

Comparing the Parental Raring Styles of the Gifted Children's Families and the Normal Children's Families and Their Relation with the Scholastic Adjustment in Jordan

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Abstract

This research aims to compare the parental raring styles of the gifted children families with the normal children's families and their relation with the scholastic adjustment in Jordan. Study population consisted of the fifth basic grade children in the southern governorates in Jordan (Karak, Ma'an and Aqaba), study sample reached (345) male and female children. Parental raring styles scale and the scholastic adjustment scales were prepared and applied to the research sample. After treating the data with the relevant statistical methods, the results showed the dominance of the autonomic parental raring style of the gifted children families over the normal children families attribute to some of the personal and behavioral characteristics of the gifted children that distinguish them from their normal peers. Also the results showed the presence of differences with statistical significance at the scholastic adjustment between the gifted children and their normal peers in favor of the gifted children group, and the presence of differences with statistical significance attribute to the child's status on a number of the sub-dimensions on the scholastic adjustment scale, the differences in the (child's relation with his peers) dimension were in favor of the gifted children, and the differences on the (child's relation with the school's system) dimension were in favor of the gifted children. Also, the differences on the child's relation with the scholastic activities) dimensions were in favor of the gifted students.

Keywords: Parental Raring Styles, Gifted Students, normal students, Scholastic Adjustment.

1. Introduction

The societies modern renaissance was coupled with the extent of the scientific development in this societies, and the extent of their ability to benefit from their wealth, especially from their human resources. Since the investment in the capabilities of those resources and their ability considers the real measure of the nation's success and development, the human alone is able for change and development, and based on him the nation's renaissance is established (Al-Alousi, 2001).

For this reason the countries seek to search and explore the gifted from the individuals, and considers scare national wealth that it is impossible to compensate if they were neglected or lost, they are the contributors in the society's renaissance and upon them the responsibility for developing it, this also leads it to the serious search for investing it, this also leads it to the serious search for investing in the gifted individuals at the maximum of the allowable capabilities, and the work to benefit from them with the goal to achieve the desired progress and prosperity (O'Neil, 2005, Jarwan, 2008).

Since the family is the first and basic environment for the interaction to occur between the parents and the sons, and since this interaction has the great influence on the sons' behavior from their childhood, the parental raring styles employed by the parents in raring their sons during their early years of age have the active role in the social and psychological building in them, in addition to developing and forming their personalities and developing their talents and capabilities when they are relevant and satisfy their needs (Abd-Alrahman, 1994, Al-Sroor, 2009; O'Neir, 2005).

Since most families are not ready to the presence of a gifted child among its individuals, and it is unexpected that the parents have the complete knowledge about the characteristic and the needs of the gifted children, they will find difficulty in determining the relevant way for dealing with them, their experience is limited to dealing with the normal children that makes them feel the and the inability to provide the sufficient support to their gifted children (Al-Sroor, 1999). Holing worth., (Janos and Robinson) study indicates to the possibility of the presence of some social problems accompany the giftedness, and those problems may attribute to the parental raring styles during the growth and raring process that is imbalanced in them at the mental and emotional sides (Jarwan, 2008; Al-Rehani, 2010). It is noticed through the previous illustration the extent of the importance to know the prevailing parental raring styles among the gifted children families and comparing them with the prevailing styles of the normal children's families, and the extent of their correlation with the achieved scholastic

adjustment in them.

2. Children's Giftedness

Psycho-education sciences disagreed in their identification of the gifted child. Freeman (1941) identified him as the one who enjoys the level of mental capability that appears in the form of over achieving through the intellectual tests, in addition to achievement tests, and high levels of motivation and creative thinking (Al-Qaryoti et al., 2001). The gifted child enjoys some of the unique characteristics at the development side (physical, mental, cognitive, emotional, social, aesthetic and sport) since most of them have confirmed that those characteristics are not fixed or absolute, rather they are changeable and depend on the changes inside the individual and his interaction with the surrounding environment, so the traits might not appear in some children at early stages of their development, rather they appear at later stages according to the raring provided to them by their environment (Jarwan, 2002).

Some of the gifted child's mental and cognitive traits that distinguish him from the normal children the high mental and intellectual ability and that appears in the form of high performance on the individual intellectual tests, since his intellectual coefficient reaches more than (130), in addition to his academic readiness and his high creative thinking (Husseini, 2003). Regarding the emotional traits that distinguish the gifted children from their normal peers their tense emotions in their responses to the situations they encounter, the high motivation, adjusting weakness and the psychological conflict (Silverman, 1993). While concerning the personal traits, they represent in the interest, dominance lover and the ability to make the decision (Freeman, 1991; Al-Shoobaki, 2005; Abatha, 1996; Sulaiman 2004).

3. Styles of Parental Raring

When speaking about the gifted raring, there is the need to mention the basic environment in which they rise, which is the family, through which the behavior formulates and the child begins building his social relations with the others (Freeman, 1991). The parental raring differs in its forms and severity from one family to another, it may takes a form or more, some is characterized by parental rigidity, and some of them tends to forgiveness, while some parents might incline to neglect or rejection, others might provide the spare for openness, democracy and autonomy & more often the parents fluctuate in dealing with their sons. Owaidat (1997) has mentioned in his study the parental raring styles according to (Bomrend) classification that he has distinguished the parental raring styles by the variance in the degree of using the authority as follows:

1. The democratic style opposite to the authoritarian style.
2. Autonomic style opposite to the reliance style.
3. Acceptance style opposite to the prohibition style

The first of these styles is the democratic style, that indicates to the issues in the family are going in a cooperative form, in which the children know that they should perform some duties and they are required to make some of the decisions by themselves. Also the conflicts in the family are treated with the cooperative spirit openness and love. The second style is the authoritarian in which the parent authority is clear over the child at all his life stages and at all of the times. They control his choices and desires & preventing his independence, this authority does not come from the parents hate or neglect of their children, rather it might be hyper care about him (Al-Fawri, 2005). Thirdly the autonomy style that indicates to the parents placing fixed and clear boarders what is acceptable and unacceptable, then encouraging and motivating the child to deal with his special affairs and achieving self-actuation without relying on the others (Al-Majali, 2006). Fourthly, the rejection styles, which appears in the form of a rejection and careless state from the parents toward their child, and disinterest in him, this feeling that encounters the child threatens his security feelings and makes him frustrated and unable to interact with the life situation (Jaber, 2000).

4. The Scholastic Adjustment

Adjustment in the general form is a process that includes the self and social sides. It means the individual's ability to formulate the good relations with his environment with all of what it contains of natural, social and cultural influences. This adjustment is not for one time; rather it is a continuous process (Al-Majali, 2006).

Regarding the scholastic adjustment, it indicates to the child's adjustment with the school's climate, feeling satisfaction and comfort, and it is possible to reflect on his productivity, and acceptance of the attitude system and the values that the school works to provide. The academic study adjusting children achieve high results during their, they participate in the school's activities and programmes with full interaction (Jebreel, 1996; Al-Majali, 2006).

Educators have found a direct and clear relation between the parental rearing styles and the child's behavioral personality. The individual might encounter external barriers that prevent him from appropriately adjust through his relation with the others, including his parents, since they are the source of the concepts and the values, and they dominate the rising through effective rearing styles in the son's personality, the case that illustrates the proper son's growth and adjustment or delinquency in his behavior depends on the success of the communication process and the relevant rearing style for both parties (Zahran, 1999). So, the nature of the relation between the parents and the sons that represents in their rearing style of their son has the effective role in the sons adjustment or delinquency. Feeling or lacking security and stability result in their following behavior, whether it is positive or oriented towards withdrawal and escape, or aggressive that leads to delinquency.

4.1. Scholastic Adjustment and the Gifted Children

Gifted children distinguish from their normal peers in the mental abilities field and the ability to think, that requires from the school providing different educational experiences from those directed to the normal children. The absence of flexibility in the scholastic curricula and the stiffness of the education nature in a traditional way, un-considering the differences between the children, make the gifted child in a stressful situation and in psychological conflict and pressure (ALSroor, 1998).

In a survey study of the teachers opinion about the giftedness, (David & Balagh) found as mentioned by Al-Ahmadi (2005), that one of the problems that the gifted children are suffering from during the lesson was the silent reading, because the lesson is characterized by boredom and does not satisfy their aspiration, so the gifted children need cultural challenge, and the boredom work considers exhausting for them, they prefer thinking and the cognitive activities. One of the most important difficulties that encounters the gifted and the achievers, and relates to their specific traits, their inclination to completeness, high sensitivity, commitment to performing the tasks and hard working. Despite of these positive traits, they clash with the environment that does not understand their needs, and does not provide the needed abilities to satisfy their desires and developing their capabilities. The presence of individuals from this category in a school or family environment that does not seek to satisfy their needs or desires, surely will lead them to a state of social and psychological that lacks the adjustment.

4.2 Literature Review

There are many studies that have addressed the parental rearing styles of the normal children, but rare studies targeted the gifted children society, some of these studies are the following:

Soud (1990) has conducted a study that aimed at revealing the prevailing parental rearing styles. Study results showed the presence of a positive relation between the parental rearing style and the achievement motives relating to self-confidence and future anxiety, while the relation was negative between the achievement and belongingness motives. Suleiman (1991) has conducted a study that aimed to know the parental rearing styles related to achievement and their relation with the achievement motive for different social and cultural segments. The results showed the presence of a positive correlation between the fifth grade students' motive for achievement and the rational directing style from the parents, also found the negative correlation between the motive for achievement and the blaming and severity.

Abu-Jaber (1993) has conducted a study that aimed to investigate the effect of the parental rearing, the order of birth and gender on the motivation for achievement and whether if there an effect of the interaction between the parental rearing, the order of birth and gender on the motivation for achievement and whether if there an effect of the interaction between the parental rearing, the birth order, gender and grade of the children on the level of their motivation for achievement. Study results showed that the children who raised in a family environment that characterized by the tolerance mode have higher motivation for achievement than the children who have been raised in a family environment that characterized by the severe mode, and the tolerance family mode for rearing the children correlates with the sons' high motivation for achievement.

Al-Emran (1994), has conducted a study that aimed to know the relation between the parental rearing styles followed by the parents and its effect on motivation for achievement in Al-Bahrain City. The results showed the presence of effect of the parental rearing styles followed by the parents on the motivation for achievement, and the presence of a relation between achievement motivation and the academic achievement Al-Abadi (1996) has conducted a study that aimed at investigating the relation between the parental rearing styles as perceived by the sons, and the level of the ability for adjustment in Amman City. The study results showed the presence of differences with statistically significance in the ability level for adjustment attribute to the parental rearing style, the differences were in favor of the rearing control style compared to the authoritarian and unrestrained rearing styles, while did not appear significant differences between the rearing style and the achievement level.

Al-Shmayleh (1999) has conducted a study that aimed to investigate the relation between the achievement motive and the parental rearing styles. Results showed the presence of positive relation between the achievement motive of the children and the parents democratic rearing style Al-Ameer (2004) has conducted a study that aimed to know the social rearing styles in the family and the school, and the relation of that with the academic excellence. The results revealed the presence of a correlation between the prevailing positive social rearing styles (democratic, acceptance) in the family and the achievement of the excellent children Draws (1983) has conducted a study that aimed to know the relation between the rearing styles and the academic achievement of the excellent students, the results indicated that the mothers of the excellent children tended to dominance and authority in dealing with their sons. (David, 2005) has conducted a study that aimed to know the level of self-perceived of a set of gifted children and its relation with their family environment and its effect on their giftedness in Hong Kong, the results showed the correlation of the family dimensions with the giftedness dimension through the relation between the academic achievement dimension with the parents expectations of achievements dimension and with the family choice dimension, also creativity correlated with the sons encouragement for autonomy, and leadership dimension positively correlated with the family choice dimension.

5. Statement of the Problem

Some of the educational studies have pointed to the presence of a problem in some parents in dealing with the gifted children, and the presence of shortage in how to deal with the gifted child who needs deep understanding and special methods for dealing, and that the family deals with him based on standards for the normal child, also appeared the fault in how to deal with them to help them reach what develops their capabilities and talents, and achieving their social adjustment (Al-Rehani, 2010). Those studies pointed to some parents inability to know the needs of their gifted sons or problems that contribute to disclose the positive role of the rearing style in formulating the sons' corresponding personalities. This is confirmed by Al-Gamidi (2006) in his study of the barriers encountering the gifted children, they suffer from neglecting their self-needs, family and school needs, that creates in them frustration, psychological pressure, loneliness, tension, loss of enthusiasm to show their giftedness and excellence (Qatanani, 2009, Al-Kobaisi and Howaidi, 2010). From the previous illustration, it is noticed the extent of the importance to know the prevailing parental rearing styles in the gifted children's families and comparing them with the prevailing styles in the normal children families, and the extent of their correlation with their achieved academic adjustment.

6. Study Question

1. What is the prevailing parental rearing style of the gifted children and their normal peers?
2. Are there differences with statistically significance at significance level ($\alpha=0.05$) between the prevailing parental rearing of the gifted children and their normal peers?
3. Are there differences with statistically significance at significance level ($\alpha=0.05$) in the academic adjustment attribute to the parental rearing style?

7. Significance of the Study

Significance of this study stems from the scarcity of the studies and researches that interested in comparing the parental rearing styles of the gifted children's families with the normal children families, and their relation with the children's academic adjustment – (to the researcher's knowledge). It was noticed through reviewing the past literature the scarcity of the studies that have addressed the study's Topic and its variables in the childhood stage in the Arab environment generally, and in the Jordanian environment specifically.

From the other side, the importance of this study emerges from the importance of the rearing process of the gifted children especially at the early childhood stage to know the positive and the negative resulting effects from the used parental rearing style when rearing the gifted child, and comparing them with the explicit effects on the normal child.

This study came to meet the recommendations from many scientific studies in the field parental rearing styles generally, (Qatanani, 2009; Al-Rehani, 2010; Al-Kobaisi & Howaidi, 2010), and rearing the gifted children, and meeting their needs particularly, the need for conducting more studies in the field parental rearing styles of the gifted children and its effect on the achievement and the excellent performance and their academic adjustment that might play great role in developing the gifted children rearing process and developing their capabilities and the work to solve their problems.

8. The Method and the Procedures

Study population consists of all the gifted children from the fifth basic grade in the south governorate (Karak, Ma'an and Aqaba), the number is (395) male and female students who were selected from their schools after

applying the acceptance tests and standards specific to the gifted children and officially adopted by the Ministry of Education departments in Jordan for the scholastic year 2013-2014, they were determined in all the selected schools. This age category was selected of the children because the giftedness phenomenon features are complete at the age stage (10-11) years of old (Denter, 2004). The researcher has distributed the questionnaire to the children and the time was determined for applying each measure by a time duration that ranges between (10-15) minute the children were informed about the time commitment and the necessity of adherence with the measure's instructions. The children were instructed to answer all the measure clauses honesty and objectively, and selecting the descriptive clauses that corresponded with their parental raring style, or as they feel about it according to the cases illustrated by the measure clauses, and there is no need to attempt looking at the peers signs or the attempt to shade the answers randomly.

After the end of the determined time, the papers were collected and confirming the children's answers to all the measure clauses, and thanking them for the participation. The first and the second measure procedures were applied in the same session then correcting the two measures, analyzing the data, inferring the results and discussing them.

9. Study Instruments

To implement this study two measures were prepared, the parental raring measure, and the academic adjustment measure, following is the illustration of these measures.

9.1 Parental Raring Measure

This measure is prepared for the purpose to know the parental raring style of their child as perceived by the son, this measure consisted of (60) descriptive clauses that describe parents behaviors during dealing with their son or those that the son feels their presence through his parents dealing with him. The measure measures four prevailing styles of parents dealing with their sons, determined through reviewing the theoretical literature regarding this topic: these are the democratic, autonomy, authoritative and rejective styles.

Each parental raring style was represented by a set of descriptive clauses, and in front of each clause the child should choose one of the alternatives of four listed alternatives according to licent method to express the extent of the clause application on him and gives a degree form (0-3).

9.2 Instrument Validity

The instrument was introduced to educational teachers and supervisors in the psycho-education science and the childhood psychology science to receive their opinions about the validity and the relevance of the clauses warding for the study's targeted age group. After considering the notes of the teachers and the supervisors, the clauses wording re-arranged according to what has been mentioned by those with the field experience, then gathering them and building the primary from of the measure. Most of the arbitrators showed the agreement and the satisfaction about the measure and its and its correlation with its dimensions and clauses, while some of them expressed a number of notes regarding the wording of some clauses, then fixing the clauses that their validity was confirmed by seven or more arbitrators, some of the clauses were re-warded and some eliminated that mentioned notes on them by the arbitrators.

Regarding the use of the fourfold model and the proposed correction standards the clauses received the agreement from all the arbiters, then introduced to a set of the fifth basic grade students (outside the study sample, the gifted from the selected schools and the normal from the study population schools) to confirm the extent of their understanding of the measure's clauses, and the absence of difficulties or barriers when applying it. In addition to estimating the needed time and determining it when applying the measure.

9.3 Stability

Concerning the measure's stability, it is applied in its final form to an experimental sample outside of the study sample (36) male and female students, the internal stability coefficient was obtained by using Cronbach- Alpha equation for the measure as a whole and for each of its dimensions to receive an indicator about the stability of the measure. Table (1) illustrates that.

Table (1). Cronbach – Alpha Coefficients and Pearson Correlation Coefficient Values for Stability by the Repetition way of the Parental Raring Measure and its Dimensions

| Parental raring style | Number | Cronbach- Alpha Coefficient value | correlation coefficient |
|--------------------------|--------|-----------------------------------|-------------------------|
| The measure total degree | 60 | 0.67 | 0.77 |
| The democratic | 17 | 0.68 | 0.88 |
| The autonomy | 15 | 0.77 | 0.74 |
| The authoritative | 14 | 0.75 | 0.77 |
| The rejective | 14 | 0.60 | 0.69 |

Conbach- Alpha coefficients ranged between (0.60-0.77), which are accepted levels and justify the use of the measure for the study purpose. Pearson correlation coefficients between the two applications ranged between (0.69-0.88) which means that the measure enjoys a good degree of stability, and permitted to accept and use it for the study purposes.

9.4 Academic Adjustment Measure

This measure is prepared in order to know the academic adjustment level that the child enjoys within the school's society, the measure consisted of (35) descriptive clauses that describe behaviors the child shows in the school's environment. Five dimensions were determined that represent the relation with the elements of the school's environment that were determined through reviewing the literatures related to the topic.

- The child's relation with his peers at school: This dimension describes the relation between the child and his peers regarding the cooperation, acceptance, participation in the activities and the games, in addition to making friendships and harmony with them.
- The child's relation with the teachers and the school's administration: this dimension indicates to the nature of the relation that the child establishes with his teachers regarding accepting them and their directions, and the desire to attend their lessons, asking them about difficulties and feeling comfortable when meeting them.
- The child's view towards the school's order this dimension describes the extent of the child's commitment and respect to the school's order and not violating it.
- The child interaction with the school's activities: This dimension indicates to the extent of the child's acceptance of the activities performed in his school and his participation in them.

The child's studying effectiveness: This dimension indicates to the extent of the child acceptance to study at his school, and the amount of effort he exerts in studying his lessons. Each dimension of the academic adjustment measure is represented by a set of descriptive clauses that indicates to the level of the academic adjustment of this child on that dimension, when the child selects the appropriate evaluation from one of the four listed alternatives according to Likert way to express the extent of applying the clause on him, he gives a degree from (0-3).

9.5 Validity of the Academic Adjustment Measure

The measure's content validity was adopted through introducing it to a set of arbitrators from Amman Arab University, and the University of Jordan, The number was nine of the specialists in the counseling, special education, and psychology, they were asked to introduce their opinions about the measure's clauses and dimensions, and to place their remarks about the relevance and the comprehensive of the dimensions and the clauses that the measure has addressed to determine the extent of child's level of academic adjustment, the linguistic soundness of each clause, the relevance of the clauses & the linguistic wording for the targeted category, and if the clauses set to measure the child's level of academic adjustment measures what is intended to measure ? Most arbitrators showed the agreement and the satisfaction about the measure and its correlation with its dimensions and clauses, while some of them have presented a number of remarks about wording some of the clauses. The clauses confirmed by seven or more arbitrators were fixed, and some of the clauses re-worded and eliminating some of the clauses that were rejected by the arbitrators. Regarding the use of the fourfold model and the proposed correction standards, they received the agreement from all of the arbitrators.

9.6 Stability of the Academic Adjustment Measure

Concerning the stability of the measure, it was applied in its final form to an experimental group outside of the study sample, the number of its individuals (36) male and female students. Their presence was limited to the purposes of calculating the instrument's stability. The internal consistency coefficient Kronpach- Alpha was obtained for the measure as a whole and for each of its dimensions to reach the index about the measure's

stability, table (2) illustrates that

Table (2). Cronbach- Alpha Coefficients and the values of the Pearson Correlation coefficients for the stability by the repeating way of the measure the academic adjustment and its dimensions

| Dimensions of the academic adjustment | Number of the clauses | Value the Cronbach Alpha Coefficient | Value of the Pearson correlation coefficient |
|---------------------------------------------------|-----------------------|--------------------------------------|----------------------------------------------|
| Academic adjustment measure | 35 | 0.77 | 0.72 |
| The child's relation with his peers | 9 | 0.84 | 0.82 |
| The child's relation with the schools order | 5 | 0.77 | 0.61 |
| The child's relation with the teachers | 8 | 0.65 | 0.76 |
| The child's relation with the school's activities | 5 | 0.72 | 0.74 |
| The academic effectiveness | 8 | 0.66 | 0.75 |

As seen from the table, the coefficients of Cronbach- Alpha ranged between (0.66-0.84), which are accepted levels and Justify the use of the measure for the study purposes. I-test method is used to confirm the stability of the measure through applying it to the experimental group gifted and normal students, the time between the two applications was two weeks, then extracting the values of the Pearson correlation coefficients for stability between the children in the two applications to reach the indexes of the measure's stability, the Pearson correlation coefficients ranged between (0.61-0.86), which indicates that the measure enjoys a good degree of stability, and accepted for the study purposes.

10. The Results

1. To answer the first question of the study questions, which is what is the prevailing parental raring style for the gifted children and their normal peers?

The means for each style of the parental raring styles were obtained, and sub-scores obtained for each individual, the study sample individuals were categorized and distributed according to their respondents within the style in which they receive the higher score, also the frequencies and the percentages were obtained for the study individuals distribution for each style of the parental raring styles.

Table (3): illustrates that

| Total | Rejective | Authorative | Democratic | Autonomic | Treatment styles | |
|-------|-----------|-------------|------------|-----------|------------------|-------------------|
| 345 | 33 | 30 | 102 | 1.80 | Frequency | Study individuals |
| | 11% | 10% | 35.1% | 62% | Percentages | |
| 172 | 17 | 16 | 41 | 108 | Frequency | The Gifted |
| | 5.8% | 5.5% | 14.1% | 37% | Percentages | |
| 173 | 14 | 22 | 62 | 45 | Frequency | The Normal |
| | | 7.5% | 21.3% | 26% | Percentages | |

It is seen from table (3) that the percentage of the study sample individuals distribution to the parental raring styles for every gifted child and his normal peer was higher for the autonomy style, the percentage of the gifted students was 37.2%, and for the normal children 26.2% this style considers the prevailing style for both groups. While the percentages for the other styles ranged between 14.1% for the democratic style for the gifted and 5.5% for the authorative style. While the percentages ranged between 7.5% for the normal students in the democratic style to 5.8% for the rejective style for the gifted and 4.8% for the normal children.

2. To answer the second question of the study which is "Are There differences with statistically significance at significance level ($\alpha=0.05$), between the prevailing parental raring style for the gifted children and their normal peers ? Chi- square as obtained between the prevailing parental raring styles for the gifted children and their normal peers. Table (4) illustrates that:

Table (4). Results of Chi-Square test between the Percentage of the Prevailing Parental Raring Style of the Gifted Children and their Peers

| Significance level | Degrees of Freedom | Chi-Square Value |
|--------------------|--------------------|------------------|
| 0.025 | 3 | 9.392 |

It is seen from table (4) that there are differences with statistically significance between the prevailing style for the gifted children and their normal peers, Chi-square value was 9.392, which is with statistically significance at significance level ($\alpha=0.05$), by reviewing the percentages in table (3), it is seen that the differences are in favor

of the gifted students.

3- To answer the third question of the study questions which is "Are there differences with statistically significance at significance level ($\alpha=0.05$) in the academic adjustment attribute to the parental raring style and the child's status and the interaction between them?" the means and the standards deviations for the total de3rees were obtained on the academic adjustment measure for the gifted students and their normal peers according to parental raring styles, also t-test was used to calculate the differences between the means for the children responses on the total measure according to the variable the child's status, also to calculate the differences between the means for the children responses on the total measure according to the variable the child's status, also to calculate the differences between the means for the children responses on the total measure according to the variable the child's status, also to calculate the differences between the means of the total degrees for academic adjustment level according to the variables the child's status and the parental raring styles. Table (5) illustrates that.

Table (5). Differences between the Gifted Students Means and their Normal Peers in the Academic Adjustment Level

| Statistical significance | Freedom degree | Calculated valued | Normal | | Gifted | | The child's status |
|--------------------------|----------------|-------------------|--------|------|--------|------|------------------------------|
| | | | S.D | Mean | S.D | Mean | Parental raring styles |
| 0.000 | 368 | 3.66 | 0.32 | 2.07 | 0.31 | 2.19 | Total degree for the measure |
| 0.01 | 191 | 2.51 | 0.29 | 2.16 | 0.32 | 2.27 | Autonomic |
| 0.36 | 91 | 1.51 | 0.34 | 2.19 | 0.42 | 2.29 | Democratic |
| 0.68 | 46 | -0.51 | 0.35 | 2.09 | 0.37 | 2.03 | Authoretive |
| 0.83 | 34 | -0.61 | 0.41 | 2.05 | 0.39 | 1.97 | Rejective |

It is seen from table (5) the presence of explicit differences between the gifted students means and their normal peers in the academic adjustment level, and to know the significance of these differences t-test was used, and it is seen from the table the presence of differences with statistically significance between the means of the gifted children responses and their normal peers on the total degree of the academic adjustment measure attribute to the child's status and in favor of the gifted children with the mean (2.19), and (2.07) for the normal children. Also the results show the presence of differences with statistical significance between the means of the children's responses with autonomy raring style attribute to the child's status.

By comparing the means of the autonomy style between the gifted children and their normal peers, its was found the prevalence in favor of the gifted children on this style since the mean for the gifted children responses was (2.27) and (2.16) for the normal children. Also, the table showed that there are no differences with statistically significance between the means of the gifted children responses and their normal peers on the rest of the parental raring styles attribute to the child's status.

To know the differences in the academic adjustment level of the study individuals between the means of the sub-dimensions degrees that the measure consists of and attribute to the parental raring style and the child's status and the interaction between them, the means were obtained for the measure's sub-dimensions, and the dual variance analysis was used to know the significances of the differences. Table (6-12) illustrated that :

Table (6) illustrates the means and the standard deviations of the sub-dimensions degrees on the academic adjustment measure according to the parental raring style and the child's status.

| Table (6). The Means and the Standard Deviations of the Sub-Dimensions Degrees on the Academic Adjustment Measure According to the Parental Raring Style and the Child's Status | | | | Authorative | | | | Democratic | | | | Autonomic | | | | The sub-dimensions of the academic adjustment measure | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|-------------|------|--------|------|------------|------|--------|------|-----------|------|--------|------|-------------------------------------------------------|--------|-------------------------------------------------|
| | | | | Normal | | Gifted | | Normal | | Gifted | | Normal | | Gifted | | | Normal | |
| S.D | Mean | S.D | Mean | S.D | Mean | S.D | Mean | S.D | Mean | S.D | Mean | S.D | Mean | S.D | Mean | S.D | Mean | |
| 0.37 | 1.81 | 0.41 | 1.73 | 0.34 | 1.95 | 0.38 | 1.82 | 0.29 | 2.08 | 0.38 | 1.96 | 0.38 | 2.11 | 0.43 | 2.18 | | | Student's relation with his peers |
| 0.29 | 1.97 | 0.33 | 1.74 | 0.38 | 1.93 | 0.32 | 1.99 | 0.34 | 2.13 | 0.29 | 2.09 | 0.34 | 2.02 | 0.33 | 2.05 | | | Student relation with the school's order |
| 0.38 | 2.03 | 0.35 | 1.89 | 0.32 | 2.08 | 0.38 | 2.11 | 0.43 | 2.14 | 0.33 | 2.21 | 0.39 | 2.19 | 0.35 | 2.23 | | | Student's relation with the teacher |
| 0.37 | 2.05 | 0.47 | 1.73 | 0.29 | 2.18 | 0.38 | 2.03 | 0.31 | 2.19 | 0.34 | 2.25 | 0.27 | 2.09 | 0.37 | 2.18 | | | Student's relation with the school's activities |
| 0.39 | 2.14 | 0.36 | 1.79 | 0.41 | 2.21 | 0.29 | 1.98 | 0.39 | 1.97 | 0.41 | 2.20 | 0.36 | 2.05 | 0.32 | 2.07 | | | Academic interaction |

It is seen from table (6) the presence of explicit differences between the means of the gifted children and their normal peers in the level of academic adjustment according to the measure's sub-dimensions and according to the parental raring style. Also, table (7) illustrates the means and the standard deviations of the total degrees for each sub-dimension in the academic adjustment measure according to the child's status.

Table (7) .The Means and the Standard Deviations for the Total Degrees of Each Sub-Dimension from the Academic Adjustment Measure According to the Child's Status

| Normal | | Gifted | | The Sub- dimensions of the Academic Adjustment Measure |
|--------|------|--------|------|--------------------------------------------------------|
| S.D | M | S.D | M | |
| 0.29 | 1.93 | 0.31 | 1.98 | The child's relation with his peers |
| 0.38 | 2.01 | 0.40 | 2.09 | The child's relation with the school's order |
| 0.32 | 2.13 | 0.36 | 2.15 | The child's relation with the teacher |
| 0.41 | 2.06 | 0.42 | 2.16 | The child's relation with the school's activities |
| 0.42 | 2.06 | 0.38 | 2.07 | Academic interactivity |

Table (7) shows the presence of explicit differences between the means of the gifted children and their normal peers, to know the significance of these differences, the double variance analysis was used, and table number (8) shows that:

Table (8). Results of the Double Variance Analysis of the Sub-dimensions Degrees from the Academic Adjustment Measure According to the Variables the Parental Raring Style and the Child's Status

| S. Level | F Value | Mean Square | Freedom Degrees | Total Squares | Source of Variance | The sub-dimensions of the academic adjustment measure |
|----------|---------|-------------|-----------------|---------------|--------------------------------------------|-------------------------------------------------------|
| 0.29 | 1.25 | 0.16 | 3 | 0.46 | Parental raring style | The child's relation with his peers |
| 0.01 | 6.76 | 0.84 | 1 | 0.84 | The child's status | |
| 0.09 | 2.20 | 0.27 | 3 | 0.82 | Parental raring style X the child's status | |
| | | 0.12 | 362 | 44.95 | The error | |
| | | | 369 | 47.26 | Total | |
| 0.00 | 8.26 | 0.93 | 3 | 2.79 | Parental raring style | The child's relation with The school's order |
| 0.05 | 3.96 | 0.45 | 1 | 0.45 | The child's status | |
| 0.12 | 1.96 | 0.22 | 3 | 0.66 | Parental raring style X the child's status | |
| | | 0.11 | 362 | 40.77 | The error | |
| | | | 369 | 44.89 | Total | |
| 0.00 | 5.40 | 0.78 | 3 | 2.33 | Parental raring style | The child's relation with The teacher |
| 0.60 | 0.27 | 0.04 | 1 | 0.04 | The child's status | |
| 0.76 | 0.39 | 0.06 | 3 | 0.17 | Parental raring style X the child's status | |
| | | 0.14 | 362 | 52.10 | The error | |
| | | | 369 | 54.63 | Total | |
| 0.00 | 5.87 | 0.66 | 3 | 1.97 | Parental raring style | The child's relation with The school's activities |
| 0.00 | 10.57 | 1.18 | 1 | 1.18 | The child's status | |
| 0.10 | 2.11 | 0.24 | 3 | 0.17 | Parental raring style X the child's status | |
| | | 0.11 | 362 | 40.50 | The error | |
| | | | 369 | 43.83 | Total | |
| 0.32 | 1.17 | 0.16 | 3 | 0.47 | Parental raring style | Academic interactivity |
| 0.11 | 2.61 | 0.35 | 1 | 0.35 | The child's status | |
| 0.00 | 7.04 | 0.93 | 3 | 2.80 | Parental raring style X the child's status | |
| | | 0.13 | 362 | 48.07 | The error | |
| | | | 369 | 51.47 | Total | |

It is seen from table number (8) the presence of differences with statistical significance in the child's relation dimension with his peers attributes only to the child's status, and by looking to table number (7), it is clear that the differences in this dimension are infavor of the gifted children with the mean (1.98) and (1.93) for the normal children, while there are no differences with statistically significance attribute to parental raring style, nor to the interaction between the parental raring style and the child's status on this dimension. Also seen the presence of differences with statistically significance in the child's relation dimension with the academic order attribute to the child's status and infavor of the gifted children, with the mean (2.09) and the man (2.01) for the normal children, also the presence of differences with statistically significance for the same dimension attribute to the parental raring style.

To know the attitudes of these differences, Toki test was used for dimensional comparisons. Table number (9) illustrates that:

Table (9). Toki Test Results of the Dimensional Comparisons of the Child's Relation Dimension with the Academic Order

| Autonomic | Authoretive | Rejective | Parental raring style |
|--------------------|--------------------|--------------------|-----------------------|
| 136 ^(*) | 217 ^(*) | ^(*) 306 | Democratic |
| 170 ^(*) | -0.09 | | Rejective |
| -0.08 | | | Authoretive |

We see from table number (9) that the differences were between the individuals with the democratic style against the rejective, authoretive and the autonomic styles infavor of those with the democratic style, also seen from table number (6) the presence of differences between those with the rejective style and those with the autonomic style infavor of those with the autonomic style. It is seen from table number (8) the presence of differences with statistically significance of the child's relation dimension with the teacher from the academic adjustment measure attribute to the parental raring styles, while the absence of differences attribute to the child's status, and no differences attribute to the child's status, and no differences attribute to the interaction between the parental raring style and the child's status.

To know the attitudes of these differences, Toki test was used for the post comparisons, table number (10) illustrates that:

Table number (10). Results of the Toki test of the Post Comparisons of the Child's Relation with the Teacher Dimension

| Democratic | Authoretive | Rejective | Parental raring style |
|------------|-------------|------------------|-----------------------|
| 0.11 | 161 | 284 [*] | Democratic |
| -175 | -0.12 | | Rejective |
| -0.5 | | | Authoretive |

It is seen from table number (10) that the differences were between those with the autonomic style and those with the rejective style infavor of the autonomic style. Also seen from table number (8) the presence of differences with statistically significance in the child's relation with the academic activities dimension attribute to the child's status and infavor of the gifted children with the mean (2.16) against (22.06) for the normal children, also the presence of differences with statistically significance for the same dimension attribute to the parental raring style, and to know the attitudes of these differences Toki test was used for the post comparisons, table number (11) shows that :

Table (11). Toki Test Results of the Post Comparisons of the Child's Relation Dimension with the Academic Activities According to the Variable the Parental Raring Style

| Autonomic | Authoretive | Rejective | Parental raring style |
|-------------------|-------------------|------------------|-----------------------|
| 0.02 | 0.02 | 284 [*] | Democratic |
| -230 [*] | -299 [*] | | Rejective |
| 0.000 | | | Authoretive |

Table number (11) shows the presence of differences between those with democratic style and those with the rejective style, returning to table number (6), appeared the differences in favor of the democratic style, also the presence of differences between those with the authoretive and the rejective styles in favor of those with the authoretive style, also the presence of differences between those with the autonomic and rejective styles in favor of the autonomic style. Also we notice from table number (8) the presence of differences attribute to the interaction between the child's status and the parental raring style on the dimension the child's academic interactivity, and to know the differences in this dimension from the academic adjustment measure.

11. Discussing the Results and the Recommendations

The study results showed the percentages of the study sample individuals distributions according to the parental raring styles for both the gifted children and their normal peers, the highest was the autonomic style which is the prevailing style for both groups.

Based on these results, the current study confirms the importance of the parental raring styles during the social

raring process of the gifted children and treating them with the style that characteristics by the autonomy and democracy that will positively reflect on their social and personal adjustment. It is possible to explain the result (the dominance of the appropriate parental raring style in the Jordanian Environment). In the light of the enlightenment role performed by the medial and the country's social institutions and universities through the awareness and guidance programmes, confirming the positive effects of the appropriate parental raring styles on educating the sons, benefiting from the experiments of the advanced countries in this field, and in turn warning from the negative effects of the improper raring styles on the sons growth and distorting the family relations, in addition to creating disturbances in its members.

Regarding the evolution of the autonomic style as a parental raring style prevailing in the Jordanian families in educating its sons, it is possible to explain it through the Jordanian Citizen that characterized by hard working seriousness and competence in his work, he does not live in absolute welfare, and does not depend on the states institutions in providing his needs, rather he is independent from it in many situations self-dependent in procuring his requirement, it is not strange to induce the autonomy spirit in his actions with his sons, and practices the autonomic style during their raring process to be strong independent and self-dependency in confronting the life's burdens. The study results correspond with the autonomic parental raring prevalence for the gifted children with (Suleiman, 2004; Qandeel, 1998) that of the gifted children traits self-dependence, and they have the capability to bear the responsibility, they bear the responsibility for many of the activities such as the leadership in the school's activities, and the social works, they manage them effectively and in a competent way, that force the parents to treat their gifted sons by a style that encourages autonomy as if he has innate readiness that push him to practice this role. The explicit result the prevalence of the democratic style as a positive style in the parents treatment of their son, refers to the dominance of the democratic climate of the most of Jordanian families, that encourages the dialogue and understanding between the parents and the sons that establishes the family harmony and achieving positive family relations between its members.

This result agrees with Al-Shoabaki Study (2007) that conducted the prevalence of the democratic style for many of the Arab families. Also agrees with Al-Ardi (1985) study that reached the parental raring style based on the democracy and dialogue leads to the growth of positive sons in their social relations, Regarding the second question, the results showed the prevalence or the autonomic parental raring style for the families of the gifted children attributes to some of the personal and behavioral characteristics that distinguish the gifted children from their normal peers, they enjoy high mental capabilities, and they have urgent motives for asking, inquiry, ideas testing and discussing, objection and commitment to perform the tasks, the ability to bear the responsibility, and the responsibility of many activities, like the leadership in the school's activities, and the social works, they manage them effectively and in competence (Suleiman, 2004, Qandeel, 1998., Hawkins, 1993).

From this logic. they force their parents to treat them in away that they determine, whether the parents happy with the excellence of their son and his progress over his peers, or subject to his desires that he does not get boreden from repeating them and insisting on them, the matter that might force the parents to treat their gifted son in a style that encourages the freedom and independence because of the presence of innante traits for the child that push's him to practice this role. Also, the results agreed about distinguishing between the treatment styles of the families with gifted sons and the families with normal sons with (Lussier, marry, 1996) study that concluded the presence of differences between the gifted children and their normal peers in their personal and family relations, they characterize by courageous in criticizing others and demanding their rights, (Qaryti, 2001., Al-Kobaisi, 2010) studies agree with this result, that the prevailing family climate is one of the most important factors that influence the prosperity or the vanish of the giftedness, and in the gifted feeling of security and psychological .

The study results corresponded when indicated to correlation of the sound treatment styles (autonomic and democratic) with the status of the gifted child, and with greater degree than the correlation with the normal child. The results disagreed with the results from (Draws, 1983) study that indicated to the mothers of the excellent children incline to dominance and authority in the way they treat their sons, also disagreed with Al-Majali (2006) study that concluded the presence of correlation coefficients with significance between the parental attitudes in treating their sons and the causal attribution except the (autonomy/ restriction) dimension. Also the results contradicted with other study that addressed the relation between the thinking development of the sons and the effect of the parental treatment styles on it, the study has confirmed the absence of a relation between the sons creativity and the parental treatment style adopted in raring them (Al-Tahan, 1982).

Regarding the third question, the results revealed the presence of differences with statistical significance in the level of the academic adjustment between the gifted children and their normal peers and in favor of the gifted children group, also the results showed the presence of differences with statistical significance attribute to the

child's status on a set of sub-dimensions on the academic adjustment measure, the differences in the (child's relation with his peers) dimension were in favor of the gifted children, and the differences in the (child's relation with the school's order) dimension in favor of the gifted children, and the differences in the (child's relation with the school's activities) dimension in favor of the gifted children. Also, the results showed the presence of differences with statistical significances attribute to the parental treatment style on many of the sub-dimensions on the academic adjustment measure, the differences directions according to Toki test for the post comparisons on (the child's relation with the school order) dimension in favor of the democratic style against those with the rejective and authoritative treatment style, also the rejective and authoritative treatment style, also the differences were in favor of those with the autonomic treatment style against those with the rejective style.

The directions of the differences according to Toki test for the post comparisons in the dimension (the child's relation with the teacher) in favor of those with the autonomic style against those with the rejective style, while in the dimension (the child's relation with the school's activities) the direction of the differences according to Toki test in favor of those with the democratic style against those with the rejective style, and in favor of those with the autonomic style against the rejective style, and in favor of the authoritative style against the rejective style. Also, the results revealed the absence of differences in the dimension (the child's academic effectiveness) attribute to the variables the child's status and the parental rearing styles, while the results showed the presence of differences with statistical significance in the interaction between these variables, and the level of effectiveness was higher for the gifted students with the democratic and autonomic treatment styles than their normal peers.

The academic effectiveness of the normal children increased with the authoritative and rejective styles comparing with their gifted peers. It is possible to explain these results that the gifted suffer in his environment from the weak adjustment and the psychological conflict, since he lives in psychological conflict between his demands and the environment demand around him that leads to deny his giftedness, or tends to use social adjustment styles, that reduce the appearance of his giftedness, such as low performance, or the use of less difficult vocabulary when he is being among his normal peers (Al-Shoabaki, 2005).

Also, he likes dominance because of his high capabilities and the tendency or organizing and leadership, that makes the others feel the dominance and in turn leads to his rejection and discard by his peers (Johnson, & Lewman, 1990). On the other side, the gifted seeks to satisfy the others, expectations for the fear of losing their love, he cares about the high performance and excellence, because parents evaluate the work's results without looking at the exerted effort, he should be continuously successful that might push him to avoid achievement (Qandeel, 1998).

The study results do not contradict with the theoretical frame about the gifted children's academic adjustment, the literature describes the lack of adjustment of the gifted children in the normal school that does not consider his mental, emotional and personal needs. (Al-Sroor, 1998 ; Al-Rehani, 1998) mentioned that the gifted children distinguish from their normal peers in the mental capabilities field and the ability for thinking, that requires from the school providing different educational experiences than those directed to the normal children. From the previously mentioned, it is possible to say that the parental rearing style has the great impact on the growth of the sons in the psychological, social and academic domains, also works to develop the individual's motivation towards achievement and contributes to his adjustment with the external society. This is what has been concluded by many applied researches conducted about the relation between the behaviors of the parents acceptance of their sons and the creative capabilities of the child, and that acceptance supports the continuous capabilities of the sons.

Also, the parents creative behavior increases the sons creative capability. Also it is possible to say that the authoritative and rigidity parental rearing styles have the effect that resemble those styles based on over protection, while the authoritative style with its rigidity crash the sons and imposes over them the submissive and humiliation. And the style based on over protection deprives them from practicing the life independently, also it is possible to say that the sons perception of their parents treatment style during their rearing consider one of the important and effective factors in their adjustment and growth, and the way through which they perceive the treatment actually affect their adjustment, and this adjustment is the path that leads the individual to the state of balance and stability.

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