

The Extent of the Impact of the Displacement Crisis and Its Reflections on the Psychological Health and Behavioral Status on Secondary Stage of Displaced Students in Kurdistan Region- Iraq

Sattam Khudhur Jassim Al-Juboury
Assistant Teacher
General Directorate of Education in Nineveh/ Iraq

Mustafa Mukhlif Hammad
Assistant Teacher
General Directorate of Education in Anbar/ Iraq

Abstract

The current study aimed at identifying the extent of the impact of the displacement crisis and its reflections on the psychological health and behavioral status on secondary stage of displaced students by an intended sample of displaced students in the northern Iraqi city of Dohuk. The sample of study included 700 secondary school male and female students from 12 to 18 years old, displaced from areas under the control of ISIS such as Al-Mosul, Falluja, Ramadi and Biji, in addition, 85 male and female teachers in the displaced schools, and 50 parents (mothers, fathers and relatives such as uncles). To achieve the goal of the study, both researchers prepared three questionnaires, one for students, the second for teachers. Moreover, a questionnaire answered by the students' parents, whether they were mothers and fathers or family members. Study tends to use different approaches according to different contexts to serve study purposes. As the study begins with a theoretical background about psychological health and the behavioral status, and it uses both analytical and descriptive approaches. Both approaches were merged in some places, particularly when analyzing the results of the questionnaires and explaining the status of the interviews. The results of the study showed the negative effects on the psychological and behavioral conditions of the students, as the prevalence of psychological trauma is different intensity among them, as a result of their witnesses of severe forms of violence, ranging from watching clashes and missiles through television and social media sites, to the cases of death of a family member in front of their eyes, as a result of violence action, and the number of students who feel depressed, frightened and pessimism from the future. They think about leaving Iraq. The impact of these shocks ranges from the incoherence of some of them besides their losing their relationships with their friends, and even sometimes they think about leaving their country, in addition to the increase of their violence and aggression, their disobeying rules whether at school or at home, as well as the weakness of many moral values. This matter creates violent reactions for the educators and those who care for the students at school and at home, in addition to the weakness of their economical status and poverty. The study recommends building a strategic plan based on the Human Rights Agreement which guarantees the displaced students' rights in learning, and it emphasizes on the necessity of building parallel remedial programs that guarantee the continuity of offering support at school and at home.

Introduction

Disasters and wars that occur inside cities effect on children and young people negatively. They are crimes against humanity when innocent people are harmed. Effects of wars are abundant, they harm the environment urbanization, threaten the national economy and destroy infrastructure and humanity. The most tragic results of wars on children and young people under the name of the devastating effects. This matter motivated the specialists to do extensive studies and analysis to reach results that help to make all efforts and work to take into consideration of children and young people at times of war, sheltering and rehabilitating them, in addition to making them as far as possible from the psychological and incorporeal effects that can be inflicted on them.

The term 'humanitarian catastrophe' has become the most accurate description of what the occupied territories by ISIS terrorist gangs. The current situation is no longer a reflection of a conflict whose negative results emerged at all levels and sectors for almost three years ago. The current situation has become a tragedy for the displaced people, it also became a daily reality that creates a new culture and changing morals, whether they inside or outside the cities occupied by ISIS terrorist gangs.

The report of, 'Human Development', prepared by the United Nations Developmental Program in Iraq in April 2015 reports 'the social and economic conditions in the occupied areas by ISIS group since the beginning of the current crisis, explaining that these cities have become poor cities. Where more than half of population (52%) lives in severe poverty and they can not ensure the minimum of their food and non-food needs, in addition to the decline in the level of development in those cities more than five decades back because of the precarious educational situation in the country, especially after the failure of students in those governorates to join their

schools. By the end of 2016, in addition to the rise of the number of out-of-service schools is 22 out of 1000 schools belonging to the Ministry of Education, either because of their total destruction or theft by terrorists. The stress, the distress or anxiety that students face in their lives can cause them a range of psychological problems. Psychological health is more common among students for the public. "

The country witnesses increasing unemployment as a result of the events of June 2014, all along with the biggest disaster of the loss of human lives, a true humanitarian disaster.

Amid these circumstances, displaced students who suffer from loss of their rights, They face despair and frustration every moment because they hear of the destruction of their cities as a result of shelling, missiles or clashes, they often exposed to psychological risks and anxiety. Many of them suffer from anemia, malnutrition, and respiratory and skin diseases due to the lack of clean water in some camps. This matter affected their psychological, behavioral and educational conditions.

The UNICEF press release in July 2015 highlighted the rise in the number of displaced students in need of the assistance to 29,979 displaced students living in or outside the camps as displaced persons, an increase of 2,400 students compared to last year. Although the 'Iraqi Ministry of Education', UNICEF and some humanitarian organizations have established 113 secondary schools 102 outside of Dohuk governorate at a rate of 29 979 students; 19 238 boys and 10741 girls and also they established 11 schools inside Dohuk at a rate of 4835 students; 2163 boys and 2672 girls, 263 primary schools and three kindergartens in Dohuk, where these schools provide students from the age of 5-18 years, opportunities to participate in remedial classes, and recreational activities and support psychologically, whether at schools or communities in the camps, but the high levels of violence and displacement, in addition, the increase the spread of diseases such as measles, mumps and smallpox, with the lack of funding organizations, the researchers suspect the ability of 'UNICEF' to continue to provide assistance to displaced students.

It is no secret that this deterioration in the situation is increasing with the escalation of the fighting, the division of the country into areas under the control of the Iraqi government, and the external ones under the control of ISIS, characterized by the tone of extremism and obscurity, which control all aspects of life of those areas. The sources also reported that students in some camps suffer from a shortage of educational staff, especially in the disciplines of science, Arabic language and English reflect an unsettled reality, and an unknown horizon.

It is worthy indication that the included students in the study live with their families under deteriorating social and economic conditions. Most of them live in rented houses that are smaller, with several families living together to share the high rent, or incomplete houses, or in warehouses and cellars of laboratories scattered in the region, especially at the beginning of the crisis of displacement, which are often places lacking basic services of electricity or water and others, and this is negatively reflected on the psychological state of students.

Problem of the Study

The ISIS occupation crisis of Mosul and the other cities negatively affects on the students, this crisis created serious psychological and behavioral reactions and limited their ability to live their life normally, and the violations deprive them of their already unfulfilled rights.

Through the researchers' experience in the field of teaching methods, they noticed that high number of psychological cases among the students. Through the survey of the views of a number of teachers (male and female) through interviews with them, they emphasized the depth of the problem and its negative impact on education. War and housing in places that are not suitable affect the students' psychology. The researchers noticed that the negligence of the government to this phenomenon, and their lack of interest in creating the right atmosphere for students, and encourage them at school, and other factors contribute to this problem: The weakness of the role of educational counselors, the weakness of the curriculums and the absence of concentration on the activities and skills that develop the spirit of citizenship and other respect, and the lack of number of psychologists, and the lack of interest of parents, and their connection with the school, as well as the deterioration of economic situation of displaced students.

Aim of the Study

The current study aims at shedding the light on the effects of the crisis and the current situation on the mental health and behavioral status of a selected sample of displaced students in Dohuk province, how the displacement affected on their lives, and how they were affected by the violence spread around them.

Question of the study

What is the impact of the ISIS occupation on Mosul to the displaced students in the c Dohuk Province, in terms of psychological conditions and behavioral conditions?

Significance of the Study

This study tries to tackle the extent to which the displacement crisis reflected the psychological and behavioral situation of displaced students in secondary school, taking an intended sample of displaced students currently residing in the northern Iraqi city of Dohuk. The sample included 700 secondary school male and female students aged 12- 18 years old, displaced from areas under the control of ISIS such as Baiji, Fallujah and Mosul, in addition, 85 male and female teachers in displaced schools, and 50 parents. This study is an attempt to be a guide serves the next studies that focus on the behavioral and psychological conditions of the displaced students in the current crisis to form a real idea in order to build remedial programs, that help in eliminating the destroying effects of the future of the displaced students.

Operational Definitions:

Psychological status: The psychological condition of a person who has a good emotional and behavioral level. "His ability to enjoy life and to balance life activities and requirements for psychological flexibility.

Behavioral health: It is the responses that an individual produces after contact with other individuals or his connection to the external environment that surrounding him.

Limits of the Study

The current study is limited on students, male and female teachers and parents of displaced students from the war areas, where they have taken refuge with their families to Dohuk governorate in order to reveal the impact of the current crisis on their psychological and behavioral conditions for the years 2014- 2017 of the school year 2016-2017.

Factors Affecting Psychological Health:

- 1- Family: Psychologists say that the man is an extension of his childhood, normal childhood lead to a normal man. It is the family that sets the nucleus and foundations of an individual's personality in the first five years of his life. Students may suffer from poor compatibility due to abnormal behavioral traits acquired by their families.
- 2- School: The student who lived in his childhood a number of years in a school dominated by an atmosphere of order and discipline, freedom and democracy, and led by teachers who he saw as models of sincerity, seriousness and love of others will undoubtedly be a successful person in his work. Those who are raised at a school of chaos, disorder, disobedience and lack of respect for others will have a share of failure in his work and poor adaptation to what he acquired in his school of bad qualities that affect his psychological health.
- 3- Work conditions: each work has its own conditions, some works are performed in a clean place with air conditioner, other works are performed in a very hot place, and others are made in a place where the air full of impurities and dust. If the working conditions are difficult and inappropriate for the individual and his case, this leads to non-engagement in this work, his love of work and the lack of desire to exert effort, which adversely affects the worker's behavior and his psychological health and vice versa.
- 4- Values associated with work: The individuals' attitude towards a particular work has a strong impact on the behavior of employees and their psychological health, so we find that employees in their work who met with respect and appreciation of others are happy in this work and satisfied and behave the suitable behavior for their social status such as engineers, judges, doctors, businessmen and senior employees, etc. Those who do work with no appreciation of the others such as who work in small staff, this makes them unhappy in their work and dissatisfied with it, and adversely affects their adjustment and psychological health.
- 5- Needs of workers and the extent of satisfaction: There is no doubt that the behavior of the individuals and their psychological health are affected by the extent of satisfaction of their needs, a person who can not satisfy his basic needs lives in a deteriorating psychological condition. (Mishan, 1993: 329-332).

Characteristics of human behavior:

Human behavior has several general characteristics, the most important of them are:

1. It is a purposeful behavior that usually seeks to achieve a certain goal or objective (Rajah, 1987: 58).
2. Human behavior is a causative behavior, this means that it has its own causes and does not appear from nothing (Al-Fatlawi, 2005: 29).
3. A behavior that is not rigid but has dynamic consistency, a varied behavior that appears in many forms and shapes forms. (Glarizio, 1995: 15)
4. A behavior that is characterized by a high degree of flexibility and non-rigidity and which varies by the varieties of the personality of the owner of this behavior and his directions and tendencies (Al-Quds Open University, 1997)
5. A creative behavior with varying intelligence, influenced by the genetic and environmental factors of the individual (physical, 1994: 17).
6. A verbal behavior represented in all what is produced by the individual such as the understood word in a certain position, and non-verbal behavior such as movement of the body and gestures (Huwaiti, 2002: 77).
7. A behavior that combines contradictions according to the attributes of the individual personal and the nature of

the stand. It is a brave and cowardly behavior, strong and weak, fast and slow, negative and positive, acceptable and unacceptable, violent and calm, nervous and balanced, nervous and extrovert (Barakat, 2005: 85).

Types of human behavior

Human behavior is divided into both normal and the abnormal or the aberrant behavior. The normal behavior is the positive one which appears in the form of normal behaviors that are familiar to most people. It is the behavior that expresses a suitable adaptation that results in the interaction between the individual and their surroundings. However, the aberrant or the abnormal behavior is regarded as the negative behavior which expresses the abnormal stage of the behavior that represents the weaknesses in the coherence inside the person which is sometimes considered to be abnormal or non-extremist behavior (Barlow,1995:61). The theoretical studies in this field indicate that the human behavior is divided into several types including:

The individual behavior which is represented by the simplest form of behavior, the social behavior which is considered to be that behavior which expresses the relationship between the individuals and the others in the same society and it is the reflection of that society's culture, and the collective behavior which is reflected in groups behavior of a special class or category of some individuals as parties, classes, and minorities.

Previous Study

Atta's study (2009), this study was conducted in Gaza. It aimed at investigating the effects of war / aggression on the children of Gaza during its major stages in the first six months of the war, which occurred after the war, in terms of levels of achievement and motivation, school violence, and the level of the attention given by parents concerning their Childs' performance level at school. The sample of the study consisted of 82 female and male teachers and 43 mothers, in addition to seven interviews with psychologists at schools and their achievements. The results of the study showed that there is a negative impact of the aggression on students' achievement level to the proportion of 48% and motivation towards learning 52%. the level of students' achievement of 48%, and 52% motivation, but with respect to the level of the pupil's concentration, it has been negatively affected by 50% as well as affected by their activity and participation within the class by 58%, but with regard to the level of violence at schools, it has increased by 52%.moreover, the level of the lack of discipline affected to constitute an increase of 53%. The results also showed that the level of parental interest in visiting schools and asking about their children's performance has been adversely affected up to reach 50% in the first months after the war. With regard to the level of frustration, pessimism and fear of the future, most teachers see that this paragraph does not appear clearly in the lower grades of the basic education because the students are underage, but it appears, more apparently in the sixth grade and the other following grades, and the level of frustration and fear of the future increased to 40%. The results of the second questionnaire, directed to mothers, were confirmed by the figures above. However, the figures concluded from the mothers 'questionnaire appear to be slightly lower than the figures concluded from the teachers' questionnaire. However, in general, there are negative effects of aggression in the areas of achievement and motivation in the first six months after aggression which are respectively 38% and 42%, and there is a clear negative view for the future which appears in the form of odd questions directed to them by children, and there is a significant increase of violence or stubbornness within the family (36%) and the emergence of excess activity, and all these results are in line with many of the consequences of the similar studies in other Arab environments exposed to violence and wars like Iraq and Lebanon.

In many respects, the results of our study intersect with the above-mentioned study, because the study overlooked the orientation of the basic class, which are students. However, we cannot confirm the final results of our study, because the events of Mosul is still ongoing and the liberation of all areas have not been completed and the internally displaced students are living this daily, but we agree with Dr. Darwish's study ,and what he has used from studies and researches, which indicates that the war leaves psychological and behavioral problems represented by the increase of feeling with anxiety and fear of loss and the fear of the unknown, and they are accompanied by behavioral symptoms which vary from one student to another according to the personal factors, notably: the rapid anger and aggression, depression and introversion, difficulty in sleeping, and nightmares. etc.

These symptoms and its counterparts affect the students' psychological health and their spiritual, emotional, cognitive, and mental growth. They also create unstable characters of these students concerning the behavioral and psychological perspective which make it important to take care of the consequences of these symptoms, and work hard on psychological support programs allocated to handle these phenomena and help in building the psychologically balanced human.

Methodology:

The study methodology included a presentation of the procedures the two researchers made by choosing the descriptive design, determining the targeted community of the study, and selecting its samples. The study is directed to the use of different approaches according to different contexts for the purposes of serving and

achieving the study purposes. It starts with a theoretical background, to present a brief about the behavioral soundness and the psychological conditions, and then the descriptive approach and the analytic approach take turns in the study and merge together in some points especially in analyzing the questionnaire results and explaining the interviews' situations.

The questionnaire was directed to students included questions about: what are their dreams and nightmares? What does school mean to them? With whom they live? Whom did they lose? And how they lose them? Who rebuke them sharply at school or at home? And another questions. (students questionnaire in Appendix 2).

The teachers' questionnaire was concerned with clarifying the students' level of concentration and participation during the school class, the scope of their adherence to go to school, the scope of writing their home works and preparing for their classes, the scope of abiding by school rules, the level of students' motivations among the students at school, the scope of the parental caring and visiting the school, the scope of the students' motivation for learning and etc. (teacher questionnaire in Appendix 3).

The parents' questionnaire focused mainly on their children's psychological conditions, the effect of the contingency changes on them psychologically and behaviorally, their reactions towards watching fights, wars and disputes, and the introversion in their behavior and another questions. (parents' questionnaire in the appendix 4)

Determining the Population of the Study:

Specifying the population of the study is the most important issue in the pedagogical studies since it is a necessary must for choosing the sample that represent it rightly and perfectly. The population of study has been selected by secondary school teachers and students who have been distributed in the schools of displaced students in Kurdistan Region / Dohuk. The community of the study also included parents of the students of the academic year 2016-2017.

Tools and Samples Study:

The researchers sought assistance questionnaires and individual interviews. 700 questionnaires were administered on the secondary school students aged between of 12-18 in Dohuk province. An intended sample were chosen from the students of Al-Rusafi Model Sixth Secondary School for Boys, Al-Taawon conducted Secondary School, Khanki Mixed School, and Ninawa High School for Girls, Mosul Secondary School for Girls and Norowz intermediate School for Boys. Another 85 questionnaires have been distributed on female and male teachers who teach the displaced students in addition to distributing 50 questionnaires to the parents of the internally displaced students. Both researchers made many personal interviews with students, female and male teachers, and parents concerning private and personal experience they have experimented during their displacement.

Instrument of the Study:

Due to non- availability of a ready instrument that is consistent with the nature of the study and its objectives, the researchers prepared a special instrument to suit the reality and psychological problems created by the crisis of the ISIS occupation urging the stricken cities. (Appendix 1, 2, and 3).

The Validity/ Reliability of the Instrument:

The validity of the instrument is the basic requirement in the tool of measuring and it promotes the strength of validity and reliability since reliability is very important because it is a necessary condition for confirming the validity (Thorndik and Heigen, 1989: 85). For this purpose, the researchers depended on the validity of the concept known as:" The connection between the aspects measured by the test and the concept of these aspects. They made this through choosing a set of questions which are consistent to the attitudes and thoughts of the students and the teachers, and then the instrument was reviewed by a committee of specialized and experienced referees in the field of psychology and the teaching methods, (appendix 4). The researchers specified a percent of agreement of (80%) as a criterion for accepting the instrument or not. However, the instrument got that percentage and more than it according to the experts' opinions and their agreement on the questions determined in the instrument. And as a result the reliability has been achieved.

Method and the Procedures of the study

- Qualifying instrument of the study in its final form.
- Specifying individual of the sample of study.
- Visiting chosen the schools, meeting teachers collectively during the break, and meeting with students and parents where the researchers provide them an overview of the objective of the study and its idea and asking them to cooperate to make it successful by answering the items of the questionnaire objectively and accurately.

- Evacuation of the data and inserting them into the computer process them statistically.

Findings of the Study

Field Framework: Analysis of students' questionnaire:

To achieve the objective of study, a number of study necessities are required. Both researchers prepared three questionnaires. This questionnaire is like the recorded interview. Where concentrated on simple questions, with the possibility of allowing students to give open answers freely according to their views and experience. It was answered by 700 students; 374 of them are females and 326 are males, the answers were distributed as follows:

Question No. 1: Did you feel comfortable at school?

65% of them believe that the school is the way to achieve a better future for them, 28% attend school in response to pressure by their parents and not to stay at home, 7% of them school does not mean anything to them.

Question No. 2: Did you find the school qualified for education after displacement?

49% of the students consider that the school is not qualified for education, mean while 30% of the students considered that the school is not qualified, and 21% of the students considered that the school does not mean anything to them and they come to school to fill their leisure time.

Question No. 3: Did your studying obtainment increase after the displacement?

70% of the students suffer from their low level of education after displacement, 20% of them believe that their level of education had been raised and 10% of students, the school does not mean anything to them.

Question No. 4: What do you fear from?

85% fear that their relatives and friends are subject to the shelling, missiles, and clashes, 10% are afraid that ISIS use their houses as the headquarters of their terrorist elements, and 5% are afraid of poverty and loss of their future.

Question No. 5: Have you lost a member of your family? How?

21% of them have lost dear persons from relatives, friends, and neighbors for reasons ranging from death to kidnapping by members of ISIS or by shelling.. etc.

Question No. 6: Did your behavior with your colleagues change after the displacement?

60% of the students suffer from not integrating with the rest of the students at school, 20% of them find that the school is the only place where they see their friends, and 20% of the students do not interact with anyone, they are in seclusion.

Question No. 7: Do you feel comfortable with your present residence home?

61% of them live in rented houses with their parents and relatives in large numbers at home and they do not feel comfortable in these homes. 22% live with one of the parents and the rest of the brothers with the rest of the large family due to the absence of the parents or the absence of one of them. 9% live with their parents and brothers only. 8% of the students live far away from their small family with their cousins or relatives' houses.

Question No. 8: Do you quarrel and attack your colleagues?

25% of students quarrel to attract the attention of others, and 30% quarrel to waste time of class while 45% of student view that they are committed and do not quarrel with their colleagues.

Question No. 9: Do you accept instruction related with behavior from your teachers?

65% of the students believe that they accept the instructions issued by their teachers, especially the directives regarding behavior and guidance, while 20% of them said that they object to the guidance of their teachers and 15% of them said that the guidance does not mean anything to them.

Question No. 10: Do you participate in activities related to solving a problem at school?

69% of the students participate in the activities related to the assistance of one of their colleagues or make reconciliations among the other students, while 25% of them do not participate in these activities. The results of this question showed that 6% of the students did not know anything about these activities.

Question No. 11: Do you advise your colleagues to stay away from problems?

73% of the students said they advise their colleagues to stay away from problems, while 27% say they avoid giving advice to their colleagues.

Question No. 12: Do you participate in volunteering work related at displaced people in school?

The result of this question is that 67% of the students participate in some voluntary activities related to the displaced persons such as visiting the camps and helping the poor, while 30% do not participate in some volunteer work. 3% of them did not hear about volunteer work except through this questionnaire.

Question No. 13: Did the economic condition of the family affect after the displacement?

70% of the students expressed that their economic condition was affected negatively by the displacement crisis, as relatives families lost much of their property in their cities such as houses, shops, etc., while 30% were not affected by their economic condition after the displacement.

Question No. 14: What is your dream now?

73% dream of returning back homes. 15% do not have a dream. 10% dream of meeting people whom they have lost or have been far away from them by displacement. 2% dream of completing their university studies. They

dream of living in safety and prosperity like the rest of their peers in other countries.

Question No. 15: Do you suffer from violence? And who does that?

62% of the students suffer from violence at home. The violators differ between the parents and colleagues at school.

By analyzing the results of these answers, we find that these students live in extraordinary circumstances, facing great fears that prevent them from living their lives normally, and they are under the impact of shocks of various kinds:

- 1. Students were moderately shocked as a result of the sounds of shelling, clashes and missiles during the entry of ISIS.**
- 2. Students were severely shocked as a result of the loss of a beloved person by death or kidnapping by ISIS gangs.**
- 3. Students were exposed to high-intensity shocks as a result of attending murder incidents and seeing dead bodies and blood during the entry of ISIS gangs into their areas.**

All students in the sample suffer from fears related to the prevailing violence during the crisis. One may say that "it is normal when we choose an intended sample which was displaced from war places." We say to him that the main purposes of the study is to study what happens to students who are exposed to violence in light of the crisis and the conflict in Mosul and other cities. We have taken a mini-model for who exist in safe areas compared to other areas. We may be able to compare them by a subsequent comparative study, with students who are still directly affected by violence in all its forms.

Through the analysis of the data, the students' psychological situation is clear. The biggest dream for them is to return to their homes. Their daily nightmare is fear of the death of relatives and friends and concerns of loss. The harsh life conditions which they live are clear through overcrowded homes, the absence of water, the continuous absence of electricity and the loss of other vital services due to their living of non-habitable places, which eliminate family privacy and prevent parents from communicating with their children directly and deprive the student of a suitable place to study. In addition, the suffering of students who witnessed the loss of one of their relatives as a result of bombing, clashes or arrest and abduction by ISIS gangs, which show behaviors that clearly indicate troubled, unbalanced psychopaths, suffer from grief and violence sometimes, in addition to their carelessness about the present or future.

Yousif, a 16-year-old boy from al-Bakr, a failure third-grader in the conducted-Secondary Co-Operation Center. He lost his parents as a result of their home being shelled and living with his elderly grandparents. He said "I do not care about failure. I do not know what I'm going to do in the future, I go to school to play with my friends, because some teachers love me and I'm close to my little brother in the same school, I have no one except for him." He says that his grandparents are sad due to their poverty. "I work after school in a restaurant, I clean the restaurant to provide some of our needs." Yousif said.

Mai, 17-year-old girl from Sinjar in the fifth preparatory grade, from Khanki conducted Secondary School. She describes the case of her 15-year-old brother who witnessed their father's death in front of his eyes with a gunshot wound by elements of ISIS in Sinjar district. "My brother left the school, and he was trying to get into the security forces to revenge from the gangs who killed my father. He was nice before, but now he hit me and my sister so much. He fights with my mother to make us leave the school. He thinks we have lost hope of living in safety, and always thinking about immigration and to leave Iraq.

The spread of the phenomenon of rebellion against customs, traditions and the family becomes remarkable. This was emphasized by the adolescents, their teachers and their families through the interviews. The prevailing conditions devoted the teenage rebellion. Smoking is sometimes made publicly in addition to addicting social media and mobile phones. These situations may be normal in certain societies, but the reason for disapproving many phenomena associated with out-of-the-way publicly is that most of them are from conservative areas.

Lara, 14 years old, from one of the girls' secondary schools says "I wonder what many girls in my school do. Some of them take off the headscarf "hijab" when they are away from their families. They quarrel on meaningless matters because of being affected by Turkish series. Some of students escape from school before the time to leave."

When the family is busy to provide the living needs, or when the family is vagabonded, and other factors that have no place in this study, Lara revealed strongly the extend to that the values reached and how it became weak in a society which does not have the concepts of self-knowledge and respect for the individual or the rights of the child and the human being. The weakness of some social values is shown in addition to the changing of many concepts in adolescents.

Field Framework: Analysis of teachers' questionnaire:

The teachers explained, through the questionnaire, the psychological stress experienced by the majority of displaced students, and their reflection on their performance at school and their academic achievement. In their answers to questions about students' motivation to learn, school rules, violence among students at school,

psychological pressure of displaced students, parental interest and school visits, the answers were as follows:

1. 85% of the teachers showed a low level of commitment to the official and educational system (attendance and absence, being late in attendance)
2. 92% of the teachers confirmed the low level of motivation for students to learn significantly.
3. 74% of the teachers confirmed the increasing in student violations related to the instructions compared to the situation before the events of June.
4. 78% of the teachers see low level of concentration of students, dispersion of their ideas, lack of focus and lack of participation during the lesson.
5. 61% of male and female teachers and teachers suffer from the prevalence of cases of cheating among students in the examinations.
6. 77% of the teachers emphasized the low level of interest of students in the homework and daily exams.
7. 83% of the teachers noticed the low level of parental caring for their children and their continued contact with the school.
8. 75% of the teachers indicated the high rate of smoking among students and even among some female students.
9. 68% emphasized pointed to the high rate of violence among students (whether verbal, physical or psychological)
10. 60 teachers stressed the lack of commitment of students to bring books and stationery.
11. 77% of teachers confirmed the increasing phenomenon of students dropping out of school due to the nearness of some schools to cafés and cafeterias.

In discussing the results with the teachers, several reasons were identified:

1. The students were affected by the increasing of violence spread around them, and they practice it among them.
2. Poverty and difficult economic conditions for many parents, which led to the parents' neglect to schools and they became not interested about asking about their children, because of their concern to provide the living needs.
3. The lack of the suitable time and place for the care of parents for their children at the social level or to meet their psychological needs.
4. The death of close persons as well as witnessing violent scenes created a bad psychological situation in many students who suffered from various shocks.
5. The previous factors, in addition to others, led to weak academic achievement, and the low level of performance of many students, even those who were previously outstanding.

Ban, a 38-year-old math teacher in a school in AlEmadya, "feel distressed and afraid of the future. I see the reactions of dozens of students affected by events, the decline in the level of education, the lack of interest in the study, and the unprecedented increase in violence between them, all these matters make the future dark in front of me." "We need a lot of time and effort to work on repairing what is going on in our students' minds and to adjust their behaviors that have started to tend to unhealthy or psychologically balanced directions very clearly," said Mr. Ahmed, a 45-year-old biology teacher.

Teachers emphasized the increased drop-out rates in the region's schools, many students leave the school to work to help their parents, in addition to the small number of schools.

Field Framework: Analysis of Parents' Questionnaire:

As the researchers at the beginning of the study, many students were separated from their parents and many of them lived with their relatives as a result of the current events, which motivated us to ask the help of various caregivers (parents or relatives like uncles, uncles and grandmothers), and the researchers used the word "parents" to refer to them.

The questionnaire included open questions about: students' psychological status, behavioral changes, violence in their behavior, interest in study, parents' satisfaction with their children's education. The views of most parents in the interviews were largely opposite to what the teachers mentioned:

1. 65% of the parents reported that their children suffer from nightmares and insomnia that prevents them from sleeping until late at night. As well as excessive attachment to the mother or a relative, and sudden crying for simple reasons such as fear of darkness and mental anguish and cases of permanent intolerance.
2. According to parents' answers, incorrect new behaviors appeared in 47% of their children such as repeated illness and sometimes malingering.
3. He responses also showed an increase in violence in 62% of boys, especially with younger brothers and sisters and some children of neighbors.
4. The parents noted a decline in the percentage of motivation and interest in the school to 61% compared to the percentage in the past, and even children who were outstanding before.
5. The parents' satisfaction with the schools: 52% were dissatisfied with the performance of schools and

- teachers; 15% believed that it was good to do so in the difficult circumstances, while 33% said they did not contact schools at all to follow up the situation of their children.
6. The parents' answers varied about their children's ability to make decisions. 70% of them said that their children are unable to take the appropriate decision.
 7. 60% of parents see increasing frustration among their children.
 8. 80% of the parents emphasized on the increasing in the number of hours in which their children watch television programs and sit for long hours to browse social networking sites and the Internet.
 9. 65% of the parents mentioned that their children's requests for some unnecessary and unjustifiable needs increased.
 10. Most of them referred to the impact of the conditions they are experiencing as a result of prevailing situations, the loss of family supporter as a result of death, disappearance or increased unemployment, and the constant seeking for aids or employment opportunities. All these factors, among others, had a negative effect on the children, in addition that the parents themselves, who are "part of all", suffer from disturbances and shocks as a result of accidents, which affects their ability to understand the cases their children. Sometimes they reflect these pressures on the children.

(S) is a 42-year-old mother of seven children. She says: "My husband was killed during the entry of ISIS to Sinjar, my eldest son in the preparatory fifth year, and now I work and my son is with me in a mall when we have the chance. I live with my parents, my brother and his family. We are 11 persons in 3a small apartment consists of two rooms."

Psychological support program for the students

Students are considered the most influenced victims of conflicts and the consequences of these conflicts. As the war in Iraq did not end, so the displaced students are more likely to expose to different kinds of violence. This requires cooperation with all the considered for building a psychological support program for these students who deal with the worries during the crisis and establish its treatment appropriately when the crisis ends.

Unfortunately, despite the fact that there are dozens of entities, and hundreds of civil society organizations, NGOs, charities, and international and local organizations, all work in psychosocial support programs for students, both in areas liberated of ISIS control and in displacement camps, however, the facts indicate that there is no clear and consistent strategy in the programs of these entities, and if an entity has such strategy, it often suffers from severe difficulties such as the weakness of funding and lack of integrity of those in charge.

It is noticed that there are funders of psychological support programs in an area, and such programs rely on several entertaining activities. These programs are important, but they are not sufficient and often not based on a scientific methodology, and the reasons vary between the presence of many non-specialist volunteers who despite that they have enthusiasm and motivation to help students, but they do not have the scientific basis that raise their competencies and qualify them to provide assistance that requires long-term programs, and the adoption of special measures for shocks of students, to determine the actual needs and prepare plans according to data extracted carefully from reality.

Of the most important criticisms directed to these programs is that they provide psychological and recreational support under the circumstances of severe shortage of the basic needs of targeted students. Even if a student laughed and sang while doing an activity, this did not eliminate the priority of his need to food, clothing and shelter. At a time when huge sums of money are being spent to set up training workshops for enthusiastic activists in luxury hotels, and to establish conferences that are worth nothing but money, this money is supposed to be spent on the needs of the displaced and the liberated areas. The researchers believe that more efficient and useful services can be provided which carry more humane values when this is done, in addition, the need to provide more attention to provide material support in a parallel line of psychological support in order to achieve guaranteed and lasting results.

Findings:

In the light of the results of the study, the researchers have revealed the following findings:

- Increase of violence inside schools.
- Increase of school dropout among students.
- Students' non commitment to daily preparations and homework.
- Many parents do not follow up their children's performance at school.
- The spread of smoking phenomenon among students.
- The economic situation of many students has been affected.
- Increased fear and anxiety of the future among many students.
- Many students feel uncomfortable.
- The increase of children's demands for unnecessary needs.

Suggestions

It is difficult to make enough and adequate proposals to solve a problem of multiple causes and manifestations. The solution of this problem is basically linked to solve ISIS crisis which requires combined intensive efforts by various official and non-official entities, but we believe that developing a clear vision for helping displaced students, who are victims of violence, needs a strategic plan to be developed by the relevant parties, based on the principles of the Convention on the Rights of the Student, and that may help in achieving:

- Involving the subject of psychological treatment in the curricula of Iraq.
- The need for mentors' interest in training their students on the spirit of citizenship, participation in voluntary works, and renounce extremism and racism.
- Giving minorities some positions so that they will not get frustrated and decide to leave Iraq.
- Contributing to the development of education in a manner appropriate to the current situation and keeps pace with the developed countries.
- Pay attention to school buildings and surrounding environment.
- Providing all schools with educational guidance as it plays an effective role in the psychological and personal composition of the student.
- Following- up the illiterate and expanding the establishment of illiteracy centers to eliminate literacy.
- Continuing coordination with international organizations to develop projects aimed at development of youth.
- Maintain the teachers' standing which is derived from the law that protects him, and make practical procedures to ensure full protection for them.
- Rejection of political party and sectarianism quotas that deprived many experienced and qualified people from being employed.
- Formulating of a clear educational strategy as well as the possibility of applying various goals, plans and proposals to ensure the development of the educational system.

Recommendations

In light of the results of the current study, the researchers recommend the following:

- Establish integrated remedial programs and psychosocial support programs for students, in parallel with other programs that support their families economically and psychologically to achieve the integration between the school program and home.
- Raising the qualification of the teachers, psychologists, counselors and the parents, and support them psychologically, materially and morally.
- Reviewing the educational curricula and modifying them so as to avoid indoctrination, and raising the student's awareness of the concepts of citizenship, human rights and peaceful coexistence with all components of the society.
- Returning all students who left school and save their learning rights.
- Informing the parents of common behavioral mistakes of their children, and make them participate in the implementation of treatment plans and help them to succeed.
- Oblige the Directorate of Training and Preparation to train teachers and educational counselors on the proposed educational activities related to the rights of citizenship and peaceful coexistence.
- Treating the status of frustration experienced by qualified educators as a result of delegating responsibility to less qualified educators.
- The importance of developing successful solutions to many of the problems experienced by students.
- The importance of delegating powers to educational supervisors and counselors in facing any emergent problem.

Conclusion

There are many questions that we can not answer with the continued spiral of death which swallows more Iraqis, the violations committed against the students and defenseless civilians. It is necessary to work for the reconstruction of what was destroyed. This needs confident and correct steps that eliminate everything that caused what we are in now. Steps that make human rights, citizenship values, the state of law and justice a target that will never satisfy but with it. The progress of peoples and societies is now measured by the extent of the efficiency of the education sector, which is concerned with building man and society. Therefore, this study was a contribution to study this reality and to develop appropriate solutions and fit proposals. The researchers look forward to seeing these targets applied in reality in the near future to ensure future generations with a learning environment that is plentiful and rich in what is useful for our students.

References

- Abu Nagila, Sufian (2001), articles on personality and mental health (Arabic), Al-Azhar University, Palestine.
- Al-Rousan, Salim et al. (1992) Principles of Measurement and Evaluation and its Educational and Human Applications (Arabic), Cooperative Press Workers Association, Amman-Jordan.
- Badri, Tarek Abdel Hamid (2005). Classroom Learning Management (Arabic). 2nd.ed, Amman, Jordan: House of Culture.
- Barakat, Ziad (2005). "Positive and negative thinking among university students: a comparative study in light of some demographic and educational variables" (Arabic). Journal of Arab Studies in Psychology, Eng. 4, p. 2005) 3) pp. 138-85 p
- Barakat, Ziad (2006). "Motives of negative classroom behavior among students of the basic stage from the teachers' point of view " (Arabic). Journal of Arab Studies in Psychology, Eng. 5, p. 2006) 4 (pp. 882-845)
- Barlow, D. (1995). Abnormal psychology. New York: Brookes/Cole
- Crisis of the Emigrant in Iraq, UNDP in Iraq report (2015).
www.uniraq.com/index.php?option=com_k2&view=item
- Darwish, Atta (2010). Achievement and motivation towards learning for primary stage students after the war in Gaza (Arabic).
- Fatallawi, Suhaila Mohsen Kazem (2005). Behavior modification in teaching (Arabic). Ed. 1, Amman, Jordan: Dar Al Shorouk for Publishing and Distribution.
- Glarizio, H. (1995). Toward positive classroom discipline. New York: John Wiley & Son
- Huwaidi, Zaid (2002). Effective Teaching Skills (Arabic). Al Ain, United Arab Emirates: University Book House.
- Khalidi, Adeb, The Reference in Psychological health (Arabic), Dar Wael Publishing and Distribution, Ed. 1, Amman. .
- Rajeh, Ahmad (1987). Origins of Psychology (Arabic). I.10, Alexandria, Egypt: Egyptian Modern Office for Printing and Publishing.
- UNICEF's official website in Iraq, July 2014, on UNICEF students and emigrant children.
[Http://www.unicef.org/arabic/infobycountry/Iraq_68186.html](http://www.unicef.org/arabic/infobycountry/Iraq_68186.html)
- Zobaie, Abdul Jalil Ibrahim & Ghannam, Mohamed Ahmed (1981). Research Methods in Education (Arabic), Ed. 1, Baghdad University Press, Baghdad - Iraq.

**Appendix No. 1
 Students' questionnaire**

Sequence	Items	low	medium	high	Not found
1	Did you feel comfortable at the school after displacement				
2	Did you find the school qualified for education after displacement?				
3	Did you get a higher education after the displacement?				
4	What do you fear from?				
5	Have you lost a member of your family? How?				
6	Did your behavior with your colleagues change after the displacement?				
7	Do you feel comfortable with your current home?				
8	Do you quarrel and attack your colleagues at school				
9	Do you accept the guidance related to behavior from your teacher male or female?				
10	Do you participate in activities related to solving a problem in at school?				
11	Do you advise your colleagues to stay away from problems?				
12	Do you participate in volunteer work related to displaced people at school?				
13	Is the economic situation of the family affected after the displacement?				
14	What is your dream now?				

**Appendix No. 2
 Teachers' questionnaire**

Dear Teachers:

In this paper, we examine the psychological and behavioral conditions of our students and the reflection of the displacement crisis on them during the past academic years. Please inform us of your observations on the following questions:

Sequence	Items	low	medium	high	Very high
1	Students' commitment to attend school				
2	The level of motivation to learn at students				
3	Have student irregularities increased compared to the events occurred before June 2014?				
4	The level of student concentration and participation during the class				
5	The prevalence of cheating attempts by students in exams				
6	The students' level of assignment writing and preparation				
7	Parents interest level and their visit to the school				
8	Smoking phoneme propagation among displaced students				
9	Degree of commitment of students to the suitable school uniforms				
10	Level of violence among students at school				
11	Students' commitment to bring the school requirements				
12	The rate of students' leaving schools				
13	Other observations				

Appendix No. 3 Parents' questionnaire

Dear Sirs:

In this paper, we examine the psychological and behavioral conditions of our students and the reflection of the displacement crisis on them during the past years. Please inform us of your observations on the following:

Student age:

Classroom:

1. The psychological changes that I noticed on my son / daughter: Example: fear of the future, incoherence, mental rupture, Little sleep, permanent intolerance.
2. **Behavioral changes:**
3. Did the level of violence of your children increase after displacement?
High – medium- low- never
4. What is the level of interest in the study?
good - weak – medium
5. Are you satisfied with the extent of your children acceptance of school education after displacement?
Yes- No- I do not communicate
6. Are your son / daughter capable of making a decision?
Yes- No- I do not communicate
7. Has your son / daughter become more frustrated?
Degree / large - medium - low – never
8. Does the number of hours your son / daughter watch TV programs and browse the Internet increased?
Degree / Large - Medium - Low - Never
9. Have your son's / daughter's demands for unnecessary and unjustified things increased?
often- very- rarely
10. Other observations

Referees List

	Referee's name	Scientific Degree	Place of work
1	Dr. Kais Mohammed Ali	Assistant Professor	University of Mosul
2	Dr. Abdullah Ali Ebrahim Algargary	Assistant Professor	University of Mosul
3	Dr. Saddam Mohamed Hameed	Assistant Professor	University of Mosul
4	Dr. Raed	Assistant Professor	University of Mosul