

Emotional Deprivation among the Orphanat Students Living in Jerusalem's Internal and External Departments

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Abstract:

The aim of this study was to determine the level of emotional deprivation among orphaned students living in Jerusalem's internal and external departments. The study's population included all orphaned students living in Jerusalem's internal and external departments. The study's sample consisted of 100 (11-16 year old male and female) students from residential institutions in Abu Dis, Al-Azariya and Jerusalem, who were randomly chosen from the study's population. The findings of this study revealed a moderate level of emotional deprivation among orphans in Jerusalem, and there were no statistically significant differences due to the grade, department, or gender.

Keywords: Emotional Deprivation, Orphaned Students, Internal Departments, Residential Institutions.

Introduction:

The child's development is greatly influenced by kid care he receives from his parents. The family is the sole entity that offers care and fulfillment for their physical and psychological requirements. The absence of the father and the mother, or one of them, generates an imbalance in the antecedents, especially if they are in childhood and require parental care (Al-Qassas, 2011).

One of the factors impeding and individual's ability to meet his fundamental requirements is the death of his parents; as a result, he is unable to develop the social skills required to enjoy mental health (Al-Kafafi, 2006). This causes him to exaggerate the conditions he is in and believe that they are stressful, as well as his feeling of helplessness to confront them, which causes him to become more worried. The child learns to anticipate risk, whether for himself or his family, this fear and foreboding of evil stretches into the present and the future (Amer, 2017). Given that the orphan child is a victim of circumstances beyond his control as a result of parental bereavement, and that he lives a life distinct from his peers, particularly in the developing world, as his demands and challenges grow, he needs more love, tenderness, sympathy, kindness, and self-confidence.

The child's problems increase compared to a typical child, he encounters behavioral and emotional challenges (Ballan, 2011). As a result, emotional deprivation can result in feelings of insecurity and lack of confidence, causing him overestimate the situations he is facing and inability to face them, making him more anxious (Banat, et al., 2019). The orphan's psychological condition is predicted to be heavily influenced by the kind of care quality he receives throughout his initial years of life. There is no doubt that this care is one of the most crucial factors that contribute significantly to his personality's growth and development (Saudi, 2015). It is known that the orphan suffers many bad consequences as a result of his family deprivation, which affects his personality as well as numerous behavioral and emotional disorders (Abaza, 2003).

Orphans are one of the groups most influenced by the societal changes caused by their emotional deprivation of parenting care. They are more sensitive to psychological pressures than others (Al-Rimawi, 2012). Since

the child who is least able to cope with these circumstances is the one who requires multiple care and relies on others, particularly his family and his parents, to meet his financial, psychological and educational needs. What if the child is subjected to great stress in the absence of the environment of the typical family, which consists of father and mother, and is deprived of them, and even placed in child-care institutions away from their families? (Abu Duff, 2006).

Although they receive adequate care from governmental and civil society institutions, many of them lack many psychological and social needs, and if care givers are responsible for providing care in these institutions, it should be noted that the nature of the residential homes may not be sufficient to satisfy many psychological and social needs due to the differences in dealing with residents inside them from what is done in natural families (Abu Farraj & Al-Bar, 2011).

The fact that they live in social care institutions deprives them of the traditional family context and its inputs. This environment is dry and removed from the typical family and the familiar family atmosphere, which is characterized by familiarity and love, as they live within spatial limits that they are not permitted to exceed. The nature of the group is characterized by appreciation and commitment to the system imposed by the functional nature of institutions, making the child feel lonely and isolated, lacking love, tenderness, appreciation, security, and psychological stability (Abdul-Hassan, 2019).

Previous studies by Assal (2018) and Al-Baaj (2019) found that middle school students who are not orphans do not suffer from emotional deprivation, whereas the studies by Al-Dulaimi (2020) and Al-Shahri (2019) revealed that orphaned students suffer from a low sense of life quality, emotional deprivation, but gender and school grade have no effect on the level of quality of orphans' lives.

According to Abdul-Hassan (2019), the ratio of psychological stress among females is higher than that of males owing to the nature of the society in which they live, and the society's perception of females who live in the orphanages, and the loss of social background. The study of Aqar (2021) showed that the level of social care and health services at orphan care institutions was moderate.

This study is significant because of the difficult conditions experienced by orphaned children, family deprivation, whether partial or total, and the fact that the social and psychological studies did not receive clear attention towards the group of orphans in Arab societies, which may be due to the difficulty of accessing study samples.

Method and procedures:

The study adopted the Descriptive Method. This method can be defined as an approach that studies a current phenomenon, event or issue from which the necessary information to answer research questions or hypotheses can be obtained.

Population of the study and its sample:

The current study's population included all orphaned students residing in Jerusalem's internal and external departments. The study's sample comprised of 100 11-16 year old male and female students from residential institutions in Abu Dis, Al-Azariya and Jerusalem, who were chosen from the study's population. Table (1) depicts the distribution of the participants whose responses were analyzed, based on their demographic variables.

Table 1. Distribution of the participants based on their demographic variables

Variable	Level	No.	%
Grade	Middle school	55	55.0

	Secondary school	45	45.0
Department	Internal	60	60.0
	External	40	40.0
Gender	Male	76	76.0
	Female	24	24.0

Instrumentation:

Hussein (2018) developed an emotional deprivation scale that was employed in this study. The scale had (30) items. Participants were asked to assess their responses using a five-point Likert scale, with weights assigned to the items from 1-5. After completing the process of collecting questionnaires from the participants who correctly answered them, the researcher discovered that the number of valid returned questionnaires was (100), and then they were statistically analyzed.

Instrument Validity:

The instrument's validity was verified by calculating the Pearson correlation coefficient for the questionnaire items and the total score of the instrument. It was found that all the questionnaire items had statistical significance, indicating that the items were internal consistent.

Instrument reliability:

The instrument's reliability was confirmed by calculating the reliability of the total score of the reliability coefficient for the study items according to the reliability equation Cronbach's Alpha. The total score for the level of emotional deprivation was (0.89), indicating that this instrument has a reliability that meets the study's objectives.

Data Analysis

The questionnaire items were evaluated on a five-point Likert scale (5 extremely- 1 slightly). Statistical Package for Social Sciences (SPSS) was used to analyze the collected data.

Findings

Table (2) shows that the value of "t" for the total score was (1.26), and the significance level was (0.20), which is attributed to the grade variable, and that the value of "t" for the total score was (0.39), and the significance level was (0.69) due to the department variable, and that the value of "t" for the total score was (1.62) and the significance level was (0.10), which is attributed to the gender variable.

Table 2. Statistical analysis of the participants' responses on the emotional deprivation among orphaned students residing in Jerusalem's internal and external departments based on grade variable.

Variable	Level	No.	Mean	SD	"t" value	P value
Grade	Middle school	55	2.43	0.61	1.26	0.20
	Secondary school	45	2.60	0.72		
Section	Internal	60	2.53	0.72	0.39	0.69
	External	40	2.48	0.59		
Gender	Male	76	2.45	0.66	1.62	0.10
	Female	24	2.70	0.66		

Discussion

The study's findings revealed a moderate level of emotional deprivation among orphaned students residing in Jerusalem's internal and external departments, with the item "I get angry at any word directed at me" having the highest mean, followed by the item "I feel pain if someone scolds me for something I did." The findings also showed that there were no differences due to the grade variable, which is consistent with the findings of Al Dulaimi (2020) and Al-Shahri (2019).

While the results showed that the level of emotional deprivation among orphaned students in the secondary school was higher than in middle school, it is conceivable that the death of parents can have a clear effect depending on the age of the child because the level of emotional and cognitive development will affect the understanding of events and be more vulnerable to injury during the life stages, so it appears that if the effects of deprivation are more clear at this stage, especially since it is considered secondary school to be their adolescence stage, and it turns out that there were no significant differences attributed to the grade variable, while the level of emotional deprivation among orphaned students residing in the internal departments was higher than those in the external departments. This finding reveals that students in external departments feel freer than those who are residing in the internal departments, and that they are embraced by their relatives.

The results show that the mean for females was higher than for males, which is consistent with the findings of Abd Al-Muhsen (2019), who found that females are the most in need of containment, as they are the most affected by the absence of their fathers or mothers, because depriving them of their mothers or fathers or both gives those around them the greatest opportunity to negatively interfere in their lives, limiting their freedom and their sense of safety and limiting their sense of safety, as well as limiting their sense of reassurance and comfort. Females require to those who guide and direct them in making decisions to a greater extent than the males.

Conclusion:

It is clear that the family plays a important role in achieving the children's mental health, and that any lack of stability in the family or the absence of one of its basic members, father or mother, may disrupt its balance, leading to the destabilization of its pillars and the decline of its functions, and thus the child is exposed to emotional deprivation. The findings of a study that on emotional deprivation among orphaned students revealed that orphaned students living in internal departments are more vulnerable to emotional deprivation than those residing in external departments; this level may vary according to gender variable or academic level. Emotional deprivation is also regarded as an important topic in the field of psychological and educational sciences. Emotional deprivation plays a significant role in increasing or decreasing the level of emotional balance, ambition, and independence, as it has been discovered that students who suffer from deprivation are more vulnerable to psychological disorders, frustration, introversion, and their feelings of inability. To preserve the normal psychology of orphaned students, especially those living in internal departments, it is necessary to pay attention to the psychological and emotional aspects of the child, and to strive to offer an atmosphere of love and affection.

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