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**Ministry of Higher Education**  
**And Scientific Research**  
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**College of Nursing**



# **Psychosocial Needs and Satisfaction Levels among Orphans Students in Intermediate Schools**

A Dissertation Submitted by  
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# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿الضُّحَى (١) وَاللَّيْلِ إِذَا سَجَى (٢) مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَى (٣) وَكَالْآخِرَةُ

خَيْرٌ لَّكَ مِنَ الْأُولَى (٤) وَكَسُوفٌ يُعْطِيكَ رَبُّكَ فَتَرْضَى (٥) أَلَمْ يَجِدْكَ يَتِيمًا فَآوَى

(٦) وَوَجَدَكَ ضَالًّا فَهَدَى (٧) وَوَجَدَكَ عَائِلًا فَأَغْنَى (٨) فَأَمَّا الْيَتِيمَ فَلَا تَقْهَرْ (٩)

وَأَمَّا السَّائِلَ فَلَا تَنْهَرْ (١٠) وَأَمَّا بِنِعْمَةِ رَبِّكَ فَحَدِّثْ (١١) ﴿

صَدَقَ اللَّهُ الْعَلِيُّ الْعَظِيمُ

سورة الضحى (١-١١)

# *Dedication*

*To*

*With great respect I dedicate this effort:*

*All innocent orphans in my country and the world.*

*The memory of My mother and my brother martyr officer lieutenant Mohamed, My Godfather candle of nursing Hussein J.M God's mercy (I will never forget him).*

*My father for earning honest living for us and for supporting and encouraging me to believe in myself.*

*My brother and sisters, who never stopped caring about me and who their love of being in my veins.*

*To those whom the gift of fate won his brother, they know the meaning of brotherhood, Prof. Dr.Rahim Jabar,Asst.prof.Ali Falih*

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## Abstract

**Background:** Orphan refers to a child who has lost one or both parents due to death, abandonment, or other circumstances. Historically, orphans were often left to fend for themselves as there were few social safety nets available, over time various societies developed ways of providing for the needs of these vulnerable children. In many cultures, orphanages were established to provide shelter, food, and education for orphans, while in others, extended families or foster care systems were created to care for them.

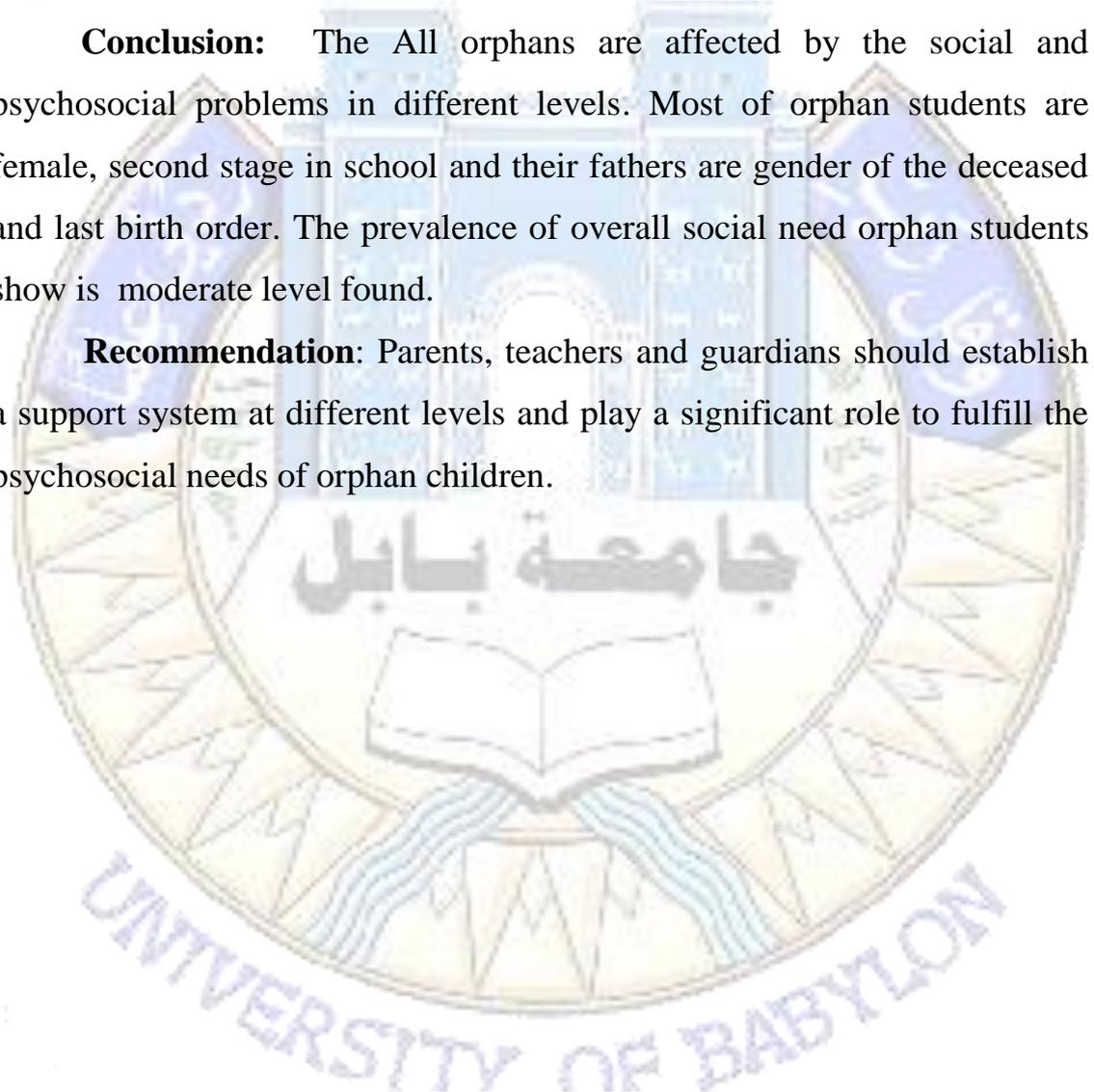
**Objectives:** The study aims to assess of psychosocial needs among orphans students in intermediate schools, satisfaction level among orphans students in intermediate schools and determine the relationship between the psychosocial needs and satisfaction level among students in intermediate schools students with their certain socio-demographic characteristics of age, gender and parents loose.

**Research Methods:** A descriptive correlational , study design through the period December<sup>1<sup>st</sup></sup> 2021 to March 15<sup>een</sup> 2023. Used non-probability sampling convenience sample consist of 200 elementary orphans students in intermediate schools were participated in the study. A developed questionnaire is used and consisted of three parts that include demographic characteristics of the study sample , student orphans demographic data measure of social needs, psychological needs and life satisfaction. Content validity of the questionnaire is determined through a panel (16) of experts and internal consistency reliability is obtain through interview techniques . Data conducted using interview techniques and the questionnaire . data are analyzed through descriptive and inferential statistical data analysis approaches.

**Results:** the present the finding of the study show that the descriptive analysis of demographic variables of orphan students are female while remaining are males. The school stage refers that the highest of students from second intermediate school stage of them are from second stage, and of them from first intermediate school stage.

**Conclusion:** The All orphans are affected by the social and psychosocial problems in different levels. Most of orphan students are female, second stage in school and their fathers are gender of the deceased and last birth order. The prevalence of overall social need orphan students show is moderate level found.

**Recommendation:** Parents, teachers and guardians should establish a support system at different levels and play a significant role to fulfill the psychosocial needs of orphan children.



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## List of Abbreviations

Abbreviation	Meaning
ADHD	Attention Deficit Hyperkinetic Disorder
AFDC	Aid to Families with Dependent Children
C	Column
CBCL	Child Behavior Checklist
D.F	Degree of Freedom
DSMIV	Diagnosis and Statistics of Mental disorder fourth Version
et al;	And other
F	Frequency
HRA	Humanitarian Relief Authority
IRC	Information and Referral Centre
M.S	Mean Score
N	Number of Sample
OECD	The Organization for Economic Cooperation and Development
OVC	Orphans or vulnerable children
P-value	Probability value
R	Row
SD	Standard Deviation
SDT	Self-Determination Theory
SPSS	Statistical Package of Social Sciences
TIS	the statistical information facility
WHO	World Health Organization
$\Sigma$	Summation
$\chi^2$	Chi-Square
\$	Dollar Sign
%	Percentage
$\leq$	Equal or less than
$\geq$	Equal or more than
$^{\circ}$ F	Fahrenheit
$^{\circ}$ C	Celsius

# *Chapter one*

## **Introduction**

## **Chapter One**

### **1.1. Introduction:**

Families are an organization of individuals into groups or structures that have different functions, characteristics, origin or status. For example, a social system might break a larger population down into family groups, races, religious affiliations, gender, wealth categories and social classes. These demographic distinctions can be used by the marketing department of a business to better target their promotional and sales efforts (Gadermann et al., 2021).

The foundation upon which the youngster builds his life is his family. The initial foundation, the first significant factor, and the most powerful force in the healthy development of a child's personality will be his or her upbringing in a family that is empathetic, responsive, and interested in meeting their needs and shaping his or her personality. (Desmet and Fokkinga, 2020).

Family is responsible for discovering, nurturing and developing the capabilities of its child, as they are the ones that shape his behavior, mental abilities, independent personality, and in which the first seeds of the components of his social formation are planted (James, 2021).

The socially organized family consisting of the father and the mother works to help the child satisfy the immediate vital needs of nutrition, warmth and shelter. It also works to develop his physical and social mental capabilities so that he can deal with the social environment in which he lives and surrounds him (Louw & Louw, 2014).

The family is an influential factor in the child's compatibility, stability and the satisfaction of his psychological and social needs, as well as, this fact has become one of the basic postulates that researchers confirm (Nelson et al.,2014).

A child or adolescent is rarely exposed to a nation during the stages of growth if his growth in the family is natural. Therefore, the presence of the child in the family and between his parents, the son or daughter feels love, tenderness, security, protection, acceptance, belonging and role models, which necessarily leads to the growth of the son or daughter in a family atmosphere healthy and therefore healthy psychological development ( Finkelhor et al.,2015).

Hence, the loss of a child to one or both of his parents has a great impact on the child because it prevents him from adequately achieving the minimum needs, love, affection, care, and others. Which is reflected in the presence of unsatisfied needs that grow with him from childhood to adulthood and beyond that, as well as the loss of these needs and not being needed leads to a state of tension and anxiety that affects one way or another on the child and his development ( Fegert et al.,2020).

Since the beginning of the twenty-first century, interest in positive psychology has increased at the hands of the scientist, who focused on the positive aspect of human life, such as happiness, contentment with life, hope, and others. It affects human happiness, compatibility in addition physical and psychological health ( Wong ,2020).

Life satisfaction was defined as the individual's awareness of the extent to which his basic needs are being satisfied with your satisfaction with his awareness of the quality of life during his lifetime ( Katanani , 2020).

Psychological needs means that the individual's lack of something psychological and social, such as the need for safety, love and belonging Self-esteem, achievement, independence and curiosity leads to feelings of stress, which drives him to carry out a specific behavior, to satisfy his needs, reduce stress and achieve psychological stability ( Cameron et al.,2020) .

Social needs that appear as a human being is a social being on behavior, so they emerge as influential needs humanity, and its importance increases in order to achieve social balance, and to harmonize with the surrounding environment living organism to harmonize its demands with the demands of its environment (Clark et al.,2018) .

Satisfaction of the psychological and social needs of orphans is necessary to achieve a harmonious and balanced personality Psychologically, socially and healthily, the needs of an orphan child are similar to the needs of an ordinary child, but they are more Urgent and more intense, because the orphan sponsor sees that he is lonely for losing his father, so he begins to try to fill the void left by his father by creating excuses to satisfy his needs in different ways ( Akhmetshin et al.,2018) .

Returning to various studies and literature, it was found that there is a group of researchers who briefly needs of the orphan ,the need for love and tenderness, an orphan child, when he loses one or both of his parents, is thus lost the source of love, and true kindness, so he needs someone to take his hand to safety and someone who treats him kindly (Yu,2018).

Regarding to the need for sympathy and mercy, the child, by nature, needs someone who listens to his pain, and someone who hears his complaints and his suffering, as well as those who relieve him of the severity of the loss that he suffered, so if the orphan is deprived of mercy, we will not he can give it when he grows up ( Mengesha, 2021) .

A need for dependency and mingling , mean that the orphan child needs someone to mingle with and take care of him, especially when illness, and while sleeping, he is looking for someone to meet some of his needs, cares for him, and sympathizes with him like his parents, as Islam urges social mixing through courtship orphans, as well as psychological mixing, taking into account their circumstances, and integrating them into society (Puga& Espinosa ,2020).

The child status is considered one of the critical period that children go through under the age of puberty, where they are in great need of parental and family care because it has a fundamental and effective role in the psychological and social construction of their personalities in their present and future, and because of its importance in their psychological and social compatibility in the atmosphere of the surrounding changes them (Vleeshouwers et al.,2022) .

Natural family care constitutes the largest part of children's guiding and guiding lives, as the childhood stage is the foundation stage for life, and it is the stage of receiving and receiving from the child for directions and instructions by the parents. Equivalent to the defect (House, 2017).

The family is considered one of the most important social factors that contribute to the formation of the personality of its children. It has a role in influencing the areas of psychological compatibility or compatibility, where children are highly affected by painful experiences and traumatic experiences such as death. For children and the integration of their personalities (Risman, 2018).

The requirement of parents is a basic requirement in the natural upbringing of the child, especially the father. He is the model for his children, and his image in their eyes is great, an example of strength because he protects his children, an example of kindness, love and education (Calvano et al., 2022).

The importance of a father to his children helps in establishing values and concepts in his children, which qualifies them for positive compatibility. With themselves first, then with their surroundings, which includes the family, the school, and the social environment in general. When the mentor and educator father dies, there is a defect and a catastrophe in building the family. It is possible to reduce the catastrophe through supportive care and various and continuous activities for these children until they reach the stage of puberty and maturity (Mendez and Swick, 2018).

## **1.2. Importance of the Study:**

The recent statistics confirm the reality of orphans, the extent of the suffering they live in, and the insufficiency of what is being done for them. It is expected that the number of orphans in 2015 will reach nearly 400 million orphans all over the world (John-Mathews et al.,2022) .

It is known that there are millions of children who lose at least one of their parents every year as a result of various reasons, chief among them are wars, natural disasters, disease and famine (UNICEF,2019) .

According to UNICEF ( 2009 ) projections at the end of 2009, the total number of orphans around the world reached nearly 165 million, which represents the seventh population density in the entire world. Moreover, the detailed figures of these studies and projections do not include some Muslim countries and regions that suffer continuously and for a long period of war and colonialism and in which it is difficult to obtain accurate information, such as Palestine and Iraq.

However, the number of orphans left behind by the American occupation in 8 years is estimated to be about 5 million Iraqi orphans, most of whom were not mentioned in these statistics (Arlappa, 2022) .

According to data from the international relief organization Save the children in our world, in which a child loses a parent every 2.2 minutes, the number of orphans in 2015 is expected to reach nearly 400 million. Orphans all over the world (Eike et al.,2022) .

Unfortunately, there are millions of orphans around us who suffer from various means of violence, neglect, physical or psychological punishment, sexual harassment and emotional exploitation because they are orphans without protection that makes them a clear target for ill-willed and exploited in these circumstances. According to local and regional research and studies, as a result of the lack of governmental or civil support for orphans or lack of communication, they are a clear target and pressure them to engage in prostitution or join crime gangs or psychologically dragged until suicide (Wright et al.,2020) .

Although governments carry out work and some applications in the context of providing social services to orphans and needy children, they are not enough, so what civil society organizations and volunteers are doing is vital and very important in this regard.

The Humanitarian Relief Authority ( H. R. A ) , Human Rights and Freedoms, is implementing important and ongoing projects, forming a vivid and effective model for what local and international civil organizations can do for orphans ( Srinivas, 2022).

The caring family system adopted by defined the H. R. A the organization meets the necessary needs of more than 24,100 orphans in various provinces of Turkey and in 36 countries and regions around the world, in addition to periodic and regular aid through the projects it implements for the world's orphans. The commission is keen to protect the personal rights and freedoms of orphans in their lands, among their families, without removing them from their environment and without prejudice to their cultures like other children around the world, whether they are next to their relatives or in orphanages that the Humanitarian Relief Organization contributes to establish ( Degrond,2022).

The ongoing wars and conflicts in Iraq have left a large segment of orphans living in extreme poverty, after they lost the breadwinner, in conjunction with the deteriorating economic situation and high rates of unemployment and poverty in the country, while many countries celebrate on the sixth of January of each year the International Day of War Orphans, with the aim of reminding the plight of this segment and the need to protect it and preserve its rights, the orphans of Iraq still suffer a great tragedy, which is added to the many tragedies of Iraq.

Iraq lacks official numbers based on a real study and details by the relevant institutions, but there are data issued according to a rudimentary survey, and there are statistics issued by the Ministry of Planning that speak of approximately 700 thousand to one million orphans in the country, there are 5 million orphans, as well as the data of fund (UNICEF), which speaks of the same number, pointing out that according to the data in Iraq, the number is not less than one million (Bilgin et al.,2020) .

The reason for the rise in the number of orphans is due to the wars, crises, terrorism and disasters that Iraq is witnessing, which led to the loss of the family's pillars, namely the father, the mother, or both, and then the orphans became the outcome of what happened and what is happening.

The absence of accurate numbers is evidence of the lack of interest in orphans and the failure to give them priority from Iraqi institutions, despite the presence of approximately 22 orphanages in the country affiliated with the Ministry of Labor, but there are no more than 100 orphans, and the rest of the efforts are counted by civil society organizations.

Orphaned children are the most prominent victims of wars, and they constitute the marginalized group in society, which suffers from the scourge of poverty and social, economic, psychological and educational destitution.

Iraq's orphans have psychological, educational, material, educational and even behavioral needs. Food and clothing are not all that these children need, but to fill the shortage they have needs correctional capabilities because the consequences of what they live will suffer from the community later.

Orphaned students suffer from behavioral and psychological problems resulting from the lack of satisfaction of needs .The basic needs, such as physiological, psychological, and social needs, are sufficient, as is It is known that the loss of one or both parents leads to a defect in the first social institution that the individual lives in the family, and therefore this defect will affect the children in the first place, causing A huge amount of conflicts, disturbances, and psychological .

The result of the privacy of the Iraqi people represented in the presence of terrorism and diseases, and the consequent offering of massive sacrifices, including sacrificing lives, is a great reason for the existence of many.

Families in which the mother and father, or both, were lost, and the resulting presence of orphans in family. Orphans are victims of circumstances in which they are not at fault because of the loss of one or both parents. Hence, and by looking at the life of this class, my work and my interaction with them, I found a necessity To search in this area in an attempt to reach results that may play a role in providing a role of assistance for this important group of society

Therefore, the researcher found out those orphan students who needs to try such care in service that supporting them economically and emotionally as well as, covering them with health services. The current study plays a very important role whereas the aim from it to assist the psychosocial needs among orphan students of secondary schools in the Al-Qadisya governorate.

### **1.3 Statement of the Problem:**

Psychosocial needs and satisfaction levels among orphans Students in intermediate schools

### **1.4. Objectives of the Study:**

1. To assess of psychosocial needs among orphans Students in intermediate schools .
2. To assess of satisfaction level among orphans Students in intermediate schools.
3. Determine the relationship between the psychosocial needs and satisfaction level among orphans Students in intermediate schools with their certain socio-demographic characteristics of age, gender and parents' loose.

### **1.5. Definitions of Terms:**

#### **1.5.1. Assessment:**

##### **1.5.1. a. Theoretical Definition:**

It is the first step of the nursing process and involves the collection, organization, and analysis of information about the client's health (Videbeck, 2011).

##### **1.5.1. b. Operational Definition:**

Its steps gathering information about orphans student's needs.

### **1.5.2. Psychosocial needs:**

#### **1.5.2. a. Theoretical Definition:**

Study of behavior, including many aspects of other disciplines or the emotional and behavioral characteristics of an individual or group (Oxford, 2015).

#### **1.5.2. b. Operational Definition:**

Psychological difficulties that orphans are confronting with feelings of distress like (anxiety, depression, and low self-esteem) because of lost parents.

### **1.5.3. Orphans:**

#### **1.5.3. a. Theoretical Definition:**

An orphan is someone who has lost one or ( both) parents, whether male or female (Rutter, 2009).

#### **1.5.3.b. Operational Definition:**

A child deprived by death of one or usually both parents.

# *Chapter two*

## **Review of Literatures**

## **Chapter Two**

### **Review of Literatures**

This chapter present a review of literature and studies relevant to the phenomenon underlying study.

#### **2.1. General Conception of Family:**

The family is the basic and important unit to be worthy of attention because of its position in the generation of human capital and its ability to influence personal, families and the actions of the community (Senguptaetal., 2010).

In the situation of human society a family (from Latin: family) that either a group of persons linked by consanguinity (by acknowledged birth) affinity by marriage or other connection) or co-residence as implied by the etymology of the English some mixture of spouses, parents, siblings, sisters, children and daughters may be members of the immediate family (Archard, 2018) .

In contemporary use, the family refer jointly to one of many distinct groups of individuals or stuff include chemical compounds, crops and livestock, associated languages, and personals who may or may not share ancestry. Family is often found in legal use, but it is not limited to a single significance even within the law jargon. In many legal situations, the family indicates people linked to blood, marriage,adoption, but in others, the definition may be somewhat wider, encompassing groups of non-related people. (Yakobson & Rubinstein, 2008).

The International Covenant on Society and the State recognizes this. The protection of the family and its members is also guaranteed, directly or indirectly, in other provisions of the Covenant. Thus, Article 17 prohibits arbitrariness in family matters. Family spreadsheet copyright. Bride often reports information about the fulfillment of the state and society's obligation to provide protection for the family and the individuals who make it up( Dura & Mititelu).

The Committee notes that the concept of the family may differ in some aspects from one country to another, and even from one region to another in the same country, and therefore it is not possible to give a unified definition of this concept. However, the Committee stresses that if, according to the legislation and practice of a State, a group of persons is considered to be a family (Kalin, 2014) .

Accordingly, States parties should present in their reports the interpretation or definition given to the concept of the family and its scope in its society and legal system. And if there are multiple concepts of the family in a country, such as the "nuclear" family and the "extended" family, then this should be indicated with an explanation of the degree of protection bestowed on this and that. Given the existence of different types of families, such as unmarried couples and their children or single parents and their children, States parties should also clarify whether and to what extent national law and practice recognize and protect these types of families and their members (Arif,2019).

The Covenant requires States parties, to ensure the protection provided for adopt legislative, administrative or other measures. States parties should provide detailed information on the nature of these measures and on the means used to ensure their effective implementation. Since, in fact, the Covenant also recognizes the right of the family to be protected by society, States parties should indicate in their reports how the necessary protection is granted to the family by the State and other social institutions, and whether the State encourages the activities of these institutions through financial or other means and, to what extent, and how to ensure that the said activities are in conformity with the Covenant(Bílkova,2020).

The Covenant reaffirms that men and women, from the age of marriage, have the right to marry and found a family. Paragraph third of the aforementioned article stipulates that such marriage does not take place without the full consent of the two parties to be married without coercion. State party reports should indicate whether there are restrictions or impediments to the exercise of the right to marry, based on special factors such as the degree of kinship or mental incapacity. The Covenant does not explicitly specify a minimum age for marriage for either a man or a woman; However, this age should be sufficient to enable each of the prospective spouses to freely express their full and personal consent in the form and conditions provided for by law (Anitha& Gill,2009).

In this regard, the Committee wishes to recall that these legal provisions must be compatible with the full exercise of the other rights guaranteed in the Covenant; Hence, for example, the right to freedom of thought, conscience and religion requires that legislation in each country provide for the possibility of both religious and civil marriage. However, the Committee considers that it is not inconsistent with the Covenant for the

state to require that, after a marriage declared in accordance with religious rites, this marriage be conducted, proven or registered according to the civil law as well. States are also invited to include information on this subject in their reports (Wiebusch et al., 2019)

The right to found a family implies, in principle, the possibility of reproduction and living together. When States adopt family planning policies, they should be in conformity with the provisions of the Covenant and should not be particularly discriminatory or coercive. Likewise, the possibility of living together requires the adoption of appropriate measures, either internally or, when appropriate, in cooperation with other States, to secure the unity or reunification of families, especially when the separation of its members is due to reasons of a political, economic or similar nature (De Groof et al., 2020)

Fourth of the covenant stipulates that States parties shall take appropriate measures to ensure that spouses have equal rights and responsibilities in marriage, during marriage and at its dissolution (Tieku et al., 2020).

The extended family may include grandparents, uncles, aunts, nephews, cousins, nieces. These are also sometimes considered members of the immediate family, based on the specific relationship between an individual and them. In most societies, the family is the main institution for socializing kids. Anthropologists usually describe most family organisations as matrifocal as the fundamental unit for raising children. (Mother and kids) ; married (wife, husband and kids, also known as the nuclear family) avuncular (e.g. grandparent, brother, sister and kids) or extended (parents and kids co-reside with other relatives) (Young & Wilmott, 2013).

### **2.1.1 Types of Family Structures**

Families naturally falling into multiple categories. For example, a single parent family who lives in a larger, extended family; Traditionally, nuclear family is defined as a family unit comprising two married parents of opposite sexes , biological or adopted kids residing in the same home, the term "nuclear family" refer to different things in today's society (Bales & Parsons, 2014).

Understand the interaction in the structures of family and whether it is a nuclear or not; it is necessary to recognize the classic role in this type of family and how it is defined. In 1947, the term "nuclear family," was used for the first time, but the notion of a family consist of parents and kids is much older. This basic unit of a family structure existed for millennia, but the nuclear family became the majority situation only in the 1960s and 1970s. Back then, industrial economic booms and increasing salaries enable young parents to afford their own homes with extended family members without living. At the same moment, improved healthcare led to the nuclear family as older members became more self-sufficient and autonomous for decades after their kids grew up (Bott & Spillius, 2014) .

The family nuclear that often glamorized, with mom in the kitchen, father out earning paychecks, and children building a tree house or hosting a stuffed tea party for animals. In fact, there is never perfect family form, and today's define of a nuclear family can vary significantly from that of a few decades ago (Spigel, 2013).

There are family members who create higher self-sufficiency and independence, share the greatest bonds with their direct families, less the conflict of family value between distinct generations and the smallest, Less support for individual family members emotionally or financially, less contact with extended family members may result in lost traditions or bad communication, smaller families may be less resilient in emergencies due to a lower support system (Nord et al., 2015) .

Each family adapts to their size and needs, and just because a family can be described as nuclear does not imply that there are no powerful bonds with prolonged members of the family. How each family promote family values and relationships varies, and no family styles correct or incorrect (Hsiao & Van, 2011) .

Extended family is a family based on several family units combined with common residence and blood kinship, a common pattern in society but common in rural society due to the collapse of its importance in society as a result of its transformation from agriculture to industry, Family, children, wives, grandchildren, uncles and uncles. It is an uninterrupted social unit consisting of 3 generations and more. It is characterized by monitoring the patterns of behavior of family members and their commitment to the cultural values of society. Founder of the family, and its members gain a sense of security because of the increased social relations between the family members (Reyes, 2018) .

Common Family is a family based on several family units connected through the line of the father, mother, brother and sister, combined with common residence and social and economic obligations (Skelton et al., 2012) .

The democratic family style is prevalent in developed and industrialized societies, a family based on equality and understanding between spouses. Neither spouse enjoys special authority over the other. The authoritarian family was basic on the father's control over the family and the status of absolute power within the family, and the wife do not have her social or legal personality , mostly family based on several families unit connected through the line of the father, mother, brother and sister, combined with common residence and social and economic obligations(Berrone et al., 2012).

### **2.1.2 Functions of the Family**

MacIver splits the family's tasks into two essential and non-essential categories. Family is the society's large main group. It is an exceptional main group, as the kid development in the family itis fundamention attitudes. The family as a social organization performs several duties (Toles et al., 2019).

#### **2.1.2.1 Essential / Primary Functions**

Need of stable sex satisfaction is the primary and vital function of the family. Sex instinct is the human being's natural urge. Both male and female must live together as partners in life in order to fulfill this need. It is the family where the husband and wife can satisfy their sex instincts easily and comfortably. Without the family, it is almost socially impossible to meet sexual needs. A family not only satisfies, but also provides the

appropriate mechanism to regulate the sexual behavior of the husband and wife by marriage (Ryan et al., 2010) .

Another vital role of the family is reproduction or procreation. The family offers a legal basis for procreation, together with the regulation of sexual behavior in relation to sexual needs. It has performed this basic role since the beginning of the family. This family role adds to the family's continuity and eventually perpetuates the entire human race (Olson, 2000) .

Young people's protection and care is another vital family function. It is considered to be a par excellence organization for children's manufacturing and rearing. It is true that no other organization, like a family, can take care of the child. The child is completely helpless at birth and can't survive without the family's assistance. It is the family that provides care, security, safety (physical, mental) and fulfills all other demands to fit into culture (Alshubaili et al., 2009).

Socializing families function was one of socialisation's main agents. Family members teach the kid the society's norms, morals, values, and ideals. The kids first learn what's good and bad, what's correct and wrong in the family. They create particular habits, personality characteristics, attitudes and values. The senior family members are passing the family culture to the phase of socializing the thinking of the fresh generation. Family thus functions as an tool for the transmission of culture (Gudmunson et al., 2011).

Providing a home family provide are member with a home or a common home. Here both members of the married couple if they can give childcare, security and care. It is a place where multiple activities take place. For convenience, security and peace, all family members rely on home. It is that organization that give mental fulfillment or emotional

satisfaction. Family members exchange love, compassion and affection with each other (Zhu, 2022).

### **2.1.2.2 Non-essential / Secondary Functions**

The family's financial function meets its members' financial requirements. This was a traditional family function. Family meets the economic demands of all its employees, as food, clothing, shelter, etc. The products required by its staff are produced at home. Educational function the first lesson of child is learnt between mother's kiss and father's care. Family is considered to be children's first school. The family offers the foundation for the formal learning of the kid and offers the kid with fundamental education in social attitudes and practices (Lloyd et al, 2010).

The family's spiritual role is a center for the children's spiritual practice. In educating the children, the family uses religious values, moral precepts, etc. The religious legacy is passed on through the family to the next generation. Family recreational functions are the recreation center. It serve as a center for all recreational operations such as singing, dancing, indoor games and so on. The young kids are the recreation source for the elderly. Protective function family cares for the health of both young and old employees at all times. It takes on its members' responsibilities and retains excellent and healthy health (Peterfalvi et al., 2019).

### **2.1.3 Child Needs**

The hierarchy of needs of Maslow is a theory in psychology that is the science of conduct and mind not to be confused with neuroscience that studies the neural foundations of psychological events (Al-Mutair et al., 2013).

In the psychological Maslow theory of human motivation, to include his observations of human intrinsic curiosity, the idea was later extended. His theories parallel many other psychological theories of human development, some of which focus on stages of human development. He then decided to create a classification scheme that would reflect society's universal needs as its grounds and then gain more emotions (Mundy, 2010).

The hierarchy of needs of Maslow is used to explore how people share cognitive motivation intrinsically. Maslow used the terms physiological , safety, belonging and love , social needs or esteem and self-actualization to describe the pattern through which human motivations generally move. This implies that each level must be satisfied within the person itself for motivation to happen at the next stage. Also, this theory is a major fundamental for understanding how drive and motivation are connected when discussing human behavior. Each of these levels contains a certain amount of internal sensation that needs to be met to complete the hierarchy of an person. objective in the theory of Maslow is to the fifth level or phase self-actualization (Kemp et al, 2009).

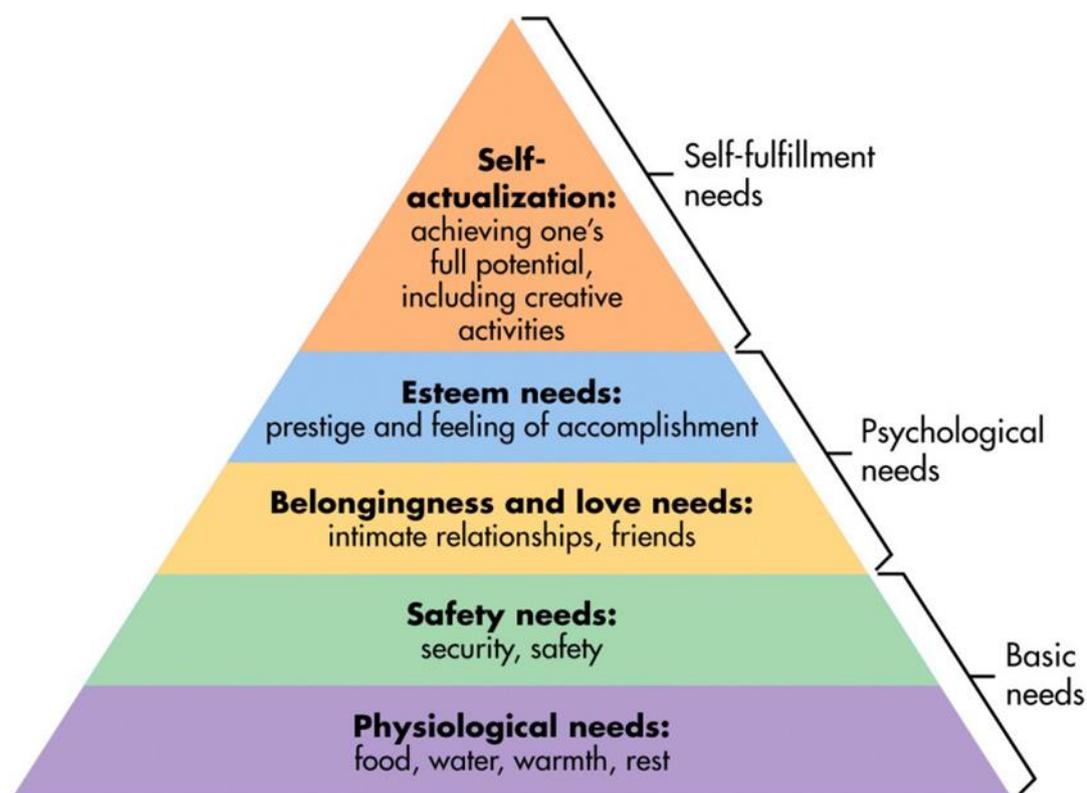


Figure (2 -1) Hierarchy of Needs: safety-hedonic-esteem-love-self-actualization ( Zheng et al., 2016) .

The original five-stage model needs hierarchy involves:

Physiological need is a notion derived from which the basis for motivation was explained and cultivated. This idea is the fundamental basis of the hierarchy of requirements of Maslow. This word has been invented to depict a premise comparable to drive. Physiological needs are the primary physical requirements for human survival. This means that physiologically needs are universal human needs. Based on Maslow's hierarchy of demands, the first stage in internal motivation is physiological needs. This theory says that human beings must first satisfy these physiological requirements to achieve inherent fulfillment at a greater level . (Lester, 2013) .

If these demands are not met, an rise in an individual's dissatisfaction will result. In return, the motivation to decrease these discrepancies increases when individuals feel this increase in disappointment. Physiological needs can be defined as both characteristics and a state. As features, physiological needs allude to long-term, unchanging demands that basic human life requires. Physiological needs as a state allude to an unpleasant decline in enjoyment and an increase in an incentive to meet a need (Taormina,2013) .

Physiological demands must be encountere first in order to following inherent motivation higher up the hierarchy of Maslow. This implies that if a human struggles to satisfy his physiological requirements, it is unlikely that he will intrinsically pursue safety, belonging, appreciation, and self-actualization. Physiological needs include home, food, water, sleep, shelter and gender requirements (Hopper, 2020).

Once a person's physiological requirements are met, safety needs prevail and behavior dominated. Due to war, natural catastrophe, family violence, childhood abuse, institutional racism, etc., individuals may experience post-traumatic stress disorder or transgenerational trauma in the lack of physical security (Walsh,2011).

These safety needs are expressed in ways such as job security preferences, savings accounts, grievance processes to safeguard individuals from unilateral power, insurance policies, housing for people with disabilities, etc. in the absence of economic security owing to an economic crisis and lack of work prospects. This level is more likely to predominate in children as they usually need to feel safe. The need for safety and security is to protect us from harm. These include shelter, workplace safety, health, and safe environment. If a person does not feel safe in an

environment, they will attempt to find safety before attempting to attain higher levels of survival, but the need for safety is not as crucial as basic physiological needs (Boverhof & David , 2010).

The need for love and belonging after the requirements of physiology and security are met, the third level of Human needs are seen as interpersonal and involve feelings of belonging. This need is particularly strong in childhood and can override the need for safety as seen in children who cling to abusive parents. Deficiencies within this stage of Maslow's structure – owing to hospitalism, negligence, ostracism, shunning, etc. – can adversely influence the capacity of the individual to develop and generally retain emotionally important relationships (Sianipar& Jusmaya, 2019) .

Social requirements include: family, intimacy, friendships. According to Maslow, human humans must feel a sense of belonging and acceptance among social groups, regardless of whether these organizations are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organisations, sports teams, gangs, and online communities. Examples of tiny social relationships include family members, intimate partners, peers, trustees and mentors. People need to have the ability to love and to be loved by others, both sexually and non-sexually. Susceptibility of clinical depression, loneliness, social anxiety can be resulted as a consequent of the absence of this love or part of it. Depending on the strength of peer pressure, this need for membership can overcome the physiological and security needs (Whitworth, 2011).

The need for appreciation is ego or status. People are concerned that others will gain recognition, status, significance and regard. Most individuals, including the need for self-esteem and self-respect, must be respected (Currie , 2010).

Esteem provides the distinctive human desire that others will accept and appreciate. People often engage in a job or hobby to achieve recognition. These activities give the person a sense of contribution or value. At this point, low self-esteem or an inferiority complex may result from hierarchical imbalances. People who have a low self-esteem usually have the need of being respected by others; and usually in a continuous seeking for attention and may be fame or glory. However, their self-esteem will not be well built by fame or glory until they accept who they are internally. Obtaining a higher level of self-esteem can be distracted by a psychological imbalances such as depression (Fukuyama , 2018)

Most people need stable self-respect and self-esteem. Maslow observed two variants of appreciation needs: a lesser version and a greater version. Appreciations lower version is the need for regard for others. This can include status, acknowledgement, fame, prestige and care. The greater version is the self-respect requirement. Individuals, for example, may need authority, skill, mastery, self-confidence, autonomy and freedom. This greater version requires instructions, the hierarchies are interrelated rather than divided significantly. This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related (Renzel et al., 2013).

Self-actualization is a word used often in distinct ways in distinct theories of psychology. The term was originally introduced for the purpose of realizing one's full potential by the organismic theorist Kurt Goldstein. According to Goldstein's perspective, it is the organisms master motivation, the only true motive: the tendency to become as complete as possible is the fundamental drive the drive to self-actualize (Ivtzan et al., 2013).

Carl Rogers similarly wrote of "the curative force in psychotherapy – man's tendency to actualize himself, to become his potentialities ... to express and activate all the capacities of the organism". In the hierarchy of Abraham Maslow's of needs theory, The notion was brought to prominence most fully as the final stage of psychological development that can be accomplished when all fundamental and mental needs are fundamentally fulfilled and the "actualization" of the complete private capacity takes place, although he adjusted this view later in life and saw it more flexibly (Podymova et al., 2019).

According to Abraham Maslow' statement, Human basic needs (e.g. security, shelter, food, warmth, sense of belonging) must be met before an person can achieve self-actualization — the need to be good, to be fully alive, and to find meaning in life. However, Maslow asserted that achieving a state of real self-actualization in everyday culture was comparatively uncommon. Research indicates that individuals whose lives are different from their real nature and skills are less likely to be pleased than individuals whose objectives and lives match. For example, someone with inherent talent may never be able to realize because all their concertation is on meeting humans basic needs (Beitel et al, 2015).

### **2.1.4 Working with Family Applying Nursing process**

Assessing, planning, implementing, and evaluating nursing care are steps used to deliver care to clients in acute care settings and in the extensive clinic system. These same steps are used with families and aggregates in community health settings. Family visits need not be limited to homes (Overlien,2020).

Family members may be visited in school or at work during a lunch break, in a day care or senior center, in a group home, or myriad after work or afterschool and recreational settings, The nurse must be creative in accommodating various family schedules and routines (Wood et al.,2021).

In general , if a visit is all right with the family, school, or employer, it should be all right with the nurse. When making visits in public places, such as work-sites or schools, be mindful of confidentiality and respect the family's wishes. In families with a child in day care or an elderly family member in an adult day care program, assessment of that individual's ability to manage, participate, and interact in the situation can give insight into problems the family is referring to when you make a home visit (Leeb et al.,2020).

Visiting children during the school day often gives insight into health problems the parents may be concerned about. Such visits can offer the community health nurse an excellent opportunity to consult with the principal, teachers, school nurse, counselor, and school psychologist. The community health nurse may suggest a team meeting of school professionals and the parents, coordinate the meeting, and act as liaison and client advocate during the meeting ( Fong,2020).

## 2.2 Historical Background of Orphans

It reviews how orphanages began in the United States and traces their history and evolution. It follows the shift in policy from institutionalization of destitute children without parents to the provision of financial assistance to poor families so that they could care for their children. The paper also details how the development of child welfare policy led to a gradual abandonment of traditional orphanages and the reliance on a wider continuum of services; i.e., foster care, group homes, and residential treatment. Finally, the contemporary notions of "orphanages" are discussed, and an analysis is provided on what role they might have in the continuum of child welfare services (Dozier et al., 2012).

Throughout its history, America's debate about welfare reform has grappled with the question of poor women and their children. One concern seems to be how to remove women from welfare in ways that do not harm innocent children. Periodically, the subject of orphanages becomes part of this larger national discussion. Recently, the discussion of the role of orphanages took on new life as proponents of welfare reform introduced the Personal Responsibility Bill, a welfare reform bill soon to be debated in Congress. One measure of this bill would eliminate the Aid to Families with Dependent Children (AFDC) payments to unwed mothers. If the mothers were then unable to care for their children, the children could be placed in orphanages (Albertsson, 2017).

The media quickly presented the question as a battle of images. Some remembered *Oliver Twist* and Dickens' portrayal of orphanages as grim warehouses where destitute children begged for food. Liberal child advocates viewed the call for a return to orphanages as absurd. For others,

the term "orphanage" reminded them of father Flanagan's successes with youth in places like Boys Town. Conservatives suggested that, for many children, life in a modern day orphanage could be a better alternative than living in homes full of neglect and abuse (Wagner, 2012).

The first orphanage was established in the United States in 1729 to care for White children, orphaned by a conflict between Indians and Whites at Natchez, Mississippi. Orphanages grew and between 1830 and 1850 alone, private charitable groups established 56 children's institutions in the United States. Some theorize these orphanages were established in response to health epidemics (cholera, tuberculosis and influenza), wars, influx of immigrants into a particular geographical area, growing urbanization, and poor economic times (Milne, 2015).

Others theorized that the establishment of these institutions were for a variety of other reasons: - institutions were viewed as an advance over the colonial conditions of relief provided for children which allowed them to be housed with adult criminals and deviants, creation of these institutions was a way in which the rich could exercise control over the poor (Krauthamer, 2013).

Many believed that "punitive conditions and isolation from family made possible by institutionalization would coerce children into obedient labor market behavior the functions of children's institutions were to train and rehabilitate young people and also provide a model for the moral reform of society" labor market conditions played a significant role in the growth of institutional care during the nineteenth century industrialization and mechanization eventually reduced the relative demand

for unskilled child labor" at the time, vast numbers of young people were entering the country as immigrants (Lo et al,2015) .

The net effect of these trends was an oversupply of child labor. Communities became concerned about what to do with these youth. Thus, institutions were created to house children who were not needed in the labor force. These theories linked the establishment of orphanages to the country's socioeconomic problems. Financial concerns rather the concern for children's welfare dominated discussion. Orphanages were also seen as a stabilizing force in the country during times of upheaval or rapid social change. These institutions were seen as a place to teach values to the children of the disenfranchised population thus preparing them to become self reliant adults (Freidson,2017).

A great number of children placed in these institutions were not fully orphaned. In fact, from 1847 to 1869, a review of the Protestant Orphan Asylum in St. Louis, Missouri, revealed that only "twenty-seven percent of the children were full orphans. Sixty-nine percent of the children had one parent, the other parent being deceased or absent. The single parents were equally divided amongst fathers and mothers, four percent of the children had both parents (Osborne& Nasi,2013).

These orphanages appeared to serve a population of disadvantaged children whose parents were having difficulty providing them with adequate care. Many of the children were in these institutions for less than a year. Most children returned to their family or friends. However, "thirty-two percent were placed out as indentured servants" (Downs). Often children were placed away from home even when they had parents and the parents had objected to the child's placement as an indentured servant.

While these statistics refer to conditions only in a single institution, one can reasonably argue that the situation was similar in other institutions ( Chiodo & Meliza,2014).

Thus, it appears that orphanages did provide a temporary place of relief for the family. However, children were not always returned home and could be "indentured" to other persons or families or sent to other areas of the country where manual labor was needed. Examples include the orphan trains organized during the early 1900's by the Children's Aid Society to transport children to the rural West to provide assistance to farmers and ranchers. It should be noted that a great number of these institutions were founded by wealthy members of society as acts of charity(Frost,2010).

Many of the resources used to operate these early institutions were from charity dollars, arising from the donors' genuine interest in providing services to the poor. However, when decisions about children's placements had to be made, such benevolent interests did not always guide decision-making. For example, in numerous situations children were placed as indentured servants in remote areas of the country despite parents' pleas to have their children returned home. These actions seemed to arise from attitudes that the less fortunate do not have the capacity to provide adequately for their children (Engel et al.,2010)

During the 1890's, American Indians were facing the extermination of their families and the destruction of their culture. The government viewed American Indians as being uncivilized and made a series of decisions founded on the belief that Indian Tribes were unable to provide for their young (Lee,2021).

Consequently, there was large scale removal of thousands of American Indian children from their communities to boarding schools, mission schools, and orphanages as part of a policy to assimilate American Indians into white society. In an attempt to civilize these children, many youth were sent away to boarding schools, were not allowed to speak their language and were forced to learn English. Many children were 3 beaten and abused in an attempt to break their spirit. Additionally, Indian children were removed from their families and adopted by White families at a much higher rate than any other children in the nation (Moore, 2017) .

Development is a phenomenon that everyone experiences and everyone understands it in their ways. Childhood psychosocial development in various stages of the process in which the children are learned to trust and development of communication to others for their needs and identity . Psychosocial development means an individual's brain, emotions, intelligence, and maturity level develops throughout their whole lifetime. All the people will develop psychosocially different from each other as it depends on their biological or genetic processes, environmental exposures and social interactions (Purswell et al.,2012).

According to Erik Erikson (1902-1994) of psychosocial development emphasized that personality or self-image makes a positive contribution towards the development by acquiring attitudes, ideas, knowledge, and skills at each stage of maturity. This enhancement helps children to grow successfully and becoming a responsible member of society. During each of Erikson's eight stages, there is psychological conflicts with overcoming strategy like love, care, etc which helps a child to

develop healthily and which reflects as a well-adjusted adulthood (Samantaray, et al.,2020).

Childhood is one of the most demanding progressive stages where it needs equal emotional bonds between the children and parents or their caregivers for a healthy physical, emotional, and societal development for a child which follows from centuries. Orphans in group homes or institutions need more love, care as there are more threats to achievement or development which can result to loneliness, confusion, isolation, mistrusts etc. and also are at risk to different psychological problems than other children as these children are underprivileged to family's love, care and affection. There are fewer studies that focus on the psychological health of such children in India. Different study result indicates that children under the institutional care have more behavioral problems such as violence or aggressiveness, also higher level of anxiety, depression, and loneliness as compared to the children who are reared in-home atmosphere (Hagen & Nayar 2014).

Children's social behavior has been a topic of great interest to researchers and educators including prosocial behavior and antisocial behavior. Prosocial behavior as a representative of positive social behavior is critical for children's social adjustment and physical and mental health. Children's differences in prosocial behavior partly arise from early interaction experiences and childhood environments with increasing age, children generally express more prosocial behavior and/or increased complexity in prosocial responding, probably due to improvements in their cognitive abilities, socio-emotional skills, and physical abilities at the time of entry into elementary school. To the contrary, some children show

increased antisocial behavior after entry into elementary school. The terms of antisocial behavior and prosaically behavior refer to the moral inhibitive and proactive aspects. Antisocial behavior hinders appropriate socialization of children, leading to difficulties in controlling their behavior, making friends, and succeeding in school. Developmental models of antisocial behavior conceptualize antisocial behavior as often trait-like, emerging early in life and lasting into adolescence and adulthood. If antisocial behavior continues across childhood, it yields costly physical health, mental health, social, and economic difficulties (Le Quere et a.,2018).

Psychosocial health and wellness is the age and stage fitting effect of children's physical, social and psychological development which is achieved by a combine person's capacity as well as through a good family and social environment. Orphan and other susceptible children are one of the most challenging areas which affect developing countries worldwide. The proper growth and development and a healthy mutual relationship with family and society along with different characteristics like familiarity, connection, caring, warmth, knowing, excellent humor, pleasure, safety & satisfaction is needed for a child and a healthy adulthood (Hammond et al.,2020).

The life satisfaction that, it is a global assessment of person's quality of life by his own according to his or her own settled criteria of success. It is used the term of morale for describing the life satisfaction. Emotions are key determinants of life satisfaction. Life Satisfaction is an overall assessment of one's feelings, attitudes, behaviors by one's own from ranging positive to negative. Level of life satisfaction depends on the nature of emotions. Different studies show that the positive and negative emotions

take part differently in developing human life satisfaction. Positive emotional experiences are positively related to life satisfaction concluded that positive emotions are strong predictor of enhancing level of life satisfaction. They also claimed that positive emotions and positive evaluation of one's life form happiness in his or her life. Revealed that people's life satisfaction is negatively related to depression and anxiety and positively related to self-esteem. Generally most of the researchers studied the current satisfaction with life but other concepts like satisfaction with past life, satisfaction with future life and significant other's views of life also include in the term of life satisfaction. Happiness and quality of life are also interchangeable terms for life satisfaction (Mehmood, T., & Shaukat, 2014).

Children spend most of their daytime in school. Thus, schools likely influence both children's basic psychological needs and their behaviors related to need satisfaction, both positive and negative. Schools also set the standards for the patterns of behaviors and attitudes of school-age children. Several reviews of studies about school contextual effects on students' outcomes suggest that the psychosocial component of the school environment may be the most important component. Understanding how children's satisfaction of basic psychological needs at school affects their prosocial and antisocial behavior should not only contribute to the Basic Psychological Need Theory (BPNT) but it should also inform empirically validated approaches for eliciting children's prosocial behavior and intervening to ameliorate or prevent antisocial behavior (Guay,2022).

According to the report of UNICEF (2017) there are nearly 140 million orphan children worldwide who have lost one or both parents. Reports from Save the Children UK within Ethiopia 5.5 million children, around 6% of the total population and 12% of the child population, are categorized as orphans or vulnerable children (OVC); of which over 83% of OVCs are living in rural settings and, of these, 855, 720 are children orphaned as a result of the death of one or both parents due to HIV/AIDS. Therefore, orphan children are requiring the support of the community to improve their future life. Ethiopia has been brutally challenged and characterized by decades of conflict, food insecurity, extensive and abject poverty, and rapid population growth (UNICEF, 2017).

The adverse effects of the AIDS epidemic are felt most severely in some of the world's poorest countries in sub-Saharan Africa, where one of its consequences has been an upsurge in the number of orphaned children. For adolescents, parental sickness or loss may lead to risky behaviors, sexual exploitation or abuse, as well as the burden of finding employment to support an ailing parent or younger siblings. Parental HIV seropositive status affects the psychosocial adjustment of children and makes them more prone to stigma and discrimination. Orphaned and fostered children are more likely to be discriminated against in schooling and health care, and they are more prone to neglect and abuse (Deaton & Tortora , 2014).

The children need various types of support ranging from those things necessary for survival, such as food and health care, to those interventions that will provide a better quality of life in the future such as education, psychosocial support and economic selfsufficiency. Some argue that a holistic program to support children should include all necessary

elements including food, health care, education, clothes, shoes, bedding, psychosocial support and economic self-sufficiency among the caregivers, stakeholders, school community, governmental and non-governmental organizations (Arnone, 2009).

Others hold that some of these elements are not “essential” or far exceed the situation of most children living in poor households with both parents. In recent decades, the image of the orphan has come to embody child vulnerability in sub-Saharan Africa. Estimates of the alarming numbers of children being orphaned by AIDS-related deaths in the region raised international concern about an „orphan crisis“ and the „burden“ of their care in already fragile family and community circumstances (Gandara & Contreras 2009)

Ethiopia counts one of the largest populations of orphan and vulnerable children in the world. The loss of a parent is a hardship for any child, but the availability of care from other sources can have a meaningful impact upon recovery and ongoing development. Every child requires basic needs to develop and grow to a healthy and responsible adult (Abashula & Ayele 2014).

A child requires parental love, care and protection in the early stages of development. The immediate family and environment of a child is critical in determining how that child develops because it is in this environment that they get nurtured, thereby experiencing love and acceptance, a sense of belonging, safety and security as well as developing trust, respect and confidence. In the psychological literature, studies suggest that orphans may score lower in indicators constructed to reflect social and emotional adjustment and are more likely to report symptoms of depression,

peer relationship problems and post-traumatic stress. Orphans were negatively impacted when they perceived a lack of caring, particularly when they received inferior treatment compared with the caregivers' biological children (Berr& Dereje, 2021).

In most of the African countries, close to half of the children enrolled in primary schools cannot manage to access secondary education because of the inability of the caregivers to finance their education at this level. Orphan children and vulnerable children fall in the category of the disadvantaged group. Access to food, shelter and education remains a key challenge for orphan children. This is due to the fact that their vulnerability has greatly been aggravated by lack of supportive socioeconomic factors such as quality health, income, and demographic changes (Bold et al, 2017).

Children in orphanage resident care face many difficulties such as poverty, poor physical health, attachment disorders, inadequate social skills, and mental health difficulties. Added to this is the loss of one or both parents, which is difficult for the children. It makes them more vulnerable to psychological problems, and the effects may not manifest until many years afterward. Orphans and vulnerable children are subjected to multiple ongoing stressful and traumatic life events such as abuse, neglect, parental loss, sexual abuse among others (Roby et al., 2013).

Depression is a deep sadness with long-term harmful effects on the health and development of the individual. When parents die, children not only miss their physical presence but also many positive things they gave them when they were alive such as love, care, and protection. In many instances, orphans and vulnerable children have no one to share their grief with, and this can compound their sense of helplessness. The lack of

support during the grieving process and inadequate help in adjusting to an environment without their parents may lead children to become depressed (Raposa et al., 2012).

Many orphans who feel rejected and despair need social support. Such social support is more than a matter of social relationships or social contact: rather it implies providing emotional and material resources. Therefore, the number of acquaintances a person has or the number of people with which he/she associate will not be a good indicator of social support. Multiple studies revealed that orphans suffer higher levels of psychosocial distress than their non orphans peers. In particular, maternal and double orphans are more likely to experience behavioral and emotional difficulties, suffer abuse, and report lower rates of trusting relationships with caregivers (Dannlowski et al., 2012).

Literature on psychosocial competence also has shown that people with low sense of self efficacy and a higher feeling of helplessness are more likely to become more depressed and ill. However, it was noted that self-efficacy is often found to be situation specific, meaning a person could have high self-efficacy in one situation may not have in another. Theories in the areas of child development suggest that the manners in which children are reared have considerable impact on their ability to assess and solve problems (Choi & Twamley , 2020).

Although some children are able to adapt to loss without any special intervention it is also true all children who lose a parent obviously suffer with differing degree and have to cope with the loss. Severely distressed children may suffer not in one way but in many ways; they may be very lonely, suffer from the loss of their parents, worried about being separated

from their siblings, they may find themselves in a situation where they will be abused and neglected, hungry and ill. They may also grieve for long periods over lost opportunities. Moreover, they may not have someone who gives love and comfort or talk and listen to their needs and concerns (Borton et al., 2010).

Basic psychological need satisfaction in self-determination theory SDT. In recent years, within the area of psychology in so many different fields, there has been a rise in theoretical approaches, all of them with a common objective: the analysis of motivation and personal development, with the purpose of explaining some behaviors and optimizing the quality of personal processes. One theory that shows to have a significant impact in the educational context is self-determination theory (SDT). This theory starts with the premise that all people have a natural propensity towards growth and healthy development, and that the fundamental motivational energy comes from a set of BPNs that are essential for students to experiment, sustain, and promote wellbeing, personal growth and learning. This micro-theory that emerges from the SDT framework is named basic psychological needs theory and acts against age, culture, and gender differences, including in both childhood and adulthood (Lederberg et al., 2013).

The BPNs are competence, autonomy, and relatedness, which when satisfied or frustrated show a direct influence on student's motivation. Contexts such as the school, can be determinants for the satisfaction or frustration of these needs, The need for autonomy refers to the experience of showing will and self-direction within an activity or action, proving itself to be a key to understanding behavior regulation. The need for competence

is considered to be the experience of efficacy, in other words, the perception of an effectiveness in pupils when conducting their learning activities. This need manifests itself as the desire to extend pupils' own capacities and skills (Stockdale & Brockett, 2011).

The effort that people carry out, in order to establish a relationship with others caring about others and at the same time being cared about is defined as the need for relatedness. This gets mitigated through the transmission of care and respect, the feeling of being understood and related to others. Relatedness is also making the effort to build safe and close relationships, caring about others. In the last three decades, this micro-theory, BPNT, has been strongly backed up by the literature research in the educational field. Many authors propose measuring the support of BPN as motivational antecedents required to determine their effects in the diverse cognitive, social or motivational aspects of students (Zhang et al., 2011).

One of the main hypotheses that supports SDT is that students with a greater fulfillment of BPN enjoy wider intrinsic motivation, hence it can be a determinant factor in the educational context. SDT proposes a multidimensional conceptualisation of motivation that postulates the existence of four forms of extrinsic motivation: external regulation, introjected regulation, identified regulation and intrinsic motivation. External regulation, described as a form of controlled motivation in which actions are carried out due to external control and the presence of outputs such as reward or punishment avoidance. Introjected regulation refers to a type of controlled motivation where the learner is driven to act by internal or self pressures based on contingent self-esteem, shame, anxiety or guilt about failure. In recent years, several studies have suggested that students

who are motivated in a more controlled way (such as external and/or introjected regulation) exert less effort in the classroom, are more easily distracted and have lower grades ( OHalloran et al., 2014).

Identified regulation, shown on the continuum as the most autonomous form of extrinsic motivation, occurs when students identify and judge the activity as valuable or important to themselves. For example, a student who studies at home and complete homework assignments because he/she wants to understand the subject or it is important for him/herself to do so. Intrinsic motivation refers to the more autonomous type of regulation based on the continuum of self-determination, where learners perform their actions for their inherent enjoyment and interest . The activities of play and curiosity exemplify intrinsically regulated behaviours as learners do not rely on external control or pressures, but rather seek to satisfy their own needs(Gatti, 2012).

At this stage of the continuum, we can find those students who enjoy participating in class or find it fun. An intrinsically motivated learner feels competent and effective as he/she is interested in the task and self-fulfilled, and may even increase his/her interest at the end of the task. In recent years, several studies have suggested the positive influence of students' intrinsic motivation in the classroom, for example, on goals, effort or persistence in academic tasks engagement or academic achievement (Heck, 2013).

In addition, several researchers found a systematic decline in academic intrinsic motivation from the age of 9–12 years . However, we find that at the elementary classroom there is a clear lack of literature that addresses understanding and mediators that can facilitate an enhancement

of such motivation at this age. One of the possible mediators between age relations and academic intrinsic motivation may be the needs-supportive teaching style (Reeve and Cheon, 2021).

### **2.2 .1The psychological and social needs of children without parental care in Iraq**

The house in which families live in some areas, displacement, mass migration, political and economic fluctuations, the spread of many pathological and psychological diseases, the spread of some bad social phenomena, the change of structures, the overcrowding of the population in social areas, and all this child has a greater burden on the Iraqi in depriving them of living a decent life and the activities of children's rights that work with child child (Al-Khayoun et al., 2018)

The problem of orphan hood in Iraq has become great with the increase in the number of orphaned children who were living in state homes or with their families. Country is witnessing these days explosions in crowded cities and crowded markets , also seen the size of the human losses and seen pictures of the children who were martyred, the wounded and the children who lost their mothers and fathers, and thus the number of children who lost their mothers and fathers increased. The depth of the problem is the increasing number of orphaned children (Ali,2009)

**2.2 .2 Important of these needs that should be paid attention to and satisfied by the orphan :**

The need for love, which is one of the most important emotional needs that the child seeks to satisfy, and the exchange of love between him and his parents, brothers and peers in order to achieve mental health, and when the orphan child is not able to satisfy this need, he suffers from emotional poverty, feels that he is unwanted and suffers from bad Psychological compatibility (Zahraa,2020).

The need for parental care and guidance parental care, especially on the part of the mother of the child, is what guarantees the proper realization of the demands of growth. The absence of the father or mother due to death, separation or work, especially if the mother takes care of the child and leaves him for servants or places him in an institution that has a bad effect on his psychological development (World Health Organization,2013).

The need to please adults the child tends to be approved by adults, especially his parents, by showing a set of behaviors in front of them, obeying them, and imitating them, and thus his satisfaction when he can satisfy this need and when they pay attention to him and are satisfied with him, and the same applies to the need to please peers of the same age (Morrow& Mayall, 2009).

The need for social appreciation the orphan child needs to be appreciated by the surrounding social environment, but if society considers him inferior and less than others, then this leads him to social incompatibility and isolation, and sometimes a curse on society (Chudacoff,2007).

The need to learn behavioral standards this is considered an urgent need for the orphan, who in turn needs to learn and imitate the standards of social behavior, and distinguish between right and wrong (Staub,2013).

The need for security the parents are the first source of safety for the child, and their absence leads to fear and anxiety of the unknown and the future. Therefore, the orphan child needs a warm embrace that he relies on and draws from it his strength and motivation during his life (Davies,2010).

Although an orphan is the one who has lost his parents or one of them, which is hard on him, especially when he is an orphan in the early stages of life, in our modern life, orphan hood has become applicable to many children whose parents are alive for example, there are orphans who are found in families that lack human relations, as the mother is working or has other tasks, and the child does not occupy the space that should be occupied in her thinking. Because she has something more important than him, As for the father, find him far away, either because of travel or presence only in name, all he cares about is providing material expenses, and he does not concern himself with anything else the child grows up in this family with a feeling of orphan hood within him, and many of the aforementioned needs apply to him ( Spinelli M. et al., 2018)

In order to satisfy these needs, the orphan must be integrated into social life, and not be isolated, but made aware that he is an individual with full rights and powers, and not be ridiculed, oppressed or rejected, and that he be properly rehabilitated so that he achieves success and feels it as is the case of others. At that time, he grows up in a psychologically balanced

manner that is compatible with himself and the society in which he lives. On the contrary, when these orphaned children are placed in a place that isolates them from society, they feel that they are different from the rest of its members, which generates a feeling of hatred and hatred for society, and they feel that they are doing so do not belong to him, and then the odds of antisocial behavior increase (Haitham,2017).

### 2.3 Previous Related Studies

1. A study was done by (Krishna Kumari Samantaray et al., 2020) in Odisha, India the purpose of to assess of to one of them identify the psychosocial development of non-orphan & orphan children and its comparison.

**Methodology:** A survey research design with a quantitative research approach was used to conduct the current study. The study was conducted in orphanage centers and schools of Bhubaneswar, Odisha. For this study, 100 numbers (50 orphan & 50 non-orphan children) of the sample were selected by randomization. After getting the approval from the ethical committee and administrative permissions were taken from respective authorities, with that written consent was taken from the participants. The purpose and objectives were explained and the data were collected. Tool used for collecting data from samples were socio-demographic Performa and self-structured 3 point psychosocial development assessment scale.

**Result:** The study result revealed that majority (70%) of the study sample were having good psychosocial development, (30%) intermediate psychosocial development among non-orphan children whereas (50%), (30%), (20%) of the study sample were having good, intermediate and poor level of psychosocial development among orphan children respectively.

From the statistical analysis, it is concluded with a positive significant difference between non-orphan and orphan children concerning psychosocial development as the z value is 1.35 at p-value 0.17

2. A study was done by (Mahmoudi, 2018) in Iranian adolescents' academic alienation: This aim of this current research was a multi-level analysis of the relationship between school culture, basic psychological needs, and adolescents' academic alienation. One thousand twenty-nine ( $N = 1,029$ ) high school students from Qom City were randomly selected through a multi-phase cluster sampling method and answered questions regarding academic alienation, school culture, and basic psychological needs. In general, research findings emphasized the importance of studying multi-level factor roles and their relationship to academic alienation.

3. A study was done by (Nissren K. , 2015) in Gaza , Palestine the purpose of to The goal of this research is to detect the psychological need satisfaction and Future Anxiety among orphan adolescent in accommodation and non-residential establishments of Gaza strip governorates according to variables (Gender, Age, Education level, orphan status, Father death status, place of accommodation).

Methodology: The scholar used analytical Comparative descriptive approach, the sample size was (161) orphan adolescent, the ages of them were between 12-18 years, to achieve the objective of the study The scholar used the tool of the study (psychological need satisfaction scale and Future Anxiety scale). To answer the research questions, after validating their

reliability and validity, several statistical tools were applied including descriptive statistics, Cronbach's Alpha and split half test, person correlation, T-test, ANOVA and Schaffer test. The results showed that: There is a lack of psychological need satisfaction level among orphan adolescent in accommodation and non-residential establishments of Gaza strip governorates. there is a significant differences of need assessment, need achievement and Curiosity according to gender favorite to male. There is a significant differences of affiliation, need assessment, need achievement and Curiosity between accommodation and non-residential establishments favorite to accommodation establishments. No significant differences of Future Anxiety and its fields in relation to gender, age, education, father death status and place of accommodation . There is a significant differences of anxiety according to orphan status. No level significant differences for orphan adults concern and its three dimension ( Personal anxiety ,society anxiety, studies anxiety, family anxiety, and technical anxiety) for the orphan adults in Gaza strip related to the orphan adults residents.

4. A study was done by(Gasti R., 2014) in Pandora County, Ohio, USA the purpose of to the goal of this research is study aimed to identify the impact of intervention programs on the psychological and social needs of teenage orphans

Methodology: The sample consisted of a group of adolescent orphans, numbering 25males and 35 females, from the rural and suburban areas of Pandora district, the sample was taken randomly and the study was descriptive and the quantitative qualitative approach was used .As for the results, the study discovered that there is a gap between what the programs

provide and the needs of orphans, as the study revealed that most of the support directed to this category is clothes, foodstuffs, and housing. Like the emotional turmoil of motherhood, the true sense of belonging to the family.

5. A study was done by( Kgomotso A., 2012) in Pretoria, South Africa the purpose of to the goal of this research is study aimed at identifying the needs of male orphans who have lost both parents both parents.

Methodology: The scholar used analytical Comparative descriptive approach, the sample size their number was (265) orphan adolescent and the results of the study show that there are significant and devastating effects as a result of the loss that arises in the orphans as a result of the death of the parents, such as psychological fatigue. The study revealed needs such as their need for good care, the need for guardianship and protection, education, support, housing, clothing, food, and showing respect for others.

6. A study was done by(Mohamed A. El Komi et al., 2012) in Cairo, Egypt with the purpose of to assess of Psychiatric Morbidity among a Sample of Orphanage Children in Cairo ; identifies the prevalence of emotional and behavioral problems and the associated factors in orphanage children.

Methodology: This cross-sectional study was conducted in three private orphanages in Cairo. Two hundred sixty-five children of ages ranging from 6 to 12 years living in three different orphanages care systems were included in the study. A sociodemographic information form and the Child Behavior Checklist (CBCL) were used. Children were clinically interviewed and psychiatric disorders were identified. Diagnoses were done

according to the manual for diagnosis and statistics of mental disorder fourth version (DSMIV). A written formal consent from the director of social solidarity was obtained before inclusion in the study. Results. The prevalence of behavioral disturbances was 64.53% among those in institutional care and the most prominent psychiatric disorders were nocturnal enuresis (23.3%), attention deficit hyperkinetic disorder (ADHD) (19.62%), oppositional defiant disorder (17.36%). Age at first admission, causes of receiving institutional care, and moves 2 or more times between institutions were significantly associated with an increased risk of behavioral and emotional problems. Conclusion. Our study showed that children living in institutions are prone to suffer from psychiatric disorders. Stability of the caregiver acts as a protective variable.

7. A study was done by( Wawira P., 2011) in Kasarani division, Nairobi the purpose of to the goal of this research is study aimed to identify the psychological and educational needs of orphaned students and their impact on guidance and counseling in selected primary schools.

Methodology: The sampling techniques used in the study included simple random sampling; purposive sampling; and stratified sampling techniques, the sample consisted of 818 boys and girls from primary schools, where the sample included 93 orphaned children and 93 non-orphans. The results of the study indicated that there were differences between male orphans, non-orphans and orphan girls due to psychological and social needs that were not statistically significant.

# *Chapter three*

## **Methodology**

## **Chapter Three**

### **Methodology**

This chapter include design of the study, administrative arrangements and ethical considerations, setting of the study, study sample, study instrument, methods of data collection, pilot study, validity , reliability of the study questionnaire and analysis of the study data.

#### **3.1. Design of the Study**

A quantitative correlation research, descriptive correlational design study was carried out among orphans students intermediate Schools in AL- Qadisiyah Governorate for the period from December 1<sup>st</sup> 2021 to 15<sup>een</sup> March 2023.

#### **3.2. Administrative Arrangements and Ethical Consideration**

The administrative arrangements and ethical confirmations was fundamental and decisive part of research work, which include:

1. The initial agreement was obtained from the University of Babylon/ College of Nursing/ Higher studies committee after protocol presentation.
2. Scientific research and ethical committee at College of Nursing has approved the study and its objectives. (AppendixA1).
3. A second permission was obtained from AL- Qadisiyah Educational Director to access the schools to facilitate the data collection (AppendixA2).
4. The third permission was obtained from the orphans students of Intermediate their families schools in AL- Qadisiyah Governorate.
5. Finally, the researcher obtained verbal approval from study population by clarifying the nature of the participation, which was confidential and voluntary.

### **3.3. Setting of the Study**

The original study is conducted in AL- Qadisiyah Governorate, at governmental Intermediate schools governmental secondary schools from October 1<sup>st</sup> 2021 to March 15<sup>een</sup> 2023 involved (35) governmental Intermediate schools from the total numbers (65) governmental Intermediate schools in AL- Qadisiyah Governorate (Appendix A2)..

### **3.4. Sample of the Study**

The sample consist of (200) elementary orphans students were participated in the study. A non-probability sampling (convenience sample). The researcher selected (10%) from each the number of orphans students intermediate schools, the total sample became consisted (200).

### **3.5. Criteria of the Sample**

The sample was selected according to the following criteria:

- 1- Students orphans who studying in governmental schools.
- 2- Both genders.
- 3- Age from 13 to 17 years old.

### **3.6 The Study Instrument**

After an intensive review of relevant literatures, the questionnaire is developed and constructed, after that used as a tool of data collection as shown in Appendix (B):

#### **Part I: Student orphans demographic Data**

This part consists of (4) items about intermediate school. These sections are present as following:

Student demographic characteristics includes: Gender , Grade , Case of loss / gender of the deceased and the arrangement of the student in the family

### **Part II: Social and Psychological Needs Scale.**

1. The first dimension measure of social needs which composed of (22) items.
2. The second dimension psychological needs which composed of (21) items.

### **Part III: Life Satisfaction Scale**

1. First: the field of psychological reassurance which composed of (17) items.
2. Second: The field of satisfaction with social relations which composed of (15) items.

### **3.7 Pilot Study**

Before gathering of the study data, pilot study was conducted from the period 17<sup>th</sup> October to 1<sup>st</sup> December/2022. The researcher selected (20) orphans students Governorate and were excluded from the main sample . This preliminary study is conducted to determine the validity and reliability of the study instrument, confirming its clarity and content adequacy, estimating the average time needed for data collection for each individual during the interviewing process and to identify difficulties which might be faced.

#### **The result of the pilot study:**

- A. The validity of the instrument was determined.
- B. The items of the questionnaire are clear, easy to understand and adequate to assess the knowledge phenomenon underlying the study.

C. The average time required for each interview is nearly (20-25) minute for each individual of orphans students of secondary schools in AL- Qadisiyah Governorate .

### **3.8 Validity of the Study Instrument**

The validity of the study is performed through the panel of (16) experts in appendi(B). They are (3) faculty member from the College of Nursing University of Babylon, (2) faculty member from the College of nursing University of Kufa, (3) faculty member from the College of Nursing University of Baghdad, (1) faculty member from the College of Education University of Qadisiyah, (1) faculty member from the College of Arts University of Qadisiyah, (1) faculty member from the Al-Toosi University college, (1) faculty member from the College of Nursing University of Qadisiyah, (1) faculty member from the Hilla University College, (2) faculty member from the College of Medicine University of Babylon .

The experts' comments reveal that all of the experts have agreed that (75) items of the questionnaire are clear and adequate for the measurement of the phenomenon underlying the study. Modifications are made on few items according to the experts' suggestions.

### **3.9 Reliability of the Questionnaire**

The reliability has many definition in research, ones defined as “the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill Drost, 2011).

Another definition is “the degree to which the measure of a construct is consistent or dependable (Van Hilst etal.,2019).

The internal consistency type of reliability was determined in current study; internal consistency reliability measures the consistency between different items of the instrument. Edwin stated that “It measures the consistency within the instrument and questions on how well a set of items measures a particular characteristic of the test. Single items within a test are correlated to estimate the coefficient of reliability”. (Edwin, 2019)

The internal consistency between items was determined by using Cronbach`s alpha coefficient which calculated through application of Statistical Package for Social Science Program (IBM SPSS) version 26.0 as referred in (Table: 3-1) on a sample of (20) participants which including students of intermediate schools.

**Table (3-1) Reliability Analysis of the Instruments (N= 20)**

<b>Scales</b>	<b>No. of Items</b>	<b>Cronbach`s alpha</b>	<b>Evaluation of Internal Consistency</b>
Social Needs	22	0.711	Accepted
Psychological Needs	21	0.751	Accepted
Social Needs Satisfaction	15	0.747	Accepted
Psychological Needs Satisfaction	17	0.726	Accepted

The analysis of Cronbach`s alpha shows accepted evaluation among all scales used (0.711, 0.751, 0.747, and 0.726); such findings indicate that the questionnaires having adequate level of internal consistency and equivalence measurability.

### **3.10 Ranging and Scoring**

The scales of psychosocial needs and satisfaction about psychosocial needs were use a four Likert scale which is scored as never applied= 1, rarely applied= 2, sometimes applied= 3, and much applied= 4. The items number 10, 13, 14, 16, an 18 in social needs scale; items number 2, 3, 4,

11, 14, 15, 16, 18, 19, 20, and 21 in psychological scale; and items number 13 and 15 in satisfaction of psychological needs were scored reversely as never applied= 4, rarely applied= 3, sometimes applied= 2, and much applied= 1.

The overall level of psychosocial needs and satisfaction about psychosocial needs as well as their sub-domain were estimated by calculating the range score for mean of total score after calculating the range from minimum score and maximum score; the range score rated into three levels as presented in table 3-2. The level of each item in scale was estimated by calculating the cutoff point for the mean of score and rated into three levels also as follow: Low= 1 – 2, Moderate= 2.1 – 3, and High= 3.1 – 4.

### **3.11 Methods of Data Collection**

The period of data collection was started from period 17<sup>en</sup> October to 1<sup>st</sup> December/2022. A structured face- to face interview with orphans students to complete the questionnaire after an agreement was Diwanayah aducation directorate. The researcher's gathered this information in and during day studies in schools . The average time required for reach respondent has taken about (20-25) minutes for full questionnaire .

### **3.12 Methods of Data Analysis**

The data present study is analyzed through the use of the Statistical Package for Social Science Program (SPSS) version 26.0. application analysis system. The following statistical data analysis approaches were used in order to analyze and evaluate the results of the study.

### **3.12.1 Descriptive Statistical Tests :**

This approach was made through the determination of the following :

- **Frequency (F):** In statistics the frequency of an event is the number of times the event occurred in an experiment or study (Kenny & Keeping, 2022). It was used to describe the sociodemographic characteristics of orphan students as well as the level of psychosocial needs and satisfaction about psychosocial needs.

- **Percentage (%):** a number or rate that is expressed as a certain number of parts of something divided into 100 parts (Merriam-Webster, 2022). It was used to describe the sociodemographic characteristics of orphan students as well as the level of psychosocial needs and satisfaction about psychosocial needs.

- **Mean of Score (M.S):** The arithmetic mean is the sum of the individual values in a data set divided by the number of values in the data set (Friis & Chernick, 2003). It was used to determine the level of psychosocial needs and satisfaction about psychosocial needs.

- **Standard Deviation:** is a measure that is used to quantify the amount of variation or dispersion of a set of data values (Bland & Altman, 1996). It was used to determine the level of psychosocial needs and satisfaction about psychosocial needs.

### **3.12.2 Inferential Statistical Tests**

- **Cronbach Alpha ( $\alpha$ ):** Cronbach's alpha coefficient measures the internal consistency, or reliability, of a set of survey items. Use this statistic to help determine whether a collection of items consistently measures the same characteristic. Cronbach's alpha quantifies the level of

agreement on a standardized 0 to 1 scale. Higher values indicate higher agreement between items (Polit & Hungler, 2013). It was used to estimate the internal consistency of the study instrument.

**-Independent t-test:** The independent t-test, also called the two sample t-test, independent-samples t-test or student's t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups (Leard Statistics, 2019). It was used for determine the significant differences in psychosocial needs and satisfaction about psychosocial needs with regard to gender of orphan students.

**-Analysis of Variance (ANOVA):** is a collection of more than two group statistical models used to analyze the differences among group means and their associated procedures (such as "variation" among and between groups), ANOVAs are useful for comparing (testing) three or more means (groups or variables) for statistical significance. It is conceptually similar to multiple two-sample t-tests, but is less conservative (results in less type I error) and is therefore suited to a wide range of practical problems (Fisher & Yates, 2016). It was used for determine the significant differences in psychosocial needs and satisfaction about psychosocial needs with regard to school stage, deceased parent, and birth order of orphan students.

**-Spearman's rank correlation coefficient:** The measure of the strength of the correlation for the measurable and non-measurable features that can be and set in the form of a correlation series. Spearman's coefficient has similar properties as Pearson's linear correlation coefficient, since it shows the force (absolute value) and the direction (sign) of the

correlation of the two features of the analyzed population. The value of this coefficient is in the closed interval  $[-1, 1]$ . And the closer to the ends of this range, the stronger the correlation between the features (Borowski, 2022). It was used to determine the relationship among psychosocial needs and satisfaction with demographic variables of gender, school stage, deceased parent, and birth order.

# *Chapter four*

## **Results of the study**

## Chapter Four

## Results of the Study

This chapter displays the descriptive analysis of the sample related to demographic characteristics of orphan students; and describes their social and psychological needs and to determine the relationship between psychosocial needs and satisfaction about these needs. This chapter also describes the relationship between social and psychological needs with demographic characteristics of orphan students. The statistical procedures were applied for the purpose of analyzing the results of the present study; the results were organized and interpreted.

**Table (4-1): Distribution of Students according to their Demographic Characteristics**

No	Characteristics	F	%	
1	Gender	Male	81	40.5
		Female	<b>119</b>	<b>59.5</b>
	<b>Total</b>	<b>200</b>	<b>100</b>	
2	Intermeditive Schools	First	55	27.5
		Second	<b>74</b>	<b>37</b>
		Third	71	35.5
		<b>Total</b>	<b>200</b>	<b>100</b>
3	Sex of the deceased	Father	<b>123</b>	<b>61.5</b>
		Mother	62	31
		Both	15	7.5
		<b>Total</b>	<b>200</b>	<b>100</b>
4	Birth order	First	63	31.5
		Middle	58	29
		Last	<b>79</b>	<b>39.5</b>
		<b>Total</b>	<b>200</b>	<b>100</b>

No: Number, f: Frequency, %: Percentage, M: Mean, SD: Standard deviation

The descriptive analysis of demographic variables reveals that 59.5% of orphan students are female while remaining are males. The school stage refers that the highest percentage is 37% of students from second intermediate school stage, 35.5% of them are from second stage, and 27.5% of them from first intermediate school stage. Regarding gender of deceased

parent, 61.5% are fathers and 31% are mothers, while only 7.5% were reported that they lose both of their parents. Concerning the birth order of orphan students, 39.5% of them were the last born and 31.5% of them were the first born.

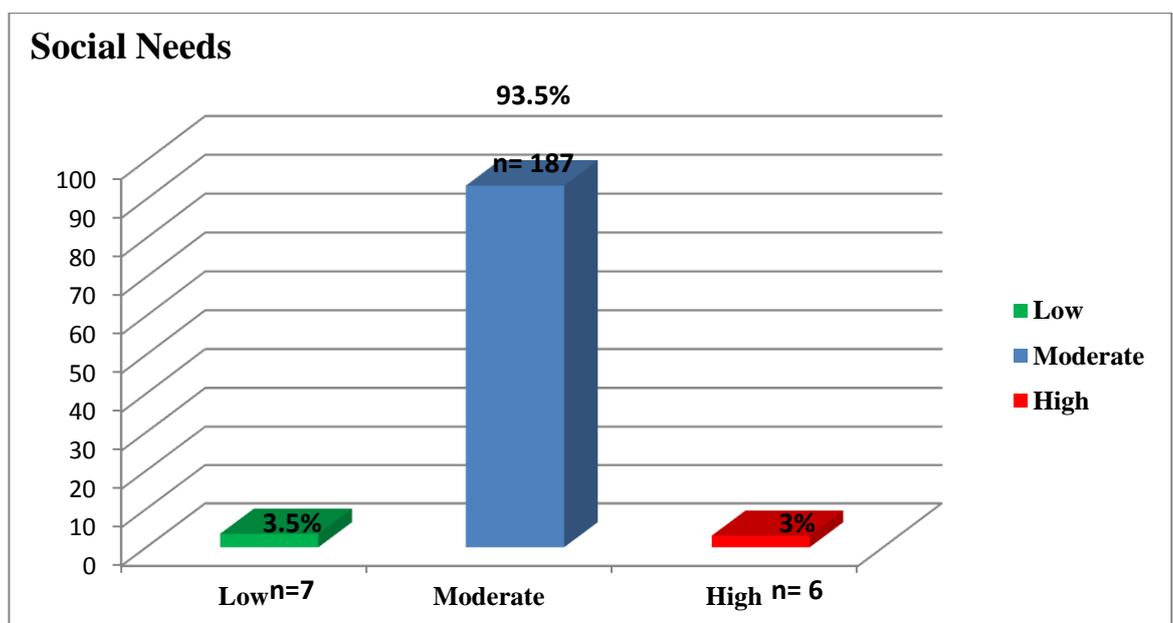
**Table (4-2): Assessment of Social Needs among Orphan Students**

Social Needs	F	%	M	SD
Low	7	3.5	55.51	5.915
<b>Moderate</b>	<b>187</b>	<b>93.5</b>		
High	6	3		
<b>Total</b>	<b>200</b>	<b>100</b>		

*f*: Frequency, *%*: Percentage, *M*: Mean for total score, *SD*: Standard Deviation for total score Low= 22 – 44, Moderate= 44.1 – 66, High= 66.1 – 88

This table reveals that orphan students show moderate level of social needs ( $M \pm SD = 55.51 \pm 5.915$ ) in which 93.5% of them associated with moderate level.

**Figure (4-1): Levels of Social Needs among Orphan Students (N=200)**



This figure shows that majority of orphan student (93.5%) associated with moderate level of social needs.

**Table (4-3): Assessment of Social Needs among Orphan Students at Intermediate Schools (N=200)**

No	Social needs	Scale	f (%)	M	Assess.
1	I find myself separated from others in my way of thinking	Never applied	56(28)	2.52	Moderate
		Rarely applied	35(17.5)		
		Sometimes applied	<b>59(29.5)</b>		
		Applies Much	50(25)		
2	I can't find anyone to help me solve my problems	Never applied	57(28.5)	2.59	Moderate
		Rarely applied	36(18)		
		Sometimes applied	40(20)		
		Applies Much	<b>67(33.5)</b>		
3	I feel social isolation	Never applied	<b>63(31.5)</b>	2.37	Moderate
		Rarely applied	46(23)		
		Sometimes applied	45(22.5)		
		Applies Much	46(23)		
4	I don't feel appreciated by others	Never applied	<b>62(31)</b>	2.34	Moderate
		Rarely applied	51(25.5)		
		Sometimes applied	44(22)		
		Applies Much	43(21.5)		
5	I feel afraid to establish social relations with colleagues	Never applied	<b>66(33)</b>	2.13	Moderate
		Rarely applied	56(28.5)		
		Sometimes applied	46(23)		
		Applies Much	23(11.5)		
6	I feel like people make fun of me when I'm with my classmates	Never applied	53(26.5)	2.43	Moderate
		Rarely applied	<b>56(28)</b>		
		Sometimes applied	43(21.5)		
		Applies Much	48(24)		
7	I tend to connect with others as compensation for the absence of a parent or both	Never applied	36(18)	2.77	Moderate
		Rarely applied	33(16.5)		
		Sometimes applied	<b>73(36.5)</b>		
		Applies Much	58(29)		
8	Participate in school activities and events	Never applied	37(18.5)	2.69	Moderate
		Rarely applied	44(22)		
		Sometimes applied	<b>63(31.5)</b>		
		Applies Much	56(28)		
9	I feel happier working with others than working alone	Never applied	40(20)	2.54	Moderate
		Rarely applied	<b>58(29)</b>		
		Sometimes applied	56(28)		
		Applies Much	46(23)		
10	I am happy to make new friends	Never applied	<b>68(34)</b>	2.75	Moderate
		Rarely applied	50(25)		
		Sometimes applied	46(23)		

		<b>Applies Much</b>	36(18)		
12	I work with the teachers in the school	<b>Never applied</b>	48(24)	2.29	Moderate
		<b>Rarely applied</b>	<b>78(39)</b>		
		<b>Sometimes applied</b>	43(21.5)		
		<b>Applies Much</b>	31(15.5)		
13	I don't feel friendly when dealing with others	<b>Never applied</b>	49(24.5)	2.66	Moderate
		<b>Rarely applied</b>	<b>64(32)</b>		
		<b>Sometimes applied</b>	56(28)		
		<b>Applies Much</b>	31(15.5)		
14	I give up my rights in front of others	<b>Never applied</b>	12(6)	2.20	Moderate
		<b>Rarely applied</b>	60(30)		
		<b>Sometimes applied</b>	<b>84(42)</b>		
		<b>Applies Much</b>	44(22)		
15	I feel like other people are making fun of me	<b>Never applied</b>	21(10.5)	2.88	Moderate
		<b>Rarely applied</b>	37(18.5)		
		<b>Sometimes applied</b>	<b>87(43.5)</b>		
		<b>Applies Much</b>	55(27.5)		
16	I feel afraid about doing social relationships with surroundings	<b>Never applied</b>	18(9)	2.14	Moderate
		<b>Rarely applied</b>	48(24)		
		<b>Sometimes applied</b>	<b>78(39)</b>		
		<b>Applies Much</b>	56(28)		
17	I feel uncomfortable in my relationship with others	<b>Never applied</b>	10(5)	2.98	Moderate
		<b>Rarely applied</b>	49(24.5)		
		<b>Sometimes applied</b>	<b>76(38)</b>		
		<b>Applies Much</b>	65(32.5)		
18	I feel lonely even if I am with others	<b>Never applied</b>	19(9.5)	2.06	Moderate
		<b>Rarely applied</b>	41(20.5)		
		<b>Sometimes applied</b>	<b>73(36.5)</b>		
		<b>Applies Much</b>	67(33.5)		
19	I accept myself for who I am despite the loss of one or both of my parents	<b>Never applied</b>	27(13.5)	2.85	Moderate
		<b>Rarely applied</b>	41(20.5)		
		<b>Sometimes applied</b>	<b>67(33.5)</b>		
		<b>Applies Much</b>	65(32.5)		
20	I expect there are dangers threatening me	<b>Never applied</b>	28(14)	2.64	Moderate
		<b>Rarely applied</b>	58(29)		
		<b>Sometimes applied</b>	<b>72(36)</b>		
		<b>Applies Much</b>	42(21)		
21	I try to overcome my fears of others on my own	<b>Never applied</b>	27(13.5)	2.66	Moderate
		<b>Rarely applied</b>	59(29.5)		
		<b>Sometimes applied</b>	<b>69(34.5)</b>		
		<b>Applies Much</b>	45(22.5)		
22	I find that my future is bleak	<b>Never applied</b>	16(9.5)	2.66	Moderate

	Rarely applied	65(32.5)		
	Sometimes applied	81(40.5)		
	Applies Much	35(17.5)		

M Mean, Assess: Assessment, Low= 1 – 2, Moderate= 2.1 –3, High= 3.1 - 4

The table 4-3 presents the assessment of social needs items; the mean scores reveal moderate level of needs among all items.

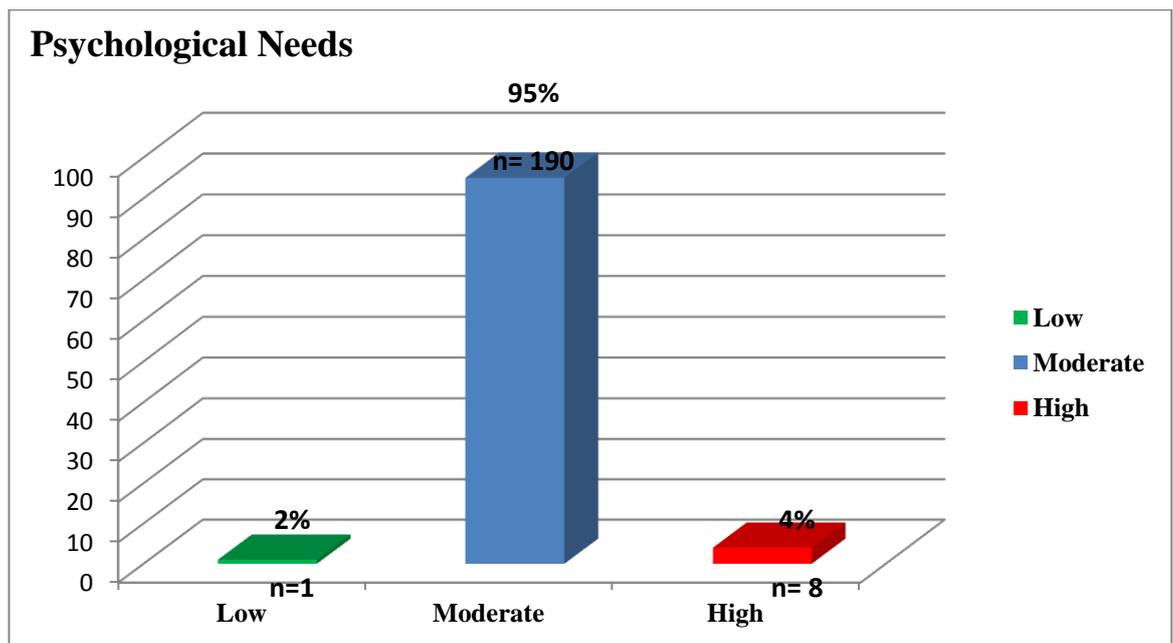
**Table (4-4): Assessment of Psychological Needs among Orphan Students**

Psychological needs	F	%	M	SD
Low	2	1	54.21	4.849
<b>Moderate</b>	<b>190</b>	<b>95</b>		
High	8	4		
<b>Total</b>	<b>200</b>	<b>100</b>		

f: Frequency, %: Percentage M: Mean for total score, SD: Standard Deviation for total score, Low= 21 – 42, Moderate= 42.1 – 63, High= 63.1 – 84

This table indicates that orphan students show moderate level of psychological needs (M±SD= 54.21±4.849) in which 95% of them associated with moderate level.

**Figure (4-2): Levels of Psychological Needs among Orphan Students (N=200)**



This figure shows that majority of orphan student (95%) associated with moderate level of psychological needs.

**Table (4-5): Assessment of Psychological Needs among Orphan Students at Intermediate Schools (N=200)**

No	Psychological Needs	Scale	F (%)	M	Assess.
1	I feel upset when I see my classmates with their parents	Never applied	25(12.5)	2.62	Moderate
		Rarely applied	63(31.5)		
		Sometimes applied	<b>75(37.5)</b>		
		Applies Much	37(18.5)		
2	I feel psychological adjustment despite the harsh circumstances caused by the loss of someone my father or both	Never applied	35(17.5)	2.33	Moderate
		Rarely applied	52(26)		
		Sometimes applied	56(28)		
		Applies Much	<b>57(28.5)</b>		
3	I feel comfortable in my school	Never applied	18(9)	2.32	Moderate
		Rarely applied	69(35.5)		
		Sometimes applied	<b>72(36)</b>		
		Applies Much	41(20.5)		
4	Feel protected with those around	Never applied	41(20.5)	2.58	Moderate
		Rarely applied	<b>66(33)</b>		
		Sometimes applied	61(30.5)		
		Applies Much	32(16)		
5	Losing one or both of my parents makes me feel alienated	Never applied	35(17.5)	2.56	Moderate
		Rarely applied	56(28)		
		Sometimes applied	<b>72(36)</b>		
		Applies Much	37(18.5)		
6	The loss of one or both of my parents makes me feel insecure about those around me	Never applied	32(16)	2.58	Moderate
		Rarely applied	<b>65(32.5)</b>		
		Sometimes applied	59(29.5)		
		Applies Much	44(22)		
7	Losing one or both of my parents made me hopeless about the future	Never applied	36(18)	2.35	Moderate
		Rarely applied	<b>82(41)</b>		
		Sometimes applied	58(29)		
		Applies Much	24(12)		
8	The loss of one or both of my parents caused the others to meddle in the affairs of my life	Never applied	43(21.5)	2.39	Moderate
		Rarely applied	<b>67(33.5)</b>		
		Sometimes applied	59(29.5)		
		Applies Much	31(15.5)		

9	I feel happy when others praise me.	Never applied	18(9)	2.86	Moderate
		Rarely applied	49(24.5)		
		Sometimes applied	<b>77(38.5)</b>		
		Applies Much	56(28)		
10	Losing one or both of my parents makes me sad	Never applied	30(15)	2.70	Moderate
		Rarely applied	<b>57(28.5)</b>		
		Sometimes applied	<b>57(28.5)</b>		
		Applies Much	56(28)		
11	I feel safe and secure with my colleagues	Never applied	38(19)	2.50	Moderate
		Rarely applied	61(30.5)		
		Sometimes applied	<b>63(31.5)</b>		
		Applies Much	38(19)		
12	I hate that others make me feel weak	Never applied	27(13.5)	2.76	Moderate
		Rarely applied	48(24)		
		Sometimes applied	<b>72(36)</b>		
		Applies Much	53(26.5)		
13	I try to make my own decisions without turning to anyone	Never applied	27(13.5)	2.76	Moderate
		Rarely applied	47(23.5)		
		Sometimes applied	<b>73(36.5)</b>		
		Applies Much	53(26.5)		
14	I feel free to define my own lifestyle	Never applied	32(16)	2.66	Moderate
		Rarely applied	<b>95(47.5)</b>		
		Sometimes applied	45(22.5)		
		Applies Much	28(14)		
15	I tend to solve my own problems	Never applied	49(24.5)	2.54	Moderate
		Rarely applied	47(23.5)		
		Sometimes applied	<b>66(33)</b>		
		Applies Much	38(19)		
16	I boldly express my opinion and ideas freely	Never applied	20(10)	2.40	Moderate
		Rarely applied	69(34.5)		
		Sometimes applied	<b>82(41)</b>		
		Applies Much	29(14.5)		
17	I feel that my freedom is restricted compared to my friends	Never applied	18(9)	2.97	Moderate
		Rarely applied	35(17.5)		
		Sometimes applied	<b>83(41.5)</b>		
		Applies Much	64(32)		
18	I feel satisfied with the accomplishment of my work	Never applied	39(19.5)	2.50	Moderate
		Rarely applied	<b>65(32.5)</b>		
		Sometimes applied	53(26.5)		
		Applies Much	43(21.5)		
19	I feel happy when I do something new	Never applied	54(27)	2.82	Moderate
		Rarely applied	<b>75(37.5)</b>		

		<b>Sometimes applied</b>	52(26)		
		<b>Applies Much</b>	19(9.5)		
20	I feel confident when I succeed in achieving my goals in life	<b>Never applied</b>	49(24.5)	2.69	Moderate
		<b>Rarely applied</b>	63(31.5)		
		<b>Sometimes applied</b>	<b>65(32.5)</b>		
		<b>Applies Much</b>	23(11.5)		
21	I develop my abilities and capabilities through the love of knowledge	<b>Never applied</b>	28(14)	2.37	Moderate
		<b>Rarely applied</b>	59(29.5)		
		<b>Sometimes applied</b>	<b>72(36)</b>		
		<b>Applies Much</b>	41(20.5)		

*f*: Frequency, %: Percentage *M*: Mean for total score, Low= 1 – 2, Moderate= 2.1 –3, High= 3.1 - 4

The table 4-5 presents the assessment of psychological needs items; the mean scores reveal moderate level of needs among all items.

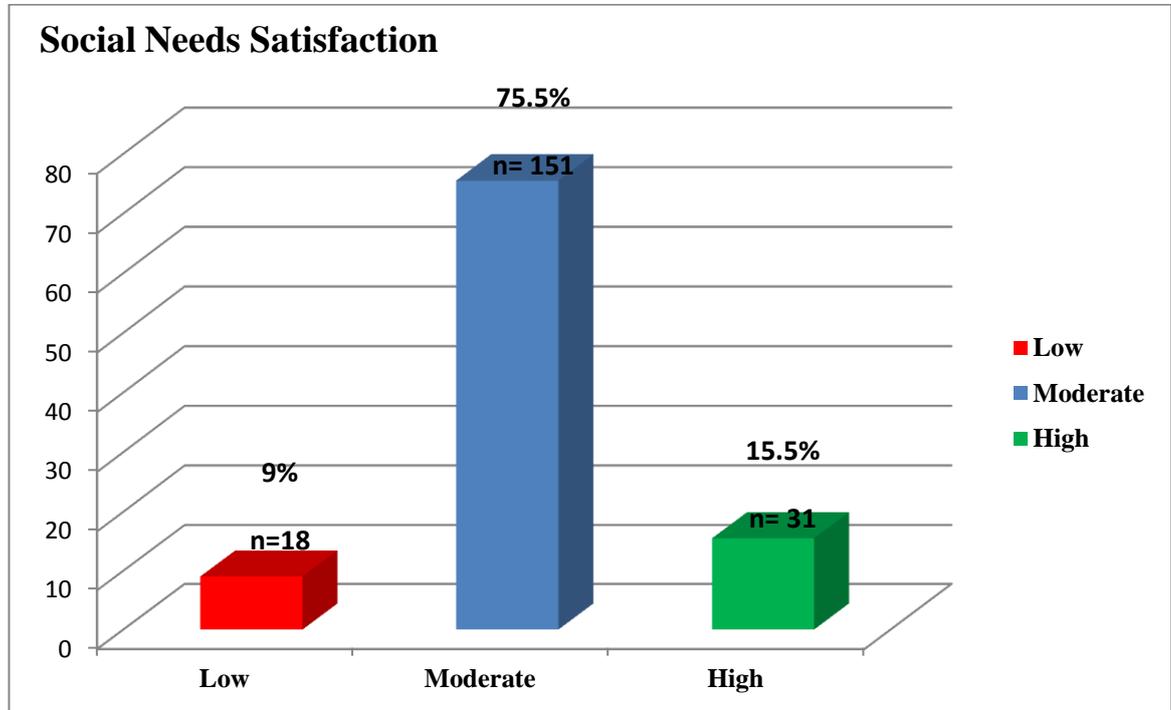
**Table (4-6): Assessment of Satisfaction about Social Needs among Orphan Students**

<b>Satisfaction</b>	<b>F</b>	<b>%</b>	<b>M</b>	<b>SD</b>
Low	18	9	40.03	5.701
<b>Moderate</b>	<b>151</b>	<b>75.5</b>		
High	31	15.5		
<b>Total</b>	<b>200</b>	<b>100</b>		

*f*: Frequency, %: Percentage, *M*: Mean for total score, *SD*: Standard Deviation for total score, Low= 15 – 30, Moderate= 30.1 – 45, High= 45.1 – 60

This table indicates that orphan students perceive moderate level of satisfaction about social needs ( $M \pm SD = 40.03 \pm 5.701$ ) in which 75.5% of them associated with moderate level.

**Figure (4-3): Levels of Satisfaction about Social Needs among Orphan Students (N=200)**



This figure shows that 75.5% of orphan students associated with moderate level of satisfaction about social needs.

**Table (4-7): Assessment of Orphan Students' Satisfaction about Social Needs (N=200)**

No	Social needs' satisfaction	Scale	f (%)	M	Assess.
1	I accept others as they are	Never applied	17(8.5)	3.05	High
		Rarely applied	28(14)		
		Sometimes applied	<b>84(42)</b>		
		Applies Much	71(35.5)		
2	I feel confident about my social behavior	Never applied	28(14)	2.78	Moderate
		Rarely applied	43(21.5)		
		Sometimes applied	<b>75(37.5)</b>		
		Applies Much	54(27)		
3	I consider myself to be better off than others	Never applied	18(9)	3.20	High
		Rarely applied	15(7.5)		
		Sometimes applied	76(38)		
		Applies Much	<b>91(45.5)</b>		
4	I feel that others are satisfied with me	Never applied	30(15)	2.76	Moderate
		Rarely applied	47(23.5)		

		<b>Sometimes applied</b>	<b>65(32.5)</b>		
		<b>Applies Much</b>	58(29)		
5	Add an atmosphere of fun when I am in the company of others	<b>Never applied</b>	35(17.5)	2.88	Moderate
		<b>Rarely applied</b>	29(14.5)		
		<b>Sometimes applied</b>	62(31)		
		<b>Applies Much</b>	<b>74(37)</b>		
6	Participate in the school's social activities	<b>Never applied</b>	56(28)	2.31	Moderate
		<b>Rarely applied</b>	52(26)		
		<b>Sometimes applied</b>	<b>66(33)</b>		
		<b>Applies Much</b>	26(13)		
7	I help others develop their social skills	<b>Never applied</b>	43(21.5)	2.47	Moderate
		<b>Rarely applied</b>	53(26.5)		
		<b>Sometimes applied</b>	<b>71(35.5)</b>		
		<b>Applies Much</b>	33(16.5)		
8	I am satisfied with my life as it is	<b>Never applied</b>	<b>69(34.5)</b>	2.32	Moderate
		<b>Rarely applied</b>	40(20)		
		<b>Sometimes applied</b>	49(24.5)		
		<b>Applies Much</b>	42(21)		
9	I do not suffer from feelings of despair or disappointment with others	<b>Never applied</b>	19(9.5)	2.84	Moderate
		<b>Rarely applied</b>	47(23.5)		
		<b>Sometimes applied</b>	<b>82(41)</b>		
		<b>Applies Much</b>	52(26)		
10	My behavior with others is tolerant and fun	<b>Never applied</b>	54(27)	2.32	Moderate
		<b>Rarely applied</b>	58(29)		
		<b>Sometimes applied</b>	<b>59(29.5)</b>		
		<b>Applies Much</b>	29(14.5)		
11	I feel happy that I have good relations with others	<b>Never applied</b>	30(15)	2.69	Moderate
		<b>Rarely applied</b>	48(24)		
		<b>Sometimes applied</b>	<b>77(38.5)</b>		
		<b>Applies Much</b>	45(22.5)		
12	I pray that goodness prevails over others	<b>Never applied</b>	51(25.5)	2.47	Moderate
		<b>Rarely applied</b>	42(21)		
		<b>Sometimes applied</b>	<b>69(34.5)</b>		
		<b>Applies Much</b>	38(19)		
13	I wish a good life to my orphaned friends	<b>Never applied</b>	36(18)	2.62	Moderate
		<b>Rarely applied</b>	48(24)		
		<b>Sometimes applied</b>	<b>73(36.5)</b>		
		<b>Applies Much</b>	43(21.5)		
14	I find appreciation simply because I belong to the category of orphans	<b>Never applied</b>	27(13.5)	2.60	Moderate
		<b>Rarely applied</b>	61(30.5)		
		<b>Sometimes applied</b>	<b>78(39)</b>		
		<b>Applies Much</b>	34(17)		
15	I feel safe when I am with others	<b>Never applied</b>	30(15)	2.77	Moderate
		<b>Rarely applied</b>	41(20.5)		
		<b>Sometimes applied</b>	<b>74(37)</b>		

	<b>Applies Much</b>	55(27.5)		
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*f*: Frequency, %: Percentage, *M*: Mean for total score, *SD*: Standard Deviation for total score, Low= 15 – 30, Moderate= 30.1 – 45, High= 45.1 – 60

This table presents the items of satisfaction about social needs among orphan students; the mean scores indicates moderate satisfaction among all items related to social needs except items 1 and 3 that show high satisfaction.

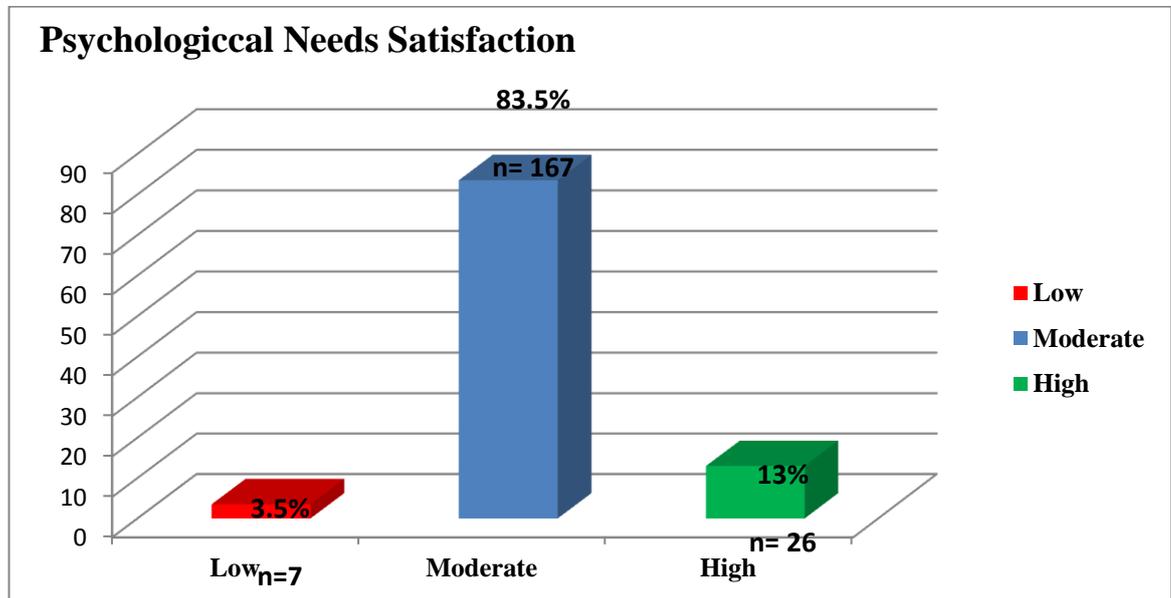
**Table (4-8): Assessment of Satisfaction about Psychological Needs among Orphan Students**

Satisfaction	F	%	M	SD
Low	7	3.5	44.85	5.770
<b>Moderate</b>	<b>167</b>	<b>83.5</b>		
High	26	13		
<b>Total</b>	<b>200</b>	<b>100</b>		

*F*: Frequency, %: Percentage, *M*: Mean for total score, *SD*: Standard Deviation for total score, Low= 17 – 34, Moderate= 34.1 – 51, High= 51.1 – 68

This table indicates that orphan students perceive moderate level of satisfaction about psychological needs ( $M \pm SD = 44.85 \pm 5.770$ ) in which 83.5% of them associated with moderate level.

**Figure (4-4): Levels of Satisfaction about Psychological Needs among Orphan Students (N=200)**



This figure shows that 83.5% of orphan students associated with moderate level of satisfaction about psychological needs.

**Table (4-9): Assessment of Orphan Students' Satisfaction about Psychological Needs (N=200)**

No	Psychological Needs' Satisfaction	Scale	F (%)	M	Assess.
1	I feel successful in my life in general	Never applied	38(19)	2.63	Moderate
		Rarely applied	39(19.5)		
		Sometimes applied	<b>83(41.5)</b>		
		Applies Much	40(20)		
2	I feel stable and safe in my life	Never applied	29(14.5)	2.84	Moderate
		Rarely applied	31(15.5)		
		Sometimes applied	<b>84(42)</b>		
		Applies Much	56(28)		
3	I tend to laugh and exchange humor	Never applied	41(20.5)	2.63	Moderate
		Rarely applied	46(23)		
		Sometimes applied	<b>59(29.5)</b>		
		Applies Much	54(27.5)		
4	I feel optimistic about the future	Never applied	28(14)	2.82	Moderate
		Rarely applied	48(24)		
		Sometimes applied	56(28)		
		Applies Much	<b>68(34)</b>		
5	I feel that my current life conditions are better than	Never applied	37(18.5)	2.67	Moderate
		Rarely applied	40(20)		

	before	<b>Sometimes applied</b>	<b>75(37.5)</b>		
		<b>Applies Much</b>	48(24)		
6	I expect a happy future life	<b>Never applied</b>	20(10)	2.84	Moderate
		<b>Rarely applied</b>	52(26)		
		<b>Sometimes applied</b>	<b>69(34.5)</b>		
		<b>Applies Much</b>	59(29.5)		
7	Look at the positive aspects of life	<b>Never applied</b>	33(16.5)	2.70	Moderate
		<b>Rarely applied</b>	54(27)		
		<b>Sometimes applied</b>	54(27)		
		<b>Applies Much</b>	<b>59(29.5)</b>		
8	I have achieved part of my ambitions so far accept criticism of others	<b>Never applied</b>	36(18)	2.60	Moderate
		<b>Rarely applied</b>	50(25)		
		<b>Sometimes applied</b>	<b>73(36.5)</b>		
		<b>Applies Much</b>	41(20.5)		
9	I accept others' critique	<b>Never applied</b>	43(21.5)	2.68	Moderate
		<b>Rarely applied</b>	38(19)		
		<b>Sometimes applied</b>	59(29.5)		
		<b>Applies Much</b>	<b>60(30)</b>		
10	I feel high self-confidence that pushes me to take initiative	<b>Never applied</b>	47(23.5)	2.61	Moderate
		<b>Rarely applied</b>	41(20.5)		
		<b>Sometimes applied</b>	<b>56(28)</b>		
		<b>Applies Much</b>	<b>56(28)</b>		

11	I think about my future before I go to sleep	Never applied	38(19)	2.67	Moderate
		Rarely applied	43(21.5)		
		Sometimes applied	<b>67(33.5)</b>		
		Applies Much	52(26)		
12	Although life is full of pressures, happiness accompanies me	Never applied	31(15.5)	2.65	Moderate
		Rarely applied	55(27.5)		
		Sometimes applied	<b>67(33.5)</b>		
		Applies Much	47(23.5)		
13	I live in a state of daily misery and misery	Never applied	32(16)	2.07	Moderate
		Rarely applied	22(11)		
		Sometimes applied	<b>73(36.5)</b>		
		Applies Much	<b>73(36.5)</b>		
14	I feel confident in my abilities	Never applied	39(19.5)	2.65	Moderate
		Rarely applied	42(21)		
		Sometimes applied	<b>70(35)</b>		
		Applies Much	49(24.5)		
15	I have no determination and will to find meaning in my life	Never applied	8(4)	2.05	Moderate
		Rarely applied	48(24)		
		Sometimes applied	<b>90(45)</b>		
		Applies Much	54(27)		
16	I live in a better standard of life than many people live.	Never applied	23(11.5)	3.01	High
		Rarely applied	23(11.5)		
		Sometimes applied	<b>84(42)</b>		
		Applies Much	70(35)		
17	I have the ability to make a decision about my future.	Never applied	32(16)	2.78	Moderate
		Rarely applied	36(18)		
		Sometimes applied	<b>77(38.5)</b>		
		Applies Much	55(27.5)		

*F: Frequency, %: Percentage, M: Mean for total score, SD: Standard Deviation for total score, Low= 17 – 34, Moderate= 34.1 – 51, High= 51.1 – 68*

This table presents the items of satisfaction about psychological needs among orphan students; the mean scores indicates moderate satisfaction among all items related to psychological needs except items 16 that show high satisfaction which is (*I live in a better standard of life than many people live.*).

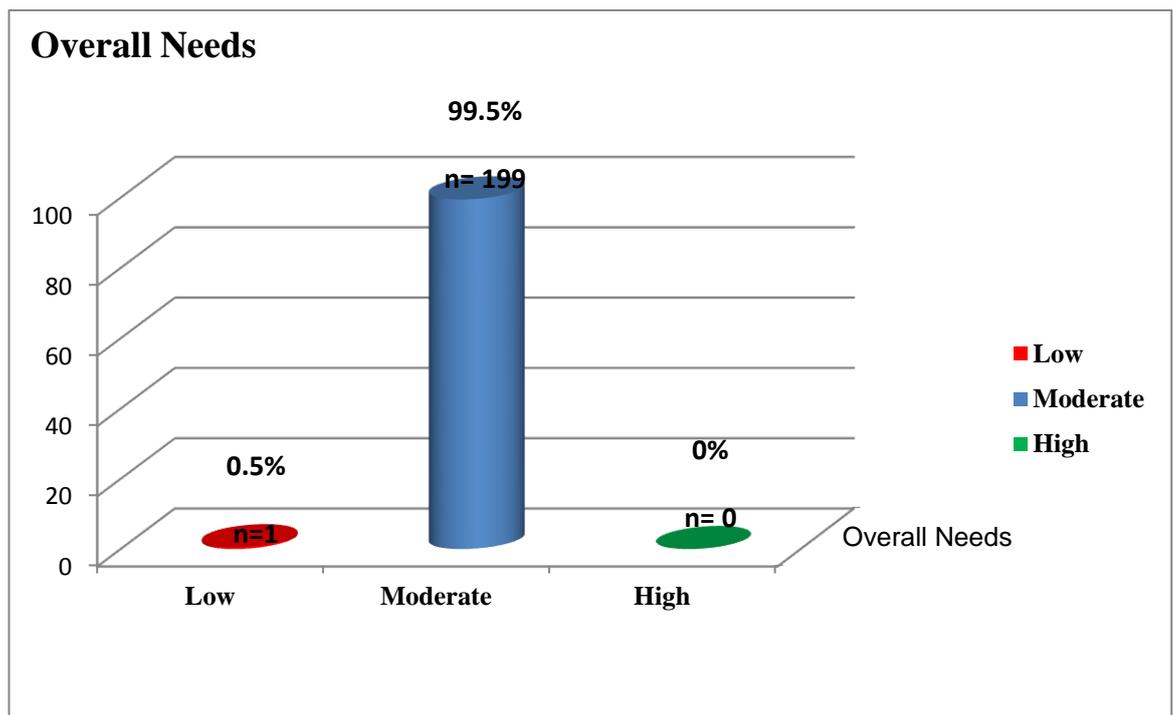
**Table (4-10): Overall Assessment of Psychosocial Needs among Orphan Students**

Overall psychosocial needs	F	%	M	SD
Low	1	0.5	109.72	8.023
<b>Moderate</b>	<b>199</b>	<b>99.5</b>		
High	0	0		
<b>Total</b>	<b>200</b>	<b>100</b>		

*f*: Frequency, *%*: Percentage, *M*: Mean for total score, *SD*: Standard Deviation for total score Low= 43 – 86, Moderate= 86.1 – 129, High= 129.1 – 172

The overall analysis of psychosocial needs refers that the majority of orphan students (99.5%) show moderate level of psychosocial needs ( $M \pm SD = 109.72 \pm 8.023$ ).

**Figure (4-5): Overall Levels of Psychosocial Needs among Orphan Students (N=200)**



This figure shows that majority of orphan student (99.5%) associated with moderate level of psychosocial needs.

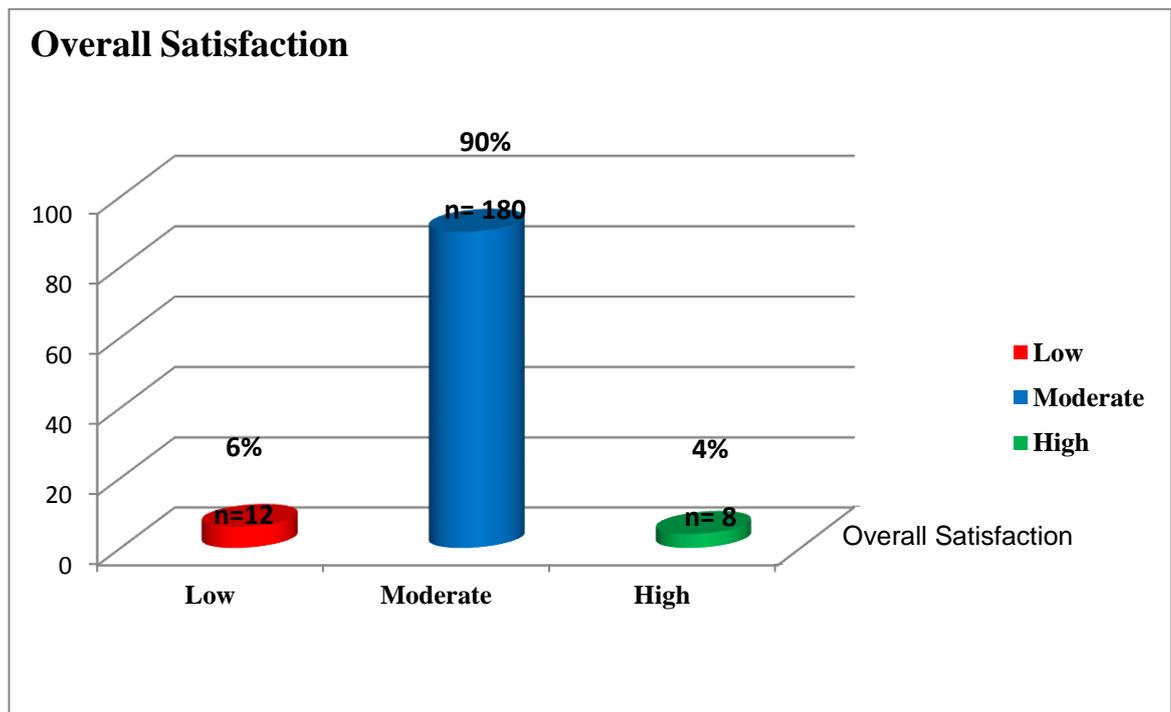
**Table (4-11): Overall Assessment of Satisfaction about Psychosocial Needs among Orphan Students**

Overall Satisfaction	F	%	M	SD
Low	12	6	84.88	9.465
Moderate	180	90		
High	8	4		
<b>Total</b>	<b>200</b>	<b>100</b>		

*f*: Frequency, %: Percentage, *M*: Mean for total score, *SD*: Standard Deviation for total score Low= 32 – 64, Moderate= 64.1 – 96, High= 96.1 – 128

The overall analysis of satisfaction about psychosocial needs refers that the majority of orphan students (90%) show moderate level of satisfaction ( $M \pm SD = 84.88 \pm 9.465$ ).

**Figure (4-6): Overall Levels of Satisfaction about Psychosocial Needs among Orphan Students (N=200)**



This figure shows that majority of orphan student (90%) associated with moderate level of satisfaction.

**Table (4-12): Correlation between Psychosocial Needs and Satisfaction about Psychosocial Needs among Orphan Students' (N=200)**

Correlation		Psychosocial needs	Satisfaction about needs
Psychosocial needs	Pearson Correlation	1	0.035
	Sig. (2-tailed)		0.622
Satisfaction about needs	Pearson Correlation	0.035	1
	Sig. (2-tailed)	0.622	

This table reveals that there is no significant relationship between psychosocial needs and satisfaction of these needs among orphan students as indicated by insignificant correlation.

**Table (4-13): Significant Differences in Psychosocial Needs among Orphan Students with regard to their Gender (N=200)**

Gender Needs		M	SD	t	df	P ≤ 0.05	Sig
Social	Male	54.89	5.952	-1.227	198	.221	N.S
	Female	55.93	5.877				
Psychological	Male	53.99	5.139	-.534	198	.594	N.S
	Female	54.36	4.56				

*M: Mean, SD: Standard deviation, t: t-test, df: Degree of freedom, Sig: Significance, p: Probability value, N.S: Not significant, S: Significant, H.S: High significant*

This table reveals that there are no significant differences in psychosocial needs with regard to gender of orphan students.

**Table (4-14): Significant Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to their Gender (N=200)**

Gender		M	SD	t	df	$p \leq 0.05$	Sig
Satisfaction							
<b>Social</b>	Male	40.42	5.779	.787	198	.432	N.S
	Female	39.77	5.656				
<b>Psychological</b>	Male	45.23	6.028	.787	198	.432	N.S
	Female	44.58	5.599				

*M: Mean, SD: Standard deviation, t: t-test, df: Degree of freedom, Sig: Significance, p: Probability value, N.S: Not significant, S: Significant, H.S: High significant*

This table shows that there are no significant differences in satisfaction about psychosocial needs with regard to gender of orphan students.

**Table (4-15): Significant Differences in Psychosocial Needs among Orphan Students with regard to their School Stage (N=200)**

Stage	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
<b>Social</b>	Between Groups	242.955	2	121.477	3.562	.030*
	Within Groups	6719.025	197	34.107		NS
	<b>Total</b>	<b>6961.980</b>	<b>199</b>			
<b>Psychological</b>	Between Groups	64.725	2	32.362	1.382	.254
	Within Groups	4614.455	197	23.424		NS
	<b>Total</b>	<b>4679.180</b>	<b>199</b>			

*df: Degree of freedom, F: F-statistic, Sig: Significance*

\**Post-Hoc test: significant with third stage at p-value= .036*

This table shows that there is significant difference in social needs with regard to school stage at  $p$ -value= .030, the post-hoc test reveals that significant difference is among those in third school stage at  $p$ -value= .036.

**Table (4-16): Significant Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to their School Stage (N=200)**

Stage Satisfaction	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
<b>Social</b>	Between Groups	30.831	2	15.415	.472	.625
	Within Groups	6435.924	197	32.670		NS
	<b>Total</b>	<b>6466.755</b>	<b>199</b>			
<b>Psychological</b>	Between Groups	247.057	2	123.528	3.815	.024*
	Within Groups	6379.138	197	32.381		NS
	<b>Total</b>	<b>6626.195</b>	<b>199</b>			

*df: Degree of freedom, F: F-statistic, Sig: Significance*

*\*Post-Hoc test: significant with third stage at  $p$ -value= .024*

This table indicates that there is significant difference in satisfaction about psychological needs with regard to students in third school stage at  $P.v = .024$ .

**Table (4-17): Significant Differences in Psychosocial Needs among Orphan Students with regard to Gender of Deceased Parent (N=200)**

Needs \ Parent	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
<b>Social</b>	Between Groups	185.129	2	92.565	2.691	.070
	Within Groups	6776.851	197	34.400		NS
	<b>Total</b>	<b>6961.980</b>	<b>199</b>			
<b>Psychological</b>	Between Groups	6.940	2	3.470	.146	.864
	Within Groups	4672.240	197	23.717		NS
	<b>Total</b>	<b>4679.180</b>	<b>199</b>			

*df: Degree of freedom, F: F-statistic, Sig: Significance*

This table depicts that there are no significant differences in psychosocial needs with regard to gender of deceased parents.

**Table (4-18): Significant Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to Gender of Deceased Parent (N=200)**

Parent Satisfaction	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
<b>Social</b>	Between Groups	181.518	2	90.759	2.845	.061
	Within Groups	6285.237	197	31.905		NS
	<b>Total</b>	<b>6466.755</b>	<b>199</b>			
<b>Psychological</b>	Between Groups	23.500	2	11.750	.351	.705
	Within Groups	6602.695	197	33.516		NS
	<b>Total</b>	<b>6626.195</b>	<b>199</b>			

*df: Degree of freedom, F: F-statistic, Sig: Significance*

This table displays that there are no significant differences in satisfaction about psychological needs with regard to gender of deceased parents.

**Table (4-19): Significant Differences in Psychosocial Needs among Orphan Students with regard to their Birth Order (N=200)**

Order Needs	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
<b>Social</b>	Between Groups	163.950	2	81.975	2.376	.096
	Within Groups	6798.030	197	34.508		NS
	<b>Total</b>	<b>6961.980</b>	<b>199</b>			
<b>Psychological</b>	Between Groups	324.382	2	162.191	7.337	.001*
	Within Groups	4354.798	197	22.106		<b>S</b>
	<b>Total</b>	<b>4679.180</b>	<b>199</b>			

*df: Degree of freedom, F: F-statistic, Sig: Significance*

*\*Post-Hoc test: significant with last born at p-value= .001*

This table shows that there is significant difference in psychological needs with regard to birth order of students; the post-hoc test reveals the difference is regarding last born orphan students at p-value= .001.

**Table (4-20): Significant Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to their Birth Order (N=200)**

Order Satisfaction	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
<b>Social</b>	Between Groups	432.872	2	216.436	7.066	.001*
	Within Groups	6033.883	197	30.629		<b>S</b>
	<b>Total</b>	<b>6466.755</b>	<b>199</b>			
<b>Psychological</b>	Between Groups	239.135	2	119.568	3.688	.027**
	Within Groups	6387.060	197	32.422		<b>S</b>
	<b>Total</b>	<b>6626.195</b>	<b>199</b>			

*df: Degree of freedom, F: F-statistic, Sig: Significance*

\*Post-Hoc test: significant with last born at  $p$ -value= .002

\*\*Post-Hoc test: significant with last born at  $p$ -value= .044

This table indicates that there are significant differences in satisfaction about social needs and psychological needs with regard to last born orphan students at  $p$ -value=.002 and 0.044.

**Table (4-21): Relationship among Social Needs with Sociodemographic Characteristics of Orphan Students**

Variables		Social needs				Correlation
		Low	Moderate	High	Total	
Gender	Male	4	77	0	81	$r = .061$ P-value= .387 Sig= N.S
	Female	3	110	6	119	
	<b>Total</b>	<b>7</b>	<b>187</b>	<b>6</b>	<b>200</b>	
School stage	First	0	51	4	55	$r = .165$ P-value= .020 Sig= S
	Second	3	70	1	74	
	Third	4	66	1	71	
	<b>Total</b>	<b>7</b>	<b>187</b>	<b>6</b>	<b>200</b>	
Deceased parent	Father	5	113	5	123	$r = .190$ P-value= .007 Sig= S
	Mother	2	59	1	62	
	Both	0	15	0	15	
	<b>Total</b>	<b>7</b>	<b>187</b>	<b>6</b>	<b>200</b>	
Birth order	First	2	58	3	63	$r = .044$ P-value= .537 Sig= N.S
	Middle	2	54	2	58	
	Last	3	75	1	79	
	<b>Total</b>	<b>7</b>	<b>187</b>	<b>6</b>	<b>200</b>	

$r$  = Spearman correlation coefficient, P= Probability, Sig= Significance, N.S= Not significant, S= Significant, H.S= High significant

This table indicates that there is significant relationships among social needs with school stage and deceased parents at p-value= .020 and .007.

**Table (4-22): Relationship among Psychological Needs with Sociodemographic Characteristics of Orphan Students**

Variables		Psychological needs				Correlation
		Low	Moderate	High	Total	
Gender	Male	1	76	4	81	$r = .048$ P-value= .496 Sig= N.S
	Female	1	114	4	119	
	<b>Total</b>	<b>2</b>	<b>190</b>	<b>8</b>	<b>200</b>	
School stage	First	0	52	3	55	$r = .158$ P-value= .026 Sig= S
	Second	1	71	2	74	
	Third	1	67	3	71	
	<b>Total</b>	<b>2</b>	<b>190</b>	<b>8</b>	<b>200</b>	
Deceased parent	Father	2	115	6	123	$r = .010$ P-value= .889 Sig= N.S
	Mother	0	62	0	62	
	Both	0	13	2	15	
	<b>Total</b>	<b>2</b>	<b>190</b>	<b>8</b>	<b>200</b>	
Birth order	First	0	57	6	63	$r = .246$ P-value= .001 Sig= H.S
	Middle	0	57	1	58	
	Last	2	76	1	79	
	<b>Total</b>	<b>2</b>	<b>190</b>	<b>8</b>	<b>200</b>	

$r$  = Spearman correlation coefficient, P= Probability, Sig= Significance, N.S= Not significant, S= Significant, H.S= High significant

This table shows that there is significant relationship between psychological needs and school stage at  $p\text{-value} = 0.026$  while there is high significant relationship between psychological needs and birth order at  $p\text{-value} = 0.001$ .

**Table (4-23): Relationship among Satisfaction about Social Needs with Sociodemographic Characteristics of Orphan Students**

Variables		Satisfaction about Social needs				Correlation
		Low	Moderate	High	Total	
Gender	Male	7	60	14	81	$r = .065$ <b>P-value= .363</b> <b>Sig= N.S</b>
	Female	11	91	17	119	
	<b>Total</b>	<b>18</b>	<b>151</b>	<b>31</b>	<b>200</b>	
School stage	First	5	43	7	55	$r = .054$ <b>P-value= .447</b> <b>Sig= N.S</b>
	Second	9	52	13	74	
	Third	4	56	11	71	
	<b>Total</b>	<b>18</b>	<b>151</b>	<b>31</b>	<b>200</b>	
Deceased parent	Father	12	92	19	123	$r = .033$ <b>P-value= .464</b> <b>Sig= N.S</b>
	Mother	4	46	12	62	
	Both	2	13	0	15	
	<b>Total</b>	<b>18</b>	<b>151</b>	<b>31</b>	<b>200</b>	
Birth order	First	6	44	13	63	$r = .288$ <b>P-value= .001</b> <b>Sig= H.S</b>
	Middle	3	42	13	58	
	Last	9	65	5	79	
	<b>Total</b>	<b>18</b>	<b>151</b>	<b>31</b>	<b>200</b>	

$r$  = Spearman correlation coefficient, P= Probability, Sig= Significance, N.S= Not significant, S= Significant, H.S= High significant

This table reveals that there is high significant relationships between satisfaction about social needs and birth order of orphan students at p-value= 0.001 while there is no significant relationship with other variables.

**Table (4-24): Relationship among Satisfaction about Psychological Needs with Sociodemographic Characteristics of Orphan Students**

Variables	Satisfaction about Psychological needs				Correlation	
	Low	Moderate	High	Total		
Gender	Male	2	67	12	81	$r = .064$ P-value= .369 Sig= N.S
	Female	5	100	14	119	
	<b>Total</b>	<b>7</b>	<b>167</b>	<b>26</b>	<b>200</b>	
School stage	First	3	46	6	55	$r = .172$ P-value= .015 Sig= S
	Second	2	67	5	74	
	Third	2	54	15	71	
	<b>Total</b>	<b>7</b>	<b>167</b>	<b>26</b>	<b>200</b>	
Deceased parent	Father	3	102	18	123	$r = .050$ P-value= .486 Sig= N.S
	Mother	4	52	6	62	
	Both	0	13	2	15	
	<b>Total</b>	<b>7</b>	<b>167</b>	<b>26</b>	<b>200</b>	
Birth order	First	2	56	5	63	$r = .026$ P-value= .689 Sig= N.S
	Middle	0	55	3	58	
	Last	5	56	18	79	
	<b>Total</b>	<b>7</b>	<b>167</b>	<b>26</b>	<b>200</b>	

$r$  = Spearman correlation coefficient, P= Probability, Sig= Significance, N.S= Not significant, S= Significant, H.S= High significant

This table indicates that there is significant relationships between satisfaction about psychological needs and school stage of orphan students at p-value= 0.015 while there is no significant relationship with other variables.

# *Chapter five*

## **Discussion of the Study**

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## **Chapter Five**

### **Discussion of the Study Results**

This chapter presents the discussion and interpretation of the study findings. Such presentations is systematically oriented with respect to the study objectives. Supportive evidence for the study findings is provided as being available in the literature.

#### **5.1 Distribution of Students according to their Demographic Characteristics.**

According to gender of orphan students, the present study confirmed that more than half of the sample was female. This result is consistent with a study explained that the more than two thirds of orphaned early school was female done by Ntuli, et al., (2020). Also the study this result agree with a study done by Alem, (2020) proved that more than half (55.73%) of gender of orphan children were female (table 4-1).

The current study demonstrated that more than one-third of orphan students were Second school stage. This finding inconsistent with a study established by Ntuli, et al., (2020) demonstrated that more than two thirds of orphan children were in ( 5-8 )school stage.

Regarding to gender of the deceased parents, the findings indicate that less than two third of sample were fathers is mostly because the country spent years of war. This result disagreement with the findings of Ntuli, et al., (2020) who found that more than two thirds (68.85) of Parents loss were both parents.

The present study explained that less than two fifths of orphan students were last birth order. This finding is inconsistent with the results of Ntuli, et al., (2020) explained that more than three-quarters (76%) of orphan students were second birth order.

## 5.2 Assessment of Social Needs among Orphan Students

The study results demonstrated that the vast majority of orphan students were moderate regarding the assessment of social needs in **Table (4-2)**. This finding disagreement with a study done by [Samantaray et al., \(2020\)](#) show that half (50%)rational of moderate of sample were good assessment of social needs.

## 5.3 Overall Psychological Needs among Orphan Students:

The present study illustrated that orphan students perceive the moderate level of satisfaction about psychological needs ( $M\pm SD=44.85\pm 5.770$ ) with which 83.5% of them associated with moderate levels in **Table (4-4)** . This study agree with a study done by Alem (2020) who reported the lowest score for psychological needs found in the current study compatible with the studies, in Ethiopia, Kaur et al., (2018), in India, and Abd-El-Kader (2016), and Egypt. Also, El-Slamoni and Hussien, (2019), assessed the depression and aggression among orphanage residents and slightly more than one-third of the studied orphans experienced loneliness, entrapment, deprivation, rejection and helplessness, which related to un meeting of psychological needs of those children. This may be related to the lack of enough trained caregivers for psychological needs or un availability of psychologists in these institutions.

On the other hand, the findings of Disassa, (2021), in South West, Shouket, (2020), in Pakistan, and Boadu, (2020), in Ghana studies were incongruent with the present study findings. These studies reported that, the studied orphan children reported highest level of psychological support, satisfaction of autonomy, relatedness and life satisfaction which associated

with fulfillment of psychological needs. The reason for this difference could be attributed to the better ability of residential institutions to meet the children's psychological needs.

The present study demonstrated that almost of the sample was moderate. This finding disagreement with a study done by Kazim, & Mohamed, (2015) explain that less than half (48%) was mild.

#### **5.4 Assessment of Satisfaction about Social Needs among Orphan Students**

The results indicate that orphan students perceive a moderate level of satisfaction about social needs ( $M \pm SD = 40.03 \pm 5.701$ ) which 75.5% of them are associated with a moderate level because the family builds a positive satisfaction, especially the quality of social satisfaction needs figure 4-3 (table 4-6). It provides social status, self-esteem, protection, warmth, and security. Thus, it builds positive trends among the orphans toward themselves, others, and their future. Because of living in social care homes, the orphans suffer difficult psychological circumstances, lack of emotional gratification, and difficulty adapting to the environment. Family upbringing and the surrounding circumstances play an important role in raising the level of QOL. Unfortunately, orphans lack most of the social, health, and other factors that enhance QOL in social care homes.

The present study was supported by many studies that is because the satisfaction of substantial needs is the essence of satisfaction with social needs. The quality of social life ranked fourth due to the orphans' low social belonging, lack of well-being and security, and anxiety. Thus, their social satisfaction is moderate . This result is inconsistent with Ali (2016), Borzak and Shalali (2017), Khamis (2013), Muhammad (2017), Naimat (2016), Salami and Jaloul (2017), and Sabri (2015) who showed low QOL among

the orphans. Al-Attas (2013), Al-Thumairy (2011) illustrated some characteristics of orphans, in general, and those at social care homes, in particular, and that asserted the importance of family upbringing and the harms associated with parents' loss, as well as their relationship to the low level of the orphans' QOL.

### **5.5 Assessment of Satisfaction about Psychological Needs among Orphan Students**

The study's findings indicate that orphan students had a moderate degree of satisfaction with their psychological needs, with 83.5% of them being into this levels(4-8). This finding indicates that orphans' students' levels of school pleasure and psychological well-being are inadequate, as well as their school satisfaction. All these results reached in the research draw attention to how important school-based experiences are for the mental health of school-age children. The research's findings were in opposition to a study by YAM, (2022) and Asıcı, & İkiz (2018) whose findings indicated that orphan school kids were more satisfied with their schools when it came to meeting their psychological requirements. There was a research that looked at the connection between intermediate school students pleasure at school and their level of school satisfaction. to see if the mediation effect was significant, and it was determined that the results did not include zero and therefore the mediation result was significant.

Another study found that secondary school pupils who were satisfied with their high school experience were happier in their school lives Whitley et al., (2012). Additionally, another study looked at how children's school-based sources of happiness were conceptualized. As a result, it was discovered that positive support systems, academic success, and friendship relationships were all related to school-based happiness Liu, et al.,(2020).

Again, the same study came to the conclusion that kids with high levels of school satisfaction also had good academic accomplishment. It may be said that these research findings corroborate the findings of recent studies. In addition to these research, it was shown that positive school experiences are among the things that make kids happy in a qualitative study that looked at how kids perceive the idea of happiness (Yam, 2020).

### **5.6 Overall levels of Psychosocial Needs among Orphan Students**

The findings of the study revealed that orphan students show a moderate level of social needs 99.5 % of them are associated with a moderate level due to most of the orphan children growing up with their grandparents and other relatives and being part of the community orphan children become sensitively jealous of other children when their parents give them protection, love, and affection for their children in table (table 4-10). This study agree with a descriptive study done by Alem, (2020) who found the result obviously showed that moderate social-related needs were the serious challenges for orphaned children in the selected primary schools in Injibara town. This implies that orphan children are looking for the support of the school community and others to resolve their social-related needs and consider themselves part of the society.

Another study inconsistency with presented study done in Egypt by Abdel-Rahman, et al., (2022) which found the highest mean score was related to social needs (65.06+7.75) as reported by the studied orphan children. The pre-intervention highest score in needs in the present study. the majority of the orphanage homes focus on providing services to meet the primitive and basic needs of children such as food, water, shelter, and clothing and not much attention has been given to social needs. Others studies disagree with presented study done by Asgarinekah et al., (2019), and

El-sherbeny et al., (2015) who reported that, the most essential measures and services provided in orphanage homes are providing a suitable diet for children, maintaining a safe shelter and paying attention to quality and quantity of clothes which indicates the fulfillment of the physical needs.

The present study demonstrated that the overall assessment of psychosocial needs among orphan students that almost of the study sample was moderate. This results are inconsistent with a study done by Samantaray et al., (2020) in orphanage centers and schools of Bhubaneswar, Odisha who explain that more than two thirds (70%) of sample were good.

### **5.7 Significant Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to their Gender.**

The result shows in table (4-14) that there are no significant differences in satisfaction about psychosocial needs with regard to gender of orphan students. This study agree with Hailegiorgis, et al.,(2018) according gender was not significantly related with any of the dimensions and the total psychological wellbeing. This finding is consistent with a comparative study done among 240 orphan and non-orphan using the Ryff psychological wellbeing scale Tsegaye (2013). Moreover, there was no significant differences with regard to gender and age of orphaned children in a study conducted on their psychological wellbeing in China (Zhao, et al.,2010). This consistency might be related to similarity in the study tool and grade level of participants because girls need parents specially , their to the lead to in need when need with lead to stresss and dissutifaction in their lives , strees , and the dead father in particular, most of them teenagers are the youngest in the family.

### **5.8 Correlation between Psychosocial Needs and Satisfaction about Psychosocial Needs among Orphan Students'**

This table indicates that there is significant difference in satisfaction about psychological needs with regard to students in third school stage at  $P = .024^*$  in **Table (4-12)**. The results of the present study supported with study done in Egypt by Abdel-Rahman, et al.,(2022) that revealed the satisfaction of psychosocial needs among the studied orphan children had significant positive relationship at ( $P = 0.001$ ). Also, the current study found that, observation of the satisfaction of the psychosocial needs among the studied orphan children.

This significant relationship may explained by the expected difference in psychosocial needs and satisfaction about psychosocial needs among orphan students' has been reported to experience much development and wellbeing than their male counterparts which is supported by Elattar et al., (2019), who evaluated the impact of orphan children's emotional and behavioral problems and length of institutionalization on their life satisfaction in Benha City, Kalyubia Governorate, Egypt and stated that, there was statistically significant relationship between orphan children's total life satisfaction an psychosocial needs.

Likewise, Moyo et al., (2015), who studied the impact of institutionalization of orphaned children on their wellbeing in Mtoko, Zimbabwe and illustrated that, there was a positive relationship between the needs of the studied children and their wellbeing.

According to this result, it can be said that the increase in secondary school students' school satisfaction contributes positively to their

psychological well-being. In the literature, there is a limited number of studies examining the relationship between secondary school students' school satisfaction and psychological well-being. The study concluded that their satisfaction with school significantly predicted their subjective well-being Asıcı & İviz, (2018). Similarly, in another study, it was seen that students with positive climate perception had a high level of subject well-being (Borkar, 2016). Similar results were obtained in some other studies in the literature (Telef, 2014; Suldo et al.,2012)

### **2.9 Significant Differences in Psychosocial Needs among Orphan Students with regard to Gender of Deceased Parent**

There are no significant differences in psychosocial needs with regard to gender of deceased parents in The table (4-17). On the other hand, the findings of the present study are consistence with study done in Iran by Asgarinekah et al., (2019) who conducted a study to investigate orphan and vulnerable children care needs and determine the related driving forces and challenges and revealed that no significant relationship was found between addressing the needs of the study subjects and their gender. Also, Jafar et al., (2020), who investigated the effect of implementation of balanced nutrition program on food and nutrition consumption of orphanage children in Makassar City on Indonesia, found that there was no significant relationship between gender of the studied subjects and meeting their basic needs. These differences in the obtained results can be primarily attributed to the differences in the institutions or the difference in the studied sample.

### **5.10 Significant Differences in Psychosocial Needs among Orphan Students with regard to their School Stage**

This table shows that there is a significant difference in social needs with regard to the school stage at  $p\text{-value} = .030$  due to considering the explanations above, it is noteworthy that the concepts of school satisfaction, happiness at school, and social well-being are effective on each other. Based on all these explanations, it can be thought that secondary school students with increased school satisfaction have positive motivation towards school, and this situation makes them feel happy due to their school experiences, and their social and psychological well-being increases thanks to the increased school satisfaction and happiness in table (4-16). This study support with the study done by Seligman et al. (2009) stated that the satisfaction that students get from their school life supports their level of happiness at school and that this situation will contribute to the psychological well-being of the students.

In a similar study, it was concluded that hope has a mediating role in the relationship between school satisfaction and the life satisfaction of secondary school students Yam & Kumcağız, (2020). It is seen that the current research findings on the mediation relationship of happiness at school overlap with the related literature and theoretical explanations of positive psychology. On the other hand, the mediating role of happiness at school in the relationship between school satisfaction and psychological well-being is also supported stated that in this therapy approach that she put forward, dysfunctional negative cognitive judgments are the basis of the psychological problems of his/her individuals Yam, (2022). In other words, the cognitive model claims that negative thoughts of individuals cause negative emotions and behaviors in them (Beck & Haigh, 2014).

### **5.11 Significant Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to their School Stage**

This table indicates that there is a significant difference in satisfaction about psychological needs with regard to students in third school stage at  $P.v = .024$  in **table (4-16)**. The present study illustrated that, there was a significant positive correlation between educational grade of the studied orphan children and observation of the satisfaction of their psychosocial needs. This a significant correlation may be attributed to, the children's healthy behavior and good practices usually encouraged and improved with increasing their age and wand higher educational level which help children to be more aware and realize the negative aspects of their living in the institution and try to modify it to the best living. As children in the current study aged 6 to12 years, and those who are 10 to 12 years are mostly students who are usually enrolled in the fourth to sixth grade (more than two thirds of the studied orphan children were enrolled in the fourth to sixth grade). This finding is supported by Abd-El-Kader, (2016) who mentioned that, the older school age children tended to practice healthier lifestyle than the younger and concluded that there was a significant positive correlation between observation of the psychosocial needs of the studied subjects and their age and educational grade.

Also, the findings of the studies carried out by Adejimi et al., (2019), Lee et al., (2019), and Chemwende and Mbogo, (2021), are in the same line as they reported that, there was significant association between wellbeing of the study subjects and their educational grade and age.

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### **5.12 The Differences in Psychosocial Needs among Orphan Students with regard to their Birth Order**

The result shows that there is significant difference in psychological needs with regard to birth order of students; the post-hoc test reveals the difference is regarding last born orphan students at  $p\text{-value} = .001$ . The presented study agrees with the current study which was done by Draughn, (2016) that found a significant result in the relationship between psychological needs with birth order. The results of this study could also provide parents with additional insights and techniques for child rearing as they would provide parents with additional information as to how each individual birth order is motivated. Additionally, as the American education system continues to struggle to reach all students, it is worth noting that students are not currently identified by psychological birth order, which could be a key factor in differentiating instruction.

### **5.13 The Differences in Satisfaction about Psychosocial Needs among Orphan Students with regard to Birth Order**

This table indicates that there are significant differences in satisfaction about social needs and psychological needs with regard to last born orphan students at  $p\text{-value} = .002$  and  $0.044$  in **table (4-20)**. The presented study disagrees with Draughn, (2016) who found psychological and social needs and its impact on birth order no statistically significant difference among the psychological birth order groups.

#### **5.14 Relationship among Psychological Needs with Socio-demographic Characteristics of Orphan Students**

The result shows that no significant relation between Psychological Needs and gender at p value (.496). The reason for that difference may related to the differences in circumstances of countries. That mean needs are the same level for male and female **in Table (4-22)**. These results were in contrast with the study of Fawzy & Fouad, (2010) who found high significant relationship between psychological needs and gender.

Concerning the school stage the result shows that there is significant relationship between psychological needs and school stage at p value (.026). This may be because we select this ages to be able to fill the questionnaire. About education level the result shows that there is high significant relationship between anxiety and education level at p value (.000). This may be because no one encouraged orphans to study more than parents and more orphans leave school after they lost their parents. These result disagree with the findings of Fawzy & Fouad, (2010) who found that no significant relationship between psychological needs and school age.

There is a significant relationship between psychological needs and Deceased parent at p value (.000), these result supported by Fawzy & Fouad, (2010) who found that high significant relationship between anxiety and loss of parents . This may be explained by loss of mother or father make the child feel insecure and fear of unsaved environment, while the child in this age need their supported guide.

### **5.15 Relationship among Satisfaction about Social Needs with Socio-demographic Characteristics of Orphan Students**

The result shows that no significant relation between satisfaction of social needs and gender at p value (.471) these result disagree with the findings of Fawzy & Fouad, (2010) who found that high significant relationship in gender group **in Table (4-23)**. He mention that perhaps girls, due to their nature, provide more care, support and communication to each other than boys and receive more help from others.

Also there is no significant relationship between satisfaction of social needs and school stage at p value (.092). The result also shows on significant relationship between satisfaction of social needs and education level at p value (.003), these result disagree with the findings of Fawzy, & Fouad, (2010) who found significant relationship between satisfaction of social needs and education level.

In regard to loss of parents the result shows that there is of no significant relationship between satisfaction of social needs and loss of parents at p value (.001). This result was disagree by Fawzy & Fouad, (2010) who found that high significant relationship between depression and loss of parents.

Jamaan, (2012) mention that reasons for the low levels of education may be due to poor follow by director orphanage, which lead lack of motivation and there is no one cares and follows the children more than parents.

### **5.16 Relationship among Satisfaction about Psychological Needs with Socio-demographic Characteristics of Orphan Students**

There is no statistically significant relationship between satisfaction of psychological needs and gender, according to the outcome (.396). That difference's cause might be attributed to regional variations in conditions. That indicates that male and female needs are on an equal footing. This result agree with study done in Bagdad by Kazim, & Mohamed, (2016) which indicated a highly significant link between psychological demands and gender, these findings in Table (4-24).

Additionally, a significant relationship between the stage of schooling and the satisfaction about psychological needs (.015) at p value analysis. At a p value of .003, the results also indicate a significant association between education level and satisfaction of social needs, which is in similarity to those Kazim, & Mohamed (2016) who found a substantial relationship between education level and satisfaction of social needs. Another study that support presented study there is high significant relationship between satisfaction of social needs and school stage at p value (.000). This may be because the orphans when become older he will be able to understand the situation and coping with the problems. These result disagree with the findings of (Koumi, 2012) who found that no significant relationship between depression and age.

Regarding parent loss, the outcome demonstrates that there is no statistically significant association between parent loss and satisfaction of social needs at the p value (.001). Fawzy & Fouad, (2010) disagreed with this finding and identified a strong association between depression and parent loss.

# *Chapter Six*

## **Conclusions & Recommendations**

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### **Conclusions & Recommendations**

#### **6.1. Conclusions:**

Based on findings and discussion of the study findings, the study current is concluded that:

1. All orphans are affected moderate by the psychosocial problems in different levels.
2. Most of orphan students are female, second stage in school and their fathers are gender of the deceased and last birth order.
3. The prevalence of overall social need orphan students show is moderate level found.
4. The overall assessment of orphan students regarding of psychological needs was moderate level.
5. The highest percentage of the orphan students perceive moderate level about satisfaction of social needs assessment.
6. The study found that the high percent of studied orphan students have moderate practices toward moderate level of satisfaction about psychological needs.
7. Regarding to the overall analysis of psychosocial needs refers that the majority of orphan students moderate level.
8. There are non-significant differences between psychosocial needs and satisfaction of these needs and gender among orphan students.
9. High significant relationship between the most socio-demographic and psychological needs of orphans.
10. High significant relationship between the most socio-demographic and social needs of orphans.

11. There is high significant relationships between satisfaction about social needs and birth order of orphan students while no significant relationship with other variables.
12. There is a significant relationships between satisfaction about psychological needs and school stage of orphan students but no significant relationship with other variables.

## 6.2 Recommendations:

Through the findings of this study, the researcher recommends some recommendations, which are mainly related to the category of orphans, which represented the sample of the current study, as follows:

1. The political leaders should have readiness and commitment to allocate rational budget to orphan children and put into practice the national and international policy documents. The policy makers should revisit the legal legislations and regulations documents to protect the rights of orphan children.
2. Governmental and non-governmental organizations should work in collaborations to implement policy frameworks and to establish orphanage centers to provide appropriate services to orphan children.
3. Schools should work on improving orphan children welfare system by providing guidance and counseling services, maintaining the rights of children.
4. Conducting guidance programs for the orphan's parents on those in charge of his care to find sound ways to deal with the orphan.
5. A specialist in religious and ethnic instruction to lessen conflict amongst orphans and the emergence of psychosocial needs, There is leisure time,

which suggests that it should offer locations for people to release their energy through productive activities or hobbies (such as places of drawing, sports and sewing).

6. The media play a significant role in raising awareness of both the slave and orphans, educating families, and inspiring them to finish the study for their children, whether or whether they are orphaned.
7. More studies contacting that talk about the psychological and social needs of orphans.

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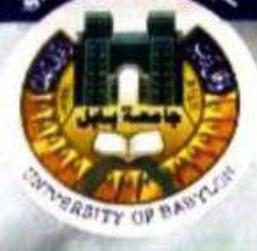
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# *Appendices* "A"

## **Administrative Arrangement**

University of Babylon  
College of Nursing



جامعة بابل  
كلية التمريض  
لجنة الدراسات العليا

Ref. No. :

Date: / /



العدد : ٢٤١٥

التاريخ : ٢٠٢٢ / ١٠ / ٥

الى / مديرية تربية القادسية  
م / تسهيل مهمة

تحية طيبة :

يطيب لنا حسن التواصل معكم يرجى تفضلكم بتسهيل مهمة طالبة الدكتوراه  
(دلال زماط حمزة) لغرض جمع عينة دراسة الدكتوراه والخاصة بالبحث  
الموسوم :

(تقييم الحاجات النفسية والاجتماعية ومستوى القناعة لنباتى الطلبة في اندارس المتوسطة لمحافظة القادسية)

Assessment of Psychosocial Needs and Satisfaction level among Orphans Students of Secondary  
Schools in Al-Qadisiyah Governorate

مع الاحترام ...

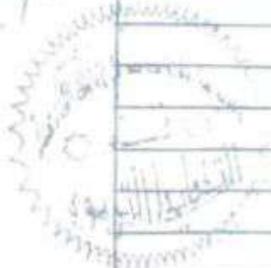
د. نهاد محمد قاسم الدوري  
معاون العميد للشؤون العلمية والدراسات العليا  
٢٠٢٢ / ١٠ / ٥

البجوات الامانة  
عبدالله

المرفقات //  
• بروتوكول  
• استمارة

سورة عنه الى //  
• مكتب السيد العميد للتفضل بالاطلاع مع الاحترام  
• لجنة الدراسات العليا  
• الصدرة

حي العروبة 2 / مقابل الامام ابن الكاظم (ع) / قرب المجرى	بنون	م . النهضة
حي الجزائر / المخزن الثاني	بنون	م . الجزائر
حي الجمهوري الغربي / قرب الاسواق المركزية	بنون	م . الشعب المسانية
حي الوحدة 1	بنات	م . العدالة
حي الجديدة / الجمهوري الشرقي / مقابل جامع الصرخي	بنات	م . الجمهورية
حي المرادي / قرب قاعة الحرية	بنات	م . الحرية للبنات
حي الجمهوري الغربي	بنات	م . القدس
الجمهوري الشرقي / شارع سالم	بنون	م . ابن سينا
حي المرادي	بنون	م . المتنبى
حي العروبة 2 / مرقد الامام ابو الفضل (ع)	بنون	م . الرصافي
الإسكان القديم / قرب مركز شرطة النهضة	بنون	م . الإمام محمد الباقر
حي العروبة 2 / قرب مستشفى الفرات الاوسط	بنات	م . القوارير
حي الانتصار	بنون	م . الحسن
حي الجديدة / مقابل دائرة الصحة	بنون	م . الحسين
حي الجزائر / قرب القاعة المغلقة	بنون	م . حمورابي
	بنات	م . البراءة
حي الزهراء / قرب مستوصف الزهراء	بنون	م . الشهداء الخمسة
حي الجامعة / قرب المختار	بنات	م . رحاب العلم
حي الاسكان / المعهد الفني	بنات	م . الشفيق للبنات
حي الفرات / مقابل كلية الطب	بنون	م . الأقصى
ام الخيل / خلف سوق العصري	بنون	م . حمورابي المسانية
حي الصدر الاول	بنات	م . أم البنين
حي الامام الصادق / مركز الشرطة	بنون	م . الإسراء
حي الإسكان / قرب مركز شرطة النهضة	بنات	م . النوارس
حي العسكري الصدر 1 / خلف مستوصف الحسين (ع)	بنون	م . الرحمن
حي الزهراء	بنون	م . الأمل
صوب الشامية / خلف معهد الفنون الجميلة للبنين	بنات	م . أم كلثوم
حي الجديدة / دائرة صحة الديوانية	بنون	م . الحر الرياحي
حي الوحدة 3 / قرب مركز الشرطة	بنون	م . زيد بن علي
حي العسكري / جامع الامام الرضا (ع)	بنات	م . السجدة
حي الجديدة / قرب جامع الصرخي	بنات	م . أم عمارة
حي العروبة 2	بنون	م . حبيب بن مظاهر
قرية ال حد	مختلط	م . مكة المكرمة
ام الخيل 2 / قرب اعدادية الجواهري	بنون	م . الحكيم
العروبة 3 / قرب جسر عباس عطوي	بنات	م . الرحمة
حي الامام الصادق / خلف المركز الصحي	بنات	م . الحكمة
حي الصدر 2 / مقابل المستوصف	بنون	م . المعرفة
حي الوحدة الاولى	بنون	م . الشهيد المسانية
حي الامام الصادق	بنون	م . المعراج
حي الحكيم 3 / قرب اسواق السلام	بنات	م . الإشعاع
الجمعية / بريد التحدي	بنات	م . الظلال
حي الصدر 3 / جامع زين العابدين	بنات	م . الربيع
حي الغدير	بنون	م . الخضراء
الديوانية / الضباط 2 / قرب مطعم المشتل	بنات	فاطمة بنت اسد
حي الوحدة / مقابل دائرة الماء	بنات	م ( ) الغصون
الديوانية / حي رمضان / قرب جسر النجف	بنات	م ( ) بغداد
الديوانية صوب الشامية / مركز شرطة الجانب الايمن	بنون	م ( ) البهاء
الديوانية / التسيح / طريق عفاك	بنات	م شمس المعارف



م. شرح	بنات	الديوانية / حي رفعت / قرب المركز الصحي / حي الامام الصادق
م. الايات	بنات	الديوانية / حي الحضارة / قرب العمارات السكنية
م. زينة الحياة	بنات	الديوانية ام الخيل 2 / قرب اسواق السلام
م. ابا الفضل العباس	مختلط	حي الحسين / قرب مديرية حماية المنشآت
م. القبس للبنين	بنون	حي الصدر 3 / قرب مستوصف شارع 30
م. امانة بنت وهب	بنات	حي الوحدة / قرب معهد الصم والبكم
م. الحجة المختلطة	مختلط	منطقة ال حمد
م. فجر الاسلام	بنون	حي الامام الصادق
م. الحسن العسكري المسائية	بنون	حي الجديد / سوق التحدي
م. قطر الندى	بنات	حي الحكيم / قرب جامع الحاجم
ع 0 الديوانية المسائية للبنات	بنات	حي الحكيم / قرب جامع الحاجم
م 0 الديوانية المسائية للبنات	بنات	حي الجمهوري
م. المصطفى	بنون	الديوانية / قرب مجسر ابو الفضل
م. انوار الفرات للبنين	بنون	حي الفرات / الشارع العام
م. الشريف الرضي للبنين	بنون	الديوانية حي العسكري الاول شارع اسواق طيبة
متوسطة منابع العلم للبنين	بنون	حي الجامعة قرب الجدارية
م. البلاغة	بنون	حي الجزائر
طيدة العلم	بنون	قرب اسواق طيبة
م. العبد المذنب	بنون	مركز الديوانية
م. نور الجزائر	بنون	قرب حي المعلمين

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- مدير المدارس المتوسطة (٦٥) صريرة  
واكل مركز الديوانية



م. شرح	بنات	الديوانية / حي رفعت / قرب المركز الصحي / حي الامام الصادق
م. الايات	بنات	الديوانية / حي الحضارة / قرب العمارات السكنية
م. زينة الحياة	بنات	الديوانية ام الخيل 2 / قرب اسواق السلام
م. ابا الفضل العباس	مختلط	حي الحسين / قرب مديرية حماية المنشآت
م. القبس للبنين	بنون	حي الصدر 3 / قرب مستوصف شارع 30
م. امانة بنت وهب	بنات	حي الوحدة / قرب معهد الصم والبكم
م. الحجة المختلطة	مختلط	منطقة ال حمد
م. فجر الاسلام	بنون	حي الامام الصادق
م. الحسن العسكري المسائية	بنون	حي الجديد / سوق التحدي
م. قطر الندى	بنات	حي الحكيم / قرب جامع الحاجم
ع 0 الديوانية المسائية للبنات	بنات	حي الحكيم / قرب جامع الحاجم
م 0 الديوانية المسائية للبنات	بنات	حي الجمهوري
م. المصطفى	بنون	الديوانية / قرب مجسر ابو الفضل
م. انوار الفرات للبنين	بنون	حي الفرات / الشارع العام
م. الشريف الرضي للبنين	بنون	الديوانية حي العسكري الاول شارع اسواق طيبة
متوسطة منابع العلم للبنين	بنون	حي الجامعة قرب الجدارية
م. البلاغة	بنون	حي الجزائر
طيدة العلم	بنون	قرب اسواق طيبة
م. العبد المذنب	بنون	مركز الديوانية
م. نور الجزائر	بنون	قرب حي المعلمين

\_\_\_\_\_

- مدير المدارس المتوسطة (٦٥) صريرة  
واكل مركز الديوانية



# *Appendices* "B"

**Questionnaire(English and Arabic)**

Appendix B  
Questionnaire ( Arabic )

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

عزيزي الطالب / عزيزتي الطالبة

تحية طيبة وبعد . . .

تقوم الباحثة بإجراء دراسة بعنوان: " الاحتياجات النفسية-الاجتماعية و مستوى الرضا الطلاب الايتام في المدارس المتوسطة "، وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراه علوم في التمريض التخصص الدقيق تمريض صحة الاسرة و المجتمع راجية التكرم بالإجابة عن فقرات الاستبانة ووضع إشارة أمام العبارة التي تتفق ووجهة نظرك .

شاكراً لكم جهودكم وأمانتكم العلمية وحرصكم على إنجاح ، علماً أن إجابتك ستكون سرية، ولا تشكل أي نوع من الاختبار، ولن تستخدم إلا لأغراض البحث العلمي فقط

مع خالص شكري لحسن تعاونكم .....

الإشراف : أ. د قحطان هادي الجبوري

الباحثة : دلال زماط حمزة

دكتوراه علوم في التمريض

**Problem Statement:-**

*" Psychosocial Needs and Satisfaction Levels among Orphans Students in Intermediate Schools ."*

. الاحتياجات النفسية-الاجتماعية و مستوى الرضا الطلاب الايتام في المدارس المتوسطة "

**Psychosocial Needs and Satisfaction Levels among Orphans Students in Intermediate Schools:**

- 1- To assess of psychosocial needs among orphans students of secondary schools in Al-Qadisyah Governorate.
- 2- To assess of satisfaction level for the psychosocial needs orphans students of secondary schools.
- 3- Determine the relationship between the psychosocial needs and satisfaction level among students of secondary schools students with their certain socio-demographic characteristics of age, gender and parents' loose.

**الجزء الاول: المعلومات الديموغرافية للطالب :-**

ارجو وضع علامة صح لصفة التي تنطبق على حالتك

1. الجنس : ذكر  انثى

2. الصف : الاول متوسط  الثاني متوسط  الثالث متوسط

3. جنس المتوفى:- الاب  الام  كلا الوالدين

4. ترتيب الطالب في الاسرة:- الاول  الاوسط  الاخير

**الجزء الثاني : مقياس الحاجات الاجتماعية والنفسية :** الحاجات الاجتماعية والنفسية هي مجموعة من الحاجات التي يعني وجودها حالة من الراحة و الاتزان و الاستقرار اما عدم وجودها فيعني حالة من التوتر .

**يرجى وضع علامة في المربع الذي يتفق ووجهة نظرك امام كل فقرة من الفقرات**

**البعد الاول: مقياس الحاجات الاجتماعية**

ت	الفقرات	تنطبق كثيرا	تنطبق احيانا	نادرا ما تنطبق	لا تنطبق مطلقا
١	اجد نفسي بعيدا عن الاخرين في نمط تفكيري				
٢	لا اجد من يساعدني في حل مشكلاتي				
٣	اعاني من الشعور بالعزلة الاجتماعية				
٤	لا اشعر بالتقدير من قبل الاخرين				
٥	اشعر بالخوف من اقامة العلاقات الاجتماعية مع الزملاء				
٦	اشعر بان الاخرين يسخرون مني عندما اكون مع زملائي				
٧	اميل الى التواصل مع الاخرين كتعويض عن غياب احد الوالدين او كلاهما				
٨	اندمج في المشاركة بالنشاطات و الفعاليات المدرسية				
٩	اشعر بالسعادة عند العمل مع الاخرين اكثر من العمل بمفردي				
١٠	يسعدني تكوين صداقات جديدة				
١١	علاقتي بأصدقائي غير قوية				
١٢	اتعاون مع المدرسين في المدرسة				
١٣	لا اشعر بالود اثناء تعاملي مع الاخرين				
١٤	اتنازل عن حقي امام الاخرين				
١٥	اشعر بان الاخرين يسخرون مني				
١٦	اشعر بالخوف من اقامة علاقات اجتماعية مع المحيطين بي				
١٧	اشعر بعدم الراحة في علاقتي مع الاخرين				
١٨	اشعر بالوحدة و لو كنت مع الاخرين				
١٩	اتقبل ذاتي كما هي بالرغم من فقدان احد والدي او كلاهما				
٢٠	اتوقع بان هناك مخاطر تهددني				
٢١	احاول التغلب على مخاوفي من الاخرين بنفسني				
٢٢	اجد بان مستقبلي مظلم				

## البعد الثاني: الحاجات النفسية

ت	الفقرات	تنطبق كثيرا	تنطبق احيانا	نادرا ما تنطبق	لا تنطبق مطلقا
١	اشعر بالضيق عند رؤية زملائي مع ابائهم				
٢	اشعر بالتكيف النفسي رغم قسوة الظروف الناجم عن فقدان احد والدي او كلاهما				
٣	اشعر بالراحة النفسية في مدرستي				
٤	اشعر بالحماية مع المحيطين				
٥	فقدان احد والدي أو كلاهما يشعرني بالاغتراب				
٦	فقدان احد والدي أو كلاهما يشعرني بعدم الطمأنينة من المحيطين بي				
٧	فقدان احد والدي أو كلاهما جعلني فاقد للأمل من المستقبل				
٨	فقدان احد والدي أو كلاهما جعل الآخرين يتدخلون في شؤون حياتي				
٩	اشعر بالسعادة عندما يثني علي الآخرين.				
١٠	فقدان احد والدي أو كلاهما يشعرني بالحزن				
١١	اشعر بالأمن و الطمأنينة مع زملائي				
١٢	أكره أن يشعرني الآخرون بالضعف				
١٣	أحاول اتخاذ قراراتي بنفسني دون اللجوء إلى أحد				
١٤	أشعر بأني حر في تحديد نمط حياتي				
١٥	أميل إلى حل مشكلاتي بنفسني				
١٦	أعبر بجرأة عن رأيي وأفكاري بشكل حر				
١٧	أشعر بأن حريتي مقيدة مقارنة مع أصدقائي				
١٨	أشعر بالرضا عن انجاز عملي				
١٩	أشعر بالسعادة عند انجاز شيء جديد				
٢٠	أشعر بالثقة بالنفس عند نجاحي في تحقيق أهدافي بالحياة				
٢١	أنمي قدراتي وإمكانياتي من خلال حب المعرفة				

**الجزء الثالث :** (الفتاعة عن الحاجات النفسية- الاجتماعية) هو تقدير عام لنوعية الحياة حسب المعايير التالية :  
العلاقات الاجتماعية، الاطمئنان النفسي و الاستقرار الاقتصادي

**يرجى وضع علامة في المربع الذي يتفق ووجهة نظرك امام كل فقرة من الفقرات**

**اولا : مجال الفتاعة النفسية**

ت	الفقرات	تنطبق كثيرا	تنطبق احيانا	نادرا ما تنطبق	لا تنطبق مطلقا
١	أشعر بأنني ناجح في حياتي بشكل عام				
٢	أشعر بالاستقرار و الأمان في حياتي				
٣	أميل إلى الضحك و تبادل الدعابة				
٤	أشعر بالتفاؤل تجاه المستقبل				
٥	أشعر بأن ظروف حياتي الحالية أفضل من ذي قبل				
٦	أتوقع حياة مستقبلية سعيدة				
٧	أنظر إلى الجوانب الايجابية من الحياة				
٨	حققت جزءا من طموحاتي حتى الآن				
٩	أقبل انتقاد الآخرين				
١٠	أشعر بثقة عالية في ذاتي تدفعني نحو المبادرة				
١١	أفكر بمستقبلي قبل الخلود إلى النوم				
١٢	رغم أن الحياة مليئة بالضغوط إلا أن السعادة تلازمي				
١٣	أعيش حالة من البؤس والشقاء اليومي				
١٤	أشعر بالثقة في قدراتي				
١٥	ليس لدي عزيمة وإرادة لإيجاد معنى لحياتي				
١٦	أعيش في مستوى حياة أفضل مما يعيشه الكثير من الناس				
١٧	لدي القدرة على اتخاذ القرار الذي يخص مستقبلي.				

## ثانيا : مجال القناعة عن العلاقات الاجتماعية

ت	الفقرات	تنطبق كثيرا	تنطبق احيانا	نادرا ما تنطبق	لا تنطبق مطلقا
١	أقبل الآخرين كما هم				
٢	أشعر بالثقة تجاه سلوكي الاجتماعي				
٣	أعتبر نفسي أفضل حالا من الآخرين				
٤	أشعر بان الآخرين راضين عني				
٥	أضفي جوا من المرح عندما أكون بصحبة الآخرين				
٦	أشارك في الأنشطة الاجتماعية بالمدرسة				
٧	أساعد الآخرين على تطوير مهاراتهم الاجتماعية				
٨	أنا راض عن حياتي كما هي				
٩	لا أعاني مشاعر اليأس أو خيبة الأمل من الآخرين				
١٠	يتسم سلوكي مع الآخرين بالتسامح والمرح				
١١	أشعر بالسعادة لوجود علاقات طيبة تربطني بالآخرين				
١٢	أدعو بأن يعم الخير على الآخرين				
١٣	أتمنى حياة طيبة لأصدقائي الأيتام				
١٤	أجد تقديرا لمجرد أنني من فئة الأيتام				
١٥	أشعر بالأمان عندما أكون مع الآخرين				

مع خالص شكري لحسن تعاونكم

## Appendix B

## Questionnaire ( English )

**Part I: Student demographic information**

Please tick the adjective that applies to your situation

**1- Gender**

male     female

**2- Grade**

1.  seventh 2.  eighth 3.  ninth

**3- Case of loss / gender of the deceased**

1.  father 2.  mother 3.  both parents

**4- The arrangement of the student in the family**

1.  first 2.  middle 3.  last

**Part II: Social and Psychological Needs Scale: Social and psychological needs are a group of needs whose presence means a state of comfort, balance and stability, while its absence means a state of tension.**

Please tick the box that matches your view in front of each of the paragraphs

**The first dimension: the measure of social needs**

	Dimensions and scale items	Applies Much	Applies sometimes	Rarely Applies	Does not apply never
1	I find myself far from others in my thinking pattern				
2	I can't find anyone to help me solve my problems				
3	I suffer from a sense of social isolation				
4	I don't feel appreciated by others				
5	I feel afraid of establishing social				

	relationships with colleagues				
6	I feel that others make fun of me when I am with my colleagues				
7	I tend to communicate with others as compensation for the absence of one or both parents				
8	Get involved in school activities and events				
9	I feel happier when working with others than when I work alone				
10	I am happy to make new friends				
11	My relationship with my friends is not strong				
12	I work with the teachers in the school				
13	I do not feel friendly when dealing with others				
14	I give up my right in front of others				
15	I feel that others are making fun of me				
16	I feel afraid of establishing social relationships with those around me				
17	I feel uncomfortable in my relationships with others				
18	I feel lonely even if I am with others				
19	I accept myself as it is despite the loss of one or both of my parents				
20	I expect that there are dangers that threaten me				
21	I try to overcome my fears of others myself				
22	I find that my future is dark				

**The second dimension: psychological needs**

	<b>Dimensions and scale items</b>	<b>Applies Much</b>	<b>Applies sometimes</b>	<b>Rarely Applies</b>	<b>Does not apply never</b>
1	I feel bad seeing my colleagues with their parents				
2	I feel the psychological adjustment despite the harsh conditions resulting from the loss of one or both of my parents				
3	I feel comfortable in my school				
4	Feel protected with those around you				
5	Losing one or both of my parents makes me feel alienated				
6	The loss of one or both of my parents makes me feel insecure from those around me.				
7	Losing one or both of my parents made me hopeless about the future				

8	The loss of one or both of my parents caused others to interfere in my life's affairs.				
9	I feel happy when others praise me				
10	Losing one or both of my parents makes me sad				
11	I feel safe and secure with my colleagues				
12	I hate when others make me feel weak				
13	I try to make my own decisions without resorting to anyone				
14	I feel free to decide my lifestyle				
15	I tend to solve my problems myself				
16	I boldly express my opinion and ideas freely				
17	I feel that my freedom is restricted compared to my friends				
18	I feel satisfied with the completion of my work				
19	I feel happy when doing something new				
20	I feel self-confident when I succeed in achieving my goals in life				
21	I develop my capabilities and capabilities through the love of knowledge				

**Part III: Life Satisfaction Scale: Life satisfaction is a general assessment of the quality of life according to the following criteria: social relations, psychological tranquility and economic stability.**

Please tick the box that matches your view in front of each of the paragraphs

**First: the field of psychological reassurance**

	Dimensions and scale items	Applies Much	Applies sometimes	Rarely Applies	Does not apply never
1	I feel successful in my life in general				
2	I feel stable and safe in my life				
3	I tend to laugh and share humor				
4	I feel optimistic about the future				
5	I feel that my current life conditions are better than before				
6	I expect a happy future life				
7	Look at the positive aspects of life				
8	I achieved part of my ambitions so far				
9	I accept criticism from others				
10	I feel high self-confidence that pushes me towards initiative				

<b>11</b>	I think about my future before I go to sleep				
<b>12</b>	Although life is full of pressures, happiness accompanies me				
<b>13</b>	I live in a state of daily misery and misery				
<b>14</b>	I feel confident in my abilities				
<b>15</b>	I have no determination and will to find meaning in my life				
<b>16</b>	I live at a better standard of living than many people do.				
<b>17</b>	I have the power to make decisions about my future				

**Second: The field of satisfaction with social relations**

	<b>Dimensions and scale items</b>	<b>Applies Much</b>	<b>Applies sometimes</b>	<b>Rarely Applies</b>	<b>Does not apply never</b>
<b>1</b>	I accept others as they are				
<b>2</b>	I feel confident about my social behavior				
<b>3</b>	I consider myself to be better off than others				
<b>4</b>	I feel that others are satisfied with me				
<b>5</b>	Add an atmosphere of fun when I am in the company of others				
<b>6</b>	Participate in the school's social activities				
<b>7</b>	I help others develop their social skills				
<b>8</b>	I am satisfied with my life as it is				
<b>9</b>	I do not suffer from feelings of despair or disappointment with others				
<b>10</b>	My behavior with others is tolerant and fun				
<b>11</b>	I feel happy that I have good relations with others				
<b>12</b>	I pray that goodness prevails over others				
<b>13</b>	I wish a good life to my orphaned friends				
<b>14</b>	I find appreciation simply because I belong to the category of orphans				
<b>15</b>	I feel safe when I am with others				

# *Appendices* "C"

## Panel of Experts

## Appendix C

بسم الله خير الأسماء

## Questionnaire

( أستمارة تحكيم )

حضرت الدكتور /ة.....المحترم/ة

تحية طيبة :

نظرا لما تمتلكه من مكانة علمية مرموقة و خبرة علمية في مجال التخصص يرجى التفضل بمراجعة ورقة الاستبانة المرفقة و الخاصة بالأطروحة الدكتوراه الموسومة

الاحتياجات النفسية الاجتماعية و مستوى الرضا لدى الطلاب الايتام في المدارس المتوسطة

### Psychosocial Needs and Satisfaction Levels among Orphans Students in Intermediate Schools

و ابداء ملاحظاتك القيمة عليها للأخذ بها مع جزيل الشكر و التقدير ..

الأسم الكامل : .....

اللقب العلمي : .....

مكان العمل : .....

سنوات الخبرة : .....

التوقيع : .....

الباحثة

طالبة الدكتوراه

دلال زماط حمزة

جامعة بابل / كلية التمريض

قسم تمريض صحة الأسرة و المجتمع

## خبراء تحكيم الاستبانة

ت	الاسم و الشهادة	المرتبة العلمية	الاختصاص الدقيق	مكان العمل	سنوات الخدمة
١	د. منى عبد الوهاب خليل	استاذ	تمريض صحة الاسرة والمجتمع	جامعة البيان الاهلية	٤٣
٢	د. حسن علوان بيبي	استاذ	طب مجتمع	كلية الحلة الجامعة الاهلية	٣٩
٣	د. امين عجيل الياسري	استاذ	تمريض صحة الاسرة والمجتمع	جامعة بابل / كلية التمريض	٣٨
٤	د. معن حميد ابراهيم	استاذ	تمريض صحة الاسرة والمجتمع	كلية الكوت الجامعة الاهلية	٣٨
٥	د. سلمى كاظم جهاد	استاذ	تمريض صحة الاسرة والمجتمع	جامعة بابل / كلية التمريض	٣٧
٦	د. نهاد محمد قاسم	استاذ	تمريض اطفال	جامعة بابل / كلية التمريض	٣٤
٧	د. كافي محمد ناصر	استاذ	تمريض صحة الاسرة والمجتمع	كلية الطوسي الجامعة الاهلية	٣٢
٨	د. علي صكر جابر	استاذ	علم النفس	جامعة القادسية/ كلية التربية	٣٠
٩	د. هاله سعدي عبد الواحد	استاذ	تمريض صحة الاسرة والمجتمع	جامعة بابل / كلية التمريض	٢٩
١٠	د. فاطمة وناس خضير	استاذ	تمريض صحة الاسرة والمجتمع	جامعة الكوفة / كلية التمريض	٢٥
١١	د. وسام جبار قاسم	استاذ	تمريض صحة الاسرة والمجتمع	جامعة بغداد / كلية التمريض	٢٥
١٢	د. نبيل عمران موسى	استاذ	علم الاجتماع	جامعة القادسية/ كلية الاداب	٢٤
١٣	د. حيدر حمزة علي	استاذ مساعد	تمريض الصحة النفسية و العقلية	جامعة الكوفة / كلية التمريض	١٧
١٤	د. قحطان قاسم محمد	استاذ مساعد	تمريض الصحة النفسية و العقلية	جامعة بغداد / كلية التمريض	١٤
١٥	د. نصر موفق حمدون	استاذ مساعد	تمريض صحة الاسرة والمجتمع	جامعة الموصل / كلية التمريض	١١
١٦	د. ساجده خميس عبدالله	مدرس	تمريض صحة الاسرة والمجتمع	جامعة القادسية / كلية التمريض	٢٦

# *Appendices* "D"

## Linguistics Certification



Ref. No.:

Date: / /

جامعة بابل / كلية التمريض  
الواردة  
العدد / ١٨٠١  
التاريخ ٢٠٢٣ / ٦ / ٢٦

العدد: ١٠٤٢  
التاريخ: ٢٠٢٣ / ٦ / ٢٦

إ.م.د. فليح حسن

كلية التربية الاساسية  
شعبة الموارد البشرية  
الصادرة

الى / جامعة بابل / كلية التمريض

م / تقويم لغوي

نهديكم اطيب التحيات ...

كتابكم ذو العدد ٢٤٥٥ في ٢٦/٦/٢٠٢٣ نعيد اليكم اطروحة طالبة الدراسات العليا /  
الدكتوراه (دلال زماط حمزة ) الموسومة بـ (تقييم الحاجات النفسية - الاجتماعية ومستوى القناعة  
ليتامى الطلبة في المدارس المتوسطة لمحافظة القادسية) بعد تقويمها لغوياً واسلوبياً من قبل  
(أ.م.د. ميس فليح حسن ) وهي صالحة للمناقشة بعد الاخذ بالملاحظات المثبتة على متنها.

...مع الاحترام ...

المرفقات/

- رسالة الماجستير
- اقرار المقوم اللغوي.

أ.د. فراس سليم جياوي

معاون العميد للشؤون العلمية

٢٠٢٣/٧/٥

الدراسات للدراسات

الهز ١١، نزل ١١

ر. فليح حسن

نسخة منه الى/

- مكتب السيد العميد المحترم ... للتفضل بالاطلاع مع الاحترام
- أ.م.د. ميس فليح حسن.
- الشؤون العلمية.
- الصادرة

انفاس //



## الخلاصة:

اليتم هو الطفل الذي فقد أحد والديه أو كليهما بسبب الوفاة أو الهجر أو غير ذلك من الظروف. تاريخياً، غالباً ما يُترك الأيتام ليتدبروا أمرهم بسبب قلة شبكات الأمان الاجتماعي المتاحة، ومع مرور الوقت، طورت مجتمعات مختلفة طرقاً لتوفير احتياجات هؤلاء الأطفال الضعفاء والأسرة لما لها من دور أساسي وفعال في البناء النفسي والاجتماعي لشخصياتهم في حياتهم. الحاضر والمستقبل، ولما لهما من أهمية في توافقهما النفسي والاجتماعي في أجواء البيئة المحيطة بهما يغيرهما.

هدفت الدراسة إلى تقييم الحاجات النفسية الاجتماعية لدى الطلاب الأيتام في المدارس المتوسطة، ومستوى الرضا لدى الطلاب الأيتام في المدارس المتوسطة، وتحديد العلاقة بين الحاجات النفسية الاجتماعية ومستوى الرضا لدى طلاب المدارس المتوسطة مع خصائصهم الاجتماعية والديموغرافية المحددة. العمر والجنس والآباء المفقودين .

تم تنفيذ تصميم الدراسة الارتباطية الوصفية خلال الفترة من ١ كانون الأول إلى ١٥ آذار ٢٠٢٣. استخدمت عينة ملائمة غير احتمالية تتكون من ٢٠٠ طفل يتيم من طلاب المرحلة المتوسطة في المدارس المتوسطة في محافظة القادسية، العراق. تم استخدام استبانة مطورة مكونة من ثلاثة أجزاء تتضمن الخصائص الديموغرافية لعينة الدراسة، والبيانات الديموغرافية للطلبة الأيتام ومقياس الاحتياجات الاجتماعية، والاحتياجات النفسية، والرضا عن الحياة. تم تحديد صدق محتوى الاستبيان من خلال لجنة مكونة من (١٦) خبيراً، كما تم الحصول على ثبات الاتساق الداخلي من خلال تقنيات المقابلة. تم إجراء البيانات باستخدام تقنيات المقابلة والمقابلة والاستبيان. ويتم تحليل البيانات من خلال أساليب تحليل البيانات الإحصائية الوصفية والاستنتاجية.

أظهرت نتائج الدراسة الحالية أن التحليل الوصفي للمتغيرات الديموغرافية للطلاب الأيتام هم الإناث في حين أن الباقي هم الذكور. تشير المرحلة الدراسية إلى أن أعلى طلاب المرحلة المتوسطة الثانية منهم هم من المرحلة الثانية، ومنهم من المرحلة الأولى المتوسطة.

وخلصت الدراسة الى ان يتأثر جميع الأيتام بالمشاكل الاجتماعية والنفسية على مختلف المستويات. معظم الطلاب الأيتام هم من إناث المرحلة الثانية دراسياً وأبائهم من جنس المتوفى وآخر رتبة ميلاد. إن معدل انتشار الاحتياجات الاجتماعية الشاملة للطلاب الأيتام هو مستوى معتدل.

واوصت الدراسة على الوالدين والمعلمين الاقارب من الدرجة الاولى إنشاء نظام دعم على مستويات مختلفة ولعب دور مهم في تلبية الاحتياجات النفسية والاجتماعية للأطفال الأيتام.

وزارة التعليم العالي والبحث العلمي  
جامعة بابل  
كلية التمريض



الاحتياجات النفسية الاجتماعية و مستوى الرضا لدى الطلاب الايتام في المدارس  
المتوسطة

اطروحة مقدمة من قبل

دلال زماط حمزه

الى مجلس كلية التمريض/جامعة بابل

جزء من متطلبات نيل درجة الدكتوراه فلسفة في التمريض

أشرف

الاستاذ الدكتور قحطان هادي حسين

ذو القعدة ١٤٤٤ هجرية

حزيران ٢٠٢٣ ميلادية