**Original Research Article**

# Assessment of Juvenile Social Interaction among Internally Displaced Persons at AL-Najaf AL-Ashraf City

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**Abstract:** The objective is to assess the Juvenile Social Interaction among Internally Displaced Persons At AL-Najaf AL-Ashraf City. A Descriptive study is carried out at Al-Najaf AL-Ashraf City/Ya-Hussain Road from February 10th to April 5th 2016. Sample consisting of (1350) children were selected randomly. Data collected by used questionnaire, which includes the first parts was about demographic characteristics of mother (gender, age, number of sibling, order of student in the family, father and mother alive, parents social status, father and mother educational levels and socio economic status). while the second part about social interaction for children. The present study concluded that most of the Internally Displaced children have social interaction problems**.** The study recommends to increasing the children cognitive in schools and social support and detected the problems that psychological traced.
**Keywords:** Assessment, Juvenile, Social Interaction, Internally Displaced Persons

## INTRODUCTION

Social interactions refer to particular forms of externalities, in which the actions of a reference cluster affect an individual's preferences. The reference cluster depends on the context and is typically an individual's family, neighbors, friends or peers. Social interactions are sometimes called non-market interactions to emphasize the fact that these interactions are not regulated by the value mechanism [1].

The factors that affect internally displaced situations are complex and depend on the context. Internally displaced persons (IDPs) are defined as "persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of, or in order to avoid, the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border" [2].

Current estimates put the number of IDPs at 1.9 million at the end of 2011 by the International Organization of Migration (IOM). In addition, 1.1 million by the UN High Commission on Refugees (UNHCR) in January 2012. The recent influx of Iraqis returning from Syria may now produce an increase in the total number of IDPs in 2012 [3].

The major internal displacement of Iraqis occurred in 2006, corresponding with the peak of refugee flight. Many families have since integrated into local communities, found employment and represent a stable and "completed" migration. But others are stranded in temporary settlements around the country [4].

## STATEMENT OF PROBLEM

Assessment of Juvenile Social Interaction among Internally Displaced Persons At AL-Najaf AL-Ashraf City.

## THE STUDY AIM

To Assessment of Juvenile Social Interaction among Internally Displaced Persons At AL-Najaf AL-Ashraf City

## METHODOLOGY

The setting of the study, the sample of the study, the study instrument, data collection, statistical data analysis and validity of the questionnaire.

### Design of the study

A descriptive study is conducted to assess of Juvenile Social Interaction In Ya-Hussain Road At AL-Najaf AL-Ashraf City from February 10th to April 5th 2016.

### Setting of the study

The study is conducted at AL-Najaf intermediate schools

**The sample of the study**

A Non-Probability (Convenience Sample) of (1350) internally displaced persons are included in the study.

**RESULTS**

This table-1 shows that the study sample is distributed equally in regarding to their gender (50% male and 50% female), Their age indicated that 15&16 years (28.4%, 27.6%) respectively, More than third of the study sample has 4 to 5 sibling and accounted as (20.1 and 20.8 %) respectively, The study sample like order of students in the family, father alive, mother alive, parents social status accounted as middle 56.4% ,yes 94% , yes 99%, married 95.6% respectively, adolescent's father education level, mother education level, and the socioeconomic status of the family estimated as collage level 23.8%, primary level 25.1%, and middle level 71.5% of SESS respectively

**Table 1: Distribution of the Study Sample by their General Information**

| Variables<br>General information | | F. | % |
|---|---|---|---|
| **Gender** | Male | 675 | 50.0 |
| | Female | 675 | 50.0 |
| **Age (years)** | 13 | 267 | 19.8 |
| | 14 | 327 | 24.2 |
| | 15 | **372** | **27.6** |
| | 16 | **384** | **28.4** |
| **Number of sibling** | 1 | 19 | 1.4 |
| | 2 | 82 | 6.1 |
| | 3 | 209 | 15.5 |
| | 4 | **271** | **20.1** |
| | 5 | **281** | **20.8** |
| | 6 | 190 | 14.1 |
| | 7 | 140 | 10.4 |
| | 8+ above | 158 | 11.8 |
| **Order of student in the family** | First | 373 | 27.6 |
| | Middle | **761** | **56.4** |
| | Last | 216 | 16.0 |
| **Father alive** | Yes | **1269** | **94.0** |
| | No | 81 | 6.0 |
| **Mother alive** | Yes | 1337 | **99.0** |
| | No | 13 | 1.0 |
| **Parents Social Status** | Married | **1290** | **95.6** |
| | Separated | 28 | 2.1 |
| | Divorced | 31 | 2.3 |
| | Others | 1 | 0.1 |
| **Father educational level** | Illiterate | 62 | 4.6 |
| | Read& Write | 161 | 11.9 |
| | Primary | 257 | 19.0 |
| | Intermediate | 252 | 18.7 |
| | Secondary | 248 | 18.4 |
| | College/Institute | **321** | **23.8** |
| | Higher education | 49 | 3.6 |
| **Mother educational level** | Illiterate | 103 | 7.6 |
| | Read& Write | 212 | 15.7 |
| | Primary | **339** | **25.1** |
| | Intermediate | 298 | 22.1 |
| | Secondary | 188 | 13.9 |
| | College/Institute | 194 | 14.4 |
| | Higher education | 16 | 1.2 |
| **SESS** | High | 305 | 22.6 |
| | Middle | **965** | **71.5** |
| | Low | 80 | 5.9 |

| Table ( 1 ) continue… | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Father Educational Level | Illiterate | 54 | 4.3 | 7 | 7.6 | 1 | 8.3 | **0.031** * | |
| | Read & Write | 148 | 11.9 | 9 | 9.8 | 4 | 33.3 | | |
| | Primary | 236 | 18.9 | 21 | 22.8 | - | - | | |
| | Intermediate | 231 | 18.5 | 19 | 20.7 | 2 | 16.7 | | |
| | Secondary | **226** | **18.1** | 17 | 18.5 | 5 | 41.7 | | |
| | College/Institute | 304 | 24.4 | 17 | 18.5 | - | - | | |
| | Higher Education | 47 | 3.8 | 2 | 2.2 | - | - | | |
| Mother Educational Level | Illiterate | 91 | 7.3 | 11 | 12.0 | 1 | 8.3 | 0.896 | |
| | Read & Write | 195 | 15.7 | 16 | 17.4 | 1 | 8.3 | | |
| | Primary | **319** | **25.6** | 17 | 18.5 | 3 | 25.0 | | |
| | Intermediate | 274 | 22.0 | 21 | 22.8 | 3 | 25.0 | | |
| | Secondary | 172 | 13.8 | 13 | 14.1 | 3 | 25.0 | | |
| | College/Institute | 180 | 14.4 | 13 | 14.1 | 1 | 8.3 | | |
| | Higher Education | 15 | 1.2 | 1 | 1.1 | - | - | | |
| SESS | High | 282 | 22.6 | 23 | 25.0 | - | - | 0.093 | |
| | Middle | 893 | 71.7 | 60 | 65.2 | 12 | 100.0 | | |
| | Low | 71 | 5.7 | 9 | 9.8 | - | - | | |
| **\*significant at p-value less than  0.05** | | | | | | | | | |

**Table 2: Distribution of the Juvenile  by their Responses to the Social Interaction Domain's Items**

| N. | Social Interaction | Participated Response | F. | % |
|---|---|---|---|---|
| 1 | I tend to be isolated and away from other | Always | 98 | 7.3 |
| | | Sometimes | 301 | 22.3 |
| | | Never | **951** | **70.4** |
| 2 | my relationship restricted  with friends and relative | Always | 186 | 13.8 |
| | | Sometimes | 359 | 26.6 |
| | | Never | **805** | **59.6** |
| 3 | The Friends  relative away | Always | 81 | 6.0 |
| | | Sometimes | 210 | 15.6 |
| | | Never | **1059** | **78.4** |
| 4 | I cannot make friends ship with my school class mates | Always | 165 | 12.2 |
| | | Sometimes | 331 | 24.5 |
| | | Never | **854** | **63.3** |
| 5 | My relationship with my father grew coherent | Always | **920** | **68.1** |
| | | Sometimes | 275 | 20.4 |
| | | Never | 155 | 11.5 |
| 6 | My relationship with the brother / sisters become worse | Always | 129 | 9.6 |
| | | Sometimes | 182 | 13.5 |
| | | Never | **1039** | **77** |
| 7 | I feel stressed when my order not meet | Always | 342 | 25.3 |
| | | Sometimes | **633** | **46.9** |
| | | Never | 375 | 27.8 |
| 8 | My Brothers tearing me being lonely | Always | 313 | 9.7 |
| | | Sometimes | 360 | 26.7 |
| | | Never | **859** | **63.6** |
| 9 | I can perform the requirements of school or at home in best way | Always | **679** | **50.3** |
| | | Sometimes | 378 | 28 |
| | | Never | 293 | 21.7 |
| 10 | Am bother by others treatment, as I am   isolated | Always | 158 | 11.7 |
| | | Sometimes | 349 | 25.9 |
| | | Never | **843** | **62.4** |
| | Social Interaction Scores | **Low** | 1246 | 92.3 |
| | | **Acceptable (20-24)** | **92** | **6.8** |
| | | **Good** | **12** | **0.9** |

This table-2 shows the distribution of the study sample by their responses to the social interaction domain. The results reflects that the majority of the study participants (92.3 %) have lower Social Interaction, and only (0.9%) have good level of social interaction.
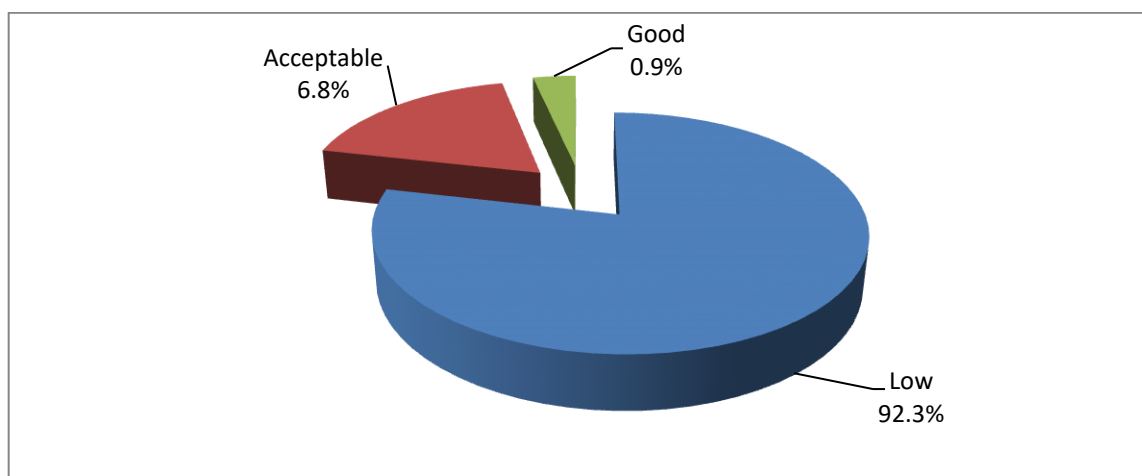


**Fig-1: Distribution of the Children by their Overall Responses to the Social Interaction Domain's Items Through Three Levels Good, Acceptable and Low**

**Table 3: Correlation Between the Social interaction domains Results and the different general Information**

| Variables | | Social Interaction | | | | | | Sig. |
|---|---|---|---|---|---|---|---|---|
| | | Low | | Acceptable | | Good | | |
| | | No. | % | No. | % | No. | % | |
| **Gender** | **Male** | **598** | **48** | 69 | 75 | 8 | 66.7 | 0.0001* |
| | **Female** | 648 | 52 | 23 | 25 | 4 | 33.3 | |
| **Age (years)** | **13** | 245 | 19.7 | 20 | 21.7 | 2 | 16.7 | 0.409 |
| | **14** | **303** | **24.3** | 22 | 23.9 | 2 | 16.7 | |
| | **15** | **345** | **27.7** | 26 | 28.3 | 1 | 8.3 | |
| | **16** | 353 | 28.3 | 24 | 26.1 | 7 | 58.3 | |
| **Number of Sibling** | **1** | 17 | 1.4 | 2 | 2.2 | - | - | 0.117 |
| | **2** | 77 | 6.2 | 3 | 3.3 | 2 | 16.7 | |
| | **3** | 195 | 15.7 | 14 | 15.2 | - | - | |
| | **4** | 256 | 20.5 | 15 | 16.3 | - | - | |
| | **5** | 259 | 20.8 | 20 | 21.7 | 2 | 16.7 | |
| | **6** | **175** | **14.0** | 11 | 12.0 | 4 | 33.3 | |
| | **7** | 122 | 9.8 | 16 | 17.4 | 2 | 16.7 | |
| | **8 + Above** | 145 | 11.6 | 11 | 11.9 | 2 | 16.7 | |
| **Order of Student in the Family** | **First** | 344 | 27.6 | 26 | 28.3 | 3 | 25.0 | 0.999 |
| | **Middle** | 702 | 56.3 | 52 | 56.5 | 7 | 58.3 | |
| | **Last** | **200** | **16.1** | 14 | 15.2 | 2 | 16.7 | |
| **Father Alive** | **Yes** | 1172 | 94.1 | 86 | 93.5 | 11 | 91.7 | 0.919 |
| | **No** | **74** | **5.9** | 6 | 6.5 | 1 | 8.3 | |
| **Mother Alive** | **Yes** | 1233 | 99.0 | 92 | 100.0 | 12 | 100.0 | 0.578 |
| | **No** | **13** | **1.0** | - | - | - | - | |
| **Parents Social Status** | **Married** | 1192 | 95.7 | 87 | 94.6 | 11 | 91.7 | 0.817 |
| | **Separated** | 25 | 2.0 | 3 | 3.3 | - | - | |
| | **Divorced** | 28 | 2.2 | 2 | 2.2 | 1 | 8.3 | |

This table-3 revealed that a higher significant relationship between the social interaction domain and the juvenile gender and father educational level at p-value (0.0001, 0.031) respectively . while other variable have no significant.

## DISCUSSION

The opportunity for social interactions with others is very important for the development of all children. Through social interactions, children begin to establish a sense of "self" and to learn what others expect of them. Although social interactions for very young children primarily occur within the family, as children grow and develop, they become more and more interested in playing and interacting with other children. When playing with others, children learn appropriate social behaviors, such as sharing, cooperating, and respecting the property of others. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills [5].

Reviewing the current data from IDPs in settlements, the household's perceived poverty, and lack of access to many services is striking. From the public health perspective, there are concerns about the lack of access to water and sanitation, and problems with rodents [6].

While over half live in more permanent concrete block structures, information is lacking on the quality of these structures and the interior space available to household members. Most households indicate that Primary Health Care clinics are accessible when the distances are reported, and well inside WHO standards. Although the household perceptions are that these PHC facilities are too far away, in fact they seemed to be commonly utilized when needed [7].

### Conclusions

According to the present study findings, the researchers conclude the following:

The study concludes that there is an opportunity to develop a social interaction problems among IDPs due to lack in their communication.

### Recommendation:

Based on the study results and conclusion, the study recommended the following-

The study recommend that the further studied should conducted at national level to prove the effect of the strategies that used to solve the IDPs problems.

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