

# The Impact of War on Social Behaviors of Resettled Children and Adolescents in Refugee Camps

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**Abstract**—The research sought to determine the effect of war on the social control behavior of children and adolescents who survived the war in Resettled camps in Erbil and to measure the differences between the average scores of children in Resettled camps in Erbil on the social control behavior scale according to the variable of age stage (childhood, adolescence), and the variable of gender (males, females). The current research adopted the descriptive analytical method and applied the social control behavior scale. The sample included (216) male and female students. Among the most important results of the research: the level of social control behavior among children and adolescents who survived the war in the displacement camps in Erbil was low to the degree that reached (2.27), and there is no statistically significant difference between the average scores of children in displacement camps in Erbil on the social control behavior scale according to the gender variable (males, females), and there is a significant difference in the age stage variable in favor of adolescent students.

**Keywords**—Adolescents, Children, Resettled, Social behaviors, War, quality assessment.

## I. INTRODUCTION

Wars can have significant and long-lasting psychological effects on children and adolescents. While some of these effects may disappear independently, others can last for extended periods after the event (Xin et al., 2009). Wars can cause physical, emotional, and social damage. Physical injuries can range from minor to severe, and emotional effects may include anxiety, fear, anger, and depression. Social consequences can include the loss of infrastructure, destruction of communities and workplaces, and damage to the natural environment (Pratt et al., 2019). These effects can bring about considerable changes in a person's life (Pratt et al., 2019; Salawali et al., 2020; Massoudi, 2024). While wars are painful events that cause harm to individuals, humans can experience growth and recovery through these experiences (Dursun et al., 2016). Wars can have severe and long-lasting psychological impacts on children and teenagers. While some psychological and social effects may disappear independently, others persist long after the event. Wars can also cause radical changes in people's lives.

However, humans can also experience growth and recovery after such painful events (Pratt et al., 2019; Salawali et al., 2020; Dursun et al., 2016). After wars, many people prefer to relocate to a "safer" area, either temporarily or permanently. However, migration or resettlement can lead to unfavorable

psychological and social effects. Displacement can disrupt social support systems, increase tension and conflicts among individuals, and increase psychological pressure (Caruso and Miller, 2015). There have been few studies on the impact of wars on the social control behaviors of children and adolescents. Most studies related to the effects of wars have found that survivors have higher rates of mental illnesses and social control behavior disorders, such as depression, anxiety, post-traumatic stress disorder (PTSD), impaired cognitive performance, and weakened social control behavior practice (Dunford and Li, 2011; Hovil et al., 2021).

Social control behavior refers to the skills individuals seek to succeed in their lives, social relationships, and interactions with others. These skills can be acquired by providing appropriate social support and creating a suitable social and educational environment. A socially adept person can select the relevant skills for each situation and use them in ways that lead to positive outcomes. This increases their interaction with others, facilitates social interaction, and helps in understanding the emotions of one and others. A socially adept person can interpret social behaviors correctly and respond appropriately to life's aspects. The research problem can be determined by addressing the research questions stated in the following.

1. What is the influence of wars on the social control behavior of children and adolescents who have experienced war and

lived in Resettled camps in Erbil, and how does this impact their conduct upon resettlement?

2. Is there a statistically significant difference in the mean scores of children in Resettled camps in Erbil on the social control behavior scale based on the age stage variable (childhood, adolescence)?
3. Is there a statistically significant difference in the mean scores of children in Resettled camps in Erbil on the social control behavior scale based on gender (males, females)?

Taking all the above-mentioned points into account, the research aimed at investigating how war affects the social control behavior of children and adolescents who are survivors of war in Resettled camps in Erbil and how this behavior is impacted by their resettlement. Moreover, the differences in social control behavior scores of children in the Resettled camps in Erbil based on the age stage variable (childhood and adolescence) are measured. Finally, the differences in social control behavior scores of children in Resettled camps in Erbil based on the gender variable (males and females) have been investigated.

The Research Concepts and Terminology are: War: "It is the phenomenon of organized collective violence that affects either the relations between two or more societies or power relations within a society. War is subject to the law of armed conflict, also known as "international humanitarian law." (Betancourt et al., 2012, p 683) and (Hampson, 2018, pp. 538-577).

Social Control Behavior: "Practices directed towards another person to assist in the continuation of positive benefit for that person." (Waheed, 2001, p. 13). Social control behavior is procedurally defined as: "the pattern of principles, structures, and knowledge that constitute positive social control behavior for the student. This behavior develops the individual's skills in social interaction and cooperation, increases their social fluency, and strengthens their social principles and tolerance, thereby increasing their reintegration. The degree of social control behavior is measured by the score obtained by the examinee on the Social Control Behavior Scale prepared for this purpose."

Childhood: "It is the period of human life characterized by continuous growth, whether physical, mental, intellectual, talent, or skill development, and this growth is noticeably rapid." (Javadian, 2007, p. 334; Lee 2019).

Adolescence: "It is the stage between childhood and adulthood, between 13 and 25, which may vary in its beginning and end from one person to another, from one society to another, and according to gender. Females reach puberty before males and mature earlier, depending on the environment and circumstances surrounding the individual" (Cait, 2008, p. 322) and (Sawyer and Azzopardi, 2018, pp 223-228).

## II. LITERATURE REVIEW

### A. The Impact of Wars on Children's Social Control Behavior

Lyons et al. (2006) pointed out that by recognizing that the experience of loss is a global phenomenon, there is also a need to understand the international dimensions of this

human condition. Loss may result from artificial disasters such as wars and natural disasters, which in turn have increasing international dimensions (Sawyer et al., 2018). The number of artificial disasters is increasing worldwide, with significant effects and challenges for survivors of those wars (Hampson, 2018; Fritz et al., 2018). The psychological and social effects on individuals, groups, and communities are significant, as are the consequences of the teaching and practice of social control behavior. Lessons learned from one region can be transferable to similar incidents worldwide.

The conflicts in Syria and Iraq have resulted in numerous adverse outcomes, including a significant number of survivors facing the risk of homelessness within the local communities and a large population of orphans.

The conflict had a direct and catastrophic effect on everyone, particularly children who became orphans. Regarding children, the overall impact can be divided into two aspects: initially, the emotional repercussions of losing family members and close friends; secondly, the risk to their parents' livelihoods, which endangers their essential well-being. Children are especially susceptible to the dangers of starvation, infections, and injuries that are caused by the absence of necessary resources, proper sanitation, and secure housing (Javadian, 2007).

Although there has been significant focus and extensive research on the psychological and social effects of war on children, particularly in the long term (Wangmet al., 2000), there is a lack of published evidence regarding the immediate social consequences on children and adolescents. The unexpected death of parents and other relatives due to war promptly impacts the social and emotional growth of children and teenagers, as well as their perception of their susceptibility to the world. In their study, Boss et al. (2003) coined the phrase "frozen grief" to refer to the ambiguous sense of loss that children experience when they are unable to fully grasp the magnitude of what they have lost. The loss may pertain to a family member who is currently alive but physically absent, such as a soldier's son who is missing in conflict. These situations with unclear meaning make it challenging to cope with the loss, particularly in a catastrophic conflict. Specifically, it analyzes their initial response to the potential loss of their parents and the displacement from their residences.

### B. The Effects of War on Adolescent Social Control Behavior

For many adolescents, missing parents can make them feel as if their world has come to an end, and their sense of self may become clouded (El-Awad et al., 2017). Adolescents who witness severe injury or death may develop PTSD, which complicates the normal grieving process. Adolescents who have sought safety in shelters, displacement camps, or refugee camps may have experienced tragic occurrences, such as the loss of their parents or family members because of war. These children and adolescents frequently develop PTSDs. It is also typical for children and adolescents who witness the violent deaths of loved ones to have nightmares about the incident from the battle zone. According to several studies, the post-war disease may remain longer among older

people who have a history of emotional, psychological, and social issues (Hasan et al., 2025). In general, the likelihood of PTSD rises with the amount or severity of family loss. Adolescents' experiences as refugees, displaced individuals, or orphans might have an impact on several aspects of their psychological and social development (Gignoux, J., & Menéndez, 2016).

Teenagers cope with sadness and loss by maintaining psychological resilience in challenging situations (Masten et al., 1990). Flexible teenagers are better prepared and capable of reorientation and recover quickly from stressful events or experiences (Newman and Blackburn, 2002). However, resilience is defined as the ability to determine where, how, and when to use positive energies to better one's position and how to seek assistance in this attempt (Daniel, 2003, Massoudi and Zidan, 2025; Flanagan et al., 2020). Psychological resilience is concerned with adapting social control behaviors, typically defined as "internal states of well-being, effective performance in the environment, or both" (Masten et al., 1990, p. 427; Hasan, 2023).

However, stress levels rise when the situation is out of control and events in their lives are governed by variables over which young people have little personal control. Individual efforts to manage life are ineffective, according to experiences in challenging settings (Dagan & Yager, 2019). In such a case, a suppressive coping style may be effective in the short term but may lead to emotional problems later (Paardekooper, 1999). However, helplessness and hopelessness caused by a considerable lack of control can limit an individual's ability to adjust social conduct (Sengendo and Nambi, 1997). The preceding can be interpreted as an image of instant psychological and social repercussions appearing in children and teenagers who respond to the trauma of war. These findings highlight the need for adults to provide immediate support to war survivors through disaster training, healthcare, and psychological care, with particular emphasis on developing children and adolescents in preparation for resettlement. It was evident that these adolescents were dealing with shock, disorientation, and the loss of loved ones who had safeguarded them. As a result, it appears that many war survivors continue to struggle with social and emotional issues.

### *C. Previous Studies*

A study conducted by Rizk et al. in 2023 in Lebanon, titled "Psychological and social well-being and risky health behaviors among Syrian adolescent refugees in South Beirut: A study using the HEEADSSS interview framework," found that adolescent refugees are at risk of undiagnosed mental health disorders and risky social control behaviors. The study used a unified framework to assess the psychological and social well-being and social risk behaviors among displaced adolescent refugees in South Beirut. A cross-sectional study was conducted using confidential face-to-face HEEADSSS interviews (home, education/employment, eating, activities, drugs, sexuality, safety, suicide/depression) among 52 Syrian adolescent refugees aged between 14 and 21 years at a health center in South Beirut. Some of the key findings of the study

include: The average age of the individuals interviewed was (17.04 ± 1.77) years, with males predominating 34 (65.4%). Five (9.6%) were married, 38 (73.1%) did not attend school, 27 (52.9%) lived in a place with a crowding index ≥3.5, and 21 (40.4%) were employed. Health concerns and risky social control behaviors identified included not engaging in any activities or exercising 38 (73.1%), having one or two meals daily 39 (75%), and smoking 22 (42.3%). Drugs were offered to 11 (21.2%), and 22 (42.3%) believed they needed to carry a weapon for protection. Twenty-one out of 32 (65.7%) were suffering from major depressive disorders, and 33 (63.5%) tested positive for social behavioral problems. Exposure to verbal or physical violence at home, male gender, smoking, and employment were associated with high scores in social behavioral problems. Smoking and unwanted exposure were found to be associated with depression.

A study conducted by Wang and Wang (2023) in China, titled: "The study examines the psychological effects of the Wenchuan Earthquake in China;" the study sought to reveal the psychological impacts of natural disasters. This study discovered that the Wenchuan earthquake of 2008, which was one of the most devastating earthquakes in China, resulted in a substantial decrease in the victims' personal well-being, even when considering the compensating effects of disaster relief programs. The study utilized an analytical methodology based on earlier research, employing six waves of nationally representative datasets in China. It employed a difference-in-differences approach to determine the immediate and long-lasting psychological effects caused by the Wenchuan earthquake. The findings indicated that the psychological effects endured for approximately a decade, reducing around 67% of the household income equivalent on average. Although the steps taken after the disaster successfully restored income, health, and employment, they could not avert the psychological consequences of family collapse. This is evident from the increasing rates of divorce and widowhood following the earthquake. A study revealed that persons living in rural areas, elderly folks, those with lesser levels of education, and uninsured residents were shown to be more susceptible to the impact of seismic shock. Further examination of causes and disparities indicates that catastrophe policy should prioritize features beyond economic factors and the well-being of specifically disadvantaged communities.

A study by Jung and Han (2023), China, titled: "Post-traumatic growth for earthquake survivors: A qualitative systematic literature review;" this study performed a systematic evaluation of qualitative research articles published from January 1, 2012, to January 31, 2021. The aim was to get insights into post-traumatic growth (PTG) progression among individuals who had encountered earthquakes. The search phrases "post-traumatic growth," "earthquake," and "gender" were used to query databases such as CINAHL, EMBASE, PubMed, PsycINFO, KISS, RISS, and NDSL. Initially, a total of 720 papers were identified. However, after eliminating duplicates, the remaining papers were reduced to 318. After evaluating the titles and abstracts, 186 papers that did not fulfil the selection criteria were excluded. Upon

further analyzing the remaining 132 papers, the researchers excluded 65 papers not aligned with the research objective. After analyzing the remaining 67 publications, it was found that PTG in earthquake survivors can be categorized into three groups: “alterations in self-perception,” “modifications in personal relationships,” and “spiritual transformations.” In addition, they can be categorized into eight distinct subcategories: “reassessing one’s existence,” “acceptance,” “finding strengths through adversity,” “gratitude for life,” “changes in personal relationships,” “changes in social relationships,” “accepting the presence of God,” and “ability to overcome challenges.”

The study conducted by Dutta et al., (2022) in Chile was entitled “Psychosocial Recovery of Earthquake Victims: A Case Study on the 2015 Gorkha Earthquake;” the impact of Chile’s 8.8 magnitude Earthquake on elementary school pupils’ psychological and Social performance and their exposure to adverse childhood experiences (ACEs) was assessed. The “Skills for Life Program,” Chile’s national mental health program, routinely evaluates first and third-grade children’s psychological and social performance and classroom adaption. Students (19627) were investigated before (2009) and after (2011) the earthquake in 2010, utilizing parent and teacher surveys, as well as parent reports on four ACEs. In fifteen Chilean districts, earthquake exposure was graded as light, moderate, or severe. The unadjusted and adjusted effects of earthquake exposure and ACEs on performance were examined using multilevel models, aggregating effects at the school and regional levels. In adjusted models, earthquake exposure and three ACEs were significantly linked with decreased psychological and social performance.

In contrast, earthquake exposure and all four ACEs were significantly associated with impaired classroom psychological and social adaption. Chronic sickness and major earthquakes had the most significant detrimental effects on psychological and social performance. The findings show that both external and home stressors can have substantial repercussions on children’s psychological and social performance and classroom adaptation, and routine screening can assist in detecting how chronic stressors influence individual pupils versus acute stressors.

#### *The present state of research on prior studies*

Through reviewing previous studies, the researcher found that his current research agreed with previous studies on some aspects regarding studying the social consequences of wars on children and adolescents, such as the study by Wang and Wang (2023), Thapa et al. (2021), and Eray et al. (2017). The current research also agrees with previous studies that rely on the descriptive-analytical approach. However, it differed in some aspects, such as the sample selected from children and adolescents in Resettled camps in Erbil, and studying the impact of war on their social control behavior and its effect on their resettlement. Previous studies also helped the researcher formulate and understand the research problem and discuss and interpret the results.

### III. METHODOLOGY

#### *A. Research Design*

The research was conducted using descriptive-analytical methodology, a robust approach that involved several essential research procedures (Nithyanantham et al., 2019; Hasan & Abdulkarim, 2022; Hasan, 2024). These included selecting the appropriate Social Control Behavior Scale for the research objectives, ensuring the validity and reliability of the scale, preparing the final version of the scale, identifying the original community, and selecting the research group from children and adolescents. Applying the scale in its final form to the selected group, correcting responses and monitoring data for input into the computer, processing and statistically analyzing the data using specific statistical methods, and finally, analyzing and interpreting the results obtained. The insights gained from this rigorous process have led to identifying critical points that can significantly contribute to developing future research proposals.

#### *B. Research Sample*

To achieve the research goals, the researcher utilized the convenience sampling method. This method involves selecting a group of individuals who are easily accessible, encountered by chance, or believed to be willing to participate in the sample due to the psychological impact of the war and their desire to resettle (Abdulkarim et al., 2025; Kumar Reddy et al., 2023). A group of 216 individuals from the original community was selected. Tables I and II provide information on the distribution of children according to gender and age in the resettled camps located in Erbil.

#### *C. Research Tool*

##### *Social control behavior scale*

##### *Scale items preparation*

In this step, some studies that addressed the social consequences of war on the behavior of children and adolescents were reviewed. Referring to these studies aimed to identify the social control behavior scales researchers used. The researcher adapted the scale prepared by the researchers “Caldarella et al., (2017),” which consists of 18

TABLE I  
DISTRIBUTION OF CHILDREN IN RESETTLED CAMPS IN ERBIL ACCORDING TO THE GENDER VARIABLE

Sex variable	Category	Number	Percentage
	Male	94	43.5
	Female	122	56.5
	Total	216	100

TABLE II  
DISTRIBUTION OF CHILDREN IN RESETTLED CAMPS IN ERBIL ACCORDING TO THE AGE VARIABLE

Sex variable	Category	Number	Percentage
	Childhood	105	48.6
	Adolescence	111	51.4
	Total	216	100

items distributed across two dimensions according to the following Table III:

The Correction Method for the Social Control Behavior Scale involves answering each item with one of five responses: Very High Practice of Social Control Behavior, High, Moderate, Low, or Very Low. The order of correction for items is 5, 4, 3, 2, 1.

*The survey study of the social control behavior scale*

To verify the clarity of the scale items and instructions, the researcher conducted a survey study, applying the scale to a small group of children and adolescents totaling 20 participants from outside the study sample. As a result of the survey study, the scale items remained unchanged, and the related instructions were found to be completely clear and understandable.

IV. ANALYSIS AND DISCUSSION

A. Validity of the Social Control Behavior Scale

- Internal validity method: Pearson correlation coefficient was applied to determine the correlation between the items and the scale's total score, showing that the scale reliability values ranged between (0.537 and 0.787), which is a high value indicating the tool's suitability for use as mentioned in Table IV.

*The stability of the social control behavior scale*

The researcher relied on the following methods to calculate the stability of the scale:

Test-retest reliability, split-half reliability, and Cronbach's alpha reliability:

The reapplication of the test indicates stability over time, so the tool was applied to the sample twice consecutively with a 2-week interval, and the split-half reliability and Cronbach's alpha reliability were calculated. The results are shown in Table V.

The results showed that all reliability coefficients were statistically significant, reaching statistical significance in the

TABLE III  
DISTRIBUTION OF SOCIAL CONTROL BEHAVIOR SCALE ITEMS

No.	Dimension of social control behavior scale	No.	Items
1	1 <sup>st</sup> . Academic competence	10	10, 9, 8, 7, 6, 5, 4, 3, 2, 1
2	2 <sup>nd</sup> . Personal competence	6	16, 15, 14, 13, 12, 11

TABLE IV  
CORRELATIONS BETWEEN THE TOTAL SCORE AND THE SUB-ITEMS OF THE SOCIAL CONTROL BEHAVIOR SCALE

No.	Correlation coefficient	No.	Correlation coefficient
1	0.787	9	0.667
2	0.736	10	0.726
3	0.758	11	0.682
4	0.537	12	0.740
5	0.753	13	0.706
6	0.618	14	0.685
7	0.631	15	0.760
8	0.711	16	0.756

total score of the social control behavior scale. This indicates the scale's stability and allows for further research.

B. Research Results and Interpretation

*Presentation of research questions results*

- What is the impact of war on the social control behavior of children and adolescents who are war survivors in the Resettled camps in Erbil upon their resettlement?

The mean, standard deviation, and rank average of children's answers in the Resettled camps in Erbil on the Social Control Behavior Scale items were calculated. The researcher used a criterion to judge students' answers based on the arithmetic means and determine the levels as follows Table VI:

This was done based on the questionnaire responses  $5-1 \div 5 = 0.8$

The results are shown in the following table:

Table VII shows that the level of social control behavior among children and adolescents who survived the war in resettled camps in Erbil upon resettlement was low, with a score of 2.27 and the standard deviation (10.985). This result is attributed to the lack of a unified vision in dealing with children and adolescents who survived the war and the limited cooperation between families and educational institutions, which contributed to making positive social control behavior unclear and ineffective among the sample individuals on resettlement. This result could be attributed to the fact that the psychosocial support provided in schools

TABLE V  
RESULTS OF TEST-RETEST RELIABILITY, SPLIT-HALF RELIABILITY, AND CRONBACH'S ALPHA RELIABILITY OF THE SOCIAL CONTROL BEHAVIOR SCALE

Social control behavior scale	Test-retest	Split-half	Cronbach's alpha
1 <sup>st</sup> . Academic competence	0.926	0.852	0.794
2 <sup>nd</sup> . Personal competence	0.850	0.874	0.789
Total Score	0.945	0.866	0.803

TABLE VI  
ESTIMATION OF THE LEVEL OF SOCIAL CONTROL BEHAVIOR AMONG CHILDREN AND ADOLESCENTS IN RESETTLED CAMPS IN ERBIL

Levels	Mean	Estimation
Level one	1-1.8	Very low
Level two	1.81-2.60	Low
Level three	2.61-3.40	Moderate
Level four	3.41-4.20	High
Level five	4.21-5	Very high

TABLE VII  
MEAN, STANDARD DEVIATION, AND AVERAGE RANK OF CHILDREN'S RESPONSES ON THE SOCIAL CONTROL BEHAVIOR SCALE IN ERBIL RESETTLED CAMPS

No.	Social control behavior dimension	Mean	Standard deviation	Rank average	Rank	Level
1.	1 <sup>st</sup> . Academic competence	22.21	7.698	2.22	2	Low
2.	2 <sup>nd</sup> . Personal competence	14.13	4.512	2.35	1	Low
	Total score	36.34	10.985	2.27		Low

does not reflect best practices in training for supporting positive social control behavior. It did not aim to develop shared goals among students. As a result, students could not precisely understand the function of social control behavior and the social environment in which the individual interacts. Individuals in this stage have not matured in their organized social relationships, which regulate their lives and provide them with connection, integration, and social interaction with others after the war, which emphasizes social orientation, and thus social relationships lead to the development of the individual's different abilities to establish social relationships with others and acquire specific social and behavioral methods, enabling them to learn social rules.

### C. Hypothesis' Results

The following hypotheses were examined with a significance level of 0.05:

#### First hypothesis

There is no statistically significant difference in the mean scores of children's responses on the Social Control Behavior Scale in the refugee camps in Erbil when considering the gender variable.

The *t*-test was used to calculate the significance of the differences between the responses of male and female children in the Resettled camps in Erbil on the Social Control Behavior Scale. The results are presented in Table VIII:

As shown in Table VIII, the *t*-student value is (1.608), and the probability value is (0.109), indicating that it is not statistically significant at the (0.05) level of significance. Based on the social control behavior scale, it can be concluded that there is no statistically significant difference between the average scores of male and female responses for the gender variable at both the total score and the sub-dimensions.

This finding is attributed to the fact that children in Erbil's Resettled camps, both male and female children and adolescents, learn social control behavior from the start of their development and growth. An individual is born socially, does not live in isolation from others, and possesses adequate emotional and social maturity. War survivors can participate in their communities and resettle if assisted and equipped. They love learning in school, engage more with their teachers and peers, and have a wide range of academic and social abilities that enable them to complete formal education tasks and develop their social conduct. Furthermore, the role of parents in dealing with both genders, offering similar amounts of social support and encouragement to them, helps reduce gender gaps in students.

#### Second hypothesis

Mean social control behavior scale scores of Erbil displaced children do not differ significantly by developmental stage. To test this hypothesis, a *t*-test was used to compute the differences between the average scores of children in Erbil's Resettled Camps on the Social Control Behavior Scale, with each score allocated to a developmental stage (childhood, adolescent). Table IX displays the results:

The hypothesis discussion reveals that the *t*-value is 7.815 with 214 degrees of freedom, and the *P*-value is 0.000, which is lower than the significance level of 0.05. Statistically significant differences were found in all aspects, including the total Social Control Behavior Scale score, indicating higher average scores among adolescent students.

This outcome can be related to the observation that adolescent students demonstrate social maturity, flexibility, autonomy, and a tendency to form connections and affiliations with others throughout this phase. During this phase, adolescents exhibit self-assurance and assertiveness

TABLE VIII  
T TEST FOR THE DIFFERENCES BETWEEN MALES AND FEMALES ON THE SOCIAL CONTROL BEHAVIOR SCALE

Scale dimension	Gender	No.	Mean	Standard deviation	Degrees of freedom	<i>t</i> -value	Probability value	Decision
1 <sup>st</sup> . Academic competence	Male	94	23.18	7.935	214	1.636	0.103	Not significant
	Female	122	21.46	7.457				
2 <sup>nd</sup> . Personal competence	Male	94	14.52	4.745	214	1.121	0.264	Not significant
	Female	122	13.83	4.319				
Total score	Male	94	37.70	11.412	214	1.608	0.109	Not significant
	Female	122	35.29	10.572				

TABLE IX  
THE MEAN SCORES, STANDARD DEVIATIONS, AND T-VALUES FOR THE SCORES OF CHILDREN IN RESETTLED CAMPS IN ERBIL ON THE SOCIAL CONTROL BEHAVIOR SCALE IN THE DEVELOPMENTAL STAGE VARIABLE

Scale's dimension	Growth stage	No.	Mean	Standard deviation	Degrees of freedom	<i>t</i> -value	<i>P</i> -value	Decision
1 <sup>st</sup> . Academic competence	Childhood	105	18.87	8.066	214	6.832	0.000	Significant at (0.5)
	Adolescence	111	25.37	5.795				
2 <sup>nd</sup> . Personal competence	Childhood	105	12.16	4.410	214	6.872	0.000	Significant at (0.5)
	Adolescence	111	15.99	3.769				
Total score	Childhood	105	31.03	10.432	214	7.815	0.000	Significant at (0.5)
	Adolescence	111	41.36	8.978				

and pressure their peers to acknowledge their elevated status and ability. Furthermore, there is a clear focus on their outward appearance, gestures, and verbal communication, as well as their comprehension of the social connections that bind them to others and the repercussions of their words and deeds in those interactions. From this standpoint, individuals initiate the act of expressing admiration and progressively develop the principles governing their social conduct and moral values, resulting in an enlargement of their social interactions and a gradual liberation from their immature self-centeredness.

## V. CONCLUSION

### A. Suggestions and Conclusion

Lots of suggestions are possible, the most crucial of which are:

- Focusing on enhancing students' understanding of the significance of engaging in positive social control behaviors through the curriculum content and teaching practices
- Active contribution to the social stability of children and adolescents through moral and material support, which leads to the provision of appropriate social skills and experiences, thereby increasing their level of social control behavior, which has a positive impact on their studies, ambitions, and future family members
- Creating social, educational, and counseling programs by managing Erbil's refugee camps to help people resettle and exercise positive social control behavior
- Emphasizing the importance of teachers' roles in educating and caring for individuals who have survived the war and regulating their social behavior necessitates a call for teachers to fully assume their role in caring for and communicating with students. This role cannot be fulfilled solely by parents at home
- Diversifying social programs targeted at increasing positive social control behavior among war-survivor children and adolescents and assisting with relocation
- Teach mental and social healthcare providers how to deliver brief counselling to these children and adolescents as needed. Establishing a referral network may be advantageous in providing comprehensive care for adolescents
- More research is needed on adolescent refugees in diverse settings, especially adolescents in the host country, to serve these refugee groups better
- Conduct additional research on other age groups, including university students, to better understand the influence of conflict on their social behavior.

### B. Research Implication

- This research is expected to provide an accurate and realistic image of parents' vital role in their children. It aims to improve the psychological and social well-being of children in childhood and adolescence residing in Resettled camps in Erbil. By identifying the strengths and weaknesses in this role, providing suggestions to enhance the strengths during resettlement, and addressing the weaknesses in practicing

social control behaviors, we can empower parents to be effective agents of change in their children's lives

- Childhood and adolescence are paramount in building students' personalities through subsequent stages of growth. This research aims to equip children and adolescents with the necessary tools to lead themselves toward achieving their happiness during resettlement. Doing so will contribute to building a healthy community whose members enjoy mental and social well-being and can face future challenges
- The practical implications of the current research are significant. The results and conclusions may guide the development of future counseling and social programs for resettlement and enhance the level of social control behaviors among children and adolescents who have experienced the trauma of war. It also aims to inform decision-makers in social support institutions about the factors related to enhancing social control behaviors among children and adolescents, thereby providing a suitable educational and social environment that promotes their social growth and helps them resettle and adapt to new communities
- The sensitivity of the age stage that children and adolescents go through, as individuals in this stage are highly influenced by the people, events, crises, and wars surrounding them.

### C. Limitations of Research

The original research community consisted of children and teenagers who survived the war in the Resettled camps in Erbi.

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