The Effect of Watching Violence and Armed Conflicts (War Media Coverage) on Television on the Emotional State of Children: Study on Some Refugee Families

Dr. Nermeen Singer
Department of Media & Child Culture
Faculty of graduate studies for childhood
Ain Shams University
Egypt

Abstract

The research aims at studying the impact of watching armed conflicts on television on the emotional state of children. The sample consisted of refugees' families in Egypt for three nationalities (Yemen- Iraq -Syria). Using trauma detection tools and emotional state of the children to measure the most influential scenes through television programs, also, the extent of family support and dialogue with children after watching the events of violence. In addition to the child's vision and awareness of the violence scenes, the results showed that the children of these Arab nationalities were more vulnerable. Although the children of Syria and Iraq seemed more affected by the war than Yemen's children, they were more aware of those who participated in this war from terrorist organizations. In addition, they had different views on their causes, looking at the consequences of the war more seriously, expressing a greater desire to end this war.

Keywords: armed conflicts; emotional state of children; violence; war media coverage.

Introduction

Although many people are looking for a peaceful world, wars and conflicts are still a real part of our daily lives. There is now more than 20 ongoing wars in different parts of the world, and conflicts are still getting worse in many parts of Africa. Lack of respect for human rights, and occupation of force are still effective in today's world. For example, wars in Iraq, Syria, Yemen and Libya have killed innocent lives; The Palestinians are still under occupation; In Europe, the terrible ethnic cleansing remains in the Balkan; there is still major conflict between the Protestants and Catholics of Ireland, so millions of people whether children, men, women and elderly are suffering from disasters and wars and are exposed to various painful events whether directly or indirectly that lead to short-term, and long-term psychological trauma. Since World War I, studies have been conducted on millions of individuals in most developed countries such as Britain, France, Germany, Sweden and America, the vast majority of these individuals have been affected by psychological, social, family and behavioral disorders. The disease type varies according to the nature of disasters, people's personalities, civilizations and cultures, for example, the hysterical tremors spread among German soldiers during the First World War, and that the suffering from gastric ulcer has increased by 40% among the English people during the German raids.

Many researchers agree that war experiences leave psychological effects that do not go away when the war ends but remain latent and accumulate to produce many psychological and psychosomatic disorders (Hobfoll, 1996; Gwaltney, 1987). The trauma of psychological warfare has killed more than 1.5 million children, caused physical disabilities for more than four million children, whose limbs were amputated, or their brains were damaged, or who lost their ability to see or hear as a result of bombardments, landmines, firearms and torture. Because of war and violence, there are five million children in refugee camps, as well as another 12 million who have become homeless. Countless numbers of children have been abducted and they were forced to become slaves, servants, pregnant or soldiers. In the 1990s, more than 40 wars of the 20th century are still destroying the lives of children. In the First World War, civilian casualties were only 5%, and these injuries rose to 50% in World War II, and then rose at the end of the last century reached 80%, mostly women and children. To make matters worse, nearly 40,000 children die every day as a result of deprivation, whether due to poverty, starvation, disease or natural disasters caused by war. Nearly 150 million children have died as a result of these famines, diseases and wars over the past decade only, and one million children have been mentally or physically disabled (Fatima Nader, 2000).

Children, as a result of wars, have different experiences; these experiences differ from one country to another, some children are forced to bear arms, some of them being kidnapped and tortured, some witnessed the death of a relative or a friend, some deprived of their family and friends, some of them are exposed to shelling and gunfire, and some watched the corpses on TV. These experiences affect many aspects of children's growth, such as mental illness, depression and aggressive behavior. By repeating different experiences of the war, the child is finally aware that there is no hope, and that it is beyond the scope of its control and the control of the adults around him, and therefore he declares his inability and depression.

In this regard, Elizur & Kaffiman (1984) found that 45% of the 25 Israeli children (8 females and 17 males) between the ages of 1 and 10 years who have lost their parents in the October war suffer psychological effects and behavioral problems that have affected their families and school conditions. In addition to the negative impact of these experiences on children's attitudes towards society, their relationships with each other, their general view of life (Mona Maqsoud, Fatima Nader, 1993), the psychosocial development of children such as aggressive behavior and depression (Boothby, 1983), distorting the child's knowledge, lack of awareness of the events, reduction of positive qualities, suffering from intense emotions, moral turbulence, growth disorder, learned helplessness (Molluca ,1987), and increasing children's fears (Amira al-Deeb, 1992). In addition, the impact of war on the child and the population is sudden and accumulative. The child may be a direct victim of and affected by violence. Monitoring violence has an effective effect, which is similar to the direct violence, psychological disability in the face of accidents as a result of the vulnerability of the child or individual to a sudden situation that threatens his security and safety. This is accompanied by a constant fear of dealing with things. In this regard, many studies were conducted on British children during the Second World War (Badman, 1944; Gerard, 1943). Each research has proven the various negative effects of war on children's psychological health. The results indicated that the separation of children from their parents and leaving their homes as a result of the war circumstances was the main cause of psychological problems among these children. The situation of these dependent children is due to their weakness and learned helplessness and their belief in the futility of their efforts. They are associated with adults in order to survive and any threat to their parents' prosperity and happiness they see, as a threat to their survival as well (Mona Maksoud, 1993). In the same area, children who were exposed to air raids during World War II , are more likely than adults to suffer from emotional disorders. The most important factors in predicting a child's psychological problems are the emotion that parents show to their children, disparity of death realistic threats, according to the distance from the place of shelling where the child resides, also the extent of watching the destruction. It is therefore more important to move children with their mothers to safer areas to protect them from emotional disorder. This is the status of the civilian and child victims in the world. As for Arab countries in particular, Children have suffered the pain of war and its immediate consequences that left harsh experiences, devastation, tragedies, homeless and displaced persons. Civilians have suffered the most and continue to suffer. Lebanon is the Arab country that enabled researchers to study the psychological effects of war on children. Lebanon was not only due to an international invasion but, plagued by civil war and other than the last Arab-Israeli wars, so fighting in Lebanon was centered around urban and residential areas. Field studies focused on the reactions of children living in combat zones. The researchers reported damage to the cognitive and moral aspects of Lebanese children who were subjected to murder scenes, the decline of moral and mental reasoning is evident through the Kohlberg's model of moral thinking (Abu-Naser et al., 1981). Other Lebanese studies focused on behavioral and emotional reactions of children after being exposed to war conditions. Children in Lebanon have expressed more concern at the recent exposure of the battles between the Syrian army and Lebanese Christian militias. In a study of levels of anxiety among children after the fighting, 153 (Druze) schoolchildren and 113 Druze children in shelters were compared, children in shelters (10-11 years old) showed more anxiety than children younger (7-8 years) (Day & Sadek , 1982), in addition to the aggressiveness shown on the behavior of Lebanese children who watch this aggression in television programs. The researchers reported that, exposure to violence in films increased the aggressive behavior of Lebanese males but did not increase that behavior in females (Day & Ghandour, 1984).

In this context, Mona Maqsoud (1993) conducted a study on the impact of war experiences on the psychosocial development of Kuwaiti and Lebanese children and the knowledge of intermediate influences such as family resources and the national identity of children on psychosocial development during the war. By applying different standards, the study showed that the war experiences through which the Kuwaiti and Lebanese children have lived were different in terms of number and type depending on the variables of age, gender, father's job, educational level of the mother.

In addition to the relationship between the variables of the number of war events, patterns of war experiences, family resources, national identity and mental health symptoms, post-traumatic stress reaction and adaptability. The results indicated an interaction between certain demographic characteristics (such as gender, social class, family resources, and national identity), and the experience of exposure to the war in terms of number and type. Studies also indicate that children and young people in Kuwait especially who have lived in harsh conditions not seen before. The war had an impact on psychological, social and educational development with its long-term and short-term dimensions (Fawzia Hadi and Maria Yabri, 1994). The suffering of Kuwait with the war is unique to the world's experience, as the disaster and the invasion of Kuwait took only a few hours, after that the people of Kuwait were displaced, and the Kuwaiti childhood was uprooted from its security apparatus to throw it into the unknown. Effects of war on children. Millions of children and young people worldwide are affected by armed conflict. They are confronted with health, psychological, social and educational implications and implications; however, the health and psychological aspects were very influential. There are a number of children who have lost some limbs and some senses such as hearing and sight or were exposed to any kind of disability. This has been reflected on their health and psychological conditions; some of them suffer from some health crises such as shortness of breath or intestinal disorders, rash, skin allergies, dry skin with inflammation, rapid heartbeat, dizziness and physical weakness (Kuwait Society for the Advancement of Arab Children, 1995)

In Palestine, in particular, the forms of violence against children are various, such as the destruction of the foundations of their proper development. These experiences can impact a person's ability to trust others and lose their confidence in the security and safety of their lives. As well, a large group of them suffer severe consequences as a result of their natural presence in places deprived them appropriate opportunities of health, rehabilitation, educational, psychological and social care, and sometimes even deprives them of meeting their biological needs such as food, leaving them vulnerable to the effects of these environmental factors. Because of the reduction of or lack of knowledge, experience, skills and capabilities necessary to meet the challenges of life for children, most of them feel and learn helplessness due to such painful experiences, as well as the deterioration of academic achievement for the majority due to lack of concentration. In this part of the world, children are subjected to extreme cruelty, violence, imprisonment and detention in an unprecedented manner only during the Nazi period. The number of children arrested and detained in Israeli jails during the year 2000 is more than 500 children under the age of 18 years, the number of martyrs in the last intifada of children under 18 years is (89 children martyrs) and the number of wounded is 4435 children, none of these children who have fallen victims of these bloody attacks fierce dressed as a soldier or worn any related slogan. None of them posed a threat to the lives of Israeli soldiers who were trapped behind their tanks, guns and aircraft. The destruction reached their schools, playgrounds, and homes. Death snatched them from their mother's arms. A study on the effects of Israeli violence on Palestinian children showed that they suffered from sleep disorders after the Intifada (94%), 88% of them feel fear, and (56%) of them said that they need to feel safe (Mason, 2001).

Some children also, suffered psychological damage as a result of sudden deprivation of host. They faced severe psychological pressure, and emotional disorders resulting in sleep disorders, annoying dreams, usually biting nails, nervousness on their faces, and panic when hearing loud sounds similar to gunshots. The behavior of these children is characterized by stubbornness, indifference and negativity, awareness of the inability to influence things, and deprivation of satisfaction of psychological needs such as feeling of security, love and belonging. The child was also prevented from playing because of the disappearance of all activities, which led to the internalization of the house, and deprived them of satisfying the needs of appreciation by others.

At the same time, this repression makes them feel helpless, which increases their psychological suffering, because they are the owners of right and the aggressor rapes all their property and cannot even express their feelings. The sense of disability includes the symptoms of cognitive, emotional and motivational disorder caused by frequent exposure to events and situations that they cannot control. The results of recent research on the learned helplessness showed that many personal and situational variables mediate the type and severity of individuals' reactions to uncontrollable events and the sense of helplessness of these variables: The conscious control of the ego power. It is also personal factors whether the individual will face these stressful events with challenge or pose a threat to him, and the surrender and submission to power. In this case, person realizes himself weak and victim, but in the first case (psychological challenge and hardness) contains a degree of resistance, even psychological resistance. It becomes difficult to feel helpless in this case because the mere psychological resistance and non-surrender to feelings of weakness and disability is a success and a victory over the aggressor, even on the psychological level.

Situational variables that mediate between disability awareness and uncontrollable events: the amount of exposure to stressful events. This is what the individuals who were exposed to the war experience in Kuwait told him through their expressions that indicate that the situation is not resolved between (attack and self-defense, even with words) and (silence, insults and self-preservation). This psychological conflict may be told by many individuals in such disasters and stressful circumstances. This feeling makes the individual try to find an adequate interpretation of his experience to become able to reach a meaning for his new and upcoming life, which helps him to alleviate or resolve the conflict. In this regard, the profound impact of wars and conflicts in children is the result of what psychologists have pointed to the importance of early childhood and related experiences on building a child's personality, the importance of situational factors in building human personality. Scientists said that what the child goes through at this stage leaves a great impact on his psyche. it is natural that wars have a significant impact on society and its members. Changing the circumstances of the monotony we are going through and turn into emergency circumstances characterized by rapid changes and instability, in the sense that these conditions have severe impact on the human, in particular, if these situations are acute and long-term and If a person passes these situations at an early age, they have a significant impact on his personality. Conditions such as: famine, death and orphanage positions of all parents leave a psychological impact on the psyche of the human, and it is natural that war is one of these conditions.

The strong impact of wars on children may also result from a loss of security. It is known that a sense of security is one of the basic psychological needs of children. This situation leads to the fear that the child suffers, whether expressed or not given the opportunity to express, and leads to anxiety and tension at an early age. This indicates that when adults experience war situations, they can think in ways that make them more assured as if they have the ability to predict that the war will not continue, possibility to reach a peace agreement, or cease fire. As for the young child, his experience and knowledge and his level of thinking do not enable him to understand the situation and reach reassuring conclusions. Therefore, he is living experience of anxiety and fear more than anyone else other than this horror in which children live and are affected by adults or their words or the conditions of their discussions. Some adults are more anxious, and others are terrified or trembling, and the third group keeps talking about the war all the time, the fourth group always expresses his fears in speech or other expressions that appear on the face or by different movements of the body. All this goes to the young child who can be noticed and influenced by adults perhaps in a way deeper than adults think. Many adults have moved the horror to the children with the views so that the impact of adult on children is as inevitable as a form of infection, infection of anxiety and fear, and feeling helplessness.

Adults should therefore, help children through experience, study, and reinterpretation and building the impact of trauma in the life of the individual. Children, unlike what is common, are not more flexible than adults because of their age and do not "forget" easily the bad experiences they are exposed to. Although they may stop talking about it for adults, in compliance with their wishes and expectations. If children do not appear to be in turmoil immediately after the shock, this does not mean that the impact of trauma will disappear but may develop problems in later stages of life. They will not quickly get rid of the impact of trauma, although they may engage aspects of their lives and their normal activities; Their problems will not solve their transition from one age to another (Mcfarlane, 1987).

One of the psychological conditions during exposure to war is, post-traumatic stress disorder (PTSD) that cause imbalance of psychological equilibrium, perception and thinking, and loss of control of the person's emotion.
One of well-known psychological conditions during exposure to war stress is that, called Posttraumatic stress disorder or in brief PTSD (1) With which it causes psychological, perception or thoughts disturbance and the person loses control on his emotions so that he continues dazed and terrified, recalling frightening war battle scenes and has no concentration power to respond to surrounding and cannot sleep because of the upset nightmares although he is far from the war site.

Where the main reason of recognizing such disorder as currently existed is due to Vietnam War. It was noticeable that the American soldiers whom shared in Vietnam War were affected severely by the Posttraumatic stress disorders after nine to thirty months of demobilization where such observation surprised the researchers. that it was expected that such traumatic symptoms to be manifested during the war or after few days of it, not after ending the war by two or three years, otherwise some of those soldiers are still suffering from such disorders although a quarter century passed away from the war where the study estimated their number in half million whom actually shared in Vietnam war (Weiten, 1998).

Thus, the involvement of the united states of America in Vietnam struggle affected the concern of anxiousness and disorders followed the trauma as shown in writer's Samuel Pepys written diary that backs to the sixteenth century were Peps after six months of flaring up of big fire in London said " it is unordinary to sleep calmly up to date without being so scared of fires" meanwhile Stotar described the suffering of a French corporal whom saw murdering one of his companions when he buried alive during shelling the ditch in which he was existed, even though the corporal rescued from actual physical harm but his heart beats was changed according to war conditions, and if it was sixty beats for instance at rest it would be one hundred twenty when missiles or something hitting the table near him (Philip Sagh 159:1986).

Added to this typical report that handled the psychological conditions of the American Civil War fighters (Kean, 1864), the Japanese-Russian war (Richards, 1954), the Second world war (Flanagan, 1941) and the Korean war (Glass, 1954) that all led to a unified general concept around the symptoms of this disorder.

In general such disorder is resulted from a specific influence which is often out of human ordinary experience, but it summed to the extent of violence with which it arises symptoms of sadness to each person may be exposed to such trauma, where such symptoms are distinguished by higher levels of anxiously, refusal of memorizing stressing matters or trauma, indolent effect, people avoidance, deep feeling of disability, with disability feelings to put the previous traumatic events under control, in addition to other different symptoms that is not existed before traumatic events occurrence (such as concentration weakness and memory disturbance).

Having studies, available writings on the war trauma nature and its short term and long-term influence on the children, we will obtain verified evidence that exposure to war trauma will arose the stress disorders following the traumatic events for children, meanwhile the resulting loss is followed by sorrow and deep sadness reactions, besides anxiety feelings on others will result in arising of anxiety separation symptoms for the children. So, the war situations is brought about cumulative effect because of what wars in particular distinguished by, such as multiple traumas, on the other hand developing the research on wars effects on the children led to turn concern of psychopathology to long term effects of psychological, sociological, and cognitional development for traumatic children.

(Yule & Canterbury, 1994), highlighted on the problems of the stresses sequences development following trauma in children for the purpose of determining the suitable diagnosis methods and therapeutic interference. The children share the adult with their symptoms of recalling the traumatic experience, scape reactions and over excitation. Furthermore, the children may experience too, separation difficulties, rage, loneliness, memory disorders, depression and anxiety symptoms.

The younger children may manifest regression and destructive behavior. In spite of availability of number of standards relating the stresses following trauma in children, there is no alternate method replacing clinical individual interview application to diagnose the stresses following trauma, or defining the relevant problems relating it. In spite of the multiple methods of treatment, but the cognitional-behavioral therapy, method is considered more effective. many of researches results provides a lot of data respecting the long-term results, sequences of relevant problems and disturbances that developed and complicated by time for children whom exposed to such traumatic events (Raphael, 1986).

Forgetting events for children even for teenagers is considered as a protective curtain behind which it hides the reality of traumatic experience that they exposed to, so the adults have to give a hand to the children and teenagers within clinical study and experience to reconstruct traumatic impact in further life of individual. The children on contrary to what dominated of ideas- do not enjoy more flexibility than adults because of their ages, and do not forget easily the previous terrible experiences they exposed to, although they may stop talking on such events caring for adult feelings or complying with their wishes and expectations. and even though the children do not manifest any disorder for period right following the trauma, otherwise such does not mean vanishing the stress impact, but certain problems may be arisen in further years of their lives: accordingly they have not been recovered fast from the stress impact in spite of they are still practicing their ordinary life activities in addition their problems cannot be solved as just they grew up and moved from one year phase to another (McFarlane. 1987). Problems that arises for traumatic children are not limited to their response to their lives aspects on one hand and to the further generations on the other hand, but otherwise there is a community process affect the social atmosphere and what dominated within it of factors including the feelings of being threatened, anxiety or tension and its reflection on the mutual relationship among individuals in the society and on their effectiveness, with which it assumes that the traumatic impacts, problems, and disorders evidencing it,

May be broader than such impacts that individual and society exposed to directly (Gordon, 1989: Raphael, 1986) - (Terr report, 1987) that in case of the event told by witnessed children is severe, accordingly they will be definitely exposed to psychological trauma, and no one of them will be apart from such traumatic effect. The trauma breaks into the psychological barrier by such traumatic impact and disturbs it severely according to disturbed emotions summed up, distorted perceptions, and stresses cognitional requirements, where some studies show that the higher psychological excitations still effective for the child for a long time (Terr, 1985). Furthermore many studies results and clinical experiences emphasized that the children often suffers more than their parents or adults, but the trauma effect may transfer directly to the other children such as by their neighbors, school mates and their friends as well as they grew another symptoms following the trauma where (Terr, 1987) called this phenomenon "Vicarious Trauma" and (Antony) referred to as cognition process which is transferred among the children, meanwhile other researchers such as (Rosenhech, 1986) sees that the traumatic experiences exposed or experienced by children and accompanied problems and disorders may be resulted from the effects which may last and transferred over generations "transgenerational effects" to be transferred as psychological problems and passive impacts from generation to another generation in the society.

As well as such is due to the childhood nature itself that the childhood is a critical period as same as period of main changes that implies difficulties and problems making children more vulnerable to lack of adaptation with themselves and their society. So, the combination of arising stresses with traumatic events is expected, concurrent with the children growth problems with which they become more vulnerable to be influenced with such events, as expressed by Erikson as a potential crisis for children. Therefore, traumatic experiences that the children exposed to, makes some of exposed cases at risk which are existed in different grades in ordinary circumstances of communities' life, while it increases in unordinary circumstances such as wars, crises, violence and abuse situations (Viola EL-Beblawy, 2001).

In this respect, it can be said that war can't bear in its implication except pain, death and suffering of innocent children; e.g. horrible images for injuries, dead people, destructions, and may over time be forgotten, whether what we have not seen and cannot be swept away by time will manifest the psychological impact that such war will leave inside whom witnessed it, and experienced the terror, and anxiety events or lost the dearest ones, relatives or a shading house to find himself in openness. The third Iraqi war was called "Surprise and trauma" where the first weapon in it was the psychological destruction weapon which if it does not destroy the professional warriors it will definitely destroy psychological balance of civilians in particular the children, thus wars are made by adults to be sacrificed by children. In our Arb world, we do not pay a considerable attention to psychological care and required methods to mitigate the traumatic reactions for children, meanwhile most of specialists emphasizes on that the most dangerous impacts are such tangible that appear further in whole generation of Iraqi children, where survived will grow up suffering from psychological disorders whose severity extent may be ranged in accordance with families awareness of the child assistance methods to overcome the scenes he witnessed, where it is possible to avoid such cases in case of one of them remember the psychological aspect of the child in hard times.

And according to what mentioned by one of united states representatives, that more than half million of Iraqi children probably are in need to psychotherapy because of psychological trauma that they exposed to, during war, where Carrel says that "there are around 5.7 million Iraqi children in primary schools, as we expect that about 10% at least of those children in need to psychotherapy of trauma exposed to, during war, where (Carrel) quoted describing a witnessed case of Iraqi mate whose son affected by (Hysteria) when he was nine after falling a rocket near his house.

A team of Canadian experts in health, food, and psychological field paid a visit to Iraq before war, to check the children conditions where they concluded a report titled (our common responsibility: the following war impact on Iraqi children) within which they clarified that Iraqi children live a terrified life, and fear of war which is expectable to reach its victims of children much more or one thousand folds where they will face death whether staving , killed or having unforgettable memories. Therefore, the traumatic events exposed by the child affected by man is deemed bitterly painful than such exposed by natural catastrophes and more settled in memory, furthermore the matter can be complicated if such traumatic events repeated and accumulated within approached intervals.

As one of difficulties to check the children cases that they cannot express themselves or psychological condition they experience but otherwise they store it in their minds with which it leads to introspective psychological disorders in particular if family or surrounding cannot understand such cases assisting child to come over it, that one of most significant cases the child exposed to, is malnutrition in poor areas, sickness, homelessness, orphanage, violent scenes, enforcement to commit violent acts, bringing up and educational disorders, feeling of learnt disability.

Such traumatic events may be accompanied with chronic phobia cases resulting from events, persons or the things which accompanied it during the event occurrence such as soldiers, sere in, louder sounds, airplanes, where some children express such cases in cry, violence, rage, screaming, or introversion in some deep depression cases, or permanent thought of disability of controlling matters , besides pathological symptoms such as headache, colic, short breath, loss of appetite, insomnia, nightmares, psychological pains in case of watching others physically scream of pain, or exposed to torture, or in case of the child see horrible death of one relatives or their bodies detorted or disability of whom where for him the source of power and support (e.g. his father or mother) in such a case the child would be affected by neural shock which may affect his intellectual ability. And often the feelings stored by child can be exhibited during play or drawing so that we find him drawing scenes of war such as persons fight, or exposed to death or injury with violent tools or aircrafts, bombs, fired houses, or camps furthermore the children tend to play with the revolvers buying military cars and aircrafts… so the children feelings can be dominated by violence, hatred, doubt, despair, and continual anxiety feelings.

On the other hand, war may lead to adopting violence statute, in the study done by (Archer & Gartner, 1984) on murder crimes rates run on fifty states in certain period after ending war It has been shown the existence of what called legislative violence model, where such model suggests that the social acceptance for murder or violence statute during war led to reduction of suicide crimes constantly, meanwhile studies showed increasing of murder crimes rate through the period after war in most of fighting countries or non-fighting countries moreover such increment was largely propagated, and appeared in both of victorious countries and defeated ones too, meanwhile such increment was manifested among the two sexes of crimes committed as well as in different ages, on the other side both of Archer and Gartner concluded that on occurrence of violence acts in particular when some of which are supported by social acceptance or even by praising it- as dominated during war- sonly such attitude of violence is directed to acceptance.

In conclusion, respecting this field the family in case of exposure of their children to frightening circumstances they must start calming them and don't leave them exposed to face such horrible scenes without psychological support by continual talk with them and calming them that "everything will be alright" and that they will not be hurt, repeating passion words or attracting their attention and thoughts away from the horrible event in particular on frightening raid times when aircrafts/ missiles launched near them. That instant is the most important throughout the psychological children life, that whenever we leave them to face it lonely, its passive impact will affect them over short or long time.

It is important too that parents must watch their children behavior and try to maintain the ordinary case for them together with durability and warmly support their children to make them confident of themselves, besides their style life must not be changed significantly as possible. In fact, the spiritual or religious matter is left in our lives as effective and the most important matter where it secures calmness for humanity, so that family can gather together to recite Quran in difficult times or pray together, inducing in our children that there is only almighty of God that can help in difficulties and get rid of any curse whatever it was strong or horrible, that is very important and can help to overcome disability feelings of frightening matters which may accompany him along the rest of his life, and make him restoring his confidence, and not lose hope to relief difficulties we must narrate tales for our children on patience and will power virtues.

Methodology

1.1. Research problem:

Children bear the brunt of conflict *"Scenes of violence, either they are living or watching through the media"* around the world. Syria is not an exception whereas; Children have been targeted and killed in conflict violence, their use in the fighting, their kidnaping, torture and ill-treatment. These children have watched atrocities, been displaced, lost family members and denied access to school.

In a recent report by the Global Task Force on Child Protection, the World Forum for Coordination on Child Protection in the Human Environment reported that 98% of Syrian children surveyed reported deterioration in their psychosocial health.

Even in the absence of direct exposure to the brutality and loss of war, watching war news through television leads to deep fear, panic attacks and other forms of anxiety, sticks, nightmares and behavior such as insomnia. It can have serious long-term effects on children's mental health, manifested in social isolation, self-harm, and aggression (UNICEF 2009). These long-term effects can affect a whole generation of young people and threaten the sustainability of peace. According to the Syrian Child Protection Assessment, published in September 2013, the main changes in the behavior of Syrian children include: "crying and screaming, distorting sleep patterns, sadness, bedwetting and unwillingness to go to school. To expose male aggression, including the desire to join armed forces and groups, and to show more self-harm and fear, caregivers tend to limit the movement of children outside the home and cannot always provide attention to the needs of children. Their main sources of stress are insecurity, access to basic needs (food, electricity, water and livelihoods), child safety and access to health care (Syria - Child Protection Assessment, 2013).

UNICEF has encouraged new humanitarian programs to enhance children's protection in conflict and to realize their rights, most importantly to keep children away from television viewing and hear war and conflict news, giving human rights more attention to children. The psychological toll of life is that at least 3 million Syrian children under the age of nine know only war, and millions more have grown up in fear under the conflict. They are the next generation that will have to rebuild their shattered country.

Studies on the mental health of Syrian refugee children have shown astonishing levels of trauma and distress. However, little is known about the impact on children still in the country, with one in four now facing the risk of mental health disorders. To further understand and address this pressing problem, Save the Children and partner organizations have been able to speak to more than 450 children and adults in seven of the 14 governorates of Syria about how the conflict has affected children's daily lives and its main causes of tension and fear. And how they deal with a continuous war this research is the largest and most comprehensive study of its kind in Syria, where the search revealed the tragic stories of children terrified of bombing and air strikes, worried about the future, astonished at their inability to go to school. With the acute lack of mental health and psychological support in Syria, and with parents and caregivers themselves struggling to overcome the problem, most of the children we spoke to show signs of acute emotional distress and immediate effects on children, including increases in bedwetting and abuse Self-suicides and aggressive behavior. If left untreated, the long-term consequences are likely to be greater, affecting the children's mentality. In addition to the ongoing conflict, the violence they have already experienced continues to fuel nightmares and disturb the daily lives of children. The more war can continue, the greater the impact on children. Research conducted by "Save the Children" and other partners in Syria revealed the following:

- 84% of adults and almost all children reported that continuous shelling is the primary cause of stress in children's daily lives.
- 89% said that the behavior of children became more fearful and nervous as the continuity of the war.
- 80% reported that children and adolescents became more aggressive, and 71% said that children were increasingly suffering from frequent involuntary urination, an important symptom of post-traumatic stress disorder.
- 48% of adults saw children who had lost their ability to speak or had put up speech impediments since the beginning of the war.
- 49% of children reported that they always had a feeling of sadness or sadness and 78% had at least some of these feelings at times.
- All groups reported that the loss of education had a significant psychological impact on children's lives.
- 50% of children who are still able to go to school say they do not feel safe or rarely feel secure. 59% of adults know about children and adolescents who have been recruited into armed groups.
- Half of interviewees said domestic violence increased.
- In some areas with more than 1 million people, interviewees said there was only one psychiatrist International Medical Corps (IMC) (2015).

1.2. Research method:

The researcher relied on the descriptive method in the study to monitor the emotional aspects that accompany the children's view for the scenes of violence, destruction and murder that are broadcast by different T.V programs in the Middle East (Yemen, Iraq, Syria, Libya). For their psychosocial abilities and the disorders, they suffer, parents will be questioned about what signs of turmoil their children will show. However, the need for an in-depth study of five of these children according to their different nationalities by means of the Open interview, to get to the signs of shock and what left over from the negative impact on them.

1.3. Study Objectives:

The study of the effect of watching violence and armed conflict (Media coverage for War) on television upon the emotional state of children through:

1.3.1   Exploring the most interesting scenes viewed by the child through television programs.

1.3.2   Extend of the knowledge of family support and dialogue with the children after they watched the violence and wars.

1.3.3   The child's vision and his awareness of the scenes of violence.

1.3.4   Investigation of the actual behavior of the child (behavioral exodus) after watching the violence and armed wars and study the emotional effects that follow the child's view of violence and armed conflict on children.

1.4. Study Concepts:

1.4.1 Watching the scenes of violence and armed wars (War Media coverage) on television:

Watching the children of Arab families (Syrian - Yemeni - Iraqi) TV channels broadcasts regarding war, scenes of fighting, news about their homeland, events of violence while they are refugees in Egypt.

1.4.2 Emotional state of children:

The extent to which children are emotionally affected by violent events, conflicts and fighting in their homeland through television viewing and through their parents' observation of them.

1.4.3 Children of refugee families:

Are the children who came from three Arab countries (Syrian - Iraqi – Yemeni -Libya) to Egypt to stay as permanent residence, as a result of the war and conflicts in their home countries.

Study Procedures

1.5. Study Sample:

Due to the large number of refugee families in Egypt, the study included 100 families. Distributed in four nationalities (20 / father / mother) for each nationality. They were selected in their places of residence and residence in Egypt, all over the governorates of Egypt. In this context, five children of the age group (pre-school children) were selected as the target audience for in-depth interviews conducted by the researcher.

1.6. Tools of data collection:

1.6.1.   A questionnaire to detect the shocks of the researcher and then prepare the tool to measure the following dimensions:

1.6.1.1. First: The most influential scenes seen by the child through television programs.

1.6.1.2. Second: The extent of family support and dialogue with children after watching the events of violence and wars.

1.6.1.3. Third: The child view of violent scenes and his/her perspective and awareness.

1.6.1.4. Fourth: The actual behavior (behavioral exodus) and emotional effects that follow the child's view of the violence.

1.6.1.5. This tool will be applied to parents of children.

1.6.2.   In-depth interviews were conducted on 20 pre-school children according to the four Arab nationalities of refugees and included the following dimensions:

1.6.2.1. First: a picture of the child about himself and others.

1.6.2.2. Second: Feelings of the child after watching scenes of war.

1.6.2.3. Third: the behavioral side effects associated with watching wars.

1.7. Data analysis method:

The researcher adopted the following methods in dealing with the results of application tools:

1.7.1. The Questionnaire:

1.7.1.1. Percentages (percentage indication) to compare parental responses according to the nationality of the target.

1.7.1.2. Correlation coefficients.

1.7.2. The in-depth interview:

Relying on the psychology of cognition, motives and internal conflicts of interpretation.

Study Results and Analysis

The following table shows a repetitive description of the three samples of the research based on some demographic variables:

Table 1 :repetitive description of the samples of the research based on some demographic variables

Variable	Job	Nationalities of the study sample			
		Syrian	Iraqi	Libyan	Yemenis
Father Job	Doctor	4	3	3	2
	Teacher	5	4	7	4
	Engineer	6	4	5	4
	Lawyer	3	5	6	6
	Free professions	2	4	2	3
	Not Working	1	2	3	2
Mother Job	Doctor	1	1	2	-
	Teacher	2	2	4	2
	Engineer	2	2	2	2
	Lawyer	2	2	2	1
	Free professions	3	5	1	1
	Not Working	10	9	9	14
Average number of siblings in the family		4	5	3	4

Qualitative analysis of family responses about the child:

The results of the study will be analyzed quantitatively and quantitatively in the light of the research tool's questions, which the parents of the children filled through a careful observation of their children during TV watching.

Question1: Does your child watch his mother's state TV?

Table 2: Frequency and percentage of watching private TV for the 3 samples (Syrian, Iraqi, Yemenis)

Response	Syrian sample		Iraqi Sample		Yemenis sample	
	Frequency	%	Frequency	%	Frequency	%
Yes	12	60	14	70	11	55
No	6	30	6	30	7	35
Somewhat	2	10	-	-	2	10
Total	20	100	20	100	20	100

Table 2 shows that the percentage of television watching of the Syrian sample reached (60%), the Iraqi sample (70%) and the Yemeni sample (55%). This indicates the convergence of the TV watching ratios of the three samples. Families value the homeland and the importance of children to know what is going on in their country.
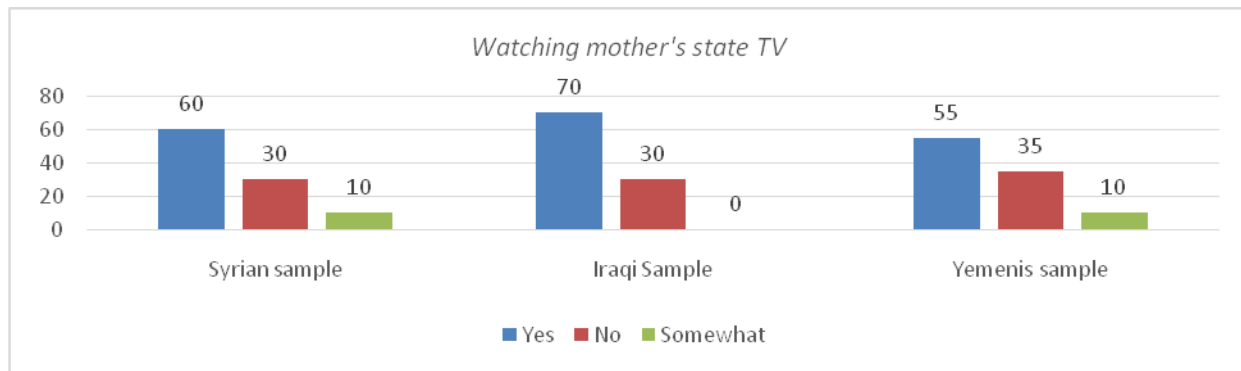
IV.2   Question 2: If yes; How many hours does your child spend watching TV every dayfor channels and news of his country?

Table 3: Frequency and percentage of hours spent watching private TV for the 3 samples (Syrian, Iraqi, Yemenis)

Response	Syrian sample		Iraqi sample		Yemenis sample	
	Frequency	%	Frequency	%	Frequency	%
1 hour	-	-	-	-	2	%10
2 hours	2	%11	2	%11	2	%10
3 hours	6	%33	6	% 33	5	%26
More than 3 hours	10	%55	11	%61	12	%63

Table (3) shows that the percentage of hours spent watching TV per day for the Syrian sample for more than three hours per day reached 55%, three hours (33%) and more than three hours for the Iraqi sample (61%) and three hours (33%). And more than three hours for the sample of Yemen (63%) and three hours (26%) and this shows the convergence of television viewing rates of the three samples a day, and the extent of children keen to watch the news of his homeland every day for more than three hours Children should know what goes on in their country every day.
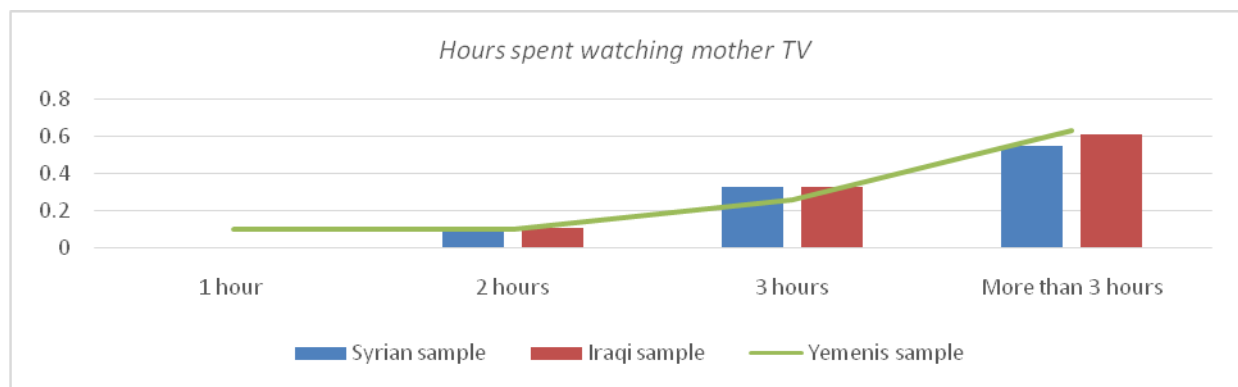

IV.3   Question 3: Does your child watch war scenes and fights on television?

Table 4: Frequency and percentage of children watching war scenes and fights on private TV for the 3 samples (Syrian, Iraqi, Yemenis)

Response	Syrian sample		Iraqi sample		Yemenis sample	
	Frequency	%	Frequency	%	Frequency	%
No	6	%33	6	% 33	5	%26
Yes	10	%55	11	%61	12	%63

Table (4) shows that the percentage of TV watching of the scenes of war and fighting of the Syrian sample reached 55%, Iraqi sample is 61%, while Yemenis sample is 63%; This shows that the children of the three samples of the scenes of war and fighting are almost similar.


Watching war scenes and fights on TV
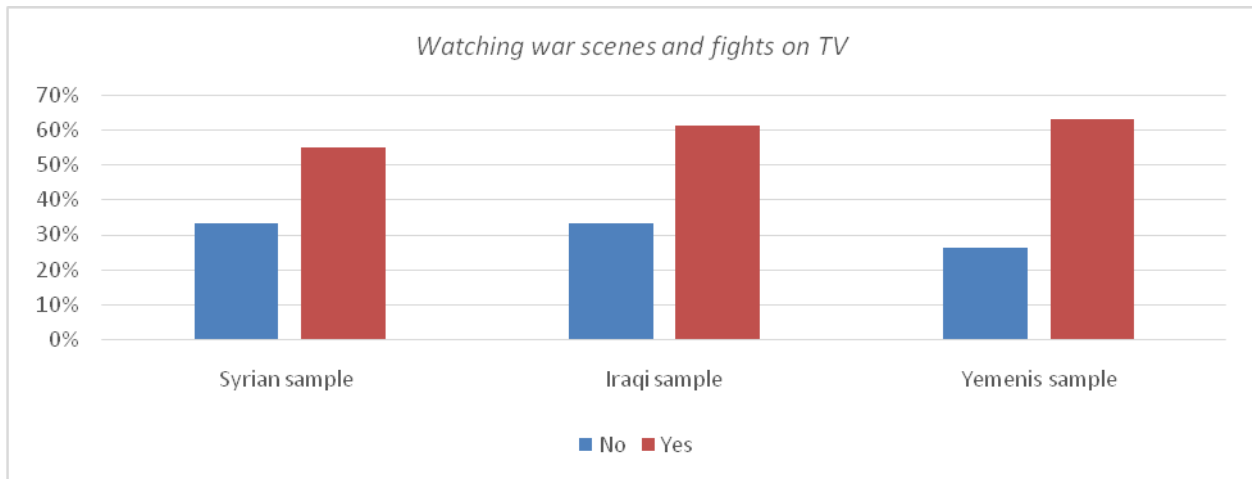
IV.4   Question 4: What are the most Scenes affecting your child while watching TV?

Table 5: Frequency and percentage of the most Scenes affecting your child while watching private TV for the 3 samples (Syrian, Iraqi, Yemenis)

Response	Syrian sample		Iraqi sample		Yemenis sample	
	Frequency	%	Frequency	%	Frequency	%
People killing	6	%54.5	6	%54.5	6	%50
Fighting and violence	3	%27.3	4	%36.4	4	%33.3
About different wars	1	%9	-	-	-	-
Guns and bombs	1	%9	1	%9	2	%16.7

Table (5) shows that the Frequency and percentage of the most Scenes affecting your child while watching private TV reached 54.5% for "people killed", fighting and violence by 27.3%, guns and bombs by 9% and different wars by 9% ; The ratios are somewhat similar, sometimes identical, indicating the same culture, customs and traditions. The fact that the families are Arab and that they are refugees for one culture is the Egyptian culture.

Most Scenes affecting your child while watching TV
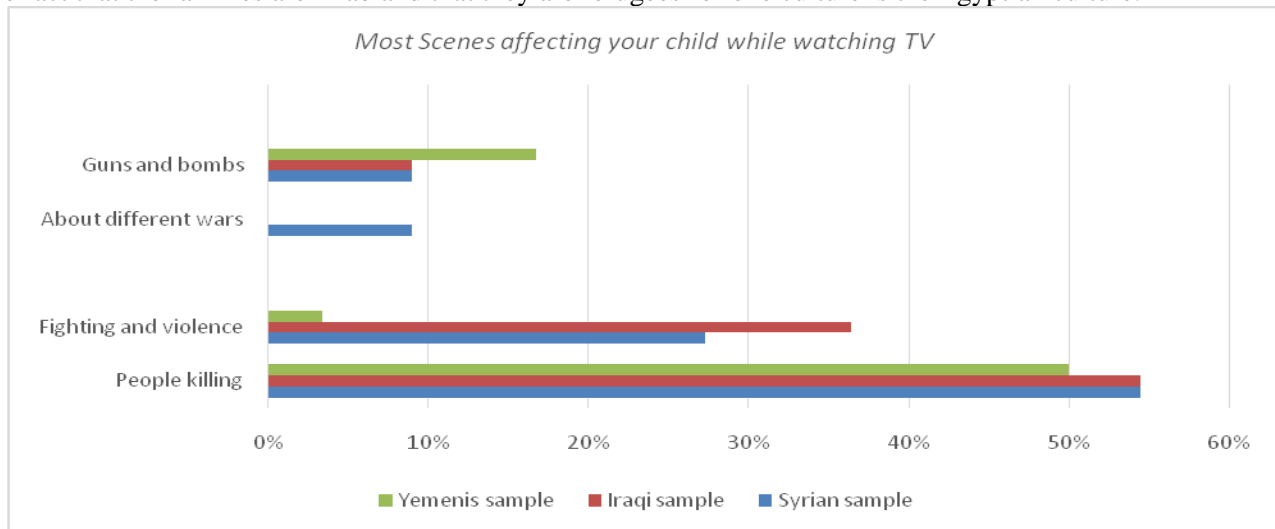
IV.7   Question 5: This question revolves around children's parents' talk about wars and the extent to which the child can ask any questions after watching scenes of war and fighting.
- Do you speak as parents with your children about wars and fighting in your country?
- Is your child able to ask questions after watching the scenes of fighting and war in your country?

Table 6: Duplicates and the proportion of parents talk with children about wars as well as the possibility of guiding children questions after watching the wars of the three samples (Syrian, Iraqi and Yemeni).

Question	Response	Syrian sample		Iraqi sample		Yemenis sample	
		Frequency	%	Frequency	%	Frequency	%
Do you speak as parents with your children about wars and fighting in your country?	Yes	14	%70	12	%60	9	%45
	No	6	%30	8	%40	11	%55
Is your child able to ask questions after watching the scenes of fighting and war in your country?	Yes	12	%60	15	%75	10	%50
	No	8	%40	5	%25	10	%50

Table (6) shows that parents talk with their children about war in close numbers in the three samples up to (70%) for the Syrian sample. And (60%) of the Iraqi sample. And (45%) of the Yemeni sample and this explains the importance of the subject for the refugee or immigrant family, where they want their children to be related to what is happening in their homeland and country.

As for the possibility of children asking questions after seeing the wars and fighting, the result of Table (6) shows that the percentage of the Syrian sample reached 60%. In other words, 60% of the children in the Syrian sample ask questions after watching wars and fighting in their country. And reached (75%) in the Iraqi sample and reached (50%) of the Yemeni sample.
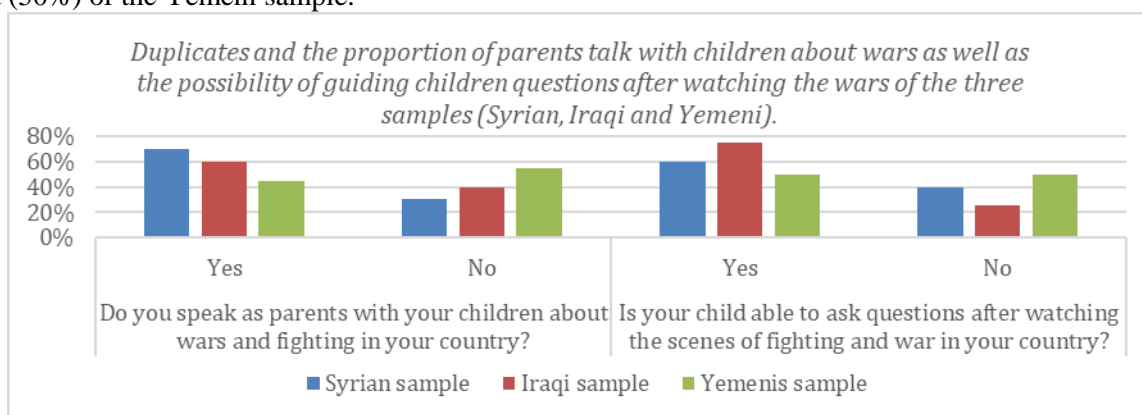
IV.6   Question 6: This question revolves around what your child thinks about what happens in your country of wars and conflicts you see on television?

Table 7: Frequency and percentage of children's belief about the cause of wars and conflicts for the television viewing of the three samples (Syrian, Iraqi and Yemeni)

Question	Response	Syrian sample		Iraqi sample		Yemenis Sample	
		Frequency	%	Frequency	%	Frequency	%
What does your child think of what happens in your country of wars and conflicts you see on television?	People kill or die for no reason	14	%70	12	%60	7	%20
	Wars and conflicts have no value	12	%60	14	%70	10	%50
	Cities and neighborhoods are destroyed	14	%70	9	%45	8	%40
	I may die or be killed or my father	14	%70	14	%70	13	%65

Table (7) shows that the three samples selected all alternatives as a response. 70% of The Syrian sample responded to "people kill or die for no reason" and reached (60%) to respond to "wars and conflicts have no

value" and reached (70%) to respond to "cities and neighborhoods are destroyed and reached (70%) responded to I may die or be killed or my father

The Iraqi sample reached (60%) for the response of "people kill or die for no reason" and reached (70%) to respond to "wars and conflicts have no value" and reached (45%) to respond "cities and neighborhoods are destroyed. And reached (70%) responded to I may die or be killed or my father. The Yemeni sample 20% responded to people kill or die for no reason and 50% responded to wars and conflicts that have no value" and reached 40% for Cities and neighborhoods are destroyed" and reached (65%) for a response "I may die, kill or my parents.
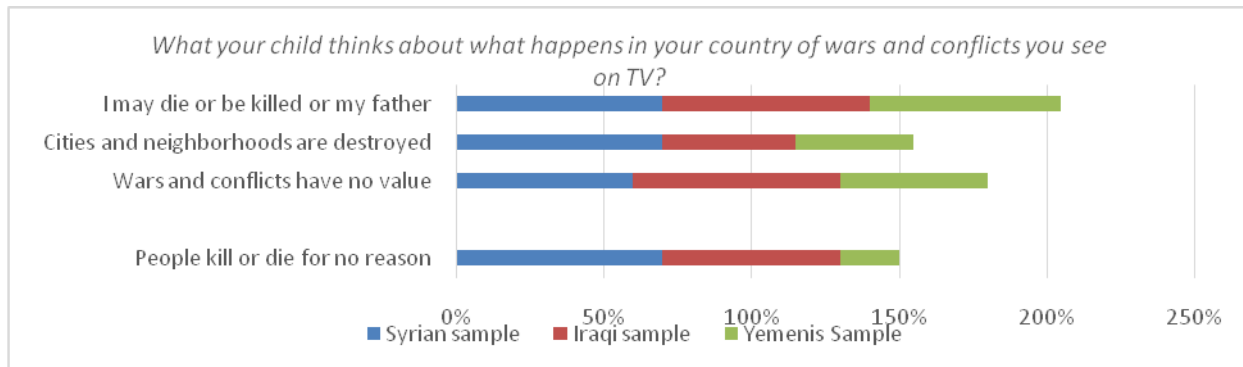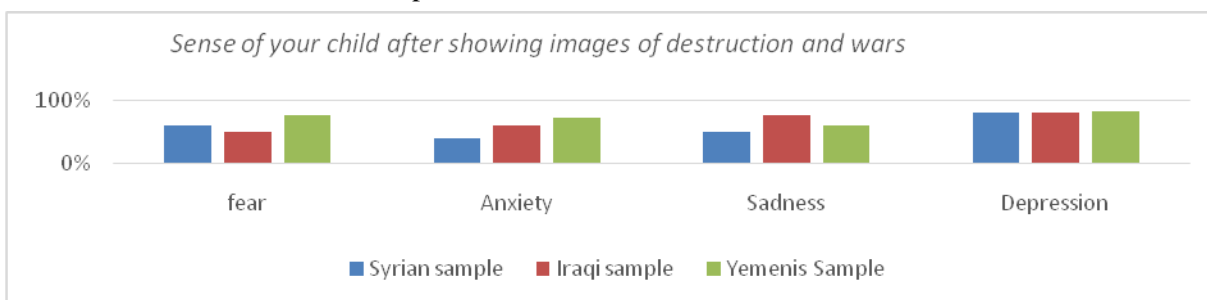

IV.7   Question 7: This question revolves around the sense of your child after showing images of destruction and wars?

Table 8: Duplications and percentage of the child's sensations after seeing images of destruction, fighting and wars of the three samples (Syrian, Iraqi and Yemeni

Question	Response	Syrian sample		Iraqi sample		Yemenis Sample	
		Frequency	%	Frequency	%	Frequency	%
What is the feeling of your child after showing images of destruction and wars?	fear	12	%60	10	%50	15	%75
	Anxiety	8	%40	12	%60	14	%72
	Sadness	10	%50	15	%75	12	%60
	Depression	16	%80	16	%80	17	%82

Table (8) shows that the three samples selected all alternatives as a response. The Syrian sample reached 60% for the "fear" response and reached 40% for the anxiety and 50% for sadness and 80% for the depression.

The Iraqi sample reached 50% for the "fear" response and reached 60% for the anxiety and 75% for sadness and 80% for the depression. The Yemeni sample reached 75% for the "fear" response and reached 72% for the anxiety and 60% for sadness and 82% for the depression.


IV.8   Question 8: This question is about the position of your family if you see the positions of war and destruction while your child is with you? What do you think about the feeling of your child after showing pictures of destruction and wars?

Table 9: Duplications and percentage of the child's sensations after seeing images of destruction, fighting and wars of the three samples (Syrian, Iraqi and Yemeni

Question	Response	Syrian sample		Iraqi sample		Yemenis sample	
		Frequency	%	Frequency	%	Frequency	%
What is your position as a family if you see situations of war and destruction while your child is with you?	Switch off TV	5	%25	6	%30	4	%20
	Switch to another channel	5	%25	4	%20	7	%35
	Watch and don't talk to him	10	%50	12	%60	9	%45

Table (9) shows that the three samples selected all alternatives as a response. The Syrian sample reached (25%) as a response of "turning another channel" and reached (25%) for the response of "shut down the TV" and 50% you see and not talk to him.

The Iraqi sample reached (30%) as a response of "turning another channel" and reached (20%) for the response of "shut down the TV" and 60% you see and not talk to him. The Yemeni sample reached (20%) as a response of "turning another channel" and reached (35%) for the response of "shut down the TV" and 45% you see and not talk to him.
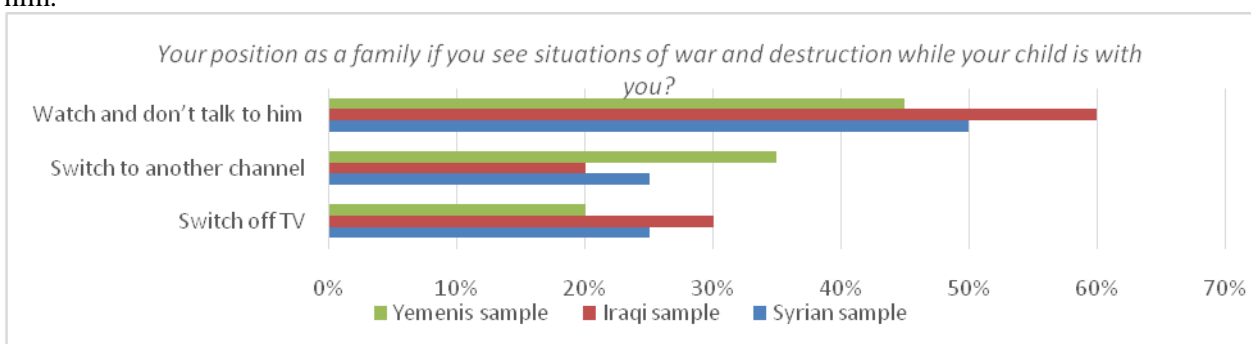

IV.9   Question 9: Did you notice any negative reactions on your son after watching scenes of war and destruction?

Table 10: Frequency and percentage of negative reactions of children of the three samples (Syrian, Iraqi and Yemeni) after scenes of war and destruction in the channels of state

Question	Response	Syrian sample		Iraqi sample		Yemenis sample	
		Frequency	%	Frequency	%	Frequency	%
Did you notice any negative reactions on your son after watching scenes of war and destruction?	No	5	%25	8	% 40	9	%45
	Yes	15	%75	12	%60	11	%55
In the case of "yes" what the results of these negative reactions	Nightmares	7	%46	6	%50	8	%72
	Loss of appetite	8	%53	5	%42	7	%67
	Lack of concentration	9	%60	7	%58	6	%54
	Discomfort	3	%20	4	%33	5	%45

Table (10) shows the percentages of the negative reactions noticed by the parents on their sons after watching scenes of war and destruction. (yes) response of the Syrian sample is by (75%) and (no)response is (25%) and the Iraqi sample (yes) is (60%), the response (no) by 40% and the Yemeni sample, the response of yes (55%) and the response (No) (45%).

In the case of the answer "yes" what are the results for these negative reactions: for the Syrian sample reached the proportion of "nightmares" (46%) and loss of appetite (53%), lack of concentration (60%) and discomfort (20%) and the Iraqi sample reached the proportion of "nightmares" (50%), loss of appetite (42%), lack of concentration (58%) and discomfort (33%). For the Yemeni sample, the percentage of nightmares (72%), loss of appetite (67%), lack of concentration (54%) and discomfort (45%).
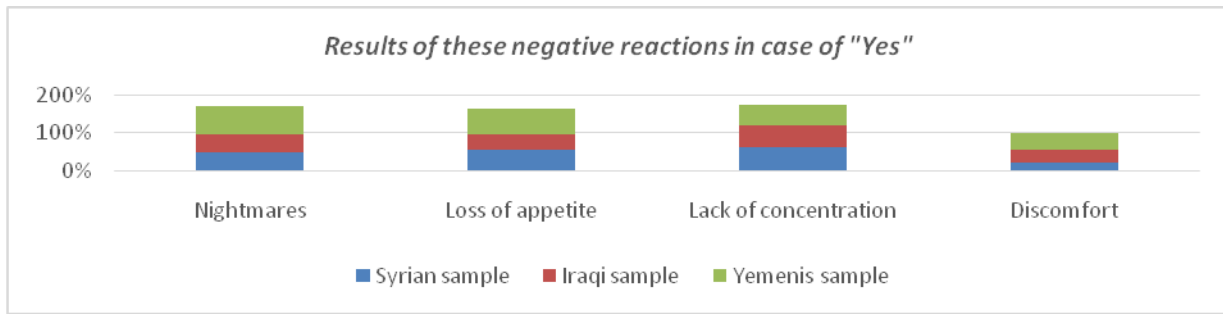
IV.11   Question 10: Have you noticed that your child imitates the scenes he sees in war and destruction?

Table 11: frequency and percentage of the observation that your child imitates the scenes he sees in the war and the destruction of the three samples (Syrian, Iraqi and Yemeni)

Question	Response	Syrian sample		Iraqi sample		Yemenis sample	
		Frequency	%	Frequency	%	Frequency	%
Have you noticed that yourchild imitates the scenes he sees in war and destruction	No	7	%35	6	% 30	10	50%
	Yes	13	%65	14	%70	10	50%
In the case of "yes" what are the results of these negative? reactions	Hit his brother	7	%53	6	%43	8	80%
	Crashing and cracking	11	%84	12	%85	9	90%

Table (11) shows the frequency and percentage of the observation that your child imitates the scenes he sees in the war and the destruction. For the Syrian sample, (yes) is (65%) and (no) is (35%), while for the Iraqi sample (yes) is (70%) and the response (no) is (30%) and for the Yemeni sample, the response of yes (50%) and the response (no) (50%). If the response is (yes), what are the observations that you notice? For the Syrian sample, the percentage of "beating brothers" (53%) and " Crashing and cracking" (84%) and the Iraqi sample reached the proportion of "beating brothers" (43%) and " Crashing and cracking " (85%). The Yemeni sample reached 80% for "beating brothers" and 90% for "Crashing and cracking".
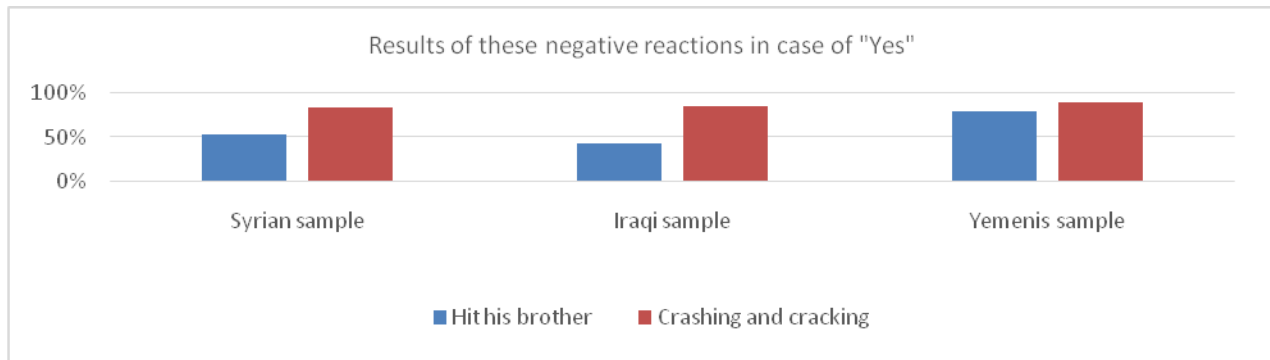
IV.11   Question 11 & 12: (children's beliefs about war and fighting)

- Your child's beliefs in the situations of war and fighting he sees on television
- Your child's beliefs in the use of guns.

Table 12: Frequency and the percentages for the children beliefs regarding the scenes of the war on the television and their beliefs in the use of guns for the three samples (Syrian, Iraqi and Yemeni)

Question	Response	Syrian Sample		Iraqi Sample		Yemeni Sample	
		Frequency	%	Frequency	%	Frequency	%
Your child believes that the scenes of war and fighting that he sees on the television are:	Hit someone 3 times	8	40%	8	%40	7	35%
	Hit someone 20 times	11	60%	12	%60	13	65%
Your child believes that guns should be used for:	To intimidate someone	8	40%	6	%30	8	40%
	Self defense	12	60%	14	%70	12	60%

Table (12) shows the percentage of your child's beliefs in the war and fighting situations he sees on television after watching wars and destruction. For the Syrian sample the percentage of the response (hit someone three times) is (40%) & the response (hit someone 20 times) (60%), for the Iraqi sample, for the Iraqi sample the percentage of the response (hit someone three times) is (40%) & the response (hit someone 20 times) (60%), while for the Yemeni sample the percentage of the response (hit someone three times) is (35%) & the response (hit someone 20 times) (65%).

This table also shows that your child's beliefs about the extent to which guns are used for: The Syrian sample shows that " self-defense only " (40%) & "to intimidate someone (60%), the Iraqi sample shows that" self-defense only "(30%) and" to intimidate someone "(70%) and the Yemeni sample shows that "self-defense only" (40%) and "to intimidate someone (60%).
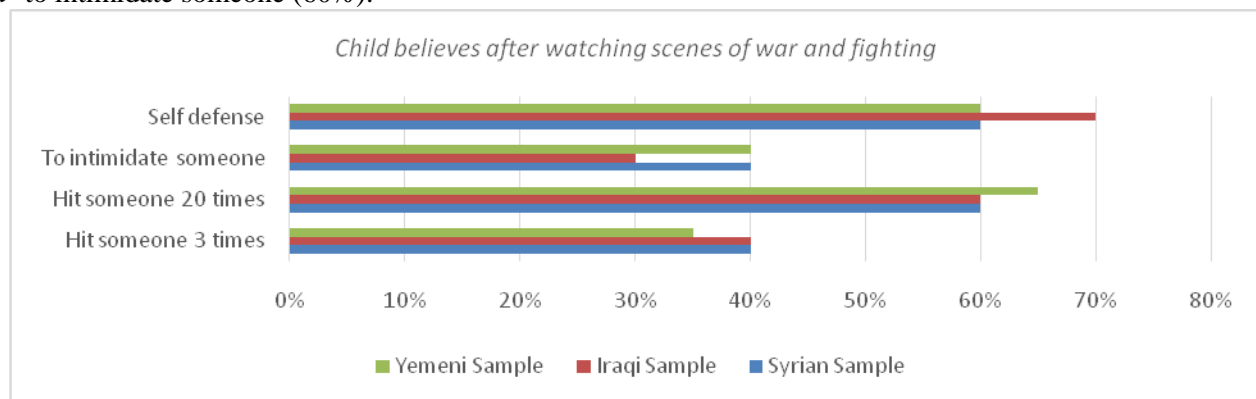
IV.12   Questions from13 till 19: The preferences and tendencies of children after watching the scenes of fighting, war and destruction on the television from the perspective of their parents.

Table 13: The frequencies and proportions of preferences and psychological tendencies of children after watching the scenes of fighting, war and destruction on the television for the three samples (Syrian, Iraqi and Yemeni)

Question	Response	Syrian Sample		Iraqi Sample		Yemeni Sample	
		Frequency	%	Frequency	%	Frequency	%
13. Does your child love to watch programs or drawings that indicate conflict or war situations?	Always	12	60%	9	45%	8	40%
	Sometimes	6	30%	8	40%	8	40%
	Never	2	10%	3	15%	2	10%
14.Your child is excited when he sees on the television the scenes of fighting and conflict	Always	9	45%	7	30%	9	45%
	Sometimes	8	60%	10	70%	7	35%
	Never	4	20%	2	10%	3	15%
15.Frequent watching for situations of war and conflict makes your child imitate these scenes in his life	Always	9	45%	8	40%	8	40%
	Sometimes	8	40%	9	45%	6	30%
	Never	5	25%	2	10%	4	20%
16. Watching your child for scenes of fighting and war makes him believe in power as an important way to control others	Always	9	45%	9	45%	8	40%
	Sometimes	8	40%	6	30%	7	35%
	Never	3	15%	4	20%	6	30%
17. The frequent watching for the scenes of war and fighting instruct him how to deal with others	Always	9	45%	8	40%	9	45%
	Sometimes	7	35%	5	25%	7	35%
	Never	5	25%	6	30%	5	25%
18. Frequent watching for the scenes of war and fighting makes him like or tend to watch bloody television programs	Always	9	45%	7	35%	8	40%
	Sometimes	5	25%	5	25%	4	20%
	Never	7	35%	6	30%	6	30%
19.Watching the scenes of war and fighting situations makes your child happy to see someone kill or die	Always	8	40%	9	45%	7	35%
	Sometimes	7	35%	8	40%	8	40%
	Never	4	20%	4	20%	4	20%

Table (13) shows the following:

1. As for the question, "Does your child like to watch programs or drawings showing conflict or war situations, we find that the responses of the three samples (Syrian-Iraqi-Yemeni) is between 90% and 70% which means that Television for war and conflict has given children a positive trend towards the growth of violent drawings, which indicate the positions of conflict, and it's psychological viewing on children.

2. And for the question: does Your child is excited when he sees television scenes of fighting and conflict?
The percentages of the three samples are from 60% to 72% which is in a constant direction, indicate that the large number of television viewers of conflict and conflict news has made children or Contributed to their enthusiasm for scenes of fighting and conflict.

3. As for the question: Does Your child's frequent viewing of situations of war and conflict makes him an imitator of these scenes in his life? The percentages of the three samples showed a similarity between 50% and 77% in a permanent direction, indicating that the large number of television news and pictures of conflicts and fighting made the children mimic and model these scenes in their lives due to the frequent talk about them.

4. For the question: Watching your child for scenes of fighting and war makes him believe in power as an important reason to control others? The percentages of the three samples showed a similarity between 55% and 62% in a constant direction, indicating that the high frequency of television news and pictures of conflict and fighting made children believe in power to influence on others.

5. As for the question: Your child's frequent viewing of war and fighting situations makes him or she likes to watch television programs? The percentages of the three samples showed a similarity between 55% and 62% in a constant direction, indicating that the high frequency of television news and photos of conflicts and fighting made children like or tend to watch bloody television programs and watch violence films.

6. As for the question: Your child's frequent viewing of war and fighting situations makes him happy when he sees the death or death of a person? The percentages of the three samples showed a similarity between 30% and 40% in a permanent direction, indicating that the large number of television news and pictures of conflicts and fighting made children happy to witness the killing and death of people.

The frequencies and proportions of preferences and psychological tendencies of children after watching the scenes of fighting, war and destruction on the television for the three samples (Syrian, Iraqi and Yemeni)
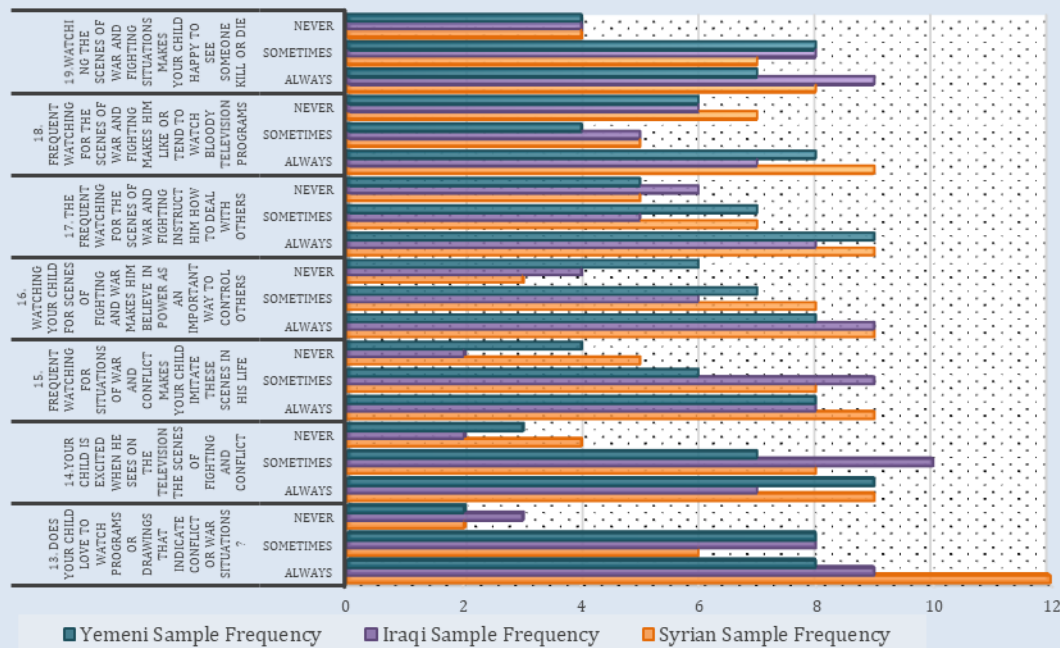
General Discussion of results:

The researcher's interviews point to the reality of social building to watch the children of wars and armed conflicts in the Middle East.

They provide an insight into the norms, values and attitudes of a particular society (Hakvoort & Hägglund). The results of the research showed that the children of the three Arab countries are even more vulnerable. Although, the children of Syria and Iraq are more affected by the war and conflicts in their society than the children of Yemen, they are more aware of those who participate in this war than terrorist organizations. In addition, they had different views on their causes, looked at the consequences of the war more seriously, and expressed a greater desire to end the war. How do we understand these differences between Syrian, Iraqi and Yemeni children? What are likely to be underlying main factors behind it?

The researcher considers that children in these Arab nationalities suffer from the scourge of these conflicts and wars for a large period, and that most of the children had some of their immediate or indirect family members who were killed in the armed wars and therefore watching them deepen these wounds and make them in their consciousness. The television viewing of the effects of war makes them realize that there is no hope of their return, and their television appearance may evoke painful memories of those who continue to suffer the consequences of previous wars.

There is a continuing reminder of the war in the lives of children that they are still living as refugees in other countries, and television is still being shown to them that children are being killed by landmines, strikes and guns. Many homes are still being damaged by the war, which is part of a distorted urban scene in Syrian towns and cities, the destruction of the city of Palmyra and the bloody events still going on in Iraq, where the effects of bullets and terrorist attacks that kill civilians are abundant. In addition, the media provide a steady stream of images to remind people of the war. Television news comes from Syria, Iraq included: mass graves discovered recently in Iraq, and to identify the bodies, and stories about war criminals and protests by the victims' families or veterans.

These images will inevitably raise debate within Arab families in the three countries and raise questions among children in these countries (Save the Children Norway, 2017). This means that these Arab countries have a cultural repository. And Syrian children can benefit from this direct and shocking experience. The researcher noted that Yemen's children do not have sufficient awareness of the war's television viewing, perhaps due to low suffering or lack of direct experience of such wars. Because of their recent history as an aggressor and child victims of war and armed conflict, or they realize that those who are fighting an Arab alliance like them.

As a result, children in Yemen and Iraq lack such declarations that can make them more easily involved in war. For some of Iraq's children, however, the war had a positive focus, with three of them referring to the best Syrian army to explain the reasons for the war. The children of Syria were more inclined to benefit from the media representation of their knowledge of the war than the children of Iraq, who considered that the emergence of Al-Dawash was one of the main reasons for the armed conflicts in Iraq in particular. This may be because Yemeni children are less likely to talk about war with their parents than Syrians and Iraqis. The relative absence of dialogue may help to explain the misconceptions of children within the family. Parents may provide a framework for the perspectives of young children in international politics. Kos and Derviškadic-Jovanovic (1998), for example, emphasizes on the critical role of natural social interactions in understanding and eliminating war. As a result of Arab inaction in the Syrian and Iraqi wars, many families felt abandoned and now disappointed. It may be inevitable to deliver this to their children, many of whom in this study have been able to question the war's declared motives against Syria and the entry of two forces on the scene, "America and Russia", understand the meaning of the war which is more difficult for them as they are loyal to their army and nation, but they may feel unrelieved about the role of Russian troops in Iraq and Syria.

Unfortunately, the difficulty of reaching children in the Arab countries has made the results revolve around probability rather than causality. In fact, we are satisfied that this difficulty points to something tangible and real in the Arab societies regarding attitudes towards war and socialization of children. If children are not allowed to talk to academic researchers, how easy are the way they express their concerns about war and peace? This is clearly an issue for further research. However, it remains to be seen that the systematic nature of the observed differences is interesting, and we believe that they are useful through important differences in the views of children from the three countries (Syria, Yemen, Iraq). One objection is that many children in Iraq & Syria has family ties with the armed forces and may consider the conflict in terms of their own interests.

The impact of media announcements for the employment in the armed services ensures further investigation. These restrictions considered that we still have a major conflict that British and Bosnian children analyze the Iraqi war through different cultural perspectives, and that current social representations direct them to a view of the

world that explains the scenes of war in a way consistent with the history of each nation. Both Leo and Hamilton (2005) argue that common historical representations, for example the Bosnians as victims of ethnic genocide and Britain as "world police officers" - are important in identifying ethnic, national and supra-national identities and thus working to adopt special political positions in dealing with current events is inevitable.

Although the differences we have highlighted here are interesting, we must remember that many children in the UK have made loud protests against the Iraqi war (Rai, 2002 and Curtis, 2003). Interestingly, the coverage of this in the British press focused primarily on the sensitivity of young people to adult manipulation and their ability to practice political judgment (for example: Walker Walker, 2005) - concerns that are absent when it comes to assessing the impact on children are the UK government's propaganda for the war. The fear of this concern may be the fear from the growth of children's political awareness promotes the loss of control of the adults on their sons. No one should think that the moral thinking of Bosnian children has survived without being touched by the war in that country (Garrod et al., 2003). Nevertheless, there is still a clear possibility that the compassion, awareness and critical scrutiny of the stated motives of the Iraqi war, which are evident in the views of the Bosnian children, reflect a more developed spirit in this society towards the destruction of war.

Conclusion

The results available in the study draws the attention to the national differences in the social raising up of children, and the integration of the family, culture, material and historical representation of war. This draws the light over the role and powerful capabilities for the media and historical culture to formulate the individual intellect. It provides us with more knowledge about the social influence and how to spread knowledge in the community, recommending clear bonds the minor and social influences (Moscovici & Duveen, 2000) and most importantly it shows us that there are other alternatives rather than war are always available.

The different governmental and non-governmental organizations as the UNICEF, Save the Children, UNHCR and Humanitarian aid are working now to reduce the impact of conflict over children. Little amount of required adaptations to reduce the phycological problems for the children as follows:

- The children that are less than 6 years old, should not be subject to television attacks, and children with older age watch time should be limited.
- The children should be encouraged to express their feelings towards the events that are happening to them, the parents should share their feelings with them, attentive behaviors can take place (e.g.) thumb sucking, night waking, involuntary urination, as a respond to the shocking events, the parents should not either punish or exhilarate their children over such behaviors.
- The children should feel always that they are safe and loved.
- The parents should be encouraged to be honest with their children regarding the occurring events and to explain to them what had happened.
- Encouraging the parents to attempt to return the child and the family to a normal routine in the nearest time possible, this will help the children to feel safe and secured.
- Encouraging the children that are not able to express their feelings to express themselves through painting and coloring.
- Reminding the parents to complement their children over their responsible actions and to recognize it, assuring their children that their feelings are only nature as a respond for a very un-natural situation.

References

Abramson, L. Y & Seligman, M.E.P & Teasdale, Y. D (1978): Learned Helplessness In Humans, Crique And Reformulation, Journal Of Abnormal Psychology V (87) Pp (49-74).

Abu Nasr, J. Vriesendrop, S., Lorfing, J, & Khalifeh, I. (1981). Moral Judgment Of Lebanese Children After The War. Monograph Of The Institute For Women's Studies In The Arab World.

Al-Farahati M. Mahmoud (2005): The Psychology of Learned Disability (Theories and Applications) Cairo, The Arab Center for Education and Development, The Positive Psychology Series, First Book.

Al-Farhati Mr. Mahmoud (2004): Parental practices and the method of attributing success, failure and immunity of children against learning disabilities in positions of achievement, the Egyptian Journal of Psychological Studies, No. (45).

Amira Abdel-Aziz El-Deeb (1992) Late reactions to the trauma of war "Clinical study" Journal of Psychological Studies, Cairo, Volume (2) Part (2).

Amira Abdul Aziz Al-Deeb (2001): Violence against the girl child, Annual Scientific Conference (Child and Environment), Institute of Graduate Studies for Children. Ain-Shams University.

Day ,R.C & Ghandour ,M (1984): The Effects Of Television – Mediated Aggression And Real – Life Aggression On The Behavior On Lebanese Children , Journal Of Experimental Child Psychology , 38 Pp(7-18).

Day ,R.C (1985) : Normative Data For The Arbic Disturbed Child Behavior Rating Scale , Unpuplished.

Fatima Nathar (2000): War and Behavioral Disorder Children's Intolerance and how to deal with crises, Educational Journal, Issue 54, Qatar University.

International Medical Corps (IMC) (2015) Addressing Regional Mental Health Needs and Gaps in the Context of the Syria Crisis, http://internationalmedicalcorps.org/document.

Kaffman, M., & Elizur, E. (1984) Children's Bereavement Reactions Following Death Of The Father. Special Issue: Family Psychiatry In The Kibbutz. International Journal Of Family Therapy,6 (4), 249-283.

Mason al-Wahidi (2001): The Psychological Effects of Israeli Violence on Palestinian Children - Journal of Childhood and Development, Arab Council for Childhood, Volume 4, Volume I

Mona Maqsoud, Fatima Nathar (1993): The Impact of the Iraqi Occupation on the Psycho-Social Growth of the Children of Kuwait, Kuwait Society for the Advancement of Arab Children.

OCHA (2017) Humanitarian Needs Overview – Syrian Arab Republic, https://www.humanitarianresponse .info/system/files/documents/ files/2017_syria_hno_2.pdf There are 6.3 million people living in these areas, approximately 3 million of them children.

Paulo Freire (1979) Education of the oppressed, translated by Youssef Awad, Dar al-Qalam, Lebanon.

Saad al-Maghrabi (1976) alienation in human life. Cairo: Egyptian General Book Organization in association with the Egyptian Association for Psychological Studies, 3rd Annual Book.

Saad Eddin Ibrahim (1991): Education of the Arab nation in the twenty - first century - disaster and hope – Oman Arab Thought Forum.

Syria – Child Protection Assessment' Child Protection Working Group (September 2013) http://cpwg.net/wp-content/uploads/2013/09/SCPA-FULL-Report-LIGHT.pdf Learning for a Future: Refugee Education in Developing Countries, UNHCR 200

Syria – Child Protection Assessment' Child Protection Working Group (September 2013) http://cpwg.net/wp-content/uploads/2013/09/SCPA-FULL-Report-LIGHT.pdf Learning for a Future: Refugee Education in Developing Countries, UNHCR 200.

UNICEF 2009 : The Psychosocial Care and Protection of Children in Emergencies – Teacher Training Manual (UNICEF 2009)

United Nations General Assembly (UNGA) (1996) The Impact of Armed Conflict on Children: Report of the expert of the Secretary-General, Graça Machel, submitted pursuant to General Assembly resolution 48/157 http://www.un.org/documents/ga/docs/51/plenary /a51-306.htm

United Nations Office for the Coordination of Humanitarian Affairs (OCHA) (2016) Humanitarian Needs Overview – Syrian Arab Republic, http://reliefweb.int/sites/reliefweb.int/files/ resources/2016_hno_ syrian_ arab_republic.pdf

Viola Al-Beblawi (2001):Children in Crisis (Models of Crisis Counseling Strategies for Children) Journal of Childhood and Development, Kuwait, No. 1.