

Traumatic Experiences Resulting from Israeli Violations and their Relations with Behavioral Problems among Children of Al-Quds Governorate

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Abstract

The current study aims to identify the most significant traumatic experiences resulting from Israeli violations and the most common behavioral problems among children of Al-Quds governorate in addition to determining the nature of differences in the total score and the components of the traumatic experiences list, and behavioral problems scale attributable to sex. The sample consisted of (621) male and female student whose age ranged between (6-17) years, and (28) teachers working in the target schools. The study findings revealed that (34.9%) of the subjects were exposed to traumatic experiences resulting from Israeli violations. Additionally, (65.9%) of the subjects suffered from behavioral problem. There were statistically significant differences among children in the total score and the dimensions of behavioral problems scale in favor of females.

Key words: Traumatic experiences, Israeli violations, Behavioral problems.

1-Introduction:

Humans throughout their lives are exposed to different situations. Some of these are normal and encountered by all human, while others are not and faced by a limited number of people. Traumatic experiences are a part of these abnormal experiences. Traumatic events are defined as a group of events which are dangerous, overwhelming, embarrassing, and surprising as well. They are intense and extreme, and cause fear, anxiety, withdrawal, and avoidance. These traumatic events are not repetitive, and their duration differs from being intense to chronic. Additionally they impact one person like a car accident or a violent crime or they affect the whole community like earthquakes and hurricanes (Ursano et.al 1994). Some of traumatic events are natural such as earthquakes, volcanoes, hurricanes, and floods whereas others are man-made like technological disasters, gases leakage, plane crashes, violence and war, crimes particularly murders, rape, detention, kidnapping and torture (Abdul khaliq, 1998).

(Dyregrov & Raundalen, 1987; Maqsood, 1994). Summarized traumatic events encountered by children as violent event, murder, torture, kidnapping, attacking a person dear, separation from parents because of wars, violence, displacement, home demolishing, explosions, physical causality, handicap, severe deprivation from basic needs, threatening a child with murder, detention or hitting, sexual abuse, falling prey to cancer or dangerous substances, burns. (Yakob, 1999). The child exposed to painful experiences is vulnerable to psychological shocks whose negative consequence impacts on his future life. Psychologists confirm that individuals living wars and crises are often more liable for healthy psychological and mental problems that may last for very long (Sharif, 1996). The findings of studies conducted on the consequences of armed conflicts on children assert that wars have long term and comprehensive effects on the child development, his attitudes, his experience of human relations, his ethics and, his view of life. Continuous exposure to violence creates deep and far-reaching feelings of disability, fear, and undermines the child's confidence in others (UNICEF, 1986). Violent experiences leave destructive impacts on the children's social growth, their view of the community, and their general view of life (Maqsood & Nazar, 1993). Besides, (Robinson & Bickman, 1991) claim that psychological diseases soar in case of wars and disasters with 17% as the scope opens before strong psychological stressors, painful experiences, and situations leading to severe frustrations and violent psychological traumas, which may cause a lot of disorders that negatively affect sound development (Nashwan, 1998).

Behavioral problems constitute the most salient challenges that face children and inhibit their growth. These are defined by (Abu Shahba, 2003) as dysfunctional personality disorders with psychological origin and manifest themselves in various psychological and physical symptoms and impact personal behavior and hinder their psychological adjustment and affect their daily life practices. DSM (1994) identify the most common behavioral problems as, anti-society behaviors, lack of attention, hyperactivity, shyness, depression, fear, stuttering, volitional dumbness, obstinacy, absentmindedness, aggressive behavior anxiety, and deception.

The Palestinians have been living under terror and abasement, loss of hope, demolishing houses, displacement of families, curfews, and collective punishment under Israeli occupation. This reflected on Palestinian children's social and psychological levels and led to the widespread of behavioral problems (United Nations, 1990). A report issued by (Gaza center for rights and law, 2002) states that Israeli violations of children's rights included the rights to health, education, freedom, care, and living with parents. Any review of

Geneva agreement of children's rights reveals that Israel violated 45 articles out of the (54) making up the agreement.

Palestinian children have been exposed, under Israeli occupation, to various types of violations which have had adverse influence on their development and constituted traumatic and painful experiences for them. The most salient and common of these were; martyrdom of one parent or both parents, a family member, or a friend, detention of the child himself or a parent, and a relative, separation, being kidnapped, viewing violence acts, participating in violent acts, seeing a parental reaction, physical injuries and handicaps, loss and bereavement, severe deprivation from basic needs, displacement and compulsory home leaving (Hijazi, 2005).

Jerusalemite children are the most harmed group from Israeli violations, as a result of the political situation the city has been facing since last decades. Al Hurani center for studies and documentation (2014) notes arise in frequency of Israeli violations of Al-Quds, These were: demolishing houses, land confiscations, expansion of settlements, a rise in murder and detention cases, blockade of the city, blocking streets with sand barriers, establishing sudden checking points to cheek citizens, imposing high taxes and fines , and displacement policy. Additionally, . The study conducted by Wadi Helwa Information Center (2014) documented a rise in the Israeli hostilities on Palestinians and these took the form of displacement and detention as the number of detainees rocketed to (1450) Jerusalemites including (450) child in 2013 . Besides ,The policy of demolition of houses , bulldozing agricultural lands and commercial stores continued hand in hand with allowing Israeli settlers to unlawfully usurp Palestinians' lands and possessions. Moreover policy of houses destruction, bulldozing lands and commercial shops continued alongside settler's theft of lands.

Majority of psychologists assert that 60 % of a human's personality is formed in childhood. In light of this fact and the above mentioned about the Israeli practices against Palestinian children in Al-Quds, the current study assumes it significance Conducting studies that aim to identify the most prominent traumatic experiences resulting from Israeli violations, and the behavioral problems among Jerusalemite children become particularly important because children of this age encounter these experiences in their first years. These children will soon reach their most productive stage in their life and the most influential stage as well in the society.

There are a lot of new studies which investigated the behavioral problems among children exposed to traumatic experiences resulting from wars and violence. These were conducted in various environments and cultures .For example Matter's study (2010) concluded that Palestinian children were suffering from problems of school violence, breaking school regulations and rules, sexual harassment, bullying, stealing, dropping from school, belatedness, vandalism, and telling lies. Al Jabali's study (2009) asserted that Palestinian children, post the Israeli war on Gaza, were suffering from aggressiveness, distraction of attention, hyperactivity, fear, and enuresis. Abida, Mousa, and Hamid's study (2006) concluded that behavioral problems were widely rampant among upper basic stage students of Bethlehem in Al_aqsa Intifada in addition to the presence of a statistically significant difference in the degree of commonness of the behavioral problems due to sex and in favor of males. Similarly, Hijazi's study (2005) affirmed the rise in the suffering of Palestinian children who lived AL_aqsa Intifada. Lauver's study (2003) demonstrated that 42.70% of Jewish Israelis suffered from post-traumatic disorders. Saada, Abu Ziada, and zamel's study (2002) concluded that Palestinian children of lower basic education stage in Nables during Al_aqsa Intifada suffered from low achievement level, fear of sonic boom, worry. Lafi's study (2002) highlighted that the Palestinian children were exposed to traumatic events, (70.2%) of Palestinian children were suffering from the symptoms of post traumatic disorders whereas 30% of Israeli children were suffering from the same symptoms .Oake's study (1998)maintained that Salvadorian children suffered as a result of being exposed to war, worry, nervousness, deep sadness, and the physical symptoms related to war like involuntary.

It becomes clear that the majority of these studies investigated the behavioral problems resulting from being exposed to violence in different countries. The studies covered children from different age groups . The current study is new in that it intends to investigate traumatic experiences ensuing from Israeli aggressions and their behavioral problems among the children of AL_quds governorate as the researcher throughout her survey did not find a study tackling this theme. The present study benefited from the previous ones in defining the study problem, its hypotheses , building the instruments, procedures, and analysis and interpretation of findings.

2. Statement of the problem:

Israeli occupation and war conditions under which the Palestinian children in general lived, and Jerusalemite children in particular, created intense and violent states, and brought about a severe reality that was and will be an effective element in formulating the psychological reality of the Palestinian children. Thus, the current study planned to investigate the traumatic experiences ensuing from the Israeli aggressions and their relation with behavioral problems among governmental school children in AL-Quds governorate. The study will provide answers to the following research questions:

1. What's the exposure degree to traumatic experiences ensuing from Israeli aggressions among Jerusalemite children as perceived by them?

2. What are the most salient behavioral problems among Jerusalemite children as perceived by their teachers?
3. Is there a statistically significant correlation in the total degree and the dimensions of traumatic experiences list ensuing from Israeli aggressions and the total degree and the digression's of behavioral problems scale among Jerusalemite children?
4. Are there statistically significant differences in the total degree and the dimensions of traumatic experiences ensuing from Israeli aggressions among Jerusalemite children as perceived by then attributable to sex?
5. Are there statistically significant differences in the total degree and the behavioral problems scale among Jerusalemite children as perceived by their teachers attributable to sex?

3.Objectives: The current study aimed at identifying the most salient traumatic experiences ensuing from Israeli aggressions among Jerusalem children besides identifying their most salient behavioral problems. Additionally the study aimed to uncover the relation between the total degree and the dimensions of traumatic experiences ensuing from Israeli aggressions list, and the total degree and the dimensions of behavioral problems scale besides determining the nature of the differences in the total degree and the dimensions of traumatic experiences ensuing from Israeli aggressions, the differences in the total degree and the dimensions of behavioral problems among Jerusalemite children attributable to sex.

4.Study terms:

Traumatic events are defined as the painful events and experiences ensuing from the Israeli regular violence against the Palestinian people in general and Jerusalemite in particular to which the child was exposed to either directly or indirectly through living, viewing or hearing, These are operationally defined as the scores a child gets on the traumatic experiences scale used in this study.

Israeli Aggressions: These are violations committed by Israeli forces or settlers against Palestinians and their properties, and the society in general most import of these are: Israeli incursions, checkpoints, electronic gates, murders, detention, striking, demolition of houses and schools, lands and properties confiscation.

Behavioral problems: are defined as psychological and behavioral problems that impede the physical , mental psychological, and social development of the child and perceived by male and female teachers as inhibiting the child's ability to participate effectively, and hinders his ability of social interaction and communication, and negatively impact his psychological and behavioral response. These are operationally defined as the total score a child gets on the psychological and behavioral scale used in this study.

5. Limitations: The study is limited to the traumatic experiences ensuing from Israeli aggressions and their relation with behavioral problems among Jerusalemite children, the descriptive analogical approach, a sample of (621) female and male students whose age ranged between (6-17) year chosen randomly, twenty eight Arabic and Math teaches in the target schools, the tools used, and the statistical techniques used in the analysis of findings.

6. Procedures:

6.1 Method : The researcher used the descriptive analytical approach through which the researcher described the phenomenon under investigation, analyzed its data, investigated the relation between its components, related views, the processes it included and the effect it brought about among sample.

6.2 The study sample consisted of (621),(285) male and (336) female pupils whose age ranged between (6 – 17) years. The subjects were randomly selected from governmental schools in Al_quds governorate. Also the sample consisted of (28) Arabic and math teachers working in the target schools, Fifteen were males and (13) were females.

6.3.Instruments : The researcher used the following tools:

6.3.1 -Traumatic experiences ensuing from Israeli aggressions list: Hijazi's list (2005) was used. It consisted of (30) violations representing all Israeli aggressions to which Palestinian children were exposed to. Children responded to the list item by saying(yes or no).After ensuring validity and reliability, the list included (26) items representing all the Israeli violations children of AL_quds are exposed to. The list items are distributed into three domains:

- The first domain covers the experience ensuing from personal exposure and included items (1-9).
- The second domain covers the experiences resulting from the child's family or their properties being exposed to violations .Items(10-18) cover this domain.
- The third domain covers the traumatic experiences resulting from the child's school or those surrounding him being exposed to the Israeli aggression .Items(19-26)this domain deal with.

Validity:

- 1- **Referees' validity:** The list was validated through referees' validity. The list was given to (10) referees specializing in psychology and mental Hygiene to judge its suitability for application, and modifying any items if necessary. They all agreed to omit 4 items. The list in its final version consisted of (26) items.
- 2- **Construct validity :**The list was administered to a pilot sample consisting of (200) male and female pupils of governmental schools and those were excluded from the sample. Correlations between the total score of the list and every domain score was calculated, the values ranged (0.88, 0.84, 0.88). This indicates that the validity is high thus the list is suitable for application.

Reliability: reliability was ensured through:

- 1- **Split-half method:** This was verified by computing the correlations of odd and even numbers. The values ranged (0.531, 0.426, 0.551, 0.705). This indicates that the list is highly reliable.
- 2- **Alpha Cronbach :**The list reliability was computed using Alpha Cronbach. The values ranged (0.727, 0.689, 0.821, 0.875). This indicates that the list is highly reliable.

6.3.2 Behavioral problems scale: The study used the behavioral problems scale (Ministry of education and higher education, 2012), It aimed to identify the most prominent behavioral problems among children. It is comprised of (46) items capturing the behavioral problems (aggressions. Aggressive behavior, Withdrawal behavior, Low level of motivation toward schooling, Social delinquent behavior, Hyperactivity, Anxiety, Speech disorders, Fear) ensuing from Palestinian children whose age ranges between 6-17 being exposed to Israeli The teacher responds by ticking the choice that applies to the child. The scale has 4 options. These are: Always, often, sometimes, and rarely.

Validity: the scale was validated via the following:

- 1- **Referees' validity:** The scale in its initial version was given to 10 referees majoring in psychology and mental hygiene to assess its suitability for application and to suggest any modifications they deemed necessary. The referees unanimously approved its suitability for being administered to the study sample.
- 3- **Construct validity:** The scale was administered to a pilot sample of (60) governmental teachers via finding the correlations of the total score of every domain with the total score of the scale. The values ranged (0.80, 0.61, 0.83, 0.91,0.73, 0.87, 0.66, 0.64) . This indicates that the scale is highly valid.

Reliability: Reliability was ensured through:

1. **Split-half method:** This was calculated through computing the correlation coefficient of odd and even numbers. The values ranged (0.796, 0.728, 0.803, 0.821, 0.799, 0.710, 0.650, 0.723, 0.90) . It is clear from the values the reliability coefficients computed through the split - half method are high as the total reliability coefficient is (0.90).
2. **Alpha-Cronbach:** the scale reliability was ensured via Alpha-Cronbach. The values ranged (0.928, 0.902, 0.919, 0.893, 0.934, 0.881, 0.878, 0.898, 0.96). From the values, it is obvious that alpha Cronbach reliability coefficients are high and the total reliability coefficient is (0.96) which indicates that the scale is highly reliable and suitable for administration

7. Results and discussion:

7.1 Answer to the first question: To answer the first question which asks :What's the exposure degree to traumatic experiences ensuing from Israeli violence among Jerusalemite children as perceived by them?

The researcher used The mean scores, standard deviations, and percentages .

Table(1) the list of traumatic experiences ensuing from Israel violence on Palestinian children in Al quds:

Domains	Mean	Std	%	Rank
Experiences resulting from personal exposure	1.70	0.22	34.0	3
Experiences resulting from the family and private properties exposure	1.80	0.23	35.9	1
Experiences resulting from school, these surrounding, the child, and community	1.74	0.24	34.7	2
The total score of the scale	1.75	0.19	34.9	

It is clear from table(1) that (34.9%) of Palestinian children suffered from traumatic experiences ensuing from Israeli violations. Besides, Palestinian children suffered more from traumatic experiences resulting from their families and their homes being exposed to these aggressions , followed by the traumatic experiencing caused by personal exposure, followed by the traumatic experiences resulting from the school, city, or those surrounding the child being exposed to these experiences. These finding concur with those of most of previous studies, for instance Al khalifi's (1987) which concluded that Kuwaiti children were exposed to various painful

experiences resulting from their families, and houses exposure to traumatic experience related to war. The findings agree with kostelny (1993),Ghota(2001) and Abu Hain (2001) which highlight that Palestinian children were exposed to a big number of traumatic experiences.

Moreover, my findings conform with what was mentioned by the national committee for childhood (1992) which reported that the staff members working in the field office of American relief for children in eastern Jerusalem noticed a great and alarming rise in the number of murdered and injured among the children, and exposure to collective punishment measures.

This rise is ascribed to the continuity and comprehensiveness of Israeli violence in addition to the impact played by mass media channels let alone space channels, immediate coverage of all forms of Israeli violence, which in turn plays a role in the rise of the level of being exposed and affected among children. Consequently, this rise is a natural outcome of a society being exposed daily and systematically to all forms of Israeli violence collectively and indiscriminately.

7.2 Answer to the second question: To answer the second question which asks: What are the most salient behavioral problems among Jerusalemite children as perceived by their teachers?

The researcher used the mean scores, standard deviations and percentages .

table (2) the mean scores, standard deviation, and percentages to assess the behavioral problems.

Domains	Mean	Std	%	Rank
Aggressive behavior	2.68	1.18	66.9	2
Withdrawal behavior	2.62	1.14	65.5	6
Low level of motivation toward schooling	2.63	1.15	65.8	4
Social delinquent behavior	2.63	1.23	65.7	5
Hyperactivity	2.59	1.05	64.8	8
Anxiety	2.61	1.17	65.2	7
Speech disorders	2.70	1.26	67.4	1
Fear	2.67	1.21	66.7	3
The total score of the scale	2.64	1.07	65.9	

It is clear from the above table that (65.9) of the subjects were suffering from behavioral problems as viewed by their teachers. These findings undoubtedly and clearly demonstrate that Jerusalemite children suffer a lot from behavioral problems as a result of being exposed to traumatic experiences caused by the Israeli violence. These poor children are daily exposed to severe violent acts they cannot tolerate. They lost the sense of security and lived in a permanent state of tension, and anticipation of risks meanwhile his family and community failed to provide forms of protection, and social support much needed for their psychological safety. Solomon (2003) stated that the effects of recurrent experiences resulting from war and violence are both strong and destructive as well . Such experiences are accompanied by a permanent feeling of expectancy and wait for another strike, and great efforts expended by children to protect themselves against nightmares and misgivings of these events which in turn lead to changes in the child's Personality and manifests in the form of anger, estrangement, grief and isolation (in lawfer, 2003). Likewise, Abu Hain (1995) confirmed that hard experiences to which Palestinian children have been exposed constitute a burden a child cannot bear and consequently symptoms of psychological and behavioral sufferings surface. This is a natural and quite an expected outcome of the pressing reality on the child. This is a remedial attempt on the part of the child to give vent to his suppressed feelings, and if paths of natural ways to express sufferings are blocked, the Child then resorts to unnatural routes for expression.

Sufferings of Jerusalemite children increase because of their feelings of pressure and psychological attrition resulting from accumulation and renewal of traumatic experiences and their feeling of weakness, inability, and melancholy which create a feeling of bleeding their energy and weakness of their tolerance. The child feeling of threat to his life, and loss of family, home, or country contributes to the increase of tension, expectancy of the worst. Abu Hain (1997) believed that depriving a child of his family is a deep wound to his personal identity and loss of security represented by one's home and this safety is substituted by worry, and tensions instead of security and stability. Additionally, the child's loss of parental protection upgrades his

sufferings particularly when parents are unable to protect themselves and their children or fail to provide children with their basic needs due to economic state, spread of poverty and unemployment, which in turn hinders their normal psychological growth. This is asserted by the report of (American relief of children) whose purport was that Palestinian families were having big difficulties which hindered them from performing their basic functions namely protection and care for children (The higher Palestinian national commission for childhood, 1992). This result is affirmed by a comprehensive analysis of the Palestinian children's problems, which stated that the emergence of a form of a psychological harm was probable and increased when children were separated from their parents through prison, murder, or exile, or when they saw a member of their family got hurt, or were forced to view their homes being demolished (United Nations,1990). My findings also are consistent with those of Fontana(1994) who maintained that any rise in psychological pressures have great negative cognitive, emotional, and behavioral consequences as crises exhaust a person's energy and suffocates his ability to bypass the difficulties and problems one is facing. In the same ,Kilbourn's study (1993) concluded that the number and type of experiences children are exposed to have significant and effective impact on the children's mental health.

This finding is consistent with those of Bakers (1991), Abu Hain's (2001), Ghota`s (2001), Hijazi`s (2005) which demonstrated that children exposed to traumatic experiences suffer sleep disorders, fear, hyperactivity, lies, and other problems .

7.3 Answer to the third question: To answer The third Question which asks: Is There statistically significant correlation at a ($\alpha \leq 0.05$) in the total degree and the dimensions of traumatic experiences ensuing from Israeli aggressions list and the total degree and the dimensions of behavioral problems scale among Jerusalemite children?

To answer this hypothesis, the researcher used Pearson correlation coefficients.

Table (3). Pearson correlation coefficients between the total score of traumatic experiences list and the total score of psychological and behavioral problems.

Variable	Mean	Std	P.Corr	Sig
behavioral problems	2.64	1.07	0.93	0.00
traumatic experiences	1.75	0.19		

From table (3), it is clear that there is a statistically significant correlation between the total score and the dimensions of the traumatic experiences list and the dimensions of behavioral problems scale among Jerusalemite children. Domination of violent experiences and Israeli aggressions over Palestinian children in Jerusalem and their repercussions of constant feeling of threat, loss of psychological security and protection contributed to the rise of children's suffering from psychological problems, and exposed their psychological and social integrity to severe pressures . Constant Israeli violations deprived the children from enjoying their rights guaranteed by international conventions and agreements, and forced them to live in a circle of violence that they cannot confront. My findings concur with those of Oakes(1998), Ghota (2001) Hijazi (2005), which unanimously concluded that arise in exposure to traumatic experiences is linked to a higher level of psychological and behavioral problems .

7.4 Answer to the forth question: To answer the forth question which asks: Are there statically significant differences at a(≤ 0.05) in the total degree and the dimensions of traumatic experiences ensuing from Israeli aggressions among Jerusalemite children as perceived by the children attributable to sex. The researcher used T - test.

Table(4) T-test of the significant differences in the total score and the dimensions of traumatic experiences among children of Al-Quds governorate.

Domain	Gender	No	Mean	Std	T Test	Sig Level
Experiences resulting from personal exposure	Male	285	1.698	0.212	-0.252	no significant
	Female	336	1.702	0.231		
Experiences resulting from the family and private properties exposure	Male	285	1.795	0.211	-0.216	no significant
	Female	336	1.799	0.240		
Experiences resulting from school, these surrounding, the child, and community	Male	285	1.744	0.217	0.697	no significant
	Female	336	1.731	0.250		
The total score of the scale	Male	285	1.746	0.167	0.075	no significant
	Female	336	1.745	0.202		

Table(4) shows that there are no statistically significant differences in the total score and the dimensions of traumatic experiences resulting from Israeli aggressions. My finding agree with those of Hijazi (2005), which revealed the absence of differences between the two sexes in exposure to traumatic experiences. This is a natural consequence of the conditions under which Jerusalemite children are living as the comprehensiveness of traumatic experiences led to a collective suffering of these experiences

7.5 Answer to the fifth question: To answer The fifth question which asks: Are There statistically significant differences at a (≤ 0.05) in the total degree and the dimensions of behavioral problems among Jerusalemite children as perceived by their teachers attributable to sex. The researcher used T-test .

Table(5) T. test for the difference in the total score and the dimensions of behavioral problems ensuing from Israeli violations scale among Jerusalemite children.

Domain	Gender	No	Mean	Std	T test	Sig level
Aggressive behavior	Male	285	3.75	0.38	37.98	significant
	Female	336	1.77	0.81		
Withdrawal behavior	Male	285	3.59	0.57	31.62	significant
	Female	336	1.80	0.80		
Low level of motivation toward schooling	Male	285	3.71	0.35	43.17	significant
	Female	336	1.71	0.71		
Social delinquent behavior	Male	285	3.80	0.34	44.82	significant
	Female	336	1.64	0.75		
Hyperactivity	Male	285	3.39	0.70	24.51	significant
	Female	336	1.92	0.79		
Anxiety	Male	285	3.71	0.43	43.58	significant
	Female	336	1.67	0.68		
Speech disorders	Male	285	3.83	0.33	36.76	significant
	Female	336	1.73	0.92		
Fear	Male	285	3.70	0.47	31.25	significant
	Female	336	1.80	0.93		
The total score of the scale	Male	285	3.68	0.25	50.01	significant
	Female	336	1.75	0.61		

Table(5) displays the existence of statistically significant differences in the total score and the dimensions of the behavioral problems scale in favor of females .The researcher ascribes this to the emotional nature of the girl. In this context, (Matheny, Brack, Macarthy, & Penich, 1996)reported the existence of a close relation between cognition, perception, and behavior and the emotionality of a female is connected with an increase in their perception of risks and disasters and their perception of their inability to confront compared to males . Females' perception and remembering, and reflection on traumatic experiences leads to an increase in emotional impact. Besides, social factors play a role in this respect . A Jerusalemite girl lives in an environment full of menace to herself, her family ,and her community. These circumstances cause severe fear and concern about the female on the part of their families. Moreover, girls are not allowed opportunities to give vent to their feelings and

defending themselves because they are not left chances to participate, going outside their homes to give vent to their feelings of anger, and oppression like males. This in turn leads to further suppress and oppress these feelings. The outcome is more frustration, threat worry, depression and more symptom of neurosis. However, the case with boys is different because they have opportunities to give vent to their feelings through excursions and practicing activities that constitute the most important chance for emotional discharge-

My findings here agree with those of (Vernberg, Greca, Silverman, & Minstein, 1996) that females are more influenced than males by pressures in all life stages and suffer more from bodily and psychological symptoms especially in childhood and adolescence. The findings of this research are also consistent with those of Green (1993) who confirmed that women exposed to traumas are more vulnerable to anxiety and depression and once they are exposed to traumatic events they become more liable to other risks.

8. Recommendations: In light of the study findings, the researcher recommends the following:

1. The Palestinian family should increase its care of the child's mental health besides providing them with a family atmosphere in which he feels warmth and security which he lost, besides furnishing them with social and emotional support much needed by the child particularly in stressful conditions.
2. The Palestinian national authority with all its institutions should adopt a national plan, strategies, and programs to support the Jerusalemites' steadfastness.
3. Donating international and Arab institutions must allocate part of their financial aids to support Al-Quds by making programs for children available to meet their emotional and materialistic needs.
4. The ministry must immediately and urgently adopt preventive and remedial counseling programs oriented to children in Al-Quds governorate besides inaugurating intervention of skilled groups trained in using appropriate strategies for dealing with children.
5. Urgent intervention of international institutions such as the UNICEF and the UNESCO should be sought because they have rich experience in the field of dealing with children of Al-Quds who are victims of traumatic experiences.

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