

## THE RELATIONSHIP BETWEEN THE PARENTLESS OF ADOLESCENTS AND RISK BEHAVIORS

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**Abstract:** *The loss of a parent is a traumatic and difficult experience for a person, especially for children and youth. Loss takes from us a very close and significant person (droum, 1990). The loss of a parent in adolescence requires the adolescent to cope cognitively, behaviourally and emotionally (Valenci & Vinai, 2004). In this study, we will combine the two methods of the study: quantitative and qualitative, to examine the relationship between the experience of loss and the functioning of adolescents (100 adolescent students), and the relationship to risk behaviours? Moreover, to examine the differences between the loss of a father and the loss of a mother and their effects on school performance. This is done by means of questionnaires and interviews that are given to them in schools in the Arab sector, analyzing the data using a statistical tool SPSS. The findings of the study confirmed that there are significant differences in the level of school adaptation be-tween both adolescents' boys and adolescent's girls and in the essence of loss. so that the level of school adaptation among adolescents' girls is higher than the level of school adaptation among adolescents' boys.*

**Key words:** Loss; Parent Loss; Loss process models;

### Introduction

The loss of a parent in adolescence requires the adolescent to cope cognitively, emotionally and emotionally with five main dimensions: trust in the ability to observe events, acquire a sense of control, create a relationship characterized by belonging, belief that the world is right and appropriate (Layne et al. 2008).

The Ministry of Education in the State of Israel does not take responsibility for adolescents who experience the loss of one of the parents, and does not provide them with a thorough treatment of the trauma they experienced. According to the Psychological Counseling Service (Consulting Division), Counseling for students as individuals is designed to help them cope with difficulties (temporary or ongoing) in their various areas of life: Initial detection and identification of the problem, short-term intervention (if necessary), concentration of information and coordination between the various factors related to the problem, and referral if necessary. Although most children experience parent's death, a period of mourning that is considered "normal" or "typical" will occur, which will include emotions such as sadness, longing, fear ... in varying intensity and frequency over a long period of time (Cohen, J& Mannarino, 2011).

The Ministry of Education did not establish a treatment policy for traumatized students. The loss of one of the parents within the school, but it is preferred that the student be referred to the welfare services or the school psychologist whose training is not in the clinical field, which can help the affected student. This is why we will examine the effect of loss on adolescents in the field of self-adaptation.

This study may help the school's educators and counselors to take care of and help students who have experienced the loss of one of the parents in the best and most beneficial way to the student.

## Loss

The death of a close person is a difficult experience that shakes the world of the individual at mental, cognitive, social, and perhaps physical levels. Alongside this is a universal human phenomenon that some mature people in their lives experience the process of mourning, which begins with the knowledge of the death, is often long, painful and intense and its possible end is a renewed adaptation to life without the deceased and reaching a renewed balance (Cohen & Mannarino, 2011).

## Parent Loss

Since parents have a central role to play in the development of a child and in a person's life over the years, his death has multidimensional implications that often undermine the orphan's life, at least temporarily. From attachment theory, the strong relationship between the parent and the child is based on psychological and social needs that require a strong bond between a child and his parents (Granat, 2014).

Aline (2012) notes that the emotional connection between parents to a child develops and changes throughout the process of growing up. This relationship provides, for both the child and for the parent, many complex emotions and is a dynamic and changing relationship, moving between getting closer and moving away over time. When a parent dies, the balance that exists in such a unique system is grossly violated, resources are required and the child is reassessed to rebuild his or her life without the parent's living partner (Allen, 2012).

## Loss process models

The process of mourning is an emotional, cognitive, continuous, dynamic and interactive process, which involves the dissolution and construction of the internal representations of the deceased and the relationship with him. This process develops and changes over time and it affects and is affected by the social context and life events (Silverman & Klass, 1996).

## Bowlby's attachment theory

Bowlby (1982) dealt with attachment and saw the phenomenon of mourning as an attempt to maintain contact with the lost figure, rather than an attempt at detachment. He emphasized the importance of human development in general and coping with the state of separation in particular, and did so within the object relations school, which focuses on the ongoing relationship of people with introverted representations of significant others. The contact changes the shape due to loss. This theory, Rubin stresses (1993), sharpened the understanding of the need for humans to be close to significant and protective figures in physical reality on the one hand, and to the internalized representations of those characters. In children, the need to be close to motherhood is vital to their physical existence, and to adults, the need to be close to meaningful characters undergoes transformation when the representations of the characters become mental, psychic. Therefore, when a person finds himself in a state of loss, he feels the need to approach the deceased himself, among other things the need to approach his introverted representation.

## Findings - Descriptive statistics

Variable	mean	Standard deviation (sd)	max	min
age	15.2	1.1	17	14
Number of brothers at home	2.5	1.29	5	0
Adaptation in school	2.5	0.12	2.7	2.5

There are differences in the level of school adaptation between adolescent's boys and adolescents' girls after the mourning of one of the parents suggests that there are differences between both sexes, so that the level of school adaptation among adolescents' girls is higher than the level of school adaptation among adolescents' boys.

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