Conflict And The Negative Impact It Has On Society

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Abstract

The contents of this report will analyze and compare the relationship of data variables from the 2021 Quality of Government Dataset. The key research question that this report will address is how much the amount of conflict in a country would negatively impact society as a whole. This report will use the conflict intensity variable and compare it to the corruption index, economic status, and school enrollment.

Conflict and Corrution

Introduction

Within every country there will always be conflict between groups. Whether it is politics, religion, or even geography, human beings will find a way to disagree with each other. An example is the third bloodiest war of the 20th century , the Russian Civil War, which saw 10% of the population perish. The question this report will answer is whether our susceptibility to fight one another leads to more corruption, worse economy, and less eduction which negatively impacts society as a whole. We will see how it affects the corruption to see the extent of the relationship conflict has with the political state of the country. We will see how conflict affects economy to see how much conflict makes the country poorer. Lastly we will see how conflict changes school enrollemnt to determine how much the future of the country is in jeopardy. All these are important because if there is a correlation between these variables then ceasement of needless conflict would be beneficial to all.

The hypothesis for this study is: the higher the conflict intensity the higher the corruption index, the lower the economic status, and the lower the rate of school enrollment. Corruption will be higher because different groups will use corrupt means to gain advantages over others. The economic status will be lower because people will avoid places with conflict which is bad for business. Lastly, conflict would reduce school enrollment because of safety concerns and groups would look for children to recruit.

Data

The data used in the report is taken from the 2021 Quality Of Government dataset. The dataset has many different variables to categorize and measure the capabilities of governments

around the world. The four variables chosen are the Conflict Intensity as the independent variable, and the Corruption Index, Economy Status, and Primary School Enrollment (% net) as the dependent variables. The Conflict Intensity variable measures the amount of internal conflict in a country with a scale of 1 to 10, with a higher number meaning more conflict such as civil war. The Corruption Index used is more specifically known as the Bayesian Corruption Index (BCI). BCI measures corruption as a composite index of the perceived overall level of corruption. BCI values lie between 0 and 100 with a higher number corresponds to a higher level of corruption. The Economy Status variable scores the socieoconomic development, the organization of the market and competition, currency and price stability, private property, the welfare regime, the economic performance , and sustainability on a score from 1 to 10, with 10 being the highest. Lastly the Primary School Enrollment variable gives the total percent of children at the official school age who are enrolled in school.

While there were other variables available to measure the impact of conflict in a country I believe these three were the most important and provided the best idea of how a country would be affected. Particularly, there were Secondary and Tertiary School enrollment variables as well but I chose Primary School Enrollment only. Secondary and Tertiary schools would be proportionally the same to Primary since people would not go to Secondary and Tertiary if they did not go to Primary School.

Table 1:

Statistic	N	Mean	St. Dev.	Min	Max
Conflict Intensity	136	4.838	2.208	1	10
Corruption Index	192	46.669	16.356	7.628	74.963
Economy Status	136	5.473	1.841	1.250	9.643
Primary School Enrollment	174	102.810	12.360	61.775	145.489

Shown in Table 1 are the four variables used in this report

As shown in the table above the average Conflict Intensity, Corruption Index, Economy Statusm and Primary School Enrollment is 4.838, 46.669, 5.473, and 102.810 respectively. Looking at these stats one can see that on average the world is doing relatively well in comparison to the scoring. In order to take a deeper look below are histograms of the variables.

Figure 1:

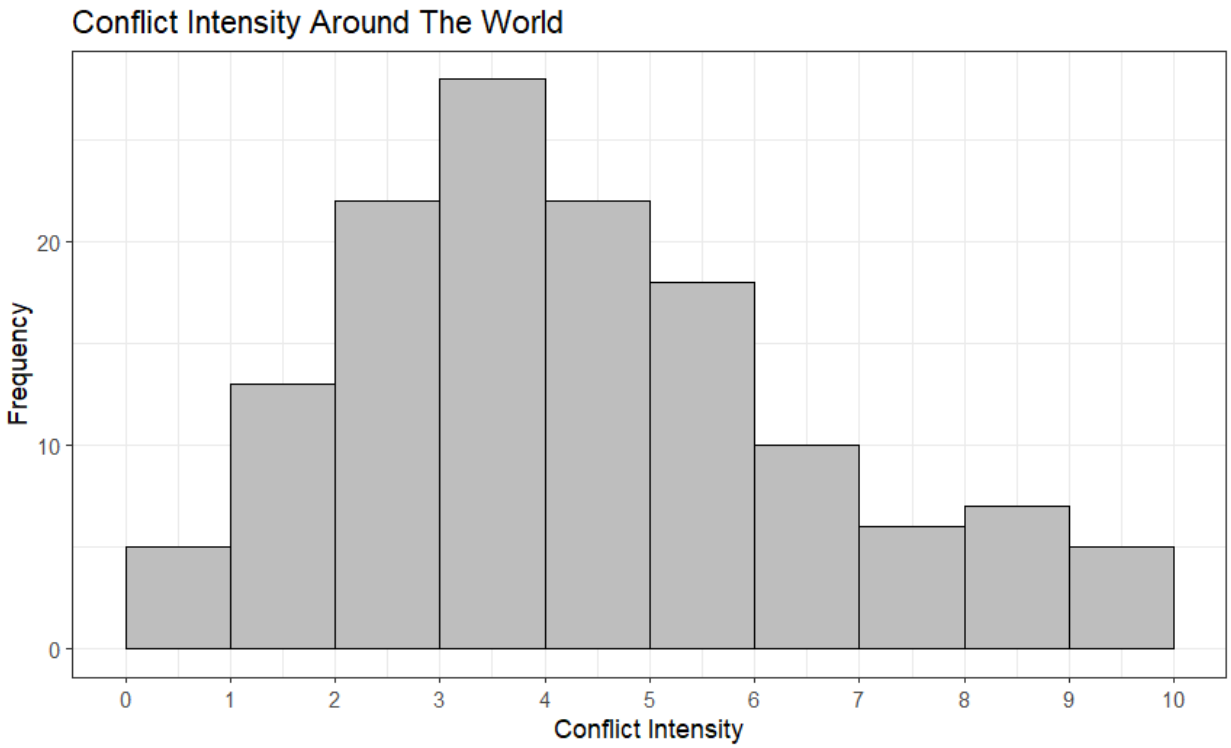


Figure 2:

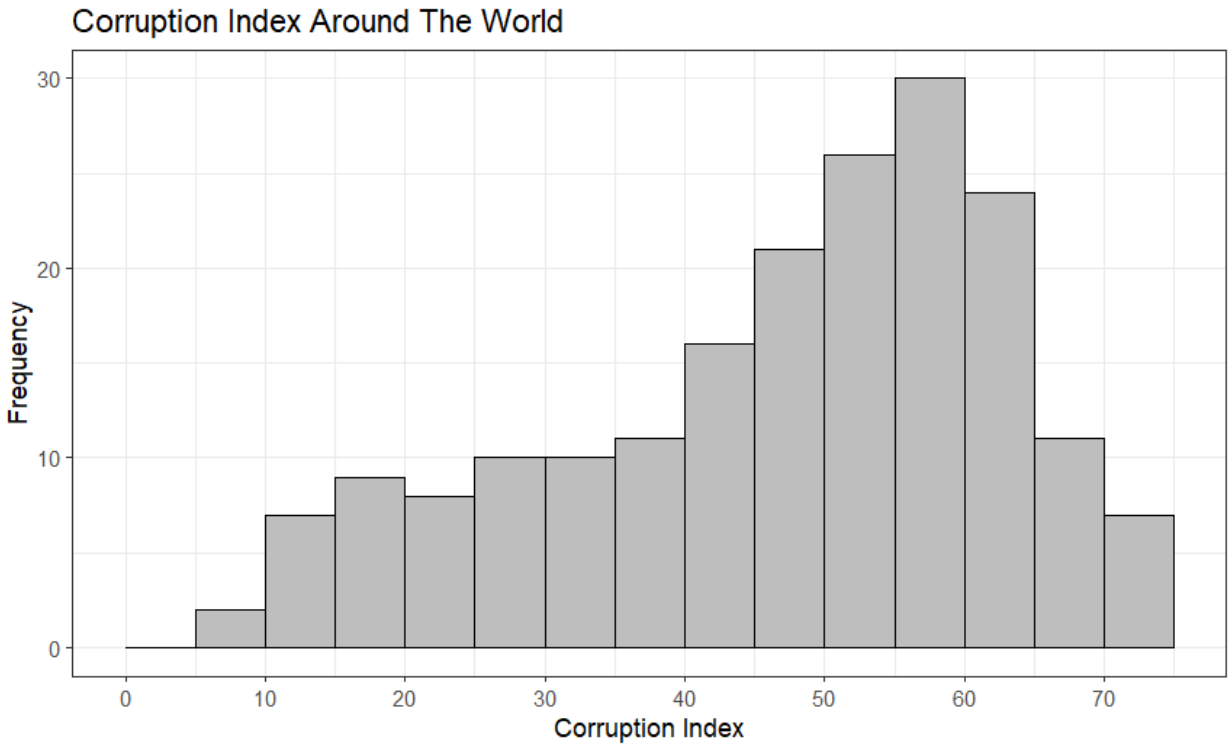


Figure 3:

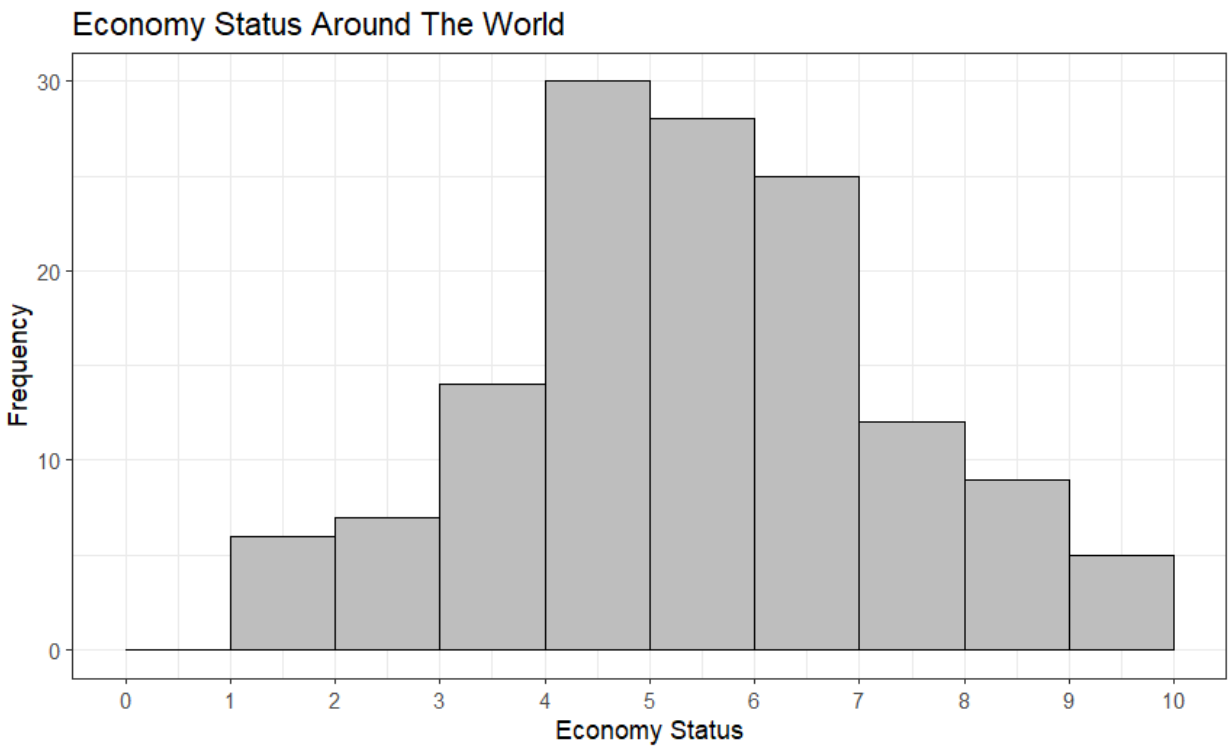
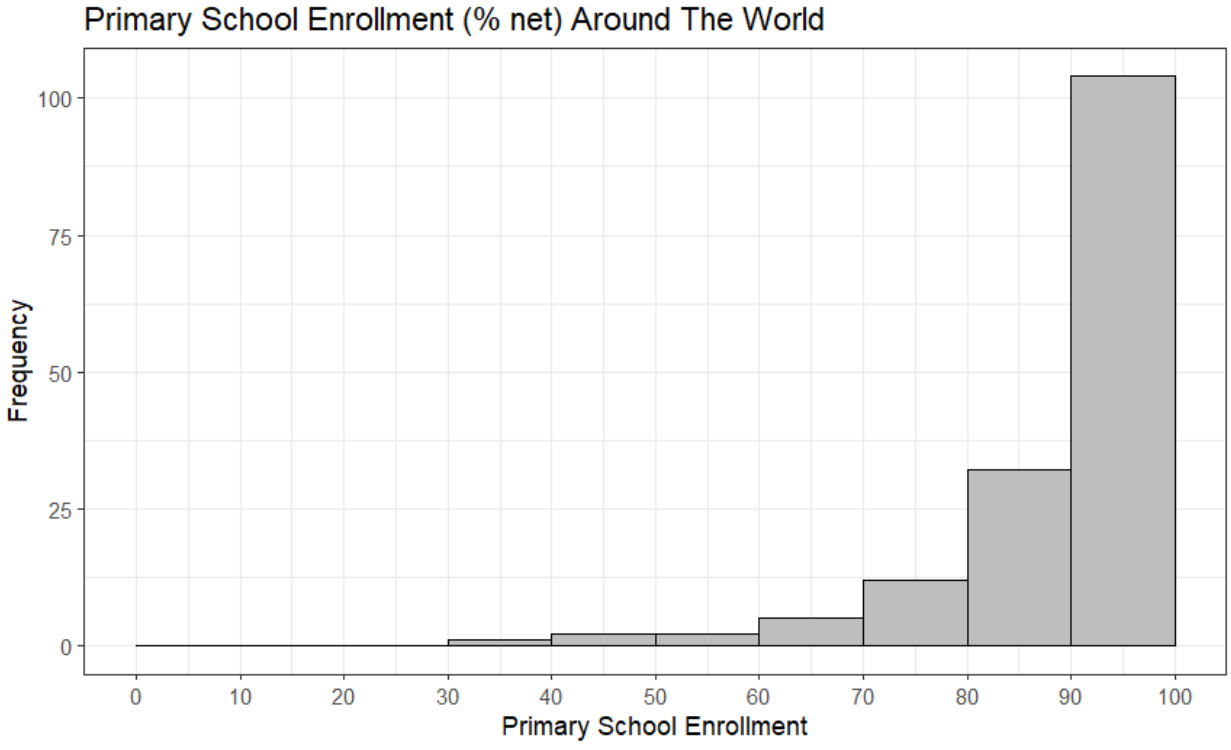


Figure 4:



In figures 1-4 the four variables are displayed in histograms to see the distribution among the countries. For Conflict Intensity you can see that countries around the world do not have alot of conflict and the distribution is more normal. The same can be said for economy, they both have a mean . However, corruption in the world is much more of a right skewed distribution. Most countries have above average amount of corruption. The same for primary school enrollment which is heavily skewed to the right.

Results

The methods used to determine the exact relationship between the independent variable and the dependent variables were graphs of scatter plots with line of best fit, in addition to a multivariate regression analysis. The line of best fit is used to see if the relationship between the two variables have is strong or weak based on the slope as an estimate. The regression analysis will tell us exactly how much the independent variable is actually affecting the dependent variable.

Figure 5:

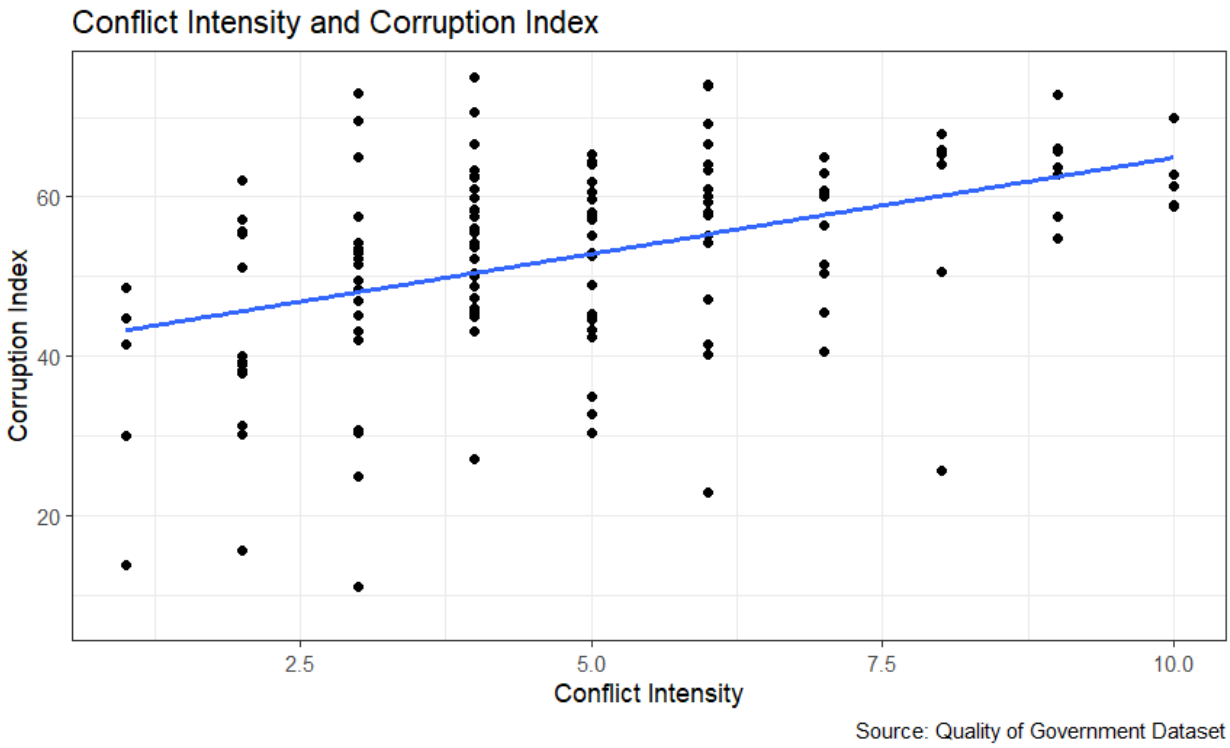


Figure 6:

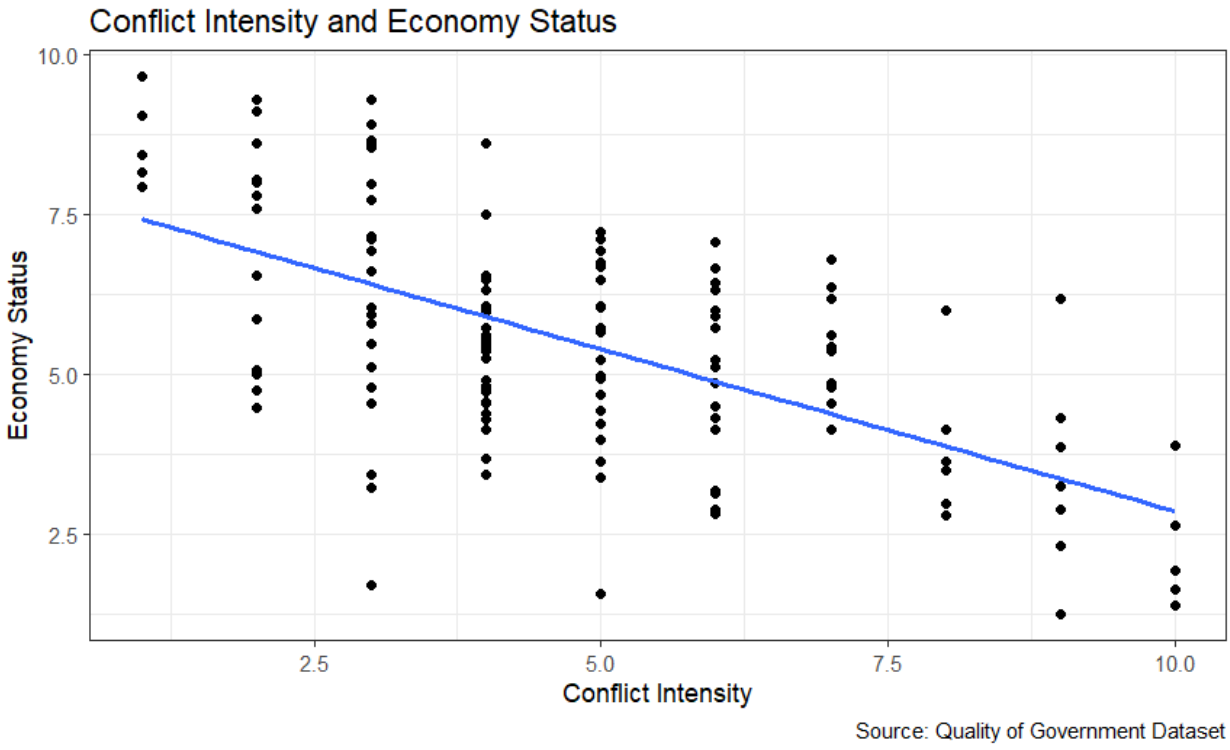
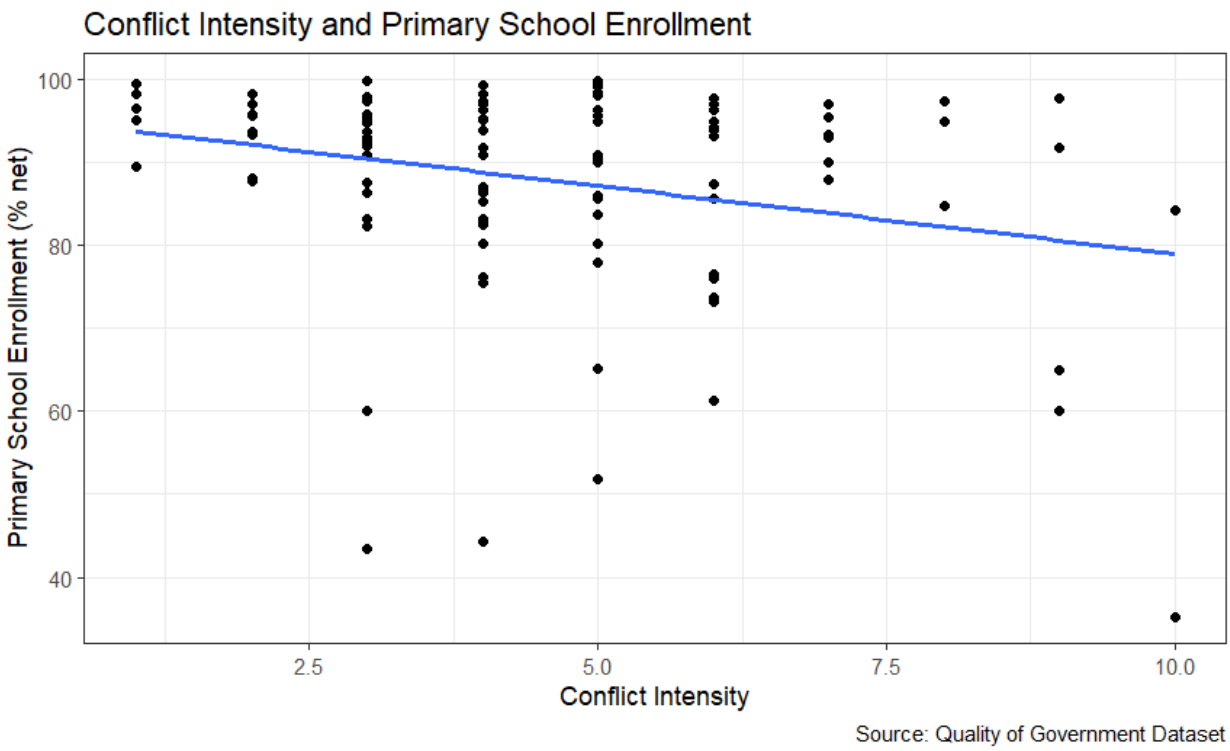


Figure 7:



In Figure 5, you can see that there is a positive correlation between Conflict Intensity and Corruption Index which means the more conflict there is then the higher the corruption. In Figure 6 , there is a strong negative correlation which meant as conflict increased then economy would subsequently be lower as well. Lastly, in Figure 7 there is a slight decrease to In order to see how exactly these relate to one another below is a regression analysis.

Table 2:

	Dependent variable:		
	bci_bci Corruption Index	bti_mes Economy Status	wdi_nerp Primary School Enrollment (% net)
	(1)	(2)	(3)
Conflict Intensity	2.413***	-0.507***	-1.640***
	(0.458)	(0.057)	(0.596)
Constant	40.830***	7.924***	95.310***
	(2.435)	(0.304)	(2.949)
Observations	136	136	105
R^2	0.171	0.369	0.069
Adjusted R^2	0.165	0.365	0.059
Residual Std. Error	11.758 (df = 134)	1.467 (df = 134)	12.271 (df = 103)
F Statistic	27.728*** (df = 1; 134)	78.446*** (df = 1; 134)	7.574*** (df = 1; 103)
Note:			*p<0.1; **p<0.05; ***p<0.01

As can be seen in Table 2, each point of increase in the conflict intensity resulted in a 2.413 increase in the Bayesion Corruption Index. A point of increase of conflict intensity resulted in a 0.507 decrease in economic status which means a 5 percent decrease in economic. Lastly a point of increase in conflict intensity resulted in a -1.640 point decrease in primary school enrollment percent. Additionally the p values for each data point is lower than 0.01 so we can reject the null hypothesis for each variable. However, the R squared value is very low for the education variable so further research is needed in that direction.

Discussion

In this report we covered how internal conflict in a country affects aspects such as corruption, economy, and education. The report somewhat supports my hypothesis that there is a relationship between internal conflict intensity and corruption, economy, and education in a country. However, the small R squared value and the incredibly skewed distribution histogram for the primary school enrollment variable is enough for there to be doubts in how conflict affects education.

One possible limitation of this study is that due to the distribution of countries with conflict there are a limited amount of data points with a high conflict intensity which could lead to bad results. Additionally, I think secondary and tertiary education enrollment should have been included since the primary school enrollment data was heavily skewed to the 90-100% region.

Additionally, there could be other variables that could impact the dependent variables such as the economy status variable. One such confounding variable would be the abundance of natural resources which could make a country more or less economically stable irregardless of conflict.

Conclusion

In this paper we successfully showed a positive correlation between conflict and corruption, and a negative correlation between conflict and economy. However, further

work is needed in regard to the impact conflict has on education. Perhaps inclusion of secondary and tertiary school enrollment would yield better results.