The Impacts of Conflict Causing Factors and Afghan War on-Campus World, and Their Resolutions at Kandahar University, Afghanistan: Students Prospective

Attiqullah Ayaz

Kandahar University, Department of Geography, Kandahar, Afghanistan

Abstract: *Verbal, dialectical, and even physical conflicts are common phenomenon in a society, and it is significantly more common in campus world because controversies and variations in thoughts of students are the biggest manners, that is why they are at the same stages, having share resources, and more often students staying together rather than their families. In the literature, a huge amount of factors that cause students conflict have been cited, even with tremendous amount of conflict resolutions elements, but in this research, instead of those common factors, some new factors that cause students-students conflict are tortures, war, revenge, plead guilty, and imitation clips in social media, including with some other aspects have been focused in this research to determine their potentials on behalf of conflict, and disagreement. The instruments distributed to almost 252 student participants at Kandahar university that has almost 8,000 students only at day shift, which 1 per 10 is gender proportion, that is why 96 female students as respondents were quite tough work, and more than 75 percent students were only seniors and juniors among them a few interested students were shared their personal experiences in some vast messages within reply of open-ended question in instruments. The results indicate that the dialogues, weak communications skills, talk about politics especially on the current battle status of Afghanistan, much more joking and bullying of students, and wiled (tortures, acts of revenge, war, plead guilty) clips in social media are the major causes of students-students conflict at Kandahar University campus. In contrast, peer mediation, meeting to consoler, peace and conflict resolutions subject in the curriculum, and teachers-students combine conferences were the major recommendation for predictable national peace and campuses peace.*

Keywords: Students, conflicts, Afghan ware, resolutions, and Kandahar University

1. Introduction

Conflicts and disagreements are natural parts of interpersonal relationships. Weak communication skills like non-active listening, no empathy, no respects to differences, and angry with criticisms are the causes of violence in people, more often in schooling age, the waves of anger always presented through emotions, while emotion develops in interpersonal conflicts and disagreements, students struggling to develop the cognitive and emotional skills necessary to resolve the conflicts among their peers constructively and peacefully (Abbas Turnuklu, 2010). Conflict is just like other social phenomena occur anytime and anywhere, and more often dialectical conflict takes place in all societies because of differences in authority, position, rights between people, and more specifically dialectical conflict between juniors and seniors (Wirawan, 2012). In social life and even on campuses the biggest supporting thing of conflict is an emotion which is promoted by personal relationships and earlier experiences (M. Mugal and M. Khan, ND). Student conflict and controversies are very common among campuses and in each student's environments. Because sometimes students are interested in changes, some of them are not sharing valuable information, and some of them are quite responsible for their own or personal goals (Stephane J. Baele, 2016). One common and necessary thing for student's growth is conflict, despite it is an obstacle to learning completion, students at universities experience stresses through different issues, most often with their teachers even it becomes a reasons of conflict among students together, on the other hand not considering or demonstrating appreciation to the students' thinking styles created conflict (Ustun B, 2008). Students experienced conflicts have relationships with their classroom or fieldwork aptitude, but it does not have relationships with conflict resolution style and conflict experience environment, and this resulted idea also supported by a citation of Kim (2003) who illustrated that anxiety levels and interpersonal relationships of the students with teachers may be adversely affected by variety of factors such as being monitored by the instructors in field, fear of making mistakes or assessed by instructors (Hamouda, 2012). The positive way to minimize the effects of conflict, and to maintain a proper learning environment just vanish negative and unhappiness attitude in both student and educators daily routine, for such achievement teachers' skills and commitment are the major elements (Kantek F, 2009). Under peer-mediation training disputants also sought mediation or conflicting students were approached by the mediator students. Regardless of the gender of a disputant, female mediators were preferred more over the male mediators. This may be to the fact that girls are more proactive in mediating their friends' conflict. Adult prompted mediations were too few to indicate any meaningful result (Abbas Tumkklu, 2009). Violence and war have greater negative impacts on society's development and make slow educational and professional activities. Most of the time students use destructive and ineffective conflict strategies that cause to lead them to interpersonal violence and also cause to keep student in fear (Johnson, 1994).

Afghanistan
A landlocked country, bordered through seven different dashes with seven different countries, never beings free from adverse impacts of such boundaries, whether if it is cultural, political, and economical, and the goodness or the badness of territories that lay down beyond the dashes are still ambiguous. Because today is the day while this external supporting or strange war in Afghanistan has crossed its 40th anniversary, everyone at the inside or at the outside of the country knows, where the sources of the battle get potentials, and a 33 years old peace activist with his colleague, and with other afghan youngers discusses and discoveries the causes and resolutions of such war and considering its severe impacts on younger experiences. Instead of this national wide conflicted (armed jets at space, everyday mass mortality in each city whether they are governmental staff or an ally of opposition, military training, target killings, burning schools, and even tortures, revenge and war clips in social media, etc.) environment in each fraction of time, these victims are waiting for a huge revolution, whether a big cease-fire will be taken place or a negative twitter message of US president, about staying 40 million Afghans in a long-lasting flame will be happened. In the contemporary or beyond the contemporary Kandahar or such researching spot is a predominant focal point of such endless war, and became the capital of the country several times, even in the government of Taliban, containing a huge amount of role in the governing of the country (Attiqullah Ayaz., 2020). Regarding to that mandate, we are still suffering from the inequity of gender in both educational and administration worlds, comparing to the other states of the country. Despite, of those catastrophes countless young and middle-age residents keeping themselves busy to attain knowledge from national and international opportunities, even up to a Ph.D. degree, keep the country's education system flowing, and does compete to the overseas peaceful nations, and making all three times available educational institutions full. Under certain circumstances the challenges that circuiting in my mind is to take students-students conflict or disagreements under deep consideration in the Kandahar University, it would make obvious the major conflict causing and resolution factors, and to make it compare whether our national war supports the potential of conflicts on campuses.

2. Method

Participants
The state university of Kandahar has almost 8,000-day shift students, while the participants were (252) students (156 males, 96 females) randomly selected from both pure, and social science (Table 1), to fill the instrument that containing both students-students conflict's causing factors like (**favoritism by teachers, family status, ethic issues, limited family resources, political support, the effects of current critical status of Afghanistan, tortures, revenges, and real armed conflict clips, burning of schools, higher education of women, religious and national values, more than enough joking, group work, physical environment, staff member management, security related issues, wealth and poor status of students, selfish, physical and mental limitations, unsociality**), and resolving factors like

(**peer-mediation, individual and groups meetings, talk, and discussions about relationships, explaining the friendships and hardships by teachers regularly, particular calm and safe place for conflict resolution, free meetings with the consultants of University, opportunities to share student's ideas, peace and conflict resolution subjects in curriculum, national and international peace conferences for students**). The ages of the participants ranged from 18 to over 30 years (213 from 18 to 25, 32 from 25 to 30, and 7 of them are over 30). 32 participants were first-year students, 55 sophomores, 78 participants were juniors, and 87 participants were seniors.

Measure
I developed a student conflict questionnaire that contains the above factors, for this research. However, conflicts vary on campus, my purpose is to know the highest involved factors that cause conflict and the highest involved factors that resolved a conflict among students regarding student perspective. The respondents rated their view about causing and resolving factors the scale ranging from (very agree, agree, less agree, and disagree). Statistical analysis was done by SPSS, and describe the trends in the data through mean and standard deviation.
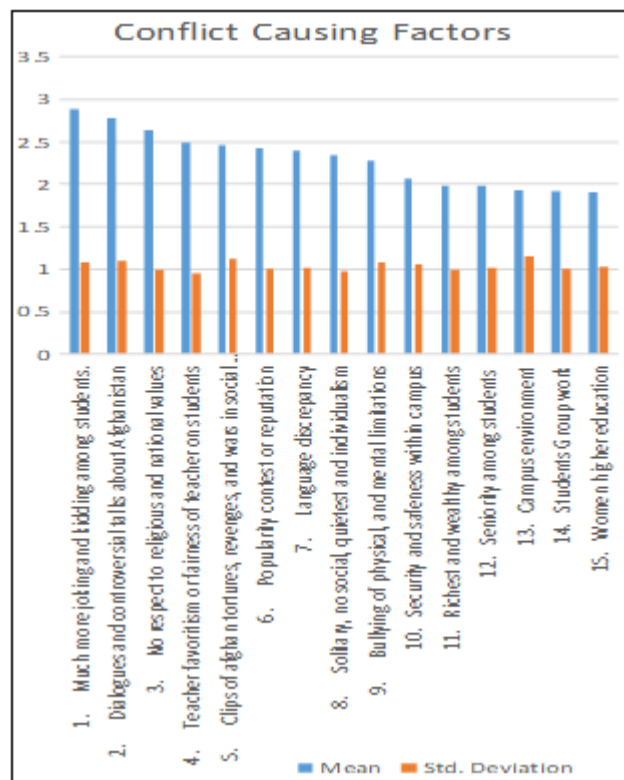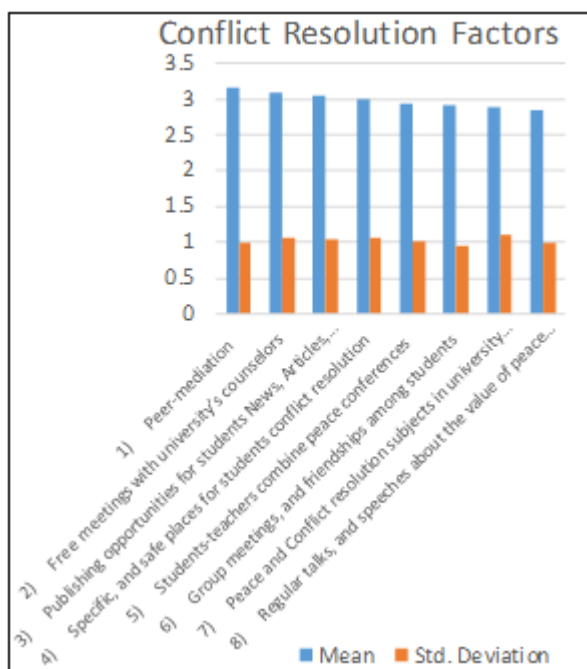

1= Disagree 2= Less agree 3= Agree 4= Strongly agree

Table 1: Shows the disciplines, the number, and the percentages of respondents

Disciplines	Fr	Percent
Education	72	28.5
Public administration and Policy	50	19.6
Economic	32	12.5
Law and Politics	23	9.1
Islamic studies	20	8
Engineering	20	8
Journalism	19	7.8

Language and Literature	16	6.5
Total	252	100

Table 2. illustrates the means and standard deviations of factors that causing conflict among students at Kandahar University campus, from the perspective of students. The range of the means is almost one from nearly 2 to nearly 3. It deduced the average level of conflict causing factors, the rang of such factors is 'Strongly agree, and Disagree. Items that gained higher means in students-students conflict at campus were identified as 'Much more joking and kidding among students' (M=2.88, SD=1.077), 'Dialogues and differences in ideas on current critical condition of Afghanistan' (M=2.78, SD=1.099), 'No respect to religious and national values' (M=2.64, SD=0.994). Meanwhile, the very less involved factors in students-students conflict at Kandahar university campus are these tree items, 'Women Higher Education' (M=1.91, SD=1.036), 'Student's group work' (M=1.92, SD=1.009), 'Campus environment and administration' (M=1.93, SD=1.154).

1= Disagree 2= Less agree 3= Agree 4= Strongly agree

Table 3: illustrates the means and standard deviations of factors that resolving conflicts among students at Kandahar University campus, from the perspective of students. The range of the means is almost quite marginal only 0.3, from 2.85 up to 3.15. It deduced the average level of conflict resolving factors, the rang of such factors is 'Strongly agree, and Disagree. Items that gained higher means in students-students conflict resolution at campus were identified as, 'Peer-mediation' (M=3.15, SD=1.005), 'Free meetings with university's counselors' (M=3.10, SD=1.067), and 'Publishing opportunities for students News, Articles, Conferences, problems, etc.' (M=3.04, SD=1.034). Meanwhile, the very less involved factors in students-students conflict resolution at Kandahar university campus are these tree items, 'Regular talks, and speeches about the value of peace and harms of Conflict through teachers' (M=2.85, SD=1.005), 'Peace and Conflict resolution

subjects in university curriculum' (M=2.89, SD=1.106), and 'Group meetings, and friendships among students' (M=2.92, SD=0.957).

The comparison of the data indicates that the learning behaviors and student concentrations are sacrificed by both social conflicts causing factors, and national long-lasting battle. However, almost all of the populations are raised and still growing in the flame of war, and that is obvious that no one is free from the influences or impacts of such hardships. In table 2, the second, fifth, tenth and fourteenth controlling variables indicate the direct addresses of war, and some messages from open-ended questions were indicated the impact of war, that the majority of the students are busy with politics, and communicate on political dialogues, mimicries and supporting political fraction. They wrote that the more annoying things for social science students were pure science upgraded students, which they following social media and gain all the information released in social media about the country and then arguing with social science students and blaming them with disqualifications or said that social science is a simple discipline because they guess that they are neither the Politicians nor the scientists. Much more dialectical communications become the major cause of conflict or disagreements among students. And on the other hand, wild clips that address violence as tortures, battles, plead guilty, revenge, even imitations, and some bullying entertainment sense provide in a conflicted environment, released through social media are strongly responsible for disagreements of students. Some students are getting pleasures and some of them are being annoyed by those clips, so finally it became the catalyst for controversies and growing conflict among the societies. Through several conflict events that took place at the inside of the campus some students are getting suffer, and most of the time they have armed guard while they are setting and learning in the classroom. And so many other negative aspects are dominated in my research spot, which directly or indirectly destroys the campus world.

3. Discussion

Much more joking, and kidding among students and on student limitations (appearances, physical, mental and psychological) were the major causes of student-student conflict. I remembered one of my juniors had big acne on the upper head like the miner's light, at the beginning students made a joke of him, finally, that joking became the cause of a physical conflict. Some girl students written in open-ended question that we are very few in the class, we are not able to do group work, if some boys join our group, others laugh on them, make a joke on them, and they call different name for my group like (gender group, ladies group, neutral group) which always annoying us. Our national and religious values and principles are the second huge factors that cause conflicts among students because this area is historically religious, and residents are more bother to some believes, so if some people are just a little bit of a crossing way, they make other uncomfortable or keep them in violence. Consequently, the remaining peaceful people just need justice, more abundantly the justice that decided in our

cultural believes. However, if a student does kidding on a value the rest of the students just want to punish him if that is verbal or physical, so sometimes that rough decision takes place quite simply. Societies are a mixture or made up through diverse ideas and angles, and good and bad are very usable terms in it because everyone thinks that they are the fair regarding their values, and even regarding the spiritual people of the society (Deutsch, ND). Cultural values and principles on the campus as a student wearing turbans, having a beard, be bother of worships obligation, be quiet or calm while a spiritual sound is hearing, and so many other things, which are further applicable outside of the campus. One of myself experience is, I had kept beard during my college because I was looking very nice on it, but one of my professor said to me, if you did not shave it, you are not going to pass in my exam, so because of that some students also said something to me about my beard like (just shave it, or you are going to be very nice when you shaped it, etc.), but they did not know, that it is just my best value and believe, and my family and colleagues in my state would not be angry with me, and even it was my identity while I am crossing the area, that dominated by Taliban the opposition group of government because my home state was Kandahar, but I was studied at Kabul University, and I was a married guy, it was good to see your family at least once or twice in a semester. More often some students shared their experiences and written, whenever we see such wild sense we do not have digestion in the remaining 24 hours and we are quite nervous, and we have a lot of evidence of such clips as (kids being tortured by land at schooling, and more recently one clip was released that a kid was student of a local teacher, first the teacher has raped him several times, and then he killed him, the teacher pleaded guilty on his experiences so that clips waves everyone's heart and it was fully annoying. Fairless and injustice behavior of teachers were also got rank from student prospective, they said in open-ended questions that some teachers do more help while they find any relatives, neighbors or even native students in the classroom. Injustice is a frequent source of conflict, if the outcome of the conflict is unjust, the resolution will be also unstable, and it would be escalating conflict even more (Deutsch, 2014). "Fairness depends on a teacher's knowledge and ability" (D T. T., 2014). Revenging, torturing, plead guilty, and war clips at social media which are expressed by our native or acting by Afghan citizens is the third major aspects for occurring of conflicts among student surroundings, such aspect was my profound guess for causing conflict among students but has revealed in a third stage. That factor is just brought by my personal experiences (when I was in the second year of college, in social media a clip was released that showed the guilty and the punishment of those people that they were injected in the killing of Mullah Dadullah Akhund the commander of Afghan Taliban, and those guilty people were punished by head cutting, a severe clip that I have not seen before. When this clip reaches to my classmates suddenly they became quite angry with me, even they guessed me bad and murderous person among them because Mullah Dadullah Akhund was the resident of my area, and he was with beard and turban, and I was also with a beard, so my figure was unfair among them. Then I convinced them that each society has diverse people, you should not prove me wrong). Conflicts through group works

were selected quarterly, it means it does not matter that much, I do not know whether it is because of my university, which is still at prior growth (containing a small amount of group work), or it really does not take place but in literature, three main forms of disagreement take place in group work: assigning group members, time commitments and interpersonal disagreements (Payne, 2005). The most common element in group work is friction that causes to bring conflict, and students lefts ongoing projects (Markus Borg., 2011). Seniority is not considered that much, but a few students were written their experiences, and said, seniors are showing mandate during entertaining time as playing games, and they create rules for their own benefits, which is caused annoying for juniors. Sometimes seniors are expecting more respects from their juniors. Seniority on campus caused a feeling of pressure on juniors due to seniority behaviors carried out by seniors, some disrespectful manner of senior to juniors are causing juniors hardships (Muhammad, 2019) which Higher education of women was another control variable, that is accepted as a cause of conflicts or disagreements, because they said there is no need for girls to gain knowledge about some disciplines like engineering, Geology and some other courses that they have fieldwork, and only a few students were written in open-ended questions "I am very ashamed to talk to Mahram (not from relatives), work together with them, and even I am not able to see toward them". A few written answers indicate fear about the values and integrity of women, they said if the women got any suffer from both academic or non-academic stuff, so where will be our Islam, where will be our nationality, our values, our spirituality, etc. factors that affect women education A) Religion: Some religious sects in Nigeria still believe and teach that women shall not acquire western education as seen in the Boko Haram sect in northern Nigeria, B) illiteracy among parents and guardians: illiteracy of parents and guardians indicate that they do not know the importance of education, C) poverty: many Nigerian families are still living in abject poverty, so they do not enough money to support the expenses of education (Bamidele, 2012). But in Afghanistan or in my Islamic sect, the A) bullet point is not true, because a lot of women go to Islamic school, even to modern school, and if there is a proper environment and in Islamic rules getting knowledge is an obligation, the C) bullet point is also not true because up to higher education knowledge in Afghanistan is free from all kind of expenses and donating hostel and extra money. Unless B) bullet point is dominated in this area because the literacy percentage in Afghanistan is still very less but in a rapidly growing condition. Some other factors (the wealth of students, selfish, limitations) were asked, and the result was there but very little, only 5-6 open-ended questions were replied about the physical appearance of human that caused conflict for example, while a very younger became bald, students do joking on their bald head, finally one day he reaches an angry decision and did conflict. One or two students written their experiences and replied a question about a very tall classmate, while his friends always bullying them and use the term "The Khudai Woosh" means the Camel of the God, he never got angry, but when one day another classmate which was not among his close friend used the such word, but the tall man took that word as an insult, he took him and kicked off him very severely, that the

resolution of such conflict was taken place in about a month, and he showed the punishment of such insulting to the whole classmates. Students that they are in the highest position, or from a famous family, or from the wealthiest family are not negligible. The third section of the questionnaire was designed for the conflict resolution factors, which are demonstrated in the methodology. The major selected conflict resolution factor was peer-mediation, students were agreed to resolve their problems on their own, they said we know with the way we are, and they also said the most responsible people for the student-student conflicts are students because they know about the past of an event. Conflicts management or managing conflicts are the attitudes of humankind, and that is an important competency in campus life that children, adolescents, and even younger adults need to make themselves master, and they guess it as a part of their schooling (Hart, 1997). Peer mediation reduces personal conflict and increases the tendency to help others with their conflicts, increases prosocial values, decrease aggressiveness, and increase perspective-taking and conflict resolution competence (Jones, 2004). The second main factor which is replied through students is meeting or negotiations because they said negotiation is the only thing that brings us the sources of the problems, and then we are going to decide which side is blamed for such an event. This factor is being supported by a web post like (conflict resolution through negotiation strategies), 1. Avoid being provoked into an emotional response, 2. Don't abandon value-creating strategies, 3. Use the time to your advantage (Shonk, 2019). Mostly were agree to a safe and secure environment for conflict resolution, they said a safe place for enough discussion and negotiation are good for both student-student conflict and for progressing student's argument force that will be quite good for their future debates and life. Free media and application for publishing students' news and problems were also major recommendations of students for their conflict resolution. And some students were agreed that they should have regular meetings, councils with leaders and consolers of the university.

4. Conclusion

Much more joking among students, bullying on physical and mental disabilities, politics and talks about the current status of Afghanistan, no respects to values, and even the wiled torture, revenging, plead guilty, and war clips that act by Afghan cultures were the major causes of student-student conflicts. But peer-mediations, teachers-students join conferences, free students' news and problems publishing opportunities, free meetings with counselors were the major strategies for conflict resolutions.

5. Limitation

- Gender equity to fill instruments, because the majority of the disciplines just have a few or do not have any female students, the gender proportion is almost 1 per 10.
- No power and enough internet facilities to fill the instrument online, so because all the instruments were filled in the hard form.

- Less interest of students about the feedback of researches, some of the students said that we have filled more than a dozen of instruments but we did not attend any program, or any achievements.

6. Acknowledgment

References

[1] Abbas Tumkklu, &. T. (2009). does peer-mediation really work? effects of conflict resolution and peer-mediation training on high school students' conflicts. *social and behavioral sciences* , 637-638.

[2] Abbas Turnuklu, &. T. (2010). the effects of conflict resolution and peer medaition trainng on Turkish elementary school students' conflict resolution stratigies. *journal of peace Education* , 34-38.

[3] Attiqullah Ayaz., S. R. (2020). The Geology, and petrography of the ultramafic rocks at the north-northeastern margin of Kandahar City, Afghanistan. *International Journal of Scientific and research publications*, 55-56.

[4] Bamidele, S. (2012, August 30). *Educate the North*. Retrieved from 234next: www.234next.com/csp/cms

[5] D, T. R. (2014). Fairness as a multifaced quality in classroom assessment. *studies in Educational Evaluation* , 56-60.

[6] D, T. R. (2014). Fairness as a multifaced quality in classroom assessment. *Studies in Educational Evaluation*, 56-60.

[7] D, T. T. (2014). Fairness as a multifaced quality in classroom assessment. *Studies in Educational Evaluation*, 56 62.

[8] Deutsch, M. (2014). *justice and conflict, The Handbook of Conflict Resolution; Theory and Practice* . San francisco: Jossey-Bass.

[9] deutsch, M. (nd). Cooperation and conflict resolution: Implication for consulting psychology . *op. cit*, 75.

[10] Hamouda, G. M. (2012). conflict Resolution Strategies Used bu Nursing Educatores: students' Perspective. *journal of Ameerican Science* , 214.

[11] Hart, J. &. (1997). The impact of a peer mediation program on an elementary school environment . *Peace & Change*, 75 85.

[12] Johnson, D. a. (1994). Effects of conflict resolution training on elementary school student . *journal of social psychology* , 134.

[13] Jones, B. M. (2004). Conflict resolution eduction: the field, the findings, and the future. . *Conflict Resolution Quarterly*, 240-260.

[14] Kantek F, G. N. (2009). conflict in schools: Student nurses' managment styles. *Nur Edu Tod*, 80.

[15] M. Mugal and M. Khan. (ND). impact of Conflict and conflict Management on Organizational Performance . *op. cit.*, 76.

[16] Markus Borg., J. p. (2011). Conflict Management in Student Groups- a Teacher's Perspective in Higher Education. *Artikel Hogre utbilding* , 110 120.

[17] Muhammad, S. (2019). Dialectics of student conflict in Makassar state University . *Advances in Social Science, Education and Humanities Research, Atalantis Press*, 1070-1072.

[18] Payne, B. S.-T. (2005). Conflict resolution and group work. *Academic Exchange Quaterly*, 20 25.

[19] Shonk, K. (2019, october 6). *program on negotiation* . Retrieved from pon.harvard.edu: https://www.pon.harvard.edu/daily/dispute-resolution/3-negotiation-strategies-for-conflict-resolution/

[20] Stephane J. Baele, O. C. (2016). theorizing and measuring emotions in conflict: theorizing and measuring emotions in conflict: the case of the 2011 palestinian statehood. *journal of Conflict Resolution* , 719-455.

[21] Ustun B, S. S. (2008). conflict resolution skills of nursing students in problem-based compared to conventional curricula. *Nurs Ddu Tod*, 393-401.

[22] Wirawan, D. (2012). Teori-teori Sosial dalam Tiga paradigma: fakta social, definisi sosial, dan perilaku sosial. *Kencana*.

Author Profile

Attiqullah Ayaz received the B.S. and M.S. Degrees in Earth Science from Kabul University, Afghanistan and Mysore University, India. Between the gap of the degrees and after the latest degree, he has three years of work experience as a lecturer at Kandahar University, Afghanistan. Beyond the earth and geological activities under certain circumstances, he is a peace activist accompanied with Pacha Khan Peace and Conflict Resolution and Academic Research Center at Kandahar University. In the administration staff, he is the senior officer of the Postgraduate programs at Kandahar University.