

Unknown parentage and the challenges of integration into society

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Abstract---This article aims to explore the most significant challenges facing individuals of unknown parentage in integrating into society during their various stages of life, beginning with childhood, then adolescence, and finally youth. Each stage has distinct characteristics and features that differ from the previous one. For individuals of unknown parentage, childhood is characterized by the loss of support and the family environment, which is essential for the individual, creating an atmosphere of psychological and social turmoil. This is because the family is distorted for the child of unknown parentage, which reduces the possibility of his smooth integration into society. In addition, the second challenge is represented by the school, which is considered the second environment in which the child of unknown parentage interacts with an environment he has not known before, and what it carries of obstacles that affect, in one way or another, the process of social integration for this group in addition to the social stigma that follows children of unknown parentage at all stages of their life and the devastating social effects that result from it, which limits the integration of children of unknown parentage into society, the identity crisis also has a profound impact on the lives of children of unknown parentage, especially during adolescence and the physiological, psychological and social changes that accompany it. And the beginning of building an independent personality that draws from the society's culture, values and standards. As for the youth stage, it is a stage no less important than other stages for those of unknown parentage, as he becomes completely responsible for himself after the end of the childhood assistance centers in undertaking care, which leads to the emergence of other challenges that contribute to limiting the integration of those of unknown parentage into integration these challenges include the absence of material and moral support that would help integrate this group into society. This is evident in the absence of housing, work, and

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marriage, which are considered among the most important pillars of social integration for this group.

Keywords---socialization, anonymous, social integration.

Introduction

The Problem:

The phenomenon of unknown parentage poses a challenge to human societies in general. It varies in magnitude from one society to another. The phenomenon is more prevalent in Western countries than in Arab and Islamic countries.

Because it carries values and standards that limit its spread, such as religious deterrence, this phenomenon has begun to emerge in a striking manner in Islamic societies as a result of imitation and influence by the lifestyle present in Western society, in addition to the influence of the latter on other societies by imposing its style, point of view, and philosophy of social life.

Research and studies agree that the direct cause of this phenomenon is illegitimate relationships between the sexes, while the indirect causes are due to the social change that has occurred in society and the poor family upbringing of children, in addition to traditional and modern means of communication alike, which play a major and influential role in the emergence of this phenomenon, as well as other social factors such as poverty and unemployment.

This has led to children being abandoned and left to an unknown fate, escaping moral and legal responsibility. Society, as the primary responsibility, is responsible for caring for and providing for this group, creating all the conditions that enable them to find a suitable environment and a dignified life that stabilizes their circumstances and develops their abilities and life skills in order to keep pace with the challenges they face at different stages of their lives, nurseries and assisted childhood homes were established, which took upon themselves the role of the family in raising, educating and caring for this group, and working to compensate them for the deprivation and deficiency they suffer and thus working to integrate them into society, as Badra Moatasem Mimouni believes that “nurseries and childhood homes receive every year a huge number of illegitimate children,

Their fate is in the hands of institutions or centers that receive them in order to care for them, or families that take care of them within a family atmosphere. This phenomenon is in fact a political and social problem that disrupts all the systems of the social structure, and is considered an important problem in a country that suffers from demographic growth. It appears as a more embarrassing socio-educational indicator with its numerical increase and psychological impact” (Mimouni, 1982, 05).

In the year 2000, the number of children of unknown parentage in care at the national level reached 3,200 children, while in the year 2001, their number reached 3,325 children, and in the year 2002, their number reached 3,260 children, and in the year 2003, their number reached 3,159 children. In the year 2004, the number reached 2,396 children, and in the year 2005, the number of children in care reached 3,303 children. (Mimouni, 2008, 20) by reading these numbers, we can say that their numbers are close in these years, which indicates that the phenomenon fluctuates between increase and decrease, but in general it is constant, and this is an indication that the phenomenon has an extension in society, despite its being distinguished by conservative values, and social upbringing requires specific methods to carry it out and perform it in the best possible way, as specialists in sociology, psychology, and educational sciences see.

However, there is no permanent right or wrong method. Rather, the method and timing of use determine its suitability.

As is well known, the most important function of the family is the process of socialization. If a family is not available, the socialization process is assigned or delegated to other institutions, such as alternative families or childcare centers, the latter (centers) occupy a special place in the lives of those of unknown parentage, as it is through them that the culture, values, and standards of society are transmitted to

them. The process of socialization aims to prepare “the child, then the boy, then the adult, to integrate into the systems of social construction and conform to the social standards, prevailing values, language of communication, and trends specific to the family in which he was born and the groups of which he joins.”

The socialization process also includes “the ability to acquire adaptation to the natural environment and social culture of the group, as well as the ability to interact and build relationships with others, as well as the ability to acquire the knowledge and skills necessary to fill one or more roles, noting that this knowledge and skills are variable and differ according to the different roles” (Ratemi, 2007, p. 79).

As we know, yesterday’s child is today’s man, today’s child is tomorrow’s man, and today’s man is tomorrow’s old man. We must know the most important concerns and interests of this group, how they think and view society in general, and the social environment in which they live, in order to search for ways and means to integrate them socially and thus provide the appropriate atmosphere to keep them away from the motives and stimuli that lead them to the world of crime or deviance, those of unknown parentage are members of all society, so it is necessary to work to meet the special needs of this group in order to integrate them into it, and despite everything that society does in this field of providing biological needs of food, drink and clothing within the framework of solidarity and social care, as well as providing material and moral support throughout the life stages of this group. However, there remains a group of challenges facing those of unknown parentage that hinder their integration into society. These challenges are represented in economic, legal, psychological and social challenges, society carries a set of sediments, beliefs and values that work to limit the social balance of this group, as it falls on the two extremes of integration or marginalization and exclusion at the same time. This is because those who see the group of unknown parentage as a victim who is not responsible for its existence, but rather it is the result of the mistakes of other people, it is the same person who issues value judgments that hinder this group's integration into society. Based on the above, we can pose the following question: What are the most important social challenges faced by those of unknown parentage across their various life stages, which hinder their integration into society?

Study Concepts:

1. Socialization:

The process of socialization aims to transform the individual from a biological being into a social being who carries a set of values and norms acquired from his or her social environment. There are several definitions of this process, including:

Socialization, as defined by Hamed Abdel Salam Zahran, is one of the processes of learning, teaching and upbringing, and is based on social interaction. It aims to enable the individual, whether a child, adolescent, adult or elderly, to acquire behavior, standards and attitudes appropriate to specific social roles, enabling him to keep up with his group and socially adapt to it, and to acquire a social character, facilitating his integration into social life (Zaimi, 2006, p. 11).

Morsi Sarhan defines it as: Socialization is the process of social interaction in which the individual acquires a social personality that reflects the culture of his society (Zaimi, 2006, p. 11).

Talcott Parsons defines it as an education based on indoctrination, imitation, and identification with the mental, emotional, and moral patterns of children and adults. It is a process that aims to integrate cultural elements into the personal system, and it is an ongoing, endless process (Farah, 1998, p. 2).

It is defined as "the processes that transform an individual from an organic being into a social person. They reach their peak during childhood, but they do not stop there, but rather extend throughout a person's life. In its concept, it also means social integration, which means that the person absorbs the ideas, practices, standards, and values of the society within which he lives." (Ahmed Al-Tabib, 1999, p. 75).

2. Unknown parentage:

It is defined as: a name of a living person abandoned by his family for fear of poverty, or to escape accusations of adultery (Qarqouti, 2003, p. 107).

It is also defined as: a newborn, living, with no known father or mother, abandoned by his family for fear of poverty, accusations of adultery, or other reasons (Belhaj, 2002, p. 102).

It is also defined as: a live birth rejected by its family for any reason, such as fear of the family, or fleeing accusations of adultery or the like (Shibli, 1977, p. 709).

It is also defined as: a child resulting from an extramarital relationship, also called an illegitimate child (Georges Bastin, 1970, p. 206).

2. Social Integration :

Integration is defined as "the verb 'intamaja' (to merge) in the form 'infa'ala' (to be affected), which indicates that the agent performs the action on his own behalf. This means that the integration was not an external act. The person who is integrated either integrates spontaneously out of his own desire or is forced to integrate out of his own compulsion" (Awad, 2017, p. 147).

Social integration is defined as an interactive process that integrates the individual socially into the social environment to which he or she belongs. There are multiple definitions of this concept, including:

Social integration is defined as an individual's adaptation to the demands of society and in line with the norms of the group to which he or she belongs, such that he or she adheres to all of its responsibilities, responds to its demands, and integrates into its life cycle (Rizk, 1979, p. 49).

It is also known as the individual's involvement in a social group, social system, or social process. The nature of integration is determined in light of the nature of the group, system, or process in which the individual is integrated (dialectics of integration).

It is also known as the integration of an individual's personality into the personality of another person with whom he has strong emotional ties, or into the personality of a group, trying to adopt it as a role model. This occurs in an unconscious manner, which leads to the person taking all of the model's qualities, both good and bad (Craig Calhoun, 2021, p. 205).

It is defined as an interactive process based on the individual's acceptance of the rules and standards of the group's organization, in exchange for the group providing the necessary channels and mechanisms for the individual's participation in all aspects of its activity (dialectics of integration).

The most important sociocultural challenges facing the social integration of persons of unknown parentage:

1- The most important challenges of childhood:

A child of unknown parentage often grows up unable to integrate into society. This is due to the various crises he suffers from: psychological, social, economic, etc. The first challenge facing a child of unknown parentage is the absence of a family, which is considered the incubator and the material and moral support to which the child turns whenever he faces obstacles in life, it is she who provides affection and support and works to integrate this child into society by passing on the cultural heritage to future generations. A child of unknown parentage begins his or her challenging journey even before birth. Studies have confirmed that pregnancy resulting from illicit relationships leads to serious psychological disorders. This is a result of the mother's feelings of guilt associated with pregnancy, in addition to the societal pressures she faces.

Those of unknown parentage suffer from deprivation from birth or before birth, when the mother is in a poor psychological state that affects the fetus's development (Al-Shaarawy, 2019, p. 76). There is a link between the concept of self and family upbringing. Differences in the family atmosphere and parental upbringing methods create differences between children in the components of personality and

in their self-esteem. In general, warm family relationships have a positive impact on forming a sense of security and acquiring a positive concept of self (Hassanin, 2020, p. 504).

The results of Ramadan Abu Al-Fath's study (2004) showed that the orphan who was deprived of parental care differs from the child who lives with a natural family from a psychological standpoint. This difference is represented by the tendency to introversion and withdrawal from social life, which affects the lack of satisfaction of the social needs of this group (Shalaby, p. 263).

Likewise, Fouad's study (2012) entitled "A Study of Some Psychological and Social Variables and Quality of Life in Children Deprived of Family" concluded that a child's loss of family care negatively affects him psychologically and behaviorally because he lacks feelings of love, tenderness and appreciation in residential institutions. Children also experience increased feelings of anxiety, fear, tension and a sense of inferiority and deficiency (Salama, 2025, p. 535).

As for Taher Belaisawi's study, which attempted to examine the reality of childcare facilities, the most important conclusions were as follows:

The center's failure to fulfill the family role, as the center provides the child being cared for with a nanny, who acts as a substitute mother, while the father's role is absent, which impacts the social makeup of the caregiver.

Communication is difficult due to the large number of nannies. This is due to the nature of the work, which is based on rotation among nannies, and the differences in personality traits and way of thinking among these nannies.

Most center staff acknowledge their awareness that society views this group as inferior.

Children at the center are not given complete freedom of choice, as management is based on a program set by the center's administration (Balaissawi, p. 442).

Wolf and Jabr-Miksal's study, which attempted to identify some of the problems faced by orphaned children and some solutions to them, concluded that deprivation of a natural family affects a child's cognitive and social development, weakening their ability to rely on themselves and interact and participate with others (Shalabi, p. 265).

There are a number of problems that children of unknown parentage suffer from in residential institutions, such as a lack of clarity of identity and personality, in addition to a low self-concept, feelings of inferiority, mental distraction, isolation, loneliness, shyness, and lack of self-confidence (Hassanin, 2020, p. 506).

Hamed Zahran asserts that raising children in institutions makes them more prone to dullness, more reluctant to interact socially, more problematic, and more in need of the attention and affection of others (Amer). The unknown parent also exhibits certain traits, including: (Noura Amin Muhammad, 2020, p. 277) • Possessiveness and equality with others • Passion, stubbornness, and aggression.

Extreme emotionality and jealousy

- Love of the collective nickname
- Love of action games
- Acting out and emotional distraction

Children of unknown parentage also suffer from exclusion within the foster family because natural children are viewed as competitors within the family for the love and care of the parents. The poverty of the family is also one of the reasons for exclusion and abuse, as the foster family, especially the poor one, views the child of unknown parentage as a source of income for it (Kamal, 2013, p. 9).

In this context, social specialists pointed out a number of negatives related to the foster care system, which are as follows:

Lack of a thorough study of the alternative family before handing over the child, lack of serious follow-up of the family by the responsible authorities, discrimination in treatment between natural children and

children of unknown parentage by guardians within the family, and the desire of some families to obtain compensation for raising a child of unknown parentage (Kamal, 2013, p. 11).

School also represents the second challenge that affects the child of unknown parentage while building new bonds and friendships, as the school environment is the first beginning of contact with the external environment, which differs from what the child of unknown parentage experienced in care centers. As we know, school is considered one of the most important schools for socialization, as the individual acquires and reinforces the values and culture of society in this scientific and cognitive edifice. Its role is not limited to providing knowledge and science only, but extends beyond that to instilling the values of morality, citizenship, and belonging.

However, the school environment poses a challenge for a child of unknown parentage, with the emergence of some psychological and social obstacles. This is evident in the child's awareness of the distinction between him and his classmates during his interactions with them, as they often constitute one of the main reasons for what is known as social rejection or social exclusion.

According to the study conducted by Kamel Kamal (2013) entitled "Children of Unknown Parentage Between Exclusion and Social Integration," he says that if a problem occurs between one of the children of the institution and another student at the school, the children gather to support their colleague.

It is noted that their affiliation with each other is strong (unknown parentage), despite any disagreements that may arise between them. When these problems arise, they are subjected to psychological harm by their parents and the school administration, as they are residents of the institution (Kamal, 2013, p. 8).

This statement is consistent with what we experienced while conducting a field study in one of the emergency childhood centers. When we conducted some interviews with the supervisors in the center, we were informed that the children in the center form a protective shield among themselves against other children, showing a kind of support and trying to protect each other as a result of the view formed in them by their regular colleagues in school and their perception based on backgrounds and field data.

Researcher Kamel Kamal will respond, quoting a specialist at the center, that a dispute occurred between one of the children at the institution and the children of the neighborhood while they were returning from private lessons, where the children of the center beat one of their colleagues from the neighborhood, and the child's mother came and began to curse the children and describe them with ugly names (Kamal, 2013, p. 8).

The study reached the following conclusions (Kamal, 2013, p. 18):

- Multiple surrogate mothers. This is evident in the fact that the child becomes biologically and emotionally attached to one surrogate mother during the breastfeeding period and then moves to foster care under the supervision of another mother, which distorts his perception of the mother and her role in his life.
- The child may be subject to exclusion from older children within the institution.
- Social exclusion includes being treated as if they were institutionalized by peers, teachers, and community members, who view them as inferior. This requires caution and action to avoid such situations.
- Some children in foster care may be subject to exclusion from other children within the family, as well as from relatives and neighbors.

There is a third challenge that is no less important than the ones mentioned above, as this challenge works to curb and hinder the person of unknown parentage from smoothly integrating and adapting to society. This challenge is represented by social stigma, as the person of unknown parentage suffers from

what he receives in terms of rejection, ridicule and obscene language from others. For example, but not limited to, they are described with the ugliest descriptions (such as bastards - hospital children - etc.). The meaning of stigma is attaching a negative characteristic or accusation, such as the description of a delinquent, criminal, or thief to a person, the severity, impact, and duration of which varies based on the party carrying out the stigma and the type of social class to which the stigmatized person belongs (Bozar, 2019, p. 353).

In a study conducted by Jihan Muhammad Ali Al-Sheikh Ibrahim (2023) on the social repercussions of stigmatizing children of unknown parentage, she concluded that most of the children of unknown parentage in the research sample were exposed to social stigma in its various forms, whether verbal or discrimination and exclusion, and this stigma resulted in a set of social repercussions.

Whether it was children of unknown parentage inside or outside the institution, outside the institution there was an inability to adapt easily with others, and this was due to their lack of acceptance, in addition to stigma, contempt, and a feeling of alienation and social isolation (Jihan, 2023, p. 1898).

Social isolation in childhood also has a long-term impact on individuals' health and subsequent social circumstances. They are also more susceptible to psychological disorders and other symptoms that affect their health and psychological state. It has been shown that social isolation leads to a lower educational level, increased psychological stress, and the practice of unhealthy behaviors such as smoking, drinking, and others (Abdi, 2023, pp. 964-965).

The most important challenges of adolescence:

Adolescence is a vital transitional stage between childhood and adulthood, during which adolescents acquire attitudes, values, and social skills.

It is one of the most dangerous stages of life that a person goes through, as it is characterized by constant renewal. Adolescence is the stage in which the search for personal identity takes place and the formation of a system of values that will affect the individual's life in the future (Miliani, 2021, pp. 224-225).

In addition to the emergence of irrational ideas, which are a group of ideas that the teenager believes in and embraces about himself or the people around him, or ideas related to the future that are not based on realistic evidence or logical arguments, but rather are verbal emotions, immature or naive desires, or social and psychological pressures, such as the person believing that he is a failure because he is not loved by others.

The category of those of unknown parentage is among the most vulnerable and exposed to risk and the possibility of deviating in the future. Many studies have indicated that adolescent children of unknown parentage in foster homes suffer from increased emotional and behavioral disorders, such as identity disorder, aggressive and withdrawal behavior, and other disorders (Rasha, 2024, p. 231).

This causes maladjustment and inability to integrate, making this group a ticking time bomb that could explode at any time, leaving behind serious social repercussions for society. Society must pay attention to this group, because even if society does not contribute to finding appropriate and possible solutions for containment, the action has a reaction that is equal in strength and opposite in direction, as physicists say.

The identity crisis also represents a direct obstacle in the process of social integration, and its manifestations are represented by the difficulty of integrating with peers. The person of unknown lineage fears revealing his identity or true background for fear of the reaction of peers, which makes his relationships with them superficial and his tendency towards isolation and introversion as a result of the failure to build a positive identity.

The identity crisis is the main problem in adolescence, as the adolescent begins to ask himself who I am and what my role is in society. Here, the adolescent finds himself facing contradictory questions, ideas and demands, which makes him live in various conflicts, especially since he is in a stage characterized by changes. If he fails to obtain answers to his questions, he will fall into identity disorders (Al-Salmi, 2025, pp. 65, 66).

At this age, the child of unknown parentage finds himself lost in an attempt to express himself based on the reality he lives in and society's view of him. This view leads him to isolation and withdrawal, especially when he comes to know and realize his true nature by asking a series of questions to search for his identity, which he sees as different from his peers outside of care centers. He begins with the following questions:

Who am I? Where did I come from? Where am I going? Why am I different from others? What have I done wrong? etc.

One of the obstacles that lead to an identity crisis is telling the unknown child his true identity at a late stage, which exacerbates the situation. Some studies have shown that foster families face a number of challenges in telling the foster child his true identity, in addition to the difference between the name of the foster child and the foster family, which leads to the emergence or appearance of psychological and social problems that affect the health of the adopted child and his thinking about his true identity and where his biological parents are (Al-Salmi, 2025, p. 68).

Identity is a fundamental human need, and when it is ambiguous, disturbed, or distorted, it makes the psychological structure fragile and disintegrated (Rabahi, Sabah, p. 457).

Suhair Muhammad (2002) emphasizes that a teenage girl's deprivation of her parents represents a painful confusion and emotional shock with lifelong repercussions (Kaour, 2021, p. 52).

Among the effects of social stigma and its dangers on the category of adolescents of unknown parentage is what was reached by the results of the study entitled "The Impact of Social Stigma on the Behaviors of Illegitimate Children," which concluded that most of the study cases suffered from various forms of stigma that they were exposed to by society, as the stigma process was exposed to them by those around them, which led to a feeling of alienation, marginalization and exclusion.

This resulted in cases of fleeing from foster families, in addition to the use of violence in cases of stigmatization by adolescent girls who live with their biological mothers. The stigmatization process also left negative effects on the psychology of most groups, leading them to be ostracized by society and, in the worst cases, to attempt suicide, in an attempt to express their rejection of the reality in which they live due to society's lack of acceptance of them (Bouzar, 2019, pp. 364-365).

Also, the study (1994) by Johnson Greze aimed to identify some of the problems suffered by orphaned children and adolescents placed in residential institutions. The most important results of the study were that it showed the spread of many negative behaviors such as: violence, theft, and poor academic achievement (Salama, p. 132).

Adolescence is characterized by a set of changes that occur to the adolescent, which are manifested in physical, psychological and social changes. It is the stage in which the adolescent tries to prove himself and work on independence in his decisions and uniqueness in distinguishing himself from others. Adolescence is considered a double-edged sword. The adolescent either integrates into the general social system or isolates himself and withdraws into himself as the least harmful thing, or deviates and enters the world of crime as an expression of rebellion against the values and culture of society. Moreover, stigma at this age has greater repercussions than before, as the individual acquires the ability to understand,

The most important challenges of the youth stage:

Youth is distinguished from other previous life stages by individual independence and the ability to bear responsibility and its moral and legal consequences. Nevertheless, the process of socialization plays an important role during this stage of life for members of society, as families and communities work to provide support and assistance to their children in order to achieve their psychological and social stability.

However, the youth period for those of unknown parentage is different from that of their normal peers, as at this stage their relationship with the residential institutions in which they lived and grew up ends, and they turn to society with the values, ideas and viewpoints they carry from it that were formed during the previous years. Here, other challenges begin facing the integration of this group into society. Young people at this stage have several needs that help them integrate socially, including: (work, housing, marriage, etc.). However, they sometimes encounter the limits of social acceptance and a negative outlook based on preconceived and discriminatory judgments that constitute an obstacle to their social stability. Here, a new problem arises related to the relationship between a young person of unknown parentage and social integration.

Among the studies that addressed this aspect is a study conducted by Al-Manasir (2009) that aimed to identify the demographic, economic and social characteristics of girls of unknown parentage, as well as to identify the challenges facing girls of unknown parentage who graduated from social care homes in Jordan and their psychological and social needs.

The study concluded that girls of unknown parentage have multiple problems and challenges in the psychological, social and economic aspects. On the psychological side, these girls suffer from anxiety, disturbance, feelings of inferiority, oppression, weakness and lack of self-confidence. On the social side, these girls suffer from social stigma, discrimination, isolation and difficulty in establishing and sustaining social relationships (Al-Tar'a, 2014, pp. 779-780).

As for our field study that we conducted, entitled "People of Unknown Parentage and the Problem of Integration into Society 2009," the aim of which was to determine the relationship between the emergency childhood centers and people of unknown parentage and to try to know the efficacy and effectiveness of these centers in integrating this group.

In addition to researching the foundations, principles, and mechanisms that lead to social integration, which contributes to reducing the risk of delinquency among this group, as well as attempting to understand the ability of those of unknown parentage to integrate into society.

Child care centers should follow methods of advice, preaching, and role models, and stay away as much as possible from methods of cruelty, control, neglect, and indifference, because the ability of those of unknown parentage to integrate into the social environment stems from these centers.

Society, with its various institutions, is considered to be the vessel into which this group enters after reaching adulthood. It is considered of utmost importance through its completion of the role of shelters in the process of social integration. This is evident in providing work, housing, and marriage for this group, thus reducing or eliminating the possibility of their deviating from society.

Our study focused on investigating the background of the young man of unknown parentage during the period of care within the centers, in addition to his ability to integrate into society based on his psychological and social balance that he gained in those centers, as well as investigating the mechanism of their social integration. The study reached several results, which were represented in the following:

- The preference of some educators for those of unknown parentage over others is due to the approach followed. The more the approach tends toward appreciation, respect, advice, and good treatment, the more reciprocal the appreciation and respect will be.

- There is a degree of discrimination on the part of educators, as evidenced by educators' support for gifted students in their studies, in contrast to others.
- The most commonly used method is punishment, and most children of unknown parentage believe that their supervisors have not taught them appropriate lifestyles that would enable them to integrate into society.
- The use of hurtful language by some educators leads to feelings of frustration and a desire for revenge.

The center did not create an appropriate environment for this group to integrate into society.

- The treatment of those of unknown parentage by members of society is based primarily on their perception of society.

The family status of the child of unknown parentage also plays a pivotal role in the process of integration into society, as those of them who are married are satisfied with their social status, as marriage helped them to achieve stability and compensate for the deprivation and emotional deficiency that they lost in childhood.

As for the unmarried, most of them are dissatisfied with their current situation, indicating that marriage is considered one of the important factors or mechanisms through which a person can integrate into society. The unmarried group sees marriage as a primary goal in life because it is one of the reasons for psychological stability and social integration.

- Most of the unemployed sample are dissatisfied with their current situation, and civil society institutions are not playing their role in the process of social integration for this group, according to what the sample members said, due to the inferior view of them by the officials, in addition to false promises.

Consequently, there is a lack of social support through official institutions, which play an important role from birth to adulthood. However, their role becomes ineffective after the child of unknown parentage graduates from the center, leaving them at a crossroads that makes it difficult to adapt.

Finally:

it can be said that those of unknown parentage face several challenges that hinder their integration into society during their life stages, starting with the loss of the family, which is considered the material and moral support, as its role is important in all stages of the individual's life, from birth and early childhood, to adolescence and youth, and the individual's ability to become independent by building his own entity, building a family and other life requirements.

The school is also considered one of the most important schools for socialization. Despite its importance, it is one of the challenges that limit the integration of the unknown parentage into his school social environment as a result of the ideas that others hold about this group. There is another challenge, which is the social stigma that is imposed on the unknown parentage and the profound impact it leaves on them on their adaptation and social integration, especially during adolescence, which is characterized by several characteristics, the most important of which are physiological changes and psychological and emotional reactions, in addition to the search for self- and social identity, which is considered the locomotive that the individual passes through in determining his nature and social affiliation and the resulting effects that remain with the individual throughout his life, his life leads him to isolation and withdrawal, thus limiting his social integration. The same applies to the youth stage, which is of great importance, as the person of unknown parentage finds himself alone in a struggle with a group of emerging challenges without family support to resort to, and in the absence of institutional support, which increases marginalization and exclusion.

This is because the person of unknown parentage needs work, housing, and to build a family. In the absence of these mechanisms related to social integration, the person of unknown parentage remains far

from integration into society. Therefore, all social construction systems must combine their efforts to work to overcome these challenges in order to bring this group to social integration, otherwise it could become one of the basic pillars of deviance in society.

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