

Trauma Event of Preparatory School Students in the Families of Political Martyrs in Wasit Governorate

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Abstract

The current research aims at exploring:

- *The level of acceptance of trauma event among high preparatory school students of the families of political martyrs in Wasit governorate according to gender (males/ females).*

To achieve the aim of the research, the two researchers have constructed a scale for measuring trauma event and used the interview as a tool to verify the validity and reliability of the items of the scale. The interview is carried out when the researchers have visited the Political Martyrs Foundation in Wasit Governorate and met the sample members. In addition, the sample members have been asked to take photographs for them to be attached to the research appendices.

In order to treat the data statistically to achieve the goal of the research, the researchers have used the following statistical means:-

1- Pearson correlation coefficient.

2- Test-retest

The descriptive statistical indicators of the scale have been ascertained and the researchers have concluded the following:-

The individuals of the current research sample do not possess a level of acceptance of the event's trauma.

Keywords: *Trauma, Preparatory, Martyrs*

Introduction

Human personality and his mental health are affected by many situations and circumstances they are exposed to, including the social, economic, political, and cultural factors and the various pressure conditions that accompany these situations. Perhaps the most difficult, prominent and even the most dangerous of them is what results from aggression, wars, and the injustice of oppressors and tyrants of the tyrants rulers. These situations are evident in the Iraqi people life, because of the existence of many eras that the people have gone through such practices that have made Iraqi human life always

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vulnerable to expected or unexpected threats and dangers, whether by martyrdom, loss, terrorism, torture, curfews, seeing body parts and flesh, blood, war machines, and so on. Thus, no home was not adorned with a martyr or detainee or injured, since the Iraqi people have been exposed to many shocking and stressful events over the difficult years, from the time the exiled Baath Authority took over the reins of power until the day it fell in 2003.

These threats and risks have negative effects on those who are exposed to and have taken various names such as, distress, stress, strain or trauma (traumatic experience), traumatic neurosis, or loss neurosis.

In this research, we are going to study the psychological hardness of the preparatory school students from the martyrs' families in Wasit, which can be defined as the sudden, unexpected and severe external event that leaves the individual distraught where this work is outside the scope of the ability of the human being, and the shock is given to describe the type of excessive experience of the individual so that, the person cannot tolerate it, so it collapses with pathological symptoms and its effect comes from the suddenness that occurs during the trauma (Abu Nejeila, 2001: 124).

The individual's response to the traumatic and painful experiences varies due to the existence of individual differences between them. Some of them collapse and are unable to confront, some of them fall prey to psychological and somatic illness, while others face these traumatic conditions with strength, determination and satisfaction with the judgment of God and his destiny. However, this is due to a number of psychological, social factors or subjective factors and external social factors. One of these factors is resilience.

Problem of the Research

The research problem is identified in answering the following questions:

1. What is the level of traumatic experience or trauma that the preparatory students of the families of political martyrs in Wasit governorate were exposed to?
2. Are there statistically significant differences in the research variable due to gender?

Significance of the Research

The importance of the current research lies in:

1. It contributes in drawing a social and psychological policy for the preparatory students from the families of the martyrs, which helps in the healthy growth of that section away from the disturbances.
2. It draws the attention of researchers and workers in the public and governmental psychological field to contribute to set up and develop preventive and curative programs in their interest.
3. It is beneficial for those in charge of this section, including subordinates, officials, and the environment around them, by identifying the problems they encounter and the mechanism for coping with them, or by taking their hand to bring them to be normal individuals.
4. It creates an objective and targeted information database on the degree of post-traumatic experiences disorder in that section, which can be positively invested by the governmental and civil institutions to ward off what may happen to them or to avoid what may happen to other sections in the future.

Research objectives

The research aims at-

Identifying the level of acceptance to event trauma among preparatory school students of the families of political martyrs in Wasit Governorate according to gender (males, females).

Limits of the research

Spatial boundaries: Preparatory school students from the families of martyrs in Wasit Governorate, in all its districts and suburbs.

Temporal limits: in the period from 6/ 1/ 2020 until 30/ 1/2020

Human Limits: a randomly selected sample consists of (80) male and female students, from the research population that consists of (1400), representing families of political martyrs.

Objective Limits: a stratified random sample of families of political martyrs in Wasit Governorate

Definition of the Terms

Psychological trauma

The American Psychiatric Association defines it as "Exposure to an excessively stressful traumatic event, including" direct personal experience of that event that involves actual death, threat of death, severe injury, or other threat to body safety, or witnessing an event involving death ", injury, or a threat to "the safety of another person's body or injury to a family member or some friend") (American Psychiatric Association, 1994:463).

Psychological trauma (traumatic experience)

Trauma can be defined as a sudden, unexpected, and severe event that leaves the individual awkward, and this act is outside the scope of the human being's ability. The traumatic experience refers to the type of excessive experience of the individual so that he cannot tolerate it, thus, the individual collapses with pathological symptoms and its effect comes from the suddenness that occurs during the shock (Thabit, 1996: 1).

Procedural definition

It is the score that the respondent gets on the psychological hardness scale that is constructed by the researchers in the current research.

Theoretical framework

The term traumatic or traumatic experience refers to a type of excessive experience of the individual, so that s/he cannot bear it, a case which leads to pathological symptoms, where its harmful effect comes from the suddenness that occurs during the trauma, thus, hinders the ability of the child who is exposed to a traumatic event (shock) to control the situation and then hinders the proper treatment to the effects resulting from this event .

It is also defined as the exposure of the individual to a traumatic event, whether by physical or psychological threat, or the actual exposure to death or injury to the individual himself or others, and this includes intense fear, a feeling of extreme tension, and a feeling of helplessness and terror.

Perhaps the Arabic scientist Ibn Sina was the first to succeed in the absence of modern techniques in the study of traumatic neurosis in depth and was the first to study traumatic neurosis and its psychological and physical effects in the history of medicine, given that the name traumatic neurosis is a name that is used by the scientist Oppenheim in 1884, where he used it to describe the state of feeling life-threatening and the approaching death, he had the merit in isolating and distinguishing this neurosis as having psychological effects resulting from the horror associated with the train accidents .

The term traumatic neurosis or traumatic psychiatric was used firstly before the First World War to describe and diagnose those cases resulting from railroad accidents, or other terrible disasters that threaten an individual's life. When the First World War started, it threatened large numbers of people and thus formed a collective traumatic neurosis. This neurosis took the utmost importance, and its fields of study expanded. Then the Second World War came to revive the interest in this study, which is still flourishing due to the extremist wars that break out here and there.

Accordingly, the concept of traumatic neurosis developed until it almost turned into a unique specialization in disaster psychology. In fact, such specialization which deals with disaster studies is badly needed in the Arab world in general, and in Iraq in particular.

Theories explaining psychological trauma (traumatic experience)

There are many theories that have attempted to explain psychological trauma, from these theories are:

1. Psychoanalytic Theory
2. The Psychological Theory
3. Information Processing Theory
4. Learning and Conditioning Theory (Classic Conditioning)
5. Cognitive theory

We will talk about these theories in some details:-

Psychoanalysis Theory

Historically, psychoanalytic theory has provided explanations for the soldiers' battlefield neurosis. Earlier in last century, Freud had his writings on this matter (Introduction to the psychology of war neurosis), and studies on traumatic neurosis (psychological trauma) of survivors after their experiences in Nazi training camps. However, this model assumes that the intensity or trauma has reactivated an old, unresolved psychological conflict, and the resurgence or renewal of the infantile trauma results in a regression and using defensive mechanisms such as suppression, elimination and denial. Thus, the new situations is revived once again when the traumatic event happens, here the ego in its role attempts to control the situation to reduce anxiety.

Thus, we see that the analytical theory has been concerned with the internal conflicts of the victim, where Freud attributed the cause of this disorder to the reviving of the problems that the individual suffers from in childhood, and his use of defense enzymes to control anxiety, and that any external gains or stimuli (from the individual's environment) such as empathy and financial incentives reinforce or maintain this disorder. Yet, in this explanation Freud neglected the external environment of the injured and focused on his personality before the trauma (Abu Nejeila, 2001: 127).

Psychological theory

Green, Wilson, and Lindsey attempt to develop a psychological and social interpretation of psychological trauma. They believe that the fate of the trauma depends on the one hand on its severity and nature and on the other hand on the personality of the individual and the role of the environment.

When the psychological factors and the environment are appropriate, the more traumatized person will be able to overcome the effects of the shock and restore the adaptation to an acceptable extent.

3) Information processing theory

Information processing theory is regarded as one of the most important theories that attempts to explain PTSD, (as news) or stimuli invade us from all directions, some of which are absorbed by the brain and processed (Encoding, decoding, behavior) while the other part is not properly processed because the stimuli are deficient or over the energy of the nervous system (the receptivity system), as is the case, for example, in disasters and shocks, so that the dangerous emergency stimuli do not fit with the person's experiences and his cognitive schemas since these disaster and shocks are beyond the normal frame of the human experience, and this leads to distortion and disturbance in the treatment of stimuli, and in this case the shock stimuli remain active and in their raw form, and they continue to exert painful pressure on the person who vainly tries to push them away from the threshold of consciousness until he feels comfortable and safe. In this case, the person comes to use some defensive mechanisms, such as, denial, insensitivity, and avoidance, however, these mechanisms are considered the hallmarks of PTSD (Jacob, 1999: 70).

It seems that the traumatic stimuli do not fade from the person's consciousness, but rather violently invade his head from time to time, and lead to the painful feelings, images, and tragic thoughts associated with the trauma (nightmares, intrusive thoughts and images). In this way, the traumatic stimuli remain pressing on the individual until they are completely treated, but it is not easy for this to happen due to the nature of the trauma that remains active in memory, unable to identify its meaning, and therefore a permanent swing occurs between the repetition of emotions and their avoidance, because of the inability to contain them in the cognitive construction, denial and indolence as a defensive mechanisms that keep the information outside consciousness or in the unconscious before any therapeutic trial to control the shock. The aim here is to complete the processing of the traumatic information or stimuli when the reality or the traumatic stimuli is successfully represented in the cognitive schemas of the victim, but if this change is not done then the traumatic experience will remain in its primary and active form without treatment (McMahon, 2002: 20).

4) Learning and Conditioning Theory

There are two types of conditional-based learning:

- **Classic conditional**

It studies the reaction of the body or organism to environmental pressures (stimuli), in which the person is subject "to those pressures and has no choice in changing them (Pavlov)."

- **Active condition**

In which the individual is able to move and respond to the stimuli of the environment in the manner he deems appropriate, but whenever the response is correct, the reinforcement (reward) is an incentive for the continuation of the work, and vice versa, the traumatized person attempts to escape from the stimuli that remind him of the shock (avoid) and these stimuli have become painful for the person because they were associated, for example, with torture or coincided with it, and therefore the painful past (the traumatic experience) continues through the present and the future, as the trauma overwhelms everything so that the logical thinking does not work properly. It is evident that the behavioral model helps us to understand the traumatic experience (the shock of the event) through the theory of conditioning, trauma, calamities, wars, and acts of violence are considered as absolute, unconditional stimuli that lead to a fear response, and absolute physiological reactions, and the fear response is generalized on the situations and stimuli that symbolize trauma, or are similar to its tools, and it speaks about the

learned warning, that is, generalizing fear, here the danger can be seen as a response that has been acquired through conditionality (Asaad, 1994, 96)

5) Cognitive theory

Cognitive processes are the basis for understanding traumatic experiences in the point view of the cognitive theory, and the individual's perception of events, situations, and people depends fundamentally on what the individual forms in terms of cognitive functioning and plans, with which and through which s/he perceives objects, attitudes and people are understood. However, these plans and formulas are formed in childhood through the relationship of the child with his family

A- If this relationship is characterized by interest, love, acceptance and appreciation, the child judges himself, the family and the society in a positive, comfortable and safe judgment, and perceives himself, his family and society in love, respect and appreciation.

B- If s/he is exposed to a traumatic experience or a stressful experience, s/he can overcome it through his optimistic view of things, and through the help of his/her loving family and his sympathetic, and supportive community.

C- If the childhood experiences that the child lived were characterized by neglect, rejection and lack of appreciation, then the child will necessarily feel insecure and dissatisfied, and here the negative feeling will make him give a "negative" judgment on society as a whole (himself, his family, his school, social environment).

D / If the self, the family and the community do not give him safety, security and reassurance, then s/he will exaggerate the expectation of danger and evil in the future, and his life will increase in complexity and it is possible that he will suffer psychological disorders resulting from traumatic experiences (Al-Atabi, 2002: 122). However, psychologists usually judge the consequences of violence from the point of view of the individual himself who lived the experience (political violence, physical violence, threat, loss, accidents) .

Through the aforementioned exposed theories which explain psychological trauma, we see that they are different in their interpretation of the event. Some of them looked at it internally, ignoring the other aspects (neurophysiological, cognitive, social, and behavioral aspects) as the view of psychoanalytic theory. As for the proponents of the cognitive theory, they attributed the trauma to the extent the information received by the individual and the information that he has correspond to the amount of information that the individual has about the situation and the traumatic event and thus, this theory overlooks the personality of the individual and its internal components, while others believe that trauma is a mere science free from human intervention and that through the nervous hormones and secretions produced by the glands, yet Pavlov views that trauma is the result of learning and the acquisition of skills with which to deal with events.

Factors causing psychological trauma

There are many causes that act as a shock that causes a person to go through symptoms known as PTSD, including:

- Execution of a family member or any close person as a result of any form of violence.
- Viewing a form of violence, such as intimidation and terror, or the killing or torture of a close person.
- Participation in hostilities such as fighting and carrying weapons.
- Separation from parents, especially in the first six years of the child's life .
- Forced displacement of families from their places of residence to other areas .
- . Being a victim of any form of violence such as arresting, torturing and detention .

- Exposure to bombing and dangerous warfare .
- Suffering from physical injury or disability .

Factors affecting individuals' response to psychological trauma

Not all people who have been exposed to psychological trauma develop a psychological disorder since there are several factors that play as a protective or preserving role, such as (personality, mood, fetal factors, other psychological diseases, coping strategy, and various familial, social and cultural factors)

The factors affecting the individual's response can be divided into three main groups:

A- Factors related to the traumatic event itself (the shock) .

B - Factors related to the personality of the individual .

C- Factors related to the external environment .

Reactions resulting from the event trauma

1- Short-term responses

That is, near-term, which is the immediate and rapid reactions to the traumatic event that appear in the form of: Nausea, Fainting and Loss of consciousness.

Physiological symptoms (such as high blood pressure, rapid heart rate, red face, crying, screaming, feeling helpless or emotional indolence ", disturbing dreams, nightmares, etc.)

2- Long-term responses

It is the far-reaching reactions that appear after a certain period of time after the traumatic event, such as:

Avoid confrontation

Introversion

Recall the traumatic event

Symptoms of post-trauma

Post-traumatic symptoms begin to appear after an individual has experienced a traumatic experience or a group of experiences during the first days or weeks of exposure to the traumatic event, provided that these symptoms last more than a month, in addition to that they must include a group of three symptoms which are (symptoms of re-presenting the traumatic experience, symptoms of avoidance, numbness, and symptoms of permanent excitation) (Shaaf, 2005: 42).

These three groups affect the three psychological aspects, namely:

The emotional aspect

The behavioral aspect

The intellectual aspect and trends

A case that makes the traumatized person unable to practice his normal daily activities, which he used to do normally before being exposed to the traumatic event, and these groups are as follows:

1- Recover the painful memories of the traumatic event

- 2- Avoidance of confrontation
- 3- Excessive fear
- 4- Regression to different behavioral patterns
- 5- Low academic achievement
- 6- Mood and emotions changing
- 7- Psychosomatic reactions
- 8- Speech disorders
- 9- Too much movement and instability
- 10- Violence and aggression
- 11- Increased awareness of external influences
- 12 motor supplies

Studies that dealt with event trauma (the traumatic event) and its relationship to some variables

1- Kobaza 1979

The study aimed to explore the psychological variables that would help the individual maintain his physical and mental health despite being subjected to stress. The sample consists of (760) males their ages between (40 and 49) years old and used the Holmes and Rahe scale for stressful life events, the Wyler scale for measuring diseases, and the psychological hardness scale to measure commitment, control and challenge.

The results showed that the more tough people, despite being exposed to pressures, were less sick and they are characterized by resilience, control, leadership and internal control, while the less hard people were more sick, helpless and higher in external control. The study showed that people who have more hardness also have more resilience, competence, ability activity and are more realistic.

2- Study of (Abu Heen, 1997)

It aimed to explore the effects of violence and psychological trauma on the psychological state of children, and to identify the extent of children's exposure to violence and traumatic situations. Their ages range between (8-15) years. They were randomly selected representing all the places in the Gaza Strip and distributed between the two genders. The researcher used the tests of (post-traumatic stress disorder, self-esteem, and anxiety).

The study found that 16% of the sample children recorded high degrees of severe anxiety that needed therapeutic intervention, and that children who were subjected to personal violence were fewer in number and higher in self-esteem than children who watched a family member being beaten or insulted.

The study of (Dyegrov et al, 2000)

It aimed to investigate the relationship between the type of event trauma and reactions to post-traumatic distress .

The sample consisted of Rwandan children after 13 months of the start of the ethnic cleansing campaign, and the results indicated that the children were subjected to severe trauma related to witnessing the killing of a family member and mass massacres. Moreover, the study also showed that 90% of the children expressed that they will die in the near future.

4- Study of (Quota et al, 2000)

It aimed to examine the effect of cognitive regulation, parental treatment styles, traumatic events, and activity on the psychological disorders resulted from the trauma (PTSD) emotional disorders, school performance, and neuroticism after three years of peace.

The sample consisted of (86) children distributed as (44) male and (42) female children, using the IQ Saleh Picture scale, Abraham's Creativity Scale, Schafer's Parenting Styles Scale, Frederick's PTSD Scale, Eisenck's Neurotic Scale, and Emotional Disorders Scale for Beelz, Bern, Boyle and Offord.

The study showed that psychological disorders resulting from trauma are high among children who have been exposed to traumatic events among, and methods of socialization play a large role in the formation of psychological disorders resulting from trauma and indicated that children were more dependent and ready to take while their creativity was low.

5- Study of (Thabet et al 2001)

It aimed at identifying the effects of traumatic events on the mental health of Palestinian women and children. It also examined the results of post-trauma and the relationship between the mental health of mothers and children. A stratified random sample of children between (9-16) years of children in the Gaza Strip of (286) children was used, and the traumatic experiences scale for Gaza Strip was used, and a measure of symptoms arising after trauma for children. However, the study found that male children are more susceptible to trauma than females, and (34.9%) of children recorded the presence of abnormal reactions as a result of exposure to PTSD.

6- Study of (Smith et al, 2002)

It aimed at assessing the effects of war on the mental health of children and exploring the impact of violence during the Bosnian-Croatian war on the development of post-traumatic stress. The sample consisted of (2976) children aged between (9-14) years .

The results showed an increase in the rate of post-traumatic stress, and it also showed a correlation between the degree of exposure to trauma and age, as the older children showed a higher level, and there was no difference between the two genders in the score .

7- Study of (Al-Hawajri, 2003)

It aimed at examining the impact of a counseling program to alleviate the effects of psychological trauma of students of the basic stage in Gaza governorate, the sample consisted of (48) male and female students divided into two groups (experimental 12 male and 12 female students) and controlled (12 female and 12 female officers), where the researcher used the group counseling method and the method of lecturing and discussion in implementing the program sessions, the children's trauma reactions scale, the Eisenk neurosis scale, and the socio-economic scale (Dr. Salah Abu Nahia).

The study showed a proportional correlation between the level of trauma and neurosis and there are differences in the level of trauma between the genders in favor of females, and there are differences in the level of trauma between children with a high socio-economic level and children with a low socio-economic level in favor of the first group, and it was found that the level of trauma, symptoms after it, and the level of neurosis had essentially decreased in the experimental group compared to the controlled one, and there were no differences between the scores of the experimental group students in the posttraumatic measurement and the followed scale in each of: the children's trauma reaction scale, the PTSD measure, and the neurosis scale.

Third: Commenting on previous studies

Commenting on studies that dealt with event trauma

A- In terms of the objectives

Previous studies of event trauma have agreed on their objectives in identifying the impact of traumatic experiences on mental health as reported in (Abohen, 1997), (Power and others, 2000), (Thabet, 2001) and (Smith, 2000).

However, the study of (Al-Hawajri, 2003) differed in terms of goals, as it aimed to alleviate the effects of psychological trauma in children by using specialized counseling programs.

B - In terms of the sample

The study samples differed from the previous studies due to the difference in the goals of these studies and according to the availability of samples, all of them were on children between (8.5-13.5) years old as in the study (Abohen, 1997; Power, 2000; Al-Hawajri, 2003 and Thabit, 2001), all of them on Palestinians children.

However, the study (Dyegrov, 2002) and (Smith, 2002) differ with the previous studies in the place of administering as the study of (Dyegrov, 2002) was in Rwanda, and the study of (Smith, 2002) was conducted on Bosnian and Croatian children.

C - In terms of tools

The tools used in the previous studies varied according to the diversity of the desired objectives of the study. However, a number of previous studies have agreed in that they administered measures of traumatic experience, and these studies are the study of (Power, 2008 and Thabit, 2001 and Dyegrov, 2002 and Shaath, 2005)

As for the study of (Abohen, 1997, and Smith, 2002), they used the PTSD scale, and each of the studies of (Al-Hawajri, 2003 ; Dyegrov, 2002; Alwan and Salih, 2007; Smith, 2005 and Dyegrov, 2000) have prepared the study tools, but in a study of (Quta, 2000) Frederick's scale is used.

- In terms of results

All studies confirmed that the sample members of each study were exposed to traumatic experiences with a variation in these exposures, and the study of (Al-Hawajri, 2003 and Alwan and Saleh, 2007) showed the opposite of what previous studies showed, as they found that females are more susceptible to traumatic experiences than males.

The study (Abouheen, 1997 and Dyegrov, 2000 and Quta, 2000, Al-Hawajri, 2003, Alwan and Saleh, 2007) agreed that there is a relationship between traumatic experiences and some psychological and social variables (self-concept, anxiety, dependence, creativity, psychological hardness, the level of neurosis, behavioral problems, depression, future outlook).

The study of (Smith, 2002) agreed that the two genders are equal in exposure to the traumatic experience, while the study of (Al-Hawajri, 2003) showed that there is a relationship between traumatic experiences and some demographic variables (economic level, place of residence, age, father's status:) martyr, deceased, alive ().

Dyegrov (2000) study agreed that there is a relationship between traumatic experiences and the development of PTSD reactions.

Research Methodology

The researchers use the descriptive method because it is one of the most common and used types of scientific research. It is concerned with description and is interested with identifying the relationships and circumstances that exist between the reality events. It is not limited to collecting and organizing data, but rather includes some degree of interpretation of that data.

Thus, it is often accompanied with comparison and uses methods of classification and interpretation.

And that the research process can not be completed without organizing, analyzing data, and extracting conclusions that are significant to the problem at hand (Jaber and Ahmad 1983, 134).

However, researchers in descriptive studies carefully:

1.Examining the problematic situation.

2.Determining their problem.

Selection of suitable sample and appropriate source materials.

4.Choosing methods of data collection or preparation.

5.Establishing rules to classify data that are ambiguous.

6.standardising data collection methods.

7.Making objective observations selected in a regulated distinguished and manner.

8. describing their findings, analyzing and interpreting them in clear, specific terms, and carefully categorizing and summarizing the data, and then analyzing them in an attempt to extract significant generalizations that lead to the advancement of knowledge (Van Dallen 1984, 313).

The descriptive research also provides us with a real information about the current state of the various phenomena that affect individuals in their work. This information is of scientific value indicating the importance of existing practices or not, or gives ways to enhance them towards what they should be. This is the essence of descriptive research as an applied goal.

The importance of descriptive research appears if we know that the scientific research has not been applied equally to all fields in education (Al-Najeehi and Muhammad 1973, 200)

The research procedures

This chapter explains the procedures that are followed in order to achieve the objectives of the research. Here, the researchers use the descriptive approach, and it includes a description of the original community, the method for selecting the research sample, how to design the research tool used in collecting data and information, how to administering it, and how to use the ready-made scale to measure the trend towards the occupation. It also includes the statistical methods used in analyzing the results and the method of analysis.

Research community

Community means “a group of events or elements with common characteristics that are observable and measurable” (Aziz and Anwar 1990, 17) and in order to know the original research community, the two researchers sought help from the Statistics Division of Wasit Governorate Martyrs Institution, for the purpose of knowing the true number of the original community in Wasit Governorate, with its districts and suburbs. .

Wasit Governorate martyrs community

The number of political martyrs in Wasit governorate reached (1400) martyrs throughout the governorate, and the number of university students among the families of martyrs reached 230 students.

Research sample

The sample is “a model that forms part of the community units concerned with research and is representative of it so that it has its common characteristics” (Qandalji 1992, 112)

The research community is large and divided into (4) districts and (7) suburbs. It is difficult to include all members of the research community in the current research procedures. Therefore, it required choosing a representative sample from the community using the stratified random sampling method (Aziz and Anwar 1990, 79). The two researchers chose 55% of the community research as a sample for research.

The research sample consists of: (40) males relatives of martyrs and (40) females relatives of martyrs in Wasit governorate.

The research tool

In order to achieve the research objectives, this required the use of two tools:

A questionnaire for the purpose of collecting information and data about the feelings of the martyrs' families and their ability to withstand the trauma of the event and their psychological hardness in overcoming that traumatic event, and it is designed by the two researchers (Appendix No. 1).

The interview as a tool to verify the validity and reliability of the items of the questionnaire. The interview is carried out by the two researchers visiting the Foundation for the Families of Political Martyrs in Wasit Governorate and meeting the sample members, and they were asked to take photographs for them to be attached to the research appendices.

Reliability of the questionnaire

Any research tool measuring a phenomenon must be characterized by reliability in order to be reliable, because reliability is one of the basic concepts in measurement and it must be available in the scale to be reliable for using (Al-Imam, et al. 1990: 143).

Reliability means "consistency of results when readministering." And among the conditions for a good scale is its consistency with high reliability (Isawi 1985: 58). The researchers rely on the test-retest method to verify the reliability of the questionnaire.

Results related to the first goal:

To achieve the first goal (identifying the level of traumatic experience or trauma experienced by preparatory school students in political martyrs families in Wasit governorate according to the gender) and the results are as shown in table (1)

Table No. (1)

The results of the T-test of the significance of difference in the mean scores of two independent samples

Trauma of the event / according to gender

gender	number	means	S.deviation	T-value		significance
males	40	52.43	7.071	calculated	Tabulated	insignificance
females	40	46.23	6.859	3.98	1.980	

The table shows that there are statistically significant differences

The table shows that there are statistically significant differences between the average scores of males and the average scores of females on the event trauma scale. The calculated T value was (3.98) greater than the tabulated value of (1.980) at a degree of freedom (79) and a level of significance (0.05).

Statistical means

To treat the data statistically in order to achieve the research objectives, the researchers use the following statistical means:

Pearson correlation coefficient and test-retest

Recommendations

In light of the research results, the researchers have put forward the following recommendations:

- 1- It is possible to benefit from the results of the research by organizing many awareness programs and counseling circles for this section of people.
- 2- The adoption of the results that are arrived at in this research by the Martyrs Foundation in Iraq to take care of the families of the martyrs according to the variables of the trauma event, as it is interested in mental health and is not only taking care of the material aspect only by compensating this section with moral compensation.

Suggestions

The researchers suggest the following:

- 1- Conducting a similar research on a section of the university students who are within the families of political martyrs in Wasit province and on a larger scale.
- 2- Conducting a follow-up study to examine the development of the variables of (event trauma) on the same section.
- 3- Conducting a follow-up study to find out the impact of event trauma on public health and physical symptoms, and in treatment of some diseases, according to the work and gender variables of that section.

Conclusion

The contemporary human being lives in a time in which there are many causes of psychological pressure, and this era is characterized by rapid change in all fields, which made the individual face many challenges in the way of defining his goals and meeting his needs in order to achieve personal and social adjustment, and to achieve scientific and academic progress and through human interaction with the environment we find an individual always in need of continuous harmony among his subjective components and his own circumstances. This is what is called the acceptance of event trauma, through which the individual seeks to achieve a balance between himself and his external circumstances, whether by changing what is inside himself, such as his methods of coping with the environment, mobilizing his energies or changing his thoughts, or modifying his goals and ambitions, or by changing the environment (Luluua Al-Rasheed, 1999: 54).

During the past few years, studies in this field have begun to focus on the positive aspects of personality, and on the variables that would make the individual maintain his physical and psychological health while facing stress. Some studies have dealt with the variable of trauma event or traumatic event as one of the most important of these positive variables.

The study aims at exploring the level of acceptance of event trauma among preparatory school students of the families of political martyrs in Wasit governorate according to gender (males, females).

The researchers have built the event trauma scale and they have used the interview as a tool to verify the validity and reliability of the scale's items. The interview is carried out by the researchers visiting the Political Martyrs Foundation in Wasit Governorate and meeting with the sample members. The sample members are asked to take photographs to be attached to the research appendices.

The event trauma scale, which is constructed by the researchers, is administered on the main research sample which consists of (40) male and (40) female students. The results show that the level of acceptance of the event trauma in preparatory school students from the families of political martyrs in Wasit governorate according to the gender is less from the hypothetical means, that is, the individuals of the current research sample do not possess a level of acceptance and this can be attributed to many environmental factors surrounding the sample at the time of the shock occurrence.

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Appendix (1)

The questionnaire of trauma event among the families of political martyrs

Degree of kinship:-

Gender:-

Age:-

No.	Item	never	seldom	Some times	often	always
1.	I feel willing to lose a life because of losing a loved one.					
2.	I feel afraid of future.					
3.	I feel I am the only one who will be exposed to traumas.					
4.	If something hateful happens to me, I remember that some people's misfortunes are greater.					
5.	I feel despair when the circumstances are against me.					
6.	I can control myself when being sad.					
7.	I intolerable if a conflict happens with others.					
8.	I apply the holy verse that says (Those who suppressing anger and forgiving people).					
9.	I feel at ease when I say: (We belong to God and to Him we shall return)					
10.	I find that one's prestige is in its toughness and arrogance.					
11.	It hurts me if one of my neighbors or friends is exposed to an accident.					
12.	I hesitate to attend someone's funeral.					
13.	I am thinking about what will happen to my children in the future, as they suffer from deprivation due to the loss of their					

	fathers.					
14.	I struggle in raising my children for losing my husband despite the support of Family and friends.					
15.	I am talking about the shock of losing my father with my friends.					
16.	In vain, I try to forget what happened to me and my family when we heard the tragic new.					