.44 percent of respondents' families had been directly impacted by violence (Kashani et al., 2003).

The suicide rate has increased 400 times due to violence, according to this research. Another study by a group of doctors in 2006 found that 58.69 % of youth had experienced traumatic events, most commonly gunfire and explosions (Margoob et al., 2006). According to a community-based survey, Medicines Sans Frontiers (Doctors without Borders) found that the average adult in Kashmir has experienced 7.7 traumatic events in their lives (Médecins Sans Frontières (MSF), 2015).

2.2 Exposure to violent conflict as a source of developmental trajectory-altering factor

Exposure to violence has been linked to aggression, sadness, anxiety, PTSD symptoms, and academic difficulties; hence, it is one of the major risk factors for the development of psychopathology among children and adolescents. Even though established developmental theory places a premium on the interconnectedness of social repercussions across several ecosystems, most studies of youth violence exposure have focused on just one (U. Bronfenbrenner, 1992). Less is known about the cumulative or unique effects of exposure to violent conflict events on academic performance, academic motivation, and adjustment among youth, despite the abundance of research on the effects of family violence, community violence, and school-based violence on mental health (Garbarino & Kostelny, 1996). Multiple risk factors have been hypothesized to adversely affect children's early development (Bronfenbrenner & Evans, 2000; Evans et al., 2013). The research investigated the proper mechanism to test the linkage between development processes and multiple risk factors (U. Bronfenbrenner, 1979).

Psychosocial functioning and mental health were found to be affected by children's exposure to ethnic-political violence (Dubow et al., 2009). Exposure to political violence has far-reaching repercussions on children's psychological and social development, as shown by a meta-analysis of numerous studies. Dubow et al. (2009) showed through a meta-analysis of empirical investigations that the social-cognitive-ecological framework hypothesis they outlined was supported by the vast majority of the available empirical data. Children's vulnerability to instability and adjustment issues was a strong predictor of their exposure to community violence (Cummings et al., 2009). Symptoms of post-traumatic stress disorder (PTSD), as well as behavioral and emotional symptoms, sleep problems, interrupted play, and psychosomatic symptoms, were described by children who had direct exposure to violence, terrorism, and armed conflict. (R. M. Bhat & Rangaiah, 2015a; Slone & Mann, 2016). Parental psychopathology was found to be associated with their children's psychopathology, while the family environment and parental functioning were found to moderate the exposure-outcome association (Slone & Mann, 2016).

2.3 Adjustment among Children and Adolescents

Adjustment has been taken as a dependent variable in the present research. It is an important factor for the development across various stages of life. Without proper adjustment, one cannot even think of proper development. Adjustment problems get translated into other problems.

Children are more susceptible to mental health problems as a result of war and ongoing political violence, including posttraumatic stress disorder (PTSD) and somatic or depressive symptoms. However, a sole focus on poor functioning runs the risk of undervaluing the coping mechanisms and inherent capacity of war-affected children at various developmental stages for responding to trauma. We used structural equation modelling (SEM) to examine the extent to which data from a sample of 1276 Palestinian children living in refugee camps, who were primarily nonclinical in nature, supported a conceptual model in which the relationship between subjective well-being and the consequences of trauma is primarily top-down in direction. The selected cross-sectional design revealed that among youngsters (ages 6 to 11), better affect balance was a result of sentiments of life satisfaction, which in turn, mitigated the impact of traumatic events. These results highlight the significance of subjective well-being characteristics in children exposed to traumatic situations and may motivate intervention and treatment that emphasizes the capacity to elicit good feelings as a critical tool for coping with traumatic reactions (Veronese et al., 2017).

Posttraumatic stress disorder (PTSD) and acculturation pressures are common among Iraqi refugee students in the US. Their incorporation into American schools is frequently complicated by these pressures. The investigation examined both protective and risk factors, including resilience, self-esteem, integration, and assimilation. Risk factors included the length of educational gaps while in transit, PTSD, separation, and acculturation. 100 Iraqi refugee high school students in the Detroit region were studied using bivariate correlations and multiple regression to determine the association between variables and predicting school adjustment. The findings indicated that assimilation and resilience, rather than educational inequalities, are the most powerful determinants of school adjustment. Education disparities are associated to marginalization as well as integration, but PTSD suffered by Iraqis because of events encountered before and after their migration from Iraq is related to their self-esteem and separation acculturation (Bang, 2016).

Maccoby (2000) reported worst adjustment for adolescents who describe their parents as negligent. Furthermore, symptoms indicative of depression, low self-esteem, antisocial behaviour, drug use, somatization, and academic difficulties were also observed. Bailur (2006) studied on the influence of relations of family and peers and pressures on adjustment and academic performance. The results revealed no significant difference in the areas of home and social adjustment by the socio-economic status. From the above studies quoted it can be concluded that lower socio-economic group were poorly adjusted. Benson, Fu, Kaestle, Cynthia, and Smith (2008) hypothesized that parental availability and parental control, experienced during middle adolescence, relate to late adolescents' adjustment through influence on their emotional security.

Adjustment varies with the age and continues throughout one's life cycle. Crutz and Gonzaley (1969) used a check list involving 277 problems to study adjustment problems of adolescents. Results were found significant at one percent level showing younger adolescents aged 12-15 years having more adjustment problems than older adolescents aged 16-19 years. Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. He reported a significant difference among boys, and girls were better adjusted at the age of 13 and boys adjusted better in late adolescence (16+ to 18+ years). Similarly the results obtained by Pandey and Tiwari (1982) showed that younger age group (14 – 16 years) had better social adjustment than the older age group (17 -18 years). The genetic makeup, time and rate of maturity differ between boys and girls especially during adolescence. In Indian society norms and perception are different for boys and girls. Hence the adjustment of boys and girls will differ as well. Pathak, (1970) studied on adjustment of 400 IX grade students (200 boys and 200 girls) with age range of 14-16 years. They were found to be comparable in the areas of home adjustment and in case of school adjustment as there was no significant difference. Leelavathi (1987) found that males had good social and total adjustment than females and age was associated with emotional adjustment. Thirugnanasambadam (1990) also supported that boys were better adjusted than girls. Dutta, Baratha and Goswami (1997) reported boys to be better adjusted than girls in the areas of health adjustment. The same authors in another study on home adjustment (Dutta, Baratha, & Goswami, 1997) reported girls to be better adjusted on home adjustment. However, Mythili, Bharathi and Nagarathna (2004) investigated the adjustment problems of intermediate students. The results reported that

boys have more adjustment problems compared to girls. Anita (1994) provided an insight into the gender-differences in adolescent's self-concept and adjustment. It was depicted from the results that girls are better adjusted in emotional, social, educational and total areas of adjustment compared to boys. Similarly, Muni and Pavigrahi (1997) found that girls were better adjusted in all the areas of adjustment than boys.

Joshi (1998) studied the personality adjustment among the college students of scheduled caste and non-scheduled caste. Results revealed no significant effect of gender on maladjustment, it was also found that area of residence and gender together affects the adjustment of adolescents and type of family had no significant effect on the personality and adjustment of adolescents. Meyerson, Long, Jr., and Marx (2002) found meaningful differences between male and female adolescents in the relationship between family functioning and adjustment. Physically abused female adolescent perceived their family environments as more conflicting and less cohesive than females without physical abuse, and sexually abused females perceived their family environments as more conflicting and less cohesive than females without sexual abuse. Physically abused male adolescent reported more conflict than males without physical abuse, but did not differ with regard to cohesion. Adolescent males with and without a sexual abuse history did not differ on the family dimensions. Kuruvilla (2006) found that sex and area of residence influenced the emotional adjustment of adolescents. Girls were found to have better adjustment than boys. Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. They reported a significant difference in emotional adjustment among the gender and boys scored better, whereas no significant difference was observed in school, social and educational adjustment. Studies revealed that difference exist between genders on adjustment.

Leelavathi (1987) in her study took socio economic status as independent variable and found socio economic status is significantly associated with all areas of adjustment.

Several researchers have found a positive relationship between stressful life events and adolescent-adjustment problems (Baer, Garmezy, McLaughlin, Pokorny, & Wernick, 1987; Burt, Cohen & Bjorck 1988; Compas, Howell, Phares, Williams, & Guinta, 1989; Forehand, Wierson, McCombs Thomas, Armistead, Kempton & Neighbors 1991). Other researchers however, have reported that stressful life events are

not significant predictors of adolescent problems (Siegel & Brown, 1988; Swearingen & Cohen, 1985). When considered cross-sectionally, stressful life events are likely to be related to adolescent problem behaviors and distress (Baer, Garnezy, McLaughlin, Pokorny & Wernick 1987; Burt, Cohen & Bjorck 1988; Forehand, Wierson, McCombs Thomas, Armistead, Kempton & Neighbors 1991). While some researchers have found support in prospective analyses for the hypothesized positive association between stressful events (acute or chronic) and adolescents' emotional and behavioral problems (Compas, Davis, Forsythe, & Wagner, 1987; Compas, Orosan, & Grant, 1993; Towbes, Cohen, & Glyshaw, 1989; Windle, 1992), others have not (Siegel & Brown, 1988; Swearingen & Cohen, 1985). Research on major events indicates a weak prospective association with psychological adjustment (Compas, 1987). A similar weak association is found between accumulated life stress and psychological functioning (Cohen, Burt & Bjorck 1987). On the other occasion stressful life events have been associated with maladjustment in nearly all its forms and faces: anxiety, aggression, hostility, withdrawal, depression, school misbehaviour, and even accident proneness and physical illness (Siddique and D'Arcy, 1984; Swearingen and Cohen, 1985; Simmons, Burgeson, Carlton-Ford and Blyth 1987; Wertleib, Weigel and Feldstein 1987).

Sharma and Mehta (1988) investigated the effects of need for achievement upon psychological adjustment and academic achievement. The results showed the students with high need for achievement were found to have significantly higher psychological adjustment (total as well as individual areas of emotional and educational adjustment) in comparison to students having low need for achievement.

The results of the study by **Thirugnanasambadam (1990)** revealed a significant difference among the caste over the adjustment where forward caste students were found better adjusted. Joshi (1998) reported no significant difference between scheduled caste and non-scheduled caste in the area of personality adjustment of adolescents. Bajpai (2001) conducted a study on 371 high school girls (176 general castes, 61 backward castes, and 134 schedule tribes). The results indicated that scheduled tribe girls were found to be significantly the least adjusted group in home, health, social, and overall adjustment. Backward caste girls were less adjusted in the above areas, except in social and overall adjustment than general caste girls. However backward caste girls were found to be significantly better adjusted than general caste

girls in social adjustment. From the above studies, it can be concluded that forward-caste adolescents were better adjusted.

Adjustment patterns among adolescents may vary as socioeconomic, psychological, and rural-urban settings play differential roles. A study conducted by Alexander and Rajendran (1992) revealed that urban students are better adjusted than rural students. Concerning the parents' education, the adjustment was found to be associated. Students of well-educated parents were better adjusted than students of poorly educated parents. Sujatha, Gaonkar, Khadi, and Katarki (1993) studied factors influencing adjustment among urban and rural adolescents and found a significant difference in the adjustment of male and female adolescent students in rural areas. The study was supported by Kuruvilla (2006) who reported that urban students were well-adjusted as compared to their counterparts. From the above studies, it can be noted that urban adolescents adjust better than rural adolescents.

Hiremani, Khadi, Gaonkar and Katarki (1994) studied on emotional maturity between destitute and normal girls. They observed no significant difference between the destitute girls and normal girls in the area of adjustment, where the majority of them fell under the moderate category. It was also found that normal girls were emotionally stable in comparison to destitute girls.

Halamandaris (1995) studied home and non-home students and found that personality and social support were directly related to the successful psychosocial adjustment to university life, for home and non-home students alike. Neuroticism, extraversion, social inhibition, interpersonal mistrust, and self-esteem were significant predictors of adjustment as well. In addition, social support was one of the best predictors of adjustment to University life. Homesickness and the number of problems experienced were significant predictors of adjustment to University life for non-home students only. Yet another but very significant finding was that academic performance was unrelated to psychosocial adjustment and overall satisfaction with life.

Some publications reported the direct mediating role of emotional intelligence between past parental behaviors and late adolescents' adjustment (Goleman 1995; Mayer & Salovey, 1997). Schmidt and Andrykowski (2004) worked on breast cancer patients and found a strong correlation between emotional intelligence and adjustment to stressful life events. They found those women who had high score on emotional

intelligence showed better adjustment to breast cancer they were better at overcoming the negative impact of illness and they would have better hands in adjustment as well. Benson, Fu, Kaestle, Cynthia and Smith (2008) examined the role of late adolescents' emotional intelligence and its relationship with parental behaviors, emotional security, and adolescents' adjustment. This study proposes a model of relationships where emotional security and emotional intelligence influence each other and mediate the relationship between parental behaviors and late adolescents' adjustment. The relationships were found between past parental behaviors and emotional intelligence and between emotional intelligence and adjustment. Salguero, Palomera and Fernández-Berrocal (2011) conducted a study to ascertain the predictive validity of perceived emotional intelligence (attention to feelings, emotional clarity, and emotional repair) over psychological adjustment in an adolescent sample at two temporal stages with a 1-year interval. At Time 1, the results indicated that adolescents with high scores in attention to feelings and low scores in emotional clarity and display poorer psychological adjustment. At Time 2, attention to feelings and emotional repair significantly predicted adolescents' psychological well-being even when the effects of previous psychological adjustment were controlled for. The findings suggest that perceived emotional intelligence is a significant predictor of adolescent adjustment.

Hoffman, Levy-Shiff, & Malinski (1996) examined the developmental relevance of the five-factor model, during the transition to adolescence. Results revealed significant interactions between personality traits and life events in the prediction of adjustment among adolescents but not for preadolescents. Further, significant but low correlations appeared in both age groups between personality traits and the appearance of stressful events as well as adjustment problems.

Lamborn, Dornbusch and Steinberg (1996) examined the impact of adolescent decision-making over adjustment using different parent-child interaction scenarios. First, they examined unilateral adolescent decision making where adolescents make decisions on their own. They found that unilateral adolescent decision-making predicted poor behavioral adjustment such as deviant behavior, lower academic performance, and poor psychosocial functioning. Next, they examined joint decision-making, where the adolescent and the parent make decisions together. They found that joint decision-making predicted positive behavioral adjustment, less deviant behaviour, better academic performance, and better psychosocial functioning.

Sahu (1997) studied the position of the individual in the family in relation to one's adjustment. A sample of 100 subjects in the age range of 17 – 20 years with the distribution of 50 first born (25 boys and 25 girls) and 50 last born (25 boys and 25 girls) were studied on their adjustment. Results showed no significant difference among first born and last born in areas of adjustment namely emotional, social, health and educational except in home adjustment. The home adjustment was found to differ significantly between last-born girls and boys, last-born and first-born boys, and last-born boys and first-born girls, where last-born boys were maladjusted in all the categories.

Sinha and Singh (1998) conducted a study on parents' affection and competence in home adjustment on a sample of 80 students (40 forward castes and 40 backward castes) aged 11 to 14 years. They reported that students belonging to the forward caste were better adjusted in the home than the students belonging to the backward caste.

De Lazzari, (2001) looked at the relationship between emotional intelligence and psychological wellbeing among adolescents. Psychological well-being in the study was defined as including self-control, control over events, happiness, social involvement, self-esteem, mental balance, and sociability. Results revealed that emotional intelligence was moderately correlated with psychological wellbeing and emotional intelligence significantly explains some of the variance in psychological wellbeing. Mentioned constructs so far under the heading of psychological well-being are prominent components of adjustment as well. And hence emotional intelligence and psychological adjustment can be linked.

Mayer and Salovey (1997) reported that an emotionally intelligent person is expected to be well-adjusted. Skills included in the definition and assessment of EI such as stress tolerance, self-control, good social contacts, reality awareness, happiness, optimism, and assertiveness are all positive and are basic constructs of adjustment.

Newman (2003) found that peer acceptance, number of friendships, and friendship quality are somewhat related dimensions of early adolescents' peer experience that make unique contributions to psychological and school adjustment, both concurrently and across the transition. Generally, peer acceptance is a stronger predictor of psychological adjustment for boys, whereas aspects of friendship were

more important for girls' psychological adjustment. For both boys and girls, peer acceptance significantly predicted the school adjustment.

Aggrawal (2004) emphasized that the adjustment of adolescents mostly depends on the fulfillment of their significant specific needs which consist of physical needs, emotional needs, social needs, intellectual needs, moral needs, and vocational needs. Tung and Chahal (2005) examined the relationship between stress and adjustment and found no significant causal relationship between stress and adjustment. However, the direction of the results implied that the level of adjustment influences the number of stressful events and the amount of stress experienced by them.

Mythili, Bharathi and Nagarathna (2004) investigated the adjustment problems of intermediate students. Results revealed that students of private colleges had more problems than those of government colleges.

Oliva and Arranz (2005) carried out a study on sibling relationships with respect to their adjustment during adolescence on a sample of 513 adolescents aged between 13 and 19 years. The results of this study indicated that having good sibling relationships was related to adolescent's social and personal adjustment. However, Bailur (2006) in her study on the adjustment reported that adolescents with sibling(s) or only child did not differ in their adjustment significantly. The above studies revealed that the better the relations among the family members better the adjustment.

Bharadwaj and Helode (2006) conducted a study on school adjustment as a function of neuroticism and gender of adolescents and found no significant gender influence on school adjustment. The results also revealed that emotionally stable adolescents were better at school adjustment. The studies showed that mental health and adjustment are related to one another.

Haffey (2006) investigated the relationship between emotional intelligence and psychological adjustment or maladjustment in children with cancer. Factors such as age, gender, and stage of illness were also considered. Child reports of adjustment and emotional intelligence indicated that higher emotional intelligence scores may predict better overall adjustment, as well as better functioning in terms of internalizing and externalizing behaviours.

Paliwal, Dube and Mathur (2006) investigated the school environment, school adjustment, and self-confidence of students in the age group of 13 to 15 years. The

results of the study revealed that the majority of boys and girls scored in the average category on school adjustment and self-confidence. Gender differences were found non-significant in all the aspects of school adjustment and self-confidence. School environment indicated no correlation between self-confidence and school adjustment of students except for social adjustment which was found to be negatively correlated with self-confidence.

Raju & Khaja (2007) reported that the adjustment of school children is determined by their gender, the class in which they are studying, the medium of instruction adopted in their school, the type of management of the school, their parent's education, and occupation. Differences across the children concerning their adjustment were noticed mainly regarding the school in which they were studying. While family adjustment was good in higher classes academic adjustment was found better among children from schools that were founded by the government, and emotional adjustment was higher for students from English medium and privately managed schools. Further, parental education and parental occupation significantly influenced their emotional adjustment of them.

2.4 Violence and Achievement Motivation

Jamwal (2023) conducted a study to determine whether there was a relationship between socioeconomic level and accomplishment motivation. Research sampling & methodology: Dr. Janbandhu's socioeconomic scale was employed in conjunction with the Deo-Mohan accomplishment motivation scale results. 80 college students (N=80) were chosen at random from 189 respondents to receive both scales. The results were subjected to Karl Pearson and regression statistics. As a result, there is a high positive association between socioeconomic status and college students' motivation to pursue academic success (0.82 correlation value). Conclusions: The study has shown how students from high, middle, and poor socioeconomic statuses are affected by their socioeconomic status. When compared to kids from middle or low socioeconomic positions, pupils from high socioeconomic status have stronger aspirations for academic success.

Karaman (2021) conducted a study in a high school for boys with an Islamic religious foundation, to investigate the bullying, achievement motivation, and resilience levels of both Syrian refugee students and Turkish students. There were 289 students in the sample. Among the participants, 146 (50.50%) were Turkish students & 143

(49.50%) were Syrian students. The participants were 16 years old on average (SD =1.30). According to this study, bullying among refugee pupils was more prevalent and their motivation for success was weaker than that of Turkish students. Resilience scores, however, did not differ significantly from one another. Students in the ninth grade reported less bullying than those in the tenth and twelfth grades.

According to the results, bullying, resiliency, and the demographics of nationality (Syrian and Turkish) were found to be important predictors of achievement motivation. When evaluated separately for each group, the connection between achievement motivation and resilience had the same strength. These findings may aid school counselors, teachers, and administrators in increasing understanding of difficulties faced by refugee kids generally, such as trauma, bullying, low motivation, and forced migration and refugee psychology.

Seth Gershenson & Erdal Tekin (2018) mentioned in their study, that in the United States, there are more school shootings and other traumatic incidents that occur on a regular basis, which puts a lot of kids in a lot of danger for psychological issues. The new study shows that these kinds of incidents not only harm children's psychological health but can also interfere with their cognitive growth, especially in the near term. Children who attended schools close to the shooting areas suffered lower academic attainment than their counterparts who attended schools farther away, according to difference-in-difference estimations that take advantage of the natural experiment established by the October 2002 Beltway Sniper assaults. The estimates are most reliable for third- and fifth-grade math proficiency, indicating that shootings led to a 3 to 5-percentage-point fall in school proficiency rates. These consequences appear to be largely driven by achievement losses in schools that enroll significant numbers of kids from racial minorities and pupils from socioeconomically disadvantaged backgrounds, which is particularly alarming from an equity perspective. There are several ways to interpret these results' plausibility and practical importance. We begin by putting our results into perspective by contrasting them with those from several research's that consider comparable causes of traumatic experiences or toxic stress. To examine the effect of exposure to neighborhood violence on children's test results, Sharkey et al. (2014) used data from a sample of New York City public schools. According to their findings, which are in line with ours, African American pupils are most affected by violence, with a 2.8 percentage point drop in passing the exams.

Özen (2017) carried out a meta-analysis study to see the impact of motivation on student accomplishment. The literature study gathered a total of 956 research studies, of which 205 were used in the meta-analysis. A total of 772,903 people were chosen as a sample from the 205 research papers. The outcomes of the random effect model demonstrated that student achievement is moderately positively impacted by motivation. The publication type, publication year, school subject, nation (culture), and sample group were discovered to be moderator variables for the study.

Henrich et al. (2004) investigated the long-term effects of exposure to community violence on academic achievement and feelings of safety in school among a large sample of urban middle-school students (N = 759). This study considered the role of depressive symptoms and aggression as mediators of the effects, and the role of parent support in buffering adolescents from these effects of violence exposure. Different patterns of effects were found for exposure to violence as witnesses or as victims. Witnessing was associated with lower levels of academic achievement over time, and these longitudinal effects were not mediated by depressive symptoms or aggression, nor were they buffered by parent support.

Ratner et al. (2006) in a study on the Israeli-Palestinian conflict among high school students, showed that the conflict reduces significantly the probability of passing the exam and being admitted to the university. We also found that the magnitude of the conflict on academic achievement varies with the ability level of the student and the type of violent event to which the student is exposed to. These results suggest that the conflict may affect both the learning process and the performance in the exam. Understanding the effects of conflict on the academic achievement of high-school students is even more relevant because those individuals represent the larger component of the future human capital of the country and thus play a crucial role in the development prospects of the economy.

2.5 Violence and Academic Performance

Ariza and Saldarriaga (2023) conducted a study on the impact of the Colombian armed conflict on secondary school pupils' academic achievement at the local level between 2003 and 2017. Results obtained by applying a General Nesting Spatial model indicate that the conflict has a detrimental impact on academic performance. Terrorist assaults on civilian populations in 2003, a time of intense

warfare, had a negative direct and indirect impact on test results. Only direct negative consequences were noted for the variables forced displacement, killings, and victims of threat in 2017, a low intensity period.

Karanja and Mercy (2022) stated that the family is regarded as a major social force that has an impact on an individual's psychological, emotional, spiritual, and physical welfare. The child's home setting ought to naturally offer a good matrix for their overall growth. The educational success of the youngster may be significantly impacted by this. The home environment fosters unique learning opportunities for the child, which can help to favorably advance development. Every family has conflict, but not every family is successful in finding a solution (Maxwell, J. 2004). According to novelist F. Scott Fitzgerald, "Family disputes are bitter things." They do not follow any regulations, at all. They are more like breaks in the skin that will not heal because there is not enough tissue, rather than pains or wounds. Conflicting parents must consequently conduct their disagreements with the utmost decency. Parental conflict is a broad and comprehensive concept since it encompasses all disagreements between a mother and a father, whether they are positive or bad. Teenagers frequently exhibit extreme sensitivity to their surroundings due to the physical and psychological changes they go through. However, little is known about how some family interaction risks, particularly parental conflict, affect girls' academic performance. The current study aimed to examine the association between parental conflict and academic achievement of adolescent girls in selected public girls' secondary schools in Nairobi County to close this informational gap. Abraham Maslow's Theory of Needs and the Family Systems Theory guided the inquiry. The configuration for correlational investigation was used. 12000 female students and 450 teachers from a sample of public girls high schools in Nairobi County were the targeted responders. The size of the example was determined using Fischer's equation. A systematic arbitrary inspection technique was used to identify 384 female tutees. Surveys were used to acquire the data. The survey instrument's reliability and unwavering quality were guided. Determining the instrument's dependability involved using the test-retest technique. The goal was to produce or make use of tools with a consistent quality coefficient of greater than 0.7. The SPSS programming version 23 was used to analyze the data that had been collected. The useful information, such as means, modes, and standard deviations, helped summarize the data acquired. Parental conflict and students' academic success were

weighed using inferential factual procedures, such as Pearson's Product Moment link, in a sample of Nairobi County public girls schools. 96.7% of respondents said that their parents' arguments had an impact on their academic achievement. Children and young people are related to a variety of issues when exposed to damaging parental conflict.

O'Connor et al. (2022) conducted a study and looked at how graduate-entry healthcare students' academic performance (at the end of the academic year) was impacted by experiencing these role conflicts (at the beginning of the academic year), such as family and caring responsibilities, activities with family and friends, and daily tasks/chores. They also investigated the possibility of students' learning self-efficacy reducing the degree to which such role conflicts affect academic achievement. Findings show that graduate entry healthcare students' academic performance declined over the course of the year in direct proportion to the number of conflicts they experienced between their academic and personal obligations. High levels of self-efficacy for learning helped to slightly attenuate this detrimental association. The practical ramifications of this study pointed towards the necessity of offering precise conflict-mitigation techniques to assist healthcare students with their academic obligations and conflicts with their personal and family obligations.

Shrikant et al. (2022) stated that for the purpose of evaluating academic performance, educators are particularly interested in the relative contributions of school context and student-specific characteristics. The impact of school violence on a student's academic success and wellbeing is not fully understood. The objectives of this study were to examine how three types of school violence—direct violence, discrimination, and cyberbullying—affect students' academic performance on standardized tests in math, reading, and history, as well as to pinpoint individual student factors that help to mitigate the detrimental effects of exposure to violence at school. The Education Quality Measurement System (SIMCE in Spanish) representative cross-sectional test results from the 10th grade of Chilean students were used. Other contextual factors related to the school and the environment, as well as personal student aspects, were included in multilevel linear models that were gender-adjusted. The findings indicate that all three types of school violence had a detrimental impact on academic achievement. In order to lessen the detrimental effects of exposure to violence, it was crucial for students to have high levels of self-efficacy, high

expectations for their education, and positive relationships with their teachers. There is discussion of the ramifications for the school.

Darwish & Wotipka (2022) investigated the association between armed conflict and academic attainment in Afghanistan using information from the national university admission test. In order to quantify the connection between conflict and exam results generally and by gender for all test takers from 2014 to 2019, we took advantage of the province-year variance in exposure to conflict severity. Results indicate that a one standard deviation increase in conflict intensity at the province-year level was linked to a 2.9 percentage point decrease in the likelihood of passing the exam, a 0.096-point decrease in the overall exam scores, and a greater negative impact on the exam results of women.

Yalalem et al. (2022) conducted a study to investigate how the Tigray People Liberation Front (TPLF)'s armed brutality affected students' ability to complete their education and how parents' engagement affected how resilient schooling and the educational process was. A convergent mixed-method research strategy was applied in this process. As a result, both qualitative and quantitative data were gathered at the same time, and both strands were used in the analysis to look for trends. The study sample had a total of 436 participants, and the subjects were chosen using comprehensive, simple random, and purposeful sampling techniques. School principals (n=22) were chosen for an interview, primary school teachers (n=384) were chosen for a questionnaire, and parents (n=30) were chosen for focus group discussions. As methods for analysing the data, thematic analysis, and descriptive analysis (frequency and percentage) were both employed. Conclusions attained as a result were; the destruction of school infrastructure creates significant barriers to the availability of education. As a result, fewer pupils were enrolled in school, which led to an increase in out-of-school students, dropout rates, and other forms of educational waste. Therefore, it may be inferred that the continuation of the educational process urgently requires good school administration and active parental and community involvement. When the war-affected areas were cleared of the battlefield, parents and the local community helped restructure school activities. However, they are currently looking back because of fears that the battle would reawaken as this study is being conducted.

OBILOR et al. (2021) evaluated the consequences of violence on students' academic performance in Rivers State's public senior secondary schools. The study design used was a descriptive survey. The overall number of senior secondary school students in Rivers State, who make up the study's population, is 66,164. The Tsaro-Yamen formula was used to determine the sample size, which was set at 399 students (152 male and 247 female). The study used the stratified simple random sampling methodology. The researcher created a rating scale called the "Assessment of the Effects of Violence on Students' Academic Performance Rating Scale" (AEVSAPRS) that was used to gather data. This rating scale had a reliability coefficient of 0.82 that was determined using Pearson's Product Moment Correlation analysis. Mean and standard deviation were used to answer the research questions, and the z-test was used to assess the null hypotheses at the 0.05 level of significance. It has been discovered that emotional, sexual, and physical forms of violence all lower academic achievement. The causes of violence that hinder students' academic performance include desperation, despair, fear of failure, alcohol and drug abuse, hatred, and jealousy. The consequences of violence include a decline in academic progress, a decline in academic performance, an increase in disruptive classroom behavior, and a lack of social and emotional competence. The measures to reduce or eliminate school violence include the establishment of legal institutions. According to the findings, it was advised, among other things, that teachers, counselors, and mental health professionals form efficient partnerships to inform teachers, students, and parents about the common forms of school violence, their causes and effects, and potential solutions. It was also advised that various relevant laws of the government regarding violence be strictly enforced to act as a deterrent to potential offenders.

Usman & Musa (2020) looked at how senior secondary school students in Taraba State's Jalingo Education Zones performed academically based on their gender. One research question and one null hypothesis were developed as the study's guiding principles. This study used a descriptive survey research design as its methodology. A total of 362 SS2 pupils make up the study's population. Impact of Domestic Violence on Academic Performance of Students Based on Gender Questionnaire (IDVAPSBGQ) is the research tool that was used. The Cronbach alpha method was used to assess the instrument's dependability, and the result was 0.785. The acquired data was analyzed using mean and standard deviation, and the 0.05 alpha significance level chi-square test

was utilized to test the hypothesis. The study's conclusions showed that domestic violence had a negative effect on Senior Secondary students of both sexes' academic performance. There are several recommendations and implications for counseling, including the implementation of awareness campaigns, the adoption of a domestic violence law in Nigeria to protect victims, and the legalization of the social work profession. Guidance and counseling treatment sessions should be observed at the community and school level to rehabilitate and educate people.

Bartusevicius et al. (2018) used two-stage method for analyzing civil conflicts. They first distinguish between circumstances with and without contested incompatibilities (Stage 1) and then whether or not contested incompatibilities develop to armed conflict (Stage 2). This differs from conventional approaches, which concentrate solely on armed conflict and classify all other cases as "at peace." As a result, they could examine the variables that influenced conflict initiation (onset of incompatibilities) and conflict militarization (beginning of armed conflict). They repeated and extended three previous studies on violent civil conflict, structured as a two-stage process, considering various estimation methodologies and potential selection issues, using fresh data on incompatibilities and armed conflict.

Khamis (2013) studied factors, such as child and parent traits, exposure to armed conflict, child strengths, and children as predictors of academic achievement among Palestinian children. There were 1,697 kids of both genders that participated. Participants were 12 years, 10 months old on average. The final hierarchical multiple regression model's findings showed that younger age and greater parental education levels were related to improved academic performance in children. Lower academic attainment has been linked to exposure to violent warfare. Only peer and academic/vocational strengths and better levels of academic accomplishment were connected among the different components of children's strengths. Additionally, youngsters who had higher hopes, as evidenced by agency and routes ideas, performed better in school.

Shemyakina (2011) examined, how violent conflict affects educational results using differences in geographical and temporal exposure to the armed conflict in Tajikistan from 1992 to 1998. Within a conceptual framework that controls for significant individual, household, and community variables, data on the past damage to

a household's homes from the 1999 Tajik Living Standards Survey are combined with data on the events during the conflict. Girls who were of school age during the conflict and lived in impacted areas had a lower likelihood of finishing their required education than girls of the same age who resided in areas that had experienced less of a negative impact. The outcomes also show that being exposed to violent conflict has a significant detrimental impact on the enrolment of girls. There was no evidence that exposure to domestic and regional conflict affected boys' academic performance. The findings hold up well against selection for violence and migration as well as community and household fixed effects.

Milam et al. (2010) found that objective assessments of neighbourhood environment and student's self-reported school and neighbourhood safety were both strongly associated with academic performance. Increasing neighbourhood violence was associated with statistically significant decreases from 4.2 to 8.7% in math and reading achievement; increasing perceived safety was associated with significant increases in achievement from 16 to 22%. These preliminary findings highlight the adverse impact of perceived safety and community violence exposure on primary school children's academic performance.

Fleming et al. (2000) reported that (a) anger mismanagement was unrelated to violent behaviour, but was negatively related to control over time and concentration; (b) verbal assault was associated with an inability to communicate, whereas physical violence was associated with a lack of goal direction; and (c) academic performance was negatively related to self-esteem and teacher support, but positive performance change was associated with mothers contact and better time management.

Shek et al. (1998) conducted a study where chinese secondary school students with low academic achievement (N=365) responded to questionnaires assessing their perceptions of the parenting behaviours and styles of their parents, as well as their conflicts with them. Parents in the current sample were thought to be less responsive and less demanding, and they had more conflict with their kids than the norm based on pupils with relatively better academic proficiency. The data also revealed gender disparities in parenting traits, with men seen to be stricter in their parenting methods and to have higher levels of conflict with their offsprings despite being perceived as being less responsive, less demanding, and less caring.

CHAPTER- 3

METHODOLOGY

In the context of conflict-ridden areas uncovering psychopathologies in the general population has received much impetus (e.g., Dar & Deb, 2020; Paul & Khan, 2019). In recent researches, it was recommended to understand both positive and negative trajectories of development over time for more effective prevention and intervention (Cummings et al., 2017). In the current study, an attempt was made to uncover the influence of exposure to violent conflict, socioeconomic status and number of social media apps/sites utilized on adjustment, achievement motivation and academic performance. An appropriate research approach has been developed and is explained in this chapter to help attain these objectives. Overall, this chapter offers comprehensive information about the study's methodology and data sources. Further, it describes the measures used, the procedure employed, the ethical considerations followed, and the statistical analysis used to test the research hypotheses and to achieve the research objectives of the present study.

3.1 Research Design

This quantitative study has utilized a cross-sectional correlational design and the survey research approach to explore (a) description and examine intercorrelations among adjustment, achievement motivation and academic performance (b) investigating the impact of exposure to violent conflict, socioeconomic status and number of social media sites or apps used on adjustment, achievement motivation and academic performance. The sample consisted of school-going adolescents in the age range of 15 to 17 years exposed to violent conflict or armed conflict in Kashmir. This cross-sectional design, with an ex post facto or retrospective nature, is designed to map the impact of exposure to violent conflict on adjustment, achievement motivation and academic performance. The cross-sectional studies provide a start in understanding the nature of the relationship between the variables in the areas of study that are rarely explored.

3.2 Title of the current study

The current study is titled as, "*Impact of Exposure to Violent Conflict on Adjustment, Achievement Motivation and Academic Performance of Students in Kashmir*".

3.3 Universe of the Current Study

The sample was drawn from higher secondaries in ten districts (namely Anantnag, Baramulla, Bandipora, Budgam, Ganderbal, Kulgam, Kupwara, Pulwama, Shopian, and Srinagar) of Kashmir. The fact is that these districts are being reported as the most affected by violence as a result of armed conflict. Recent research has reported high exposure to violent conflict in these areas (R. M. Bhat & Rangaiah, 2015a; S. A. Bhat, 2019; Aehsan Ahmad Dar & Deb, 2020d). A high negative impact of violent conflict exposure was found on the mental health of youth in these reported districts (Aehsan Ahmad Dar & Deb, 2020a, 2020d). Furthermore, these areas are located either near the line of control or adjacent to it, and due to this insurgency movement is very high in these areas. In addition to this, the inhabitants in these areas have prolonged exposure to violent conflict (Aehsan Ahmad Dar & Deb, 2020a). The point is that this part of Kashmir comprises densely forested areas that make it a source of good militant hideouts. Such features made this area highly populated with armed forces, which led to more encounters between the militants and the armed forces with the public caught in between fighting parties thereby inviting more fear and intense protests.

3.4 Participants of the study

Participants were recruited in this study using a multistage sampling strategy. The participants of the present study were students of 11th and 12th classes of higher secondary schools. The sample was comprised of both boys and girls in the age group of 15 to 17 years.

3.4.1 Recruitment process

Participants were selected using a multi-stage sampling technique that included non-probability methods such as purposive sampling and convenience sampling. The stages of sampling are as follows.

- *Sampling of districts in Kashmir:* Ten districts in Kashmir's north, south, and central regions were selected using the purposive sampling technique based on vulnerability to armed violence due to the ongoing conflict.
- *Sampling of the higher secondary schools within districts:* When choosing higher secondary schools from those ten districts, a convenience sampling method was employed.
- *Classroom sampling within higher secondary schools:* Once more, a convenience sampling technique was utilized to select participants from the classrooms that were vacant on the day of visit.
- *Sampling of students within classrooms:* Here purposive sampling was followed, in which a complete collection (criterion) sampling technique was employed.

3.4.2 Determination of Sample Size

Determination of sample size requirements in studies based on correlational design and in studies based on structural equation modelling is a challenge often faced by investigators (Meyers et al., 2013). In this study the size of population was about 116372 number of students enrolled in Higher secondary schools in Kashmir division for the year 2018-19 as per Unified District Information System for Education (Department of School Education and Literacy, MHRD, 2019). The sample size calculator developed by Creative Research Systems was used to estimate the sample size (Creative Research Systems, 2019). For the current study it was decided to achieve the confidence interval of 4 and level of significance at 5%. The sample size calculator recommended a sample size of 597 participants for this study. Further, in studies applying structural equation modelling, sample size requirements were determined by using Soper, (2020) calculator. This calculator has basis in scientific literature and is commonly used to specify sample size requirements for studies applying structural equation modelling (Christopher Westland, 2010; Cohen, 2013). In the current study researcher has anticipated to achieve effect size of .30 and desired to achieve the statistical power level of .80. In the current study there are total 6 latent variables and 8 measured variables and significance level was pre-determined at .05. After entering the predetermined values of these necessary parameters into calculator (Soper, 2022), the recommended minimum sample size was 589. In order to make compliance with

both views, it was decided to collect a sample size of 600 participants (Christopher Westland, 2010).

3.4.3 Recruitment process of Sample and Attrition rate

In this study, initial contact was made with 600 participants, who were then screened for exposure to armed conflict by using a checklist "exposure to violent conflict". 540 participants met the inclusion criteria for assessment, and the same number of test sets i.e., 540 sets were distributed to these participants in 10 selected districts. Only 526 response sets were received as 14 participants did not return the given sets. Out of 526 participants, 23 had only partially completed their test responses which led to their exclusion from the study. Our study has a marginal attrition rate of 6.85%, which is quite common in non-experimental studies in the existing literature. Using the convenience purposive sampling method, a cross-sectional sample of 503 students between the ages of 15 and 17 was gathered. The sample was taken from higher secondary schools of ten districts in Kashmir Valley, i.e., Anantnag, Baramulla, Bandipora, Budgam, Ganderbal, Kulgam, Kupwara, Pulwama, Shopian, and Srinagar. The process of recruiting participants into the study is diagrammatically depicted in Figure 2.1.

3.4.4 Inclusion criteria

Secondary school students from 10 different districts in Kashmir province took part in the current study. Participants were included in the current study if they had attended Kashmir province schools on a regular basis and had not taken a break of more than two years from their education in Kashmir. Furthermore, the students who were exposed to at least a single event related to conflict in Kashmir were included in the study. Finally, those with prior mental illness were not included in the present study.

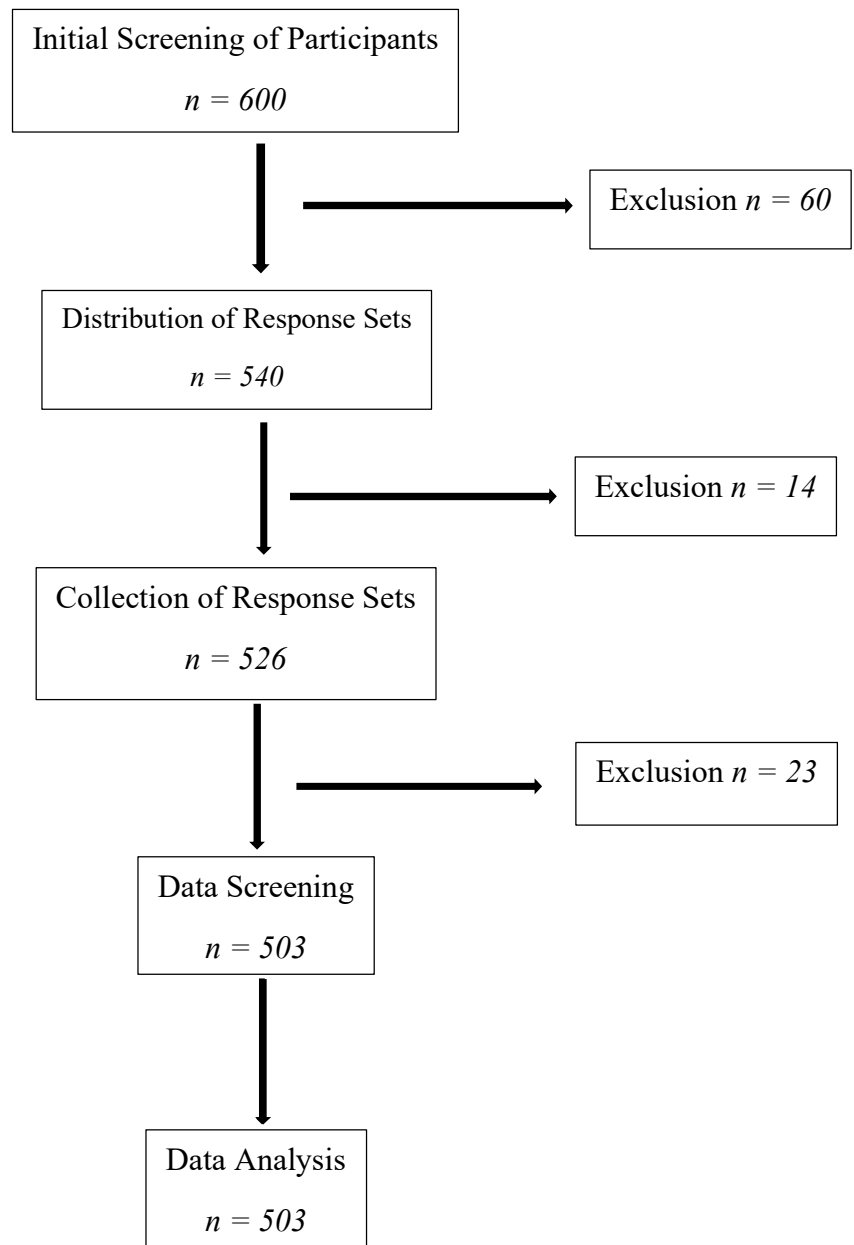


Figure 2.1 The flow of participants in the study

3.4.5 Characteristics of the Sample

In the present study only 503 participants were entered into the analysis and their ages ranged from 15 years to 17 years with a mean age of 16.19 years and a standard deviation of .72 years. Out of 503 participants, 69.80% were male. Most participants were from nuclear families (77.5%) and the majority residing in urban

locations (60.5%). Participants were also using multiple social networking sites i.e., 59.44%, belonging to the upper-lower class socio-economic status category (48.31%). The mean number of social networking sites/apps used by participants was 3.66 and the standard deviation was 1.65 and for further details see Table 3.2.

3.5 Research ethics followed in this study

This study was a non-invasive one and did not involve any significant risk to the participants. In this study, ICMR (Indian Council of Medical Research) and APA (American Psychological Association) research ethics and guidelines were followed. Various ethical considerations, followed in the current study are as follows:

3.5.1 Ethical approval of the study

The proposal of this study was submitted to the Ethical Committee, School of Humanities (Social Sciences & Languages), Lovely Professional University-Punjab for review and was approved. The ICMR/APA ethical principles were followed in all the stages of this study. Additionally, permission to carry out the research was granted by the Education and Planning Officer Srinagar (State Institute of Education and Planning) and the higher secondary school principals before approaching participants into their classrooms.

2.5.2 Informed consent

Before participating in the study, participants were given a summary of it and asked to sign a written consent form indicating their agreement to participate. Each participant received an information letter outlining the study's objectives and an informed consent form (Appendix 1) assuring confidentiality and voluntary participation. In the presence of the researcher, each respondent completed the survey (set of questionnaires/scales) which took them all about 60 minutes to complete.

3.5.3 Managing distress

Participants in this research are adolescents who have been exposed to the Kashmir conflict for an extended period of time. Whether or not research participants who are asked to discuss traumatic situations report increased stress levels is controversial. However, studies of this kind have shown relevant and often even positive results for study participants while posing just a little risk to them. (Griffin et al., 2003). Due to the little risk involved in taking part in the study, participants were informed of the need to notify the research supervisor if filling out the questionnaires

caused them any emotional discomfort. The consent form included the researcher's contact information, so participants could reach out to them with any questions or concerns they had about the study at any time.

3.5.4 Disseminating the research findings

Research that doesn't make its findings available to those who could benefit from them is considered insufficient, and publicity is a critical ethical component of any research process. Study's results have already been shared and published in two UGC-recognized journals, and third publication has been done recently in peer-reviewed, Scopus listed journal. The overall findings are currently being considered for publication in reputable peer-reviewed, Scopus indexed journal to fulfil this ethical obligation.

3.6 Utilized measures in the current study

The current study utilized five measures and one behavioral indicator namely, socio-demographic schedule, socio-economic status scale, exposure to Kashmir conflict checklist, adjustment inventory for school students (AISS), achievement motivation scale (AMS_n), and academic performance indicator (see Appendix 2), described as following.

3.6.1 Socio-demographic schedule

In the current study, information was collected directly from participants regarding their chronological age, gender, type & usage of social networking sites and number of social media sites/apps (NSMSA) utilized for social networking, family structure, area of location, and marks obtained in last attended examination.

3.6.2 Socio-economic status scale

In this study socio-economic status was assessed by using latest version of socio-economic status scale, constructed as per the current study of socio-economic status distribution in India (Singh et al., 2017). The updated version of this scale was published in "International Journal of research in Medical Sciences, July-2017". In this scale the key indicators are family education, occupation, and income. The scoring was done as per instructions given in the scale. Further this scale classifies socio-economic status into five categories, i.e., upper, upper middle, lower middle, upper lower, and lower socio-economic status.

3.6.3 Exposure to Violent/Kashmir Conflict Checklist (EVCC)

The checklist was developed by R. M. Bhat and Rangaiah in 2015 and it was designed after traumatic events reported in previous studies on Kashmir conflict (F. A. Dar, 2011; de Jong, Ford, et al., 2008). The final version of the checklist consists of 16 items and the respondent had to report whether a particular event had occurred with him/her or not. For example, “Have you been hit with a bullet?” or “Have your family members been killed?” The range of possible scores is 0-16, with 1 being awarded for every "Yes" response. Higher scores reflect greater exposure to violent conflict. Based on the participants' answers and the extent to which they had experienced violent conflict, three groups were created. Respondents were divided into these groups based on the number of traumatic events they have experienced: *Group 1*: mild exposure, included those who experienced up to five traumatic events; *Group 2*: moderate exposure, included those who reported exposure from six to ten traumatic events; and *Group 3*: high exposure, included those who reported exposure to eleven or more traumatic events.

3.6.4 Adjustment inventory for school students (AISS)

The adjustment inventory for school students (AISS) was developed by Sinha and Sing (2008) and it is designed to assess adjustment in adolescents aged between 14 to 18 years. The reliability of the scale was established using a sample of 40 schools ($n = 1950$) in the age range of 14-18 years from Bihar and the authors reported that AISS-ss has an acceptable internal consistency coefficient (0.94) and adequate test-retest reliability (0.93). The AISS-ss has 60 items that are answered on a 3-point Likert-type scale ranging from ‘always’, ‘sometimes’, and ‘never’. The range of possible scores on the test is 0–120 and higher scores on the AISS-ss indicate unsatisfactory adjustment. The AISS-ss has three subscales: (1) emotional adjustment, (2) social adjustment, and (3) educational adjustment. In the current study, Cronbach’s α values were 0.96, 0.97, and 0.97 for emotional adjustment, social adjustment and educational adjustment subscales, respectively (Sinha & Sing, 2008). In the present study, adjustment is operationally defined as the sum of all scores, with a higher score indicating unsatisfactory adjustment and the lower score, the better adjustment. Moreover, in this inventory, raw scores were interpreted in the light of norms for each domain and for full adjustment inventory. The level of adjustment in this inventory is categorized into seven levels. On this adjustment inventory, the higher z-scores indicate extremely

unsatisfactory adjustment (+2 z-score and above) and lower z-scores indicate extremely high adjustment (-2 z-score and below). The frequency distribution of participants falling into seven levels of adjustment was also prepared.

3.6.5 Achievement motivation scale (AMSn)

Achievement motivation is defined as an, “affect in connection with evaluated performance in which competition with a standard of excellence was paramount” (McClelland et al., 1953, pp.76-77). In this study achievement motivation is measured by achievement motivation scale ([AMSn-DM], Deo & Mohan, 2008). The achievement motivation scale (AMSn-DM) is a 50-item self-report measure of factors behind achievement motivation (Deo & Mohan, 2008). Each item is rated on a 5-point Likert-type scale ranging from “always” to “never”. The total score ranges from 0 to 200. The reliability of the scale was established using a sample of 134 young adults and the authors reported that AMSn-DM has an adequate test-retest reliability over a 4–6 weeks period and $r = 0.69$ (Deo & Mohan, 2008). In the current study achievement motivation is operationally defined as the summation of all the positive and negative items scores, with higher positive raw scores indicating greater achievement motivation. Furthermore, this inventory also classifies the level of achievement motivation into seven categories with higher z-score (+2 z-score and above) indicating highest achievement motivation level and with lower z-scores indicating lowest motivation (-2 z-score and below). The frequency distribution of participants falling into seven levels of achievement motivation was also prepared.

3.6.6 Academic performance indicator

Academic performance was measured by overall marks secured in previous written examination attended (on a 1–100% scale where 32% is a pass and 70% is a first division or distinction). The percentage of students passing examination was the marker of academic performance. Taking marks in previous written examination as indicators of academic performance is a common practice (Chamorro-Premuzic & Furnham, 2003; Martin et al., 2005b).

3.7 Procedure

The permission to conduct this study was secured from the respective higher secondary principals before the start of data gathering. The participants were approached in their classes when authorization to conduct the study was given. A

questionnaire set, a consent form, and an information sheet were given to participants by the researcher. To ensure the confidentiality of their answers and their voluntary involvement, participating students were required to read the material on the provided sheet (the information sheet) and sign a consent form. The subjects answered the questionnaires in the presence of the researcher. Participants in the current study received no monetary incentives such as presents, money, or meals for their involvement in the study. In case the participant would feel upset while answering the "violent conflict checklist" due to past thoughts of trauma, they were urged to leave the study and instructed to get in touch with the research supervisor for support in managing their discomfort. The participants were requested to complete the surveys and return them to the researcher.

3.8 Statistical analysis

Initially, data was screened for missing data, presence of outliers, and multicollinearity among main variables. Violation of normality assumption was also tested by measuring skewness and kurtosis in the data. Linearity and homoscedasticity were also tested in the data. These assumptions were tested to examine whether the data is fit and valid for conducting specific statistical analysis.

Descriptive analysis was conducted to present the distribution of adjustment and achievement motivation levels, academic performance across males and females; family structure; area of location; socio-economic status; type of social media networking sites/apps used; and level of exposure to violent conflict. To present cross-sectional distribution of adjustment, achievement motivation, and academic performance levels, mainly frequency, percentages, mean, and standard deviation were reported. Before the main analysis, correlational analysis was also carried out. Reporting correlations between two metric measures Pearson's correlation was utilized. And reporting a correlation between one continuous and dichotomous variable point-biserial correlation was used. Finally, to examine the correlation between categorical demographic variables, Spearman's correlation analysis was used.

3.8.1 Path analysis

In the current study, path analysis was used to identify the paths used by socio-demographic factors (i.e., socio-economic status, number of social media sites/apps used) and exposure to violent conflict events to influence adjustment, achievement motivation, and academic performance of higher secondary school students in Kashmir.

To perform the path analysis, we used structural equation modelling (SEM) by utilizing IBM SPSS Amos 23 version (Arbuckle, 2014).

SEM is a model fitting software used to perform path analysis and is frequently recommended in performing such type of analysis (Kline, 2016). In the present study, SEM was used to conduct a path analysis and it is based on a model-fitting approach and uses the maximum likelihood method to calculate all the paths simultaneously. In the present study exposure to violent conflict events, SES, number of social media sites/apps used (NSMSA) were used as exogenous variables. Furthermore, adjustment, achievement motivation, and academic performance were tested as endogenous variables.

3.9 Summary

This study attempted to investigate the role of exposure to violent conflict events, socio-economic status, and number of social media sites/apps in influencing adjustment, achievement motivation and academic performance of higher secondary school students in Kashmir. In addition to providing thorough information about the study's design and data sources, this chapter explains the research methods employed to meet the study's objectives. Additionally, it describes the methods employed, ethical guidelines followed, and statistical analysis carried out in order to evaluate the hypotheses and meet the objectives of the current study. Adolescents who were currently enrolled in higher secondary schools and who had been exposed to the events surrounding a protracted armed conflict in the Kashmir region made up the study's participants. As per the research ethics recommended by ICMR and APA, certain significant ethical considerations were applied in the current study. Statistical measures utilized to test the proposed hypotheses comprised of descriptive analysis, correlational analysis, and path analysis based on Structural Equation Modelling.

CHAPTER -4

RESULTS

This chapter provides an in-depth description of the statistical methods used to verify the study's hypotheses and accomplish its stated objectives. Statistical analyses such as (a) preliminary analysis (i.e., data screening process, characteristics of participants, descriptive statistics of demographic and study variables), (b) correlation coefficients between study variables, (c) path analysis to unravel predictors of adjustment, achievement motivation, and academic performance, and (d) a partial mediational analysis was conducted to detangle the mediators of the link between exposure to violent conflict and academic performance of students exposed to violent conflict in Kashmir. The SEM-based path analysis model was used for this mediation investigation. According to the stated research questions, the results of the study are presented, and at the end of this chapter, a comprehensive summary of the results is offered concerning specific research questions and the testing of study hypotheses.

4.1. Preliminary Analysis

Before the main analysis and evaluation of the study hypotheses, a preliminary analysis of the data was performed for the selected variables which includes, the data screening process, descriptive statistics of demographic characteristics and the distribution of scores on exposure to violent conflict checklist, adjustment inventory, achievement motivation scale, socio-demographic scale, and academic performance indicator measures.

4.1.1 Data screening

After the collection of data, the scales were scored as per manual instructions. Then data was entered into SPSS and screened to examine certain assumptions of data for ensuring the data fitness & validity. This way, the results of the analysis will be validly interpreted.

4.1.1.1 Coding and value cleansing

Numerical codes were assigned to categories of qualitative variables. For example, numerical codes were assigned in case of gender (male = 1; female =2), family type (nuclear=1; joint=2; extended=3), area of location (urban=1; rural=2), social media types (1=Facebook; 2=WhatsApp; 3=Twitter; 4=Others), and level of exposure

to violent conflict (1=mild exposure to violent conflict; 2=moderate exposure to violent conflict; 3=high exposure to violent conflict), socio-economic status categories (upper=1; upper middle=2; lower middle=3; upper lower=4; lower=5), levels of adjustment (extremely unsatisfactory adjustment=1; unsatisfactory adjustment=2; below average adjustment=3; moderate adjustment=4; above-average adjustment=5; high adjustment=6; extremely high adjustment=7), levels of achievement motivation (highly motivated=1; high motivation=2; above average motivation=3; average motivation=4; below average motivation=5; low motivation=6; lowest motivation=7).

4.1.1.2 Missing data

The response sets returned were 526 only (out of distributed 540) as 14 participants did not return. Out of 526 participants, 23 participants had partially furnished their responses on different measures and these 23 participants were also excluded from the study before processing the data because scores were missing on multiple measures. Usage of the estimation technique to substitute scores on multiple measures is considered a controversial practice. Approximately, scores of 9 participants were missing on a single measure and these scores were estimated by using the most conservative technique i.e., mean substitution (Meyers et al., 2013).

4.1.1.3 Univariate and Multivariate Outliers

To determine a threshold for continuous variables, standard scores (z-score) were calculated for each metric variable. Usually, *z-scores* exceeding ± 2.5 are considered to be outliers (Hair et al., 2014). On several measures, *z* scores exceeded the limit of ± 2.5 and in aggregate, the total percentage of outliers was not higher than 2% and thus were retained (Cohen et al., 2003). Alternatively, the visual inspection of histograms and box plots does not suggest the presence of a significant proportion of univariate outliers (Tabachnick & Fidell, 2013). To objectively identify multivariate outliers, Mahalanobis distance statistics D^2 was calculated for each case on 9 metric measures. Each case was evaluated using the chi-square distribution with a stringent alpha level of .001. A total 9 cases (i.e., case no.; 2, 5, 6, 8, 12, 170, 171, 421, and 502) crossed the significance threshold and were considered as multivariate outliers (Meyers et al., 2013). The percentage of extreme scores in the current study was 1.7% and is considered marginal. These 9 cases were not eliminated in the structural equation modeling analysis, because it is recommended that no observation is extreme enough

to become unrepresentative of the population (Hair et al., 2014). This practice is commonly used in structural equation modeling analysis (Kline, 2016). In addition, Cook's distance measure was used in this study to evaluate the presence of influential outliers. Cook's distance measures the overall influence of outliers on the predictive model (Field, 2000). A Cook's distance of less than one is recommended, and a distance of greater than 1 is considered the presence of an influential outlier (Stevens, 1996). In this study, the Cook's distance was checked, and it was found to be less than 1, hence we may draw the conclusion that outliers had no bearing on the predictive models used.

4.1.1.4 Multicollinearity

Presence of extreme multicollinearity among exogenous variables indicates separate variables measure actually the same thing and it is usually recommended to club them or chose only one variable (Kline, 2016). In the current study, multicollinearity was tested on all metric variables and no significant overlap was found between exogenous and endogenous variables. All correlations among exogenous variables were less than .90, and tolerance statistics values for all variables were greater than .10, indicating the absence of extreme collinearity in the data. Further, a more reliable measure of multicollinearity is variance inflation factor (VIF) and in the current study, VIF for all exogenous and endogenous variables was less than 10.0, again indicating the absence of extreme collinearity (Kline, 2016). Specifically, in the current study, the three exogenous variables (e.g., socioeconomic status, no. of social media apps/sites, and exposure to violent conflict) VIF was less than 3, which indicates the absence of multicollinearity among exogenous variables.

4.1.1.5 Univariate and multivariate normality

In the present study, the normality assumption of data on exogeneous and endogenous variables was tested by inspecting histograms, stem-and-leaf plots, box plots and by computing skewness and kurtosis for each metric variable. Visual inspection of histograms, stem-&-leaf plots, and box plots indicated the presence of asymmetry in the distribution of metric data on few measures. Adopting a lenient pattern to interpreting skewness and kurtosis in data of the current study, all values were well within the normal range of -3 and +3 (Garson, 2012; Hair et al., 2014). Furthermore, multivariate normality was also tested by inspection of Cook's distance in this study and it was found to be less than 1, thus we can conclude that outliers

doesn't have any influence on the predictive models employed in this study. The skewness and kurtosis values for the variables are presented in Table 3.1.

Table 3. 1 *Mean, SD, Skewness and Kurtosis for the metric variables of the study*

Measure	Mean	SD	Skewness	Std. Error	Kurtosis	Std. Error
1. EVC	7.48	3.60	.51	.11	-.55	.22
2. NSMSA	3.66	1.65	-.55	.11	-1.50	.22
3. SES	12.78	5.69	1.14	.11	.38	.22
4. AISS						
AISS-Emotional	18.62	7.24	1.03	.11	.59	.22
AISS-Social	18.51	7.24	.90	.11	.07	.22
AISS-Educational	18.45	7.88	.89	.11	-.10	.22
5. AISS-Total	55.58	22.04	1.07	.11	.27	.22
6. AMSn-Total	146.34	22.42	-1.91	.11	-1.02	.22
7. Academic Performance	324.09	31.33	1.82	.11	4.90	.22

Note: (1) EVC= Exposure to violent conflict; (2) SES= Socio-economic Status; (3) NSMSA=No. of Social Media Sites/Apps; (4) AISS=Adjustment Inventory for School Students; (5) AMSn=Achievement Motivation Scale

4.1.1.6 Linearity

Many multivariate techniques including structural equation modelling assume that variables in a study are linearly correlated to each other. The linear relationship among variables is usually tested by fitting a straight line on the scatterplot and by regression analysis (Meyers et al., 2013; Tabachnick & Fidell, 2013). In the current study bivariate scatterplots of all variables appeared to be mostly elliptical shaped, suggesting presence of linear correlation among variables. Further, in the current study linearity was also tests by running a regression analysis over SPSS. Regression analysis indicated all variables were linearly correlated.

4.1.1.7 Homoscedasticity

Homoscedasticity refers to the assumption that a criterion variable should exhibit a uniform distribution of variance across the set of predictor variables. Homoscedasticity is evaluated visually by a scatterplot matrix, if in scatter plot the band of points is like a funnel shape (i.e., narrower at one end than the other), the assumption of homoscedasticity is violated. While testing for homoscedasticity in this study, a visual inspection of scatter plots on a few variables appeared funnel type indicating the presence of heteroscedasticity. However, on a majority of predictor metric variables, the scatter plots on a few variables appeared oval type. Thus, it can be asserted that in the present study, the assumption of homoscedasticity is partially met. However, the assumption of homoscedasticity is not considered very essential in the structural equation modeling analysis (Kline, 2016).

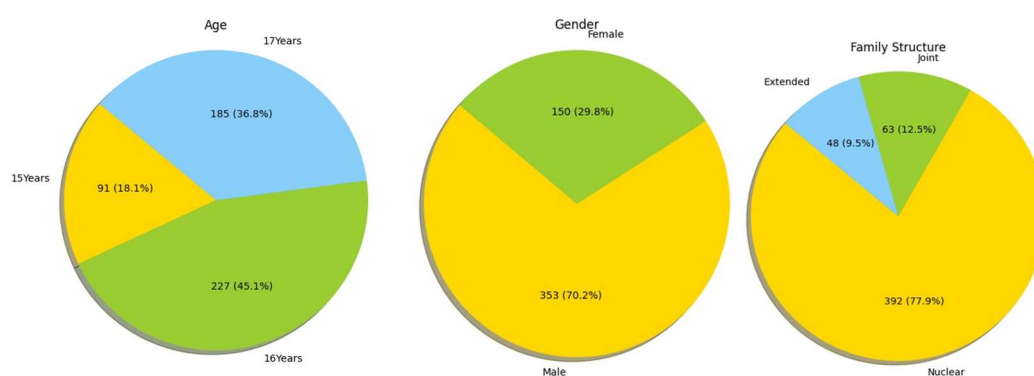
4.1.2 Characteristics of Demographic Variables

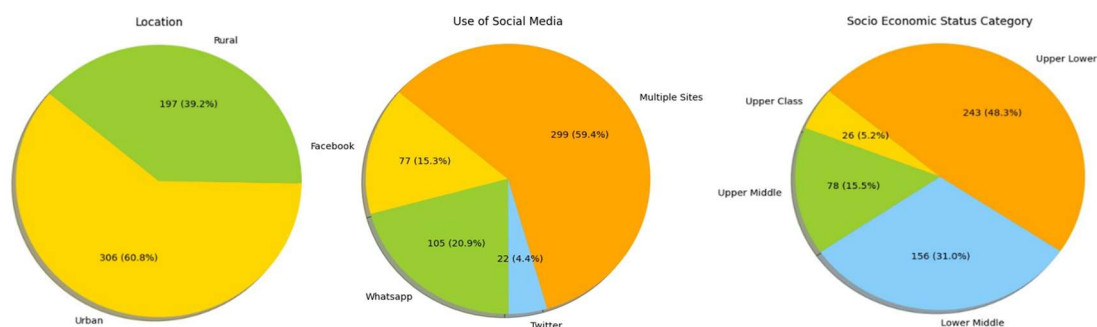
In the current study initially, 600 participants were recruited and only 540 participants met the inclusion criteria and assessment for adjustment, achievement motivation and academic performance was done for 540 participants. The response sets returned were 526 only and 14 participants did not return or complete the assessment. Out of 526 participants, 23 participants had partially furnished their responses on tests and these participants were also excluded from the study. Further, only 503 participants were entered into the analysis and their ages ranged from 15 years to 17 years with a mean age of 16.19 years and a standard deviation of .72 years. Out of 503 participants, 69.80% were male. Most participants were from nuclear families (77.5%) and mostly residing in urban locations (60.5%). Participants were also using multiple social networking sites i.e., 59.44%, and 48.31% belonging to upper-lower class socio-economic status category. The mean number of sites/apps used by participants was 3.66 and the standard deviation was 1.65 and for further details see Table 3.2.

Table 3.2 *Demographic characteristic profile of the sample (N = 503)*

Variable	Level	<i>n</i>	Percentage
Age (Mean=16.19; SD=.72)	15years	91	18.09
	16years	227	45.13
	17years	185	36.78
Gender	Male	353	69.8
	Female	150	29.6
Family Structure	Nuclear	392	77.5
	Joint	63	12.5
	Extended	48	9.5
Location	Urban	306	60.5
	Rural	197	38.9
TSMAS	Facebook	77	15.30
	WhatsApp	105	20.87
	Twitter	22	04.37
	Multiple sites/apps	299	59.44
	Upper Class	26	5.17
SESC	Upper Middle Class	78	15.51
	Lower Middle Class	156	31.01
	Upper Lower Class	243	48.31
NSMSA	(Mean=3.66; SD=1.65)	502	100.0

Note: (1) SESC= Socio-economic Status category; (2) NSMSA=No. of Social Media Sites/Apps; (3) TSMAS= Type of social media sites/apps.





4.1.3. Descriptive analysis of demographic variables

In the current study, the distribution of exposure to violent conflict, adjustment and achievement motivation levels and academic performance were explored with respect to demographic variables.

4.1.3.1 Demographic variables and exposure to violent conflict

In this study, 17 years old participants ($M=8.15$; $SD=3.78$) experienced higher exposure levels to violent conflict compared to 16 years ($M=7.19$; $SD=3.53$) and 15 years old ($M=6.80$; $SD=3.21$). The male participants reported a higher number with mean 7.65 ($SD=3.63$) for exposure to violent conflict incidents compared to female participants with mean 3.15 ($SD=3.21$). Persons living in extended families showed higher exposure to violent conflict events with mean 12.02 ($SD=3.73$) compared to participants living in joint families with mean 8.57 ($SD=3.01$) and nuclear families with mean 6.74 ($SD=3.21$). Residents of rural areas were more exposed to violent conflict with mean violent conflict events 10.23 ($SD=3.51$) in comparison to urban participants with mean 5.70 ($SD=2.33$). Participants belonging to lower socioeconomic class reported high exposure to violent conflict incidents ($M=9.75$; $SD=3.32$) as compared to participants belonging to the lower middle class ($M=6.48$; $SD=2.17$), upper-middle-class ($M=3.79$; $SD=1.41$), and upper class ($M=3.23$; $SD=1.18$). Among participants who were using twitter ($M=11.86$; $SD=3.43$) as social media platform exhibited higher exposure to violent conflict compared to Facebook users ($M=3.40$; $SD=1.12$) and WhatsApp users ($M=5.21$; $SD=2.20$) users. Further, participants using multiple social networking sites/apps also showed elevated levels of exposure to violent conflict ($M=8.90$; $SD=2.97$).

4.1.3.2 Demographic variables and adjustment levels

In the present study adjustment patterns were assessed. Participants exhibited similar levels of emotional adjustment across different age groups i.e., 15 years ($M=18.53$; $SD=7.20$), 16 years ($M=18.82$; $SD=7.19$), and 17 years ($M=18.62$; $SD=7.24$). In the domain of social adjustment, participants also showed similar patterns across different age groups i.e., 15 years ($M=17.68$; $SD=7.96$), 16 years ($M=18.82$; $SD=7.19$), and 17 years ($M=18.41$; $SD=7.35$). No difference emerged in the educational domain across different age groups i.e., 15 years ($M=18.33$; $SD=8.24$), 16 years ($M=18.38$; $SD=7.90$), and 17 years ($M=18.60$; $SD=7.72$). On overall adjustment levels, participants did not show difference; for 15 years ($M=54.54$; $SD=22.61$), 16 years ($M=56.08$; $SD=21.92$), 17 years ($M=55.46$; $SD=22.01$). On overall adjustment levels males ($M=55.74$; $SD=22.26$) and females ($M=55.19$; $SD=21.58$) exhibited similar patterns. Participants living in extended families ($M=80.17$; $SD=21.80$) showed unsatisfactory adjustment patterns as compared to participants living in joint ($M=59.38$; $SD=25.50$) and nuclear families ($M=51.95$; $SD=19.33$), who showed moderate adjustment. Participants residing in rural areas ($M=68.29$; $SD=26.98$) exhibit below average adjustment levels in comparison to urban area participants ($M=47.39$; $SD=12.39$). Participants using twitter as a social media platform ($M=77.77$; $SD=22.38$) showed an unsatisfactory adjustment level; while participants using multiple social networking sites/apps ($M=60.60$; $SD=23.25$) and WhatsApp users ($M=48.15$; $SD=9.70$) showed a moderate adjustment level and lastly, Facebook users ($M=37.74$; $SD=10.61$) showed above-average adjustment levels. Participants with high exposure to violent conflict showed unsatisfactory adjustment level ($M=89.87$; $SD=19.47$); while as participants with moderate ($M=50.10$; $SD=11.59$) and mild ($M=41.22$; $SD=8.96$) exposure to violent conflict showed moderate adjustment patterns. In socioeconomic status categorization, participants with upper-lower class SES ($M=63.93$; $SD=25.96$) showed below-average adjustment level; while as lower-middle-class SES ($M=52.46$; $SD=13.27$) and upper-middle-class SES ($M=45.58$; $SD=7.12$) showed moderate adjustment level. Participants with upper-class SES ($M=26.15$; $SD=5.42$) were highly adjusted.

4.1.3.3 Demographic variables and achievement motivation

The current study also assessed achievement motivation in participants. Chronological age of participants didn't impact their achievement motivation level as

15 years ($M=146.76$; $SD=22.50$), 16 years ($M=146.39$; $SD=22.90$), and 17 years ($M=146.09$; $SD=21.91$) showed average achievement motivation levels in comparison to the national sample. Male ($M=146.29$; $SD=22.00$) and female ($M=146.47$; $SD=23.47$) participants also showed average achievement motivation level in comparison to the national sample. Comparatively, participants belonging to extended families ($M=126.33$; $SD=19.28$) showed low achievement motivation level; participants living in nuclear families ($M=149.14$; $SD=21.59$), and joint families ($M=142.14$; $SD=21.44$) depicted average achievement motivation level in comparison to a national sample. Participants located in urban areas ($M=152.96$; $SD=19.86$) showed average achievement motivation, whereas, participants living in rural areas ($M=137.07$; $SD=22.36$) showed below-average achievement motivation. Participants using twitter as a social media platform ($M=129.55$; $SD=19.02$) showed below-average achievement motivation and participants using multiple social networking sites/apps ($M=141.04$; $SD=21.60$) also showed below-average achievement motivation. WhatsApp users ($M=150.68$; $SD=16.76$) showed an average achievement motivation and lastly, Facebook users ($M=167.71$; $SD=16.66$) showed above-average achievement motivation levels.

In socioeconomic status categorization, participants with upper-lower class SES ($M=139.86$; $SD=22.15$) showed below-average achievement motivation level; while as lower-middle-class SES ($M=144.78$; $SD=19.48$) and upper-middle-class SES ($M=156.87$; $SD=14.68$) showed average achievement motivation level. Participants with upper-class SES ($M=184.73$; $SD=5.53$) were highly motivated. Participants with high exposure to violent conflict showed low achievement motivation level ($M=116.90$; $SD=9.73$). While as participants with moderate exposure to violent conflict ($M=148.69$; $SD=17.77$) showed average achievement motivation level and participants mildly exposed to violent conflict ($M=162.55$; $SD=15.09$) showed above-average achievement motivation.

4.1.3.4 Demographic variables and academic performance

Participant's previous years academic record was taken as indicator of their academic performance. Cross sectional chronological age of participants impacted their academic performance i.e., 17 years old ($M=326.40$; $SD=32.96$) participants showed higher academic performance compared to 15 years ($M=316.40$; $SD=29.95$) and 16 years ($M=323.87$; $SD=30.43$). Male ($M=324.69$; $SD=32.70$) participants showed

elevated academic performance scores compared to female participants ($M=322.69$; $SD=27.86$). Comparatively, participants belonging to extended families ($M=310.04$; $SD=15.27$) showed low achievement performance in comparison to participants living in nuclear families ($M=326.70$; $SD=32.39$), and joint families ($M=318.60$; $SD=30.48$). Participants located in urban areas ($M=330.41$; $SD=35.32$) showed elevated academic performance in comparison to participants living in rural areas ($M=314.28$; $SD=20.32$). Participants using multiple social networking sites/apps ($M=316.37$; $SD=22.86$) and participants using Twitter as a social media platform ($M=315.77$; $SD=14.76$) showed poor academic performance as compared to WhatsApp users ($M=324.19$; $SD=18.53$) and Facebook users ($M=356.88$; $SD=50.63$).

In socioeconomic status categorization, participants with upper-lower class SES ($M=315.96$; $SD=20.74$) and lower-middle-class SES ($M=319.51$; $SD=22.42$) showed poor academic performance compared to participants with upper-middle-class SES ($M=327.63$; $SD=26.59$) and upper-class SES ($M=417.04$; $SD=21.24$). Participants with high exposure to violent conflict showed low academic performance ($M=310.89$; $SD=24.50$) in comparison to participants with moderate exposure to violent conflict ($M=319.15$; $SD=20.37$) and mild exposure to violent conflict ($M=341.25$; $SD=41.64$).

4.1.3.5 Demographic variables and exposure to violent conflict

Participant's exposure to violent conflict events was measured. Participants with higher age reported higher exposure to violent conflict, i.e., 17 years old ($M=6.80$; $SD=3.21$), compared to 16 years old ($M=7.19$; $SD=3.53$) and 15 years ($M=6.80$; $SD=3.21$). Male participants showed more exposure to violent conflict events ($M=7.65$; $SD=3.63$), in comparison to female participants ($M=7.07$; $SD=3.51$). Participants living in extended families reported higher exposure to violent conflict incidents ($M=12.02$; $SD=3.73$), as compared to participants of joint families ($M=8.57$; $SD=3.01$) and nuclear families ($M=6.74$; $SD=3.21$). Participants located in rural areas reported ($M=10.23$; $SD=3.50$), elevated number of incidents related to violent conflict compared to participants living in urban areas ($M=5.70$; $SD=3.50$). Participants using Twitter ($M=11.86$; $SD=3.43$) and multiple social networking sites ($M=8.90$; $SD=2.97$) reported higher incidents related violent conflict in comparison to participants using only WhatsApp ($M=5.21$; $SD=2.20$), and Facebook ($M=3.40$; $SD=1.12$).

Participants with upper-lower-middle-class SES ($M=9.75$; $SD=3.32$) reported elevated levels of exposure to violent conflict as compared to participants with lower-

middle class SES ($M=6.48$; $SD=2.17$), upper-middle-class SES ($M=3.80$; $SD=1.41$), and upper-class SES ($M=3.23$; $SD=1.18$). Participants with high exposure to violent conflict reported higher incidents of violent conflict ($M=13.30$; $SD=1.30$), as compared to participants with moderate ($M=7.48$; $SD=1.11$) and mild ($M=3.50$; $SD=1.02$) level of exposure to violent conflict.

4.1.4. Descriptive analyses of study's main variables

The descriptive analysis of main variables was carried out and is presented in the respective tables. One of the major interests of current study was: prevalence and intensity of exposure to violent conflict, patterns of adjustment, achievement motivation and the predictors of academic performance among the participants of this study.

4.1.4.1 Exposure to violent conflict descriptive statistics

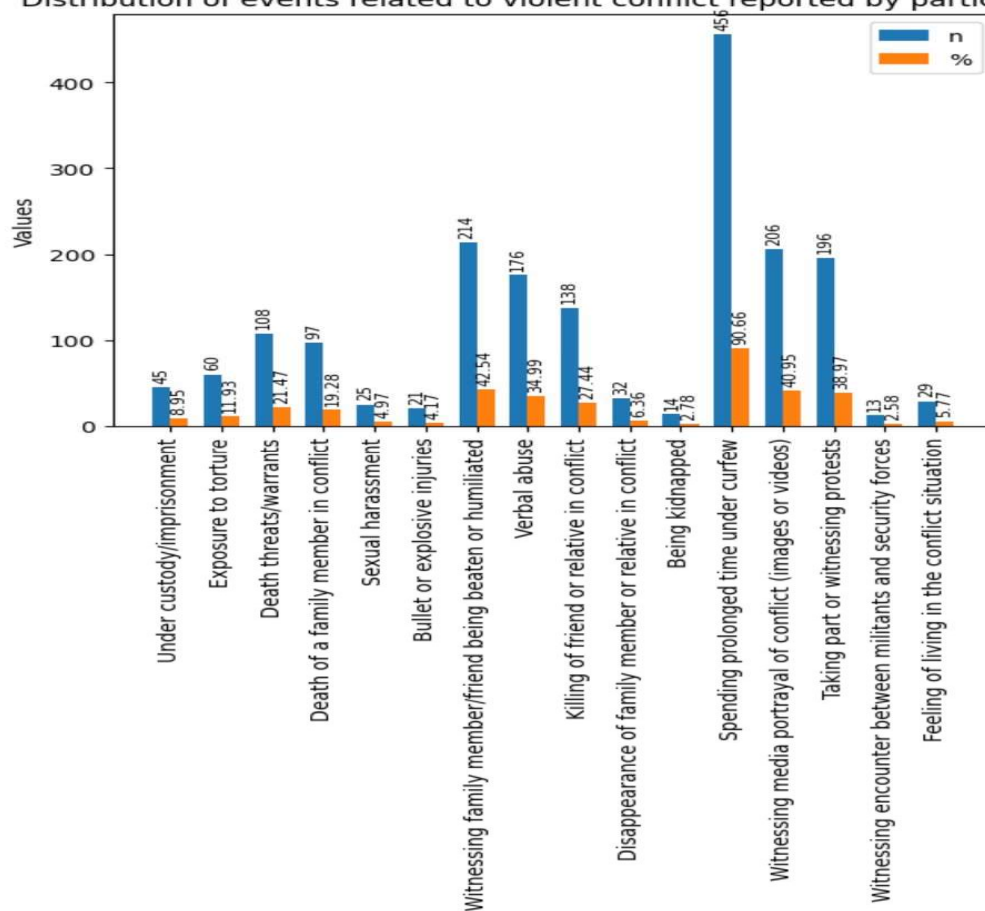
The distribution of the violent conflict-related events experienced by the participants was assessed to gauge the level of exposure to violent conflict among school going students in Kashmir. Findings show that the highest percentage of participants (90.66) reported having spent prolonged time under curfew as a conflict-related event they have experienced. The most prevalent events reported by participants were having spent prolonged time under curfew (90.66%), witnessing family member being humiliated (42.54%), witnessing media portrayal of conflict (40.95%), viewing live protests (38.97%), viewing verbal abuse (34.99%), killing of a friend or relative in conflict (27.44%), receiving death threats (21.47%), death of a family member in conflict (19.29%), and exposure to physical torture (11.93%). Table 3.3 and Fig. 3.1 shows the percentage of events witnessed by participants in violent conflict.

Table 3. 3 *Distribution of events related to violent conflict reported by participants*

Type of violent conflict event	<i>n</i>	Percentage
1. Under custody/imprisonment	45	8.95
2. Exposure to torture	60	11.93
3. Death threats/warrants	108	21.47
4. Death of a family member in conflict	97	19.28
5. Sexual harassment	25	4.97

6. Bullet or explosive injuries	21	4.17
7. Witnessing family member/friend being beaten or humiliated	214	42.54
8. Verbal abuse	176	34.99
9. Killing of friend or relative in conflict	138	27.44
10. Disappearance of family member or relative in conflict	32	6.36
11. Being kidnapped	14	2.78
12. Spending prolonged time under curfew	456	90.66
13. Witnessing media portrayal of conflict (images or videos)	206	40.95
14. Taking part or witnessing protests	196	38.97
15. Witnessing encounter between militants and security forces	13	2.58
16. Feeling of living in the conflict situation	29	5.77

Distribution of events related to violent conflict reported by participants



Percentage of violent events as reported by participants

4.1.4.2 Adjustment descriptive statistics: Adjustment inventory for school students (AISS)

The combined mean score for the overall adjustment level was 55.58 ($SD=22.04$). Based on their responses towards events happening in Kashmir presented in the EVCC, the participants were classified into three arbitrary categories i.e., mild exposure, moderate exposure and high exposure group. Mild exposure group reported exposure up to five events. Moderate exposure group report exposure up to ten events. Lastly, high exposure group reported exposure up to sixteen events. On AISS participants in high exposure group showed elevated adjustment dysfunctions ($M=89.87$; $SD=19.47$), whereas, participants exposed moderately to violent conflict showed average adjustment levels ($M=50.10$; $SD=11.59$). Lastly, participants exposed mildly, to violent conflict showed above average adjustment levels ($M=41.22$; $SD=8.96$) (see Fig. 3.2). On the domain of emotional adjustment of AISS, participants in the high exposure to violent conflict group showed extremely unsatisfactory adjustment ($M=29.44$; $SD=7.10$). Participants with moderate ($M=16.71$; $SD=3.74$) and mild ($M=14.38$; $SD=3.68$) exposure to violent conflict showed average emotional adjustment levels. Secondly, on social adjustment domain of AISS, participants in the high exposure to violent conflict group showed extremely unsatisfactory adjustment ($M=30.06$; $SD=6.66$). Moderately ($M=16.79$; $SD=4.26$) and mildly ($M=13.46$; $SD=3.80$) exposed participants to violent conflict showed normal social adjustment levels. Lastly, on educational adjustment domain of AISS, participants in the high exposure to violent conflict group showed extremely unsatisfactory adjustment ($M=30.38$; $SD=6.23$). Participants in the groups of moderate ($M=16.60$; $SD=4.92$) and mild ($M=13.37$; $SD=3.46$) exposure to violent conflict showed normal adjustment functioning. For details see Table 3.4.

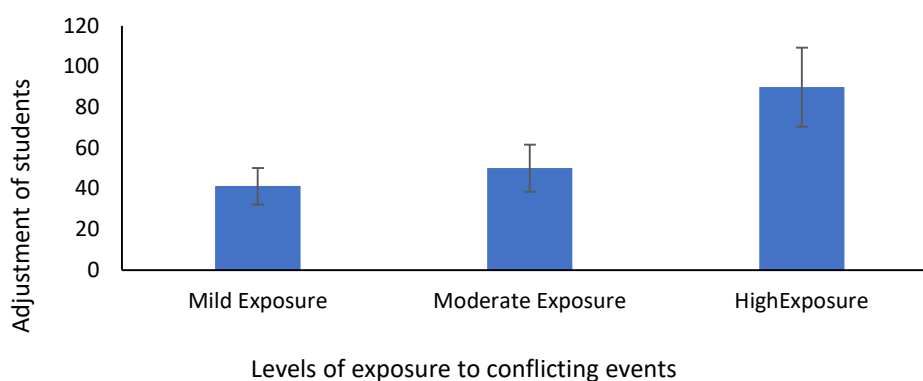


Fig. 3.2: Adjustment of students as a function of exposure to conflicting events

4.1.4.3 Achievement motivation descriptive statistics: Achievement motivation scale (AMS_n)

On AMS_n, the mean score across all three exposure groups was 146.34 ($SD=22.42$). Participants exposed to high level of violent conflict ($M=116.90$; $SD=9.73$), showed low achievement motivation in comparison to participants exposed in moderate ($M=148.69$; $SD=17.77$) and mild level violent conflict groups ($M=162.55$; $SD=15.09$) (see Fig. 3.3).

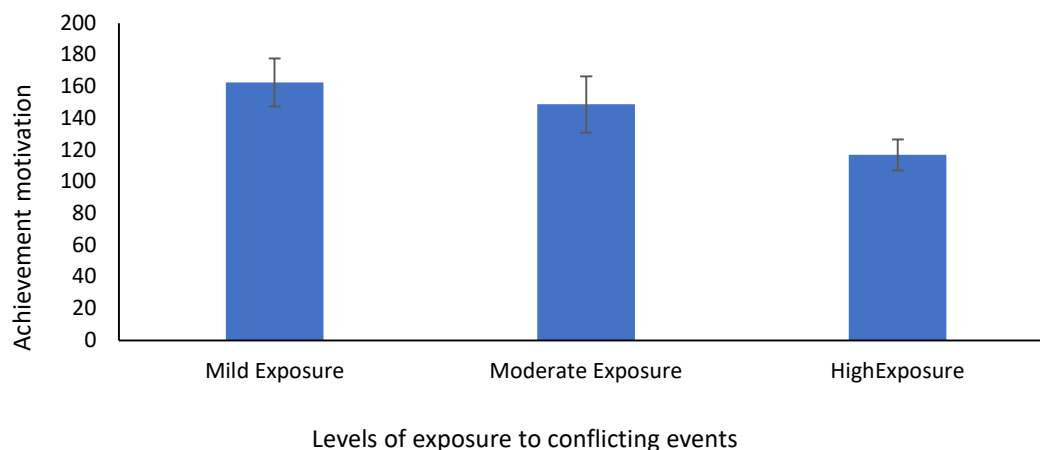


Fig. 3.3: Achievement motivation of students as a function of exposure to conflicting events

4.1.4.4 Academic performance descriptive statistics: Academic performance indicator

Marks in the previous academic year was taken as the indicator of academic performance. The combined mean score across all three exposure groups was 324.09 ($SD=31.32$). Participants with high exposure to violent conflict showed low academic performance ($M=310.89$; $SD=24.50$) as compared to participants in groups who are moderately ($M=319.15$; $SD=20.37$) and mildly exposed to violent conflict ($M=341.25$; $SD=41.64$), (see Fig. 3.4).

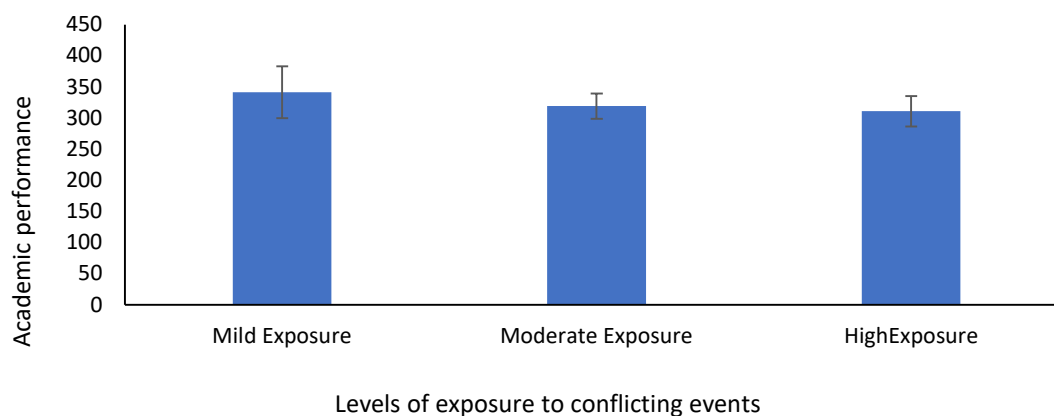


Fig. 3.4: Academic performance of students as a function of exposure to conflicting events

4.1.4.5 Adjustment and Achievement motivation levels descriptive statistics

The distribution of participants according to different levels of adjustment and achievement motivation and the percentage, mean and SD at each level is presented in Table 3.7. In the sample under consideration, 48.11% participants showed average adjustment; 13.52% participants showed extremely unsatisfactory adjustment and 5.37% were highly adjusted on AISS. Similarly, on achievement motivation scale 37.57% participants showed average motivation; 0.40% were highly motivated and 4.57% showed lowest motivation. Participants falling in the category of extremely unsatisfactory adjustment ($M=308.32$; $SD=12.02$), unsatisfactory adjustment ($M=313.00$; $SD=5.66$), below average adjustment ($M=308.58$; $SD=12.64$) levels showed poor academic performance. On achievement motivation scale, participants in the category of lowest motivated ($M=310.70$; $SD=19.11$), low motivation ($M=309.39$; $SD=14.93$), below average motivation ($M=325.33$; $SD=41.69$), showed poor academic performance. For further details see Table 3.7.

4.1.4.6 Descriptive statistics regarding usage of social media apps and exposure to violent conflict events

The Table 3.8 presents descriptive statistics across different levels of adjustment and achievement motivation. Participants with extremely unsatisfactory adjustment ($M=4.69$; $SD=.70$), unsatisfactory adjustment ($M=4.50$; $SD=.71$), below average adjustment ($M=4.26$; $SD=1.21$) levels used higher number social media apps. Furthermore, participants with extremely unsatisfactory adjustment ($M=13.18$; $SD=1.26$), unsatisfactory adjustment ($M=13.00$; $SD=1.41$), below average adjustment ($M=9.49$; $SD=3.37$) levels reported higher exposure to violent conflict. On achievement motivation scale, participants in the category of lowest motivation ($M=4.70$; $SD=.76$), low motivation ($M=4.44$; $SD=1.06$), below average motivation ($M=3.70$; $SD=1.44$), utilised higher number of social networking apps. Lastly, on AMSn, participants in the category of lowest motivation ($M=12.52$; $SD=2.47$), low motivation ($M=11.10$; $SD=3.22$), below average motivation ($M=8.78$; $SD=3.45$) reported exposure to higher violent conflict events. For further details see Table 3.8.

4.1.5. Effects of exposure to violent conflict on adjustment, achievement motivation, and academic performance

Table 3.8.1 presents effects of exposure to violent conflict on adjustment, achievement motivation and academic performance. On adjustment problems scale, results of one-way ANOVA indicated that participants showed severe problems in adjustment in high exposure to violent conflict group as compared to participants exposed to mild or moderate violent conflict, $F(2,500)=475.32$, $p<.001$, $\eta_p^2 = 0.81$, indicating that the magnitude of the effect of exposure to violent conflict on student adjustment problems is very high.

Similarly, on achievement motivation scale, results of one-way ANOVA indicated that participants showed poor achievement motivation in high exposure to violent conflict group as compared to participants exposed to mild or moderate violent conflict events, $F(2, 500) = 266.77$, $p < .001$, $\eta_p^2 = 0.72$, indicating that the magnitude of the effect of exposure to violent conflict on student achievement motivation was profound and debilitating on students.

Lastly, on academic performance, results of one-way ANOVA revealed that participants showed poor academic performance in high exposure to violent conflict group as compared to participants exposed mildly or moderately to violent conflict, $F(2, 500) = 40.36$, $p < .001$, $\eta_p^2 = 0.40$, indicating that the magnitude of effect of exposure to violent conflict on student academic performance was deep and incapacitating to students.

Table 3. 4 *Adjustment levels among the three Exposure Groups*

Exposure to violent conflict level	No of Events Reported	<i>n</i>	Adjustment							
			Emotional		Social		Educational		Total	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Mild	Five or less	151	14.38	3.68	13.46	3.80	13.37	3.46	41.22	8.96
Moderate	More than six and less than eleven	249	16.71	3.74	16.79	4.26	16.60	4.92	50.10	11.59
High	Eleven and more	103	29.44	7.10	30.06	6.66	30.38	6.23	89.87	19.47

Table 3. 5 *Achievement motivation levels among the three Exposure Groups*

Exposure to violent conflict level	No of Events Reported	<i>n</i>	Achievement Motivation	
			Mean	SD
Mild	Five or less	151	162.55	15.09
Moderate	More than six and less than eleven	249	148.69	17.77
High	Eleven and more	103	116.90	9.73

Table 3. 6 *Academic performance among the three Exposure Groups*

Exposure to violent conflict level	No of Events Reported	<i>n</i>	Academic Performance	
			Mean	SD
Mild	Five or less	151	341.25	41.64
Moderate	More than six and less than eleven	249	319.15	20.37
High	Eleven and more	103	310.89	24.50

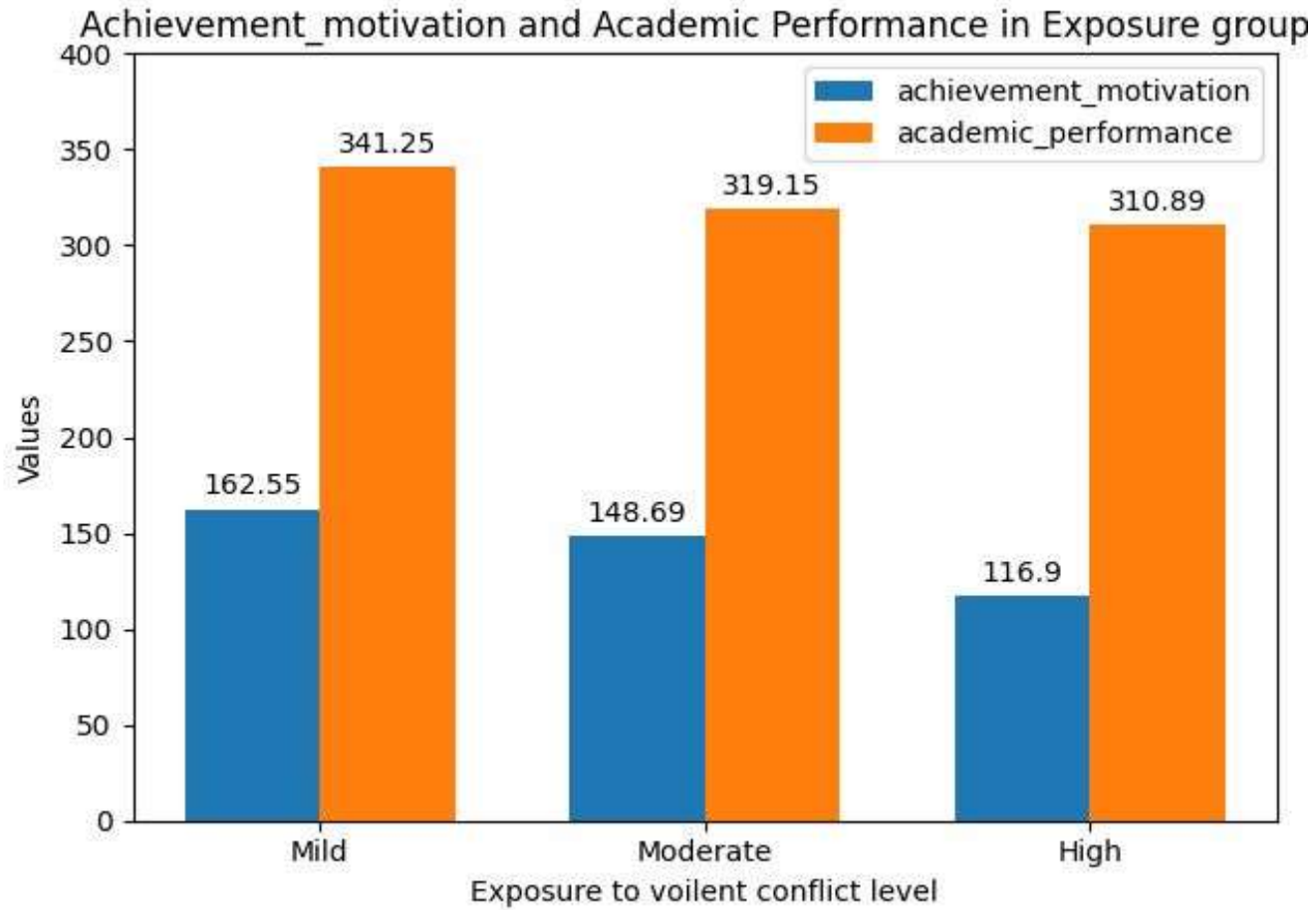


Table 3. 7 *Descriptive statistics of adjustment and achievement motivation levels in the sample (n=503)*

Measure	Levels	Adjustment and Achievement Motivation				Academic Performance	
		<i>n</i>	%	Mean	SD	Mean	SD
Adjustment inventory for school students	Extremely unsatisfactory adjustment	68	13.52	102.12	4.33	308.32	12.02
	Unsatisfactory adjustment	2	.40	90.00	.00	313.00	5.66
	Below average adjustment	80	15.90	70.20	1.75	308.58	12.64
	Average/moderate adjustment	242	48.11	47.08	3.52	320.97	19.61
	Above average adjustment	84	16.70	37.58	2.89	338.71	38.42
	High adjustment	27	5.37	24.59	7.01	393.11	51.52
Achievement motivation scale	Highly motivated	2	.40	194.00	.00	395.00	.00
	High motivation	25	4.97	184.68	4.62	418.28	19.71
	Above average motivation	123	24.45	168.57	4.42	322.87	22.94
	Average motivation	189	37.57	150.42	5.98	322.00	20.51
	Below average motivation	27	5.37	132.04	6.01	325.33	41.69
	Low motivation	114	22.66	117.61	4.20	309.39	14.93
	Lowest motivated	23	4.57	107.39	2.57	310.70	19.11

Table 3. 8 Usage of social media apps and exposure to violent conflict events across levels of adjustment and achievement motivation (n=503)

Measure	Levels	No. of social media apps used				Exposure to violent conflict events	
		n	%	Mean	SD	Mean	SD
Adjustment inventory for school students	Extremely unsatisfactory adjustment	68	13.52	4.69	.70	13.18	1.26
	Unsatisfactory adjustment	2	.40	4.50	.71	13.00	1.41
	Below average adjustment	80	15.90	4.26	1.21	9.49	3.37
	Average/moderate adjustment	242	48.11	3.51	1.68	6.06	2.19
	Above average adjustment	84	16.70	3.26	1.79	5.75	2.60
	High adjustment	27	5.37	1.85	1.59	4.81	3.26
Achievement motivation scale	Highly motivated	2	.40	1.00	.00	2.00	1.41
	High motivation	25	4.97	1.00	.00	3.40	1.15
	Above average motivation	123	24.45	3.42	1.72	5.92	2.55
	Average motivation	189	37.57	3.60	1.67	6.11	2.10
	Below average motivation	27	5.37	3.70	1.44	8.78	3.45
	Low motivation	114	22.66	4.44	1.06	11.10	3.22
	Lowest motivation	23	4.57	4.70	.76	12.52	2.47

Table 3.8.1 Effects of exposure to violent conflict on adjustment, achievement motivation and academic performance

Dependent Variable	F(2, 500)	p	η_p^2	Mild EVC		Moderate EVC		High EVC	
				M	SD	M	SD	M	SD
Adjustment	475.32	<0.001	0.81	41.22	8.96	50.10	11.59	89.87	11.47
Achievement Motivation	266.77	<0.001	0.72	162.55	15.09	148.69	17.77	116.90	9.73
Academic Performance	40.36	<0.001	0.40	391.25	41.64	319.15	20.37	310.89	24.50

Note: EVC= Exposure to Violent Conflict

4.2 Correlation Analysis

Spearman's correlation analysis was performed to test the relationship between categorical demographic variables (i.e., family structure and the rest of the metric variables). Pearson's parametric test of correlation was also employed to measure the relationship between metric variables. In addition, the point-biserial correlation was reported between one continuous and dichotomous variable (i.e., gender, area of location and rest of the metric variables).

Inter-correlations between variables are presented in the Table 3.9. Correlation analysis revealed that total adjustment score was positively correlated with its domains of emotional ($r = .96, p < .01$), social ($r = .97, p < .01$), and educational adjustment ($r = .97, p < .01$). Achievement motivation was found negatively correlated with the emotional ($r = -.78, p < .01$), social ($r = -.80, p < .01$), educational ($r = -.80, p < .01$), and overall adjustment ($r = -.82, p < .01$). Positive correlation was found between achievement motivation and academic performance ($r = .44, p < .01$). Academic performance was negatively associated with the emotional ($r = -.41, p < .01$), social ($r = -.41, p < .01$), educational ($r = -.40, p < .01$), and overall adjustment ($r = -.43, p < .01$).

Higher adjustment problems have been found positively linked to higher usage of social media networking sites/apps ($r = .36, p < .01$), and higher exposure to violent conflict events ($r = .73, p < .01$). Analysis further revealed that total adjustment scores were negatively related to socio-economic status ($r = -.41, p < .01$). Lower achievement motivation was linked with the higher usage of social media networking sites/apps ($r = -.38, p < .01$), and higher exposure to violent conflict events ($r = -.67, p < .01$). Higher achievement motivation was positively associated with higher socio-economic status ($r = .41, p < .01$). Lower academic performance was linked with the higher usage of social media networking sites/apps ($r = -.37, p < .01$), and higher exposure to violent conflict events ($r = -.35, p < .01$). Higher academic performance was positively associated with higher socio-economic status ($r = .47, p < .01$).

Table 3. 9 Means, standard deviations and intercorrelations among indicator variables

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. NSMSA	3.66	1.65	-							
2. EVC	7.48	3.60	.58**	-						
3. SES	12.78	5.69	-.76**	-.60**	-					
4. AISS-Emotional	18.62	7.24	.33**	.68**	-.39**	-				
5. AISS-Social	18.51	7.24	.37**	.72**	-.42**	.90**	-			
6. AISS-Educational	18.45	7.88	.35**	.71**	-.38**	.90**	.90**	-		
7. AISS-Total	55.58	22.04	.36**	.73**	-.41**	.96**	.97**	.97**	-	
8. AMSn-Total	146.34	22.42	-.38**	-.67**	.41**	-.78**	-.80**	-.80**	-.82**	-
9. Academic Performance	324.09	31.33	-.37**	-.35**	.47**	-.41**	-.41**	-.40**	-.43**	.44**

Note: * $p < 0.05$, ** $p < 0.01$ (2-tailed); NSMSA= No. of Social Media Sites/Apps used; EVC= Exposure to violent conflict events; SES= Socio-economic status score; AISS=Adjustment Inventory for School Students; AMSn=Achievement Motivation Scale

4.3. Predictors and mediators of adjustment, achievement motivation, and academic performance

4.3.1 Path analysis: Using structural equation modeling

SEM based on a model-fitting approach was utilized to conduct path analysis. This approach used the maximum likelihood method to calculate all paths simultaneously. In generating the path coefficients under the model-fitting program, the full-information technique was used (Kline, 2016). Initially, data was screened for missing values. For 23 participants, data was missing on multiple measures and the scores for these participants were excluded before analyzing the data. Furthermore, for 9 participants scores were missing on single measures. These missing scores were estimated by applying the mean substitution method (Meyers et al., 2013). Finally, data for the 503 participants was entered into SEM analysis. On the data, the multivariate normality assumption was also tested by calculating Mahalanobis distance statistics D^2 and a very small percentage of cases (i.e., 1.7%) qualifying for the criteria of multivariate outliers and these cases were retained in the analysis (Hair et al., 2014; Kline, 2016). Additionally, Cook's distance in this study was examined in order to test the multivariate normality assumption, and it was discovered to be less than 1, allowing us to draw the conclusion that outliers had no impact on the predictive models used in this investigation.

4.3.1.1 Model Identification

For the model identification we have determined the number of known elements by adopting procedures from advanced SEM analysis (Meyers et al., 2013). In the model, there are 6 number of variances associated with measured or indicator variables. And 36 unique or nonredundant entries represent the correlational matrix of the indicator variables. By determining the number of known elements algebraically as mentioned in advanced works on SEM analysis, the number of known elements is 21 (Meyers et al., 2013). Further, the number of unknown elements in the model is 17. Thus, the degrees of freedom of the model are computed as the number of known elements minus the number of estimated parameters. In this study, the degrees of freedom are positive, and hence the model is identified.

4.3.1.2 The path analysis output

After making all the specifications, the path analysis was performed by using SEM.

4.3.1.2.1 Chi-Square and Degrees of Freedom

In this model, the value of Chi-Square is 7.60 and with 4 degrees of freedom it is not statistically significant, ($p = .11$). This value suggests a very good fit of the model to the data.

4.3.1.2.2 Model Fit

Minimum discrepancy (CMIN) is considered equivalent to chi-square (Byrne, 2010). CMIN is thought of as the chi-square value for the model specified by the researcher. In the current model, the obtained value of chi-square is 7.60 and, with one degree of freedom, it is not statistically significant ($p = .11$). The target for the GFI is equal to or greater than .90 for a good fit; in the present case, its value is 1.00, which suggests an excellent fit. Under the heading Baseline Comparisons, our target for the NFI and CFI indexes is .95; here we have obtained values of 1.00 and 1.00, respectively. These values are above the acceptable value of .90, which suggests a superb fit to the current model (Kline, 2016). The target value for the RMSEA is .08, and the obtained value is .04, (with a 90% confidence interval of .000 to .09); this outcome in the current model would suggest virtually a perfect fit. In summary, we would judge the model to represent an excellent fit to the data. For more details see Figure 3.1.

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	17	7.597	4	.108	1.899
Saturated model	21	.000	0		
Independence model	6	1852.507	15	.000	123.500

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	3.166	.995	.974	.190
Saturated model	.000	1.000		
Independence model	132.394	.406	.168	.290

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.996	.985	.998	.993	.998

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.042	.000	.088	.540
Independence model	.494	.475	.513	.000

*Figure 3.1 Model Fit Summary***4.3.1.2.3. Coefficients**

The unstandardized (raw) coefficients and standardized (beta) weights are shown in Figure 3.2. A total of six coefficients are statistically significant, and two did not reach statistical significance. Adjustment levels appear to be most strongly predicted by exposure to violent conflict (beta weight of .73) and adjustment negatively predicted achievement motivation levels (beta weight of .71) when controlling for all of the other variables in the model.

Scalar Estimates (Group number 1 - Default model)**Maximum Likelihood Estimates****Regression Weights: (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P
Adjustment	<---	EVC	4.436	.188	23.616	***
AM	<---	Adjustment	-.718	.037	-19.418	***
AM	<---	EVC	-.989	.226	-4.374	***
ACP	<---	Adjustment	-.393	.100	-3.908	***
ACP	<---	EVC	2.234	.540	4.138	***
ACP	<---	SES	2.182	.328	6.652	***
ACP	<---	AM	.287	.092	3.135	.002
ACP	<---	NSMSA	-.781	1.107	-.705	.481

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Adjustment	<---	EVC	.725
AM	<---	Adjustment	-.706
AM	<---	EVC	-.159

			Estimate
ACP	<---	Adjustment	-.275
ACP	<---	EVC	.256
ACP	<---	SES	.395
ACP	<---	AM	.205
ACP	<---	NSMSA	-.041

Figure 3.2 The Unstandardized (Raw) and Standardised Weights

4.3.1.2.4. Direct, Indirect, and Total Effects

The direct, indirect, and total effects are shown in the Figure 3.3. Direct effects represent those effects in the model where one variable is directly predicting another variable. The direct effects are represented by beta weights and the coefficients shown in the path diagram. The relationships between exposure to violent conflict and adjustment and adjustment and academic performance are direct effects. Indirect effects are those where a variable affects through a mediating variable and are shown in the middle table of Figure 3.3. Consider the indirect effects of exposure to violent conflict on academic performance; effects of exposure to violent conflict on achievement motivation; and effects of adjustment on academic performance. Total effects are shown in the bottom table of Figure 3.3. Total effects are the sums of the direct and indirect effects for each endogenous variable.

Standardized Direct Effects (Group number 1 - Default model)

	NSMSA	SES	EVC	Adjustment	AM
Adjustment	.000	.000	.725	.000	.000
AM	.000	.000	-.159	-.706	.000
ACP	-.041	.395	.256	-.275	.205

Standardized Indirect Effects (Group number 1 - Default model)

	NSMSA	SES	EVC	Adjustment	AM
Adjustment	.000	.000	.000	.000	.000
AM	.000	.000	-.512	.000	.000
ACP	.000	.000	-.337	-.144	.000

Standardized Total Effects (Group number 1 - Default model)

	NSMSA	SES	EVC	Adjustment	AM
Adjustment	.000	.000	.725	.000	.000
AM	.000	.000	-.671	-.706	.000

	NSMSA	SES	EVC	Adjustment	AM
ACP	-.041	.395	-.081	-.419	.205

Figure 3.3 The Direct, Indirect, and Total Effects

4.3.1.2.5. The correlation of the three exogenous variables

The top of the tables of Figure 3.4 presents the relationship of the three exogenous variables, exposure to violent conflict, socio-economic status, and number of social media sites/apps, and the test of significance of these correlation coefficients. The correlation coefficient between exposure to violent conflict and socio-economic status was $-.60$; between exposure to violent conflict and number of social media sites/apps $.58$; socio-economic status and number of social media sites/apps $-.76$.

4.3.1.2.6. The squared multiple correlations

The bottom table of Figure 3.4 presents the squared multiple correlations (R^2) of the endogenous variables. As can be seen from the table, the current model accounted for 33% of the variance of academic performance; 69 % of the variance of achievement motivation; 53% of the variance of adjustment.

Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
EVC	<-->	SES	-12.370	1.068	-11.582	***
EVC	<-->	NSMSA	3.461	.307	11.268	***
SES	<-->	NSMSA	-7.163	.527	-13.584	***

Correlations: (Group number 1 - Default model)

			Estimate
EVC	<-->	SES	-.604
EVC	<-->	NSMSA	.582
SES	<-->	NSMSA	-.762

Squared Multiple Correlations: (Group number 1 - Default model)

			Estimate
Adjustment			.526
AM			.686
ACP			.328

Figure 3.4 The correlations of the three exogenous variables and the R2 for the endogenous variables

4.3.1.3. The Structural Model of the Path Analysis

The structural model is shown in Figure 3.5. The model displays the correlation among exogenous variables (i.e., EVC, SES, and NSMSA), the path coefficients, and the value of R^2 s.

4.3.1.4. Specification search to delete paths

The model depicted in Figure 3.5., contains one path coefficient that is not statistically significant. Furthermore, of the seven path coefficients that are statistically significant, four do not reach the practical significance threshold of .30. For specification search, we have adopted the most relevant strategy to avoid a major fishing expedition (Meyers et al., 2013). First, we have deleted all paths that were not statistically significant. That trimmed the model down to seven paths and later we evaluated how well that model fitted the data. Secondly, we have determined the path coefficients in the trimmed model that did not approach the practical significance criterion of .30, and these are the paths that we had identified in the specification search. Lastly, we have considered the best model that emerged from the analysis for the final version of the trimmed model.

4.3.1.4.1 Specification search: Removing non-significant paths

The path diagram presented in Figure 3.5 shows a statistically non-significant path from NSMSA to ACP, so was removed.

4.3.1.4.2 Specification search: Evaluating the results from the first Trimming

The results from the first trimming are presented in Figure 3.6. The obtained value of chi-square is 8.09 and, with 5 degrees of freedom, is not statistically significant (the probability p is .15). The obtained values for the GFI, NFI, and CFI were .995, .996, and .998, respectively, and obtained value for the RMSEA is .04. We would judge the trimmed model to represent an excellent fit to the data. With fewer paths in the model Figure 3.9., than in the original one but because this trimmed model fits the data extremely well, we would consider this model to be a more parsimonious representation of this relationship among the variables.

The path coefficients shown in Figure 3.6 show unstandardized (raw) coefficients and standardized (beta) weights and all of the seven coefficients in the first trimmed model are statistically significant. Of these seven, only three have exceeded the practical significance criterion of .30. The path coefficients from EVC to ACP (.25),

Adjustment to ACP (-.27), and AM to ACP (.21) are statistically significant and come very close to practically significant criterion value of .30. Furthermore, the path from EVC to AM (-.16) is statistically significant but appears to be highly impractical. The path diagram for the first trimmed model is given in Figure 3.9.

4.3.1.5. Reporting Path Analysis Results

The present path analysis focused on the attainment of academic performance of students in Kashmir during previous academic year. The predictors, exposure to violent conflict, socio-economic status, adjustment, and achievement motivation levels were configured into the hypothesized model shown in Figure 3.9. The model was evaluated via IBM SPSS Amos 23 (Arbuckle, 2014). The chi-square assessing model fit, with a value of 8.09 ($N = 503$), $p = .15$, was not statistically significant; thus, the model appeared to be a good fit for the data. The goodness-of-fit index (GFI), the normed fit index (NFI), and the comparative fit index (CFI) all yielded values of .995, .996, and .998 respectively. Further, the obtained RMSEA value was .04 with a 90% confidence interval of .00 to .077. All of these fit indexes indicated that the model was an excellent fit for the data.

The path coefficients are displayed in Figure 3.9. and are presented in Table 3.10 under direct effects. In the present study sample size ($N = 503$) is large and consequently, all path coefficients achieved statistical significance. As can be decoded from Table 3.10, the model was able to account for 33% of the variance of academic performance of higher secondary school students in Kashmir. Exposure to violent conflict and adjustment negatively affect academic performance. Further, achievement motivation positively affects academic performance in higher secondary students in Kashmir. The model was also able to explain 69% of the variance of achievement motivation and 53% of the variance of adjustment. Achievement motivation in higher secondary students of Kashmir was primarily predicted by direct and indirect effects of exposure to violent conflict and direct effects of adjustment. Furthermore, adjustment in higher secondary students of Kashmir was predicted by the direct effects of exposure to violent conflict.

Table 3. 10 *Summary of the Hypothesized Path Model*

Outcome	Determinant	Casual Effects		
		Direct	Indirect	Total
Adjustment ($R^2 = .53$)	Exposure to violent conflict	.73	---	.73
Achievement Motivation ($R^2 = .69$)	Exposure to violent conflict	-.16	-.51	-.67
	Adjustment	-.71	---	-.71
	Exposure to violent conflict	.25	-.34	-.09
Academic Performance ($R^2 = .33$)	Socio-economic status	.42	---	.42
	Adjustment	-.27	-.15	-.42
	Achievement Motivation	.21	---	.21

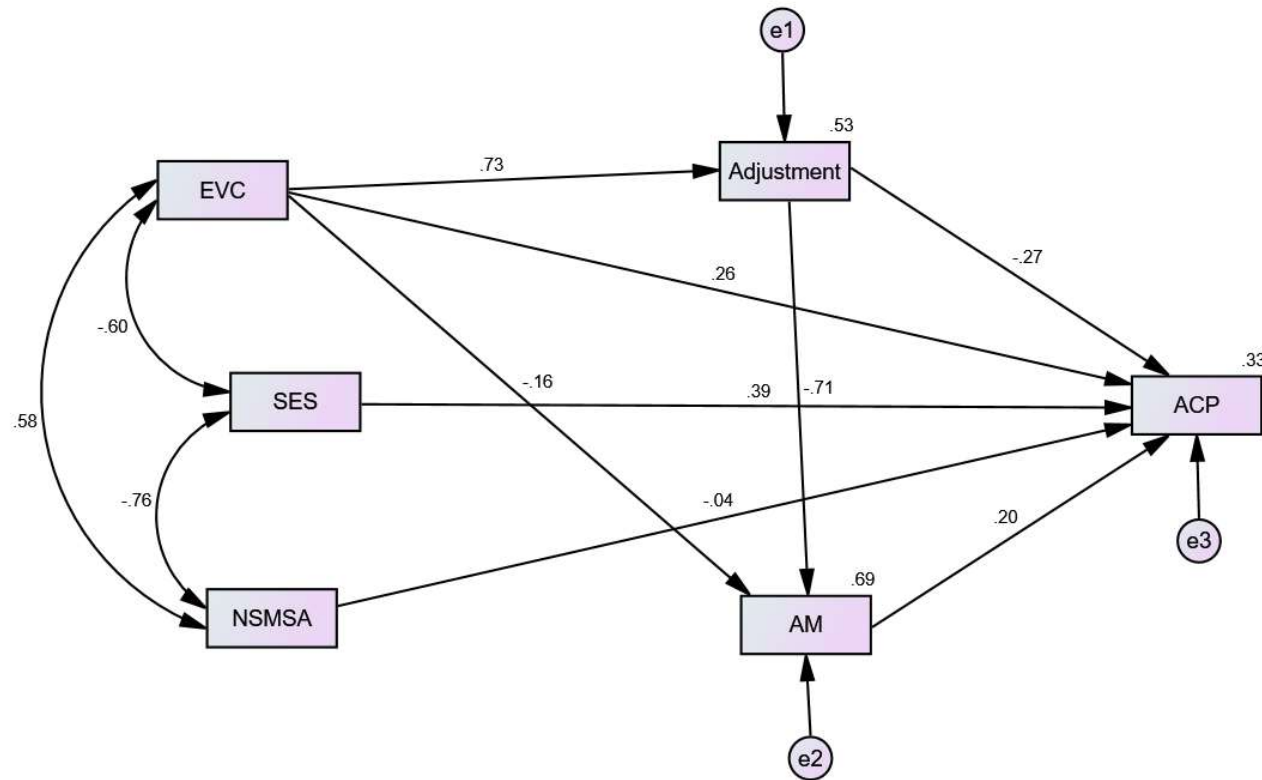


Figure 3.5 Hypothesized model with standardized parameter estimates and R2 values

Note: EVC = Exposure to violent conflict; SES = Socio-Economic Status; NSMSA = Number of social media sites/apps; AM = Achievement Motivation; ACP = Academic Performance

Model Fit Summary**CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	16	8.090	5	.151	1.618
Saturated model	21	.000	0		
Independence model	6	1852.507	15	.000	123.500

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	2.852	.995	.978	.237
Saturated model	.000	1.000		
Independence model	132.394	.406	.168	.290

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.996	.987	.998	.995	.998
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.035	.000	.077	.664
Independence model	.494	.475	.513	.000

*Figure 3.6 First Trimmed Model Fit Summary***Estimates (Group number 1 - Default model)****Scalar Estimates (Group number 1 - Default model)****Maximum Likelihood Estimates****Regression Weights: (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P
Adjustment	<---	EVC	4.436	.188	23.616	***
AM	<---	Adjustment	-.718	.037	-19.418	***
AM	<---	EVC	-.989	.226	-4.374	***
ACP	<---	Adjustment	-.387	.100	-3.846	***
ACP	<---	EVC	2.147	.531	4.040	***

			Estimate	S.E.	C.R.	P
ACP	<---	SES	2.327	.254	9.171	***
ACP	<---	AM	.289	.092	3.158	.002

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Adjustment	<---	EVC	.725
AM	<---	Adjustment	-.706
AM	<---	EVC	-.159
ACP	<---	Adjustment	-.271
ACP	<---	EVC	.246
ACP	<---	SES	.421
ACP	<---	AM	.206

Figure 3.7 The Unstandardised (Raw) and Standardised Weights in the Trimmed Model

Standardized Direct Effects (Group number 1 - Default model)

	SES	EVC	Adjustment	AM
Adjustment	.000	.725	.000	.000
AM	.000	-.159	-.706	.000
ACP	.421	.246	-.271	.206

Standardized Indirect Effects (Group number 1 - Default model)

	SES	EVC	Adjustment	AM
Adjustment	.000	.000	.000	.000
AM	.000	-.512	.000	.000
ACP	.000	-.335	-.146	.000

Standardized Total Effects (Group number 1 - Default model)

	SES	EVC	Adjustment	AM
Adjustment	.000	.725	.000	.000
AM	.000	-.671	-.706	.000
ACP	.421	-.089	-.417	.206

Figure 3.8 The Direct, Indirect, and Total Effects in the Trimmed Model

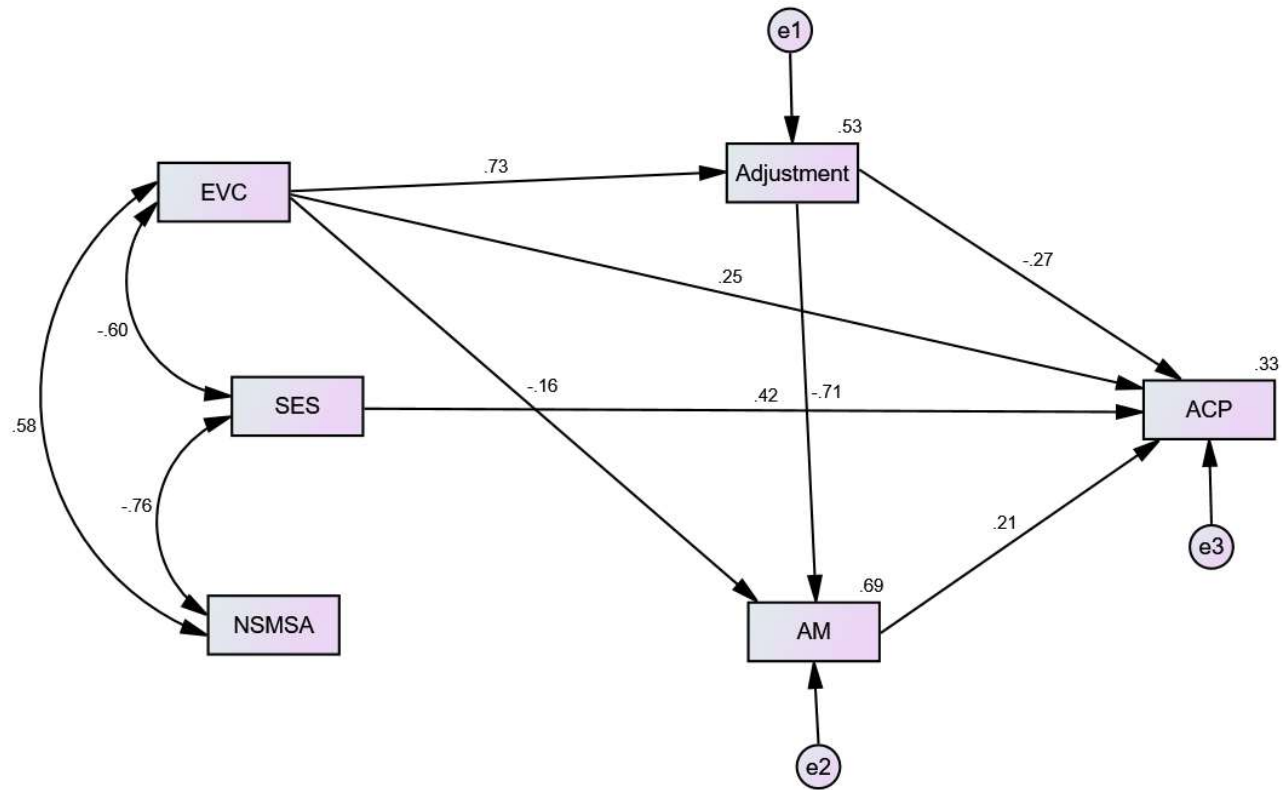


Figure 3.9 The Diagram of the first Trimmed Model with standardized parameter estimates and R2 values

Note: EVC = Exposure to violent conflict; SES = Socio-Economic Status; NSMSA = Number of social media sites/apps; AM = Achievement Motivation; ACP = Academic Performance

4.3.2 Mediators of achievement motivation and academic performance

First bivariate correlations were calculated on the sample ($n = 503$) and on all variables Person's coefficient was reported. Finally, a path analysis mediation model based on SEM was utilized to perform analysis and specific indirect effects were calculated (MacKinnon, 2008). The maximum likelihood method was used to calculate all paths simultaneously. The following model fit indices were reported in the SEM analysis: comparative fit index (CFI), goodness of fit (GFI), normed fit index (NFI), root mean square error of approximation (RMSEA), standardised root mean square residual (SRMR), and Tucker-Lewis Index (TLI). The RMSEA and SRMR values if equal to or lesser than (\leq) .80, and CFI, NFI, TLI, and GFI values greater or equal to (\geq) .90 generally represent acceptable fit to the observed data (Hu, L. T. & Bentler, 1999). Data were analysed by using IBM SPSS Statistics 23, AMOS version 23.

4.3.2.1 Relationship among variables

Table 3.9 presents mean, standard deviations and relationships among variables. The exposure to violent conflict was positively correlated with adjustment problems ($r = .73, p < .01$), negatively correlated with achievement motivation levels ($r = -.67, p < .01$), and academic performance ($r = -.35, p < .01$). Adjustment problems were negatively correlated with achievement motivation levels ($r = -.82, p < .01$) and academic performance ($r = -.43, p < .01$). Achievement motivation levels were positively correlated with academic performance ($r = .44, p < .01$). Lastly, academic performance was positively correlated with socio-economic status ($r = .47, p < .01$).

4.3.2.2 Structural Model

To test the hypotheses, the path analysis partial mediation model was tested and compared to the full mediation model. The partial mediation model indicated an acceptable fit to the data (CMIN or $\chi^2 [5] = 8.09; \chi^2/df = 1.62; CFI = .998, NFI = .996, TLI = .995, GFI = .995; RMSEA = .035, AIC = 40.09, ECVI = .080$). Compared to the partial mediation model, the fit of the independent or full model resulted in worse fit indices ($\chi^2 [6] = 1852.51; \chi^2/df = 123.50, CFI = .000, NFI = .000, TLI = .000, GFI = .406, RMSEA = .494, AIC = 1864.51, ECVI = 3.71$), and the values CMIN or χ^2/df , and RMSEA of the full model were above the reference values indicating poor fit of indices. The partial mediation model was preferred because the AIC and ECVI coefficients were lower than the full mediation's AIC and ECVI coefficients. Furthermore, the chi-square

test indicated that the partial mediation model provided a better fit to the data than the full mediation model ($\Delta\chi^2 = 1852.51$, $df = 6$, $p < .001$).

The partial mediation model showed that higher levels of exposure to violent conflict predicted higher adjustment problems ($\gamma = 0.73$, $p < .001$), lower achievement motivation levels ($\gamma = -0.16$, $p < .001$) and positively predicted academic performance ($\gamma = 0.25$, $p < .001$). As expected, higher adjustment problems predicted lower achievement motivation levels ($\gamma = -0.71$, $p < .001$) and lower academic performance ($\gamma = -0.27$, $p < .001$). Higher achievement motivation predicted higher levels of academic performance ($\gamma = 0.21$, $p = .002$). Finally, higher socio-economic status predicted higher levels of academic performance ($\gamma = 0.21$, $p = .002$). Further, the relationship between exposure to violent conflict and academic performance was partially mediated by adjustment problems. The bias corrected estimation of the unstandardised specific indirect effect was -1.71 ($p < .01$; BCa95% lower limit = -3.06 to upper limit = $-.42$). In addition to this the relationship between exposure to violent conflict and academic performance was also partially mediated by achievement motivation. The bias corrected estimation of the unstandardised specific indirect effect was $-.29$ ($p < .01$; BCa95% lower limit = $-.58$ to upper limit = $-.08$). The outcome of serial mediation analysis revealed that the relationship between exposure to violent conflict and academic performance was jointly partially mediated by adjustment problems and achievement motivation. The bias corrected estimation of the unstandardised specific indirect effect was $-.92$ ($p = .02$; BCa95% lower limit = -1.79 to upper limit = $-.15$). Testing the relation between exposure to violent conflict and achievement motivation, results of mediation analysis revealed that this relationship was partially mediated by adjustment problems. The bias corrected estimation of the unstandardised specific indirect effect was -3.19 ($p < .001$; BCa95% lower limit = -3.68 to upper limit = -2.72). Lastly, the relationship between adjustment problems and academic performance was partially mediated by achievement motivation. The bias corrected estimation of the unstandardised specific indirect effect was $-.21$ ($p = .02$; BCa95% lower limit = $-.39$ to upper limit = $-.03$). The specific indirect effects for bootstrapping are presented in Table 3.11. Further, all standardised factor loadings are presented in Figure 3.10.

Table 3. 11 *Test for path analysis multiple mediation using Bootstrap analysis with 95% confidence interval (n = 503)*

Relationships	Unstandardized Estimate	SE	95% CI- Bootstrap Percentile		p
			LL	UL	
EVC → Adjustment → ACP ⁻	-1.71	.69	-3.06	-.42	.009
EVC → AM → ACP	-.29	.13	-.58	-.08	.007
EVC → Adjustment → AM ⁻	-3.19	.25	-3.68	-2.72	.000
Adjustment → AM → ACP	-.21	.09	-.39	-.03	.017
EVC → Adjustment → AM ⁻ → ACP	-.92	.42	-1.79	-.15	.016

Based on 5000 bias-corrected bootstrap sampling
CI confidence interval, *LL* lower limit, *UL* upper limit

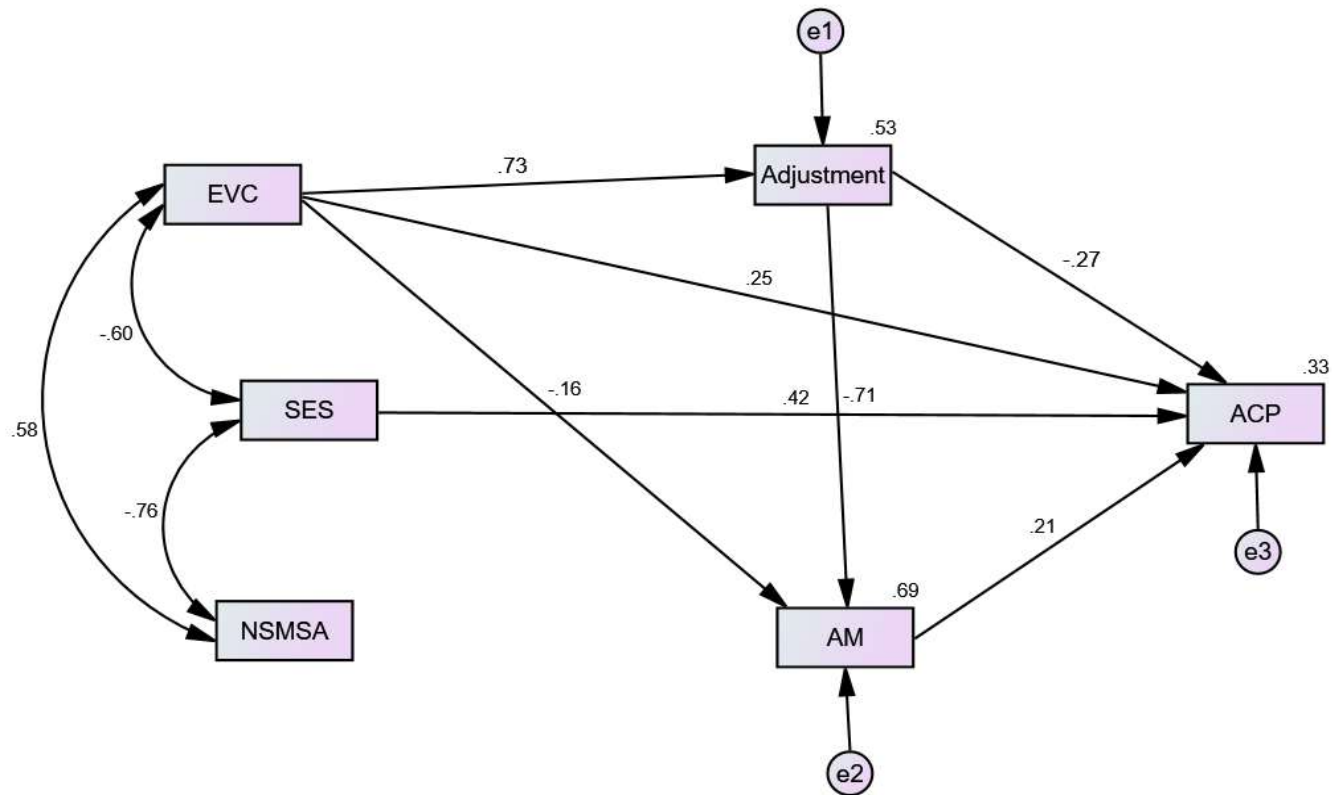


Figure 3.10 Standardized factor loadings for the path analysis partial mediation model.

Note: EVC = Exposure to violent conflict; SES = Socio-Economic Status; NSMSA = Number of social media sites/apps; AM = Achievement Motivation; ACP = Academic Performance

4.4. Summary of Results

The primary aim of this study is to investigate the role of exposure to violent conflict events, socio-economic status, and the number of social media sites/apps used in influencing adjustment, achievement motivation, and academic performance of higher secondary school students in Kashmir. This study addressed the research questions based on the impact of exposure to violent conflict events, socio-economic status, and the number of social media sites/apps used in affecting key dimensions of students' adjustment, achievement motivation, and finally academic performance. The questions pertaining to hypothesized relationships among these variables are presented and explored along with their formulated hypothesis as following.

4.4.1. Research questions and associated hypothesis

4.4.1.1 *What is the relationship among the scores on adjustment, achievement motivation and academic performance of higher secondary students exposed to violent conflict?*

Researcher has hypothesized that there exists no significant interrelationships among the scores on adjustment, achievement motivation and academic performance of higher secondary students exposed to Kashmir conflict (**Hypothesis-1**). To test this hypothesis, Pearson's correlation was reported and strong correlations were reported among adjustment, achievement motivation and academic performance in higher secondary students exposed to Kashmir conflict. Thus, this hypothesis was rejected and an alternate hypothesis was accepted that there exists significant interrelationships or correlations among the scores on adjustment, achievement motivation and academic performance.

4.4.1.2 *What is the difference in adjustment, achievement motivation, and academic performance levels of higher secondary students with respect to different degrees of exposure to violent conflict?*

It was hypothesized that there will be no significant difference in adjustment, achievement motivation, and academic performance levels with respect to different degrees of exposure to Kashmir conflict (**Hypothesis-2**). To test this hypothesis, one-way ANOVA was employed and results indicated significant differences were reported in adjustment, achievement motivation and academic performance levels with respect to different degrees

of exposure to Kashmir conflict. Thus, this hypothesis was rejected and alternate hypothesis was accepted that there exists significant differences in adjustment, achievement motivation, and academic performance levels with respect to different degrees of exposure to the Kashmir conflict.

4.4.1.3 *What is the impact of exposure to violent conflict on adjustment, achievement motivation and academic performance of higher secondary students in Kashmir?*

We hypothesized that there will be no significant impact of exposure to the Kashmir conflict on adjustment, achievement motivation, and academic performance of higher secondary school students in Kashmir (**Hypothesis-3**). To test this hypothesis path analysis based on SEM was performed. By compiling the results significant impact of exposure to the Kashmir conflict on adjustment, achievement motivation and academic performance of higher secondary students in Kashmir was reported, and an alternate hypothesis was accepted. By breaking this hypothesis further into analyzable assertions researchers have reported to:

4.4.1.3(a) *What is the role of adjustment in influencing academic performance?*

It was hypothesized that adjustment will be negatively related to academic performance; that is poor adjustment will lead to poorer academic performance (**Hypothesis-3a**). To test this hypothesis path analysis based on SEM was performed. The path model showed that higher adjustment problems predicted lower academic performance. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.9. Consequently, hypothesis stands supported and accepted.

4.4.1.3(b) *What is the role of achievement motivation in influencing academic performance?*

It was hypothesised that achievement motivation will be positively related to academic performance; that is, higher achievement motivation will result in higher academic performance (**Hypothesis-3b**). To test this hypothesis path analysis based on SEM was performed. The path model showed that higher achievement motivation positively predicted higher academic performance. The results pertaining to this hypothesis

are depicted in the Table 3.10 and Figure 3.9. Consequently, hypothesis stands supported and accepted.

4.4.1.3(c) What is the relationship between adjustment and achievement motivation?

It was hypothesized that the adjustment problems will be negatively related to achievement motivation; that is, poor adjustment will lead to low achievement motivation (**Hypothesis-3c**). To test this hypothesis path analysis based on SEM was performed. The path model revealed that higher adjustment problems predicted lower achievement motivation. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

4.4.1.3(d) Does exposure to violent conflict events affect academic performance?

It was hypothesized that exposure to violent conflict events will be negatively related to academic performance: that is, higher exposure to violent conflict events will lead to poorer academic performance (**Hypothesis-3d**). To test this hypothesis path analysis based on SEM was performed. The path model revealed that higher exposure to violent conflict positively predicted higher academic performance. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.9. Consequently, the hypothesis was not supported by the results of the path analysis model and hence this hypothesis is rejected.

4.4.1.3(e) Does exposure to violent conflict events affect adjustment?

Researchers assumed that exposure to violent conflict events will be positively related to adjustment; that is, higher exposure to violent conflict events will lead to elevated unsatisfactory adjustment levels (**Hypothesis-3e**). To test this hypothesis path analysis based on SEM was performed. The path model showed that higher exposure to violent conflict predicted higher adjustment problems. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

4.4.1.3(f) Does exposure to violent conflict events affect achievement motivation?

It was hypothesized that exposure to violent conflict events will be negatively related to achievement motivation; that is, higher exposure to violent conflict events will

lead to lower achievement motivation levels (**Hypothesis-3f**). To test this hypothesis path analysis based on SEM was performed. The path model showed that higher exposure to violent conflict predicted lower achievement motivation. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

4.4.1.4 *What is the role of socio-demographic factors in mediating and moderating the relationship between exposure to violent conflict and the scores of adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir?*

Researchers have hypothesized that there will be no significant role of socio-demographic factors in mediating and moderating the relationship between exposure to violent conflict and the scores of adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir (**Hypothesis-4**). To test this hypothesis path analysis based on SEM was performed. The results of the path model indicated significant mediational effects. Thus, this hypothesis was rejected and an alternate hypothesis was accepted.

By splitting this hypothesis further into testable hypotheses or assertions researcher has sought answers to the following discernible hypothesis by probing certain questions and the outcome of the analysis is specifically reported here:

4.4.1.4(a) *Does socioeconomic status affect academic performance?*

It was hypothesized that socioeconomic status will be positively related to academic performance; that is, higher socioeconomic status of students will result in higher academic performance (**Hypothesis-4a**). To test this hypothesis path analysis based on SEM was performed. The results of the path model indicated that higher socio-economic status predicted higher academic performance. The results of this hypothesis are depicted in Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

4.4.1.4(b) *Does the usage of social media sites/apps affect academic performance?*

It was hypothesized that the number of social media sites/apps used will be negatively related to academic performance; that is, usage of the higher number of social media sites/apps for social media networking will lead to poorer academic performance (**Hypothesis-4b**). The results of path model indicated that higher number of social media sites/apps used didn't significantly predicted higher academic performance. The results

pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.5. Consequently, hypothesis does not stand supported and hence hypothesis is rejected. Furthermore, the path model was trimmed as depicted in Figure 3., and insignificant path from social media sites/apps to academic performance was removed in the path model and first trimmed model is presented in the Figure 3.9.

4.4.1.4(c) Are the effects of exposure to violent conflict events on academic performance partially mediated through adjustment?

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated through adjustment (**Hypothesis-4c**). To test the hypotheses, the path analysis partial mediation model was tested and compared to the full mediation model. The partial mediation model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict positively predicted academic performance and higher adjustment problems predicted lower academic performance. The results pertaining to this hypothesis are depicted in the Table 3.11 and Figure 3.10. Consequently, hypothesis stands supported and confirmed.

4.4.1.4(d) Are the effects of exposure to violent conflict events on academic performance partially mediated through achievement motivation?

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated through achievement motivation (**Hypothesis-4d**). The path analysis partial mediation model and the full mediation model were compared in order to test the hypotheses. The partial mediation model indicated that higher levels of exposure to violent conflict predicted lower levels of achievement motivation and further, higher levels of achievement motivation predicted higher academic performance. The results pertaining to this hypothesis are depicted in the Table 3.11 and Figure 3.10. Consequently, the hypothesis stands supported and confirms that achievement motivation absorbed the deteriorating effects of exposure to violent conflict on academic performance.

4.4.1.4(e) Are the effects of exposure to violent conflict events on achievement motivation partially mediated through adjustment problems?

It was hypothesized that the effects of exposure to violent conflict events on achievement motivation will amplify through unsatisfactory adjustment levels (**Hypothesis-4e**). The path analysis partial mediation model and the full mediation model were compared to test the hypotheses. The partial mediation model indicated that unsatisfactory adjustment levels further amplified the impact of exposure to violent conflict events on achievement motivation. The results pertaining to this hypothesis are depicted in the Table 3.11 and Figure 3.10. Consequently, hypothesis stands supported and confirmed that unsatisfactory adjustment levels partially mediated the link between exposure to violent conflict events and achievement motivation.

4.4.1.4(f) Are the effects of exposure to violent conflict events on academic performance serially mediated through adjustment and achievement motivation?

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated or serially mediated through adjustment and achievement motivation (**Hypothesis-4f**). To test the hypotheses, the path analysis serial partial mediation model was tested and compared to the full mediation model. The serial partial mediation model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict positively predicted academic performance and higher adjustment problems predicted lower academic performance. The serial partial mediation model also indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict predicted lower achievement motivation and higher adjustment problems predicted lower achievement motivation. The results pertaining to this hypothesis are depicted in the Table 3.11 and Figure 3.10. Consequently, hypothesis stands supported and confirmed.

CHAPTER- 5

DISCUSSION

The present study aimed to investigate the role of exposure to violent conflict events, socio-economic status, and number of social media sites/apps used in influencing adjustment, achievement motivation, and academic performance of higher secondary school students in Kashmir. First, an attempt was made to assess and describe the adjustment, achievement motivation and academic performance of higher secondary students in Kashmir exposed to violent conflict. Next, efforts were gauged to examine the interrelationships among the scores on adjustment, achievement motivation and academic performance in higher secondary students exposed to Kashmir conflict. Thirdly, researchers investigated the impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir. Finally, the study examined the role of socio-demographic factors (i.e., socio-economic status and the number of social media sites or apps used) on adjustment, achievement motivation and academic performance in higher secondary students exposed to Kashmir conflict.

5.1 Discussion of Findings Related to Description of Study Variables

In the current study, a set of six variables were studied and they were categorized as endogenous and exogenous variables. In the terminology of SEM, an exogenous variable is one that is influenced by a set of variables that lie outside the SEM model. Whereas the endogenous variable is one whose cause lies partially in the SEM model. These variables include three exogenous variables that is exposure to violent conflict, socioeconomic status, and number of social media sites/apps used. And three endogenous variables i.e., adjustment, achievement motivation, and academic performance.

5.1.1 Discussion of Findings Related to Description of Exogenous Variables

Description of exposure to violent conflict, socioeconomic status, and number of social media sites/apps used are embedded in the first objective. Participants had experienced violent conflict in the form of curfew, the killing of a relative or friend, viewing live protests, and many more. Particularly, the biggest proportion of participants

(90.66) mentioned experiencing a prolonged curfew as a conflict-related occurrence. The most prevalent events reported by participants were having spent prolonged time under curfew (90.66%), witnessing family member being humiliated (42.54%), witnessing media portrayal of conflict (40.95%), viewing live protests (38.97%), viewing verbal abuse (34.99%), killing of a friend or relative in conflict (27.44%), receiving death threats (21.47%), death of a family member in conflict (19.29%), and exposure to physical torture (11.93%). Studies have also reported similar exposure to violent conflict among young population in Kashmir (R. M. Bhat & Rangaiah, 2016; Aehsan Ahmad Dar & Deb, 2020c, 2020d; Housen et al., 2017; Khan, 2016). Previous studies also indicate that exposure to violence can disrupt family functioning (Lerner et al., 2011).

5.1.2 Discussion of Findings Related to Description of Endogenous Variables

Description of adjustment, achievement motivation and academic performance levels in students exposed to violent conflict also corresponded to first objective. On AISS participants with high exposure to violent conflict showed elevated adjustment dysfunctions ($M=89.87$; $SD=19.47$) as compared to participants exposed moderately to violent conflict ($M=50.10$; $SD=11.59$). The deviations in adjustment patterns of students living in prolonged conflict or war zones was also earlier reported (Giacaman et al., 2007; Mathur, 2016; Médecins Sans Frontières (MSF), 2015; Paul & Khan, 2019).

On achievement motivation, the mean score across all three exposure groups was 146.34 ($SD=22.42$). Participants exposed to high level of violent conflict ($M=116.90$; $SD=9.73$), showed low achievement motivation in comparison to participants exposed in moderate ($M=148.69$; $SD=17.77$) and mild level violent conflict groups ($M=162.55$; $SD=15.09$). The deficits in achievement motivation levels of students exposed to conflict was also reported earlier and is consistent with the existing literature from other war-torn regions (Garbarino & Kostelny, 1996).

Participants on academic performance with high exposure to violent conflict showed low academic performance ($M=310.89$; $SD=24.50$) as compared to participants in groups who are moderately ($M=319.15$; $SD=20.37$) and mildly exposed to violent conflict ($M=341.25$; $SD=41.64$). The low academic performance in students who experienced violent conflict is consistent with findings reported earlier (Ben-Tsur, 2009; Diab & Schultz, 2021).

5.1.3 Discussion of Findings Related to Description of Endogenous Variables

The effects of exposure to violent conflict on adjustment, achievement motivation and academic performance were gauged by applying one-way ANOVA. On adjustment problems scale, results of one-way ANOVA indicated that participants showed severe problems in adjustment in high exposure to violent conflict group as compared to participants exposed mild or moderately to violent conflict, and effect sizes indicating that the magnitude of effects of exposure to violent conflict on student adjustment problems is very high.

Similarly, on the achievement motivation scale, results of one-way ANOVA indicated that participants showed poor achievement motivation in the high exposure to violent conflict group as compared to participants exposed to mild or moderately violent conflict, and effects indicating that the magnitude of the effect of exposure to violent conflict on student achievement motivation was profound and debilitating on students.

Lastly, on academic performance, results revealed that participants showed poor academic performance in the high exposure to violent conflict group as compared to participants exposed to mild or moderate violent conflict. Thus indicating that the magnitude of the effect of exposure to violent conflict on student academic performance was deep and incapacitating on students.

5.2 Discussion of Findings Related to the Correlation of Exogenous and Endogenous Variables

To explore correlations among endogenous and exogenous variables corresponds to the second objective of the current study. Achievement motivation was found negatively correlated with adjustment ($r = -.82, p < .01$). Positive correlation was found between achievement motivation and academic performance ($r = .44, p < .01$). Academic performance was negatively associated with overall adjustment ($r = -.43, p < .01$).

Higher adjustment problems have been found positively linked to higher usage of social media networking sites/apps ($r = .36, p < .01$), and higher exposure to violent conflict events ($r = .73, p < .01$). Analysis further revealed that total adjustment scores were negatively related to socio-economic status ($r = -.41, p < .01$). Lower achievement motivation was linked with the higher usage of social media networking sites/apps ($r = -.38, p < .01$), and higher exposure to violent conflict events ($r = -.67, p < .01$). Achievement motivation was positively associated with socio-economic status ($r = .41, p < .01$). Lower

academic performance was linked with the higher usage of social media networking sites/apps ($r = -.37, p < .01$), and higher exposure to violent conflict events ($r = -.35, p < .01$). Higher academic performance was positively associated with higher socio-economic status ($r = .47, p < .01$). Previous researches have also indicated similar findings in war-torn zones (Ben-Tsur, 2009; Diab & Schultz, 2021). The improvised environment impacts the psychological mechanisms which in turn impacts key developmental patterns (Allwood et al., 2002; U. Bronfenbrenner & Morris, 2006; Daiute, 2010; Aehsan Ahmad Dar & Deb, 2020d). This study explores few factors and elements contributing to academic underachievement in war and continuing armed conflict, guided by the ecological-transactional theory (Cicchetti & Lynch, 2016).

5.3 Discussion of Findings Related to the Impact of Exposure to Violent Conflict on Adjustment, Achievement Motivation, and Academic Performance

This section highlights the discussion of results specific to the hypothesis proposed pertaining to investigating the impact of violent conflict on adjustment, achievement, and academic performance. The present path analysis model, shown schematically in Figure 3.9, assessed the direct and indirect effects of our four predictors on academic performance. The model was evaluated using IBM SPSS Amos 23 (Arbuckle, 2014). The path coefficients are displayed in Figure 3.9 and are summarised in Table 3.10. Any coefficient equal to or larger than .20 is statistically significant as a result of large sample size (Meyers et al., 2013). The current path model was able to explain 33% of the variance of academic performance. Following is the hypothesis-based discussion of exposure to violent conflict impact results found in the current study.

5.3.1 Hypothesis-3a: Adjustment problems will negatively predict academic performance.

As predicted, in the current study adjustment problems negatively predicted academic performance (See Table 3.10 and See Figure 3.9). The present path analysis model, shown schematically in Figure 3.9, assessed the direct and indirect effects of our four predictors on academic performance. The path coefficients are displayed in Figure 3.9 and are summarised in Table 3.10. Any coefficient equal to or larger than .20 is statistically significant as a result of the large sample size (Meyers et al., 2013). The current path model was able to explain 33% of the variance in academic performance. Specifically, adjustment problems directly predicted academic performance, and 27% variance in academic

performance was explained by adjustment problems (See Table 3.10). The path model showed that higher adjustment problems predicted lower academic performance. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

5.3.2 Hypothesis-3b: Achievement motivation will positively predict academic performance.

Consistent with the original hypothesis, achievement motivation positively predicted academic performance (See Table 3.10 and See Figure 3.9). Specifically, achievement motivation was found to be a direct predictor of academic performance, explaining 21% of the variance in academic performance, (See Table 3.10). The path model showed that higher achievement motivation positively predicted higher academic performance. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.10. Consequently, the hypothesis stands supported and accepted.

5.3.3 Hypothesis-3c: Adjustment problems will negatively predict achievement motivation.

During the formulation of the hypothesis, we hypothesized that the adjustment problems will be negatively related to achievement motivation; that is, poor adjustment will lead to low achievement motivation. The results of the current path model revealed that higher adjustment problems predicted lower achievement motivation. Specifically, predictors of achievement motivation that included exposure to violent conflict and adjustment problems explained 69% of the variance. The major portion of variance i.e., 71% in achievement motivation was directly and negatively predicted by adjustment problems.

5.3.4 Hypothesis-3d: Exposure to violent conflict will negatively predict academic performance.

As predicted previously exposure to violent conflict events will be negatively related to academic performance: that is, higher exposure to violent conflict events will lead to poorer academic performance. The results of the current path analysis model revealed that exposure to violent conflict events positively and directly predicted academic performance. The results pertaining to this hypothesis are depicted in the Table 3.10 and

Figure 3.9. Consequently, the hypothesis was not supported by the results of the path analysis model and hence this hypothesis is rejected.

5.3.5 Hypothesis-3e: Exposure to violent conflict will positively predict adjustment problems.

The researchers assumed that the degree to which one is exposed to violent conflict events would be positively associated with adjustment, with greater exposure resulting in elevated unsatisfactory adjustment levels. This hypothesis was validated by the findings of the present path analysis model, which also explained 53% of the variance in adjustment issues. Furthermore, a positive path weight of .73 was found between exposure to violent conflict situations and subsequent adjustment issues. The data for this hypothesis is shown in Table 3.10 and Figure 3.9. Therefore, the theory is accepted and supported.

5.3.6 Hypothesis-3f: Exposure to violent conflict will negatively predict achievement motivation.

It was hypothesized that exposure to violent conflict events will be negatively related to achievement motivation; that is, higher exposure to violent conflict events will lead to lower achievement motivation levels. To test this hypothesis path analysis based on SEM was performed. The path model showed that higher exposure to violent conflict predicted lower achievement motivation. Specifically, the current path model was able to explain 69% of the variance in achievement motivation with predictors of exposure to violent conflict events and adjustment problems. The exposure to violent conflict events directly predicted achievement motivation with a negative path weight of -.16. The results pertaining to this hypothesis are depicted in Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

5.4 Discussion of Findings Related to the Impact of Socioeconomic Status on Adjustment, Achievement Motivation, and Academic Performance

This section focuses on the discussion of findings relevant to the hypotheses put forward in the introduction, which sought to examine the effect of socioeconomic status on academic performance. Figure 3.9 is a schematic representation of the path analysis model we used to analyze the direct and indirect effects of our four predictors on academic performance. The model was assessed using IBM SPSS Amos 23 (Arbuckle, 2014). The path coefficients are displayed in Figure 3.9 and are summarised in Table 3.10. Any

coefficient equal to or larger than .20 is statistically significant as a result of large sample size (Meyers et al., 2013)

5.4.1 Hypothesis-4a: Socioeconomic status positively predicts academic performance.

It was hypothesized that socioeconomic status will be positively related to academic performance; that is, the higher socioeconomic status of students will result in higher academic performance. To test this hypothesis path analysis based on SEM was performed. The results of the path model indicated that higher socio-economic status predicted higher academic performance. Specifically, the path model was able to explain 33% of the variance in academic performance. The effect of socioeconomic status on academic performance was direct and with a positive path weight of .39. The results pertaining to this hypothesis are depicted in Table 3.10 and Figure 3.9. Consequently, the hypothesis stands supported and accepted.

5.5 Discussion of Findings Related to the Impact of Social Media Sites/Apps Used on Academic Performance

This section highlights the discussion of results specific to the hypothesis proposed pertaining to investigate the impact of social media sites/apps used on academic performance. The present path analysis model, shown schematically in Figure 3.9, assessed the direct and indirect effects of our four predictors on academic performance.

5.5.1 Hypothesis-4b: Usage of social media sites/apps negatively predict academic performance.

It was hypothesized that the number of social media sites/apps used will be negatively related to academic performance; that is, usage of the higher number of social media sites/apps for social media networking will lead to poorer academic performance. The results of the path model indicated that higher number of social media sites/apps used didn't significantly predict higher academic performance. The results pertaining to this hypothesis are depicted in the Table 3.10 and Figure 3.5. Consequently, the hypothesis does not stand supported and hence hypothesis is rejected. Furthermore, the path model was trimmed as depicted in Figure 3.6, and the insignificant path from social media sites/apps to academic performance was removed in the path model and the first trimmed model is presented in Figure 3.9.

5.6 Discussion of Findings Related to Mediators of Achievement Motivation and Academic Performance

In the beginning, the bivariate correlations were calculated on the sample ($n = 503$), and on all variables Person's coefficient was reported. Finally, a path analysis mediation model based on SEM was utilized to perform analysis, and specific indirect effects were calculated (MacKinnon, 2008). The current mediation model predicted that unsatisfactory adjustment levels exacerbated academic performance and achievement motivation in students. Further, the current mediation model also predicted higher achievement motivation levels were protective factors for higher academic performance. Lastly, unsatisfactory adjustment levels amplified the link between exposure to violent conflict events and achievement motivation. In addition, both adjustment and achievement motivation served as serial mediators between exposure to violent conflict and academic performance. Indicating that unsatisfactory adjustment levels further exacerbate the impact of exposure to violent conflict on academic performance, while achievement motivation acts to mitigate the negative impact of exposure to violent conflict on academic performance. Table 3.11 and Figure 3.10 display the obtained results.

5.6.1 Hypothesis-4c: Higher unsatisfactory adjustment levels worsened the impact of exposure to violent conflict on academic performance.

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated through adjustment. To test the hypotheses, the path analysis partial mediation model was tested and compared to the full mediation model. The partial mediation model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict positively predicted academic performance and higher adjustment problems predicted lower academic performance. Hence, the current mediation model predicted that unsatisfactory adjustment levels exacerbated the link between exposure to violent conflict events and academic performance in students. Table 3.11 and Figure 3.10 show the data that depicts this outcome. This lends credence to the hypothesis and confirms it.

5.6.2 Hypothesis-4d: Higher achievement motivation levels absorbed the impact of exposure to violent conflict on academic performance.

It was hypothesized that the effects of exposure to violent conflict events on academic performance will be partially mediated through achievement motivation (**Hypothesis-4d**). To test the hypotheses, the path analysis partial mediation model was tested and compared to the full mediation model. The partial mediation model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict predicted lower achievement motivation and higher adjustment problems predicted lower achievement motivation. The results pertaining to this hypothesis are depicted in the Table 3.11 and Figure 3.10. Consequently, the hypothesis stands supported and confirmed. Hence it is concluded that achievement motivation absorbed the effects of exposure to violent conflict on academic performance.

5.6.3 Hypothesis-4e: Higher unsatisfactory adjustment levels worsened the impact of exposure to violent conflict on achievement motivation.

It was hypothesized that the effects of exposure to violent conflict events on achievement motivation will amplify through unsatisfactory adjustment levels (**Hypothesis-4e**). This idea was tested by contrasting the path analysis partial mediation model with the full mediation model. The partial mediation model indicated that unsatisfactory adjustment levels further amplified the impact of exposure to violent conflict events on achievement motivation. Table 3.11 and Figure 3.10 show the results pertaining to this hypothesis. Consequently, the hypothesis stands supported and confirmed that unsatisfactory adjustment levels partially mediated the link between exposure to violent conflict events and achievement motivation.

5.6.4 Hypothesis-4f: Higher unsatisfactory adjustment levels and achievement motivation will serially mediate the link between the impact of exposure to violent conflict on academic performance.

It was expected that adjustment and achievement motivation would partially mediate, or serially moderate, the effects of exposure to violent conflict situations on academic performance. To verify the hypothesis, the path analysis serial partial mediation model was tested and compared to the full mediation model. The serial partial mediation

model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict positively predicted academic performance and higher adjustment problems predicted lower academic performance. The serial partial mediation model also indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict predicted lower achievement motivation and higher adjustment problems predicted lower achievement motivation. The results pertaining to this hypothesis are depicted in the Table 3.11 and Figure 3.10. Consequently, the hypothesis stands supported and confirmed.

5.7 Summary

The present study aimed to investigate the role of exposure to violent conflict events, socio-economic status, and number of social media sites/apps in influencing adjustment, achievement motivation and academic performance of higher secondary school students in Kashmir. This chapter has provided an overall hypothesis-based discussion of the results in order to confirm or reject the initial hypotheses. Out of twelve hypotheses, the results were found to be in support of the ten proposed hypotheses. All the four null hypotheses were rejected. The results of the current path analysis model indicated that all predictors of academic performance accounted for 33% of the variance. Specifically, the path model showed that higher adjustment problems predicted lower academic performance; achievement motivation positively predicted academic performance; adjustment problems negatively predicted achievement motivation; exposure to violent conflict positively predicted academic performance; exposure to violent conflict positively predicted adjustment problems; exposure to violent conflict events negatively predicted achievement motivation. The effect of socio-economic status on academic performance was direct and with a positive path weight.

The current mediation model predicted that unsatisfactory adjustment levels exacerbated academic performance and achievement motivation in students. Further, the current mediation model also predicted that higher achievement motivation levels were protective factors for higher academic performance. Lastly, unsatisfactory adjustment levels amplified the link between exposure to violent conflict events and achievement

motivation. In addition, the link between exposure to violent conflict and academic performance was serially mediated by adjustment and achievement motivation. Indicating that unsatisfactory adjustment levels further exacerbate the impact of exposure to violent conflict on academic performance, while achievement motivation acts to mitigate the negative impact of exposure to violent conflict on academic performance.

CHAPTER- 6

SUMMARY, FINDINGS AND CONCLUSION

6.1 Overview

People around the world are subjected to a range of traumatic experiences because of political instability and widespread violence. Intergroup fights can be deadly and last for years during these intractable conflicts, causing untold suffering and devastation for those afflicted (Bar-Tal, 2004).

The current study attempts to gauge the effects of violent conflict in the Kashmir region on adjustment, achievement motivation, and academic performance among the exposed higher secondary school students in Kashmir. Since 1947, when India and Pakistan were created out of the former British Indian Empire, the disputed territory of Kashmir has been the most volatile area (Ganguly, 1997). Over the past more than three decades, the ongoing armed conflict has pushed Kashmir into a cycle of violence and resultant trauma. Since then, the people of Kashmir have experienced a wide range of traumatic events, including gunfire and explosions, the loss of loved ones, maltreatment, forced labor, kidnapping, torture, beatings, detentions, and other forms of everyday harassment (F. A. Dar, 2011; de Jong, Ford, et al., 2008; de Jong, van de Kam, et al., 2008) and it was also reported that psychopathologies are at elevated rates in populations residing in such conflict-ridden places (R. M. Bhat & Rangaiah, 2015a; Aehsan Ahmad Dar & Deb, 2020d; Margoob et al., 2006; Wani & Margoob, 2006).

Recent Kashmir-related writing underlines how the region's civilian population continues to bear the brunt of violence and casualties at the hands of both militants and security forces. Poor mental health and traumatic stress reactions are commonplace, and there is cause for concern (F. A. Dar, 2011; Kashani et al., 2003; Wani & Margoob, 2006; Yaswi & Haque, 2008). The psychological toll of violence in the last 30 years has been a major factor in young people's difficulties. Researchers found that around 90.38 % of the respondents interviewed were angry, and the families of 63.44% of the respondents were directly affected by violence (Kashani et al., 2003). The students demonstrated the serious impact of the violence portrayed in their paintings, writings, and conversations (Kashani et al., 2003). Looking at some recent reports and surveys done by NGOs, there is no doubt

that youth have borne the major brunt of the violence in Kashmir. Most of them are victims of killings, disappearances, incarceration, ill-treatment, rape, and other forms of everyday harassment (R. M. Bhat & Rangaiah, 2015b; F. A. Dar, 2011). A study found that the ongoing conflict-related violence “exact a huge toll on communities’ mental well-being” (de Jong, Ford, et al., 2008). This study also concludes that the suicide rate had increased 400 times because of such violence. Another study by a group of doctors in 2006 found that 58.69 % of youth had experienced traumatic events, most commonly gunfire and explosions (Margoob et al., 2006).

The impact of protracted violence on civilian populations' mental health has been the subject of relatively fewer studies. In addition, historical records from Kashmir attest to the fact that the region has been plagued by armed conflict for the better part of three decades and that this bloodshed persists to this day. The prolonged violence in Kashmir has resulted in extensive mental health difficulties among civilians as a result of their exposure to various traumatic episodes associated with the armed conflict. This research would provide mental health professionals with the evidence they need to fully grasp the toll that constant violence takes on the mental health of ordinary citizens. Knowing how people's mental health is damaged by prolonged violence is essential for designing intervention programs for the affected population.

Research shows strong links between exposure to violence and issues like aggression, depression, anxiety, post-traumatic stress symptoms, and academic difficulties, so it's safe to say that violence is a major and important indicator for the development of psychopathology in children or adolescents in the social environment. Despite the fact that long-standing developmental theory emphasizes the importance of social impacts at several levels of the environment, investigations of youth violence exposure have traditionally concentrated on single ecosystems (U. Bronfenbrenner, 1992). Less is known about the cumulative or unique effects of exposure to violent conflict events on academic performance, academic motivation, and adjustment among youth, despite the abundance of research on the effects of family violence, community violence, and school-based violence on mental health (Garbarino & Kostelny, 1996). Multiple risk factors have been hypothesized to adversely affect children's early development (Bronfenbrenner & Evans,

2000; Evans et al., 2013). The research investigated proper mechanisms to test the linkage between development processes and multiple risk factors (Urie Bronfenbrenner, 1999).

Academic achievement continues to be one of the most important metrics of student's academic performance in the Indian education system, so understanding the factors that affect adolescent academic success is of great theoretical and practical value. Teachers, school psychologists, educationists, parents, and others will benefit greatly from identifying these characteristics to assist adolescent learners in achieving academic excellence. A better understanding of how exposure to violent conflict, achievement motivation, and adjustment in the educational, social, and personal spheres affect academic achievement can lead to more effective curriculum and pedagogical innovations in and out of the classroom.

Further, in recent research, emphasis was laid on uncovering mediators and moderators underlying particular developmental outcomes by adopting the socio-ecological approach to developmental psychopathology (Cummings et al., 2017). One year of research found that a person's perception of his/her autonomy and self-determined motivation was positively predicted by active changes in a supportive environment, which in turn predicted changes in psychological adjustment (Philippe & Vallerand, 2008). A recent meta-analysis of existing research also found that a person's socioeconomic position was a robust predictor of academic success (Sirin, 2005).

The present study aimed to investigate the role of exposure to violent conflict events, socio-economic status, and the number of social media sites/apps used to influence adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir. First, the study attempted to assess and describe the adjustment, achievement motivation, and academic performance of higher secondary students of Kashmir exposed to violent conflict. Second, the current study attempted to examine the interrelationships among the scores on adjustment, achievement motivation, and academic performance in higher secondary students exposed to violent conflict. Third, researchers attempted to investigate the impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir. Lastly, the study examined the role of socio-demographic factors (i.e., socioeconomic status and the number of social media sites or apps used) on adjustment,

achievement motivation, and academic performance in higher secondary students exposed to Kashmir conflict. Considering this, the study's objectives are to investigate the following research questions.

- What is the role of adjustment in influencing academic performance?
- What is the role of achievement motivation in influencing academic performance?
- What is the link between adjustment and achievement motivation?
- Does exposure to violent conflict events affect academic performance?
- Does exposure to violent conflict events affect adjustment?
- Does exposure to violent conflict events affect achievement motivation?
- Does socioeconomic status affect academic performance?
- Does the usage of social media sites/apps affect academic performance?
- Are the effects of exposure to violent conflict events on academic performance partially mediated through adjustment?
- Are the effects of exposure to violent conflict events on academic performance partially mediated through achievement motivation?
- Are the effects of exposure to violent conflict events on achievement motivation partially mediated through adjustment problems?
- Are the effects of exposure to violent conflict events on academic performance serially mediated through adjustment and achievement motivation?

The first chapter concludes with operational definitions of the essential terms and the framework of the investigation. The methodology adopted to address the aforesaid questions is summarised in the following section.

6.2 Methodology

This section presents the research methods used in the current study to answer the research questions based on set objectives. This study attempts to investigate the role of exposure to violent conflict events, socio-economic status, and number of social media sites/apps in influencing adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir. To achieve this objective a research methodology has been framed which was discussed in chapter two. This chapter provided detailed information about the design and source of data used in this study. Further, it describes the

measures used, procedures employed, ethical considerations followed and statistical analysis used to test the research hypotheses and to achieve the research objectives of the present study. The present study has utilized a cross-sectional correlational design based on a survey research approach to investigate the patterns of exposure to violent conflict, adjustment problems, achievement motivation, academic performance, and interrelationships among the scores on adjustment, achievement motivation, and academic performance in higher secondary students exposed to violent conflict. Researchers also attempted to investigate the impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir. Lastly, the study examined the role of socio-demographic factors (i.e., socio-economic status and the number of social media sites or apps used) on adjustment, achievement motivation, and academic performance. Participants in this study were young adult students exposed to stressful life experiences or traumatic events related to violent or armed conflict in Kashmir. The study was conducted in ten districts of Kashmir Valley namely Anantnag, Baramulla, Bandipora, Budgam, Ganderbal, Kulgam, Kupwara, Pulwama, Shopian, and Srinagar. These districts were most affected by violence as a result of armed conflict. The study was a non-invasive type and didn't involve any significant risk to the participants.

The study adhered to the standards for research ethics established by the Indian Council of Medical Research (ICMR) and the American Psychological Association (APA). The current study complied with the following ethical guidelines. A self-report measure consisting of 5 questionnaires was used in the research. In this study, individuals were recruited using a multistage sampling strategy. The participants of the present study were students of 11th and 12th class higher secondary schools. The sample was comprised of both boys and girls in the age group of 15 to 17 years.

Initially, data was screened for any possible gaps (missing data), presence of outliers, and multicollinearity among the main variables. Descriptive analysis was conducted to present the distribution of adjustment and achievement motivation levels, academic performance across males and females; family structure; area of location; socio-economic status; type of social media networking sites/apps used; and level of exposure to violent conflict. Before the main analysis, correlational analysis was also carried out.

Reporting correlations between two metric measures Pearson's correlation was utilized. In the current study, path analysis was used to identify the paths used by socio-demographic factors (i.e., socio-economic status, number of social media sites/apps used) and exposure to violent conflict events to influence adjustment, achievement motivation and academic performance of higher secondary students in Kashmir. To perform the path analysis, we have used structural equation modelling (SEM) by using IBM SPSS Amos 23 version.

6.3 Research Findings

This section presents the major research findings related to research questions based on the specific objectives of this study. The first objective of the study was to assess and describe the adjustment, achievement motivation and academic performance in higher secondary students of Kashmir exposed to violent conflict. The second objective was to examine the interrelationships among the scores on adjustment, achievement motivation, and academic performance in higher secondary students exposed to violent conflict. The third objective was to investigate the impact of exposure to violent conflict on adjustment, achievement motivation and academic performance of higher secondary students in Kashmir. The fourth objective was to examine the role of socio-demographic factors (i.e., socioeconomic status and number of social media sites or apps used) on adjustment, achievement motivation, and academic performance in higher secondary students exposed to Kashmir conflict.

6.3.1. Findings based on objective i.e., description of adjustment, achievement motivation and academic performance of higher secondary students in Kashmir exposed to violent conflict. To achieve this objective, the current study sought to find out the descriptive statistics (e.g., mean, standard deviation and percentage), prevalence and intensity of exposure to violent conflict and patterns of adjustment, achievement motivation and academic performance of higher secondary school students in Kashmir. Following are the main findings related to the first objective of this study.

- Findings show that the highest percentage of participants (90.66) reported having spent prolonged time under curfew as a conflict-related event they experienced. The most prevalent events reported by participants were having spent prolonged time under curfew (90.66%), witnessing family member being humiliated

(42.54%), witnessing media portrayal of conflict (40.95%), viewing live protests (38.97%), viewing verbal abuse (34.99%), killing of a friend or relative in conflict (27.44%), receiving death threats (21.47%), death of a family member in conflict (19.29%), and exposure to physical torture (11.93%).

- Participants in the high-exposure group showed elevated adjustment dysfunctions ($M=89.87$; $SD=19.47$), whereas, participants exposed moderately to violent conflict showed average adjustment levels ($M=50.10$; $SD=11.59$). Lastly, participants exposed mildly, to violent conflict showed above average adjustment levels ($M=41.22$; $SD=8.96$).
- On the achievement motivation scale, participants exposed to high level of violent conflict ($M=116.90$; $SD=9.73$), showed low achievement motivation in comparison to participants exposed to moderate ($M=148.69$; $SD=17.77$) and mild level of violent conflict ($M=162.55$; $SD=15.09$).
- Participants with high exposure to violent conflict showed low academic performance ($M=310.89$; $SD=24.50$) as compared to participants who were moderately ($M=319.15$; $SD=20.37$) and mildly exposed to violent conflict ($M=341.25$; $SD=41.64$).
- In the sample under consideration, 48.11% of participants showed average adjustment; 13.52% participants showed extremely unsatisfactory adjustment, and 5.37% were highly adjusted. Similarly, on the achievement motivation scale 37.57% of participants showed average motivation; 0.40% were highly motivated and 4.57% showed lowest motivation. Participants falling in the category of extremely unsatisfactory adjustment ($M=308.32$; $SD=12.02$), unsatisfactory adjustment ($M=313.00$; $SD=5.66$), below average adjustment ($M=308.58$; $SD=12.64$) levels, showed poor academic performance. On achievement motivation scale, participants in the category of lowest motivated ($M=310.70$; $SD=19.11$), low motivation ($M=309.39$; $SD=14.93$), below average motivation ($M=325.33$; $SD=41.69$), showed poor academic performance.

6.3.2. Findings based on objective i.e., interrelationships among the adjustment, achievement motivation, and academic performance of higher secondary students in Kashmir exposed to violent conflict. To achieve this objective, the study sought to find

out the association among adjustment, achievement motivation and academic performance scores to determine the strength of relationship. Further, the current study also determined the link between adjustment, achievement motivation, and academic performance with exposure to violent conflict. Following are the main findings related to the second objective of this study.

- Correlation analysis revealed that total adjustment score was positively correlated with its domains of emotional ($r = .96, p < .01$), social ($r = .97, p < .01$), and educational adjustment ($r = .97, p < .01$). Achievement motivation was found negatively correlated with the emotional ($r = -.78, p < .01$), social ($r = -.80, p < .01$), educational ($r = -.80, p < .01$), and overall adjustment ($r = -.82, p < .01$). Positive correlation was found between achievement motivation and academic performance ($r = .44, p < .01$). Academic performance was negatively associated with the emotional ($r = -.41, p < .01$), social ($r = -.41, p < .01$), educational ($r = -.40, p < .01$), and overall adjustment ($r = -.43, p < .01$). Higher adjustment problems have been found positively linked to higher usage of social media networking sites/apps ($r = .36, p < .01$), and higher exposure to violent conflict events ($r = .73, p < .01$). Analysis further revealed that total adjustment scores were negatively related to socio-economic status ($r = -.41, p < .01$). Lower achievement motivation was linked with the higher usage of social media networking sites/apps ($r = -.38, p < .01$), and higher exposure to violent conflict events ($r = -.67, p < .01$). Higher achievement motivation was positively associated with higher socio-economic status ($r = .41, p < .01$). Academic performance was negatively associated with the higher usage of social media networking sites/apps ($r = -.37, p < .01$), and higher exposure to violent conflict events ($r = -.35, p < .01$). Higher academic performance was positively associated with higher socio-economic status ($r = .47, p < .01$).

6.3.3. Findings based on objective i.e., impact of exposure to violent conflict on adjustment, achievement motivation, and academic performance of students. To achieve this objective, the current study utilized a path analysis model based on structural equation modeling (SEM). Violent conflict exposure, socioeconomic position, adjustment, and achievement motivation were all investigated as potential predictors of academic

performance in the current path model. Summary of key findings related to third objective of this study are as follows:

- Specifically, adjustment problems directly and negatively predicted academic performance, and 27% variance in academic performance was explained by adjustment problems. Further, the current path model showed that higher adjustment problems predicted lower academic performance.
- Specifically, achievement motivation directly predicted academic performance and 21% variance in academic performance was explained by achievement motivation. More specifically, the path model showed that achievement motivation was positively predicted by academic performance.
- The results of the current path model in this study revealed that higher adjustment problems predicted lower achievement motivation. Specifically, predictors of achievement motivation that exposure to violent conflict and adjustment problems explained 69% of the variance. The major portion of variance i.e., 71% in achievement motivation was directly and negatively predicted by adjustment problems.
- The results of current path analysis model revealed that exposure to violent conflict events positively and directly predicted academic performance.
- The current path analysis model was able to explain 53% of the variance of adjustment problems. Results further indicated that the exposure to violent conflict events directly predicted adjustment problems with a positive path weight of .73.
- The path model showed that higher exposure to violent conflict predicted lower achievement motivation. Specifically, the current path model was able to explain 69% of the variance in achievement motivation with predictors of exposure to violent conflict events and adjustment problems.
- Furthermore, the partial mediation model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict positively predicted academic performance and higher adjustment problems predicted lower academic performance. Hence, the current mediation model predicted that unsatisfactory adjustment levels

exacerbated the link between exposure to violent conflict events and academic performance in students.

- The partial mediation model also indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict predicted lower achievement motivation and higher adjustment problems predicted lower achievement motivation. Thus, the link between exposure to violent conflict and academic performance was partially mediated by achievement motivation.
- The partial mediation model indicated that unsatisfactory adjustment levels further amplified the impact of exposure to violent conflict events on achievement motivation.
- The serial partial mediation model indicated that higher levels of exposure to violent conflict predicted higher adjustment problems and further, higher levels of exposure to violent conflict positively predicted academic performance and higher adjustment problems predicted lower academic performance. Hence the link between exposure to violent conflict and academic performance was serially mediated by adjustment problems and achievement motivation.

6.3.4. Findings based on objective i.e., impact of socioeconomic status and number of social media sites or apps used on adjustment, achievement motivation and academic performance of students.

To achieve this objective, the current study utilized path analysis model based on structural equation modelling as mentioned in above objective. In the current path socioeconomic status, number of social media sites or apps used, adjustment, achievement motivation were tested as predictors of academic performance. Following are the main findings related to third objective of this study.

- The results of path model indicated that higher socio-economic status predicted higher academic performance. Specifically, the path model was able to explain 33% of the variance in academic performance. The effect of socio-economic status on academic performance was direct and with a positive path weight of .39.
- The results of path model indicated that higher number of social media sites/apps used didn't significantly predict higher academic performance. Hence, this path in the model was trimmed.

6.4 Limitations of the Study

Adopting rigorous methodologies does not make a study free from its limitations. In every study, there is always scope for improvement. The findings of the current study are not free from limitations. Following are the limitations of the study that need improvement in future studies.

- The sample in the current study was drawn purposively and hence there are chances that sample selected purposively may either over represent or under represent the population under study.
- The measures used in the study were mostly self-report inventories or scales that may suffer from well-known method biases (e.g., social desirability).
- The current study was designed after cross-sectional methodology; hence it is not permissible to draw definitive conclusions regarding the cause-and-effect correlations among the variables under investigation.
- Further, in the present study researchers tested the mediators one time and did not pursue the relationships between mediators over time.
- The exposure to violent conflict was operationalized in terms of the number of armed conflict-related events the respondents experienced or witnessed during the ongoing conflict in Kashmir. Measuring the degree of trauma exposure is a perplexing challenge involving diverse conflict-related events with the potential for varying degrees of impact perceived by different people.
- There can be many personality factors, temperament, social and emotional intelligence level, peer effect, developmental experiences, and social support systems that may affect adjustment, achievement motivation, and academic performance in students. These factors were beyond the scope of the current investigation. For this reason, future studies need to be conducted to investigate the role of the above-mentioned factors in mediating the link between exposure to violent conflict and academic performance in students.
- The current study was based on a cross-sectional quantitative design. For a more in-depth understanding of factors mediating the effect of violent-armed conflict on

academic performance, adjustment and achievement motivation in inhabitants affected by volatile and unpredicted conflict, a mixed-methods research methodology should be given preference where qualitative and quantitative data are integrated to provide a more comprehensive understanding.

6.5 Implications of the Study

The findings of the current study fundamentally point to the conclusion that the surrounding environmental context has a substantial impact on the developmental patterns of adolescents & specifically on their learning experiences.

- The findings of the present study add to our understanding that the students having high exposure to violent conflict showed poorer academic performance, adjustment and achievement motivation. Thus, authorities in educational settings must arrange special counseling sessions and provide preventive measures to neutralize the effects of violent conflict on developmental trajectories in students exposed to violent conflict.
- This study offers valuable directions for advancing research and practice on political violence, armed conflict, exposure to violent-armed conflict and adolescent adjustment, achievement motivation, and academic performance (Cummings et al., 2017).
- The current study also endorses adopting a developmental psychological perspective to unravel the developmental patterns of adolescents having been exposed to violent-armed conflict. In this direction, the current study provides initial evidence based on cross-sectional design by studying developmental processes in the context of political violence and armed conflict.
- Findings of the current study provide additional support to the human developmental model by identifying contextual influences on adolescents' development. This study identifies preliminary risk factors and mediators of development particularly in adolescence.
- In this research area, researchers usually focused on finding an association between exposure to political violence or armed violent conflict and child mental health or adolescent psychological well-being or mental health problems. This study made

efforts to investigate the impact of exposure to political contextual influences or armed violent conflict on adolescent development.

6.6 Future Recommendations

Many promising avenues for further study have been identified as a result of this investigation. This research looked at how political violence and violent armed conflict affect teenagers' developmental processes. Longitudinal designs, bridging process-oriented research, and the theory for a socio-ecological perspective, are needed for future research in the setting of political violence or armed conflict.

- Specifically, future research needs to conduct longitudinal studies in the context of political violence and violent armed conflict in order to examine the developmental trajectories or pathways of development over time to unravel developmental outcomes and processes, both positive and negative.
- This research has focused on a subset of the elements known to affect academic achievement in the context of political violence; future studies should investigate the full range of these variables, as well as any unique ones that may contribute to the literature on human development models.
- This research was founded on a cross-sectional quantitative design. For a deeper understanding of the factors mediating the effect of violent-armed conflict on academic performance, adjustment, and achievement motivation in residents impacted by volatile and unpredicted conflict, a mixed-methods research methodology, where qualitative and quantitative data are integrated to provide a more comprehensive understanding, should be favored.
- Why do some exposed adolescents develop specific psychosocial outcomes, and who and under what circumstances do adolescents achieve these results? These are just a few of the important questions that need to be answered in future research to fully understand youth development about political violence and violent armed conflict. Therefore, new research on youth, political violence, and armed conflict from a process-oriented, social-ecological perspective is required. Understanding the possible face of such work may require adopting a developmental psychopathology perspective, which focuses on identifying mediating and regulating factors.

- Researchers must also emphasize the importance of conducting more rigorous and precise tests of the relationships between political violence, armed conflict, and adolescent outcomes. Additionally, researchers must look into the process-oriented, socio-ecological perspective on how youth develop in circumstances of political violence and armed conflict, as well as future directions in the creation and testing of theories about the mechanisms underlying youth development in these circumstances.

6.7 Conclusion

With the changing nature of political violence and violent conflict in recent decades, there has been an increase in research on the effects of such violence on young people (R. M. Bhat & Rangaiah, 2015a; S. A. Bhat, 2019; Aehsan Ahmad Dar & Deb, 2020a, 2020d). There has been a lot of momentum behind collecting data on the long-term effects of political violence and violent armed conflict on children, adolescents, and young adults (A. A. Dar & Deb, 2020; Garbarino & Kostelny, 1996; Mrug et al., 2008). However, research into what influences students' adjustment, academic performance and achievement motivation needs to be explored more. The purpose of this research is to examine how higher secondary school students in Kashmir fare in terms of adjustment, achievement motivation, and academic performance after being exposed to violent conflict events, socioeconomic status, and the number of social media sites/apps they use. This research followed a social-ecological framework since developmental psychopathology provides useful guidance in this area (Cummings et al., 2009, 2017). The primary purpose of this research was to analyze the relationships between students' adjustment, achievement motivation, and academic performance in Kashmir's upper-level secondary schools that had been exposed to violent conflict. Secondly, the study examined the effect of exposure to violent conflict, socioeconomic status and the number of social media sites or apps used on adjustment, achievement motivation and academic performance of higher secondary students exposed to Kashmir conflict.

This survey-based quantitative investigation of adolescent's developmental processes in the face of armed conflict follows a cross-sectional correlational design. Teenagers caught up in ongoing violent armed conflict in Kashmir made up the sample. This study used an ex post facto, cross-sectional approach to examine how witnessing or

living through armed conflict influences psychological well-being, drive, and academic success years afterward. Consistent with earlier research, this study found that participants most often reported experiences of violent conflict were; prolonged periods of curfew, watching the humiliation of a family member, experiencing media portrayals of conflict, and viewing live protests and is in line with previous studies (R. M. Bhat & Rangaiah, 2015a; Aehsan Ahmad Dar & Deb, 2020d). Academic performance and achievement were both found to be negatively correlated with exposure to violent conflict. Adjustment problems and exposure to violent conflict were found positively linked and these persistent negative psychological outcomes of violent armed conflict have also been well documented in regions during past research as well (Cummings et al., 2009; Giacaman et al., 2007). Negative psychological outcomes for teenagers, not classified as serious mental disorders were acknowledged in the present investigation.

In the current study, the path analysis model was able to account for 33% of the variance in the academic performance of higher secondary students in Kashmir. Academic performance suffers for those who have been exposed to violent conflict and have adjustment issues. Moreover, achievement motivation positively affects academic performance in higher secondary students in Kashmir. Both 69% of the variance in achievement motivation and 53% of the variance in adjustment were explained by the model. Achievement motivation in higher secondary students of Kashmir was primarily predicted by direct and indirect effects of exposure to violent conflict and direct effects of adjustment. The direct impact of exposure to violent conflict also contributed to the deterioration of higher secondary students' adjustment in Kashmir. The results of the current investigation lend support to hypotheses advanced from both a developmental and a socio-ecological point of view (Cummings et al., 2017). Exposure to violent conflict is dangerous for people of all ages, including adolescents and young adults, as evidenced by the current study.

According to the existing mediation model, student's bad adjustment exacerbated their academic performance and achievement motivation. In addition, the present mediation model hypothesized that high levels of achievement motivation were protective factors for higher academic performance. Lastly, unsatisfactory adjustment levels

amplified the link between exposure to violent conflict events and achievement motivation. In addition, the link between exposure to violent conflict and academic performance was serially mediated by adjustment and achievement motivation. Indicating that unsatisfactory adjustment levels further exacerbate the impact of exposure to violent conflict on academic performance, while achievement motivation acts to mitigate the negative impact of exposure to violent conflict on academic performance. The findings are examined and evaluated with reference to relevant theoretical models and frameworks. The researchers in this ground-breaking study did more than simply tally the number of symptoms experienced by teenagers exposed to violent conflict. However, moving forward requires making use of such connections to reveal processes (such as predictors and mediators) underpinning various developmental outcomes. (i.e., achievement motivation, adjustment, and academic performance).

The current study has implications for translating this knowledge base into better interventions to promote healthier outcomes in adolescents living in the contexts of political violence or violent armed conflict particularly in Kashmir. NGOs in Kashmir have started community-based mental health programs, but they are only available in a handful of areas, and even those are only partially functional. Despite the recommendations made in the National Mental Health Programme, its implementation has generally fallen short of expectations (Kakuma et al., 2011). There is a severe gap between the demand for and supply of mental health services in Kashmir, and this has to be brought to the attention of both governmental and non-governmental organizations to alleviate the suffering of the local population. The results of this study aim to improve our understanding of the factors that contribute to negative health outcomes for young people in situations of armed conflict and political unrest and to inform the design of more effective treatments to address these issues. By offering data on the complexities of understanding developmental outcomes, psychopathologies, and positive adolescent outcomes in conflict-affected populations, this explanatory study contributes to the empirical literature. This research provides the empirical underpinnings for improved adolescent and other population-level prevention and intervention. Current research raises awareness, and it encourages health officials to implement their stated intentions, giving top priority to constructing community-based psychiatric and counseling institutions in Kashmir as soon as possible.

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APPENDICES

APPENDIX-1

Participants Information Sheet and Consent Form

Information Letter to Participants

I, **Aijaz Ahmad Bhat** pursuing Ph.D. at School of Humanities (Social Sciences and Languages), Lovely Professional University, Punjab. You are requested to take part in the research project that I am conducting at School of Humanities, Lovely Professional University, Punjab. The research project entitled, “*Impact of Exposure to Violent Conflict on Adjustment, Achievement Motivation and Academic Performance of Students in Kashmir*” has ethical approval from the Ethics Committee of Lovely Professional University, Punjab. This project aims to investigate *impact of exposure to Kashmir conflict on adjustment, achievement motivation and academic performance of students in Kashmir*.

Benefits to participants: Benefits gained from participating in the study include feedback regarding adjustment, achievement motivation, and academic performance.

Potential risks/discomfort to participants: There are no foreseeable risks to participants in this study, other than the inconvenience of having to commit to the sessions of psychological assessment.

Confidentiality/use of data from study: All data gathered during the course of study will be kept confidential, and will not be discussed with anyone outside the research team. The results may be published for scientific purposes, but will not include participant’s name or any other personal information. Once participant agrees to take part in the study, his or her name will be removed from the answer sheets and replaced with a code (e.g.: name ‘John S’, changed to ‘Participant A1’). After consent to participate in this study, you will not be able to be personally identified with the data.

Consent: If you have read the details in the information letter and are interested to participate in the study, please indicate this by signing the statement below: I have been provided with the project information letter and understand the purpose of this study, what

I would be required to do as a participant, and how the resulting data will be used. Given this information, I am volunteering to be participant in the study entitled “*Impact of exposure to Kashmir conflict on adjustment, achievement motivation and academic performance of students in Kashmir.*”

Participant’s Name :

Participant’s Signature :

Date :

Researcher’s Name:

Researcher’s Signature:

Date:

APPENDIX-2

Questionnaire Set

Demographic Data Sheet

Name:

Age:

Gender:

Father's Education:

Father's Occupation:

Mother's Education:

Mother's Occupation:

Family Income:

Family Type: Single/Joint/Extended:

Area of Location: Urban/Rural:

Whether using social media: Face book / WhatsApp / Twitter / Others

Previous Year's Marks or Grade:

Questionnaire-2: Exposure to Kashmir Conflict Checklist (EKCC)

Instructions: Below is a list of stressful events related to Kashmir conflict. Please read each one carefully, indicate by circling either 'Yes' or 'No' if you have been exposed to any of the events and bothered/troubled by that event.

S. No.	Name of the event	Yes	No
1	Have you been into custody/imprisoned?		
2	Have you been exposed to torture?		
3	Have you been threatened with death?		
4	Family member being killed?		
5	Have you been sexually harassed?		
6	Have you been hit with a bullet or any other explosive?		
7	Beat/humiliate your friend or family member in front of you?		
8	Have you been verbally abused?		
9	Friend or relative being killed?		
10	Having a family member missing due to conflict?		
11	Have you been kidnaped?		
12	Have you witnessed media portrayals of Kashmir conflict (video clips or photographs of injured or killed)?		
13	Have you spent a prolonged period of time under curfew?		
14	Have been part of or witnessed protests?		
15	Have you witnessed any encounter between militants and security forces?		
16	Do you feel stressful while living in this conflict situation?		

Adjustment Inventory for School Students (AISS)

Instructions

On the next pages, there are some statements covering your school problems, which have three response alternatives 'Always', 'Sometimes' and 'Never'. Read every statement carefully and decide with which alternative you want to answer it. If your answer is in "Always", then tick the right mark [] under "Always", if in "Sometimes", tick the right mark [] under "Sometimes" and if in "Never", tick the right mark [] under "Never". Remember your answer will not be told to any person, so please give the correct answer without hesitation. You may take your own time but try to finish it as soon as possible. Your responses will be kept confidential.

Statements

Sr. No.	Statements	Always	Sometimes	Never
1.	Are you always afraid of something in your school?			
2.	Do you avoid meeting your classmates?			
3.	Do you forget soon what you have read?			
4.	Suppose your classmates do something unreasonable unknowingly, do you immediately get angry with them?			
5.	Are you of a shy nature?			
6.	Are you afraid of examinations?			
7.	Do you worry your teacher scolding you for your mistakes?			
8.	Do you hesitate in asking a question when you don't understand something?			
9.	Is it difficult for you to understand the lessons taught in the class?			
10.	Are you jealous of those friends whom teachers appreciate very much?			
11.	When some of your teachers are together, do you go there without any complex?			
12.	Can you note down the lessons taught in class correctly?			
13.	Do you envy those classmates whom you think better than you?			

14.	Do you feel sometimes, as if you have no friend in your school?			
15.	Do you yawn when lesson is taught in your class?			
16.	When you see, some students talking themselves, do you think they are gossiping about you?			
17.	Are you able to get friendly with everyone easily?			
18.	Are you satisfied with the method of teaching of your teachers in this school?			
19.	Do you express your anger to others when you are not asked to come forward in any programme in your school?			
20.	When some students are together, do you join them freely?			
21.	Do you think that the teachers in school do not pay any attention to your problems?			
22.	Are you often sad and distressed in the school?			
23.	Do you like to join your classmates working together?			
24.	Are you satisfied with the progress in your studies?			
25.	Do you feel the teachers neglect you?			
26.	Do you try to attract the attention of your teacher to yourself in the class?			
27.	Is it a burden for you to study something?			
28.	Do you get yourself worked up and try to harm a student when he complains against you?			
29.	Do you often like to be alone?			
30.	Are your teachers always ready to solve your problems concerning your studies?			
31.	Are you often dissatisfied with your school?			
32.	Do you establish a friendly relationship with the students in the school?			
33.	Do your teachers in the school praise you?			
34.	Do you try to rationalize your mistake?			
35.	Do you like to sit in the front seats in the class?			
36.	Do you often get less marks in examination?			

37.	Do you resent it when your teachers ask you a question in the class?			
38.	Do you have a friendly association with your fellow students?			
39.	Do you like the idea of having more holidays in the school?			
40.	Do you get wild when one of your classmates jokes with you?			
41.	Do you openly take part in the school assemblies?			
42.	Do you often quarrel with your classmates?			
43.	Do you sometimes go home before the school closes?			
44.	Do you take part in the school sports?			
45.	Do some of your teachers often keep on scolding you for the studies?			
46.	Do you often have a doubt on others in the school?			
47.	Are you shy of talking to the senior students in the school?			
48.	Do you look at the teachers respectfully?			
49.	Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well?			
50.	Do you have some intimate friends in this school?			
51.	Do you pay attention to the lesson being taught in the class?			
52.	Do you develop resentful feelings towards your teachers when you get less marks?			
53.	Are you always ready to help your classmates in every way?			
54.	Do you borrow books and magazines from the school library and read them?			
55.	Are you often afraid meeting the senior students?			
56.	Do you enjoy irritating other students in the school?			
57.	Do you take part in the debates?			
58.	Do you feel mentally depressed when you meet the senior students?			
59.	Do you lend your books or notebooks gladly when your classmates ask for it?			
60.	Are you interested in the things regarding education?			

Achievement Motivation Scale (AMSn)

Instructions

1. A separate response sheet is provided to you for making your responses.
2. Do not put any mark on this booklet.
3. For every statement, the possible responses are divided into five categories which are: **Always, Frequently, Sometimes, Rarely, & Never**. Read each statement of an item carefully and put a tick under the category which, in your opinion best expresses your feelings about the statement. If you feel, the statement is true for you always, put a tick mark [].
4. Do not leave any item blank. A response must be made to each statement.
5. This is not an ability test and there are no right or wrong responses. This is only an effort to measure your feelings.
6. Do not spend too much time on one statement. There is no time limit for completing this work, but try to work quickly and carefully and try to give the first and the best response that comes to your mind on reading each statement.
7. The results will be kept confidential and will be used only to your advantage and for research purposes only. They will never be used for any disadvantage to you. So, please do not worry and try to be honest and frank in giving your responses.
8. The results, if you so desire, can be used for giving you useful guidance, and we hope the results of this study should prove valuable in improving your achievement, academic or otherwise.
9. Be sure to answer every item.
10. If you have any doubts or queries, please seek clarification before you start responding to item no. 1. Once you start giving responses, there should be no questions or queries.
11. Please do not change your response once you have marked it.

Statements

Sr.No.	Statements	Always	Frequently	Sometimes	Rarely	Never
1.	I shall be very much pleased if I have to miss the classes for some days.					

2.	I pay full attention to the work in the class.					
3.	I mind much if I reach late in the class.					
4.	I love to read more and more to find unknown regions of knowledge.					
5.	I love to have a personal library, not counting textbooks.					
6.	I set standards for myself and then strive to achieve them.					
7.	I wish to specialize and become topmost in the field of my liking.					
8.	I like to experiment and create new things and surprise people.					
9.	I work hard for hours together to be successful in whatever I undertake.					
10.	I have a tendency to find solutions of problems and puzzles other people fail at.					
11.	I aspire to get excellent results in all academic competitions.					
12.	I am ready to leave the job half done and try a new one.					
13.	I get nervous in the examination if one or two questions are not from the syllabus.					
14.	I prefer to go to a party rather than prepare for an examination next week.					
15.	On getting low marks, I feel disappointed and determined					

	to work hard to do better next time.					
16.	I think, I find my lessons meaningful and interesting.					
17.	While studying, my mind wonders of the lesson and I get lost in imagination.					
18.	I think, it is better to gossip away in the canteen than to attend the classes.					
19.	When the teacher is teaching, I like to read stories/novels/comics or make cartoons in the class.					
20.	The school/college haunts me and I want to leave it at the very first opportunity.					
21.	It irritates me a lot if I have to stay late in the school/college for some lectures.					
22.	I want to go to college/university because there is a plenty of opportunity to enjoy life.					
23.	I think studies, sports and other activities can go together.					
24.	I agree that the present course of my study will help making my future life a success.					
25.	I feel very much frustrated if I do not get a chance to complete in the field of my choice.					
26.	I regularly take down notes in the class and complete my assignments.					

27.	I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.					
28.	I believe in work first and play later.					
29.	I do a lot of preparation at home for the next day's work in the class.					
30.	I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read further.					
31.	I think my teachers are competent in their work.					
32.	I like to create nuisance in the class and annoy the teacher.					
33.	I try my utmost to please my teacher through work and not through flattery.					
34.	My friends consider me dull and shirker.					
35.	It is true that my teachers think of me as a sincere and hardworking student.					
36.	I feel hurt if others (parents, teachers and friends) criticize me and I try to improve upon my weakness.					
37.	My parents advise me to take life easy and never bother too much for studies or for future life.					
38.	I wish to carry my mission forward inspite of facing a lot of criticism.					

39.	I think of life to be an intellectual challenge.					
40.	I am interested in organizing the activities of a group team/class/committee.					
41.	I try to get associated with top most person in the field of my choice.					
42.	I love to have some adventure in my leisure hour.					
43.	I would like to watch a surgical operation being performed.					
44.	I like to compete in dramatics.					
45.	I think of dancing and music to be good hobbies for students.					
46.	I have a strong desire to be a champion in games/sports/athletics.					
47.	I have tried to get in the sports team of my school/college, to represent my team in other states or countries.					
48.	I believe sports develop initiative, leadership and discipline.					
49.	Hill climbing and mountaineering are a welcome challenge, I would like to take.					
50.	On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.					