

THE EFFECTS OF DEPRIVING CHILDREN FROM THEIR PARENTS ON THEIR SOCIAL COMMUNICATION WITH THEIR PEERS, FROM THE POINT OF VIEW OF TEACHERS IN JORDAN

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Abstract: *This study aims at revealing the effects of depriving the child from interacting with his or her peers by the parents, as seen from the perspectives of teachers in the primary stage in Irbid governorate, in Jordan. In order to achieve the objectives of the study, a study tool has been developed to measure parental deprivation on the nature of communication for their children, in addition to distributing a questionnaire to collect a sampled study that includes (190) male and female teachers, who are randomly selected. The study concludes that there is a significant and positive relationship between depriving the children from their parents, as compared to their relationship with their peers.*

Key words: *Parental Deprivation, Social Networking*

Introduction

Parents are the basis of the individual childhood period as they are the source of the child's psychological stability, confidence and security, and his or her ability to enjoy love and acceptance from others. This is also the most important factor in the child's social composition. Thus, the child's psychological stability depends on his or her family cohesion, as such depriving the child from his or her family affect many aspects of physical development, especially the emotional side. Correspondingly, the child passes through growing up difficulties that affect the different aspects of maturity stages, such as physical maturity and mental cognitive ability, as well as maturity and feelings. Furthermore, they assert that experience will soon affect the child's physical or cognitive, or social development. These obstacles affect his or her emotions and behaviour, while the experiences that are related to the sentimental phase are the indirect effects. The disadvantages may not

appear directly to have an impact on his behavioural patterns and turbulent forms (Hindi, 2011).

Children who are deprived of a father or mother or both for any reason, such as parents' divorce, death, or travel may expose them to many psychological problems, instability, a sense of anxiety, stress, and social relations disorders which negatively affect their relationships with their peers at school. This can be isolation and a feeling of loneliness or weakness, in addition to his inability to defend himself against his peers. It also affects their communication in an aggressive way searching from them to protect himself. All these causes frustration and depression when they compare themselves with peers who own what they don't, or what may affect the learning achieved. (Hindi, 2011).

Key words:

Parental deprivation: This is an emotional case that constitutes the inner human psyche, a result of unfulfilled basic needs of the person together with the feeling of psychological need. (Abu Yosef & Abd Al-Jawad, 2017).

Social communication: a continuing relationship between persons, everyone represents himself or herself (Mosa, 2004). In the context of Jordan, and regarding the number of children who are deprived of their parents, we find that their numbers are growing dramatically. For example, by reviewing the number of registered divorces in Irbid governorate in the last five years, Jordan's general statistics book (2017) shows that the number of divorces between 2013 and 2017 was 16,750, with an ever-increasing number from year to year (annual statistical book of Jordan, 2017).

Thus, this study reveals the effect of depriving a child of his or her parents, and the child's connection with his or her peers in the basic stage, as seen from the perspectives of teachers in Jordan. Therefore, the objectives of the study are as follows:

Objective1: studying the effects of depriving a child of his parents on his relationship with his peers in the basic stage from the perspective of teachers in Jordan.

Theoretical Framework

Social communication is behaviour which reflects the actions taken by the individual to satisfy his or her needs that always seeks to achieve. Mankind has sometimes the needs to steer him into unacceptable behaviour according to society, and at other times to acceptable behaviour that society praise him on it. Family, community, and school are social institutions that complete each other in building effective behaviour in humans since the first moments of life, however, communication problems are still one of the most important problems that affect many people, especially those who suffer from a lack of balance in their lives.

Family is the first cell of the societal structure, as it is a more social and widespread tie it is the basis to compose communities, and as the basis for social stability it is established on a base that is influenced by religion and society. Moreover, the family is the place where its members behaviour is determined, and that shaped their lives, giving them characteristics and nature. Therefore, the family played the most important function in the process of the children's upbringing (Qassas, 2008).

Undoubtedly, the most important stage of human life is his or her childhood, since the beginning of this phase is preeminent in the configuration and formation of the child, a

process that determines the personality as a patient or normal. Consequently, more psychological problems occur due to poor conditions that occur at this stage; anger, fear, aloofness, aggressiveness, stealing, and lying- all of which are problems of this stage unless the child lives in a normal family environment (Morsi, 1998). Deprivation is one of the most important problems facing childhood, and deprivation is a feeling that is generated within an orphan child who embodies a lack of compassion and the loss of loving feelings, due to the absence of adequate care and emotional interaction cause by the death of a parent (Saudi, 2015). Al-Hindi (2011) defines deprivation as a child losing a parent or both parents, due to death or divorce, or they are children of unidentified parents.

In this context, many researchers have addressed the impact of deprivation on children's behaviour. According to Ismail's study (2009), children who are deprived of a family environment suffer from bad behaviour- such as neuroses, depression, and other emotional symptoms, and children who are deprived because of their parents' divorce have many problems with their peers, while children who have lost their parents because of death have lesser behavioural problems. Ali & Bayati (2009) clarify in their study about depriving teenagers of parents and its impact on teens' hostile behaviour; aggressive behaviour moderately appeared among sample members, as a demonstration of statistical positive relationship related to the deprivation of parents' affection. Results have also shown that there are no statistical differences that are dependent upon the different gender. Hence, the hypothesis of the study is as follows:

Hypothesis 1: There is a positive connection between depriving the child of his or her parents with the child's connection to his or her peers in the primary stage, from the teachers' point of view in Jordan.

The Explaining Theory

Attachment theory (John Bolby, 1950), According to John Pauley (1950), a child needs a relationship with at least one person from the caregivers group in order to get emotional and social growth. This has substantial effects that will continue throughout his or her life, these effects lead to the forming of internal models for the child, steering his thoughts and feelings in his social relations with adults (Shtiteh, 2016).

From here, you can apply the attachment theory in explaining the deprivation of a child from his parents and the consequent different behaviours in communication with peers in the same age group, within the context of Jordan.

Methodology

This study relies on a quantitative methodology using a questionnaire, to measure the rate of depriving children of their parents and its relationship to the nature of their communication with their peers from the viewpoint of teachers; drawing upon previous studies, study of (Hoioh, 2016), study of (Fereihay, 2017) and study of (Ahmed and Khadr, 2011). The questionnaire is displayed to a number of experts and competent arbitrators in the field of educational psychology, comprise of (3) arbitrators, in order to ascertain the veracity of the tool and to be guided by their ideas that it measures what it should measure.

It is divided into two parts: the personal data of investigated people, and a part for a questionnaire's paragraphs that is related to the subject of the study, and Likert pentatonic measure scale in order to determine the importance of every paragraph of the questionnaire.

This study applies to students in the basic stage of class (first, second, and third primary grades), where their behaviour and their teachers who are responsible for teaching process in these public schools which are governed by the Directorate of education in the First Irbid governorate; Irbid governorate is one of many provinces that have risen in divorce rates (General statistics, 2017). It is also the most dense province of Syrian refugees, which led to high numbers of children in public schools with a total number of teachers that reaches two hundred and eighty-seven, according to the statistics of the Ministry of education for the academic year 2017-2018. The researcher adopted a random sampling method. The sample was selected of them numbered (160) teachers, regarding to Morgan (1979), and 190 copies of a questionnaire were distributed; to avoid refunding less than the required number, (165) of them have been recovered. After checking the questionnaires twenty-five of them were excluded due to incomplete answers and also because of random filling. Thus, the number of approved questionnaires for the purpose of statistical analysis is 130, which is equivalent to 4.86% from the total number of questionnaires distributed for the study sample. This is acceptable for the purpose of scientific research.

Questionnaire's Reliability

Cronbach alpha test has been used as shown in table (1), which measures the consistency of investigated people's answers on all the questions in the scale. Cronbach Alpha explanation is the internal stable coefficient between the answers, so the higher the value, the higher the persistency where the value is high if it is greater than (80%), and it is in the middle when it is between (70-80%), and it is low if it is less than (65%) (Gujarati,2004). Table 1 shows the values of Cronbach Alpha which fluctuates between 0.904 to 0.903 and thus is considered high.

Table 1: The Reliability Results

Variables	Value of Cronbach	No. of factors
Depriving	0.904	7
Connection with peers	0.903	7

The Results of The Study

Iterations

Table 1 shows the following: the highest rate of occurrences of investigated male teachers numbered 68 frequently, which formed 52.3% of the sample, while the proportion of investigated female teachers of the study sample is 47.7% with a frequent number of 62; this shows that the questionnaires have been distributed equitably between the teachers. The highest frequencies percentage of sample members distribution, depending on the class variable, is repeatedly 47 for the third grade i.e. 36.2%, while frequents of the first grade are 43 i.e. 33.1%, and for the second grade are 40 i.e. 30.8%. The highest proportion of frequents of investigated individuals sample, according to the iterations variable of deprivation is repeatedly 87 because of the divorce rate which is at66.9%, this is followed by the number of recurrences because of death which is 37 i.e. 28.5%, and the lowest percentage is the deprived because of travel at 12.3% and 16 iterations.

The questionnaire has included ten common situations of multiple deprivations, including many deprivation cases due to divorce and death, or divorce and travel, or travel and divorce together. Distributing the sample because of death is as follows 28 frequent at 21.5%, they had one death, 7 repetitions at 5.4% with two deaths, while there is one repeated death for

every three and four deaths at 0.8% for each. The table shows that the highest proportion is from the father's side which hit 70 repetitions at 53.8%, and then 48 frequent from the mother's side at 36.9%. And for both, the ratio hits 18 frequent at 13.8%

Table 2: Table of Iterations

Ratio %	Frequency	Level		Variable	
52.3	68	Male teacher		Respondent	
47.7	62	Female teacher			
100.0	130	total			
52.3	68	male		Gender	
47.7	62	female			
100.0	130	total			
33.1	43	first		Grade	
30.8	40	second			
36.2	47	third			
100.0	130	total			
28.5	37	yes	death	Cause of deprivation	
71.5	93	no			
66.9	87	yes	divorce		
33.1	43	no			
12.3	16	yes	travel		
87.7	114	no			
100.0	130	total			
36.9	48	yes	mother		Deprivation part
63.1	82	no			
53.8	70	yes	father		
46.2	60	no			
13.8	18	yes	both		
86.2	112	no			
100.0	130	Total			

Descriptive Analysis

This section highlights descriptive analysis of the study variables as indicated in table 3.

Table 3: Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
meanD	165	1.88	4.88	3.5826	.60949	-0.395	.189	-.206	.376
meanC	165	1.29	5.00	3.4900	.68006	-0.623	.189	.465	.376
Valid N (listwise)	165								

The results of the descriptive analysis for variable deprivation show that there is awareness among the teachers to disadvantaged students, where their average answers is 3.5, which indicates that there are some behaviours among the children who are deprived of their parents.

For a variable of communication, the averaged answer is 3.4 among the teachers, which shows that the connection of disadvantaged students with their peers is represented by a violent behaviour, as they usually argue loudly, and there is a state of sadness among them. Usually they don't feel happy to be with their peers and are reluctant to assist their peers.

Then a normal distribution test of data has been conducted to ensure the necessary tests to examine the relationship between the study variables. It appears. From table 3, the values of the normal distribution (Skewness and Kurtosis) should range from -3 to + 3 as proposed (Kline, 1998) which refer to a normal distribution of data.

Descending Analysis

Descending analysis results show that there is an important positive relationship between depriving children of their parents and their relationship with their peers, and so hypothesis 1 is accepted.

As can be seen in the study the deprivation of their parents incurs a lot of damages on disadvantaged children. This is clearly reflected in the nature of their communication with their peers, where both the mother and the father have roles nobody can play in the upbringing of the children. So, every role constitutes a significant part in the family system, as the children need both the mother and the father to complete the construction of the integrated family, or depriving children in this stage would threaten their growth and make them feel lost. But children at this stage all they perceive is they need to psychological,

physical and emotional requirements they need to fulfill and complete. This result is consistent with previous studies by Ali and Bayati (2009), and Ismail (2009) who have stressed the relationship of deprivation to communication. And this result is consistent with the theory of attachment by John Pauley (1950) who stressed that a child needs to build a relationship with at least one person from the caregivers group to ensure emotional and social growth, with substantial effects this will continue throughout his life, and in turn lead to the formation of internal models of the child, steering his thoughts and feelings in his social relations.

Table 4: Descending Analysis

Coefficients^a						
Model		Unstandardised Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.587	.279		5.683	.000
	meanD	.531	.077	.476	6.911	.000

a. Dependent Variable: mean C

Conclusions and Recommendations

This study has investigated the impacts of depriving a child of his parents and his connection with peers from the perspective of teachers in Jordan for elementary stage and found a relation to disadvantaged students.

The study is one of the few studies conducted in this context, generally in Jordan and in particular in the Irbid governorate. Hence, this study reinforces previous literatures addressing such a case. Besides this the study has one of these borders due to the selection of only basic school students. Accordingly, the study recommends conducting more studies on high school students in the future. As this form of studies usually adopt the questionnaire approach, there would be a failure in measuring, thus the study recommends that interviews be conducted in the future in order to obtain more penetrating results in this subject.

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