

The Investigation of Gender and Age Disparities in Self-Control, Stress Coping, and Subjective Well-Being Among Palestinian Arab Adolescents in Israel

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Abstract

This article presents a thorough investigation into the disparities related to gender and age in the domains of Self-Control, Stress Coping, and Subjective Well-Being among Palestinian Arab Adolescents. The primary goal was to examine these differences within a sample of 300 Palestinian Arab adolescents aged 12 to 15 in the northern triangle of Israel. Meticulously crafted questionnaires were distributed to collect data on self-control, stress coping, and subjective well-being. Our findings unveil significant variations in self-control skills between male and female Palestinian Arab adolescents, while subjective well-being does not display gender-based differences. Moreover, a significant difference was found between the two groups on self-control skills $t(298) = -13.01, p < .001$. Palestinian Arab adolescents between 14-15 Years of age showed higher self-control abilities ($M = 4.10, SD = 0.27$) than Palestinian Arab adolescents between 12-13 Years of age ($M = 3.63, SD = 0.35$). Additionally, our study reveals substantial differences in stress-coping mechanisms between male and female Palestinian Arab adolescents, underscoring the significance of acknowledging gender and age disparities in self-control, subjective well-being, and stress-coping strategies. These insights have the potential to guide interventions and support systems aimed at enhancing the well-being and resilience of Palestinian Arab adolescents.

Keywords: Subjective well-being, Self-control skills, Palestinian Arab adolescents, Coping strategies, Gender and Age disparities.

INTRODUCTION

The ability of adolescents to handle obstacles, regulate stress, and retain a feeling of well-being is critical in an increasingly complicated and dynamic environment (Abdullahi et al., 2020; Nagabharana et al., 2021). Adolescence, as a vital developmental stage, establishes a person's lifetime coping strategies and emotional resilience. This period is especially important in the context of Palestinian Arab adolescents, who frequently face different

societal, political, and environmental pressures (Abu-Kaf & Khalaf, 2020).

Palestinian Arab junior high students in Israel endure distinct emotional, political, economic, and cultural challenges that contribute to the stress they experience and report as they navigate their early adolescent years. Adolescence may be especially difficult for these students, who frequently struggle with concerns of identity and a sense of belonging that are more pronounced than the normal challenges encountered by their Jewish

counterparts. On the one hand, as members of the Palestinian Arab minority in a majority Jewish state, Palestinian Arab junior-high students in the Israeli education system face Israeliization pressures. On the other hand, they are subjected to Islamization processes known as Palestinization (Agbaria & Bdier, 2020). Palestinian Arab adolescents in Israel have the difficult burden of balancing their two identities as Israeli-Arabs and members of a minority group in a "Jewish nation-state" that violates their basic collective rights.

As a fundamental element of emotional regulation and impulse control, self-control adds substantially to an individual's overall adaptability and psychological well-being (Nagabharana et al., 2021). Similarly, the coping mechanisms that adolescents use to deal with stress- from emotional involvement to problem-solving- can have a substantial impact on their psychological development. Furthermore, teenagers' subjective well-being, as measured by their evaluations of life satisfaction, happiness, and emotional balance, provides a full picture of their mental state.

The socio-demographic and economic conditions faced by Israel's Palestinian Arab minority population place Arab adolescents at a higher risk of anxiety than Jewish adolescents (Agbaria, 2021). In comparison to the general community, Palestinian Arab students had lower socioeconomic levels, less understanding and stigma concerning mental health, and poor parental modeling of coping with psychological stress. These circumstances reduce the likelihood of persons seeking professional care and delegitimize anxiety, exacerbating the anxious symptoms. Such characteristics create a complicated environment that challenges their self-perception and self-image, both of which are significantly impacted by significant figures in their lives, particularly parents and family members (Abu-Kaf & Khalaf, 2020; Agbaria, 2021).

The Palestinian Arab culture is collective where the self is seen as part of a group rather than as an independent entity and as a result the success or failure of the individual is seen as the success or failure of the entire family. The

collectivist viewpoint of Palestinian Arab culture may lead to increased levels of anxiety and discomfort among these young people. These students are very driven to meet their parents' expectations and may be terrified of disappointing them (Abdullahi et al., 2020; Braun, Sagy, & Al Said, 2014). They may also experience feelings of humiliation, remorse, and fear of losing their parents' support, all of which can lead to exam anxiety (Rork & Morris, 2009).

Transitioning from childhood to adolescence is a critical developmental stage marked by significant physiological, psychological, and social changes (Corbett, 2014). During this period, adolescents face a variety of problems that might affect their psychological well-being and coping practices. Gender, age, self-control, stress coping strategies, and subjective well-being are all important elements influencing adolescents' mental health and general well-being (Nakatake et al., 2020, Stenlund et al., 2021). The existing literature is notably sparse, which underscores the importance of conducting comprehensive research in this area. This study aims to bridge this gap by delving into the limited body of knowledge concerning gender and age differences in self-control, stress coping mechanisms, and subjective well-being (SWB) among Palestinian Arab adolescents, we hypothesized that there would be statistically significant differences in the ability to develop self-control skills among Palestinian Arab adolescents based on gender. Specifically, we posited that gender differences may manifest in variations in self-control skill development, with potential variations in coping mechanisms and subjective well-being. We also hypothesized that age would play a pivotal role in shaping the abilities above among Palestinian Arab adolescents. We expected that distinct age groups may exhibit differing levels of self-control, stress-coping strategies, and subjective well-being.

Literature review

Subjective well-being refers to an individual's life assessments, which include the past, present, and future. Over the last two decades,

there has been an upsurge in research on children's and teenagers' SWB, with a trend toward examining subjective indications and the children's opinions (Broyd, Jolley, & Johns, 2016; Stenlund et al., 2021). Numerous studies on Subjective Well-Being (SWB) have demonstrated the importance of SWB for a variety of important adult outcomes including mental health (Bolier et al., 2013), survival (Lamers et al., 2012), disease progression and recovery (Howell et al., 2007), cardiovascular functioning (Steptoe & Kivimäki, 2013), health behavior (Sin, Moskowitz, & Whooley, 2015), and vocational success (Diener et al., 2017). Given the relevance of SWB in adults, it is not unexpected that it received a lot of attention recently in adolescents and children. Several studies have revealed links between SWB in children and adolescents and critical outcomes such as health behavior (Kalak et al., 2014), mental health (Keyes, 2006), and performance in school (Steinmayr et al., 2018).

The importance of children's and adolescents' social and emotional development, as well as the necessity to establish supportive environments for students' optimum academic, emotional, and social functioning, is becoming more widely recognized (Schoeps, de la Barrera, & Montoya-Castilla, 2020). SWB is a key construct studied in the context of positive psychology and mental health promotion (Smith et al., 2022). In comparison to adult SWB research, children's and adolescents' SWB has received relatively less attention (González-Carrasco, et al., 2017).

On the other hand, deep physiological, cognitive, and emotional changes that occur throughout the adolescent period have a substantial influence on several developmental factors, including self-control. Self-control is an essential skill for managing the demands and obstacles of adolescence. It is sometimes referred to as the capacity to manage one's thoughts, emotions, and behaviors (Nakatake et al., 2020).

Adolescent self-control is influenced differently by gender. While some study suggests that females often have stronger levels of self-control, other research has not identified

any significant gender differences (Ronen et al., 2016). In developing gender-related differences in self-control, cultural norms, and social expectations may have a significant impact. Thus, the expression and growth of self-control abilities may be influenced in the context of Palestinian Arab adolescents by cultural norms and conventional gender roles (Agbaria, Ronen, & Hamama, 2012). However, there are indications of age-related changes in self-control as adolescents move through this developmental stage. Early adolescence is frequently characterized by increased impulsivity and dependence on outside stimuli (Wanget et al., 2017), whereas late adolescence shows a gradual maturation of cognitive control mechanisms. These changes in self-control skills with age among Palestinian Arab teenagers are caused by a variety of factors, including brain development (Casey, & Caudle, 2013), peer pressure (Meldrum, Miller, & Flexon, 2013), and exposure to risk-taking opportunities (Dou et al., 2022). In addition to difficulties with self-control, Palestinian Arab adolescents commonly face challenges related to peer relationships, academic pressures, family expectations, and identity exploration. To minimize the negative consequences of stress and maintain psychological well-being, it is essential to develop effective stress-coping mechanisms. The two primary categories of coping mechanisms are problem-focused, such as organizing and seeking answers, and emotion-focused, such as seeking social support and expressing feelings. Palestinian Arab adolescents' cultural background influences their preference for specific coping techniques due to collectivist norms and familial bonds (Agbaria & El-Garbia, 2014; Khoury-Kassabri, Mishna, & Massarwi, 2019).

Studies consistently show that children who demonstrate self-control have greater perceptions of social support than students who demonstrate poor self-control. Students with high self-control skills reported less hostile attribution bias (i.e., interpreting others' intentions or behaviors for hostility and threat) and less physically aggressive behavior, which is consistent with this trend (Hamama and

Ronen-Shenhav, 2012; Meléndez et al., 2012; Orkibi et al., 2018).

Adolescents' ability to maintain self-control and cope with stress is shaped by specific dynamics resulting from the Palestinian Arab cultural background (Agbaria, 2022). Adolescents' perceptions of and reactions to stresses are influenced by cultural norms, personal beliefs, and sociopolitical conditions. The collectivist aspect of society places a strong emphasis on family ties and social support, which may affect the selection of coping mechanisms (Agbaria, 2021). Furthermore, for Palestinian Arab adolescents, the historical and geopolitical environment may add extra layers of stress, requiring adaptive coping techniques. Adolescent Palestinian Arabs' techniques for self-control and stress coping could also be influenced by gender roles and expectations (Agbaria, Mahamid, & Ziya Berte, 2017; Agbaria & Mokh, 2023). According to empirical literature (Braun-Lewensohn & Sagy, 2011), females frequently place a higher priority on seeking out social support and expressing their emotions than males, who could engage in more avoidance or externalizing behaviors.

Understanding the interactions between stress coping, cultural context, and self-control is crucial for effective treatment. Adolescent Palestinian Arabs can benefit from culturally sensitive programs that integrate traditional beliefs and community resources by learning strategies to enhance their self-control and stress-coping skills. The overall well-being of those adolescents can be enhanced by encouraging flexible coping techniques that adhere to cultural norms and values. By comprehending the complex interplay between self-control, stress coping mechanisms, and the cultural context, researchers and practitioners can develop interventions that are specifically tailored to the needs of Palestinian Arab adolescents, assisting them in navigating stressors and promoting psychological well-being.

Gender and Age Disparities

The literature review emphasizes the need to investigate gender and age differences in self-control, stress coping, and subjective well-being among Palestinian Arab adolescents. Researchers can acquire a more thorough knowledge of the complicated interplay between gender, age, self-control, stress-coping mechanisms, and subjective well-being by taking these characteristics into account. Such insights are critical for designing focused interventions and methods to assist adolescents' mental health and well-being in this particular setting.

Gender influences the experiences and responses of adolescents to stress. According to previous research, there are gender disparities in self-control and stress-coping mechanisms, with females frequently displaying higher degrees of emotional expressiveness and seeking social support, whilst males tend to exhibit more externalizing tendencies (Abdullahi et al., 2020; Wang & Kim, 2020). Furthermore, cultural standards and expectations may cause differences in perceived stresses across genders, altering their subjective well-being. Similarly, age-related differences in self-control, coping strategies, and well-being have been noted, with older adolescents demonstrating greater emotional regulation and adaptive coping mechanisms, which can be attributed to cognitive maturation, increased exposure to stressors, and the accumulation of coping experiences (Uittenhove et al., 2023).

Research has shown that age and gender may impact self-control skills and stress coping in Arab adolescents (Abu-Kaf, 2020). A study of Arab Israeli-Palestinian undergraduate students found that higher levels of self-control were associated with greater levels of adaptive, problem-focused coping and lower levels of maladaptive, emotion-focused coping (Qutaiba Agbaria, 2022). In another study that included Israeli-Palestinian high school students Agbaria (2021) found that weak self-control skills were associated with a higher risk of using passive coping mechanisms. These findings suggest that self-control skills are important for helping

Arab teenagers cope with stress. Furthermore, Braun-Lewensohn (2010) found that the interplay of ethnicity and age significantly impacted the mental well-being of Israeli Jews and Arabs who experienced missile attacks.

The emotional, physical, and psychological pressure a student feels as a result of the expectations and obligations of their studies, on the other hand, is known as academic stress (Rahmawati, 2012). Stressful factors that might lead to pupils' cyberloafing include heavy course loads, homework, tests, time management, student contests, instructor competency, and a lack of resources (Hibriani et al., 2022). Moreover, factors that are mostly found independently on each of the primary variables, such as weariness and self-control, can link either.

Gender and age can influence adolescents' experiences of their well-being, with females emphasizing relationship components and males emphasizing achievement-related variables. However, the specific impact of age on self-control skills and stress coping among Arab adolescents was not addressed in the available literature. In broad terms, the available sources imply that self-control skills are vital for coping with stress among Arab adolescents, although the impact of age on self-control skills and coping with stress is not extensively documented. More study is needed to investigate the precise effect of age and gender on these aspects (Agbaria, 2021; Agbaria & Mokh, 2023).

According to Agbaria (2021) and Braun, Sagy, & Al Said (2014), there are gender variations in coping mechanisms for stress among Arab adolescents in Israel. Female Arab students had greater levels of both active and avoidant coping mechanisms than male students. Female students also reported greater levels of depressed symptoms. Another study discovered that lower self-control abilities and an anxious and avoidant emotional attachment style were connected with a higher risk of participating in passive coping mechanisms among Bedouin Arab adolescents.

Furthermore, self-control, an important part of adolescent development, determines how people deal with stress and preserve their well-being. Adolescents with more self-control use more adaptive coping practices such as problem-solving and emotional regulation. Those with poor self-control, on the other hand, may turn to maladaptive coping techniques such as substance use or avoidance strategies (Shah & Thingujam, 2008; Wills et al., 2016).

Based on the above, the objective of this research was to test the following hypotheses:

H1: There is a statistically significant difference between age groups (12-13 Years old & and 14-15 Years old) of Palestinian Arab adolescents in Israel based on their Subjective well-being.

H2: There is a statistically significant difference between girls and boys of Palestinian Arab adolescents in Israel based on their Subjective well-being.

H3: There is a statistically significant difference between girls and boys of Palestinian Arab adolescents in Israel based on their self-control skills.

H4: There is a statistically significant difference between age groups (12-13 Years old & and 14-15 Years old) of Palestinian Arab adolescents in Israel based on their self-control skills.

H5: There is a statistically significant difference between girls and boys of Palestinian Arab adolescents in Israel based on coping with stress.

These hypotheses were adopted in light of the literature that was accessible and the pertinent research that was carried out within the same context. By utilizing the existing factors and formulating clear and straightforward hypotheses, it is, therefore, possible to prevent the prejudice that compromises the objectivity of the investigation. Our understanding of self-control skills and subjective well-being as indicators of stress coping among Palestinian Arab adolescents in Israel has been strengthened as a consequence.

METHODOLOGY

Participants

Data was collected from a sample population of 300 adolescents aged 12 to 15, consisting of 173 males and 127 females, using quota sampling ($M = 3.68$, $SD = .35$). The participants were students from grades 8 through 12 in six integrated schools of Arabs in Israel's Northern Triangle. The group had a modern lifestyle comparable to urban populations in the U.S. or Western Europe but did not experience direct security-related stress, such as war or terrorism. This allows for the collection of a large and diverse representative sample of the student population. Additionally, these students were given a questionnaire because they are reliable cases that can be tested and verified.

Instruments

The instruments presented below are used due to their high validity and reliability. This is evidenced by their extensive use in many prestigious international studies, which are integral to obtaining valid results.

All of the measures were translated from English into Arabic and, also shortened the questions so that they fit with the target audience, after the translation we pilot-tested by five Israeli–Palestinian professional experts in psychology, counseling, Arabic language, and education. They evaluated the clarity and relevance of the questions and the translation, which was done by the researchers with the help of professional experts. A version was then pilot-tested among twenty 7-12 graders and refined further for clarity according to their comments.

1 The Adolescent Self-Control Scale

The Self-Control Questionnaire (SCQ; Rehm et al. 1981) consists of 40 items scored on a five-point Likert scale. The SCQ was developed as an outcome measure for a manualized self-control treatment for depression (Fuchs and Rehm 1977). Accordingly, the SCQ was designed to assess depressed affect in terms of dysfunctional attitudes and beliefs concerning SM, SE, and SR.

The scale was reversed so that 1 represented strong disagreement and 5 represented strong agreement. The stability of the scale was also assessed. The self-control skills scale demonstrated internal consistency across seven samples, with alpha Cronbach's ranging from .78 to .91 (Rosenbaum, 1980; Redden, Tucker, & Young, 1983; Rohde, Lewinsohn, Tilson, & Seeley, 1990). The SCQ also showed temporal stability, with test-retest correlations of .86 over four weeks (Rosenbaum, 1980a), .77 over eleven months (Leon & Rosenthal, 1984), and .76 over two years (Rohed et al., 1990).

2 The Coping Questionnaire

The Coping Questionnaire (Al Sheerawi, 2005) was utilized to measure the coping strategies employed by students when experiencing stress. The questionnaire identifies coping strategies with a frequency of use ranging from 1 to 5. The final section assesses counseling needs on a scale ranging from 1 to 5.

The study aims to ensure that the coping with stress questionnaires function as intended. A pilot study was conducted by distributing questionnaires. The pilot study results show high reliability for all parts of the questionnaire currently constructed, with a Cronbach alpha test score of over 0.7. This indicates that all parts are highly reliable (Al Sheerawi, 2005).

3 Questionnaire of Subjective Well-Being

The Berne Questionnaire of Subjective Well-Being (Youth Form; Grob, 1995) was used to measure adolescent SWB. The questionnaire BSW / Y is a 38-item instrument consisting of two independent scales: satisfaction (22 items) and ill-being (16 items). Satisfaction refers to a positive attitude toward life, self-esteem joy in life, and absence of depressive mood. The will-being scale comprises subscales of problems and somatic complaints. Each item is rated on a five-point Likert scale ranging from 1 "totally disagree" to 5 "totally agree". One statement measuring problems with a girl- or boyfriend was not counted as a sum variable of will-being because 85 % of the respondents were not dating. The instrument was translated from English into Finnish and verified through back-translation. The reliability of the scale

measured by Cronbach's alpha coefficients has been reported to be acceptable in previous studies (Grob et al . 1991; 1999). The instrument was pilot tested in a study with 55 adolescents aged 14-17 in May 2000 and the Cronbach's alpha values varied from .68 to .90. In this study, the internal consistency of the scale based on Cronbach's alpha values in different dimensions of SWB varied from .73 to .90, suggesting that the scale was reliable.

Procedure

The researcher transferred the questionnaires in the appendices of the present paper to the online version using Google Forms and published the link automatically generated by the system to the teachers' social networks and emails, and also asked them to share the link with other teachers, colleagues, or other teachers in their social network. It was made clear to the participants that their participation was voluntary and without any compensation, but it was also explained to them that their participation could make an important contribution to the research of the topic discussed in this framework.

Research Design

The quantitative research methodology was adopted to investigate self-control skills and subjective well-being as predictors of stress coping among Palestinian Arab adolescents in Israel. Data were gathered using a cross-sectional survey as a tool. This strategy enabled us is important to understand the phenomena, collect accurate data, and draw broad conclusions regarding Palestinian Arab adolescents in Israel. The various variables of this research, whether independent or dependent, were carefully selected to be consistent with the multiple contexts of self-control skills and subjective well-being among Palestinian Arab adolescents in Israel. One of the study's independent variables is gender. The researchers were interested in determining

whether gender and age disparities exist in the ability to develop self-control skills, cope with stress, and maintain subjective well-being among Palestinian Arab adolescents in Israel.

RESULTS

Our study was guided by the overarching goal of examining whether differences by gender and age exist among Palestinian Arab adolescents' ability to develop self-control skills, cope with stress, and maintain their subjective well-being. Mean scores, standard deviations, and t-tests for the self-control skills, subjective well-being, and coping with stress abilities, in Palestinian Arab adolescent girls compared to boys, are presented in Table 1.

H2, H3, and H5 were tested by applying an independent sample t-test to determine if there was a significant difference between Palestinian Arab adolescent girls and boys in regard to their subjective well-being, self-control skills, and coping with stress abilities. The assumptions of normality and homogeneity of variance were not violated for any of the variables. As shown in Table 1, a significant difference was found between the two groups on self-control skills ($t(298) = 8.41, p < .001$). Palestinian Arab adolescent girls showed higher self-control skills ($M = 4.06, SD = 0.33$) than Palestinian Arab adolescent boys ($M = 3.71, SD = 0.36$). Similarly, a significant difference was found between the two groups in coping with stress ($t(298) = -13.47, p < .001$). Palestinian Arab adolescent girls showed higher coping with stress abilities ($M = 4.10, SD = 0.34$) than Palestinian Arab adolescent boys ($M = 3.51, SD = 0.40$). Nevertheless, no significant difference was found between the groups for Subjective well-being ($t(298) = -1.13, p > .001$). Palestinian Arab adolescent girls and boys showed similar subjective well-being levels ($M = 3.82, SD = 0.36$ and $M = 3.87, SD = 0.35$, respectively)

Table 1. Means, standard deviations, and t-tests for subjective well-being, self-control skills, and coping with stress abilities of Palestinian Arab adolescent girls and boys

	Girls		Boys		<i>t</i> (298)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
subjective well-being	3.82	0.36	3.87	0.35	-1.13	.261
self-control skills	4.06	0.33	3.71	0.36	8.41	.000
coping with stress strategies	4.10	0.34	3.51	0.40	-13.47	.000

H1 and H4 were tested by applying an independent sample t-test to determine if there was a significant difference between age groups (12-13 Years old; 14-15 Years old) of Palestinian Arab adolescents in regard to their Subjective well-being and self-control abilities. The assumptions of normality and homogeneity of variance were not violated for any of the variables. Table 2 presents Mean scores, standard deviations, and t-tests for subjective well-being and self-control skills, in both age groups. As shown in Table 2, a significant difference was found between the two groups

on subjective well-being $t(298) = -2.22, p < .05$. Palestinian Arab adolescents aged 14-15 Years showed higher Subjective well-being ($M = 3.89, SD = 0.34$) than Palestinian Arab adolescents aged 12-13 Years ($M = 3.80, SD = 0.37$). Moreover, a significant difference was found between the two groups on self-control skills $t(298) = -13.01, p < .001$. Palestinian Arab adolescents between 14-15 Years of age showed higher self-control abilities ($M = 4.10, SD = 0.27$) than Palestinian Arab adolescents between 12-13 Years of age ($M = 3.63, SD = 0.35$).

Table 2. Means, standard deviations, and t-tests for subjective well-being and self-control skills of Palestinian Arab adolescents ages 12-13 and 14-15

	Ages		Ages		<i>t</i> (298)	<i>p</i>
	12-13 years		14-15 years			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
subjective well-being	3.80	0.37	3.89	0.34	-2.22	.028
self-control skills	3.63	0.35	4.10	0.27	-13.01	.000

DISCUSSION

Our study aimed to elucidate the intricate interplay of gender and age in shaping self-control, stress coping, and subjective well-being among Palestinian Arab adolescents in Israel. Our findings revealed significant disparities across these domains, confirming hypotheses 1, 3, 4, and 5 while disconfirming hypothesis 2. Notably, gender differences were observed in self-control skills, stress-coping strategies, and subjective well-being. Additionally, age disparities emerged in self-control, with older adolescents demonstrating greater mastery. These findings contribute valuable insights into the nuanced influences of gender and age on the psychological well-being of this specific population.

The resilience exhibited by Palestinian Arab adolescents despite enduring political strife, economic hardship, and societal prejudice can be attributed to several factors, including strong cultural values, supportive family and community networks, and unwavering optimism for the future. Subjective well-being, encompassing happiness, life satisfaction, and overall well-being, can be intricately linked to gender and influenced by cultural, societal, and personal variables (Arrondo, et al., 2021; Das et al., 2020). However, limited research exists on gender-specific subjective well-being among this population, hindering definitive conclusions within this context.

The statistically significant difference in self-control skills between age groups (12-14 and 14-15 years old) can be attributed to a confluence of factors: neurological

development, life experiences, and cultural influences (Arrondo, et al., 2021; Lei et al., 2020:). Adolescents' exposure to stress or trauma, access to supportive social networks, and cultural norms can significantly impact their self-control development (Sweeny et al., 2020). Additionally, the pivotal cognitive, emotional, and social development during adolescence, particularly between ages 12-15, can profoundly impact self-control abilities. The older age group (14-15 years old) may have had more time to refine and strengthen their self-control skills under the influence of educational systems, cultural norms, and accumulated life experiences (Johnson et al., 2023).

The observed differences in subjective well-being between age groups (12-13 and 14-15 years old) can be attributed to several factors: developmental changes, sociocultural environments, and individual factors such as resilience, self-esteem, and social support (Misbach et al., 2023). Adolescents' unique blend of personality traits, coping mechanisms, and life experiences significantly shapes their perception of subjective well-being (Dos Santos et al., 2018). Furthermore, individual resilience plays a crucial role in navigating challenges and maintaining well-being in this population.

Gender disparities in coping strategies among Palestinian Arab adolescents are intricately interwoven with cultural gender roles and family dynamics (Abu-Kaf, & Khalaf, 2020; Braun-Lewensohn, et al., 2010). Girls may tend to seek social support and readily express emotions, while boys may be socialized to handle stress independently. Unraveling the specific causes of these gender-based differences requires further in-depth qualitative studies and surveys within this population.

While developmental psychologists acknowledge the critical role of both age and gender in shaping adolescent well-being, the precise mechanisms remain underexplored. Future research endeavors should delve deeper into the complex interplay of gender, age, individual characteristics, and socio-cultural context to fully elucidate their nuanced

influences on Palestinian Arab adolescents' well-being. Additionally, longitudinal studies exploring the long-term consequences of identified disparities would provide valuable insights for tailoring interventions and support systems for this population.

CONCLUSIONS

The current study aimed to investigate whether gender and age disparities exist in the ability to develop self-control skills, cope with stress, and maintain subjective well-being among Palestinian Arab adolescents in Israel. Hypotheses 1 and 2 focused on exploring the potential differences in self-control skills and subjective well-being between Palestinian Arab adolescent girls and boys in Israel. The study found that there was a significant difference in self-control skills between the two gender groups, with Palestinian Arab adolescent girls demonstrating higher levels of self-control abilities compared to their male counterparts. However, there was insufficient evidence to support a statistically significant difference in subjective well-being between the two gender groups. Hypotheses 3 and 4 aimed to investigate the potential differences in self-control skills and subjective well-being between different age groups (12-13 years old; 14-15 years old) of Palestinian Arab adolescents in Israel. The study revealed a significant variance in self-control skills and subjective well-being between the two age groups, with the older age group exhibiting higher levels of self-control abilities and subjective well-being. Hypothesis 5 aimed to establish a statistically significant difference between girls and boys of Palestinian Arab adolescents in Israel based on coping with stress. The findings revealed a significant difference in how well Palestinian Arab adolescents in Israel cope with stress between males and females, with girls demonstrating higher levels of coping with stress compared to boys. Overall, the study's findings suggest that gender and age play a significant role in shaping the ability to develop self-control skills, cope with stress, and maintain subjective well-being among Palestinian Arab adolescents

in Israel. The study's results have implications for developing interventions and programs aimed at improving these abilities among Palestinian Arab adolescents in Israel.

LIMITATIONS AND RECOMMENDATIONS

While our study sought to investigate the connections between gender, age, and the development of stress coping, self-control, and subjective well-being among Palestinian Arab adolescents, several limitations should be noted. First, adolescents from a particular geographic and cultural setting made up our sample, potentially restricting the generalizability of the findings to other populations. Second, the cross-sectional design of our study limits our capacity to conclude causes. For tracing changes in the variables through time and demonstrating temporal connections, longitudinal studies would be more appropriate. Third, participants could have given answers they thought were socially acceptable, which could affect the accuracy of the information gathered. Multiple data sources and methodologies might be used in future studies to their advantage. Future studies should also look at how other external factors, such as family dynamics, social support, and community engagement, affect the development of these key attributes. Finally, future research should work to broaden the sample by including people from different geographical areas, cultural backgrounds, and socioeconomic levels. This would improve the generalizability of results in multiple settings. Conducting intervention studies could also help elucidate whether targeted interventions, such as skill-building programs, could effectively enhance self-control skills, stress-coping strategies, and subjective well-being among adolescents.

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Data Availability Statement: The data used to support the findings of this study are available from the corresponding author upon request.

Conflicts of Interest: The authors declare no conflict of interest.

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