

The Effect of Migration and Socio-Economic Status on Syrian Children Behavior in Halba Public Middle School in Akkar

Running Head: Children of War

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Abstract: *The aim of this study was to uncover the relationship between Syrian students' migration to Lebanon, social and economic status, the length of time in conflict zones and the behavioral disorder presented by bullying in Halba public middle school at grades 6 and 7. This study employed a mixed quantitative and qualitative methodology to answer research questions. The sample included 125 participants, divided into 85 Syrian student and 40 Lebanese students, a social guide addressed by the ministry of education in Lebanon for the school. Data from the student samples is collected using the bullying prevalence questionnaire by Ken Rigby & Phillip Slee, 1993. In addition to the test, a quantitative interview with closed-ended answers was addressed to the students, also a qualitative interview took place between the researcher and the social guide; finally a brief data owned by the school concerning the duration spent in conflict zones was collected as well. The research analyzed the data using the Statistical Package for the Social Sciences SPSS software, version 23, T-Test and ANOVA test. The results of this study showed a significant relationship between the economic status of the students, including the child labor and poverty, and the behavioral disorder (bullying), there was no significant relationship between the migration itself nor the social status nor the length of time they spent in conflict zones and bullying, and by discussing the results of the interview it was clear that other behavioral and mental disorders occurred among the students that weren't tested in this study. These findings suggested a real need of a cyclic and periodic assessment for students generally and for students suffering from post-traumatic stress disorders, in addition to an urgent need of a psychologist in public schools, and finally addressing laws that forbid any child labor among children. Finally, the researcher suggested for further researches, to raise a call in order to reach a state of immunization for children's mental health.*

Keywords: migration, behavioral disorder, bullying, violence, mental health, post-traumatic stress disorder, economic status of Syrian refugees, social status of Syrian refugees

1. Abbreviations

ICRC: International Committee of the Red Cross
 MEHE: Ministry of Higher education Lebanon
 UNHCR: United Nations High Commissioner for Refugees.
 UNICEF: United Nations International Children's Emergency Fund
 UNRWA: United Nations Relief and Work Agency.
 PTSD: Post-traumatic stress disorder.
 LCRP: Lebanon Crisis Response Plan
 ES: Economic Status.
 SES: Social economic status.
 SIP: Social Information Processing
 TOM: Theory of Mind
 DCM: Dynamic Causal Modeling

2. Introduction

2.1 Background of the Study

Since the first war in history, which is filled with civil conflicts and political oppression, soldiers weren't the only victims, children, old people and women were as well victims. A victim is not necessarily the ones who died in this war, innocents affected with trauma and mental and psychological health are also victims, from its narrow sense referring to the person being harmed by the armed conflicts and unlawful acts, to its wider sense referring to the person risking vulnerability and exposed to suffering (ICRC, IRRC No.874). Based on UNICEF reports in 1996, between 1945 and 1992 there were 149 major wars, killing

more than 23 millions of people. A whole generation was raised under the midst of brutal armed conflicts.

Based on the United Nations relief and works agency for Palestine refugees UNRWA report in 2017, that in the middle east the longest conflict is the Palestinian conflict, 60 years and on, left the largest amount of refugees Nearly one-third of the registered Palestine refugees, which is more than 1.5 million individuals, live on 58 recognized Palestine refugee camps in Jordan, Lebanon, the Syrian Arab Republic, the Gaza Strip and the West Bank, including East Jerusalem, registering 1 for 4 Palestinian refugee relative to national population in Lebanon and 1 for 3 in Jordan.

In this study, the researcher studies the case of the Syrian conflict which is the current time conflict registering for now 7 years of unstoppable war. Since 2011 a conflict took place in Syria causing the largest refugee displacement crisis in the current time. Neighboring countries such as Lebanon, Jordan and Turkey have hosted the major number of the refugees since the beginning of the war, hosting 1 in 6 Syrian refugees relative to its national population, Jordan for 1 in 14 and Turkey for 1 in 23 ranked second and third, pursued by a wider migration to Europe as for summer 2015. (UNHCR, 2017)

Refugees from Syria suffered in this conflict from multiple rights violations and abuse, including the massacres, the executions, the torture, hostage- taking, kidnapping they have witnessed. Migration caused in her turn an increase of the level of poverty, after having lost all their belongings and properties, unemployment and limited

Volume 9 Issue 6, June 2020

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access of food, water and health care. (Syrian Centre for Policy Research (SCPR), 2014)

2.2 Statement of Problem

The United Nations High Commission for Refugees (UNHCR) reported that in 2012 there were 15.4 million refugees in the world (UNHCR, 2013a), including internal displaced Syrians seeking safe shelters. Displaced refugees have been exposed to numerous traumatic events such as death, threat of death, torture, starvation, injuries, or disappearance of one or more of the family members. The difficulties of living in a conflict area, the experience of torture (Mollica et al., 1998), the separation from family (Rousseau, Mekki-Berrada, & Moreau, 2001), and having a prior trauma (Trautman et al., 2002) are found to be related to mental health problems among refugees. Besides the traumatic events refugees faced, they may also have worries about their future; in Norway a recent study conducted about refugee psychiatric outpatients indicated that the post migrations stressors concerning unemployment, social integration, social network, are also related to mental health problems (Teodorescu et al., 2012).

Lebanon shared with bordering countries such as Turkey, Iraq, or Jordan the displacement of Syrian refugees, this displacement reached around one million refugee (Human rights watch report for Lebanon, 2018) making them suffer from different aspects, such as unemployment and poverty, loss of their belongings, lack of food and sanitary care, the need to work to support their families, discrimination, and the loss of parts of their families in this war, in addition to the violence witnessed or survived due to the war in their homeland. Issues affected Syrian displaced children's mental health as cleared above, leading to behavioral disorders.

Despite Lebanese Ministry of Education and Higher Education has taken several positive steps to enroll Syrian children in formal education, there are cases of violence and bullying between students detected in some schools. These findings suggest a need to examine which aspect more likely affects Syrian refugee students mentally leading to behavioral disorders (bullying) in Lebanese schools, explaining the relation between the migrations itself, social, economic aspects and behavioral disorders translated by bullying.

The past researches didn't address a significant relation between bullying and migration and other aspects since the researcher did not find any similar topic observed in Lebanese schools, which leads to a need for further study to better understand the significant relation between the two variables in order to provide the child with a full support, financially, psychologically, physically and mentally in order to help him stand up on his feet again and face every aspect of his life problems caused by this war.

2.3 Significance of the Study

This study was conducted to define the main reasons for the bullying behavior practiced by the Syrian children in the

public middle school of Halba Akkar. The results gathered by this investigation can lead the professionals to identify the ways to cure some obstacles faced. In addition to the professionals, the students will be able to pursue their educational life in a healthy way, mentally and psychologically.

Knowing the reasons help finding the cure, and as it is known in past if reason is known the wondering is gone.

Bullying is still till now a big problem faced by school staff, in ordinary situations, since what if we are talking now about a breeding ground such as migration, wars, violence and social/ economic vulnerable status. Children under this oppression suffer from a highly emotional unbalance, in addition to the normal unbalance of their teen age, affected by several matters what will definitely affect their growth and their attitude of the bigger range than school limits.

Thus, the importance of this study is to reveal the relation between the migration and other aspects studied and the behavioral disorder (bullying) in order to understand the collected information in the future, from the investigation on the reasons of the bullying behavioral disorder invading the Syrian student community. Also in contemplating the wider image of how this attitude affects the growth and the personalities of bully and the one getting bullied, accompanied with the aim of knowing what can stop of limit or even lessen this phenomenon.

2.4 Purpose of the Study

The first aim of this study is to uncover the relationship between the migration of the Syrian students in addition to the period spent in war zones and Syrian student's behavioral disorder (bullying), the second aim of this study is to uncover the relationship between the social and economic status of Syrian students and the behavioral disorder (bullying) detected in 125 students of Lebanese and Syrian nationality aged between 10 and 16 in grades 6 and 7 in the public middle school of Halba.

Rationale

Carvalhosa in 2017 stated that bullies show a hard time maintaining friendships, being as well unhappy at school, and sometimes with below average results and grades academically, and also having a low appreciation from their teachers. Based on the information discussed in this chapter, bullies also can't control their anger, and enter easily in conflicts and fights with their peers, whether physical or else, therefore bullies present a deficit in their social skills, and sometimes wrong beliefs about the consequences following their act, thinking that the violence is the only way to end things (Matos, Negreiros, Simoes & Gaspar, 2009). Carvalhosa in 2017, preceded by Olweus (2010), claimed that bullies in the future can become offenders, or commit crimes, having a bad time back at school in respecting the law and integrating into the small society in school, whereas the law of a bigger society, with all what they may become involved in risky behaviors.

2.5 Research questions

- 1) Is there a significant relationship between Syrian migration and the Syrian students' behavioral disorder (bullying)?
- 2) Is there a significant relationship between the social status of Syrian migrant students and Syrian students' bullying behavior in grade 6 and 7?
- 3) Is there a significant relationship between the economic status of Syrian migrant students and Syrian students' bullying behavior in grade 6 and 7?
- 4) Is there a significant relationship between the period spent in warzones and Syrian students bullying behavior in grade 6 and 7?

Research hypotheses

The researcher further developed the following hypotheses:

H₀₁: There is no significant relationship between the migration and the behavioral disorder (bullying) of the Syrian migrant students.

H_{A1}: There is a significant relationship between the migration and the behavioral disorder (bullying) of the Syrian migrant students.

H₀₂: There is no significant relationship between the social status of Syrian migrant students and the behavioral disorder (bullying).

H_{A2}: There is a significant relationship between the social status of Syrian migrant students and the behavioral disorder (bullying).

H₀₃: there is no significant relationship between the economic status of Syrian migrant students and the behavioral disorder (bullying).

H_{A3}: There is a significant relationship between the economic status of Syrian migrant students and the behavioral disorder (bullying).

H₀₄: There is no significant relationship between the period spent in warzones and behavioral disorder (bullying) of the Syrian migrant students.

H_{A4}: There is a significant relationship between the period spent in warzones and behavioral disorder (bullying) of the Syrian migrant students.

2.6 Limitation of the study

There are three limitations in this study. The limitations faced by the researcher in this study is the lack of similar studies according Syrian Crisis, especially concerning refugees in Lebanon as of being a newly crisis despite the 8 years that passed. The second limitation is that the results by using one school, in grade 6 and 7 with 125 students in this study will not give the researcher the ability to generalize the results. The third limitation is related to the accuracy of the data collected concerning the social and economic status in addition to the period spent in warzones of the Syrian migrant students.

2.7 Delimitation of the study

The delimitation of the study is detected by the contribution and facilities provided by the school principal and teachers as well as the social guide addressed by the ministry of education in Lebanon in order to achieve this study.

2.8 Organization of the study

This research study is organized into five chapters. Preceded by an abstract, chapter one contains background of the study, statement of the problem, purpose of the study, research questions and hypotheses, significance of the study, and delimitations, limitations, and assumptions of the study. Chapter two portrays a review of related literature about the following topics, definition of migration, this topic contains subtitles as types and reasons of the migration, effects of migration: positive and negative, migration in Arab countries, Syrian refugee's children in the educational system of receptive countries, Educational system in Lebanon, overview of the history of the enrollment of Syrian students in Lebanese formal education, LCRP sector response plan, mental disorders, studies about mental health and psychosocial wellbeing among conflict affected Syrians, studies about Migration and children's disorder mental health, the effect of migration on the psychology and behavior of children, witnessing violence and children's mental health, Studies about effects of the violence survived on the behavioral and psychological aspects of the Syrian children, studies about migration and bullying, studies about the effects of social status on students' mental health, studies about the effects of economic status on students mental health. Chapter three describes the methodology of the study including research design, population and sample, development and validation of data collection tool, its administration, and statistical techniques used for data analysis. Chapter four provides statistical and analytical visual displays of the results of the research. Chapter five draws up a discussion for each question addressed in this study, a conclusions, recommendations, and sets dimensions and directions for further anticipated research.

2.9 Theoretical framework

Many researchers have been challenged theoretically to explain and understand the act of bullying, trying to understand why any individual chooses to take the path of a bully. Sutton (2001) stated that bullying is regulated primarily by environmental and social factors, studying those factors contribute in the process of recognition of the causes of bullying disorder. First, the social capital theory, second the social information processing theory and the third is the theory of mind; the three theories will be discussed in this paragraph.

The social capital theory

The social capital theory refers in a broad explanation to the factors that functions every social group, including interpersonal relationships, shared values, norms and sense of identity, in addition to shared trust reciprocity and cooperation. In terms, it refers to the resources and the value of the resources whether they are tangible like public spaces or private property, and intangible like humans, second, the relationship between those resources, third the impact of that the relationship between the resources have on the resources themselves and on the larger groups. The theory of social capital explains the improved performance of groups and the evolution of communities.

Coleman and Hoffer (1987), suggested the family structure indicator as a factor affecting the students' performance in their seven years period of data collection in 1015 public catholic and other private schools in America from 1980 to 1987, their findings in this research are that social capital in students families and communities attributed to a lower dropout rate in the catholic schools then the public schools. After that Teachman et Al. (1996) continued to develop Coleman's suggestion, in the same time criticizing his use of the number of parents in the family, neglecting by that the effect of stepparents, single-parent families taking into consideration not only the family structure but also the different types of the single parent families, whether it a mother or father or not married couples. In 1999 Morgan and Sorensen proposed two new models of comparison challenging what they called Coleman's lack of explicit mechanism to explain why Catholic schools students perform better than public schools. The first model is norm-enforcing schools in catholic schools; the second is a horizon-expanding on public schools.

The results came that despite the positivity in maintaining an encompassing functional community brought by the norm enforcing model, it brought negative consequences as well in the excessive monitoring. In another hand in horizon expanding schools model in public schools, the social closure found to be negative for the students achievement. Morgan and Sorensen (1999) studies lead to a summery that social capital theory is sequenced where a kind of social capital can be positive in a defined setting but negative in another one. Perusing the positive and negative effect of social capital Kilpatrick et al., (2010) stated that this theory analyses the learning and the relationship between learning and community development. Assuring that a link between the parents and the school is a must in order prevent the disadvantages of social capital. The contribution of the parents in the child's education is a responsibility, without it the parents will be less engaged in their children's life.

In their study Min Zhou and Carl L. Bankston, Titled "How Vietnamese children adapt to life the United States (1998)", it revealed that preserving the ethnic values enables the migrant children to integrate socially in the community. This ethnic solidarity is important for migrants and their adaptation in hosting countries is affected by the social relationships between the community and migrants.

Social information processing theory

The social information processing theory (SIP) is developed by Dodge (1986) and redefined later on by Dodge himself and Crick in 1994. This theory involves six steps, in step one, individuals encodes the sensory information which is taken into the system. The second step includes the individuals attempt to interpret those sensory information gathered. In the third step an explanation or clarification of the settings occurs. In the fourth step, the individuals gather ideas of responses or can develop ideas of their own. Next, in the fifth step comes the appropriate decision for the response. In the last step, the behavioral response is practiced by the individuals. Crick and Dodge (1994) claimed that the behavioral disorder of bullying is a result of a social information process deficit that occurs in one of those six steps mentioned above.

Camodeca et al. (2003) claimed that the bully-victims exhibit occurs in the step of clarification which is the second step of processing and in the decision making step which is the fifth step. Moreover, Camodeca et al. (2003) reported as well that bullies and victims have lower social competence than those other children who's not involved in the bullying process. Randall (1977) termed the social blindness to the children, who have a lack in understanding other children's perspectives, stating that any individual that practice bullying is doing it due to not processing the social information correctly. McKeough, Yates, & Marini (1994) stated that the deficit is a result of environmental factors influencing the understanding of children, for children who are exposed to inadequate experiences are highly developing unhealthy human relationships.

The theory of mind

On another hand, the theory of mind (TOM), described by Sutton (2001) that it is "the ability of individuals to attribute mental states to themselves and others in order to explain and predict behavior", for Sutton, it is likely that bullies have a superior theory of mind instead of having the bullying behavior due to the social incompetence, for him being able to understand and explain the mental states of others and predict their behaviors makes it easy for bullies to manipulate feeling and emotions of others. For a bully to socially harm his victim he needs to understand his feelings in order to easily manipulate them (Sutton et al., 1999). Arsenio & Lemerise (2001) criticized the TOM framework, that having superior TOM skills leads to various types of bullying but it can also lead to a high prosocial behavior, and having superior TOM does not show where this knowledge is going to be used.

3. Review of Literature

This chapter reviews literature related to migration and violence and its effect on Syrian children refugees, it also reviews the literature related to the social status especially the case of orphanage as an outcome of armed and military conflicts, in addition to that it reviews the literature related to the economic status affecting children lives and leading them to child labor and its effect on their mental health. It also includes literature about the mental health of the refugees on a wide perspective and Syrian refugees on the narrowed perspective. Specifically, the literature review includes the following topics identifying its scope: (1) Migration, definition of migration, this topic contains subtitles as types and reasons of the migration, effects of migration: positive and negative, migration in Arab countries, (2) Syrian refugee's children in the educational system of receptive countries, Educational system in Lebanon, overview of the history of the enrollment of Syrian students in Lebanese formal education, LCRP sector response plan, (3) What are mental disorders, studies about mental health and psychosocial wellbeing among conflict affected Syrians, studies about Migration and children's disorder mental health, the effect of migration on the psychology and behavior of children, witnessing violence and children's mental health, Studies about effects of the violence survived on the behavioral and psychological aspects of the Syrian children, (4) studies about migration and bullying, (5) studies about the effects of social status on

students' mental health, (6) studies about the effects of economic status on students mental health. The main purpose of the literature review is to discover the effects of the variables mentioned by the researcher towards mental health, in similar studies concerning children in wars and conflicts, whether in Arab countries or else.

3.1 Migration

3.1.1 Definition of migration

In word definition, oxford dictionary defines human migration as the act of moving from an area to another, or country to another in order to seek better living conditions. Broadly, migration is defined to be a permanent or semi-permanent change of residence, it is not associated with a clear law concerning the distance of the new residence, nor being voluntary or involuntary act, also migration does not distinguish between the internal displacement and external displacement. Although the reasons and the consequences are widely different, nomads are excluded from this definition due to their continual movement. However, no matter how easy or hard, long or short is the migration act, it involves a reason or origin and a vast number of obstacles faced by every migrant differing one from another.

The migration and remittances fact book 2016 declared that the number of migrants grew up rapidly in the past years, summing up the reasons of the migration: labor shortages, job opportunities, internal conflicts, war, natural disasters, environmental and climate change.

Highlights by the migration and remittances fact book 2016

- More than 247 million people live outside their countries of birth.
- The frequent migrant destination countries are: in the first place the united states of America, Saudi Arabia, Germany, Russia, the united Arab emirates, the united kingdom, France, Canada, Spain and Australia.
- Mexico- united States is the largest migration corridor in the world with a count of more the 13 million migrants. Pursued by Russia-Ukraine as the second largest corridor, followed by Bangladesh-India.
- Excluding the refugees from Gaza district and the west bank, the number of refugees in 2014 was 14.4 million, where 86% of them are hosted by turkey, Pakistan, Lebanon, the Islamic republic of Iran, Ethiopia, Jordan, Kenya, chad and Uganda. Back then the Syrian Arab republic recorded the main source of the refugees in 2014.

3.1.2 Types and reasons of migration

While the researchers often divide migration types into two different types, forced and voluntary migration, every type is also divided into several minor titles. In the first place, voluntary migration is classified as the displacement of people from areas that not guarantee their livelihood, labeling this as a voluntary migration, it's about having the choice to migrate or not.

On another hand, comes the forced migration, which relies to the act of moving due to a risk of danger encountering migrants in their life, which means life threatening disasters, it is often associated with conflicts and war act, Concern USA sums up the forced migration with 5 main reasons:

- 1) Drought: communities relying on agriculture as a mean to living, a drought can affect their lives, for example a numerous African countries including Somalia, Kenya, Malawi and Ethiopia suffer from severe droughts causing hunger and lack of life sources to millions of citizens, leaving them without access to treated water, depending only on contaminated water for bathing, drinking, and watering crops, which leads eventually to a vast wave of diseases. Drought leads often to an individual forced migration, usually fathers, to seek living sources in other regions. Others migrate as a unit of family seeking a new life in other places.
- 2) Hurricanes and flooding: vulnerable countries suffering frequently from heavy rains and high winds face forced migration as well as drought countries. In her report Kristin Myers (2016) discusses the case of hurricane Matthew in Haiti back in 2016, the author reveals that an estimated number of 1.5 million citizens (10% of the population were left without humanitarian aid. Almost 60, 000 Haitians currently live in the United States of America, drifting from their homeland due to major hurricanes and earthquakes in the recent years. A report published in Cornell University in 2017, by Blaine Friedlander claims that by the year 2100, an estimation of 2 billion people could become migrants and refugees due to the climate change. Especially people living in coastlines will face displacement seeking habitable regions due to the rising of ocean level (Land Use Policy, 2017).
- 3) Earthquakes: same as the hurricanes, natural disasters such as earthquakes are also considered one of the common causes of forced migration. Haiti, Afghanistan, Pakistan and India suffered devastating earthquakes with no less than 7.0 magnitude leaving citizens with a need to leave their homelands seeking shelter.
- 4) Diseases: brought, earthquakes, flooding bring contagious diseases, watering crops with contaminated water increases the risks of infection. In this section, diseases can be harmful in both ways, a contribution as a factor for forced migration, and a risk during the migration itself. Virulence journal posted in 2015 an article titled " climate change- related migration and infectious disease", the article noted that migrants relocating in new locations are under a high risk of contagious diseases, either after the relocation or during the process, as well as spreading diseases brought from their homeland to new location.
- 5) Conflict and war: since the researcher mentioned above that war and civil conflicts are considered as the most common factors of the forced migration, an example of that the Rohingya crisis in Myanmar, causing a migration of over a half million of Muslims from Myanmar to Bangladesh due to the ethnic cleansing. The United Nations declared that with the escalation of the violence in Myanmar, the Rohingya is called "the fastest-growing refugee emergency" in the whole world.

3.1.3 Positive Effects of migration

Anh (2003) claims that migration is a considered as a driver of growth; a way to get out of poverty, migration has a positive impact on people's life. Also Afsar (2003) claims as well that migration reduces poverty, for example in Bangladesh, the remittances expanded the cultivation areas

and expanded also the markets. In addition to that Ping (2003) contributed in this debate by claiming that migrant labor contributes in the development of the country, quoting from Ping (2003): *"without migrants there would be no Beijing, Shanghai, Guangzhou or Shenzhen"*. As for Latin America, Andersson (2002) claims that internal migration in Bolivia brings benefit to the country due to the low population density and poverty and mountainous terrains causes providing services to be more expensive and difficult in rural areas. In assumption, people move from poor regions to a richer location.

3.1.4 Migration in Arab countries

Economic liberation, adjustment programs and globalized media and information, are intensive changes that affected the Arab region, making the Arab countries to witness a huge rage of migration during the last decade. In addition to that, several wars and conflicts affected this region, with all what results from such things, such as poverty, unemployment, increasing as well. All mentioned facts, resulted many types of migration, specifically, transit, undocumented, skilled and forced migration. Followed explanation for every type of migration addressed by the United Nations report in 2002 titled "Arab human development Report".

Arab migration has been directed mainly towards the western side of the globe, and recently towards the Gulf, being the source of oil and petrol and being the richer among the Arab nations. Due to restrictions on migration in the Gulf the number of migrants decreased from 72 per cent in 1975 to 39 per cent in 1990 and to 25 percent in 2002. It is because of the Gulf war between 1990 and 1991 that over two million migrants had to go back to home countries, what caused a contraction of regular migration on the account of irregular migration such as the youth engaging in violent organizations.

1) Undocumented and transit migration

Despite the restriction of migration laws in western countries, undocumented migration increased in the last decades towards European countries from Arab region. It is estimated that 14,000 to 21,000 migrants cross Gibraltar towards Spain yearly. It is noticed that after this increased number of undocumented migrations that security procedures have been raised in host countries, such as tightening procedure on the borders, arresting, controlling foreign residencies, generalization visa, and in the near history establishing camps for illegal migration in receptive countries, being face to face with human rights conventions.

- Undocumented migration restrictions lead in a way for smuggling industry, clearing the path for human smugglers to help migrants to cross borders, expanded smuggling industry has become a huge source of profit.
- The Mediterranean sea has been a path for illegal and undocumented migration since the early 90's, resulting tragic endings for migrants who uses the sea as a way to get out of their home countries, thousands dying yearly drowning in the sea. Gibraltar cap between 1993 and 2000 witnessed a huge number of drowning migrants estimated with 17,000 migrants.
- As for transit migration, Maghreb countries formed a transit station for sub-Saharan migrants coming from

Libya crossing towards European shores. It is estimated that around 2 million sub-Saharan migrants in 2001, entering Maghreb countries as a transit station.

2) Forced migration

Looking for a shelter, a safe place to rescue own life was the main promised goal of forced migrants, due to wars and conflicts that lead to that escape. More than 70 years passed since the Israeli occupation of Palestine, by force and destruction up to ethnic cleansing performed by Israeli troops, what forced an enormous amount of Palestinian civilians to migrate leaving their country. The United Nations revealed by numbers in a report in 2000 that more than 3.7 million of Palestinian civilians, which is around 62% of the population are considered refugees all over the world. In addition to the Israeli occupation, the civil war that Lebanon suffered for more than 15 years pursued with several Israeli attacks on the country led to a migration of 900, 000 Lebanese civilians out of the country. Moreover, the Gulf war also led to a migration of 1.6 million Iraqi civilian. On the other hand, wars in Arab regions, such as Gulf war, led to a return of skilled migrants to their home countries, raising the number of unemployment for example in Jordan from 6-7% to 15% in 2002. The Report also mentions that the skilled migration raises the number of remittances in home countries from the developed countries, and developing the markets of the receptive countries.

3.2 Syrian refugee's children in the educational system of receptive countries

Studies in the past 6 years took part of the educational progress, in neighboring countries where Syrian refugees fled, and got integrated in the countries educational system. The traumatic situation of the children caused by the war has an effect on the academic success of those victims. A high number of Syrian children felt the depression caused by the armed forces. (Gökha, 2016). Most of the time, their depression is not apparent, it is shown by their attempt to become members of the society. (Gökha, 2016).

On the other hand temporary programs used in Turkish schools for Syrian children are facing challenges with the accreditation, quality and standardization of the educational although they are receiving primer education at the schools there are still a lot of issues that need to be resolved. The accreditation of the schools that are established by local authorities or NGOs need to be prioritized so that all parties involved including teachers and parents can set future goals.

As for Lebanon, the receptive country where the study is done, LCRP also known as the Lebanon crisis response plan has been established. During the school year 2013/2014, 229, 000 child out of 619, 000 in need, received a support in order to access education , 319,100 child where left out of school, 300, 000 are Syrian refugees registered in the UNHCR. Approximately 42 per cent of the Syrians registered in the UNHCR as refugees where between the age 2 and 18 years old, having the right to have education based on the convention of the rights of the child.

The LCRP focuses the most vulnerable communities, which includes the Syrians registered by the UNHCR as refugees,

the vulnerable Lebanese, the Lebanese returning from Syria and finally the Palestinian refugees returning from Syria to Lebanon.

Community host schools like the one in this study need to be expanded to accommodate the large number of refugee children who are not attending any type of schooling. More studies should be done specifically looking at the children's experiences in the schools (Hos, 2016).

3.2.1 Educational system in Lebanon is the following:

- 1) The primary education which is between ages 3-4 and lasts for 6 years, divided into two cycles.
- 2) Middle education that lasts three years, and by the end a formal exam (Brevet) will be held.
- 3) Secondary education, it consists as well of three years during which a student gets to choose his field of study, it ends as well with another formal exam in order to get to the university. During this three years school head teachers get to decide whether the students pursue their humanities education or convert to technical education. Converting students can obtain if successful a technical baccalaureates.
- 4) Vocational education: after secondary school students having technical baccalaureates can proceed to technical or vocational institutes, where they will be able to enter employment.
- 5) Tertiary education: it includes universities, university colleges, and university institutes where the only public facility is the Lebanese university.

War child Holland recommended 10 steps in order to improve education in Lebanon:

- 1) The implementing decrees for the laws on compulsory free education and people with special needs should be passed and applied.
- 2) The equipment and infrastructure at state schools should be improved so that the schools can fully accommodate children with special needs.
- 3) Parents should be encouraged to become more active in the parents' associations of state schools.
- 4) Students lagging behind in education should be given additional support in order to prevent them from dropping out of school.
- 5) The teaching of foreign languages should be improved at the primary level in order to make it easier for students to study subjects taught through foreign languages from grade seven onwards.
- 6) At every state school there should be a student counsellor trained to aid students facing academic or psycho-social problems.
- 7) Efforts should be taken to raise parental awareness about the responsibilities of schools and municipal governments on matters of education.
- 8) Institutions for vocational training should offer courses in more creative subjects as well, including photography, ICT and media, which reflect labor market needs.
- 9) Improve the coordination between the Ministry of Social Affairs and the MEHE regarding school drop-outs, out-of-school children and working children in order to facilitate the reintegration of these children into mainstream education.

- 10) The mobile vocational training units set up by the Ministry.

In 2013, the world economic forum reported that Lebanon was ranked as the 10th out of 144 countries in the study of the quality of education in the overall shape, and as the 4th in the science and math studies, based on the survey of the executive opinion which is a part of the world economic forum's global competitiveness report. The survey was represented as an insight on critical aspects, such as the effectiveness of the law-making bodies, the intensity of local competition, ICT readiness, the quality of the educational system, accessibility of the digital content, ICT usage, impact of ICT on developing products and services.

3.2.2 Overview of the history of the enrollment of Syrian student in Lebanese formal education

By the center of Lebanese studies, among refugees fleeing into Lebanon 400, 000 are children in the school age, putting the Lebanese educational system in a challenge since the public sector in Lebanese system cannot accommodate all the refugees students. In this situation, an interference of NGO's and private sector education are both needed. A study made the center of Lebanese studies was made on 13 schools and NGO's implementing educational programs to examine the quality of education in formal and non-formal education settings. As a result, the study found that Lebanon is obligated to provide education for all children under age 15.

Recording to the statement of the Lebanese ministry of education and higher education Lebanon has neither the budget nor the capacity to accept and enroll such a number of foreign students, with a call for the assist and support of international community and United Nations agencies in order to deliver quality education for Syrian refugees in Lebanon.

By the 2014 Syria Regional Response Plan (RRP6) Annual Report addressed by the UNHCR and partners, agencies provided over 77 million USD in order to enhance service delivery for refugees, but the need was more than that. In addition, partners spent 92 million USD in projects in Lebanon on a local level to deliver services and address the needs.

In 2013-2014 school year, around 140, 000 Syrian children and Palestinian children coming from Syria in addition to vulnerable Lebanese students targeted by the UNHCR 2014 Syria regional response plan (RRP6) where enrolled in the Lebanese formal education in their first shift and second shift. In 2014 over 109, 000 vulnerable children enrolled in non-formal schools to fill the gap for children out of school crisis. As for the end of 2014 147 schools got an approval for opening a second shift in schools to help enroll more students in educational process.

On another hand, the Lebanese center of studies addressed a paper titled "Widening Access to Quality Education for Syrian Refugees", the paper reported a majority of Syrian students enrolled in Lebanese public schools, physical and verbal abuse whether from teaching staff or Lebanese

students. The NGO's couldn't intervene to prevent such violence.

3.2.3 LCRP Sector Response Plan

Since the educational system in Lebanon is a privatized system, there is only 30 percent of Lebanese children attend public schools, the wider mass of Syrian refugees children increased the demand of public education by increasing the need of spaces. The MEHE and humanitarian partners facilitated the enrollment of displaced children in the first shift (morning classes) by expanding the spaces to include Syrian needs, in addition to a second shift (afternoon classes) that has been created for more student inclusion.

3.3 Mental disorders

3.3.1 What are mental disorders: As a definition, the Medline website summarizes mental disorders as conditions that affect one's thinking, feeling, mood and behavior, it can be a chronic disorder or occasional, in addition to that it can affect the ability to relate with others.

As for the types of mental disorders, the website mentions as well many different types including:

- 1) Anxiety disorders, such as panic, obsessive-compulsive, post-traumatic stress and phobias.
- 2) Depression, bipolar.
- 3) Personality disorders
- 4) Psychotic disorders such as schizophrenia.

3.3.2 Mental health and psychosocial wellbeing among conflict-affected Syrian

The mainly issues faced in any armed conflict is the loss, whether it is emotional or material. From the missing family members, the deaths, the loss of residence and the belongings, the concern caused by war on the safety of the family members is reported as a source of stress (UNICEF, 2014). Being displaced from their origin, the social fabric of the society is severely disrupted. Displaced, Syrian refugees feel strange, lost homeland, lost identity, struggling to adapt to their new life as refugees in a new community (Care Jordan, 2013).

In some countries, that Syrian's ran away to save their lives, they faced discrimination and social tensions. In this crisis, a sense of hopelessness starts to invade Syrian refugees, what caused additional stress and isolation. (International rescue committee, 2014; Boswall & Al Akash, 2015).

As for Lebanon, the flow of Syrian refugees was estimated by million refugees, half of them were children from different ages, who were registered in the Lebanese schools (private and public). In 2014 the ministry of education released the afternoon schools for Syrians only, since the amount of students has increased annually in Lebanese schools. In conjunction with several NGOs, the ministry of education released afternoon schools and support programs for Syrians.

The number of Syrian refugees with psychological illness has grown and increased, its risk factors are potentially

traumatic events, the forced migrations due to war zones, and the breakdown of social support. Psychiatric in Lebanon have seen an increase of Syrian refugees over the last years, admissions of psychopathology and suicidality. The international medical Corps treated more than 6000 case in their centers, where 700 were diagnosed having psychotic disorders (Hijazi & Weiss Becker, 2015).

Several reports by the United Nations High Commissioners for Refugees declared that 50% of Syrians displaced internally in Syria or abroad as refugees are children, where 75% of them are under the age of 12. Based on ABAAD-resource center for gender equality in Lebanon and the research center at La Sagesse University (2013), some of the refugees children have been wounded other have witnessed violence or suffered of a physical or sexual abuse. The mercy corps foundation documented earlier that a wide range of Syrian children refugees are suffering from psychological problems such as anxiety, fear, sadness, depression, nervousness, aggression and so behavioral problems is also found among these children (Mercy corps, 2014).

3.3.3 Migration and children's disorder mental health

Kirmayer in an article titled common mental health problems in immigrants and refugees: general approach in primary care in the Canadian Medical association journal in 2011 claimed that the migration experience is divided to three stages the pre-migration, during migration and post migration, where children face different kind of stressors that has an impact on their mental health. In the beginning migrant children are forced to leave their houses and their home countries, and in some cases of forced migration children might witness killing and attacking one family member or themselves as well. Chavez & Menjivar (2010) explained the process by giving an example about children in Latin America that migrates to the United states commonly face violence, hunger, homelessness, constant fear of being harmed and threats in this dangerous journey.

On another hand, migrants from the Middle East and Africa use transoceanic journeys as a way to migrate illegally to the other side. As for the third phase which is the new land discovered, being called the country of asylum, migrants children face new stressors, such as community violence, xenophobia, the stress that comes with the adaptation of a new culture and sometimes with new language (Berthold & Libal, 2016). In addition to that, migrants suffer as well from the legal status process, achieving the permanent legal status in the new country and a new fear comes out like the fear of being deported. Moreover, migrant children placed in unsuitable areas for living such as high – crime areas or camps face a new stressor called the discrimination and harassment (Berthold, 2000). In conclusion, migrants children and families comes to the new asylum country suffering from traumas from three phases what leads to a high factor of mental health problems facing the old and new generations.

3.3.4 Witnessing violence and children's mental health

In a study conducted in 1941 Bodman claimed that children in London community showed psychological reactions towards bombing, the trauma by Bodman increased by the

variable of the proximity of the zone bombed according to the child and by its intensity. The results came as 61% of children placed in a hospital that got hit by a bomb expressed psychological symptoms after weeks from this bombing.

Another study in 1991 noted that 33% of Lebanese children whom exposed to the war in Lebanon showed post-traumatic stress disorder (PTSD), (Saigh, 1991a, 1991b). Thabet and Vostanis (1999) studied the Palestinian children case between 6 years and 11 years, the results came that 73% showed PTSD mild symptoms and 41% showed severe symptoms. As for Kuwait, after the Gulf war, 70% of Kuwaiti children were assessed to suffer from severe PTSD symptoms (Nader, Pynoos, Fairbanks, Al Ajeel, and Al-Asfour, 1993).

Furthermore, in Croatia 56% of the children exposed to the war were assessed to be in a need for mental health assistance (Barath, 2002).

Based on the studies mentioned above, it shows a correlation between existence in war zones and post-traumatic stress symptoms shown among children of war.

On another hand, other studies showed that despite the exposure of children to violence or terrorism or existence in conflict areas, not all children suffer from long-term health problems, and it shows that some can manage to adapt with minimal effects. These studies claimed that some children employ defensive strategies in order to defend the stressors in order to protect their mental health, Folkman (1984) defines the protective factors as the following:

- 1) Children capacity to identify danger and avoid it.
- 2) Children ability to seek caretaking activity from adults around.
- 3) Children ability to manage anxiety symptoms.
- 4) Children ability to seek a cause or meaning to the experience survived.

Thabet and Vostanis, after a survey addressed to Palestinian children between 6 and 11 years old, their results came that 73% of the children assessed showed post-traumatic symptoms, 41% of them reported to be severe PTSD, after one year of the assessment the researchers mentioned above surveyed the same sample and noted that 40% of the initially assessed with PTSD criteria decreased by 10% of the symptoms.

According to Dr. Matthew Friedman, PhD at National center of PTSD at Geisel school of medicine at Dartmouth, the DSM 5 diagnosis is divided into four categories, (1) Anxiety Disorders, (2) O-C, Stereotypic and related Disorders, (3) Trauma and stressor related disorders, (4) Dissociative disorders. Classified as shown below:

- 1) Anxiety Disorders: Panic, Specific Phobia, Social Phobia, GAD etc.
- 2) O-C, Stereotypic and related disorders: OCD, Body Dysmorphic, Hoarding, Hair pulling, Skin picking, etc.
- 3) Trauma and stressor related disorders: PTSD, ASD, ADs, Reactive attachment disorder, etc.
- 4) Dissociative Disorders: DID, Depersonalization/ DE realization, Dissociative, Amnesia etc.

As for the criterion, Dr. Friedman explains that a person whose exposed to events such as death or threatened death, injuries, sexual violence, in a direct exposure or in witnessing those events, or indirectly by knowing that a close person faced such events and finally indirectly as well such as repetitive or extreme exposure to detailed events. In addition to that, another criterion, stimuli or reminders associated to the traumatic event including fear, horror, anger, guilt or shame. Losing interest in activities (especially for children at schools), the feeling of alienated, detached or estrangement, on another hand traumatic events faced by children by the DSM diagnosis claims that after traumatic event children may experience criterions related to arousal and reactivity that began or worsen after the event, for example irritable or aggressive behavior, self-destructive behavior, hypervigilance, problems in concentration.

3.3.5 Effects of the violence survived on the behavioral and psychological aspects of the Syrian children: Syrian refugees flee witnessed torture, kidnappings and massacre also being victimized by sexual violence, losing their homes and having their neighborhoods destroyed. An assessment conducted on the mental and psychosocial health of displaced Syrians in Jordan revealed fear, anger, and lack of interest in activities, hopelessness. From 8, 000 individuals participating in this assessment 15.1% reported feeling so afraid and 28.4% feeling so angry that nothing could calm them down; 26.3% felt so hopeless, and 18.8% felt "unable to carry out essential activities for daily living because of feelings of fear, anger, fatigue, disinterest, hopelessness or upset". (James, Sovcik, Garoff, Abbasi, 2014).

Distress is a product of the children's exposure to war trauma. In Jordan Syrian children who are receiving services in the center for victims of torture (CVT) express that they have enormous sense of responsibility towards their family members, protecting them and guarding them, sometimes by watching the doors. (James, Sovcik, Garoff, Abbasi, 2014).

In another study, results came: the conflict that affected Syrians experience a wide range of mental health problems. Population affected by the violence and the displacement are having symptoms of emotional distress related to depression, post-traumatic stress and different forms of anxiety disorders. (Hassan, Ventevogel, Jefee-Bahloul, Barkil-Oteo and Kirmayer, 2016).

3.4 Migration and bullying

3.4.1 What is bullying: By definition, Cambridge dictionary by the Cambridge university press (2017) defines a bully someone *who hurts or frightens someone who is smaller or less powerful, often forcing them to do something that they do not want to do.*

Bullying is a destructive power based behavior of a student; there are so many forms of bullying. In a series of studies, Albert Bandura (1961), studied the way observational learning affects the aggressive behavior of children. As example if a child was shown a film which include an adult punching or kicking a plastic doll, the children who seen the film were more likely to act aggressively when given the

chance to play with such a doll. Furthermore, when the adult is seen in the film getting a reward for his aggression what increases the aggression of the children. However, it was enough by Bandura's experiment just watching the aggressive act to learn it regardless of whether this act was rewarded or punished. This experiment became the best known study in psychology (McLeod, 2011).

3.5 Social status effect on mental health

Orphanage, the single or double parental loss among families, has been increasing as a result of wars, poverty, and diseases. Despite the normal deaths among parents, wars are main causes as well of orphanage among the children nowadays. *Parental loss can have catastrophic effects on child outcomes.* (Cluver, Gardner, & Operario, 2007; Whetten, Ostermann, Whetten, O'Donnell, & Thielman, 2011; Belsey & Sherr, 2011). These effects happen due to the absence of the first source of love and care and protection, in addition to immediate economic and social changes accompanying this loss. (Cluver, Gardner & Operario, 2009). A study conducted on the relationship between orphan status and psychological distress in Namibia, it consisted on choosing samples of single and double orphans and non-orphan children aged between 7 and 12, and the results came up that double orphan children were found to be three times more likely to score above the cut-off than non-orphans. As for single orphans, they were found to have more family support. Another study conducted in South Africa examined the difference between maternal and paternal loss on economic and social vulnerability (Skinner, Sharp, Jooste, Mfecane, & Simbayi, 2013). Due to the highly rated poverty in this area, all the children tested were found to be vulnerable, but orphan status was found to be an additional vulnerability rate.

"The death of a father was found to have an impact on factors associated with income and resources, while the death of a mother was related to a loss of caring" (Skinner & David, 2006).

In addition to the studies mentioned above, Bowers (1994) claimed that children with single parents or no parent families are at higher risk of being bullied, which means they are considered victims. Furthermore, bullying victims tend to have an unhealthy and insecure parent-child relationship (Smith and Myron-Wilson 1998). On another hand, aggressive behavior of students is found to be associated with bad parenting experiences, which is described by punitive discipline, lack of supervision to child's behavior, inexistence of warmth among the family (Dishion 1990; Olweus 1980).

3.6 Economic Status effects on mental health

In a study conducted on Ethiopian children labor and the effect on mental health the results came that emotional and behavioral disorders is more common among child laborers than among non-laborers, setting the child labor to be a menace in a the child's development with a real risk of psychological difficulties. (Daniel Fekadu, Atalay Alem, and Bruno Hagglof, 2006)

Another study conducted on the association of the ES (economic status) and school bullying, Neil Tippet and Dieter Wolkein the Department of Psychology, University of Warwick, Coventry, United Kingdom (2014) claims that low ES is related with bully-victims. The relationship indicates a positive association and relation between victimization and low ES, but in contrary bullies weren't as well related to high ES backgrounds. The reasons addressed in this study showed that the causes of this victimization comes from being different than other peer, the student with low ES can't afford lifestyle goods, on another hand higher ES have a wider access to intellectual resources, norms and values, and problem solving skills, what makes it easier for high ES students to reduce the problematic peer relationships.

Furthermore, children with low ES are likely to suffer from harsh experiences at home environment, such as harsh punishment, restrictive parenting, siblings' violence, domestic violence (Woodworth S, Belsky J, Crnic K, 1996). Based on the social learning theory, early childhood relationships built at home draws the shape of children's behavior later in life, what explains behavior disorders experience by children facing abuse and violence at home towards their peers, where both victims and bullies were found to be facing harsh parenting (Lereya ST, Samara M, Wolke D, 2013), despite the reviews mentioned Cohen (1988) suggest that the relationship between low SES and victim/bully behavior is weak, but he also reveals that there is an indirect relationship between the two variables, factors associated with low economic status such as parenting and home environment were more related to bullying behavior.

On another hand, low SES was strongly related to behavioral difficulties faced by children, especially aggressive behavior, antisocial behavior (Bolger KE, Patterson CJ, Thompson WW, Kupersmidt JB, 1995), pointing out that the more the SES is lower the more behavioral difficulties exists.

In more specific, a survey conducted in 2017 by the UNHCR titled: "Vulnerability Assessment of Syrian Refugees in Lebanon – VASyR 2017" which assists of visiting 5000 refugee families in a random selection distributed between 26 districts across Lebanon, in order to reveal the Social and Economic trends among refugees. The results came that 58% of Syrian refugees in Lebanon live in extreme poverty, which has become higher by 5% than the previous year. 76% of refugee households live below the poverty line level, what means over three quarters of Syrian refugees in Lebanon with low incomes don't meet their basic needs. Based on the survey almost nine out of ten refugee borrow money for food, health expenses, rent, what makes them under large amounts of debts, concluding the existence of vulnerability among Syrian refugees in Lebanon. The survey sends an alarm of danger about the aggravation of Syrian refugees' vulnerability in Lebanon, pointing out as well the need of funding in order to provide humanitarian support for vulnerable families of refugees.

4. Methodology

This chapter encompasses four basic aspects in the methodology of the study: (1) design of the study, (2)

samples and population of the study, (3) construction, validation and administration of the research tools, (4) statistical techniques used for the data analysis. The purpose of the study was to examine the relationship between migration, witnessing violence, social and economic status and behavioral disorder (bullying) among Syrian students in Lebanese schools.

4.1 Design of the study

This study adopts the use of mixed methods, both quantitative and qualitative content analysis in order to assess the results and the data gathered, which is provided by the participants who took a test and interviews. This study provides a comprehensive feedback about the relationship between social and economic status of migrant Syrian children and the behavioral disorder.

How we view knowledge, was a debate since ancient philosophers, where Socrates and Plato defend the point of view of singular or universal truths or approaches to viewing the world, and the sophists such as Protagoras and Gorgias being the defenders of multiple or relative truths, and third the Aristotle's Golden mean or the principle of balance, which leads to the mixture of extremes. This debate is still living for today, in studying the approaches in the social research. In this study, the researcher adopted the third point of view, mixing between Plato quantitative research and the sophist's qualitative research since the mixed research method in the recent history of the social and behavioral or human science, is used by researchers and methodologists, who believed that qualitative and quantitative methods for being useful. Employing this method, this study investigated the relationship between the migration aspect, the economic and social status of Syrian students enrolled in the Lebanese official school, and the behavioral disorder, bullying in specific.

Gaining access to start the research

In order to start this study the researcher got to obtain a request of permission addressed by the Lebanese international university in order to get permission from the educational area in North Lebanon that represents the ministry of education in the North. In his turn the head of educational area in the north addressed after accepting the request, another letter to the director of the official middle school of Halba to facilitate the work of the researcher in order to accomplish the study. However, the researcher assured that the participants in this study are anonymous and referred to by numbers only.

Credibility

In order to assure the validity of this study, it is important to measure different elements such as skills and behaviors. The research instruments and the data in this research were reviewed by an expert in the field in order to revise any unclear or discard any question, and the questions were validated by this person. As for the internal validity, it is concerned with the congruence of the research finding and the reality, dealing also with the degree to observe and measure what should be observed and measured. In this study the researcher, relied to the triangulation, by collecting data through different sources, quantitative interview

addressed to the students, a bullying test addressed also to the students, interview with the social guide in the school, since gathering data from one side can be weak. Therefore, obtaining results from different sources and assuring that the results are the same the researcher can become sure that the data collected is valid.

4.2 Participants

The sample that participated of this study is 125 students of the grades 6 and 7 ages between 10 and 17 years old which is the whole number of students enrolled in the mentioned grade in this school, divided into 40 (32%) Lebanese students and 85 (68%) Syrian students, they are all attending the official middle school of Halba. The choice of the school was because only official schools enroll Syrian students in the afternoon school addressed by the ministry of education in Lebanon, and being the only middle school in Halba convenient to the research conditions. As for the selection of the students, it was necessary to choose students that lived in Syria a length of time before migrating to Lebanon, in addition to that the Syrian students ages being not suitable for their classes for the reason that when war started in Syria many of them had to quit schools due to military operations in their hometowns. Moreover, the participants in this study speak fluently in Arabic and have poor French language which leads the researcher to address the interview questions in Arabic language. Being in the same school and same location, all the participants are in similar conditions and exposed to similar programs of teaching. The participants were 55 male (44.0%) and 70 female (56.0%).

4.3 Instruments

As for this section, the researcher explained the instruments used in this study in order to collect and gather the data needed to accomplish the study.

- First, the researcher gathered information about the date of migration for every tested Syrian student, from the school direction, which was confidential information and a condition from the ministry of education, was not to mention names.
- Second a quantitative interview mixed with closed-ended questions that are delivered to the participants in the same format and the same order (Appendix A) was addressed to the sample of students in grades 6 and 7, Lebanese and Syrian students, as mentioned above, using Lebanese students was based on comparing between a migrant and non-migrant student in order to uncover whether there is or there is no relationship between the two variables (Bullying and migration) addressed in Arabic language, containing identity questions concerning age and sex and the current location, in addition to questions concerning their social and economic status, targeting their parenting existence, parents profession and any working experience and in what fields and for what reason, in order to clarify their social and economic status, excluding the Lebanese students from questions concerning war experience.
- As for the next method, a bullying test (Appendix B) was addressed to the same sample of students, containing three chapters, the bully, the victim and the social, in

order to clarify the existence of the bullying disorder among students.

- Last, the researcher held interview with the social guide addressed by the ministry of education in order to discuss their point of view as an expert in the field. Burn (1999) claimed that interviews are the popular and widely used method of collecting qualitative data for what it serves in getting information directly from knowledgeable informants.

4.4 Procedures

4.4.1 Data collection

The researcher obtained a request letter from the dean of education department in LIU University in order to be address to the educational region of north Lebanon located in Tripoli, because any investigation or research in any public school in Lebanon requires an approval given directly from the ministry of education in Lebanon, or through the specific educational regions in the region where the school to be examined is located. The approval request letter contains the purpose of the study, the tools used to collect data from the school; the samples chosen in this study, containing also the assurance of the confidentiality of the information concerning the students' identities. After getting the approval of the ministry of education, the researcher addressed the approval to the director of the public middle school of Halba, Akkar.

The researcher first addressed the questionnaire in Arabic language due to the lack of English education among the students of the 6 and 7th grade, Syrian and Lebanese, who are aged between 10 years old and 17 years. The researcher visited the classes one by one, each grade, took one day; as for the bullying test, which was originally in English language, the researcher translated (Appendix C) the test with the approval of the supervisor, the papers were distributed to the students by the researcher personally with the help of the classroom teacher, and the students read the test and answered the questions addressed. As for the interview with the social guide, it was addressed and finalized in the same day at the social guide's office in the school. Afterwards the researcher collected the data and took them for data analysis.

4.4.2 Data analysis

All statistical analysis were carried out using the SPSS, version 23, the analysis examined in this study include

- 1) **Frequency analysis:** used to analyze the pattern of participants 'background.
- 2) **Descriptive and descriptive inferential analysis:** used to analyze the effect on the participants behavior towards their (1) migration fact, (2) economic status, (3) social status, (4) length of time spent in the conflict areas.

4.4.3 Data analysis for the interview

In the qualitative part of this study the data collected using the interview tool was analyzed and interpreted using a mix of content analysis which refers to categorizing behavioral data, and Narrative analysis which involves reformulating data gathered of transcripts from interviews, it consists on rewriting stories or answers spoken or written by people based on their experiences.

- 1) Content analysis: It's a method for studying texts, audios and videos, the social scientists use this method to examine patterns in a systematic manner. Content analysis analyses social phenomena.

- 2) Narrative analysis:

4.4.3 Validity

The word validity of the tools of the study means to verify whether the tool used measures the variable within the study. The researcher used the construct validity as a way to valid the test, and construct validity is done by calculating the degree of correlation of each item of the test with the total grade of the chapter to which it belongs. Therefore the value of the significance level should be less than 5% (0.05). Following is the table of validity of the bullying prevalence test:

Table 1: Construct validity of the questions of the Test

| Number of question | Questions | Level of significance | Coefficient of correlation with total score |
|--------------------|---|-----------------------|---|
| 1 | I like playing sport | 0.007 | .517** |
| 2 | I get good marks in class | 0.023 | .203* |
| 3 | I get called names by others | 0 | .313** |
| 4 | I give soft kids a hard time | 0 | .378** |
| 5 | I like to make friends | 0 | .349** |
| 6 | I play up in class | 0 | .469** |
| 7 | I feel I can't trust others | 0.018 | .212* |
| 8 | I get picked on by others | 0 | .476** |
| 9 | I am part of a group that goes round teasing other | 0.006 | .243** |
| 10 | I like to help people are being harassed | 0.002 | .269** |
| 11 | I like to make others scared of me | 0 | .540** |
| 12 | Others leave me out of things on purpose | 0 | .385** |
| 13 | I get into fights at school | 0 | .473** |
| 14 | I like to show others that I'm the boss | 0 | .517** |
| 15 | I share things with others | 0 | .333** |
| 16 | I enjoy upsetting wimps someone I can easily beat | 0 | .411** |
| 17 | I like to get into a fight with someone I can easily beat | 0 | .401** |
| 18 | Others make fun of me | 0 | .308** |
| 19 | I get hit and pushed around by others | 0 | .321** |
| 20 | I enjoy helping others | 0.017 | .213* |

The table above shows the degree of correlation between the items of the test and the chapter discussed, whether the bullying chapter or social chapter or victim chapter, it showed that the value of significance is positive and less than 0.05, (5%), therefore the test is valid for what it's trying to measure.

Reliability

The term reliability refers to the consistency of the results of the measuring tool used by the researcher if repeated more than one time under the same conditions, to measure the reliability of a test the researcher tested the internal consistency Cronbach's Alpha:

Testing the internal consistency is an important condition in order to assess the tools of the study, whether it's newly prepared or premade, and what means by the internal consistency is to measure the consistency of questions of the test each one and combined together. In the study the researcher calculated the internal consistency of the test by using Cronbach's Alpha equation, which measures the stability and interrelationship of the test, in order to form a one group of questions able to provide consistent results of the participants in this test. Cronbach's alpha coefficient usually varies between zero and 1 [0-1] and it should exceed 0.6 to say that the test measured is consistent, and the closer the value is to 1 the greater it exposed the strength of internal coherence of the test.

Table 2: Cronbach's Alpha value for every question in the Test of the study

| Cronbach's Alpha coefficient | Number of questions | Test |
|------------------------------|---------------------|---------------|
| 0.701 | 20 | Bullying test |

The researcher found that the Cronbach's Alpha coefficient is 0.701 which is higher than 60%, what means that the questions of this test are stable and consistent.

4.4.4 Tables of alignment

In the table below, a number of questions in the interview with the students which was addressed to the Syrians only concerning two of the research questions which are about the existence of a significant relationship between the social status of the Syrian students and the behavioral disorder (bullying) and the second about the existence of a significant relationship between the economic status of Syrian students and their behavioral disorder (bullying), it tells whether there is a connection between the items shown and the research questions.

Table3: Alignment between interview items and research questions

| Number | Question | First research Question | Second research question | Third research question | Fourth research question |
|--------|--|-------------------------|--------------------------|-------------------------|--------------------------|
| 6 | Whom do you live with? | | ✓ | | |
| 7 | What is the job of you father or mother? | | | ✓ | |
| 8 | Did you lose anyone of your relative in the war? | | ✓ | | |
| 11 | Do you work? | | | ✓ | |
| 12 | What do you work? | | | ✓ | |
| 13 | Why do you work? | | | ✓ | |

As for the first question concerning the effect of migration on the Syrian students' behavior, a comparison was made by the researcher concerning the answers of the Lebanese students on the bullying test addressed by the researcher to both nationalities. To know whether there is a significant relationship between migration itself and bullying behavior the researcher needed to test a non-migrant student to

compare with, what lead the researcher to assess the Lebanese students as well.

On another hand the fourth question concerning the length of time spent by the Syrian students, a data collection was made by the researcher with the cooperation of the director of the school where the research was held in, data gathered from the files concerning every student, information collected by the school about the year that the family of every student fled to Lebanon due to the war in Syria.

Table 4: Alignment between bullying test items and behavioral attitude chapters (bully, victim and social chapter)

| Test Question | Bully Chapter | Victim Chapter | Social Chapter |
|---|---------------|----------------|----------------|
| 1- I like playing sports | | | ✓ |
| 2- I get good marks in class | | | ✓ |
| 3- I get called names by others | | ✓ | |
| 4- I give soft kids a hard time | ✓ | | |
| 5- I like to make friends | | | ✓ |
| 6- Play up in class | ✓ | | |
| 7- I feel I can't trust others | | ✓ | |
| 8- I get picked on by others | | ✓ | |
| 9- I am a part of a group that goes around teasing others | ✓ | | |
| 10- I like to help people being harassed | | | ✓ |
| 11- I like to make others scared of me | ✓ | | |
| 12- Others leave me out of things on purpose | | ✓ | |
| 13- I get into fights at school | ✓ | | |
| 14- I like to show others that I'm the boss | ✓ | | |
| 15- I share things with others | | | ✓ |
| 16- I enjoy upsetting wimps, someone I easily beat | ✓ | | |
| 17- I like to get into a fight with someone I can easily beat | ✓ | | |
| 18- Others make fun of me | | ✓ | |
| 19- I get hit and pushed around by others | | ✓ | |
| 20- I enjoy helping others | | | ✓ |

5. Results

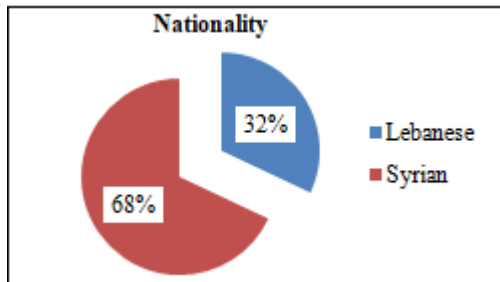
This chapter is designed to report and discuss the data collected through the quantitative interview, the test and the qualitative interview. The study is made on Syrian students in the public middle school of Halba, in order to uncover the relationship between the behavioral disorder (bullying) and migration, social status, economic status and violence witnessing. The sample is constituted of 125 students, age between 10 and 16 years old, divided between girls and boys, from both nationality Lebanese and Syrian. Before extracting the results, the researcher divided the quantitative interview to 9 questions that contains the independent variables, first the social variable, economic variable, and finally the length of time spent in the conflict areas variable. Below, the researcher will explain the characteristics and the specification of the study sample.

Characteristics of the study sample:

1) Nationality

Table 5: Percentage of students based on their Nationality

| Percentage | Repetition | Nationality |
|------------|------------|-------------|
| 32.00% | 40 | Lebanese |
| 68.00% | 85 | Syrian |
| 100% | 125 | Total |

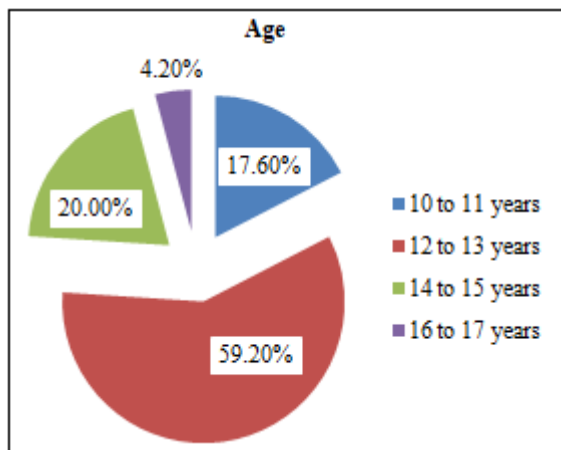
**Table 6:** Chart showing the percentage of Lebanese and Syrian students

The study was divided between students from both nationalities Lebanese and Syrians, where the ratio of Lebanese students reached 32%, and Syrian students with a higher ratio reaching 68%.

2) Age

Table 7: Percentage of students based on their age range

| Age | Repetition | Percentage |
|----------------|------------|------------|
| 10 to 11 years | 22 | 17.60% |
| 12 to 13 years | 74 | 59.20% |
| 14 to 15 years | 25 | 20.00% |
| 16 to 17 years | 4 | 3.20% |
| Total | 125 | 100% |

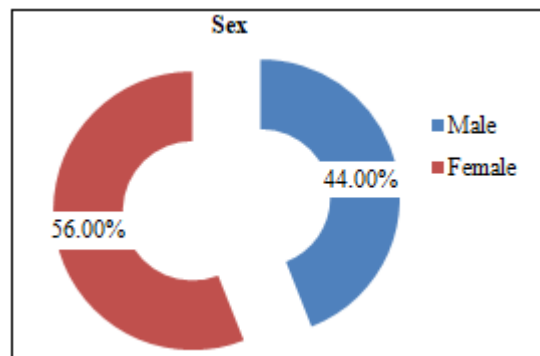
**Table 8:** Chart showing percentage of students by age

The students age ranged between 10 and 17 years old, where the ratio of students aged 10 to 11 years old reached 17.6%, and students between 12 and 13 years old reached 59.2% which is the higher rate between all age range, as for the students between 14 and 15 years old, the ratio reached 20% of the studied sample, and finally students aged between 16 and 17 years old which is the lower rate came by 3.2%.

3) Sex

Table 9: Percentage of students based on the sex

| | Repetition | Percentage |
|--------|------------|------------|
| Male | 55 | 44.0% |
| Female | 7 | 56.0% |
| Total | 125 | 100.00% |

**Table10:** Chart showing the percentage of students based on the sex

In addition to the nationality and the age of the tested study samples, the sex of the sample is divided between 56% females, and 44% males.

Research question

Part one: Interview

1) Whom do you live with?

Table11: Percentage students based on with whom they do live.

| | Repetition | Percentage |
|----------------|------------|------------|
| With my mother | 19 | 15.2% |
| Both parents | 106 | 84.8% |
| Total | 125 | 100.00% |

19 of the participants in this study live with their mother only, due to several reasons, such as death of the father, divorce, with a percentage of 15.2%, on the other hand 106 students live with both their parents with a percentage of 84.8%.

2) Length of time spent in conflict areas (which was a question answered by Syrians only)

Table 12: Percentage of students based on the length of time spent in conflict areas

| | Repetition | Percentage |
|-----------------------|------------|------------|
| A year and below | 28 | 32.90% |
| Two years | 34 | 40.00% |
| Three years and above | 23 | 27.10% |
| Total | 85 | 100.00% |

32.9% of Syrian students spent a year or below in conflict areas, 40% of Syrian students spent two years in conflict area, on the other hand 27.1% which is the lowest percentage of students spent three years and above in conflict areas before the migration.

3) Type of residence

Table 13: Percentage of students based on the type of their residence

| Type of residence | Repetition | Percentage |
|-------------------|------------|------------|
| Apartment | 71 | 56.80% |
| Camps | 3 | 2.40% |
| Warehouse | 19 | 15.20% |
| Independent house | 32 | 25.60% |
| Total | 125 | 100.00% |

In this question, a variety of types was mentioned by the participant students, where 56.8% of the students mentioned living in an apartment, 2.4% which is the lowest percentage mentioned living camps made for Syrians in near areas, 15.2% mentioned living in warehouses, and finally 25.6% of the students claimed living in independent houses.

4) Parental career

In this question, there was a wide variety of careers exercised by the students' parents, like working in construction department, agriculture, others in sewing, mechanical department and repairing car tires, as well as blacksmith, carpenters, barbers and many other professions. In this department the researcher, should mention the decisions made by the municipalities of the areas in which Syrians live, to shut down any shop run by Syrians, and the decisions by the Lebanese government to lessen Syrian workers in Lebanese shops, all of the mentioned decisions contributed in the difficult economic situation faced by Syrians.

5) Did you lose anyone because of war in your country? (Question for Syrians only)

Table 14: Percentage of students based on whether they lost or didn't lose a relative due to war

| | Repetition | Percentage |
|-------|------------|------------|
| Yes | 51 | 60.00% |
| No | 34 | 40.00% |
| Total | 85 | 100.00% |

In this question, only Syrian students participating in this research answered, where 60% of them suffered from a loss of one of their relative, including one of the parents, uncles, aunts, cousins or else, on the other hand 40% of them didn't suffer from such a trauma in the war in their country.

6) Did you go to school in your country? (Also a question addressed to Syrians only)

Table 15: Percentage of students based on whether they went to school at their home countries or didn't

| | Repetition | Percentage |
|-------|------------|------------|
| Yes | 65 | 76.5% |
| No | 20 | 23.5% |
| Total | 85 | 100.00% |

76.5% of Syrian students went to school in Syria, as for 23.5% didn't go to school in Syria.

7) What were the difficulties you faced in Lebanese schools?

Table 16: Percentage of students based on the difficulties faced in receptive schools in Lebanon

| | Repetition | percentage |
|---------------------|------------|------------|
| No answer | 40 | 47.10% |
| Educational methods | 25 | 29.40% |
| Teachers behavior | 20 | 23.50% |
| Total | 85 | 100.00% |

In this question, 47.1% of the answers were negative, refusing to give an answer, whereas 29.4% of the students mentioned the educational methods which is different from the methods in Syria, was the main reason of difficulties faced by Syrian students in Lebanese schools, as for 23.5% of the answers mentioned the teachers behavior as the reason behind the difficulties.

8) Do you work?

Table 17: Percentage of students based on the existence of a working experience

| | Repetition | Percentage |
|-------|------------|------------|
| Yes | 35 | 28.0% |
| No | 90 | 72.0% |
| Total | 125 | 100.00% |

Based on the table above, the majority of the students both Lebanese and Syrian doesn't exercise any job activity, with a percentage of 72.0%, as for the ones who work the percentage is 28.0%.

9) Why do you work?

Table 18: Percentage of students based on the reasons of working experience existence

| | Repetition | Percentage |
|--------------------------------------|------------|------------|
| Life insurance and family assistance | 25 | 71.40% |
| For fun | 5 | 14.30% |
| To learn profession | 5 | 14.30% |
| Total | 35 | 100.00% |

Based on the positive answer of the previous question regarding child labor, after being asked about the reason behind work, 71.4% of them which is the highest percentage, exercise work in order to insure life and assist with the family in life expenses. A similar percentage of 14.3% of the students was divided between two reasons, working for fun and working to learn a future profession. According to the working students, it turns out that they work in different working areas, some of them work in agriculture, vendors, private instructors for younger students, or in barber shops especially female students, and others help their parents in their professions especially in free professions, in addition to repairing tires, vegetable shops, coffee shops, restaurants, carpenter and other professions, without any consideration of their age and the type of work unsuitable for children.

Part two: The bullying prevalence questionnaire (BPQ)

1) The chapter of bullying

Table 19: Percentage of students based on their answers relating to bullying prevalence test bully chapter

| Question number | No answer The bully part | No answer | Never | Once in while | Pretty often | Very often | Total |
|-----------------|---|------------|-------|---------------|--------------|------------|-------|
| 4 | I Give soft kids hard time | Repetition | 6 | 85 | 12 | 12 | 125 |
| | | Percentage | 4.8% | 68.0% | 9.6% | 9.6% | 100% |
| 6 | I Play up in class | Repetition | 3 | 75 | 19 | 13 | 125 |
| | | Percentage | 2.4% | 60.0% | 15.2% | 10.4% | 100% |
| 9 | I'm a part of a group that goes around teasing others | Repetition | 2 | 93 | 11 | 5 | 125 |
| | | Percentage | 1.6% | 74.4% | 8.8% | 11.2% | 100% |
| 11 | I like to make others scared of me | Repetition | 2 | 63 | 21 | 18 | 125 |
| | | Percentage | 1.6% | 50.4% | 16.8% | 14.4% | 100% |
| 13 | I get into fights at school | Repetition | 2 | 61 | 24 | 18 | 125 |
| | | Percentage | 1.6% | 48.8% | 19.2% | 14.4% | 100% |
| 14 | I like to show others that I'm the boss | Repetition | 4 | 86 | 13 | 9 | 125 |
| | | Percentage | 3.2% | 68.8% | 10.4% | 7.2% | 100% |
| 16 | I enjoy upsetting others on purpose | Repetition | 2 | 104 | 12 | 3 | 125 |
| | | Percentage | 1.6% | 83.2% | 9.6% | 2.4% | 100% |
| 17 | I like to get into a fight with someone I can easily beat | Repetition | 3 | 76 | 18 | 9 | 125 |
| | | Percentage | 2.4% | 60.8% | 14.4% | 15.2% | 100% |
| | Total | Repetition | 24 | 643 | 130 | 109 | 1000 |
| | | percentage | 2.4% | 64.3% | 13.0% | 10.9% | 100% |

As for the bullying chapter, 13% of the tested sample applies to them the bullying scales once in a while, as for 10.9% of them applies to them pretty often, whereas 9.4% applies to the bullying scale very often. And the most qualities that apply to the sample tested were:

I like to make others scared of me with a percentage of 48% (14.4% + 16.8% + 16.8%).

I get into fights at school with a percentage of 48.6% (16.0% + 14.4% + 19.2%).

I like to get into a fight with someone I can easily beat with a percentage of 36.8% (7.2% + 15.2% + 14.4%).

2) Social chapter

Table 20: Percentage of students based on their answers relating to bullying prevalence test social chapter

| Question number | Social | No answer | Never | Once in a while | Pretty often | Very often | Total |
|-----------------|--|------------|-------|-----------------|--------------|------------|-------|
| 1 | I like playing sport | Repetition | 0 | 4 | 24 | 62 | 125 |
| | | Percentage | 0.0% | 3.2% | 19.2% | 49.6% | 100% |
| 2 | I get good marks in class | Repetition | 1 | 4 | 13 | 68 | 125 |
| | | Percentage | 0.8% | 3.2% | 10.4% | 54.4% | 100% |
| 5 | I like to make friends | Repetition | 3 | 3 | 9 | 60 | 125 |
| | | Percentage | 2.4% | 2.4% | 7.2% | 48.0% | 100% |
| 10 | I like to help people are being harassed | Repetition | 3 | 11 | 14 | 59 | 125 |
| | | Percentage | 2.4% | 8.8% | 11.2% | 47.2% | 100% |
| 15 | I share things with others | Repetition | 5 | 20 | 13 | 54 | 125 |
| | | Percentage | 4.0% | 16.0% | 10.4% | 43.2% | 100% |
| 20 | I enjoy helping others | Repetition | 3 | 6 | 8 | 65 | 125 |
| | | Percentage | 2.4% | 4.8% | 6.4% | 52.0% | 100% |
| | Total | Repetition | 15 | 48 | 81 | 368 | 750 |
| | | Percentage | 2.0% | 6.4% | 10.8% | 49.1% | 100% |

As for the pro-social chapter, 96.8% like to play sports (28.0%+49.6%+19.2%), and 96% of the tested students get good marks (31.2% + 54.4% + 10.4%), 95.2% (40.0% + 48.0% + 7.2%) like to make new friends, on the other hand 92.8% of the tested sample enjoy helping others (34.4% +

52.0% + 6.4%). 80% like sharing things with others (26.4%+43.2%+10.4%), and finally 88.8% of the students like to help people being harassed (30.4%+47.2%+11.2%)

3) Victim chapter

Table 21: Percentage of students based on their answers relating to bullying prevalence test victim chapter

| Question number | Victim | No answer | Never | Once in a while | Pretty often | Very often | Total |
|-----------------|--|------------|-------|-----------------|--------------|------------|-------|
| 3 | I get called names by others | Repetition | 1 | 95 | 21 | 6 | 125 |
| | | Percentage | 0.8% | 76.0% | 16.8% | 4.8% | 100% |
| 7 | I feel I can't trust others | Repetition | 1 | 55 | 21 | 26 | 125 |
| | | Percentage | 0.8% | 44.0% | 16.8% | 20.8% | 100% |
| 8 | I get picked on by others | Repetition | 4 | 58 | 28 | 15 | 125 |
| | | Percentage | 3.2% | 46.4% | 22.4% | 16.0% | 100% |
| 12 | Others leave me out of things on purpose | Repetition | 4 | 65 | 30 | 16 | 125 |
| | | Percentage | 3.2% | 52.0% | 24.0% | 12.8% | 100% |

| | | | | | | | | |
|----|---------------------------------------|------------|------|-------|-------|-------|------|------|
| 18 | Others make fun of me | Repetition | 4 | 89 | 17 | 8 | 7 | 125 |
| | | Percentage | 3.2% | 71.2% | 13.6% | 6.4% | 5.6% | 100% |
| 19 | I get hit and pushed around by others | Repetition | 2 | 70 | 34 | 10 | 9 | 125 |
| | | Percentage | 1.6% | 56.0% | 27.2% | 8.0% | 7.2% | 100% |
| | Total | Repetition | 16 | 432 | 151 | 86 | 65 | 750 |
| | | Percentage | 2.1% | 57.6% | 20.1% | 11.5% | 8.7% | 100% |

About victim chapter the researcher notices that 57.6% don't consider themselves as victims, on the other hand 20.1% once in a while, and 11.5% encounter this situation pretty often and finally 8.7% very often.

Research hypothesis results

Before starting the analysis of the study hypothesis, the researcher will explain the two tests of T-test and ANOVA to analyze the differences between the medians.

To know the effect of the independent variables (economic status, social status, length of time spent in conflict areas) on the dependent variable (which is the behavioral disorders of the tested Syrian students) the researcher used the ANOVA and the T-Test, that are used to compare between arithmetical averages for the sample to reach the fact about whether there is or there is no relationship between the variables.

- T- Test: A T-Test is a hypothesis testing tool, a type of inferential statistic used to determine if there is a significant difference between the means of two variables, which may be related in certain features.

- ANOVA: analysis of variance, it's a way to find out if the survey or the experiment results are significant. Basically it's a test for groups to see if there is a difference between them.
- The statistical significance is compared with the margin of error Alfa 5% (0.05). If the statistical significance is lower than alfa there is a significance differences between the samples tested. It differs than the T-Test by its ability to compare between higher numbers of groups (which is two groups in T-Test case).

The researcher will represent the results obtained below:

Research question number 1: Is there any significant relationship between the migration and the behavioral disorder for Syria students?

In order to study the effect of migration on the behavioral disorders on the Syrian students the researcher runs the T-Test to compare the arithmetical averages between two groups, Syrian students and Lebanese students, to reach if there is a significant relationship between the migration and the behavioral disorder (bullying).

Table 22: Results of the T-Test examining relationship between behavioral disorders and Lebanese students

| Nationality | | Number | Average arithmetic | Standard deviation | Significant relationship | Result |
|------------------|----------|--------|--------------------|--------------------|--------------------------|----------|
| Bullying chapter | Lebanese | 40 | 44.3 | 4.9 | 0 | Positive |

Table 23: Results of the T-Test examining relationship between behavioral disorders and Syrian students

| Nationality | | Number | Average arithmetic | Standard deviation | Significant relationship | Result |
|------------------|--------|--------|--------------------|--------------------|--------------------------|----------|
| Bullying chapter | Syrian | 85 | 39.4 | 7.1 | 0.01 | Positive |

The table of the result of the T-Test above between the variable of the behavioral disorders and the nationality of the students Syrians and Lebanese, which differentiate between a migrant and a non-migrant, equals 0.01 and 0.00 which is lower than 0.05 (5%), shows that there is a significant relationship between the behavioral disorders and the migration. But if the researcher reviews the arithmetical averages of the behavioral disorder (bullying), it shows that the arithmetic mean of the Lebanese students (44.3) is higher

than the Syrian students (39.4), that leads to a conclusion that the Lebanese students suffer from behavioral disorders more than the migrant Syrian students, which means that there is no significant relationship between the migration and the behavioral disorder (bullying).

Research question number 2: Is there any significant relationship between the social status of the Syrian students and the behavioral disorder (bullying)?

In order to study the relationship between the social status and the behavioral disorder (bullying) of the Syrian students, the researcher did the T-Test, to compare the arithmetic means between the students that suffered any loss of relatives due to war in their countries and the group of students who didn't suffer from such a loss.

Table 24: Results of the T-Test examining the relationship between behavioral disorders and the social status of Syrian students

| Did you lose anyone because of war in your country? | | Number | Arithmetical Mean | Standard deviation | Significant relationship | Result |
|---|-----|--------|-------------------|--------------------|--------------------------|----------|
| Bullying chapter | Yes | 51 | 39.5 | 7.4 | 0.01 | Positive |
| | No | 34 | 39.4 | 6.6 | | |

The table above, shows the T-Test results, between the two variable of behavioral disorders and the social status of Syrian students, as it shows the value of the significant relationship is 0.010 which is lower than 0.05 (5%), what

means that there is a significant relationship between the two variables. In reviewing the average means for the behavioral disorders (bullying) the researcher notices in the table above that the arithmetic value of the students who suffered from

the loss of one of their relatives in the war is 39.5 which is slightly equal to the one of the students who didn't suffer from such a loss which is 39.4, which means that despite there is a significant relationship between the two groups of students, the behavioral disorder is equally existing in the two groups. It leads to a conclusion that there is no relationship between the two variables due to the slight difference between the two numbers that cannot be considered as a significant relationship.

Research question number 3: Is there any significant relationship between the economic status of the Syria students and the behavioral disorder (bullying)?

In order to study the effect of the economic status of the Syrian students and the behavioral disorder (bullying), the researcher did a T-Test to compare the average means between two groups of students, first one is the students that suffer from child labor and the other is the ones who does not, to reach a conclusion about any significant relationship between the two variables.

Table 25: Results of the T-Test examining the relationship between behavioral disorders and economic status of the Syrian students

| | Do you work? | Number | Arithmetical Mean | Standard deviation | Significant relationship | Result |
|------------------|--------------|--------|-------------------|--------------------|--------------------------|----------|
| Bullying chapter | Yes | 20 | 43.9 | 7.6 | 0.001 | Positive |
| | No | 65 | 38.1 | 6.4 | | |

The table above shows the results of the T-Test between the behavioral disorder variable and the economic status of the Syrian students, as it shows, the value of the significant relationship is 0.001 which is lower than 0.05 (5%), what leads to a conclusion that there is a significant relationship between the two variables. In addition to that, by reviewing the average means of the behavioral disorders (bullying) the researcher notices that the value of the children in labor (43.9) is higher than the value of the students who does not practice any working experience (38.1), what leads to a conclusion that students in labor suffer from behavioral disorders more than students who does not exercise any working experience, by that the behavioral disorders are generated and exacerbated by child labor.

Research question number 4: Is there any significant relationship between the length of time spent in conflict areas by the Syrian students and behavioral disorder (bullying)?

In order to study the existence of any significant relationship between the behavioral disorder (bullying) and the length of time spent in conflict areas by Syrian students, the researcher took the ANOVA test to compare between the average means between a wider group of students (more than two groups) since the length of time differs between a year and three year or above, for the purpose of uncovering the existence of a significant relationship between the behavioral disorder and the years spent in conflict areas or not.

Table 26: Results of the ANOVA Test examining the relationship between behavioral disorders and the length of time spent in conflict areas

| Length of time spent in conflict areas | Number | Average mean | Standard deviation | Significant relationship | Result |
|--|-----------------------|--------------|--------------------|--------------------------|----------|
| Bullying chapter | One year and below | 28 | 38.9 | 0.705 | Negative |
| | Two years | 34 | 39.2 | | |
| | Three years and above | 23 | 40.5 | | |
| | Total | 85 | 39.4 | | |

In the table above it shows the result of ANOVA test according to the existence of a significant relationship between the lengths of time spent in conflict areas and the behavioral disorder (bullying) suffered by Syrian students, since the value of the significant relationship is 0.705 which is higher than 0.05 (5%) the researcher claims that there is no significant relationship between the two variables. Based on the result the length of time spent by Syrian students in the conflict areas has no effect on their behavioral disorders.

Interview with the social guide addressed by the ministry of education in Lebanon to the school

Question number 1: the researcher asked the social guide about the overview of Syrian student's behavior in the school

Response: to begin with, at school we face the case of discipline especially with students in grade 1, 2 and 3, due to the absence of their parents at home, sometimes many students attend school without having any source of food at home due to the absence of any adult back at home, mostly due to working activities that led parents to leave those children alone. But as soon as they grow up in school, in higher classes they get along and start to behave more responsibly due to school laws.

Question number 2: the researcher asked the social guide about the relationship between the factors of Syrian students' lives gathered from the questionnaire and the behavioral disorder.

Response: We at school, can assure that the place of living of those children can affect as well their mental and behavioral health, they tell that they are living in a warehouse, more than one family in a place that is not suitable for living, being afraid of the contact between others, the parents encloses their children, at their turn they come to school to express themselves which is a normal reaction towards their restrictions at home.

But to stick to a hierarchy, war is the main reason for all the factors that encountered their lives nowadays, we shall not forget that war caused their economic status, their social status especially being displaced from the place you were born in, having relatives, friends family extensions, and migrating to a new place and losing all what you already had, the lack of relationships with their environment, neighbors, you can say that there is no stability in the child's life, due to the lack of work and living sources families are

obliged to be in an ongoing migration from a place to another. The child is living all of this, and is a part of it.

Question number 3: the researcher asked the social guide about the effect of losing a beloved person, or family member due to war, killed, kidnapped or else.

Response: Children who lost a parent or a relative due to war exists in school, whether a father, a mother or uncles and cousins, but their reactions differ but mostly we face inclusion, they lost something valuable, war affected them personally, they express their desire to go back to Syria, to seek their lost ones, it differs especially according to their age, younger students that lost their relatives still don't recognize clearly the meaning of loss, you don't detect the same effect as a bigger student, for example I faced a case of two students in grade 2 having a hyperactivity, they lost their mother, this hyperactivity can be a sign of the effect that occurred due to this loss.

Question number 4: the researcher asked the social guide about economic status of the students and the relationship between this factor and behavioral and mental disorder of the students.

Response: economic status is definitely one of the critical factors that affect mental health, not just for adults, even children are affected with this situation, but you have to notice that public schools in Lebanon is the only way poor people can afford for education, especially in our area, due to the high expenses of private schools in Lebanon, there is Lebanese families poorer than Syrian families, migrants get to have even if it's minimal, financial aids from several organizations, local and abroad, in contrary Lebanese families does not get to have these aids. Even though students don't speak out loud about their working experience, we at school get informed by their parents or relatives that there are a big number of the students due to the tragic economic status go to work daily. The child brings to the school harsh and inconvenient words even his parents denies the existence of such a bad language at home, it is obvious that due to their work activities with different kinds of adults, good and bad.

Question number 5: The researcher asked the social guide about child labor and its effect on the students at school

Response: as said before due to their economic status and their need to assist the family in life expenses, a notable number of students in all grades get obliged to work, even if in the same field with their parents or elsewhere, we mainly face trash talk among working students, low educational achievement, higher rate of bullying among students, those children got over childhood to the adulthood early, for example, a case of a student whose father passed away, being the only provider of money in the house, had to go work at a pastry, as a delivery guy, on another hand, others go to work with their parents in order to learn a profession for the future pointing out that any educational target is not in their account for their children.

Question number 6: the researcher asked the social guide about the ways used to face any behavioral and mental disorder at school.

Response: as for Lebanese students, a checkup and assessment occurs once in a year, but for Syrians twice in a year. In addition to that, awareness campaigns occur a few times during the school year, campaigns targeting harassment, violence, friendship. In public schools in Lebanon, mostly there are no psychologists addressed to every school, unlike private sectors.

Question number 7: The researcher asked the social guide about student's behavior when they first attend school and the difference between now and back then, what were the effects of the period of time spent in asylum country.

Response: when they first came to school, behavioral disorders were at higher levels, but their presence in a lawful organization such as school, surrounded with teachers and peers, decreased the violence, they got used to the laws and restrictions of school, they are more and more obeying, more and more committed and disciplined. Even at the parents level, when first came there was no cooperation at all, year after year things are changing for the good of the child. Even domestic violence, was higher when they first came, the more they cooperate with school the more they change in behavior, teaching even the parents about rewards and punishment, away from violent reactions from parents in order to teach good behavior which is definitely wrong.

The social guide claimed as well that at school they face bullying behaviors between Lebanese and Syrians towards each other, they face cases of children using the word "I got beaten by the Lebanese" mentioning the nationality before the name of the other students. In studying this case we have been told by some Lebanese students that they don't want Syrians taking their class (especially that both Syrian and Lebanese study in the same classes but in different times) their chairs, their teachers, but these cases are decreasing gradually.

6. Discussion and Conclusion

This chapter discusses the findings of the study conducted, answering and discussing the questions addressed in the study about the effect of migration of Syrian students migrated to Lebanon in classes 6 and 7 in official school in Akkar, and the second question about the effect of social status of Syrian students migrated to Lebanon in classes 6 and 7. Third question is about the effect of the economic status of Syrian students migrated to Lebanon in classes 6 and 7 in the same school mentioned above, and as for the fourth and last question the researcher tried to find if there is any significant relationship between the length of time spent in conflict areas and the behavioral disorder of the students. The researcher continues this chapter with discussing the interview made with psychologist in the same school, to end this chapter with a conclusion, and finally directions for further studies.

6.1 Answering research questions

Research question number 1: Is there a significant relationship between Syrian migration and behavior disorder (bullying)?

In the chapter 4, the results of the test done to differentiate between a migrant and a non-migrant student, which is in this study between the Lebanese students and the Syrian migrant students, under the same circumstances, attending the same classes, came that mental disorder (bullying) is in a higher level between the Lebanese students rather than the Syrian students. Despite the existence of the studies of (Kirmayer (2011), Chavez & Menjivar (2010), Berthold & Libal, (2000, 2016) addressed by the researcher in the literature review claiming the existence of mental disorder among migrant children, bullying being one of the mental disorders as well, and despite not being found among the migrant Syrian students that participated in this study, in contrary the results of this question shows that the Lebanese students participating in this study suffer more from such a mental disorder, in addition to that Dr. Saeed S. Sami Al-Hashimi, in his research paper titled Post-traumatic stress reactions in children of war in Iraq, he revealed that high rates of post-traumatic stress reactions were reported in primary school children, Dr. Saeed mentioned in his research paper, that one of the probabilities for the high rates of PTSD reactions for Iraqi children is their exposure to war traumas such as living as refugees and in a displaced population. Further studies, addressed in Turkey for specification on migrant children in Turkey results came from interviewing a total of 89 child and adolescent, 49.4% of the children were diagnosed with psychiatric disorders, where 26 of the participants showed anxiety disorder, 12 participants showed depressive disorders, 8 children were diagnosed with trauma and related disorders, 5 of them with elimination disorders 4 participants were diagnosed with attention deficit and hyperactivity disorder and finally 3 of the participants showed intellectual disabilities (Sermin Yalin Sapmaz, 2017).

Research question number 2: Is there a significant relationship between the social status of Syrian migrant children and bullying behavior in grade 6 and 7?

In this question, the results came that there is no significant relationship between the social status of Syrian migrant children and bullying behavior, according to the results of the quantitative interview addressed to the students about whom they do live with 19 student answered that they live with their mother only on a percentage of 15.2% of the tested sample and 106 students on a percentage of 84.8% live with both parents, as for the question about whether they lost anyone relative because of war answers came 51 students (60.0%) confirmed the loss and 34 students denied (40.0%) leaving a 60% of the students tested suffering from such a trauma, and based on the interview addressed with the social guide, it is related to the behavior of inclusion. "Reconciliation" a term used by Wolfelt (1996) to define the process of healing a child who lost ones they love, this process include several stages, first accepting the reality of this loss, second experiencing the sense of the emotional distress, third adjusting the environment and the sense of the

person without the ones they lost, fourth searching for the meaning of the death, and finally engaging with others that can provide comfort nurturance and security. Despite the general opinion about children, that "myth" that a child doesn't understand death, it is important to know that a child experience reactions in the grief expressed by sadness, crying, withdrawal from peers, considered as normal grief and normal loss, although it is different than traumatic grief, children suffering from traumatic grief can't complete the phases of reconciliation, the phase of remembering is considered a trauma reminder (Cohen & Mannarino, 2004). Traumatic grief is accompanied with PTSD symptoms such as sleep difficulties, loss of interest with social activities and social relationships; however severe PTSD presents symptoms such as re-experiencing the death of close ones, or persistence avoidance of the death reminders, even avoidance of the memory related to the person lost, as well as hyperarousal angry or hypervigilance which are less typical to be shown (Cohen & Mannarino, 2010).

Research question number 3: Is there a significant relationship between the economic status of Syrian migrant children and bullying behavior in grade 6 and 7?

Based on the results gathered for the question number 3, the economic status happens to be a variable that affect the mental health and behavior of the participant children that the researcher tested in this study, the results of the quantitative interview addressed to the students indicates that in the question of the type of residence, 103 students answered that they live in a suitable place for living (independent house and apartment combined) on another hand 22 students live in an unsuitable place for living such as camps and warehouses, as for the question related to their parents career the answers came with a wide variety of careers that are low paid due to the sanctions exercised by the Lebanese government on the Syrian refugees according to work activity, as for the question related to their working experience 35 students confirmed their working activity with a percentage of 28% and 90 students denied (72%), as for the question about the reason behind exercising the job activity 25 students out of 35 chose life insurance and family assistance as the main reason, 5 students chose for fun, and 5 students chose learning a profession for the future as an answer. More the child's economic status is low accompanied with economic activity by himself the more his behavioral disorder is more likely to be present, in this case bullying is detected among working children more than non-working children. In a comprehensive approach it is important to distinguish that a child's wellbeing is based on four aspects, their health, education, economic status and finally their psycho-social effects, without any kind of discrimination (The convention of the rights of the child). Migrating children due to their economic status after forced migration may end up with being obliged to exercise a work in order to assist their parents in life expenses. De Lange (2007) in testing child migrant laborers in Benin and Burkina Faso, found that child labor has several negative effects on children's life, being away from their homes, the unfair payment, work exceed abilities. In this study paper, it turns out that working students exercise several fields of work, such as agriculture, and specifically if their parents work in the same field, vendors, private instructors for

younger students especially the ones that live in their area, other students work as worker in repairing tires, or car fixing, under the supervision of an employer, or in vegetable shop, or as waiters or cleaners in restaurants and coffee shops, and many other professions.

Research question number 4: is there a significant relationship between the length of time spent in conflict zones and behavioral disorder (bullying) in grades 6 and 7?

Based on the results gathered for answering question number 4, the researcher noticed that there is no significant relationship between the length of time spent in conflict zones and behavioral disorder, but according to the social guide interview results, the researcher was told that such a behavior was present when the students first attended school, which means that after spending more time away from conflict zones the students gain back their behavioral discipline. Based on the literature review, witnessing violence or surviving violence can cause fear, anger, lack of interest in activities and hopelessness (James, Sovcik, Garoff, Abbasi, 2014). Other studies revealed that being exposed to conflict or living under such circumstances showed symptoms among population, of emotional distress such as depression, PTSD, and anxiety (Kirmayer, 2016).

In conclusion, being exposed to violence, affects definitively human beings, it's either by aggressiveness or by anxious or depressive behavior, a huge stress among children is related to a wide range of psychological problems, the researcher concluded as well that children can go through such experiences without showing effects of behavioral disorders. Based on the studies mentioned, infants have a higher capability to deal with problems in life, and a high ability to adapt. However, some children can become emotionless, and others hysterical emotion outbreaks can appear, thus sooner or later children can go back to their normal psychological and behavioral discipline, based on the treatments, the timing and the mass of the psychological damage.

6.2 Discussing the interview results

Based on the answers of the social guide in the interview addressed by the researcher, it is obvious that despite the slight relationship between migration and behavioral disorder (bullying), behavioral and mental disorder were detected among students, such as isolation, fear, hyperactivity or else, which means that migration affect mental and behavioral health of children, in addition to that, the answers also showed that the social and economic status of the students also are considered as factors affecting their mental health. The social guide mentioned as well that war is the main umbrella covering and causing the changing of the social and economic status of the students, being displaced, tortured, frightened, facing discrimination, violence, lack of stability, children are living it and have been part of it. As for the UNICEF report addressed in 2014 concerning armed conflicts, it shows that war provoke concern on safety to the person himself or his family or even belongings, which is considered a source of stress, in addition to that Care Jordan in 2013 reported that migrants suffer from lost homeland and lost identity struggle to adapt

in their new life as refugees in new countries among new communities and sometime new culture. On another hand it was registered in 2015 that 6000 Syrian cases were diagnosed of having psychotic disorder (Hijazi & Weiss Becker, 2015).

Studies gathered in this research paper showed that Syrian children refugees suffered from psychological problems such as anxiety, fear, sadness, depression, aggression or else (Mercy corps, 2014). Many researchers claimed that clinical and research literature showed that the risk to develop mental and behavioral health problems, such as alcohol abuse (Morgan et al., 1984), post-traumatic stress disorder (Kinzie, 1986), delinquency and depression (Burke, 1982), in conclusion the literature review addressed in this research assure the answer of the social guide. The researcher and after analyzing all the reports and papers as well as the social guide answers can assure that even though there is no significant relationship between migration and bullying, but it is obvious and clear that a significant relationship exists between forced migration among refugees and mental and behavioral health, the lack of bullying behavior does not mean that there is no other disorders among children. As for the next question addressed to the social guide about the factors gathered from the questionnaire and their relationship with behavioral disorder, the social guide mentioned that the place of living affects their mental health, pointing out their economic status as a factor; warehouses, camps, small apartments, more than one family living in a small space which is not suitable for living, all being unsuitable conditions of residence. As discussed in the literature review of this study, economic status and bully-victims indicates a positive association and significant relationship, Neil Tippet and Dieter Wolke in 2014, declared that low economic status is not considered a reason of victimization status, and high economic status does not as well indicates a bully behavior giving examples about this conclusion that students with low economic status suffer from being unable to compete with other peers in affording lifestyle goods or the lack of intellectual resources that another peer with higher economic status can get, in addition to the norms and values or problem solving skills that a high economic status student can have that makes him able to manage problematic relationship, or to control relationships based on economic superiority.

As for the third question, speaking about the loss of a loved one due to war, the social guide pointed out the existence of such event in some students life in school, being harmed personally by losing a loved one, but the effect vary from a child to another according to their age as one of the factors. Based on the studies mentioned in literature review, parental loss has a catastrophic effect on children's outcome, being affected by the loss, children can become vulnerable, isolated, and victims of bullying behavior from other peers, what assure the point of view of the social guide about dealing with inclusion, the need of isolation, and on another hand the behavior of hyperactivity is faced as well at school. In the fourth and fifth question about the economic status of students at school and children labor, the social guide mentioned the existence of poverty among Syrians and Lebanese students as well, since attending a public school in Lebanon is characterized as a school of poor, since it's the

only way they can afford gaining educational facilities, the social guide revealed the high needs of families that lead children in young ages to exercise working habits and experiences in order to help their parents, pointing out that the child encounters older people due to their unsuitable work places, bringing to the school bad language and behavior, turning out to be pulled out of their childhood to adulthood. As for the studies mentioned in the literature review, low economic status is not related directly to bully behavior; it's more likely in the studies that low ES student is more related to victim of bullying, but not necessarily from a high ES student, in addition to that based on Daniel Fekadu, Atalay Alem, and Bruno Hagglof in 2006 study about children labor in Ethiopia, face emotional and behavioral disorders is more common among child laborers than non-laborers. The studies also mentions the factors resulting from low ES, such as abuse and violence and domestic violence can cause behavioral disorders such as victim/bully.

Finally, the researcher asked the social guide about the difference that occurred between the first time the students came to school and the present time, about the changes that happened in their behavior, the social guide distinguished between the two periods revealing that students suffered from behavioral disorders when first attending schools, but their discipline getting better the more they spend time in lawful organization, they start to obey laws and behave normally, and talked about the cooperation of the parents improving by time. The social guide also mentioned the diminution of domestic violence among the students due to parental cooperation with school, what makes it easier to treat psychological and behavioral disorders mentioned in the studies gathered about the effect of domestic violence on children's mental health, on another hand the social guide pointed out an important topic that needs to be treated immediately regarding the bullying incidents between Lebanese and Syrian students, due to racism education in Lebanon.

6.3 Conclusions and recommendations

Based on the studies addressed above, it is obvious that despite the absence of bullying among the tested students in this study in comparing between the variable of migrant vs non migrant, the researcher concluded that mental health of children no matter what nationality or status, has been a critical matter in research since the rise of history, human science has been a ramified field where every person has his own reactions towards every events. In the present study and according to the results of similar studies, the researcher noticed that several mental disorders occurs to forced migrant children, taken from their home lands they face traumatic events from three stages, first what led them to flee out of their homes leaving their land and belongings even their loved ones, second to the road taken in order to reach asylum countries, and finally what they face in receptive countries, whether by cultural differences, language differences, racism, economic activities, poverty, illness and many more factors. In addition to that despite the violence faced by the conflict zone living children, studies addressed by the researcher in this study point out to the possibility of a protective strategy by some children towards

traumas survived, what explains inexistence of the behavioral and mental disorder (bullying) among the participants, thus behavioral and mental disorders might be existing in a form of anxiety, isolation, hyperactivity and many more. In this study, the researcher assessed several variables and factors faced by migrant Syrian children in Lebanon, the results came that economic status with what is accorded to it, from child labor to poverty and needs, is considered as effective variable on the student's behavioral disorder (bullying), in the study, the researcher examined the professions exercised by the participants, it showed that some of them are not suitable for children that age, leaving them to face enormous effort exceeding their ability, abuse, maltreatment, being responsible of the living expenses in a young age, affecting their mental health and wellbeing.

7. Recommendations

- 1) Establishing a center of counseling for Syrians in all Lebanese governorates in order to tackle all Syrian refugees distributed in Lebanon.
- 2) Addressing a psychological examination for students at public schools in order to inform teachers, guardians and parents about the status of the students.
- 3) Engaging students and teachers in training and awareness seminars about bullying, aggressive behavior, friendship and else.
- 4) Integrate a multi-cultural curriculum in classrooms in order to lessen the rates of discrimination and racism among children.
- 5) Designing a partnership program between government and NGOs concerned in intervention approaches about mental health for Syrian children.
- 6) Addressing a program concerning Socio-economic status of the families having working children, to assess their needs and poverty cases, to provide support in order to lessen the rates of child labor.
- 7) Using mentoring techniques to build a strong relationship between students and teachers in order to create a trusting environment where students can confide in their teachers to speak out and uncover incidents faced outside and inside schools.

8. Directions for further studies

"The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born."

-UNICEF

"A child affected by conflict requires a lot more than basic necessities like drinking water, sufficient food and a roof over its head."

Mark Jordans, War Child director of Research & Development

Starting with these two quotes, and by the statistics that the UNICEF outlined in 2007 related to the status of the refugees, children represent an important component of refugees in the world, estimated by 14.2 million refugees

where 41% of them are children under the age 18 years old, and despite the evidence that the present research, and older researches showed that war and conflicts that causes migration to millions of people can lead to high levels of mental and behavioral disorders, studies concerning the Middle East are still weak and insufficient, especially concerning the Syrian crisis, which is folding a paper of eight years, and ongoing till now. Since such events are inevitable in people's life since the rise of history, a fundamental question can be asked to researchers, psychologists, and educational specialist ahead willing to pursue studies concerning the mental health of children, such as in medicine, prevention is more effective than cure, considering a new concept of immune system concerning mental health and psychological wellbeing, to give the new generations a way to confront such traumas.

9. Acknowledgment

I would like to acknowledge my gratitude and express my deepest appreciation to my advisor Dr. Laila Hamawi, whose commitment and professionalism made this work possible, and the warmest thanks to Dr. Laila's patience and encouragement, on many occasions that I stepped back Dr. Laila pushed me forward, with her invaluable guidance and persistent help throughout this research, her dynamism, vision and motivation have inspired me deeply. It was a great privilege and honor to work with Dr. Laila Hamawi with her friendly and wonderful spirit, I am grateful for what she offered me. I also would like to thank Dr. Eman Shaaban and Dr. Hanan Halabi for their valuable comments, suggestions and feedbacks that contributed in improving this thesis. I take this opportunity to thank them all.

I am extremely grateful to my family, my uncles one by one, eleven years ago when we suffered from the greatest loss in our family, my father, they have been the backbones of our small family, with all the support and guidance through life, standing side by side to overcome the obstacles, to the moment I decided to start the path of Master's degree, their happiness and pride made me who I am today. A special thanks to my mother, who taught me to never give up, who has been my role model in patience, hard work, and faith, I take this opportunity to express all my gratitude and love to her.

My dearest friends, Mostafa, Yara, Bassem, Saja, Faten and Hawraa, this work wasn't to be done without your full support and faith in me, thank you for being there for me.

Dedication

I dedicate this work to my father Mahdi Khalil, my biggest loss, my biggest love and my biggest pain, who couldn't see me graduate from high school and now from university. I wish you were here by my side today, you will always guide my steps, and I will always make you proud.

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Appendix A: Quantitative interview addressed to the students (Arabic)

الجزء الأول

التعليمات: من فضلك ضع علامة × في المربع المجاور للإجابة التي تختارها أو اكتبها في المكان المخصص حسب الحالة

الهوية:

1) العمر

11-10 ☐ 13-12 ☐ 15-14 ☐ 17-16 ☐

2) الجنس

2.1 ذكر ☐

2.2 انثى ☐

3) مكان الولادة

التاريخ الحديث:

مكان السكن الحالي:

1- نوع مكان الإقامة

5.1 شقة سكنية

5.2 مخيم

5.3 مستودع

5.4 منزل مستقل

العائلة:

4) مع من تعيش؟

أب 2- أم 3- الاثنين معا 1-

2- مهنة الوالدين:

3- هل خسرت أحداً بسبب الحرب في بلدك؟

التعليم والعمل:

5) هل ذهبت الى المدرسة في بلدك؟

9.1 - نعم

9.2 - كلا

10 - ما هي الصعوبات التي واجهتها في المدارس اللبنانية؟

1- طرق التعليم 2- تعامل المدرسين

11- هل تعمل؟

11.1 نعم

11.2 كلا

12- ماذا تعمل؟

13- لماذا؟

Appendix B: The Bullying Prevalence Questionnaire (BPQ) English version

| | Never | Once in a while | Pretty Often | Very Often |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I like playing sport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I get good marks in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I get called names by others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I give soft kids a hard time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I like to make friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I play up in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I feel I can't trust others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I get picked on by others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I am part of a group that goes round teasing other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I like to help people are being harassed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I like to make others scared of me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Others leave me out of things on purpose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I get into fights at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I like to show others that I'm the boss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I share things with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I enjoy upsetting wimps someone I can easily beat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I like to get into a fight with someone I can easily beat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Others make fun of me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I get hit and pushed around by others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I enjoy helping others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Ken Rigby & Phillip Slee, 1993)

Appendix C: The Bullying Prevalence Questionnaire (BPQ) Arabic version

| | أبداً | مرة كل حين | في كثير من الأحيان | غالباً |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. أحب ممارسة الرياضة | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. أحصل على علامات جيدة في الفصل | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. ينعتني الآخرون بتسميات سيئة | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. أعطى الأطفال وقتاً صعباً | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. أحب إنشاء الصداقات | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. أشاع في الصف | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. أشعر بأنني لا أستطيع الوثوق بأحد | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. أتعرض للانتقاد من قبل الآخرين | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. أنا جزء من مجموعة تقوم بإغابة الآخرين | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. أحب مساعدة الناس التي تتعرض للمضايقات | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. أحب اخافة الآخرين | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. الآخرون يجردونني من أشيائي عن قصد | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. أدخل في شجار في المدرسة | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. أحب أن أظهر للناس أنني المسيطر | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. أشارك أشيائي مع الآخرين | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. استمتع بمضايقة الضعفاء | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. أحب الدخول في شجار مع شخص استطيع الفوز عليه بسهولة | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. الآخرون يسخرون مني | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. أتعرض للضرب والدفع من قبل الآخرين | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. استمتع بمساعدة الآخرين | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Ken Rigby & Phillip Slee, 1993)