



## Psychological Absence of The Father and Its Relationship to The Social Adjustment Among the Children Residing in The Orphanage in Erbil City

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### ABSTRACT

This research aimed at identifying the level of the father's psychological absence, and the level of social adjustment among a sample of children residing in the orphanage in Erbil. It also aimed to identify the relationship between the psychological absence of the father and social adjustment as well as the differences between the answers of the research sample members on the scale of psychological absence of the father and the scale of social adjustment according to two variables: (gender, and the mother's educational level). The research sample consisted of (65) single sons residing in the orphanage in the city of Erbil. The researcher used the father's psychological absence scale and the social adjustment scale, which were prepared by the researcher, and the research relied on the descriptive analytical approach.

## 1. Introduction

The family plays an important role in shaping the personality of the individual as it is the first group with which the individual interacts since his birth. The manner in which the individual is treated by his family determines his awareness of how his family evaluates him, and thus his self-awareness, and help him adapt. When the child is given true love, respect, support and appreciation, he becomes more motivated to



initiate new discoveries and more able to adapt socially and psychologically. He will also be more able to take initiative and communicate socially with others. Adolescence is one of the most dangerous stages of growth that a person goes through, as it is a critical stage in an individual's life, as it is accompanied by physical, mental, emotional and social changes that affect his feelings and behavior. (Hull) described the stage of adolescence as "a rebirth of the individual and a period of storms and crises" (Al-Harthy, 2003, 10). Parents are also considered the main pillars of the environment surrounding the adolescent, and what they offer him from the basic components of the environment in which he grows up, as they provide him with a role model. If there is a defect in the family structure and communication within the family, this will result in an increase in problems, which will allow the children the opportunity to search for love and acceptance outside the family, especially in the adolescence stage (Al-Bulayhi, 2008, 17). Therefore, psychologists see that the mother's neglect of her role makes the adolescent - who has lost the father – feel the loss of psychological security, and a weakness in his psychological and social adjustment, and plants in him the seeds of emotional contradiction that results from aggression or submission and develops feelings of inferiority and helplessness in the face of the difficulties of life (Hook & Wolf, 2012, 424). Mansour and El-Sherbiny (2000, 25) confirm that children are affected in their psychological and social development by the parents who live with them, and the effects of the children's interaction appear in their behavior and responses to different life situations, mental and emotional activity, and in building the developing personality across the different stages of life. Studies have indicated that the warm relationship between father and son protects him from the factors of fear, anxiety and aggression, increases his sense of self-confidence and confidence in others around him, and increases his level of psychological and social adjustment. This is based on his feeling of his father's affection, praise and encouragement for his behavior (Abdul Razzaq, 2005, 276). The presence of the father among his children would support the concept of participation in order to create a healthy and sound climate in the relations between all family members. In such a climate, the father will have an active and influential role in supporting his children to achieve social adjustment and mental health. This relationship will develop their mental and emotional capabilities to the maximum



possible extent (Faraj, 2004, 77), and then satisfy the psychological needs of the children, on the top of which is achieving psychological and social adjustment, and a sense of security and psychological reassurance. However, if children are raised in an unsafe and unwarm atmosphere, they will grow abnormally and become unable to achieve what they want (Shokair, 2005, 77). Also, the failure of parents towards their children, or the absence of their role towards their children, leads to the development of disturbed individuals who are incompatible and unable to adapt with their world and with themselves. The problems that children suffer from may be a translation and expression of the disorders that plague the parents themselves and their lack of care for their children (Abdul Razzaq, 2005, 263). The father, in his relationship with his children, represents the authority for them, and the absence of this parental authority, or its exercise, increases or decreases in an abnormal way, are among the factors that lead to weak social adjustment and insecurity. In addition, the abnormal perception of the paternal image in the conscience of the child and adolescent in their behavior will be kept until they grow up, as this perception is linked to many deviations and psychological and social disorders in them (Abdo, 2000, 140). The physical absence of the father is a bad thing that can affect the financial and material requirements of the adolescent, but that the role of the father in the family is limited to being the economic financier, which is nothing but emptying the rest of the dimensions of his symbolic parental role and opening the way to the possibility of dispensing with him or replacing him. So, it is not important who signs cheques as long as the account is in good health. Therefore, finding a series of alternative father models often does not have the ability to satisfy the psychological needs that a real, realistic father with psychological absence must satisfy (Capuozzo & Robert, 2010, 25). Therefore, satisfying the adolescent's need for security is the feeling of family affiliation and a secure and stable family life, a feeling of protection against obstacles, dangers, parental emotional deprivation, independence and a sense of self-reliance. Satisfaction of these needs achieves psychological control for the adolescent and his psychological and social adjustment, reduces the deviations of adolescents and prepares them for a sound harmony in their social life (Mansour and El-Sherbiny, 2000, 103). Social adjustment is considered an important aspect of the individual's general adjustment, which can greatly affect the individual's psychological and social



health, and is an essential product of the individual's interaction with educational situations and the difficulties of school life. The educational experience that the student acquires from multiple sources has an impact on his compatibility, and contributes to the development of his abilities to establish positive and successful relationships in various life situations. To become more adaptable to the new requirements and difficulties of life. Therefore, the successful learning and teaching processes are among the important means in enriching and deepening the student's experiences, so that the individual, with its help, can become more adaptable to the new requirements and difficulties of life. The researcher seeks to study the concept of the psychological absence of the father because of its importance for children in the adolescence stage. The research dealt with this aspect of the absence of the role of the father, which is not less important in addressing the level of social adjustment in the children and their relationship to each other, especially because the studies have proved the importance of their impact on the personality of the individual and its reflection on his attitudes and aspects of his personality.

## **2. Review of Related Literature**

Al-Jaid Study (2011), Saudi Arabia: "The Emotional intelligence and its relationship to psychological and social adjustment among students of the University of Tabuk in the Kingdom of Saudi Arabia". This study aimed to identify the level of emotional intelligence among students of the University of Tabuk in the Kingdom of Saudi Arabia and its relationship to their psychological and social adjustment. It was applied on a sample of university students, which were chosen by a random stratified method, which amounted to (616) male and female students. To achieve the objective of the study, two scales were used: the emotional intelligence scale, and the psychological and social adjustment scale. The study concluded with a set of results, the most important of which were: The degree of emotional intelligence among university students was medium. The results also indicated the existence of a positive and statistically significant correlation between the dimensions of emotional intelligence combined on the one hand and the psychological and social adjustment of university students on the other hand. Together they explained (82%) of the variance in the psychological and social adjustment variable, and the results indicated that there

were no statistically significant differences in the degree of emotional intelligence due to gender. In addition, there were differences in psychological and social adjustment due to gender in favor of females. The results also indicated that there were differences in the degree of emotional intelligence and psychological and social adjustment between second and third year students in favor of second year students, and between third and fourth year students in psychological and social adjustment in favor of the fourth year students.

The study of Laurent et al. (Laurent, et. Al, 2008), United States of America: entitled: "Father absence: Implications for emotional security and adjustment". This study (a longitudinal study) aimed to study the absence of the father and the adjustment of children in the light of some variables (marital disputes and parenting style) in their relationship to psychological security. The study was conducted on a sample of (262) children between the ages of (8-16) years, and their parents (fathers and mothers) participated in the study. The study used the following tools: The interactive behavior of parents was monitored during marital conflict resolution. Then, the children were allowed to watch the monitored behavior to assess their emotional security. The results showed that the absence of the father played a mediating role in the relationship between marital disputes, psychological security, maladaptation in children, and poor self-concept, and the pattern of education was of great importance in the dimension of psychological security and self-concept of children.

The study of Mason et al. (Mason, et. al, 2011), United States of America: entitled: "The effect of peers and the moderating role of father absence and the mother-child relationship". This study aimed to compare the role of stay-at-home parents and the role of non-resident parents in relation to the behavior of deviant peers on adolescent behavioral problems such as drug and marijuana use. The study was conducted on a sample of (112) American adolescents from African origin. The researchers applied a measure of the absence of the father, which was prepared by them. The results revealed the effect of the absence of the father on the behavioral problems of adolescents related to the behavior of deviant peers. Children with a stay-at-home father contribute significantly to protecting the adolescent from the dangers of peer behavior related to substance abuse problems.



Perez-Brena, et al. 2012 study, USA: Entitled: "Father absence and conscience development psychology". This study aimed to find out the relationship between the absence of the father and moral development. The study was conducted on a sample of (53) children whose father was absent and (53) children whose father was present, and each group consisted of (25) males and (28) females from the seventh grade. The researchers applied the scale of the absence of the father, which was prepared by them. The results of the study indicated that the absent-father males had lower scores in the measures of moral characteristics and moral commitment when compared with the children of the present-father, and that the absent-father males were feeling more guilty and more aggressive than the male-present-fathers. The study also showed that there were no differences between females with absent father and females with present father in the previous characteristics.

## **2.1 Discussion on previous studies**

It is noted that this research differs from previous studies in terms of:

- The previous studies did not address the issue of the relationship of the psychological absence of the father and its relationship to social adjustment among a sample of sons residing in the orphanage in Erbil city - within the researcher's knowledge.
- The place and sample of the research: the current research was applied in the orphanage in Erbil, while the previous studies applied in basic education schools or in the primary stage.

## **3. Research Perspective**

### **3.1 Research Problem**

After conducting a pilot study on the role of the mother in achieving social adjustment on a sample of sons without a father whose number reached (20) school students – other than the research sample - the results showed:

- Feeling of unhappiness and poor social interaction due to the absence of the father (90%).
- The prevalence of shyness and social withdrawal due to the absence of the father by (88%).

- Lack of rules and behavioral controls due to the absence of the father (82%).
- Not following up on my homework due to the absence of the father (76%).

The results of the pilot study showed some antisocial behavioral problems in children due to the absence of the father's psychological role. On the other hand, the low level of social adjustment, given that the family has the greatest influence in the formation of the personality of the children, the upbringing that the individual receives is closely related to what the personality of the individual can be and the method of adjustment and compatibility. The father is an essential source for the development of love, stability, security and adjustment for children, and may also be a source of problems that cause social problems in the future. From the above, the research problem can be formulated through the following question:

The research attempts to answer the following questions:

1. What is the level of psychological absence among the members of the research sample of the sons residing in the orphanage in the city of Erbil?
2. What is the level of social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil?

### **3.2 research importance**

The research importance stems from the following points:

1. It deals with an important topic of sociology related to social adjustment among children without a father, which will be reflected on the level of students' performance in academic achievement and general adjustment.
2. The results of the research may be useful in identifying a set of factors and influences that play an active role in the high and low level of social adjustment among students, which provides a base of information and data that can enrich the social field in education.
3. The results of the research may be useful in providing interested parents and specialists in family and social counseling with clear perceptions of the impact of the father's absence on adolescents' adjustment and their needs to the role of the father.

### **3.3 Research Aims**

The research seeks to identify:



1. The level of psychological absence among the members of the research sample of the sons residing in the orphanage in the city of Erbil.
2. The level of social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil.
3. The relationship between the psychological absence of the father and the social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil.
4. The differences between the mean scores on the measure of the psychological absence of the father according to the two variables: (gender, and the educational level of the mother).
5. The differences between the mean scores on the scale of social adjustment according to the two variables: (gender, and the educational level of the mother).

### **3.4. Research Hypotheses**

The research seeks to test the following hypotheses at the significance level (0.05):

1. There is no statistically significant correlational relationship between the psychological absence of the father and the social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil.
2. There are no statistically significant differences between the mean scores of the answers of the research sample members on the father's psychological absence scale according to the gender variable.
3. There are no statistically significant differences between the mean scores of the answers of the research sample members on the father's psychological absence scale according to the mother's educational level variable.
4. There are no statistically significant differences between the average scores of the answers of the research sample members on the scale of social adjustment according to the gender variable.
5. There are no statistically significant differences between the mean scores of the answers of the research sample members on the scale of social adjustment according to the variable of the educational level of the mother.



### **3.5 Research Limits**

A- Human limits: It was applied to a sample of children residing in an orphanage in Erbil city.

B - Spatial limits: the research tools were applied in the orphanage in the city of Erbil.

C - Time limits: The research tools were applied on 1/4/2022 AD to 30/04/2022 AD.

### **3.6 Procedural Definitions and Research Terms**

- The psychological absence of the father: "It is that father who is absent in his children's lives in the sense that he does not have a spatial presence, does not respond to them and does not provide support when needed" (Abdul Razzaq, 2005, 287). The psychological absence of the father is defined procedurally in this research as the degree that the subject gets on the used scale used in collecting data in order to reach and interpret the results.
- Social Adjustment: "The individual's enjoyment of intimate social relations characterized by respect, appreciation and mutual giving that satisfy his social needs, his participation in social activities, and his acceptance of the customs, traditions, values, ideas, laws and regulations of his society" (Sufian, 2004, 155). Social adjustment is defined procedurally in the research as: the degree obtained by the student by answering each item of the questionnaire that was prepared for this purpose in this research.

## **4. Field Research Procedures**

### **4.1 Research Methodology**

The research used the descriptive-analytical approach, which attempts to "describe the nature of the phenomenon in question. The descriptive-analytical approach helps explain the existing educational phenomena, and also explains the relationships between these phenomena" (Homs, 2003, 86). In addition, it helps the researcher obtain as much information as possible about these phenomena based on the facts of reality. The descriptive research is more than a project to collect information, as it describes, analyzes, measures, evaluates and interprets.

#### 4.2. Population of the Study

The original research community consists of all children residing in the orphanage in the city of Erbil for the academic year (2021/2022), and their number is (65) children who have lost their father residing in the orphanage, divided into (30) males and (35) females.

#### 4.3. Research Sample

To achieve the objectives of the research, the research instruments were applied to all members of the original community in the orphanage, which numbered (65) individuals residing in the orphanage, divided into (30) males, and (35) females. The following is a table indicating the distribution of the research sample members in relation to the Demographic variables (gender – and the education level of the mother):

Table 1: Distribution of the research sample members according to the research variables

The Variable	The group	Number of students	Percentage
Gender	males	30	46.15%
	females	35	% 53.85
	Total	65	100%
The mother's educational level	middle school and below	48	% 73.84
	Institute	11	% 16.92
	Bachelor's degree and above	6	% 9.23
	Total	65	% 100

#### 4.4 Research Instruments

A) The scale of the father’s psychological absence:

The stage of viewing and selecting the items of the scale:

Some studies that dealt with the subject of the father’s psychological absence were reviewed, including: (Ronald Brunner’s Parental Acceptance and Rejection Scale, translated by Mamdouh Salama, 1988; Hajjaj, 2005; Abdul Razzaq, 2005). Then, in light of these researches and studies, the researcher developed the items for the



father's psychological absence scale. After reviewing the previous scales, including items to measure the father's psychological absence, (40) positive items were formulated.

The method of correcting the father's psychological absence scale: The items on the scale are answered with one of the following three responses: (Yes, sometimes, no). The items are given their degrees and in the previous order as follows: (3, 2, 1).

- The validity of the father's psychological absence scale:

Face validity: In order to verify the validity of the items of the father's psychological absence scale, the scale was presented to a number of referees to state their opinion on the validity of each item as well as mentioning what they consider appropriate for additions or modifications. Based on the referees' opinions and observations, some of the items them were modified in terms of style and wording, and thus the final total of the items of this scale reached (40) items.

The reliability of the father's psychological absence scale: The researcher relied on the following methods to calculate the scale's reliability.

Re-application: The reliability coefficient was calculated by applying the scale and re-applying it to the same survey sample after two weeks. The results showed that the scale had a high degree of reliability (0.86), and all the values of the correlation coefficients were high, and a function at the significance level (0.05), which indicates the reliability of the scale, which makes it usable.

Internal consistency method (Alpha Cronbach):

Cronbach's alpha law was applied to find out the degree of variance of all items on the one hand, and it was found that the scale's reliability value in the total score was (0.79), which was a high value indicating s the validity of the tool for use.

Social Adjustment Scale:

The stage of viewing and selecting the items of the scale:

Some studies that dealt with the issue of social adjustment among adolescents were reviewed, and the researcher chose recent studies in this field, The aim of referring to it was to know the items for measuring social adjustment that the researchers dealt with in their studies. Then, in the light of these standards, the researcher developed the items of the social adjustment scale for the children residing in the orphanage in Erbil, by formulating (50) positive items in the scale.

**Table 2: Distribution of the items of the social adjustment scale.**

The scale dimensions	number of items	Item numbers
The first dimension: (Maturity of goals)	10	1,2,3,4,5,6,7,8,9,10
The second dimension: (Communication with others)	10	11,12,13,14,15,16,17,18,19,20
The third dimension: (family relations).	10	21,22,23,24,25,26,27,28,29,30
The fourth dimension: (optimism in life).	10	31,32,33,34,35,36,37,38,39,40
The fifth dimension: (commitment to school regulations).	10	41,42,43,44,45,46,47,48,49,50

The method of correcting the social adjustment scale:

The items of the social adjustment scale are answered with one of the following three responses: (highly applicable, moderately applicable, low applicable). The items are given their degrees and in the previous order as follows: (3, 2, 1).

The pilot study of the two research scales:

In order to verify the clarity of the items of the two scales and their instructions, the researcher conducted a pilot study, as the two scales were applied to a small sample of students amounting to (28) male and female students in the city of Erbil. As a result of the pilot study, the items of the two scales remained the same as well as their instructions which were proved to be completely clear and understandable. Some items were modified in terms of wording and typographical errors.

The validity of the social adjustment scale:

Face validity(the validity of the referees):

In order to verify the validity of the items of the social adjustment scale, the scale was presented to a number of specialists, to express their opinions on the validity of each item, and the degree of its relevance to the dimension to which it belongs as well as mentioning what they consider appropriate of additions or modifications. Based on the referees' opinions and observations, some of the items were modified in terms of style and wording. Thus, the final total of the items of this scale in its final form reached (50) items.

The reliability of the social adjustment scale: The reliability of the scale was calculated using the following methods:

Re-application: The reliability coefficient was calculated by applying the scale and re-applying it to the same sample after two weeks. The results showed that the scale had a high degree of stability (0.86). This indicates the stability of the scale which makes it usable. It was also found that the reliability value of the questionnaire in the total degree was (0.81), which was a high value, and indicates the validity of the tool for use.

Table 3: Pearson correlation coefficient in the first and second applications and Cronbach's alpha value of the social adjustment scale

The scale of social adjustment	Correlation coefficient (Pearson)	Cronbach's alpha value
The first dimension: (maturity goals).	0.89	0.86
The second dimension: (communication with others).	0.85	0.87
The third dimension: (family relations).	0.86	0.89
The fourth dimension: (optimism in life).	0.91	0.82
The fifth dimension: (commitment to school regulations).	0.89	0.85
Total degree	0.86	0.81

## 5. Research Results

### 5.1 What is the level of psychological absence among the members of the research sample of the children residing in the orphanage in the city of Erbil?

The means, standard deviation, and percentage of the items of the father's psychological absence scale were calculated, which revealed the level of the father's psychological absence according to the estimation of the research sample members of the sons residing in the orphanage in Erbil. The scores were divided into three levels which were as follows in table 4:

**Table 4: The standard degree for judging the level of the father's psychological absence and the level of social adjustment**

Levels	The levels	Standard grade (relative weight)	Evaluation
The first level	1-1.67	less than 33%	weak
The second level	1.68_2.33	34-64%	average
The third level	2.34-3	66% or more	high

**Table 5: The total score for the average of all dimensions in the father's psychological absence scale**

	Levels of father's psychological absence and mother's presence	Average	Frequency	Percentage
1	High presence of the mother	2.99	62	% 12.4
2	Balanced presence of the mother	2.28	350	% 70
3	my father's absence	1.66	88	% 17.6
	Total		500	% 100

It is clear from Table 5 that (12.4%) of the students considered that the presence of the mother's role as a result of the father's absence was high, while (70%) of the students considered the presence of the mother's role as balanced, while (17.6%) of them believed that their mothers are psychologically absent. This is also confirmed by the study of (Hook, J. Wolfe, Ch.2012) about children's perception of the effectiveness of the time parents spend with their children. New parents in America and Britain showed their interactive participation with their children during weekdays, and they spend solo times with their children on the weekends, and they spend more time if the mother is working. The researcher explains that the children's awareness of this level of balanced absence in comparison with other levels indicates that the mother plays her role in an attempt to mediate the treatment in order to compensate for the absence of father without showing authoritarianism, cruelty and rejection. In addition, she tries not to be lenient and neglectful, which could be explained by the psychological absence of the father, in which the father is absent, and none of the sons feels him as if he did not exist.

**5.2 What is the level of social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil?**

The means, standard deviation, and relative weight of the items of the social adjustment scale were calculated. The researcher adopted the same previous criterion to judge the level of answers of the research sample members through the averages, and the results came as follows in table 6:

Table 6: The total degree of the average responses of the research sample members for all dimensions in the social adjustment scale

	Social Adjustment Scale	Average	Standard deviation	Rank	Arithmetic mean	Level rating
1	The first dimension: (maturity of goals).	22.87	7.572	3	2.28	average
2	The second dimension: (communication with others).	22.21	7.773	4	2.22	average
3	The third dimension: (family relations).	23.37	7.704	1	2.33	average
4	The fourth dimension: (optimism in life).	23.22	7.950	2	2.32	average
5	The fifth dimension: (commitment to school regulations).	21.38	7.809	5	2.13	average
	<b>Total score</b>	113.05	38.808		2.26	average

It is clear from Table 6 that the level of social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil on the total degree of the scale was average with a degree of (2.26). This may be due to the fact

that social adjustment is a natural extension of personal, psychological and academic adjustment, and that man’s loss of his social adjustment will inevitably not be able to fit in with the group, his family, or his school. He will not be able to manage his time effectively. So, social adjustment includes being happy with others, commitment to the ethics of society and its compliance with social standards, compliance with the rules of social control, acceptance of sound social change, work for the good of the group, academic and marital happiness, and effective time management, which leads to the achievement of community health (Zahran, 1977, 29). This is what is called social normalization, which is represented in the human ability to live in the shadow of the group, and that the social normalization in which the individual lives and interacts with, whether these relationships are in the family society, the university, companions, or the large society, which occurs in this aspect is of a formative nature because the society provides the individual with prevailing customs, traditions, and acceptance of beliefs.

**6. Results of the Research Hypotheses, Discussion and Interpretation**

**6.1 First hypothesis**

There is no statistically significant correlation between the psychological absence of the father and the social adjustment among the members of the research sample of the sons residing in the orphanage in the city of Erbil.

To verify the validity of this hypothesis, the Pearson correlation coefficient was calculated between the scores of the sons residing in the orphanage in the city of Erbil on the father’s psychological absence scale and the social adjustment scale, and the results were as follows:

Table 7: Pearson correlation coefficient between students' scores in the measures of psychological absence of the father and social adjustment

	Dimensions of the social adjustment scale		The total score of the father's psychological presence
1	The first dimension: (maturity of goals).	Pearson's correlation	<b>** -0.675</b>
			0.000
2		Probability value	<b>** -0.648</b>



	<b>The second dimension: (communication with others).</b>		0.000
<b>3</b>	<b>The third dimension: (family relations).</b>	Pearson's correlation	<b>** -0.664</b>
			0.000
<b>4</b>	<b>The fourth dimension: (optimism in life).</b>	Probability value	<b>** -0.635</b>
			0.000
<b>5</b>	<b>The fifth dimension: (commitment to school regulations).</b>	Pearson's correlation	<b>** -0.610</b>
			0.000
	<b>Total score of social adjustment</b>	Probability value	<b>** -0.708</b>
			0.000

**Interpretation and discussion of the hypothesis:**

As shown in the previous table, the value of ( $t = -0.708^{**}$ ), which means a high negative correlation, that is, there is a negative correlation with statistical significance between the scores of the children residing in the orphanage in Erbil on the scale of the father’s psychological absence and their scores on the scale of social adjustment at the significance level (0.05). This may be attributed to the fact that the father’s psychological absence has an impact on the high and low level of the student’s social adjustment. Students at this stage are greatly affected by the family’s attention and care. So, If there is care and attention on the part of the father, this is reflected in the level of their social adjustment, and their sense of self as well as their self-confidence improves.

**6.2 Second hypothesis**

There are no statistically significant differences between the mean scores of the answers of the research sample members on the scale of the father's psychological absence according to the gender variable.

To verify the validity of this hypothesis, the differences were calculated between the mean scores of the answers of the research sample members on the scale of psychological absence of the father attributed to the gender variable (males, females), using the (t-test), and the results came as indicated in Table 8:

**Table 8: Significance of the difference in the psychological absence of the father according to the gender**

Father's Psychological Absence Scale	The gender variable	Number	Average	Standard deviation	degree of freedom	T-value	The significance level	Decision
Total score	males	30	90.46	20.137	63	1.726	0.084	Not significant at (0.05)
	females	35	91.09	17.749				

**Discussion of the hypothesis:** It can be noted from table (10) that the student's t-value amounted to (1.726), and the probabilistic value was (0.084), which was not significant at the significance level (0.05) . Thus, there were no differences between the averages of the students' answers on the father's psychological absence scale due to the gender variable.

The researcher attributes this result to the fact that the mother is aware of her role towards her children of both sexes (males and females), and that when she gives them her affection, it is given to all her children, The harmonious family communication with its members represents a clear psychological security that helps children achieve self-actualization.

**6.3 Third Hypothesis**

There are no statistically significant differences between the mean scores of the answers of the research sample members on the scale of the father's psychological absence according to the variable of the mother's educational level.

To verify the validity of this hypothesis, the significance of the differences between the answers of the research sample members on the scale of psychological absence of the father was calculated according to the variable of the educational level of the mother: (middle school and below, institute, bachelor), using the one-way analysis of variance (ANOVA). The results came as indicated in table 9:

**Table 9: Significance of the difference in the psychological absence of the father according to the Mothers' education**

Father's Psychological Absence Scale	Contrast source	sum of squares	degree of freedom	mean squares	F	probability value	Decision
Total score	between groups	70855.823	2	35427.911	15.461	0.000	Significant at (0.05)
	within groups	111226.535	62	223.796			
	the total	182082.358	64				

It is noted from table 9 that the value of (F) amounted to (15.461) and the probabilistic value (0.000), which is significant at the significance level (0.05). This indicates that there are statistically significant differences between the answers of the sons residing in the orphanage in the city of Erbil on the scale of the father's psychological absence, according to the variable of the mother's educational level in the total score . It was shown that after applying the Scheffe test to compare the differences between the averages, the differences were in favor of the students whose mothers' educational level was (Bachelor's).

**Table 10: Results of the Scheffe test to compare the differences between the average answers of the research sample members on the father's psychological absence scale**

search variable A	search variable B	mean difference	value (sig)	lowest value	highest value
middle school	institute	*-4.470	0.024	-8.48	-0.46
	BA	*-27.188	0.000	-31.13	-23.25
institute	BA	*-22.718	0.000	-26.89	-18.54

The researcher attributes this result to the fact that a mother with a high level of education has a more positive impact on the upbringing of her children than an uneducated mother. The higher the mother's level of education and culture, the more

aware of her social, economic, and educational responsibility as well as psychological responsibility towards her children. This requires an increase of awareness and an increase in care and attention to the adolescent as a result of his loss of his father. This was confirmed by the study of Abdul Razzaq (2005) in the presence of fundamental differences between the children of fathers with university education and the children of illiterate fathers and fathers who read and write.

**6.4 Fourth Hypothesis**

There are no statistically significant differences between the mean scores of the answers of the research sample members on the scale of social adjustment according to the gender variable.

To verify the validity of this hypothesis, the differences between the mean scores of the answers of the research sample members on the scale of social adjustment attributed to the gender variable (males, females) were calculated using the t-test. The results came as indicated in table 11:

Table 11: averages, standard deviations, and the (t) value of students' scores according to the gender variable in relation to their answers on the social adjustment scale

	Dimensions of Social Adjustment Scale	The gender variable	Number	Average	Standard deviation	Degree of freedom	T-value	Significant level	Decision
1	The first dimension: (maturity of goals).	males	30	23.36	5.892	63	1.994	0.067	Significant at (0.05)
		females	35	23.40	5.769				
2	The second dimension: (communication with others).	males	30	15.28	15.28	63	1.560	0.119	Not Significant at (0.05)
		Females	35	15.89	15.89				
3	The third dimension: (family relations).	males	30	11.04	2.823	63	1.785	0.075	Not Significant at (0.05)
		Females	35	11.47	2.635				

4	The fourth dimension: (optimism in life).	males	30	11.43	2.792	63	1.529	0.127	Not Significant at (0.05)
		females	35	11.81	2.824				
5	The fifth dimension: (commitment to school regulations).	males	30	23.96	5.819	63	1.808	0.071	Not Significant at (0.05)
		females	35	23.86	5.297				
	Total score	males	30	85.06	18.831	63	1.179	0.160	Not Significant at (0.05)
		females	35	86.44	17.740				

**Discussion of the hypothesis:** It can be noticed from table (13) that the student's T-value amounted to (1.179) and the probabilistic value was (0.160), which is not significant at the significance level (0.05). Thus, there were no differences between the mean scores of the children's answers on the social adjustment scale due to the gender variable.

The researcher attributes this result to the equal stimuli and experiences that both males and females are exposed to in the school and in the orphanage, or the stereotypical family environment that no longer differentiates between males and females within the family or society. In addition to the similarity of the economic, political, cultural and social conditions of the families of male and female students in the current research community.

### 6.5 Fifth Hypothesis

There are no statistically significant differences between the mean scores of the answers of the research sample members on the scale of social adjustment according to the variable of the educational level of the mother.

To verify the validity of this hypothesis, the significance of the differences between the answers of the research sample members on the scale of social adjustment according to the variable of the educational level of the mother: (middle school and below, institute, bachelor's), was calculated using the one-way analysis of variance (ANOVA), and the results came as indicated in table (14):

Table 12 results of the one-way analysis of variance (ANOVA) test for the significance of the differences between the answers of the research sample members on the social adjustment scale

	Dimensions of Social Adjustment Scale	Contrast source	sum of squares	Degree of freedom	mean squares	F	probability value	Decision
1	The first dimension: (maturity of goals).	between groups	7250.422	2	3625.211	18.543	0.000	Significant at (0.05)
		within groups	9816.378	62	19.751			
		The total	17066.800	64				
2	The second dimension: (communication with others).	between groups	3296.562	2	1648.281	13.939	0.000	Significant at (0.05)
		within groups	6208.910	62	12.493			
		The total	9505.472	64				
3	The third dimension: (family relations).	within groups	1423.645	2	711.823	15.945	0.000	Significant at (0.05)
		between groups	2313.097	62	4.654			
		The total	3736.742	64				
4	The fourth dimension: (optimism in life).	within groups	1178.134	2	589.067	10.781	0.000	Significant at (0.05)
		between groups	2767.666	62	5.569			
		The total	3945.800	64				
5	The fifth dimension: (commitment to school regulations).	within groups	4534.191	2	2267.096	10.570	0.000	Not Significant at (0.05)
		between groups	10985.111	62	22.103			

		<b>The total</b>	15519.302	64				
<b>Total score</b>	<b>within groups</b>	101510.510	2	51531.079	18.910	0.000	<b>Significant at (0.05)</b>	
	<b>between groups</b>	131540.242	62	274.233				
	<b>The total</b>	233050.752	64					

It can be seen from table 12 that the value of (F) amounted to (18.910) and the probabilistic value (0.000), which is significant at the significance level (0.05). This indicates that there are statistically significant differences between the answers of the children residing in the orphanage in Erbil on the scale of social adjustment according to the variable of the educational level of the mother in the total score and sub-dimensions.

After applying the Scheffe test to compare the differences between the averages, it was found out that the differences were in favor of the students whose mothers' educational level was (Bachelor's).

Table 13: results of the Scheffe test to compare the differences between the average answers of the research sample

search variable A	search variable B	mean difference	value (sig)	The lowest value	the highest value
middle school	institute	*-5.704	0.007	-10.14	-1.26
	BA	*-32.884	0.000	-37.25	-28.52
institute	BA	*-27.180	0.000	-31.80	-22.56

The researcher attributes this result to the fact that the more the mother advances in the educational level, the more she is able to help her children adapt socially since the advancement of the mother ' educational level helps her children expand their awareness and increase their abilities and capabilities in all areas. The more educated the mother is, the more this allows her to use the proper educational method in



family upbringing such as allowing her children to express their opinion and freedom of decision-making and determine the type of education that suits them as well as discussing aspects of their social, economic and psychological life. This makes them achieve a better level of social adjustment. Also, parents who have a high level of education affect the student's behavior, adjustment, and his enjoyment of good mental health, through the nature of the prevailing family relationships, and his adoption of the method of satisfying the human needs with his son, and the method of dealing with the problems that arise between members of the same family, which would bring the family together. It makes the individual more capable of adapting to social life, as the educated family through raising its children to independence not relying on the family to meet their needs, and relying on themselves to manage their own affairs, and make their own decisions, but rather prepares them to face the difficulties of life, with its different attitudes, and to successfully address them or try to overcome them.

## **8. Conclusion**

This research found that there is a negative correlation between a student's level of social adjustment and the degree to which their father was psychologically absent from their lives. This is because the degree to which a father is emotionally distant can have a significant effect on whether or not a student succeeds in school. There is no statistically significant difference between the average responses of the members of the research sample on the measure of the father's psychological absence on the scale of social adjustment according to the gender variable, suggesting that the mother is aware of the effects of the father's care and attention on her children's social adjustment and that her children's sense of themselves and their confidence have increased. Her duty is to her children of both sexes, and she should show attention equally to her sons and daughters. This will help her kids adjust well to new situations and make friends easily. In the research sample, children whose mothers had a Bachelor's degree or higher had significantly higher mean answers to the measure of the father's psychological absence on the scale of social adjustment than those whose mothers had a lower level of education. These findings provide credence to the theory that a mother's level of education influences her capacity to





communicate with her son. And strive to meet the needs of his development, thereby increasing his potential for social adjustment, as the mother's education level enables her to employ the appropriate educational method in family upbringing, such as encouraging his children to voice their opinions, make their own decisions, and choose an educational path that best serves them, and engaging in open dialogue about the many facets of their social, economic, and psychological lives, all of which contribute to their maturation and success.

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## نه‌بوونی دەرروونی باوک و په‌یوه‌ندییه‌که‌ی به‌خوگونجاننده‌کۆمه‌لایه‌تییه‌کانی نه‌و مندالانی که له‌خانیه‌تیوه‌کانی هه‌ولیر نیشته‌جین

### پوخته

ئامانجی تووژینه‌وه‌که ده‌ستنیشانکردنی ئاستی نه‌بوونی دەرروونی باوک‌که‌بوو، هه‌روه‌ها ئاستی گونجانی کۆمه‌لایه‌تی نمونه‌یه‌که له‌مندالانی نیشته‌جینی خانیه‌تیوه‌کانی هه‌ولیر. په‌یوه‌ندی نیوان نه‌بوونی دەرروونی باوک و خوگونجاننده‌کۆمه‌لایه‌تییه‌کان ده‌زانریت. جیاوازی نیوان وه‌لامه‌کانی نه‌ندامانی نمونه‌ی تووژینه‌وه‌که له‌سه‌ر پیوه‌ره‌کانی نه‌بوونی دەرروونی باوک و پیوه‌ره‌کانی گونجانی کۆمه‌لایه‌تی به‌پیی دوو گۆراوه‌که ده‌زانریت: (په‌گه‌ن، ئاستی په‌روه‌ده‌یی دایک). نمونه‌ی تووژینه‌وه‌که پیکهاتبوو له (65) مندالی تاقانه‌که له‌خانیه‌تیوه‌کانی هه‌ولیر نیشته‌جین. تووژهر پیوه‌ره‌کانی نه‌بوونی دەرروونی باوک و پیوه‌ره‌کانی گونجانی کۆمه‌لایه‌تی به‌کاره‌ینا، که له‌لایه‌ن تووژهره‌وه ئاماده‌کراوون و تووژینه‌وه‌که پشتی به‌رێبازی وه‌سفکردنی شیکاری به‌ستبوو.

## الغياب النفسي للأب وعلاقته بالتكيف الاجتماعي لدى الأبناء المقيمين في دار الأيتام بمدينة أربيل

### الملخص

هدف البحث إلى تعرف مستوى الغياب النفسي للأب، ومستوى التكيف الاجتماعي لدى عينة من الأبناء المقيمين في دار الأيتام بمدينة أربيل. وتعرف العلاقة بين الغياب النفسي للأب والتكيف الاجتماعي. وتعرف الفروق بين إجابات أفراد عينة البحث على مقياس الغياب النفسي للأب ومقياس التكيف الاجتماعي تبعاً لمتغيري: (الجنس، المستوى التعليمي للآم). وتكونت عينة البحث من (65) مفردة من الأبناء المقيمين في دار الأيتام بمدينة أربيل. واستخدم الباحث مقياس الغياب النفسي للأب ومقياس التكيف الاجتماعي وهما من إعداد الباحث، واعتمد البحث على المنهج الوصفي التحليلي.