

Psychological Analyzing of unsupervised children in Iran

Javad Tajar

Department of Psychology, Sahneh Branch, Islamic Azad University, Sahneh, Iran

ABSTRACT

Rather than an unattended (guardian less) is an individual problem it's a social problem. Today we are facing with abnormal increase of unattended children in all over the world. this increase have many reasons such as poverty, war, corruption and prostitution increasing and addictionThese children are victims of society coarseness that not only deprived having parents and the kindly gathering of family but don't accept them and look at them as parasite. Although these children haven't different with their peers in intelligence but rate of self – esteem social growth and academic progress didn't grow like the children who enjoy feasibility family. The main purpose of this study is investigated educational and social status of unattended children in boarding institutes until investigated the organizational and structural status the care institutes of unattended children investigated the different their needs. This study was doing as descriptive and comparative study to the researcher be able describe care institutes children status and also compare them to peers in terms of educational and social. Study population consisted of all the unattended boys and girls that according to welfare organization's statistics they are 22 thousand and five hundred children who keeping in 480 institutes, selected 360 children and 20 institutes among them randomly.

This study consisting of two samples:

A. selected 360 unattended children and 20 care institutes randomly.

B. selected 360 children who have been living with their parents in family, selected them among educate institutes randomly too for comparison.

Tools used in this study were as follows:

- 1. Assessment questionnaire institutes index*
- 2. Social, train, educates dossier of unattended children and normal children*
- 3. Zung's anxiety scale*
- 4. Cooper ' Smith's self-esteem scale*
- 5. Wailand's social growth scale*
- 6. Reven's child and adult intelligence scale*
- 7. De Gaull's stress scale*

The results between experimental and statistical analysis showed that care institutes for unattended children in Iran haven't equal with structural, atmosphere and educational standards and distance this institutes to standards is high /especial in the central deprived provinces. and also compare these children (unattended) with normal children showed that their problems (unattended children) are more than normal children in educational, social and psychical variables according to research findings confirmed 6 hypotheses from 8 hypotheses research and two hypotheses weren't confirmed equal atmosphere and educational standards in institutes and differences in IQ unattended children and normal children.

Key word: unattended children, social grow, anxiety, self esteem, educational standards

Introduction

supervision of children who lost their supervisor causes of variety ways , in the first step it's responsible to government so the reason in most of countries in the world there are certain institutes ' government that supervision and care of these children furthermore there are some institutes that established by beneficent doing this important task. But obviously despite welfare facilities these institutes and organizations could not be replacing real families for these children. Absence of parents is difficult deprivation for child there aren't lost two lovely presents. in fact desolate the safety place for child. When absence of parents often the children broke off relative to around environment, and often reclude and feeling disappointment. Absence of parents cause bad results in child grow especially in bringing in to existence emotional personality and in form to social life. Experience shows that in next growth stage continuous and prolong separation of parents and stay in care institutes have negative result for children even in good environment and excellent health condition too. pero Antoun (1967) in research in London compare 28 children between 3-5 years who were in unattended children's institutes with similar group of children who living in their families and used of kindergarten regularly. Examine both groups after 7 months, this study reveal mentally results sanatorium and separation of family mean while IQ test performance with Terman – Merrill was equality but later, a group that remained in care institutes their IQ fall down. while IQ of children who living with their family remained constant beside decline in hand drawing and painting lessons children who were in this institutes also psychological tests showed loneliness sensation retirement and isolate in these children. (Pryngl. Myaklmr, 2001)

Mohades in 1991 statement in research that the children who were in care institutes (sanatorium) showed forgetting signs and deep denial emotional of itself in psychological test and also many children who were away from their family showed derangement in their behavior although training method is very good in this institutes but certainly separating from the family and especially the mother can be derangement in behavior. children who separated from family feeling a deep deprivation emotional and they feeling rejected, dismissed even punished and suffer that. while their apparent behavior doesn't show that Mohades, Ali, (1981) Rineh (1965) compared two groups of children who were in primary school in London . the first group were formed of children who returning from school found their mother at home. the second group were those return doesn't found their mother. He don't found significant differences between two groups in academic efficiency or IQ that was measured by Binet- Terman test.

But reverse in two personality test (T.A.T) and (C.A.T) the researcher noted that the children who deprived of seeing their mother when return of school they feeling insecure significantly and distinguish themselves of outside environment and they indicate feel lonely and retreat to the mother, anxiety, cynicism deprivation sense and failure, non hostile and safety in family. (Moonwy and Munton, 1997).

Kambyrdyst (1970) in research with children 6-7 age showed that children with equal intelligence their educational output shows very much low in absence of their mother and also very meaningful observation the lonely sense, forgotten, insecurity in them (Berridge, 1997).

Miss: Mialilly kellmer Pringl British psychologist (1971) statement in during 25 years ago in our perception about subject care alternative for children three major progress and approved them by enough research but non of them is implemented on the required scale. the first progress is that physical care is not enough for securing optimal emotional growth, social and intellectual (Pringle and Kellmer, 1971). The second progress is that common life long term in orphanages and especially in hospitals could be devastating effects an all direction growth. The third progress is that if we don't say the majority of these children, many of them can live in their families provided that effective support services provided to them on the community side. There are evidence shows that as much as psycho care of labies and young children wasn't enough apparent a few cases of mental and language retardation in them. Comparative study on four years children showed that the certain qualitative and quantitative differences mean these children who lived in the orphanage used few words building sentence in very crude in them and fewer of fantasize and hummer in the game and speaking. They used little active words and also their information about home daily activities such as cooking was very limited and even. Even they don't know the name of different parts of their bodies properly. Absence of the symbolizes father especially in the preschools group was very common in research conducted UK and else where: as well as among primary school's children observing a little language function training and mental (Madge, 1994). Despite these researches used of different research methods and the orphanage's environments had some differences with each other. But about many children who long kept in collective institutes had little progress than their peers again PRINGLE, M.L.KELLMER (1966). and there is high agreement the subject orphanage (nursery) as well as a collection of connected information about 7-11 years children has shown (Prasr 1972) in all of three age levels mental skills and reading skills. these group of children is below of average level. But severe retardation was observed in language development. this object that little child deposited to the orphanage and after that he has a little contact with adults outside of environment's orphanage. Apparently devastating effect on development and adjustment's child than other children many of these children showed that behavioral problems in school and also orphanage that most common symptoms consisted of anxiety,

restlessness and aggression obviously the children who that spend even a short time in the nursery (orphanage) the majority of these children don't benefit enough verbal stimulation before they separated from their family forced separation and remoteness from family causing anxiety at best and upsetting and devastating experience at worst (Melina, 1994).

In fact some of these children may be high / deprive people in every classes of society. separate children and subversive effects on their behavior its other adverse effects that these children are suffering kindly transplantation with a child who spend time in orphanage can help time until win self-confidence again but this matter will require continuing and spend time daily unfortunately many of unattended children's orphanage and care institutes can not realize this situation .Because the rate of change staff is very much that prevent a long term relationship with these children (Raynor, 1980). The effects of this matter has been proved completely today. Young children spend time at orphanage has need of affection and they pended with people who meet them. And later bring into blindly friendships and confront problem to create stable relationships. Later, when such people are loving they don't know how to respond mutually, their reaction is immature exclusion of families take them the opportunity to learn skills that needed to close and intimate connection (Snarey, 1993).

Mahbobeh Dargahi (2007) in research entitled the survey of effect of training group problem – solving skills in improving these skills to bad guardian and guardian less girls showed that between normal girls and guardian less girls are significantly different in terms of problem – solving skills and also in this survey confirmed that training the problem – solving skills an effective in improving skills of guardian less and bad guardian girls Dargahi, Mahbobeh, (2007).

Nazi Nejat (2009) in research survey compare health behaviors of teenage girls under supervision of boarding institutes (orphanages) with girls who are under supervision of families in Tehran, finding of this research indicates that most units under the supervision of boarding institutes (45/5) percent in early age (5-10 years) have been deposited in state welfare organization. most of them had visitor in institutes (62/7 percent) who come to seeing them many distances. most of children didn't go out of institute for visit their relatives and most of units had more contact with their tutor (57/7 percent). General results of this study indicate that health behaviors scores of girls under supervision boarding institutes (orphanage) were lower than girls under supervision of families. so this matted require surveying and planning education and health to promote health behaviors and their health Nejat, Nazi, (2009).

Hamid Sepehr (2001) in research entitled the existing conditions and challenges about acceptance and care of unattended children in alternative families refers to formation the welfare organization. Responsibilities to the child's training to affairs of this organization relating temporary delivery doing through issuance "temporary honest" sentences or temporary custody in Iran. Temporary delivery child from 1981 is performed in Iran but development family likeness for orphans child since 2000 following has been making by welfare organization organized He refers in his survey that 519 cases of adopted child in different provinces of Iran registered in 2000. number children living in family likeness (replace orphanage) were 1312 persons in end of this year (Sepehr, Hamid).

He refers to the process accepting in the illegal forms or without adequate oversight government need more serious investigation and judicial administration and law enforcement and must accept orphan children in infertile families is good replacement to are institutes unattended children. And He believe that family likeness can help to solve intellectual and emotional problem of children and families. Narges Razaghi: in research comparing 36 unattended children in night institutes with 36 children in family in 2005. And her findings of research shows that contrary to expected patterns. attachment is not bad situation in children are under care in boarding institute than children are under family protection. and she refers in her research that according created changes recently in state welfare organization. the condition of boarding institute has improved Razaghi, Narges, (2005).

In research in 2010 conducted by Iran welfare organization shows that about 20 percent of children under fostering due to parent incapacity, about 16 percent due to disruption left, guardian less or bad guardian , about 14.5 percent of children due to death of parents. 13.5 percent for divorced parent have been deposited to the welfare organization. in this survey has shown that most of these children weren't mental health and stable characters. Because of unpleasant memories of past. and don't trust to any love. Due to this uncertainty and lack of emotional maturity likely even when many opportunities for emotional and intimate relationship, they increasingly unable to property react yet. Whatever their ability in response to love decreasing, they will lose the opportunities for bilateral

Relations. Finally, vicious circle will be formed. Namely they are isolation in communication and social communication skills will be in trouble (www.behzisti. ir). Map stevan: 1993 in study in the U.S.A finded this result that almost 60 percent of children under care of nursery who had experienced adoption in seven years they haven't strong communication skills Reef, Catherine, (2005). according to problems raised in Iran and this country in 2010 unremitting development policies presence orphan children in families so that statistics show that twelve thousand

and five hundred children under covering of welfare organization transfer to temporary honest families (www. Sci. org census in 2010).

About 87 percent of children under covering of welfare organization lacked effective and legal supervisor welfare organization tried to expend the presence policy of children in family by training over the supervisor of these children to eligible person temporarily and with family identity based on temporary honest 12 thousand and five hundred person of 22 thousand and five hundred children and teenager under cover welfare organization training over t temporary honest family and 10 thousand person, care in children and teenager boarding houses.

Alizadeh Mohammadi (2006) in study on unattended children in Tehran care institutes find the result that the music therapy program effect on reduce children behavioral disorders (R.17).

Statement of Problem

Bowlby thesis about exclusion of the mother who prepared in 1951 for the World Health Organization was turning point in this case and in the next study He continued to explain mother's features too. After that several research has been done about human and animals shows that strong evidence about emotional effect of mother on child's actions Balby, John (1990).

These theories indicate that the child's first emotional relationship with mother is vital. The child needs to establish permanent graft and if this graft disconnected irreversibly or never established satisfactory after that physical, mental and social growth of child maybe damaged permanently as evidence shows if child during first three years haven't possibility hearten someone pretending to be mother maybe heartless character or community conflict.

But still there is controversy on Bowlby comments and especially on three aspects of it, have be expressed doubts. first: whether the deprivation of mother's care lead to permanent damage certainly? For example observed that mental retardation can discounts during childhood with the proper training later despite severe deprivation at birth. second: whether all children are vulnerable against impaired visitors effects of such deprivation equally?

In fact Bowlby expressed that only some of children injured seriously in the lives. And child's age and stage of development as well as severity and duration child's exclusion of parents is essential. Therefore study psychosocial issues children who are deprivation of parents and the process formed these children's care institutes make up basic question. According to statistics in 2010 welfare organization of Iran about 22 thousand and five hundred children are in family likeness institute (orphanage) that 480 institute of children and teenager serve them. They have transference feature to families as a foster child because there aren't clear parents and paternal according to statistics u percent of these are physical and mental disabilities. And there are about 10 house training for unattended children who are suffering of emotional problems that services them. So according to this statistics study their educational and social and rights are unto the main tasks of our educational community in this study will try answer to the following questions.

1. How are organizational and structural status care institutes for unattended children in Iran?
2. The care institutes for unattended children in terms of physical space and educational facilities how equality with standards defined?
3. Is there a difference between these children's social growth with normal children?
4. Is there a difference between these children's educational progress with normal children?
5. Is there a difference between these children's anxiety with normal children?
6. Is there a difference between these children's self- confidence with normal children?
7. Is there a difference between these children's IQ with normal children?
8. Is there a difference between these children's stress with normal children?

Therefore this study want to survey of the psycho-social issues of unattended children find solve way for control and their problem and help to care institutes managers in this area.

Hypothesis

1. In recently 10 years has been growing quality the state of organization and structure care institutes for unattended children.
2. There are equality between care institutes and standards defined in terms of physical space and educational facilities.
3. There are different rate social development between unattended children and normal children.
4. There are different rate educational progress between unattended children and normal children.
5. There are different rate anxiety between unattended children and normal children.
6. There are different rate self- esteem between unattended children and normal children.
7. There are different rate IQ between unattended children and normal children.
8. There are different rate stress between unattended children and normal children.

Purposes

1. Introduction to organizational and structural status of care institutes for unattended children.
2. Introduction to educational, social and psychological problems of unattended children.
3. Study different needs of unattended children.

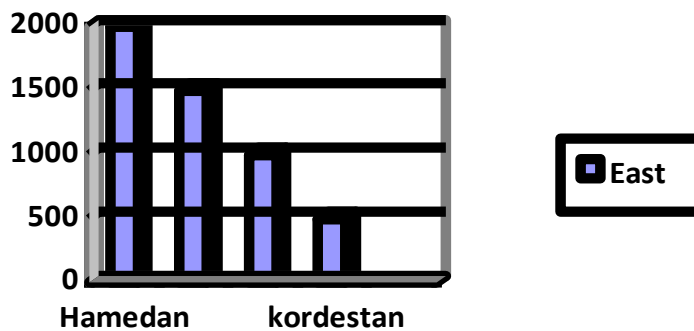
Data Analysis: Home Activates Unattended Children:

Table 1: In 20 institute:

Facilities	Observed Point frequency o	Expected Frequencies	O - e	(o-e) ²	$\frac{(O - E)^2}{E}$
Facilities and health services	200	320	120-	14400	45
Facilities and health services	294	320	26-	676	2-Nov
Social activities independent houses	310	320	10-	100	31/0
Possible relationship with trainers	193	320	127-	900	40/50
Rate super indent's trainers in houses	252	320	34-	1156	45/14
internal affairs	298	320	22-	484	51/1
Library activities tape houses and cultural	383	320	37-	1369	27/4
and magazine activities	299	320	21-	441	37/1
recreative and extra curricular activities	286	320	34-	1156	61/3
Birthday celebration and homework	298	320	22-	484	51/1
Activities educational workshops	278	320	42-	1764	51/5
extracurricular and make up classes	185	320	135-	18225	59/56
Counseling and psychology services					
Physical space in terms of standards defined as					

Table 2 : Assessment index of housing activity unattended children in 5 provinces in the west of Iran.

Province	Scores	Index point	Distance to Index	rank
Hamadan	1100	1932	832	1
Kordestan	1050	1932	882	2
Kermanshah	1010	1932	922	3
Lorestan	989	1932	943	4
Ilam	946	1932	986	5



Graph1. Comparison of provincial in terms of points standard educational –welfare for unattended children.

Table 3 : Compared unattended and normal children of 6-fold variable.

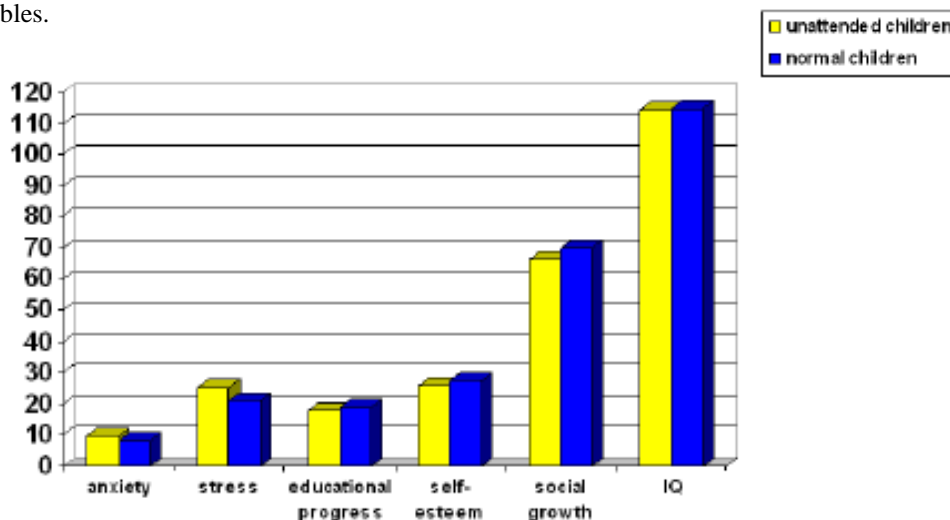
Item	Unattended children		normal children		Unattended children		normal children		Unattended children		normal children	
	mean	Standard development	mean	Standard development	mean	Standard development	mean	Standard development	mean	Standard development	mean	Standard development
Anxiety	9.6	79/4	43/9	5-Sep	9.6	28/5	7.8	21/5	85/7	94/5	87/7	6-Jan
Stress	23.07	96/7	68/2	13-Apr	21.08	11-Jul	20.0	68/11	97/2	9-Apr	21.0	60/7
Self-esteem	26.04	3-Jul	6	21/4	27.43	15/2	26.0	5-Feb	1	31/4	Aug	17/4
Academic progress	17.90	62/0	25-	72/0	18.89	5	59/0	Nov	45/0	45/2	205/0	43/2
Social growth	66.15	30/2	35/3	Jun	88/3	26-	76/3	43/2	68/3	7	45/3	7
IQ	113.92	5	39/3	24/7	82/6	Apr	63/7	8	11-Jan	23/1	89/1	8-Sep
		70/1	Sep-	90/1	90/1	83/1	8	8	41/6	8	71/6	
		7	64	7	7	8	8	8	41/6	8	71/6	
		45/6	7/11	15/6	15/6	68/6	9	9	9/11	9	4/11	
		7	3	6	6	9	9/11	9/11	3	3	4	
		18/1		921	921	9/11	4	4				
		14		13	13	4						

Observing Table 3 that containing mean scores factors (anxiety stress, self-esteem, academic achievement, social development and IQ) in both groups of unattended and normal children and look at related charts carefully in the next pages we find that total mean anxiety in unattended children (9.6 with SD 5.28) is higher than normal children. And in other words unattended children have more anxiety than normal children. And also total mean stress of unattended children is 23.07 with SD 7.96 is higher than normal children with total mean 21.08 and SD 7.69 and showed that more stress in unattended children than normal children.

the self-esteem variable mean of unattended children 26.04 with SD 3.97 is less than normal children with 27.43 and SD 4.17, showed that lower self-esteem in unattended children.

in academic progress variable total mean of unattended children 17.90 with SD 0.59 is less than normal children with total mean 18.89 and SD 0.47 showed that normal children are higher than unattended children in terms of academic progress in social growth variable compared unattended children with mean 66.15 and SD 3.76 is less than normal children with total mean 69.71 and SD 3.6 and showed that low social growth in unattended children than normal children in intelligence (IQ) variable as control variable the total mean of unattended children 113.92 and SD 7.63 compared with normal children 114.4 and SD 8.9 showed that there are not high difference IQ scores between unattended children and normal children.

Also Table 3 in compared guardian less boy and girl give us below information. The guardian less girls achieved lower scores than guardian less boys in stress. it's showed that guardian less boys have most stress. and also there are low difference of self-esteem and guardian less girls are higher than boys in social growth. and the difference is negligible on other variables.



Graph 2: Comparison of normal and unattended children in 6 variables

Table 4: Comparison anxiety between normal children and unattended children and

Data groups	mean	Standard deviation	df	t	tow-domain test
unattended children	9.6	5.28	718	5.79	$\alpha = 0.05$
normal children	7.87	6.1			

As can be seen in table calculated t equal 5.76 compared with t in table 1.96 in alpha levels 0.05 is higher therefore rejected zero supposition and with 95 percent reliability can be said that difference between groups is significant in anxiety variable in terms of statistically.

Table 5: Comparison Stress between unattended children and normal children

Data groups	mean	Standard deviation	df	t	tow-domain test
unattended children	25.15	25.15	718	7.98	$\alpha =0.05$
normal children	7369	21.08			

As can be seen in table 5 calculated t was 7.98 in comparisons table 1.96 in alpha level 0.05 is higher there for rejected zero supposition and with 95 percent reliability we can say that difference between groups are significant in the variable stress in terms of statistically.

Table 6: Comparison self-confidence between children and normal children

Data groups	mean	Standard deviation	df	t	tow-domain test
unattended children	26.04	3.97	718	6.61	$\alpha =0.05$
normal children	27.43	4.17			

in table 6 observed that calculated t was 6.61 in comparison t in table 1.96 in alpha level 0.05 is higher there fore rejected zero supposition and with 95 percent reliability we can say that difference between groups are significant in the variable self-esteem in terms of statistically.

Table 7: Comparison educational progress between unattended children and children

Data groups	mean	Standard deviation	df	t	tow-domain test
unattended children	17.90	0.59	718	49.5	$\alpha =0.05$
normal children	18.89	0.47			

in table 7 observed that calculated t was 49.5 in comparison t in table 1.96 in alpha level 0.05 is higher there fore rejected zero supposition and with 95 percent reliability we can say that difference between groups are significant in the variable educational progress in terms of statistically.

Table 8: Comparison self-confidence between unattended children and children

Data groups	mean	Standard deviation	df	t	tow-domain test
unattended children	66.15	3.76	718	18.73	$\alpha =0.05$
normal children	69.71	3.6			

in table 8 observed that calculated t was 18.73 in comparison t in table 1.96 in alpha level 0.05 is higher there fore rejected zero supposition and with 95 percent reliability we can say that difference between groups are significant in the variable social growth in terms of statistically.

Table 9: Comparison self-confidence between unattended children and children

Data groups	mean	Standard deviation	df	t	tow-domain test
unattended children	113.92	7.63	718	1.11	$\alpha =0.05$
normal children	114.4	8.9			

in table 9 observed that calculated t was 1.11 in comparison t in table 1.96 in alpha level 0.05 is lower there fore rejected zero supposition and with 95 percent reliability we can say that difference between groups are not significant in the variable IQ in terms of statistically.

Accessories Data:

In study for survey of psychological and social problems, compare the behavior disorders in two groups of unattended children and normal children, As unattended children who were under fostering and normal children that results of comparison are evaluated in Table 10

Table 10 : Comparison behavioral disorders in both groups

		number	mean	Standard deviation	t	p
Behavioral disorders	Fostering	30	65/5	33/2	591/0	556/0
	Normal	30	03/6	62/2		
Aggression and proactive	Fostering	30	63/2	33/1	4/1	141/0
	Normal	30	15/2	33/1		
Antisocial behaviors	Fostering	30	66/0	49/0	32/1	192/0
	Normal	3	93/0	98/0		
Depression	Fostering	30	98/0	79/0	319/0	752/0
	Normal	30	91/0	83/0		
Social incompatibility	Fostering	30	45/1	04/1	175/0	861/0
	Normal	30	5/1	15/1		
Attention deficit	Fostering	30	65/1	11/14	11/0	87/0
	normal	30	65/1	14/1		

As can be seen according 5 t obtained in the 6 variables that generally it's smaller than t in table 2/04 therefore it isn't significant difference between two groups in terms of statistically (zero supposition is rejected)

Discussion and Conclusion

This study was planned for assessment situation of private and governmental institutes for unattended children in terms of physical spatial and education standards and survey and compares the psychosocial Characteristics of these children with their peers who have the luxury of parents (normal children)

Now: the expression results are discussed

1. Regarding the first hypothesis: statistics show that the number of care institute for children have been increasing in during ten years ago, of course government institutes haven't high increased. And most recent policy trend towards the expansion of non-government that opposite of 0.5 percent growth of government institutes, non-government institutes have a triple growth. care plan in alternatives family was in priority for unattended children in Iran. So that statistics raised from welfare organization. Shows that nearly doubled increase in recent years.
2. Regarding the second hypothesis that unattended children's care institutes statistic community does not match with defined standards in terms of physical space and educational facilities although this facilities improved in institutes during 10 years ago but still this facilities do not match with defined standards as far as from center of the country and going to borden, these facilities is reduced.
3. Information obtained from research about compared unattended children's social growth and normal children show difference between their two groups in terms of this variable therefore according information in Table 2 the hypothesis will be confirmed and we can state will 95 percent reliability. There are significant differences among this group of children in terms of social growth and the results show that children fine in home and their parent have higher social growth in comparison with unattended children.
4. Information obtained from research confirms the hypothesis that there are differences between unattended children and normal children in terms of educational progress information in table 7 shows that we can be said with

95 percent reliability that there are differences between unattended children and normal children in terms of educational progress and children who live with their parents have educational progress growth more than unattended children.

5. Regarding the fifth hypothesis: there are differences between unattended children and normal children (with parents) in terms of anxiety. Information obtained from table 4 approved this hypothesis. Therefore we can concluded with 95 percent reliability that there is significant difference between unattended children and normal children in terms of anxiety and children who live with their parents are lower than unattended children in terms of anxiety.

6. About sixth hypothesis: there is a difference between unattended children and normal children in terms of self-confidence . information obtained from table 8 confirm this hypothesis therefore we can concluded with 95 percent reliability that there is significant difference between unattended children and normal children in terms of self-confidence variable and children who live with parents acquired higher score in terms of self – confidence than unattended children.

7. About seventh hypothesis in this research: there is a difference between unattended children's IQ and normal children. Information obtained from table 9 shows that this hypothesis is not approval. Therefore with 95 percent reliability we can say that there aren't difference between unattended children and normal children in terms of IQ.

8. About final hypothesis in this research: there is a difference unattended children's stress with normal children. Information obtained from 5 shows that the above hypothesis is confirmed. therefore with 95 percent reliability we can concluded that there is a difference between unattended children and normal children in terms of stress . In fact children who live with their parents have less stress than unattended children.

Research limitations

Limitation of this study is as follows:

1. Impossibility to survey of all education and social issues of unattended children.
2. This study was explanatory and descriptive and comparative method and there was not to control many of variables for researcher.
3. There are contradictory statistics provided by relevant organizations with unattended children so that the researcher forced to consider statistics that had highest frequency.
4. Studies sample related to west provinces of Iran. And according to particulars population of the country there are should 60 cautions to male prevalent to other areas.
5. The nonexistence of desired physical condition for performing tests in care institutes.
6. Research sample to involve unattended children in elementary school and results cannot make prevalent to higher or lower levels of children.

Suggestions

Suggestions of this study are twofold: research suggestions and executive suggestions

A (Research suggestions:

1. It's suggest that in future research, all age groups are investigated especially teenagers and other young of unattended children.
2. it's suggesting that in future research different social and cultural groups of society investigated in terms of unattended children's status.
3. it's suggested that in future research experimental investigated the effect of difference training and compare the private and governmental institutes for unattended children.
4. It's recommended to welfare organization's in charge that conduced a comprehensive investigation of all matters educational, psychological, behavioral, social and economic in terms of different variables to provide comprehensive information about orphan situation in Iran.
5. it's suggesting that research in terms of child, architecture and space in unattended children's institutes to provide required standards.

B (Executive suggestions:

1. information obtained from recent study shows that many care institutes does not match with defined standards in terms of physical space and educational facilities especially in deprived provinces in west of Iran. Therefore It's recommended that provide necessary facilities for their institutes.
2. Many of person who live in boarding have parent and relative. but because of numerous reasons especially financial problem it's impossible care of them in particular sections of life . therefore it's suggest that given

opportunities to people to delivered their children from boarding there by remove some emotional and social problem of these children.

3. About build and facilities of boarding recommended to welfare organization authorities provide necessity facilities for children like these facilities that public used them. that cause first they known public life and secondly tools and facilities should strength until boarding officials training children safely.

4. Information obtained from research showed that social growth in unattended children aspects to their normal peers is lower. Therefore it's recommended authorities formation designing recreational – training comps like a normal social life and transfer the administration of these comps and operational definition of social roles to their children provided social development areas.

5. Its recommended creates extra- curricular classes especially in relation to life skills by psychologists and behavioral scientists for unattended children.

6. Behavioral met trainer can be the best model for child. Therefore it's better, the trainer, manager and other personal of boarding selected of competent and aware people to educational issues. and prevent of continuous changes in management personal and boarding place. If the trainer doesn't changes there are creating dependency and attachment between her and children and issues raised from her accepted more comfortable by children. 7.

Information obtain from this study showed that self- confidence and anxiety and stress of unattended children are lower than their peers according to the child who has not confidence requires reliance others for doing things . because of this dependence is suffering from feelings of inferiority and on other hand away from family and deprivation, failure and bitter past events ... causes intense fear and constant anxiety unattended children. Thus giving the necessary knowledge and transfer the role and responsibility in institutes and creating field for success in affairs with admiration and encouragement can be an important influence in this related area. 8. Because the new welfare organization plan and programs for unattended children such as volunteers supervisor replacement plan, foster nurse and empowerment project ... can solving major part of unattended children's problems therefore it's recommended to authorities of welfare organization awareness of people in relation to this project through an going programs and attractive extracted using mass media.

References

- [1] Prynagl, Myaklmr, 2001. children's needs, translate, Ejadi Neyereh, shafei Moghadm javad, Roshd press. Mohades, Ali, 1981. child and family relative Darya publishing: Tehran.
- [2] Moonwy, A., A.G. Munton, 1997. Research and policy in early childhood services : time for a new agenda institute of education. university of London, 1997.
- [3] Berridge, D., 1997. Foster care: a research review. London, the stationary office.
- [4] Pringle, M.L. Kellmer, 1971. Deprivation and education Longman in association with the national childrens Bureau., (30)5-10.
- [5] Madge, N., 1994. children and residential care in Europe London. National childrens Bureau.
- [6] PRINGLE, M.L.KELLMER, 1966. Social Learning and its Measurment. Longman.
- [7] Melina. L.R., 1994. Adoptive parents need support when son or doughter searches. adopted child., 13(2).
- [8] Raynor, L., 1980. the adopted child comes of age. London, George Allen & Unwin.
- [9] Snarey, J., 1993. How fathers care for the next generations : a four-decade study. Harvard university press.
- [10] Dargahi, Mahbobeh, 2007. training problem – solving skills in improving these skills to guardianless girls, MA thesis, university of Mashhad.
- [11] Nejat, Nazi, 2009. Journal of Nursing and Midwifery school of Medical Sciences, Tehran, Hayat ... 14: (59) 49-1.
- [12] Sepehr, Hamid, Challaenge statues in relation to adoption and care of children in alternative family. Journal barvari and Nabarvary, 4: 66-60.
- [13] Razaghi, Narges, 2005, Research journal in area of exceptional children., 2: 183-165.
- [14] www.behzisti. ir
- [15] Reef, Catherine, 2005, Alone in the world: orphanages America. Boston: Clarion: Books. ISBN
- [16] 06183567003.
- [17] [Iran statistics center website]. www. Sci. org, census in 2010. (Persian).
- [18] Balby, John, 1990. research on the harmful effects of mother's depivation, translated by Akbar, Saghafi, Aref press.
- [19] Behzisty (welfare). 1900, Act providing of guardianless women and children. Publishing Public Relation welfare organization.
- [20] Fathi – Ashtiani, A. 2009. Psychological tests, Beesat publications: Tehran.
- [21] Sharafi, H., 1900. the relationship of age to enter school, emotional compatibility social – First grads students in Ahwaz city – MA Thesis, Shahid chamran university.

- [22] Ostad, H. 2003, The attitudinal on unattended and problems children seprate family. Behzisty press
- [23] Sardari, Sayar., 2000. infertile comples' problems in relation to child rearing. MA Thesis. Medical Psychology Institute of Iran.
- [24] Merrat Nia, M., 1998. the survey Education system of unattended children and orphans, Behzisty press.
- [26] Mansouri, M., 1997. total of welfare organization's laws and regulations. Behzistu press.
- [27] Haj Yousefi, A., 1900, The concept of a guardianless phenomenon. volume II, Behzisty publication walfare organization and Rehabilitation sciences.
- [28] Rezaei, F., 2007. A review of "paremanty honest" documented legal provisions. Didgah Journal. Deputy social welfare organization, p: 16, first Issue.
- [29] Shahngy, M.H., 2005. cash constitutional protection of unattended children. Mehre now weekly, 7: 5.
- [30] Roozbeh, S., 2005. The survery Hinder adoption of expert's view point of Tehran werlfare organization, MA Thesis medical and Rehabilitation universities.
- [31] welfare organization, Circular No: 12485/820. 2005. sets standard and regulations foster care social worker in children under the supervision of organization. Public Relations of welfare organization.