

Emotional Deprivation and its Relation to Emotional Intelligence among Schooled Adolescents

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Abstract

Objectives: This study aimed to ascertain the nature of the relationship between emotional deprivation and emotional intelligence among schooled adolescents, and the extent to which this relationship was affected by the differences in residential areas (rural, city).

Methods: The sample included 80 male and female students who were chosen according to stratified random sampling method from two intermediate schools for the academic year 2022/2023. In order to come up with a hypothesis test, data were processed statistically using Pearson correlation coefficient for the correlation hypothesis (1), and t-test for the differential hypotheses (2, 3).

Results: results showed there is a statistically significant correlation between emotional deprivation and emotional intelligence among schooled adolescents, there are no statistically significant differences between adolescents in their scores on the emotional deprivation scale, according to the region variable, and there are no statistically significant differences between adolescents in their scores on the emotional intelligence scale, according to the region variable.

Conclusions: It was found that emotional deprivation is related to emotional intelligence among schooled adolescents, emotional fulfilment is one of the most important basic needs for an adolescent, and any nonfulfillment can subject an adolescent to improper development of his/her personality and emotional intelligence. As the effects of deprivation lead to negative psychological and social effects that can remain throughout a lifetime, therefore, parents must pay attention to adolescents, improve the way they treat them, meet their psychological needs, and pay more attention to developing their emotional intelligence.

Keywords: Emotional Deprivation; Emotional Intelligence; Schooled Adolescent.

الحرمان العاطفي وعلاقته بالذكاء الانفعالي لدى المراهق المتمدرس

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ملخص

الأهداف: تهدف هذه الدراسة التعرف إلى طبيعة علاقة بين الحرمان العاطفي والذكاء الانفعالي لدى المراهق المتمدرس ومدى تأثير هذه علاقة باختلاف المنطقة السكنية (الريف، المدينة).

المنهجية: شملت عينة الدراسة 80 تلميذا وتلميذة، تم اختيارهم بطريقة (المعاينة العشوائية الطبقية) من متوسطين للعام الدراسي 2023/2022، ومن أجل التوصل إلى اختبار الفرضيات، تم معالجة البيانات إحصائياً باستخدام معامل ارتباط بيرسون بالنسبة إلى الفرضية الارتباطية (1) واستخدام اختبار t- test بالنسبة إلى الفرضيتين الفارقتين (2، 3).

النتائج: أظهرت النتائج وجود علاقة ارتباطية دالة إحصائياً بين الحرمان العاطفي والذكاء الانفعالي لدى المراهق المتمدرس. وعدم وجود فروق ذات دلالة إحصائية بين المراهقين في درجاتهم على مقياس الحرمان العاطفي تبعاً لمتغير المنطقة السكنية (الريف، المدينة). وعدم وجود فروق ذات دلالة إحصائية بين المراهقين في درجاتهم على مقياس الذكاء الانفعالي تبعاً لمتغير المنطقة السكنية (الريف، المدينة).

الخلاصة: وقد تم الاستنتاج بأن للحرمان العاطفي علاقة بالذكاء الانفعالي لدى المراهق المتمدرس، وإن الإشباع العاطفي يعد من أهم الحاجات الأولية الأساسية لدى المراهق، وأي خلل في هذا الإشباع يعرض صاحبه إلى اختلال واضح في البناء السوي للشخصية ومستوى الذكاء الانفعالي لديه، ولأن الحرمان سواء كان في منطقة ريفية أو حضرية ينطوي عليه آثار نفسية واجتماعية سيئة على المراهقين قد تستمر مدى الحياة، لذا وجب على الوالدين الاهتمام بهم وتحسين المعاملة الوالدية وتلبية الحاجات النفسية للمراهق، كما يتطلب الاهتمام بتطوير الذكاء الانفعالي لديهم.

الكلمات الدالة: الحرمان العاطفي، الذكاء الانفعالي، المراهق المتمدرس.



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Introduction:

The family is considered the main provider of an individual's needs, and the main source of psychological protection and care. It is able to provide him/her with love and abundance, as well as grant him/her self-confidence throughout his/her life stages, beginning with childhood, and reaching adolescence. An ideal upbringing is that free of psychological disorders and behavioral problems, where an adolescent learns to control his/her behavior and restrict him/herself. Within this stage of an adolescent's life, he/she generates emotional, social and cultural needs, through which he/she creates the main dimensions of building his/her personality (Albaaj, 2019). Parents are essential to meeting the basic needs of their children, and all adolescents are in need of multidimensional care from their families, as this will help them feel safe and content. Deprivation from family care in general, and parental care in particular, has deep effects among many people, and can negatively affect their personalities and lives (Ismail, 2009).

In recent years, new family and environmental changes have emerged, having a clear effect on our social and economic landscapes. Due to living requirements and economic problems witnessed by most modern-day families, societies have slowly drifted towards forming nuclear types of families. Such families fall short in providing their children with proper and sufficient care. This has led to deprivation, and its impacts, which affect children's psychological, mental, physical, social, and even emotional growth. The latter problem has been the cause of psychological disorders afflicting some members of society, especially in early age, manifesting through adolescence, and later affecting all stages of growth. This leads to certain behaviors, which show in the adolescence phase, especially during the intermediate education levels (Mirouh & Harouni, 2021). This has driven the researchers to shed light on this problem, as it is crucial for the lives of those adolescents.

Glaser (2002) defines emotional deprivation as an intentional or unintentional behavior by a child's or adolescent's parents or caregivers. It is a continuous and repeated behavior that is not restricted to physical contact, but can also include psychological negligence and contempt of the child or adolescent (a passive trait), negative interaction with them, failure to identify their needs, and exploiting them in behaviors that may harm society (Sabreen, 2022).

Deprivation also impacts an adolescent's personality and behavior. Depriving adolescents of parental love and care leads to an emotional vacuum and misbalance in the affected teenager. Emotional deprivation generates many problems among children, and more so among adolescents. The reason for this is that such individuals are experiencing a sensitive phase in their lives. An emotional vacuum impacts their level of emotional intelligence, which is important for the way they think, for their relationships with others, and for their emotions and reactions towards certain events (Hibbi, 2015). Therefore, emotional intelligence is not measured in the same way as other common forms of intelligence. It is measured by the level of control of anger. Moreover, it has been proven that decisions based on emotions and reason combined are more fruitful and sound (Wapano, 2021).

Al Rafati (2011) indicates that the concept of emotional intelligence is based on the various events in an individual's life. It includes important emotional information which must be addressed in ways that differ from the way cognitive information is addressed. Individual differences should also be taken into consideration when addressing emotional information. It has also been noticed that emotional intelligence is important for adolescents' coping with their reactions and feelings, and in their interactions with others. In addition, it is crucial for shaping personal behavior in a way that transitions adolescents into normal adulthood, and saves them from many problems. Emotional intelligence is a form of social intelligence, where it encompasses a person's ability to identify and control his/her own feelings and reactions, while considering the feelings of others. It also possesses him/her with the ability to distinguish between different feelings and reactions, on the personal level and towards others. To succeed in doing so, an adolescent must possess a group of emotional abilities such as being aware of his/her feelings and reactions, and controlling fantasies, as well as becoming aware of other people's feelings and reacting towards them with ease. It has been observed that many adolescents who lack emotional intelligence belong to families suffering from family problems such as social disintegration, neglect from the parents towards their children, prioritizing work over family, and failing to provide the children with the love and care they need. This causes emotional deprivation, which is suffered by the children, therefore, affecting their growth patterns in direct and

indirect ways (Al Khafaf, 2013).

Researchers mention various dimensions of emotional intelligence which can be generally categorized into three main capacities: the ability to identify emotions and express them; the ability to control emotions; and the ability to use those emotions in the process of thinking.

Mayer & Salovey (1990) mentioned that emotional intelligence consist of four dimensions as follows:

- Perceiving emotion: It means the individual's ability to identify the emotional content of features and behaviors, and that includes awareness and evaluation of emotions and ways of expressing them, or the individual's awareness of his emotions and the thoughts related to them and his ability to distinguish between them, and express them suitably.
- Understanding emotions: To be aware of the level of honesty behind a certain emotion, and to distinguish between similar and simultaneous emotions.
- Managing emotions: The ability to calm one's self and alleviate the sharp emotions of others upon receiving strong charges of emotions.
- Reasoning with emotion: To use emotions in the thinking process with the aim of improving it. This happens when we allow emotions to direct our attention. Therefore, using emotions to serve a certain goal is necessary for selective attention and self-motivation (Salami, 2018).

To conclude, our view is that emotional intelligence is an important factor in the area of education. It has a positive effect in forming personalities, and in helping individuals advance academically and adapt to their environments. It is also closely connected to the way we deal with life, our own selves, and others. It also helps our self-management and using our skills to advance at school, in work, or in life as a whole. Therefore, it can be said that if an individual's cognitive intelligence is his key to success, his emotional intelligence is the doorway for his success in life.

It is also clear that the most intelligent may not necessarily be the most successful or those who meet their most needs in life. You may know people who are distinguished academically, but who lack social competence and are unsuccessful professionally or socially. Therefore, a person's success academically, professionally and socially relies not only on his cognitive abilities, but also on his emotional skills and capabilities. So, it can be said that emotional intelligence is a psychological structure that is vital for interpreting some aspects of human behavior.

Therefore, this study represents an attempt by the researchers to identify whether emotional deprivation caused by the parents affects- or even eliminates- the emotional intelligence of the children. A sample of adolescents has been used for this purpose.

Study Problem:

A person's psychological condition is based on what his/her family provided for him/her since the early stage of childhood. Stability and calmness help achieve normal development. Moreover, the family is the medium in which a child forms his/her first social relationships, and it helps acquire him/her with self-value among the other members of the family. Through those primary relationships, he/she acquires emotional experiences such as feeling loved, and receiving positive emotions and protection. He/she develops awareness about him/herself, which grows through increased interaction with others.

Family is the first environment in which an adolescent is raised and taught to control his/her behavior. It also plays a crucial role in defining his/her character, through the protection it provides, and through meeting his/her essential needs required for normal and natural development. The family's role is to ensure its children's good physical and mental health. Therefore, raising an adolescent and granting him/her love and care within a stable family environment and a suitable climate are prerequisites for his/her sound psychological and physical growth. Through the above-mentioned, he/she can become self-aware and can form his/her identity, and identify his/her role during his/her teenage years. This is coupled with acquiring him/her with the social, cognitive and interactive skills, and behavioral methods needed for his/her self-adaptation and adaptation with others (Belkhair, 2019).

Noticeably, an adolescent who is deprived from love and care, and who suffers from emotional deprivation caused by

his strict family, may be drawn away from his parents. As a result, he/she will search for love and feelings elsewhere as he/she approaches adulthood, leading to severe emotional consequences. Therefore, when raising a child, a parent is advised to show balance. On one hand, showering the child with love may corrupt him/her, as he/she may give his/her feelings away to people who do not deserve them and may be exploited. On the other hand, depriving the adolescent from forms of parental and family care may lead to his/her suffering from stresses caused by emotional deprivation. He/she may even reach a state of inability, inertia, or inferiority, leading to a life of anxiety and suffering caused by mental disorders, and an inability to show normal emotional expression (Nagham, 2018).

Emotional deprivation has been the focus of many researchers in Psychology due to its psychological and social dimensions, largely affecting adolescents' personalities and behaviors. The absence of either parent can lead to a large gap in an adolescent's well-being. This was stressed by the (Belkhair, 2019) study, which aimed to reveal the relationship between parental deprivation and some behavioral problems and personality traits, according to gender and the type of deprivation (divorce, death of father or mother). The results revealed a correlational relationship between parental deprivation, with all its dimensions, and personality traits among schooled adolescents.

According to (Salovey & Mayer, 1990), emotional intelligence is important because it is connected to normal mental health, which in itself, can be achieved by understanding the feelings of others, and one's own feelings. Moreover, a person's ability to become aware of others' feelings, and to communicate with them, leads to his/her ability to effectively regulate his/her own emotions. People who are emotionally intelligent are socially happy, able to accurately understand emotions, and can use wonderful methods to regulate those emotions while moving forward towards achieving important goals. On the other hand, people with low emotional intelligence face adaptation issues, and cannot plan their lives, leading to unhappy lives.

This was confirmed by the (Sharha, 2011) study, which aimed at identifying the relationship between emotional intelligence and self-concept among 10th Grade students in schools located in southern Hebron. The study findings revealed a positive relationship between emotional intelligence and self-concept.

When examining these studies carefully, it can be noticed that there is a lack of studies which attempted to connect between our study's variables (emotional deprivation and emotional intelligence). It can also be revealed that their results are contradictory. This can be explained by the partial handling of the relationships being studied, as the problem under question does not only involve revealing a binary relation between the two studied variables, but a description of the phenomenon in an accurate and deep manner. The present study aims to gather all those studies together by addressing the interactions between the variables and attempting to provide an interpretative, functional, and structural model, in order to help understand the direction, process and dynamics of both variables. To achieve this end, the study shall answer the following questions:

- Is there a statistically significant relationship between emotional deprivation and emotional intelligence among schooled adolescents?
- Are there statistically significant relations between residents of rural areas, and the city, with regards to their scores on the emotional deprivation scale?
- Are there statistically significant relations between residents of rural areas, and the city, with regards to their scores on the emotional intelligence scale?

Study Objectives:

- To reveal the nature of the relationship between emotional deprivation and emotional intelligence among schooled adolescents.
- To find out the nature of the differences between residents of rural areas and residents of the city according to their scores on the emotional deprivation scale.
- To find out the nature of the differences between residents of rural areas and residents of the city according to their scores on the emotional intelligence scale.

Study Concepts: The study concepts help bridge the gap between the viewpoints of the researchers and those of the readers through the unification of concept terms, their purposes and their significance. They also help connect between the theoretical aspect of the study and the field study. The study concept terms are as follows:

- **Emotional Deprivation:** Rogers defines it as an individual's exposure to feelings of rejection, and loss of love, empathy, social connection, self-confidence and parental care, as well as feelings of fear and insecurity (Ali & Albayati, 2009).

Procedural Definition of Emotional Deprivation:

It can be defined as experiencing neglect and the failure to meet psychological needs such as love, empathy and safety, as well as the parental mistreatment of adolescents, causing mental disorders, psychological and social non-adaptation, and undesirable behaviors committed by the adolescent.

- **Emotional Intelligence:** Bar On defines emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (Hinsali, 2014).

Procedural Definition of Emotional Intelligence:

It can be defined as an individual's ability to notice and be well-aware of his/her personal reactions, emotions and feelings. He/she can understand them, formulate them clearly, and control and regulate them skillfully and efficiently. He/she can understand, be aware of, and adapt to the reactions and feelings of others.

- **Adolescence:**

It is a phase of growth in which an individual develops from childhood to adulthood. It is characterized by a group of behavioral, psychological and social changes triggered by the process of puberty, drawing the adolescent closer to adulthood, where he/she shall be characterized by maturity and independence, as well as building a self-identity, within a psychological, dynamic, social and cultural structure (Mabrouh & Harouni, 2021).

The procedural definition states that an adolescent is any male or female student at the third- and fourth-year intermediate level.

Study Methodology:

In the aim of studying the relationship between emotional deprivation and emotional intelligence among schooled adolescents, the two researchers used the descriptive correlational, and comparative methodology, which suits the study's objectives. This methodology coincides with the nature of this study, which seeks to identify the nature of the relationship between emotional deprivation and emotional intelligence, as well as to compare the scores of emotional deprivation and emotional intelligence among schooled adolescents, according to the residential area variable (city, rural).

Study Population:

The study population consists of third- and fourth- year intermediate school students at two intermediate schools, the first in the city- in Sidi Lakhdar municipality, and the second in the rural area- Jelaida municipality in Ain Al-Dafli State, for the academic year 2022/2023. The total number of male and female students is 288.

Exploratory Study Sample

The study was conducted in intermediate school (A1) in Sidi Lakhdar municipality on 14/12/2022, and in intermediate school (A2) in Jelaida municipality on 16/1/2023, in order to achieve the following objectives:

- To identify the difficulties that may be faced during the main study.
- To verify the psychometric properties for both the emotional deprivation and emotional intelligence scales.
- To estimate the time needed to implement each of the two scales.

After applying the scale implementation procedures to the exploratory sample, the two researchers revealed the following:

- The two scales' instructions and questions were clear for the sample individuals.
- The study's scales are valid and stable.
- The average time needed to implement each of the scales was 58 minutes for each of the study population's individuals.

The psychometric properties of the study's scales were verified by applying them to a sample of 20 male and female students.

The results related to the psychometric properties of both scales will be explained in part related to the study tools.

Study Sample:

The sample individuals were selected randomly (stratified random sample), which coincides with the study objectives. The sample was concerned with students from third- and fourth- year intermediate schools. Two separate intermediate schools were selected (rural/ city) in the Ain Al-Dafli State. The sample included (80) male and female students split into (40) male students and (40) female students. A systematic random sample was taken from third grade students and from fourth grade students, resulting in a sample for third year intermediate students, and a sample for fourth grade intermediate students.

Sample Properties:

The properties of the study sample individuals can be explained in light of the study's variables, as follows:

Table No. (1): Explains distribution of sample individuals according to educational level

	According to school grade				
	3 rd grade	%	4 th grade	%	Total
No. of individuals	37	46.25%	43	43.75%	80

It is noticed from table No. (1) that the percentage of 3rd grade intermediate students was (46.25)%, while the percentage of 4th grade intermediate students was (43.75)%.

Distribution of Study Sample individuals according to Region and Gender:

Table No. (2): Explaining distribution of study sample individuals according to region and gender

	Region				
	City	%	Rural area	%	Total
Males	20	50%	20	50%	40
Females	20	50%	20	50%	40

Through table No. (2), we notice that the percentage of males residing in the city is equal to the percentage of males residing in the rural area. Also, the percentage of females residing in the city is equal to the percentage of females residing in the rural area.

Study Scopes:

The study's scope is related to its subject-matter, which is the relationship between emotional deprivation and emotional intelligence among schooled adolescents. Therefore, this study was conducted at the intermediate school level. The following table mentions the names of the intermediate schools in which the study was implemented, the number of students, the number of students at each intermediate school, and the implementation date at each intermediate school.

Table No. (3): Distribution of the sample according to the selected location and the number of students

Name of Intermediate School	Municipality	Implementation Date	Individuals	Percentage
A1	Sidi Lakhdar	16/1/2023	40	50%
A2	Jelaida	17/1/2023	40	50%
Total			80	100%

It is clear from table No. (3) that the total number of the study sample was (80), including (40) male and female students at A1 Intermediate School in Sidi Lakhdar Municipality, and (40) male and female students at A2 School in Jelaida Municipality, both in the State of Ain Al-Dafli.

Study Instruments (Psychometric Properties):

Collecting the data required by the researcher requires him/her to select the instruments most suitable for the study variables. Accordingly, the instruments were as follows:

- **Emotional Deprivation Scale:**

Scale Description:

The scale includes a number of statements about emotional deprivation shown by the parents and felt by the adolescent towards his/her parents within different situations he/she experiences during his/her lifetime and the feeling of emotional deprivation he/she suffers (Ali, Al Bayyati, 2010). This scale explains the degree to which the adolescent feels deprived from his/her parent's empathy from his/her point of view. The scale consists of (37) items and three alternatives for each statement. The respondent shall choose one of the three alternatives (applies to me, not sure, does not apply to me).

The aim of using the scale:

1. To estimate the level of deprivation experienced by adolescents from their family members (father and mother).
2. To measure the different forms of deprivation experienced by adolescents, including deprivation, lack of warmth, kindness, or attention by the parents).

Psychometric Properties of the Emotional Deprivation Scale in the current study:

The scale's validity was verified using face validity "interrater validity", where statements that achieved a level of agreement lower than (80) % were eliminated. The scale's validity was measured using the criterion-related validity on a sample consisting of (120) male and female 1st year and 2nd year secondary school students at a significance level of (0.01). This indicates that the scale enjoys an acceptable level of validity.

Meanwhile, the scale's stability in its original form was verified by measuring the scale's stability coefficient after applying it to a sample of (120) adolescents using the alpha Cronbach method. The value achieved was (0.969), indicating that the scale enjoys a high level of stability, and is fit to be applied.

- **Validity:** The lateral comparison method was used as an indicator of proving the scale's validity.

Validity through the Lateral Comparison Method:

The mean scores of the exploratory sample individuals, whose scores included the highest 27% and the lowest 27%, were compared using the scale, in order to detect the scale's ability to differentiate between the different levels of the sample individual's measured property. The results were as follows:

Table No. (4): Difference significance between the two lateral groups' mean scores on the emotional deprivation scale

Sample Scale	Lowest Group N=6		Highest Group N=6		t- value	Probability Level	Freedom Level	Significance Level
	\bar{x}	S	\bar{x}	S				
Emotional Deprivation	37.16	0.40	79.00	14.83	-6.9	0.00	5	0.01

Table No. (4) reveals that the t-value which is -6.90 is statistically significant at a level of 0.01, as the probability value which is 0.00 is lower than the significance level of 0.01. This indicates that the scale has the ability to differentiate between the higher and lower lateral groups, therefore, indicating its validity.

- **Stability**

The Alpha Cronbach coefficient was used to measure the scale's stability.

Cronbach Alpha Coefficient:

This formula was selected as the individuals' responses to the scale statements were according to a gradient scale. The following table explains the value of the scale's stability coefficient.

Table No. (5): Alpha Cronbach Coefficient for measuring emotional deprivation

Emotional Deprivation	No. Of Questions	Stability Coefficient Value
	37	0.92

The Cronbach Alpha coefficient for the scale was 0.92, therefore, indicating that the scale had a large degree of stability.

Emotional Intelligence Scale:

To measure the level of emotional intelligence among the sample individuals, the emotional intelligence scale prepared by (Abdou & Othman, 2000) was used. The scale consists of (58) statements.

The alternatives for the scale's correction method were (always occurs, usually occurs, sometimes occurs, rarely occurs, does not occur), and the alternatives were given the following weights (1, 2, 3, 4, 5).

Table No. (6): Explains the statements' numbers concerned with each of the factors of the emotional intelligence dimensions.

No.	Dimensions	Factor Statements	No. Of Statements
First Factor	Emotional Management	4,6,9,11,12,13,16,17,18,26,28,31,50,53,56	15
Second Factor	Empathy	33,34,35,37,38,40,41,44,54,55,57	11
Third Factor	Emotional Regulation	15,19,20,21,22,23,24,25,27,30,32,58	13
Fourth Factor	Emotional Knowledge	1,2,3,5,7,8,10,14,49,51	10
Fifth Factor	Social Communication	36,39,42,43,45,46,47,48,52	9
Total Dimensions	Emotional Intelligence	1-58	58

Psychometric properties of the emotional intelligence scale in the original study:

The preparers of the scale (Abdou & Othman, 2002) tested the scale's validity by presenting it before a number of arbitrators, then before an exploratory sample, then making some amendments to it by using internal consistency reliability and factorial validity.

The degree of agreement between the arbitrators on the scale's statements reached (90) %, indicating that the scale enjoys an acceptable level of validity. Also revealed was that all the statements' coefficient values correlated with the tool's overall degree, the tool's statements were internally consistent, and they combined in measuring emotional intelligence.

Psychometric Properties of the Emotional Intelligence Scale in the current study:

- **Validity:** The lateral comparison method was used as an indicator for proving the scale's validity.

Validity through the Lateral Comparison Method:

The mean scores of the exploratory sample individuals whose scores included the highest 27% and the lowest 27% were compared using the scale, in order to detect the scale's ability to differentiate between the different levels of the sample individual's measured property. The results were as follows:

Table No. (7): Difference significance between the two lateral groups' mean scores on the emotional intelligence scale

Sample Scale	Lowest Group N=6		Highest Group N=6		t- value	Probability Value (Sig)	Freedom Level	Significance Level
	\bar{x}	S	\bar{x}	S				
Emotional Intelligence	124.83	6.30	256.66	11.92	-0.41	0.00	5	0.01

Table No. (7) explains that the t-value of -0.41 is statistically significant at a level of 0.01, as the probability value of 0.00 is lower than the significance level of 0.01. This indicates that the scale has the ability to differentiate between the higher and lower lateral groups, therefore, indicating its validity.

- **Stability**

The Alpha Cronbach coefficient was used to measure the scale's stability.

Cronbach Alpha Coefficient:

This formula was selected as the responses of the individuals to the scale statements came according to a gradient scale. The following table explains the value of the scale's stability coefficient.

Table No. (8): Alpha Cronbach Coefficient for measuring emotional intelligence

Emotional Intelligence	No. of Questions	Stability Coefficient Value
	58	0.87

The Cronbach Alpha coefficient for the scale was 0.87, therefore, indicating that the scale had a fair degree of stability.

Statistical Processing:

After both the emotional deprivation and emotional intelligence scales were applied to a sample of third- and fourth-year intermediate school students, and after the scores were recorded and inputted, with the aim of answering the study's questions and achieving its objectives, the two researchers used the Statistical Package for the Social Sciences (SPSS V. 20).

In addition, Microsoft Excel, 2007 was used to help with descriptive and inferential statistical processing as follows:

Calculating repetitions, means, percentages, some charts such as proportional circles and repeated columns, Pearson correlation coefficient (to measure a scale's validity), Kolmogorov–Smirnov test (to ensure the equality of distribution), Levene's test (to ensure homogeneity of variance), Cronbach's Alpha (to estimate the scale's stability and dimensions), diffusion board (to ensure linear relationships), Pearson correlation coefficient to estimate the relation between the study's variables, and t-test for two independent samples.

A display and explanation of the study's results:

After collecting data and studying the implementation through the study instruments, we shall touch on the moderation of those data's distribution, and then, we shall present the results of the hypotheses, and explain them in light of theoretical literature and empirical studies. We shall end with a general conclusion of the main results obtained.

A Presentation and Discussion of the results related to the Study:

- *Results related to examining the study's first hypothesis*, stating that a statistically significant correlational relationship exists between emotional deprivation and emotional intelligence among schooled students.

To verify the validity of this hypothesis, the Pearson correlation coefficient was used for a correlational relationship between two quantitative variables.

Table No. (9): Explains the relationship between emotional deprivation and emotional intelligence

Correlation coefficient Value	-0.379
Significance Level	0.01
Sample Size	80
Decision	Significant "a negative correlation exists"

We notice from table No. (9) that the value of the correlation coefficient "Pearson" regarding the relationship between emotional deprivation and emotional intelligence is (-0.379) with a significance level of (0.01). This reveals that there is a negative correlation between emotional deprivation and emotional intelligence among schooled adolescents.

The statistical analysis proved the existence of a negative correlational relationship between the scores of third- and fourth- year students in both intermediate schools on both the emotional deprivation scale and the emotional intelligence scale. Through the results, the assertions of scientific studies in the different fields of Psychology become clear, regarding the impact of emotional deprivation on adolescents' emotional management, and the impact of emotional deprivation on regulating adolescent's emotions. Moreover, the absence of parental care towards children, or the presence of parental mistreatment, such as verbal and physical abuse, have a large effect on children's personalities and tendencies, on their cognitive and emotional growth, and on their behavior resulting from that deprivation, especially in their adolescent years.

Such treatment can lead to psychological disorders, and the higher the level of emotional deprivation, the lower the level of emotional intelligence.

This study agrees with the Qishta (2017) study titled 'Deprivation of parental emotions and its relationship with depression and future anxiety', which highlighted a number of results, most importantly, that the level of parental emotional deprivation was high. It also revealed a statistically significant relationship between parental emotional deprivation and some real symptoms of depression such as (sleeping disorders, anhedonia, and fatigue), and the total depression score. Also noticed was a correlation between emotional deprivation and future anxiety, as well as a statistically significant relationship between emotional deprivation and scopes of future anxiety, and the total future anxiety score.

The (Ali, 2006) study confirmed the soundness of our hypothesis. Ali mentioned in his study that "a correlation exists between emotional deprivation and juvenile delinquency, which takes many forms such as theft, lying, and aggression towards self and others."

Accordingly, it can be said that childhood emotional deprivation can cause abnormal behavior and emotions, and can lead to the accumulation of negative energy, which is manifested in the form of physical and psychological violence towards others. This was reiterated by Spitz who stressed that abuse is an emotional reaction, which is transformed during a child's growth into occupational abuse, due to its conditional connection with meeting needs. Spitz means by those needs all the child's psychological requirements such as the need for love and empathy. Such feelings have a large effect on a child's future, and his/her personality is impacted greatly should those needs be neglected or deprived due to parent loss. This could lead to violent behavior and negative emotions towards him/herself and others. An adolescent who has suffered emotional deprivation due to neglect and mistreatment during his/her childhood, is more susceptible to social isolation.

Our present study also agreed with the (Sakhri, 2022) study entitled "Relationship between emotional intelligence and school violence for first year secondary students: A case study in some secondary schools of the Wilaya of Laghouat." This study's results explained that a correlational relationship exists between emotional intelligence and school violence among 10th Grade students. This result coincides with Goleman's view that emotional intelligence helps control frustrations, impulses and emotions, helps regulate mood swings, and helps face life's problems.

Our study also coincided with the (Mohammed & Mansour, 2015) study, which aimed at exploring emotional intelligence among 11th grade students, and its relationship with their academic achievement. The study results revealed a weak positive statistically significant relationship between emotional intelligence and its dimensions, and the academic achievement of 11th Grade students. (Alice, 1997) has the view that all humans think, feel and behave in an interactive, reciprocal way, and that their thoughts affect their emotions and behaviors, and their reactions affect others.

An adolescent who lacks the emotions that lead to his/her emotional fulfilment, will be an introvert, and will be unable to face his community and the outside world. This is caused by lack of love, empathy and care, and the use of logic and mind only during his/her upbringing and education. Therefore, it is important that parents and persons responsible for bringing up and educating children, do not use logic only when dealing with adolescents, and fail to provide them with tender feelings that show the human side of those educators. An education based on mind and logic only will use several dry principles lacking love, friendliness and empathy, and will result in creating individuals who lack compatibility and have a tendency for theft, escapism, mischief and violence. The main reason for such actions is the dry and cold treatment towards adolescents, and the lack of love, empathy and care (Lamouz, 2009).

An adolescent's relationship with his/her parents has a large role in shaping his/her behavior, emotions and personality. An adolescent who does not suffer from emotional deprivation, and whose relationship with his/her parents is based on meeting his/her biological and psychological needs, is characterized by developing a healthy personality in the future based on balance, emotional intelligence and the ability to adapt, correspond and cooperate with others. On the other hand, an adolescent who lacks love and care from his/her parents may have a tendency towards behavioral disorders, and may be unable to control his/her emotions and reactions when facing others or faced with a problem. This affects him/her personally, and others generally. Therefore, people suffering from psychological problems and emotional disorders are unable to control their emotions and reactions, despite being highly intelligent.

This present study also differed with Al Masri's study, the results of which revealed that deprivation of the family at various levels (family, mother and father), has no negative effects on the academic achievement, personal and social adaptation, and general adaptation of deprived children. This is due to the social care those children receive from elsewhere. He also indicated that deprivation of the family is not more severe than parental deprivation, and that deprivation of the mother does not differ from deprivation of the father, due to the care a child receives from the remaining parent. The differences between our present study and that of Al Masri may be attributed to the different environments in which both studies were conducted.

Based on the above-mentioned, we accept the alternative hypothesis stating that a statistically significant correlative relationship exists between emotional deprivation and emotional intelligence among schooled adolescents.

- *Results related to examining the study's second hypothesis*, stating that statistically significant differences exist between adolescents with regards to their scores on the emotional deprivation scale, according to the region variable.

Table No. (10): Differences in the emotional deprivation faced by adolescents according to the region variable

Variable	Region	Arithmetic Mean	Standard Deviation	t-value	Freedom Levels	F value	Significance Level	Decision
Emotional Deprivation	Rural	48.44	9.12	-1.531	78	2.138	0.13	Insignificant
	City	52.33	13.23					

From table No. (10), it is clear that the arithmetic mean for the sample individuals residing in rural areas is 48.44, and the standard deviation has a value of 9.12. On the other hand, the arithmetic mean for the sample individuals residing in the city has a value of 52.33, whereas the standard deviation is 13.23. The t-test for two independent and homogeneous samples had a value of -1.531 and was statistically insignificant. Therefore, it can be said that no statistically significant differences exist between adolescents residing in rural areas, and their counterparts residing in the city with regards to their scores on the emotional deprivation scale. We therefore reject the alternative hypothesis and accept the null hypothesis.

The results revealed no statistically significant differences between adolescents living in the rural area and their peers living in the city, according to their scores on the emotional deprivation scale. This can be explained by the fact that the residents of the rural area and those of the city in the study sample have similar social and educational environments, and similar cultures, customs and traditions, as the study was applied to the same state. The adolescents may suffer the same methods of mistreatment and neglect, therefore, leading to less differences between the two areas concerning emotional deprivation.

This study agreed with the (Mohamed, 2022) study entitled "Deprivation in the light of some demographic variables among secondary school students", which revealed no statistically significant differences between the mean scores of the urban and rural areas regarding emotional deprivation. This result explained that no statistically significant differences exist between urban and rural areas with respect to emotional deprivation.

Parents characterized by emotional dryness and cruelty use improper parental methods, whether they live in rural or urban areas. Such parents fail to provide enough time for their children and do not sit with them enough, leading to their children suffering from emotional deprivation, regardless where they live. This can be explained by the cultural openness experienced by the study's rural and urban study samples. Parents in both samples show the same treatment and are both too busy to care for their children. Deprivation may have the same causes such as family disintegration, divorce and lack of dialogue with children. Therefore, children may suffer the same mistreatment, leading to less differences between them in terms of feeling emotionally deprived. In addition, the family in rural areas has become independent and nuclear, consisting of the mother, father and children only, similar to that in urban areas. Such families lack proper social upbringing methods, negatively impacting the development of healthy personalities, and failing to meet children's psychological needs.

Based on the above-mentioned, we accept the null hypothesis stating that no statistically significant differences exist between adolescents living in rural areas, and their counterparts living in the city on the emotional deprivation scale.

- *Results related to examining the study's third hypothesis* stating that statistically significant differences exist between adolescents with regards to their scores on the emotional intelligence scale, according to the region variable.

Table No. (11): Differences between adolescents' emotional intelligence according to the region variable

Variable	Region	Arithmetic Mean	Standard Deviation	t-value	Freedom Levels	F value	Significance Level	Decision
Emotional Intelligence	Rural	209.75	23.43	0.992	78	0.12	0.324	Insignificant
	City	204.25	26.08					

From table No. (11), it is revealed that the arithmetic mean for the sample individuals residing in rural areas is 209.75, and the standard deviation has a value of 23.43. On the other hand, the arithmetic mean for the sample individuals residing in the city has a value of 204.25, whereas the standard deviation is 26.08. The t-test for two independent and homogeneous samples has a value of 0.992 and is statistically insignificant at a significance level of 0.05. Therefore, it can be said that no statistically significant differences exist between adolescents residing in rural areas, and their peers residing in the city, with regards to their scores on the emotional intelligence scale.

The results revealed that no statistically significant differences exist between adolescents living in the rural area and their peers living in the city, according to their scores on the emotional intelligence scale. Emotional intelligence is a variable that does not depend on an individual's personal experience, and is affected primarily by the educational approach, which is similar in both rural and urban areas, especially after large attention has been given to the education sector in rural areas. Therefore, a child's acquiring of emotional intelligence relies primarily on the approach followed within the family, and then the school, and is not related to the child's financial or economic conditions. Emotional intelligence is not something inherited by birth, but may be acquired and developed.

The present study agreed with the (Qassam, 2016) study, which revealed no differences between rural pupils and urban pupils regarding emotional intelligence.

The present study disagreed with the (Abdel Al, 2022) study entitled 'Emotional intelligence and its relation to perceived self-efficacy among a sample of academically excellent adolescents in Palestine', in which the results found significant differences in overall emotional intelligence between the (city) and (town-village), in favor of (town-village).

The study also disagreed with the (Tibi & Sakhri, 2022) study, in which the results revealed the existence of statistically significant differences in emotional intelligence among 10th grade students according to the region variable, in favor of students living in rural areas. The difference between our study and the (Tibi and Sakhri, 2022) study may be attributed to the different environments in which both study samples were applied.

Based on the above-mentioned, we accept the null hypothesis stating that no statistically significant differences exist between adolescents living in rural areas, and their counterparts living in the city on the emotional intelligence scale.

General Conclusion:

After collecting the study's data through the instruments used, the researchers recorded and classified the data in order to statistically process them, and test the study hypotheses to verify them. The study revealed the following results:

- A statistically significant correlation exists between emotional deprivation and emotional intelligence among schooled adolescents.
- No statistically significant differences exist between the adolescents' scores on the emotional deprivation scale, according to the region variable.
- No statistically significant differences exist between the adolescents' scores on the emotional intelligence scale, according to the region variable.

Some main conclusions were reached, based on the study results, as follows:

Emotional deprivation has a clear effect on an individual's personality and emotional intelligence, as emotional fulfillment is one of the most important basic needs for an adolescent, if not the most important. Any nonfulfillment can

subject an adolescent to improper development of his/her personality, as such development is strongly connected to his/her basic need of open communication with others. Such communication must be based on stability, attentive parenting, and acceptance. Deprivation, whether taking place in rural or urban areas, can have negative psychological and social effects on adolescents that may last for the rest of their lives.

The need for emotional fulfilment continues throughout the stages of a person's life. However, it may be more pressing during adolescence and early maturity, especially if there is an "accumulated deficit" during childhood. Such a situation may drive an individual to search for such fulfilment through appropriate or inappropriate methods, and in an impulsive manner. This search becomes a priority and may impede social activities, especially academic performance, which needs the investment of all of a person's resources in order to achieve success.

Recommendations and Suggestions:

- Directing the attention of researchers and specialists towards developing emotional intelligence, due to the vital role it plays in improving the quality of our personal and professional lives. The ability to understand others and feel what they are feeling helps improve one's relationships with other people.
- Conducting studies that may help answer the following question: Can it be said that the absence of any differences in the levels of emotional intelligence and emotional deprivation of schooled adolescents belonging to rural families and urban families can be attributed to the absence of distinctive characteristics between rural and urban families?
- Preparing training programs by researchers and experts to develop emotional intelligence among schooled adolescents.
- Conducting more studies on emotional intelligence and emotional deprivation in light of other variables.
- Holding educational seminars and lectures for parents to focus on emotional deprivation and emotional intelligence, in order to raise their awareness on such issues.
- Providing intermediate level students with special attention, especially adolescents, by providing them with suitable mentorship services and programs.
- Spreading the importance of emotional intelligence among adolescents through various media outlets.

Conclusion:

Finally, it is worth mentioning that the emotional deprivation problem should be dealt with seriously, as we are talking about adolescents who are still in school and are shaping their personalities. Taking this issue lightly or denying it may lead to those suffering from emotional deprivation to form abnormal hostile personalities that can be involved in crime in the future. The effects of deprivation increase with time, and lead to negative psychological and social effects that can remain for throughout a lifetime. Therefore, parents must pay attention to adolescents, improve the way they treat them, and meet their psychological needs.

Furthermore, through presenting our study, we have reached the conclusion that parental care has an important role in shaping an adolescent's personality. The behaviors acquired by an adolescent from his parents decide the way his/her personality grows, and the level of his/her psychological harmony throughout his/her lifetime. Those behaviors also affect the adolescent's emotional intelligence, which is a precondition for developing his/her cognitive abilities, identifying his/her reactions, and giving his/her emotions and internal needs the required attention. Ultimately, those behaviors help the adolescent achieve his/her life goals.

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