



Emotional Neglect and Chronic Psychological Stress in the Family: Effects on Children's Mental and Behavioral Health in the Context of the Syrian Crisis

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Abstract

Research Idea: This research examines emotional neglect and chronic parental psychological stress within the family and their association with the psychological and behavioral health of children living in conflict-affected environments, with particular attention to the Syrian context. It adopts a socio-psychological perspective linking family stressors to conditions associated with armed conflict.

Objective: The research aims to examine the relationship between parental psychological stress, emotional neglect, and children's psychological and behavioral problems in the context of the Syrian crisis.

Methodology: A mixed-methods approach was employed. Quantitative data were collected from 300 participants, including teachers, parents, and children aged 7–9 years, in Damascus and Latakia governorates. Qualitative data were collected through semi-structured interviews with children. Quantitative data were analyzed using SPSS version 29, while qualitative data were examined through thematic analysis.

Results: The findings revealed strong, statistically significant positive correlations between parental psychological stress and emotional neglect ($r = 0.872, p < 0.01$), between emotional neglect and children's psychological problems ($r = 0.856, p < 0.01$), and between emotional neglect and behavioral problems ($r = 0.819, p < 0.01$). Children reported fear, loneliness, and emotional insecurity within the family, while the school emerged as an alternative protective environment.

Conclusion: The research concludes that emotional neglect associated with chronic parental psychological stress is strongly linked to children's psychological and behavioral problems in conflict settings, highlighting the need for integrated interventions at the family, school, and community levels..



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الإهمال العاطفي والضغط النفسية المزمن داخل الأسرة وتأثيراته على الصحة النفسية والسلوكية للأطفال في سياق الأزمة السورية

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المخلص

فكرة البحث: تتناول هذه الدراسة الإهمال العاطفي والضغط النفسي المزمن لدى الوالدين داخل الأسرة، وتأثيرهما على الصحة النفسية والسلوكية للأطفال في البيئات المتأثرة بالنزاعات، مع التركيز على السياق السوري. تنطلق الدراسة من إطار اجتماعي نفسي يربط بين ضغوط الأسرة والظروف البنوية الناتجة عن النزاع المسلح.

الهدف: يهدف البحث إلى دراسة العلاقة بين الضغوط النفسية لدى الوالدين، والإهمال العاطفي، والمشاكل النفسية والسلوكية للأطفال في سياق الأزمة السورية.

المنهجية: استخدمت الدراسة منهجاً مختلطاً، حيث تم جمع البيانات الكمية من عينة مكونة من ٣٠٠ مشارك من المعلمين والآباء والأطفال (٧-٩ سنوات) في محافظتي دمشق واللاذقية، بينما جُمعت البيانات النوعية من خلال مقابلات شبه منظمة مع الأطفال. تم تحليل البيانات باستخدام برنامج SPSS (الإصدار ٢٩) إلى جانب التحليل الموضوعي للبيانات النوعية.

النتائج: أظهرت النتائج وجود علاقات ارتباط إيجابية قوية ذات دلالة إحصائية بين الضغط النفسي لدى الوالدين والإهمال العاطفي ($r = 0.872$)، وكذلك بين الإهمال العاطفي والمشكلات النفسية لدى الأطفال ($r = 0.856$) والمشكلات السلوكية ($r = 0.819$). كما أظهرت النتائج النوعية أن الأطفال يعانون من الخوف والوحدة وانعدام الأمان العاطفي داخل الأسرة، في حين شكلت المدرسة بيئة حماية بديلة.

الخلاصة: وتخلص الدراسة إلى أن الإهمال العاطفي الناتج عن الضغط النفسي المزمن للوالدين يمثل عاملاً محورياً في تشكيل مشكلات الأطفال النفسية والسلوكية في سياقات النزاع.

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الأسرة وتأثيراته على الصحة

النفسية والسلوكية للأطفال في

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Introduction

Armed conflicts produce multidimensional forms of violence that extend beyond direct physical harm to include less visible but equally damaging psychological and relational forms of violence within the family system. In conflict-affected societies such as Syria, families experience prolonged exposure to economic insecurity, displacement, loss, and chronic stress, all of which significantly reduce parental emotional availability.

Global evidence indicates that exposure to war-related adversity increases the prevalence of child mental health disorders, including anxiety, depression, and post-traumatic stress disorder, with estimates suggesting that more than 10–20% of children in conflict zones develop clinically significant psychological symptoms (UNICEF, WHO reports on child mental health in emergencies).

Within this context, emotional neglect emerges as a critical but often overlooked dimension of child maltreatment. It refers to the persistent failure of caregivers to meet children's emotional needs such as affection, security, validation, and psychological support. Although less visible than physical abuse, emotional neglect has been consistently linked to long-term impairments in emotional regulation, self-esteem, and social functioning.

Accordingly, this study addresses an important research gap by examining how parental psychological stress translates into emotional neglect and how both contribute to children's psychological and behavioral outcomes in the Syrian conflict context.

Although often unintentional, emotional neglect can have long-term psychological consequences that affect children's emotional regulation, self-esteem, and social development. Therefore, understanding these hidden dynamics is essential for designing effective psychosocial interventions in conflict-affected societies. (SYRIAN CENTER FOR POLICY RESEARCH, 2013, P. 5, KATTANI, 2018: 104; SMIBERT, 2021: 45).

Attention to the Mental Health of children in these circumstances IS not an intellectual luxury, but rather an Essential human and societal matter. The child of Today IS The man and woman of Tomorrow, and their mental Health IS The fundamental building block for building a Healthy and cohesive Society in the future. Hence, the importance of This Research Emanates from its aim to fill a crucial knowledge gap and to amplify the voice of children who Suffer in Silence under the weight of invisible Neglect.

Accordingly, this study addresses an important research gap by examining how parental psychological stress translates into emotional neglect and how both contribute to children's psychological and behavioral outcomes in the Syrian conflict context.

Chapter One: Research Methodology

1. 1- Research Questions (Revised)

1. What forms of emotional neglect and parental psychological stress are present in Syrian families during the conflict?
2. How does emotional neglect affect children's psychological and behavioral health?
3. What is the relationship between parental psychological stress and emotional neglect?
4. What intervention strategies can mitigate these effects?

2. 2- Research Problem (Revised)

3. Despite extensive humanitarian interventions in conflict settings, most efforts remain concentrated on addressing physical survival needs such as food, shelter, and healthcare. However, psychological and emotional dimensions within the family system remain insufficiently addressed, particularly emotional neglect as a form of domestic violence.
4. The core research problem lies in the lack of empirical understanding of how chronic parental psychological stress in conflict environments contributes to emotional neglect, and how this relationship affects children's psychological and behavioral development. Furthermore, existing literature has not sufficiently examined this issue within the Syrian context using a mixed-methods empirical design.

5. 3- Research Significance

The Significance of This Research lies in the following points:

1. **Cognitive Sensitivity:** IT addresses a Topic that has not been sufficiently addressed in Arabic research, namely Emotional Neglect as a form of domestic violence, in particular in the context of crises.
2. **the Developmental Perspective:** this aspect is deeply connected to the mental well-being of children, who represent the true wealth of any society. It seeks to identify the obstacles that hinder their healthy growth and overall well-being.
3. **The Policy Direction:** the aim here is to provide practical, evidence-based recommendations to both non-governmental organizations and governmental bodies. These recommendations are designed to help develop more comprehensive and effective intervention programs that address the needs of children in crisis situations.

6. 4- Research Objectives

This Research aims to:

1. To identify forms of emotional neglect and parental psychological stress.
2. To examine psychological and behavioral outcomes in children.

3. To analyze the relationship between stress and neglect.
4. To propose intervention strategies for schools, families, and policymakers.

7. **5- Research Hypotheses**

This Research is based on the following Hypotheses:

1. There is a statistically significant relationship between emotional neglect and increased levels of anxiety, depression, and sleep disturbances in children.
2. There is a statistically significant relationship between emotional neglect and behavioral problems such as aggression, withdrawal, and academic difficulties.
3. There is a statistically significant relationship between parental psychological stress and emotional neglect within the family system.

Chapter Two: Literature Review

We will review in this chapter the most important Scientific Studies and Hypotheses that have addressed the variables of our research: Emotional Neglect, psychological Trauma in Conflicts, and their interactions, and we will document them accurately in The Text.

1. Social and Environmental Influences on Child Development

Bronfenbrenner's Ecological Systems Theory provides a comprehensive framework for understanding human development through the interaction of multiple environmental systems. The theory proposes that child development is shaped by five interrelated systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem refers to immediate environments such as family, school, and peers, while the mesosystem describes the interactions between these settings. The exosystem includes external structures that indirectly influence the child, such as parental workplaces and community institutions. The macrosystem reflects broader cultural values, ideologies, and social norms, whereas the chronosystem accounts for changes over time, including life transitions and historical events. Bronfenbrenner later refined his theory into the bioecological model, emphasizing proximal processes as the primary drivers of development and highlighting dynamic interactions between the individual and environment over time. Recent research supports the relevance of the theory in explaining educational outcomes, mental health, and social development, although limitations exist in terms of empirical testing and modern contextual changes such as digital environments. Overall, the ecological perspective remains a foundational framework in developmental psychology, offering valuable insights into the complex, multilayered influences on human growth and behavior (Bronfenbrenner's ecological systems theory, n.d.).

A pioneering Study conducted by researchers at The University of Toronto on a massive Sample of over 40,000 adults revealed Significant links between childhood Emotional Neglect and many chronic Health problems in adulthood,

Such as: for general Health, chronic lung problems, and an increased risk of Strokes and depression (Razakallah, 2025).

2. Psychological Stress in Conflict Environments

Wars and Conflicts Encompass within Them Two Types of Traumatic experiences: The first is acute Trauma (Such as bombing and massacres), and The Second is prolonged exposure to harsh conditions that lead to maladaptive psychological coping mechanisms (Josh & O'Donnell, 2003: 283). In This framework, mental Health problems are considered "a natural reaction to unnatural events" (Josh & O'Donnell, 2003: 288).

Chronic exposure to violence during childhood does not go unnoticed, as some adults like to convince themselves. Continuing To live within a violent Environment places the child in a State of constant alert, as if their nervous System does not the meaning of Safety. Over Time, the effect is not limited only to the psychological aspect, but extends to affect patterns of Thought, behavior, and relationships, and even the biological functions of the body.

Long-Term exposure to violence increases the likelihood of the emergence of multiple and intertwined Forms of maladaptation, including anxiety and depression disorders, difficulties in emotion regulation, weakened Trust in others, and problems in social interaction. This may also be reflected biologically through disruptions in The Stress-response Systems, which Affects physical Health in the long Term. In This Sense, violence does not the exact a Transient effect, but may firm deep-Seated psychological and bio-psych-Social patterns that hinder an individual's ability to adapt Healthily to Themselves and Their Environment (Josh & O'Donnell, 2003: 288).

Catani (2018) explains in his Study published in The World Psychiatric Association's journal That, To Understand child development in a war Environment, a Socio-ecological perspective must be applied That Takes into account The Surrounding family and community factors.

Destructive, which often affect low-resource countries, are accompanied by a Set of risk factors at multiple ecological levels: extreme poverty, a Shortage of Health care resources, The collapse of The Educational System, and high rates of domestic and community violence (Catani, 2018: 104). Children are considered more Sensitive To This accumulation, as There is a dose-response relationship between The number of Stressor They are exposed To and Their psychological and physical disorders (Catani et al., 2010: 1180).

A recent meta-Data of Sixteen Studies conducted in Arab countries Affected by Conflicts (Palestine, Iraq, Lebanon, The Sudan, Syria, Yemen) indicates That the most common psychological effects are: The psychological Trauma of war, Post-Traumatic Stress Disorder, depression, anxiety, and behavioral disorders Such as aggression (Abba win, 2025: 380).

3. Child Psychological and Behavioral Outcomes

Children in conflict zones show increased rates of anxiety, depression, PTSD, aggression, and social withdrawal. Cognitive impairments, including attention deficits and memory problems, are also commonly reported, negatively affecting academic performance.

Children living in Conflict zones exhibit a wide range of psychological and behavioral Symptoms. In addition To Post-Traumatic Stress Disorder, They Suffer from anxiety, depression, dissociative disorders, conduct disorders, hyperactivity, learning difficulties, and psychosomatic Symptoms Such as headaches and digestive disorders (Josh & O'Donnell, 2003; Toll, 2022).

AT The cognitive level, they experience difficulties with memory (especially verbal memory), attention deficits, and weak executive functions, which negatively affects their academic achievement (Toll, 2022).

Family functioning plays a crucial role in this equation. War leads to higher levels of domestic violence against children and intimate partner violence (Catani, 2018: 104). The violence of war and domestic violence combine to contribute to the child's psychological disorders (Catani, 2018: 105). Studies indicate That a child's exposure To Trauma and the resultant psychological disorders may make Them more difficult To handle, which prompts Stressed parents To Employ harsh parenting Strategies, creating a vicious cycle of violence (SriSkandarajah eat al., 2015: 263).

4. Psychosocial Intervention and Support

Evidence supports multi-level interventions, including school-based psychosocial support, trauma-focused cognitive behavioral therapy, and family-centered programs aimed at strengthening parental support and emotional resilience.

There are multiple Intervention Strategies to assist children in Conflict-Affected Environments, and Their Success depends on their diversity and integration:

1. **Psychosocial Support in Schools and communities:** These include group-Based Interventions Such as "Talking groups," drawing, and acting to help children express themselves and process Trauma (Ghana, 2011). Rehabilitation is a psychological and social process that can only be achieved by involving the family as a whole (Al-Shaman's, 2011).
2. **Specialized Trauma Therapy (Cognitive-Behavioral Therapy):** This Therapy comprises three essential components: psychoeducation for the child and their family about natural reactions to unnatural events; Skill building, such as relaxation Techniques and Thought Stopping, and parent Training; and finally, Trauma narrative in a Safe Environment (Lobes, 2024).

3. **Fostering Resilience (Psychological Resilience):** Recent psychosocial Studies reveal a remarkable capacity for resilience in children (De Jong et al., 2002; Fernando & Ferrari, 2013). They identify several protective mechanisms, the most important of which include: individual coping Strategies, positive belief Systems, Healthy family relationships, and friendships.
4. **Family Interventions and The Parental Approach:** Evidence Suggests That parental care acts as a protective factor that mitigates The Severity of The psychological effects of Trauma. Children who report high levels of parental care do not exhibit a significant increase in internalizing problems associated with Their exposure To Trauma (SriSkandarajah et al., 2015: 8).

Chapter Three: Research Design and Methodology

- **Research Design:** The study employed a mixed-methods design combining quantitative and qualitative approaches.
- **Population and Sample:** The study was conducted in Damascus and Latakia governorates. The sample consisted of 300 participants:
 - 100 teachers
 - 100 parents
 - 100 children (aged 7–9 years)

Participants were selected using stratified random sampling from schools representing different socio-economic and conflict exposure backgrounds.

Table (1): Distribution of Respondents in the Research Sample

Category	Damascus Governorate	Latakia Governorate
Teachers	50	50
Parents	50	50
Children (7-9 years)	50	50
Total	150	150

Sample Selection mechanism:

A Simple random Sample of Schools will be selected in both governorates, in cooperation with the Ministry of Education. Schools in various regions, including those affected by military operations, will be visited to ensure a sample that reflects social and economic diversity.

Validity of Instruments

Content validity was ensured through review by a panel of academic experts in psychology and education. Internal consistency validity was assessed using Pearson correlation between each item and the total score of its respective scale.

Reliability

Cronbach's Alpha was calculated on a pilot sample (external to the main study sample), yielding acceptable reliability levels:

- Emotional Neglect Scale: $\alpha = 0.892$
- Parental Stress Scale: $\alpha = 0.876$
- Child Psychological Symptoms Scale: $\alpha = 0.914$

Data Analysis

Data were analyzed using SPSS (Version 29) employing:

- Descriptive statistics
- Pearson correlation
- Independent samples t-test

Data Collection Tools:

Three structured questionnaires were developed for teachers, parents, and children under expert supervision. However, for children, data were collected through guided semi-structured interviews supported by visual aids and simple language appropriate for their age, rather than written self-report questionnaires, to ensure ethical suitability:

A- Teachers' Questionnaire

This questionnaire focuses on Teachers' observations of behavior and academic achievement:

1. General Well-being:

- How would you describe the general Emotional and psychological State of Students you Suspect may be experiencing Emotional Neglect or psychological Stress at home? (Reserved, adapted, despondent, etc.)

2. Behavioral Indicators:

- Have you noticed any changes in the child's behavior, such as increased aggression (hitting peers, breaking objects), Social withdrawal (isolation, non-participation), or difficulties in attention and concentration?
- Have you noticed in the child any Signs of physical exhaustion, poor hygiene, or frequent complaints of physical pain (headache, Stomachache) without a clear organic cause?

3. Academic Performance:

- Have you noticed a decline in the child's academic performance compared to previous periods? In which Subjects is this most apparent?
- Does the child have trouble in remembering information or in completing Tasks that require organization or planning?

B- Parents' Questionnaire:

This questionnaire focuses on measuring cognitive levels and family Stresses:

1. Awareness of Emotional Neglect:

- How do you understand The Term "Emotional Neglect" Towards a child? Do you believe it falls under the umbrella of domestic violence?
- Based on your opinion, what are the most important Emotional needs of a child that the family should meet?

2. Family Stresses and Coping mechanisms:

- Do you currently feel psychological or economic pressures that affect your ability to fulfill your family role, as you would like? (On a graduated Scale from one to 5).
- How do you cope with feelings of anger or Tension when pressures build up on you? Do you find yourself less patient with your children during Those Times?

3. Perceived Impact of Stress on Children:

- How do you envision The Stress your family experiences affecting your children? Have you noticed any changes in Their Sleep, appetite, or general mood?

C- Children's Questionnaire (for 7-9 Year Olds)

This questionnaire must be written in a Simple, age-appropriate language and administered in an atmosphere of familiarity and Trust. Expressive faces may be used to help the child express itself:

1. Feelings at Home:

- How do you usually feel when you are at home? (Happy, Scared, Sad, Safe). The child may choose a drawing of a face that expresses their feelings.
- What is The Thing That makes you feel Sad or Scared at home? (Without forcing a response).

2. Feelings Toward School:

- Do you like going To School? What is The Thing you like most There? What is The Thing you do not like?

3. Emotions and Behavior:

- Do you feel angry or sad easily? What do you do when you feel that way? (I hit, I cry, I hide, I talk to...).

4. Support Network:

- Whom do you talk to when you are Scared or Sad? (Mother, father, Teacher, friend).

8. Research Duration

From The beginning of 2025 (march) until November 2025.

Data analyzes:

After data collection, information will be analyzed using a mixed-methods approach, with quantitative data from questionnaires being analyzed using SPSS (version 29).

Results

1. Descriptive Results

The analysis indicated high levels of perceived emotional neglect and parental psychological stress among respondents, alongside elevated psychological and behavioral symptoms in children.

Table (2): means and Standard Deviations of Participant Responses on Study Domains

No.	Domain	Mean	Standard Deviation	Assessment Level
1	Level of Emotional Neglect as Perceived by Teachers	3.85	0.72	High
2	Level of Chronic Psychological Stress in Parents	4.12	0.68	Very High
3	Level of Psychological-Behavioral Symptoms in Children (Anxiety, Depression)	3.94	0.81	High
4	Level of Awareness of The Concept of Emotional Neglect among Parents	2.45	0.93	Low

Note: A fixed-point Likert Scale was used for assessment (one = Very Low, 5 = Very High).

2. Inferential Results

Pearson Correlation

- Parental stress and emotional neglect: $r = 0.872$, $p < 0.01$
- Emotional neglect and psychological symptoms: $r = 0.856$, $p < 0.01$
- Emotional neglect and behavioral problems: $r = 0.819$, $p < 0.01$

1. Independent Samples T-Test

To compare the differences between the mean responses of participants in the 2 governorates (Damascus and Latakia).

No statistically significant differences were found between Damascus and Latakia ($p > 0.05$), indicating that the phenomenon is widespread across both regions.

Table (3): T-Test Results for Differences between Governorates in the mean of Emotional Neglect

Governorate	N	mean	Standard Deviation	T-Value	Dry	Significance Level
Damascus	150	3.92	0.68	1.876	298	0.062 (Non-Significant)
Latakia	150	3.78	0.75			

Expected Result: There will be no Statistically Significant differences (at the 0.05 Significance level) between the 2 governorates in the level of Emotional Neglect, indicating that the phenomenon is similarly prevalent across Syria generally.

2. Pearson Correlation Coefficient

To Test the validity of The Hypotheses and measure The Strength of the relationship between variables.

Table (4): Pearson Correlation matrix for Study Variables

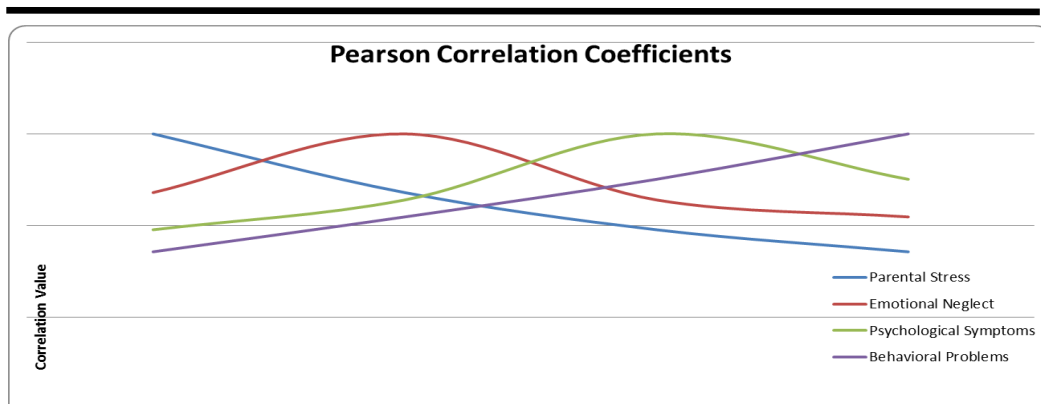
Variables	1	2	3	4
1. Psychological Stress of Parents	1			
2. Emotional Neglect	0.872**	1		
3. Psychological Symptoms in The Child	0.791**	0.856**	1	
4. Behavioral Problems in The Child	0.743**	0.819**	0.901**	1

**** Correlation is Significant at the 0.01 level (2-Tailed).**

Interpretation of Expected Results

- **There is a very Strong correlation (0.872)** between parental suffering from chronic psychological Stress and the exercise of Emotional Neglect, Thus Supporting **the Third Hypothesis**.
- **There is a very Strong correlation (0.856)** between Emotional Neglect and the emergence of psychological Symptoms (anxiety, depression) in children, Thus Supporting **the First Hypothesis** Significantly.
- **There is a Strong correlation (0.819)** between Emotional Neglect and the emergence of behavioral problems (aggression, withdrawal) in children, Thus Supporting **the Second Hypothesis**.

The following figure illustrates the above:



The Figure (1): Pearson Correlation between Study Variables

1. Reliability Test (Reliability Test)

Cronbach's Alpha coefficient will be used to ensure the reliability and internal consistency of the questionnaires.

Table (5): Cronbach's Alpha Reliability Coefficients for Study Domains

No.	Domain	Number of Items	Cranach's Alpha Value	Reliability Level
1	Emotional Neglect Scale	15	0.892	High
2	Parental Psychological Stress Scale	12	0.876	High
3	Child's Psychological-Behavioral Symptoms Scale	18	0.914	Very High

Result: All coefficients > 0.70, indicating that the Scales are reliable and Suitable for application.

2- Qualitative Data (Qualitative Data)

The Semi-Structured interviews with children (N = 100 children, 50 from each governorate) will be analyzed using **Thematic Data** according To the Steps outlined by (Braun & Clarke, 2006):

1. **Familiarization with The Data:** Listening To The recordings and reading The Transcribed Text's multiple Times.
2. **Initial Coding:** Generating Short codes that express Specific portions of the Text.
3. **Searching for Themes:** Grouping Similar codes under main Themes.
4. **Reviewing and Defining Themes.**

Qualitative Findings

Three main themes emerged:

- Emotional insecurity at home (fear, loneliness, lack of support)

- Maladaptive coping strategies (withdrawal, aggression, emotional distress)
- School as a protective environment

Children frequently reported emotional distress at home and perceived school as their primary safe space.

**Table (6): main Themes Extracted from Children's Interviews
(Thematic Data)**

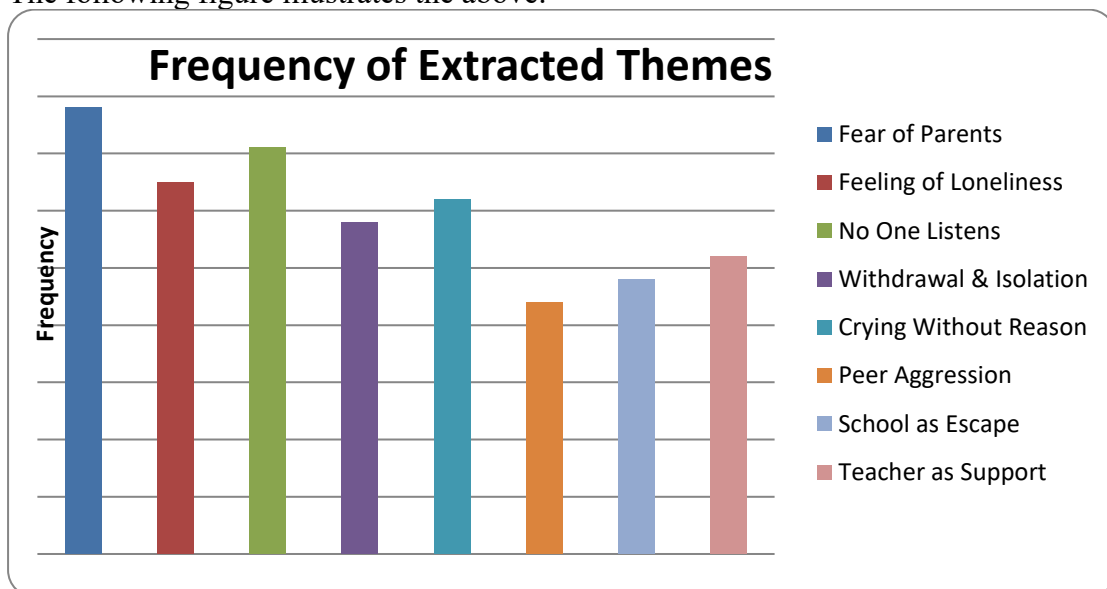
Main Theme	Sub-Themes	Frequency (N)	Percentage (%)	Sample Quote
Feelings of Insecurity at Home	Fear of Parents	78	78%	"AT home, I get very Scared when father yells" (8-year-old child)
	Feeling Lonely	65	65%	
	No one To listen	71	71%	
Unhealthy Coping mechanisms	Withdrawal and Isolation	58	58%	"If I get Typeset, I go To Sleep or hit the one who is with me" (9-year-old child)
	Crying without a Cause	62	62%	
	Aggression Towards Peers	44	44%	
School as a Safe Space	Love for School to Escape Home	48	48%	"AT School, I feel better; There are friends" (7-year-old child)
	The Teacher as a Support Source	52	52%	

During The Stage of reviewing and defining Themes, it was confirmed that each main Theme accurately represented the genuine experiences of the children and that the sub-Themes logically fell under it and supported it in meaning and substance.

The findings revealed That children Suffer from a lack of Emotional Safety at home, as The high percentages (78% fear Their parents, 71% have no one To listen To Them, 65% feel lonely) indicate That The home has Transformed from a Source of Safety To a Source of Tension and Emotional Neglect. AS a reaction, children developed unhealthy coping mechanisms Such as crying without a cause (62%), withdrawal (58%), and aggression (44%) as an expression of their internal pain. In contrast, School emerged as the only psychological refuge, where about half the children considered The Teacher a Source of Support and School an escape from the atmosphere of the home.

Conclusion: Emotional Neglect, manifested by the absence of Emotional containment and attentive listening, constitutes the deepest wound. This necessitates family guidance programs, parental Training, and the activation of School-Based psychological Support. Listening To The child's voice is the first Step towards their healing.

The following figure illustrates the above:



The Figure (2): Frequency of Extracted Themes

3- Triangulation (Integration of Qualitative and Quantitative Data)

In The final Stage, The Results of the quantitative and qualitative analyses will be integrated using the "(Table)" Technique, to generate "**met inferences**" That provide a deeper understanding of the phenomenon.

Table (7): Table for Triangulation (Table)

Concept	Quantitative Result	Qualitative Result	Meta inference (Meta inference)
Prevalence of Emotional Neglect	mean = 3.85 (High level)	78% of children expressed "Fear of Parents"	Emotional Neglect is a Widespread phenomenon, experienced by children daily as feelings of fear and loneliness
Impact of Psychological Stress on Parents	Strong correlation with Neglect (0.872)	Parents Suffer from Severe economic pressures	The material and psychological pressures of war weaken parents' capacity for Emotional care
Role of School	Not measured directly quantitatively	52% of children view The Teacher as a Support Source	School plays a vital role as a Safe and compensatory Space That Should be leveraged

The Table Shows That Emotional Neglect among children is Widespread (mean = 3.85, 78% fear their parents), and its primary cause is the psychological and economic pressures on parents (correlation = 0.872). In contrast, School emerges as a Safe Space That Should be leveraged, as 52% of children view The Teacher as a Support Source to compensate for The Emotional gap at home.

Discussion

The findings demonstrate that emotional neglect is strongly associated with parental psychological stress in conflict environments. The results confirm that family-level stress significantly compromises emotional caregiving capacity,

leading to adverse psychological and behavioral outcomes in children. The school environment emerged as a critical protective factor.

Results:

- The results indicate a high prevalence of emotional neglect in conflict-affected families, along with significant levels of parental psychological stress. Statistical analysis shows strong positive correlations between parental stress and emotional neglect, as well as between emotional neglect and children's psychological and behavioral difficulties.
- Qualitative findings support these results, revealing that children frequently experience fear, loneliness, and lack of emotional support at home, while school is often perceived as the only safe environment.

Conclusion

The study concludes that emotional neglect, driven largely by chronic parental psychological stress in conflict environments, plays a central role in shaping children's psychological and behavioral difficulties. The Syrian child, in this context, experiences a form of silent internal suffering within the family environment that requires urgent attention.

The findings highlight the importance of integrated interventions involving families, schools, and community institutions to mitigate the psychological consequences of conflict on children.

Emotional Neglect Appeared According to:

Firstly: Conclusions Related to the Prevalence and Forms of the Phenomenon

The finding shows high prevalence of emotional neglect in crisis – affected families (mean = 3.58), taking forms like ignoring feeling and withholding affection, with low parental awareness (mean = 2.45) as many overlooks emotional support.

Secondly: Impacts and Repercussions

The results confirmed strong correlations between emotional neglect and children's psychological symptoms (**0.856**) and behavioral problems (**0.819**), with **78%** of children feeling unsafe at home, and a very strong correlation (**0.872**) between parental stress and emotional neglect, revealing cycle of intergenerational suffering.

Thirdly: Intervention Strategies

Findings highlight the school as a key safe space (52%), calling for integrated family, school, and community interventions to support-affected children.

Finally:

The Syrian child endures a silent internal war at home that demands to be acknowledged and understood, and integrated interventions that place children's mental health at the center of humanitarian and development efforts.

Recommendations

1. Ministry of Education: integrate school-based psychosocial support programs.
2. NGOs: develop family counseling and parenting stress management interventions.
3. Families: increase awareness of emotional needs of children.
4. Researchers: conduct longitudinal studies on emotional neglect in conflict zones.

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