NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

PSYCHOLOGICAL COUNSELLING AND GUIDANCE

DOCTORAL PROGRAM

STRENGTH-BASED PROACTIVE APPROACH FOR BUILDING RESILIENCE IN SCHOOL CHILDREN: THE CASE OF GAZA

PhD Thesis

Suhayla SAID MUSTAFA JALALA

Nicosia, 2019

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Suhayla SAID MUSTAFA JALALA

Thesis Supervisor: Prof. Dr. Hüseyin UZUNBOYLU
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Nicosia, 2019

Approval of the Graduate School of Educational Sciences

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This is to certify that we have read this thesis submitted by Suhayla SAID MUSTAFA JALALA titled "**Strength-based proactive approach for building resilience in school children: the case of Gaza**" and that in our opinion it is fully adequate, in scope and quality as a thesis for the degree of Doctor of Philosophy.

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Suhayla SAID MUSTAFA JALALA

Psychological Counselling and Guidance

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ABSTRACT

Strength-Based Proactive Approach for Building Resilience in School Children: The Case of Gaza

Suhayla SAID MUSTAFA JALALA

PhD Thesis, Program of Psychological Counselling and Guidance
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This study aims to develop a strength-based proactive approach that psychological counsellors working in schools under political crisis in Gaza can use social and emotional learning programs to improve the resilience and wellbeing of school-age children.

The study was completed with a mixed method in which quantitative and qualitative methods were carried out together. The study group for the quantitative part of the study consisted of 619 students randomly selected from basic education classes in the city of Gaza. As a data collection tool, a three-part scale developed by the researcher was presented to the students. In the qualitative part, as a result of the literature review, the interview form was created by the researcher and applied after expert opinion. A total of 131 psychological counsellors, teachers, parents, experts and administrators were randomly selected for the qualitative study group.

Statistical methods such as percentage, frequency, factor analysis, variance analysis, t-test, LSD test were used in the analysis of quantitative data. In the analysis of qualitative data, content analysis was used. The quantitative and qualitative findings of the study supported each other and showed that the strength factors supporting the resilience of school children in Gaza are similar.

At the end of the study, it was seen that school children's ability to adapt and succeed despite the difficult conditions around them could improve; encouraging children to think positively, to solve problems, to show positive body image, to lead a healthy life, to increase success; educating adults on the importance of understanding, caring for their children physically and emotionally, respect, love, encouragement, trust, comfort and a safe environment; creating a supportive school environment that incorporates resilience into its program; establishing strong relationships between school and family; children should participate in endurance workshops, create peer groups and establish good relations with neighbours and relatives.

This study is the first effort to develop the CSBPA model that psychological counsellors in Gaza city and other cities experiencing similar political instability can apply to maintain effective approaches to improve academic learning, resilience and well-being of school children.

Keywords: *Resilience, strength-based proactive approach, school children, Gaza city, political crisis.*

ÖZET

Okul Çocuklarında Dayanıklılığın Geliştirilmesinde Güç Temelli Proaktif Yaklaşım: Gazze Örneği

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Bu çalışma, Gazze'de siyasi kriz altında bulunan okullarda görev yapan psikolojik danışmanların, okul çağındaki çocukların refahını ve dirayetini geliştirecek sosyal ve duygusal öğrenme programları kullanarak dayanıklılıklarını artırmak için uygulayabilecekleri güç temelli proaktif yaklaşım geliştirmeyi amaçlamaktadır.

Çalışma nicel ve nitel yöntemlerin birlikte yürütüldüğü karma yöntem ile tamamlanmıştır. Çalışmanın nicel kısmı için belirlenen çalışma grubu, Gazze kentindeki temel eğitim sınıflarından rastgele seçilmiş 619 öğrenciden oluşmaktadır. Öğrencilere veri toplama aracı olarak araştırmacı tarafından geliştirilmiş üç kısımdan oluşan ölçek sunulmuştur. Nitel kısımda ise literatür taraması sonucunda araştırmacı tarafından görüşme formu oluşturulmuş ve uzman görüşü alınarak uygulanmıştır. Nitel kısmın çalışma grubuna toplamda 131 psikolojik danışman, öğretmen, ebeveyn, uzman ve idareci rastgele seçilmiştir.

Nicel verilerin analizinde yüzde, frekans, faktör analizi, varyans analizi, t-testi, LSD testi gibi istatistiksel yöntemler kullanılmıştır. Nitel verilerin analizinde ise içerik analizinden yararlanılmıştır. Çalışmadan elde edilen nicel ve nitel bulgular birbirlerini destekleyerek, Gazze'deki okul çocuklarının dayanıklılıklarını geliştirmeyi destekleyen güç faktörlerinin benzer olduğunu göstermiştir.

Çalışmanın sonunda, okul çocuklarının çevrelerindeki zor koşullara rağmen uyum sağlama ve başarılı olma yeteneklerinin gelişebildiği; çocukların pozitif

düşünme, problem çözme, olumlu beden imajı sergileme, sağlıklı yaşamaya yönelme, başarıyı artırma konularında teşvik edilmesi; yetişkinlere anlayışlı olma, çocuklarına fiziksel ve duygusal olarak iyi bakma, saygı, sevgi, teşvik, güven, rahatlık ve güvenli ortam sunmanın önemi hususunda eğitim verilmesi; dayanıklılık konusunu programına katan destekleyici bir okul ortamı oluşturulması; okul ve aile arasında güçlü ilişkiler kurulması; çocukların dayanıklılık atölyelerine katılması, akran gruplarının oluşturulması ve komşularla ve akrabalarla iyi ilişkiler kurulması gerektiği belirtilmiştir.

Bu çalışma siyasi istikrarsızlık yaşayan Gazze kentinde ve diğer şehirlerde görev yapan psikolojik danışmanların; okul çocuklarının akademik öğrenmelerini, dayanıklılıklarını ve refahlarını artırmak adına etkili yaklaşımları sürdürebilmeleri için uygulayabilecekleri CSBPA modelinin geliştirilmesine yönelik ilk çabadır.

Anahtar Kelimeler: *Dayanıklılık, güç temelli proaktif yaklaşım, okul çocukları, Gazze Kenti, siyasi kriz.*

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

CHAPTER II

LITERATURE REVIEW

CHAPTER III

METHODOLOGY

LIST OF TABLES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

1.1. Problem Statement

School children in Gaza suffer from sleeping problems, understanding and concentration problems, behaviours related to loneliness and depression, aggressive behaviours, low self-esteem and mistrust of others and enuresis (Veronese & Barola, 2018). There is an evidence-based relationship between inadequate existing resiliency in Gazan school children and the poor approaches used by psychologists. School children have manifested a lack of social competence, problem-solving skills, autonomy and optimism. Therefore, enhancing resilience in school children requires new practical, proactive and strength-based approaches to be applied in a far more sustainable way than is currently practiced. This needs to be based on a thorough understanding of the current status of children resiliency and attributes of resilient child in Gaza based on strength-based approaches.

1.2. Purpose of the Study

In this study the main research question is "What are the interventions used by school counsellors in helping school children in Gaza to be more resilient and aiding them in personal and school adjustment?" The following questions stem from the sub-questions:

Q1: To what extent do school children in the Gaza Strip have the awareness and knowledge of the child's rights?

Q2: What are rationales, internal and external factors, core principles and implications of the strength-based model for child resiliency development?

Q3: To what extent do school children in the Gaza Strip have the ability to adapt and succeed despite challenging or threating circumstances surrounding them?

Q4: Are there any statistically significant differences at the level of significance in the effect of internal strength factors (empowerment, self-control, self-concept, cultural sensitivity and social sensitivity) on the extent to which

children have the ability to adapt and succeed according to personal variables (gender, educational level, number of family members, housing address, type of family, monthly income of the family, educational level for mother and educational level for father)?

Q5: Are there any statistically significant differences at the level of significance in the effect of external strength factors (community cohesion, family, peer group, school, school culture, learning at school, Child protection and rights Non-governmental Organisations (NGOs), Palestinian formal institutions at local and national levels and International NGOs (e.g., UNICEF) on the extent to which children have the ability to adapt and succeed according to personal variables (gender, educational level, number of family members, housing address, type of family, monthly income of the family, educational level for mother and educational level for father)?

1.3. Significance of the Research

This study will shed light on the criteria of internal and external strength factors through which counsellors, teachers, principals and other care providers can be used to identify these factors and their importance in building resiliency in children, develop their ability to cope with difficult events; and enabling children to develop personal and social capabilities. The importance of this study stems from the fact that most of the psychological support programmes in Gaza have relief and recovery interventions, which are implemented immediately after wars on Gaza. Therefore, this study developed a protective programme to strengthen school children's resilience via addressing their behavioural problems, including violence and substance abuse.

On the other hand, the special importance in Gaza Strip-Palestine is represented in supporting the ability of Palestinian children in Gaza Strip to cope and thrive in the face of continuous siege, socio-economic crisis and frequent wars on Gaza Strip. Despite the frequent calls of the various stakeholders to use the strength-based approach in building resilience in school children, but school counsellors misunderstand and undervalue the strength-based approach. Besides, none of the scholars have tackled the strength-based approach in building resiliency in school children in Gaza. Therefore, this research comes as an attempt to assist school

counsellors, teachers, psychological professionals and parents and other caregivers to understand the strength-based proactive approach that emphasises the strengths, capabilities and resources of children, families, school and community.

This study seeks to fill a knowledge gap within resiliency research and neglect of incorporating the cultural context of a strength-based proactive approach (SBPA) for building resilience in school children under political crisis taking into account the factors of age, gender, school class level, number of family members, employment status of father, address of residence, place of residence, type of residence, nature of residence, type of family, educational level for father, educational level for mother, family main breadwinner, family sources of income and monthly family income.

1.4. Limitations

Even though the fact that we are sure, the study will accomplish its intended objectives; however, the study has its own limitations yet. These limitations included a lack of research studies on building resiliency in school children in Gaza and the inability of the researcher to return to her country to apply the tools of the study due to the siege imposed on the Gaza Strip and the tight closure of the borders. However, with the permission of the Department of Guidance and Counselling (Faculty of Education) at NEU (Appendix H), the researcher used digital technology tools like Viber, WhatsApp, Skype and e-mail to conduct interviews and focus groups and workshops with stakeholders. Besides, the researcher was allowed to seek the help of some psychologists to apply the questionnaire to the children's schools in the Gaza Strip.

Additionally, the researcher encountered difficulties in conducting interviews, focus groups and workshops due to the electricity cut-offs (up to 20 hours per day) and the associated Internet disconnection in the Gaza Strip, as well as reaching students at governmental schools and their families especially in border areas of eastern Gaza city. Although the use of a mixed-methodological approach to collect and analyse data is useful and gives more accurate results, but requires great effort from the researcher.

1.5. Definition of Terms

In this study, the special terms can be defined below:

Gazan children defined according to the Palestinian Child Law (7) of 2004 and the amended law, as every person who is below 18 years (Palestinian Central Statistical Organization, 2013).

Resilience refers to an interactive process of developing different abilities, skills, information and awareness that a person needs for effective adaptation or to overcome hardships and face challenges in life.

Strength-based proactive approach refers to a way of working with persons, families and organisations stranded in the principle that people have existing abilities, have sources, can use existing capabilities to address and select their own concerns.

1.6. Abbreviations

ARA	Access Restricted Areas
ARIJ	The Applied Research Institute of Jerusalem
BTS	Bartlett's Test of Sphericity
CD-RISC	Connor–Davidson Resilience Scale
CRC	Convention on the Rights of the Child
CSBPA	Conceptual Strength-Based Proactive Approach
ERW	Explosive Remnants of War
GCMHP	Gaza Community Mental Health Programme
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
HNO	Humanitarian Needs Overview
HRP	Human Resource Planning
ICSRLE	Inventory of College Students' Recent Life Experiences
IDP	Internally Displaced Persons
INGOs	International Non-Governmental Organisations
Km	Kilometre
Km^2	Squared kilometre

KMO	Kaiser–Meyer–Olkin
LQAS	Lot Quality Assurance Sampling
NGO	Non-Governmental Organisation
NIS	New Israeli Shekel
OCHA	Office for the Coordination of Humanitarian Affairs
PCBS	Palestinian Central Bureau of Statistics
Q	Question
REC	Remedial Education Centre
RSPWB	Ryff Scales of Psychological Wellbeing
SBPA	Strength-Based Proactive Approach
SBPBRS	Strength-Based Perspective for Building Resilience Scale
UK	United Kingdom
UN	United Nations
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNICEF	United Nations International Children's Emergency Fund
UNRWA	United Nations Relief and Works Agency
USAID	United States Agency for International Development
WCH	War Child Holland
WHO	World Health Organization

CHAPTER II
LITERATURE REVIEW

2.1. Background on Strength-Based Approach for Building Resilience in School Children

There are risk factors facing children at individual, family, school and community levels (Rowe & Stewart, 2009). These risk factors could have an impact on the social, mental and physical health of individuals (Szeri, Sahin, Cevahir & Say, 2010; McCann et al., 2013; Mcdonald, Jackson, Wilkes & Vickers, 2013; Pinar, Yildirim & Sayin, 2018). Therefore, resilience is considered as one of the important interventions that protect children from the negative impacts of risk factors and offers an operational source of coping (McGillivray & Pidgeon, 2015; Pinar et al., 2018; Zhao, Suhonen & Leino-Kilpi, 2016). So, understanding factors that help promote resilience can be informative for designing preventative interventions (Beardslee, Solantaus, Morgan, Gladstone & Kowalenko, 2012; Mahedy et al., 2018).

Resilience has been defined as the maintenance of healthy and successful functioning or adaptation within the context of significant adversity or threat (Garmezy, 1993; Luthar, Cicchetti & Becker, 2000). Thus, there are two elements that must co-exist for resilience to be present: a circumstance that has the potential to disrupt children's development and reasonably successful dynamic adaptation (Rutter, 1979a). Accordingly, resilience is better characterised as a dynamic process because individuals can be resilient to specific environmental hazards or resilient at one time period but not another (Rutter, 2006). However, resilience is not only the strength and capacity to overcome adversity and stress-related conditions but also external resources including educational support and family relationships (Go, Chu, Barlas & Chng, 2017). Resilience strengthens adaptation, promotes recovery, protects mental health and maintains integrated positive functioning over the passage of time in the aftermath of adversity (Lou, Taylor & Di Folco, 2018; Southwick, Bonanno, Masten, Panter-Brick & Yehuda, 2014).

Conceptualising resilience in children marks salient internal factors including biological and psychological factors while external factors are reflected in the nature and quality of relationships established within or outside the family group (Jenney, Alaggia, Niepage, 2016). Likewise, Rojas (as cited in Johnson, 1997) suggests that human relationships are the most critical factors in school child resiliency, followed by child attributes, school programmes, community variables and family factors. Internal factors are the personal attributes of the resilient children like empathy and self-esteem (Dumont & Provost, 1999; Masten & Gramezy, 1985; Rutter, 1987), self-efficacy (Masten & Coatsworth, 1998) and intellectual functioning (Freitas & Downey, 1998; Masten et al., 1999). Contextually related external factors include positive peer influence, supportive family peers, caring school and community environments (Luthar, Cicchetti & Becker, 2000; Masten, Best & Garmezy, 1990; Werner & Smith, 1982).

The school plays a significant role in contributing to children's wellbeing, resilience and academic learning by following a strengths-based perspective model (Seligman, Ernst, Gillham, Reivich & Linkins, 2009). The strengths-based perspective can provide advantages to teachers, which extends the resilience paradigm currently accepted within school education (Brownlee, Rawana & MacArthur, 2012). The school resiliency factors consist of two broader categories including school culture (McCashen, 2005; O'Connell, 2006) and commitment to learning at school (Walsh & Park-Taylor, 2005). Positive development of children's personality is mostly determined by the commitment of effort and time they give in their schools and the impact of school teachers, school peer groups and school-parent school-communication to become highly educated and socially effective responsible individuals (Mukhopadhyay, 2010).

Benson (1997) views resilience as a paradigm shift from identifying individual's risk factors to identifying individual's strengths. A resilient individual is characterised by stress-resistance and less vulnerable despite experiencing significant adversity (Garmezy, 1993). Accordingly, interventions have moved increasingly toward creating a coordinated sequence of positive experiences and providing key developmental supports and opportunities (Alvord & Grados, 2005). Rather than the traditional perspective of engaging an individual with a problem orientation and risk focus, a strength-based approach seeks to understand and develop the strengths and capabilities that can transform the lives of people in positive ways (Barton, 2005).

A strength-based approach is linked to the traditional foundation of counselling and guidance since this approach emphasises human development, prevention, positive assets, wellness and strengths, rather than weaknesses and psychopathology (Ratanavivan, 2015). It operates from the assumption that resources and strengths available within and to children that help them improve participation and achieve success in many areas of their life (Hollenbeck & Morris, 2016; Trujillo, 2017). It pursues to understand and advance the capacities and strengths that can transform the lives of children in positive ways (Alvord & Grados, 2005; Barton, 2005). Accordingly, much of the interventions on promoting children development have been shifted from focusing on vulnerabilities and mitigating risks to an emphasis on nurturing strengths, capabilities and resources of a child (Almedom & Glandon, 2007; Ager, 2013; Namy et al., 2017).

Worldwide, interest in strength-based approach has increased considerably as a means to improve the positive development of school children as counsellors, researchers, educators, practitioners and community care providers shift from the prevention of specific problems to a more holistic concentration on positive factors of children development (Alberta, 2012). Counsellors using a strength-based approach perceive that each child has strengths to cope with difficulties and to maintain functioning in the stress (Brasler, 2001). Thus, counsellors develop treatment plans based on children's attainment of skills, competence, interests, motivation, emotions and resources (Bozic, 2013). This will help children move forward from problem-talking in the past to realistic expectation and solutions in the future (Colville, 2013; Hughes, 2014). Apart from the individualised perspective, some professionals of student affairs use a strengths-based approach to link their education programmes with larger institutional objectives, including student engagement, retention and success (Soria & Stubblefield, 2015). However, the academic achievement of students declines during the preparatory school and children's low achievement is the biggest challenge faced by today's schools (Dukmak & Ishtaiwa, 2015).

Four overlapping waves of resilience research have been conducted over four decades (Marie, Hannigan & Johns, 2018) including: 1. individual traits, 2. protective mechanisms, 3. developmental assets at individual and community levels and 4. social ecological: culturally entrenched understanding of resilience and "new voices" (Masten, 2007; Ungar, 2012; Ungar, Brown, Liebenberg & Othman, 2007).

The first wave of research was emerged around 1970 on resilience in the behavioural sciences where the initial conceptualisation of resilience focused on individual traits (Anthony, 1987; Garcia-Dia, DiNapoli, Garcia-Ona, Jakubowski & O'flaherty, 2013). The second wave attempted to conceptualise resilience as a dynamic process and the interaction between genetic and environmental factors (Rutter, 2012b) so that resilience can be a process of using internal and external protective factors to adapt to a situation (Garcia-Dia et al., 2013). The third wave of resilience conceptualisation is the shift to developmental assets, both individual and community where scholars argued that resilience can be an outcome of interactions between individuals and their environments (Ungar, 2008), children's resilience in schools can be enhanced by focusing on individual and environmental factors (Bosworth & Earthman, 2002; Masten, 2001). The fourth wave of resilience science viewed the cultural context to play a significant role in the collective resilience of the individual and community within a politically violent context (Sousa Haj-Yahia, Feldman & Lee, 2013).

Scheper-Hughes (2008) completed studies and worked in areas of political unrest says that the Western understanding of resilience is insufficient in other cultural contexts, especially in politically conflicted places where there is an everyday form of resilience within oppressed communities. Marie et al. (2018) assert that there is a near absence of research studies which investigate resilience within conflict areas and in underdeveloped or developing countries, and a lack of research studies that investigate resilience within an Arabic or Muslim cultural context.

2.2. Concepts

2.2.1. Resilience and building resilience

Building resilience in children and youth is one of the main principles of decent education and an essential requirement for the proper growth of individuals, and empowering children and youth to positively navigate life and life problems (Ungar, 2011). Approximately 60 years of research in resilience has brought forth numerous perspectives and voices (Unger, 2005). Despite this massive body of research on resilience, there is little agreement on a sole meaning of resilience among researchers. Instead, researchers explain the concept of resilience in many ways (Carle & Chassin, 2004).

Earlier definitions of resiliency emphasised that resilience is not an individual trait and that children may display resilience in the face of some adverse conditions but not in others (Cripe, 2013; Rutter, 1999). Rather, resilience was aimed to be extensive like "being concerned with individual variations in response to risk factors" (Rutter, 1990). This type of identification has allowed for wide-ranging risk factors that can be included in the study and confusion model. Thus, the research studies have drawn deductions about the resilience of wide-ranging indicators, for example, maternal health care, low weight infants at birth and special trauma inclusive of war (Masten, 2001).

Thereafter, attempts were made by scholars to determine flexibility regarding measuring the progress in behavioural outcomes more easily. Accordingly, the resilience definition was advanced by Luther (1993a, 2006b) and Maginness (2007) to include measuring behavioural success in relation to individual developmental assignments through facing hardships. Likewise, Hawley (2000) defines resilience as a positive outcome in the hardship presence, in addition to being a good coping in generally; and Henderson (2007) demonstrates resilience as the capacity to bounce back from hardship. Lazarus (2004), on the other hand, emphasises the importance of resilience with regard to the ability of people to overcome hardship and suffering and to cope with and face changes, thus helping people overcome the stresses and fears in the future. Yet, Zautra (2009) divided resilience into two parts, with one viewing resilience as the person's ability to deal with hardship and recover, and the other presenting resilience as the ability to repeatedly achieve aims and progress to a good future despite the stresses and the ability to cope effectively when faced hardship.

Though, Best (2001) notes that while resilience definitions are clearly helpful, there is still a need to know the traits that we might expect to find in a child who called a "resilient child". A child who described as "resilient" can resist hardship, cope with a doubt and recover more effectively from the episodes and traumatic events. Resilience is a difficult concept for child well-being services. Stressing children's susceptibility, the danger of long-term harm, the threats they meet and the need for extensive interventions is the most common approach adopted by activists who hope to draw attention to a particular issue of child care (Best, 2001).

More recently, studies have sought to define resilience by linking it to several factors including personal, family and community characteristics that contribute to individuals' abilities to thrive in the face of adversity. Similarly, Jenney et al (2016)

recognise resilience as existing within individuals, familial, context and environment determinants from a social ecological model including: insight and self-efficacy; desire not to repeat the cycle of abuse; escapism; perseverance and hope; and positive care giving, social support and community. They present drivers to promote resilience with marginalised children like: connecting to positive adults; increasing self-efficacy; increasing community/social support; educating about healthy relationships and labelling/validating feelings about violence.

Resilience is defined as an ''inner'' character peculiarity characterising only those persons who demonstrated positive adaptation skills when facing high-risks (Hurlington, 2010). Masten and Obradovic (2006) list nine effective systems that have an essential role in resilience, and also more largely in personal development:

- Learning systems of the human brain (info processing, problem-solving)
- Attachment system (close interactions with partners, care providers and friends)
- Systems of the stress response (systems of recovery)
- System of mastery motivation (reward systems linked to positive behaviour, self-efficacy processes)
- Self-regulation systems (executive functioning, feeling regulation, reserve of behaviour and activation)
- Family system (parenting, expectations, interpersonal dynamics, unity and norms).
- Peer system (peer groups, relationships, norms and values)
- Systems of culture and society (traditions, belief, rules, rituals and values)

When these systems are existing and functional, personal resilience is common (Kiswarday, 2012). For the purpose of this study, the definition of resilience by Jenney et al. (2016) is selected, which views resilience as existing within individuals, families, context and environment factors of a social-ecological model including: insight and self-efficacy; desire not to repeat the cycle of abuse; escapism; perseverance and hope; and positive care giving, social support and community.

2.3. Models and Theoretical Perspectives

A number of scholars have used distinct terms for the three resilience models which basically explain similar mechanisms for the influence of pressure on the adaptation quality. They contain compensatory model, challenge model and protective factor of immunity versus vulnerability model (O'Leary, 1998).

The Compensatory Model offers that risk factors have independent and direct effects on growing a bad outcome while protective factors neutralise the effects of

risk by directly influencing the outcome (Garmezy, Masten & Tellegen, 1984; Masten et al., 1988). The compensatory factors identified in Kumpfer and Hopkins's (1993; cited in Ungar, 2004) study involved insight, optimism, empathy, self-esteem, intellectual competence, and determination and persistence (Erdem, 2008).

The Challenge Model, also discussed as "Steeling Model" or "Inoculation" (Rutter, 1987), highlights that a risk factor, if it is not too extreme, can enhance the adaptation of an individual. Basically, the experience qualifies the individual for the forthcoming challenge (O'Leary, 1998).

In the resilience model, there is a collaboration among risk factors and protection indicators, which decreases the possibility of negative result and mitigating the impact of exposure to risks (O'Leary, 1998). Protective factors might be associated with the personal or to the situational context. Factors that are related to the former (Masten et al., 1990) are problem-solving skills, peers and adults' attractiveness, perceived capability and efficacy, identification of value models, desire and ability to exert control over the immediate environment (Newman, 2002).

2.4. Factors Associated With Resilience

The certain factors that have been shown to be related to resilience are listed in Table 1 in relation to child, family and community (Daniel & Wassell, 2002).

Table 1. Factors associated with resilience

	Individual	Family	Community
School years	» Sense of self-efficacy. » Self-control. » Communication skills. » Problem-solving skills. » Compassion and empathy with others. » Independent. » Sociable. » Capability to concentrate on coursework. » Emotional expressiveness (boys). » Autonomy (girls). » Sense of humour. » Hobbies and interests. » Ability to make a plan.	» Close relation with a minimum of one person. » Trust and nurturance. » Lack of parental mental health or addiction difficulties. » Lack of separations. » Encouragement for feelings expression (boys). » Family harmony. » Encouragement for autonomy (girls). » Sufficient financial and material resources. » Close grandparents.	» Peer communication. » Neighbours and other non-kin support. » Helpful adult role models. » Positive school experiences.

2.5. Risk Factors

For the reason that resilience is cantered on risk, it is important to recognise the risks factor. Kirby & Fraser (1997) describes risk factors as "any influence or stimulus that raises the probability of inception, digression to more serious conditions or a problem state maintenance".

Nevertheless, Monn et al (2013) define risk as the increased possibility of development problems. A risk factor is a characteristic of a person or group that is constantly associated with the failing of children to do normal development. Thus, a certain risk factor may perhaps increase the likelihood of a child failing to emerge mental health or behavioural illness, meet academic standards or failing to have friend bonds.

Traditionally, researchers have progressed studying risk factors in one of the two methods: 1) tested the particular risk factors or specific antecedent that they tried to connect to results in the future or 2) examined the cumulative risk, in which they have attempted to express the belongings of additive threats (Bronfenbrenner, Moen & Garabino, 1984).

2.6. The Importance of Resilience

Resilience creates a vast difference in individual's lives. People who respond to adversities with resilience are healthier and living longer, gladder in their relations, more effective and successful in school and work, and less probable to become depressed. As well, the investigation has shown that non-cognitive skills generally play a main role in determining academic outcomes. Character and resilience are important not only in academic performance improvement but also in longer-term health results and future working predictions. Moreover, character and resilience are important factors in falling the participants in unhealthy risky behaviours chances (Boardman, Blalock & Button, 2008).

2.7. Sources of Resilience

In order to overwhelm hardships, children extract from three sources of resilience sorts characterised: "I have", "I am", "I can". What they extract from the three sources could be labelled as follow (Grotberg, 1995):

I have

- Persons surrounding me, I trust and who love me.
- Persons who set limits for me, so I know when to stop before there is danger/problem.
- Persons who show me how to do things in correct ways like the way they do things.
- Persons who hope me learn to do things on my private way.
- Persons who assist me when I am in a bad condition, in threat or want to learn.

I am

- A person individual can love and like.
- Respectful of myself and others
- Glad to do positive things for people around me and show my empathy.
- Sure, that things will be all right.
- Hopeful to be responsible for what I do.

I can

- Speak about things which scare me or trouble me.
- Control myself when I feel dangerous or undertaking something in unsuitable ways.
- Find methods to resolve difficulties that I meet.
- Find someone to assist me when I want it.
- Figure out when it is appropriate time to talk to somebody.

A child who described a "resilient" does not need all of these characteristics to call a "resilient child", but one is not adequate. As, a child may be valued (I have), but if she or he has no internal strength (I am) or interpersonal skills (I can), there can be no resilience. A child may be speaking well (I can), but if she or he has no compassion (I AM) or does not know about role models (I have), there is no resilience. Resilience results from a mixture of these characteristics.

2.8. How Can Schools Promote Resilience?

Schools -places in which most children and youth spend most of their times- are definitely positioned to promote positive development (Clonan, Chafouleas, Mcdougal & Riley-Tillman, 2004). The study literature is informative about how schools can best build protective and positive school environments that foster resilience for all learners.

2.8.1. Taking a whole-school approach

Macklem (2010) highlights that research has shown that the most operational way to achieve the purposes of mental health elevation, unhealthy psychological

prevention and early intervention in schools is through using a whole-school approach.

Basic features of a whole-school approach are:

- A whole-school approach includes a systematic emphasis on wellbeing through all traits of the school;

- It must be inclusive of everybody: children, parents, staff and other professionals who may work with the school;

- The whole-school community works together;

- Providing qualified learning for staff;

- On-going and continued action and

- It is maintained by procedures and policies.

A whole-school approach has effects on the learning environment, pedagogy and curriculum, procedures and rules, and relations in the school community.

2.8.2. Taking a strength-based approach

Hirst, Lane & Le Navenec, (2011) expressed a strength-based approach as a way of supporting persons, families and organisations stranded in the principle that people have existing proficiencies, have sources, can utilise existing capabilities to address and select their concerns and can be included in healing and self-health process. All of the strength-based approaches involved in this backgrounder have an emphasis on capability and internationality.

2.9. The Strength-Based Approach

2.9.1. From deficits to strengths

One method to outlook the strength-based approach is to compare it with a deficit-based approach or concentrate on failures. Paralleled to focus on failure, one evidence of the strength-based model is that excellence is not the opposite of failure, and that, as such, you learn tiny about excellence from studying failure. Failure and success are not inverse, only different (Buckingham, 2007).

McCaskey (2008) delineates a deficit cycle (Figure 1) to describe the perspective that if we recognise a problem, we need to find a professional to investigate it and then give a prescription to settle it. This tendency begins with a

"needs assessment" as it is assumed that if it could be specified as to what is erroneous and address the needs; we will cognise what needs to be tackled. On the other hand, this overwhelmingly leads to simplistic and cramped solutions that rarely address the actual issues in the long time.
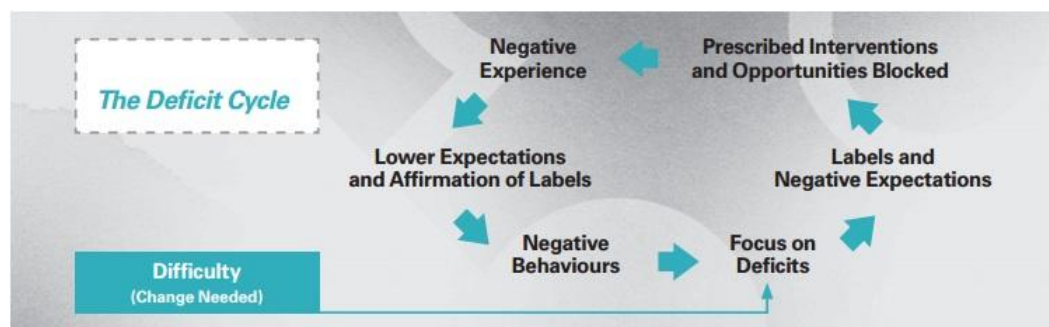
Figure 1. The deficit cycle

The strengths-based cycle (Figure 2) starts with an additional holistic concentration that contains assurance on an individual's resources and strengths (external & internal) in the change process. When issues are acknowledged, challenges are experienced and strengths are highlighted. This strengths investigation changes the problem story because it makes positive potential that things could be changed and facilitates the improvement of skills (Cohler, 1987; McCaskey, 2008).
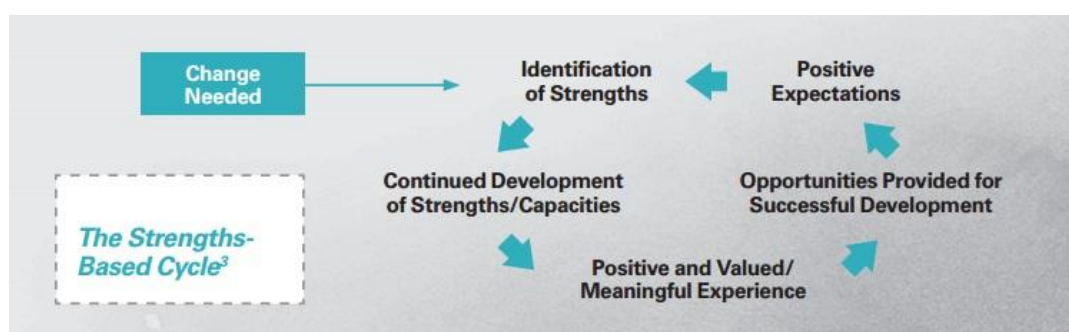
Figure 2. The strengths-based cycle

Though, there has been a shift from a deficit perspective to a strengths-based vision that highlights capabilities and resources (Howard & Dryden, 1999; Keogh & Weisner, 1993; Spekman, Herman & Vogel, 1993). Kral (1989) stated, "If we ask people to look for deficits, they will usually find them, and their view of the situation will be coloured by this. If we ask people to look for successes, they will usually find it, and their view of the situation will be coloured by this."

2.9.2. Defining the strength-based approach

The strength perspective adds concepts associated with empowerment, healing, resilience, hope and meaning construction. Rather than fixing on deficits, labels and problems, social staffs acting from the strength-based perspective are concerned with skills, resources and connections (Cowger, Anderson & Snively, 2006). Laursen (2003) states that "Strength-based perspective holds the core belief that all persons have resources and strengths". Miller, Duncan, & Hubble (2001) and (Pattoni, 2012) highlight the strength-based approach as a concerted process between the individual supported by services and those supporting them, letting them work together to determine a result that draws on the individual's strengths and assets. Otherwise, Nissen et al. (2005) and Roebuck (2007) express the strength-based perspective that works to address a client's difficulties by fixing on her or his interests, abilities, so providing a basis for the client to succeed at positive change. Finally, Barwick (2004) finds that a strength-based perspective has an evidence by classifying the factors assisting most people to advance productive lives. Rather than having a risk focus, a strength-based perspective works at rising factors that care for people.

2.9.3. What are strengths?

To search a strength-based approach, one must consider what scholars and practitioners mean when talking about strengths. Their reply looks to be extensive a definition as one can imagine. This shows the creative thinking essential for strength-based experts.

Laursen (2003) defines strengths as what youth and children have learned about themselves, people and the world. They are individual qualities, characters and virtues. Strengths are also labelled as protective factors, providing a barrier against risk factors (Barwick, 2004). For example, prevention scholars have exposed that human strengths act as barriers against psychological illness. These strengths involve future mindedness, persistence, skill, courage, optimism, morality, work ethic, hope and the ability for insight (Brendtro, Toit, Bath &Van Bockern, 2006). Strengths are often provisionally submerged by a transient problem. This is why a strength-based approach pursues to "discover, direct and intensify" abilities and potential for good functioning (Roebuck, 2007). When describing strengths, it is important to show that researchers conceptualise strengths beyond the human personality traits. Barwick

(2004) presents that persons live within environments, such as in families, society, groups and culture. Any helpful aspects of their environments are strengths and are just as important donors to good results as person strengths.

2.9.4. Principles of strength-based practice

The strength-based method draws one away from information, techniques and processes as the keys to positive change and transformation. Instead, it emphasises that each child holds the key to his or her own significant change process. A strength-based approach includes a various way of thinking about learners and interpreting their ways of handling life problems. With a strength-based outlook, one engages to invite curious exploration to call of "what can be" based on a perfect set of attitudes and values (Hammond & Zimmerman, 2012). Following are the principles that serve as the substance for guiding and instigating strength-based practice (McCashen, 2005; O'Connell, 2006; Rapp & Goscha, 2006):

- Belief that each child has potential. Their abilities and unique strengths will define their developing story and describe who they are.
- What we emphasise on converts a learner's reality. Focus on what a child or the learner can fix. Look at challenges or problems as chances to discover, not something to avoid. Start with small achievements and build upon them to advance confidence and enthusiasm.
- Being aware about the language we use constructs a reality—both for learner and teachers. Such as, saying "It seems as you tried doing this exercise a different way; let's see how it functioned for you." Instead of saying, "Did you not hear what I said to other learners?".
- The absolute opinion that change is unavoidable and all learners have the capability to achieve and will be successful. All learners have the need to succeed, to contribute to their societies and to discover the world around them.
- What learners believe about themselves and their reality is vital and most important. Thus, teachers must begin the process of change with what is more important to the learner.
- Optimistic change happens in the authentic relationship context. Learners want to know the care of school staff and will be there for them absolutely.
- Capability building is both a goal and manner. Change is a dynamic manner. Continuing support of this change accomplishes a cumulative outcome.
- Learners have more sureness in journeying into the future when they are encouraged to begin with their previous knowledge.
- It is very meaningful to value changes and work together. Real change is a collaborative, comprehensive and contributory process.

2.9.5. Implications of strength-based practice in education

A transference to the strength-based model needs careful attention by instructors to system change manners, instructional practice and curriculum, learner relationship and assessment, and appropriate study and best practices. The following points need contemplation:

1. The role of a strength-based school philosophy: Supporting a strength-based approach in a school needs the formation of a strength-based culture. This needs management and commitment that models its values and principles. It is having a strength-based technique of thinking, labelling and practicing that is reliable and maintained by staff (McCashen, 2005; O'Connell, 2006). A strength-based school culture encirclement includes:

- Recognises that a strength-based approach is a belief based on ideals, values and guiding principles for working with learners to carry transformation and change.

- Understands engaging learners in relations that establish positive attitudes towards their rights, self-esteem, capabilities and uniqueness.

- Constructs unique opportunities and conditions that empower educators and learners to value and identify strengths and ability to create significant and sustainable evolution towards goals and change.

- Provides and activates sources to supplement a learner's existing resources and strengths rather than offset perceived deficits. It is a comprehensive approach of uniting excellent education with promoting learner's welfare.

- Addresses and acknowledges power differences between learners and adults (such as, not -"I'm the lecturer and your job is to respect me and learn from me."; instead of- "being at school is a chance for us to study and I look forward to getting to know you in a way that I can make learning meaningful and a good experience for you.").

- Pursues to recognise personal, social, cultural and structural barriers to achieving the learner's preferred goals, development and self-determination (Hammond & Zimmerman, 2012).

2. The role of an overview of learners and the success of school: In an age when school systems are concerned about the challenges and problems meeting student, teachers have begun to know that cognition and effect are interconnected

manners and have a great influence on each other. There is a growing recognition that academic success and student welfare are two significant aims of school education. The key contributors to these ultimate aims are excellent educational practices and optimism within and outside school environments that are relational and based on contextual strength (Masten & Coatsworth, 1998).

3. The role of supporting the teacher: The principles and characteristics of strength-based educators could be improved if they have support from groups and administration staff as follow (Benard, 1998; McCashen, 2005):

- Providing chances for the staff of the school to think and argue their personal thoughts on the principles of strength-based and resilience.

- Formation of a strength-driven practice study group: offer chance and resources for reading on strength-based practices, the role of positive development and resilience of children. Share stories of people who successfully overwhelmed the odds. Polakow (1995) indicated that "It is important to read about fights that lead to successful support and empowerment, for resilient voices are critical to hearing within the at-risk wasteland."

- Promoting collaboration between school and community to organise the services required for learners and families: if one is to be strength-based, the needs of the learner as a whole will be considered and will need the support of family, school and community in cooperative ways. Support can involve knowledge, data, organisations, professionals, decision-making resources and material resources. In a strengths approach, not only the kinds of resources are vital and important but also how they are mobilised and offered to complement the strengths and goals of the child.

- Emphasis on school climate: Classrooms and schools having strength-based cultures and ability building experiences are often described as being like "a home", "family" and "a community I belong to." Creating a safe shelter is just as important for the educators as it is for the learners. It reflects being honest, supportive, respectful, encouraging and inclusive.

- Taff capability building: Fostering and supporting a trust in a strength's perspective is not only the educators' critical task; it must be a primary focus on the school administration. Educators need the same models and resources as their learners: expectations, kind dealings with colleagues, positive beliefs and trust for

administration and make decisions together. It is critical that the school culture needs to be supportive of creative educators that are trying to respond to the learners' concerns, consistent times for staff to exchange needs for support and to share achievements to be learned from, chances for further training and finally, chances to be mentored.

4. The role of positive children development: The purpose of positive children development is to enhance and foster the potential for children and young people to be resilient to successfully adapt to, or cope with, pressure and challenging life conditions that fix them for future success in difficulties that lie ahead. From this perspective, successful development is not noticed as a lack of risk behaviour but as the existence of positive features than enable children and young people to reach their full potential as creative and engaged adults.

5. The role of associating with the community: A key to success will be the coordination among the various social care providers integrating beliefs of a strength-based approach and develop staff skills that enable effective engagement, facilitating, partnership and mentoring of complex children and their families. Schools and community will need more of a child-centred and collaborative model that allows for targeted interventions that reflect relationship and capability building as well as strengthening main processes for resilience that are important to the intended children and the society in which they live. There should be a commitment from all child agencies to act as co-partners, including local schools, family and other major community supports to develop effective and informed practice models to enhance resilience for all children and young people and their families. Thus, children and their families become more creative in dealing with challenges, weathering persistent pressures and facing future challenges in exchange for emerging dependence on the system (Taylor, LoSciuto & Porcellini, 2005).

2.10. Conceptual Strength-Based Proactive Approach for Building Resiliency among School Children

2.10.1. Reference framework

The reference framework sets the perspective and base for the new conceptual model. It purposes to provide the general components and instruments of strength-based proactive approach for Building Resiliency among school children that will be

reflected by the new conceptual model. Important points in the reference framework are:

- The research focuses on Gaza so that such approach/model could be adaptable for other cities/regions under political crises.

- The establishment of CSBPA was based on the synthesis of information from reviewing literature on strength-based approach concepts and dawn common keywords.

- Experts opinion and judgment methods were undertaken for the development and validation of the design and usefulness of the conceptual model and criteria/indicators.

- Mixed methods research combining qualitative (literature review, interviews and observation) and quantitative (questionnaire) techniques were used to collect data about CSBPA in Gaza City.

- The CSBPA data analysis characterised the strengths criteria/indicators and their weights and ranking that influence and determine the strength-based proactive approach model to guide the counsellors and psychologist in building resiliency in children.

2.10.2. Establishment of CSBPA

The establishment of CSBPA was based on the synthesis of information from the following sources:

- Review of literature on the concepts of resilience, building resilience and strength-based approach; the link between using strength-based approach; and building resiliency among school children.

- Common keywords that were concluded from the literature review on strength-based approach. These were: resilience, building resilience, strength-based approach, school children, Gaza.

2.10.3. Description of CSBPA

The literature reviews and research on resiliency development and "invulnerable" children have internal and external common resiliency factors which advance the coping skills of children and young people. External factors are peers, family, community and school, while internal factors are self-control, empowerment,

self-concept, cultural sensitivity and social sensitivity. These internal and external strength factors increase the ability of children and youth to cope more effectively with adversity. The below comprehensive developmental strengths framework clarifies external and internal resilience factors and developmental strengths which are assessed applying the resiliency (Hammond & Zimmerman, 2012). It characterises children's resiliency external strengths in the outer ring and resiliency internal strengths in the inner pie. CSBPA contains the following formulated and phrased subsequent conceptual threads and correspondent criteria/indicators:

2.10.3.1. External factors.

Hammond and Zimmerman (2012) indicate that the external resilience factors are acknowledged because they contribute to the protective elements of children resiliency and establish developmental strengths like peers, family, school, community and school. Consequently, fostering the development of resiliency among our children necessitates collaboration between formal institutions, civil society organisations and municipalities with children, parents, community and schools.

1. Community cohesiveness: Among the protective factors contributing to the development of children's resiliency, community-based strengths obtain minimum focus and, then, are one of child's greatest requisites for work. Despite focusing interventions on internal, family and school-linked issues, the community-connected factor is well described in the literature as an essential element in the resiliency strengths development. In contrast, the community services usually illustrated that they were more flexible in responding to the child's needs through several services. The community-based resiliency factor involves four strength factors: community values, adult relationships, caring community and community boundaries (Benson, Scales, Hamilton & Sesma Jr, 2007).

2. Caring community: According to Bredekamp (2014), a caring community of student is a setting or a classroom in which children and young people participate in positive, warm relationships; treat each other with patronise and respect; and learn from each other.

3. Community values: Research demonstrates that the child who feels valued in his society has better mental health, reduced delinquency, a greater sense of personal control and optimism, violence, less drug abuse and higher academic achievement (Benson, Scales, Hamilton, & Sesma Jr, 2007).

4. Adult relationships: In risk contexts, relationships are critical to mitigating the harmful impact of toxic environments. Resilience, the ability to overcome hardship, is facilitated by people who deal with the child (Masten, 2001; Rutter, 2012). There are various benefits to be derived from partnerships, including children and adults. Definitely, children benefit directly when they are viewed as competent persons with the ability to contribute to important decision-making including them and their communities. Research also shows the participation of children in positive social relationships and events, involving adults as well, reduces the risk of their engaging in anti-social or risky behaviour (Rowling, 2015). Other benefits of children–adult partnerships are realised for marginalised children or young people when conditions arise to promote interactions that contribute to resilience "they help young people move and negotiate more effectively" (Ungar, 2013).

5. Community boundaries: Boundaries are vital for children because they provide clear messages about what to expect. Daily, young people face a lot of opportunities and choices. Without limits and boundaries to guide them, they might feel confused, unsure and make unhealthy decisions. With boundaries, they have the supports that assist them to choose cleverly and grow healthier (Morrissey,& Werner-Wilson, 2005).

6. Family: The family is essential in developing child's self-concept, personal identity and ethnic identity (Latifoglu, Uzunboylu & Kagan, 2017; Spencer, Dobbs & Swanson, 1988). Parents are also responsible for assisting children to become resilient in social interactions. On the other hand, Ethnic socialisation affects children's opinions about how the world functions, assists shape children's repertoire of skills and strategies for navigating and handling with racism, informs children's attitudes and beliefs about the self and influences the child inter- and multicultural relationships (Coard & Sellers, 2005). The family resiliency factor is a crucial component of the resiliency framework and plays a vital role in shaping the developmental strengths of children. It consists of six developmental strengths: High expectations, family–school interaction, caring family, family communications, family support, caring and communications and family role models (Benson, Scales, Hamilton & Sesma Jr, 2007).

7. High expectations: Families initiating high expectations for their children's behaviour play a crucial role in developing their resiliency (Benard, 1991). Haan (1989) notes that resilience and vulnerability of children have specific relationships

with the moral climate of families that build children's expectations about the nature of good and moral exchanges. Resilient children will have reason to make them positive that moral difficulties can usually be established. Their family environment endorses them as worthy human beings: "They will often be able to protect their appropriate self-interests; they will recognise that no human is perfect, that even adults morally molest, so they will be capable of forgiving themselves" (Benard, 1991). Werner (1990) hypothesises that "Such a belief seems to give resilient children and their caregivers a sense of rootedness, coherence, a belief that their lives have meaning and a belief that things will be good at the end, even with unfavourable conditions".

8. Family school interaction: The interaction between school and family members are collaborative relationships and activities including school staff and family members of students at a school. Actual partnerships are based on mutual respect, mutual trust and shared responsibility for children learning at the school. The family–school interaction framework classifies seven dimensions as the guiding principle for organising partnership activities. These dimensions are communicating, linking learning at school and at home, be aware of the role of the parents and other family members, consultative decision-making, building community and identity, and be collaborating (Caruana & McDonald, 2011).

9. Family support, caring and communications: What is obvious from almost all the study into the family environments of resilient children is that, "despite the family conflict, or chronic poverty, most children who are identified as resilient have had the chance to create a close relationship with at least one person (not necessarily the father or mother) who provide them with stable and timely care and from whom they received satisfactory attention and adequate kindness throughout the first year of life," (Benard, 1991; Werner & Smith, 1982). Werner and Smith view that the care-giving through the first year of a child's life as a strong indicator of resilience in children, other scholars also found that a caring and sympathetic relationship remained the most important variable during childhood and adolescence (Feldman, Stiffman & Jung, 1987; Rutter, 1979). According to Feldman, Stiffman and Jung (1987), the positive relationships between family members are definitely the best predictors of youth and children's behavioural consequences.

10. Family role models: Parents play a major role in how our children turn out. Bloom (2017) signifies that the parents represent a model not only through direct

communications with their children but also by means of the examples they set with their behaviour and attitude in the family and in the outside world. By sharing their lives, addressing their worries and keeping a positive perspective. Likewise, children reproduce what others say and do. Parents should learn to be positive role models by handling challenging situations with resilience. When parents stay flexible and calm when meeting life's difficulties, they teach their kids appropriate ways to deal with stress (Somers et al., 2016; Berry, 2004).

Although many ecological models emphasise the necessity of peer socialisation, there is a lack of literature on the influence and role of peers on the development of identity and resiliency, especially for children and adolescents. This is surprising given that peers' perceptions of children behaving in a typical "black" way are linked to academic achievement or school performance (Fordham & Ogbu, 1986).

The importance of peer relationships suddenly increases throughout the transition from childhood to adolescence. Around 75% of preschool children are engaged in mutual friendships with peers, which increase to 80%–90% in teenage years when teenagers enter the larger peer environment while moving to middle school (Hinde, Titmus, Easton & Tamplin, 1985; Reitz, Zimmermann, Hutteman, Specht & Neyer, 2014). When adolescents turn their attention from parents to peers, their peers become a key influence on their growth (Harter, 2012; Reitz et al., 2014). This is reflected in the result that adolescents spend more time with their peer groups and become higher, and more than persons of other ages, focused on obtaining acceptance in their peer groups (Brown, 2011).

The peer resilience factor involves two strength factors, each recognised as advancing positive children and youth development (Benson, Scales, Hamilton & Sesma Jr, 2007). Especially, resiliency development in the shape of suitable peer relationships is presented in the positive peer relationships, and positive peer influence strengths (Reitz et al., 2014).

11. Positive peer influence: Peers can affect everything from what a child or youth selects to wear to whether or not a child participates in delinquent behaviour (Howard, 2004). Contrary to general perception, not all influence of peers is negative. Spending extra time in peer groups does not always reflect worry. Peer influence can, indeed, keep children and youth engaged in religious activities and playing on teams (Howard, 2004; Lingren, 1995). The peer group is a source of

warmth, understanding and sympathy. Fischhoff, Cromwell and Kipke (1999) indicate that the systems theory perspective, arguing that peer groups that offer a lot of positive feedback inspire action to keep positive feelings. These positive feelings are usually achieved in peer groups, and actions could lead to participating in risky behaviours to continue enjoyment.

12. Positive peer relationships: Children who experience positive peer relationships at school are more probable to experience a wide range of positive outcomes. These outcomes involve positive physical and mental health, improved academic achievement and fruitful adult relationships (Engels, Finkenauer, Meeus & Dekovic, 2001; McGrath & Noble, 2010; Rhodes, Grossman & Resch, 2000). Positive peer relationships are also related to advanced levels of school attendance and student engagement with education and a decrease in the probability of dropping out in secondary school (Boivin, Hymel & Bukowski, 1995; Ladd, 1999; Ladd & Burgess, 2001; Marks, 2000; McGrath & Noble, 2010).

13. School culture: In accordance with systemic approaches, human development must be understood in wider contexts, in particular, the contexts of families, the neighbourhood and the larger society (Benson, Scales, Hamilton & Sesma Jr, 2007). The school resiliency factors involve two general sorts: commitment to learning and school culture. A significant part of child or youth development can be identified by the commitment of work and time they invest in schools to become socially responsible and well-educated persons. The school culture factor contains four strength factors including high expectations, bonding to school, caring school climate and school boundaries (Hammond & Zimmerman, 2012).

14. High expectations school: Saffigna, Church & Tayler (2011) indicate that expectations can be defined as the robust belief that someone will perform something. Therefore, the "high expectations" for children include the belief that children will do their full potential. The high expectations of each child confirm that children have different culture, personalities, identities, capabilities and learning patterns and that every child can experience success in their learning and resilience (MacNaughton, 2003; Jalongo, 2007; Saffigna Church et al., 2011). High expectations from early childhood educators can improve student's resilience, motivation, performance and self-belief (Ahmed, Minnaert, Van Der & Kuyper, 2008; Gizir & Aydin, 2009). When educators have low expectations of their learners,

it influences directly on student's self-confidence, trust on their own capacities, a sense of strength and their academic performance (Rubie-Davies, 2006; Saffigna Church et al., 2011).

15. Bonding to school: School is vital to the daily life of many children and youth. They see education as essential to their long-term welfare. But not all children and young people feel that they belong to school, and some show a shortage of engagement in terms of their behaviours and attitudes (Blackmore et al., 2011; Catalano & Hawkins, 1996; Finn, 1989). Goodenow (1993, (p. 25)) explains a subjective sense of school belonging as "learners sense of being included, accepted, respected and encouraged by others in the classroom environment and feeling of oneself to be an essential part of the life and school activities", studies of Social Development Model pinpoint three distinct elements of school bonding: commitment to school, attachment to school and belief in school values (Oelsner, Lippold & Greenberg, 2011). The Social Control Theory (Hirschi, 1969) and the Social Development Model explain that child and youth bonds to their schools may affect their association with other harmful effects, such as devious peers. Strong bonds to social organisations, like schools, can lead to act as informal controls to behaviour and the internalisation of positive values (Catalano & Hawkins, 1996; Oelsner, Lippold & Greenberg, 2011).

16. Caring school climate: There is a growing body of evidence that proposes that a positive school climate is important for enhancing healthy development, reducing achievement inequalities and fostering the dispositions, skills and knowledge that provide the foundation for school -and lifetime- success (O'Malley, Katz, Renshaw & Furlong, 2012). The project UNIFY expresses climate of school as the character and quality of school life that promotes acceptance, inclusion, respect and human dignity for all pupils (Higgins-D'Alessandro & Sadh, 1997). Likewise, Cohen, Fege and Pickeral (2009). describe school climate as the quality and nature of school life. The school climate depends on patterns of learners', parents' and school staffs' experience of school life and reflects the rules, interpersonal relationships, values, goals, learning and teaching best practices and organisational framework. Besides reducing learners' exposure to risks, school climate can foster positive children development. For instance, a positive school climate has been associated with higher pupil academic performance and participation (Eccles et al., 1993), in

addition to higher psychological well-being (Ruus et al., 2007; Shochet, Dadds, Ham & Montague, 2006).

17. School boundaries: If the school has clear rules and expectations for proper behaviours, this makes learners clear about suitable behaviours expected of them and experience stability in border enforcement (Hammond, 2008). Consequently, boundaries are important in the classroom. It helps keep respectful behaviour and keep up learners on task. Good boundaries offer structure and limits while offering learners some freedoms and motivation with this structure. Professional educators recognise that operative boundaries can help them avoid frustrations expected in more win-lose coercive approaches (Bluestein, 2012). But this does not mean giving students too many do's and don'ts having a lot of rules, or rules that are too complex, often confuse students. It is often useful to engage student in setting some rules. This assists them to understand the importance of having rules in life and motivates them to collaborate (Littlefield, Cavanagh, Knapp & O'Grady, 2017).

18. School work**:** The determinants of school work for students involve class assignment, class participation, tests, home-work assignment, participation in other events and classroom environment (Kapur, 2018). When the teacher uses technology and implements the strategies for rewarding positive and good work, children would be motivated to improve their work in school (Nyagosia, 2011).

19. School engagement: The scholars recently used the term "engagement" to indicate the extent to which learners identify and value education outcomes and participate in academic and non-academic activities of the school (Willms, 2003). In schooling, student engagement refers to the degree of interest, attention, hopefulness, curiosity and passion that learners show when they are being taught, and that extends to the level of impulses or motivation they have to study and progress in their schooling (Felsenthal, 2019; Olson & Peterson, 2015). Bomia et al. (1997) outline student engagement as learners' needs, readiness, motivation and achievement in the learning process. Gunuc (2014) suggests that cognitive engagement contains learning objectives, investment in learning, value given to learning, self-organising and planning. Pupils who are engaged in school succeed in achieving better academic performance (Skinner et al., 2008). Student engagement not only expects results, achievement test marks and learning; but it also expects retention, attendance,

completion of school and academic resilience (Jimerson, Campos & Greif, 2003; Olson & Peterson, 2015; Sinclair, Christenson, Lehr & Anderson, 2003).

20. Achievement: It is not easy to define measure and quantify pupil achievement. The most common achievement indicator generally refers to a learner's performance in academic areas such as language arts, reading, history, science and mathematics measured by using achievement tests (Cunningham, 2012). Academic achievement is a very complex variable and a lot of variables affect it. Scholars demonstrate that the influence of achievement is an incentive for resilience, which assists stakeholders to enhance the consequence and quality of resilience (Sarwar, Inamullah, Khan & Anwar, 2010). In other words, resilient students maintain high performance and motivation levels even with the existence of stressful circumstances that put them at risk of low school attendance, and eventually school dropout (Alva, 1991; Jowkar, Kojurj, Kohoulat & Hayat, 2014). Hanson and Austin (2003) carried out a study of pupils in California and explored that almost all measure of resilience was positively correlated to test scores. The highest levels of testing scores happened when the school learners indicated high levels of resilience. In addition, the development of resilience has confirmed to be equally useful for consecutive test score improvements in both low- and high-performing schools (Hanson & Austin, 2003).

21. Child protection and rights NGOs: International NGOs (e.g., UNICEF, Save the Children) promote the children's rights, as mandated by the convention on the rights of the child (CRC). They advance child protection from violence, exploitation and abuse, and they work to achieve child's positive and holistic development, from early childhood development and during adolescence stage.

The external resiliency factors outlined above are essential elements of child and youth resiliency context that have played key roles in shaping children's development. In reviewing literature and research on resilience, children youth with positive peer relationships, caring families, supportive schools and kindly communities, deal with challenges and hardship more efficiently than peers who lack these strengths. The children benefit from external resiliency strengths they have in their daily lives to control adversity and engage in positive and healthy lifestyles (Hammond & Zimmerman, 2012).

2.10.3.2. Internal factors.

1. Empowerment: Rayan, (2002) marks that empowerment consists of self-reliance, self-power, control, own choice, dignity according to individual's values, independence, capacity of fighting for individual's rights, decision making and freedom and ability (Allahdadi, 2011). Empowerment of children is linked to their feeling of safety that is largely related to having a sense of control over their fate (Sarwar, Inamullah, Khan & Anwar, 2010).

2. Self-control: Self-control has been recognised as a component of resilience at the individual level (Meredith et al., 2011). The term self-control is usually seen as the willpower and the capability to control impulses (Campbell, 2014). Self-control is how we regulate our feelings, actions, attention, ideals and bodies so that we can deal with different situations without getting discomposed. We need to "control" ourselves to make sure we have enough energy, awareness or calm to handle everyday life stress. Children and youth learn to self-control through daily communications with adults (Berry, 2004). Children and young people who have resistant skills are less probable to engage in risky behaviours and are more able to avoid problem or say "no" to hardship (Wills, 2014).

3. Safety: Safety is a constant concern of the population. Most people look for safety by all means. Improving safety, therefore, as an obvious goal, can be a powerful mustering force (Maurice, Lavoie, Chapdelaine & Bonneau, 1998). Wills (2014) expresses safety as a feeling of being protected from outside threats, dangers or risk. Insecurity perceptions are shown to the individual as the terrors of losing control of their lives, loss of social interactions, loss of possessions or even loss of life.

4. Having a voice: Palmer (2013) notes that the term "student voice" describes how pupils give their input to what occurs within the classroom or the school. Our desire is for pupils recognise that their opinions, skill and ideas are appreciated in all aspects of school life. The pupil's Voice penetrates all levels of our work together, from pupils partnering in small group classroom conversations to pupils participating in curriculum design or the development of school standards and policy. Mitra and Frick (2004) declare that student voice activities can build sound experiences for students who do not find meaning in their school experiences.

5. Resistant skills: Resistance skills refer to strategies used by young people when faced with peer pressure situations. Positive peer resistance skills tend to lead

to positive peer resistance results, while negative resistance skills do not. There are three positive peer resistance skills young people are taught to assist them in overcoming peer pressure: delay, avoiding participation in the situation or changing the topic with the peer; refusal, just saying "no"; and negotiation, compromising on the activity they will engage in together. There are two negative peer resistance skills youth are taught which are generally not effective at producing positive outcomes in peer resistance scenarios: yielding, caving in to the peer pressure; and compliance, simply agreeing with the peer and going along with what was discussed (Wolfe, Crooks, Chiodo, Hughes & Ellis, 2012).

6. Self-concept: This factor offers insight into children's decision-making and planning skills, opinions about their skills and the sense of goal (Wolfe et al., 2012). The child's self-concept is the way he or she feels about himself or herself. A positive self-concept empowers a child to succeed in school, to take responsibility and to develop into a useful member of the community. His or her vision of life is I'm OK, you're OK (Schenck, 2009).

7. Self-planning and self-decision making: Scholars highlight that dispositional characteristics such as decision-making and self-planning skills are the main impacts on a child's capacity to handle the required school assignments (Lord, Eccles & McCarthy, 1994). Learning to make decisions and planning is an essential life skill. Just like any other skill, it requires time and practice to refine and master. The family care setting is a safe environment where it can rehearse (Family Day Care Schemes, 2005). Our planning and decisions reflect who we are as individuals. They allow children to express their opinions, personalities, goals and wishes and to reflect what they believe is essential in life. Through these planning and decisions, children can follow the lifestyles they want. Making and participating in decisions also allows children and youth to engage in their society. Through this active participation, they feel more connected to and responsible to their communities. A feel of control in home life and at school is also related to better health and well-being consequences (Browning, Bigby & Douglas, 2014).

8. Self-efficacy: Self-efficacy defines how individuals feel, think, motivate themselves and act. This concept is linked to the opinions that individuals have about their capability to accomplish a specific task (Bandura, 1993; Bandura & Locke, 2003). For academic self-efficacy, some scholars suggest that the individual characteristics, such as the children's conviction in their academic competency act as

protection agents for students at risk of low cognitive performance (Bandura, 1986; Ozcan & Uzunboylu, 2017). Beliefs about self-efficacy have a vital influence on the definition of aims through their impact on individual motivation, choice, resilience and emotional exchanges (De Fatima Goulao, 2014).

9. Self-esteem: Scholars describe self-esteem as a potential protection factor in risk management related to growth in urban or poor areas (Townsend & Belgrave, 2000). School-adjustment and behavioural difficulties have been linked to a negative self-esteem (Haynes, Comer, Hamilton & Lee, 1989), while the positive self-esteem is presented to advance positive results, such as school effectiveness and academic performance (Grover, 2005). Research has shown the relationship between academic outcomes and self-esteem, but the exclusive focus on one factor is likely to mask complex associations of self-identity, made up of adaptive cognitive performance and ethnic identity (Smith & Silva, 2011).

10. Cultural sensitivity: Giving the cultural diversity in local communities and accessibility of information about individuals via cultural awareness and communication networks, acceptance and spirituality are essential elements of children resilience (Wolfe et al., 2012). Cultural sensitivity is the awareness of other cultures and practices. Cultural sensitivity skills involve assessment of different cultures, how they should be handled correctly and how to communicate accordingly. Skills can also involve assessing how some cultural differences can influence on how people work, and how to assess differences so that harassment and discrimination do not occur, whether intended or not (Vogt, 2016). The early childhood is the period when child starts to recognise the differences between persons and begin to form attitudes and ideas about these discrepancies (e.g., difference among females and males). The indicated knowledge also reveals children's sensitivity to the experiences of odds and racism. This affects their learning, social interactions and emotional well-being. Children's thoughts about diversity are affected by their age in addition to their observation and hearing around them. Speaking to children about differences enables them to have positive feeling about who they are and value diversity in other people and themselves (Askell-Williams, & Cefai, 2014).

11. Cultural awareness: Cultural awareness is the capacity to identify the different beliefs, ideals and customs that somebody performs on that person's assets and allows the individual to build more successful vocational and personal

relationships in a varied environment. The state of the person, country of origin and local customs significantly affect the cultural background (O'brien, 2017).

12. Acceptance: Hammond and Zimmerman (2012) indicates that the acceptance means "youth respects others beliefs and is pleased about cultural diversity".

13. Spirituality: Spirituality is a wide concept that reflects many views. Generally, it involves a sense of connection to something greater than ourselves and usually includes searching for meaning in life. The spiritual needs of children can be seen in terms of what can be universal (or instinctive) and in terms of what can be expressed through religious persuasion or belonging to a religious group (Peteet & Balboni, 2013). Hay and Nye (2006) introduce that spirituality is instinctive in people. The features they classify in spirituality for children are presented by Crompton (1998) as follows:

- sensing a changed quality in consciousness;
- sense of unknown, wonder and horror;
- sensing values, thoughts about good and evil;
- sense of meaning or interdependence or insight.

This is closely linked to the humanistic concepts of spirituality which include: love and friendship, moral sensibility, responding to natural and human beauty, appreciation of the natural world, academic achievement, physical endeavours, scientific and artistic activities, overcoming suffering and persecution, selfless love, searching for values by which to live. Therefore, there seems to be an expression of spirituality that may be appreciated and developed in each child (Seden, 2005).

14. Social sensitivity and empathy: Essential shared philosophies and values in our society and communities are caring about others, having compassion and empathy for persons around us, and our belief in the significance of social justice and equality for all (Hammond & Zimmerman, 2012). Dewar (2014) views empathy as taking another person's view or being able to organise individual's own emotional responses. Lerner & Parlakian (2016) specify empathy as the capacity to see how somebody else feels in a specific situation and respond carefully. Showing compassion is the outcome of several emotional and social skills that develop in the early years of people's life.

15. Caring: Caring and collaboration are positive behaviours that we would like to see in every child; yet, young children tend to be cantered, which means they see themselves in the centre of their world. As they mature, children begin to develop social consciousness and learn how to take care of other persons and their feelings, responses and viewpoints. When children build their relationships, they learn how their words and behaviours impact on others. They recognise that what they say and do can make individuals feel good or make individuals feel down. If children see thoughtfulness and collaboration modelled, they learn to cooperate, practice compassion and do good things for others around them (Brighthorizons, 2017).

16. Equity and social justice: Justice and equity mark ideas of fairness and social equality that might require challenging the prevailing culture to provide different dealing, or special measures for persons or groups to confirm that they have equal chances for success (Hyland, 2010; Lappalainen, 2009; Saffigna, Franklin, Church & Tayler, 2011). Equity pursues fairness for different persons and equality pursues to achieve numerically equal results for diverse persons (Darrow, 2015). Children from an early age absorb messages about power and honour with respect to gender, origin, sexual orientation, class and language that they sustain through their play and conversation (Ryan & Grieshaber, 2004). While families are a crucial part in shaping children's values in such things, school practices communicate and promote strong and frequent social messages about what is and is not appreciated. The ramification of these messages is enormous not only for individual children but also for a society that pursues fairness and equality for all (Hyland, 2010).

Figure 3, shows the most important elements and sciences related to the strength-based approach and resiliency factors have been depicted in the form of a lence as a new conceptual model.
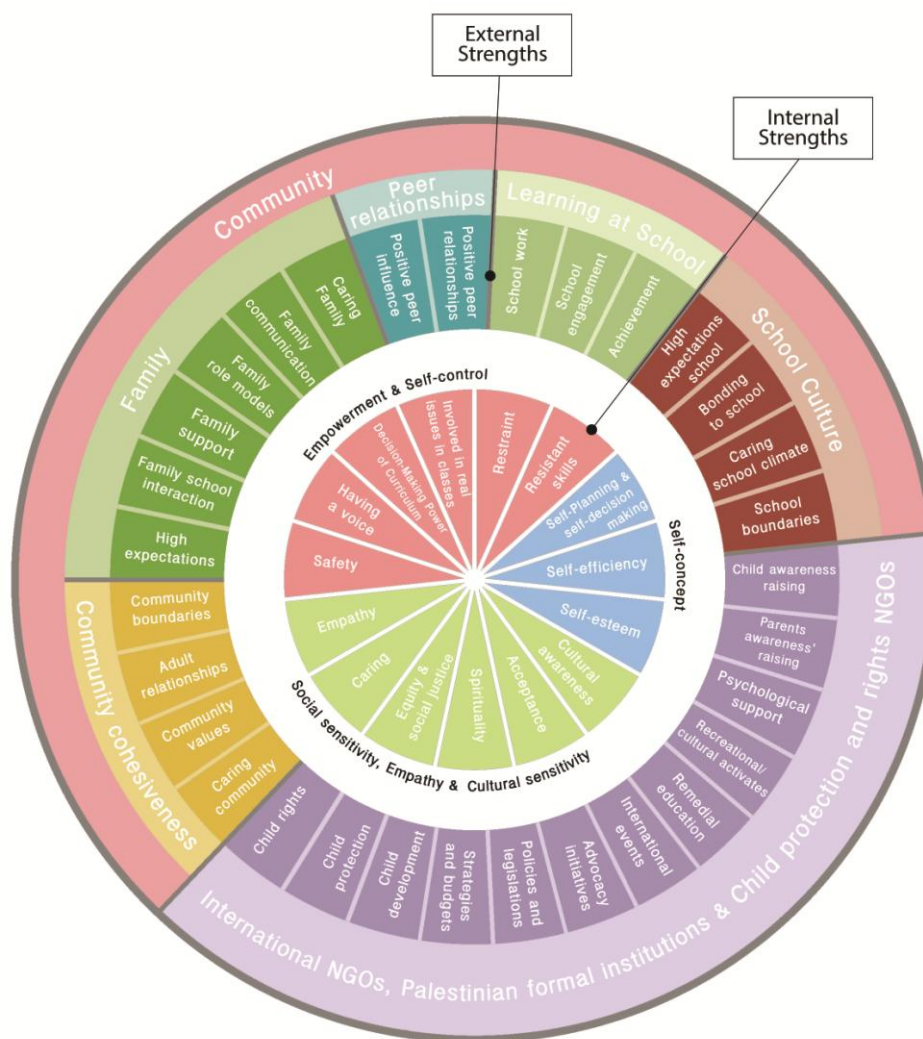
Figure 3. Conceptual strength-based proactive approach for building resiliency among school children

2.10.4. Validation of CSBPA

To ensure the appropriateness, usefulness and correctness of CSBPA suggested in this study (Figure 3), the researcher proved its validation. Stakeholders' reviews and comparison with sound and used approaches in other countries are common validation techniques (Haumer et al., 2000). The researcher reviewed and discussed the threads and indicators constituting CSBPA with a minimum of six Gazan psychologists concerning its validity and application to assure the soundness of the approach and suitability to the situation in Gaza.

2.11. Case Study of School Education in the Gaza Strip

2.11.1. Overview of the case study: Gaza City, Palestine

The Gaza Strip is situated in the southwest of Palestine at the heart of the Levantine corridor. It spreads along the eastern coast of the Mediterranean Sea that borders Egypt on the southwest for 11 kilometres and Israel on the east and north along a 51 km border. Its area is 365 km^2 with 42 km length and between 6 and 13 km width. The Israeli territory separates between the Gaza Strip and both West Bank and Jerusalem (El-Atrash & Zboun, 2009). Palestinian Central Bureau of Statistics (PCBS) (2017) indicated a high rate of population growth at 3.44% and population number at 1.9 million, population density is 5,204 persons/km^2, females constitute 49.3% of the total population and household size at 5.6 persons. Persons below 15 years formed 41.7% of the total population. There is a high unemployment rate (43.9%) and more than one-third of the population are living below the poverty line.

2.11.2. The political condition in the Gaza Strip

The conflict has been a part of Palestinian life since the Israeli occupation, and there have been many troubles that constitute parallel disasters. The recent context of the conflict in Gaza is very complex with several factors and many actors involved. Seven decades of conflict have played a key role in shaping the society and social dynamics today (Brynen, 2000).

The most recent conflict was in the 2014 war, which inflicted severe damage on the children of Gaza: more than 500 people were killed and 3,374 injured—almost one-third of whom suffer permanent disability—and more than 1,500 orphans. Hundreds of thousands have been left in trauma. The war destroyed the infrastructure that was already tottering on the edge of collapse. The health and education sectors have been severely affected. During the 51-day fight, seven health facilities were damaged, and 67 clinics and hospitals were destroyed, and at least 187 government schools were destroyed, harshly, partly or completely. Schools that have been used as shelters also need restoration in order to be ready for regular use. Too, there is a severe shortage of educational supplies, extending from learning aids to school furniture (UNICEF, 2014). In addition, the internally displaced persons (IDPs) Working Group reported that approximately 29,000 persons were internally displaced in August 2017 due to the 2014 war. About 19,200 IDPs did not receive

funds to reconstruct their destroyed homes and to end their internal displacement (UNICEF, 2016a; 2016b).

2.11.3. Building resilience programmes in Gaza City

Palestinian children in the Gaza Strip experienced a variety of traumatic events including bombardment, demolition of homes, witnessing killing and arrest of relatives that caused post-traumatic disorder, depression and anxiety. These severely deteriorated children's sleep and caused uncontrollable fears among babies and children which led to anxiety, panic attacks and poor concentration (Thabet & Thabet, 2015). Military trauma in middle childhood and stressful life-events in early adolescence formed a risk for post-traumatic stress disorder and depressive and decreased satisfaction with the quality of life in adolescence (Qouta, Punamäki, Montgomery & El Sarraj, 2007). Likewise, Thabet (2017) states that children living in Gaza have been exposed to and are suffering from a range of trauma and abuse, which put them at high-risk factor for the development of mental health problems in young life and their continuation into adulthood and the next generation of parents.

Likewise, UNRWA administered a mental health assessment in 2017 that found one-third of children suffer from severe problems, like hyperactivity (restlessness, fidgeting and easily distracted) and emotional symptoms (worried, unhappy and scared,). About 48% of adults accessing clinics of UNRWA suffer from "poor welfare". Children and their parents reflected emotional difficulties caused by the war, siege and internal political divisions. Humanitarian Need Overview (HNO) estimated in 2016 that 235,633 children need protection services, particularly the psychosocial support. The needy involve vulnerable children who live in Access Restricted Areas (ARAs) along the border with the Israeli side, IDPs and marginalised children living in unserved and underserved communities.

Also, in 2016, psychosocial support protection services were offered by 29 humanitarian actors targeting 195,400 vulnerable children realising 83% of the 2016 goal. In the first half of 2017, 42,500 vulnerable children were reached achieving 19% of the 2017 goal. Service provision included structured psychosocial support and mental health, individual case management, parent and child interactions, life skills education, risk education on explosive remnants of war (ERW), expressive arts and open recreational days (Palestinian Central Bureau of Statistics, 2017). Up to now, it is estimated that one out of every four children in Gaza still needs

psychological and social support (225,000 children) and 33,000 require specific case management (Humanitarian Needs Overview December, 2016).

2.12. Related Research

Payton et al. (2008) reveal that effective school programmes contain a mixture of normative approach, life and social skills, knowledge, critical thinking, and communication and negotiation skills. These programmes are mostly effective if they are delivered in health and personal development curriculums that focus on multi issue of physical, social and mental health.

Madden, Green and Grant (2010) developed and assessed a strength-based training model for primary school children based on the VIA character strengths outline and using the childhood VIA study. The researchers developed a programme that was proposed to assist school children in the fifth grade level at a private all-male school to classify their strengths, fixed goals to use these strengths in advanced ways and compose a "message from the future" to them. The children received eight training sessions from a teacher. At post-test, the school children showed rises in engagement and hope, signifying that the character strength curriculum was useful for school children.

Panter-Brick, Goodman, Tol and Eggerman (2011), in their longitudinal study in Kabul to examine the prospective predictors of mental health among Afghan families, found several factors contributing to resilience like religious and belief world order, caring organisations, family harmony and ethical ciphers of honour and respect.

Waters (2011) demonstrated that resilience is useful in shifting from deficit-based approaches that concentrate on resolving multiple problem behaviours to strengths-based approaches that build on existing strengths and promote well-being in children and young people. The guiding principles for strength-based practice in school children's resilience include that every student has potential, focus on what a student can do as the starting point, use the language towards creating reality for teachers and students, all students are motivated to succeed, students should know that the school's staff care for them, educators should begin change process for student, students are confident and comfortable to initiate journey to their future, capacity building is a mean and an end, and transformational change is a

collaborative, inclusive and participatory process - "It takes a village to raise a child".

Zolkoski and Staci (2012) revealed how individual and environmental factors function to minimise the negative impact of risk factors. Resilience models that describe the impact of stress and personal characteristics on adaptation quality are protective factor model, compensatory model and challenge model. There are numerous ways of assessing resilience. Checklists, scales and interviews have been developed to assess resilience, risk and protective factors or competence in one or more domains.

Woolf (2013) asserted that the use of stories and game plays is the most effective instruction medium to advance emotional and social learning in school children, providing them a space to be more self-aware, motivated and able to expand social skills and control feelings.

Thabet and Thabet (2015) on their study on 502 children from Gaza city, they found that Palestinians children used different ways of coping with the stress and trauma, and common resilience, 94.6% of them said they were lucky of their citizenship, 92.4% said they feel harmless when they were with their care provider, 91.4% said that their religious or spiritual values were a basis for them and 91% said they were gratified of their family education.

Lo, Pluyter and Sebastiaan (2016) marked a gap between principal organisational goals and favoured individual goals. Furthermore, the relative strong diversity in primary operator goals and strategic mental models indicates low resilience at the individual level.

Faircloth (2017) examined the correlation between adults' well-being and the negative life situations. Three hundred and twenty-five college students (158 men and 166 women) participated in online assessment including: inventory of college students' recent life experiences (ICSRLE), Connor-Davidson Resilience Scale (CD-RISC) and Ryff scales of psychological wellbeing (RSPWB). Findings of data analysis showed that the main research variables were in the expected directions and that resilience mediated the relationships between six well-being indicators and negative life situations.

Happer, Brown and Sharma-Patel (2017) explained three emerged resilience models from the literature: resilience as an immediate outcome, resilience as a trait and resilience as a dynamic process. They applied these models in youth exercising

trauma cognitive behavioural therapy. Findings of research supported resilience as a process, where the increase in resilience was associated with a decrease in traumatic stresses. There was modest support for resilience as an outcome, and low support for resilience as a trait.

Du, Li, Chi, Zhao and Zhao (2017) suggested that resilience and positive adaptation during or post-critical adversity can reinforce protective effects on children's psychological well-being. They tested this hypothesis through analysing data from a sample of 518 vulnerable children with parents' survivors of HIV. Participants gave data about their loneliness, resilience, meaning in life and depression. Findings of the analysis illustrated that resilience moderated the relationship between loneliness and meaning in life, and between depression and meaning in life. Meaning in life was linked to lower levels of depression and loneliness and was related to higher levels of resilience among children.

Diab (2018) studied the effectiveness of psychosocial interventions in enhancing social relations and the resilience of war-affected children, and the protective role of emotion regulation in supporting their mental health, the sample of the study consisted of 482 children of 10–13 years. The study result found that the intervention was not connected with statistically significant growth in the level of prosocial behaviour or wellbeing in children.

Comment on previous studies: Analysis of related previous studies emphasises the importance of the study variables as some of them are widely tackled and discussed in many articles and studies, such as the concept of resilience. Contrarily, there is a lack of research on the strength-based approach and the relationship between them. Comments on the previous studies are as follow:

Aim: Previous studies dealt differently with the concept of resilience and its relationship with some variables. Woolf (2003) studied the role of using free play in the provision of the Social and Emotional Aspects of Learning programme in schools, while Waters (2011) reviewed school-based interventions that have been designed to foster student wellbeing and academic performance by following a positive psychology approach that seeks to cultivate positive emotions, resilience and positive character strengths. Thabet and Thabet (2015) investigated the effect of traumatic events due to 8 days of military escalation on children post-traumatic stress disorder (PTSD), anxiety, resilience, relationship of between children mental health problems and resilience; but Panter-Brick, et al. (2011) identified prospective

predictors of mental health in Afghanistan. On the other hand, Diab (2018) studied the effectiveness of psychosocial intervention to improve social-emotional competencies and resilience among Palestinian children after the 2008–2009 war, while Zolkoski and Staci (2012) revealed how individual and environmental factors function to minimise the negative impact of risk factors. Furthermore, Payton et al. (2008) pointed out that effective school programmes contain a mixture of normative approach, life and social skills, knowledge, critical thinking and communication and negotiation skills. Lo, Pluyter and Sebastiaan (2016) examined the individual markers of resilience and obtained quantitative insights into the understanding and the implications of variation and expertise levels in train traffic operators' goals and strategic mental models and their impact on performance. Faircloth (2017) examined the correlation between adults' well-being and the negative life situations, while Happer et al. (2017) explained three emerged resilience models from the literature: resilience as an immediate outcome, resilience as a trait and resilience as a dynamic process. Madden et al. (2011) examined the impact of evidence-based strengths coaching programme on male primary school students' levels of engagement and hope.

Methodology: The majority of related previous research studies used descriptive analysis methods.

The sample of the study: Most related previous research studies targeted children and youth, except Pluyter and Sebastiaan (2016) who focused on rain traffic controllers.

CHAPTER III
METHODOLOGY

3.1. Pattern

This study incorporates descriptive and correlational research designs and pursues a mixed-method research to respond to all questions of the study. To carry out this analysis, a mixed methods research approach was adopted to undertake data collection and analysis. Qualitative methods comprised reviewing literature, participants, key informant interviews with school principals and psychologists and focus groups with parents, counsellors and teachers considering the saturation concept. The quantitative method included data collection using students' self-administered questionnaires. The study population consisted of all the students of basic education grades (seventh, eighth and ninth) in Gaza City.

Thematic analysis was used to undertake analysis of qualitative data, while statistical analysis was used to carry out an analysis of quantitative data of questionnaires. In mixed method design, the researcher used both qualitative and quantitative data collection methods to collect and analyse the data. So, the researcher can examine and understand the topic of investigation both qualitatively and quantitatively (Creswell & Creswell, 2017).

3.2. Sample

3.2.1. Sample for quantitative data collection

The study population consists of all the students of the seventh, eighth and ninth grades at governmental schools in Gaza City, as the targeted category of school students to apply and develop a strength-based perspective for building resilience among school children. The number of students (male and female) in the basic grades (seventh, eighth and ninth) in the city of Gaza is about 8,805, of which 5,484 by 62.3% followed by the Directorate of West Gaza City, 3,321 by 37.7% follow the Directorate of East Gaza City, gender and grades (seventh, eighth and ninth grades). Inclusion and exclusion criteria for the study sample are shown in Table 2.

Table 2. Inclusion and exclusion criteria

	Inclusion	Exclusion
Qualitative Data	School principals from east and west Gaza	Being a principal in north or south of Gaza.
	School counsellors and teachers from east and west Gaza	Being a teacher or counsellor in north or south of Gaza.
	Counsellors, teachers and principals at preparatory governmental school in Gaza.	Being a teacher or counsellor in a primary or high school or in private or UNRWA schools or others
	Children's parents	Not a parent or not the guardian
Quantitative Data	School children between 12 and 15 years of age	Being more than 15 years or less than 12 years old
	Children live in east and west of Gaza	Being from north or south of Gaza or abroad
	Children who experienced the 2014 war of Gaza	Children who never experienced the 2104 war or any war.

3.2.2. Sample size and sample distribution for quantitative data collection

The researcher calculated the sample size of 619 for the total study population of 8,805 students at preparatory governmental schools in the city of Gaza (as quantitative data sources via questionnaires) using the electronic calculator for sample size at 99% confidence level) and at 5% confidence interval according to Buyukozturk (2017), and the study sample was selected randomly. The researcher also distributed the calculated sample (Table 4) applying Lots Quality Assurance Sampling tool (USAID, 2011) to guarantee that the selected sample has similar characteristics to the study population. It is worth mentioning that 619 students responded to the survey questionnaires reflecting an actual adequate response rate (Buyukozturk, 2017).

3.2.3. Characteristics of the study sample

Based on the statistical analysis of the collected data from the target individuals using the questionnaires, the characteristics of the study sample are given below.

Table 3. Characteristics of the study sample

Variable	Variable type	Frequency	Percentage
Gender	Male	313	50.6
	Female	306	49.4
Age	12	37	6.0
	13	179	28.9
	14	203	32.8
	15	200	32.3
Grade	7th class	216	34.9
	8th class	203	32.8
	9th class	200	32.3
Distribution of study sample by the directorate	West Gaza directorate	386	62.3
	East Gaza directorate	233	37.7
Household size	Below 4	8	1.3
	4–6	191	30.9
	7 and above	420	67.9
Employment status of father	Unemployed	135	21.8
	Employer (employs other)	71	11.5
	Self employed	93	15.0
	Works for wage (employee or worker)	304	49.1
	Unpaid family member	16	2.6
Place of residence	Village	607	98.1
	Camp	4	.6
	Town	8	1.3
Type of residence	Ownership	33	5.3
	Rent	572	92.4
	Other	14	2.3
Nature of residence	Single-detached dwelling	183	29.6
	An apartment at the family house	324	52.3
	An apartment in a building	105	17.0
	Other	7	1.1
Type of family	Nuclear family	322	52.0
	Simple extended family	260	42.0
	Compound extended family	37	6.0
Educational level for father	Illiterate	13	2.1
	Elementary	35	5.7
	Preparatory	68	11.0
	Secondary	188	30.4
	University	220	35.5
	Postgraduate studies	95	15.3
Educational level for mother	Illiterate	9	1.5
	Elementary	21	3.4
	Preparatory	68	11.0
	Secondary	269	43.5
	University	199	32.1
	Postgraduate studies	53	8.6
Family main breadwinner	Father	574	92.7
	Mother	16	2.6
	Brother/sister	13	2.1
	Others	16	2.6
Sources of income	Salaries and wages	454	73.3
	Property rent	16	2.6
	Returns from agriculture	24	3.9
	Governmental subsidy	58	9.4
	UNRWA subsidy	21	3.4
	Overseas transfers	16	2.6
	Other	30	4.8
Family income	Below 1000 NIS	149	24.1
	(1,001–2,000) NIS	176	28.4
	(2,001–3,000) NIS	133	21.5
	(3,001–4,000) NIS	76	12.3
	(4,001–5,000) NIS	41	6.6
	(5,001–6,000) NIS	23	3.7
	(6,001 and above)	21	3.4

Table 3 presents that the participants included 313 boys (50.6%) and 306 girls (49.4%). The age range was 12–15 years, with a mean age of 13.5 years. 34.9% of the children were in the seventh grade, 32.8% in the eighth grade and 32.3% in the ninth grade. Two hundred and thirty-six children (38.1%) were from east Gaza, and 383 children (61.9%) were from west Gaza. The majority of children (98.1%) were from urban areas. 92.4% of the children live in owned-homes, while (5.3%) of them reside in rented houses. Regarding father's work, 21.8% of children's fathers have no work, 11.5% are employers, 15% are self-employed and 49.1% of children's fathers are employees or workers. In terms of father's education, 2.1% of children's fathers are uneducated, 5.7% had elementary school education, 11% had preparatory school education, 30.4% had secondary education and 50.8% of fathers had university and post graduate education. In relation to mother's educational level, 1.5% of the mothers of children are uneducated, 3.4% had elementary education, 11% had preparatory education and 43.5% had secondary education. About 32.1% of the mothers completed their university education and about 8.6% completed their postgraduate studies. As to family income, about half (52.5%) of the children have family monthly income lower than (NIS 2000, equivalent to 550 USD), about one-fifth (21.5) of them have family monthly income (2,001–3,000 NIS, equivalent to 550–830 USD), and about 26% of the children have family monthly income (NIS 3,001–6,001 and above, equivalent to 830–1660 USD or more).

3.2.4. Sample for qualitative data collection

The researcher recognised adequate sample size for the qualitative methods including 24 participants, 12 key informant interviews with school principals and psychologists and 12 focus groups with parents, counsellors and teachers considering the saturation concept. Saturation happens when adding more data sources to the study does not generate more information. Glaser and Strauss (1967) endorse the saturation concept to have an adequate sample size in qualitative methods. Creswell (1998) proposes 5 to 25 interviews and Morse (1994) confirms a minimum of six informant interviews.

Therefore, the researcher conducted six interviews with informant counsellors, teachers and principals in accordance with the saturation concept. The number of interviews was consistent with the recommendations of Creswell (1998) and Morse (1994). It realised also the concept of saturation recommended by Glaser

and Strauss (1967) because there was no additional perspectives or information in the sixth interview compared with the fifth interview.

3.2.5. Characteristics of the study sample

The characteristics of the qualitative study sample are given below.

Table 4. Distribution of the qualitative study sample

Participants	Variable type	Frequency	Percentage
Information sources for qualitative methods	Counsellors	9	6.87
	Teachers	81	61.83
	Parents	29	22.13
	Experts	6	4.59
	Principals	6	4.58
Total		131	100.0

Table 4 shows that there are 131 stakeholders as information sources for qualitative methods. These stakeholders included 90 counsellors, teachers/educators, 6 principals, 29 parents and 6 experts and psychologists.

3.3. Data Collection Tools

The researcher used a mixed-method research approach to carry out data collection and analysis. This approach combines quantitative (post positivism) and qualitative (constructivism) methods.

3.3.1. Data collection tool for quantitative data

The quantitative method includes data collection using the self-administered survey questionnaire with school students (Appendix 2).

The researcher developed the questionnaire tool using the following steps:

1. Preparing an initial questionnaire (open questionnaire) to collect data with expertise and specialisation for use in the preparation of the final (closed) questionnaire through which the required data will be collected from the sample of the study.

2. Presenting the questionnaire to the supervisors in order to test its suitability to collect data from the study sample.

3. Modification of the questionnaire in the initial form, as perceived by the supervisors.

4. The proposed questionnaire was introduced to an academic group of arbitrators who offered guidance, amended paragraphs of the questionnaire, and added and deleted the necessary.

5. A workshop was held via Skype to evaluate the questionnaire by a group of specialists and experts working in the educational and psychological institutions and the field of education, who gave advice and guidance and some amendment was made to the paragraphs of the questionnaire including adding, deleting and replacing what is needed.

6. Conducting an experimental field study of the proposed questionnaire and its appropriate modification to be aligned with the objectives of the study.

7. Distributing the modified version of the questionnaire to the sample members (619) to collect the study data.

The questionnaire tool was divided into three parts as follows:

Section I: It is the basic data consisting of: (personal data, residence data, family characteristics, work and income of the breadwinner) for the study sample and it consists of 15 items.

Section II: Deals with the extent of awareness and knowledge of the child's rights, and we focus in this section on the extent of his knowledge of the subject of resilience and the extent of its impact on its subjects, this part consists of seven items.

Section III: This section dealt with the internal and external strengths that contribute to building resiliency among school children, this is the main part of the form, and this section was divided into two main dimensions as follows:

1. The first dimension (internal strengths): It deals with a number of internal factors to build resilience and which support the children: self-concept, cultural sensitivity and social sensitivity, and empowerment and self-control (sympathy), and discusses these factors from the point of view of the study sample. This dimension consists of 19 items.

2. The second dimension (external strengths): It deals with a number of external factors that support resiliency among school children and contains several factors: community and community cohesion, family, peers, school culture, school

learning**,** child protection and rights NGOs, and discusses these factors from the point of view of the study sample. This dimension consists of 27 items.

3.3.2. Data collection tools for qualitative data collection

Findings from the qualitative methods were triangulated and validated to produce evidence-based study conclusions. The qualitative data collection methods were:

- Review of relevant papers, thesis, research studies and reports covering research framework, knowledge gap and the concepts in research questions.

- Interviews and focus groups with stakeholders including school counsellors, teachers/educators, principals, parents, academics through digital technology tools (phone, Skype, email, Facebook and Twitter).

The questions for interview tools were prepared as follows:

1. The researcher developed questions for two interview tools to be answered by the school principals as well as the experts providing information that contributed to respond to the research questions and reflecting their perceptions on internal strengths (self-concept; cultural and social sensitivity & empathy; an empowerment and self-control) and external factors (family; community cohesiveness; peers; learning at school; school culture; and child protection and rights NGOs, Palestinian formal institutions at local and national levels, International NGOs).

2. The interview tools were discussed and tested with school principals and experts and updated based on the feedback of participants.

3. The interview tools were approved by the supervisor (Appendix 3 and Appendix 4).

4. The researcher determined the number of interviews for each tool to collect data from school principals and experts.

5. The researcher decided the interviewees of school principals and experts.

6. The appropriate time and location for each interview were decided. Interviews normally lasted about an hour, though they might be longer in some cases.

7. The selected interviewees were invited before the date of the interview. It was useful to communicate with participants one day before the interview to remind them of the interview location and time and to endorse their participation.

8. The researcher conducted the interviews with experts via Skype while the interviews with school principals were facilitated by Dr. Husam Ali and they took

the minutes of meetings. At the beginning of each interview, the researcher/facilitator obtained verbal consent of participants through explaining the consent script provided in the interview tools. They made sure that the participants understood their participation rights and assured that participants' identities were not be revealed in the study. They also outlined the purpose and format of the discussion. The participants were told that the discussion was informal, everyone was promoted to participate and various views were appreciated.

9. The researcher analysed the results of interviews using content/thematic analysis.

10. The researcher triangulated the findings of these interviews with other findings from other qualitative tools like focus groups with parents and teachers and counsellors as well as literature review.

The questions for focus group tools were prepared as follows:

1. The researcher developed questions for two focus group tools to be answered by the parents as well as the school teachers and counsellors providing information that contributed to respond to the research questions and reflecting their perceptions on internal strengths and external factors.

2. The focus group tools were discussed and tested with parents and school teachers and counsellors and these tools were updated based on the feedback of participants.

3. The focus group tools were approved by the supervisor (Appendix 5 and Appendix 6).

4. The researcher determined the number of focus groups for each tool to collect data from parents and teachers and counsellors.

5. The researcher decided the participants and their numbers (8–12 participants in each focus group). The most suitable and knowledgeable parents, and school teachers and counsellors were identified to participate in each group and respond to the questions.

6. The researcher decided on the appropriate time and location for each focus group. She planned a time of day that was convenient for the participants in each focus group. Focus groups were conducted mainly in schools with locations that were also convenient for participants, were quiet and had some degree of privacy. Focus groups normally lasted about 90 minutes, though they might be longer in some cases.

7. The selected participants were invited one day before the date of the focus group to remind them of the location and time and to confirm their participation.

8. The focus groups were facilitated by Dr. Husam Ali and the answers of participants to focus groups' questions and hand-written notes were taken. At the beginning of each focus group, the facilitator obtained verbal consent of participants through explaining the consent script provided in the focus group tools. He made sure that participants understood their rights and assured them that their identities will not be revealed in any publication. The facilitator also outlined the purpose and format of the discussion. Participants were told that the discussion was informal, everyone was expected to participate and different views were accepted.

9. The facilitator ensured that the topics discussed and covered relate to the objective of focus groups.

10. The researcher analysed the information collected in focus groups using content/thematic analysis.

11. The researcher triangulated the findings of these focus groups with other findings from other qualitative tools like interviews with school principals and experts as well as literature review.

3.3.3. Development of strength-based perspective for building resilience scale (SBPBRS)

Based on this study aim, a scale was applied to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programmes that enhance student's resilience, engagement and wellbeing.

The process of developing SBPBRS constituted four stages. In the first stage, a literature review was done, after that goal-setting and problem diagnosis. In developing the items of the SBPBRS, 20 students from governmental preparatory schools were asked to write a composition about their thoughts, feelings and attitudes about the question "What are the interventions used by school counsellors in helping school children in Gaza to be more resilient and aiding them in personal and school adjustment". As a result of the literature review and the analysis of students' compositions, 60 items were written. In the second stage, the SBPBRS language that was advanced for the perception of student's resilience, engagement and wellbeing was studied by language experts. Regarding to the content and the validity of the

scale, the opinions of six university lecturers were consulted, who work as specialists in the resilience field, engagement and wellbeing in local colleges. After the specialists' suggestions and reliability test, 13 items had to be taken out of the scale. Necessary changes had been made according to the recommendation of experts and the latest trial version which has 47 perception items of the instrument for determining students' perception on resilience, engagement and wellbeing was done.

In the third phase, the trial version of the tool was applied to test reliability and validity analysis to 320 students was a pre-trial group. In this research, the Likert-type of 5-point was chosen for the reactions to the items of perception. Participants (students) were asked to select one of the five categories for each item in the scale: "Strongly disagree", "Disagree", "Neutral", "Agree" and "Strongly agree". To obtain a total score for each participant, five points were given for the most positive and one point for the most negative, and the total number of responses was estimated between one and five.

It is vital that in the selection of the items in the scale, the coefficient of total item correlation is above 0.30. When analysing the outcomes of the item analysis, which is performed to determine the discrimination of items, we observed in the total item correlations that only one item was below 0.30; the rest was above 0.30, varying from 0.36 to 0.67. The item, the value of which was below 0.30, was taken out of the scale.

In the fourth stage, the scale was applied to pre-trial group, having its final form completed. Prior to its application, questionnaires were delivered to the students of seventh, eighth and ninth grades at governmental schools in Gaza City. One week later, the questionnaire was collected from the schools and analysed.

3.3.4. Validity

The factor analysis is applied to test the structural validity of the scale. Kaiser–Meyer–Olkin (KMO) and Bartlett's Test of Sphericity (BTS) were used to measure if the number of data and sample were appropriate to factor analysis. The KMO must be over 0.60, and Bartlett's test results must be at a significant level to ensure the appropriation of data to factor analysis (Buyukozturk, 2017). The coefficient of appropriation in KMO sample was calculated as 0.82. The fact that the value of KMO was over 0.70, the appropriation of data to factor analysis was considered as good (Can, 2017). Approximately X^2 value for BTS was found as

5,169.303 ($p < 0.001$) for this study. For component analysis, retaining factors with approved Eigenvalues must be higher than one (Kline, 2014). In deciding the items of scale, the factor load was to be minimum 0.30 resulting from Varimax rotation analysis; when the factor load was high, under the condition that the item was related to two distinct factors, then, the difference had to be minimum 0.10 (Buyukozturk, 2017).

Nine factors were found in students' perception of the SBPBR scale. The total variance obtained by nine factors was estimated at 50.06%. The variance percentage over 40–60 is considered acceptable in different resources (Can, 2017). Therefore, the variance percentage was found over 50% in this study which is at the acceptable border. The percentage of the variant in nine factors obtained by Varimax rotation was as follows: The first factor described 8.10% of the variant (Eigenvalue: 4.050); the second factor described 7.94% (Eigenvalue: 3.970); the third 7.13% of the variant (Eigenvalue: 3.56); the fourth 4.89% of the variant (Eigenvalue: 2.443); the fifth 4.81% of the variant (Eigenvalue: 2.40); the sixth 4.60% of the variant (Eigenvalue: 2.300); the seventh 4.43% of the variant (Eigenvalue: 2.21); the eighth 4.38% of the variant (Eigenvalue: 2.039) and the ninth 3.78% of the variant (Eigenvalue: 1.800).

The estimated factor load was between 0.390 and 0.710 values. Table 5 below demonstrates the items included in the factors after the varimax rotation. Also, the SBPBBR scale and varimax factor loadings represented in Table 6. The questionnaire can be synthesised under nine components according to analysis results. The contents of items, which are obtained from the factors and their appropriateness to the theoretical structure, are considered in giving titles for these nine sub-dimensions. Thus, the sub-dimensions are called "Empowerment and Self-Control", "Self-Concept", "Cultural sensitivity and Social Sensitivity", "Community Cohesiveness", "Family", "Peers", "School Culture", "Learning at School" and "Child Protection and Rights NGOs, Palestinian formal institutions at local and national levels, International NGOs".

Table 5. Results of factor analysis

Component	Total	% of Variance	Cumulative
Initial Eigenvalues			
1	8.441	16.883	16.883
2	4.179	8.358	25.241
3	2.468	4.936	30.177
4	1.880	3.761	33.937
5	1.797	3.595	37.532
6	1.753	3.507	41.038
.	.	.	.
.	.	.	.
50	.210	.419	100.000
Extractions sums of squared loadings			
1	8.441	16.883	16.883
2	4.179	8.358	25.241
3	2.468	4.936	30.177
4	1.880	3.761	33.937
5	1.797	3.595	37.532
6	1.753	3.507	41.038
7	1.515	3.230	44.268
8	1.450	2.986	46.254
9	1.350	2.797	50.051
Rotations sums of squared loadings			
1	4.050	8.101	8.101
2	3.970	7.941	16.042
3	3.565	7.130	23.172
4	2.443	4.886	28.058
5	2.404	4.808	32.866
6	2.300	4.600	37.466
7	2.213	4.427	41.893
8	2.039	4.378	46.271
9	1.700	3.780	50.051

Extraction method: principal component analysis

3.3.5. Reliability

To measure the reliability of the scale, Cronbach's alpha and split-half reliability were used for each sub dimension. Cronbach's alpha is the most commonly used measure to assess reliability because of its efficiency and convenience. Another analysis that was used to calculate the internal consistency of an instrument is split-half. The split-half procedure includes scoring two halves of a test separately for each person and then calculating the coefficient of correlation for the two sets of scores. The coefficient reflected the degree to which the two halves of the test give the same results and hence, explain the internal consistency of the test (Fraenkel & Wallen, 2006). The results of analysing questionnaire reflected that the items were appropriate parameters. For the whole scale, Cronbach's alpha value was 0.89; half-split reliability of the scale was 0.81.

For the sub-dimension "Empowerment and Self-Control", Cronbach's alpha value was calculated as 0.74, for the "Self-Concept", Cronbach's alpha value was

calculated as 0.83, for the "Cultural sensitivity and Social Sensitivity", Cronbach's alpha value was calculated as 0.78, for the "Community Cohesiveness", Cronbach's alpha value was calculated as 0.81, for the "Family", Cronbach's alpha value was calculated as 0.79, for the "Peers" 0.84, "School Culture", "Learning at School" and "Child Protection and Rights NGOs, Palestinian formal institutions at local and national levels, International NGOs", Cronbach's alpha value was calculated as 0.80. The assessment of internal reliability is valuable in scales. It indicates whether scales measure a single idea and therefore, whether the items that make up the forum are internally consistent or not. In other words, the reliability of a measure is an indication of the stability and consistency with which the instrument calculates the concept and helps assess the "goodness" of a measure. The reliability score which is less than 0.60 is considered poor; those between 0.60 and 0.70 are acceptable, and those over 0.80 are good. A reliable instrument is one that gives consistent results (Buyukozturk, 2017)

Table 6. SBPBR scale and varimax factor loadings

		Varimax Factor Load
II.1, II.2	Empowerment and self-control	
2	Safety: I have a sense/feeling of safety and in control of my immediate environment.	0.652
4	Decision-making power in an area of curriculum: I select the exercise topic or case to study.	0.615
7	Resistant skills: I try to think things over before speaking or acting.	0.591
9	Resistant skills: Able to avoid or say "no" to people who may place at-risk	0.409
10	Resistant skills: Able to control myself at risk and difficult events.	0.399
II.3	Self-concept	
11	Self-planning and self-decision-making: I can make a purposeful plan for the future and make good choices.	0.636
12	Self-planning and self-decision making: show the ability to decide between right and wrong.	0.585
13	Self-planning and self-decision making: I use available resources (people or objects) to solve a problem.	0.575
14	Self-efficiency: I believe in my potential and abilities to do many different things well.	0.575
15	Self-efficiency: I focus on what I can do rather than on what I can't do.	0.564
16	Self-efficiency: I start with small successes and build upon them to create hope and optimism.	0.541
17	Self-efficiency: I see challenges as opportunities to explore, not something to avoid.	0.500
18	Self-esteem: I feel positive about myself and future	0.451
19	Self-esteem: I say good things about myself	0.425
II.4, II.5	Cultural sensitivity and Social sensitivity & Empathy	
21	Cultural awareness: I have understanding and interest in other cultures	0.668
23	Spirituality: I feel that I have strong spiritual beliefs and values.	0.599
24	Empathy: I am compassionate with others and cares about other people's feelings	0.558
25	Caring: I am concerned about and believe it is important to help other people.	0.547

26	Equity & social justice: I believe in equality and that it is important to be fair to others.	0.512
III	External strength factors	
III.1	Community	
III.1.1	Community cohesiveness	
27	Caring community: I live in a friendly community that offers me care and support.	0.705
28	Community values: I feel valued and my opinions are respected by adults in the community.	0.603
29	Adult relationships: I build relationships with adults who are trustworthy.	0.443
30	Community boundaries: I believe that community members have clear expectations to school children.	0.395
III.1.2	Family	
32	Family school interaction: My parents have regular contact with school.	0.731
33	Family school interaction: My family is active in providing me help/support with education.	0.727
34	Family school interaction: My parents participate in open days with school teachers so that parents follow my academic achievement and see my work, desk and classroom.	0.627
36	Family role models: I believe my family members provide responsible role models.	0.614
37	Family communication: I can communicate with family openly about any issues/concerns.	0.572
38	Caring family: My family provides me a nurturing, caring and loving home environment.	0.539
III.1.3	Peers	
39	Positive peer influence: My friendships with peers are trustworthy and realise positive outcomes and make me happy.	0.710
40	Positive peer relationships: My relationship with peers is positive and based on mutual respect.	0.619
III.1.4	School Culture	
42	Bonding to school: I feel like belonging to my school and care about.	0.680
43	Caring school climate: My school environment and teachers provide us a caring climate.	0.669
44	School boundaries: My school rules and expectations for appropriate behaviours are clear to me	0.618
III.1.5	Learning at School	
45	School work: I work hard to complete my homework and assignments on time	0.705
46	School engagement: I feel interested in learning and working hard in the classroom	0.603
47	Achievement: I work hard to do well and get the best grades in school	0.443
III.2, III.3, III.4	Child protection and rights NGOs, Palestinian formal institutions at local and national levels, International NGOs (e.g., UNICEF)	
48	I participate in awareness-raising workshops on children's rights and resilience building	0.700
49	My parents participate in awareness-raising activities on children's rights, resilience building and positive discipline.	0.651
50	I receive psychological support services from NGOs	0.648
52	I receive remedial education classes to raise my academic achievement.	0.620
54	I participate in the advocacy initiatives supported by NGOs to advocate issues, needs and rights of children.	0.611
55	I know that there are effective national child protection policies and legislations	0.608
56	I know that there are national child development strategies and budgets	0.604
58	I feel that INGOs advance child protection from violence, exploitation and abuse	0.586
59	I feel that INGOs work toward the positive and holist development of every child, from early childhood development through adolescence (the second decade of life).	0.539

3.4. Research Procedure

The researcher followed the following process and steps to achieve the objectives of the study:

- Identify the problem of the study and collect data related to it.

- Preparation of study instruments, which were the interviews and focus groups questions, and the questionnaire for the study.

- Presentation of study instruments on five university lecturers of psychology, and taking their opinions.

- The research study was approved by the ministry of education in Gaza (Appendix 8). Approval was also obtained from the Near East University (Appendix 9).

- The researcher conducted the interviews with experts via Skype while the interviews with school principals and focus groups were facilitated by Dr Husam Ali.

- Distributing the modified version of the questionnaire to the sample members (619) to collect the quantitative data.

- Collecting questionnaires from students and entering data into the SPSS program, and then analysing them, getting out of results, discussing them and coming out with recommendations.

- The study tools were applied throughout the period of August 2017– September 2017.

3.5. Data Analysis

Data entry and analysis were carried out of quantitative data from questionnaires using a statistical IBM SPSS (version 22.0). Frequency and percent were used to analyse the data; For continuous variables, means and relative weight were testified. For differences between dependent and independent variables, parametric tests were used. For instance, an independent t-test was used to compare gender of children and average of the internal strength factors. However, one-way analysis of variance (ANOVA) test was used for testing differences between more than two groups of continuous variables of internal strengths factors and other demographic variables. LSD test was used to explore further and compare the mean of impact of the internal factors and other demographic variables.

Data entry and analysis were carried out for qualitative data from document review, interviews and focus groups through Skype, email, telephone, Facebook and Twitter using thematic analysis and findings of analysis were triangulated and validated

CHAPTER IV
FINDINGS AND INTERPRETATIONS

The fourth chapter provides an overview of the findings of the field study, regarding basic students' responses in Gaza City schools through questionnaire and responses of educators and psychologists and parents of students in those schools through Focus groups, as well as schools principals through interview, to develop "strength-based approach" to build mental toughness to school children, and emphasise the strengths, capabilities and resources to children and society (society, family cohesion, peer, non-governmental organisations for children, the official Palestinian bodies at national and local levels, and international/global non-governmental organisations). The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programmes that enhance student's resilience, engagement and wellbeing. The study intends to respond to the main question "What are the interventions used by school counsellors in helping school children in Gaza to be more resilient and aiding them in personal and school adjustment".

The researcher applied statistical tools to analyse data collected by questionnaires and carried out thematic analysis to analyse data collected by reviewing literature, key informant interviews and focus groups via Skype, telephone, email, Facebook and Twitter. This chapter also discusses the results obtained from the opinion of researcher in light of the results of the previous relevant studies on the one hand and the study theoretical framework on the other hand.

4.1. Analysis of the First Question of the Study

The first question of this study is "To what extent do school children in the Gaza Strip have the awareness and knowledge of the child's rights?" This question was answered by responding to the following questions:

1. Do you read about building resiliency in school children?
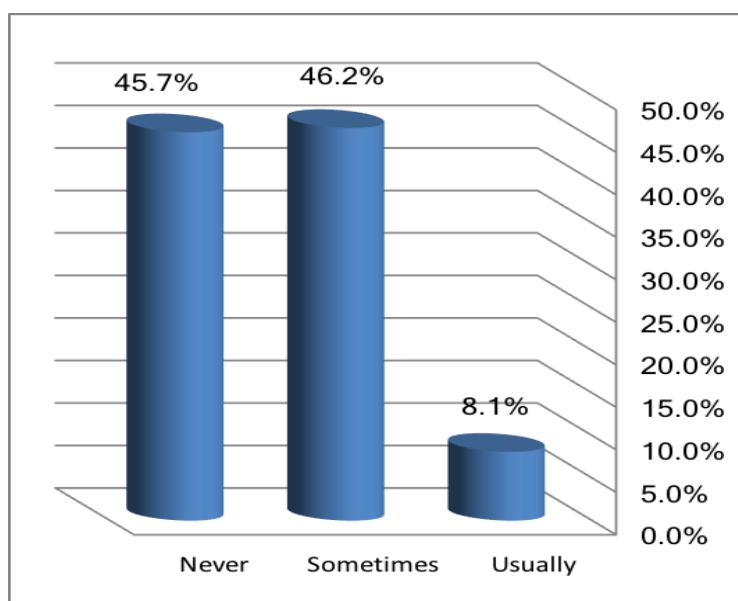
Figure 4. Reading about building resiliency in school children

Figure 4 illustrates high percentages of students' respondents either who never (45.7%) or sometimes (46.2%) read about building resilience in school children. Only 8.1% of students' respondents who usually read about building resilience in school children indicating inadequate understanding of their resiliency in terms of their capability in coping with stressful circumstances. If "yes", through:
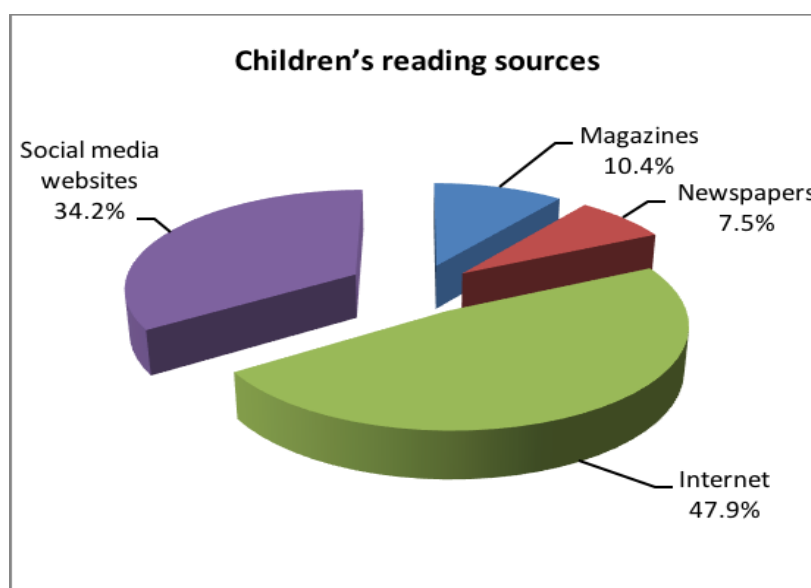
Figure 5. Children's reading sources

Figure 5 shows the internet as the most used reading source (47.9%) about building resiliency in school children followed by social media websites (34.2%), magazines (10.4%) and newspapers (7.5%) as the lowest reading source. This reflects high access of children in Gaza to internet and social media platforms.

2. Have you ever participated in workshops organised by civil society organisations including children organisations on building resiliency in school children?

Table 7. Children's participation in workshops organised by civil society organisations

Children's participation in workshops	Frequency	Percent
Yes	195	31.5
No	424	68.5
Total	619	100.0

Table 7 demonstrates that more than two-thirds of children have not participated in workshops organised by civil society organisations on building resiliency in school children. This indicates limited access of children to NGOs' services that support their resilience to cope with difficult events.

3. Does the school curriculum address the concept of resiliency and ways to strengthen it in school children?
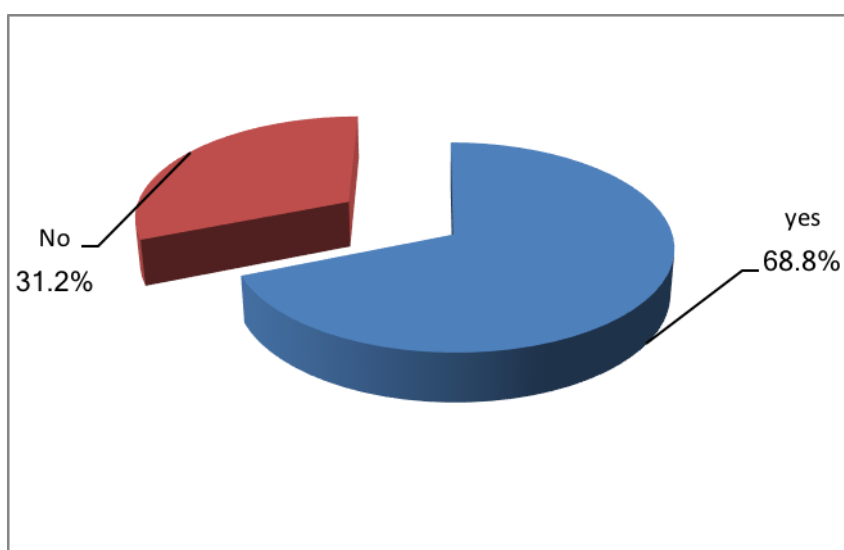
Figure 6. Integration of concept of resiliency into the school curriculum

Figure 6 explains that about two-thirds of children respondents assert that concept of resiliency is integrated into school curriculum. If "yes": *To what extent have you been influenced by what was stated in it?*
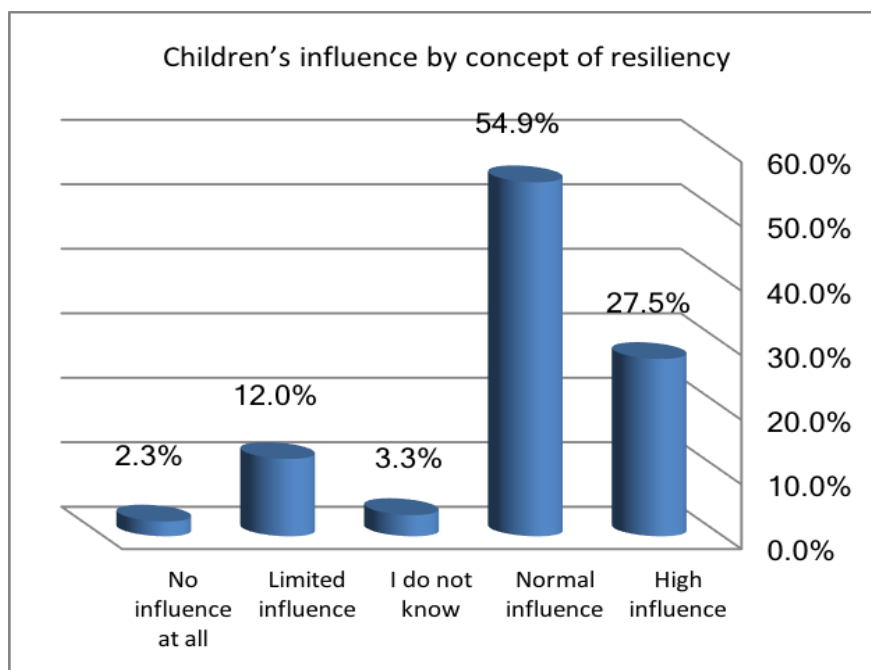
Figure 7. Children's influence by concept of resiliency

Figure 7 displays that about a quarter of students' respondents are highly influenced by the concept of resiliency, while more than half of student respondents are normally influenced and one-eighth are influenced limitedly. This reflects the need to focus on educating students on the role of resiliency factors in their development.

4. Does the school counsellor and teacher talk about building resiliency and ways to strengthen it?

Table 8. Talking about building resiliency and ways to strengthen it by school counsellor and teacher

Talking about building resiliency and ways to strengthen it	Frequency	Percent
Yes	465	75.1
No	154	24.9
Total	619	100.0

Table 8 presents that three-quarter of student respondents agree that the school counsellor and teacher talk about building resiliency and ways to strengthen it, while one-quarter of student respondents disagree about this matter. If "yes": *To what extent have you been influenced by what was stated by school counsellor and teacher?*

Table 9. Influence by what was stated by school counsellor and teacher

Degree of children's influence by what was stated by school counsellor and teacher	Frequency	Percent
High influence	171	36.8
Normal influence	213	45.8
I do not know	9	1.9
Limited influence	68	14.6
No influence at all	4	.9
Total	465	100.0

Table 9 indicates that more than one-third of students' respondents are highly influenced by what was stated by school counsellor and teacher, while less than half of student respondents are normally influenced and one-seventh of student respondents are influenced limitedly. This reflects the need to train school counsellor and teacher on the role of resiliency factors in children development.

4.2. Analysis of the Second Question of the Study

The second question of this study is "What are rationales, internal and external factors, core principles and implications of strength-based model for child resiliency development?" The researcher answered this question via analysing the internal and external strength factors that contribute to building resilience.

4.2.1. Analysis of internal strength factors

I.1 Empowerment and self-control

The researcher analysed this factor by using relative weights (scoring).

Table 10. Relative weights (scores) of empowerment and self-control factor

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
2	I have a sense/feeling of safety and in control of my immediate environment	6.3	16.2	6.5	37.2	33.9	3.8	76.0%
4	I select the exercise topic or case to study	1.3	8.2	12.8	44.3	33.4	4.0	80.0%
7	I try to think things over before speaking or acting.	0.8	2.7	4.2	24.7	67.5	4.6	92.0%
9	Able to avoid or say "no" to people who may place at-risk.	7.9	5.5	6.9	23.9	55.7	4.1	82.0%
10	Able to control myself at risk and difficult events.	6.1	13.9	17.1	36.5	26.3	3.6	72.0%
	Total items average						4.02	80.0%

Table 10 presents the highest score (92%) given by students' respondents to "I try to think things over before speaking or acting", while the lowest score (72%) given by students' respondents to "I have a sense/feeling of safety and in control of my immediate environment". Students' ability to avoid or say "no" to people who may place at-risk (82%). However, the lowest score is given by students' respondents to their ability to control themselves at risk and difficult events (72%) which demands further capacity building for children to overcome adversity and stress-related conditions. However, the average score (80%) given by the students' respondents for the empowerment and self-control factors reflects internal strengths in terms of having a voice and opinions and selecting the exercise topic.

I.2 Self-concept

The researcher analysed this factor by using relative weights (scoring).

Table 11. Relative weights (scores) of self-concept factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5		
11	I can make a purposeful plan for the future and make good choices.	1.8	2.4	7.9	27.5	60.4	4.4	88.0%
12	I can show the ability to decide between right and wrong.	0.5	1.6	6.1	35.5	56.2	4.5	90.0%
13	I use available resources (people or objects) to solve a problem?	2.4	6.1	5.2	42.0	44.3	4.2	84.0%
14	I believe in my potential and abilities to do many different things well.	1.0	1.3	7.1	36.0	54.6	4.4	88.0%
15	I focus on what I can do rather than on what I can't do.	5.8	12.6	8.1	35.2	38.3	3.9	78.0%
16	I start with small successes and build upon them to create hope and optimism.	2.1	2.9	5.0	28.4	61.6	4.4	88.0%
17	I see challenges as opportunities to explore, not something to avoid.	2.4	2.4	9.0	31.0	55.1	4.3	86.0%
18	I feel positive about myself and future.	1.1	2.1	6.0	27.3	63.5	4.5	90.0%
19	I say good things about myself.	3.4	3.2	7.6	26.8	58.8	4.4	88.0%
Total items average							4.3	87.0%

Table 11 signals high scores ranging from 78% to 90% and an average score of 87% given by students' respondents for self-concept factors. Students' ability to decide between right and wrong has the highest score (90%). The lowest score is given by students' respondents for their focus on what they can do rather than on what they can't do (78%) which needs further awareness raising for students on

advancing their self-concept factors as internal strengths - personality attributes for development of their resiliency. However, the average score (87%) given by the students' respondents for the self-concept factors clarifies internal strengths in terms of feeling positive about themselves and the ability to make good choices, decide between right and wrong and doing many different things well.

I.3 Cultural sensitivity and social sensitivity & empathy

The researcher analysed this factor by using relative weights (scoring).

Table 12. Relative weights of cultural sensitivity and social sensitivity & empathy factor

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
21	I have understanding and interest in other cultures	1.9	6.8	14.9	39.7	36.7	4.0	80.0%
23	I feel that I have strong spiritual beliefs and values.	0.8	1.8	3.1	33.4	60.9	4.5	90.0%
24	I am compassionate with others and cares about other people's feelings	0.5	1.1	3.9	29.6	64.9	4.6	92.0%
25	I am concerned about and believe it is important to help other people.	1.1	1.3	4.8	25.4	67.4	4.6	92.0%
26	I believe in equality and that it is important to be fair to others.	1.1	1.8	3.4	20.7	73.0	4.6	92.0%
Total items average							4.46	89.2%

Table 12 implies high scores ranging from 80% to 92% and average score of 89.2% given by students' respondents for cultural sensitivity and social sensitivity & Empathy factor. The students' feeling that they have strong spiritual beliefs and values has the highest score (90%), followed by in Table 23 below expresses very high and equal scores (92%) given by students' respondents for all social sensitivity

and empathy factors which improve internal strengths and development of children's resiliency.

4.2.2. Analysis of external strength factors

II.1 Community cohesiveness

The researcher analysed this factor by using relative weights (scoring).

Table 1. Relative weights (scores) of community cohesiveness factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
27	I live in a friendly community that offers me care and support.	11.8	10.3	9.4	36.3	32.1	3.7	74.0%
28	I feel valued and my opinions are respected by adults in the community.	9.4	10.2	12.6	31.2	36.7	3.8	76.0%
29	I build relationships with adults who are trustworthy.	1.8	6.8	9.7	35.9	45.9	4.2	84.0%
30	I believe that community members have clear expectations to school children.	11.5	14.5	20.7	30.2	23.1	3.4	68.0%
	Total items average						3.8	76.0%

Table 13 exhibits a wide range of scores (from 68% to 84%) and an average score of 76% given by students' respondents for community cohesiveness factors. Building trustworthy relationships with adults has the highest score (84%), followed by children's feeling valued and their opinions are respected by adults in the community (76%) and children's living in a friendly community that offers them and care and support (74%). However, the lowest score is given by students' respondents to community members having clear expectations to school children which require further improvement in creating links between community and school to advance children's external strengths important to the development of children resiliency.

II.2 Family

The researcher analysed this factor by using relative weights (scoring).

Table 2. Relative weights (scores) of family factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
32	My parents have regular contact with school.	6.3	14.5	12.6	39.3	27.3	3.7	74.0%
33	My family is active in providing me help/support with education.	1.3	3.1	4.2	26.5	64.9	4.5	90.0%
34	My parents participate in open days with school teachers so that parents follow my academic achievement and see my work, desk and classroom.	9.7	24.1	11.1	32.0	23.1	3.3	66.0%
36	I believe my family members provide responsible role models.	2.6	1.8	3.7	19.7	72.2	4.6	92.0%
37	I can communicate with family openly about any issues/concerns.	4.2	5.2	8.9	29.7	52.0	4.2	84.0%
38	My family provides me a nurturing, caring, loving and home environment.	1.3	1.6	4.0	22.3	70.8	4.6	92.0%
	Total items average						4.15	83.0%

Table 14 marks a wide range of scores (from 66% to 92%) and an average score of 83% given by students' respondents for family factors. The family caring, communications, support and communication, and adult family members as role models have high scores leading to the development of children resilience. However,

the lowest scores are given by students' respondents to family school involvement which needs further improvement in the areas of parents' regular contact with school and participating in open parents' days to follow up the academic performance of children.

II.3 Peers

The researcher analysed this factor by using relative weights (scoring).

Table 3. Relative weights (scores) of peers' factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
39	My friendships with peers are trustworthy and realise positive outcomes and make me happy.	2.4	3.2	4.8	28.8	60.7	4.4	88.0%
40	My relationship with peers is positive and based on mutual respect.	1.9	3.2	6.1	34.6	54.1	4.4	88.0%
	Total items average						4.4	88.0%

Table 15 manifests very high scores (88%) given by students' respondents for both their trustworthy friendships with peers realising positive outcomes and positive relationship with peers

II.4 School culture

The researcher analysed this factor by using relative weights (scoring). Table 16 clarifies that rather high scores are given by students' respondents ranging from 76% to 82% and an average score of 79.3%. Accordingly, further improvements are needed to advance the school culture, particularly creating caring school climate, as an external developmental strength of building resiliency in children.

Table 4. Relative weights (scores) of school culture factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
42	I feel like belonging to my school and care about.	6.5	6.0	9.9	37.3	40.4	4.0	80.0%
43	My school environment and teachers provide us a caring climate.	8.6	7.1	12.6	35.9	35.9	3.8	76.0%
44	My school rules and expectations for appropriate behaviours are clear to me.	4.0	4.4	11.8	38.3	41.5	4.1	82.0%
	Total items average						4.0	79.3%

II.5 Learning at school

The researcher answered this question by using relative weights (scoring). Table 17 demonstrates high scores given by students' respondents for child learning at school factors ranging from 88% to 94% and an average score of 90%. This reveals high-quality teaching and learning at schools as an external developmental strength which encourages and supports the coping skills of students.

Table 5. Relative weights (scores) of learning at school factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
45	I work hard to complete my homework and assignments on time	0.8	4.4	5.0	26.8	63.0	4.5	90.0%
46	I feel interested in learning and working hard in the classroom	1.8	2.9	4.7	30.7	59.9	4.4	88.0%
47	I work hard to do well and get the best grades in school	1.0	1.1	3.7	17.9	76.3	4.7	94.0%
	Total items average						4.5	90.0%

II.6 Child protection and rights NGOs, Palestinian formal institutions at local and national levels, International NGOs (e.g., UNICEF)

The researcher analysed this factor by using relative weights (scoring).

Table 6. Relative weights (scores) of community cohesiveness factors

No	Item	Percentages of students' respondents					Mean value out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
48	I participate in awareness-raising workshops on children's rights and resilience building	5.8	15.2	19.7	32.8	26.5	3.6	72.0%
49	My parents participate in awareness-raising activities on children's rights, resilience building and positive discipline.	8.4	19.7	21.0	27.9	22.9	3.4	68.0%
50	I receive psychological support services from NGOs	12.6	24.6	20.0	27.0	15.8	3.1	62.0%
52	I receive remedial education classes to raise my academic achievement.	27.9	24.2	5.0	22.0	20.8	2.8	56.0%
54	I participate in the advocacy initiatives supported by NGOs to advocate issues, needs and rights of children.	7.8	18.4	22.6	26.2	25.0	3.4	68.0%
55	I know that there are effective national child protection policies and legislations.	5.5	6.0	19.7	37.0	31.8	3.8	76.0%
56	I know that there are national child development strategies and budgets.	4.7	6.6	22.8	36.7	29.2	3.8	76.0%
58	I feel that INGOs advance child protection from violence, exploitation and abuse	12.6	8.7	28.1	29.9	20.5	3.4	68.0%
59	I feel that INGOs work toward the positive and holist development of every child, from early childhood development through adolescence (the second decade of life).	8.7	7.3	30.7	27.8	25.5	3.5	70.0%
	Total items average						3.58	71.6%

Table 18 illustrates rather low scores given by students' respondents for child protection and rights NGOs factors ranging from 56% to 72% and an average score of 71.6%. This indicates improvement needs to advance the capacities and practices of NGOs and expand the services provided to children and their parents. Also, improvement needs to raise the awareness of children about the national policies, legislations and strategies. One can be said that there is a need to raise awareness of children about the work of INGOs and CRC.

4.3. Analysis of the Third Question of the Study

The third question of the study was determined as "To what extent do school children in the Gaza Strip have the ability to adapt and succeed despite challenging or threating circumstances surrounding them?" The researcher answered this question by using relative weights (scoring).

Table 7. Relative weights (scores) of students' capacity for successful adaptation

No	Item	Percentages of students' respondents					Mean Value Out of 5	Relative weight (Score)
		Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5		
1	Extent of having the capacity for successful adaptation despite challenging or threatening circumstances	2.9	4.0	6.0	34.9	52.2	4.3	86.0%

Table 19 highlights high score (86%) given by students' respondents for having the capacity for successful adaptation despite challenging or threatening circumstances. This indicates that Palestinian school students have the capacity to adapt successfully in any circumstances and that they are able to confront educational, psychological and social problems under the existing considerable stress, hardship and misfortune.

4.4. Analysis of the Fourth and the Fifth Questions of the Study

The fourth and the fifth questions of this study were determined as fallow: "Are there any statistically significant differences at the level of significance in the effect of internal strength factors (empowerment, self-control, self-concept, cultural sensitivity and social sensitivity) on the extent to which children have the ability to adapt and succeed according to personal variables (gender, educational level, number of family members, housing address, type of family, monthly income of the family, educational level for mother and educational level for father)?" and "Are there any statistically significant differences at the level of significance in the effect of external strength factors (community cohesion, family, peer group, school, school culture, learning at school, child protection and rights NGOs, Palestinian formal institutions at local and national levels and International NGOs (e.g., UNICEF) on the extent to which children have the ability to adapt and succeed according to personal variables (gender, educational level, number of family members, housing address, type of family, monthly income of the family, educational level for mother and educational level for father?" The researcher answered these questions by using appropriate tests for each variable separately among the respondents in the Gaza Strip. The results of tests used for personal variables are as follow:

4.4.1. Gender

1. The study of the significance of statistical differences indicates a statistically significant 0.05 relationship between the average of internal strength factors and the extent of students' ability to adapt and succeed due to the gender variable (male, female). To verify this, the researcher used the *T*-test of two independent samples to detect the differences between the average of the internal strength factors and the extent of students' ability to adapt and succeed due to the gender variable (male, female).

Table 20 shows that there are no statistically significant differences (Significant at 0.01) between the averages of internal strengths factors to measure the extent of the ability to adapt and succeed in school children due to the gender variable (male and female) in the study sample in Gaza City, except for the cultural sensitivity and social sensitivity & empathy factor (significant at 0.05).

Table 20. Results of the *t*-test for the independent samples to detect the differences between the average of the internal strength factors and the extent of students' ability to adapt and succeed due to the gender (male, female) variable

Internal strength factors	Male				Female				T	Sig.
	N	mean	Std. deviation	Relative weight	N	mean	Std. deviation	Relative weight		
Empowerment and Self-control		4.02	0.66	80.4		4.07	0.56	81.4	1.17	0.242
Self-concept		4.30	0.52	86.0		4.37	0.41	87.4	1.66	0.098
Cultural sensitivity and social sensitivity		4.51	0.61	90.2		4.67	0.43	93.4	3.59	0.000 **
Total average		4.27	0.43	85.4		4.30	0.33	86.0	1.13	0.259
	313				306					

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

This indicates that the sample of students in both sexes (males and females) in the Gaza City have the same ability to adapt and succeed despite the difficult circumstances surrounding them with regard to the internal strengths factors (empowerment, self-control, self-concept and cultural sensitivity). The results showed that there are differences between males and females in the cultural sensitivity and social sensitivity & empathy factor. The results showed that females have a cultural sensitivity and social sensitivity & empathy and affection for others more than males. The researcher attributed this to the fact that females according to biological nature have a feeling of sympathy for others and love to provide support larger than males.

2. The study of the significance of statistical differences indicates a statistically significant 0.05 relationship between the average of external strength factors and the extent of students' ability to adapt and succeed due to the gender variable (male, female). To verify this, the researcher used the *T*-test of two independent samples to detect the differences between the average of the external strength factors and the extent of students' ability to adapt and succeed due to the gender variable (male, female).

Table 8. Results of the *t*-test for the independent samples to detect the differences between the average of the external strength factors and the extent of students' ability to adapt and succeed due to the gender variable (male, female)

External strength factors	Male				Female				T	Sig.
	N	Mean	Std. deviation	Relative weight	N	mean	Std. deviation	Relative Wight		
Community cohesiveness		3.81	0.85	76.2%		3,68	0.86	73.6%	2.01	*0.045
Family		4.18	0.67	83.6%		4.11	0.61	82.2%	1.44	0.150
Peers		4.35	0.79	87.0%		4.43	0.83	88.6%	1.18-	0.239
School culture		3.99	0.91	79.8%		3.95	0.88	79.0%	0.623	0.534
Learning at school	313	4.44	0.72	88.8%	306	4.61	0.51	92.2%	-3.36	0.001 **
Child protection and rights NGOs - Palestinian formal institutions at local and national levels - International NGOs		3.60	0.72	72.0%		3.25	0.69	65.0%	6.012	**0.000
Total average		4.06	0.53	80.1%		4.0	0.483	80.0%	1.443	0.150

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 21 illustrates that there are no statistically significant differences between the averages of external strengths factors in general to measure the extent of the ability to adapt and succeed in school children to the gender variable (male and female) in the study sample in the Gaza City. This indicates that the sample of students in both sexes (males and females) in the Gaza City have an equal ability to adapt and succeed despite the difficult circumstances surrounding them for external strength factors. The relative weights of these factors are high, ranging from 72.0% to 92.2% which means the high adaptability of school students in Gaza City despite the difficult circumstances surrounding them. The researcher ascribed the absence of differences between males and females to the fact that both sexes are equally affected at this stage by the peer group and receive the same support from the family and culture.

In the social cohesion factor, very simple differences emerged in favour of males, meaning that males perceived social cohesion as important for adaptability more than females. The researcher referred this to the nature of the Palestinian society, which tends to masculinity and the involvement of males in society more than females. Therefore, the impact of males is greater.

In the learning at school factor, the differences were in favour of females, meaning that the effect of learning within the school on the ability to adapt and succeed despite the threatened conditions was higher for females. The researcher believes that this result is normal and the reason for this is that the females are more interested and attached to school than males. Accordingly, females are more affected than males by what they learned at school.

In the child protection and rights NGOs -Palestinian formal institutions at local and national levels- International NGOs, the differences were in favour of males. So, the impact of these NGOs on the ability to adapt and succeed despite the surrounding conditions was higher for males than females. The researcher attributed this to the fact that male participation in activities organised by NGOs may be greater than the participation of females, as some conservative families in the Palestinian society may prevent girls from participating in activities implemented by NGOs.

4.4.2. School class level

1. The study of the significance of statistical differences indicates a statistically significant 0.05 relationship between the average of internal strengths in influencing students' ability to adapt and success due to the variable of the school class grades (seventh, eighth and ninth grade). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the school class grades variable (seventh, eighth and ninth grade).

Table 22 presents that there are no statistically significant differences in the average influence of internal strength factors on students' ability to adapt despite difficult conditions due to the school class grade variable (seventh, eighth and ninth grade). This means that the children at the different levels of schooling in Gaza City schools has the same level of influence on the various internal strength factors on the ability of student to adapt and succeed in spite of difficult circumstances, except for

the empowerment and self-control factor, which showed differences of statistical significance attributed to the variable level of study.

Table 9. Results of the (one-way ANOVA) to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the school class level variable

Internal strength factors		Sum of square	df	Mean square	F	Sig.
Empowerment and	Between groups	3.555	2	1.778		
Self-control	Within groups	221.442	616	0.359	4.945	
	Total	224.997	618			0.007**
Self-concept	Between groups	0.52	2	0.26		
	Within groups	134.60	616	0.22	1.19	0.305
	Total	135.12	618			
Cultural sensitivity and	Between groups	.007	2	0.003		
Social sensitivity &	Within groups	141.516	616	0.230	.014	0.986
Empathy	Total	141.523	618			
Total average	Between groups	0.653	2	0.326		
	Within groups	98.078	616	0.159	2.050	0.130

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

The researcher attributed the absence of statistically significant differences in internal strength factors to the fact that students in this age have relatively similar personality characteristics (self-concept, self-restraint), according to the developmental characteristics of children in this age. They also live in relatively similar environmental and cultural conditions and therefore have similar cultural and community sensitivities. To illustrate the statistical significance of the "empowerment" factor, Table 23 below shows for which school level these differences were.

Table 10. Results of the LSD test of the comparative comparisons in the level of influence of the internal factors (empowerment and self-control) due to the school class level of the study sample

Internal strength factors	School class grade	7th class	8th class	9th class
Empowerment and self-control	7th class	0		
	8th class	0.144**	0	
	9th class	**0.175	**0.031	0

Values in the table are mean differences (average columns − average rows).
*Significant c.

The average difference shown in the table is positive and statistically significant at 0.05, meaning that the average number of students in the eighth and ninth grades is higher than in the seventh grade. In other words, there is statistical significance between the eighth and seventh grades in favour of the eighth grade and the ninth and seventh grades in favour of the ninth grade, and there is no difference between the eighth and ninth grades. The researcher attributed these differences to the fact that students in eighth and ninth grades are more aware and mature than seventh grade. Therefore, these students are able to make decisions and have the ability to express their opinions more freely than students in the seventh grade who are still dominated by feelings of shame, hesitation and fear as well as having difficulties in making decisions.

2. The study of the significance of statistical differences indicates a statistically significant 0.05 relationship between the average of external strengths in influencing students' ability to adapt and succeed due to the variable of the school class grades (seventh, eighth and ninth grade). To verify this hypothesis, the One-Way ANOVA test was used to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to the school class level variable (seventh, eighth and ninth grade).

Table 24 explains that there are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite the difficult conditions due to the variable of the school class grade. In other words, the impact of external strengths on students' ability to adapt and succeed despite difficult circumstances is the same for students in different grades.

The researcher attributed this to the fact that these students, despite the difference in the grade of school class, but they are affected by the same environmental conditions. Because they live in the same environment, the cultural conditions and family and social development are relatively similar. In addition, the activities and services provided by international and local institutions target all children of all ages equally.

Table 11. Results of the (one-way ANOVA) to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to the school class grade variable

External strength factors		Sum of square	df	Mean square	F	Sig.
Community cohesiveness	Between groups	1.00	2	0.50		
	Within groups	452.68	616	0.74	0.681	0.506
	Total	453.68	618			
Family	Between groups	0.157	2	0.079		
	Within groups	254.113	616	0.413	0.191	0.826
	Total	254.271	618			
Peers	Between groups	0.90	2	0.45		
	Within groups	403.77	616	0.66	0.689	0.502
	Total	404.67	618			
School culture	Between groups	0.755	2	0.377		
	Within groups	493.963	616	0.802	0.471	0.625
	Total	494.718	618			
Learning at school	Between groups	0.30	2	0.15		
	Within groups	246.64	616	0.40	0.371	0.690
	Total	246.94	618			
Child protection and rights NGOs - Palestinian formal institutions at local and national levels - International NGOs	Between groups	2.698	2	1.349		
	Within groups	323.288	616	0.525	2.571	0.077
	Total	325.987	618			
Total average	Between groups	0.047	2	0.024		
	Within groups	159.105	616	0.258	0.092	0.912
	Total	159.152	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

4.4.3. Number of family members

1. The study of the significance of statistical differences indicates a statistically significant relationship between the average of internal strengths factors in influencing students' ability to adapt and succeed due to the variable number of family members (three individuals, four–six individuals, seven and more). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the variable number of family members (three individuals, four–six individuals, seven and more).

Table 12. Results of the one-way ANOVA to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the variable number of family)

Internal strength factors		Sum of square	Df	Mean square	F	Sig.
Empowerment and Self-control	Between groups	0.203	2	0.101		
	Within groups	224.794	616	0.365	.278	0.757
	Total	224.797	618			
Self-concept	Between groups	0.016	2	0.008		
	Within groups	135.106	616	0.219	.037	0.963
	Total	135.122	618			
Cultural sensitivity and Social sensitivity & empathy	Between groups	0.032	2	0.016		
	Within groups	141.490	616	0.230	0.071	0.932
	Total	141.523	618			
Total average	Between groups	0.026	2	0.013		
	Within groups	98.705	616	0.160	0.080	0.923
	Total	98.731	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 25 indicates that there are no statistically significant differences in the level of influence of internal strengths on students' ability to adapt despite difficult circumstances based on the opinion of respondents due to the variable number of family members (three individuals, four–six individuals, seven and more). So, according to the difference in the number of family members in Gaza City schools, the respondents have the same opinion regarding the level of influence of the various internal strength factors on the extent of their ability to adapt despite the difficult circumstances. The researcher attributed the absence of statistically significant differences in the effect of the internal factors on the student's ability to adapt according to the number of family members. The internal factors are related to the individual characteristics of each individual. This has no direct relation to the number of family members.

2. The study of the significance of statistical differences indicates a statistically significant relationship between the average of external strengths factors in influencing students' ability to adapt and succeed due to the variable number of family members (three individuals, four–six individuals, seven and more). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of external strengths in influencing students' ability to adapt and

succeed due to the variable number of family members (three individuals, four–six individuals, seven and more).

Table 13. Results of the one-way ANOVA to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to the variable number of family members

External strength factors		Sum of square	Df	Mean square	F	Sig.
Community cohesiveness	Between groups	0.05	2	0.023		
	Within groups	453.63	616	0.736	0.031	0.969
	Total	453.68	618			
	Between groups	5.603	2	2.802		
Family	Within groups	248.667	616	0.404	6.940	0.001*
	Total	254.271	618			
Peers	Between groups	0.74	2	0.369		
	Within groups	403.93	616	0.656	0.563	0.570
	Total	404.67	618			
School culture	Between groups	2.987	2	1.493		
	Within groups	491.731	616	0.798	1.871	0.155
	Total	494.718	618			
Learning at school	Between groups	0.15	2	0.075		
	Within groups	246.79	616	0.401	0.188	0.828
	Total	246.94	618			
Child protection and rights NGOs - Palestinian formal institutions at local and national levels- International NGOs	Between groups	4.658	2	2.329		
	Within groups	321.329	616	0.522	4.665	0.012**
	Total	325.987	618			
Total average	Between groups	1.256	2	0.628		
	Within groups	157.896	616	0.256	2.450	0.087
	Total	159.152	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 26 reveals that there are no statistically significant differences in the level of influence of external strengths on students' ability to adapt despite difficult circumstances from the point of view of the study sample due to the variable number of family members (three individuals, four–six individuals, seven and more). In other words, according to the difference in the number of family members in the Gaza City schools, the respondents have the same opinion regarding the level of influence of

the external strength on the extent of their ability to adapt despite the difficult circumstances, except for two factors (family, Palestinian formal institutions at local and international levels) in which there were differences of statistical significance attributed to the variable number of family members.

To illustrate the differences of statistical significance for the external factors (family, Palestinian formal institutions at local and national levels), Table 27 below shows that:

Table 14. Results of the LSD test of the comparative comparisons in the level of influence of the external factors (family, Palestinian formal institutions at local and national levels) due to number of family members

External strength factors	Number of family members	Three Individuals	Four–six	Seven and more
Family	Three individuals	0		
	(Four–six)	0.107-	0	
	Seven and more	-0.253	0.146*-	0
Child protection and rights NGOs -	Three individuals	0		
Palestinian formal institutions at local	(Four–six)	0.389-	0	
and national levels - International	Seven and more	0.620*-	0.231*-	0
NGOs				

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

For the family factor, the average difference shown in the table is negative and statistically significant at the mean level of 0.05, meaning that the average number of students with four–six members of the family is higher than that of students with a family of more than seven; the researcher attributed the existence of differences in the family factor that this factor is the most influential in this aspect, In families with few number of individual, attention to each individual is greater, whereas parents can provide a great atmosphere of love, care and psychological support for each child in the family compared to families with a large number of individuals.

For the Palestinian formal institutions at local and national levels and Child protection and rights NGOs factor, the average difference shown in the table is negative and statistically significant at 0.05, meaning that the average number of students with three family members and four-six members of the family is higher than that of students with a family of more than.

The researcher attributed these differences to the fact that local organisations, as a result of poor financial capabilities, offer limited psychological support services and target a small number of children from each family. Consequently, families with a large number of children are not adequately targeted by projects and psychological services.

4.4.4. Address of residence

1. The study of the significance of statistical differences at the level of significance 0.05 between the mean of the internal factors of influence and the extent to which students have the ability to adapt and succeed due to the variable of the address of residence (East Gaza City, West Gaza City). To verify this, the researcher used the *t*-test of two independent samples to detect the differences between the average of the internal strength factors and the extent of students' ability to adapt and due to the variable of address of residence (East Gaza, West Gaza).

Table 15. Results of the *t*-test for the independent samples to detect the differences between the average of the internal strength factors and the extent of students' ability to adapt and succeed due to the variable of address of residence (East Gaza, West Gaza

Internal strength factor	East Gaza				West Gaza				T	Sig.
	N	Mean	Std. deviation	Relative weight	N	mean	Std. deviation	Relative weight		
Empowerment and Self-control		4.00	0.646	80.0%		4.02	0.575	80.4%	−0.503	0.615
	236				383					
Self-concept		4.31	0.491	86.2%		4.35	0.453	87.0%	−1.115	0.265
Cultural sensitivity and social sensitivity & empathy		4.45	0.498	89.0%		4.47	0.466	89.4%	−0.616	0.538
Total average		4.25	0.436	85.0%		4.28	0.375	85.6%	−0.934	0.351

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 28 marks that there are no statistically significant differences between the averages of internal strengths in their different dimensions to measure the extent to which the ability to adapt and succeed in school students in the Gaza Strip due to the variable of the address of residence. This shows that the sample of the students in

Gaza Strip (east of Gaza and west of Gaza) have the same opinion regarding the ability to adapt and succeed despite the difficult circumstances surrounding them for internal strength factors in all dimensions, the researcher attributed the absence of differences of statistical significance in the variable of address of residence that the residents of the Gaza Strip in all the presence of their homes face the same difficult conditions of siege and wars, etc.

2. The study of the significance of statistical differences at the level of significance 0.05 between the average of the external strength factors and the extent of students' ability to adapt and succeed due to the variable of address of residence (East Gaza City, West Gaza City). To verify this, the researcher used the *T*-test of two independent samples to detect the differences between the average of the external strength factors and the extent of students' ability to adapt and succeed due to the variable of address of residence (East Gaza, West Gaza).

Table 16. Results of the *t*-test for the independent samples to detect the differences between the average of the external strength factors and the extent of students' ability to adapt and succeed due to the variable of address of residence (East Gaza, West Gaza)

External strength factors	East Gaza				West Gaza				T	Sig.
	N	mean	Std. deviation	Relative weight	N	mean	Std. deviation	Relative Wight		
Community cohesiveness		3.74	0.907	74.8%		3.75	0.826	75.0%	−0.04	0.970
Family		4.10	0.656	82.0%		4.18	0.630	83.6%	−1.625	0.105
Peers	236	4.35	0.879	87.0%	383	4.42	0.763	88.4%	−1.011	0.313
School culture		4.00	0.839	80.6%		3.95	0.927	79.0%	−0.623	0.534
Learning at school		4.57	0.603	91.4%		4.50	0.645	90.0%	−1.282	0.200
Child protection and rights NGOs - Palestinian formal institutions at local and national levels - International NGOs		3.45	0.696	69.0%		3.42	0.744	68.4%	−0.535	0.593
Total average		4.03	0.509	80.6%		4.03	0.506	80.6%	−0.04	0.965

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 29 illustrates that there are no statistically significant differences between the external strengths factors (community cohesion, family, peer group, school culture, Palestinian organisations and international organisations) in order to measure the degree of adaptability and success of school students in the Gaza Strip due to the address of residence (East Gaza and West Gaza), This indicates that the sample of students in both East Gaza and West Gaza in Gaza Strip have the same opinion regarding the ability to adapt and succeed despite the difficult circumstances surrounding them for external factors mentioned. It is clear from the table that the relative weight of these factors is high, ranging between 68.4% and 91.4%). This demonstrates the high level of adaptability and success of the school students in the Gaza Strip despite the difficult circumstances surrounding them. The researcher attributed the lack of statistical differences to the fact that children in the Gaza Strip, as previously discussed, are affected by the same conditions and cultural and family factors, so their psychological characteristics are similar.

4.4.5. Type of family (nuclear family, simple extended family, compound extended family)

1. The study of the significance of statistical differences at the level of significance 0.05 between the mean of the internal factors of influence and the extent to which students have the ability to adapt and succeed due to type of family (nuclear family, simple extended family, compound extended family). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to type of family (nuclear family, simple extended family, compound extended family).

Table 30 hints that there are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to type of family (nuclear family, simple extended family, compound extended family), this means that the children at the different levels of schooling in the Gaza Strip schools have the same level of influence on the internal strength factors (of the various dimensions) on the ability of student to adapt and succeed in spite of difficult circumstances.

Table 30. Results of the one-way ANOVA to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to type of family

Internal strength factors		Sum of square	Df	Mean square	*F*	Sig.
Empowerment and Self-control	Between groups	0.321	2	0.161		
	Within groups	224.68	616	0.365	0.440	0.644
	Total	224.997	618			
Self-concept	Between groups	1.04	2	0.52		
	Within groups	134.08	616	0.22	2.387	0.093
	Total	135.12	618			
Cultural sensitivity and social sensitivity & empathy	Between groups	0.43	2	0.021		
	Within groups	141.48	616	0.230	0.093	0.911
	Total	141.523	618			
Total average	Between groups	0.105	2	0.053		
	Within groups	98.63	616	0.160	0.328	0.720
	Total	98.73	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

The researcher attributed the absence of statistically significant differences in internal strength factors to the fact that students in this age have relatively similar personality characteristics, according to the developmental characteristics of children in this age. They also live in relatively similar environmental and cultural conditions and therefore have similar cultural and community sensitivities.

2. The study of the significance of statistical differences at the level of significance 0.05 between the average of external strengths in influencing students' ability to adapt and success due to type of family (nuclear family, simple extended family, compound extended family). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to type of family (nuclear family, simple extended family, compound extended family).

Table 31 demonstrates that there were no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite difficult conditions due to type of family (nuclear family, simple extended family, compound extended family). In other words, the impact of external strengths on students' ability to adapt and succeed despite difficult circumstances is the same for students in different family type.

Table 17. Results of the one-way ANOVA to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to type of family

External strength factors		Sum of square	Df	Mean square	F	Sig.
Community cohesiveness	Between groups	0.25	2	0.123		
	Within groups	453.43	616	0.736	0.168	0.846
	Total	453.68	618			
Family	Between groups	1.31	2	0.65		
	Within groups	252.97	616	0.411	1.588	0.205
	Total	254.27	618			
Peers	Between groups	0.10	2	0.051		
	Within groups	404.57	616	0.657	0.078	0.925
	Total	404.67	618			
School culture	Between groups	0.103	2	0.051		
	Within groups	494.615	616	0.803	0.064	0.938
	Total	454.62	618			
Learning at school	Between groups	0.43	2	0.217		
	Within groups	246.51	616	0.400	0.542	0.582
	Total	246.94	618			
Child protection and rights NGOs - Palestinian formal institutions- International NGOs	Between groups	1.179	2	0.590		
	Within groups	324.81	616	0.527	1.118	0.327
	Total	325.99	618			
Total average	Between groups	0.179	2	0.090		
	Within groups	158.97	616	0.258	0.347	0.707
	Total	159.15	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Although the family form has a significant influence on the personality characteristics of children, the results showed no effect on children in the study sample; the reason may be that the nature of the Palestinian cultural society and family cohesion has an impact on this aspect. Even the nuclear families do not have a complete separation from the composite family and therefore influence on the formation of the child's personality is almost similar in this aspect especially.

4.4.6. The educational level for father

1. The study of the significance of statistical differences at the level of significance 0.05 between the mean of the internal factors of influence and the extent to which students have the ability to adapt and succeed due to the educational level for father (illiterate, elementary and preparatory, secondary, university and postgraduate studies). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of internal strengths in influencing

students' ability to adapt and succeed due to the educational level for father (illiterate, elementary and preparatory, secondary, university and postgraduate studies).

Table 18. Results of one-way ANOVA to test the differences between the averages of internal in influencing students' ability to adapt due to fathers' education

Internal strength factors		Sum of square	Df	Mean square	F	Sig.
Empowerment and self-control	Between groups	2.85	5	0.57		
	Within groups	222.14	613	0.36	1.575	0.165
	Total	225.0	618			
Self-concept	Between groups	4.21	5	0.84		
	Within groups	130.91	613	0.21	3.946	0.002
	Total	135.12	618			
Cultural sensitivity and social sensitivity & empathy	Between groups	0.99	5	0.20		
	Within groups	140.54	613	0.23	0.859	0.508
	Total	141.52	618			
Total average	Between groups	2.19	5	0.44		
	Within groups	156.96	613	0.26	1.714	0.129
	Total	159.15	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 32 presents that there are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to educational level for father (illiterate, elementary and preparatory, secondary, university, postgraduate studies), this means that the children at the different levels of schooling in the Gaza Strip schools has the same level of influence on the internal strength factors (of the various dimensions) on the ability of student to adapt and succeed in spite of difficult circumstances, except the factors (self-concept), in which there were differences of statistical significance due to the variable of the father's academic level.

To illustrate the differences of statistical significance for the factors (self-concept, and the general average), Table 33 explains that self-concept factor: The mean difference shown in the table shows the significance at 0.05 as follows:

Table 19. Results of the LSD test of the comparative comparisons in the level of influence of the internal factors (self-concept) due to educational level for father

Internal strength factors	Educational level for father	Illiterate	Elementary	Preparatory	Secondary	University	Postgraduate studies
Self-concept	Illiterate	0					
	Elementary	0.399*-	0				
	Preparatory	0.185	0.214*	0			
	Secondary	0.087	0.312*	0.098	0		
	University	0.126	0.273*	0.059	0.034	0	
	Postgraduate studies	0.028	0.371*	0.157*	0.058	0.098	0

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

There are statistically significant differences for the elementary level with all levels except illiteracy in favour of other levels, this means that the average of students in the self-concept factor whose level of study for their fathers (preparatory, secondary, university and postgraduate) is higher than that of the students whose level of study for their fathers is elementary, and there are statistically significant differences for the postgraduate level compared to the preparatory level in favour of postgraduate studies. The researcher attributed the reason that the children whose educational level of their parents is good, this reflects on their awareness of ways of good family upbringing for children and provide an atmosphere of love and care, which reflects positively on the personality of the child.

2. The study of the significance of statistical differences at the level of significance 0.05 between the average of external strengths in influencing students' ability to adapt and success due to educational level for father (illiterate, elementary and preparatory, secondary, university and postgraduate studies). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to educational level for father (illiterate, elementary and preparatory, secondary, university and postgraduate studies).

Table 34 reflects that there are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite difficult conditions due to the educational level for father. In other words, the impact of external strengths on students' ability to adapt and succeed despite difficult

circumstances is the same for students in different educational level for father, except for the factors (family, peer group), in which differences of statistical significance were attributed to the variable of the father's educational level.

Table 20. Results of the one-way ANOVA to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to educational level for father

External strength factors		Sum of squares	Df	Mean square	F	Sig.
Community cohesiveness	Between groups	1.18	5	0.24		
	Within groups	452.50	613	0.74	0.320	0.901
	Total	453.68	618			
	Between groups	13.913	5	2.78		
Family	Within groups	240.36	613	0.39	7.097	0.000
	Total	254.27	618			
Peers	Between groups	9.27	5	1.86		
	Within groups	395.40	613	0.65	2.875	0.014
	Total	404.67	618			
School culture	Between groups	8.53	5	1.71		
	Within groups	486.19	613	0.79	2.150	0.058
	Total	494.71	618			
Learning at school	Between groups	1.53	5	0.31		
	Within groups	245.41	613	0.40	0.765	0.575
	Total	246.94	618			
Child protection and rights NGOs - Palestinian formal institutions at local and national levels - International NGOs	Between groups	1.85	5	0.37		
	Within groups	324.14	613	0.53	0.700	0.623
	Total	325.99	618			
	Between groups	2.194	5	0.44		
Total average	Within groups	156.96	613	0.26	1.714	0.129
	Total	159.15	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

To illustrate the differences of statistical significance for the factors (family, peer group), Table 35 shows the following. For the family factor, the mean difference shown in the Table 35 at significance 0.05 level. There are statistically significant differences for the elementary level with all levels except illiteracy in favour of other levels, this means that the average of students in the self-concept factor whose level of study for their fathers (preparatory, secondary, university and postgraduate) is higher than that of the students whose level of study for their fathers is elementary, and there are statistically significant differences for the postgraduate level compared to the preparatory and secondary levels in favour of postgraduate studies.

Table 21. Results of the LSD test of the comparative comparisons in the level of influence of the external factors (family, peer group) due to educational level for father

External strength factors	Educational level for father	Illiterate	Elementary	Preparatory	Secondary	University	Postgraduate studies
Family	Illiterate	0					
	Elementary	*-0.489	0				
	Preparatory	0.068-	0.419*	0			
	Secondary	0.010	0.497*	0.078	0		
	University	0.032	0.519*	0.099	0.021	0	
	Postgraduate studies	0.189	0.675*	0.256*	0.178*	0.157*	0
Peer group	Illiterate	0					
	Elementary	0.284-	0				
	Preparatory	0.282	0.566*	0			
	Secondary	0.130	0.413*	0.153-	0		
	University	0.083	0.367*	0.199-	0.047-	0	
	Postgraduate studies	0.236	0.520*	0.046 -	0.106	0.153	0

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

The researcher attributed the reason that the children whose educational level of their parents is good, this reflects on their awareness of ways of good family upbringing for children and provide an atmosphere of love and care, which reflects positively on the personality of the child.

For the peer group factor, the mean difference shown in the previous table shows significance at the level of 0.05. There are statistically significant differences in the level of elementary education with levels (secondary, university and postgraduate) in favour of these levels. In other words, the average number of students in the general average whose academic level of their fathers (secondary, university and postgraduate) is higher than of the students whose the academic level of their fathers is elementary due to the peer group factor. The researcher attributed these differences to the fact that parents whose level of education is high. Their interest in following peer groups to their children is greater than those whose educational level is low. There is a lack of interest in peer groups for their children.

4.4.7. The educational level for mother

1. The study of the significance of statistical differences at the level of significance 0.05 between the mean of the internal factors of influence and the extent

to which students have the ability to adapt and succeed due to the educational level for mother (illiterate, elementary and preparatory, secondary, university and postgraduate studies). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the educational level for mother (illiterate, elementary and preparatory, secondary, university and postgraduate studies).

Table 22. Results of the one-way ANOVA to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the educational level for mother

Internal strength factors		Sum of squares	Df	Mean square	F	Sig.
Empowerment and Self-control	Between groups	1.43	5	0.286		
	Within groups	223.57	613	0.365	0.784	0.561
	Total	225.0	618			
Self-concept	Between groups	2.58	5	0.516		
	Within groups	132.54	613	0.216	2.386	0.037*
	Total	135.12	618			
Cultural sensitivity and social sensitivity & empathy	Between groups	0.497	5	0.10		
	Within groups	141.03	613	0.230	0.432	0.826
	Total	178.66	618			
Total average	Between groups	1.23	5	0.247		
	Within groups	157.92	613	0.258	0.958	0.443
	Total	159.15	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 36 shows that there are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to educational level for mother (illiterate, elementary and preparatory, secondary, university and postgraduate studies), this means that the children at the different levels of schooling in the Gaza Strip schools has the same level of influence on the internal strength factors (of the various dimensions) on the ability of student to adapt and succeed in spite of difficult circumstances, except the factors (self-concept), in which there were differences of statistical significance due to the variable of the mother's academic level.

To illustrate the differences of statistical significance for the factors (self-concept), Table 37 highlights the self-concept factor with the mean difference in the table showing significance at 0.05 level.

Table 23. Results of the LSD test of the comparative comparisons in the level of influence of the internal factors (self-concept) due to educational level for mother

Internal strength factors	Educational level for father	Illiterate	Elementary	Preparatory	Secondary	University	Postgraduate studies
Self-concept	Illiterate	0					
	Elementary	0.212	0				
	Preparatory	0.401*	0.189	0			
	Secondary	0.433*	0.221*	0.032	0		
	University	0.406*	0.195	0.005	0.027-	0	
	Postgraduate studies	0.451*	0.240	0.506	0.184	0.451	**0**

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

There are statistically significant differences for the illiterate level with all levels except elementary in favour of other levels, this means that the average of students in the self-concept factor whose level of study for their mothers (preparatory, secondary, university and postgraduate) is higher than that of the students whose level of study for their mothers is illiterate, and there are statistically significant differences for the secondary level compared to the elementary level in favour of secondary. The researcher attributed the reason that the children whose educational level of their parents is good, this reflects on their awareness of ways of good family upbringing for children and provide an atmosphere of love and care, which reflects positively on the personality of the child.

1. The study of the significance of statistical differences at the level of significance 0.05 between the average of external strengths in influencing students' ability to adapt and succeed due to educational level for mother (illiterate, elementary and preparatory, secondary, university and postgraduate studies). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to educational level for mother (illiterate, elementary and preparatory, secondary, university and postgraduate studies) factors.

Table 38 illustrates that there are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite difficult conditions due to the educational level for mother. In other words, the impact of external strengths on students' ability to adapt and succeed despite difficult

circumstances is the same for students in different educational level for father, except for the family factor, in which differences of statistical significance were attributed to the variable of the mother's educational level.

Table 24. Results of the one-way ANOVA to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to educational level for mother

External strength factors		Sum of squares	Df	Mean square	F	Sig.
Community cohesiveness	Between groups	1.56	5	0.311		
	Within groups	452.12	613	0.738	0.422	0.833
	Total	453.68	618			
	Between groups	9.42	5	1.884		
Family	Within groups	244.85	613	0.399	4.717	0.000**
	Total	254.27	618			
Peers	Between groups	3.05	5	0.609		
	Within groups	401.62	613	0.655	0.930	0.461
	Total	404.67	618			
School culture	Between groups	7.58	5	1.516		
	Within groups	447.05	613	0.729	2.079	0.066
	Total	454.63	618			
Learning at school	Between groups	2.39	5	0.478		
	Within groups	244.55	613	0.399	1.197	0.309
	Total	246.94	618			
Child protection and rights NGOs - Palestinian formal institutions at local and national levels - International NGOs	Between groups	3.045	5	0.609		
	Within groups	322.941	613	0.527	1.156	0.330
	Total	472.15	618			
	Between groups	1.234	5	0.247		
Total average	Within groups	157.92	613	0.258	0.958	0.443
	Total	159.15	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

To illustrate the differences of statistical significance for the factor (family), Table 39 shows for the family factor with the mean difference in the table showing significance at 0.05 level. There are statistically significant differences for the elementary level with all levels except illiteracy in favour of elementary, this means that the average of students in the self-concept factor whose level of study for their mothers (preparatory, secondary, university and postgraduate) is higher than that of the students whose level of study for their mothers is elementary, and there are statistically significant differences for the elementary compared to the illiteracy level in favour of elementary.

Table 25. Results of the LSD test of the comparative comparisons in the level of influence of the external factors (family) due to educational level for mother

External strength factors	Educational level for father	Illiterate	Elementary	Preparatory	Secondary	University	Postgraduate studies
Family	Illiterate	0					
	Elementary	0.798*-	0				
	Preparatory	0.313	0.485*	0			
	Secondary	0.258	0.539*	0.054	0		
	University	0.188	0.609*	0.124	0.070	0	
	Postgraduate studies	0.198	0.600*	0.114	0.060	0.009	0

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

The researcher attributed the reason that the children whose educational level of their mother is good, this reflects on their awareness of ways of good family upbringing for children and provide an atmosphere of love and care, which reflects positively on the personality of the child.

4.4.8. The monthly family income

1. The study of the significance of statistical differences at the level of significance 0.05 between the average of internal strengths in influencing students' ability to adapt and succeed due to the variable of the monthly family income (Below 1,000 NIS, 1,001–2,000 NIS, 2,001–3,000 NIS, 3,001–4,000 NIS, 4,001–5,000 NIS, 5,001–6,000 NIS, 6,000 NIS and above). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the variable of the monthly family income.

Table 40 illustrates that there are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to the monthly family income. This means that the children according to the different level of monthly family income has the same level of influence on the internal strength factors on the ability of student to adapt and succeed in spite of difficult circumstances, except the factors (empowerment and self-control, self-concept) in which differences of statistical significance were found to be attributed to the variable monthly family income level.

Table 40. Results of the one-way ANOVA to test the differences between the averages of internal strengths in influencing students' ability to adapt and succeed due to the monthly family income

Internal strength factors		Sum of squares	Df	Mean square	*F*	Sig.
Empowerment and Self-control	Between groups	4.90	6	0.817		
	Within groups	226.42	612	0.370	2.209	0.041*
	Total	231.32	618			
Self-concept	Between groups	2.95	6	0.492		
	Within groups	132.17	612	0.216	2.278	0.035*
	Total	135.12	618			
Cultural sensitivity and social sensitivity & empathy	Between groups	0.854	6	0.142		
	Within groups	140.67	612	0.230	0.620	0.715
	Total	141.52	618			
Total average	Between groups	1.404	6	0.234		
	Within groups	97.33	612	0.159	1.472	0.185
	Total	98.731	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

To illustrate the statistical significance of the factor of empowerment, Table 41 illustrates the following for which level of monthly family income these differences are:

Table 26. Results of the LSD test of the comparative comparisons in the level of influence of the internal factors (empowerment, self-concept) due to the monthly family income

Internal strength factors	Monthly family income	Below 1,000	1,001–2,000	2,001–3,000	3,001–4,000	4,001–5,000	5,001–6,000	6,000 and above
Empowerment	Below 1,000	0						
	1,001–2,000	0.027	0					
	2,001–3,000	0.090	0.063	0				
	3,001– 4,000	0.193*	0.166*	0.103	0			
	4,001–5,000	0.108	0.817	0.019	0.085-	0		
	5,001–6,000	0.209	0.182	0.119	0.016	0.101	0	
	6,000 and above	0.392*	0.366*	0.303*	0.199	0.284	0.183	0
Self-concept	Below 1,000	0						
	1,001–2,000	0.088	0					
	2,001–3,000	0.063	0.024-	0				
	3,001–4,000	0.218*	0.131*	0.155*	0			
	4,001–5,000	0.180*	0.092	0.117	0.038-	0		
	5,001–6,000	0.109	0.022	0.046	0.109-	0.071-	0	
	6,000 and above	0.149	0.061	0.085	0.070-	0.031-	0.039	0

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

For the empowerment factor with the mean difference in the table showing significance at 0.05 level. There are differences of statistical significance for student

whose monthly income more than 6,000 NIS with student whose monthly income was less than 1,000 NIS, 1,000–2,000 NIS, 2,001–3,000 NIS. In other words, the average number of students in the empowerment factor whose monthly income was more than 6,000 NIS was higher than that of students whose monthly income was less than that (less than 1,000 NIS, 1000–2000 NIS, 2,001–3,000 NIS). In addition, there are statistically significant differences for students whose monthly income was 3,001–4,000 NIS with students whose monthly income was (less than 1,000 NIS, 1,000–2,000 NIS). In other words, the average number of students in the empowerment factor whose monthly income was 3,001–4,000 NIS is higher than whose monthly income was less than that (less than 1,000 NIS, 1,000–2,000 NIS), and there is no other statistical significance.

The researcher attributed this to that students whose monthly family income is high, they have a good standard of living so that they can live in luxury and satisfy their different needs. In addition to interest in the educational aspect and the psychological construction of the child through his involvement in clubs and institutions that work to develop the abilities of children and this is reflected clearly on the personality of the child.

For the self-concept factor with the mean difference in the table showing significance at 0.05 level. There are statistically significant differences for students whose monthly income was 3,001–4,000 NIS with students whose families' income was less than NIS 1,000, 1,000–2,000 NIS, 2,001–3,000 NIS. In other words, the average number of students in the self-concept factor whose monthly income was 3,001–4,000 NIS was higher than that of the students whose monthly income was less than that. There are also statistically significant differences for their monthly family income: (4,001–5,000 NIS, 1,000 NIS), and there is no statistical significance.

2. The study of the significance of statistical differences at the level of significance 0.05 between the average of external strengths in influencing students' ability to adapt and success due to the variable of the monthly family income (Below 1,000 NIS, 1,001–2,000 NIS, 2,001–3,000 NIS, 3,001–4,000 NIS, 4,001–5,000 NIS, 5,001–6,000 NIS, 6,000 NIS and above). To verify this hypothesis, the one-way ANOVA test was used to test the differences between the averages of external strengths in influencing students' ability to adapt and succeed due to the variable of the monthly family income.

Table 27. Results of the one-way ANOVA to test the differences between the

averages of external strengths in influencing students' ability to adapt and succeed

due to the variable of the monthly family income

External strength factors		Sum of square	Df	Mean square	F	Sig.
Community cohesiveness	Between groups	3.80	6	0.632		
	Within groups	449.88	612	0.735	0.860	0.524
	Total	453.68	618			
Family	Between groups	8.452	6	1.409		
	Within groups	245.918	612	0.402	3.507	0.002**
	Total	254.271	618			
Peers	Between groups	9.41	6	1.568		
	Within groups	395.26	612	0.646	2.428	0.025*
	Total	404.67	618			
School culture	Between groups	3.390	6	0.565		
	Within groups	491.33	612	0.803	0.704	0.647
	Total	494.72	618			
Learning at school	Between groups	3.98	6	0.663		
	Within groups	242.96	612	0.397	1.670	0.126
	Total	246.94	618			
Child protection and rights NGOs - Palestinian formal institutions at local and national levels - International NGOs	Between groups	1.618	6	0.270		
	Within groups	324.369	612	0.530	0.509	0.802
	Total	325.987	618			
Total average	Between groups	2.12	6	0.353		
	Within groups	157.03	612	0.257	1.376	0.222
	Total	159.152	618			

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

Table 42 explains that there are no statistically significant differences in the level of influence of external strength factors on the students' ability to adapt despite difficult conditions success due to the variable of the monthly family income. In other words, the members of the sample, according to their monthly family income, have the same opinion on the level of influence of external strength factors in their different factors on the students' ability to adapt despite difficult conditions success, except the factors (family, peer group).

To illustrate the statistical significance of the factors (family, peer group), Table 43 below shows the following. For the family factor with the mean difference in the table showing significance at 0.05 level. There are statistically significant differences for children whose family income was 3,001–4,000 NIS with children whose family income was less than 1,000 NIS, 1,000–2,000 NIS, meaning that the average number of students in the family factor whose monthly family income was 3,001–4,000 NIS is higher than students whose monthly income is less than that (less than 1,000 NIS, 1,000–2,000 NIS). In addition, there are differences of statistical

significance for students whose income of their families (2,001–3,000 NIS) with the student whose monthly family income (less than 1,000 NIS), in favour of student whose their monthly family income from 2,001–3,000 NIS.

Table 28. Results of the LSD test of the comparative comparisons in the level of influence of the internal factors (family, peer group) due to the monthly family income

Internal strength factors	Monthly family income	Below 1,000	1,001–2000	2,001–3,000	3,001–4,000	4,001–5,000	5,001–6,000	6,000 and above
Family	Below 1,000	0						
	1,001–2,000	0.058	0					
	2,001–3,000	0.206*	0.148	0				
	3,001–4,000	0.347*	0.289*	0.141	0			
	4,001–5,000	0.045	−0.012	−0.160	−0.301	0		
	5,001–6,000	−0.011	−0.069	−0.217	−0.358	−0.056	0	
	6,000 and above	0.347	0.290	0.142	0.001	0.302	0.358	0
Peer group	Below 1,000	0						
	1,001–2,000	0.178*	0					
	2,001–3,000	0.183*	0.005	0				
	3,001–4,000	0.322*	0.144	0.139	0			
	4,001–5,000	0.242*	0.064	0.059	−0.080	0		
	5,001-6,000	0.218*	0.040	0.035	−0.104	−0.024	0	
	6000 and above	0.413*	0.235	0.230	0.091	0.171	0.195	0

The values in the table are the mean differences (average columns − average rows).
*Significant at 0.05.

The researcher attributed that to the level of monthly income of the family has a direct impact on family member and their sense of physical and psychological satisfaction, as the monthly income of the family is high, this means that the family members satisfy their desires and their physical, psychological and educational needs and all this is closely linked to the psychological state of children and their resiliency.

For the peer group factor with the mean difference in the table showing significance at 0.05 level. There are statistically significant differences for the students whose their monthly family income less than 1,000 NIS compared with students whose their monthly family income (1,000–2,000 NIS, 2,001–3,000 NIS, 3,001–4,000 NIS, 4,001–5,000 NIS, 5,001–6,000 NIS, more than 6,000) in favour of student whose their monthly family income is high. Meaning that students in the peer group factor whose monthly family income (2,000 NIS and more) have a positive

response in this factor higher than the students whose monthly family income is less than 1,000 NIS. The researcher explains that students from high-income families have parental interest in choosing good peer groups that have a positive impact on children.

4.5. Analysis of Focus Groups and Interviews

Table 44 presents questions and conclusions of answers from focus groups with parents.

Table 29. Questions, testimonies and findings of answers from focus groups with parents

Focus groups with parents	
Q1	Does your son/daughter read about the subject of building resiliency in school children? If yes, to what extent have he/she been influenced by what was stated in it?
Testimonies	-"I do not think that my daughter is reading topics about resilience." -"No, unfortunately, my son didn't read about it and I haven't heard that he has any information about it."
Findings	The majority of Parents respondents indicated that their children do not read about resiliency directly, except for a few children.
Q2	Has your son/daughter ever participated in workshops organised by civil society organisations including children organisations on building resiliency in school children? If yes, to what extent have he/she been influenced by what was stated in it?
Testimonies	-"Civil society organisations in our neighbourhood do not organise resiliency building activities." -"My daughter participates in psychological support activities, and they have a significant positive change in her wellbeing." -"My daughter participates in resiliency activities, both in school and civil society organisations. This has a positive impact on her, in terms of making her stronger and improving her academic performance."
Findings	Children rarely participate in resiliency workshops organised by civil society organisations, and parents do not object their children participation.
Q3	To what extent your son/daughter has the capacity for successful adaptation despite challenging or threatening circumstances?
Testimonies	-"Yes, my daughter has a high capacity for adaptation and success, and if she faces any problem we help her to deal with it." -"It's hard to tell you that my daughter can adapt easily to circumstances because the conditions are too difficult and dealing with it is never easy." -"My daughter can adapt and succeed but with great difficulty because every day the circumstances get worse."
Findings	The majority of children have the ability to adapt and succeed despite the difficult circumstances surrounding them, but with great difficulties.
Q4	The extent of regularity and continuity of the family's communication with the school?
Testimonies	-"I communicate with the school administration every occasion and go to visit my daughter always in class." -"Very few I visit my daughter because she is excellent in her study." -"I visit my son only if there are problems, I do not think there is a need to visit the school always and disturb the school administration."
Findings	The majority of parents' respondents revealed their poor communication with the school due to their work engagement. However, few parents communicate with the school on a regular basis.
Q5	To what extent you as a family provide support and assistance to your child in the study?

Testimonies	-"I help my daughter and give her everything she needs in school." -"We cooperate with the school and help our children constantly but the curriculum is very difficult."
Findings	Parents respondents pointed out their interest in providing support and assistance to their children in their studies, but the difficulty of the curriculum impede a large number of them from following-up their children.
Q6	To what extent you as a family participate in open days with school teachers and follow academic achievement for your child and see his/her work, desk and classroom?
Testimonies	-"I always participate in school events and follow-up on the academic achievement of my child." -"Sometimes I attend events at school according to my free time." -"I participate rarely in school open days because I do not have enough time to participate."
Findings	Parents respondents showed their interest in the participation of children in the open days and activities organised by the school.
Q7	Do you believe that your family members provide responsible role models?
Testimonies	-"It is impossible to reach the ideal family; we try to help our children as much as possible." -"Under the prevailing conditions, it is difficult to say that my family is perfect." -"I take care of my children and offer them everything they demand hoping to achieve a perfect family."
Findings	Parents respondents do their utmost to have a perfect family for their children by creating a lovely atmosphere, caring and fulfiling their needs despite the existing difficult circumstances.
Q8	To what extent your child has the ability to communicate with family members especially with parents openly about any issues/concerns?
Testimonies	-"In our family, we have a democratic and partnering atmosphere, so my children can inquire about any topic and we help them in solving problems and finding solutions." -"Although the family provides a comfortable atmosphere, my children fear to share everything with us openly." -"I am very close to my children so that I listen to them and offer them advice and help in any problem."
Findings	Parents respondents announced that the family provide an atmosphere of safety and love and allows their children to speak freely about any subject or issue. However, there are some children's fear to share some sensitive issues with their parents.
Q9	To what extent you as a family provide children a nurturing, caring and loving home environment?
Testimonies	-"I try to do everything that makes my children feel comfortable and happy." -"Providing everything under these circumstances is very difficult and impossible, but with confidence between us and the children, we reach a family environment full of love and care." -"I offer a good model of care, love and attention to my children and always ask them to make suggestions to improve the family atmosphere."
Findings	Parents respondents try, with great difficulty, to create a family environment based on love, support and communication among the entire family members despite the existing difficult circumstances.

Table 45 presents questions and conclusions of answers from focus groups with counsellors and teachers.

Table 30. Questions, testimonies and findings of answers from focus groups with school counsellors and teachers

Focus group with counsellors and teachers	
Q1	Does the school curriculum address the concept of resiliency and ways to strengthen it in school children? If Yes, to what extent have the students been influenced by what was stated in it?
Testimonies	- "Some topics may have related indirectly to the subject of resiliency." -"There are no topics definitively tackling about resilience." -"The religion subject, particularly verses, is linked to the subject of resilience. Students have been strongly influenced by religion subject."

Findings	Teachers and counsellors' respondents explained that the curriculum contains very few topics related to resiliency, often indirectly.
Q2	Do you talk about building resilience and ways to strengthen it? If yes, to what extent have the students been influenced by what was stated in it?
Testimonies	-"I talk sometimes about resiliency to students because of the big curriculum, but we support students in some situations."
	-"Yes, I explain the subject of resiliency significantly and I linked it with many topics in the Islamic religion, and students are greatly influenced by subjects that touch their own lives."
	-"I do not have enough time to talk about resiliency to students, but I can only comment on some situations quickly."
Findings	The majority of teachers' respondents do not tackle resilience due to insufficient time and large content of the curriculum, while some take advantage of some situations to speak quickly about the subject. Counsellors' respondents indicated that they address students' resiliency as long as they can, and undertake some activities with students. They hinted that the students' resiliency has been leveraged.
Q3	To what extent the students in your school have the capacity for successful adaptation despite challenging or threatening circumstances?
Testimonies	-"I am surprised, despite the difficult circumstances, the students show a high ability to adapt and continue their education well."
	-"Students are strong but there is a noticeable decline in their performance because the conditions are very difficult."
	-"It is difficult to say that there is adaptation to the degree of success and continuation naturally, but there is a determination to succeed."
Findings	Teachers and counsellors' respondents reflected that students manifest a high ability to cope and succeed despite difficult and threatening conditions
Q4	To what extent do you provide a school environment full of comfort, support, care and love for children?
Testimonies	-"All staff in the school cooperate to ensure that the school environment is good and comfortable."
	-" I do my best to provide a good classroom environment."
	-"The school staff provide an environment but I think this is not enough without the support of the family and surrounding environment."
Findings	Teachers and counsellors' respondents expressed that there is a great interest from the majority of staff in the school to provide a school environment full of love and care and comfort to students as much as possible despite financial shortage and difficult conditions.
Q5	To what extent the school rules and regulations are clear about the correct behaviours accepted and the students' understanding and commitment to them?
Testimonies	-"School rules are clear, but students' commitment to them is low."
	-" All rules are clear and any new rule is explained to students and the student commitment is quite good."
Findings	Teachers and counsellors' respondents argued that the school rules and regulations are made clear to all students and are constantly recalled, but the students' level of commitment is generally medium.
Q6	To what extent the students complete their assignments and school tasks on time?
Testimonies	-"Through my follow-up, there is a remarkable improvement in student's performance of duties."
	-"Lack of follow-up by parents for their children makes them non-serious and unable to perform their duties."
Findings	Teachers and counsellors' respondents asserted that two-thirds of the students are committed to perform school assignments in a timely manner.
Q7	To what extent the students are interested in learning and hard work in the classroom?
Testimonies	"Interest of students increases only at the time of exams."
	"In each class, there are only three students per class interested in their studies."
	"I try to change my method every time to break the routine and encourage students to study."
Findings	Teachers and counsellors' respondents confirmed that there are limited excellent students who are interested in their studies.

Table 46 presents questions and conclusions of answers from interviews with school principals.

Table 31. Questions, testimonies and findings of answers from interviews with principals

Interviews with principals	
Q1	Does the school curriculum address the concept of resiliency and ways to strengthen it in school children? If Yes, to what extent have the students been influenced by what was stated in it?
Testimonies	-"The curriculum of the school contains topics related to resilience, but I think not in the basic stage, and definitely affect the students, and I propose to add many topics related to resilience directly in the curriculum because it's very important in supporting the student at this particular time."
Findings	Principals' respondents pinpointed that the curriculum contains few subjects related to resilience and stressed the need to have additional topics about it.
Q2	To what extent the students in your school have the capacity for successful adaptation despite challenging or threatening circumstances?
Testimonies	-"Students in our society are generally very strong and have a high ability to adapt and can achieve great success despite the difficult circumstances surrounding us". -"Students have a great challenge to continue education and have the ability to adapt and succeed, but this is relatively different from one student to another and in general the conditions are very difficult."
Findings	Principals' respondents observed that students show a high ability to adapt and succeed despite the very difficult circumstances they face due to existing siege and frequent wars.
Q3	To what extent do you provide a school environment full of comfort, support, care and love for children?
Testimonies	-"I work hard with all teachers in the school to explore and encourage talented students' and try to help students determine their future goals." -"We have a healthy and comfortable school environment for students to study and we always follow-up and improve the school environment to be comfortable and supportive for students." -"Our school environment is very excellent and as far as possible, we cooperate with the school staff to provide a safe school environment despite any surrounding circumstances."
Findings	Principals' respondents declared that there is a good collaboration between the school administration and teachers to provide a safe, comfortable and supportive school environment, but this requires financial support.
Q4	To what extent the school rules and regulations are clear about the correct behaviours accepted and the students' understanding and commitment to them?
Testimonies	-"The school rules and regulations are clear and all students know what is required, and about 80% of students are committed to these rules." -"At the beginning of the year, all school rules must be made clear to all students and we need to remind them constantly and follow-up the commitment of students and if exceeded, the student is punished."
Findings	Principals' respondents indicated the school rules and regulations are clear and all students know what is required, and 80% of students in our school have a good commitment.
Q5	To what extent the students completed assignments and school tasks on time?
Testimonies	-"The task of the teacher is to follow the student's commitment to perform school duties, and the intervention of the school principal only if there are students' cases that require calling the parents, I believe there is a commitment of students to do homework but there is a neglect by some students because parents do not follow them." - "More than 90% of female students are committed to performing school assignments on time."
Findings	Principals' respondents viewed the task of the teacher is to follow the student's commitment to perform school duties and the intervention of the school principal only if there are students' cases that require calling the parents. There is a commitment by students to do homework but there is neglect by some students because their parents do not follow them."
Q6	To what extent the students are interested in learning and hard work in the classroom?

Testimonies	-"I can say that the students have a high commitment and an excellent ability to continue to learn hard within the classroom and to work for success in their future. Students also do not hesitate to participate in any activity held at school or outside." -"There is a drop in the number of interested students in classroom learning and their attention to the educational process. To enhance students' learning, students need entertainment classes and places of playing and recreation."
Findings	Principals' respondents highlighted that there is a good commitment by the students to learn and work hard in the class. However, it is essential to keep up this commitment and having a comfortable school environment that is motivating and beloved to the student, which is missing because of the difficult conditions.

Table 47 presents questions and conclusions of answers from interviews with experts.

Table 32. Questions, testimonies and findings of answers from interviews with psychologists and experts

Interviews with psychologists experts	
Q1	What are the factors that affect children's sense of safety in the environment in which they live?
Testimonies	-"There are several factors contributing to the child's sense of safety in his environment, including satisfaction of his needs and desires, the presence of people he loves and support him, good treatment of others and the existence of motivations he loves in the environment." -"The family has an important, effective and essential role, through the child's sense of safety within the family, protection of the child and containment in all circumstances, and communication between parents and caregivers is necessary and important. Recently, there is a concept called "BASED PSYCHOLOGICAL NEEDS" that emphasises basic psychological needs. Safety is one of these needs."
Findings	There are many factors affecting the child's sense of safety in his surroundings, including satisfaction of his needs and desires, feelings of love and care of those around him, and the sense of protection and containment by the family and surrounding community.
Q2	What are the factors that affect children's ability to control themselves in difficult situations?
Testimonies	-"Factors that affect the child's ability to control himself in difficult situations are his overall health and socialisation, especially role model and intelligence level, in addition to previous experiences." -"It is important to teach the child a "system of life", where there must be a system for the child life and a daily programme that advances him/her to discipline in general." -"Factors that affect children's ability to control themselves in difficult situations include self-confidence, positive thinking and ability to solve problems, as well as the support others when needed."
Findings	Factors that affect the child's ability to control himself in difficult situations are his overall health and socialisation, intelligence, providing support to others when needed, positive thinking, ability to solve problems and having a daily life system.
Q3	What are the factors that affect the concept of children about themselves?
Testimonies	-"Factors that affect the concept of child about himself involve the size of his achievements, encouraging and motivating adults, his superiority over his peers, body image and good health." -"When talking about the child self-concept, it is necessary to ask how the child develops his/her identity. So, the identity disorders affect child resiliency and trigger future psychological disorders related to the child's ability of decision-making and independence. So, there must be cooperation between all caregivers to develop and satisfy these needs of the child." -"There are many factors that affect the child self-concept, like having a positive attitude towards him/herself and feeling proud about him/herself, capacity to develop a plan for his/her future, ability to determine priorities and capability to accomplish tasks well."
Findings	When talking about the child's self-concept, it is necessary to ask how the child develops his/her identity, in addition to other factors like the size of his/her achievements, encouraging and motivating adults, his superiority over his peers, body image and good health.

Q4	What are the factors that contribute to building and shaping the cultural sensitivity and social sensitivity in children among Palestinian society?
Testimonies	-"Factors that contribute to building and shaping the cultural sensitivity in children include relationship with mother as the cornerstone of our culture, father and extended family, as well as the television and Internet recently." -"Children's formation of social sensitivity is affected by socialisation and protection provided by the social environment which is totally lacking. For example, violence against children makes their sensitivity to society threatened. Currently, society does not provide protection because it has high-risk factors (poverty, unemployment, divorce, frequent wars and siege) that threaten resilience and the child's psychological profile."
Findings	Factors that contribute to building and shaping the cultural sensitivity in the child include a relationship with mother as the cornerstone of our culture, father and extended family, in addition to television and the Internet recently.
Q5	How does community cohesion contribute to strengthening and supporting children's strengths and resiliency?
Testimonies	-"Factors that negatively affect the formation of social are the child's exposure to cruelty, violence, discrimination, inequality, injustice from society and negative comparisons." -"Good relations within the family and the relationship with neighbours and relatives make the child feel supported and that everyone cares for him and gives him the feeling of confidence and support and also feels acceptable and loved by everyone."
Findings	Children are affected by socialisation and protection factors provided by the social environment, and other factors that negatively affect the formation of cultural sensitivity like the child's exposure to cruelty, violence, discrimination, inequality, injustice from society and negative comparisons.
Q6	How does the family, especially the parents, contribute to supporting and promoting children's strengths and resilience?
Testimonies	-"The family is the cornerstone in building child's resilience, where promotion, encouragement and imitation of parents and older brothers are the foundation. The duty of family is to provide an environment full of love, care and support for the child, helps the child to set goals and work together to achieve them and provide assistance to the child in the study." -"Since the family is the cornerstone, parents need psychological education which we provide recently in our institution. Parents need to know the natural features of each age stage so that they can deal with the child in a good way, and parents need to communicate with the school so that they are aware of how the child is progressing at school."
Findings	The family is the cornerstone, where the promotion, encouragement, love, care and imitation of parents and older brothers. Parents need to know the natural features of each age stage so that they can deal with the child in a good way, and parents need to communicate with the school continuously.
Q7	How does the peer group contribute to supporting and promoting children's strengths and resilience?
Testimonies	-"The peer group has a complementary role to the family although it is slightly different as it offers the opportunity to compete and for new interactions that may not exist within the family sometimes—especially in the absence of other children or the children of the same sex. So, in peer groups, the child is able to highlight his/her abilities through contact with others and this increases his/her resiliency gradually." -"Peer group support falls under networking, which is necessary and important to the child. However, peer-to-peer cooperation is largely ineffective in the current overcrowded classroom environment, and also when taking into account the school violence, peer influence is considered negative. But this does not negate the positive impact of peers, but as specialists, we focus on the negative aspects until we look for a solution."
Findings	The peer group has a complementary role to the family although it is slightly different as it offers the opportunity to compete and for new interactions that may not exist within the family sometimes. So in peer groups, the child is able to highlight his abilities through contact with others and this increases his resiliency gradually, but on the other hand, there is a negative impact of peers due to learning some bad habits and behaviours.
Q8	How does the school environment contribute to supporting and promoting children's strengths and resilience?
Testimonies	-"The teachers and the principal create supportive school environment where the child learns more discipline and control than in the family and peer group."
Findings	The teachers and the principal create a supportive school environment where the child learns more discipline and control than in the family and peer group.
Q9	How does the child protection and rights NGOs contribute to supporting and promoting children's strengths and resilience?

Testimonies	-"The contribution of child protection and rights NGOs in supporting and promoting children's strengths and resilience is relative. If the organisations' activities are effective, they are wonderful, especially if children are allowed to participate and develop hobbies and talents. It is the best way to increase resiliency and self-confidence of the child, especially if he/she produces artistic works or participates in sports. In my opinion, this contributes directly to the formation of a positive and ambitious personality, and it provides an atmosphere of competition and cooperation and a sense of the value of achievement and acceptance of defeat." -"There are many international institutions that deliver psychosocial programmes for children. These programmes, if implemented effectively, are useful in enhancing children's strengths. The trend toward building resiliency has recently grown on the agenda of the child protection and rights NGOs. However, most of the programmes have relief and recovery interventions, which are implemented immediately after wars on Gaza. On the other hand, few programmes aim directly to strengthen school children's resilience via addressing their behavioural problems, including violence and substance abuse."
Findings	There are many international institutions that deliver programmes of psychosocial interventions for children. These programmes, if applied effectively, are useful in enhancing children's strengths, but most of the interventions are humanitarian responses offered post wars and disasters for saving lives and alleviating suffering rather than being developmental interventions to strengthen children's resilience.

Triangulated, cross-checked and validated findings from focus groups with parents and counsellors and teachers as well as interviews with principals and experts:

- Most of the school children do not read about resiliency directly.

- Children rarely participate in resiliency workshops organised by civil society organisations, and parents do not object their children's participation.

- The majority of school children have the ability to cope and succeed despite the difficult circumstances surrounding them, but with great difficulties.

- The majority of parents revealed their poor communication with the school due to their work engagement. However, few parents communicate with the school on a regular basis.

- Parents pointed out their interest in providing support and assistance to their children in their studies, but the difficulty of the curriculum impedes a large number of them from following-up their children.

- Parents showed their interest in the participation of children in the open days and activities organised by the school.

- Parents do their utmost to have a perfect family for their children by creating lovely atmosphere, caring and fulfilling their needs despite the existing difficult circumstances.

- Parents announced that the family provide an atmosphere of safety and love and allows their children to speak freely about any subject or issue. However, there are some children's fear to share some sensitive issues with their parents.

- Parents try, with great difficulty, to create a family environment based on love, support and communication among the entire family members despite the existing difficult circumstances.

- Principals, teachers and counsellors explained that the curriculum contains very few topics related to resiliency, often indirectly.

- The majority of teachers' respondents do not tackle resilience due to insufficient time and large content of the curriculum, while some take advantage of some situations to speak quickly about the subject. Counsellors respondents indicated that they address students' resiliency as long as they can, and undertake some activities with students. They hinted that the students' resiliency has been leveraged.

- Principals, teachers and counsellors expressed that there is a great interest from the majority of staff in the school to provide a school environment full of love, care and comfort to students as much as possible despite financial shortage and difficult conditions.

- Principals, teachers and counsellors argued that the school rules and regulations are made clear to all students and are constantly recalled, but the students' level of commitment is generally medium.

- Principals, teachers and counsellors asserted that two-thirds of the students are committed to perform school assignments in a timely manner.

- Principals, teachers and counsellors confirmed that there are limited excellent students who are interested in their studies.

- There are many factors affecting the child's sense of safety in his surroundings, including satisfaction of his needs and desires, feelings of love and care of those around him, and the sense of protection and containment by the family and surrounding community.

- Factors that affect the child's ability to control himself in difficult situations are his overall health and socialisation, intelligence, providing support to others when needed, positive thinking, ability to solve problems and having a daily life system.

- When talking about the child's self-concept, it is necessary to ask how the child develops his/her identity, in addition to other factors like the size of his/her achievements, encouraging and motivating adults, his superiority over his peers, body image and good health.

- Factors that contribute to building and shaping the cultural sensitivity in the child include a relationship with mother as the cornerstone of our culture, father and extended family, in addition to television and the Internet recently.

- Children are affected by socialisation and protection factors provided by the social environment, and other factors that negatively affect the formation of cultural sensitivity like the child's exposure to cruelty, violence, discrimination, inequality, injustice from society and negative comparisons.

- The good relationship with neighbours and relatives makes the child feels supported, and that everyone cares for him and give him a feeling of love, confidence and acceptance.

- The family is the cornerstone, where the promotion, encouragement, love, care and imitation of parents and older brothers. Parents need to know the natural features of each age stage so that they can deal with the child in a good way, and parents need to communicate with the school continuously.

- The peer group has a complementary role to the family although it is slightly different as it offers the opportunity to compete and for new interactions that may not exist within the family sometimes. So, in peer groups, the child is able to highlight his abilities through contact with others and this increases his resiliency gradually, but on the other hand, there is a negative impact of peers due to learning some bad habits and behaviours.

- The teachers and the principal create a supportive school environment where the child learns more discipline and control than in the family and peer group.

- There are many international institutions that deliver programmes of psychosocial interventions for children. These programmes, if applied effectively, are useful in enhancing children's strengths, but most of the interventions are humanitarian responses offered post wars for saving lives and alleviating suffering rather than being developmental interventions to strengthen children's resilience.

4.6. Discussion

The outcomes of both qualitative and quantitative phases of this research show that the majority of students have the ability to adapt and succeed despite the difficult circumstances surrounding them, but with great difficulties. The quantitative results demonstrate a high score (86%) given by students' respondents for having the

capability for positive adaptation despite challenging or threatening conditions. These results correspond to Cenat, Derivois, Hebert, Amedee & Karray (2018). In their research studying the traumas and resilience encountered by street children in the State of Haiti. Still, a large majority of street children present a moderate to a very high level of resilience. These results are also consistent with Marie et al. (2018) who indicate that for Palestinian youth, resilience is rooted in their capability to manage their lives as normally as possible in the face of difficult circumstances and lack of infrastructure resources. This high resiliency level might be explained by a number of factors involving their very high level of gratification with the social care and social support offered to them. Furthermore, other research studies have been shown a significant connection between the satisfaction of social care and support and resiliency (Cenat, Derivois & Karray, 2017; Chu, Saucier & Hafner, 2010). Al-Ajarma (2010) introduces sources of building resilience in Palestinian society like school, family support, social support, community network and arts. She views that political awareness and activity helped Palestinians to find meaning in their lives under practices of occupation, insecurity, political persecution and lack of basic human rights. It may be concluded that Palestinian school students have the capacity to adapt successfully in any circumstances and that they are able to confront educational, psychological and social problems under the existing considerable stress, hardship and misfortune.

This study showed that only 8.1% of students' respondents who usually read about building resilience in school children indicating inadequate understanding of their resiliency in terms of their capability to adapt successfully despite difficult conditions. The Internet is found as the most used reading source, reflecting high access of children in Gaza to Internet and social media platforms. Despite the usefulness of engaging children in resiliency workshops organised by civil society organisations as demonstrated by this study; more than two-thirds of students' respondents have not participated in workshops on building their resiliency which clarifies the limited availability and accessibility of NGOs services that support children's resilience to cope with difficult events.

The results present that the value of including resilience topics in the school curriculum, and continuous teaching of students about it. However, about two-thirds of students' respondents assert that the concept of resiliency is integrated into the school curriculum, and about a quarter of students' respondents are highly influenced

by the concept of resiliency, while more than half of student respondents are normally influenced, and one-eighth are influenced limitedly. This reflects the need to focus on educating students on the role of resiliency factors in their development.

The study shows that three quarters of students' respondents agree that the school counsellor and teacher talk about building resiliency and ways to strengthen it, and more than one-third of students' respondents are highly influenced by what was stated by school counsellor and teacher, while less than half of student respondents are normally influenced and one-seventh of student respondents are influenced limitedly. This highlights the need to train school counsellors and teachers on the role of resiliency factors in children development. These results correspond to Payton et al. (2008) who suggest that effective school programmes involving a combination of knowledge, normative methods, negotiation skills, social and life skills, and critical thinking; and should be delivered as part of a broader health and personal development curriculum that incorporates a focus on a range of social, physical and mental health issues. They also link to Woolf (2013) who asserts that the use of stories and game plays as the most effective instruction medium to advance social and emotional learning among school children, giving them a space to be more motivated, self-conscious and have the ability to deal with their feelings and improve social skills.

The study results show that students' respondents gave 80% for the empowerment and self-control factors. It displays the necessity of having child positive thinking, ability to solve problems, positive body image, good health, achievements and encouraging and motivating adults to have a positive self-concept and empowerment. In addition to the importance of providing care, love, respect, encouragement, trust comfort and safe environment for children.

The study presents the significance of creating a supportive school environment where the child learns more discipline and control than in the family and peer group. This coincides with Waters (2011) who argues that students need to know that school staff care is unconditionally available for them and teachers must appreciate and initiate a process of change with what is vital to the children.

The study pinpoints the necessity of building a strong relationship between school and family. This conforms with Mathar (2013) who reflects that the approach of whole school to education guides to sustainable schools that incorporate active and participatory learning and teaching via the curriculum as well as sustainable

school operations involving parents and community, planning, monitoring and evaluation. Mathar requests also an interaction between school students, parents, teachers and outside education experts.

The study marks the advantage of joining a peer group for the child that which offers the opportunity to compete and for new interactions; merit of good relationship with neighbours and relatives to make the child feels supported, and that everyone cares for him and give him feeling of love, confidence and acceptance.

The study declares that that there are no statistically significant differences (significant at 0.01) between the averages of internal strengths factors to measure the extent of the ability to adapt and succeed in school children due to the gender variable (male and female) in the study sample in Gaza city, except for the cultural and social sensitivity & empathy factor (Significant at 0.05). These results imply that females have a cultural and social sensitivity & empathy and affection for others more than males which are attributed to the biological nature of females who have a feeling of sympathy for others and love to provide support larger than males.

The results reveal that there are no statistically significant differences between the averages of external strengths factors in general to measure the extent of the ability to adapt and succeed in school children to the gender factor (female and male) in the study sample in the Gaza City. The absence of differences between males and females is ascribed to the fact that both sexes are equally affected at this stage by the peer group and receive the same support from the family and culture. Except for learning at school in favour of females, this result is normal and the reason for this is that the females are more interested and attached to school than males. Accordingly, females are more affected than males by what they learned at school. The differences in the social cohesion and the child protection and rights NGOs factors are in favour of males due to the patriarchal system—male supremacy—gender power imbalances between men and women and hegemonic masculinity that predominates in the Palestinian society. Therefore, the impact of males is greater and male participation in activities organised by NGOs may be greater than the participation of females, as some conservative families in the Palestinian society may prevent girls from participating in activities implemented by NGOs.

4.6.1. Inferential results discussion

- There are no statistically significant differences (Significant at 0.01) between the averages of internal strengths factors to measure the extent of the ability to adapt and succeed in school children due to gender variable (male and female) in the study sample in Gaza City, except for the cultural sensitivity and social sensitivity & empathy factor (Significant at 0.05). The researcher attributed this to the fact that females according to biological nature have a feeling of sympathy for others and love to provide support larger than males.

- There are no statistically significant differences between the averages of external strengths factors (family, peer group, school culture, Palestinian organisations and international organisations) to measure the extent of the ability to adapt and succeed in school children due to the gender factor (male and female) in the students' study sample in the Gaza City, except for learning at school in favour of females, the social cohesion, and the child protection and rights NGOs factors in favour of males.

- There are no statistically significant differences in the average influence of internal strength factors on students' ability to adapt despite difficult conditions due to the school class grade factor (seventh, eighth and ninth grade), except for the empowerment and self-control factor in favour of students in the eighth and ninth grades.

- There are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite the difficult conditions due to the factor of school grade (seventh, eighth and ninth grade).

- There are no statistically significant differences in the level of influence of internal strengths on students' ability to adapt despite difficult circumstances due to the factor of number of family members (three individuals, four–six individuals, seven and more).

- There are no statistically significant differences in the level of influence of external strengths on students' ability to adapt despite difficult situation due to the factor of number of family members (three individuals, four–six individuals, seven and more), except for the (family factor in favour of four–six members, Palestinian formal institutions at local and national levels factors and Palestinian formal

institutions at local and national levels—International NGOs in favour of three members and four–six members of the family.

- There are no statistically significant differences between the averages of internal strengths in their different dimensions to measure the extent to which the ability to adapt and succeed in school students in the Gaza Strip due to the factor of residence address (east of Gaza and west of Gaza).

- There are no statistically significant differences between the external strengths factors in order to measure the degree of adaptability and success of school students in the Gaza Strip due to the residence address (East Gaza and West Gaza).

- There are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to the type of family: (nuclear family, simple extended family and compound extended family).

- There are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite difficult conditions due to the type of family (nuclear family, simple extended family and compound extended family).

- There are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to educational level for father (illiterate, elementary and preparatory, secondary, university and postgraduate), except the self-concept factors, in favour of (preparatory, secondary, university and postgraduate) educational levels.

- There are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite difficult conditions due to the educational level for father; except for the family factors in favour of preparatory, secondary, university, and postgraduate educational levels; and peer group in favour of secondary, university, and postgraduate educational levels.

- There are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to educational level for mother (illiterate, elementary and preparatory, secondary, university and postgraduate studies), except the self-concept factors in favour of preparatory, secondary, university and postgraduate educational levels.

- There are no statistically significant differences in the level of influence of external strength factors on students' ability to adapt despite difficult conditions due to the educational level for mother, except for family factors in favour of preparatory, secondary, university and postgraduate educational levels.

- There are no statistically significant differences in the level of influence of internal strength factors on students' ability to adapt despite difficult conditions due to the monthly family income (below 1,000 NIS, 1,001–2,000 NIS, 2,001–3,000 NIS, 3,001–4,000 NIS, 4,001–5,000 NIS, 5,001–6,000 NIS, 6,000 NIS, and above), except the empowerment factor in favour of more than 6,000 NIS, and self-concept factor in favour of 3,001–4,000 NIS.

- There are no statistically significant differences in the level of influence of external strength factors on the students' ability to adapt despite difficult conditions due to the factor of monthly family income in favour of 3,001–4,000 NIS, and the factor of the peer group in favour of 2,000 NIS and more.

CHAPTER V
CONCLUSION AND RECOMMENDATION

This concluding chapter presents a discussion based on the main findings of performed work, trying to understand how to achieve the CSBPA model in building resilience among children and in special cases like Gaza, and recommend areas for further research.

5.1. Summary of the Performed Work

As the central part of this research work, a need for a new strength-based proactive approach for building the resilience of cities experiencing political instability like Gaza is recommended. The new approach positions strength-based within resilience building through two main factors including internal strength factors as well as external strength factors. Each conceptual thread is divided into several indicators.

The research investigated proofs that if strength factors are integrated into resiliency building, the opportunities for development resiliency can be increased, and can create solutions for addressing psychological disorders and low academic achievement of school children.

A mixed-method research approach was used to undertake data collection and analysis. The qualitative method involved reviewing literature, key informant interviews and focus groups, while the quantitative method encompassed collecting data applying students self-administered survey questionnaire. Thematic analysis was applied to analyse qualitative data, while statistical tools were adopted to analyse data collected by the questionnaires.

5.2. Summary of the Main Findings

The main findings from the qualitative method emphasised that the majority of school children have the ability to cope and succeed despite the difficult circumstances surrounding them, but with great difficulties; necessity of having child

positive thinking, ability to solve problems, positive body image, good health, achievements and encouraging and motivating adults to have a positive self-concept; importance of providing a care, love, respect, encouragement, trust comfort and safe environment for children; significance of creating a supportive school environment where the child learns more discipline and control than in the family and peer group; the value of including topics related to resilience in the school curriculum, and teaching students continuously about it; usefulness of engaging children in resiliency workshops organised by civil society organisations; necessity of building a strong relationship between school and family; advantage of joining a peer group for the child that offers the opportunity to compete and for new interactions; merit of good relationship with neighbours and relatives to make the child feels supported, and that everyone cares for him and give him feeling of love, confidence and acceptance; importance of international organisations to promote resilience among school children, but most of the programmes of psychosocial interventions for children are humanitarian responses offered post wars for alleviating their suffering, saving their lives and maintaining their human dignity rather than being developmental interventions to strengthen children's resilience.

Further, the findings from the quantitative method indicate that only 8.1% of students' respondents who usually read about building resilience in school children causing inadequate understanding of their resiliency in terms of their capability to cope successfully in the face of stress-related situations. The Internet is found as the most used reading source as more than two-thirds of children have not participated in workshops organised by civil society organisations on building resiliency in school children. This reflects limited access of children to NGOs' services that support their resilience to cope with difficult events. About two-thirds of students' respondents assert that the concept of resiliency is integrated into the school curriculum, and about a quarter of students' respondents are highly influenced by the concept of resiliency. Three-quarters of students' respondents agree that the school counsellor and teacher talk about building resiliency and ways to strengthen it. More than one-third of students' respondents are highly influenced by what was stated by school counsellor and teacher. So, it can be seen from the students' perceptions that they have the capacity to adapt successfully in any circumstances and that they are able to confront educational, psychological and social problems under the existing severe stress, hardship and misfortune.

5.3. Achieving CSBPA Model as Part of Building Resiliency

This study work is the first effort to design the CSBPA model for the case of Gaza city and other similar cities experiencing political instability to be used by counsellors and psychologists to apply effective and proactive approaches and social and emotional learning programmes that enhance students' resilience, engagement and wellbeing. Therefore, the conceptual threads and correspondent priority indicators of the CSBPA model should emerge at the level of educational institutions.

The strength-based approach should be applied to foster and support the academic learning, resilience and wellbeing of children, enables children to develop personal and social capabilities, and solve the problem of psychological disorders and low academic achievement of school children. This will—to a large extent—lead to solve behavioural and educational problems in children, enhance their ability to adapt and deal with crises more strongly and better and reduce the psychological effects of the difficult crisis.

5.4. Recommendation

In order to achieve "CSBPA" model in Gaza:

• The Ministry of Education in the Gaza Strip must pay more attention to psychological work and must include topics that are directly related to resilience in the school curriculum, allocate time to talk with students about the subject.

• The Ministry of Education in the Gaza Strip must provide a school environment that meets all conditions of comfort and safety for students, and develop programmes and organise regular school activities targeting this topic.

• Organisations working in the psychological field in the Gaza Strip should examine "CSBPA" model, putting it on the agenda, and allocating adequate instruments (funding programmes/incentives), training a team of psychologists at the highest level.

• Organisations working in the psychological field in the Gaza Strip must initiate the implementation of activities and services in all areas of the Gaza Strip in an equal manner targeting all children.

The following field is commended for further research:

- Impact evaluation of the resiliency programmes implemented in the Gaza Strip.

- A comparative assessment study involving cases of children participating in psychosocial support programmes and control group (non-participating children).

- An evaluation study of the programmes and activities of NGO and INGOs organisations in the Gaza Strip concerning resiliency, especially among children.

- A comparative study of children living in relatively typical families with children living in familiarly circumstances and studying the impact directly on the child's resiliency.

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APPENDICES

Appendix 1: Ethics approval form

YAKIN DOĞU ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMALAR ETİK KURULU

02.10.2019

Dear Suhayla Said Jalala

Your application titled "**Strength- Based Proactive Approach For Building Resilience In School Children: The Case Of Gaza**" with the application number YDÜ/EB/2019/373 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix 2: Questionnaire tool with school children

School Children Perception Survey Questionnaire

This survey is part of a PhD Degree research study in Guidance and Counseling at the Faculty of Education of Near East University in Cyprus. The research study aims to develop a "Strength-Based Approach for Building Resilience among School Children" that emphasizes the strengths, capabilities and resources of children, community (community cohesiveness, family, peers, children NGOs, Palestinian formal institutions at local and national levels, and International NGOs.

The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programs that enhance student's resilience, engagement and wellbeing. The research aims to answer the main question "What are the interventions used by School Counsellors in helping school-children in Gaza to be more resilient and aiding them in personal and school adjustment."

In order to collect data, the researcher makes use of a mixed- methodology, a dynamic learning-oriented approach to collect data on internal and external strength factors and how these can be interrelated with building resilience in school children in Gaza city. The mixed method includes literature review on the topic and related concepts, participatory observation, interviews, focus groups, and self- administered questionnaire. The analysis of the questionnaire will involve descriptive statistics summarizing the data sample (frequencies, means, standard deviation, and weights) and providing graphical analysis. This will also involve alpha Cronbach Test and Correlation Coefficient to undertake reliability analysis, and factor analysis to identify the internal and external strength factors that contribute to building resilience in school children in Gaza City, their weight, and priority ranks.

This questionnaire contains three sections. The first section requires personal information about the respondents. The second section seeks information about the awareness of children's rights. The third section surveys the responses of students through close ended (54) Likert scale- based questions that express the internal and external strength factors that contribute to building resilience. The students are expected to answer a range from 1 (strongly agree) to 5 (strongly disagree). There are no right or wrong answers. What you think or feel is what is important for this survey.

Your contribution towards this study is greatly appreciated, as it will add significantly to the value of this research. Your responses will be kept secure and will remain confidential.

Thank you

Suhayla Said Jalala

PhD Candidate

Personal information of respondents

Sex: ☐ **Male** ☐ **Female**				
Your current age in years				
School class level		☐ 7th class	☐ 8th class	☐ 9th class
Number of your family members: ☐ 3 members ☐ (4 – 6) ☐ 7 and above				
Employment status of father	☐ Unemployed	☐ Employer (employs other)	☐ Self employed	☐ Works for wage (employee or worker)	☐ Unpaid family member (works for a family business without pay
Address of residence	☐ East governorate		West governorate	
Place of residence	Village		Camp	Town
Type of residence	Ownership		Rent	
Nature of residence	Single detached dwelling	An apartment at the family house	An apartment in a buliidng	Other.............
Type of family	Nuclear family		Simple extended family	{ Compound extended family
Education level for Father				
Illiterate	Elementary and Preparatory	Secondary	University	Postgraduate studties
Education level for Mother				
Illiterate	Elementary and Preparatory	Secondary	University	Postgraduate studties
Family Main Breadwinner ( ) Father, ( ) Mother, ( ) Brother/sister others …..				
What are the family sources of income? ( ) Salaries and wages, ( ) Property rent, ( ) Returns from agriculture, ( ) Governmental subsidy, ( ) UNRWA subsidy, ( ) Overseas transfers, ( ) other resources .				
How much is the monthly family income from all sources? …………………………………				
Below 1000 NIS	(1001- 2000) NIS		(2001-3000) NIS	(3001- 4000) NIS
(4001-5000)	(5001-6000)		(6001 and above)	

Awareness of children's rights

Do you read about building resiliency in school children? (   ) Usually, (   ) Sometimes, (   ) Seldom, (   ) No

If (yes), through: (   ) Magazines, (   ) Newspapers, (   ) Internet , (   ) Social media websites, (   ) others ....

Have you ever participated in workshops organized by civil society organizations including children organizations on building resiliency in school children? (   ) Yes , (   ) No

Does the school curriculum address the concept of resiliency and ways to strengthen it in school children? (   ) Yes , (   ) No

If yes To what extent have you been influenced by what was stated in it?

(   ) No influence at all, (   ) limited influence, (   ) No answer/ I do not know, (   ) Normal influence, (   ) high influence.

Does the school counsellor and teacher talk about building resiliency and ways to strengthen it? (   ) Yes, (   ) No.

If yes To what extent have you been influenced by what was stated in it?

(   ) No influence at all, (   ) limited influence, (   ) No answer/ I do not know, (   ) Normal influence, (   ) high influence.

Internal and external strength factors that contribute to building resilience

Dependent variable:	1	2	3	4	5
Extent of having the capacity for successful adaptation despite challenging or threatening circumstances					
No **Item**	1	2	3	4	5
Independent variables:					
1 I have a sense/feeling of safety and in control of my immediate environment					
2 I select the exercise topic or case to study					
3 I try to think things over before speaking or acting.					
4 Able to avoid or say "no" to people who may place at-risk					
5 Able to control myself at risk and difficult events.					
6 I can make a purposeful plan for the future and make good choices.					
7 Show the ability to decide between right and wrong?					
8 I use available resources (people or objects) to solve a problem?					
9 I believe in my potential and abilities to do many different things well.					
10 I focus on what I can do rather than on what I can't do.					
11 I start with small successes and build upon them to create hope and optimism.					
12 I see challenges as opportunities to explore, not something to avoid.					
13 I feel positive about myself and future					
14 I say good things about myself					
15 I have understanding and interest in other cultures					
16 I feel that I have strong spiritual beliefs and values.					
17 I am compassionate with others and cares about other people's feelings					
18 I am concerned about and believe it is important to help other people.					
19 I believe in equality and that it is important to be fair to others.					
20 I live in a friendly community that offers me care and support.					
21 I feel valued and my opinions are respected by adults in the community.					
22 I build relationships with adults who are trustworthy.					
23 I believe that community members have clear expectations to school children.					
24 My parents have regular contact with school.					
25 My family is active in providing me help/support with education.					
26 My parents participate in open days with school teachers so that parents follow my academic achievement and see my work, desk and classroom.					

No	Item	1	2	3	4	5
27	I believe my family members provide responsible role models.					
28	I can communicate with family openly about any issues/concerns.					
29	My family provides me a nurturing, caring, loving home environment.					
30	My friendships with peers are trustworthy and realize positive outcomes and make me happy.					
31	My relationship with peers is positive and based on mutual respect.					
32	I feel like belonging to my school and care about.					
33	My school environment and teachers provide us a caring climate.					
34	My school rules and expectations for appropriate behaviours are clear to me					
35	I work hard to complete my homework and assignments on time					
36	I feel interested in learning and working hard in the classroom					
37	I work hard to do well and get the best grades in school					
38	I participate in awareness- raising workshops on children's rights and resilience building					
39	My parents participate in awareness- raising activities on children's rights, resilience building, and positive discipline.					
40	I receive psychological support services from NGOs					
41	I receive remedial education classes to raise my academic achievement.					
42	I participate in the advocacy initiatives supported by NGOs to advocate issues, needs and rights of children.					
43	I know that there are effective national child protection policies and legislations					
44	I know that there are national child development strategies and budgets					
45	I feel that INGOs advance child protection from violence, exploitation and abuse.					
46	I feel that INGOs work toward the positive and holist development of every child, from early childhood development through adolescence (the second decade of life).					

Appendix 3. Accreditation of the Arabic translation of the questionnaire tool

Dear colleges in the Department of Guidance and Counselling, Faculty of Education, Near East University Cyprus,

I would like to thank you very much, for your interest about translation of the questionnaire of your student Suhayla. I am Dr. Samir, M, Zaqout from Palestine, Gaza Strip. I am working at Gaza Community Mental Health Program as a psychologist, I am working too at Islamic University, Education College teaching Psychology for the students of Master Degree and with El- Quds University, Gaza Branch, and teaching Psychology for the students of Master Degree.

I am teaching the courses using English language, Suhayla Said Jalala asked me to evaluate the questionnaire and to be sure that the Arabic version of the questionnaire and the English version are the same. I have read the questionnaire of Suhayla, who is PhD student in the Faculty of Education, Near East University in Cyprus.

I accredit that the two versions are in the same direction and the translation is excellent. I have read her research study she aims to develop a "Strength-Based Approach for Building Resilience among School Children" that emphasizes the strengths, capabilities and resources of children, community cohesiveness, family, peers, children NGOs, Palestinian formal institutions at local and national levels, and International NGOs.

The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programs that enhance student's resilience, engagement and wellbeing. The research aims to answer the main question "What are the interventions used by School Counsellors in helping school-children in Gaza to be more resilient and aiding them in personal and school adjustment".

I hope you good life.
Thank you

Dr: Samir, M , Zaqout
Signature: Zaqout Samir
PhD Psychology
Islamic University, Faculty of Education
Email : palestine1010@gmail.com
Phone: 2552107
Mobile: 0599732396

Appendix 4. Interview tool with school principals

Dear Principal,

This interview is part of a PhD Degree research study in Guidance and Counseling at the Faculty of Education of Near East University in Cyprus. The research study aims to develop a "Strength-Based Approach for Building Resilience among School Children" that emphasizes the strengths, capabilities and resources of children, community (community cohesiveness, family, peers, children NGOs, Palestinian formal institutions at local and national levels, and International NGOs.

The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programs that enhance student's resilience, engagement and wellbeing.

The research aims to answer the main question "What are the interventions used by School Counsellors in helping school-children in Gaza to be more resilient and aiding them in personal and school adjustment." In order to collect data, the researcher will have a similar discussion with school children parents, teachers and counsellors, and experts.

Your contribution towards this study is greatly appreciated, as it will add significantly to the value of this research. Your responses will be kept secure and will remain confidential. Participation is voluntarily, nobody is obliged to answer a question and you can withdraw from the interview at any time.

Are you willing to be in this research?   Yes____   No____
Female: _____
Male: _____

Questions in interviews with school principals

- Does the school curriculum address the concept of resiliency and ways to strengthen it in school children? If Yes, to what extent have the students been influenced by what was stated in it?
- To what Extent the students in your school have the capacity for successful adaptation despite challenging or threatening circumstances?
- To what extent do you provide a school environment full of comfort, support, care and love for children?
- To what extent the school rules and regulations are clear about the correct behaviours accepted and the students' understanding and commitment to them?
- To what extent the students completed assignments and school tasks on time?
- To what extent the students interest in learning and hard work in the classroom?

Appendix 5. Interview tool with experts

Dear Experts,

This interview is part of a PhD Degree research study in Guidance and Counseling at the Faculty of Education of Near East University in Cyprus. The research study aims to develop a "Strength-Based Approach for Building Resilience among School Children" that emphasizes the strengths, capabilities and resources of children, community (community cohesiveness, family, peers, children NGOs, Palestinian formal institutions at local and national levels, and International NGOs.

The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programs that enhance student's resilience, engagement and wellbeing. The research aims to answer the main question "What are the interventions used by School Counsellors in helping school-children in Gaza to be more resilient and aiding them in personal and school adjustment." In order to collect data, the researcher will have a similar discussion with school children parents, teachers and counsellors, and principals.

Your contribution towards this study is greatly appreciated, as it will add significantly to the value of this research. Your responses will be kept secure and will remain confidential. Participation is voluntarily, nobody is obliged to answer a question and you can withdraw from the interview at any time.

Are you willing to be in this research?   Yes___   No___
Female: _____
Male: _____

Questions in interviews with experts
- What are the factors that affect children's sense of safety in the environment in which they live?
- What are the factors that affect children's ability to control themselves in difficult situations?
- What are the factors that affect the concept of children about themselves?
- What are the factors that contribute to building and shaping the cultural sensitivity and social sensitivity in children among Palestinian society?
- How does community cohesion contribute to strengthening and supporting children's strengths and resiliency?
- How does the family, especially the parents, contribute to supporting and promoting children's strengths and resilience?
- How does the peer group contribute to supporting and promoting children's strengths and resilience?
- How does the school environment contribute to supporting and promoting children's strengths and resilience?
- How does the child protection and rights NGOs contribute to supporting and promoting children's strengths and resilience?

Interviewed Experts

Dr. Jameel Al Tahrawi	Head of psychology department at Islamic University of Gaza
Dr. Ahmed Abu Tawahina	Consultant of clinical psychology at UNRWA
Ms. Alaa Kabar	MA of mental health and psychology, and she is working at mental health project at Islamic university of Gaza
Ms. Enshirah Zakoot	Senior psychologist at Women's Affairs Centre
Ms. Hiam Abed	Mental health expert
Ms. Rajaa Abu Shammala	Mental health expert

Appendix 6. Focus group tool with parents

Dear Parents,

This focus group is part of a PhD Degree research study in Guidance and Counseling at the Faculty of Education of Near East University in Cyprus. The research study aims to develop a "Strength-Based Approach for Building Resilience among School Children" that emphasizes the strengths, capabilities and resources of children, community (community cohesiveness, family, peers, children NGOs, Palestinian formal institutions at local and national levels, and International NGOs.

The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programs that enhance student's resilience, engagement and wellbeing. The research aims to answer the main question "What are the interventions used by School Counsellors in helping school-children in Gaza to be more resilient and aiding them in personal and school adjustment." In order to collect data, the researcher will have a similar discussion with school principals, teachers and counsellors, and experts

Your contribution towards this study is greatly appreciated, as it will add significantly to the value of this research. Your responses will be kept secure and will remain confidential. Participation is voluntarily, nobody is obliged to answer a question and you can withdraw from the interview at any time.

Are you willing to be in this research?   Yes___   No__
Number of females: _____
Number of males: _____

Questions in focus groups with parents

- Does your son / daughter read about the subject of building resiliency in school children? If yes, to what extent have he/she been influenced by what was stated in it?
- Has your son/ daughter ever participated in workshops organized by civil society organizations including children organizations on building resiliency in school children? If yes, to what extent have he/she been influenced by what was stated in it?
- To what extent your son / daughter has the capacity for successful adaptation despite challenging or threatening circumstances?
- The extent of regularity and continuity of the family's communication with the school?
- To what extent you as a family provides support and assistance to your child in the study?
- To what extent you as a family participate in open days with school teachers and follow academic achievement for your child and see his/her work, desk and classroom?
- Do you believe that your family members provide responsible role models?
- To what extant your child has the ability to communicate with family members specially parents openly about any issues/concerns?
- To what extent you as family provide children a nurturing, caring, loving home environment?

Appendix 7. Focus group tool with counsellors and teachers

Dear Counsellors and Teachers,

This focus group is part of a PhD Degree research study in Guidance and Counseling at the Faculty of Education of Near East University in Cyprus. The research study aims to develop a "Strength-Based Approach for Building Resilience among School Children" that emphasizes the strengths, capabilities and resources of children, community (community cohesiveness, family, peers, children NGOs, Palestinian formal institutions at local and national levels, and International NGOs.

The research aims to assist schools' principals, counsellors and teachers within Gaza schools, to apply effective and proactive approaches and social and emotional learning programs that enhance student's resilience, engagement and wellbeing. The research aims to answer the main question "What are the interventions used by School Counsellors in helping school-children in Gaza to be more resilient and aiding them in personal and school adjustment." In order to collect data, the researcher will have a similar discussion with school principals, parents, and experts.

Your contribution towards this study is greatly appreciated, as it will add significantly to the value of this research. Your responses will be kept secure and will remain confidential. Participation is voluntarily, nobody is obliged to answer a question and you can withdraw from the interview at any time.

Are you willing to be in this research?   Yes___   No__
Number of females: _____
Number of males: _____

Questions in focus groups with counsellors and teachers

- Does the school curriculum address the concept of resiliency and ways to strengthen it in school children? If Yes, to what extent have the students been influenced by what was stated in it?
- Do you talk about building resilience and ways to strengthen it? If yes, to what extent have the students been influenced by what was stated in it?
- To what extent the students in your school have the capacity for successful adaptation despite challenging or threatening circumstances?
- To what extent do you provide a school environment full of comfort, support, care and love for children?
- To what extent the school rules and regulations are clear about the correct behaviours accepted and the students' understanding and commitment to them?
- To what extent the students complete their assignments and school tasks on time?
- To what extent the students interest in learning and hard work in the classroom?

Appendix 8. The approval of Ministry of Education in Gaza

State of Palestine
Ministry of Education & Higher Education
General Directorate of Educational planning

دولة فلسطين
وزارة التربية والتعليم العالي
الإدارة العامة للتخطيط التربوي

NO:
Date: 30/04/2017

Re: Facilitation of a Researcher Task

Dear General Directors of the Ministry and Education Directors at East And West Gaza,

Please kindly facilitate the task of the researcher **Suhayla S. Jalala**, who is carrying out a research under the title of " **Strength- Based Proactive Approach for Building Resilience in School Children: The Case of Gaza**" in partial fulfillment of the requirements for the Psychological Counseling and Guidance Doctoral Program from Near East University, Graduate School of Educational Sciences, in the application of the research tools on a sample of secondary school's students as well as teachers and school counselors.

Best regards

General director of Educational Planning
Rasheed Abu Jahjooh

Abeer Al Ashqar

Gaza: (08-2641295 - 2641297) Fax:(08-2641292)   (08-2641292) :فاكس (08-2641297- 2641295) :غزة
Email: info@mohe.ps

Appendix 9. The approval of Near East University

YAKIN DOĞU ÜNİVERSİTESİ
REKTÖRLÜK

NEAR EAST UNIVERSITY
PRESIDENT'S OFFICE

Ref: RY-0290/2017

15/05/2017

Palestinian Ministry of Education
Gaza Strip
PALESTINE

Ms. Suhayla Said Jalala is a Ph.D. candidate student (Student number: 20154347) of the Department of Guidance and Psychological Counseling in the Graduate School of Educational Sciences here at Near East University in North Cyprus. She registered on 3 August 2015 and until now she has completed all her master courses satisfactorily. As a part of her Ph.D. thesis titled as "Strength-Based Approach for Building Resilience Among School Children" she wishes to conduct a "School Children Perception Survey Questionnaire" to classes 7, 8 and 9 boys and girls at the High Schools in East and West Gaza City. This questionnaire is attached for your evaluation.

We shall be pleased if an opportunity is provided to Ms. Suhayla Said Jalala to carry out this research at high schools in Gaza Strip. Dr. Husam Alsalan and the father of Ms. Suhayla Said Jalala Dr. Said Jalala will conduct the questionnaire in the absence of Ms. Suhayla Said Jalala.

Sincerely,

Prof. Dr. Şenol Bektaş
Vice President

Attach: "Strength-Based Approach for Building Resilience Among School Children" (8 pages)

YAKIN DOĞU BULVARI, LEFKOŞA - KKTC, MERSİN 10 TURKEY - TEL: +90 (392) 680 20 00 - FAKS: +90 (392) 223 32 25
info@neu.edu.tr - www.neu.edu.tr

BIOGRAPHY

Mrs. Suhayla Jalala is a senior psychological counselling and guidance expert at the Sustainable Development Center (SDC) since 2012. Mrs. Suhayla Jalala specialized expertise include educational psychology, community mental health, human rights, and building resilience and wellbeing in school children in challenging contexts.

Mrs. Suhayla Jalala is a holder of BSc in Social science from Islamic University in Gaza City year 2012, MA in Community Mental Health from Islamic University in Gaza in year 2015, and candidate for PhD in North Cyprus. Mrs. Suhayla participated in training courses, workshops and conferences in community mental health and psychosocial support in Palestine.

Mrs. Suhayla Jalala has the values of integrity, professionalism, respect and sensitivity to cultural diversity. Mrs. Suhayla Jalala has personal skills including communication and leadership skills, creativity, working in teams and team leadership, building trust and empowering others, knowledge sharing and continuous learning, analytical thinking, planning, organizing and problem-solving abilities.

Mrs. Suhayla Jalala speaks and writes English language and Arabic language as a mother tongue language. Mrs. Suhayla Jalala has professional experience in providing psychosocial counselling and guidance services through working in psychological centers, community associations and orphan care centers, as well as experience in academic work.

Mrs. Suhayla Jalala published a paper entitled "Life Satisfaction and its relation with Psychological stress due to siege of Governmental Sector Employees in Gaza" in GCMHP 6th International Conference in 2016.

Mrs. Suhayla Jalala lives in Jabalia Northern Gaza city, Palestine.

SIMILARITY REPORT