

Family Conflict and its impact on Children's Education in Kashmir Valley

ABSTRACT:

Family plays a pivotal role in the development and socialization of individuals, acting as the fundamental unit and most enduring institution of human society. Family Conflict refers to the disagreements, disputes & struggles that arise within a family unit, involving its members and affecting their relationships, interactions and overall well-being. The effects of family conflict impact individual's mental health & well-being, family relationships & dynamics, child development and adjustments, marital satisfaction, stability and overall family functioning & resilience.

The primary objective of this investigation is to uncover the root causes of family disputes and evaluate their consequences on children's scholastic performance, with the ultimate goal of promoting improved family harmony and well-being. It involves a qualitative approach with an interview method.

This research focuses on the negative effects of family conflicts on the education of secondary school students. The investigation primarily examines how these conflicts impact students' academic achievements and their ability to interact with others. Family conflict can significantly impact a child's education in various ways viz. reduced academic performance, decreased attendance & participation, emotional distress & behavioral problems, decreased parental involvement and increased drop-out rates.

This research employed a qualitative approach to collect data from a sample of fifty secondary school students in the Kulgam region. These students, enrolled in the eleventh and twelfth grades, comprised of both boys and girls.

The research indicated that family issues in the area were mainly attributed to negligence, differing values & beliefs, inadequate communication, financial pressures, misinterpretations, infidelity, and external influences.

The study indicates that strong relationships between parents and children are necessary since they are threatened by contemporary issues like hectic schedules and busy lifestyle of their parents.

Keywords: *Family, Socialization, Conflict Resolution, Communication, Family Bonds.*

INTRODUCTION

Education is the key driver of democratic resilience, institutional integrity and human progress. But conflict, both at macro-societal and micro-familial levels, seriously jeopardizes this fundamental freedom. Family conflict is a feature of the home environment characterized by relational tension, active antagonism, and interpersonal discord. The family is the primary agent of early socialization and emotional attachment and determines the psychological stability and trajectory of the child. If the relationship in this basic structure becomes dysfunctional, through verbal, economic or psychological conflict, the supportive environment needed for normal cognitive and social integration is immediately threatened.

Adding to the complexity of the internal familial relationships in the Kashmir valley is also the decades of external socio-political turbulence. Long periods of political upheaval create a climate of constant fear for people's safety, interrupted education, and economic instability. The macro-level stressors inevitably add to parental stress, financial hardship and marital instability. When households face extreme financial hardship, they often resort to survival strategies that favor short-term material needs over investments in education over the longer term. At the same time, chronic security anxiety often causes parents to overprotect their children. In an effort to protect them, parents can inadvertently limit their children's freedom, social development, and educational opportunities.

Family conflict has a structural effect which is not gender neutral or homogeneous. Young girls in Kashmiri society are particularly vulnerable to scholastic marginalization due to strict sociocultural expectations and increased physical vulnerability. Girls are more likely to be withdrawn from school during family disputes or economic difficulties to do household chores or to avoid perceived external dangers. More generally, long-term exposure to parental infidelity, separation, or communication failures is significantly harmful to children's attachment security, emotional control, and cognitive attention. Developmental literature (e.g., Borst, 2015) indicates that ongoing household conflict increases the likelihood of future interpersonal problems, behavioral problems, and academic underachievement.

This research is based on qualitative method with in-depth interviews to understand these subtle realities. By its careful selection across a variety of age groups and gender, economic level and educational background, the study depicts complex dynamics of households in Kashmiri culture. The present study finally seeks to offer an empirical analysis of the influence of domestic dysfunctions on social and scholastic development of young people in the Kashmir Valley to clarify the relationship between family conflict and regional instability.

Education is the foundation for human progress, institutional strength, democratic resilience and socio-economic development. It becomes not only a tool for literacy and vocational training, but the main vehicle through which communities generate civic consciousness, improve public health outcomes and build institutional credibility. However, the structural realization of education as a basic human right is substantially compromised when systemic or environmental discord upsets the social institutions designated to foster human capital.

Sociology has taken an overarching view of the effects of political and civil upheaval on social structures, but the complex dynamics of home life, especially in the family, warrant similar empirical investigation. The home is the basic institution of first socialization, the immediate environment in which children learn the ethical principles, emotional control and interpersonal skills which are necessary for their participation in the larger society. When family systems break down, the course of adolescent development is profoundly changed.

Analysis of Family Conflicts. Basic Factors and Classifications

Familial discord may be sociologically understood as a spectrum of relational tensions, from subtle, underlying strains to outright animosity, that occurs when a family unit undergoes a structural failure to set, harmonize, and enact its shared goals. Domestic conflicts do not occur in isolation but are deeply embedded in larger structural inequalities such as economic instability, gendered power relations and cultural pressures.

These basic pressures are reflected in several behavioural factors:

Verbal & Psychological Abuse: Ongoing interpersonal denigration, anger, and invalidation that erode psychological safety in the home.

Financial and Economic Coercion: The systematic withholding of material resources, exploitation, or the creation of severe financial strain that threatens basic survival needs.

Physical and Intimate Partner Violence: Direct physical abuses that undermine household stability and

cause lasting trauma for co-resident dependents.

Effective family stability depends on effective communication, reciprocal empathy, shared moral commitments, and open approaches to dispute resolution. But contemporary socio-economic stressors – hyper-accelerated lifestyles, breakdowns in communication, adultery, and the rising pressures of parenting – are increasingly undermining the stability of the household. When the protective buffer of the family environment becomes a constant strife or parental separation, the developmental consequences on children are profound. As Borst (2015) states, the exposure to long-term conflict at home increases the chances of socio-emotional consequences. Children raised in hyper-conflictual homes are usually found to have compromised attachment security, increased risk for peer and future relationship dysfunctions, and significant underachievement in formal school environments.

The Kashmiri Context: Political Unrest and Domestic Strife Interlocking

The dynamics of domestic violence in the Kashmir Valley cannot be studied without looking at the region's long-standing socio-political instability. This perennial matrix of geopolitical tension, economic volatility and general public insecurity engenders a persistent “stress spillover” effect on the interior functioning of the household. For decades, the systemic uncertainty has depleted the psychological and material reserves of Kashmiri families. It's a complex dynamic—external geopolitical turmoil directly worsens the internal conflict at home. Under prolonged economic distress and localized chaos, households often are forced to employ extreme coping methods. Schooling is always compromised when the preservation of the family is about immediate physiological needs such as food, shelter, and medical care, rather than long-term human capital investments. Children from socioeconomically disadvantaged households with high levels of conflict are at greater risk of early school withdrawal, often joining the informal labor market to compensate for the waning household income.

Parents' concern for their children's physical safety on a militarized and volatile terrain also often fosters hyper-vigilant, overprotective parenting behaviours. This type of intensive parenting, while intended to protect children, paradoxically restricts children's autonomy, emotional independence, peer socialization, and access to informal learning settings.

Gendered Vulnerabilities and School Interruptions

The convergence of family strife and regional instability has gendered consequences within Kashmiri

society. In addition to the traditional patriarchal standards, young girls face additional security concerns that act as disproportionate barriers to education.

In cases of household dysfunction or financial pressure, structural choices are often made that benefit male siblings in terms of educational investment, while female offspring are relegated to domestic labor or caretaking tasks. The domestic conflicts between parents often fuel these limiting norms. Concerns for safety and family's reputation are often used as a tool to control the mobility of girls and to prevent them from continuing their education.

These macro-environmental disruptions are also further exacerbating this gendered exclusion:

Frequent Institutional Shutdowns: Unscheduled curfews, hartals (strikes) and security lockdowns upset the official school calendar.

Breaking the academic flow: The academic system is in a state of flux, making it impossible for students to follow stable academic paths.

Compounded Home Stressors: When institutional closures mean children cannot escape conflict-ridden household contexts, a vital external academic outlet is removed, adding to psychological anguish.

The juxtaposition of internal struggles and geopolitical unrest fundamentally undermines students' cognitive focus, emotional regulation, and overall academic retention.

Finally, the present study attempts to fill a major gap in the sociological literature by investigating the bidirectional relationship between macro societal instability and micro level family conflict in Kashmir Valley. Conflict-affected areas Education is the main driver of individual mobility, psychological resilience and long-term socio-economic reform. This research explores the complex pathways by which family dysfunction, situated within the wider matrix of regional instability, disrupts children's academic continuity and social development. The findings are intended to inform targeted sociological interventions, family counselling frameworks and educational policy reform that is sensitive to the complex realities of the Kashmir Valley.

LITERATURE REVIEW

This section examines the relationship between parents and their children's social and educational experiences, the causes of family conflicts, the effects of these disagreements on children, and the correlation between family disputes and academic performance.

Connection between parents and their children's social and educational life

Kiura (1999) suggests that a strong marital relationship requires self-knowledge, an empathetic partner, a balance of individuality, shared participation, effective conflict resolution, sexual compatibility, and proficiency in mutual discussion and communication.

Steinberg (1996) states that juvenile delinquency and violent crimes committed by children are associated with parental discord, hostility, or a conflict-ridden home environment.

Jersild (1969) defines an "accepting parent" as a nurturing individual who acknowledges their child's rights. When children feel accepted, they develop greater self-assurance and trust in those who care for them, leading to improved growth, experimentation, and communication skills.

Reasons of conflict in families

Lowry and Rankin (1977) argue that humans are inherently prone to conflict. Kwiek and Antonowitz (2013) define conflict as a disagreement or struggle between two or more individuals. Clark et al. (2014) note that conflicts often arise from poor judgment, and an angry family environment may lead to neglect of responsibilities, carelessness, infidelity, and rejection.

Influence of family conflicts on children

Family conflicts typically involve power struggles and issues of intimacy. Marital problems occur when significant differences in opinion persist without resolution (Bernet, Wamboldt & Narrow, 2016). Borst (2015) discovered that family disputes can increase the likelihood of negative outcomes for children.

Relationship between family conflicts and academic performance

Academic performance of students can be directly or indirectly influenced by family discord (Overbeek, de Schipper, Lamers- Winkelman & Schuengel, 2012). It is widely believed that domestic strife and broken households negatively impact young children's personality, mental growth, and emotional well-being, consequently affecting their scholastic achievements (Fearon, 2015). According to Cumming (2014), children from harmonious families tend to be significantly

more productive compared to those from conflicted or divorced households (Sherrill, Lochman, DeCoster & Stromeier, 2017). Studies by Bulduc, Caron, & Logue (2012), Mulholland, Watt, Philpott, & Sarlin (2011), indicated that both male and female students from separated families generally perform worse academically than their counterparts from intact families. The research revealed that parents' marital status, economic situation, and educational background positively correlate with students' academic success (Albright, Hilgeman & Allen, 2020).

Children from conflict-ridden families often feel undervalued and frustrated, with some developing problematic behaviors. Research suggests that individuals experiencing difficult home environments are more prone to engaging in disruptive conduct (Soomro, Breiteneker & Shah, 2018). Parental care and emotional backing play a crucial role in children's lives.

The Kashmir Context

Armed conflict, mental health and everyday family stress Kashmir has had a long history of militarized conflict, periodic curfews/hartals and communication blackouts. A representative 2015 survey of adults across the Valley found 45% with mental distress, 41% with probable depression, 26% with probable anxiety and 19% with probable PTSD. Risk increased with the number of traumatic events experienced or witnessed. Recent work in Budgam district finds 14.3% of adults report moderate to severe depressive symptoms, and 9.3% report recent self-harm ideation, highlighting the persistent mental health burden and its entanglement with geopolitical uncertainty and socioeconomic stressors.

According to Kumar et al. (2026), recurrent curfews, strikes and lockdowns from 2016 to 2025 (including COVID 19) resulted in substantial learning gaps in J&K, with the digital divide disproportionately impacting rural and conflict-affected areas. The New Humanitarian reports that in 2016 alone, around 130 school days were lost due to protests, followed by repeated shutdowns in subsequent years; educators were concerned that cumulative disruptions would lower students' competitiveness in exams and lead some to dropout. Psychosocial reports from Kashmir converge on reports of high levels of distress among children. Dar et al. (2023) reported an increase in psychiatric referrals of children for depression, anxiety and PTSD and that emotional difficulties were compounded by school closures, fear and proximity to armed camps. A review of mental health services perceptions in J&K cites local reports of 49% of children in high intensity conflict areas showing probable PTSD and 91% of youth displaying some psychiatric problems, highlighting both the scale of adversity and limited treatment reach.

Teachers in J&K are reporting experiences of militarized school environments, student absences during protests, and psychosocial distress but remain committed to students' cognitive and

psychosocial development. Ilyas (2025) conducted a qualitative study which found that the long-running conflict in J&K has resulted in adverse childhood experiences (ACEs) among students, and recommended peace education and supportive classroom practices to mitigate educational harm.

Substance use is high in J&K and plausibly intersects with familial relationships; reviews note substantial opioid and other substance use among young people, driven by peer pressure and easy access. These patterns are not directly about families, but they matter because parental substance use is an established risk factor for IPV and harsh or neglectful parenting, and they add new pathways for the broader conflict ecosystem to infiltrate the home and children's education.

Prevalence and patterning of domestic/intimate partner violence in J&K and India.

In J&K, large scale survey data shows that spousal violence is not negligible. About 10% of women (18–49 years) have suffered physical or sexual violence, with about 2% reporting both, according to NFHS 5 (2019–21). Spousal violence constitutes a major part of this burden. In a comparative NFHS analysis, J&K is in the 10–19% range of overall spousal violence indicating a “low–moderate” burden in comparison to other Indian states. However, localized studies suggest higher estimates and underline psychological aggression. For example, a 2026 cross sectional study in R.S Pura block (Jammu district) found 59.6% prevalence of IPV among married women (27% psychological, 14.33% physical, 3.33% sexual) with substance abuse in husbands and other stressors significantly associated with IPV (27). Other analyses of the NFHS data suggest that psychological violence seems to be increasing in many parts of India, even as physical/sexual violence may be decreasing.

Mechanisms linking family conflict to children's education: Global evidence with Kashmir-relevant pathways

- *Cognitive and neurodevelopmental disruption:* Children exposed to domestic violence are, as documented by Edleson (1999) and subsequent reviews, often found to have reduced cognitive capacity, attention and memory problems, and language delays, which directly impair their learning and exam performance. Experimental and quasi-experimental work finds that household violence is associated with lower test scores and grade retention even when controlling for socioeconomic status.
- *Mental health and school engagement:* A PLOS ONE multicentre India study (Gourisankar et al., 2025) found significant associations between maternal experiences of physical, psychological and sexual domestic violence and adolescent common mental disorders (anxiety and depression) after adjusting for covariates. The high rates of adult depression and PTSD in Kashmir make it plausible

that parental conflict feeds into and is exacerbated by parental psychopathology, creating a toxic home environment for children. Harold & Sellers (2018) find that interparental conflict predicts youth internalizing/externalizing problems, which subsequently predict lower school engagement and academic performance.

- *Social resources and emotional insecurity*: Longitudinal evidence from Davies et al. (2017) indicates emotional insecurity mediates the relationship between interparental conflict and adolescent social difficulties, while Yang et al. (2022) show depression and lower academic engagement mediate co-parenting conflict–achievement links. In Kashmir, where many children are already subjected to violence at the community level and school closures, emotional insecurity at home may add to insecurities outside, leaving fewer “safe zones” for learning.
- *Educational investment and parental practices*: Zhao & Zhao (2022) show that positive family environments (warmth, structured rules) foster academic achievement, in part via improved peer interactions. In conflict affected households, parental mental health problems, substance use, and economic stress can undermine monitoring and involvement, reduce capacity to help with homework, and restrict resources for school related expenses.
- *Attendance and dropouts in school*: International evidence suggests children exposed to IPV have higher absenteeism, tardiness and dropout. School days missed due to conflict and the reluctance of parents to send children to school during protests have been documented in Kashmir; when families are already fractured by domestic violence, the protective function of regular attendance and routine is further compromised. Dropout and risk-taking behavior among Kashmiri children facing psychosocial problems are pointed out by Dar et al. (2023).

Kashmir-specific empirical links between family conflict and children’s education Direct, peer-reviewed studies that quantitatively estimate the effect of family conflict on children’s schooling in Kashmir are still limited, but several pieces of evidence are highly suggestive:

- A recent intergenerational study of children in Anantnag (JETIR, 2025) found that domestic violence in Kashmiri homes was found to affect children’s scholastic performance (27%), mental tranquillity (26%), and health (23%). District-level analysis found greater effects in Bandipora. Although based on qualitative data and caregiver reports, the results here identify academic performance as a significant dimension of harm and closely correspond to findings in global research.
- Dar et al. (2023) report increased psychiatric morbidity among Kashmiri children, associating school closures and exposure to conflict with substance abuse, anxiety, and depression, all of which are significant predictors of poorer academic performance and dropout.
- The

sociopsychological and educational analysis of the IRJMS (Kumar et al., 2026) clearly identifies learning gaps and decreased employability as downstream consequences and highlights that conflict-related PTSD, anxiety, and depression among youth remain largely unaddressed due to inadequate mental health infrastructure.

- Ilyas (2025) and Koul & Bansal (2023) argue that the teachers in J&K who are affected by conflict are required to perform two roles, as academic instructors and psychosocial supporters, but are constrained by their own stress and lack of training. This implies that Kashmir's schools may not be able to shield students from family-level violence.

Evidence gaps and research opportunities specific to Kashmir

- Quantitatively estimate the effect of family conflict on educational outcomes (test scores, grades, years of schooling, transition to higher secondary/college) in Kashmir based on standardized measures and representative samples.
- Disaggregated by gender, locale (urban vs rural) and conflict exposure (e.g. districts with high vs low violence) and type of family conflict (psychological aggression, physical IPV, co-parenting disputes).
- Longitudinal work on how changes in family conflict (including post conflict transitions or parental injury/incarceration) relate to school trajectories and mental health over time.
- Mixed methods design capturing children's voices about their experience of home conflict, coping methods, and how these interact with school level supports (e.g., teacher sensitivity, peer relations, counselling).
- Intervention oriented studies examining if trauma informed, school-based programs (e.g. social emotional learning, peace education, peer support groups) moderate the link between family conflict and education outcomes in Kashmiri settings.

Conclusion

There is a consensus in the literature with a clear message: family conflict is a robust risk factor for children's educational achievement and mental health worldwide and Kashmir's conflict ecology – characterized by high adult psychiatric morbidity, recurring school closures and documented IPV – creates conditions where this risk is likely amplified. There is strong support for global mechanisms (emotional insecurity, depression, reduced engagement, disrupted parenting) but rigorous, Kashmir centered empirical research is still catching up. Your study can contribute by (a) quantifying the educational impact of family conflict specifically in the Valley, (b) identifying salient moderators and mediators in this context (e.g., gender, rural/urban, parental mental health,

exposure to political violence), and (c) informing locally grounded, family and school level interventions that recognize the dual burdens of armed conflict and domestic violence on children's learning.

UNDER PEER REVIEW IN IJAR

RESEARCH OBJECTIVES

The primary objective is to understand the causes and impacts of family conflict on children's educational aspects, exploring how these familial interactions contribute to the development of educational and social behaviors. The major objectives are as under:

1. Assess how much student academic performance is negatively impacted by family conflicts.
2. To determine whether male or female students are more affected by family conflict.
3. To determine children's perspectives on their parents, peers, and school as they are victims of family conflict.

RESEARCH QUESTIONS

1. How much do family conflicts influence children's academic success?
2. Which gender, male or female, is more affected by family disputes?
3. How do children experiencing family problems perceive their parents, peers, and school?

TOOLS AND METHODOLOGIES USED

This study is carried out utilizing a qualitative approach with a non-probability sampling technique (purposive sampling). The tools utilized include questionnaires (featuring close d-ended questions), personal interviews, and observations. This research is carried out solely in Kashmir, particularly in District Kulgam at Govt. Devsar Higher Secondary School. The study focuses on children from the mentioned School in the 11th and 12th grades, including both genders, with a total of 50 respondents analyzed based on three variables: age, gender, and educational qualifications. Informed consent was obtained from the participants. To ensure confidentiality, the names of the participants are not documented.

Utilizing these methods and instruments, the research seeks to offer an in-depth insight into family conflict and its effects on children in the Kashmir Valley, ultimately aiding in the creation of effective interventions and support mechanisms.

KEY FINDINGS

The following table summarizes the impact of family conflict on educational outcomes for boys and girls, categorized by two age groups: 10-20 years and 20-30 years. The percentages reflect the proportion of respondents reporting negative educational impacts due to family conflict.

Age Group	Class	Gender	Attendance	Impact on Education (%)	Description of Impact
15-18	11th	Boys	45%	40%	Increased absenteeism, lower grades, and decreased engagement in school activities due to family conflict.
		Girls	50%	55%	Similar issues as boys, with additional emotional distress affecting participation in class.
18-20	12th	Boys	40%	50%	Higher dropout rates and challenges in pursuing higher education linked to unresolved family conflicts.
		Girls	65%	60%	Struggles with maintaining academic performance and pursuing career opportunities due to ongoing family issues.

Table 1.0

Summary of Findings

Age Group 15-18:

- Boys (40%): A significant percentage of boys reported that family conflict negatively impacted their educational experiences, leading to absenteeism and lower academic performance.
- Girls (55%): Girls also faced educational challenges, with emotional distress further complicating their school engagement.
- Moreover, in this age group both the genders face low parental affection due to family conflicts.

Age Group 18-20:

- Boys (50%): The impact of family conflict appears to intensify in this age group, with many boys experiencing higher dropout rates and difficulties in pursuing further education.
- Girls (60%): Girls reported similar challenges, indicating that unresolved family conflicts continue to affect their educational and career aspirations.
- Moreover, at this stage adolescence is at its peak, the children of families with conflicts feel underappreciated, irritated and some students develop undesirable behaviors leading to various physical, mental and health problems as well.

This table illustrates the considerable effect of family disputes on academic results, stressing the necessity for focused measures to assist both boys and girls in dealing with these difficulties.

SIGNIFICANCE OF THE STUDY

- 1. Understanding Family Dynamics:** This research provides vital insights into the complex relationships of family conflict in the Kashmir Valley, a region marked by socio-political unrest. By investigating how these disputes influence children's educational performance, the research enhances the comprehension of the relationship between family dynamics and child development (Ahmad et al., 2023; Yucel & Latshaw, 2020, pp. 571–598).
- 2. Emphasizing Gender Differences:** The research's emphasis on gender disparities in the effects of family conflict on boys and girls introduces a sophisticated dimension to the current literature. Recognizing these distinctions can guide focused interventions that meet the specific requirements of each gender, thus fostering fair educational opportunities (Bilodeau et al., 2023; Jong et al., 2019).
- 3. Implications for Policy and Practice:** The results highlight the necessity of policies that assist families in regions impacted by conflict. By identifying the specific educational challenges faced by children due to family conflict, the research can guide policymakers in developing programs that provide mental health support, educational resources, and conflict resolution strategies (Mir & Somasundaran, 2019, pp. 894–906; Schulz & Reimann, 2022).
- 4. Contribution to Mental Health Awareness:** The study emphasizes the psychological impact of family conflict on children, advocating for increased mental health resources in schools and communities. This is particularly significant in conflict zones where mental health issues are often overlooked (Cavagnis et al., 2023; Zeng et al., 2023).
- 5. Foundation for Future Research:** By documenting the effects of family conflict on educational outcomes, this research lays the groundwork for future studies. It opens avenues for longitudinal research that can track the long-term effects of family dynamics on children's development and academic success (Naik, 2016; Shah, 2020).

PROSPECTIVE CONSEQUENCES

1. Intervention Design: The results of the study can guide the creation of intervention programs focused on decreasing family disputes and their adverse effects on children. Such programs might encompass family therapy, workshops for conflict resolution, and educational assistance customized for the requirements of children from families impacted by conflict (Schnettler et al., 2021; Schulz & Reimann, 2021).

2. Community Engagement: Engaging communities in discussions about family conflict and its implications for children can foster a supportive environment. Community-based initiatives that promote healthy family relationships and provide resources for conflict resolution can be developed (Jiang et al., 2022; Kousar & Bhadra, 2021, pp. 48–71).

3. Integration of Mental Health Services: Future research should explore the integration of mental health services within educational settings. Schools can play a pivotal role in identifying children affected by family conflict and providing them with the necessary support (Bernhardt & Recksiedler, 2022; Horton et al., 2022).

4. Cross-Cultural Comparisons: The research promotes comparative studies in various cultural settings to comprehend the global impact of family conflict on children. This may result in the creation of culturally aware interventions that tackle the specific difficulties encountered by families in different areas (Shah & Wani, 2014, pp. 1160-1167; Wang et al., 2024).

5. Longitudinal Studies: Future studies ought to explore longitudinal designs to evaluate the lasting impacts of family conflict on children's educational paths and psychological well-being. This approach can provide valuable insights into the resilience and coping mechanisms of children in conflict-affected environments (Azaad et al., 2020; Paul & Khan, 2019, pp. 1–7).

In conclusion, this research study emphasizes the considerable effect of family conflict on children's education in the Kashmir Valley while also paving the way for future research and interventions designed to promote healthier family dynamics and aid children's development in difficult settings.

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