



## LEVEL OF BEHAVIORAL DEVIATIONS AMONG THE TALENTED STUDENTS IN THE ADOLESCENCE STAGE AND THEIR RELATIONSHIP WITH SOME PERSONAL VARIABLES IN THE KINGDOM OF SAUDI ARABIA

Mohammed Ali Hassan Al-Zahrani, Mohammad Zuri Bin Ghani, Aznan Che Ahmad

School of Education Studies, Universiti Sains Malaysia, Penang, Malaysia

[Moh\\_a\\_z@hotmail.com](mailto:Moh_a_z@hotmail.com)

School of Education Studies, Universiti Sains Malaysia, Penang, Malaysia

[drzuri@gmail.com](mailto:drzuri@gmail.com)

School of Education Studies, Universiti Sains Malaysia, Penang, Malaysia

[drnan6873@gmail.com](mailto:drnan6873@gmail.com)

### ABSTRACT

The present study aims to identify the nature of the relationship between patterns of family upbringing and the deviant behavior among the talented students in the city of Jeddah in Saudi Arabia. The study has been applied to the talented students in the age (13-15) years and to their parents. A scale of family upbringing patterns and a scale of behavioral deviations have been developed in order to achieve the study objectives. The study has reached into the conclusion that the relationship between patterns of family upbringing and deviant behavior interpret as a ratio of (27.0 %) of the deviant behavior in all patterns of upbringing.

**Keywords:** Talented; family upbringing; deviant behavior; patterns of upbringing.



## Council for Innovative Research

Peer Review Research Publishing System

Journal: INTERNATIONAL JOURNAL OF RESEARCH IN EDUCATION METHODOLOGY

Vol 6, No.2

[ijreeditor@gmail.com](mailto:ijreeditor@gmail.com)

[www.ijrem.com](http://www.ijrem.com)



## INTRODUCTION:

Hute (cited in Yahya, 2000) believes that the individuals who have deviant behavior are socially failure, incompatible in their behavior according to the expectations of the society in which they live, are unable to comply with social norms set for acceptable behavior and consequently, their academic achievement and their personal relationships with teachers and peers in the classroom will be affected and their problems will increase. In a similar study conducted on the Saudi society, Al-Shami and Ibrahim (1992) found that the personal and educational reasons play a key role in the low level of achievement and they emphasized the need for paying attention to the students with low cumulative rates.

Renzulli and Ries (1997) define the talent as consisting of the interaction of three features which must be available in the talented and these features include: an ability above average which becomes clear when a student's achievement in the classroom reaches to a high performance, commitment to the work through the student's perseverance and accomplishment, and also evidenced by the student following innovative ways of thinking reaching into new solutions and definitions of the problems, and a creative ability. Besides, the talented children are the ones who have the ability to develop such a structure of features and used it in any area of value in a particular community and in a particular time. If the child could develop and demonstrate the interaction between these three features, he needs a wide range of services and unusual educational opportunities which are not provided by the regular educational programs.

The concept of deviant behavior is not a modern concept in terms of origin as it is linked to human conduct since the inception of creation. The historical heritage shows us how the deviant behavior was widespread among nations and peoples. In this regard, the tribal conflicts and the clan wars, burglary, theft, rape, and attacking the lives and properties are only pictures of this phenomenon. The dictionary of social sciences refers to the behavioral deviation as deviation from the normal, customary or usual way so that the behavior becomes socially unacceptable (Badawi, 1986).

There are a number of factors that play a key role and have a significant impact on deviant behavior. These can be summarized as follows: family disintegration as the case of polygamy or the death of one or both parents or divorce (Ibrahim, 2000), the educational level of the parents where it affects the nature of relations between family members and the decrease of the educational level of the parents leads to creating problems between parents and children and consequently it increases the family problems and leads to a poor compliance and lack of adjustment in the social relations when children deal with the outside community (Nimr, 1990), and age in that the deviation is more prevalent among groups of young people compared to the eldest. This is attributed to the predominance of sentiments and lack of experience but crimes do not spread among boys under the age of twelve years while homosexuality spreads to large extent between 12-16 years. Yet, there are minor violations and major sexual deviations that reach their peak in the age group (16-20) years old (Al-Qaemi, 1996).

Qayim attributes deviation to the type of link between the individual and society, the conditions of the social structure, division of labor and the case of the loss of standards created by the division of social work. He also stressed in his theory of suicide as a deviant behavior the value of social factors in delinquency and in committing crimes (Ahmed, 1987). Merton, believes deviation from social normality is done through one of five major operations: belonging, innovation, ritualism, withdrawal and revolution. Innovation is perhaps the most prominent of these operations and the most commonly used because the individual often seeks to devise illegal means to achieve legitimate objectives (Ghubari, 1989).

Studies, such as that of Yewchuk, and Jobagy (1992), have demonstrated that both anxiety and emotional problems felt by those talented children result from the unrealistic expectations contemplated from the talented child by the parents and teachers. They also result from the lack of social adjustment and lack of the child's adaptation with his peers as well as resulting from the boredom felt by the talented and the lack of rewards, encouragement and support from the school. Garland and Zigler's study (1999) has demonstrated that the talented with high brain power tend to show fewer problems when compared with the talented of average mental abilities.

## PROBLEM OF THE STUDY:

Studies have shown the presence of a percentage of deviation among students in the Saudi society. In this vein, Essa's study (2008) about the educational efforts of the high school in protecting students from behavioral deviations as seen by teachers and students in the city of Riyadh (a proposed study) has shown that the use of some types of drugs among students deserves attention by educators. Taking drugs came first where 34.9 % of the study sample sees it common among high school students and then hashish where 34.1 % of the study sample sees it common among high school students. Sexual deviations were also found prevalent among students in a degree that raises attention. Viewing photos and sexual movies ranked first among the types of sexual deviations where 71.2 % of the study sample sees it common among high school students and then hazing where 70.5 % of the study sample sees it common among high school students. The most important causes of behavioral deviation from the viewpoint of teachers and students at the secondary stage are the weakness of the religious faith, the desire to experiment and the negligence of the family. Hence, the problem of the study appears because the talented students are at risk by virtue of getting mixed with others, their curiosity and their desire to become deviant members.

## OBJECTIVES OF THE STUDY:

1. Identifying the level of deviant behavior among the talented students from the viewpoint of their parents in the age group (13-15) years in the city of Jeddah in Saudi Arabia.
2. Identifying the level of deviant behavior among the students according to the sex and level of academic achievement of the student in the city of Jeddah in Saudi Arabia.



## QUESTIONS OF THE STUDY:

1. What is the level of behavioral deviations among the talented students from the viewpoint of the parents (father and mother) in the age group (13-15) years in the city of Jeddah in Saudi Arabia?
2. Are there any differences in the level of deviant behavior among the talented students according to the sex and the level of academic achievement of the student in the city of Jeddah in Saudi Arabia?

## IMPORTANCE OF THE STUDY:

1. The present study works on enriching the literature about the talented and the role of parents in their upbringing and the nature of the deviant behaviors spread among them.
2. The importance of the study stems from the importance of the variables studied which are the patterns of family upbringing, the deviant behavior and the level of academic achievement among the talented students.
3. The present study contributes to the preparation and development of educational and enriching programs for the talented students to improve the deviant behavior.

## LIMITS OF THE STUDY:

The present study is determined by the study community and study sample used including the parents of the talented in the age group (13-15) years who have been selected on the basis of the criteria for selecting talented students in the Kingdom of Saudi Arabia through a standard designed to suit the environment of Saudi Arabia and it constitutes (342) male and female parents and what is available. A ratio of one-third which constitutes (33%) of the study population which responded voluntarily to the study standard will be selected.

It is also determined by the study area which is Jeddah in Saudi Arabia and it includes different schools of talented students. The present study is determined by temporal limits represented by the second semester of the academic year 2014-2015. Finally, the study is determined by the manner of questioning the individual of the study standards after clarifying them.

## DEFINITIONS OF THE STUDY:

**Behavioral deviation:** a recurrent and continuous pattern of behavior in which all the basic rights of others are violated. This concept is associated with the concepts of crime and delinquency and it means every behavior contrary to the customs and traditions followed in a particular group and come from immature individuals and it represents a case of bad behavior that threatens the life of the individual and community and pushes the individual to crime (Abdul Muti, 2001). Procedurally, it is defined as the score obtained by the talented student in the dimensions of the rating scale of behavior used in the present study.

**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.

**Academic achievement:** It is the level of student's achievement at school in the semester that precedes the application of the study. It includes three levels (90-99 high, 80-89 average, and less than 80 low). This division is used due to the high scores of students in the school especially the talented students. It is identified by asking the parent about the son's level of achievement in the form of demographic variables.

**Sex of Student:** It means the student's sex either male or female.

## METHODOLOGY AND PROCEDURES:

### Study population and the sampling

The study population has been selected from the talented students in the city of Jeddah in Saudi Arabia and the study will be applied to these students' parents (father and mother). The number of these talented students, according to the diagnosis of the Department of Education in the city of Jeddah for the academic year (2015-2014 AC), is about (342) students. The study sample is (33%) of the population after excluding the pilot study which is (50) male and female students and consequently the rest of the sample is (292) students. The study sample has been randomly and intentionally selected.



## TOOLS OF THE STUDY:

### The scale of behavioral deviations

Dimensions of Burks Behavior Rating Scale (BBRS) have been used. This scale was developed by Harold F Burks in (1975) and it is useful in identifying the behavioral problems among children. It consists of (19) dimensions while the focus will be on (7) dimensions only which are linked specifically to deviant behavior. The sub-score will be calculated for each dimension in order to make sure the availability of the problem among students. Besides, it is possible to apply one dimension and to calculate the output of it.

The following seven dimensions have been dealt with in addition to dealing with the total score of the scale. These dimensions include: excessive withdrawal, excessive dependability, lack of ability to control action, lack of ability to control feelings of anger, excessive aggression, stubbornness and resistance, lack of social obedience.

### The psychometric characteristics of the scale in its current shape:

#### A - Virtual validity:

The scale has been shown to (8) raters who are faculty members. Such raters have been asked to give comments on the linguistic construction and the affiliation of each item to the field in which it is listed. A standard of (80%) is adopted to make the raters' amendments. After rating the scale, several changes and adjustments have been made especially concerning the linguistic construction.

#### B – Factor validity:

To verify the factor construct validity of the deviant behavior scale, the researchers have applied the scale to a pilot sample consisting on (50) talented students. The factor analysis was used through the Principle Component Method. Then the Orthogonal Rotation is used through Varimax Method for all the items that constitute the scale in order to provide a better degree of the interpretation of the factor construct extracted before the rotation. The analysis was determined by four factors to check whether the sub-items of the scale get saturated around those factors. The potential root (Eigen Value) was used according to Kaiser's standard where the value of the potential root of the factor is above one. After adopting (0.30) as a minimum to the significance level of item saturation with the factor according to Guilford's standard, the results indicated that the saturations of all the items of the scale, which are (38), were greater than (0.30) according to Guilford's standard. 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 deviant behavior scale**

Factor	Potential root	The explaining discrepancy ratio	Summative discrepancy explaining ratio
First	5.657	14.887	14.887
Second	5.054	13.300	28.187
Third	4.900	12.895	41.083
Four	2.966	7.806	48.889
Five	2.740	7.212	56.100
Six	2.394	6.301	62.401
Seven	2.205	5.803	68.204

As it is clear from the above table, the values of the potential roots of the extracted seven factors are above one and this explains what constitutes (68.20) of the total variance in the response of the study sample toward the scale.

#### C - Construct Validity:

The construct validity has been calculated by calculating the correlation coefficient between the degree of each item and the total score of the field to which the item belongs.

**Table (2): Construct validity between the seven fields and the total score of the deviant behavior scale.**

Field	Internal validity
Withdrawal	0.80**
Dependability	0.85**
Lack of ability to control action	0.79**
Lack of ability to control anger	0.88**
Excessive aggression	0.83**
Stubbornness and resistance	0.84**
Lack of social obedience	0.78**

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

It is clear that there exists an internal validity between the seven fields and the total score of the scale and it is significant at the significance level  $\alpha=0.01$

### Reliability of the current scale:

#### The following has been conducted:

#### A – Reliability through Cronbach Alpha method: (Internal Consistency Reliability)

The reliability of internal consistency has been used by doing item statistics. This is conducted by using the equation of Cronbach Alpha to calculate the values of reliability where a sample of (40) male and female students has been selected from inside and outside the study population. Table (3) shows the results of this process.

**Table (3): The values of reliability coefficients by using repetition and Cronbach alpha of the deviant behavior scale**

Dimension	Cronbach Alpha
Withdrawal	0.75
Dependability	0.77
Lack of ability to control action	0.73
Lack of ability to control anger	0.80
Excessive aggression	0.81
Stubbornness and resistance	0.76
Lack of social obedience	0.89
Total score	0.91

The above table shows that the correlation coefficients are suitable where the scores range on the scale dimensions by following the method of internal consistency between (0.75-0.89).

#### B - Test-Retest Reliability:

The scale has been applied to a pilot sample of (40) male and female students from inside the study population and outside the sample. Three weeks later, the 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 of the scale fields have come as mentioned in table (4):



**Table (4): Reliability coefficients through re-testing between the four fields between the first and second application of the deviant behavior scale**

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

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

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

### Such dimensions are interpreted as follows:

**Table (5): Interpretation of the results of the dimensions and the total score of the deviant behavior scale**

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

### The results of the question:

The first question: What is the level of behavioral deviations among the talented students from the viewpoint of the parents (father and mother) in the age group (13-15) years in the city of Jeddah in Saudi Arabia?

To answer this question, frequencies and percentages of the behavioral deviations have been calculated among the talented students for each deviation of the behavioral deviations and the results in Table (6) show this.



**Table (6): Frequencies and percentages of the behavioral deviations among the talented students in the intermediate stage in the city of Jeddah**

Pattern	Level of significance	Number	Percentage	Total
Excessive withdrawal	Not significant	64	65.3%	98
	Significant	34	34.7%	
	Highly significant	0	0%	
Excessive dependability	Not significant	55	56.1%	98
	Significant	42	42.9%	
	Highly significant	1	1%	
Lack of ability to control action	Not significant	65	66.3%	98
	Significant	32	32.7%	
	Highly significant	1	1%	
Lack of ability to control feelings of anger	Not significant	54	55.1%	98
	Significant	42	42.9%	
	Highly significant	2	2%	
Excessive aggression	Not significant	77	78.6%	98
	Significant	19	19.4%	
	Highly significant	2	2%	
Stubbornness and resistance	Not significant	96	98%	98
	Significant	2	2%	
Lack of social obedience	Not significant	86	87.8%	98
	Significant	12	12.2%	
	Highly significant	0	0%	
Total score	Not significant	78	79.6%	98
	Significant	20	20.4%	
	Highly significant	0	0%	

The above table shows that most of the respondents enjoy having sound behaviors. Besides, it is shown that only 20.4% of respondents have significant deviant behaviors in the sense that they need for attention but none of the respondents was shown to have a deviant behavior with a significant deviant behavior.

Besides, it has been shown that there are suitable behaviors among most of the respondents in the seven dimensions and that there are highly significant behaviors that need for treatment programs in a range between 1-2% in the following dimensions: excessive reliability, lack of ability to control action, lack of ability to control feelings of anger and excessive aggression.

It is possible to judge the deviant behavior among children through its frequency, duration, shape or intensity (Khateeb, 2007). This proves that some behaviors practiced by children are not deviant but a normal style that quickly ends or disappears. Deviant behavior is judged so, according to Knarcas and Miller, by the extent of the danger of its violation or abuse, the shape of violation or its quality, its frequency, and personal behavior and the previous style of personality (Smith & Luckasson, 1992).



As for the Saudi society, many deviations appeared among students. Essa's study (2008) showed the use of some types of drugs among students and this is confirmed by the emergence of deviant behavior among students. The parents' inability to effectively communicate with their children by using correct educational methods may create problems and deviations among children.

The result of this question agrees with the findings of Yewchuk, and Jobagy (1992) who reached into the conclusion that anxiety and emotional problems felt by those talented children result from the unrealistic expectations contemplated by the talented child that the parents and teachers are waiting for. Besides, they result from the lack of social adjustment, inability of the child to adjust with his peers, the boredom felt by the talented and the lack of rewards, encouragement and support from the school. It also agrees with the results of another study carried out by both Garland and Zigler (1999) which showed that the scores of the research sample of the talented teenagers on the scales of emotional and behavioral problems were good and within the normal range and level of problems.

**The second question: Are there any differences in the level of deviant behavior among the talented students depending on sex level of achievement in the city of Jeddah in Saudi Arabia?**

To find out if there are statistically significant differences between the mean scores of students in the level of deviant behavior depending on the sex variable, t-test has been used for two independent samples as illustrated by Table (7):

**Table 7: T-test results for two independent samples of the differences in the level of deviant behavior among the talented students in the city of Jeddah depending on the sex of the student**

Deviant behavior	Sex	Number	Arithmetic mean	Standard deviation	t-value	Level of significance
Excessive withdrawal	Male	55	1.88	0.54	-0.59	0.55
	Female	43	1.94	0.51		
Excessive dependability	Male	55	2.00	0.47	0.03	0.97
	Female	43	2.00	0.46		
Lack of ability to control action	Male	55	1.93	0.61	-0.10	0.92
	Female	43	1.95	0.80		
Lack of ability to control feelings of anger	Male	55	2.19	0.70	0.56	0.58
	Female	43	2.10	0.82		
Excessive aggression	Male	55	1.85	0.57	1.27	0.21
	Female	43	1.70	0.59		
Stubbornness and resistance	Male	55	1.80	0.56	0.51	0.61
	Female	43	1.73	0.78		
Lack of social obedience	Male	55	1.53	0.33	0.35	0.73
	Female	43	1.50	0.51		
Total deviation	Male	55	1.86	0.37	0.36	0.72
	Female	43	1.83	0.50		

\*statistically significant at (a=0.05)

The above table shows that there are no statistically significant differences between the mean level of deviant behavior among the talented students depending on the sex variable in all dimensions and total score where the t-value is not significant in those dimensions. This indicates that the deviant behavior does not differ among the talented students in the intermediate stage in the city of Jeddah according to sex.

To find out if there are statistically significant differences between the mean scores of students in the level of deviant behavior depending on the sex variable, t-test for two independent samples has been used as illustrated by Table (8):





**Table (8): T-test results of independent samples of the differences in the level of deviant behavior among the talented students in the city of Jeddah depending on the variable of the academic achievement**

Deviant behavior	Academic level	Number	Arithmetic mean	Standard deviation	t-value	Level of significance
Excessive withdrawal	95-99	78	1.90	0.53	-0.27	0.79
	88-94	20	1.93	0.48		
Excessive dependability	95-99	78	1.95	0.47	-2.25	0.03*
	88-94	20	2.19	0.41		
Lack of ability to control action	95-99	78	1.87	0.67	-1.83	0.08
	88-94	20	2.20	0.72		
Lack of ability to control feelings of anger	95-99	78	2.06	0.73	-2.12	0.04*
	88-94	20	2.48	0.79		
Excessive aggression	95-99	78	1.69	0.52	-2.87	0.01*
	88-94	20	2.14	0.65		
Stubbornness and resistance	95-99	78	1.71	0.65	-1.64	0.11
	88-94	20	1.98	0.66		
Lack of social obedience	95-99	78	1.47	0.41	-2.02	0.053
	88-94	20	1.67	0.40		
Total deviation	95-99	78	1.79	0.41	-2.51	0.01*
	88-94	20	2.05	0.42		

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

The above table shows that there are no statistically significant differences between the mean levels of deviant behavior among the talented students according to the variable of academic achievement level in the following dimensions: withdrawal, lack of ability to control activity, stubbornness and resistance and social obedience where the t-value is not significant in those dimensions. Besides, the table shows that there are statistically significant differences at ( $\alpha = 0.05$ ) among the talented students depending on the different levels of academic achievement in the following dimensions: excessive dependability, lack of ability to control emotions and excessive aggression where t-values are 2.25, 2.12, and 2.87 respectively in favor of the less level of achievement and all these values are statistically significant. There are also differences among the talented students depending on the different level of achievement in the total score where the t-value is ( 2.51 ) which is statistically significant at the level of statistical significance ( $\alpha = 0.05$ ). This indicates that the students with the average level of academic achievement were more in the deviant behavior in the total score in the dimensions of dependability, lack of ability to control emotions and aggressiveness among the talented students in favor of the less academic achievement compared to the higher level of achievement.

The reason why the deviant level among the talented students does not differ according to sex is attributed to the methods of education presented to both sexes. Parents of both sexes tend to provide nearly similar care and attention. This is also attributed the similarity of the methods of education provided for both sexes in schools where similar curricula are presented to male and female students and this is due to the fact that male and female students live in the same developmental stage. Furthermore, the findings of the present study differ from the findings of Khulaiifi's study (1994) which dealt with finding out the behavioral problems among primary school children whether talented or academically retarded depending on the variables of age, sex and nationality. The results showed that behavioral problems did not largely appear among the study respondents and they increase with age and study. Besides, the behavioral problems were higher with a statistically significant difference among students in the higher classes than those in the lower classes. The study also reached into the conclusion that there were significant differences in the problems of the study sample due to the variable of sex where the problems were clearer among boys than girls. As for the variable of academic achievement, there were significant differences between the talented students and the academically retarded in problems in favor of the retarded. The present study also differs from the results of Al-Ahmadi's study (2005) about the identification of the common problems among the talented students in Saudi Arabia. It also aimed to identify the impact of the variables of sex and chronological age on the degree of the existence of these problems and their dimensions. The results showed that the biggest problems are common among the talented male and female students.

It is evidenced that there were no statistically significant differences between the mean levels of deviant behavior among the talented students according to the achievement variable in the following dimensions: withdrawal, lack of ability to control action, stubbornness and resistance and social obedience). This indicates that the talented students if they want to



do different deviant behaviors such as withdrawal, stubbornness, lack of ability to control action and social obedience, this does not happen among the students with better achievement than the students with less achievement. The students with better achievement may commit deviant behaviors in the same way student with less achievement do. Thus, the academic achievement is not the most important factor in the deviant behavior but there are other factors that play a key role in the academic achievement.

The reason why the talented students get a similar level of deviant behavior, regardless of achievement in the previous dimensions, is due to the rapprochement of the academic achievement level because of the presence of other concerns among some talented students that decrease their level of achievement which did not affect the deviant behavior.

## RECOMMENDATIONS:

Based on the findings of the present study, the researchers have reached into the following recommendations:

1. Conducting workshops for the parents of the talented students to educate them about how to help their children to get rid of their deviant behavior even if it is of an average level because it can be significantly reflected on their children later.
2. Promoting the collaborative work among the talented students and others because the third problem among the talented students was withdrawal from social situations.
3. Teaching children the skill of controlling the feelings of anger especially at the beginning of adolescence because it appeared that they had a higher degree.
4. Involving the children in tasks they carry out independently because the second biggest problem with children is the excessive dependability.

**ACKNOWLEDGEMENTS:** The researchers deeply thank University Sains Malaysia for their support that helped in achieving the present paper.

## REFERENCES:

- [1] Yahya, Houla (2000). Behavioral and emotional disorders. Amman: Dar Al-Fikr for print, publication and distribution.
- [2] Shami, Mohammed and Abdullah Ibrahim (1992). The reasons for the low cumulative rates as seen by male and female students and the faculty members at the University of King Faisal. *Journal of Risalat Al-Khaleej*, 43 (13), 46.
- [3] Renzulli, J. S. and Ries, S. M. (1997). *The School wid Enrichment Model, A How-to-Guide for Educational, Excellence*, Creative Learning Press
- [4] Badawi, Ahmad Zeki (1986). *Glossary of Social Sciences*, Beirut: Lebanon Library.
- [5] Ibrahim, Ahmad (2000). *Elements of classroom management and academic achievement*. Alexandria: Al-Maarif Modern Library.
- [6] Nimr, Esam (1990). *Child, Family and Society*, 2<sup>nd</sup> ed. Amman: Dar Al-Fikr.
- [7] Ahmed, Nabil Mohammed Sadiq (1987). *The position of Islamic law from the psychological, social and integrative theories explaining the customs of events: Treatment of Islamic law to address the problems of juvenile delinquency*. Riyadh: The Arab Center for Security Studies and Training.
- [8] Ghubari, Mohammed Salameh (1989). *A new treatment for the juvenile delinquency: Islamic treatment and the role of social service in it*. 2<sup>nd</sup> ed. Alexandria: University Modern Office.
- [9] Yewchuk, Carolyn & Jobagy, Shelly (1992) *The Neglected Minority: The Emotional Needs of Gifted Children*, Education Canada, Vol. 31, No. 4, p. 8-13.
- [10] Essa (2008). *The educational efforts of the high school in the prevention of behavioral deviations as seen by the teachers and students in the city of Riyadh (proposed study)*, unpublished Ph.D. thesis, University of Umm Al Qura, Mecca.
- [11] Abdul Muti, Hassan (2001). *Psychological disorders in childhood and adolescence*, Cairo: Cairo Press.
- [12] Sharee, Abdullah Al-Nafee (2001). *Standards for the identification and detection of the talented in Saudi Arabia*. A paper presented at the Second Scientific Conference for the Gifted and Talented under entitled 'Creative Education is the best investment for the future'. The Arab Council for the Gifted and Talented, Amman, Jordan.
- [13] Qaeemi, Ali (1996). *Family and naughty child*. Dar Al-Nubala, Al-Bayan for translation.
- [14] Andijani, Abdul Wahab Mashrab (2005). *The psychological needs of the talented students in Mecca*. A working paper submitted to the Fourth Scientific Conference for the Gifted and Talented, Amman, Jordan.
- [15] Khateeb, Saleh Ahmed (2007). *Psychological counseling at the school: Its foundations, theories and applications*. United Arab Emirates, Al Ain: University Book Press.
- [16] Smith, D.D., and Lucasson. (1992). *Introduction to special education, teaching in an age of challenges*, Allyn and Bacon, U. S. A.



- [17] Khulaifi, aSabeekah Joseph (1994). Behavioral problems among primary school children in Qatar. Journal of Educational Research Center in Qatar, 3, issue 6, pp. 11-55.
- [18] Garland, Ann F. and Zigler, Edward (1999). Emotional and Behavioral Problems among Highly Intellectually Gifted Youth, Roper Review, Vol. 22, No. 1, p. 41-44.
- [19] Ahmadi, Mohammed bin Alithah (2005). The problems of the talented students in Saudi Arabia and its relationship with a number of variables. The Quarter Scientific Conference for the Gifted and Talented (King Abdul Aziz and his men for the Talented and the Arab Council for Gifted and Talented. Amman - Jordan.

### **Biodata**

**Mohammed Ali Hassan Al-Zahrani** is a PhD candidate in the School of Education Studies, Universiti Sains Malaysia. He is currently doing his research in Education. He has interest in education and psychology.

**Mohammad Zuri bin Ghani** is a lecturer in the School of Education Studies, Universiti Sains Malaysia. His main interest is education and psychology. He has many publications in this area.

**Aznan Che Ahmad** is a lecturer in the School of Education Studies, Universiti Sains Malaysia. His main interest is education, special needs and psychology. He has many publications in this area.

