Sources of Psychological Stress in Children as Perceived by Children and Teachers

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Abstract

The study aimed to identify the sources of psychological stress in children as perceived by children and teachers in public schools in Jordan, where the descriptive approach was used, in addition to the use of a questionnaire that consisted of (36) A stressful event as a study tool, which was applied to (500) children and (150) teachers, in the second semester of the year (2022/2023); The study found that the prevalence of psychological stress among children was high, in addition to the presence of statistically significant differences between the children's estimates and the teachers' estimates of the sources of psychological stress in children, which were in favor of the children, in addition to the sources of psychological stress that occupied the top of the ranking in terms of children's evaluation and teachers' evaluation. They were not similar, as only two out of ten sources were in the top ten among children and teachers.

Keywords: *Sources, Psychological Pressure, Children, Teachers, Family, Stressful Events, Family Upbringing.*

INTRODUCTION

In contemporary life, which is full of changes, individuals face an increase and diversity in the sources of stress and psychological pressure to which individuals are exposed at different ages (Kasl, 1983), which made scientists and scholars pay increasing attention to the issue of psychological stress, showing its serious effects on mental health and physical health (Holdin, 1985).

Those working in the field of mental health have found that psychological stress contributes to many physical diseases in individuals, including heart disorders, ulcers, and high blood pressure (Krantz & Raisen, 1986) A relationship has also been shown between stress and mental health problems such as anxiety (Pervin, 1984), depression, suicide attempts (Hultsch and Deutsche, 1981), decreased academic achievement, and decreased work performance (Keinan, 1987).

With regard to children, it has been shown that there is a relationship between stressful life events and physical health disorders, such as chronic abdominal pain (Greenwood, 1972), respiratory disorders, and the beginnings of diabetes (Bradley and Tom, 1986). It has also been shown that there are effects of psychological stress on children's mental health and their adaptation (Vinokur and Selzer, 1975), as it has been shown that there is a relationship between psychological stress with both anxiety and depression (Sweeney and et al, 1982), poor school adjustment, behavioral problems, and anorexia (Beech and et al, 1982).

As for the term psychological stress, it is often used interchangeably with the term anxiety. Lazarus believes that although the two concepts overlap, anxiety is the result of psychological stress (Lazaros, 1981) and the studies of (Silai, 1977) in particular were a starting point for increased interest in this topic, as his experiments confirmed the presence of effects of psychological stress on physiological processes. Silai presented a model of three steps included in the response to psychological stress, which he called the general adaptation syndrome.

And he sees (Silai (1977) said that psychological stress is a response consisting of three stages: The first is the warning or shock stage, in which the organism is activated to confront the threat, hormones are secreted, the pulse and breathing accelerate, and the person becomes in a state of alert and ready to fight or flee.

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The second stage is the resistance stage, where the membership works to resist the threat. The third stage, the exhaustion stage, occurs when failure to overcome a threat and the continuation of psychological pressure for a long period, which results in the organism consuming its physiological resources, leading to physical or emotional collapse (Silai, 1977).

Sources of Psychological Stress

Psychological stress in individuals arises as a result of events that involve real or imagined obstruction of the individual's needs or goals. This disability takes forms, including frustration resulting from the impediment to satisfying a need, and conflict, which is due to the presence of conflicting needs within the individual (Davidson and Cooper, 1983). Psychological pressure also arises from a feeling of threat, and this feeling is due to the expectation of inability to deal with a situation in the future. It differs from frustration in that it has not become a real thing, but rather imagined or expected in the future, and the threat is more dangerous if it is related to the individual's self-esteem (Hultsch and Deutsch, 1981). Boredom is also a source of psychological stress. When life is devoid of appropriate stimuli, a person feels stressed (Glass and Singer, 1972).

Craig sees (Craig, 1996) stated that psychological persecution is the most severe source of psychological stress in children, and psychological persecution includes the following six patterns:

First: Rejection: This includes rejecting the child's demands and needs in a rude manner.

Second: Hurting feelings and neglecting them: This is represented by cold behavior, lack of interest, and neglect of communication.

Third: Humiliation (denigration): It takes forms such as humiliating the child in the presence of others, describing him as stupid, or comparing him to others.

Fourth: Terrorism: This means forcing a child to witness violence practiced against others.

Fifth: Isolation: It consists of not allowing the child to play with his peers, locking him in the room, or depriving him of the things he loves.

Sixth: Exploitation: It consists of obtaining benefits by exploiting the child's weakness (Craig, 1996).

Life events play an important role in psychological stress, especially those that include sudden changes such as changes in the economic situation, or in relationships with others (Dohrenwend, 1973) With regard to children, studies confirm that most sources of psychological stress have a social-emotional basis (Krantz and Raisen, 1997).

The importance of stressful life events lies within the family and school, and is also due to other factors in the environment (Hultsch and Deutsch, 1981) In all cases, psychological pressure is due to the child's evaluation of the event and his expectations of what might result from it.

With regard to the family, it plays an important role in causing psychological stress in children, and the matter becomes more dangerous if the family conflict leads to the separation of the parents (Prino et al, 1994). Shields (Shields et al, 1994) believes that this is due to the child feeling threatened, especially with regard to the loss of love, and the child also has a constant feeling of loss and expectation of loss in the future (Shields, et al, 1994), and Luther points out (Luther et al, 1997). The separation of parents is a greater tragedy for children than the death of one of them, and the death of a sibling is a source of psychological pressure, as it leads to a double feeling of loss, the first resulting from the death, and the second resulting from the parents' state of grief, which reduces their support for the child (Luther et al. al.. 1997).

As for school, learning difficulties, fear of exams, and school punishment are among the most important sources of psychological stress, in addition to failure in exams, fear of teacher criticism, difficulties in adapting to school rules, and problems adapting to peers are also sources of psychological pressure.

Among the sources of psychological stress among children are material deprivation, obstruction of satisfying basic needs, as well as moving to another residence, and this matter is often accompanied by moving from school, leaving peers, and facing new challenges (Woolfolk, 1998).

The results of studies in this field indicate that various and recurring psychological pressures help exacerbate the extent of childhood problems and their abnormal development, as indicated by (Newman, 1978) indicated that there is a close connection between direct exposure to disasters and children's growth and development (Newman, 1978, p. 306).

Regarding the traumas that the family is exposed to, one specialized study showed that there is a close relationship between accidents that affect the family and the child's general health (Beautrais, Ferguson, Shannon, 1982).

Apter's study indicates (Apter, 1982) pointed out that children are vulnerable to the influence of violent experiences they face because they do not have specific defensive methods that adults have to confront incidents that threaten them, so the psychological reaction of children differs from the responses of adults to these experiences (Apter, 1982).

Other studies have also found that children's dependent status is dictated by their weakness and lack of experience. They are attached to adults in order to survive in every sense of the word, and every threat to their parents' prosperity and happiness is a threat to their survival as well (Alcock, 1954) (Bodman, 1944) (Bubury, 1941) (Goghill, 1942).

(Beck et al.,1985) study aimed to identify the most important sources of psychological stress in children, and classified these sources into seven areas: the loss of a family member, the arrival of a new child, family problems, problems between siblings, problems related to the environment, physical abuse, and sudden events. The researcher conducted the study and found that problems within the family were the most distinguishing factor between the two groups (Beck, Emery, Greenberg, 1985).

Another study found that the most important sources of psychological stress among children are deprivation, threats, marital disputes, cruelty in dealing with children, parental neglect, and school punishment (Dawud et al, 1991).

In another study aimed at identifying the sources of psychological stress among children from the point of view of students in primary school, it was found that the most important sources of psychological stress were according to the following order: punishment, the teacher, school demands, problems with colleagues (Al-Rousan,1995).

Another study aimed at identifying the sources of psychological stress among adolescents concluded that the most important of these sources are: school exams, school assignments, homework, poor ability to concentrate, and fear of the unknown (Schafer and Milan,1989).

And it arrives (Strubbel, 1997) in a study he conducted on a sample of adolescents in early adolescence indicated that the most important sources of psychological stress are exams, school grades, personal appearance, and some problems related to growth (Strubbel, 1997).

and performed (James and Hatife (1999) study aimed to find out the factors that cause psychological stress in the academic field. The study concluded that the most important of these factors are pressure from parents, peers, and school, and the fear of failure in studying. In light of this, the study confirmed the importance of the sources of psychological pressure that arise from... Sources outside school, such as family and peers, have a stressful effect on academics (James and Hatife, 1999).

and performed (Eerdevegh et al, 1998) conducted a comparative study between a sample of children who had suffered the loss of a family member and a control sample of children, and found that adjustment problems, including depression, were higher in the group that had suffered the loss of a family member, as it was found that 14% of Individuals in the first group, compared to 4% of individuals in the control group, suffer from adjustment problems, including an increase in bedwetting and a decline in school performance (Eerdevegh et al, 1998).

and performed (Kliman (1996) study aimed to identify the effects of psychological stress resulting from the death of a parent on children, and concluded that symptoms such as fear, separation anxiety, loss of confidence,

and poor appetite followed the death of a parent, and that the child often developed excessive dependence on the parent. neighborhood (Kliman, 1996).

and performed (Caplan and Douglas, 1997) A study aimed to identify the effects of parental deprivation on children. The study found that 51% of children suffering from depression had experienced parental deprivation before the age of eight for a period of no less than six months (Caplan and Douglas, 1997).

and performed (Ferguson and Herwood (1989) studied a sample of (1265) children from New Zealand primary schools, who were suffering from psychological pressure resulting from family disintegration. The study concluded that children who suffered from psychological pressure resulting from parental separation showed aggressive behavior and suffered from anxiety. and stress and social maladjustment (Ferguson and Herwood, 1989).

and performed (Block et al, 1998) conducted a follow-up study on a sample of children from the age of (3 years - adolescence). The study concluded that children who lived in families dominated by disagreements, especially males, showed behavioral problems and weakness in self-control, and were characterized by impulsiveness and apathy. Emotional (Block et al, 1998).

and performed (Yamamoto, 1995) A study aimed to find out whether adults realize the severity of psychological pressure in children. The results of the study indicated that there are significant differences between adults' and children's estimation of the severity of psychological pressure in children (Yamamoto, 1995).

and performed (Yamamoto (1995) is a study that aimed to determine whether there were differences between children's estimation of their level of psychological stress, the estimation of members of a sample of workers in the field of mental and physical health, and the estimation of a sample of teachers of the level of psychological pressure in children, as adults tended to underestimate the severity of psychological pressure. In children (Yamamoto and Flesenthal, 1997).

and performed (Clair, 1994) A study that aimed to find out whether there were differences in children's assessment and teachers' and parents' assessment of the severity of psychological stress in children. The results of the study indicated that there were significant differences between parents and children in estimating the severity of psychological pressure in children, while it was found that there were no significant differences. Between children's ratings and teachers' ratings, this indicates that teachers are more knowledgeable about the level of psychological stress in children than parents (Clair, 1994).

A study concluded (Rathus (1989), which he conducted on a sample of children in primary schools, produced results contrary to the previous study, as the study found that there were significant differences between the teachers' perception and the children's perception of the level of psychological stress, which was less than the children's estimation of it. The study also reached the same result with regard to the assessment of Counselors of psychological stress among male children, while it was found that there are no significant differences between counselors, children, and females in assessing psychological stress among female children.

The Problem of the Study and its Importance

Children are exposed to painful, sudden, and severe situations in which they may find a threat to their life, their physical and psychological safety, or the safety of anyone they love or have a close relationship with, and it causes them severe psychological pressure, so they become helpless or unable to escape from it, and they carry its effects with them in the various stages of their lives, so they become more prepared. To suffer from psychological and behavioral disorders or be affected by future stressful events, and the types of these situations are many, including: wars, natural disasters, violent crimes, scenes of devastation and destruction, fires, sexual abuse, mistreatment, accidents... etc. Suffering is often individual and the child is the main target. He has reactions that include a number of thoughts, emotions, and behaviors, including (physiological arousal, avoidance of activities and events, coldness of emotions, frightening dreams, bouts of anger, difficulty concentrating, and terror responses).

Through which he expresses his anger towards himself and towards the adults who he expects to have found a basis to protect him from harm, the world becomes frightening to him, as it suddenly changes around him from a source of security to a source of threat (Woolfolk, 1998).

Children's reactions and responses to stressful situations vary depending on the child's age, his environment, the family and social support he receives, and the coping skills he has developed for himself.

There are also direct reactions that can be observed within days and last for a number of weeks or months, and there are indirect and extended reactions whose effect appears after several years, during later stages of life, and may take a temporal nature. There was a widespread belief that exposing a child to a stressful situation does not It leaves its impact on him because he quickly forgets it happened because he is more flexible than the elder. However, the reality of the situation indicates that this belief is wrong. He is not more flexible than the rad and does not forget faster than him. Rather, the necessary means of defense and the skills of dealing with stressful situations have not yet developed in him appropriately, as He does not talk about what happened to him because he is unable to properly express what happened to him.

Especially since he may feel guilty about what he was exposed to and blame himself for it because he is afraid that others will blame him, in addition to his awareness that the adults who abused him must be obeyed and that their threats can be carried out. This requires working to help the child cope with such shocks, if possible, at the beginning and before they lead to the emergence of his disorders, by presenting him to specialists to seek psychological help.

Because the child represents the developed future in the lives of nations and peoples, special centers began to appear in a number of countries of the world known as crisis psychology centers, some for children and some for adults, which in turn provided treatment plans to deal with children who are exposed to childhood trauma.

The importance of this study comes from the fact that its results can draw the attention of educators to the importance of developing preventive and guidance programs. It can also help in providing the best means of communication between children and teachers, thus improving children's mental health.

Study Hypotheses

The study seeks to verify the following Hypotheses

1. Psychological stress is highly common among children.

2. There are no significant differences between children and teachers in estimating the level of psychological stress in children.

3. There is agreement between children and teachers in ranking the sources of psychological stress in terms of severity for children.

The Limits of the Study

The current study is limited to basic stage students and teachers in public schools in Jordan in the governorates of Ajloun, Jerash, and Irbid.

METHOD AND FIELD PROCEDURES

Study Approach

The descriptive approach was used in this study because it is suitable for this type of studies.

Study Population

The study population consists of all primary school students in Jordan aged (11-12 years old, and teachers in the same schools where these students are located.

The Study Sample

Was selected (15) A basic school using a simple random method from the schools of Ajloun, Irbid and Jerash governorates, with (5) schools from each of these governorates.

Then the researcher randomly selected from the list of names of students in these schools, with a percentage of (30% of the total number of students in each school. The number of students who were randomly selected reached (500) male and female students, with (230) males and (270) females.

He also participated in this study (150) male and female teachers, from those in the basic schools from which the same sample of students was selected.

Study Tool

In order to achieve the objectives of the study, a list of sources of psychological stress was used as a tool for the study. A review of the relevant literature was conducted, including in particular measurement tools. It was concluded that these tools do not meet the required purpose for many reasons, including: that these tools that were reviewed are measures. Foreign items contain paragraphs that do not fit the prevailing culture in Arab society, in other words: they are saturated with the culture of the society in which they were prepared. These scales also do not contain indicators that indicate psychological pressures in our society at the present time, so relying on them will reduce the accuracy of measuring the phenomenon and for reasons referred to above, the researcher prepared a list of psychological stressors that includes stressful events at the present time, by distributing a survey questionnaire to a group of students, which consisted of (40) A stressful event from the same study population but from outside its sample and for (60) male and female students, in which the researcher asked to mention the psychological pressures they face in the current circumstances. After obtaining the paragraphs of the list, the researcher conducted a linguistic formulation for them so that they were clear and capable of conveying what was required. Among them, as they are stressful events, some repeated paragraphs were corrected, modified, and deleted, and thus the final list became composed of (36) stressful events.

For each psychological pressure, three response alternatives were identified, and weights were also determined for each of the alternatives as follows:

- He doesn't bother me and gives me a grade (1).

- He bothers me a little and gives a grade (2).

- He bothers me a lot and gives him a grade (3).

Thus, the total score for psychological stress can be obtained by summing the scores obtained by the student on all items of the list amounting to (36) A stressful event. Thus, a high score indicates the severity of the stress, and vice versa, a low score that an individual obtains indicates that the stress he is exposed to is minor. Thus, the scores on the stress list range from (36-108), with a hypothesized mean of (72).

Validity Of the Study Tool

The apparent validity of the stress list was extracted by presenting it to a group of specialists in the field of psychology, who numbered (8) Specialists from the teaching staff at Al-Balqa Applied University and Yarmouk University, where they were asked to indicate the validity and clarity of each paragraph of the list in measuring psychological stress in children as they perceive it and as teachers perceive it, and to suggest any appropriate amendments, such as addition, modification, or deletion. The criterion of agreement of eight arbitrators on the validity and clarity of the paragraph was adopted to keep it on the list, as the arbitrators' opinions were related to some grammatical corrections only, and thus the list remained composed of (36) stressful events.

Stability of the Study Tool

Psychological pressures are a phenomenon characterized by change, so an appropriate method must be chosen to extract consistency. Retesting stability is usually used with phenomena that are characterized by relative stability. Therefore, psychological pressures must be characterized by internal consistency more than they are characterized by relative stability, because internal consistency shows us The items measure one phenomenon and do not measure other phenomena, and for this reason the researcher resorted to using the split-half method to extract reliability and not others, because this method has internal consistency (Mehrans and Lehman 1984).

The correlation coefficient for the even and odd items reached (61, 0) and then it was corrected with the Spearman-Brown coefficient, reaching (76, 0) for children. For the two sciences, it reached (64, 0) and after correction, it reached (78, 0).

Study Procedures

After the sample members were selected, the study tool was applied. This was preceded by preparing the students to answer, clarifying the instructions, and ensuring that the students understood the method of answering.

The next stage was the teachers' response to the same study tool with the aim of knowing their estimate of the level of psychological stress among the students. They were asked to evaluate the student in terms of the severity of his psychological pressure on each item of the study tool. The tool was applied by the researcher personally.

Statistical Methods Used

To achieve the objectives of the study and answer its hypotheses, appropriate statistical methods were followed, which were the arithmetic mean. and standard deviation; The t-test for two independent samples; Pearson correlation coefficient and Spearman-Brown equation; The weighted mean is according to the equation (Fisher).

RESULTS

To answer the first hypothesis of the study, which states: "Psychological stress is highly prevalent among children."

The average score of children on the psychological stress list reached (81.09) with a standard deviation of (18.84). For the purpose of knowing the degree of prevalence of psychological stress among children, the sample members were divided into three groups according to the grades they obtained, which are:

The sample mean was calculated as (81.09 + the standard deviation of (18.84), so the result was + (99.93). Accordingly, the individual whose score is equal to (99.93) or more is considered to be among the highest group in psychological stress, and the number of members of this group has reached (210) individuals.

The sample mean was calculated as (81.09 - the standard deviation of (18.84), so the results were = (62.25). Accordingly, the individual whose score is equal to (62.25) or less is considered to be among the lowest group in terms of psychological stress, and the number of members of this group has reached (100) individuals.

Each individual receives a score ranging between (62.26-98) is considered within the average group in terms of psychological stress, and the number of members of this group reached (190) individuals. Table (1) shows this.

schedule (1)

It shows the limits of the upper, middle, and lower scores and the percentage obtained by each group on the psychological stress list

percentage	Number of children within each group	Degree limits	Levels of psychological stress
42%	210	99.93 or more	Children who scored high on the psychological stress list.
38%	190	between62.26- 98	Children who scored moderate on the psychological stress list.
20%	100	62.25 or less	Children who scored low on the psychological stress list.

It is clear from the table (1) A large percentage of children are exposed to high levels of psychological pressure. Thus, the first hypothesis has been fulfilled.

To answer the second hypothesis of the study, which states: "There are no significant differences between children and teachers in estimating the level of psychological stress in children."

To verify this hypothesis, the researcher used the T-test for two independent samples, and it appeared that the calculated T-value was (2.29) When compared to the tabulated T-value of (1.96) with a degree of freedom (263) and at a significance level (0.05), it turned out to be statistically significant. The following table (2) explains this.

schedule (2)

T-test of the difference between the average scores of children and the average scores of teachers in estimating the level of psychological stress among children.

Significance level	Tabulation	t calculated	standard deviation	Average	the number	the group
0.05	1.96	2.29	18.48	81.09	500	children
			20.85	75.5	150	Teachers

It is clear from the table (2) There are statistically significant differences at the level (0.05) between children's estimates and teachers' estimates of the sources of psychological stress in children. Looking at the averages, it is clear that the children's estimate of their level of psychological stress is higher than the teachers' estimate of the children's level of psychological stress. The average rating of children was (81.09), while the average rating of teachers was (75.5). Thus, the second hypothesis was not met.

To answer the second hypothesis of the study, which states: "There is agreement between children and teachers in ranking the sources of psychological stress in terms of severity among children."

To verify this hypothesis, the degree of severity of each item was extracted for the responses of children and teachers to the list of sources of psychological stress, and the table (3) Explain it.

schedule (3)

It explains the sources of psychological stress that ranked highest among children and teachers.

Psychological stress		Descending order
Teachers	children	
His parents divorced	Your parents divorced	1
His parents' lack of interest in him	Mocking	2
Others hit him	Annoying sounds	3
Difficulty of academic subjects	You feel sick	4
His parents quarreled while he was there	Illness of a family member	5
Expelled from school	The sound of gunshots	6
A parent's preference for his siblings over him	Lack of availability of some necessary needs	7
Annoying sounds	You get poor grades in school	8
Death of a family member	The presence of unruly students inside the school	9
One of the teachers was biased against him	Cursing	10

Note from the table (3) The sources of psychological stress that ranked at the top of the rankings in terms of children's and teachers' ratings are not similar, as only two out of ten sources were among the top ten sources among children and teachers, which are (parental divorce) and (annoying voices). Thus, the third hypothesis was not met.

DISCUSSION OF RESULTS

The results of the research indicated that the child lives a life full of pressures that are weighing on him and increasing his life burdens, which have had serious impacts on the children's lives, health, psychology, and behaviors. This is because exposure, especially long-term exposure, to trauma and anxiety, and pressure leaves its mark on the psychological structure of the child. .

When reviewing the basic sources of psychological stress among children, it is noted that some of it is related to what is happening within the family, such as the divorce of parents and the illness and illness of a family member, which is considered one of the most important sources of psychological stress.

The results of the study also showed that mocking and cursing a child ranked first among the sources of psychological stress. This is because it affects children's self-concept and dignity, and that any negative evaluation of the child constitutes a source of psychological pressure for him.

The results of the study also showed that some events that occur in school constitute basic sources of psychological stress, and these events include obtaining poor grades in school, and these are related to the role that the child plays. Usually, problems related to the role that the child plays are sources of psychological stress, and the presence of Disruptive students at school constitute a source of psychological pressure for other students because of the threats and abuse they direct at them.

On the other hand, the research results showed that there are significant differences between children's estimates and teachers' estimates of the level of psychological stress among children. The children's estimate of the level of psychological stress in children was higher than the teachers' estimate of the level of psychological stress in children. This means that teachers do not estimate the level of psychological stress in children appropriately. This is based on the fact that teachers' lack of awareness of the severity of psychological pressure among children increases their level of suffering and reduces the opportunities to provide assistance to them.

In addition, the results showed that there was no agreement in ranking the sources of psychological stress between children and teachers, as there was agreement in two out of ten basic sources of psychological stress. This difference can be explained by the lack of realistic understanding of children and the lack of opportunities to interact with them, which led to a lack of understanding of those sources. sources or assessing their level, which contributed to more psychological pressure among children.

CONCLUSIONS

By reviewing the previous results, the following can be concluded:

Psychological stress is highly common among children. In addition, the most important sources of psychological stress among children are parental divorce, mockery, annoying voices, feeling sick, illness of a family member, the sound of gunshots, lack of availability of some necessary needs, getting low grades in school, the presence of quarrelsome students inside school, and cursing.

Children's feeling of their level of psychological pressure is higher than teachers' feeling of children's level of psychological pressure.

There is no agreement between children's estimates and teachers' estimates in ranking the sources of psychological stress among children in terms of severity.

Recommendations

In light of the results reached, the researcher recommends the following:

The national and humanitarian duty requires taking the psychological pressures mentioned in the research results and their repercussions into consideration.

Establishing a center specialized in psychological and neurological problems affecting childhood in various governorates in cooperation with the Ministries of Health, Education and Social Service to diagnose and treat psychological and neurological diseases of children under the age of (18).

It is necessary for all segments of society to assume responsibility for the child with attention and care.

Educational institutions responsible for child care, such as the Ministry of Education and the Ministry of Social Service, carry out awareness campaigns to diagnose and monitor behavioral disorders in children and work to treat them through health centers and hospitals.

Contacting the media to prepare special television seminars for the purpose of directing attention to the results of psychological pressures on children's personalities and their connection to the emotional, social, personal, academic and mental aspects.

Paying attention to educational guidance and covering all educational levels, starting with kindergarten, for the purpose of providing children and students with sufficient information that helps them as much as possible to avoid frustrations, tensions, and psychological conflicts.

Work to create a high level of awareness among health and educational institutions and civil society organizations in order to encourage them to show more sensitivity towards the needs of children who suffer from psychological problems.

Expanding kindergartens and developing them quantitatively and qualitatively for their effective role in play-based psychological care, as it gives the child the opportunity to express his feelings and get rid of his pain, which may play an important role in eliminating the state of anxiety and depression that children experience or the behavioral problems that they suffer from.

Suggestions

In light of the results obtained, the researcher suggests the following:

Conducting research on the sources of psychological stress in children takes into account the variable of the children's gender (males, females).

Applying a similar study in other governorates and other countries.

Conducting studies to determine the effect of psychological stress on family communication and children's academic achievement.

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