

خبرات الحرب وعلاقتها بالأمل لدى الأطفال المدمرة منازلهم في محافظة خانينونس بغزة

أ.د. آمال عبد القادر جودة*

أ. ساري أحمد العقاد

الملخص

هدفت هذه الدراسة إلى التعرف على خبرات الحرب الأكثر شيوعاً لدى الأطفال المدمرة منازلهم في محافظة خانينونس، والكشف عن مستوى الأمل لديهم، والتعرف على العلاقة بين خبرات الحرب والأمل، ومعرفة الفروق بين متوسطات درجات أفراد العينة في خبرات الحرب والأمل والتي يمكن أن تعزى إلى النوع والعمر ومستوى تعليم الوالدين. وقد بلغت عينة الدراسة (١٥٠) طفلاً وطفلة (٥٣ طفلاً- ٩٧ طفلة)، وتوصلت نتائج الدراسة إلى أن درجة معاناة الأطفال من قصف بيوتهم وحرمانهم من النوم كانت كبيرة، ووجود رغبة قوية لدى الأطفال في الدفاع عن وطنهم، كما توصلت إلى أن مستوى الأمل كان عالياً لدى عينة الدراسة، كما توصلت إلى وجود علاقة ارتباط سالب ودالة بين خبرات الحرب السلبية والأمل، ووجود علاقة ارتباط موجبة ودالة بين خبرات الحرب الإيجابية والأمل، كذلك لم تكشف النتائج عن وجود فروق في الخبرات السلبية تعزى لمتغير النوع أو العمر، ولكن كشفت أن الذكور مروا بخبرات إيجابية أكثر من الإناث، والأصغر عمراً مروا بخبرات إيجابية أكثر من الأطفال الأكبر عمراً. أما بالنسبة لمتغير مستوى تعليم الوالدين، ففي الوقت الذي لم تكشف النتائج وجود فروق في خبرات الحرب تعزى لمستوى تعليم الأم، كشفت وجود فروق لصالح مستوى الأب في الخبرات السلبية، وأيضاً كشفت النتائج أنه لا يوجد فروق في مستوى الأمل تعزى لمتغير النوع وعمر أفراد العينة، أما بالنسبة لتأثير متغير مستوى تعليم الوالدين على الأمل، ففي الوقت الذي كشفت نتائج الدراسة أن الأم الأكثر تعليماً يتمتع أطفالها بمستوى أعلى من الأمل، لم تكشف تأثيراً لمستوى تعليم الأب على مستوى الأمل لدى الأطفال.

Experiences of war and their relation to hope among children whose homes were destroyed in Gaza province, Khanyounis

Abstract

This study aimed at identifying the most common experiences of war in children whose homes are destroyed in Khanyounis and recognize the level of hope they have, identifying the relation between the experiences of war and hope, and knowing the differences between the mean scores of the respondents in the experiences of war and hope which can be attributed to the gender, age and the level of parent education. The study sample consisted of (150) boys and girls (53 male child- 97 female child).

The results of the study concluded that the degree of suffering of the children whose homes are bombed and deprived of sleep was great and found that there is a strong desire in children to defend their homeland.

* قسم علم النفس - كلية التربية - جامعة الأقصى - غزة - فلسطين.

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

It also found that the level of hope was high among a sample study and there is a negative correlation between the negative experiences of war and hope and there is a positive correlation between positive experiences of war and hope.

The results did not reveal significant mean differences in negative experiences due to the variable gender or age but revealed that the male passed a positive experience more than females, and the younger passed more positive experiences than older children. As for the variable level of parental education, the results did not reveal the existence of differences in the experiences of the war due to the mother's education level, but it revealed the existence of differences in favor of the father in the negative experiences level.

The results revealed that there is no difference in the level of hope due to the variable of gender and age of the respondents. In regard to the effect of a variable level of parents' education of hope, the results of the study revealed that the more educated the mothers are, the more their children enjoy the highest level of hope. Finally, it did not reveal the effect of the level of education of the father on the level of hope in children.

Keywords: hope, war experiences, positive experiences, negative experiences

Introduction:

In the twenty-first century 'the world has witnessed a noticeable increase in the number of wars and political violence which have affected people's lives, especially children.

The violence that accompanies wars has negative impact on those people whether they are adults or children. These effects appear clearly through the psychological and social changes which impacted their personalities as they coexisted with the reality of these wars and its consequent experiences.

The war of 2014 was not the only one that Gaza strip has witnessed, but there were also two wars which took place in less than a decade, and the amount of damage which was left behind the Israeli war never occurred before.

For example, thousands of Palestinians suddenly found themselves homeless besides to the scenes of killing, scattered parts, destroyed houses and buildings which were broadcasted on mass media accompanied with the compulsory emigration for hundreds of thousands of Palestinians to schools and centers of accommodation which lacked the minimum requirements for honorable life (Judeh & Abojarad, 2014).

This war of 2014 was characterized by excessive violence and arrogance since it didn't take place at the front line, but it was inside the Gaza Strip's cities, villages and camps where civil population, including children who had gone through.

There is no doubt that children's experiences in war and its different consequences in Gaza Strip, painful scenes that are going to have

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

effect on child's personality, may disappear by the end of the war but later appear in the form of psychological problems and disorders that can be threatening to the psychological health of the children.

In this regard, Alkhalifi (1998) believes that children come at the forefront of the social groups that can be affected by the wars, going through its tragedies for a long time and it will be part of their childish memories which can be later reflected in their next future life.

Berman (2001) emphasizes that children who are exposed to the war's experiences will suffer from physical and emotional problems for a long time in their lives.

Although children may experience a lot of pressure situations caused by negative events in life like crises and disasters, but negative experiences of war have more influence on their psychological health according to study of Okello, et al. (2014) . The findings of another study by Amone- P'Olak (2014) assert that the experiences of the wars which the children are exposed to are predictions of suicide inclinations.

The findings of studies that tackle the experiences of war and their influence on the psychological health of children have shown that it may cause their sufferings from depression, anxiety. In a study done on Lebanese children who underwent through the war experience, severe psychological stress and separation from their parents show that they are suffering from symptoms of depression. (Macksoud & Aber, 1996).

Another study done on Iraqi children, seven months after the actual end of the war, has shown that most of these children are suffering from high and continuous levels of stress caused by wars and are negatively reflected on their psychological health. (Catani, et al, 2008).

Whereas in Palestine, the estimates of UNICEF indicate that there are almost 373,000 children suffer from direct shock experience and they need psychological and social support as a result of the Israeli aggression against Gaza Strip in 2014 (UNICEF, 2014).

Hope is one of the fundamental concepts in psychology, the concepts associated to hope were introduced for the first time on psychological and medical-psychological studies in the fifties of the

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

twentieth century, an early stream of literature highlighted the role of hope in human adaptation (Abojarad & Judeh, 2012). Hope is the feeling that what is wished could be achieved or that events will turn out for the best (Chaudhary, et al., 2017).

From a psychological point of view, hope provides human beings not only with consolation in sorrow and grief, but also it plays amazingly an effective role in life. (Moammarya, 2011).

A need theory of psychological well-being would predict increases in hope in times of threat. Further, one might predict specific increases in specific hopes that are driven by needs arising from specific threats (Staats & Partlo, 1993).

Tiger argued that hope is what makes the human condition possible. Because our intellectual ability allows us to foresee our own mortality, hope arose to keep us in motion despite existential dread. (Peterson & Seligman, 2004: 527).

Pruyser believes that the feeling of hope requires tragic conditions and real suffering, when the individual's life is all right; what he desires, and hopes is a little, so he doesn't want hope. Hope is the response when the individual feels the situation is tragic and the one who is hopeful means that the life he leads is worth living in spite of the troublesome situations and negative experiences he suffered from.

Through hope, the individual can address difficulties and threats facing him. (Allen, 2005: 282). Whereas a high degree of hope is important, especially for somebody who goes through the experience of losing someone dear, or very hard life, hope enables him to face and restore confidence. (Kivimaki et al., 2005). Hopeful people can understand the threatening situations as challenges which enable them for effectively countering. (Seginer, 2008). Hope, positive and optimistic view of the future develop the ability to face pressure, especially those who were exposed to the war's experience. (Badri, et al., 2013).

Thus, hope helps in effective coping strategies and this was confirmed by the results of a study by Kennedy and others. (Kennedy, et al., 2009) that revealed a positive and significant correlation between hope and effective coping methods.

There are many studies that have investigated war experiences of children including:

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

Goldstein, et al. (1997) who conducted a study about war experience among a sample of 364 children from Bosnia, their ages range between 6-12 years old. The results of the study discovered that all the children were vulnerable to the negative experience of the war. The majority had faced family separation, bereavement, close contact with war and combat, and extreme deprivation.

Almost 94% of the children met Diagnostic and Statistical Manual of Mental Disorders, and children, whose one of their relatives was murdered, injured, or being tortured, suffered more from the negative war experience. But the study did not show that the variables of age, gender or the economic level has any effect on the sever experience to which children were subjected.

Walton et al. (1997) conducted a study about the effects of the experience of Salvador Civil War on the children mental health, the sample of the study was of 54 children who are 12 years old. The result of the study disclosed that children with high war experiences were most likely to have difficulty in imagining the future.

It also disclosed that children who settled in villages passed through more war experiences than the children who live in the industrial cities in Salvador. It was also obvious that the high economic and educational level of the parents affect the children mental health who passed through war experiences positively.

Dyregrov, et al. (2002) conducted a study about the effect of war on children in Baghdad, the sample of the study was of 94 children who were interviewed through three stages. The first one was after 6 months of Iraqi war, the second one was after a year, and the third one was after two years. The results of the study showed that children still experience sadness over time, remain afraid of losing their family, in addition to the symptoms that the children suffer from have never changed after a year of war experience.

Kasler, et al. (2008) conducted a study about the feelings of hope and the symptoms happened after the rocket attacks among a sample of 311 Israeli children who experienced the rocket attacks during Israel's Second Lebanon War in 2006. The results showed that there is a negative correlation between feelings of hope and symptoms (PTSD) happened after the rocket attacks.

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

Morgos, et al. (2008) conducted a study to know the psychological effect of war experience among a 331 sample of children from Darfur, whose ages range between 6-17 years. The results of the study showed that the children of the study sample were subjected to a huge number of war experience. It also showed that there are no differences between males and females in war experience. In addition, it showed that the older children who were (13-17), more subjected to war experience if they are to be compared with the younger ones, who were (6-12). The ones who were more subjected to war experience suffer more from the symptoms which happened after the shock.

Braun-Lewensohn & Sagy (2010) conducted a longitudinal study about the sense of coherence, hope, and values among a sample of Israeli teenagers who live in the places that are vulnerable to rockets in Sderot and the surrounding area. The study was conducted in two stages; the first one was in 2006 on a sample of 114 teenagers, the second one was in 2009 on a sample of 83 teenagers. The results showed that the level of hope and the sense of coherence are affected downwardly by the increase of being vulnerable to rocket offensive. In addition, there are differences in the level of hope, the sense of coherence, and values according to the variable year in which the study is conducted in 2009. Hope, the sense of coherence and values decreased as it was compared to the year 2006.

Mitchel (2011) conducted a study about the relation between stressful life events, hope and self-care among a sample of 202 teenagers in the USA whose ages range between 13 to 19. The results of the study disclosed that there is no relation between the experience of the stressful life events and the level of hope. It also disclosed that there is a positive relation between hope and the whole sides of the self-care, where hope is a prediction for self-care.

Okello, et al. (2014) conducted a study about the war of the northern of Uganda after 4 years of the war to know how adversities and the stressful war experiences affect teenagers' mental health. The sample of the study was of 551 teenagers from both sexes. The study results showed that female teenagers suffered more from the stressful war experience, adversities, depression, and anxiety, if they are to be compared with the males teenagers. There is a positive relationship between war stress experience, depression, anxiety and avoidance. It

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

also disclosed that the effect of the stressful war experience on the mental health of the study sample is much more than the one of adversities.

Thabet (2014) conducted a study about types of traumatic events due to war on Gaza. The sample of the study was of 358 teenagers whose ages range between 15 to 18 years. The results disclosed that the scene of mutilated corpses, the injured-on T.V, hearing the shelling, artillery and seeing the effects of bombardment on the ground, are the most common experience told by teenagers, and that there are differences in the symptoms after the shock in favor of females.

Tayara (2014) conducted a study about war experiences among a sample of 549 Lebanese teenagers, who live in different places in Lebanon after 2006 war. The results showed that those of the sample who live in the southern Lebanon were more vulnerable to Israeli shelling. They also suffered more from the negative experience of the war. The results also showed that old teenagers were more vulnerable to the traumatic war experiences than the young ones, and that there are no differences caused by the gender (male-female) variable.

Abu-Kaf, et al. (2017) conducted a study to compare coping resources (i.e., sense of coherence, individual hope, and collective hope) and stress reactions among adolescents from two ethnic groups in southern Israel—Jews and Bedouin Arabs—during a period of escalated political violence (November 2012).

The sample of the study was 169 teenagers (78 Jews and 91 Bedouin Arabs). The results showed that Bedouin Arab adolescents reported significantly higher levels of individual, collective hope, and state anger, as well as significant lower levels of sense of coherence. Among the Jewish adolescents, there was negative weak associations between individual hope and the two stress reactions. Among the Bedouin Arabs, negative weak associations were noted between the two types of hope and anger, but not with anxiety.

From all the above previous studies about war experience among children, these studies were conducted in different Arab and foreign countries, which reflect a notable increase in the number of wars and conflicts from which people, all over the world, suffer.

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

In addition, the findings of these studies disclosed that children who live in miserable conditions caused by war passed through hard experience which affect their mental and physical health negatively. They will suffer from this hard experience for long periods after these wars.

It is also clear that there are few studies that dealt with the relationship between war experiences and hope, and the results of these studies differed regarding the type of relationship, where there are three studies whose results resulted in a negative relationship (Kasler, et al., 2008; Braun-Lewensohn & Sagy, 2010; Abu-Kaf, et al., 2017), while one showed that there is no relation (Mitchel, 2001).

In addition, the previous studies focused on the negative experience of war, which made the current study different. It tackled about both negative and positive war experience through which Gazan children passed during the 2014 war, and this motivated the two researchers to conduct this study.

In the light of the tragic situations and the real suffering caused by the Israeli war in Gaza Strip, for which Palestinian children were forced to leave their homes to various shelters, and these situations were the reason behind the experience that children were exposed to, which are either positive or negative.

This current study tries to answer the following questions:

What are the common negative war experiences among the children whose houses were destroyed in Khanyounis province?

What are the common positive war experiences for children whose homes are destroyed in the province of Khanyounis?

What is the level of hope for children whose homes are destroyed in the province of Khanyounis?

Is there any significant relationship between the negative war experiences, positive war experiences, and hope for children whose homes are destroyed in the province of Khanyounis?

Are there any statistically significant differences in the average scores of the war experiences and hope due to age, gender, and level of education of both parents for children whose homes are destroyed in the province of Khanyounis?

Are there any statistically significant differences in the average scores of hope due to age, gender, and level of education of both

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

parents for children whose homes are destroyed in the province of Khanyounis?

Objective:

The purpose of the present study is to identify the common experiences of war among children whose homes are destroyed in Khanyounis and recognize the level of hope, and to know the relationship between the experiences of war and hope. It also shows the differences between the mean scores of the respondents in the experiences of war and hope which can be due to the gender, age and the level of parent education.

Definition of Terms:

War experiences: are defined as a set of situations and events experienced by the child during the war in the Gaza Strip in 2014, which lasted 51 days, and may be negative experiences such as the loss of a family member and may be of a positive nature as increasing the attention of parents during the times of war.

Hope: is defined as a goal-directed thinking in which the person has the perceived capacity to find routes to goals (pathways thinking), and the motivation to use those routes (agency thinking) (Snyder, 2005).

Method:

The descriptive approach was used in this study to know the relationship between war experiences and hope among the children whose houses were destroyed in Khanyounis province, and to know also the level of hope. In addition to this, the importance of recognizing the differences between the average of war experiences and hope which may be caused by gender and the parents' educational level variables.

Sample:

The sample of the study was taken out of (150) male and female children whose ages range between 9 to 14 years and their houses were destroyed during the war in the Gaza Strip in 2014. The sample was chosen out of those who live in specially constructed caravans whose homes were destroyed by the war in Khanyounis province and the following table clarifies the characteristics of the sample individuals.

Table 1. Study sample characteristics (n= 150)

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

The variable		The number	The percentage
gender	Male	53	35.3
	Female	97	64.7
	Total	150	100%
Age	9-11	96	64.0
	12-14	54	36.0
	Total	150	100%
Mother's educational level	Primary or less	13	8.7
	Preparatory and secondary	116	77.3
	University or above	21	14.0
	Total	150	100%
Mother's educational level	Primary or less	15	10.0
	Preparatory and secondary	99	66.0
	University or above	36	24.0
	Total	150	100%

Study tools:

First- War Experience Questionnaire:

The researchers used a questionnaire for war experiences in the current study. We constructed the questionnaire which passed through the **following steps:**

The researchers used focus groups of children whose houses were destroyed, then they were asked about the experiences through which they passed during the war on Gaza; good and bad experiences. The children wrote a set of experiences through which they passed.

Having collected so repeated points mentioned in the children responses and having examined the literary heritage and previous studies that dealt with the subject and measures of war experiences such as Gaza shocking experiences inventory by Thabet et al. (2001), and war experiences inventory by katz et al. (2012).

The researchers built the war experiences questionnaire that consists of thirty items distributed on two dimensions; the dimension of

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

negative war experiences including 16 items, and the one of positive dimension including 14 items.

Validity of War Experiences Questionnaire:

After designing the questionnaire in its primary shape, it was presented to five of the academic staff members who are specialized in psychology and psychological counselling at Al-Aqsa University, and after checking their point of view in terms of the statements of the questionnaire which reached the agreement percentage 86.0, the researchers made sure that the questionnaire is tentatively valid.

To make sure about the internal consistency of the questionnaire, a correlation coefficient was found for each statement using the dimension to which it is related. The following table shows that.

Table 2. Internal Consistency of the war experiences questionnaire

Dimension	No	Correlation coefficient	Dimension	No	Correlation coefficient
Positive experiences	1	74.0**	Negative experiences	1	64.0**
	2	65.0**		2	78.0**
	3	55.0**		3	65.0**
	4	75.0**		4	85.0**
	5	69.0**		5	74.00**
	6	59.0**		6	73.0**
	7	67.0**		7	64.0**
	8	82.0**		8	74.0**
	9	74.0**		9	73.0**
	10	69.0**		10	67.0**
	11	78.0**		11	69.0**
	12	82.0**		12	64.0**
	13	66.0**		13	75.0**
	14	78.0**		14	69.0**
	15	62.0**			
	16	78.0**			

(*) r table value at df (28) and sig. level (0.05) = 0.361

(**) r table value at df (28) and sig. level (0.01) = 0.463

Reliability of War Experiences Questionnaire:

The researchers made sure that questionnaire of positive and negative war experience is reliable through Alpha Cronbach as shown in the following table:

Table 3. Alpha Cronbach reliability coefficient for each dimension of the questionnaire

Dimension	Alpha Cronbach coefficient
Negative experiences	69.0
Positive experiences	72.0

The researchers made sure of the questionnaire reliability using spilt half, then the correlations coefficient was corrected using Spearman Brown correlation coefficient.

Table 4. Correlation coefficient for each dimension of the questionnaire using the half- split way

Dimension	Correlation coefficient before editing	Correlation coefficient editing after
Negative experiences	71.0	83.0
Positive experiences	86.0	92.0

The questionnaire has a suitable degree of validity and reliability correlation as shown from the table, so it is possible to rely on it and its results in terms of the current study.

Correction of questionnaire:

Each child has to answer every statement of the questionnaire by Yes or No. One score was given to answer yes, and zero to answer none. Thus, the highest score on negative experiences is 16 degrees and the highest score on positive experiences is 14 degrees.

Secondly: Snyder hope scale:

Snyder, et al. (1991) put this scale which consists of 12 items: Four of the items (questions 2, 9, 10, 12) reflect the ‘agency’ measurement, four items (1, 4, 6, 8) express the ‘pathways’ measurement, and four items (3, 5, 7, 11) are for distraction. Subjects respond on an eight-point continuum (1 = definitely false, to 4 = definitely true), such that scores can range from a low of 8 to a high of 64, the higher scores signifying higher the personality trait of hope. Snyder, et al., (1991) calculated the psychometric characteristics of the Hope Scale in USA.

Abd-Alkhleq (2004) calculated the validity and reliability of the scale in Kuwait using Alpha Cronbach, Factorial Validity, and Criterion Validity. (Judah, 2010; Judah & Abo Jarad, 2011) calculated the validity and reliability of the scale in Palestine using

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

the internal consistency and Alpha Cronbach, and that is the scale is valid and reliable to be truly used.

In the current study, the validity and stability of the scale were calculated as follows:

The validity of the scale:

The internal Consistency was calculated through calculating the coefficient correlation between the items of the scale and the total degree as shown in the following table:

Table 5. Coefficient correlation between the scale's items and the total degree of the scale

No	Coefficient correlation	No	Coefficient correlation
1	0.741**	5	0.741**
2	0.695**	6	0.695**
3	0.841**	7	0.841**
4	0.784**	8	0.784**

(*) r table value at df (28) and sig. level (0.05) = 0.361

(**) r table value at df (28) and sig. level (0.01) = 0.463

It is clear from table (5) that all the scale items have a level of significance at 0.01.

Scale reliability:

The scale reliability has been calculated via Alpha Cronbach coefficient and it was 0.77, the test reliability also has been checked by Spilt- Half Method, and it has equaled 0.86 before editing and 0.92 after.

The study findings:

The findings and the discussion of the first question:

The first question was: What are the common negative war experiences among the children whose houses were destroyed in Khanyounis province? Averages and percentage were used to answer this question.

Table 6. Averages, standard deviations, and percentages for the items of negative war experiences dimension

No	Item	Average	Standard deviation	Percentage	Rank
1	My house was bombed.	1	0	100	1
2	My house is not suitable to live in.	0.91	0.281	91.35	3

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

3	I was vulnerable to fire injury.	0.16	0.37	16	16
4	I was injured by bullets during the war.	0.18	0.39	18	15
5	I was deprived from sleeping because of the bombardment sound.	0.94	0.24	94	2
6	I hated night because of the severe shelling.	0.91	0.28	91.3	4
7	I was sick and could not go to the hospital because of the heavy shelling.	0.47	0.5	46.7	11
8	I saw rockets destroying houses.	0.87	0.33	87.3	6
9	I moved to settle in another house because of the severe shelling.	0.9	0.3	90	5
10	One of my family members was injured during the shelling.	0.2	0.4	20	14
11	One of my friends was injured during the shelling.	0.49	0.5	48.7	10
12	One of my family members was martyred.	0.21	0.41	21.3	13
13	One of my friends was martyred.	0.41	0.49	40.7	12
14	I saw the martyr pieces on the street.	65	0.48	64.7	8
15	I saw the martyred firing by rockets.	0.58	0.5	58	9
16	The Israeli Army asked us to leave houses.	0.78	0.47	78	7
Total degree		0.6	0.16	60.4	

It can be noticed from the results of table (6) that the five following items: "my house was bombed. I was deprived from sleeping because of the bombardment sound. My house is not suitable to live in. I hated night because of the severe shelling, I settled in another house because of the severe shelling" have got the highest average. This result means how much children suffered from the experiences of shelling their houses, moving to other places, and being deprived from sleeping because of the severe shelling which reflects how 2014 war on Gaza characterized by excessive violence, and

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

arrogance under which all the residents of Gazan provinces including children live.

Findings and discussion of the second question:

The second question is: what are the common positive war experiences among children whose houses were destroyed in Khanyounis province? Averages and percentages were used to answer this question.

Table 7. Averages, standard deviations, and percentages for the items of positive war experiences dimension

No	Item	Average	Standard deviation	Percentage	Rank
17	I felt proud when I heard resistance rockets.	0.87	0.33	87.3	8
18	I looked after my young siblings during the war.	0.83	0.37	83.3	10
19	War gave me the chance to spend several days with my friends.	0.47	0.5	46.7	14
20	My love to my country increased during the war.	0.93	0.25	93.3	3
21	I spent long time playing with friends.	0.48	0.5	48	13
22	My parents' care of me increased during the war.	0.93	0.26	93	4
23	I shared my friends preparing food in shelters during the war.	0.79	0.41	79.3	11
24	Being close to Allah increased during the war.	0.97	0.16	97.3	2
25	I learnt how to cooperate with my friends to clean the place where we settled during the war.	0.92	0.27	92	6
26	Fight stopped between my parents.	0.79	0.41	78.7	12
27	I met other children and became friends.	0.87	0.34	86.7	9
28	My trust in defeating the Israeli has increased during the war.	0.921	0.27	92.1	5
29	My father stopped hitting me during the war.	0.9	0.3	90	7

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

30	Whenever I heard the shelling, I wished I had been old to stand up for my country.	0.99	0.08	99.3	1
Total degree		0.83	0.13	83.3	

It is clear from the results of table (7) that the highest averages of the children responses was towards the item (30) which is " Whenever I heard the shelling, I wished I had been old to stand up for my country " the item (20) which is "My love to my country increased during the war" was placed the third, this reflects the strength of loyalty of the Palestinian child. In this regard Judah (2010) thinks that the Palestinian child ,who is 7 years old, is able to strongly confirm that:" I am Palestinian, he is able to sing for the national Palestinian peace, and he is able to recognize the Palestinian flag, toward which s/he has a strong positive feeling, though their knowledge of the life and political affairs maybe limited in such early age, the Palestinian child is also ready to pay her/his life to raise the Palestinian flag over the Dome o the Rock in Al-Aqsa Mosque, or over an army barracks provided with all types of modern weapons, that is there is nothing greater or better than the loyalty of Palestinian child toward her/his country, land, and sacred."

The item (24) which is "being close to Allah increased during the war" is placed the second, that means human becomes so close to Allah during wars and crisis. In this regard, Judeh (2012) thinks that the factors that help in waking up the religious sense among people is what dangers threaten their lives that they face, hence there is recluse except being close to Allah Almighty by their innate nature and ask God for help and salvation from all the dangers that surround them.

It is also clear from table (7) that there is quite a number of responses that got a very high average which means the Palestinian children were able to pass through positive war experiences that formed their personalities and made them acquire a group of values such as being self-dependent, responsible, and cooperative with others.

Findings and discussion of the third question:

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

The third question is: what is the level of hope for children whose homes are destroyed in the province of Khanyounis? And to answer this question arithmetic average, relative weight has been used.

Table 8. Arithmetic average, standard deviation, relative weight for hope

Variable	Arithmetic average	Standard deviation	Relative weight
Hope	3.36	0.39	83.9

The results of the study indicate that the level of hope for children whose homes are destroyed is about (83.9%) and this is a high level. This result reflects the need for hope when individual's problems are aggravated, and he becomes powerless, helpless. Therefore, hope enables him to feel confident and helps for psychological enrichment. In this respect, Mahmoud (2012:46) considers that the concept of hope takes shape for child more when he is required to face many challenges in which he succeeds or sometimes fails.

The high level of hope in the study's sample in spite of the tragic condition they are living can be justified as hope requires tragic conditions and this is what Pryser emphasizes considering that when the individual's life is all right, then what he desires is little as a result, he doesn't need hope and by hope a man can overcome all the obstacles and faces the threats to which he is exposed (Allen, 2005:282).

Lazarus (2006:241) considers hope as it is the mental status in which individual goes through in difficult situations in which the positive outputs that individual wants may not actually happen, but it is expected to happen in future and often in the unfavorable situation, so the reasons behind raising individual's hope are unspecified threatening situations. Shweta & Kalat (2014:437) consider hope as it is a high mean in threatening situations, accompanied by a dynamic production of plans that can facilitates reaching to favorable results.

This finding is consistent with the study of (Schwarzwald, et al., 1997) which reveals that the perception of the Israeli children who were exposed to rocket strikes during the Gulf war were positive and optimistic towards future.

Findings and discussion of the forth question:

The fourth question is: Is there any significant relationship between the negative war experiences, positive war experiences, and hope for children whose homes are destroyed in the province of Khanyounis? And to answer this question the Pearson's correlation coefficient has been used.

Table 9. Pearson's correlation coefficient between the negative war experiences, positive war experiences, and hope

	Hope	Sig. (2-tailed)
Negative war experiences	-.25-**	0.00
Positive war experiences	.021**	.00

(*) r table value at df (148) and sig. level (0.05) = 0.159

(**) r table value at df (148) and sig. level (0.01) = 0.208

The result indicated a negative significant relationship between negative war experiences and hope ($r = -.25$ $p < .01$), and this result means that the more the negative war experience are, the less the hope's level is for children whose homes are destroyed in the province of Khanyounis.

The result of this study is consistent with the results of other studies which tackled the post-traumatic symptoms caused by the missile strikes and the level of hope (Kasler, et al., 2008, Braun-Lewensohn &Sagy, 2010).

It is also consistent with the finding of Walton et al. (1997) which revealed that the children who went through negative war experience suffered from difficulty in imagining the future.

This means that the increase in negative war experience; bombardment, leaving homes and moving into another place to live have undoubtedly affected the children's ability to imagine their future and set their own goals.

Also, the result indicated a positive significant relationship between positive war experiences and hope ($r = .21$ $p > .01$), this result means that the more the positive war experiences are, the high is hope's level for children whose homes are destroyed in the province of Khanyounis.

This result has been interpreted in the light of the presence of the positive war experience in the child's life which makes him more powerful and increase his ability to imagine the future and set his

goals. As it is known that hope is having the ability to set goals and working continuously to achieve these goals.

Findings and discussion of the fifth question:

The fifth question is: Are there any statistically significant differences between the average scores of the war experiences due to age, gender, and level of education of both parents for children whose homes are destroyed in the province of Khanyounis? And to answer this question test "T", variance analysis, Scheffe' Test have been used, the following table explains the differences related to the variable of gender (male- female).

Table 10. The average and the standard deviation and the value of "T" to the grades of the sample's members in the standard of positive and negative war experience according to the variable of gender.

The war experiences	Gender	Repetition	Average	Standard deviation	"T"	Level of significance
Negative experiences	Male	53	0.61	0.16	0.27	0.78
	Female	97	0.6	0.16		
Positive experiences	Male	53	0.86	0.13	2.00	0.04
	Female	97	0.82	0.13		

"t" table value at (148) d f. at (0.05) sig. level equal 1.96

"t" table value at (148) d f. at (0.01) sig. level equal 2.58

Table (10) clarifies that there aren't any statistically significant differences between the negative experiences due to the variable of gender, and this result means that both males and females went through the same negative experiences because of war, destroying homes, bombs, displacement, martyr's images,.. etc.

Table (10) also clarifies that there are statistically significant differences between the positive experiences due to the variable of gender for males. And this result means that males went through positive experiences more than females, and this can be explained according to the dominant culture in the Palestinian society which gives males more opportunities to participate in struggle against the Zionist aggression, to make friends with other children.

According to the differences due to age, the following table clarifies the related findings.

Table 11. The averages and the standard deviation and the value of "T" to the degrees of the members of the sample in the standard of positive and negative war experience according to the variable of age

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

The war experiences	Age	Repetition	Average	Standard deviation	"T"	Level of significances
Negative experiences	9-11	96	0.62	0.17	1.66	0.054
	12-14	54	0.57	0.13		
Positive experiences	9-11	96	0.85	0.12	2.22	0.02
	12-14	54	0.8	0.13		

"t" table value at (148) d f. at (0.05) sig. level equal 1.96

"t" table value at (148) d f. at (0.01) sig. level equal 2.58

Table (11) clarifies that there aren't any statistically significant differences between the negative experiences due to the variable of age. The table also clarifies that there are statistically significant differences in the positive experiences related to the variable of age for the category whose age are between (9-11) years old.

This result means that the younger children went through positive experiences more than their older companions whose ages are between (12-14) years old, this result reflects the degree of parents' attention towards their younger children, and their attempts to secure positive comfortable atmospheres for their younger children.

According to the differences of the variable of the mother's level of education, the following table explains the results.

Table 12. The outcomes of the variance analysis according to the variable of mother's education level

War experiences	Source of variety	Total	Degrees of freedom	Average	value of "F"	Level of significance
Negative experiences	Between groups	0.01	2	0.01	0.27	0.76
	Inside groups	3.71	147	0.03		
	Total	3.73	149			
Positive experiences	Between groups	0.01	2	0	0.19	0.82
	Inside groups	2.4	147	0.02		
	Total	2.41	149			

"F" table value at (0.05) sig. level equal 3.06

"F" table value at (0.01) sig. level equal 4.75

Table (12) clarifies that there aren't any statistically significant differences between the positive and negative war experiences due to the variable of the mother's level of education.

The result is interpreted regarding that whatever the education level of the mother was, she still cares about her children trying to protect

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

them from the negative experience they are exposed to and to provide them as much as possible with positive experience that would help them to enjoy an appropriate level of psychological health.

According to the variable of the father's level of education, the following table clarifies the results.

Table 13. The outcomes of the variance analysis according to the variable of father's education level

War experiences	Source of variety	Total	Degrees of freedom	Average	value of "F"	Level of significance
Negative experiences	Between groups	0.02	2	0.01	4.24	0.01
	Inside groups	3.52	147	0.02		
	Total	3.73	149			
Positive experiences	Between groups	0.09	2	0.05	2.8	0.051
	Inside groups	2.31	147	0.02		
	Total	2.41	149			

'F' table value at (0.05) sig. level equal 3.06

'F' table value at (0.01) sig. level equal 4.75

Table (13) clarifies that there are statistically significant differences between the negative experiences due to the variable of the father's education level. To know the direction of these differences Scheffe' Test has been used the following table clarifies the related findings.

Table 14. Scheffe' Test clarifies the variations in the variable of father's education level in the negative experience.

	Elementary (0.67)	Intermediate (0.64)	Advanced (0.64)
Elementary (0.67)	-		
Intermediate (0.57)	0.44	-	
Advanced (0.57)	0.03	0.03	-

Table (14) clarifies that there are differences between the categories of (elementary, advanced) to the elementary. There are also differences between the categories of (intermediate, advanced) to the intermediate.

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

This result means that the father's education level has influence on the experiences that the child went through during the war on Gaza. The better-educated father tried to protect his children from the negative war experiences either by keeping them away from the bombs or by preventing them from seeing the charred bodies because of bombs, and this result is consistent with the study of (Walton, et al., 1997).

The sixth question is: Are there any statistically significant differences between the average scores of hope due to age, gender, and level of education of both parents for children whose homes are destroyed in the province of Khanyounis?

And to answer this question test "T", variance analysis and Scheffe' Test have been used, the following table explains the differences related to the variable of gender (male- female).

Table 15. The averages, standard deviations and the value of "T" for the sample's members in the hope's standard regarding the variable of gender

Variable	Gender	Repetition	Average	Deviation	"T"	Level of significance
Hope	Male	53	3.37	0.422	0.25	0.79
	Female	97	3.35	0.377		

"t" table value at (148) d f. at (0.05) sig. level equal 1.96

"t" table value at (148) d f. at (0.01) sig. level equal 2.58

Table (15) clarifies that there aren't any statistically significant differences in hope due to the variable of gender, this result means that both males and females have the same level of hope .This can be interpreted as children's living to the same experience and suffering after the war on Gaza, whether they are males or females, their goals and future's images, which are emanating from the threats caused by the war are the same.

This result is consistent with some studies that handled hope for males and females which have resulted in the following :(There aren't any significant differences in the level of hope due to the variable of gender (Hinton, et al., 1996; Sears, 2007; Sharabi, et al., 2012).

The variation in the average of hope that could be attributed to the variable of age, the following table clarifies the related results.

Table 16. The averages, standard deviations and the value of "T" for the sample's members in the hope's standard regarding the variable of age

Variable	Age	Repetition	Average	Deviation	"T"	Level of
----------	-----	------------	---------	-----------	-----	----------

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

						significance
Hope	9-11	96	3.31	0.386	1.7	0.07
	12-14	54	3.43	0.396		

"t" table value at (148) d f. at (0.05) sig. level equal 1.96

"t" table value at (148) d f. at (0.01) sig. level equal 2.58

Table (16) clarifies that there aren't any statistically significant differences in the level of hope due to the variable of age. This result means that the hope's level for children doesn't differ by various age groups, and this reflects hope as one of the personality traits which is largely unchanging over short periods of time.

This is what Lopes, et al. (2009) assert as they consider hope can exist as a relatively stable personality disposition (i.e., a trait). This result is due to the same circumstances where children lived in during the war and compulsory displacement towards schools and shelters.

According to the variations related to variable of mother's education level, the following table explains the results.

Table 17. The results of variation analysis according to the variable of mother's education level

Variable	Source of variety	Total	Degrees of freedom	Average	value of "F"	Level of significance
Hope	Between groups	149	2	74.4	8.269	0.00
	Inside groups	1322	147	8.99		
	Total	1471	149			

"F" table value at (0.05) sig. level equal 3.06

"F" table value at (0.01) sig. level equal 4.75

Table (17) clarifies that there are statistically significant differences in the level of hope due to the variable of mother's education level.

To know the directions of these variations Scheffe' Test has been used and the following table clarifies the results.

Table 18. Scheffe' Test to clarify the differences in the variable of mother's level education

	Elementary (27.00)	Intermediate (26.39)	Advanced (29.2)
Elementary (27.00)	-		
Intermediate (26.39)	0.49	-	
Advanced (29.2)	0.03	0.00	-

خبرات الحرب وعلاقتها بالأمل لدى الأطفال ...

Table (18) clarifies that there are differences between the categories of (elementary, advanced) for the advanced category. There are also differences between the categories of (intermediate, advanced) for the advanced category.

This result indicates that the mother's level of education has influences on children's level of hope, the more educated women are, the more they have a high level of hope for their children. This is a logical conclusion as the more-educated woman has the ability to provide her children with the necessary circumstances that would help them to concentrate on the positive aspects of their personalities, and this was also emphasized in the study of (Bjorgen, 2011). The more-educated woman helps her children to invest their efforts and keep these efforts going on using the possible means to achieve their goals, so she contributes to increase their hope's level. Relating to the father's education level the following table clarifies the results.

Table 19. The outcomes of the variation's analysis according to the variable of the father's education level

Variable	Source of variety	Total	Degrees of freedom	Average	value of "F"	Level of significance
Hope	Between groups	22.9	2	11.5	1.16	0.31
	Inside groups	1448	147	9.85		
	Total	1471	149			

'F" table value at (0.05) sig. level equal 3.06

'F" table value at (0.01) sig. level equal 4.75

Table (19) clarifies that there aren't any statistically significant differences in hope's level due to the variable of father's education level. This can be interpreted in the light of the Palestinian woman's endurance for the greatest role in upbringing of children comparing to the role of fathers, according to Ling et al, (2015), Snyder considers that children acquire the feeling of hope and determination from the surrounding environment and the close, dear people in their life, especially the mother is the closest and the most important person in the child's life, so father has the least impact in formulating their personalities and the variables of their personalities including hope. Hence, the father's education level doesn't affect the level of hope for the members of the sample.

Recommendations:

Conducting more researches and studies about negative and positive experience during war on adults

Conducting more researches and studies about hope during war on adults

Directing the attention of workers of the psychological counseling toward the importance of hope in child's life as a power to adjust during war and crisis.

Appealing to those who are responsible for re-constructing Gaza to accelerate in building the destroyed houses because of war to provide suitable and safe place for the life of the children.

Directing parents' attention to the importance of providing a suitable family atmosphere to form a well-integrated personality that helps the children face the negative experience of war.

References:

-Abojarad, H. & Judeh, A. (2015). Level of happiness of the teachers of the basic stage in light of the effects of the war on Gaza. Research presented to the first educational conference held on 19-1-2015 at Al Quds Open University - Gaza Branch.

-Abu-Kaf, S., Braun-Lewensohn, O., & Kalagy, T. (2017). Youth in the midst of escalated political violence: sense of coherence and hope among Jewish and Bedouin Arab adolescents. *Child and adolescent psychiatry and mental health*, 11(1), 42.

-Alkhalifi, M. (1998). Differences between Kuwaiti adolescents with behavioral problems and ordinary adolescents in terms of experience of psychological stress in childhood during the Iraqi aggression. *Psychological Counseling Journal*, 6 (8), 85- 118.

-Allen, J. (2005). *Coping with trauma: hope through understanding*. 2 ed. American Psychiatric Publishing, Inc. Mc Goldrick.

-Al-Mashat, K., Amundson, N. E., Buchanan, M., & Westwood, M. (2006). Iraqi Children's War Experiences: The Psychological Impact of "Operation Iraqi Freedom". *International Journal for the Advancement of Counselling*, 28(2), 195-211.

-Amone-P'Olak, K., Lekhutlile, T., Meiser-Stedman, R., & Ovuga, E. (2014). Mediators of the relation between war experiences and suicidal ideation among former child soldiers in Northern Uganda: the WAYS study. *BMC psychiatry*, 14(1), 271.

- Badri, A., Van den Borne, H., & Crutzen, R. (2013). Experiences and psychosocial adjustment of Darfuri female students affected by war: An exploratory study. *International journal of psychology*, 48(5), 944-953.
- Berman, H. (2001). Children and war: Current understandings and future directions. *Public Health Nursing*, 18(4), 243-252.
- Bjorgen, K. (2011). Women's education levels and its impact on their attitudes towards children's health development. *Early Child Development and Care*, 181(1), 73-87.
- Braun-Lewensohn, O., & Sagy, S. (2010). Sense of coherence hope and values among adolescents under missile attacks: A longitudinal study. *International Journal of Children's Spirituality*, 15(3), 247-260.
- Catani, C., Jacob, N., Schauer, E., Kohila, M., & Neuner, F. (2008). Family violence, war, and natural disasters: A study of the effect of extreme stress on children's mental health in Sri Lanka. *BMC psychiatry*, 8(1), 33.
- Chaudhary, N., Chadha, N., & Seth, S. (2017). Hope: Faith in what will be. *Indian Journal of Positive Psychology*, 8(2), 203-207.
- Dyregrov, A., Gjestad, R., & Raundalen, M. (2002). Children exposed to warfare: A longitudinal study. *Journal of Traumatic stress*, 15(1), 59-68.
- Goldstein, R., Wampler, N., & Wise, P. (1997). War experiences and distress symptoms of Bosnian children. *Pediatrics*, 100(5), 873-878.
- Hinton- Nelson, M., Roberts, M. & Snyder, C. (1996). Early adolescents exposed to violence: Hope and vulnerability to victimization. *American Journal of Orthopsychiatry*, 66(3), 346-356.
- Judeh, A. (2010). Optimism and hope and their relationship to happiness among adolescents in Gaza Governorate (2010). Second Regional Conference of Psychology. Cairo- Egypt, 29 Nov. to 1 Dec.
- Judeh, A. (2012). Mental health. Gaza, Al Aqsa University.
- Judeh, A. & Abojarad, H. (2014). Level of happiness of the teachers of the basic stage in light of the effects of the war on Gaza .Research presented to the first educational conference held on 19-1-2015 at Al Quds Open University - Gaza Branch. [In Arabic]

أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠

- Kasler, J, Dahan, J. & Elias, M. (2008). The relationship between sense of hope, family support and post-traumatic stress disorder among children: The case of young victims of rocket attacks in Israel. *Vulnerable Children and Youth Studies: An International Interdisciplinary Journal for Research, Policy and Care*, 3, 3, 182-191.
- Katz, L. S., Cojucar, G., Davenport, C., Clarke, S., & Williams, J. C. (2012). War experiences inventory: Initial psychometric and structural properties. *Military Psychology*, 24(1), 48-70.
- Kennedy, P., Evans, M. & Sandhu, N. (2009). Psychological adjustment to spinal cord injury: The contribution of coping, hope and cognitive appraisals. *Psychology, Health & Medicine*, 14 (1), 17-33.
- Kivimaki, M., Elovainio, M., Singh- Manoux, A., Vahtera, J., Helenius, H. & Pentti, J. (2005). Optimism and pessimism as predictor of change in health after death or onset of severe illness in family. *American Psychological Association*, 24 (4), 413-421.
- Lazarus, R. (2006). *Stress and emotion*. New York: Springer Publishing Company, Inc.
- Ling, Y., Huebner, S., Liu, J., Liu, W., Zhang, J. & Xiao, J. (2015). The origins of hope in adolescence: A test of a social-cognitive model. *Personality and Individual Differences*, 87, 307-311.
- Lopes, S., Rose, S., Robinson, C., Marques, S. & Pais- Riberiro, J. (2009). -Measuring and promoting hope in schoolchildren. In *Handbook positive psychology in schools*. Edited by Gilman, et al., Routledge, 37-50.
- Macksoud, M., & Aber, L. (1996). The war experiences and psychosocial development of children in Lebanon. *Child development*, 67(1), 70-88.
- Mahmoud, F. (2012). *Positive psychology of the child*. Alexandria: New University House.
- Michael, V., Scott, H., & Shannon, S. (2006). An analysis of hope as a psychological strength. *Journal of School Psychology*, 44 (5), 3393-406.
- Mitchel, J. (2001). Life Change Events, Hope, and Self-care Agency in Inner- City Adolescents. *Journal of Child and Adolescent Psychiatric Nursing*, 14(1), 18-31.

- Moammarya, B. (2011). A questionnaire to measure hope for the Algerian environment. *Arabpsynet E. Journal*, 29-30, 72-79.
- Morgos, D., Worden, J. W., & Gupta, L. (2008). Psychosocial effects of war experiences among displaced children in southern Darfur. *Omega-Journal of Death and Dying*, 56(3), 229-253
- Okello, J., De Schryver, M., Musisi, S., Broekaert, E., & Derluyn, I. (2014). Differential roles of childhood adversities and stressful war experiences in the development of mental health symptoms in post-war adolescents in northern Uganda. *BMC psychiatry*, 14(1), 260.
- Peterson, C. & Seligman, M. (2004). *Character strength and virtues: A Handbook and Classification*, New York: Oxford University Press, Inc.
- Schwarzwald, J., Weisenberg, M., Solomon, Z., & Waysman, M. (1997). What will the future bring? Thoughts of children after missile bombardment. *Anxiety, stress, and coping*, 10(3), 257-267.
- Sears, K. (2007). The relationship between hope, executive function, behavior/ emotional strength and school functioning in 5th and 6th grade students. Unpublished PhD diss. The Ohio State University.
- Seginer, R. (2008). Future orientation in times of threat and challenge: How resilient adolescents construct their future. *International Journal of Behavioral Development*, 32(4), 272-282.
- Sharabi, A., Levi, U., & Margalit, M. (2012). Children's loneliness, sense of coherence, family climate, and hope: Developmental risk and protective factors. *The Journal of psychology*, 146(1-2), 61-83.
- Shweta, J. & Kalat, M. (2014). *Emotions*. Translated by Alaa Eddin Kafafi et al., Amman: Dar Elfekr.
- Snyder, C. (2005). Measuring hope in children. In *What Do Children Need to Flourish?* (pp. 61-73). Springer US.
- Snyder, C. (2005). Measuring hope in children. In *what do children need to flourish?* (pp. 61-73). Springer, Boston, MA.
- Snyder, C., Harris, C., Anderson, R., Holleran, A., Irving, M., Sigmon, T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an Individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60(4) 570-585.

- أ.د. آمال جودة، أساري العقاد، مجلة جامعة الأقصى، المجلد الثالث، العدد الثاني، يونيو ٢٠٢٠
- Snyder, C., Sympson, S., Ybasco, F., Borders, T., Babyak, M., & Higgins, R. (1996). Development and validation of the State Hope Scale. *Journal of Personality and Social Psychology*, 70, 2; 321-335.
- Staats, S., & Partlo, C. (1993). A brief report on hope in peace and war, and in good times and bad. *Social Indicators Research*, 29(2), 229-243.
- Tayara, R. (2014). The War Experience of Lebanese Adolescents: July 2006. *Journal of Aggression, Maltreatment & Trauma*, 23(9), 946-962.
- Thabet, A. (2014). Trauma, PTSD, Anxiety, and coping strategies among Palestinians adolescents exposed to war. *The Arab Journal of Psychiatry*, 25 (1), 71-82.
- Thabet, A., Abed, Y., & Vostanis, P. (2001). Effect of trauma on the mental health of Palestinian children and mothers in the Gaza Strip. *Eastern Mediterranean Health Journal*, 7 (3), 431-421.
- UNICEF (2014). Gaza children face grim future after war, maannews.net. <http://www.maannews.net/Content.aspx?id=718596>
- Walton, J., Nuttall, R., & Nuttall, E. (1997). The impact of war on the mental health of children: A Salvadoran study. *Child Abuse & Neglect*, 21(8), 73