

## Assessment of Social Status of Orphans in Orphanages in Baghdad City

بغداد مدينة في الرعاية دور في لاي تام الاجتماعية الحالة تقييم

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شملت تحديدية وصفية دراسة:- المنهجية. بغداد مدينة في الرعاية دور في لاي تام الاجتماعية الحالة تقييم:- الهدف. شباط 20 ولغاية 2015 يناير 9 من العينة جمعت. الدراسة لهذه يقيم (50) من تالاف التي اجتماعية الغير العمدية العينة خلال من البيانات تحديد تم. الاي تام لاطفال الشخصية المقابلة وطريقة الاسئلة تبانة الدراسة جمع تم. 2015 الاسئلة تنجاري والتحديد المعيارى الاحراف متوسط التكرارات، المنوية، النسب) الوصفى الإحصائى التحديد تطبق اكثر أن إلى الدراسة نتائج تشير:- النتائج. (20 الإصدار) الاجتماعية للعلوم الحاصلة الحزمة نظام مع (كأي مربع اخذت بارا) لديهم العيانات من (26%) ومتوسط فاعل مشاكل مستوى لديهم العيانات من (36%) وجد بتفاعل مستوى لديهم (38%) العيانات توى المس العمر،) الشخصية المعلومات مع التفاعل مشاكل مستوى في عالية دلالة ذات علاقة هناك. خفيف فاعل مستوى نتائج. (المالي الدعم) الشخصية المعلومات مع التفاعل مشاكل مستوى في دلالة ذات علاقة هناك، (والوالدين وفقدان التعلمي، مع تعامل مستوى لديهم العيانات من (34%) خفيف، الآخرين مع تعامل مستوى لديهم (44%) العيانات اكثر أن إلى تشير الدراسة مع الآخرين مع تعامل مستوى في عالية دلالة ذات علاقة هناك. ج بد الآخرين مع تعامل مستوى همدى (22%) ومتوسط الآخرين الشخصية المعلومات مع الآخرين مع تعامل مستوى في دلالة ذات علاقة هناك، (والوالدين وفقدان العمر) الشخصية المعلومات من (26%) ومتوسط المدرسى الأداء مستوى لديهم (56%) تالافنا اكثر أن إلى تشير الدراسة نتائج. (التعلمى المسوى) في عالية دلالة ذات علاقة هناك. ج بد المدرسى الأداء مستوى لديهم (18%) وخفيف المدرسى الأداء مستوى لديهم العيانات المعلومات مع المدرس الأداء مستوى في دلالة ذات علاقة هناك، (العمر) الشخصية المعلومات مع المدرسى الأداء مستوى الاجتماعية المشاكل مع متاثرين كانوا الاي تام جميع: الاسئلة نتائج. (والوالدين وفقدان التعلمي، المسوى) الشخصية النتائج هذه ضوء في:- التوصيات. الاجتماعية والمشاكل الجنس متغير بين ضعيه علاقه توجد، المسوىات لمخلف (مشاكل) مثل الاجتماعية المشاكل تجاه معرفتهم لزيادة الاي تام دور مشرفين على يمتعل برنامج اعطاء الى الباحث أوصى بين الصراع من لحد والاختلاف الديني التعلمي نحو ارشاد، (المدرسى الأداء، الآخرين مع تعامل، الخارجى المدبط مع التفاعل الأداء، الآخرين مع التعامل، الخارجى المدبط مع التفاعل مشاكل: المفاتح الاجتماعية الكلمات. النفسية المشاكل وتطور الاي تام. اليه، المدرسى.

### ABSTRACT

**Objectives:** To assess the social status of orphans in orphanages in Baghdad city. **Methodology:** A descriptive, analytical study included a purposive (non-probability) sample of (50) orphan was selected for the present study. The data had been collected from 9th January 2015 to 20th February 2015. Data were collected through the use of the constructed questionnaire and the process of interviewing orphan children. Data were analyzed through the application of descriptive statistical analysis (percentage, frequency, mean of score) and inferential data analysis (Chi-square) with (SPSS, Version 20). **Results:** The findings of the study indicate that most of the samples (38 %) have good interaction problems level and (36%) of the samples have moderate interaction problems level and (26%) of the samples have mild interaction problems level. There is a highly significant relation in interaction problems level with sociodemographic data (age, education level, loss of parents), there was a significant relation in interaction problems level with sociodemographic data (financial support). The findings of the study indicate that most (44%) of the samples have mild dealing with others level, (34%) of the samples have moderate dealing with others level and

(22%) have good dealing with others level. There is a highly significant relation in dealing with others level with sociodemographic data (age, loss of parents), there was a significant relation in dealing with others level with sociodemographic data (education level). The findings of the study indicate that most (56%) of the samples have moderate school performance level, (26%) of the samples have mild school performance level and (18%) have a good school performance level. There is a highly significant relation in school performance level with sociodemographic data (age), there was a significant relation in school performance level with sociodemographic data (education level, loss of parents). Conclusion: All orphans affected with the social problems in different levels and there are weak relationship between females and males in a gender group with social problems. Recommendation: The study recommends that give an educational program to those who were responsible about the orphanage to increase their knowledge toward the social problems such as (interaction problems with the external environment, dealing with others, school performance). Guidance towards religious and moral education specialist to reduce the conflict between the orphans and development of psychosocial problems.

**Keywords:** Interaction problems with the external environment, Dealing with others, School performance, Orphan.

## INTRODUCTION

Childhood is a developmental stage, which is important to build an emotional relation between the child and care givers this relation lead to healthy physical, psychological and social development (1). Developing theory shows that child and teenage psychopathology is actually associated with exposure to environmental stressors which is actually reinforced by proof through community-based studies in the developed world (2). Psychosocial development means prepare of children for their admittance into modern society along with his or her positive engagement with interpersonal existence along with adherence to the evaluative norms of which implement into their modern community; assistance to create independent selections and judgements, dealing with tension and taking care of their worries (3).

Orphaned and vulnerable children are one of the most developmental challenges affecting developing countries worldwide. The particular growth of healthful mutual relationships along with deals characterized by intimacy, connection, caring, warm, knowing, excellent humor, pleasure, safety and full satisfaction (4). There are not many studies performed in spite of the expanding matter about the social well-being of orphans, other than some companies work to cope with the requirements of orphans, most of the orphans continue to experience emotional as well as other social disorders along with small is it being accomplished with most of these parts of service (5).

The impact of parental death on children is usually complex along with the influence of the particular child's psychological and social development, orphaned children might have slower development of emotional thinking ability, along with existent abilities. It seems something extra twenty four, for example, decisions produce, negotiation skills, communications and many others. Also, they frequently demonstrate deficit of a cure for the future and also have minimal self-esteem (6). Orphans have an elevated danger of losing chances pertaining to school, healthcare, expansion, development, eating routine, along with protection. Also with the death of a mother or father children serious lost tremendous grief, anxiety, worry, along with hopelessness and long-term outcomes of psychosomatic problems, serious depressive disorder, minimal self-esteem, learning disabilities, along with interrupted social behavior (1).

## OBJECTIVES

1. To assess sociodemographic data.
2. To assess social status of orphans.

3. To find out the relation between social and other variables (gender, age, age at admission, level of education, financial support, lost one or both parents).

## METHODOLOGY

The descriptive analytic study used the assessment approach to assess social status of orphans in orphanages in Baghdad city. The study was carried out to assess the social status of orphans which are (interaction problems with the external environment, dealing with others, school performance). To achieve the purpose of the study. A questionnaire was constructed by the researcher. The questionnaire items based on extensive review of related studies and literature.

### *The questionnaire consists of two parts*

Part one: - demographic data which included: age, sex, age at admission, level of education, financial support, loss of parents, how father loss (by lost "explosion, kidnapping, antiquated, terrorism, jailed, accident"), how mother loss (by lost "explosion, kidnapping, antiquated, terrorism, jailed, accident"), how to enter the orphanage and smoking.

Part two: - social status, which contain 31 items distributed as follows:- Scoring: score items 1. Never, 2. Sometimes, 3. Always.

A. Interaction problems with the external environment: this domain was measured through (12) items.

#### **Cut of interaction problems levels:**

Good: 12-25  
Intermediate: 26-32  
Poor: 33+

B. Dealing with others: this domain was measured through (10) items.

#### **Cut of dealing with others levels:**

Good: 10-21  
Intermediate: 22-27  
Poor: 28+

C. School performance: this domain was measured through (9) items.

#### **Cut of school performance levels:**

Good: 9-20  
Intermediate: 21-26  
Poor: 27+

dealing with others level with sociodemographic data (gender, age at admission, financial support) at  $p > 0.05$ .

- This table shows that there is a highly significant relation in school performance level with sociodemographic data (age, how to enter the orphanage) at  $p \leq 0.01$ , also this table shows that there is a significant relation in school performance level with sociodemographic data (education level, loss of parents, how father loss, how mother loss, smoking) at  $p \leq 0.05$ , also this table shows that there is non-significant relation in school performance level with sociodemographic data (gender, age at admission, financial support) at  $p > 0.05$ .

The results of the present study indicated that the majority of the orphan sample (52%) were male, (48%) were female. This results was supported by (Asfawesen, et al., 2013) who found that 52.6% were male and 47.4% were female(5) and also the result of (Naqshbandi , et al.,2012) who found that 60% were male and 40% were female(8) and also this result agree with the findings of (Koumi, et al., 2012) who found that 71.7% were male% and 28.3% were female(1), also goes with the findings of (Fawzy and Fouad, 2010) who found that 77% were male, 23% were female(9), while this result disagree with the findings of (Getachew, et al., 2011) who found that 39.3% were male and 60.7% were female(10).

Table 1 shows that most of the study sample (52%) were male and (48%) were female, (32%, 34%, 34%) of orphans sample with in the age groups (10-12, 13-15, 16- 18 years respectively), as regards to their age at admission to orphanages (64%) their age (6-11 years), (36%) their age (12-18 years), regarding their levels of education of sample (56%) was read and write, (32%) primary graduate, also this table shows financial support (26%) from parents, (14%) from relatives, 8%) from brother while (52%) they do not have one, concerning the loss of parents (50%) of the sample loss both parents, (28%) loss father, (22%) loss mother, concerning how father loss (46%) their father lost, (8%) divorce, (24%) dead, (22%) father alive, about how mother loss (48%) their mother lost, (8%) divorce, (16%) dead, (28%) mother alive, regarding how to enter the orphanage (52%) judges decision, (48%) ministry of labor, the table shows that smoking (76%) answer no, (24%) answer yes.

The result of the study indicated that the majority of orphan 34% of the sample within both age groups (13-15),(16-18) yrs. And 32% within age range (10-12) yrs. This may be because of laws and regulations in orphanages reception to children at these ages . This result agree with the findings of (Koumi, et al., 2012) who found that (40.75%, 26.41% , 32.82%) within the age groups (6-7, 8-9, 10–12 years respectively) (1) and (Naqshbandi , et al.,2012) in his result he found that (26%, 26% , 36% , 12%) within the age groups (8-10, 11-13, 14–16, 16 besides above years respectively) (8) and also these result agree with the findings of (Berhe, et al., 2013) who found that (38.6%, 61.4%) with in the age groups (10-15, 16-19 years respectively) (11).

According to age at admission to orphanages the result shows that the majority of orphan children (64%) were their age (6-11) years. This may be because of the orphanages where we collect our sample from it their laws and regulations in reception children were at these ages. This result disagrees with the findings of (Naqshbandi, et al., 2012) who found that (81%) their age above 3 years, (Koumi, et al., 2012) in his result he found that (71.7) their age of admission to orphanages were less or equal to 2 years and (28.3) more than 2 years(1).

According to levels of education the result shows that the majority of orphan children (56%) were read and write, (32%) were primary school graduate, (8%) were secondary school graduate, and (4%) were preparatory school. This result agrees with the findings of (Fawzy and Fouad, 2010) who found that 75% can read and write(9), while these results disagree with the findings of (Asfawesen, et al., 2013) who found that (39.9) had elementary school, (52.6) had high school and (7.5) were college graduate(5), also the result agrees with the findings of (Jamaan, et al., 2012) who found that (84%) had delayed education level, the reasons may be due to neglect and lack of attention to the orphans by people around them in the orphanage which lead to their lack of motivation to study(12). The result shows that the majority of orphan children (52%) no one supported them financially. This result disagrees with the findings of (Koumi, et al., 2012) who found

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that (25.3%) of his sample their fathers supported them financially and (74.7) their mothers supported them (1).

According to the loss of parents the result shows that the majority of the orphan sample (50%) loss both parents, (28%) loss father, (22%) loss mother. This may be because when the child loss both parents need to be in orphanage more than the child loss one of the parent. This result agrees with the findings of (Fawzy and Fouad, 2010) who found that loss both parent 83.5% and 16.5% loss one parent(9), also these results agree with the findings of (Getachew, et al., 2011) who found that (59.7%) loss both parents, (30.1%) loss father, (10.2%) loss mother(10), also these results agree with the findings of (Berhe, et al., 2013) who found that loss both parent (65.5%) , (22.9%) loss paternal and (11.6%) loss maternal(11).

According to how father loss the majority of orphan children (46%) they lost their fathers, (24%) are dead, (22%) their father alive, and (8%) are divorced. About how mother loss relate to the majority of study group (48%) their mother lost, (16%) are dead, (28%) their mothers alive and (8%) are divorced. This may be because of our situation that increase rate of victims by terrorist acts such as bombing, murder, etc. These results agree with the findings of (Naqshbandi, et al., 2012) who found that the orphans lost their parents by death due to conflict (54%), due to illness (27%), accidental (15%) (12). According to how to enter the orphanage the majority of orphan children (52%) are judges' decision, that mean the child found in the community without a caregiver, (48 %) are ministry of labor. In this case the family cannot give care to the child because of poverty so they take special acceptance to the child to enter the orphanage.

According to smoking, the result shows that the majority of orphan children (76%) are not smoking, while (24%) of them are smoking. This may be because the orphanage legislation prevent smoking, but some of them are smoking in secret. The results of this study indicate that the majority of orphan children (38 %) have good interaction, (36%) of them have intermediate interaction and (26%) have poor interaction. It seems from the findings of this study that most of the studied population complained from interaction problems in their social environment and these children have relationship problems with peers and teachers in school and in orphanage, which lead to this problems in their interaction. These results disagree with the findings of (Koumi, et al., 2012) who found that (41.5%) have social problems(1), while (48.5%) have no social problems, also the result disagree with the findings of (Jamaan, et al., 2012) who found that (80%) have introversion and isolation(12).

These results show that the majority of orphan children (44%) has poor dealing with others, (34%) have intermediate dealing with others and (22%) have good dealing with others. Knowledge deficit about how to deal with others may be the reason for this problem. These results agree with the findings of (Koumi, et al., 2012) who found that (60%) of his sample have poor dealing with others (1), (Jamaan, et al., 2012) spurted this finding he found that (80%) have introversion and isolation, he mentions that orphans feels that others do not accept them, and whether that feeling is real or imagined, it will make the orphan isolated and don't deal with others (12).

These results show that the majority of orphan children (56%) have intermediate school performance, (26%) of the samples have poor school performance and (18%) have good school performance. This may be explained by the orphans don't like studying because of their situation and they are preoccupied all the time with his/her problems and they have no family to look after them. These results agree with the findings of (Koumi, et al., 2012) who found that (2.26%) have

learning disorders (1). Also (Behrendt & Mbaye, 2008) found that there is bad school performance and poor relationships with others (13).

The result shows no significant relationship between interaction problems and gender at p value (.641). This may be because social problems can affect both male and female. While there is a high significant relationship between interaction problems and age at p value (.000). This may be because when the orphans become older they will be able to interact with others in a good way. And there is no significant relationship between interaction problems and age at admission, at p value (.225), but there is a high significant relationship between interaction problems and education level at p value (.000). (De Witt & Lessing, 2010) mention that the reason of children failing at school is not only because the students do not accept them, but often because of the stigma (3).

Also, there is a significant relationship between interaction problems and financial support at p value (.038). This may be because more orphans lost both parents by explosions, and the orphans feel that no one can support them financially. And there is a high significant relationship between interaction problems and loss of parents at p value (.001), also the result shows that there is a high significant relationship between interaction problems and how father loss at p value (.001), and also there is a high significant relationship between interaction problems and how mother loss at p value (.001). This can be explained by the loss of parents or one of them make the child afraid of others and he can't interact with people. And there is a high significant relationship between interaction problems and how to enter the orphanage at p value (.000), while there is a significant relationship between interaction problems and smoking at p value (.007). (Jamaan, et al., 2012) mention that there is the need for love and affection of the most important emotional needs for orphans, which seeks to satisfy them, otherwise the orphans will have a bad compatibility and their actions are unacceptable (12).

The result shows no significant relationship between dealing with others and gender at p value (.671). This may be due to social problems that can affect both male and female. But it is found that a high significant relationship between dealing with others and age at p value (.000). This may be because when the orphans become older they will be able to deal with others in a good way. While there is no significant relationship between dealing with others and age at admission at p value (.105). The result also shows that there is a significant relationship between dealing with others and education level at p value (.009). (Koumi, et al., 2012) mentions that the separation of a child from his/her parents at early ages may cause problems in related attachment (1). And there is no significant relationship between dealing with others and financial support at p value (.071).

There is a high significant relationship between dealing with others and loss of parents at p value (.000), and also there is a high significant relationship between dealing with others and how father loss at p value (.000), and also there is a high significant relationship between dealing with others and how mother loss at p value (.000), this result is supported by (Jamaan, et al., 2012) who mentions that loss of parents especially if sudden loss makes the child feel afraid and insecure, which makes the orphan has difficulties in dealing with others especially after loss parents or one of them. (12). Also there is a high significant relationship between dealing with others and how to enter the orphanage at p value (.000). There is a significant relationship between dealing with others and smoking at p value (.012). (Fawzy & Fouad, 2010) who

mentions that the orphan feel shy and ashamed of his situation and he is alone and no one supports him (9).

The result shows no significant relationship between school performance and gender at p value (.456). This result was against the study by (Koumi, et al., 2012) who found a significant relationship between gender and learning disorders (1). And there is a high significant relationship between school performance and age at p value (.000). This may be because when the orphans become older they will be able to know the importance of study and the school. This result was against the study by (Koumi, et al., 2012) who found that no significant relationship between age and learning disorders (1). There is no significant relationship between school performance and age at admission at p value (.635). And there is a significant relationship between school performance and educational level at p value (.019). (Berhe, et al., 2013) mentions that the children are giving priority to money earning than school enrolment (11).

Also, there is no significant relationship between school performance and financial support at p value (.125). (Jamaan, et al., 2012) mentions that the orphans living in orphanages have problems more than their peers who live with their families, and the reason may be that the orphan will feel the warmth of family life if he/she lived in the family that consists of parents and brothers and also social relationships, whatever the family inside the incubator is the best of his relationship outside (12). And there is a significant relationship between school performance and loss of parents at p value (.003), and also there is a significant relationship between school performance and how father loss at p value (.005), and also the result shows that there is a significant relationship between school performance and how mother loss at p value (.005). This may be because orphans preoccupied by their problems and all these things that affect the school performance.

The study shows a highly significant relationship between school performance and how to enter the orphanage at p value (.000). (Naqshbandi, et al., 2012) mentions that institutionalization of orphans is mainly because of poverty, family break down and family conflict (8). This result is against the study by (Koumi, et al., 2012) who found no significant relationship between learning disorders and reasons of institutionalization (1). The result shows that there is a significant relationship between school performance and smoking at p value (.040). No supportive evidence is available in the literature for this result.

## CONCLUSION

All orphans affected with the social problems in different levels, the prevalence of social problems is found in younger age more than child ages, there are weak relationship between females and males in a gender group with social problems, the most orphans have a weak relation between the ages at admission with social problems, regarding levels of education social problems found in read and write levels more than others. According to orphans loss of parents created impact for the development of social problems are more than others. High significant relationship between the most sociodemographic and social status of orphans.

## RECOMMENDATION

Based on the previous result of the study, the researcher recommended that:

2. Educate the orphans about the social effects and impacts negatively on their lives to face all kinds of difficult conditions in which they live with the loss of their parents.
3. To prepare an educational program for those who were responsible about the orphanage to increase their knowledge toward the social problems such as (interaction problems with the external environment, dealing with others, school performance).
4. Religious and moral education specialist to reduce the conflict between the orphans and development of social problems.
5. The orphanage administration preferably that give advice for orphan family to visit the orphans always to support them.
6. There are leisure time, which recommend it to provide places to dump the energy that they have by useful things or hobbies (such as places of drawing, sports and sewing).
7. The teachers or people who work in orphanage should be trained how to deal with those orphans.
8. Increased attention to this category of society by the government.
9. Awareness programs that encourage community and relatives of the orphan to embrace orphans socially and economically.
10. Encourage foster family's custody of orphans who does not have families.
11. Media has a prominent role in highlighting the slice as well as orphans and educate families and encourage them to complete the study for their children, whether they are orphans or not.

**Table 1:** Socio- Demographic Characterizes of the sample.

No.	Variable		
<b>1</b>	<b>Gender</b>	<b>F.</b>	<b>%</b>
1	Male	26	52
2	Female	24	48
	Total	50	100
<b>2</b>	<b>Age (year)</b>	<b>F.</b>	<b>%</b>
1	10-12	16	32
2	13-15	17	34
3	16-18	17	34
	Total	50	100
<b>3</b>	<b>Age At Admission</b>	<b>F.</b>	<b>%</b>
1	6-11 years	32	64
2	12-18 years	18	36
	Total	50	100
<b>4.</b>	<b>Level of education</b>	<b>F.</b>	<b>%</b>
1	Reads and writes	28	56
2	primary graduate	16	32
3	Secondary school	4	8
4	Preparatory school	2	4
	Total	50	100
<b>5</b>	<b>Financial support</b>	<b>F.</b>	<b>%</b>
1	Parents	13	26
3	Brother	4	8
4	Relatives	7	14
10	No one	26	52
	Total	50	100

**Table (2):** Distribution of Social problems according to the severity levels.

<div> <div>Social Status</div> <div>LEVELS</div> </div>	Interaction problems		Dealing with others		School performance	
	F	%	F	%	F	%
Good	19	38	11	22	9	18
Intermediate	18	36	17	34	28	56
Poor	13	26	22	44	13	26
Total	50	100	50	100	50	100

**Table (3):** Association between interaction problems levels and socio demographic data.

Interaction problems variable	level			Chi-Square tests		
Gender	mild	moderate	sever	Value	df	Sig.
male	10	8	8	.889	2	.641
female	9	10	5			N.S
age						
10-12	15	1	0	58.121	4	.000
13-15	4	13	0			H.S
16-18	0	4	13			
Age at admission						
6-11 years	15	10	7	2.981	2	.225
12-18 years	4	8	6			N.S
Education Level						
Reads and writes	17	9	2	24.866	6	.000
Elementary graduate	2	8	6			H.S
Secondary school	0	0	4			
Preparatory school	0	1	1			
Financial support						
Parents	7	6	0	13.367	6	.038
Brothers	1	2	1			S
Relatives	3	4	0			
No one	8	6	12			
Loss of parents						
Father	9	5	0	19.907	4	.001
Mother	6	5	0			H.S
Both	4	8	13			
How Father loss						
Lost	4	6	13	24.012	6	.001
Dead	1	3	0			H.S
Divorce	8	4	0			
Father alive	6	5	0			
How Mother loss						
Lost	5	6	13	21.904	6	.001
Dead	1	3	0			H.S
Divorce	4	4	0			
Mother alive	9	5	0			
How to enter the house						
Ministry of Labor	14	10	0	17.433	2	.000
Judge's decision	5	8	13			H.S
smoking						
No	18	14	6	10.037	2	.007
Yes	1	4	7			S



**able (4):** Association between dealing with others levels and socio demographic data.

Interaction problems variable	level			Chi-Square tests		
Gender	mild	moderate	sever	Value	df	Sig.
male	10	8	8	.889	2	.641
female	9	10	5			N.S
age						
10-12	15	1	0	58.121	4	.000
13-15	4	13	0			H.S
16-18	0	4	13			
Age at admission						
6-11 years	15	10	7	2.981	2	.225
12-18 years	4	8	6			N.S
Education Level						
Reads and writes	17	9	2	24.866	6	.000
Elementary graduate	2	8	6			H.S
Secondary school	0	0	4			
Preparatory school	0	1	1			
Financial support						
Parents	7	6	0	13.367	6	.038
Brothers	1	2	1			S
Relatives	3	4	0			
No one	8	6	12			
Loss of parents						
Father	9	5	0	19.907	4	.001
Mother	6	5	0			H.S
Both	4	8	13			
How Father loss						
Lost	4	6	13	24.012	6	.001
Dead	1	3	0			H.S
Divorce	8	4	0			
Father alive	6	5	0			
How Mother loss						
Lost	5	6	13	21.904	6	.001
Dead	1	3	0			H.S
Divorce	4	4	0			
Mother alive	9	5	0			
How to enter the house						
Ministry of Labor	14	10	0	17.433	2	.000
Judge's decision	5	8	13			H.S
smoking						
No	18	14	6	10.037	2	.007
Yes	1	4	7			S

**Table (5):** Association between school performance levels and socio demographic data.

school performance variable	level			Chi-Square tests		
	mild	moderate	Sever	Value	df	Sig.
<b>Gender</b>						
male	3	16	7	1.571	2	.456
female	6	12	6			N.S
<b>age</b>						
10-12	8	6	2	35.576	4	.000
13-15	1	16	0			H.S
16-18	0	6	11			
<b>Age at admission</b>						
6-11 years	7	17	8	.907	2	.635
12-18 years	2	11	5			N.S
<b>Education Level</b>						
Reads and writes	9	15	4	15.105	6	.019
Elementary graduate	0	10	6			S
Secondary school	0	1	3			
Preparatory school	0	2	0			
<b>Financial support</b>						
Parents	3	10	0	9.996	6	.125
Brothers	0	3	1			N.S
Relatives	2	4	1			
No one	4	11	11			
<b>Loss of parents</b>						
Father	5	8	1	15.955	4	.003
Mother	3	8	0			S
Both	1	12	12			
<b>How Father loss</b>						
Lost	2	9	12	18.433	6	.005
Dead	0	4	0			S
Divorce	4	7	1			
Father alive	3	8	0			
<b>How Mother loss</b>						
Lost	3	9	12	18.320	6	.005
Dead	0	4	0			S
Divorce	1	7	0			
Mother alive	5	8	1			
<b>How to enter the house</b>						
Ministry of Labor	8	16	0	18.966	2	.000
Judge's decision	1	12	13			H.S
<b>smoking</b>						
No	9	22	7	6.442	2	.040
Yes	0	6	6			S

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