

**THE PATTERNS OF FAMILY UPBRINGING AND ITS'
INFLUENCE ON BEHAVIORAL DEVIATIONS AND
ACADEMIC ACHIEVEMENT AMONG TALENTED STUDENTS
IN JEDDAH, SAUDI ARABIA**

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UNIVERSITI SAINS MALAYSIA

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by

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**CORAK ASUHAN KELUARGA DAN PENGARUHNYA TERHADAP
PENYIMPANGAN TINGKAH LAKU DAN PENCAPAIAN AKADEMIK
DALAM KALANGAN PELAJAR PINTAR CERDAS DI JEDDAH, ARAB SAUDI**

ABSTRAK

Kajian ini bertujuan mengenal pasti pengaruh serta corak asuhan keluarga yang digunakan oleh keluarga (ibu dan bapa) terhadap penyimpangan tingkah laku dan pencapaian akademik kanak-kanak berusia 13 hingga 15 tahun di Jeddah, Arab Saudi. Seramai 98 pelajar yang berbakat termasuk ibu bapa mereka telah dipilih secara rawak. Data yang diperoleh daripada sampel terdiri daripada pemboleh ubah demografi dan penilaian daripada skala corak asuhan keluarga. Corak terdiri daripada perlindungan berlebihan dan kecuaiian demokrasi-otoritarian. Skala Kelakuan Penilaian Burks (BBRS) telah digunakan untuk mengukur sifat penyimpangan tingkah laku. Harold F Burks membangunkan BBRS, yang terdiri daripada tujuh penyimpangan tingkah laku iaitu pengeluaran, keboleharapan, ketidakupayaan untuk mengawal tindakan, ketidakupayaan untuk mengawal kemarahan, pencerobohan berlebihan, kedegilan dan rintangan, dan kekurangan ketaatan sosial. Keputusan menunjukkan pembahagian yang sama rata bagi ibu bapa yang menggunakan corak kekeluargaan demokrasi-otoritarian. Bagi perlindungan yang berlebihan dan kecuaiian, sesetengah kanak-kanak mengesahkan bahawa ibu bapa mereka menggunakan perlindungan yang berlebihan, bukannya kecuaiian. Tambahan lagi, 20.4% daripada responden mempunyai penyimpangan tingkah laku yang ketara kerana mereka memerlukan perhatian dan penjagaan, tetapi tidak seorang pun daripada responden mempunyai penyimpangan tingkah laku yang serius. Kebanyakan responden mempunyai tingkah laku yang bersesuaian dengan tujuh dimensi tersebut. Julat kelakuan yang paling ketara memerlukan program rawatan adalah

antara 1% dan 2% iaitu dalam dimensi kebolehpercayaan, seperti ketidakupayaan untuk mengawal tindakan, ketidakupayaan untuk mengawal kemarahan, dan keganasan yang berlebihan. Keputusan yang diperoleh menunjukkan penurunan tingkah laku devian, manakala corak keibubapaan autoritarian meningkatkan penyimpangan tingkah laku kanak-kanak. Tiada perbezaan statistik yang signifikan didapati antara corak asuhan keluarga, yang disebut, demokratik, kecuaiian, dan perlindungan yang berlebihan dalam kalangan pelajar-pelajar yang berbakat mengikut jantina. Tiada perbezaan statistik yang signifikan didapati antara cara serta corak asuhan keluarga, seperti kecuaiian dan perlindungan yang berlebihan, dalam kalangan pelajar berbakat mengikut pembolehubah pencapaian akademik. Walau bagaimanapun, wujud perbezaan dalam corak asuhan keluarga autoritarian dan demokratik. Kajian kini mendapati tiada perbezaan statistik yang signifikan antara tahap purata penyimpangan tingkah laku dalam kalangan pelajar berbakat mengikut jantina dan penarikan balik pencapaian akademik, ketidakupayaan untuk mengawal tindakan, kedegilan dan keengganan, dan ketaatan sosial yang berubah-ubah. Pelajar yang berbakat mempunyai perbezaan statistik yang signifikan bergantung pada tahap pencapaian akademik yang boleh diharapkan, ketidakupayaan untuk mengawal emosi, dan dimensi penentangan yang berlebihan.

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ABSTRACT

This study aims to identify the influence of family upbringing patterns used by the parents (father and mother) on deviant behavior and academic achievement of children ages 13 to 15 years old in Jeddah, Saudi Arabia. A total of 98 talented students and their parents from Jeddah were purposively selected. Data obtained from the sample comprised demographic variables and ratings from a scale of the family upbringing patterns. The patterns are composed of democracy-authoritarian and excessive protection and negligence. The Burks Behavior Rating Scale (BBRS) was used to measure the nature of the behavioral deviations. Harold F Burks developed the BBRS, which consists of seven deviant behaviors, namely, withdrawal, dependability, inability to control actions, inability to control anger, excessive aggression, stubbornness and resistance, and lack of social obedience. Results showed the even distribution of parents who use the democratic-authoritarian pattern of parenting. As for the excessive protection and negligence, some children confirmed that their parents used excessive protection, but not negligence. Moreover, 20.4% of the respondents have significant deviant behaviors because they needed attention and care, but none of the respondents had serious deviant behavior. Most respondents had suitable behaviors in the seven dimensions. The highly significant behavior that required treatment programs ranged between 1% and 2% in the dimensions, such as excessive dependability, inability to control actions, inability to control anger, and excessive aggression. The results detected both all patterns interpretation contribute to the occurrence of deviations in some

dimensions of deviant behavior among the talented students. No statistically significant differences were found between the means of family upbringing patterns, namely, democratic, negligence, and excessive protection among the talented students according to gender. No statistically significant differences were found between the means of family upbringing patterns, such as negligence and excessive protection, among the talented students according to the academic achievement variable. However, differences existed in the authoritarian and democratic family upbringing patterns. The present study found no statistically significant differences between the mean levels of the deviant behavior among the talented students according to gender and academic achievement in the withdrawal, inability to control actions, stubbornness and resistance, and social obedience variables. Talented students had statistically significant differences depending on their level of academic achievement in the excessive dependability, inability to control emotions, and excessive aggression dimensions.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The family plays an active role in the growth and personality development of children by being the most influential factor in the health and psychological normality in childhood and the first source of information and skills. The family is the most important institution in which the child receives care, guidance, and values (Al Shinawi, 1998). The child accepts parental upbringing and the values, standards, and rules of the family to guide his actions and behavior. Within this framework, the family environment influences the growth and the behavior of the child. The family atmosphere is highly related to the patterns and methods through which the parents perform the roles assigned to them (Binauf, 2009). In this regard, Al-Jabali (2000), observed that family upbringing that is affected by various problems and distractions will reflect on the cohesion, stability, and harmony of all members of the family.

Talented children require special care because they exhibit excellence in the work assigned to them, and they show more independence, intelligence, self-confidence, ambition, and achievement when compared to other children. Moreover, gifted children are sensitive and smart such that the family provides them with the best educational methods and various opportunities to express themselves and their ideas, listens to them attentively, shows sympathy and praise, answers their questions clearly, encourages them to be independent, and reduces the restrictions and demands that limit their movements, activities, and thoughts (Al-Rousan, 2009).

Accordingly, the family has to provide a culturally rich environment to stimulate the talented child and to push him to search for places he wants to visit, things he wants to do, tasks he wants to accomplish, and lessons he wants to learn.

Hence, importance should be given to stimulate dialogue with the child, to listen to his opinions, viewpoints, and to encourage his participation to address the topics that interest him (Subhi 1992).

The family significantly shapes the behavior of the child whether positively or negatively. Studying the role of the family in the upbringing of their children is extended to include the factors that cause the deviant behavior of children. Hute, as cited in Yahya (2000), stated that individuals who have deviant behavior are socially unsuccessful, have incompatible behavior with the expectations of society in which they live, and are unable to comply with the social norms set for acceptable behavior. Consequently, deviant behavior affects academic achievement and personal relationships with teachers and classmates, which results in more problems. These problems then affect their acceptance of themselves as people worthy of respect, their interaction with others through productive and acceptable behavioral patterns, and interaction with teachers, educators, and parents through acceptable personal patterns of behavior.

In relation to the role of the family in dealing with academic achievement, Al-Shami and Ibrahim (1992), conducted a study on Saudi society, and concluded that some personal and educational reasons, among which are behavioral deviations, have a role in the low level of academic achievement. They also emphasized the need to pay attention to the students with low cumulative ratings.

To study the family upbringing because of its influence on the behavioral deviations and academic achievement of children is necessary. Talented students may be negatively or positively affected by these problems, and this present study intends to focus on these effects.

1. 2 Background of the study:

The last century has shown the significant development of the concept of talent. Although talent was previously viewed as excellence in mental abilities, talent is now regarded as excellence in several abilities. The concept of talent was strongly linked to exceptional power guided by the spirits, and then became directed toward poetry and rhetoric. Thereafter, talent became associated with individual measurements, such as the Stanford Binet and Wexler Tests, and was then expanded to include outstanding mental ability and performance (Abdin, 2010). Communities realized the importance of identifying individuals with exceptional abilities, and developing such abilities to prepare the leading figures to raise the cultural prestige of their societies. In 2200 BC, the Chinese Empire developed an accurate system to select talented children and to provide them with the appropriate programs. This evidence demonstrated the early efforts in recognizing and developing talents (Abu Nian & Al-Dhabyan, 1997).

Studies have reported that 2% to 5% of the population comprise scientists, thinkers, reformers, leaders, innovators, and inventors, who have produced ideas, inventions, innovations, and reforms that led to the progress of civilization (Alqateai, Al-Eldobbin, Alhazmi, & Assaleem, 2000). Hence, talented students who were raised with negative parental upbringing will experience problems that will lead to behavioral imbalance and poor academic achievement (Mauro, 2008; Aldamen, 2002). At the same time, double standards among parents in the use of methods to identify the deviation concepts will lead to deviant behaviors among children.

Since the advent of Islam, Muslims have investigated the special abilities among Muslim children and have cared for them. Mursi (1998), observed that Islam emphasizes the importance of recognizing and nurturing the talented as well as the

role of talented individuals in the social, economic, and cultural prosperity of communities.

Interest in talented children in the Gulf societies is growing, and several steps are being done to discover such individuals and to provide them with care. In Saudi Arabia, the education policy of the Council of Ministers No. 779 (dated 26/11/1969) emphasizes programs for identifying the talented, taking care of them, providing them with the different possibilities and opportunities for their growth within the framework of public programs, and setting up special programs (Al Sharea, 2001).

In (1984), Saudi Arabia was the first country among the Arab Gulf states to establish a program to train teachers for special education in several tracks, such as mental superiority and innovation. Saudi Arabia led the way in establishing an academic path that aimed to develop undergraduate and graduate teachers to educate and to develop talented students (Al-Abid Al-jabbar, 2001).

Deeper interest in the talented students in Saudi Arabia occurred in (1992) as indicated in a project that aimed to detect and to nurture the talented students in the Kingdom. In (1997), a program for Science and Technology was established with the support of King Abdul Aziz institution. The program was implemented in schools affiliated with the Ministry of Education. In (2000), a public administration was established to supervise the detection and nurture of talented children. Among the most important objectives of this study is to implement suitable methods and programs that can provide the educational, psychological, and social care for the talented (Al-Qatiee, Ali, Al-Dhabyan, Saleh, Al-Hazmi, & Saleem, 2000).

To care for the talented in (1999), the King Abdul Aziz Institution was established. The aim of this institution is to identify talented male and female children. To achieve this aim, the institution (Almassned, 2000), provided grants for

the talented to enable them to develop their talents and abilities, established talent awards in different areas of different talents, conducted programs and scientific research and studies individually or in collaboration with institutions, provided support and care for the talented and their families to overcome the difficulties that limit the growth of their abilities and talents, and supported the development and training programs for special staff to discover and care for the talented. Nevertheless, the effort to care for the talented students in Saudi Arabia is still new. Not more than 10% of the total student population belonged to the talented. Hence, the educational programs provided for them remained limited.

The family is the first incubator for the talented. Therefore, the basic family unit is very important. Normal family upbringing is one of the indicators that determine the progress or failure of a society. The rates of infant death, disabilities, cultural components of the child, and behavioral deviations are indicators of progress or backwardness. Belsky, Steinberg, Halpern, and Felsher (2010), stress that the harsh treatment of the mother at an early age might result in risky behavior among children, which can lead to drug and alcohol abuse, delinquency, aggressive behavior, and behavioral delinquency (Kettani, 2000).

The presence of deviant behavior weakens the ability of society to control and to guide the behavior of individuals and groups, especially the family (Durkheim, 1897). Majority of contemporary scientific and social studies that dealt with the problem of behavioral deviations among children moved in three directions (Aldaweri, 1985). The first direction links the deviant behavior to social and cultural pressures in the broad sense. The second direction connects the deviation to the nature of social roles that individuals have in their communities. The third direction

connects deviation to the quality of the roles played by the deviant gangs for kids or adults.

An important aspect related to the concept of talent is that of achievement. Zayyat (2001), stated that the issue of the talented and achievement was first proposed by the elite scholars of Johns Hopkins University in the US in the field of special education in (1981). According to Ralph Kalou, the US was among the countries in the world that used academic achievement to detect the talented. The US used school records and the scores of students to identify the talented students who have achieved outstanding results. However, some outstanding students do not achieve noticeable success in academic records, and this group has become a recurrent phenomenon, which has been confirmed in many studies (Al-maaytah & Al-Bawalies, 2004).

Family upbringing among Muslims is based on several methods that fit the legal principles, such as setting a good example, reward and punishment, discussion and dialogue, practice, consultation, and cooperation (Al-Tuwaijri, 2000). Hence, Muslim scholars contribute to family care. Imam Al-Ghazali stressed that the culture and the environment have the greatest influence in shaping personality, and human personality is acquired, not inherited, and begins with the family. He also stressed the role of parents in raising children, and he considered parents as the best role models (Jayyar, 1990).

Behavioral deviation received special focus within the framework of Islamic Law. Juveniles were given due attention by ensuring their rights that enable them to mature and to develop properly in the physical, social, and psychological aspects in a manner consistent with the instinct and nature that the Almighty Allah had endowed humanity. This focus is demonstrated in two sides, which are preventive and

therapeutic (Zureiqat, 2007). According to Islamic Law, the preventive side can be achieved by paying attention to some aspects, including choosing a good wife and a good name for the child, providing the right care and expenditure, and educating the child. Moreover, the law ensures the rights of the child to address the factors that can increase delinquent behavior among the poor through social solidarity and charity (Zakat) and to address family disintegration. All interventions grant the child a sense of reassurance, security, care, and attention in the family.

Furthermore, Islam works on keeping the child from the bad individuals who can negatively influence and cause distractions. In this vein, the Prophet Muhammed says, as reported in Al-Bukhari, that the example of the good guy and the bad guy is like that of a musk bearer and the blower of asphalt. “The musk bearer either makes you buy from him or you find good smell from him, while the asphalt blower either burns you or sends you bad smell” (Al-Qattan, 1986). Besides, Arab families differ in upbringing methods. Surveying the parental upbringing methods most commonly used by the Arab families, Jabir (2000), cited cruelty and excessive protection, volatility in the treatment, extreme eagerness, preference of one child over the other, and the rejection and acceptance.

The contemporary Saudi family comprises of parents and children and represents the mini social unit that achieves large systematic jobs in the social construction of Saudi Arabia. The family performs the biological function by supplying the Saudi society with human elements (children) and performs the function of upbringing by transferring the cultural heritage to the children and endowing them with Arabic language, customs, family conditions, religious teachings, behavioral practices, and dealing and communicating with others,

relatives, or strangers. The transfer begins during childhood through youth and ends during maturity or adulthood (Al-Omar, 2008).

Advanced societies, which care for individuals during all life stages, pay great attention to studying the phenomenon of delinquency, and determining and addressing its causes. Saudi Arabia addressed this phenomenon by building institutions for the delinquents, and publishing several studies that examined the definition, causes, prevention, and treatment of delinquency. In addition, the country expanded the awareness practiced by the institutions of care and observation, namely the Ministry of the Interior and Social Affairs, and the academic programs carried out by universities, such as Naif Arab University for Security Sciences, which is among the distinguished universities in the world in the interest of the comprehensive concept of security (Al-Samlouti, 1981).

The above discussion justifies the extending of studies on how to take care of the talented and to focus on the methods of their family upbringing as well as identifying the nature of their behavioral deviations and its relation to their levels of achievement.

1.3 Problems of the study

The plan to care for the talented students should account for the many obstacles in the growth of the child, such as the problems encountered within the family and his learning and interaction with members of the community. These problems increase as a result of the loss of integration and consistency among the methods and reasons used in the social upbringing and education of the child (Alqraiti, 1989). Therefore, the effort devoted to study the problems related to the talented is essential and

necessary in creating the best conditions for the development of what God has given them and to invest such talents and potentials in their community as well.

Many problems of talented students originate from their families and the methods employed to raise them. Rimm and Low (1988), confirmed the association between family relationships and talent. Correct family upbringing is reflected when the talented student has less problems and deviations. Some talented children are not successful in school in spite of the similar characteristics of their family life with that of other talented children. The family relationships of successful talented students are characterized by love and marital happiness, whereas the relations of the parents of unsuccessful talented children are characterized by dispute, quarrel, and separation.

The category of the talented is badly in need of the support and understanding of the society. As cited in Badha (2008), Keller and Joyce confirmed the influence of various educational environments on the learning of talented children, whereas Hein and Gimolns emphasized the role of the family factors in supporting the high achievement of talented children

The family in Saudi Arabia has gone through changes that are similar to other families in the modern world. Every industry tool affects different dimensions of social life, such as media that transmit violence, moral turpitude, disintegration, nudity, sex, and other social diseases. (Al-Zahrani, 2008).

Family upbringing in Saudi Arabia may influence children negatively, such as bullying, overprotection, negligence, pampering, inflicting psychological pain, cruelty and volatility, and distinction between children (Alzahrani, 2011). Meanwhile, the positive methods of family upbringing include imbibing good ideals, preaching, persuasion and intimidation, the story, proverbs, graduality, the habit and guidance (Al-Qalee, 2003). The parents in the Saudi family follow certain methods

in raising their children, such as using reward and punishment and negligence that resulted from the daily process of social interaction with their children. These methods support the acceptable behavior or actions in the culture of the community and address the errors that children commit. Such methods do not start from a vacuum, but develop during family upbringing and religious education according to the multiplicity of life situations in the culture of Saudi society (Al-Maqatee, 1995).

Negative parental upbringing patterns of talented students in Saudi Arabia result in problems. Hence, there is a need to identify the reasons for the occurrence of these problems and the knowledge of the role of the daily environment in which they live. Talented children interact within the family and the school and society contribute in forming their behaviors. This study identifies the nature of the relationship among the family upbringing patterns, such as democratic, negligence, excessive protection, and dictatorship, and behavioral deviations. Dimensions of emotional and activity problems constitute a large proportion of the problems children encounter. Activity and leisure time problems constitute 30.8% of the most common problems, whereas family problems comprise 13.2% of the most common problems among talented students (Al-Ahmadi, 2005).

Al-Essa (2007), confirmed the presence of students with deviant behavior and discussed the efforts of high schools to protect their students from behavioral deviations in Riyadh. Drug use among high school students requires serious attention from educators. Nearly 34.9% of the respondents observed that drug use was widespread among high school students. Another 34.1% of the respondents reported that the use of hashish was prevalent among high school students. Another 23.5% of the respondents confirmed that sniffing glue was common among high school students.

Sexual deviance was widespread among students. Among the types of sexual deviations, 71.2% of the respondents reported that sex photographs and movies ranked first among the types of sexual deviations. Meanwhile, 70.5% of the respondents observed that verbal harassment was also common among high school students. Weak religious faith, the desire to experiment, and family neglect were the most important causes of behavioral deviation from the perspectives of teachers and students.

The low academic achievement of some students with exceptional mental abilities is a problem of academic institutions. Zayyat (2001), stated that the focus on the study of academic achievement in relation to the psychological factors has become less acceptable after the interest in the psychological aspects grew and the demand for the integrated orientation in the study of the individual as a unit that integrates the mental and emotional factors increased. One cannot emphasize the importance of any aspect without considering the other aspects.

Working to provide the needs and identifying the problems and difficulties that the talented child encounters require twice the effort. However, the intervention cannot be achieved without a healthy sound of family life to enable the student to practice his talents and hobbies without pressures or restrictions (Habeeb, 2000).

Lala and Lala (2013) studied the problems faced by gifted students in Saudi Arabia from the perspective of their teachers. The study sample consisted of 119 teachers enrolled in the Department of Gifted and Talented Education in the Ministry of Education in Saudi Arabia. The researchers used a measure for the detection of talented students' problems. The results showed that "sensitivity of students toward the criticism of their problems" and "fluctuation of students' morale between the highs and lows" were the most common problems faced by students at the center of

psychological problems. Regarding the educational problems, the most common problems were: lack of rewards & encouragement and support from the school; lack of curriculum and special occasion for gifted students; failure to provide the school with exercise for talented hobbies; and lack of considering some characteristics of gifted teachers. Student's exposure to harassing colleagues, ridicule and sometimes frequent criticism and not being able to speak openly with his parents about his problems, and his much interest to satisfy others were the most common social problems.

Ahmadi (2005) conducted study to identify the common problems among gifted students in Saudi Arabia, also aimed to identify the influence of the variables of gender, age, on of the existence of these problems and dimensions. The study was conducted on a core sample of 149 Gifted students from both gender belonging to three Areas A Medina ,Jeddah and Taif The results showed that the most problems common among talented students (male and female) the problems centered on the two dimensions activity, hobbies and leisure time, as well as emotional problems the results also showed that the gender variable statistically significant effect on the talented students.

Educators aim to achieve upgrading and excellence in all academic level. This work is continuous and complex. Moreover, parents of students aspire excellence because of the link between achievement and the social and economic status of the members of the community. The recognition that talented people are the true wealth of nations has increased the number of studies and international conferences that discuss and relate this topic to the family. Danger exists when students are at the adolescence stage, where family factors play a major role, because

of their sensitivity and difficulty in adjusting their emotions, which may lead to their deviant behavior later on (Mohammed & Hammad, 2012).

The low academic achievement of some talented students has been confirmed by several researchers, such as Stoeger and Ziegler (2003). Their study claims that the percentage of the talented students with low achievement is between 15% and 50%, which also represents loss of this human wealth. The low achievement may be attributed to personal or family circumstances or may be limited to one academic subject or all subjects in which family upbringing patterns and methods affect the level of achievement of these students (Suleiman, 2004). Al-Ahmadi (2005), also confirmed the existence of achievement problems among the talented students in Saudi Arabia at a rate of 4.4%.

After examining many studies, this present research found that the problem of the level of academic achievement among talented students as a result of family factors has not gained substantial attention. Most previous studies focused on students with mental disabilities, but not on the talented ones in Saudi society. The problem of the study can be summarized as follows:

1. Talented students require understanding and support due to their complex attributes.
2. Talented students in Saudi Arabia have special problems. Solving these problems will require knowledge on the everyday environment that shapes their behavior and should include the family, the school, friends, teachers, and community.
3. Saudi families resort to using some styles in upbringing their children, such as the democratic pattern with the authoritarian pattern and the over-protection pattern with

the negligence pattern. These patterns shape the behavior of the child positively or negatively.

4. Weak religious faith and family negligence are the most important reasons for behavior deviations in the Saudi society as proven by previous studies. The negative patterns of parental upbringing may be also a reason for the behavioral deviations of children.

5. Low levels of achievement among the 15% to 50% of the students with outstanding mental abilities confirmed the influence of the role of parents in terms of attention and follow-up and the characteristics and attributes of talented students. These characteristics and attributes are supposed to lead them to outstanding achievement.

1.4 Purpose of the study

The present study aims to identify the influence of family upbringing patterns on the behavioral deviation and academic achievement among talented children in Jeddah. Therefore to identify different patterns of family upbringing adopted by parents, especially when their children pass through the adolescence stage, with several physical and hormonal changes that affect their appearance and behavior. beside to identify the children's deviant behaviors, as noticed by their parents, since deviant behaviors might develop as a result of the children's emotional and physical instability.

In addition aims to determination the influence of democratic, authoritarian, excessive protection, and negligence patterns on students' In formation deviant behavior among gifted students as well as if it been associated with increased achievement or minimize and different gender.

1.5 Objectives of Study

Several sub-objectives are derived from the above primary objective, which aim at the following:

1. to identify the types of family upbringing patterns used by parents (father and mother) in dealing with their talented students in Jeddah, Saudi Arabia from the point of view of the Talented students
2. To identify the level of deviant behavior among talented students from the perspective of parents (father and mother) in the age group (13-15) in Jeddah, Saudi Arabia
3. To determine the influence of family upbringing patterns used by parents (father and mother) on behavioral deviations among the talented students in Jeddah, Saudi Arabia
4. To identify the types of family upbringing patterns used by parents (father and mother) of talented students in Jeddah, Saudi Arabia according to gender differences
5. To identify the types of family upbringing patterns used by parents (father and mother) of talented students in Jeddah, Saudi Arabia according to academic achievement differences
6. To identify the level of deviant behavior among the talented students according to their gender
7. To identify the level of deviant behavior among the talented students according to their academic achievement

1.6 Research questions

The present study seeks to answer the following question: What is the influence of family upbringing patterns on the behavioral deviations and their relation to gender

and academic achievement for the talented students in Jeddah, Saudi Arabia? The primary question has a number of sub questions.

1. What are the types of family upbringing patterns used by parents (father and mother) in dealing with their talented students in Jeddah, Saudi Arabia from the point of view of the talented students?
2. What are the level of deviant behavior among talented students from the perspective of parents (father and mother) in the age group (13-15) in Jeddah, Saudi Arabia?
3. What are the influence of family upbringing patterns used by parents (father and mother) on behavioral deviations among the talented students in Jeddah, Saudi Arabia?
4. What are the types of family upbringing patterns used by parents (father and mother) of talented students in Jeddah, Saudi Arabia according to gender differences?
5. To identify the types of family upbringing patterns used by parents (father and mother) of talented students in Jeddah, Saudi Arabia according to academic achievement differences.
6. To identify the level of deviant behavior among the talented students according to their gender.
7. To identify the level of deviant behavior among the talented students according to their academic achievement.

1.7 Study hypotheses

In the light of the study objectives and the review of literature, the following hypotheses are proposed:

1. There are no differences on the level of deviant behavior among talented students from the perspective of parents (father and mother) in the age group (13-15) in Jeddah, Saudi Arabia.
2. There are no influences of family upbringing patterns used by parents (father and mother) on behavioral deviations among the talented students in Jeddah, Saudi Arabia.
3. There are no significant differences on the level of deviant behavior among the talented students according to their gender.
4. There are no significant differences on the level of deviant behavior among the talented students according to their academic achievement.

1.8 Conceptual framework of the study

The present study includes an introduction on the family upbringing patterns, deviant behavior, academic achievement, talented students, and previous studies associated with these factors. The present study explores the ways to ensure the suitability of the standards to the Saudi Arabian environment and the mechanism used to select the exploratory sample and basic study. Figure 1.1 presents the conceptual framework adopted in this present study.

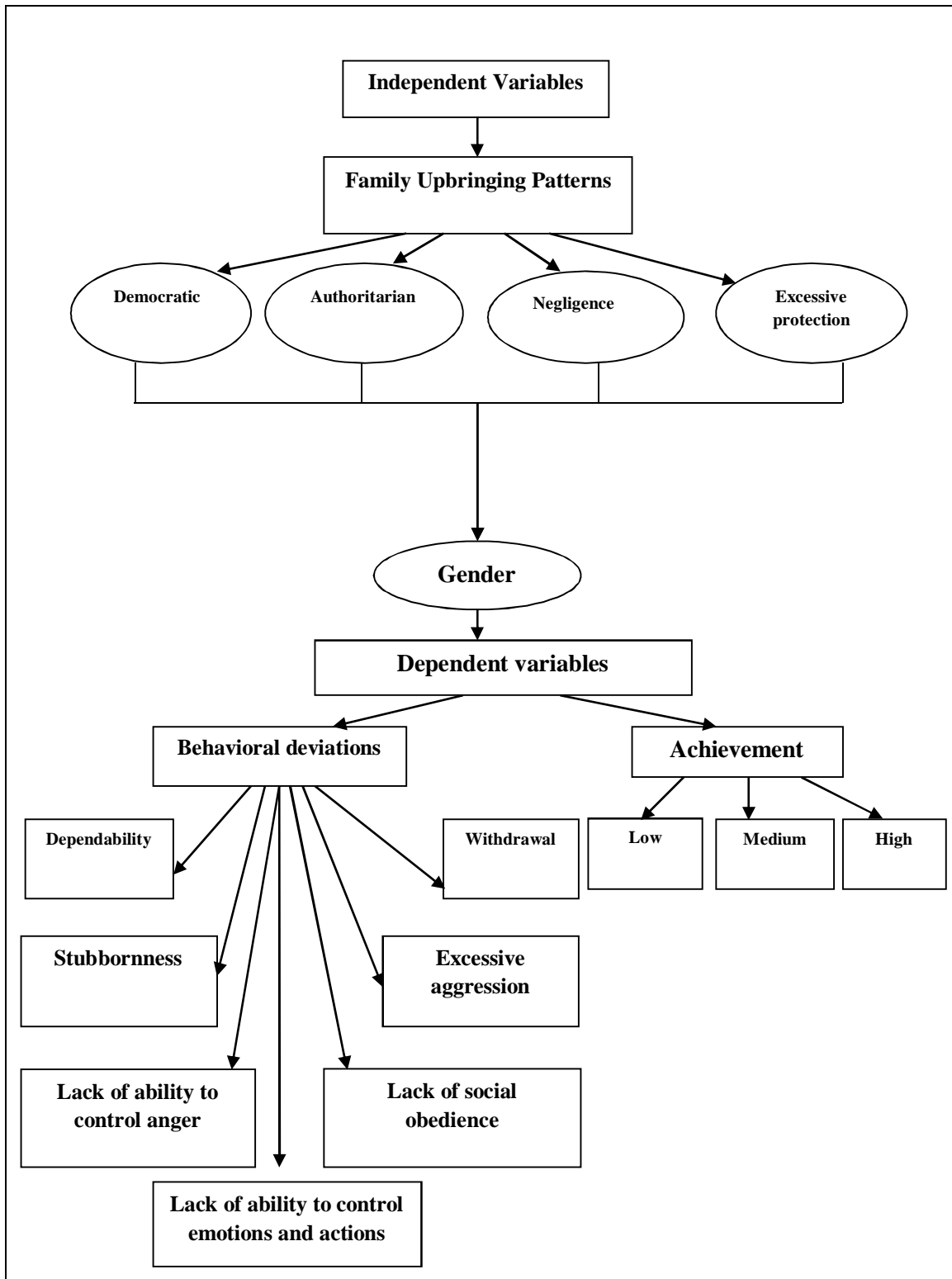


Figure 1.1 Conceptual framework of the study

1.9 Importance of the study

The importance of the present study is in determining the influence of family upbringing patterns used by parents on the behavioral deviations among talented students and their relation to academic achievement and gender.

1.9.1 Theoretical importance

This present study has the following theoretical importance. First, this study pertains to a group of talented students who seriously need care and attention to direct their efforts toward a positive direction and away from the behavioral deviations. This approach is a response to the growing contemporary challenges to education and educational institutions. Second, this study is vital because of the importance of the moral aspect of a nation, which makes research on this subject one of the priorities of educational institutions. Third, this study enriches the literature on talented children, the role of parents in their upbringing, and the deviant behaviors. This study explores the role of important variables, such as family upbringing, deviant behavior, and the level of academic achievement among talented children. To the knowledge of the researcher, studies that focus on talented students in this area are scarce despite the widespread research and descriptive studies that deal with family education and behavioral deviations.

1.9.2 Practical importance

The present study is useful in the following aspects. The results of the present study can guide and draw the attention of specialists in the educational and psychological fields to the importance of the variables. The study creates an environment and educational and psychological climate that are suitable to develop sound behavior

among talented children. The study constructs and develops rich educational programs for the talented students to change their deviant behavior and workshops and training courses for their parents to inform them of the appropriate family upbringing patterns.

1.10 Limitations of the study

The results of the present study are determined by using the scales developed by several scholars, such as Abu Jabal (1983), Al-Saqqar (1984), Alshalabi (1993), Kaffani (1989), and Kettani (2000), to measure family upbringing patterns. For the behavioral deviations, the study will use the BBRS (1987). Such scales are used depending on other scales, theoretical literature, and previous studies.

This study was conducted at "Al Faisaliah School for Gifted Students" for boys and the "Hundred and Twenty-Eighth Specialist School" for girls, in the City of Jeddah. The study sample included student aged 13-15 years based on the results of the "Gifted Test" in Saudi Arabia, which is usually applied on the third and sixth primary grades students as well as the third grade intermediate students. So, the researcher selected the intermediate schools that would include students within the age group 13-15 years who were classified as gifted by the "Gifted Administration" in the City of Jeddah in Saudi Arabia.

The study scope was limited to one city, which is Jeddah. The study includes the different schools for talented students mainly found in this city. The duration of the study is limited to the second semester of the academic year 2014 to 2015. Finally, the study is limited by the manner in which individuals respond to standards after clarifying them.

1.11 Study variables

1. Independent variable: Family upbringing patterns
2. Dependent variables: Behavioral deviations and academic achievement

1.12 Definition of related terms

This study uses several terms that are defined in the succeeding sections.

1.12.1 Parental upbringing patterns refer to the processes parents employ to teach their children about behavior and standards, skills and attitudes accepted by religion, society, and education (Almoudanat, 2003). The pattern is determined through the score obtained by the talented student according to the parental upbringing standards used for this purpose. The patterns include democratic versus authoritarian patterns and the excessive protection versus negligence patterns. The researcher defines the term as the sum of the means of the personal, mental, psychological, social, emotional, physical, spiritual, and behavioral aspects used by the parents to nurture a healthy child.

1.12.2 Behavioral deviation is a frequent and continuous behavior that violates all of the basic rights of others. This behavior is associated with crime and delinquency. Behavior deviation could also be any behavior that contradicts the customs and traditions of a particular group, comes from adolescents whose bad behavior threatens the life of the group and the community, and pushes the individual to a life of crime (Abdul Muti, 2001). In the procedure, the term refers to the score obtained by the talented student in the dimensions of the behavior rating scale used in the current study.

Deviant behavior includes all the socially unacceptable actions of the student whether in school, family, or in the surrounding environment, and are incompatible with the customs and traditions of society. The members of the community should consider the behavior as unacceptable, perverted, and carried out by the child repeatedly for a long time. In short, behavior deviation does not come suddenly or merely resulting from a particular incident or disease.

1.12.3 Academic achievement is the level of student achievement in school before applying the study. Academic achievement has three levels, namely, high (95 to 100), average (89 to 94), and low (below 89). This increment is used because of the high scores of the students in school, especially among the talented students based on the Gifted and talented Center in Jeddah, and the scores will be identified through the student achievement indicated in the demographic variables.

1.12.4 Gender of student is either male or female.

1.12.5 Talented or outstanding students, according to Alsharea (2001), are students who are willing or have unusual abilities or outstanding performances compared with the rest of the peers in one or more areas, such as mental superiority, innovative thinking, academic achievement, skills, and special abilities. The talented student requires special care and education that the regular school cannot provide in the curriculum (Ondidjani, 2005). According to the procedure, a talented student is any student who is diagnosed as such by the Department of Education in Jeddah City through an individual IQ test or the Stanford-Binet test (fourth edition), and through the observations and remarks of teachers.

1.13 Conclusion

As discussed in Chapter one, considering the significant influence of family upbringing on talented students is vital. Talented students are exposed to many different problems including behavioral problems that may escalate to serious behavioral deviations. The study problem has been examined to assist the students to solve their problems and to manage the behavioral and social problems they will encounter in the future.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter will review the literature associated with talented students, family upbringing, and the theories that govern these pivots. Literature on deviant behavior and theories associated with this subject as well as the concepts of academic achievement will also be discussed in detail.

2.2 Talented students

Childhood is considered as the most important growth stage in human development. The stage represents the starting point of growth with various physical, mental, emotional, and social manifestations. The stage is also the basis for the construction of the personality, the acquisition of knowledge and skills, and the formation of tendencies and trends. The family is influential in shaping the personality and upbringing of the child. The child spends most of his time with his family, who will instill in him the trends, ideas, and values of the family. The family refines his beliefs and trends (Rihani, 1985). Bloom (1985), confirmed that the family has the most important role in detecting the talent of the child. The talent will remain dormant and hidden if the family does not provide the encouragement and the appropriate environment for the child to develop his talent during his formative years.

2.2.1 Concept of talented students

Talent is viewed from the perspective of intelligence at the beginning of the last century. Terman (1925), stated that the talented is someone who obtains an IQ of 140. As the research in the field of intelligence progressed, IQ is no longer used as an