



DIFFERENT PATTERNS OF FAMILY UPBRINGING AND DEVIANT BEHAVIOR AMONG THE TALENTED STUDENTS IN THE CITY OF JEDDAH, SAUDI ARABIA, ACCORDING TO SEX

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ABSTRACT



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The present study aims to identify the different patterns of family upbringing and deviant behavior among talented students according to sex. In order to achieve the objectives of the study, the study population has been selected from the talented students in the city of Jeddah in Saudi Arabia. The study will be applied through those schools to the parents of such students (father and mother). The number of these talented students, according to the diagnosis of the Department of Education in the city of Jeddah for the academic year 2015-2014, is (342) students: (162) female students and (180) male students. The total study sample selected has been (98) talented students: (55) male students and (43) female students in the intermediate schools and their parents. The scale of family upbringing patterns and the scale of deviant behavior have been used after verification and validation. The results have shown that there are no statistically significant differences between the mean patterns of family upbringing among the talented students according to the sex variable in the following patterns: democratic, idleness, and excessive protection. Besides, there are differences among the talented students according to the sex variable in the authoritarian dimension in favour of the males when compared to females. The study also reached into the conclusion that there are no statistically significant differences between the mean level of deviant behavior among the talented students according to the sex variable in all dimensions and the total score. On the whole, it is recommended that parents should be lectured the importance of non-domination over their sons and programs should be constructed to train students how to deal with different behaviors.

keywords: *Family, Deviant Behavior, Relationships, Sex*

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INTRODUCTION

Family plays an active role in the normal growth of the personality of their children. It is the most influential factor in the health and psychological normality in childhood. It also counts as the basic source of information and skills and the most important institution through which the child receives care, guidance and values (Shinawi, 1998) and through which the child is imbued with the family upbringing, values and standards and oriented-rules for his actions and behaviors. Within this context, the family atmosphere affects the growth of the son and his behavior and trends as well. It is also mostly associated with the patterns and methods through which the parents perform the roles assigned to them (Bin Auf, 2009). In this regard, Al-Jabali (2000) pointed out that the family upbringing marred with various problems and deviations will reflect on all its members and on its cohesion, stability and harmony among its members.

It is useful to stimulate dialogue with the child and to listen to his opinions and views and his participation in addressing the topics of his interest (Subhi, 1992).

Hute (cited in Yahya, 2000) believes that the individuals who have deviant behavior are socially failure, incompatible in their behavior according to the expectations of the society in which they live, are unable to comply with social norms set for acceptable behavior and consequently, their academic achievement and their personal relationships with teachers and peers in the classroom will be affected and their problems will increase. In this regard, Al-Shami and Ibrahim (1992) conducted a study on the Saudi community where they found that the personal and educational reasons play a key role in the low level of achievement and they emphasized the need for paying attention to the students with low cumulative rates.

The normal family upbringing is one of the indicators judging the progress or backwardness of society. Therefore, the rates of infant death, rates of disability and the components of the culture of the child and the rates of disabilities and behavioral deviations among them give the indicators for the comparison between the communities in terms of progress or backwardness. In this regard, Belsky,

Steinberg, Houts, Halpern and Felsher (2010) argue that the harsh treatment of the mother to her children predicts a behavior oriented towards behavioral riskiness among these children at an early age and having drugs, alcohol, delinquency and patterns of aggressive behavior in addition to increasing the chance of behavioral deviation (Kettani, 2000).

The scientific research and studies have proved that there is a rate of 2-5% of the people who represent the outstanding and talented. Among such talented came into view the elite scientists, thinkers and reformers, leaders, innovators, and inventors, on whom the humanity depended since the ancient eras in the progress of civilization depending on what they produced through their thoughts, minds, inventions, innovations and reforms (Al-Qatee, Al-Dhabyan, Al-Hazmi and Al-Saleem, 2000). Moreover, the talented students who grow up within a negative family upbringing undoubtedly show such problems that lead to the disruption of their behavior and the low academic achievement. Such conclusions were also arrived at by the study of Mauro (2008) and the study of Al-Dhamin (2002).

There is a growing interest in the Gulf societies these days in the talented. In this regard, the Ministry of Education asserts the importance of taking care of the talented and providing them with the potentials and different opportunities for the growth of their talents within the framework of the public programs by setting up special programs for them (Al-Sharee, 2001). The contemporary Saudi family represents the small social unit of the big systemic functions in the Saudi social construction which consists of two generations (parents and children only) and it performs the biological function by supplying the Saudi society with the human elements (children) and also it performs the role of educator in transferring the cultural heritage to the children so that they acquire the Arabic language, customs, family regulations, religious teachings, and the behavioral practices (Al-Omar, 2006).

PROBLEM OF THE STUDY

When planning to care for the talented students, it should be taken into consideration that many of the obstacles that hinder the growth of the

child arise from problems encountered within the family and through his teaching and interaction with members of the community. Such problems increase as a result of the loss of integration and consistency in relation to the methods and reasons followed in the social upbringing and education (Al-Quraiti, 1998). Therefore, the efforts devoted to the study of problems related to the talented is essentially vital and necessary to create the best conditions for the development of what God granted them including the talents and energies, and how to invest them back for the talented and their community as well.

Many of the problems that appear among the talented students, in general, seem to be based on the family and on the methods used by family members in the family upbringing and this is confirmed by most studies such as Rim and Low's study (1988) about the family relationships and the talent. The correct family upbringing is usually reflected on the talented student so his problems get considerably less. The category of the talented students is mostly in need of support and understanding at the same time on the part of others. In this vein, Keller confirms the role of various environmental effects on the education of the talented children. Hine and Gimoylnes's study focused on the family environment of the talented children and the family factors that support the high achievement (Bazah, 2008). It is from here, the importance of the present study comes.

Studies have shown the presence of a percentage of deviation among students in the Saudi society. In this vein, Essa's study (2007) about the educational efforts of the high school in protecting students from behavioral deviations as seen by teachers and students in the city of Riyadh (a proposed study) has shown that the use of some types of drugs among students deserves attention by educators. Taking drugs came first where 34.9 % of the study sample sees it common among high school students and then hashish where 34.1 % of the study sample sees it common among high school students. Sexual deviations were also found prevalent among students in a degree that raises attention. Viewing photos and sexual movies ranked first among the types of sexual deviations where 71.2 % of the study sample sees it common among high school students

and then hazing where 70.5 % of the study sample sees it common among high school students. The most important causes of behavioral deviation from the viewpoint of teachers and students at the secondary stage are the weakness of the religious faith, the desire to experiment and the negligence of the family.

OBJECTIVES OF THE STUDY

From the main objective, the following sub-sections emerge:

1. Identifying the family upbringing pattern used by the parents (father and mother) depending on the sex of the talented student among the talented students in the city of Jeddah in Saudi Arabia.

2. Identifying the level of deviant behavior among the students according to the sex of the student in the city of Jeddah in Saudi Arabia.

IMPORTANCE OF THE STUDY

The importance of this study stems from the topic of family upbringing patterns used by parents in the incidence of behavioral deviations among children and the relationship of this to sex. Accordingly, this study has the following:

THEORETICAL IMPORTANCE

1. The importance of the study stems from the importance of the category covered which is that of the talented students who are badly in need for care and concern to participate in positively guiding them away from the behavioral deviations.

2. This study comes in the light of the growing contemporary challenges that constitute a threat on education and on the various educational institutions especially the school.

3. The importance of the study also stems from the moral aspect in the life of nations which makes the research in this issue one of the priorities in working in educational institutions.

4. The present study enriches the literature about the talented and the role of parents in their upbringing and the nature of the behaviors spread among them.

5. The importance of the study comes from the importance of the variables studied which are the family upbringing patterns, the deviant behaviors and sex among the talented students.

PRACTICAL IMPORTANCE

From a practical point of view, the following points can be achieved:

1. Making an advantage of the results of the present study in guiding and drawing the attention of specialists in the fields of education and psychology concerning the importance of these variables.

2. The present study gains another importance that contributes to the creation of an educational and psychological environment among the talented children.

3. The present study participates in the preparation and development of enriching educational programs for the talented students to improve their deviant behavior.

4. It can also to the preparation and development of educational programs and workshops and training courses for the parents of the talented students about appropriate patterns of family upbringing.

LIMITS OF THE STUDY

The results of the present study are determined by the tools used in the study namely the scale of family upbringing where it is developed based on several scales including Al-Shalabi's Scale (1993) and Al-Kettani's Scale (2000). As for the scale of behavioral deviation, Burks Behavior Rating Scale (BBRS), built on other scales in addition to earlier theoretical literature and previous studies, has been used.

Moreover, the present study is determined by the study community and the sample used consists of the talented male and female students of the age group (13-15 years) who have been selected according to the criteria for selecting talented students in the Kingdom of Saudi Arabia through a scale designed and suitable for the environment of Saudi Arabia. The study community, according to what is available, consists of (342) male and female students, and one third of the total number of the population will be selected as a sample which constitutes about (33 %) of the study population which responded voluntarily to the scales of the study.

As far as the place is concerned, the city of Jeddah in Saudi Arabia is chosen due to the widespread of the different schools of talented

students. While the temporal limits are represented by the time of conducting the study which is the second semester of the academic year (2014-2015 AC). Finally, the present study is determined by the way the individuals respond to the scales after clarifying them.

DEFINITION OF KEY TERMS

The present study includes key terms the most important of which are:

PATTERNS OF PARENTAL UPBRINGING

A process of education carried out by the parents and it is through which the child learns the behaviors, standards, skills and attitudes that religion, society and education accept (Al-Mudanat, 2003). Procedurally, it is primarily determined by the score obtained by the talented student on a scale of parental upbringing used for this purpose which is the democratic pattern against the authoritarian pattern and the excessive protection pattern against the pattern of negligence.

The researcher defines them as the sum of the means which include the personal, mental, psychological, social, emotional, physical, spiritual and behavioral aspects used by the parents to form the healthy child.

BEHAVIORAL DEVIATION

It is a recurrent and continuous pattern of behavior through which all the basic rights of others are violated. It is associated with the concepts of crime and delinquency and it means any behavior that is contrary to the customs and traditions of a particular group and it comes from individuals who are not adults. It represents a case of bad behavior that threatens the life of the group and the community and it pushes the individual to crime (Abdul Muti, 2001). Procedurally, it is defined as the score the talented male student obtains in the dimensions of the behavior rating scale used in the present study.

To the researcher of the present study, it refers to all behaviors that are socially unacceptable which the student performs in the school or family or in the surrounding environment and are incompatible with the traditions and customs of the society. Besides, it is agreed by the members of the community that such behaviors are unacceptable and deviated and carried out by the child repeatedly for a

long period of time. They do not come suddenly or as a result of a particular incident or a particular disease.

SEX OF STUDENT

It means the student's sex either male or female.

TALENTED STUDENTS OR OUTSTANDING

Al-Sharee (2001) defines the talented student as the student who has unusual willingness or ability or has an outstanding performance when compared to the rest of his peers in one or more of the areas estimated by the society especially in the areas of mental superiority, innovative thinking, academic achievement, and skills and abilities and he needs special care and education the school cannot afford through the regular curriculum (Andijani, 2005). Procedurally, it refers to any student diagnosed by the Department of Education in the city of Jeddah through an individual IQ test, which is Stanford - Binet test, fourth edition, and through the teachers' estimations and remarks that he has talent.

METHODOLOGY AND PROCEDURES

STUDY POPULATION AND THE SAMPLING

The study population has been selected from the talented students in the city of Jeddah in Saudi Arabia and the study will be applied to these students' parents (father and mother). The number of these talented students, according to the diagnosis of the Department of Education in the city of Jeddah for the academic year (2015-2014 AC), is about (342) students. The study sample is (33%) of the population after excluding the pilot study which is (50) male and female students and consequently the rest of the sample is (292) students. The study sample has been randomly and intentionally selected.

TOOLS OF THE STUDY

I. THE SCALE OF FAMILY UPBRINGING PATTERNS

The scale of family upbringing is developed with the help of the previous studies and the literature review. Among the scales used in these studies, the researcher includes Al-Shalabi's Scale (1993), which consists of two patterns namely the democratic pattern and the authoritarian pattern and Al-Kettani's Scale (2000) which consists of seven parental trends which are the normality, authoritarianism, excessive protection, indulgence, cruelty, negligence, and fluctuation.

The scale consists of two images: (a) which concerns the pattern of the father's upbringing and image (b) which concerns the pattern of the mother's upbringing. Each image consists of 40 items that measure two dimensions: the democratic - authoritarian direction and consists of (20) items starting from (1-20) and the direction of excessive protection - negligence and consists of (20) items starting from (21-40). The scale comprises positive and negative items that will be identified when talking about every direction. The items measure the responses that are most frequently recurrent among the parents of the identified individual as listed and classified by himself.

This scale measures the following dimensions:

- 1 - Democracy – authoritarianism direction
- 2 - Excessive protection – negligence direction

SCALE VALIDITY

A - VIRTUAL VALIDITY

The scale has been shown to some faculty members (raters) which are (8) in number. Such raters have been asked to evaluate the items of the scale with regard to linguistic construction and the affiliation of each item to the field in which it is listed. A standard of (80%) is adopted to make the raters' amendments. After rating the scale, several changes and adjustments have been made especially concerning the linguistic construction.

B – FACTOR VALIDITY

To verify the factor construct validity of the scale of family upbringing patterns, the researcher has applied the scale to a pilot sample consisting on (50) parents of the talented students. Then, the factor analysis was used through the Principle Component Method, and then the Orthogonal Rotation is used through Varimax Method for all the items that constitute the scale in order to provide a better degree of the interpretation of the factor construct extracted before the rotation. The analysis was determined by four factors to check whether the sub-items of the scale get saturated around those factors. The potential root (Eigen Value) was used according to Kaiser's standard where the value of the potential root of the factor is above one. After adopting (0.30) as a minimum to the significance level of item saturation with the factor according to Guilford's

standard, the results indicated that the saturations of all the items of the scale, which are (37), were greater than (0.30). Table (1) below illustrates the factor construct extracted from the analysis.

Table 1

The values of the potential root and the discrepancy ratios explaining the factors extracted after deleting the items and orthogonally rotating the axes of the family upbringing scale

Factor	Potential root	The explaining discrepancy ratio	Summative discrepancy explaining ratio
First	5.720	15.460	15.460
Second	4.313	11.658	27.117
Third	3.999	10.808	37.925
Four	3.463	9.359	47.285

As it is clear from the above table, the values of the potential roots of the extracted four factors are above one and this explains what constitutes (47.29) of the total variance in the response of the study sample toward the scale. To reveal the nature of the factors extracted and the items saturating on each of them, the saturation values of each item in each factor has been calculated.

C - CONSTRUCT VALIDITY

The construct validity has been calculated by calculating the correlation coefficient between the degree of each item and the total score of the field to which the item belongs. The coefficients have been represented by table (2) below:

Table 2

Coefficients of the construct validity between the item and the dimensions of the family upbringing scale

Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
1	0.45*	11	0.56**	21	0.60**	31	0.57**
2	0.65**	12	0.31*	22	0.32*	32	0.33*
3	0.57**	13	0.49**	23	0.44**	33	0.59**
4	0.53**	14	0.32*	24	0.49**	34	0.65**
5	0.40**	15	0.65**	25	0.11	35	0.79**
6	0.31*	16	0.48**	26	0.68**	36	0.64**
7	0.56**	17	0.56**	27	0.82**	37	0.59**
8	0.50**	18	0.17	28	0.59**	38	0.68**
9	0.64**	19	0.69**	29	0.68**	39	0.71**
10	0.21	20	0.59**	30	0.73**	40	0.80**

**Level of significance a= 0.01 *Level of significance a= 0.05

It is clear from the table that all the items are statistically significant at $\alpha = 0.05$ except the following items: 10, 18 and 25 and therefore they have been deleted in the final shape of the scale. Accordingly, the scale in its current form consists of (37) items.

THE RELIABILITY IT IS VERIFIED THROUGH

A. TEST-RETEST RELIABILITY

The scale has been applied to a pilot sample of (40) male and female students from within the study population and outside the sample. Three weeks later the researcher applied the scale on the same sample. The correlation coefficient between

the scores of the two applications was calculated. The correlation coefficients between the scores of each field came as follows: democratic (0.69), authoritarian (0.79), idleness (0.71), and excessive protection (0.65). All the correlation coefficients between the scores of each field of the scale aspects were acceptable and statistically significant at the level of significance ($\alpha = 0.01$) which indicates the reliability of all the fields of the scale. Consequently, the scale is left in its final shape which consists of (37) items.

DESCRIBING THE SCALE IN ITS FINAL SHAPE

The scale consists of (37) items and four fields:

- Democrat: It means the extent to which parents use methods based on consultation and cooperation with the son and it is measured by the following items: 1, 3, 7, 12, 14, 17, 18, 21, 24, and 35.

- Authoritarian: It means the extent to which parents use methods based on cruelty and severity with the children during their upbringing and it is measured by the following items: 2, 4, 6, 8, 11, 13, 15, and 16.

The two dimensions of democracy and authoritarian are dealt with as an independent pattern.

- Negligence: It means the extent to which parents use methods based on negligence and disregard for the needs and rights of children. It is measured by the following items: 5, 9, 10, 23, 29, 31, 32, 33, 34, and 37.

- Excessive protection: It means the extent to which parents use methods of care and attention more than necessary when raising their children and it is measured by the following items: 19, 20, 22, 25, 26, 27, 28, 30, and 36.

The two dimensions of excessive protection and idleness are dealt with as an independent pattern.

Based on the items of this scale, the lowest score obtained by the diagnosed individual in the field (democracy - authoritarian) is (18) and the highest score is (72), and so on.

18-36 indicates the predominance of authoritarian direction.

37-54 indicates the level between the authoritarian and democratic directions

55-72 indicates the predominance of the democratic direction.

Based on the items of this scale, the lowest score obtained by the diagnosed individual in the field (negligence - excessive protection) is (19) and the highest score is (76), and so on.

19-38 indicates the predominance of the negligence direction.

39-57 indicates the level between the negligence direction and the excessive protection.

58-76 indicates the predominance of the direction associated with the excessive protection.

II. THE SCALE OF BEHAVIORAL DEVIATIONS IN ITS ORIGINAL SHAPE

Dimensions of Burks Behavior Rating Scale (BBRS) have been used. This scale was developed by Harold F Burks in (1975) and it is useful in identifying the behavioral problems among children. It consists of (19) dimensions while the focus will be on (7) dimensions only which are linked specifically to deviant behavior. The sub-score will be calculated for each dimension in order to make sure the availability of the problem among students. Besides, it is possible to apply one dimension and to calculate the output of it.

The following seven dimensions have been dealt with in addition to dealing with the total score of the scale. These dimensions include: excessive withdrawal, excessive dependability, lack of ability to control action, lack of ability to control feelings of anger, excessive aggression, stubbornness and resistance, lack of social obedience.

THE PSYCHOMETRIC CHARACTERISTICS OF THE SCALE IN ITS CURRENT SHAPE

A - VIRTUAL VALIDITY

The scale has been shown to (5) raters who are faculty members. Such raters have been asked to give comments on the linguistic construction and the affiliation of each item to the field in which it is listed. A standard of (80%) is adopted to make the raters' amendments. After rating the scale, several changes and adjustments have been made especially concerning the linguistic construction.

B – FACTOR VALIDITY

To verify the factor construct validity of the deviant behavior scale, the researcher has applied the scale to a pilot sample consisting on (50) talented students. The factor analysis was used through the Principle Component Method. Then the Orthogonal

Rotation was used through Varimax Method for all the items that constitute the scale in order to provide a better degree of the interpretation of the factor construct extracted before the rotation. The analysis was determined by four factors to check whether the sub-items of the scale get saturated around those factors. The potential root (Eigen Value) was used according to Kaiser's standard where the value of the

potential root of the factor is above one. After adopting (0.30) as a minimum to the significance level of item saturation with the factor according to Guilford's standard, the results indicated that the saturations of all the items of the scale, which are (38), were greater than (0.30) according to Guilford's standard. Table (3) below illustrates the factor construct extracted from the analysis.

Table 3

The values of the potential root and the discrepancy ratios explaining the factors extracted after deleting the items and orthogonally rotating the axes of the deviant behavior scale

Factor	Potential root	The explaining discrepancy ratio	Summative discrepancy explaining ratio
First	5.657	14.887	14.887
Second	5.054	13.300	28.187
Third	4.900	12.895	41.083
Four	2.966	7.806	48.889
Five	2.740	7.212	56.100
Six	2.394	6.301	62.401
Seven	2.205	5.803	68.204

As it is clear from the above table, the values of the potential roots of the extracted seven factors are above one and this explains what constitutes (68.20) of the total variance in the response of the study sample toward the scale.

C - CONSTRUCT VALIDITY

The construct validity has been calculated by calculating the correlation coefficient between the degree of each item and the total score of the field to which the item belongs. The coefficients have been represented by table (4) below:

Table 4

Coefficients of the construct validity between the item and the total score of the deviant behavior scale

Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
1	0.55**	12	0.55**	23	-0.02	34	0.60**
2	0.70**	13	0.65*	24	0.65**	35	0.49**
3	0.70**	14	0.59**	25	0.14	36	0.49**
4	0.55**	15	0.72*	26	0.48**	37	0.76**
5	0.59**	16	0.67**	27	0.54**	38	0.64**
6	0.65**	17	0.70**	28	0.71**	39	0.50**
7	0.60**	18	0.50**	29	0.71**	40	0.65**
8	0.62**	19	0.64**	30	0.62**	41	0.62**
9	0.70**	20	0.71**	31	0.69**		
10	0.79**	21	0.79**	32	0.74**		
11	0.15	22	0.54**	33	0.71**		

**Level of significance a= 0.01 *Level of significance a= 0.05

It is clear from the table that all the items are statistically significant at $\alpha = 0.05$ except the following items: 11, 25 and 23. Therefore, they have been deleted in the final shape of the scale.

Accordingly, the scale in its current form consists of (38) items. Besides, the construct validity has been conducted between the total score and the four fields. Table 5 shows the results.

Table 5

Construct validity between the seven fields and the total score of the deviant behavior scale.

Field	Internal validity
Withdrawal	0.80**
Dependability	0.85**
Lack of ability to control action	0.79**
Lack of ability to control anger	0.88**
Excessive aggression	0.83**
Stubbornness and resistance	0.84**
Lack of social obedience	0.78**

**Level of significance $\alpha=0.01$

It is clear that there exists an internal validity between the seven fields and the total score of the scale and it is significant at the significance level $\alpha=0.01$

RELIABILITY OF THE CURRENT SCALE

The following has been conducted

A – RELIABILITY THROUGH CRONBACH ALPHA METHOD: (INTERNAL CONSISTENCY RELIABILITY)

The reliability of internal consistency has been used by doing item statistics. This is conducted by using the equation of Cronbach Alpha to calculate the values of reliability where a sample of (40) male and female students has been selected from inside and outside the study population.

Table 6 shows the results of this process.

Table 6

The values of reliability coefficients by using repetition and Cronbach alpha of the deviant behavior scale

Dimension	Scale items	Cronbach Alpha
Withdrawal	4,5,9,25,26,27	0.75
Dependability	15,17,18,19,22,23	0.77
Lack of ability to control action	1,6,10,11,13	0.73
Lack of ability to control anger	2,14,16,21,36	0.80
Excessive aggression	12,24,31,33,37	0.81
Stubbornness and resistance	7,8,32,34,35	0.76
Lack of social obedience	3,20,28,29,30,38	0.89
Total score	-	0.91

The above table shows that the correlation coefficients are suitable where the scores range on the scale dimensions by following the method of internal consistency between (0.75-0.89).

RESULTS OF THE STUDY

RESULTS RELATED TO RESEARCH QUESTION

1. Are there differences in the family upbringing patterns used by parents (father and mother) according to the gender of students?

We used an independent t-test using two sample variables to detect whether statistically significant differences existed among the mean scores of students, and whether patterns of family upbringing depended on the variable of gender. Table 7 displays the results.

Table 7

Results of t-test for two independent samples of the differences in family upbringing patterns

Patterns	Number of items	gender	Number (Size)	Arithmetic mean	Standard deviation	T-value	Significance level
Democratic	10	Male	55	3.07	0.51	-1.86	0.07
		Female	43	3.25	0.45		
Authoritarian	8	Male	55	1.70	0.56	2.90	*0.01
		Female	43	1.43	0.36		
Negligence	10	Male	55	1.79	0.31	0.42	0.68
		Female	43	1.76	0.34		
Excessive protection	9	Male	55	2.34	0.34	-0.63	0.53
		Female	43	2.39	0.43		

* Statistically significant at the level, $\alpha = 0.05$

Table 7 shows no statistically significant differences between the means of the patterns of family upbringing among the talented students according to the variable of gender in the following patterns of democratic, negligence, and the excessive protection. The t-value was not significant in those patterns. Moreover, the table presented differences among the talented students according to gender in the authoritarian dimension in favor of the males. The arithmetic mean for the males is 1.70 with a standard deviation of 0.56, which is higher than that for the females (1.43) and the standard deviation of 0.36. This result implies that the authoritarian pattern is used more with the talented males than with the females.

At the same time, parents did not distinguish in terms of treatment. As for the democratic pattern, parents listened to and allowed their children to express their freedom and their opinions. Besides, the region where the present

study was conducted played an important role in the findings. Jeddah is known as the most developed and progressive, and thus, the children are immersed in learning and education. In the city, training courses are often held on human development and self-development, which are reflected in parenting and in treating children with democratic methods.

Parents do not usually distinguish between their children with regard to excessive protection. They care for their children whether they are male or female, and they are not keen only on the females. The age of the respondents may have played a role as the children are in their early adolescence, where children are easily affected by others. Therefore, parents felt fear about their children lapsing into deviant behavior so that they protected them excessively and provided them with all their needs.

As for the negligence, parents do not intend to ignore or neglect their children based on gender. Parents consider children as their fortune, and thus,

they cannot be subjected to any negligence. They prefer to deal with their children, spend time with them, and provide them with what they need, such as the information and skills to overcome the hormonal changes that may appear at the beginning of adolescence.

The results showed that there are differences between the talented students with regard to gender in the authoritarianism pattern, which favors males compared to females. This finding indicates that the authoritarian pattern is used more with the talented males rather than with the talented females. Perhaps the parents are stricter with the male children than with the female, which is due to the openness of the children, the increase of their experience in life, and their desire to make decisions without the guidance of parents. All these results may push the parents to cruelty towards children, to use power to control them, and to make them practice the laws and regulations of the family and of the community as a whole.

By contrast, females in their early stage of adolescence are found shy and more afraid due to hormonal changes and specific changes in their external look. Besides, they are more obedient, and therefore, there is no need for cruelty when dealing with them compared to males.

The family constitutes the influential indicator in shaping the personality and upbringing of the child. Because children spend most of their time with their family, they are usually imbued with its trends, ideas, and values. Overall, the family refines the beliefs and trends of the child (O'Neil, 2005).

The differences between the two genders are an important variable that should be considered. The gender of the child is one of the biological facts and social realities affecting the pattern of interaction between parents and children. Studies confirmed that the gender of the child has a significant impact on the parental behavior, and that the methods of parental treatment may be affected positively or negatively depending on the gender of the child. Thus, the parental treatment methods, whether normal or abnormal, are reflected in the character of the child. Ultimately, these methods affect the upbringing of the child (Daniel, 2005). Al-Shayib (1998) concluded that the gender of the child

plays a role in determining the attributes of his character for two reasons. First, sexual links in the genes help determine the characteristics of each gender. Second, culture determines the roles of each of the two genders, and each role is related to specific attributes.

In general, the results arrived at for the current question agreed with the findings of Al-Talib (2012), regarding the detection of the level of the familial environment supporting the growth of the talent as perceived by talented students. This environment is characterized by a high level that suggests the total score and the dimensions. There are no statistically significant differences in the familial environment for the growth of the perceived talent and its dimensions due to the variable.

The results of the current question agreed with the findings of Al-Harthy (2011), concerning the identification of family upbringing patterns and their relationship with the characteristics of personality among the talented students in the city of Al-Qorayyat, Saudi Arabia. Besides, no differences can be attributed to the effect of gender in all types of family upbringing except for the authoritarian pattern where the differences came in favor of the males.

RESULTS RELATED TO RESEARCH QUESTION

2. Are there differences in the levels of deviant behavior of the talented students according to the gender and the academic achievement of students?

To determine statistically significant differences between the mean scores of students in the level of deviant behavior depending on the variable of gender, a t-test for two independent samples was conducted (see Table 8).

Table 8 presents no statistically significant differences between the mean levels of deviant behavior in all dimensions among the talented students according to the gender variable. The total score indicates where the t-value is not significant in the dimensions. This finding implies that the deviant behavior did not differ among the talented students in the intermediate stage according to gender.

The boys and girls at the beginning of adolescence (13–15 years), are characterized by starting a new stage that is not stable or sober. Therefore, deviation can happen for both genders.

Although, they may differ in other things, their level of deviant behavior is similar.

Table 8

T-test results using two independent samples of the differences in deviant behavior levels according to the gender variable

Deviant behavior	Number of items	Gender	Number (Size)	Arithmetic mean	Standard deviation	T-value	Significance level
Excessive withdrawal	6	Male	55	1.88	0.54	-0.59	0.55
		Female	43	1.94	0.51		
Excessive dependability	6	Male	55	2.00	0.47	0.03	0.97
		Female	43	2.00	0.46		
Lack of ability to control actions	5	Male	55	1.93	0.61	-0.10	0.92
		Female	43	1.95	0.80		
Lack of ability to control anger	5	Male	55	2.19	0.70	0.56	0.58
		Female	43	2.10	0.82		
Excessive aggression	5	Male	55	1.85	0.57	1.27	0.21
		Female	43	1.70	0.59		
Stubbornness and resistance	5	Male	55	1.80	0.56	0.51	0.61
		Female	43	1.73	0.78		
Lack of social obedience	6	Male	55	1.53	0.33	0.35	0.73
		Female	43	1.50	0.51		
Total deviation	38	Male	55	1.86	0.37	0.36	0.72
		Female	43	1.83	0.50		

* Statistically significant at the level $\alpha = 0.05$

The lack of difference in the deviant behavior can be attributed to the fact that male and female students are considered talented students, and they can easily adapt to the different situations they are exposed to. They can avoid the risks and difficulties and not fall in big deviant behaviors because of the attention and the method of family upbringing.

Besides, the results varied from the study Alkhalaifi (1994), which dealt with the behavioral problems of primary school children, both talented and academically retarded, according to the variables

of age, gender, and nationality. The results showed that behavioral problems have not appeared significantly among the research sample and they increased with age and study. Moreover, behavioral problems were higher with a statistically significant difference among the students of the higher stages compared to students in the lower stages. The study concluded that there are significant differences in the problems among the study sample due to the variable of gender where the problems were more pronounced among boys than among girls. The variable of academic achievement indicated

significant differences between the talented and the academically retarded in favor of the latter.

The present study differed in terms of the identification of the common problems among the talented students in Saudi Arabia (Al-Ahmedi 2005). The study aimed to identify the impact of the variables of gender and chronological age on the degree of the existence of these problems and their dimensions. The results showed that the largest common problem among the talented male and female student focused generally on two dimensions, which are the problems of actions, hobbies, and leisure time and emotional problems. The results showed that the gender variable had a statistically significant effect on the talented males and females and their dimensions except for the dimension of the family problems in favor of the female students. The chronological age variable significantly affected such problems in favor of the older talented students.

The reason behind the difference between the current study and the results of other studies is due to the difference of the nature of the age group and the nature of child. The present study is concerned with the talented student, and thus, may indicate differences in terms of the varied scales used in previous studies.

RECOMMENDATIONS

Based on the findings of the present study, the researcher has come into the following recommendations:

1. Educating parents by showing them the importance of not being domineering with their male children. It is true that they have some wrong behaviors, yet, they should be given a chance because they are talented.

2. Making use of the present study through having programs to educate students, i.e., to be trained how to deal with different behaviors before they turn into deviant behaviors.

3. Conducting another study similar to the present study about the talented and ordinary students in other areas and on other deviant behaviors.

4. Delivering the results to those responsible for the talented to pay attention to them and to prepare the curricula and methods that deal with

their behaviors and the appropriate methods of their upbringing.

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