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## The relationship between Family Upbringing Patterns and Deviant Behavior among the Talented Students in the City of Jeddah in Saudi Arabia

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### Abstract

The present study aims to identify the nature of the relationship between patterns of family upbringing and the deviant behavior among the talented students in the city of Jeddah in Saudi Arabia. The study has been applied to the talented students in the age (13-15) years and to their parents. A scale of family upbringing patterns and a scale of behavioral deviations have been developed in order to achieve the study objectives. The study has reached into the conclusion

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that the relationship between patterns of family upbringing and deviant behavior interpret as a ratio of (27.0 %) of the deviant behavior in all patterns of upbringing.

**Keywords:** Talented, adolescence, family upbringing, democratic, excessive protection

## **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.

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. 2001).

Therefore, the family upbringing plays an important role in the upbringing of the children especially the category of the talented that is badly in need of support and understanding on the part of others. Keller confirmed the importance of the different environmental impacts on the children's and talented children's education. Besides, the study of Hine and Gimoylnes asserted

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the role of family environment for the talented children and the family factors in supporting the high achievement (Bazah, 2008).

Owaidat's study (1997) also confirms the above point by investigating the effect of the patterns of family upbringing in the nature of behavioral deviations among the students in the eighth, ninth and tenth stages in Jordan. This study shows statistically significant differences in favor of the type of family upbringing rather than the dependent factors. It is noticed that the behavioral problems decrease among the democratic parents and the disciplinary procedures decrease as well. Abdul Hafeez's study (2001) aims to find out the methods of family upbringing and their relationship with the deviant behavior in one of the slum areas in Assyut city. The study sample consisted of ten cases. The study results showed that the vast majority of slum dwellers tend to use conventional methods in the upbringing of children represented by cruelty, deprivation and negligence.

In another study, Hillat, Quthat and Rababah (2008) studied the relationship between patterns of family upbringing and the emotional disorders among the male students of the sixth primary stage primary where the results showed that the prevalent family upbringing methods among the families of the emotionally disturbed students are the authoritarian and the negligence patterns. Besides, the study found a direct correlation between the emotional disorders and the authoritarian pattern of the father. Al-Bahri and Oran (2010) studied the patterns of family upbringing and their impact on the deviant behavior among the tenth stage. Moreover, the study reached into the conclusion that the patterns of family upbringing have an effect in reducing the deviant behavior among the students of tenth stage.

### **Objectives of the Study**

The study aims to detect the patterns of family upbringing used by parents (father and mother) and their influence on the nature of the behavioral deviations of the talented son in the city of Jeddah in Saudi Arabia.

## **Study Research Questions**

The present study answers the following question: To what extent the family upbringing patterns used by parents (father and mother) interpret the behavioral deviations of the talented son in the city of Jeddah in Saudi Arabia?

## **Importance of the Study**

1. 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.
2. This study works on enriching the literature concerning the talented, the role of parents in their upbringing and the nature of the deviant behaviors spread among them.
3. Despite the widespread of research and descriptive studies that deal with family upbringing and behavioral deviations, the studies that focus on the talented students in this area are few to the researcher's knowledge.
4. The present study can contribute to the construction and preparation of rich educational programs for the talented students to improve the deviant behavior.

## **Limits of the study**

The results of the present study are determined by the tools used including the scale of family upbringing, where many scales are used when developing the main scale, and the scale of behavioral deviations where Burks Behavior Rating Scale (BBRS) is used and it is based on other scales, literature review and previous studies.

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.

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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.

### **Definitions of the Study**

**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 researchers define 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 researchers 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.

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**Talented Students or Outstanding Students:** 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 by diagnosis of the Department of Education in the city of Jeddah for the academic year (2015-2014 AC), is about (342) students. The following table shows the distribution of the members of the study population who are students in grades (first, second and third Intermediate stage) in the city of Jeddah.

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**

#### **First: 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.

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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 each direction. The items measure the responses that are most frequently recurrent among the parents of the identified individual as listed and classified by the individual himself.

This scale measures the following dimensions:

1 - Democracy – authoritarianism direction:

2 - Excessive protection – negligence direction:

### **Scale Validity in Its Current Form**

#### **A - Virtual Validity**

The scale has been shown to some faculty members (raters) which are (5) 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 concerning the linguistic construction and the amendments recommended by the raters have been done.

#### **B - 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 (1) below:

**Table (1): 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  $\alpha = 0.01$  \*Level of significance  $\alpha = 0.05$

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.

### **C – Factor Validity**

To verify the factor construct validity of the scale of family upbringing patterns, the researchers have applied the scale to a pilot sample consisting of (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 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

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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 (2) below illustrates the factor construct extracted from the analysis.

**Table (2): 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.

### **The Reliability of the Scale in Its Original Image**

#### **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 researchers 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.

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 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.

It should be note that the scale is composed of two patterns and does not contain a total score. Appendix (4) shows the family upbringing scale in its final shape.

## **Second: 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 researchers have 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  $\alpha = 0.01$  \*Level of significance  $\alpha = 0.05$

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

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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).

### **B - Test-Retest Reliability**

The scale has been applied to a pilot sample of (40) male and female students from inside the study population and outside the sample. Three weeks later, the researchers 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 of the scale fields have come as mentioned in table (7):

**Table (7): Reliability coefficients through re-testing between the four fields between the first and second application of the deviant behavior scale**

Field	Correlation
Withdrawal	0.88**
Dependability	0.90**
Lack of ability to control action	0.94**
Lack of ability to control anger	0.91**
Excessive aggression	0.92**
Stubbornness and resistance	0.89**
Lack of social obedience	0.88**
Total score	0.91**

\*\*Level of significance  $\alpha=0.01$

It is clear from the above table that all the correlation coefficients between the seven fields are suitable and statistically significant at the significance level  $\alpha=0.01$ . This proves the reliability of all the scale fields and the total score as well. Consequently, the scale remained in its final shape consisting of seven dimensions.

**Such dimensions are interpreted as follows:**

Table (19): Interpretation of the results of the dimensions and the total score of the deviant behavior scale

Dimension	Not significant	Significant	Highly significant
Excessive response	6-12	13-21	22-30
Excessive dependability	6-12	13-21	22-30
Lack of ability to control action	5-10	11-17	18-25
Lack of ability to control anger	4-8	9-13	14-20
Excessive aggression	5-10	11-17	18-25
Stubbornness and resistance	5-17	18-25	
Lack of social obedience	7-14	15-24	25-35

**The results of the question: To what extent the family upbringing patterns used by parents (father and mother) can interpret the behavioral deviations of the talented son in the city of Jeddah in Saudi Arabia?**

And to identify the extent to which family upbringing patterns participate in making behavioral deviations among the talented students, the researchers have used the multiple regression analysis and this is shown in Table (8) below:

**Table (8): Results of the multiple regression analysis of the role of the family upbringing patterns in making behavioral deviations among the talented students in Intermediate school in the city of Jeddah**



Dependent variable	Predictors	Coefficient B	Multiple correlation R	Discrepancy R2	F	Probability
Family upbringing patterns	Democratic	-10.50	0.32*	0.10	10.82	0.00
	Authoritarian	10.71	0.33*	0.21	11.84	0.00
	Excessive protection	8.72	0.17*	0.24	3.01	0.09
	Idleness	-7.16	0.17*	0.27	2.83	0.10

The above table shows that both styles (democratic authoritarian) have clarified together about (21.0 %) of the change in the deviant behavior. The democratic pattern clarified (10%) of the deviant behavior while the authoritarian pattern clarified (11 %) of the deviant behavior. The total score of the patterns of family upbringing clarified (27.0 %) of the deviant behavior in all the patterns of family upbringing. Accordingly, it contributed to the interpretation of the deviant behavior in the two dimensions of democracy and authoritarianism, whereas the pattern of excessive protection added only (3%) for interpretation. This contribution was not significant in the interpretation of the deviant behavior. In the end, the idleness pattern added only (3%) to the explanation, but this contribution was also not significant in the interpretation of deviant behavior.

The result of this question agrees with the results of Owaidat's study (1997) concerning the investigation of the effect of family upbringing patterns on the nature of behavioral deviations among the students in the eighth, ninth and tenth stages. Besides, the present study's results agree with the findings of Al-Bahri and Oran's study (2010) about the patterns of family upbringing and their effect on the deviant behavior among the tenth stage students in the Departments of Education in the city of Karak.

With regard to the authoritarian pattern, the results of the study show that it is related to the deviant behavior and it explains more than that explained by the democratic pattern itself, i.e., it explains approximately (11%) of the deviant behavior. This means that the greater the parents use the authoritarian pattern in the house, the more they are dominant and tough with the son, the more they take decisions on his behalf, the greater the level of deviant behavior

becomes. This pushes him to be more deviant. Through reviewing the results of the current question, it has been found that the authoritarian pattern, compared to other patterns, is the most important factor in the occurrence of deviant behavior.

The result of the current question agrees with what Abdul Hafeez (2001) pointed about knowing the family upbringing methods and their relationship with the deviant behavior in one of the slums of the city of Assyut. Moreover, the result of the current question somehow agrees with the findings of Hillat, Quthat and Rababah's study (2008) about the relationship between the patterns of family upbringing and the emotional disorders among the six primary stage male students.

While the pattern of excessive protection added only (3%) to the explanation and this contribution was not significant in the interpretation of the deviant behavior. At the end, the idleness pattern added only (3%) to the explanation and this is also not significant in the interpretation of the deviant behavior.

This means that the excessive protection used by the parent and which is believed to contribute to prevent the son from doing deviant behaviors in addition to the idleness, negligence and ignorance practiced by some parents with their children, all of this does not contribute to the occurrence of deviant behavior among children.

The researchers of the present study attribute the parents' use of the democratic pattern as the most influential method in the upbringing of the talented students to the parents' knowledge that this method is the most suitable in education as being demonstrated by many studies and to the openness of the communities and children and the non-acceptance of the repressive and authoritarian patterns alone in education. This indicates that there is a growing awareness among parents in the city of Jeddah in Saudi Arabia on the role of parents in education. Besides, the researcher attributes the parents' use of cruelty and domination to the desire to control children and to control their decisions and this in the end pushes some children to make different deviant behaviors.

## Recommendations

Based on the findings of the present study, the researchers have come out with the following recommendations:

1. Working on guidance leaflets for the parents to encourage them to practice democratic family upbringing methods since they have an effect on the deviant behavior as demonstrated by the present study.

2. Educating parents through lectures so that they should not be dominant of the male children. It is true that children have some wrong behaviors, yet, it is necessary to give them a chance because they are talented.

3. Attending to the present study by working on constructing awareness programs for students to train them on how to deal with the different behaviors before they turn into deviant behaviors.

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