

**A Comparative Study between the Methods of Democracy,
Dictatorship, Idleness and Excessive Protection Used by Parents
from the Viewpoint of the Talented Students in the City of
Jeddah, Saudi Arabia**

**Mohammed Ali Hassan Al-Zahrani, Mohammad Zuri Bin Ghani, and
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Abstract

The present study aims to compare the methods of democracy, dictatorship, idleness and excessive protection used by parents from the viewpoint of the talented students whose ages range (13-15) years from the male and female and who have been selected according the criteria for selecting the talented students in the Kingdom of Saudi Arabia. The study sample consists of (33%) members of the study community after excluding pilot study sample which comprises (50) male and female students. As such, what is left is (292) students. The study sample has been randomly and intentionality chosen. The scale of democratic, authoritarian, excessive protection and negligence family upbringing has been used after checking the psychometric features. The study has reached into the conclusion that the study sample individuals are distributed between the democratic and authoritarian patterns. Half of the respondents favored the democratic pattern with their talented children and other half favored the authoritarian pattern with their talented children. All the study sample individuals favored the excessive protection pattern with their talented children. None of the respondents have shown interest in using the idleness pattern with their talented children. The study has

recommended that the parents should not use the authoritarian pattern in upbringing the children due to the negative effect on the children. Besides, the parents of the talented students should balance between the excessive pattern and the negligence pattern and not to significantly over use the excessive pattern.

Key Words: methods of democracy, parental acts, impact on talented students, City of Jedda

Introduction

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

The 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

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of his interest (Subhi & Joseph 1992). The normal family upbringing is one of the indicators judging the progress or backwardness of society. Therefore, the rates of infant death, rates of disability and the components of the culture of the child and the rates of disabilities and behavioral deviations among them give the indicators for the comparison between the communities in terms of progress or backwardness. In this regard, Belsky, Steinberg, Halpern and Felsher (2010) argue that the harsh treatment of the mother to her children predicts a behavior oriented towards behavioral riskiness among these children at an early age and having drugs, alcohol, delinquency and patterns of aggressive behavior in addition to increasing the chance of behavioral deviation (Kettani. 2001).

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).

Statement of Problem

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

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to provide a healthy environment for the development of that talent. 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. It is worth mentioning that there are talented students who did not achieve success in the school despite the similarity of their life with the life of the successful talented students because they differed from them in the family relationships between the parents. The family relations of the successful talented students are characterized by understanding, love and marital happiness while the relations between parents of the failure talented students are characterized by dispute, conflict and between the students and parents.

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

In Saudi Arabia, certain methods of family upbringing are used including the methods of negative family upbringing among which authoritarianism, excessive protection, negligence, pampering, stirring the psychological pain, cruelty and volatility and differentiation between children. As for the positive methods of family upbringing, they include good ideals, preaching, persuasion and intimidation, the story and proverbs, pheasants and attitudes, the habit and guidance (Al-Qalee, 2003). Besides, the parents in the Saudi family tend to follow some of these methods or all of them during the upbringing of

their children. These methods include kinds of reward, punishment, and negligence which is made through a process of daily social interaction with the children in order to support their behavior or their actions that are acceptable in the culture of the community and address the mistakes they fall in according to their vision and the principle they take in correcting what their children usually do. Such methods do not start from a vacuum but through the situations of life for the religious and educational family upbringing according to the multiplicity of life situations in the culture of the Saudi society (Al-Maqatee, 1995).

Objectives of the Study

From the objective, the following sub-objectives emerge:

The comparison between the nature of family upbringing patterns used by parents (father and mother) in the age group (13-15) years when dealing with their talented son in the city of Jeddah in Saudi Arabia.

Questions of the Study

This study raises a fundamental question which is: a comparison between the methods of democracy, dictatorship, idleness and excessive protection used in the family and their impact on the talented students.

Importance of the Study

The importance of this study stems from the subject matter which is the family upbringing patterns used by parents.

Theoretical Importance

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The theoretical importance of the study can be stated as follows:

1. The importance of the study stems from the importance of the category covered which is the category of the talented students who are badly in need of care in an attempt to positively guide their efforts away from the behavioral deviations.
2. This study comes in the light of the growing contemporary challenges which pose a threat to education and to various educational institutions especially the school.
- 3 The importance of the study stems from the importance of the moral aspect in the life of nations. This makes the search in this issue one of the priorities of the educational work of the educational institutions.
4. Despite the widespread research and descriptive studies that deal with family upbringing but the studies that focus on the talented students in this area are few according to the researcher's knowledge.

Practical Importance

The theoretical importance of the study can be stated as follows:

1. The results of the present study can be of value in guiding and drawing the attention of specialists in the fields of education and psychology of the importance of these variables.
2. The present study gains another importance that contributes to the creation of the sound environment and educational and psychological climate that develops the normal behavior among the talented children.

3. The present study can contribute to the preparation and development of educational and enriching programs for the talented students to improve dealing with the talented students.
4. The present study can contribute to the preparation and development of educational and workshops and training courses for the parents of talented students about the appropriate family upbringing patterns.

Limits of the Study

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

As far as the place is concerned, the city of Jeddah in Saudi Arabia is chosen due to the widespread of the different schools of talented students. While the temporal limits are represented by the time of conducting the study which is the second semester of the academic year (2014-2015 AC). Finally, the present study is determined by the way the individuals respond to the scales after clarifying them.

Definition of Key Terms

The present study contains a number of concepts, the most important of which are:

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Democratic style

This pattern is the paramount example of the parental socialization patterns because parents with this parenting style treat their child with tolerance, respect, and accept their thoughts, feelings, and aspirations. Democratic parents expose the child to experiences gradually through positive attitudes. The children are not hindered or prevented from interacting with the new attitudes and they benefit from them (Awaidi, 1993). The democratic style helps to detect personal components in children, and thus, aids in the discovery of the potentials of children, which could have remained hidden in the absence of a democratic family atmosphere.

A democratic family allows its members to express themselves freely and spontaneously. This family allows its members the freedom to criticize and to express their satisfaction or discontent (Al-Shalabi, 1993). Adler confirmed that democratic parents, who explain and interpret the rules and expectations on the behavior, produce children who are confident about their values and goals, who understand, comprehend, and abide by the law, and who have the autonomy to decide. By contrast, children raised in authoritarian style are characterized by reliability, frequency, and poor self-confidence. Generally, this parenting style is characterized by bullying (Conger & Peterson, 1984). The researcher defines it as the sum of the scores the talented student obtains in this pattern of family upbringing.

Neglect

The pattern of neglect leaves the child without care or encouragement, and conveys to the child that this type of behavior is desirable, not punishable, or considered a mistake. In addition, to leave the child without any guidance can lead to misbehavior in society (Mehrez, 2003).

Neglect has two forms, namely, physical and emotional. Physical neglect is the failure of parents to provide for the basic needs of the child, such as cleanliness, physical, and psychological. Emotional neglect ignores the feelings and questions of the child or forbids the child to express his emotions. Consequently, the child repeats the same patterns, and becomes aggressive and destructive to satisfy selfish motives (Aldeeb, 1990).

Al Asaad (1994) observed that neglected or ostracized children did not receive the love and acceptance from their parents. These children were insecure and have low self-confidence. Furthermore, they were less adaptable in their social relationships and more pressured than children who received the attention, love, and acceptance of parents.

Excessive protection

Excessive protection and pampering are convenient ways for parents to earn the gratification, satisfaction, and approval from their children. Children gain confidence and pride because of the excessive attention of their parents (Rajaa, 1994). Parents take all the responsibilities for their children, indulge, and meet the demands of their children without any effort from the children. These children will always wait for their parents to intervene for them. Overprotective parents provide the needs of their children beyond the acceptable standards.

Parents overprotect and indulge their children for many reasons. Overprotective parents are often worried about their children to the point of doing everything for them to avoid the risk or difficulty. Indulgent parents may also have weak characters, and allow their children to control and to manipulate them. As a result, the pampered child becomes selfish and

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indifferent adults by defying authority, and lacks sense of responsibility. Pampered children have abnormal self-esteem, and expect others to treat them the way their parents did (Alroata, 2005, pp. 89-91). The researcher defines it as the sum of the scores the talented student obtains in this pattern of family upbringing.

Authoritarian style

Contrary to the democratic style, parents with authoritarian style impose their opinions on the child. They contain the wishes of the child and prevent achievable goals (even if they are legitimate). They always insist on the value of filial piety and prefer punishment as a means to raise their children. Their behavior may continue even as the child grows older. They apply methods, ranging between soft and violent, to impose their views on the work and leisure schedules for their child. These parents dictate everything from how their children should spend money, choose their friends, to the kind of education their children should obtain. Children who grow in such environment are hesitant, weak, and unable to make sound decisions. They are also at risk of developing mental disorders, such as depression, self-contempt, and selfishness (Al-Shurafa, 2005).

According to Watfa and Shehab (2001), the relationship between parents and children is one of physical and psychological violence. The authoritarian style is based on following the principles:

1. Physical violence in its various forms, which are verbal and symbolic
2. Emotional staleness between parents and children, which are the psychological and educational barriers among members of the same family

3. Not allowing children in the family to express their own opinions. These parents direct criticisms whenever it occurs, and the opinions of the child may become sources of ridicule and punishment.

The negative effects of this pattern are as follows:

1. Submission and the inability to enjoy life
2. Loss of self-confidence and inability to confront different challenges
3. Unconscious efficiency
4. Use aggressive methods (Manse et al., 2003).

The researcher defines it as the sum of the scores the talented student obtains in this pattern of family upbringing.

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

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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

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.

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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

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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.

Results of the Study

Question: What are the family upbringing patterns of democracy, idleness, dictatorship and excessive protection used by parents (father and mother) in the age group

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(13-15) years in dealing with the talented son from the viewpoint of the student in the city of Jeddah in Saudi Arabia?

To answer this question, frequencies and percentages of family upbringing patterns were extracted for each type:

Table (3) Frequencies and percentages of the types of family upbringing for the talented students in the intermediate stage in Jeddah

Type		Number	Percentage	Total
Democratic– Authoritarian	Democratic	47	49%	98
	Authoritarian	51	51%	
Excessive Protection– Negligence	Excessive	98	100%	98
	Protection Negligence	0	0%	

The table above shows the distribution of the study sample between the democratic and authoritarian patterns. Nearly half of the study sample used the democratic pattern with their talented children, while the other half used the authoritarian pattern with theirs. The table also shows that all the study respondents utilized the pattern of excessive protection with their children while none used the negligence pattern.

Generally, the family plays an active role in the normal development of the personality of their children, which is considered an important influence in their health. shinawi (1998), stated that the family provides information and the necessary skills to the children. Consequently, the role of the family has not changed over time. Although the family is considered the third influential factor in affecting the character of the children, where media and school constitute the first two factors, the family is still an important contributor to

the development and growth of children. Therefore, the role of the family cannot be neglected and its influence on children remains. Al-Jabali (2000), argues that the family is still playing an important role in the lives of its children in that they receive their early training in life through the family because children heavily depend on their parents.

The development of the methods and patterns of family upbringing is often an indicator of the development and progress of the society. The use of physical violence with the children, for instance, is an indication of societal problems. Such problems may later affect the stability, development, and advancement of society. In this regard, Belsky, Sterinberg, Halpern, and Felsher (2010), confirmed that the harsh treatment of the mother towards her children predicts that they may develop deviant behavior at an early age. Their deviancy may manifest in drug and alcohol abuse, delinquency, and patterns of aggressive behavior.

In the same vein, the talented students who grow up within negative family upbringing will undoubtedly reflect the above problems leading to the disruption of their behavior and the decline of their academic achievement. Mauro (2008) and Aldamen (2002), confirmed such aspects in their studies. In return, many of the problems that appeared among the talented students generally seem to be influenced by methods used by family members in their upbringing. This finding is confirmed by most researchers in their studies (Rimm, & Low, 1988), With regard to the relationship between family relationships and talent, a correct family upbringing reflects the ability of the student in managing his problems.

With the advent of Islam, the status of the family was upgraded as Islam presented many instruments that magnify the role of parents. Moreover, the numerous directions in the Qur'an and Sunnah show the role of parents in education, including the words of the Prophet

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(peace be upon him), “You are all shepherds and each one of you is responsible for his flock, the father is the shepherd of his household and is responsible for his flock.” This view is confirmed by Al-Tuwaijri (2000), who also affirmed that Islam is concerned with their use of such methods as being a good example, using the methods of reward and punishment, discussion and dialogue, practice, style of consultation, and cooperation. Imam Ghazali also emphasized the major role of the environment in the formation of personality and the role of the parents as a model for their children (Jayyar, 1990). This is with regard to the students as a whole especially with regard to the talented as they need a special care and a growing attention since some of their characteristics also confirm, as reported by Subhi (1992), that providing an environment that is culturally rich stimulates the talented child.

The result of the question confirmed what Jabir (2000) had stated about the most frequently used methods of family upbringing in the Arab family, which are cruelty, excessive protection, fluctuation in treatment, extreme eagerness, preference among brothers, rejection, and acceptance. These methods may be due to the nature of the hard environment of the desert in the Arab world, on the one hand, and the parental attention concerning the development of children, on the other hand. Parents in the Arab world tend to make their children be like them if not better.

Children in the Saudi Arabia usually enjoy vitality, movement, and love for discovery, which often push them to defy the laws of the family and society and even possibly violate the values, customs, and traditions. Violating the beliefs drive the parents and relatives to deter a lot of behaviors that constitute the acts of violation (Akkam, 2009). Clearly, children then feel that their parents exercise excessive cruelty in addition to the use of the democratic pattern.

The nature and evolution of the Kingdom of Saudi Arabia contributed to the outcome of this question. With the advent of the discovery of oil in the second half of the 20th century, Al-Omar (2008) cited that the development increased in all aspects of life, such as the interest of the State in the family. Accordingly, many cultural centers were established and several training courses and conferences that worked on the development of the family were held. Moreover, the interest was indicated in the increase in studying Masters in family counseling, in developing talented students, and in achieving excellence.

The Saudis, like other families, are affected by developments in the society. Undoubtedly, the technological development and the emergence of the media have influenced the lives of the children. Al-Zahrani (2008), confirmed that children are highly attached to the techniques, skills, and modes of communication parents use. As such, the Saudi family has started to use specific methods of upbringing that affected the children. Some of these means include negative methods of family upbringing, such as authoritarian, excessive protection, negligence, pampering, stirring psychological pain, cruelty, and discrimination among children. The positive family upbringing patterns include being a good example, preaching, persuasion and intimidation, stories, proverbs, attitude and habits, consultation and guidance (Al-Qalee, 2003). This factor is important in the upbringing of children and their development. Therefore, positive methods used in raising talented children will reflect positively on the development of their personality. Consequently, negative methods will have undesirable effects on the children.

While the use of negative methods may cause violence in the society, some Saudi families still practice the negative methods, such as negligence (Al-Maqatee, 1995). This point is not reflected in the present study, which has found, in turn, that the parents of the

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talented children show excessive protection and moved away from negligence. Because parents plan for a bright future for their children and expect several achievements from them in the future, parents believe that their excessive protection and attention to provide guidance contribute to the development of the children.

Moreover, parents who use excessive protection must redouble their efforts to improve their children (Habeeb, 2000). This point is reflected in the existence of problems among these children. Excessive care may generate problems, and the most important of which are the lack of responsibility and the inability to be independent and to carry out the tasks alone in the future. Al-Ahmedi (2005), confirmed this observation. Family problems associated with family upbringing contributed approximately 13.2% in the occurrence of problems among the respondents.

The present study has shown that the democratic pattern is the prevailing pattern among the parents with a rapprochement between it and the authoritarian pattern. Parents did not trust and did not tolerate their children too much, and perhaps were afraid of them. The use of the democratic pattern would children be more open to their parents, more audacious in addressing them, and in admitting their mistakes. This finding is very true because children usually get away from their parents when it comes to telling the parents about their real behaviors and this may be attributed to the fact that some parents use the authoritarian pattern and cruelty with their children.

Al-Shalabi (1993), believed that using the democratic pattern will help children to uncover the realities of their actions and assist parents to express more freely about their children (Conger & Peterson, 1984). Parents who provided their children with laws and regulations will help them to be more independent, open, and self-confident. These traits cannot be achieved unless the parents move away from cruelty and domination. Yet, the

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responses revealed that parents use cruelty, and accordingly, the children may confess to their colleagues and their friends, and get away from their parents.

Parents who use the authoritarian pattern impose their opinion on the child, reduce his desires, and prevent their achievement even if they are legitimate (Al-Shurafa, 2005), and parents will make the task more difficult rather than accessible to the child. Parents may control their children at the moment, but once they reach adolescence, they go defy the control of their parents. This behavior was observed in the current situation where the children began to exercise behaviors that may be incompatible with the demands of the community and the wishes of the parents.

Recommendations

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

1. Working to have the parents away from the authoritarian pattern in the upbringing of their children due to the negative effect on the children practiced by the authoritarian pattern.
2. Asking the parents of the talented students to balance between the pattern of excessive protection and negligence and not to overuse the pattern of excessive protection significantly.

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