

Resources of Psychological Pressures and Adaptation Strategies among Teenagers

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Abstract:

The aim of the current research is to identify the sources of psychological stress among displaced adolescents in Iraq and the coping strategies they use. The research sample consisted of (382) adolescent students in secondary schools. The results of the research showed that the most prominent sources of psychological stress among the displaced adolescents in Iraq from their point of view were the sources of social pressure, followed by sources of family pressure, then sources of economic pressure and sources of internal stress came, sources of emotional stress ranked fourth, and sources of behavioral pressure ranked sixth, The sources of academic stress came in the seventh rank, and the eighth and last ranks were the sources of physical pressure. And that the most prominent adaptation strategies used by displaced adolescents in Iraq were the strategy of cognitive reconstruction and the strategy of self-blame, followed by the strategy of social support and the strategy of genealogy and avoidance came fourth, and came the fifth ranked the strategy of problem solving and active dealing, and ranked sixth the strategy of relaxation and entertainment, and the seventh came the strategy Religiosity ranked eighth and last emotional emptying strategy.

keywords: *Psychological Pressures, Adaptation Strategies, Teenagers*

Introduction:

People face many crises and problems in the current era. Psychological stress is a characteristic of this age. It is one of the most life-threatening phenomena of human life. Despite scientific progress, our era is full of disorders that have negative effects on individuals. When these psychological pressures become more intense and there are demands greater than human abilities and potentials, or when they are in a violent conflict or imminent threat to their lives, they lose control and the ability to balance.

Adolescence is one of the critical and sensitive periods in the individual, because of the physical, psychological and social changes that affect one or another of the individual. When the adolescent lives in difficult political circumstances or is forced to move to other areas, the impact of these pressures increases in the individual and is subjected to emotional shocks affect the level of adaptation to him, as living conditions of war adversely affect, which calls us to pay attention to this large and important segment of society So that the individual is able to build himself and his community.

Displacement is one of the human phenomena that has become commonplace today because of the increasing number of regional and civil wars between and within countries. Because displacement has many negative consequences, the most important of which is how to adapt to and reconcile with the new society, it was necessary to examine the most important factors that help displaced people and refugees adapt to their new living conditions, especially children and adolescents (Rousseau, 1995, p: 300).

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The United Nations Refugee Conference defined a refugee as "any person who leaves his or her place of residence and migrates elsewhere because of his or her religion, race or nationality and belonging to a particular social or political group" (p. 70, Castles, Loughna & Crawley, 2004).

According to the United Nations refugee organization, by the end of 2012 there were more than (28.8) million people were forced to flee within their country. The number of refugees in Syria has increased significantly, and war is the main reason for asylum around the world. In its report, 55% of the total number of refugees in the world come from five countries that are fighting: Afghanistan, Somalia, And Sudan. (UNHCR, 2013).

The results of studies show that a quarter of refugees worldwide are children, and that refugee numbers are increasing as a result of the increase in wars and natural disasters around the world (Bronstein & Montgomery, 2011, p: 44).

Some international institutions report that 80% of victims of war and terrorism are children and women (UNHCR, 2013). As a result of the increasing violence in the various countries of the world, most of them are forced to leave their country of origin and migrate to other countries or to flee within their own countries in search of security and peace (Ehnholt & Yule, 2006, p. 1197).

Displaced children and adolescents suffer from various physical, social and psychological problems as they suffer from problems related to malnutrition, disease development, physical injury and physical or sexual exploitation. These problems affect emotional, social, cognitive and psychological development, leading to serious mental disorders such as anxiety, depression and post-traumatic stress disorder (Neugebauer, 2013, p: 66). In addition, experiences of war, violence, death or torture, or tragic scenes, and the loss of a friend or family member put additional pressure on them (Rousseau, 1995, p: 300).

IDPs and refugees have effective adaptation experiences despite all the poor conditions they are experiencing (Rutter, 2003). And that refugee children and adolescents who are able to adapt adequately to the conditions of displacement have multiple skills that make them more able to reconcile with the new society (Maegusuku-Hewett, Dunkerley, Scourfield & Smalley, 2007, p: 312).

Some studies, such as the Papagiorgio study and others in their study of a sample of Bosnian refugee children, have indicated that this group has reported higher levels of psychological stress and depression as a result of the experience of war and massacres. These researchers recommended the need to develop guidance programs that can help these children overcome their emotional and psychological problems (p. 86).

The school is one of the effective ways to help the children of displaced families adapt to the new place they are resorting to. (350) Rah, Shangmin & Thi, 2009, p. The importance of school, education and the school environment in refugee adjustment, and that schools in the host place are one way of social interaction between displaced children and adolescents and children of families in the host area, making refugee children and adolescents feel normal lives, Self as well as one of the means of empowerment only Effectiveness, psychological and social and is also able to contribute to the social, psychological and mental development in children and adolescents Narahin refugees and growth.

In the same context, more adaptive children and adolescents are better able to integrate into a new society and are able to live with their own circumstances (Ehnholt & Yule, 2006, p. 1197). Resilience plays an important role in the ability of IDPs to adapt to conditions of displacement (Felner, 2005, p: 130). A range of psychosocial factors interact with a range of other environmental and personal factors that help displaced children and adolescents adapt to their new circumstances (Luthar & Cushing, 1999, p: 132).

The most difficult challenges for children and adolescents are those associated with adapting to the new social and academic life in society, as well as the need for emotional compatibility with the changes that have taken place in their lives (Beiser & Hou, 2006, p. 140). Trauma experiences of displaced children and adolescents are a major challenge in their ability to adapt to the new society (Isik-Ercan, 2012, p. 3025).

Other factors such as discrimination faced by displaced children and adolescents are real problems for this group, which are also accompanied by financial problems and the ability to find adequate housing (Goodking & Foster-Fishman, 2002, p: 394).

The UNHCR stresses that the most important problems faced by refugees are those related to adapting to the new life in the society to which they have resorted, especially the problems related to adapting to psychological and social adjustment with the rest of society.

Qumri (2012, p: 197) emphasized the need to integrate displaced children and adolescents into educational institutions to help them adapt psychologically and socially to the new society because they create a kind of psychological and social stability after passing through bad experiences. The researcher also stressed that education is one of the most important variables that help children in general adapt to society by providing a large number of opportunities that can enhance the level of adoption of the refugee child himself.

Research problem:

Psychological stress is one of the most important problems that scientists and researchers have focused on. They have been and continue to be of interest because of their significant impact on the psychological adjustment and socio-ecological adjustment of the individual and the negative repercussions on his mental health.

The problem of research is the attempt to uncover the sources of psychological stress and adaptation strategies among adolescents, because they are exposed to the most difficult events and stressful situations, be it emotional, environmental, social, economic, because of terrorist operations carried out by the terrorist group Daash, which may leave psychological effects that may remain associated with them. In spite of the return of many displaced families to their original provinces in Mosul, Anbar and Tikrit after the liberation of their areas, but there are many families were unable to return to their areas to right Now. The above research will attempt to answer the following questions:

- 1 - What are the main sources of psychological stress among adolescents displaced in Iraq?
2. What are the most prominent adaptation strategies used by displaced adolescents in Iraq?

the importance of studying:

Theoretical importance:

The importance of the present study stems from the importance of the class that they are dealing with as they are affected by the events and stressful situations due to the sensitivity of the age range they are going through, as well as the lack of studies that attempt to uncover the sources of psychological stress among the displaced adolescents in Iraq. Adolescents suffer in many societies today, including the current study community, so it is a simultaneous study of stressful events.

Practical importance:

Using the findings of this study to help officials understand the problems faced by displaced adolescents in Iraq and learn how to deal with stressful events, and thus may find solutions to their suffering. As well as assisting relevant specialists and organizations in the development of appropriate guidance and training programs, thereby assisting displaced adolescents in Iraq using appropriate adaptation strategies.

research goals:

The current search aims to identify:

1. Sources of psychological stress among displaced adolescents in Iraq?
2. Adaptation strategies used by displaced adolescents in Iraq?

search limits:

Current research is based on displaced adolescents in Baghdad schools for the academic year (2018-2019)

Conventional and procedural definitions:

- Psychological pressure: It is a strong psychological frustrations caused by external circumstances negatively affect the psychological state of the person and work on the imbalance in him and to the problems of behavior, and sources either internal psychological conflicts, or external such as divorce, migration, death (Abdullah, 2001: 25). In the current research, the degree to which the respondent obtains the measure of sources of psychological pressure adopted in the current research is defined in the current research.

- Strategies of adaptation to psychological stress: a set of behavioral and cognitive responses and methods used by the individual when exposed to stressful events, and his style of dealing with them either feet or reluctance (Moss, 1988: 69). In this research, the degree to which the respondent obtains the scale of the adaptation strategies used in the current research is defined in this research.

- Adolescent adolescents: Adolescents have lost their natural habitat in Iraq because of terrorist operations, combat operations, environmental, social and political pressures, destruction, displacement and displacement, which has led them to flee.

search limits:

The current study identifies adolescents displaced from Iraq's provinces that have suffered terrorist attacks or liberation operations in Baghdad's public schools for the academic year (2018-2019).

Background Theory

Psychological stress concept:

Al-Samadouni (1993: 63) defined psychological stress as a psychological condition that appears as internal behavioral, physical and psychological reactions and is the source of the threat to the person in different environmental situations.

(92: 2008) defines stress as a feeling of confusion, distress, and discomfort, and arises when the individual experiences a greater burden than his or her abilities as the individual attempts to eliminate stress by behavioral, physiological and cognitive responses and emotions.

Rice (1954: Rice, 2013) argues that stress is often referred to by people as a burden because of poor performance or the deadline for completing a task.

Rita (2001: 102) argues that psychological stress is determined by the amount of cognitive difficulties and negative emotions that an individual has when perceiving different life situations as factors that threaten him.

Sarhan, Tikriti and Habashneh (2004: 72) define psychosocial stress as a wide range of difficulties and problems facing humans, whether internal, emotional, psychological, environmental or cultural.

Psychological stress

Psychological stress has become part of daily life, which necessitates us to identify the causes of psychological stress and the factors associated with it, in order to alleviate it. The Emirate (2001: 63) mentions two types of psychological stress. First: External pressures are related to the environment in which the individual lives such as: Second, the internal pressures are the result of a number of personal factors such as fear, anxiety, depression and psychological and social factors experienced by the individual, and therefore the level of pressure here is linked to the prevailing personality patterns of the individual.

Abdulhamid (2008: 92) points out that there are types of pressure. There are positive pressures, which are stressful, and lead to feelings of happiness and satisfaction. Any negative balance is the pressure that leads to tension, which leads to feelings of unhappiness and frustration. , And the lack of pleasure, any lack of psychological equilibrium, the temporary pressure is that surround the individual and briefly and then disappear, such as: psychological stress resulting from periodic events such as monthly examinations and others, or modern marriage to other temporary circumstances that do not last long, Chronic pressures include pressure Which affects the individual for a relatively long period, such as the exposure of the individual to chronic pain, or its presence in the atmosphere of social and

economic inappropriate, and often chronic pressure as a negative pressure in terms of impact on the individual, leading to the low level of mental health.

Symptoms of stress:

Al-Tawab (63: 2008) indicates that psychological stress has some symptoms and can be summarized as follows:

Physical symptoms: Increased physical pain such as fatigue, stress, muscle spasm and high blood pressure, prompting the individual to take drugs and sedatives.

Mental symptoms: inability to concentrate, forgetfulness and inability to make decisions properly.

Emotional psychological symptoms: such as self-esteem, indifference, denial and depression.

Social symptoms: such as isolation and inability to establish successful social relationships because of priority given to work at the expense of family and self.

Abu Habib (2010: 95) points to several sources of psychological pressure:

Social pressures: They are related to family and social problems, cultural differences, personal relationships such as relationships with friends and neighbors, intergenerational conflicts, the departure of a loved one and lack of well-being.

Economic pressures: such as problems of falling production, inequality between classes, unemployment and dissatisfaction with the economic situation.

Natural environmental pressures: Examples include geographical terrain, natural resources, global disasters, limited housing and population density.

Educational pressures: because of the difficulty of the curriculum, teacher control, examinations, school failure and strict school rules.

Stress in adolescence: lack of hope in life, separation of parents and dominance of adults.

Self-stress: The result of individual subjective factors (psychological, physical, mental) arises from deficiency in cognitive aspects and mental dysfunctions.

Political pressures: due to political conflicts, cultural conflict and domination of external forces

Exploitation and occupation.

Professional pressures: such as discrimination between employees and the individual's dissatisfaction with his status, salary, or job grade.

Explanatory theories of psychological stress

There were many views for researchers in the treatment of theories explaining the psychological pressure, and thus divided scientists and researchers to different views, to find the most efficient theories in the interpretation of psychological pressure.

Walter Canon, one of the first researchers to study psychological stress, has focused on the physiological aspect. The human body can resist simple pressures, but the intense pressure can not resist it, because it leads to the collapse of the physiological systems used by man in the face of pressure, This theory is based on the concept of equilibrium, and the balance here refers to the tendency to experiment or try to maintain the internal physiological balance of the organic, so any events that do not remain or do not maintain the internal balance of the membership are considered effective pressure (56: Rice, 2013).

There are a number of psychological and social theories dealing with different interpretations of psychological stress and cognitive theory. Psychological stress is interpreted as the result of events that are unpredictable or

uncontrollable and are usually more stressful than the events that one can predict or control , 1976: 78). Cognitive theory is based on three assumptions for the interpretation of stress responses:

1. Emotions are a reflection of the individual's thoughts about himself and the world around him.
2. The possibility of an individual learning to control thoughts that cause behavioral emotions.
3. Behavior is a product of the evaluation of the compressor's initial response, its expectations of success (Nasser, 1995: 63).

The response to stress is manifested in emotional, cognitive, behavioral, and physiological manifestations, manifested in responses of fear, anger, depression, and tension (Scientific, 2003: 57). The tension is explained by the fact that psychological stress arises in the individual as a result of environmental and social factors, Behavioral responses to stress, manifested in speech disorder, facial expression, flight, attack or aggression, are defined as physical and psychological imbalances caused by certain life-threatening stimuli or events leading to a state of mental disorder (Blair, 2000: 69).

Strategies for coping with stress:

Charles Darwin refers to the concept of survival of the fittest in the theory of evolution, which means that organisms that can cope with the difficulties and dangers of the natural world are able to survive (Downhill, 2003).

Social psychology has discussed this term under the concept of Adjustment. A person who has the capacity to be in harmony with the natural environment is able to harmonize with the social and psychological conditions surrounding him (Salem, 1989).

Adaptation is also defined as a process that makes individuals integrated in an environment that is satisfied with conditions and needs (Goyol, 2002).

Adaptation is defined as "the ability of individuals to change their cognitive beliefs and behaviors in order to deal with a set of internal and external requirements that can help them overcome a particular ordeal" (Kocijan-Hercigonija & Remeta, 1996). Adaptation is also defined as: "the ability of the individual to organize his emotions and behaviors effectively to deal with the problems he faces in his daily life" (Kocijan-Hercigonja, Dubravka, et al., 1998). It is also known as a process by the individual to reach a degree of harmony and balance internally with himself, and externally with the environment (Bier, 2008).

Factors that help the individual to adapt

There are many factors that help the individual to adjust. The most prominent of these factors are the following (Al-Hashtab, 2003).

First: Satisfying primary needs and personal needs: It is the individual's needs for food, drink and sex. Sleep and rest, and disposal of body waste, which needs to help the individual to survive and without satisfying the human being to be destroyed, and personal needs are needs that ensure the survival of the individual to a degree of satisfaction and social needs, such as the need for belonging, the need for appreciation, the need for freedom, To love and build relationships with others. Which are acquired by the individual through his interaction with the community in which he lives. If these needs are not met by the individual, they generate a shortage and tension that may lead them to attempt to satisfy them by any means.

Secondly: Man accepts himself and his knowledge of himself: It includes that man is aware of his abilities, and his potentials to be able to form a sound image of himself, if the idea of the human self in harmony with his abilities become adaptable satisfied with himself, which drives him to progress and success. If the idea of man is not compatible with his abilities, he becomes dissatisfied with himself, and here he is subjected to the frustration that leads to maladjustment.

Thirdly, the individual acquires the proper habits and skills that help him to satisfy his needs. The individual acquires and learns experiences and experiences through his interaction with the environment in which he lives. If these experiences are sound, consistent and harmonious with the environment, Adaptation or adaptation.

Fourth: Flexibility: The ability of the individual to respond to new circumstances and situations, the adaptive person accepts the change he is undergoing, and the person who is not adaptive rigid can not accept change.

Most human behavior is an attempt to achieve harmony and harmony with the environment, either on the psychological level or on the social level. The concept of adaptation also refers to the existence of harmonious relationships with the environment in satisfying most human needs and meeting most of its biological and social demands (Peter, 2008).

Explanatory theories of adaptation

There has been a growing interest in the concept of adaptation clearly, especially in the light of the emergence of intellectual and psychological currents, there have emerged many theories that concern the interpretation of adaptation, and the following is a presentation of some of these theories:

Psychoanalytical Approach: Freud believes that the personality consists of three main components: Alho, Alana, and the Supreme Lanna, acting as God according to the principle of pleasure, and I according to the principle of reality, and the Supreme Lana represents the moral side and values and conscience, as these elements compete continuously from For the sake of psychological energy, and the proliferation of these conflicts leads to disturbances leading to non-adaptive behaviors. He also finds that adaptive man is: able to love and productive work. And that it is in a permanent conflict between things that society and others do not accept (Boeree 2006).

Adlerian Approach: Adler believes that human behavior is purposeful, that every individual is born and has some sense of inferiority, so he continuously attempts to compensate for the inferiority through excellence and perfection. And that the adaptive person must face the tasks of life: to establish relationships with others, friendship, self-acceptance, love and family relationships, work, and development of the spiritual dimension (Corey, 1996; Sarf, 2000).

Person-Centered Approach Rogges believes that man is capable of perceiving himself, living in a world of experience and responding to situations in the light of his self-awareness and the world around him. He also sees that human beings are naturally adaptive, forward-moving, self-interested, If a person has a positive concept of himself, he is more adaptable. It is also seen that humans have the ability to transcend factors that contribute to their non-adaptation (Corey, 1996; Sarf, 2000).

Behavioral approach Behavioral owners consider that human beings acquire effective and good habits that help them to deal with situations and others, and people conduct a certain behavior; because they learned to do this behavior, by linking it to reward. They also stopped performing certain behavior, not receiving or rewarding the reward. For this reason, all kinds of behavior are well-educated and show good adaptation, learning behaviors that help them adapt (Corey, 1996; Calholland Accella, 1990).

Cognitive Approach Cognitive approach is that adapting individuals depends on how they explain their situations and events in the environment. The adaptive individual has appropriate problem-solving skills and has good cognitive strategies to cope with frustrating situations. People who are unable to adapt easily lose hope, do not respond effectively to the demands of life, and do not use cognitive strategies to help them cope with the psychological pressures on their lives (Calhaun and Acocella, 1990; Corey, 1996).

- **Realistic approach:** The owners of this trend that the adaptive person is: a person who can take responsibility, and able to satisfy his needs without attacking the needs of others, and is able to access the autonomy of self, focusing on the behavior rather than the feelings, and present Rather than its future. In addition to its ability to choose and integrate with the surrounding environment, and face reality as it is (Corey, 1996; Sharf, 2000).

Existential Approach: The existentialists see that the adaptive person is the person who gives his life meaning, and is responsible for the meaning of his existence in this life, able to answer questions about his existence is: Who is it? What does he want from this life? How can he make his life a goal "(Corey, 1996; Sharf, 2000).

Adaptation strategies:

Cohen's (1994) adaptation strategies were divided into six sections, as follows:

Rational Thinking: Thinking rationally to know the causes of anxiety.

Imagining: Think about future things and imagine what will happen next.

Denial: Ignore and discard pressures as if they did not occur.

Problem Solving: One of the cognitive strategies, using new creative ideas to solve problems.

Humor: Dealing with the pressure of life in a spirit of humor, humor and positive emotion.

Turning to Religion: When faced with difficult situations as the individual resorted to the multiplicity of worship as a source of spiritual support.

Martin, Poon & Fulks (1992) emphasized two types of adaptation strategies:

Emotional coping strategies: Emotional responses to stressful situations such as anger, tension, anxiety, anxiety and despair.

Cognitive coping strategies: the reinterpretation and evaluation of the situation, logical analysis and mental activity.

Factors Affecting the Use of Adaptation Strategies:

Abu Hatab (2003) points to three sets of factors influencing how coping strategies are used or met:

Personal and demographic factors include age, gender, economic, cultural and social level, cognitive and emotional maturity, self-confidence, religious beliefs, and previous experiences of the individual in the face of life's pressures.

Factors associated with stressful events: such as the context, duration, intensity, ability to control the compressor event.

Environmental and social factors: such as relationships between the person and his family, financial matters, working conditions.

previous studies

This section will include a presentation of the previous studies related to the subject of the study, which the researcher was able to reach through his review of the previous research and related studies, and will be presented according to the chronological order from oldest to newest. The following is an overview of these studies.

Kocijan-Hercigonija & Remeta (1996) conducted a study aimed at identifying the level of adaptation of displaced and non-displaced children in Croatia. The study sample consisted of (35) refugee children and (35) of the displaced children who were selected by the intentional sample from one of the war zones in Croatia. The results of the study showed that the level of psychological and social adjustment of refugee children was lower compared with displaced and non-displaced children.

Almqvist & Hwang (1999) conducted a study in Sweden aimed at identifying the level of academic, social and psychological adjustment of a sample of Iranian refugee children and their families. The study sample consisted of (39) Iranian refugee children as well as their families. The results of the study showed that the level of social and psychological adjustment was high among children and was low to moderate in parents.

On the other hand, Nevo and Sharga (2000) conducted a study aimed at comparing the psychological and social adjustment of Jewish adolescents born in Russia and Jewish adolescents born in occupied Palestine. The study consisted of 128 students, 87 of whom were born in Palestine. The remainder were born in Russia, and the study is distinguished by the fact that all students are of Russian origin or their families were from Russia. The results of the study showed a high rate of psychological, social and academic adjustment of Jewish students born in Palestine compared to Russian immigrant Jews. The results also indicate that the immigrant Jews from Russia were unable to adapt due to the language and customs and homogeneity of society. Economic income of the family increases the rate of adaptation of Russian immigrants, but it remains less than the rate of adjustment of births in Palestine.

Hanoun (2001) investigated the level of anxiety and psychological and social adjustment of refugee children in the West Bank camps as a result of the Israeli occupation of the territories (1948). The study also aimed to identify the

impact of concern on political perceptions in the study sample. The study sample consisted of 312 Palestinian refugee children living in West Bank camps and a number of villages surrounding large cities in the West Bank. The results of the study showed that the level of anxiety among Palestinian refugee children was high and that the level of social and psychological adjustment among Palestinian refugee children was moderate and that there was an impact on the level of anxiety about the political perceptions of children participating in the study.

Thabet, Vostanis and Karim, 2005, conducted a study entitled "Intervention of the collective crisis of children during ongoing conflict." The researchers evaluated the short-term impact of a semi-experimental group crisis in school on a sample of 111 children aged Ranging from 9-15 years of five refugee camps in the Gaza Strip. The conditions of participation included a moderate level of PTSD symptoms and their scores indicated evidence of the response of children to PTSD. The collective program was implemented under the leadership of a team consisting of a pediatric psychologist, a psychologist and a social services specialist. The participating children (n = 47) in the first experimental group were encouraged to describe their immediate trauma experience by using free drawing, speaking and writing about painful experiences and feelings, storytelling, games, and conflict-related roles. The treatment was compared to a second treatment group of 22 children, led by the teacher for four sessions. The teacher taught children about the impact of the trauma and tried to normalize children's responses to organized violence. The two control groups (N = 42) that remained without intervention were compared. The results showed that the two intervention programs failed in telemetry and follow-up after 3 months in reducing the symptoms of PTSD and depression with a significant degree.

(2005) aimed to identify the effectiveness of a proposed pilot program in emotional discharge to mitigate the effects of traumatic experiences among students in the upper elementary stage. "The sample of the study consisted of (220) students from the preparatory stage in the Gaza Strip. Children's Action After the traumatic event and the scale of traumatic events, the participants presented a nine-day selfdischarge program consisting of nine community counseling sessions, which included reviewing the facts about past events, venting emotions, cognitive assessment and cognitive reconstruction, The results showed statistically significant differences in the experimental group between pre-and post-measurement on the scale of children's reactions in favor of telemetry, and there were statistically significant differences between the experimental group and the control group on the reaction scale In postmeasurement in favor of the experimental group. There were statistically significant differences between the scores of the experimental group members in the postmeasurement and their degrees in the sequential measurement on the study scale.

The study by Hosin, Moore and Gatanou (2006) aimed to identify the level of mental health and social and psychological adjustment of a sample of Iraqi refugee families and their children. The study sample consisted of 61 families from the Arab and Iraqi Kurdish families migrating to the United Kingdom, and 162 children and children of Iraqi refugees who were randomly selected from a number of British cities. The results of the study indicated that there is a high level of psychological stress among the parents of Iraqi children, an average level of psychosocial adjustment among the children of Iraqi refugee families and absence of differences due to race (Kurdish families and Arab families) at the level of anxiety among parents and the level of psychosocial adjustment in children.

(Jabarin, 2007) to identify the sources of psychological stress in children and adolescents in the occupied Palestinian territories, in addition to knowing the difference in the level of psychological stress in both children and adolescents by gender variable. The study also aimed to identify the psychological stress in children and adolescents through the drawings of children and adolescents, and their ability to express drawing in terms of subjects presented in their drawings, and know the differences in drawings according to variable Ginsu The most prominent results reached in the study that the most psychological stress in children Palestinians in the Occupied Palestinian Territory (OPT) had a combination of negative mixed feelings such as anger, hatred, fear, sadness, humiliation due to occupation practices of house demolitions, killings, incursions, arrests, shooting, The psychological stress of Palestinian adolescents in the occupied Palestinian territories was a combination of negative mixed feelings such as feelings of sadness, anger, fear and humiliation because of Israeli practices towards Palestinian adolescents, such as murder, arrests, invasions and destruction of homes. , In addition to the presence of feelings of helplessness because of the inability to stop these practices, coupled with the feelings of frustration resulting in the help of brothers and brothers in this plight, there are significant differences in the psychological stress in adolescents attributed to the variable sex, The pressure level was higher among male adolescents compared to female adolescents. The absence of statistically significant differences in children's psychological stress is due to the gender variable.

While Nelems & Currie (2012) studied the aim of identifying the experiences of Iraqi refugee children in Jordan and working to determine their level of psychological adjustment. The results of the study showed that the experiences of Iraqi refugee children were negative due to the existence of several variables, the most important of which is the exposure to the war in Iraq, The results showed that the level of psychological adjustment was moderate.

In the study by Deveci (2012), the study aimed to identify psychosocial health and psychosocial adjustment in a sample of 50 refugee children from different families in the United Kingdom. The results of the study indicated that most of the previous studies indicated that the mental health of refugee families and children of these families was low and that the psychological and social adjustment of the children of the refugee families was low, as they had to deal with new living conditions and that they used most negative psychological and social adjustment strategies Times.

In a study conducted in Jordan in 2004, a sample of 30 Iraqi children aged between 12 and 13 who arrived in Jordan during the period between 1/6/2009 - 1 / 6/2010) as they were divided into two groups: experimental and control. The aim of this study was to identify the effect of the CBT model on reducing the levels of depression among Iraqi refugee children to Jordan, using the 26-paragraph child depression list distributed over 5 main dimensions prepared by Kovcas, 1985). The results indicated the effectiveness of the therapeutic program in reducing the levels of depression symptoms in all dimensions of telemetry, and the continuous effect of follow-up.

In the study conducted by Abu Tarboush (2014) in the non-governmental institutions in Jordan, a sample of 100 Syrian children is a refugee. The study aimed to know the social and psychological effects of the Syrian crisis on the Syrian refugee children in Jordan, And the period of time) that passed on the presence of the child in Jordan. The results indicate that there are psychosocial effects in varying degrees. The higher the age, the lower the social and psychological effects, with no differences of psychological and social effects depending on the gender variable. The more the period of the child coming to Jordan the less the psychological and social effects. The greater his ability to express his psychological and social problems.

The study (Gharbiya, 2014) aimed at revealing the level of psychological and social adjustment among the students of the upper stage of the Syrian refugees in Za'tari camp in the light of some variables. To achieve the objectives of the study, the researcher followed the descriptive descriptive method by using the measure of psychological and social adjustment. The sample of the study consisted of (382) students who were randomly selected. The results of the study showed that the level of psychological and social adjustment among the students of the basic stage of the Syrian refugees reached a medium level. The results of the study also showed that there were significant differences in the level of psychological and social adjustment according to gender difference and for females. The results showed no statistically significant differences in the level of psychological and social adjustment according to the variables of length of stay, number of family members, and death of family members.

Research Methodology and Procedures

research community

The research community is composed of all the adolescent students in the public schools in Baghdad governorate in the six directorates of education, who are enrolled in the study for the academic year 2018-2019. No official statistics were available on the number of displaced students in Baghdad schools.

The research sample

The study sample consisted of (382) male and female students in the public schools in Baghdad governorate, randomly chosen.

search tools

First: a measure of sources of psychological stress among refugee adolescents in Iraq:

The researcher examined the previous theoretical literature and examined the measures that dealt with the sources of psychological stress among adolescents. Thus, the researcher adopted the scale of (Nazzal, 2016), which was found to be suitable for achieving the current research objectives. The measure consists of (60)

1. Sources of social pressure and consists of (11) paragraph.

2. Sources of family pressure and consists of (8) paragraphs.
3. Sources of economic pressure and consists of (6) paragraphs.
4. Sources of internal pressure and consists of (11) paragraph.
5. Sources of study pressure consists of (7) paragraphs.
6. Sources of emotional stress and consists of (6) paragraphs.
7. Sources of behavioral pressure consists of (7) paragraphs.
8. Sources of physical pressure and consists of (4) paragraphs.

How to correct the scale

The five-fold Lycert gradient (always, often, rarely, never) has always been given. It has always been given 5 degrees, often 4 degrees, sometimes 3 degrees, rarely 2degrees, and never 1 grade. To determine the sources of psychological stress among the displaced adolescents in Iraq, the arithmetic averages were classified as follows: (2.33, below the low level), (from 2.34 to 3.66 average level), (3.67 and above high level).

Sincerity and Stability Research Scale:

Virtual honesty:

The researcher verified the virtual honesty of the scale by presenting its paragraphs to a group of experts and specialists in the educational and psychological sciences in order to identify the adequacy of the scales and their validity to the research community. The scale obtained the proportion of agreement (90%) of the experts except for some observations mentioned by some experts, By.

Stability of the scale

The stability of the search instrument was verified in two ways, the retest method, the internal consistency calculation using the α -cronbach equation and Table (1) showing the stability coefficients and Pearson correlation coefficients for the stress sources and the scale as a whole.

Table (1)

Persistence coefficients (alpha-cronbach) and Pearson correlation coefficients for stress sources and scale as a whole

Coefficient of correlation	Stability coefficient (Alpha Kronbach)	the field
0.74*	0.72	Sources of social pressure
0.72*	0.71	Sources of family pressure
0.74*	0.74	Sources of economic pressure
0.73*	0.75	Sources of internal pressures
0.71*	0.76	Sources of Study Stress
0.74*	0.77	Sources of emotional pressure

0.74*	0.76	Sources of behavioral pressure
0.76*	0.75	Sources of physical stress
0.76*	0.77	The tool as a whole

* Statistical function at the significance level ($\alpha = 0.05$).

Table (1) shows that all values of alpha-cronbach stability coefficients were acceptable for application purposes as they ranged from 0.71-0.77. Studies indicated acceptance of acceptable stability coefficients and accepted values for application purposes. Most studies indicated that Acceptance of the stability coefficient (0.60) (2000, Amir & Sonderpandian). All values of Pearson correlation coefficients are statistically significant at the $\alpha = 0.05$ level, indicating the stability of the application.

II. Scale of adaptation strategies of refugee adolescents:

The researcher studied the previous theoretical literature and studied the standards that dealt with the methods and strategies of adaptation to the psychological stress in adolescents. Thus, the researcher adopted the scale (Nazzal, 2016), which was found suitable for achieving the current research objectives. The scale consists of 42 paragraphs distributed on (8) Strategies:

1. Problem solving and active handling strategy consists of (6) paragraphs.
2. The strategy of religiosity consists of (4) paragraphs.
3. The social support strategy consists of (5) paragraphs.
4. The strategy of withdrawal and avoidance consists of (7) paragraphs.
5. The cognitive reconstruction strategy consists of (5) paragraphs.
6. Emotional discharge strategy (emotional) and consists of (6) paragraphs.
7. Self-blame strategy consists of (3) paragraphs.
8. Relaxation and recreation strategy consists of (6) paragraphs.

How to correct the scale

The five-fold Lycert gradient (always, often, rarely, never) has always been given. It has always been given 5 degrees, often 4 degrees, sometimes 3 degrees, rarely 2 degrees, and never 1 grade. In order to determine the adjustment strategies of refugee adolescents, the arithmetic averages were classified as follows: (2.33 and below a low level), (from 2.34 to 3.66 average level), (3.67 and above at a high level).

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Stability of the scale

The stability of the study instrument was verified in two ways, the retest method, the internal consistency calculation using the Alpha Kronbach equation and Table (2) showing the stability coefficients and Pearson correlation coefficients for the areas of the strategies and the scale as a whole.

Table (2)

Persistence coefficients (alpha-cronbach) and Pearson correlation coefficients for strategies and scale as a whole

Coefficient of correlation	Stability coefficient (Alpha Kronbach)	the field
0.77*	0.73	Strategy of religiosity
0.76*	0.76	Social support strategy
0.74*	0.75	Strategy of withdrawal and avoidance
0.73*	0.76	Strategy for the reconstruction of knowledge
0.71*	0.74	Emotional discharge strategy (emotional)
0.74*	0.78	Self-blame strategy
0.75*	0.71	Strategy of relaxation and recreation
0.75*	0.78	The tool as a whole

* Statistical function at the significance level ($\alpha = 0.05$).

Table 2 shows that all values of alpha-cronbach stability coefficients were acceptable for application purposes as they ranged from 0.71 to 0.78. Studies indicated acceptance of acceptable stability coefficients and accepted values for application purposes. Most studies indicated that Acceptance of the stability coefficient (0.60) (2000, Amir & Sonderpandian). All values of Pearson correlation coefficients are statistically significant at $\alpha = 0.05$, indicating the stability of the scale.

View and discuss results

This section presents the results of the study aimed at identifying the sources of psychological stress and coping strategies among the displaced adolescents in Iraq.

Objective 1: The first objective was achieved by extracting the arithmetical averages and standard deviations of the responses of the individuals in the research sample on the domains of the sources of psychological stress, Table (3).

Table (3)

The arithmetical averages and standard deviations of the responses of the individuals in the research sample on the domains of the sources of psychological stress are ranked descending according to the arithmetic mean

Degree of assessment	standard deviation	SMA	the field	no	Ranking
High	0.78	4.09	Sources of social pressure	1	1
High	0.59	4.07	Sources of family pressure	2	2
Medium	0.78	3.12	Sources of economic pressure	3	3
Medium	0.52	3.09	Sources of internal pressures	4	4
Medium	0.64	3.09	Sources of emotional pressure	6	4
Medium	0.69	3.04	Sources of behavioral	7	6

			pressure		
Medium	0.63	2.97	Sources of Study Stress	5	7
Medium	0.94	2.81	Sources of physical stress	8	8
Medium	0.21	3.37	The tool as a whole		

Table (3) shows that the statistical averages of the responses of the sample ranged between (2.81-4.09). The table also shows that the field of "social stress sources" with an average of 4.09 and a high rating, With an average of 4.07. The field of "economic stress sources" came in third with an average of 3.12 and a medium rating. The fourth place included "sources of internal stress, sources of emotional pressure" with an average of 3.09 and a medium rating. The field of "sources of behavioral pressure" with an average of (3.04) and a medium rating The sources of study pressure were ranked seventh with an average score of 2.97 and a medium grade. The eighth and final field of the "sources of physical pressure" came with an average of 2.81 and a mean score of 3.37.

The researcher attributed this result to the availability of some psychosocial support through associations and humanitarian organizations that support displaced adolescents by providing them with better living conditions, and the provision of psychological, educational and educational services provided by humanitarian organizations and government institutions to adapt them to social life. That adolescents are not new to the social atmosphere, but have become involved in it, and have become receptive to the status quo. Everyone is living in difficult and similar circumstances. This makes them more capable of understanding and forming relationships and friendships among themselves. Social before, which positively affects the level of psychological pressure.

Objective 2:

The second objective was verified by extracting the arithmetical averages and standard deviations of the responses of the individuals in the research sample on the areas of the adaptation strategies scale, Table 4 shows.

Table (4)

The arithmetical averages and standard deviations of the responses of the members of the research sample on the domains of the adjustment strategies scale are arranged in descending order according to the arithmetic mean

Degree of assessment	standard deviation	SMA	the field	no	Ranking
Medium	0.59	3.12	Strategy for the reconstruction of knowledge	5	1
Medium	0.72	3.12	Self -blame strategy	7	2
Medium	0.81	3.11	Social support strategy	3	3
Medium	0.58	3.10	Strategy of withdrawal and avoidance	4	4
Medium	0.71	3.07	Problem solving strategy and active handling	1	5
Medium	0.61	3.05	Strategy of relaxation and recreation	8	6
Medium	0.93	3.04	Strategy of religiosity	2	7
Medium	0.65	2.98	Emotional discharge strategy (emotional)	6	8
Medium	0.40	3.07	The tool as a whole		

Table 4 shows that the mean averages of the responses of the sample ranged from 2.98 to 3.12 with an average rating of all paragraphs. The table also shows that the areas of "cognitive reconstruction strategy", "self-blame strategy" . The Social Support Strategy came in third with an average of 3.11. The fourth place was in the field of "Strategy of

Genealogy and Avoidance" with an average of 3.10. The fifth place was the problem solving and active handling area with an average of 3.07. The "relaxation and recreation strategy" ranked sixth with an average of 3.05, Seventh rank was the field of "religiosity strategy" with an average of (3.04). The eighth place was the "Emotional Emotional Discharge" field with an average of 2.98 and the mean of the instrument as a whole was 3.07.

This finding also explains the availability of factors that are expected to help students with medium-level coping strategies, such as the quality of services provided to adolescent students, the creation of an appropriate learning environment, the acceptance of school administrations and the facilitation of admission to school; , And they can cope with the psychological effects of the difficulties that may hinder them during their studies, they represent a kind of moral support 'and support that stimulate the abilities of adolescents to meet the difficulties that may affect their compatibility.

Summary of results

After conducting the statistical analysis, the following:

1 - The most prominent sources of psychological stress among adolescents displaced in Iraq from their point of view were the sources of social pressure, followed by the sources of family pressure, and then the sources of economic pressure came sources of internal pressure, sources of emotional pressure ranked fourth, and the sources of behavioral pressure ranked sixth, The pressures of the study ranked seventh and ranked eighth and last sources of physical pressure.

2. The most significant adaptation strategies used by displaced adolescents in Iraq were the strategy of cognitive reconstruction and self-blame strategy followed by the social support strategy. The fourth and fifth rank was the strategy of problem solving and active handling, sixth place was the relaxation and recreation strategy, The strategy of religiosity came in at the eighth and final level of emotional emptying strategy.

Recommendations

Based on the above, the study recommends the following:

1 - the need to increase the number of schools and provide appropriate buildings to cope with the increase and the pressure and large and increasing numbers of students.

2 - Prepare programs to train teachers and teachers on psychological support programs for students in order to overcome the psychological difficulties they face and adapt to the new reality.

3 - urging the student to expand the circle of information and experience ideas and be constantly in the case of examination and investigation and devote some of his time to read books and research.

4 - Training teachers to use the skills of classroom interaction and control the classroom during the teaching process.

5 - Give more space and time for educational counselors in schools to carry out their duties to guide the displaced students and other students; Many counselors suffer from lack of time due to the momentum in schools and most Baghdad schools are dual schools, which drives school administrations To devote most of the time to teaching methodological materials.

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