



The Level of Alexithymia (Emotional Loss) and Emotional Representation and Its Relationship to Post-Traumatic Stress Disorder among Sample of Syrian Refugee Children in Karak Governorate

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Abstract: This study aimed to reveal the correlation between emotional representation and alexithymia (emotional loss) and their relationship to post-traumatic stress disorder in Karak Governorate, and to identify the level of alexithymia (emotional loss) in a sample of Syrian refugee children in Karak Governorate, and identify the level of emotional representation in a sample Children of Syrian refugees in Al-Karak Governorate, and to identify the level of post-traumatic stress disorder among the children of Syrian refugees in Al-Karak Governorate. The descriptive analytical-relational approach was used to achieve the objectives of the study. The study sample consisted of (200) male and female refugees from the children of Syrian refugees in Al-Karak governorate who were chosen by the available method. The level of emotional representation among the children of Syrian refugees was medium, and the results showed that the level of post-traumatic stress disorder among the children of Syrian refugees was moderate. At the level of significance ($\alpha \leq 0.05$) between the emotional representation scale and the post-traumatic stress disorder scale, the study presented a set of recommendations, including conducting follow-up studies to track the level of post-traumatic stress disorder among Syrian refugees at different age groups.

Keywords: Alexithymia (Emotional Loss); Emotional Representation; Post-Traumatic Stress; Syrian Refugee Children; Karak Governorate

I. Introduction

Contemporary life imposed on individuals a lot of psychological pressures that affected positively or negatively on our lives and nature, and creating a balance between physical and psychological health is very difficult, and his emotions with himself and others. The term alexithymia is one of the terms that have recently appeared in the sky of psychology, and it is a term that expresses the inability of the individual to reveal and describe his emotions, and the inability to touch and know what his feelings are.

The term alexithymia was coined a year ago (1948) by psychiatrist Juragan Ruesch. Ruesch emphasized that people with psychosomatic disorders or traumatic symptoms have an inability to see their emotions for what they look like (Khamis, 2014). (Alexithymia) is defined as the inability to know and identify inner self-feelings, the inability to describe them, and the inability to cry, as defined by psychoanalyst Peter Sevenot (1970) (Omar, 2007).

Recent studies in the science of emotions and their secrets revealed that success in life and the amount of physical health an individual possesses depends greatly on his emotional health, and individuals differ in their emotional intelligence and in their neurological performance. Low with regard to the way they process information and organize

their emotional attitudes (Goleman, 2001). Alexithymia (emotional loss) is considered one of the main or primary characteristics of post-traumatic stress disorder, and the sufferer resorts to controlling the symptoms of psychological trauma by appearing more avoidant and more insensitive, and it was found that approximately (65%) of Horowitz patients who suffer from post-traumatic stress disorder Post-traumatic stress disorder, that they suffer from loss and emotional lethargy in their reactions to any external stimuli, and the individual shows loss symptoms such as decreased interest in external activities, social withdrawal and isolation, emotional and sexual decline, and a decrease in the level of emotional participation and love, Horowitz describes these individuals as (emotionally dead), and this Emotional death is a defensive means to which the individual flees as a kind of restoring the inner balance, although it is an unhealthy means that makes the individual lose hope and the meaning of life (Khamis, 2014).

Moriguchi et al (2007) believes that the person with alexithymia not only suffers from difficulty in describing his emotions, but also the ability to describe his emotional state to others, and thus the inability of the affected individual to empathize with others. The environment plays an important role in feelings in addition to readiness and instinct, and the individual learns how to express his feelings and the way in which he should interact by modeling the emotional behaviors of family members with all emotions such as love, honesty, lying, sincerity and self-confidence (Gunsch, 2010). The family also contributes to developing self-confidence and increasing empathy with children by listening to them, protecting them, exchanging opinions and solving problems, which allows for the creation of an environment rich in dialogue that helps children develop emotional capacities, skill of expression and description of emotions and feelings (Peterson & Green, 2005). The results of the research indicated that the more the parental upbringing pattern was characterized by low attention or excessive protection, the higher the incidence of alexithymia (Taher and Ghayas, 2012).

As for adolescents, studies have shown that adolescents who receive parental support, love, warmth, and unconditional acceptance from parents have high self-esteem and immunity from the psychological pressures that often cause alexithymia, and the risk of developing it increases in the adolescent if he encounters poor parental acceptance (Al-Khamees, 2014). The size of the family plays a major role in the emergence of alexithymia, as the size of the family with the most number has a significant impact on the incidence of alexithymia and the number of the least family affects the non-emergence of alexithymia (Barbera, 2000).

The ability to interpret and predict the emotions of others is considered a phenomenon that begins to appear at the age of (3-4) years of normal children, and this ability takes a longer time to crystallize, until the age of middle childhood, and the degree of predicting feelings reaches the stage of accuracy and full conscious expression of the emotional punishments of the predicted person in clear form For most adolescents and adults, the more accurately it is a matter of predicting the thinking, feelings and emotions of others, and the individual's ability to predict the content of this thought consciously and accurately (Rizk Allah, 2006).

The hidden links of these abilities to adults are excellent psychological adaptation, interest in the arts, and intelligence, and Davis and Kraus found another study 42 years after Taft's study to conclude that the good predictor was intelligence and had a very high capacity for thought and analysis, knowledge, distance from belief, independence, and high maturity, social, and less nervous and anxious and very trustworthy compared to others.

(Al Banna, 2003) asserts that emotional impersonation is the moral judgment that an individual must represent towards any individual who faces abuse of his or her feelings. Komi (2013) defines empathy as one of the most important qualities of success in human relationships, which must be available to any individual, especially in a psychotherapist, where a psychotherapist with a high capacity for emotional emulation is justified by his ability to understand the mentor's thoughts, feelings, and beliefs.

Goleman (1995) stated that the greatest example of emotional analogy is how educators deal with the emotions of rebellious students on the playground, learning facial-reading skills that serve to imagine multiple facets of emotions on students' faces as angry, nervous, aggressive, anxious, and able to distinguish these facial feelings well, and then train students in other skills such as respecting the role and inquiring about others, and modifying their behavior through these programs.

Emotional representations develop gradually and naturally from infancy when a child begins to be able to see things not from his or her point of view but from the point of view of others, and this is at the age of six, because of an internal reference that shows the child how and how he or she should behave according to the viewpoint of others and simply conceal his or her feelings (Karukivi, 2011).

As the internal state of self-emotion with the emotional state of the other, emotional emulation develops other positive emotions such as friendship, love, cooperation, and involvement in society as an active, conscious, co-helpful part. Empathy is considered a necessary extension of the creation of emotional maturity over the course of a child's life.

According to Hoffman, empathy develops through three stages (Abraham, 2018):
Stage I: Impulsive infection: The baby tends to represent the tension that occurs in children around him or her that causes the baby to cry, a general voluntary response, occurring in females more than in males.
Stage II: (Intended helper behavior): The development of self-awareness and increased awareness among children improves their ability to distinguish between themselves and others. This stage begins at about the age of two, such as a child hugging his or her mother or trying to calm another child.
Stage III: Preschool children begin to adopt the views of others and realize that their feelings are different from those of others.

Al-Asmi (2014) believes that emotional representations can be developed, by showing interest in other details, appearance, dress, words, and qualities, and attempting to reveal feelings by asking about them, offering psychological and emotional assistance when the other party is distressed, and emotion with his achievements and not judging him, accepting him as he is with his emotions, hopelessness, worry, anger, giving praise and visits to him, focusing on love words and providing help to him when needed, bearing his mistakes, lapses, flaws and shortcomings, and being able to master the skill (cuddles) of listening when the other party wants to listen and talk, not embarrassing his problems and threatening him with his emotions, constantly giving him a smile, and creating hope for him.

The family class in society depends especially on the type of work the parent carries out, whether its occupation, social, cultural, or political activities, interests, and friends, factors the father brings to the family, attitudes, and beliefs, all of which influence the child's empathy towards others (Eysenck, 2000).

It found that (30%) of the world's total population is suffering from psychological crises and disorders, and this indicator led to a prediction of an increase in psychiatric and practical disorders in the 21st century such as depression, anxiety, and excessive subjectivity, diminished communality and burden of belonging, identity crisis, escape from the cherub and many others (Zahrani, 2014).

The World Health Organization (WHO) explained that post-traumatic stress disorder (PTSD), ICD-10, as a desired or extended response to a short-term or prolonged, compressive event of a threatening nature, is likely to cause severe distress or distress, as a result of exposure to any traumatic event such as terrorism, rape, death, threat, and crime.

PTSD affects an individual negatively, such as focusing on the fear of death, neglecting his or her external world, living in an internal world that he or she cannot escape, and thus complete social paralysis, which becomes a collective social paralysis that threatens society in general in various situations (such as wars, earthquakes, and epidemic mass diseases), and the level of social security is shaken when collective and individual values are shaken so that the individual or group, as an urgent psychological request for safety and psychological help, accepts any illusion of external assistance, spreading into communities common mental or psychological epidemics that require decades of intense psychiatric treatment, turning society into a circle of gangsters (Archaic, 2001).

PTSD is one of the diagnostic categories of anxiety disorder, and it arises as a result of a traumatic event, which leads to stubbornness, hardship, and distress for the individual, an event that is outside the scope of normal experience. PTSD-related anxiety is associated with stressful situations and stubborn events if their severity reaches the level of threat to one's life and the existence or the existence of one's life is significant. The main difference between anxiety and PTSD is that anxiety arises from situations that are not considered life-threatening. Abnormal and pathological concerns (such as fear of large or closed places, the sight of deformed, dark or seeing blood, or insects, etc.) are much more life-threatening and the existence of the individual, contrary to PTSD (2010) is unusual in response.

Psychological trauma results from neglect, sexual abuse, child abduction, suicides in front of a child or adolescent, killings, wars, or natural disasters, and the closer a child or adolescent is to such incidents, the more severe their trauma becomes, and the more the adolescent or child accepts psychological trauma, depending on the way the parents express their feelings about the disaster and support and oppose their children (Antique, 2011).

PTSD is known to cause trauma itself, provided that the response to that trauma has certain characteristics (such as fear, horror, and disability), and that this trauma has caused as much distressing experience as possible, so researchers have devoted their efforts to interpreting PTSD psychologically and biologically, in an attempt to explain the causes of PTSD. There have been a number of previous studies on the topic of, Empathy, and Post-Traumatic Stress Disorder. These studies include:

Al-Koumi (2013) developed a cognitive-behavioral counseling program to develop dimensions of psychological toughness for athletes. The sample consisted of (50) players in the training season (2013/2014) from all sports. The study used the psychological hardness scale (by James Lohr) and alexithymia of Toronto according to the experimental method. The most prominent results were that there were statistically significant differences at the level (0.05) between the pre and post measurements, for the members of the basic research sample in one group.

Ibrahim (2018) conducted a study aimed at identifying the relationship between alexithymia and obesity in females in Jordan. The sample of the study consisted of (326) females with alexithymia. The (IAS) scale for alexithymia was used. The sample was distributed into three groups according to the descriptive-relational method. The results highlighted the presence of significant differences in the prevalence of alexithymia in favor of a higher body mass index among the infected women.

The study of Juma (2019) aimed to prepare an elaborate tool that fits the nature of the Arab girl to measure the variables of psychological resilience and alexithymia. The study sample consisted of (210) male and female students from the University of (Bisha). The experimental approach and the most prominent results were that there were no statistically significant differences between the mean scores of the experimental group members in the pre, post and follow-up measurement, at the level (51, 5) between the mean scores of the experimental group members on the variables of psychological resilience and alexithymia.

Al-Assimi's study (2014) aimed to reveal the relationship between emotional representation (self-kindness, common humanity, mental alertness, and personality traits). The sample consisted of (184) male and female students who were chosen from the literary departments, (88) male and female students; and scientific (96) male and female students from (King Khalid University) with an average age of (22, 36). , acceptability, living conscience) with a negative relationship between self-rule and isolation, self-identity and neuroticism, and that females are more compassionate than males, and literary colleges were more self-compassionate than students of scientific colleges.

Rizkallah (2016) also conducted a study aimed at identifying the ability of mindfulness by predicting the skill of emotional representation among a sample of students from Abu Dhabi University and Al Ain University in its two branches. It includes four domains (imagination, emotional interest, the other's point of view, personal pain), and the correlational survey method was used. It also found statistically significant differences at the significance level ($0.5a >$) between males and females in the domains of awareness of action and acceptance without issuing a judgment in favor of females, and differences between the domains of imagination and personal pain in favor of females, and differences in the total score in favor of females.

Imam's study (2012) referred to identifying the clinical implications, to test understanding of the subject in diagnosing post-traumatic stress disorder among physically handicapped adolescents, for one of the amputee children resulting from illegal labor. After trauma for children and adolescents, subject understanding test (TAT) and free and standardized clinical interviews for adolescents and the physically handicapped according to the standard descriptive approach.

The study of Buain (2018) aimed to identify the level of post-traumatic stress disorder among the fathers and mothers of the martyrs of the Libyan Armed Forces, in the governorate of Salouq. The sample consisted of (80) fathers and mothers from the families of the Libyan martyrs in the governorate of Salouq. Davidson, according to the correlative descriptive approach, and its results were that there were statistically significant differences between the average scores of males and the average scores of females with regard to post-traumatic stress disorder, and the differences were in favor of females.

In light of the previous studies on the main variables of the study (post-traumatic stress disorder, alexithymia, and emotional representation), the following appears:

1. The studies varied in their samples, some of which were sampled (26) individuals, such as the study of Ibrahim (2018), and some of them were (50) individuals, such as the study of Al-Koumi (2013), so this discrepancy was wide and clear between them.
2. The studies varied in the place of their application, and this geographical diversity indicates the diversity of the study in its spatial, Arab and foreign references.
3. Most studies used study tools on the method of psychological scales and tests.
4. All previous studies employed the descriptive correlational survey method, except for the study of Al-Koumi (2013) and the study of Juma (2019), which used the experimental method.
5. The current study was distinguished from previous studies in its serial linking of three variables together, while all previous studies linked each of these variables alone, with completely different variables (such as gender, age, obesity, problem solving and learning), and this study also differs in its sample, which It consists of (200) Syrian refugees in Al-Karak Governorate, and this study reflected (two contrasts) related to emotion and feelings, a positive side such as emotional representation, and a completely negative side such as emotional loss, and measuring the extent of the effect of post-traumatic stress disorder negatively, positively, or moderately between them on the feelings of the respondents This is unless there is, according to the researcher's knowledge in previous studies, a consistent combination of these three variables.

1.1 Study Problem and Questions:

Despite the prevalence of alexithymia and its counterpart, emotional representation, among different age groups, studies that dealt with these two variables and their relationship to post-traumatic stress disorder are limited studies, and given the importance of these two terms and their direct relationship, especially among victims of trauma, especially (war), so we study here the two variables of alexithymia (loss). Emotional representation) and (emotional representation), resulting from post-traumatic stress disorder among Syrian refugees in Karak Governorate, and since the researchers reached great results in that (emotional representation) makes the individual the ability to manage his thoughts, emotions, and feelings, which may reflect positively on his social relationships, and he has awareness of his current moment without judgment and acceptance of these stimuli as they are (Beck, 2011). And since the Syrian refugees have lived through negative experiences full of shocking changes such as war and hunger, the loss of a family member, disabilities, asylum, and many abnormal situations that negatively affect a person's emotions with what he has witnessed from this war for a long time, the problem of the study is summarized in the following questions:

1. What is the level of alexithymia among a sample of Syrian refugee children in the alexithymia test?
2. What is the level of emotional representation among a sample of Syrian refugee children in the emotional representation test?
3. What is the level of post-traumatic stress disorder among a sample of Syrian refugee children in the post-traumatic stress disorder test?
4. Is there a correlation between the level of alexithymia (emotional loss), emotional assimilation, and post-traumatic stress disorder in a sample of Syrian refugee children in Karak Governorate?

1.2 Objectives of the Study:

The study aims to achieve the following:

1. Identifying the level of alexithymia (emotional loss) in a sample of Syrian refugee children in Karak Governorate.
2. Identifying the level of emotional representation among a sample of Syrian refugee children in Karak Governorate.

3. Identifying the level and severity of psychological disorders among a sample of Syrian refugee children following their exposure to war trauma in Karak Governorate.
4. Exposing the correlation between alexithymia (emotional loss) and emotional representation and their relationship to post-traumatic stress disorder in Karak Governorate.

1.3 The Importance of Study:

Theoretical significance: The study covers the three variables (alexithymia and emotional representation, post-traumatic stress disorder). Applied importance: The results of the study may contribute as a starting point for the development of research and for new researchers to study the three variables (alexithymia, emotional representation, and post-traumatic stress disorder) with other categories, such as trauma disorders resulting from family problems, disabilities, diseases, and many others. The results of the study may also be useful in institutions. Social interest interested in the problem of refugees and human rights.

1.4 The Limits of the Study:

The objective limits are represented in three variables (emotional representation, alexithymia, and post-traumatic stress disorder) on a sample of Syrian refugees in Karak Governorate, for the year (2019/2020).

1.5 Operational Conceptual Definitions:

Alexithymia: It is the difficulty of describing, interpreting, recognizing, and revealing feelings, and distinguishing them from physiological bodily sensations resulting from internal emotions, and the external orientation of knowledge and imagination more externally than internally (Al-Khouli, 2013). It is defined procedurally: the degree that the individual obtains in the alexithymia test used in this study.

Empathy: It is the ability to extrapolate the emotions of others and to preserve the emotions of the individual internally and externally, including the differences between them, and to make the other the source of the emotion to facilitate control over him and his interests (Bear, 2004). It is known procedurally: the total score obtained by the respondent on the scale of emotional representation.

Post-traumatic stress disorder (PTSD): It is one of the anxiety disorders that develop in the individual after exposure to a traumatic event, psychological threat, or physical harm, when intrusive memories appear, and these memories and the event are re-lived, Persistent fearful thoughts that may manifest as sleep disturbances and emotional dissociation (National Center for PTSD, 2016). It is defined procedurally: as the degree obtained by the respondent in the PTSD test used in this study.

II. Research Methods

Study Methodology: The study relied on the descriptive analytical-relational approach, which includes the level of alexithymia (emotional loss) and emotional representation and its relationship to post-traumatic stress disorder.

Study population and its sample: The study population consisted of all the children of Syrian refugees in the southern Mazar district in Karak governorate, whose number is (5000) male and female refugees (Alexas Association, 2020), and the study sample consisted of (200) refugees from the children of refugees in the southern Mazar district in Al-Karak Governorate, and it was chosen by the available method.

Study tools: This study used three tools: the alexithymia scale (emotional loss), the emotional representation scale, and the post-traumatic stress disorder scale. The following is a description of these variables:

First: the alexithymia scale (emotional loss): The alexithymia scale (emotional loss) was prepared after reviewing the theoretical literature related to the subject of alexithymia (emotional loss), where the study tool in its final form consisted of (20) items, distributed over three dimensions, and the scale was built according to the five-point Likert scale (completely applicable, applicable To a great extent, to a moderate degree, to a small extent, not to a large extent).

Scale validity: To ensure the validity of the tool, it was presented to a group of arbitrators of faculty members in Jordanian universities, with experience and competence, and their suggestions were taken into account.

Scale stability: The stability of the scale was verified by using internal consistency through the Cronbach Alpha equation, where the scale was applied to an exploratory sample of (30) male and female refugees from the study community and outside its sample, and the stability of the total score was (0.92).

Second: Emotional representation scale: The emotional representation scale was prepared after reviewing the theoretical literature related to the subject of emotional representation, where the study tool in its final form consisted of (27) items, distributed on four dimensions, and the scale was built according to the five-point Likert scale (always, often, sometimes, rarely, never).

Scale validity: To ensure the validity of the tool, it was presented to a group of arbitrators of faculty members in Jordanian universities, with experience and competence, and their suggestions were taken into account, so the tool in its final form consisted of (27) paragraphs.

Scale stability: The stability of the scale was verified using internal consistency through the Cronbach Alpha equation, where the scale was applied to an exploratory sample of (30) male and female refugees from the study community and outside its sample, and the stability of the total score was (0.931).

Third: Post-traumatic stress disorder scale: The post-traumatic stress disorder scale was prepared after reviewing the theoretical literature related to the subject, where the study tool in its final form consisted of (38) items, and the scale was built according to the five-point Likert scale (always, often, sometimes, rarely, never).

Scale validity: To ensure the validity of the tool, it was presented to a group of arbitrators of faculty members in Jordanian universities, with experience and competence, and their suggestions were taken into account, so the tool in its final form consisted of (38) items.

Scale stability: The stability of the scale was verified using internal consistency through the Cronbach Alpha equation, where the scale was applied to an exploratory sample of (30) male and female refugees from the study community and outside its sample, and it reached (0.95).

Study procedures:

- Building a theoretical framework for the study and referring to a number of previous studies related to the subject of the study that looked at any of its variables.
- Determining the study's standards and verifying their validity and reliability.
- The study sample was selected from the children of Syrian refugees in Karak Governorate, using the available method.
- Applying the standards to the study sample in the year 2019/2020.
- Data entry into the computer and statistical processing using the Statistical Package for Social Sciences (SPSS).
- Extracting results and making the necessary recommendations.

The statistical methods used: To achieve the objectives of the study and answer its questions, the following statistical methods were adopted:

- Arithmetic means and standard deviations to answer the first, second, and third questions.
- Pearson correlation coefficient to answer the fourth question.

IV. Discussion

Presenting the results related to the first question: What is the level of alexithymia among a sample of Syrian refugee children in the alexithymia test?

To answer this question, the arithmetic means and standard deviations of the dimensions of the alexithymia scale and the total score were used. Table (1) shows this:

Table 1. The arithmetic means and standard deviations of the dimensions of the alexithymia scale and the total score

Level	Rank	S D	Means	The Dimension	No.
high	1	0.59	3.89	Difficulty Describing Feelings	2.
high	2	0.55	3.72	External Orientation In Thinking	3.
medium	3	0.56	3.25	Difficulty Identifying Feelings	1.
medium	-	0.43	3.62	Scale As A Whole	

The table shows that the arithmetic means of the responses of the study sample on the items of the dimensions of the scale ranged between (3.25-3.89). The arithmetic mean of the total score of the alexithymia scale was (3.62) at an average level. This means that they suffer from weak emotional regulation, lack emotional awareness of themselves, and suffer from difficulty in establishing relationships with others, and this is due to the state of war they lived through, the painful events they witnessed, and the circumstances they went through. It is possible that the refugees chose not to express their feelings. This makes them unable to express feelings, inability to understand inner feelings, ability to enjoy life, impede social relations, lack emotional harmony between them, have low self-confidence, and inability to list internal details (Khamis, 2014). The following are the arithmetic means and standard deviations for the items of the alexithymia scale:

Table 2. Arithmetic means and standard deviations for the items of the sentiment identification dimension

Level	Rank	standard deviation	Mean	Item	No.
High	1	0.95	4.28	I don't know what is going on inside me	6
High	2	0.94	4.27	When I'm upset I don't know if I'm sad,	3

Medium	3	0.99	3.21	scared, or angry. I feel sensations in my body that even doctors can't understand.	2
Medium	4	0.97	3.13	I am often confused by the sensations in my body.	4
Medium	5	0.93	3.04	Most of the time I don't know why I'm angry.	7
Medium	6	0.99	2.47	I am often confused about how I really feel.	1
Medium	7	0.98	2.36	I have feelings that I am not able to clearly define.	5
-	-	0.56	3.25	Total	

The table shows that all paragraphs of the dimension of defining feelings were at the high and medium level, as they ranged between (2.36-4.28), where paragraph No. (6) Which states that “I do not know what is going on inside me” ranked first, while paragraph No. (6) Ranked first. No. (5), which states that “I have felt that I am not able to define clearly” was ranked last, and the total score for all paragraphs of the dimension was at an average level, with an arithmetic mean of (3.25), and the researcher attributes this to the fact that alexithymia is a personality trait that involves A cognitive component represented by the difficulty of defining and distinguishing between feelings, which represents in its entirety the individual’s lack of awareness of himself, and a clear inability to interact positively with others, and the children of refugees may face difficulty in expressing feelings due to the circumstances they went through, and the war they lived through, Insufficiency in seeing subjective feelings, preoccupation with compulsive behaviors, inability to cry, and clear verbal poverty in expressing feelings (non-vocabularies) (Al-Abidin, 2016).

Table 3. Arithmetic means and standard deviations for the items of the emotion description dimension

Level	Rank	SD	Mean	Item	No.
High	1	0.96	4.73	I can easily describe my feelings.	9
High	2	0.90	4.31	It's hard for me to find the right words to describe my feelings.	8
High	3	0.98	4.02	I find it difficult to describe my feelings toward others.	10
High	4	1.06	3.98	I find it difficult to reveal my private feelings even to my closest friends	12
High	5	0.93	3.78	Others constantly ask me to express my feelings more.	11
High		0.59	3.89	Total	

The table shows that all paragraphs of the dimension of describing feelings were at a high level, ranging between (3.78-4.73), where paragraph No. (9), which states that “I can easily describe my feelings” ranked first, while paragraph No. (11)) which states that "others constantly ask me to express my feelings more" in the last rank, and the total score for all paragraphs of the dimension was at a high level, with an arithmetic mean of (3.89), and the researcher attributes this to the fact that children of refugees have a great inability to find Detailing between feelings and sensations, and that they go through mood disorders many times and are unable to express their feelings to others, as a result of the pressures that have arisen or may arise in their lives, modeling emotional behaviors before, and focusing on external events instead of focusing on events, and internal emotions.

Table 4. Arithmetic means and standard deviations for the items of the dimension of external orientation in thinking

Level	Rank	SD	Mean	Item	No.
High	1	0.99	4.16	I'd rather let things happen as they are than try to understand why they did.	14
High	2	0.99	4.06	I'd rather solve the problem than just describe it.	13
High	3	0.90	4.00	It is necessary for people to know how they feel.	15
High	4	0.98	3.96	I prefer watching entertainment and comedies rather than watching dramas.	17
High	5	0.97	3.84	I prefer talking to people about their daily routines rather than talking about their feelings.	16
High	6	0.99	3.83	I can feel close to someone, even in their moments of silence.	18
Medium	7	1.48	3.17	I find that trying to search for hidden meaning in movies or plays diminishes the joy of watching them.	20
Medium	8	1.58	2.79	I find that exploring my feelings helps me solve my personal issues	19
High		0.55	3.72	Total	

The table shows that all the paragraphs of the external orientation dimension in thinking at the high and medium levels, ranging between (3.17- 4.16), where it occupied paragraph No. (14) which states that "I prefer to let things happen as they are rather than trying to understand the causes of Occurrence" ranked first, while paragraph No. (19) which states that "I find that exploring my feelings helps me in solving my personal problems" ranked last, and the total score for all paragraphs of the dimension was at a high level, as the arithmetic mean was (3.72), The researcher attributes this to the fact that when there is a defect in the cognitive organization of the emotional information of refugee children, it may affect the individual's ability to believe in himself, his abilities, and his self-confidence, which makes him always attribute the results of his behavior to circumstances outside his control and his will due to the inability to control them, and thus He feels his inability to take responsibility, classifies self-awareness of feelings, lacks understanding and regulation of emotions, and tries to avoid responsibility, for fear of not doing it fully due to attachment and weakness of social personal aspects (Daoud, 2016).

3.1 Presenting the results related to the second question: which reads: "What is the level of emotional representation among a sample of Syrian refugee children in the emotional representation test?"

To answer this question, the arithmetic means and standard deviations of the dimensions of the emotional representation scale and the total score were used. Table (5) shows this:

Table 5. The arithmetic means and standard deviations of the emotional empathy scale dimensions and the total score

Level	Rank	SD	Mean	Dimension	No.
High	1	0.53	3.83	personal pain	4
Medium	2	0.80	3.11	Considering the other party's point of view	3
Medium	3	0.87	3.07	Emotional interest	2
Medium	4	0.96	2.87	fantasy	.1
Medium	-	0.61	3.22	Total	

Table (5) shows that the arithmetic means of the responses of the study sample on the items of the dimensions of the scale ranged between (2.87-3.83), and the arithmetic mean of the total score of the scale of emotional representation was (3.22) at an average level. The social upbringing, the surrounding environment, and the prevailing conditions for the children of Syrian refugees do not give enough opportunity to experience feelings of discomfort and anxiety, the family situation in which they grew up as a result of living through the events of the war, and the emergence of certain behavioral manifestations, which affects the sympathy of refugees towards others in terms of emotional concern and imagination, leading to emotional assimilation as a whole. (Eysench, 2000). The following are the arithmetic means and standard deviations for the items of the emotional empathy scale:

Table 6. Arithmetic means and standard deviations for the items of the imagination dimension

Level	Rank	SD	Mean	Item	No.
High	1	1.42	3.73	I am very affected by the events of a movie or a play I watch.	3
Medium	2	1.52	3.16	When I read an interesting story or novel, I imagine how I would feel if the events of the story happened to me.	6
Medium	3	1.54	2.68	After watching a play or a movie, I feel like one of the characters in the movie or the play.	4
Medium	4	1.53	2.62	I am affected by the feelings of the characters in a story or novel I read.	2
Medium	5	1.43	2.61	I daydream frequently imagining what will happen to me.	1
Medium	6	1.58	2.42	When I watch a good movie, I can easily put myself in the place of one of the heroes of that movie.	5
Medium	-	0.96	2.87	Total	

It is clear from the table that all the paragraphs of the imagination dimension were at the high and medium level, as they ranged between (2.87-3.73), where it occupied paragraph No. (3), which states that "I am greatly affected by the events of a movie or play that I am watching", while it occupied paragraph No. (5).) which states that "When I watch a good movie, I can easily put myself in the place of one of the heroes of this movie" on the last rank, and the total score for all paragraphs of the dimension was at an average level, as the arithmetic mean was (2.86), and the researcher attributes this to the attitudes and emotions The individual employs it about a situation and it was moderate among the children of Syrian refugees, that is, they do not resort to identifying with fictional characters in films, novels, books, plays, and other imaginary situations in a large way, fantasies directed towards their emotional states with the inability to integrate and imaginative openness towards the other. They consumed their emotions in a realistic, negative manner in an environment that suffered from unexpected events that may reach the imagination (Al-Abidin, 2016).

Table 7. Arithmetic means and standard deviations for the items of the emotional interest dimension

Level	Rank	SD	Mean	Item	No.
High	1	1.21	4.05	I don't feel much pity when I see someone being wronged.	7
Medium	2	1.31	3.32	I can describe myself as a somewhat kind hearted person.	13

Level	Rank	SD	Mean	Item	No.
Medium	3	1.52	3.15	I care about people who live in difficult circumstances and have problems.	8
Medium	4	1.31	2.98	I am in pain because of the bad things and events that happen to me.	12
Medium	5	1.44	2.86	I feel the need to protect someone who is being taken advantage of.	10
Medium	6	1.54	2.71	I get annoyed when I see others having problems.	9
Medium	7	1.48	2.44	I am not disturbed by the misfortune of others.	11
Medium	-	0.87	3.07	Total	

The table shows that all items of the emotional interest count were at the high and medium level, ranging between (2.44-4.05), where item No. (7) which states that “I do not feel much pity when I see someone being wronged” ranked first, while paragraph No. (11), which states that “I do not feel disturbed by the misfortune of others,” ranked last, and the total score for all paragraphs of the dimension was at the average level, as the arithmetic mean was (3.07), and the researcher attributes this to the fact that children of refugees appear Feelings of warmth, compassion, and concern towards people who are exposed to negative experiences in an average manner, maintaining an average level of predicting the thoughts and feelings of others, the inability to easily get out of past negative emotional states, conditional acceptance of people emotionally, lack of inclination to change the acquired psychological state, lack of management High emotionality of their emotions (Khouli, 2013).

Table 8. Arithmetic means and standard deviations for the paragraphs of the dimension taking into account the point of view of the other party

Level	Rank	SD	Mean	Item	No.
high	1	1.20	3.85	When I get annoyed with someone, I put myself in his position for a while to understand his point of .view	15
medium	2	1.25	3.46	I believe that there are two points of view for any problem (the difference in the interpretation of a behavior or an issue).	14
medium	3	1.52	3.28	I think about the point of view of the parties to the dispute before I make a decision.	19
medium	4	1.47	3.26	If I'm sure I'm right about something, I don't waste my time hearing other people's arguments.	17
medium	5	1.48	2.66	I can easily understand the point of view of the other side, friends and family...).	20
medium	6	1.59	2.65	I'm trying to find out my friends' point of view (how they think about the problem).	18
medium	7	1.55	2.64	Before I criticize someone, I try to imagine how I would feel if I were in his position	16
medium		0.57	3.11	Total	

The table shows that all the paragraphs of the dimension of taking into consideration the point of view of the other party were at the high and medium level, as it ranged (2.64-3.85) it occupied Paragraph No. (15), which states that “When I get annoyed with someone, I put myself in the place of some the time to understand his point of view” ranked first, while Paragraph No. (16), which states that “before I criticize someone, I try to imagine how I would feel if I were his position” was ranked last, and the total score for all paragraphs of a

dimension was at the average level, Where the arithmetic mean was (3.11), and the researcher attributes this to the fact that the children of Syrian refugees do not master the manner of dealing well with others, listening to the views of others in a listening manner, and criticizing others in a harsh manner, an attempt by them to avenge what they experienced, and the difficulty in accepting the pressing personal pain that they experienced (Khamees, 2014).

Table 9. Arithmetic means and standard deviations for the items of the subjective pain dimension

Level	Rank	SD	Mean	Item	No.
High	1	0.89	4.41	I get nervous in sad and scary situations.	24
High	2	1.13	4.15	Before I criticize someone, I try to imagine how I would feel if I were in his position	26
High	3	1.18	3.93	I cannot act when I am facing an impactful situation such as death, accidents, etc.	22
High	4	1.15	3.90	I prefer not to get involved when I see someone being hurt.	23
High	5	1.33	3.89	I can act in emergency situations such as death, accidents, etc.	25
Medium	6	1.33	3.59	I lose control in emergency situations such as death, accidents, etc.	27
Medium	7	1.50	2.96	I feel anxious and uncomfortable when facing emergency situations such as death, accidents, etc.	21
High		0.53	3.83	Total	

The table shows that all items of the personal pain dimension were at the high and medium levels, ranging between (2.96-4.41), where item No. (24), which states that “I feel the tension in sad and frightening situations,” ranked first, while item No. (21), which states that “I feel anxiety and discomfort when facing emergency situations such as death, accidents, etc.,” ranked last, and the total score for all paragraphs of the dimension was at a high level, with an arithmetic mean of (3.83), and the researcher attributes this to That the children of Syrian refugees feel comfortable and not anxious in some situations and emergencies, and they can act and control in those situations, and they also feel the tension in some sad situations, as the emergency situations were accompanied by harsh and repeated shocks that led to a state of emotional shocks and trying to avoid them for fear of confronting them. , which led Syrian refugees to negative emotional responses for fear of re-experiencing pain, and the association of repressed emotional symptoms with physical diseases (psychosomatic), an attempt by them to create psychological defenses to suppress their threatening feelings and relocate them to the realm of the unconscious (Gunsch, 2010).

3.2 Presenting the results related to the third question: What is the level of post-traumatic stress disorder among a sample of Syrian refugee children in the post-traumatic stress disorder test?

To answer this question, the arithmetic means and standard deviations of the items of the post-traumatic stress disorder scale were used. Table (10) shows this:

Table 10. Arithmetic means and standard deviations of the items of the post-traumatic stress disorder scale

Level	Rank	SD	Mean	Item	No.
High	1	1.2	4.04	I feel my reaction is more violent than expected to the situation.	29

Level	Rank	SD	Mean	Item	No.
High	2	1.19	3.92	I find it difficult to sleep.	21
High	3	1.16	3.89	I think frequently of scenes of death and destruction.	8
High	4	1.39	3.89	I feel traumatic events will happen again.	3
High	5	1.33	3.88	I get very startled when a sudden sound occurs.	25
High	6	1.17	3.84	I tend to cry for a long time.	24
High	7	1.23	3.83	I stay away from interacting with others.	15
High	8	1.20	3.82	I feel like I can never go back to the way I was before the traumatic event.	37
High	9	1.22	3.80	I feel a shiver in my body when I remember the traumatic event.	6
High	10	1.18	3.72	I find it difficult to enjoy any work I do.	14
medium	11	1.18	3.61	Stay away from following the news that talks about the shocking event.	11
medium	12	1.35	3.60	I wake up feeling terrified and afraid.	23
medium	13	1.36	3.59	I have frightening thoughts about the traumatic event.	2
medium	14	1.26	3.56	I feel unable to empathize with others.	19
medium	15	1.18	3.55	I ignore other people's feelings and participation.	20
medium	16	1.35	3.54	I feel alienated from everything that surrounds me.	18
medium	17	1.24	3.51	I feel unable to achieve my professional goals.	36
medium	18	1.37	3.44	I frequently have dreams relating to the traumatic event.	7
medium	18	1.31	3.44	I imagine the events of the traumatic experience.	9
medium	19	1.33	3.33	I feel that it is difficult to be a successful husband.	35
medium	20	1.51	3.28	I feel that no one understands my feelings and my suffering	16
medium	21	1.51	3.13	I get distracted easily.	28
medium	22	1.53	3.11	Wake up to any external event.	30
medium	23	1.24	3.09	I sleep fitfully and uncomfortable.	22
medium	24	1.21	3.08	I avoid talking to others about the traumatic event.	10
medium	25	1.53	3.07	Forget important events that occurred during the traumatic event.	13
medium	26	1.33	2.98	I feel it would be better if I was with the people who died in the traumatic event.	34
medium	27	1.36	2.94	I stay away from dealing with people who witnessed the traumatic event with me	12
medium	28	1.59	2.88	I want to be alone.	17
medium	29	1.43	2.86	I feel unable to change anything in my life.	32
medium	30	1.37	2.84	I feel an increase in my heartbeat when I remember the traumatic event.	5
medium	31	1.50	2.78	I imagine a picture of the traumatic events.	1
medium	32	1.55	2.73	I lose the desire to feel joy.	31
medium	33	1.53	2.65	I see it's easy to get excited.	26
medium	34	1.55	2.64	I feel that there is no hope for reality to change soon	38
medium	35	1.49	2.46	I feel guilty about the shocking things that happened.	33
medium	36	1.57	2.37	I lose my focus easily.	27
medium	37	1.51	2.35	I feel short of breath when I remember the	4

Level	Rank	SD	Mean	Item	No.
				traumatic event.	
medium		0.49	3.29	Total	

The table shows that all items of the post-traumatic stress disorder scale were at the high and medium levels, ranging between (2.35-4.04), where it occupied paragraph No. (29), which states that "I feel that my reaction is more violent than expected for the situation." The first place was ranked first, while paragraph No. (4), which states that "I feel short of breath when I remember the traumatic event," was ranked last, and the total score for all paragraphs of the dimension was at an average level, as the arithmetic mean was (3.29), and the researcher attributes this to that The children of Syrian refugees feel comfortable and not anxious in some situations and emergencies, and they are able to act and control in those situations, and they also feel tension in some sad situations, and the researcher attributes this to the fact that the children of Syrian refugees in Al-Karak governorate face post-traumatic stress disorder in a moderate manner, due to Through their anxiety and fear of the future, their inability to change the situation to a better picture, their continued experience of war memories, recurrent traumatic dreams, memory disturbances that exacerbate events, anger and aggressive counseling for the least possible reason, due to the excessive vigilance that came It was caused by traumatic stress disorder, panic attacks, frequent withdrawal, and flashbacks of traumatic scenes (Metta, 2004).

3.3 Presenting the results related to the fourth question: which reads: "Is there a correlation between the level of emotional assimilation, alexithymia (emotional loss), and post-traumatic stress disorder in a sample of Syrian refugee children in Karak Governorate?"

To answer this question, the Pearson correlation coefficient was used, and Table (11) shows that:

Table 11. The results of the Pearson correlation coefficient to show the relationship between the level of emotional representation, alexithymia (emotional loss) and post-traumatic stress disorder in a sample of Syrian refugee children in Karak Governorate

Post-traumatic stress disorder	Statement	the scale
0.114	significance level	alexithymia (emotional loss)
200	the number	
-0.112	correlation coefficient	
0.000	significance level	emotional representation
200	the number	
0.415**	correlation coefficient	

Table (11) shows that there is no statistically significant relationship between the alexithymia scale and the post-traumatic stress disorder scale, while there is a statistically significant relationship at the level of significance ($\alpha \leq 0.05$) between the emotional embodiment scale and the post-traumatic stress disorder scale, and this means that the higher the level of Emotional representation increased the degree of post-traumatic stress disorder, and the researcher attributes this to the fact that the higher the level of emotional and emotional interaction with others, the greater the post-traumatic stress disorder, as the traumatic event leads to reflexive avoidance symptoms and hypervigilance, generating a positive relationship between alexithymia and post-traumatic stress disorder and a negative relationship between emotional representation and post-traumatic stress disorder (Golman, 1998).

V. Conclusion

In light of the results reached, a set of recommendations were made, including:

1. The need for individuals to acquire the skills of expressing feelings through offering some training programs in schools by the Ministry of Education that focus on the role of alexithymia in individuals' relationships and social adaptation.
2. A study of alexithymia among non-refugee communities, such as those suffering from post-traumatic stress disorder.
3. Holding training courses for parents of refugees to train them on how to inculcate moral virtues such as empathy, conscience, kindness, and other moral virtues.
4. Conduct other studies that investigate the relationship between emotional representation and other variables.
5. Establishing specialized centers for the treatment of post-traumatic stress disorder, because of its negative effects on individuals exposed to psychological trauma, specifically the trauma of war.

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