

# Emotional Deprivation and its Relation to the Social Intelligence of Preparatory Students in Mosul City

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The objective of the current research is to assess and relate emotional deprivation and social intelligence, among middle school students in Mosul. The researcher used the scale as a research tool and a class on a sample consisting of (100) students from the preparatory stage for the fourth and sixth grades. Analysis of data using appropriate statistical methods, Pearson correlation factors, T-test for one sample and two independent samples, and T-test for differences. Using the SPSS program, the main findings of the research is a correlation between emotional deprivation and social intelligence. The conclusions include a challenge to, in the case of middle school students in the city of Mosul, reduce deprivation and so increase creativity in all areas of life. This confirms the close correlation between emotional deprivation and social intelligence.

**Key words:** *Social Intelligence, Student Learning, Emotional Deprivation*

## Chapter One

### *Problem of the Research*

Emotional deprivation is a psychological state facing the individual throughout history. It includes depression, isolation, and behaviours such as aggression and selfishness. All are important for the individual. Emotional deprivation has negatively affected people in all parts of their lives, especially social relations, with a clear impact on society generally and on students in particular. Social intelligence is the process of building a clear line of social relations free of malformations. Through it the individual learns how to deal with others in a world of rapid developments in the field of communications, economics, scientific and cultural methods. The researcher is an important part of these events, as a teaching with a

desire to research and to identify the emotional deprivation and social intelligence, and to assess and relate emotional deprivation and social intelligence to each other.

### ***The Importance of Research***

Emotion is a system consisting of tendencies and acquired sentimental preparations, affected by social factors and growing under the influence of thinking, meditation and various emotional experiences, and called a psychical trend especially by American psychologists (Melgi, 2000: 189).

Emotional deprivation interests a lot of scientists. It is important in the cultural and social life of students, their colleagues, and their relationship to the community, when there are many psychological problems. These problems include aggression, lack of self-confidence, and others that affect psychological stability, social intelligence and other psychological topics. An example occurs in the Koran in which it is said that ‘Allah is the Most Gracious the Most Merciful (They said: "Truly Joseph and his brother are loved more by our father than we: But we are a goodly body! Really our father is obviously wandering (in his mind) Surat Yusuf (8)’. That reflects the individual feeling of emotional deprivation, as a loss of security, stability, or feeling that a parent or surrounding community does not care.

Family factors and education methods are important in forming the personality and behaviour of the individual. Perhaps breakdown and family conflict plays a role in deprivation and instability, and effect on the individual may link to the nature of the family, in terms of relationships the satisfaction of needs like love, passion, emotional warmth and responsibility. Many studies refer to the family breakdown that results from conflict and stress, in family relations often linked by types of aggression (Thamer and et al., 2017: 3).

Adolescence highlights its manifestations in students in the middle school, appearing with adolescents in form of disorders and tensions, leading to instability and behaviours such as violence, impulsive emotions or indifference in conduct, and isolation (Naima, 2015: 40).

Intelligence is a gift from God Almighty to the individual who distinguished him from the rest of the earth's creatures. Terman also believes that intelligence is the ability of the individual to think. Dearborn believes that intelligence is willingness to learn, and Colvin believes that intelligence is accommodation with the environment (El Meligy, 2000: 352).

Social intelligence is an organiser that recognises the moods of others, their motives and the surrounding environment, and analyses it to reduce the disturbances and tensions that appear in the individual during different periods. Where physiologists and biologists believe that intelligence is an individual's way of adapting with changing environments, psychologists



believe that intelligence has many aspects in human activity and it is the ability to think, learn and train (Dulaimi, 2001, 100).

Social intelligence stands out in the individual ability to contact and adapt to people, and his ability to keep up with the laws and standards of the group, less many manifestations such as mental illness occur, which increases tensions and mental disorders (Rajeh, 1968: 167).

Natural tensions and disorders appear among middle school students at adolescence. That is in addition to the hard conditions of Iraq generally and Mousl city in particular. There have been well-known changes which lead to adolescents missing a lot of their fathers and relatives. These changes have also led to the individual feeling in his country a deprivation of love, affection and passion from the family, school and society in general. These changes are due to the inability of students to distinguish between the moods of people and those around them in society, their motivations, feelings and how to contact other people, to reduce the tensions and disorders facing them. All of this highlights the importance of research into this topic.

### ***Objectives of the Research***

The current research aims to identify emotional deprivation and social intelligence and their relationship, through:

- 1- Identifying the level of emotional deprivation among middle school students in Mosul city.
- 2- Identifying the significance of differences in the level of emotional deprivation according to the gender variable (male - female).
- 3- Identifying the significance of differences in the level of emotional deprivation according to the grade variable (fourth - sixth).
- 4- Identifying the level of social intelligence among middle school students in Mosul city.
- 5- Identifying differences in the level of social intelligence according to the gender variable (male - female).
- 6- Identifying the significance of differences in the level of social intelligence according to the variable grade (fourth - sixth).
- 7- Identifying the level of the relationship between emotional deprivation and social intelligence.

### ***Research limitations***

The current research includes middle school students of Mosul city, for the academic year (2018-2019), of both sexes (male and female), for fourth and sixth grade scientific and literary students.

### **Terminology: -**

#### ***Emotional deprivation***

- 1 – **Emotional deprivation in Larus Dictionary:** The absence or lack of emotional exchanges in the growth and emotional balance of individual (Ben Zidira, 2006: 6).
- 2- **Ismail 2009:** A sense of a lack of things and things needed by the individual to build his personality.
- 3 - **Loshahi 2010:** Not receiving sufficient care from the family, especially the mother during breastfeeding which gives calm and stability (Loshki, 2010: 126).

#### **Theoretical definition of emotional deprivation**

Absence of emotional processes and feeling sources of love, with all its kinds and fields, absence of aspects of tenderness directed in many directions, and the need to achieve the simplest desires.

#### **Operational definition of emotional deprivation**

Emotional deprivation was tested by the student reading the questions well, answering all the tested paragraphs, and completing the exam.

#### ***(Social intelligence): - Known as***

1. - **Weinstein, Winston, 1969:** Ability to accomplish many tasks related to personal relationships (Weinstein 1969: 101).
2. - **Karl, 2003:** Interaction process with others in a balanced mix of feeling others' needs and explicit interests, and acquiring a set of skills for successful interactions at all times and places (Karl 2003, 34).
3. - **Thaer, Khalid 2010:** The individual successfully communicates with the outside and internal worlds, and does not allow an opportunity to pass before him without investing in the communication process (Thaer, Khaldoo 1010: 200).

### **Theoretical definition of social intelligence**

Process of active interaction, by using the accumulations of learning and education processes, from childhood to adulthood, to learn how to analyse and structure according to situations.

### **Procedural definition of social intelligence**

Process of reading well by students and answer all measured paragraphs, without leaving any paragraph of social intelligence unanswered; thereby accessing the entirety of the test.

## **Chapter Two**

### ***The Previous Studies:-***

#### ***The Arabic Studies: -***

##### **1- The study of Naima (2015)**

The Study aimed to show the aggressive behaviour of an orphaned girl who was emotionally deprived. To achieve this goal of the Study it must be asked 'Does emotional deprivation lead to the appearance of aggressive behaviour by the orphan girl who was emotionally deprived? Does emotional deprivation lead to aggression against others in the orphan girl emotionally deprived? Does emotional deprivation lead to aggression self-directed in the orphan girl emotionally deprived?' To verify these hypotheses, the study was based on the clinical approach by using case studies. The study sample consisted of four cases of orphaned children lacking a father or mother, aged between 10-12 years. They were selected according to the following: orphan, age, deprivation sex, age of deprivation. We depend on the following tools: half interview with child caregiver, family drawing and tree drawing test, measure of aggressive behaviour to the teacher.

##### **2- Katify Study 2015:**

The present study aimed to relate social intelligence and organisational communication skills of professors in an Algerian university. It used an associative descriptive approach, and applied the research to a sample of 40 teachers selected by simple random method, and used the social intelligence scale and the organisational communication skill scale. The data were analysed by using the correlation coefficient (Pearson). The most prominent results were a correlation between social intelligence and communication skills.

##### **3 – Khashwy Study (2017).**

The purpose of the study was to determine the relationship between emotional deprivation and aggressive behaviour, according to the gender variable. They used the associative descriptive approach, the research as a questionnaire tool, statistical methods, Alpha-Cronbach, the Pearson correlation coefficient, and a T-test, on an intentional sample of 32

adolescents. They found a relationship between emotional deprivation and aggressive behaviour. There was no difference according to the gender variable.

### **Foreign Studies**

#### **Ref study, 2010: -**

The study aimed to describe emotional intelligence, psychological stability, and social competencies from the point of view of adolescents. The results showed a correlation between emotional intelligence and adaptive patterns, and no relationship between emotional intelligence and psychological stability.

#### **2- Mitchell J study 2017: -**

The study aimed to identify the level of emotional deprivation and its relationship of the social situation and self-esteem. It used three measures, and the appropriate statistic suitable for the research. The most important results are that individuals who derive less self-esteem from helping others, and individuals who think they are socially and economically at the top of the pyramid, are low on the scale of emotional deprivation.

### **Chapter Three**

This chapter shows the research procedures, in terms of description of society, the research sample, the tool used, the extraction of psychometric properties, and the statistical methods used in processing the data, as follows:

#### **First: Research Population**

The population is known to all the elements of the phenomenon under research or study (Dawad, 1990: 66), the research population is represented by the middle school students in the Mosul city for the fourth and sixth years for the academic year 2018-2019. They were classified by grade and sex which has reached the total number of population (30929) male students. The number of female students is (13753) where the number of fourth grade students is (10410) while the number of sixth grade students is (20519), and Table (1-2) represents that.

**Table 1:** Distribution of middle school students in Mosul (who represent the research population) by grade

No	School name	fourth	sixth	Total	No	School name	fourth	sixth	Total
1	Al shahab	297	365	662	16	Al amien	103	349	452
2	Khalid ibn al-Walid	301	314	615	17	Omar Bin Abdulaziz	245	502	747
3	Central	126	213	339	18	Glories	351	698	1049
4	Al hekma	305	313	618	19	Abi Tamam	107	181	288
5	Yarmouk	361	283	644	20	the future	151	335	486
6	West	123	437	560	21	Al Shafei	104	410	514
7	Eastern	200	680	880	22	Al saria	276	468	744
8	Damascus	54	98	152	23	Islamic message	250	768	1018
9	Al Radwani	625	267	358	24	Abdul Rahman Al-Ghafaki	317	778	1095
10	Omar bin al-khattab	253	357	610	25	The flowers	143	530	673
11	Al Ghazalani	10	0	10	26	Abi Hanifa	140	392	532
12	Abdulaziz abdullah	564	422	142	27	Nile	161	461	622
13	Ibn al-Bitar	92	274	366	28	Dar AISalaam	125	517	642
14	Canadian	135	270	405	29	Raya	182	439	621
15	Al sedik	0	643	643					
<b>Total</b>		<b>2757</b>	<b>4936</b>	<b>7693</b>	<b>Total</b>		<b>2655</b>	<b>6828</b>	<b>9483</b>

**Table No 2:** Distribution of middle school students in Mosul (who represent the research population) by grade

N o	School name	fourth	sixth	Total	No	School name	fourth	sixth	Total
1	Al khansa	203	304	507	16	Safiaa	108	164	272
2	Ibn Al asser	308	229	537	17	Om Al moa'mnen	209	349	558
3	Al ressalah	347	257	604	18	Al Asmaa'y	44	338	382
4	Al kefah	202	293	495	19	Khadiga Al kubra	172	441	613
5	Melssun	277	273	550	20	Al tahrir	127	231	358
6	New mousel	233	431	664	21	Al zouhour	196	536	732
7	Nosubah al ansarya	186	244	430	22	Al andlous	230	466	696
8	Ishbelia	108	183	291	23	Kortoba	258	629	887
9	Hems	127	274	401	24	Yemin	190	381	571
10	Moa'ta	118	316	434	25	maka	124	264	388
11	Al mareed	111	79	190	26	Soumr	126	218	344
12	Al farateen	179	225	404	27	Al faw	159	314	473
13	Belques	245	548	793					
14	zainab	196	324	520					
15	Al talaea'	215	444	659					
<b>Total</b>		<b>3055</b>	<b>4424</b>	<b>7479</b>	<b>Total</b>		<b>1943</b>	<b>4331</b>	<b>6274</b>

### Second: The research sample

The sample is the approved part of the society which depends on the procedure for its selection, according to the rules, laws and scientific methods for representing society properly (Moroccan, 2002: 139). After identifying the research population of (56) in Mosul, by (7%) and consist of (4) middle schools, including two middle for boys and two middle for girls after determine the sample of middle schools number of (1756) students, Table (3) shows above, as well as a random sample of 6% of fourth and sixth grades of (100) students, and Table (4) shows that.

**Table 3:** Represents the sample of middle schools of Mosul

No	middle	sex	fourth	sixth	total
1	Abdulazizabdullah	male	422	142	564
2	Al markazya		126	213	339
3	Al kefah	female	202	293	495
4	Al tahrer		127	231	358
<b>Total</b>			<b>597</b>	<b>1159</b>	<b>1756</b>

**Table 4:** Represented a sample of students in the fourth and sixth grade in the city of Mosul

No	middle	sex	fourth	sixth	total
1	Abdulazizabdullah	male	12	13	25
2	Al markazya		13	12	25
3	Al kefah	female	13	12	25
4	Al tahrer		12	13	25
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

### Third: The Research tool

#### 1- Description of the tool:-

The study was based on the emotional deprivation measure, and the measure of social intelligence, through the examination of much literature and many studies, the measure of (37) paragraph with three alternatives, and the measure of social intelligence consisting of (50) paragraph of the five alternatives.

#### 2- Honesty of the tool:-

The best way to achieve the virtual honesty is to show the measure paragraphs on a group of arbitrators, to judge their validity in measuring the property to be measured (Ebel, 1972, 55). The honesty is achieved in the current measure when it presented to a group of experts, as to the validity and appropriate paragraphs of the research. Therefore, the two measures were presented to a group of specialists and experts who have experience in the field of educational and psychological sciences, to express their views and observations on the validity of the measures. One of the emotional deprivation measure paragraphs was deleted and became (36) paragraph, which the agreement ratio on the two measures was (80%).

### **3 - Stability of the tool:-**

The tool used in the research shall be stable, i.e. it gives the same results, and the test is to be stable while giving results (Abu Hweij, 2002: 139). The two tools were applied on a sample of male and female students in the middle school, amounting to (20) male and female students. The Pearson equation for the half-fraction of the measurements was used, to find the stability of the measure of emotional deprivation and the measure of social intelligence. It was (68%) for emotional deprivation measure, as well as (70%) for social intelligence measure. For the purpose of completing the stability coefficient of the measurements, the Spearman-Brown corrective equation was applied. The stability factor was the measure of emotional deprivation in its final form (80%). The stability factor of the social intelligence measure (82%) is good for a stability statistical factor compared to the absolute standard.

### **4- Application of the tool:-**

The honesty and stability of the measures were important in the research sample of (100) students, from middle school in Mosul. The instruction sheet required students to read all the paragraphs well, and to not leave any paragraph without an answer. The instructions also mentioned giving the student's name only to confirm on record the relevant attachment which listed the sex, grade and name of the student.

### **5- Correct the tool:-**

After collecting the forms of the students for each student, two forms (1, 2) form (1) is the measure of three alternatives that takes the positive paragraphs (3, 2, 1) while the negative paragraphs take (1, 2, 3) the social intelligence measure with the five alternatives takes the positive paragraphs (1, 2, 3, 4, 5), while negative paragraphs are (5, 4, 3, 2, 1).

### **6- The Statistical means**

After collecting the forms, dumping the data and extracting the results of students, the data were dumped on the statistical program SPSS and the results extracted, as related to current research objectives.

## **Chapter Four**

### ***Research results and its interpretation***

This chapter includes a detailed presentation to analyses the results and discuss the research objectives as follows:

#### **First: The first objective**

The first objective is one of "identifying the level of emotional deprivation of middle school students in Mosul" by collecting, analysing and processing data statistically to extract the arithmetic mean of students' degrees number of (89,2600) and a standard deviation of

(11,05872). When comparing the arithmetical mean of the students' degrees with the hypothetical mean of (72), the arithmetical mean of the students' degrees is higher than the hypothetical mean, after analysing the data statistically and extracting the value of T-test for one sample and comparing the calculated T value of (15,608) with the tabular value of (1.98). At the significance level (0.05) with freedom degree of (99) it was found that the calculated T value is greater than the tabular T value, which shows a statistically significant difference, by comparing the arithmetic average with the hypothetical average shows that there is a difference for the benefit of students, as Table (4) explains.

**Table 4:** Represents the T calculated value, the T tabulated value, the arithmetic mean, and the significance level of sample as whole.

Sample	arithmetic mean	standard deviation	Hypothetical mean	T value		Significance level
				Calculated	Tabulated	
100	69,2600	11,05872	72	15,608	1,98	Function

This refers to the middle school students having an acceptable sense of emotional deprivation, due to the circumstances that once prevailed in dear Iraq in general, and in the beloved Mosul in particular, which is now going through a period that needs the efforts of all society, to rise and end the suffering of the Mosul people, and so reduce deprivation.

### **Second: The second objective**

The objective is that of "identifying the difference in the level of emotional deprivation of middle school students in Mosul according to the gender variable (male - female). After data collection and analysis, statistical processing shows that the arithmetical average of the students has reached (87,5800) and standard deviation amounted (12,70239), in addition to the arithmetical average of female students of (90,9400) with standard deviation of (8,94293), after extracting the calculated T value of (1,529) when compared to the tabular value of (1.98) at the significance level of (0.05) with freedom degree of (98). It indicates that the calculated T value is less than the tabular T value. This result indicates that there is no statistically significant difference between male and female middle school students in Mosul city. However, when comparing the averages between males and females, females have slightly more emotional deprivation than males. Table 5 shows the results of the analysis.

**Table 5:** The T calculated value and the T tabular value of differences of the sex variable

sex	Sample	arithmetic mean	standard deviation	T value		Significance level 0,05
				Calculated	Tabulated	
male	50	87,5800	12,70239			
female	50	90,9400	8,94293			

This result is attributed to the absence of a statistically significant difference between male and female students. The first level indicates an emotional deprivation by almost the same level, between male and female. Further that there a slight difference between the arithmetic averages among male and female students; i.e. the females have an emotional deprivation level slightly higher than the male students. This indicates that the students are better able to withstand the difficult circumstances that were once on our dear country, and that the students insisted on challenging the circumstances and continuing to gain knowledge and creativity. This agrees with the hashwi study (2017).

### Third: Third Objective

The third objective is that of "identifying the difference in the level of emotional deprivation of middle school students in Mosul according to the variable grade (fourth - sixth)". After data collection and analysis, statistical processing shows that the arithmetical average of the fourth grade students reached (89,5000) and standard deviation of (10,50801), in addition to the arithmetical average of the sixth grade students of (89,1600) and standard deviation of (11,76532). The calculated T value for the fourth and sixth grade students was extracted and reached (0.152), when compared with the tabular value of (1.98) at the significance level of (0.05). The freedom degree of (98) indicated that the calculated T value is less than the tabular T value. This result indicates on there is no statistically significant difference between fourth and sixth graders of middle school in Mosul city. Table (6) shows the results of the analysis.

**Table 6:** Calculates the T calculated value and the tabular T value of the differences according to the grade variable

grade	Sample	arithmetic mean	standard deviation	T value		Significance level 0,05
				Calculated	Tabulated	
fourth	50	89,5000	10,50801			
sixth	50	89,1600	11,76532			

The researcher attributed this result to the first goal, which sought to determine the acceptable level of emotional deprivation among middle school students. It indicates that the fourth and sixth grade students had emotional deprivation and this is because of the circumstances that once prevailed in Mosul city, especially in the middle school students during adolescence, through the sense of alienation, loss of identity, displacement and the loss of family members and relatives. All of these led to a sense of deprivation where in adolescence the students need more educational and guidance programs to reduce emotional deprivation.

#### Fourth: Fourth Objective

This objective is "identifying the level of social intelligence of middle school students in Mosul" by collecting, analysing and processing data statistically to extract the arithmetic mean of the students grades of (179,6300) and a standard deviation of (22,60761). When comparing the arithmetical mean of students' degrees with the hypothetical mean of (150), it was found that the arithmetical mean of students' degrees is higher than the hypothetical mean. After analysing the data statistically and extracting the value of T-test for one sample and comparing the calculated T value of (13,106) with the tabular value of (1.98) at the significance Level of (0.05) with the freedom degree of (99), it has been shown that the calculated T value is greater than the tabular T value. That shows a statistically significant difference, through comparing the arithmetic average with the hypothetical average, revealing a difference for the benefit of students, and table (7) shows that.

**Table 7:** Represents the calculated T value, tabular T value, arithmetic mean and significance level for the sample as a whole

Sample	arithmetic average	standard deviation	Hypothetical mean	T value		Significance level
				Calculated	Tabulated	
100	179,6300	22,60761	150	13,106	1,98	Function

The researcher attributes this result to the middle school students enjoying a good level of social intelligence. This indicates that middle school students, whatever their circumstances, insisted on working in the cognitive, social and economic side, to overcome their difficult circumstances.

#### Fifth: Fifth Objective

The objective was "identifying the difference in the level of social intelligence of middle school students in Mosul". That was according to the variable sex (males - females), after collecting, analysing and processing data statistically. It indicates that the arithmetic mean of the students mounted of (181,6400) with standard deviation of (24,58285) further than the arithmetic average of females (177,6200), with a standard deviation of (20,49578) and after

extracting the calculated T value of (0.888). When compared with the table value of (1.98) at the level of significance (0.05) and the freedom degree of (98), it was found that the calculated T value is less than the value. This indicates that there is no statistically significant difference between male and female students in Mosul city, but when comparing the averages between males and females, males have more social intelligence than females. Table (8) shows the results of the analysis.

**Table 8:** Represents the calculated T value and the tabular T value of the differences according to the gender variable

sex	Sample	arithmetic average	standard deviation	T value		Significance level 0,05
				Calculated	Tabulated	
male	50	181,6400	24,58285			
female	50	177,6200	20,49578			

The researcher attributes this result to the absence of statistically significant differences between male and female students in social intelligence. However, comparing the arithmetic averages revealed that the male students have more social intelligence than the female students. This indicates that students have a higher ability of intelligence in the tool of social relations and impose behaviours to withstand the determination of students to face difficult circumstances.

### Sixth: Sixth Objective

This objective was "identifying the difference in the level of social intelligence of middle school students in Mosul according to the variable grade (fourth - sixth)". After data collection, analysis, and statistical processing, it was found that the arithmetic average of the fourth grade students of (178,4000) with a standard deviation of (21,93032) while the arithmetic average of the sixth grade students was (1808600) and its standard deviation become (23,42248). After extracting the calculated T value T of the fourth and sixth grade students reached (0.542), when compared with the tabular value of (1.98) at the l Significance level of (0.05) with freedom degree of (98). The results showed that the calculated T value is less than the tabular T value, and this indicates the presence of a statistically significant difference between the fourth grade students and the sixth grade middle school students in Mosul city. The results of the analysis are shown in Table 9.

**Table 9:** Represents the calculated T value and the tabular T value of the differences according to the row variable

grade	Sample	arithmetic average	standard deviation	T value		Significance level 0,05
				Calculated	Tabulated	
fourth	50	178,4000	21,93032			
sixth	50	180,8600	23,42248			

The research indicates no statistically significant difference between fourth and sixth grade students in the level of social intelligence. The researcher concluded that social intelligence was at a good level at the fourth and sixth grade, but when comparing the arithmetical averages, there is a slight difference in the level of social intelligence in favour of the sixth grade, due to the development of the biological and psychological side.

#### Seventh: Seventh Objective

To achieve the objective and knowledge, the relationship between the variables of emotional deprivation, and social intelligence of students in the middle stage, was pursued through extracting the correlation coefficient between the two variables of (0,935) and Extract T-test for the significant differences of (26,099), and compared to the tabular T value of (1.98). It shows that there is a statistically significant difference between the variables of emotional deprivation and social intelligence and table (10).

**Table 10:** The correlation coefficient represents the relationship between emotional deprivation, social intelligence and the T value of the differences significance.

Sample	variable	Correlation coefficient	T value		Significance level 0,05
			Calculated	Tabulated	
	emotional deprivation	21,93032			
	social intelligence	23,42248			

Statistical analysis shows a statistically significant relationship between emotional deprivation and social intelligence. The researcher found that whenever the emotional deprivation increased in students of less social intelligence, and had an impact on the behaviour of students in adolescence, that resulted in many disorders, emotions and loss of

safety and the deterioration of their social and cultural side. This agrees with the Mitchell study of (2017).

## **Chapter Five**

This chapter includes conclusions, recommendations and suggestions in the light of the results and statistical analysis.

### **First: the Conclusions**

- 1 - The high level of emotional deprivation during a period of stress and hard mental disorders that once affected the beloved Mosul, on society and middle school students in the Mosul city.
- 2- Moderation in the level of emotional deprivation feeling emotional among students, i.e., they pass the same socially stress circumstances.
- 3- An equal level of feeling psychological and social disorders, and psychological emotional deprivation among fourth grade students and sixth grade students.
- 4- A good level of challenging social and cultural difficult circumstances, that face the beloved Mosul city with social intelligence by the middle school students in Mosul.
- 5- Good and equal level of social intelligence among male and female students.
- 6- Enjoy the fourth grade students and sixth grade middle school students with an equal level in the ability to employ the social intelligence.
- 7- There is an insistence by middle school students in Mosul city, on the challenge of deprivation that leads to creativity in all life areas, and this confirms on the close association relationship between emotional deprivation and social intelligence.

### **Second: Recommendations**

- 1- The necessity of having an educational guide in the educational psychology specialisation for every middle school.
- 2 - Support the educational guide by providing school administrations, with collective and individual counselling sessions for all stages, to reduce the psychological and emotional deprivation of students.
- 3 - Involving the educational guide and teacher guide in many workshops, seminars and scientific conferences held in universities.

### **Third: - Proposals**

- 1- Studying social intelligence and its relationship with the academic ambition of university students.
- 2- Studying the emotional deprivation and its relationship with the flexibility of the students.
- 3- Studying the emotional deprivation and its relationship to achievement among middle school students.



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