

Family Upbringing Patterns among the Talented Students and Their Relationship with Some Personal Variables in the Kingdom of Saudi Arabia

Mohammed Ali Hassan Al-Zahrani¹, PhD Candidate

Mohammad Zuri Bin Ghani², PhD

^{1,2} School of Education Studies, Universiti Sains Malaysia,
Penang 1800, Malaysia

Abstract: *The present study aims to identify the patterns of family upbringing among the talented students during adolescence and its relationship with some personal variables in the Kingdom of Saudi Arabia. The study has been applied to the talented students within the age group (13-15) years. To achieve the objectives of the present study, a scale of the patterns of family upbringing has been developed. The findings of the study have shown that half of the respondents tend to use the democratic pattern with their children while all the respondents practice the pattern of excessive protection with their talented children. Besides, the results have shown that there are no statistical differences in patterns of upbringing according to the variables of sex and academic achievement in most of the patterns of family upbringing.*

Keywords: *Talented, adolescent, family upbringing, behavioral deviation*

Introduction

Family plays an important and active role in the normal growth of the personality of its children. It is the most influential and prominent factor in the health and the psychological normality in the childhood. It represents the first source of information and skills. Besides, it is the most important institution through which the child receives care, guidance and values (Al-Shinawi, 1998) and through which also the child is imbued with the family upbringing, values, standards, and oriented rules to his actions and behaviors. Moreover, the family atmosphere affects the growth of the son, his behavior and trends as well. It is also most associated with the patterns and methods that push the parents to perform the roles assigned to them (Bin Auf, 2009). In this regard, Al-Jabali (2000) refers to the fact that family upbringing marred with various problems and deviations will affect all members and has an effect on the cohesion, stability and harmony of its members together. Bloom also emphasized the role of the family through his belief that the family plays the most important role in discovering the talent of the child and if it does not encourage the child and provide him with the appropriate environment during the process of upbringing in order to develop the talent, talent will remain latent inside him and will not show again (Rihani, 2010).

The literature and the psychological research are rich of definitions concerning the concept of family upbringing. Al-Tawab (1995) defines the family upbringing (or family socialization) as a

process in which the individual's standards, values, motives, trends and behavior are formulated to cope with what is desirable, agreed upon and appropriate for his current and future role in the society. It starts with the first moments of the birth of the child. Hamzah (1996) defines the family upbringing as any behavior issued by the father or mother or both of them and it affects the growth of the child's personality whether or not it is intended to guide or educate. Hetherington and Barke (1993) define it as a process in which the new individuals in the society are taught the rules and laws of social play. The different institutions of social normalization try to help the new people and to adopt the laws and rules that will help them to play the same way they play.

Families usually follow different methods in the education of their children ranging from excessive severity to excessive lenience and among such methods the researcher recalls Baloddin's method in Education which concludes that the parental behavior towards children is classified according to three bases namely, democracy, tolerance and acceptance (Rashidi and Khulaifi, 1997).

The talented children constitute a category that needs special care where they exhibit excellence in work assigned to them and they show more independence, intelligence, self-confidence, ambition and achievement when compared to normal children. 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. Moreover, 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). The talented student is the one who has the ability in one or more of the fields of skills that put him in the ratio of up to 2-5 % of children of the same age and this is not limited to the academic intelligence. Rather, this extends to skills that may be scientific, creative or productive (Al- Husseini, 2004).

The family environment for talented students constitutes a source of obstacles they may face. The talented student's character is formed in the family environment as it is the primary source to satisfy his needs. It is through this environment the student receives socialization in accordance with the values and ideals prevalent in the society. If the family does not encourage the talent student, this represents one of the obstacles that hinder the detection of his preparations and creations (Quraiti, 2005). Hence, the family's role starts in developing the talent and this is another challenge facing the families of the talented in order to provide a healthy environment for the development of that talent. Once again, the family plays an important role in the formation of the talents for the children as it provides them with an exciting family environment and provides them with the right climate that allows them to freedom and to express opinion and this in turn enables them to release their potentials and energies (Stuart, 1996).

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:

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.

Objectives of the study:

1. Identifying the nature of family upbringing patterns used by parents (father and mother) in the age group (13-15) years old when dealing with the talented son in the city of Jeddah in Saudi Arabia.
2. Identifying the family upbringing pattern used by the parents (father and mother) depending on level of academic achievement and talented students' sex among the talented students in the city of Jeddah in Saudi Arabia.

Questions of the study:

1. What are the predominant patterns of family upbringing used by the parents (father and mother) in the age group (13-15) years old in dealing with the talented son from the view point of the son in the city of Jeddah in Saudi Arabia?
2. Are there differences between the patterns of family upbringing used by the parents (father and mother) according to the student's sex and the student's level of academic achievement among the talented students in the city of Jeddah in Saudi Arabia?

Importance of the study:

1. The importance of the study stems from the importance of the variables studied which are the family upbringing patterns and the level of academic achievement among the talented students.
2. The results of the present study can be of value in guiding and drawing the specialists' attention in the educational and psychological fields to the importance of these variables.
3. The importance of the present study also stems from its role in creating the environment and the sound educational and psychological climate through which the normal behavior is grown among the talented children.
4. The present study participates in preparing and developing educational programs, training workshops sessions for the parents of the talented students about the appropriate patterns of family upbringing.

Limits of the study:

The present study is determined by the sample used which is the talented students in age group (13-15) years old, male and female, who have been selected on the basis of the criteria for the selection of talented students in the Kingdom of Saudi Arabia. It is also determined by the scale which is designed and suitable for the Saudi environment. The study population is (342) male and female, as an available sample, and one third of the study population which is about (33 %) has been selected as the study sample which has voluntarily responded to the standards of the study.

The present study is also determined by the place of study which is the city of Jeddah in Saudi Arabia and it includes the schools of talented students in which the talented students are abundantly found. As for the temporal, the present study is determined by the second semester of the academic year 2014-2015. Finally, the study is determined by the way the individuals respond to the study 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 researcher of the present study defined them as a sum of tools which include the personal, mental, psychological, social, emotional, physical, spiritual and behavioral aspects used by the parents to form the healthy child.

Academic achievement: It is the level of student's achievement at school in the semester that precedes the application of the study. It includes three levels (90-99 high, 80-89 average, and less

than 80 low). This division is used due to the high scores of students in the school especially the talented students. It is identified by asking the parent about the son's level of achievement in the form of demographic variables.

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:

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.

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 $\alpha = 0.01$ *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.

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.

Answering the study's questions:

The first question: What are the predominant family upbringing patterns used by the parents (father and mother) in the age group (13-15) years in dealing with the talented son from the son's point of view in the city of Jeddah in Saudi Arabia?

To answer this question, frequencies and percentages of the family upbringing patterns have been calculated among the talented students for each family pattern and the results in Table (3) show this.

Table (3): Frequencies and percentages of the family upbringing patterns among the talented students in the intermediate stage in the city of Jeddah

Pattern		Number	Percentage	Total
Democratic - Authoritarian	Democratic	47	49%	98
	Authoritarian	51	51%	
Excessive protection - Idleness	Excessive protection	98	100%	98
	Idleness	0	0%	

The above table shows the distribution of the study sample members between the democratic and authoritarian patterns where nearly half of the study sample tends to use the democratic pattern with their talented children while the other half tends also to use the authoritarian pattern with their talented children. Besides, all respondents tend to use the excessive protection pattern with their talented children and none of the sample has been seen to use the idleness pattern with the talented son.

Generally speaking, the family plays an active role in the growth of a normal personality of the children and it is considered an important influence in the health of the children. Besides it works as stated by Al-Shenawi (1998) on providing information and skills to its children.

Consequently, the role of the family did not differ over time. In the present time it is considered the third factor that influences the character of the children - where the media and the school are considered the first two - but despite that it remains a major contributor to the development of children and their growth due to the advanced expertise which cannot be neglected and its effect remains with the children over time. Al-Jabali (2000) confirms that the family still plays an important role in the lives of its children as the children receive their first training in life through the family where children heavily depend on the parents.

The result of the current question agrees with what Jaber (2000) has dealt with that the mostly used methods of family upbringing by the Arab family include: cruelty, excessive protection, fluctuation of treatment, excessive eagerness, preference between brothers, rejection and acceptance. The findings of Ramadan (1986) state that the dominant methods used by the family in the upbringing of children in the Arab world are the authoritarian pattern, the pattern of cruelty in treatment, the pattern of pampering and excessive protection, the pattern of negligence and ostracism, the pattern of discrimination in the treatment between the sexes in the same family, the pattern of fluctuation in treatment, the pattern of the parents' and the normal pattern that is based on democracy, love and compassion and consultation. When they are in order, the authoritarian pattern comes first while the democratic pattern comes last. In return, the family upbringing in the Arab Peninsula intensely focused on the young children and their mild treatment especially the females (Al-Samlouti, 1978). The present study has shown an increase in using the democratic pattern and the consequent consultation, participation and cooperation with the children. With regard to the Saudi family, the children in Saudi Arabia usually enjoy vitality, movement and love of discovery which push them in the end to defy the laws of family and society and the possibility of violating the values, customs and traditions. They may also violate the beliefs which drive the parents and the relatives to rebuke them and to prevent them from doing a lot of behaviors that constitute the act of penetration (Ukam, 2009).

The second question: Are there differences between the patterns of family upbringing used by the parents (father and mother) depending on the sex of student and level achievement among the talented students in the city of Jeddah in Saudi Arabia?

To find out if there are statistically significant differences between the mean scores of students in the patterns of family upbringing depending on the sex variable, t-test for two independent samples (independent sample t-test) is used as illustrated by Table (4) below.

Table 4: Results of two independent sample t-tests of the differences in the patterns of family upbringing among the talented students in the city of Jeddah depending on the sex variable

Patterns	Sex	Number	Arithmetic mean	Standard deviation	t-value	Level of significance
Democratic	Male	55	3.07	0.51	-1.86	0.07

	Female	43	3.25	0.45		
Authoritarian	Male	55	1.70	0.56	2.90	0.01*
	Female	43	1.43	0.36		
Idleness	Male	55	1.79	0.31	0.42	0.68
	Female	43	1.76	0.34		
Excessive protection	Male	55	2.34	0.34	-0.63	0.53
	Female	43	2.39	0.43		

*statistically significant at ($\alpha=0.05$)

It is clear from the above table that there are no statistically significant differences between the mean of family upbringing patterns among the talented students depending on the sex variable in the following patterns: democratic, idleness and excessive protection where the t-value is not significant in those patterns. Moreover, the table shows that there are differences among the talented students depending on the sex variable in the authoritarian dimension in favor of males compared to females where the arithmetic mean of the males in the authoritarian dimension is (1.70) with a standard deviation (0.56) which is higher than the arithmetic mean for the females which is (1.43) with a standard deviation (0.36). This indicates that the authoritarian pattern is used more with the male talented than with the female talented students.

To answer the question concerning the different patterns of family upbringing depending on the academic achievement level, the independent sample t-test for two independent samples is used as illustrated by Table (5) below:

Table 5: Results of two independent samples of the differences in the patterns of family upbringing among the talented students in the city of Jeddah depending on the variable of the level of academic achievement

Patterns	Level of achievement	Number	Arithmetic mean	Standard deviation	t-value	Level of significance
Democratic	95-99	78	3.22	0.43	2.25	0.03*
	88-94	20	2.89	0.61		
Authoritarian	95-99	78	1.51	0.46	-2.80	0.01*
	88-94	20	1.88	0.54		
Idleness	95-99	78	1.78	0.31	0.19	0.85
	88-94	20	1.77	0.38		
Excessive protection	95-99	78	2.39	0.37	1.14	0.26
	88-94	20	2.27	0.43		

*statistically significant at ($\alpha=0.05$)

The above table makes it clear that there are no statistically significant differences between the means of the family upbringing patterns among the talented students depending on the variable of achievement level in the following patterns: idleness and excessive protection where the t-value is not significant in those patterns. The table also shows that there are differences between the talented students depending on the variable of achievement level in the dimensions of authoritarianism and democracy in favor of the average level of achievement compared to the high level of achievement in the authoritarian pattern and in favor of the high pattern compared to the average in the democratic pattern, where the arithmetic average level in the authoritarian dimension is (1.88) with a standard deviation (0.54) which is higher than the arithmetic average of the high level of achievement which amounts to (1.51) with a standard deviation (0.46). This indicates that the authoritarian pattern is used more by the parents whose children enjoy an average level of achievement compared to the high level of achievement with which parents do not use the authoritarian pattern and better in the democratic pattern in the high level of achievement than the low level.

The parents do not distinguish between their children as far as the excessive protection is concerned. They care about them all whether they are male or female and they are not only keen on females. The age in which the study is conducted may have played a role in that these children are in their early adolescence and the consequences of this represented by the speed of affecting. Therefore, we find them to be quickly affected by the surrounding. Thus, the parents are afraid about their children from the deviant behavior and that is why they tend to over protect them and provide them with what they need to avoid potential risks.

As for the idleness, parents at the same time do not intend to ignore their children or neglect them, whether they are male or female. They consider them a fortune which cannot be subjected to any neglect. In this difficult period, during adolescence, parents prefer to deal with their children and to spend time with them and provide them with what they need including information and skills in order to exceed the hormonal changes that may overcome at the beginning of this stage.

On the whole, the result reached into in the current question agrees with the findings of Al-Talib (2012) about detecting the level of the family environment supporting the growth of the talent as perceived by the talented students. The family environment sponsoring the talent is characterized by a high level that signifies the total score and its dimensions. Furthermore, there are no statistically significant differences in the family environment supporting the growth of the perceived talent and its dimensions that could be attributed to the type variable. The results of the present study also agrees with Al-Harhi (2011) on the identification of the patterns of family upbringing and their relation to the characteristics of personality among the talented students in the city of Al-Qarayyat in Saudi Arabia where no differences attributed to the effect of sex in all patterns of family upbringing except the authoritarian pattern where the difference came in favor of the males.

Academic achievement plays an essential role in the lives of students and in providing them with different sciences and knowledge that can develop their cognition and allows for the growth of their personalities (Ahmed, 2010). The achievement of upgrading and excellence in the levels of academic achievement and working on improving them continuously is a complex endeavor that educators and all those interested in the educational process tend to achieve. Therefore, the parents should not punish their children because of the achievement, as do some of them. They might think that using the authoritarian method with the children may push them to improve and develop and this is not proved by the current study. There is a percentage of (15-50 %) of the talented students suffer from a decline in the achievement (Suleiman, 2004) where some family upbringing methods might have probably played a role in this especially the authoritarian method. This is also confirmed by the study of Al-Ahmadi (2005) that there exist school achievement problems among the talented students in Saudi Arabia with a percentage (4.4%). In the same context, Al-Malali (2010) focused on identifying the relationship between the academic achievement and the emotional intelligence of the talented students and the ordinary students among both males and females. The findings of the study confirmed that there is a statistically significant relationship between the dimension of adjustment and the academic achievement of the talented students excelling. No doubt that the family plays an important role in the occurrence of adjustment to the son.

Recommendations:

Based on the findings of the current study, the researcher has come out with the following recommendations:

1. Working on the parents' getting away from the authoritarian pattern in upbringing their children because using the authoritarian method has a negative effect on the children.
2. Requesting the parents of the talented students to balance between the patterns of excessive protection and negligence and not to use the excessive protection method dramatically.
3. Encouraging the parents to pay attention to their children with the average or less academic achievement and not to use authoritarian methods of family upbringing with them.

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