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Academia Open



By Universitas Muhammadiyah Sidoarjo

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Unmasking Orphan Students' Deep Psychological Defeat

Membuka Kedok Kekalahan Psikologis Siswa Yatim Piatu

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Abstract

General Background: Psychological defeat significantly impacts individuals' emotional well-being, particularly in vulnerable populations such as orphan students. Existing research often overlooks the nuanced experiences of orphans in secondary education. **Specific Background:** Orphanhood, encompassing the loss of one or both parents, creates unique psychological challenges that can affect students' emotional and academic performance. This study addresses the gap in understanding how these challenges manifest among orphan students in secondary schools. **Knowledge Gap:** Despite acknowledging the emotional difficulties faced by orphans, limited research has specifically explored psychological defeat among this group, particularly concerning the impact of parental loss and gender differences. **Aims:** This research aims to identify and measure the degree of psychological defeat among orphan students in secondary schools in Basra Governorate. The study also seeks to determine if psychological defeat varies by the type of parental loss and gender. **Results:** The study found that orphan students experience a high level of psychological defeat, with no significant gender differences observed. However, significant variations in psychological defeat were identified based on the type of parental loss (father, mother, or both). **Novelty:** This research introduces a newly developed scale for measuring psychological defeat tailored to the context of orphan students, filling a critical gap in existing literature. **Implications:** The findings underscore the need for targeted psychological support and interventions for orphan students, considering the type of parental loss. Recommendations include developing tailored counseling programs and support mechanisms to address the specific needs of these students and mitigate their psychological defeat.

Highlights:

High psychological defeat in orphan students, regardless of gender.
Variations by parental loss type, significant differences found.
New scale developed for measuring psychological defeat in orphans.

Keywords: Psychological defeat, orphan students, secondary education, parental loss, emotional well-being

Introduction

Problem of the Research

The family is the basic building block in building a healthy society and its development. Its importance stems from the fact that it is a social institution and an inevitable necessity for the survival of the human race and the continuation of social existence. It determines the actions of members of society and shapes their lives, as it is the source of customs, traditions, customs and rules of behavior, and upon it the process of socialization is based. In it, social emotions are formed as a basis for preparing the individual to deal with others and gain his place in society, as the family is united with its children under the divine elements of tranquility of the heart, reassurance of the soul, and peace of conscience, and bestows on them its characteristics and function. If this cell is weakened, society is weak, the foundation of the individual is weak, and he loses one of his fulcrum points.

Any disruption in the building of a family will undoubtedly have a negative impact on its children, that this negative impact may cause people to lose their balance, expose them to many psychological, mental and behavioural problems, weaken their ability to work, have firmness and achieve, and sometimes force them to give in to complex circumstances and expose them to stress and conflict. The loss of parents or the loss of a healthy family environment under any form of loss can disrupt the building of strong relationships based on love, security, and care. The loss of one or both parents poses a major challenge to the role of the family and can lead to an imbalance in the child's personality formation, as it may lose the support and guidance needed to develop a healthy pattern of behavior and strong personality formation, and stall normal development A person who loses parents finds himself experiencing developmental difficulties without the necessary support, creating an atmosphere of anxiety that hinders development and contributes to some psychological problems.(Spring, 2001:60) Failure to meet psychological and social needs to a sufficient degree leads to poor adaptation and the emergence of multiple problems that affect the individual and his future life and may lead to delay in academic achievement (Al-Zahir, 2004: 15), which makes him need additional support to overcome these challenges and achieve personal integration. (Al-Mardi1985:67) Psychological defeat behavior constitutes a problem for personal growth, as the influence of the environment and life experiences is reflected in shaping the individual's behavior and affects his social and school interactions. This behavior is linked to the surrounding circumstances and the experiences that the person undergoes, which appear in the form of behavioral problems that reflect the weakness of the individual's stability. Psychological and social. (Al-Issawi, 2000: 4) These behaviors are an obstacle to his progress and cast a negative shadow on his life and future. These harmful behaviors are divided into external behaviors, represented by isolation from others and avoiding social interaction, and internal behaviors, represented by loss of self-confidence, fear, and inability to act, in addition to As a result, the individual faces difficulty in resolving the obstacles that arise to him, which leads him towards the behavior of psychological defeat, and it also greatly affects his family and social relationships, especially if he does not find support and social assistance from his family, school, and friends. Therefore, taking action becomes necessary to overcome crises and difficult experiences. (Yahya, 2000: 20) The problem of psychological defeat manifests itself when the individual surrenders to negative thoughts and behaviors, lacking rational thinking and positive orientation, which makes him see reality from a distorted perspective that prevents him from understanding the clear truth. (Nestle, 2015:312) Defeat behavior is a manifestation of maladjustment in adolescents. A psychologically defeated individual can pose a danger to himself, as the world of the adolescent is intertwined with reality and fantasy life. Short-term fears of adolescents are considered normal, but their increase is warned among those who underwent psychological trauma in their childhood, as These fears include threats and hurtful words that leave traces on their psyches. These fears and failures increase in abundance among adolescents who grew up in overprotective or neglectful families, which leads to the formation of psychological defeat. (Gaddafi, 2000: 311) Therefore, the problem of the current research crystallized in that identifying the degree of psychological defeat will be the basis for understanding the problems faced by students who have lost parents and determining the context in which the loss of parents affects their psychological state. This study comes to shed light on this topic in particular. In the stage of adolescence, which is consistent with the stage of secondary school and the developmental problems that characterize this stage, in addition to the problem of loss that orphan students suffer from, so the problem of the current research is determined by the following question: What is the degree of psychological defeat among orphan students in the stage of secondary school?

Significance of the Research: Concern with human development is an urgent necessity for the progress of any society, and no society can play its effective role in achieving economic and social development without having educational institutions concerned with building the individual in all aspects. Educational work requires taking into account the psychological and social aspects, which are It is one of the basic foundations of healthy upbringing. Therefore, the importance of psychological counseling has increased and its goals and services have expanded. It has become concerned with the person in cases of disorder and anxiety and works to provide guidance and psychological treatment to him, and in cases of his health, it is concerned with the methods and methods of protecting him first and then improving and developing the potentials and abilities he has in order to Utilizing it optimally to keep pace with continuous changes and constant pressures and respond to various and unexpected life stimuli (Jabr, 2015: 22). The current study focused on the importance of analyzing psychological defeat behavior and its negative effects on individuals, the family, and society. This behavior is linked to undesirable behavior that leads to poor psychological and social adjustment, making individuals unable to deal with the crises and problems they face. Their behavior may be represented by rebellion, frustration, and retreat from confronting their own challenges and the demands of society in general. (Saadoun, 1990: 2) Theoretical and experimental research has

indicated that a person who suffers from psychological defeat faces a delay in the maturity of his personality. It is striking that parents and teachers do not give the problem of a psychologically defeated child the same amount of attention as they give to an aggressive or unruly child, even though psychological defeat is more dangerous to the psychological development of the individual in the stages of adulthood. (Mansi, 2003:18) There are many viewpoints on the phenomenon of psychological defeat. Some consider it a result of the pressures of social problems, while others believe that it results from improper family socialization conditions and negative childhood experiences that lead to negative social behavior. (Al-Jubouri, 1990: 87) He (Ward, 1992) pointed out that families that suffer from major conflicts and adopt wrong methods of raising their children are more likely to engage in psychological defeat behaviors. There are educational methods that contribute to developing and consolidating the feeling of psychological defeat in the souls of individuals from the first stage, and this may happen spontaneously and without prior planning (Hant, 2005, 25): It is known that every generation has its concerns and ambitions, its experiences and its challenges, and every stage of development has challenges. And problems, especially in the stage of adolescence, which is consistent with the secondary stage, as the individual's biological composition is formed and he interacts with his social environment, influenced by life experiences in this period, whether in the family or society, and this formation takes place based on interactions with the surrounding environment, and in this context the stage can be seen. Secondary education as a transitional period that mediates between the stages of an individual's life. (Al-Shamal, 2008: 37-38) These individuals need to be taken care of to help solve the problems that they face, which are almost the most acute of all developmental phases, because their emotional, social, and mental variability can have an impact that can give some uncomfortable psychological implications. Studies have shown that adolescence is one of the most critical stages of human development, and that genetic and environmental factors play a significant role in influencing their personality. Stanley Hall described adolescence as a phase of storms, stress, and intensity that cope with crises and suffering Frustration, conflict, anxiety, problems, compatibility difficulties. (Zahran,1977: 291). Physical and psychological changes, as well as the development of emotions and thinking, reflect many aspects, including physical, sexual, mental, social, and emotional developments, making this a unique and critical period for most individuals, as they develop habits to which they adhere in their adult lives.(Allen&Waterman,2019:12) The family plays an important role in the formation and construction of an individual's personality pattern and behavior. It is the primary human society in which children exercise their first human relationships, and it is responsible for imparting to them patterns of social behaviour and many expressions of compatibility or incompatibility, thus manifesting the important role of the family, especially that of parents, which can be disrupted by the death of one or both of them, which in turn affects the child's adaptive pattern. This dysfunction leads to problems in the family system that prevent the family from completing its mission of bringing up its children properly, meaning that children may be exposed to forms of parenting that prevent their psychosocial adjustment. (Al-Murdi,1985: 32) According to reports by the Ministry of Human Rights, the number of orphans in Iraq has been increasing in recent years as a result of the killings and wars that have afflicted thousands of Iraqis and overshadowed their children. (Zubeidi,2011: 19) There is no doubt that this group has the problems and suffering that are evident during adolescence. These problems need scientific and practical solutions, and this is one of the most important aims and goals of education in the present era, which is to prepare students to solve the problems that they and their communities may face in the uncertain future. (Chaoui, 2022:29)

Research objectives

Aims of the Research The current research aims to identify:

1-Psychological defeat among orphan students in the secondary school stage.

2-Statistically significant differences in psychological defeat among the research sample according to the variable

a. gender (males - females).

b. According to the type of loss variable (father - mother - both).

Limits of the Research

This research is limited to orphan students in the secondary school stage of schools in the General Directorates of Education of Basra Governorate for the academic year 2023-2024

Definition of terminology:

First: Psychological defeat: Defined by:

Maven and Tsun (2007): It is a psychological state that arises through several internal and external factors embodied in depression, anxiety, avoidance, frustration, and lack of self-esteem, which interact with each other to form defeat. (126: 2007, Meifen & Tsun) - Atkinson (2017, 126): Negative thoughts that arouse in the individual feelings of suffering and failure, which have a negative impact on the mental and emotional state, which enhances his feeling of frustration and affects his general outlook towards success and challenges.(49, Theoretical definition: The researcher adopted the definition of Meifen & Tsun (2007) as a theoretical definition for the research, as it is the theoretical definition of psychological defeat adopted by Meifen & Tsun (2007, "The Conceptual Model"). The procedural definition: The total grade that the student obtains. On the psychological defeat scale prepared for the

purposes of this research. Third: Orphan Students: - Arafa (Abu Namous, 2015): He is the person who lost one or both of his parents before the dream reached his goal, whether he was rich or poor, male or female (Abu Namous, 2015: 9). Fourth: The secondary school stage. Secondary school stage (definition of the Ministry of Education): It is the educational stage in which students who have completed the primary stage move on to the intermediate stage, and education is provided in two successive stages: the intermediate and preparatory stages, each of which lasts for three years. This stage is concerned with discovering abilities. Students and their inclinations, and aims to enable them to achieve a higher level of knowledge and skill, and prepare them for scientific and productive life. (Ministry of Education, 2011: 18)

A theoretical framework Theoretical Background:

Psychological defeat First:

The concept of psychological defeat:

Chamberlain 1978 presents the concept of psychological defeat, which includes repetitive negative thoughts, feelings, attitudes, and behaviors. Brownson & Harzler (2000) confirm that these people get caught up in a recurring cycle of failed attempts to meet their basic needs, whether the need for intimate relationships, belonging, control, or acceptance. They can suffer from mental health difficulties such as depression, anxiety, or lack of self-efficacy, in addition to They become frustrated and feel, perhaps, that their basic needs are still unfulfilled, and this leads to a negative reaction to hope or a lack of self-confidence (Brownson & Harzler, 2000.p100). Psychological defeat is the breaking of the soul's will in the face of a certain event, a certain idea, a certain phenomenon, or a certain reality, such that it is unable to confront it, so it surrenders or submits without thinking about getting rid of it or confronting it with the presence of the ability and capability (Al-Shibli, 2014: 4). Cudney (1975) suggests that psychological defeat manifests itself in behaviors learned from previous experiences. It shows people who force themselves to be perfect, carry burdens of guilt and unrealistic expectations; isolate themselves, feel depressed and anxious; suffer from psychosomatic illnesses; and are characterized by negativity, hostility, and defensiveness. (Cudney1975:384)

According to Lilord Kordel (2012), a defeatist personality is a personality dominated by a feeling of fatigue and general psychological weakness, lacking in self-vitality and collapsing in its resistance to ordinary life obstacles and difficulties. This personality is characterized by dependence and great dependence on others, and is characterized by a negative outlook towards oneself and others, with negative expectations about life and fear of the future. This is manifested in the tendency to belittle and belittle oneself, and to consider it as a lifeless, materialistic thing. Psychological defeat expresses a state of weakness and helplessness, where the individual is overcome by a feeling of personal unhappiness and poverty. This situation arises as a result of difficult experiences and life pressures, especially if the individual's personality is negatively affected by incorrect social upbringing methods, with his involvement in painful experiences of oppression and coercion. (Abu Halawa,2013:26). Defeat also expresses the soul's bowing and surrender before its opponents, It includes the loss of a strong spirit and surrender to evil. It also appears in a person's bending over the difficulties and charms of life and in the face of Satan's temptations. This feeling also leads to the ability to do good deeds, discipline oneself, and bear responsibilities. It reflects the collapse of the individual's psychological resistance to difficult realities Constant frustration, loss of self-belief, and inability to confront life's obstacles (Al-Saghir,2000:3) Concepts related to the concept of psychological defeat:

A - Learned helplessness: It is a state of general behavioral dullness, as the belief in the futility of any effort or attempt to learn or overcome problems leads to a feeling of helplessness. This is reflected in self-aversion and repressed self-disapproval, which gradually leads to self-withdrawal from learning activities and social relationships. Indicators of this behavior appear in a decrease in general motivation and a feeling of being powerless, in addition to the loss of hope. (Abu Halawa, (2013: 2013)

B - Self-defeating personality: An individual who has a self-defeating personality focuses on experiences and relationships that represent suffering for him, and prevents others from It helps him overcome these irrational thoughts, as the individual chooses situations and relationships that arouse in him a feeling of disappointment, failure, and mistreatment, and participates in false self-sacrifice activities. (Al-Sheikh and Faraj, 2004: 384).

C - Psychological alienation: refers to a feeling of separation from others. Our internal experiences, where the expatriate is unable to understand his identity and express his feelings. This separation manifests itself in a feeling of alienation and self-distraction, and contributes to creating a state of psychological defeat. The self-defeating personality accepts violence from others and enjoys it, and it often appears at the beginning of adulthood, as it avoids violence The individual has pleasant experiences (Iskander, 1988: 34).

Dimensions of psychological defeat:

We summarize the dimensions of psychological defeat as follows:

A - Feeling of shame: It is an emotion that controls the individual, causing him to feel contempt and disgust, and making him feel unaccepted by others. This feeling manifests itself in humiliation and embarrassment, and may include facial redness and a feeling of being watched by others. The feeling of shame pushes the individual to feel

inferior and inferior, and arouses contempt and uselessness, which makes him want to isolate himself and stay away from others, and act as if his mouth was saying: "I do not want anyone to see me." (Hejazi, 2005: 47).

B - Self-deprecation: It is the individual's feeling of his lack of worth and lack of abilities and potential compared to others. This includes the tendency to belittle and weaken oneself, as the individual feels the constant superiority of others and his inability to keep up. (Abu Halawa, 2013: 44)

C - Self-objectification: It is a psychological state in which a person loses his sense of personal identity and his self-reality. The individual deals with This state of being with oneself as a material thing that does not carry its life is characterized by a tendency towards stripping living beings of the quality of life, as the individual lacks emotional and spiritual connection with himself and with life. (Al-Hababi, 1983: 76).

Psychological and behavioral characteristics of people with psychological defeat:

There is a group of characteristics that reflect the state of psychological defeat, which are as follows:

1. Living an isolated life and losing direction and goals.
2. Lack of will and failure to face challenges.
3. A financially and morally consuming personality.
4. Lack of perseverance and low vital energy indicators.
5. Surrender to others and go along with them.
6. Feeling miserable and permanently depressed.
7. Causing mistakes and losing hope.
8. Fear of confrontation and failure to accept challenges.
9. Not wanting to compete for fear of defeat.
10. A low voice, soft in expression and hesitant in expression. (Al-Mutairi 2005:5)
11. Loss of self-confidence and expectation of failure.
12. Weak faith and distance from certainty in God.
13. Excessive demands on others without taking into account their abilities.
14. Preparing for failure more than preparing for success.
15. Fear and shyness in expressing Opinion in front of others (2000:118, Chris & Bryan)

Symptoms of psychological defeat:

Individuals who suffer from psychological defeat may show clear signs in various areas of life interactions, whether in social interactions, or while working and learning. These signs can be evident in the form of psychological disorders, feelings of unhappiness, and lack of personal vitality, and appear at the level of momentary thinking, behavior, and ethics. (Abu Halawa, 2013: 185).

Stages of psychological defeat:

Stages of psychological defeat appear with gradual development:

1. Feeling frustrated: there is The individual is concerned with his obligations and has sufficient energy, but he begins to develop negative tendencies.
2. Illusion control: Delusional thoughts dominate the individual, as he imagines running out of ability and patience, which leads to a feeling of fatigue and negative self-evaluation.
3. Low energy: Low energy appears with control Frustration, negative self-evaluation, and increased internal and external pressures.
4. Loss of enthusiasm: The person loses his enthusiasm and feels a lack of purpose or meaning in his work, which leads to abandoning his goals.

5. Despair or surrender: The individual experiences a feeling of failure, pessimism, and self-doubt, which drives him Towards surrender and the desire for isolation and isolation, these stages can lead to the emergence of physical and emotional symptoms that lead to the development of a state of chronic helplessness (Al-Shibli, 2014: 12)

Patterns of psychological defeat:

Baumeister & Sher 1988 divide psychological defeat behavior into three patterns: The first pattern: Basic self-destruction: This pattern includes that the individual has a deliberate intention to defeat himself and harm himself. This behavior can lead to self-harm or failure, and is considered a form of self-destruction referred to in clinical theories, such as masochism, which expresses aggression towards the self. This results from feelings of guilt and loss of appetite, and can lead to a desire to destroy the body and hide it as a result of intolerant hatred towards oneself. (Baumeister & Sher, 1988:112) The desire to harm or defeat oneself expresses a strong negative attitude, and stems from low self-esteem. This may be the result of a feeling of guilt, remorse, or anxiety, which leads to self-neglect and self-harm. (Baumeister & Sher, 1988:) The presence of a desire motivated by a feeling of guilt means that the individual has the intention of harming or causing harm to himself This intention manifests itself in a desire for punishment, a desire to harm a hated entity, or even a desire to escape from the hated self (Baumeister & Sher, 1988) The second type: Preferences: Here it appears that some responses carry benefits for the individual, and yet, are accompanied by harmful costs to the self that are expected but undesirable. The difference between this model and the first model is its focus on achieving individual goals. The individual finds himself in a state of differentiation between two conflicting goals, as he desires to achieve successful performance in social tasks. The choice of behavior is influenced by environmental conditions and psychological processes. With incompatibility between the two contradictory goals, the individual may move towards options with short-term benefits that are clearly visible to him. In this context, potential costs appear remote and unlikely. Biomeister points out that strong negative emotional states and an individual's desire to escape self-consciousness, especially after failure or rejection, play a role in an individual's decision-making and enhance their response to psychological defeat, which may lead to the adoption of self-defeating behaviors such as self-handicapping, drug and alcohol abuse, and lack of adherence to care. Health. (Baumeister & Sher,1988:678) . Characteristics of an individual with a defeatist personality:

A defeatist person appears with negative characteristics. He is weak in character, pessimistic, obsessive, hesitant, and frustrated. He shows skepticism and opposition to his mistrust of God and others, and lacks planning and ambition for the future. He does little to act and talks a lot. He complains a lot and bows down to the simplest emotions. He lacks will, and his behavior is manifested by his excessive dependence on others and his avoidance of making decisions or adapting to the environment. (Muhammad, 2010: 51)

Theories that explained psychological defeat:

First: Learned helplessness theory (1967) Seligmane contributed to the learned helplessness theory Learned helplessness)

He pointed out that it is a concept with three dimensions: motivational, cognitive, and emotional. Learned helplessness occurs when environmental demands and social burdens exceed an individual's ability, affecting him and causing suffering. Seligman's theory indicates how individuals come to feel psychologically defeated by the challenges of the environment and society. Repetitive and failed experiences may lead to depression and despair. A person learns helplessness when he finds it difficult to control and adapt to events, which leads to a lack of actual and behavioral experiences in dealing with stress. A person's conviction of his inability to control events increases the possibility of depression or psychological defeat (Al-Samran and Al-Musaed, 2014: 39)

Second: Karen Horney (1855-1952) Horney's theory highlights the importance of social relationships in shaping personality, as it confirms that the center of personality is not sex and aggression, but rather the need for security. It agrees with Freud in emphasizing the importance of the first five years in a child's life, but it It highlights social power rather than biological factors. (Brown, 2000: 140) believes that personality develops and is shaped through social interactions, and focuses on the parenting methods that the child receives from his parents, and how he interacts with the cultural environment surrounding him. She says that behavior Isolation, withdrawal, and defeat reflect the influence of family and culture on the individual, and these behaviors are considered unconscious defenses necessary to adapt to life's difficulties. Anxiety and insecurity can lead to isolation, unhappiness, and defeat, especially if the individual fails to build positive relationships with others. (Barnaba Maj & al, 2006:29). Horney's theory suggests that a child who lives in an environment full of fear and hatred, where he lacks self-esteem, can develop deep feelings of accusation towards this environment when the child lives in a state of great fear, and is afraid to think about these feelings For fear of punishment and loss of necessary care. These experiences create a feeling of guilt, which makes the child avoid acknowledging that the parents may be wrong, and comes to the wrong conclusion that they are always wrong. This leads to continued self-accusation, feelings of smallness and guilt. (Al-Ani and Al-Dujaili, 2019: 425)

model The Meifen & Tsun model, which was presented in 2007, is a great addition to Brennan's theory. This model studies topics that have a significant impact on an individual's life, such as emotional attachment, distress, distress, and internal sources. According to the model, psychological defeat consists of a set of internal and external factors

including depression, anxiety, frustration, and lack of self-esteem, and these factors interact to form the defeated psychological state. Meifen & Tsun, 2007, p. 295). The model focuses on factors such as anxiety and avoidance as elements that lead to emotional attachment or what is called "attachment anxiety and emotional avoidance." It is a contradictory interaction between the desire for closeness to others and the fear of emotional commitment or deep emotional expression. Or it is a pattern in relationships. The personality is characterized by a marked increase in the emotional level and anxiety regarding emotional responses and interactions, and this pattern can have a negative impact on the formation and maintenance of personal and emotional relationships. Depression is the negative results of personal relationships. As for the factor of lack of self-esteem, it refers to a feeling of lack of personal value and dissatisfaction with oneself. Social self-efficacy is an individual's ability to deal effectively with others and build social relationships, and it greatly affects the individual's self-esteem. Social self-efficacy and lack of self-esteem are major factors in shaping self-resources (Meifen & Tsun, 2007, p. 301).

Methods

Research Approach of the Research

The two researchers adopted the descriptive, correlational approach, which aims to determine the current situation of the studied phenomenon and then describe it accurately. This approach relies on studying the phenomenon as it actually is, with an emphasis on describing it accurately and in detail. (Melhem, 2012: 324) This approach is appropriate to the nature and objectives of the current research, as it helps to provide a comprehensive and accurate picture in light of current indicators.

Research Population

The study population is defined as orphan students in secondary education schools in Basra Governorate, whose number reached (8733), distributed among (419) schools, according to statistics obtained by the researcher from the Statistics Division, Planning Department of the Basra Governorate Education Directorate, distributed among the center, districts, and districts of Basra Governorate, after providing her with a letter from the General Directorate of Basra Governorate Education (Appendix 1). The researcher relied on this community for her research, distributed according to gender (3750) male students and (4983) female students, Table (1)

Total	Females	Males
8733	4983	3750

Table 1. Research population distributed by gender

Research sample:

The researcher selected the sample in a simple random way, as the research sample consisted of schools (Basra Center, Al-Zubair, Abu Al-Khasib, Al-Qurnah) (5859) affiliated with the Basra Governorate Education School, distributed according to gender (2783) students, and (3076) female students, and Table (2). Accordingly, two samples were drawn, one of which was a sample of constructing the measurement tools for the research, and the second was a sample of the final application. The following is a description of these samples

Schools	Number of schools	Number of orphans	Percentage
Boys	223	2783	%47
Girls	189	3076	%53
Percentage	412	5859	%100

Table 2. Schools Number of schools Number of orphans Percentage

Research tool:

Psychological defeat scale:

Achieving the objectives of the current research required building a psychological defeat scale. The researcher sought to build this scale to be compatible with the literature and theoretical framework from which the research began and with the nature of the research community. In addition to following the steps used in constructing the scale, which were indicated by Allen & Yen (1979), which are:

1. Planning the scale: by analyzing the concept into its simplest components that are covered by its paragraphs.

2. Drafting the paragraphs: preparing paragraphs for each component. The scale.

3. Applying the items: Applying the items to a sample representative of the research population.

4. Conducting an analysis of the items: Analyzing the items to ensure their accuracy and suitability to the scale. (Allen, 1979: 118-119)

Psychometric properties of the scale:

The two researchers conducted the psychometric characteristics of the scale. Appearance validity and construct validity. This type of validity is achieved by presenting the scale items before applying them to a group of arbitrators who have experience that enables them to judge the validity of the scale items in measuring the characteristic that most experts agree on (Ghiselli, 1981:341), and no item was dropped. From the scale, only minor modifications were made to suit the Iraqi environment.

Statistical analysis of the scale items:

One of the most important characteristics of the items that should be calculated in their statistical analysis is finding their discriminatory power and their validity and reliability coefficients. A - Calculating the discriminatory power of the items B - Internal consistency validity: The total score of the scale represents the behavioral content that the scale measures, and one item represents a small aspect of this content, and the higher the degree of correlation, the more homogeneous the item is in its measurement of the phenomenon to be measured. Also, after conducting a statistical analysis of the scale, no items were omitted from it or there was no correlation between the areas and items with the scale or the areas between them. Exploratory and confirmatory factor analysis of the scale was conducted. The stability of the scale means the stability of the relative position of the individual within the group. If the test was applied to a sample of individuals and each of them obtained a certain score, then the same test was re-applied to the same sample after a period of time and each individual obtained a score close to his score in the first application, that is, his situation did not change. Relative within the group, this would mean that the test is fixed (Al-Dahri, 2011: 57). Reliability was extracted using the Cronbach's alpha and retest methods. The value of the Cronbach's reliability coefficient was (0.909), and the reliability coefficient with the retest method was 0.80. Table (3)

Method	Sample size	Number of Paragraphs	Stability coefficient
Cronbach's alpha equation	50	37	0.904
Exam Repetition	50	37	0.80

Table 3. shows the reliability value of the psychological defeat scale

It is a stability factor that can be relied upon.

The psychological defeat scale in its final form:

After conducting the psychometric properties of validity and reliability, the scale in its final form consists of (37) items and three alternatives (always, sometimes, rarely), Appendix (6). The following weights are given (1, 2, 3) on consecutively for the paragraphs, so the highest score of the scale is (111) degrees, representing the highest level of psychological defeat, and the lowest score of the scale is (37) degrees, representing the lowest level of psychological defeat, with a hypothetical average of (74), and thus the scale is ready to be applied to the final application sample.

Statistical methods:

In conducting the current research, the researcher used several methods and its results were extracted with the help of the Statistical Portfolio for the Social Sciences (SPSS) program. The following are the statistical methods that were used:

1. Chi-Square
2. One-sample T-Test
3. T-Test for two independent samples
4. Pearson correlation coefficient
5. Cronbach's alpha equation
6. Analysis of variance

7. Exploratory factor analysis.

8. Confirmatory factor analysis.

Result and Discussion

First: Presentation, Interpretation and discussion of Results.

In this chapter, the research results that have been reached will be presented in accordance with its specific objectives and interpreted in accordance with the theoretical framework and previous studies, after the researcher uses appropriate statistical methods to verify the research objectives and reach a conclusion. These results, then arriving at conclusions and then presenting a set of recommendations and proposals in the context of the results, as follows:

The first goal: identifying psychological defeat among orphan students in the secondary school stage and evaluating its statistical significance:

The research results showed after applying the psychological defeat scale to the applied research sample. Of (361) male and female students, the average psychological defeat score among the students included in the research is (81.0166), with a standard deviation of (15.77297), and when this average is compared with the average for the scale hypothesis and the adult is (74). It is noted that it is greater than the hypothesized average of the scale. When testing the significance of the difference between the two means using the t-test equation for one sample, it was found to be significant at the level (0.05) and with a degree of freedom (360) and in favor of the arithmetic mean, Table No. (4).

Scale	Sample	Arithmetic average	Standard deviation	Hypothetical mean	The value of the t-test for the significance of the differences	The result
Psychological defeat	361	81.0166	15.77297	74	8.464	□□□□
· N-1 = 360 Degree of freedom · The tabular t-value of the two-tailed test is at a significance level 0.05= 1.960						

Table 4. T-test for the difference between the sample mean scores on the psychological defeat scale and the sample hypothetical mean.

From the table above it is clear that the research sample recorded a high and statistically significant score in psychological defeat. This result can be explained according to the theoretical framework adopted in this research, as the Meifen & Tsun model (2007) confirms that psychological defeat arises as a result of false beliefs and perceptions, which are accompanied by Negative feelings towards oneself, which leads to the individual feeling psychological defeat, as the Maven-Watson model indicated that psychological defeat is linked to the child's relationship with his parents, and since the research sample is those who lost one or both parents, it is natural for them to suffer from a higher degree of psychological defeat than their peers in society who did not suffer from it. loss, that individuals who show high levels of psychological defeat may be more susceptible to developing feelings of anxiety, depression, and distress (Meifen & Tsun, 2007: 303). The second goal: to identify the significance of statistical differences in psychological defeat among orphan students in the secondary school stage according to Gender variable (males - females): To achieve this goal, the t-test was used for two independent samples, to compare the average of males and females, where it appeared that the calculated t-value was equal to ((1.041, which is not statistically significant at a significance level of (0.05) and a degree of freedom of 359)), which indicates There are no differences in psychological defeat between male and female orphan students, and Table (5)

Variable	Sex	The number	Arithmetic mean	Standard deviation	The value of the t-test
Psychological defeat	Male	171	81.9006	14.71480	1.401
	Females	190	80.1684	16.68770	
• 359 Degree of freedom =N1+N2-2 • 0.05 The tabular t-value of the two-tailed test is at a significance 1.960 level					

Table 5. T-test for two independent samples to identify differences in measuring psychological defeat among orphan students in the secondary school stage according to the gender variable.

The results reached indicate that there is no significant difference between males and females, which indicates that

loss affects both sexes to the same degree. This is consistent with (the study of Al-Tamimi (2013) and with the study of (Azab and Suhaim 2016). The results of this study differ with (the study of Al-Zoghbi and Nasr). (2019 and (Feel study, 2001)

The third goal: To identify the significance of statistical differences in psychological defeat among orphan students in the secondary school stage according to the variable type of loss (father - mother - both) and evaluate its statistical significance:

To achieve this goal, analysis of variance was used. From the first degree, One Way ANOVA to compare the degrees of psychological defeat according to the variable type of loss, as the F-value calculated for the test was equal to (46.659), which is greater than the F-value at a significance level of 0.05) and two degrees of freedom (359-2), which is 3.02). Which indicates that there are differences in psychological defeat according to the type of loss variable. Table (6)

Variable	source of variance	Sum of Squares	Df	Mean Square	F
Psychological defeat	Between Groups	18529.259	2	9264.629	46.659
	Within Groups	71282.642	359	198.559	
	Total	89811.901	361		
Tabular value for test F At two degrees of freedom 2- 359 and level of significance 0.05 She informs 3.02					

Table 6. First-order analysis of variance to compare the degrees of psychological defeat among orphan students in the secondary school stage according to the type of loss variable.

When the Student-Newman-Keuls test was used to compare the average psychological defeat according to the type of loss, it was found that the average of the students who lost both parents came first with an average of (94.4038), followed by the students who lost their mother with an average of (84.0690), then the students who lost their father. Third, with an arithmetic mean of (74.1152). This goal can be explained by the importance of all parents in their children's lives, and by losing them, the children will feel psychologically defeated. The role of the mother is also considered the largest in the lives of the children because she represents a source of safety and stability for the children, followed by the role of the father, provided that all types of loss It may cause psychological defeat.

Conclusion

1-Loss or orphanhood in all its forms, whether it is the loss of a father or mother, or both, affects the lives of individuals and the lives of students in secondary school, regardless of their gender.

2-Orphanhood leaves an impact on individuals, causing them to suffer from the inability to express their feelings despite their desire to express them, for fear of criticism or blame. Therefore, they suffer from emotional duality.

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