

# The Prevalent Parenting Styles of Gifted Students at Ajloun Governorate

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**ABSTRACT:** Parenting styles of gifted students have a crucial role in shaping their educational and psychological experiences. Gifted children often possess skills and abilities that surpass their peers, which require special educational needs. Parenting styles vary from continuous support to fostering independence, impacting how these children develop their skills and potential. In this context, it is important to understand how parents and educators can work together to provide a learning environment that enhances the abilities of these students and helps them face the challenges they may encounter. This study examined the prevalent parenting styles of gifted students at Ajloun Governorate. The population and sample included all students learning at King Abdullah II School of Excellence at Ajloun Governorate, totaling (359) students. For data collection, the researchers employed the descriptive analytical design, by using a (32) items parenting styles scale distributing on four domains (Acceptance and attention, democracy, encouragement and reward, overprotection). The results found a high level of the prevalent parenting styles of gifted students; encouragement and reward ranked first ( $M = 4.25$ ) with a very high level; then acceptance and attention with a high level ( $M = 4.18$ ); democracy ( $M = 4.01$ ) with a high level; and finally, overprotection ( $M = 2.52$ ) with a low level. The study also found no statistically significant differences in the prevalent parenting styles of gifted students due to gender in all domains. The study recommended providing more counseling and training services for gifted students parents in order to develop their positive perception concerning the importance of the prevalent parenting styles and their effect on their gifted children.

**Keywords:** the prevalent parenting styles, gifted students, Ajloun governorate, Jordan.

## I. INTRODUCTION

Children are members of families. This implies that they are influenced by the various variables in the family they belong to, including the socioeconomic status of the family, the educational level of parents, and most importantly, the parenting style the fathers and mothers are adopting when raising their children. The latter has significant impact on the development of children and this includes their achievement and psychological wellbeing. Parenting styles is a term employed to indicate how parents treat their children and it includes authoritative, authoritarian, indulgent, and neglectful parenting styles. Authoritative parents are usually those who engage in almost every activity their child participate in and this means that they are catalyst for child's development. While authoritarian is characterized by strict control and rigid rules. Parents who follow this style expect obedience from children without providing explanations for their decisions, which can lead to a lack of independence and self-confidence in children. Therefore, indulgent parents are very lenient and tend to meet all the needs and desires of their children. Although children may feel loved and supported, the lack of boundaries and rules can lead to problems with discipline and behavior. In the same line, neglectful

style is characterized by a lack of attention or interaction with children's needs. Parents who follow this style may have personal concerns or issues that make them unable to provide emotional support or guidance, negatively affecting children's development.

However, the incorrect awareness of parents about gifted children can lead to unrealistic expectations due to the child's circumstances. Parents and teachers often seek students who excel academically. However, many gifted individuals show potential in various fields. Gifted children may be labeled as "at risk" when their abilities go unrecognized by parents and teachers, causing challenges in supporting them effectively [1].

In the same vein, the responsibility of ideal parents in nurturing gifted children goes beyond recognizing giftedness. It's crucial for parents to not only identify their children's potential but also take action based on this awareness. This proactive approach is vital as exceptionally gifted children are at risk of not fulfilling their full potential if not managed correctly [2].

In the development of gifted children, the role of parents is crucial. Their education levels and communication styles can significantly influence the child's growth. A supportive and respectful environment fosters emotional and social skills, allowing gifted children to thrive academically. By contrast, negative parental attitudes can lead to dissatisfaction and psychosocial issues, affecting their overall quality of life [3]. Few studies have addressed the prevalent parenting styles of gifted students in Jordan. Despite the importance of understanding how different parenting styles impact gifted students, there is a little of published research exploring the topic comprehensively.

### 1. PROBLEM AND QUESTIONS OF THE STUDY

Bloom pointed out as stated by [4] that family has a significant role in forming the talent of the child. Neglecting encouraging the child, appreciating him, and providing him with an appropriate environment at home will make his talent hidden. In his study where he selected (120) gifted students in different areas such as piano, sculpture, swimming, and math, he found that home role was more important than school in developing the talent of the student, through providing positive examples that the student can follow.

Some get mistaken when they think that gifted individuals are always successful in their lives and that they do not face any problems or challenges related to their environment and their relations with their family and society since they are superior in their performance. Obviously, there is a lack of knowledge regarding the impact of those problems and challenges on the performance of those gifted, where it may reduce their productivity or creativity, may make them lose their enthusiasm to continue the outstanding performance, and sometimes they may affect them negatively that causes them to shift away from excellence or leads to their talent being extinguished [5]. The relationship between parenting style and giftedness has not been proven [6]. However, some scholars argue that supporting gifted students may contribute in assisting gifted students show their talents. If parents do not provide a safe and supporting family environment for their gifted child, this increases the risk that this child will not flourish [5].

[7] mentioned that it is not easy to find gifted children and that they face a set of challenges that normal child does not face. These challenges are not related to the excellence or the talent of the child, but to the attitude of others toward them and their responsiveness to his talent. Terrance, as stated by [8], noted that the psychological climate of the family and parenting styles have a relationship with the creative thinking in children during different age groups, and the development of their talent. Thus, the following questions are addressed in the current study in an attempt to define the prevalent parenting styles of gifted students at the governorate of Ajloun:

1. What are the prevalent parenting styles of gifted students at Ajloun governorate?
2. Is there a statistically significant difference in the prevalent parenting styles of gifted students at Ajloun governorate due to gender?

### 2. STUDY SIGNIFICANCE

The significance of the current study stems from:

- Shedding light on the prevalent parenting styles of gifted students at Ajloun governorate, which have an impact on both students and the society.
- Highlighting gender differences in the prevalent parenting styles of gifted students.
- Providing an instrument that can be used to determine parenting styles of gifted students.
- Allocating necessary financial resources to support counseling and training programs to guide the families on how to deal with their gifted children.

- The current study is considered a complementing study for what the other researchers provided concerning the prevalent parenting styles, and it could be a starting point for addressing the topic from other different aspects, which will be the start for new research.

## II. THEORETICAL FRAMEWORK

Raising gifted individuals is one of the important aspects that people pay attention to; as they are the needed minds to face the different problems and challenges the society encounters in economic, technical, political, and social domains. Thus, countries worldwide are seeking to search for and detect gifted individuals as they are one of these important resources that must be invested in to benefit the community and develop it [9, 10]. Parenting styles is a term employed to indicate how parents treat their children and it includes authoritative, authoritarian, indulgent, and neglectful parenting styles. Authoritative parents are usually those who engage in almost every activity their child participate in and this means that they are catalyst for child's development. While authoritarian is characterized by strict control and rigid rules. Parents who follow this style expect obedience from children without providing explanations for their decisions, which can lead to a lack of independence and self-confidence in children. Therefore, indulgent parents are very lenient and tend to meet all the needs and desires of their children. Although children may feel loved and supported, the lack of boundaries and rules can lead to problems with discipline and behavior. In the same line, neglectful style is characterized by a lack of attention or interaction with children's needs. Parents who follow this style may have personal concerns or issues that make them unable to provide emotional support or guidance, negatively affecting children's development.

The family also has an important role in developing children's talent, revealing and caring for their giftedness, as the role of the family starts when his/ her talent or its signs start to emerge. The family participates in revealing talent by noticing aspects of excellence in the child and work on developing a set of activities and situations where he/ she gets the chance to bring out his talents [8]. In addition, [11] stated that parents consistently follow and encourage their children in order for them to grow and develop to their full potential. For the sake of the children who are talented, their parents really need to have a thorough knowledge of what's going on. The reality is that there are still a lot of challenges associated with the education of gifted children, and the majority of these challenges are due to the fact that both parents and instructors in schools have the wrong idea about brilliant children.

Moreover, the family is considered an important social institution due to its significant role in developing giftedness. Family is the first influencer on child's life, through which the child starts to build his/ her relations with others, and it contributes to forming his psychological, social, and cognitive abilities. As such, the way parents raise their child has a direct effect on the development of these abilities, and the parenting styles adopted have an effect on forming the child's personality and behavior according to the values system and social standards provided by parents [12]. Parenting is a process through which the parents adopt a set of methods that vary according to a range of factors that may include lack of confidence, expertise, and support, since rearing children is not an easy task. While rearing their children, parents must try hard to provide all their potential and expertise in order to raise their children in a sound manner, as a child who grows up in an environment that considers their inclinations is more likely to realize their potential and meet their needs, leading to the development of their personality and mental well-being. In other words, there is a difference between being an accepted child that is treated democratically and another who is prevented and treated with domination and dictatorship [13]. In addition, democratic parents not only supervise their children but also respond sensitively to their immediate needs, being supportive and consistent, by contrast, authoritarian parents are strict and controlling, expecting obedience without question and often using punitive measures. Permissive parents offer warmth but lack demands and high expection, indulging their children's wishes as a way to express love. On the other hand, overprotective parents, excessively control their children's environment due to a perception of danger, often stemming from past traumas of experiences that make them overly cautious [14].

Parenting styles vary in their forms from one family to another, as they may take multiple forms; some tend to be strict, cruel, intense, and bullying, while others tend to be tolerant, over-lenient, and spoiling. Some parents tend to neglect and reject their children, others tend to use democracy, and independency, and sometimes parents are waverers in the way they deal with their children [15]. There is almost always a correlation between academic success and giftedness. This situation creates several challenges for gifted young people. Even though there is evidence suggesting that bright children possess intellectual capacities above the norm, this does not consistently lead to high levels of achievement. Similarly, the above-average creativity of gifted youngsters may lead to them becoming bored quickly, which is viewed as undesirable. Additionally,

having a higher-than-average level of dedication to their work does not guarantee that they will take responsibility for every task [6].

Several studies have examined parenting styles of gifted students. For example, [16] studied the parenting styles of gifted (outstanding students) students compared to normal students, and to understand the differences between them in perceiving parenting styles among first-year middle school students. The sample included (32) students from the first year of middle school, including (10) males and (12) females. The study showed that there are statistically significant differences between gifted children (outstanding students) and normal children in the positive methods represented in (the method of democracy, the method of encouragement and reward) for the treatment of the mother and the father, while there are no statistically significant differences between the gifted children and the normal children in the remaining methods, as for the negative methods represented in (the method of exclusion, neglect and the excessive protection method) There are no statistically significant differences between gifted children and normal children for the treatment of the father and mother, while there are statistically significant differences in the perception of negative methods (cruelty and bullying, provoking psychological pain) to the treatment of the father and mother.

In another study, [14] administrated the parenting attitudes and effects on their gifted children by content analysis of (11) previous studies. the findings of the study showed that gifted children perceived parental attitudes as tolerant and democratic, while peer groups perceived them as authoritarian and permissive. It was also found that the authoritarian attitudes of the parents of the gifted children have negative impacts on children mental developments, anxiety level, sense of self, inter-family relations and on level of well-being. The having democratic, tolerant attitudes of parents of gifted children will increase the academic performance, self-esteem, well-being, and relations among the family members. It has been determined that the partnership of the parenting attitudes of the mother and the father should be and the mother-child interaction is important.

In Malaysia, [17] (2016) attempted to examine the profiling of parenting style among gifted children among a sample of (80) gifted students. The results of the study showed that authoritative parenting style is the most dominant followed by authoritarian and permissive. In another study, [18] investigated the styles of family raising among gifted students in the governorate of Mahayel Asir from their point of view. The sample included (100) students from the middle and high school students who were selected randomly. The results of the study indicated that the degree of the three family raising styles was moderate, and there were statistically significant differences according to the variable of the school stage in favor of the secondary stage, as well as the gender variable for the benefit of female students.

In the same line, a study by [19] investigating parenting styles and practices, strategies and resources used to develop a child's potential, and family-school relationships. The sample of the study consisted of (9) families with gifted and gifted students. The results indicated that the authoritative style was the most representative of parenting practices of this sample. The interviews generated six themes: (a) parental practices, (b) strategies and resources for student development, (c) family-school relationship, (d) challenges, (e) learning, and (f) advice. The findings suggested that parents were concerned not only with developing children's talents but also with promoting their well-being. If schools were opposed to meeting their children's needs, parent took their own initiative in meeting these needs. Seeking support from expert professionals in the field and other parents of gifted children was highlighted by the participants.

In addition, a study by [20] identified parenting the exceptional social-emotional needs of gifted and gifted children by content analysis of (16) previous studies. The results of the study showed that t significant determinants of G/T children's personal growth are authoritative parenting, which provides autonomy and self-motivation, and parents' behaviors and attitudes toward the exceptional needs of G/T children. Conversely, authoritarian parenting negatively impacts children's well-being and mental health, impeding the positive development of the child's potential. Enhancing the care giving capacity of family members—by reducing the stress associated with their parenting and care giving roles can have a powerful impact on the developmental trajectory of gifted children.

In Türkiye, [14] conducted a study in order to examine gifted children and their peers perceived parental attitudes, quality of life (QoL), and psychosocial problems. The sample included of two groups: gifted children (study group) and their parents and peers (control group) and their parents. The results found that both groups were similar in terms of age, gender and grade level. It was mostly the mothers who completed the data collection forms. The study and control groups had a mean PAS score of  $94.18 \pm 0.738$  and  $99.31 \pm 0.798$ , respectively and a mean PPSC score of  $16.11 \pm 0.475$  and  $16.76 \pm 0.480$ , respectively. The study and control groups had a mean QLS score of  $83.19 \pm 0.70$  and  $80.28 \pm 0.83$ , respectively. There was a weak positive correlation between the PAS and PPSC scores ( $r=0.92$ ;  $p<0.166$ ).

### III. METHODS

The study adopted the descriptive analytical design, to describe and analyze the prevalent parenting styles of gifted students at Ajloun governorate in Jordan. In Jordan, the classification of gifted students is based on their academic achievement in the two classes in addition to the recommendation of teachers. The descriptive analytical design addresses a specific issue, accurately describes it, and expresses it quantitatively and qualitatively, in an attempt to understand how this issue relates to other ones and provides conclusions that could help in giving a clearer understanding of the phenomena examined in the current study that may help in improving or solving it, without the researcher intervention during the study, as he simply interacts with description and analysis only. The following defines the variables used in the study which included gender as the dependent variable (Male and Female) which is affected by the independent variable that is parenting style of gifted students represented by acceptance and attention, democracy, encouragement and reward and overprotection.

#### 1. POPULATION AND SAMPLE

In Jordan, gifted students from different geographical regions in the same governorate are referred to one school. In other words, gifted students are put in one school at the same governorate based on their academic results and the referral of their teachers.

King Abdullah II School of Excellence located in the governorate of Ajloun was selected as the population and sample of the current study. As the population of the study was small, all the students at King Abdullah II were included in the sample of the study. This indicates that the sample was selected purpose fully. The sampled students were in the age group (12-18). The study was implemented in the first semester of the school year 2022/2023 on a sample consisting of (359) students, distributed according to gender as table (1) shows.

**Table 1.** Percentages of the study sample distribution according to gender.

		Number	%
Gender	Male	208	57.9%
	Female	151	42.1%
	Total	359	100%

#### 2. INSTRUMENT

A questionnaire was developed by reviewing the related literature and benefiting from the instruments used such as [21, 15, 5]. (32) Items related to the prevalent parenting styles were distributed on (4) domains: Acceptance and attention (1, 5, 9, 13, 17, 21, 2, 29), democracy (2, 6, 10, 14, 18, 22, 26, 30), encouragement and reward (3, 7, 11, 15, 19, 23, 27, 31), overprotection (4, 8, 12, 16, 20, 24, 28, 32).

5-point Likert scale (Always: 5, usually: 4, sometime: 3, rarely: 2, never: 1) was employed, (5) indicates that parenting style is at its highest level, while (1) indicates that parenting style is at its lowest level. Thus, the level of each item can be extracted as well as the total level of each domain, after defining the mean score of the responses on the items. As for the discussion of the results, the following scale was adopted:

- 1-1.80: Very low
- 1.81-2.60: Low
- 2.61-3.40: Moderate
- 3.41-4.20: High
- 4.21-5.00: Very high

#### 3. VALIDITY AND RELIABILITY

In order to check face validity, the instrument was given to (12) specialists in psychology, special education, measurement and evaluation in order to obtain their opinions if the items were appropriate to the domain, check for language, and add items found to be needed or delete any item found inappropriate to achieve the objectives of the study. The specialists recommended making some adjustments in the wording of some of the items. No item was deleted or added to the preliminary format of the questionnaire. Thereby, the final format of the questionnaire consisted of (32) items.

Furthermore, correlation coefficients between the items and the domain they belong to were calculated through a pilot sample consisting of (30) students out of the study sample, but from the population. Correlation

values point to validity significance for every item, as it shows the correlation value between the item and the overall score for the domain to which it belongs to, which ranged between (0.38-0.89) as the table (2) shows.

**Table 2.** Correlation coefficients of the item and the overall score of the domain to which it belongs to.

No.	The domain correlation coefficients	No.	The domain correlation coefficients	No.	The domain correlation coefficients
1	0.73**	12	0.71**	23	0.73**
2	0.38*	13	0.88**	24	0.52**
3	0.88**	14	0.80**	25	0.71**
4	0.82**	15	0.71**	26	0.69**
5	0.68**	16	0.75**	27	0.68**
6	0.77**	17	0.88**	28	0.85**
7	0.89**	18	0.86**	29	0.75**
8	0.69**	19	0.86**	30	0.76**
9	0.73**	20	0.76**	31	0.86**
10	0.80**	21	.50**	32	0.66**
11	0.66**	22	0.88**		

<sup>1</sup> Significance at ( $\alpha = 0.05$ )

<sup>2</sup> Significance at ( $\alpha = 0.01$ )

It should be noticed that every correlation coefficient was valid and significant, which is why no item has been deleted as the cut score for the deletion of any item was set at 30.

To check the instrument reliability, the researchers used Test-retest by administering and re-administering the instrument on a pilot sample ( $n = 30$  gifted students) from Irbid city with an interval time of two weeks. Pearson correlation between their scores on both administrations was calculated as well as Cronbach Alpha coefficient for internal consistency reliabilities. The results were acceptable for the study purposes.

**Table 3.** Test-retest and Cronbach alpha internal consistency reliabilities.

Domains	Test- Retest	Internal Consistency
Acceptance and Attention	0.83	0.71
Democracy	0.82	0.80
Encouragement and Reward	0.80	0.79
Overprotection	0.84	0.77

#### 4. STATISTICAL ANALYSIS

Statistical Package for Social Sciences (SPSS) - version 20 software was employed for data analysis. The current study used T-Test, test-retest, Pearson Correlation Coefficients, Cronbach Alpha Coefficient, means, and standard deviations for answering the questions of the study.

## IV. RESULTS AND DISCUSSIONS

### 1. FIRST QUESTION: "WHAT ARE THE PREVALENT PARENTING STYLES OF GIFTED STUDENTS AT AJLOUN GOVERNORATE?"

To answer this question, gifted students' prevalent parenting styles' means and standard deviations were calculated as the following table shows.

**Table 4.** Gifted students' prevalent parenting styles' Mean, and Standard Deviations in descending order.

Rank	Domains	Mean	Std Devi	Level
1	Encouragement and Reward	4.25	0.580	Very High
2	Acceptance and Attention	4.18	0.611	High
3	Democracy	4.01	0.570	High

4	Overprotection	2.54	0.625	Low
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It is noted from the above table that the mean scores ranged between (2.54-4.25). Encouragement and reward ranked first (M = 4.25) with very high level, followed by acceptance and attention with a high level (M = 4.18), then democracy (M = 4.01) with a high level, while overprotection ranked last (M = 2.54) with a low level.

The result can be attributed to the fact that the prevalent parenting styles of gifted students are based on an understanding of how to raise and care for them and focusing on their mental and psychological health in order to arouse their own abilities and help them to develop them, which in turn encourage them for academic excellence. Moreover, Gifted students who live in a family where the parents encourage them to handle their own matters by themselves, awarding them for doing their home chores and school tasks, encouraging them to do their homework, and pursue their educational track in order to ensure their excellence, praise them and providing them with rewards and gifts to motivate them to reach the desired goals, as well as encouraging them to join private classes to improve their achievement, support them materially or morally to increases their motivation to learn, and encourage them to participate in intellectual activities and practice their hobbies and pay attention to their talents and work on developing them, all of the above have a significant role in providing the appropriate psychological climate that allows students' mental potential to be invested and increase their motive to work and study which in turn affect their excellence and progress.

Additionally, acceptance and attention represent an interaction situation between the parents and children that is based on tolerance, caring, affection, and balancing between strictness and softness. It is also based on advice, guidance, and avoiding material or moral punishment. Parents who adopt this parenting style pay attention to inculcating religiosity, moral values, and respect for social standards. They also help their gifted children to plan for their future studies and careers, support them and care for developing their talents and practicing their hobbies; in order to achieve the main goal of success and academic excellence.

Children who are raised in a democratic family environment where they can discuss their parents their personal matters, express their opinions freely, provoke their thinking, be trained in managing any discussion about family problems, benefit from meaningful parental discussions, make them take their own decisions, assign them some responsibilities that they can perform, such an environment will build the gifted children sense of responsibility, self-reliance, looking for independence, and subjective freedom, which in turn will help them to achieve success and academic excellence.

As for the overprotective style, this style is considered one of the negative parenting styles that are based on exaggeration. Overprotecting will lead the parents to deprive the children of opportunities that will help them to learn, be self-reliant, and take responsibility as a result of the parent's anxiety and fear for their children. This style of parenting will lead to developing an insecure attachment style, inability to emotionally mature, dependency, and psychosocial incompatibility. The low level of the overprotective style in this study indicates that parents realize that this is a negative style that will affect negatively their children's social and academic life.

**Table 5.** Shows item of encouragement domain.

N	Item	M	SD	Level
3	My parents encourage me to perform my homework even if they were difficult.	4.26	.849	Very high
7	My parents follow my academic track and encourage me to keep my superiority and success.	4.23	.921	Very high
11	When my parents praise my success and superiority my determination to excel increases.	3.93	.838	High
15	My parents give me rewards and gifts when I excel in study to motivate me to reach higher goals.	4.11	.816	High
19	My parents encouraged me to join private classes to improve my achievement.	4.23	.831	Very high
23	My parents support materially or morally increases my motive to learn.	4.05	.800	High
27	My parents encourage me to participate in the intellectual activities in and out the school.	1.91	.823	Low
31	My parents are keen to practice my hobbies that increase my educational excellence.	2.60	1.136	Low
	encouragement and reward	4.25	.580	Very high

As shown in the above table, item (3) stating “My parents encourage me to perform my homework even if they were difficult” ranked first (M= 4.26, SD= 4.26) while item (27) stating “My parents encourage me to participate in the intellectual activities in and out the school” ranked last (M= 1.91, SD= 823).

Encouragement and reward ranked first and this mean that parents of gifted students have the needed information to work on developing their gifted children’s skills and abilities which is reflected by their parenting practices that are always focus on increasing these abilities. Furthermore, the majority of gifted students in Jordan are high achievers in the different academic school disciplines and these come from families where parents hold higher education certificate.

**Table 6.** Shows items of acceptance and attention domain.

NO	Item	M	SD	Level
1	My parents provide me with advice before punishing me.	4.31	1.008	Very high
5	My parents care about my future and help me to plan for it.	4.24	.904	Very high
9	I turn to my parents when I can't solve my problems myself.	4.12	.847	High
13	My parents care for and respect my friends.	3.92	.884	High
17	My parents raised me on the principles of religion.	4.32	.806	Very high
21	My parents enlighten me about the results of their past experiences to benefit from them in the future.	4.08	.823	High
29	My parents care about my talents in addition to my educational excellence.	3.03	1.250	Moderate
	Acceptance and attention	4.18	.611	High

As shown in the above table, item (17) stating “My parents raised me on the principles of religion” ranked first (M= 4.32, SD= 806) while item (29) stating „My parents care about my talents in addition to my educational excellence” ranked last (M= 3.03, SD= 1.250).

Acceptance and attention ranked second and this conforms to the rearing practices adopted by most of gifted children’s parents who always work on taking care of their children; whether gifted or average. This results maybe also due to the fact that Jordanian parents seek to provide their gifted children with worm and accepting family environment.

**Table 7.** Shows items of democracy domain.

NO	Item	M	SD	Level
2	My parents give me freedom in discussing my private issues with them.	4.30	.856	Very high
6	My parents participate in solving the problems I face.	4.23	.934	Very high
10	I take advantage from the meaningful conversations between my family members.	4.02	1.067	High
14	My parents like it when I run a conversation related to a specific problem and find a solution for it.	4.08	.892	High
18	My parents taught me to take my personal decisions myself.	4.34	.794	Very high
22	My parents respect holding an opinion different from theirs.	4.31	.806	Very high
26	My parents give me freedom in selecting my future career.	3.34	1.017	Moderate
30	My parents assign me some responsibilities that I can perform.	2.34	1.094	Low
	Democracy	4.01	.570	High

As shown in the above table, item (18) stating” My parents taught me to take my personal decisions myself” ranked first (M= 4.34, SD= .794) while item (30) stating “My parents assign me some responsibilities that I can perform” ranked last (M= 2.34, SD= 1.094).

Democratic parenting style ranked third and this result maybe a bit shocking sense Jordanian parents are generally open minded and work on providing their gifted children a safe family environment where different opinions are respected and valued.



**Table 8.** Shows items of overprotection domain.

NO	Item	M	SD	Level
4	My parents do not allow me to go in any school trip with my peers because they will worry about me.	4.20	.900	High
8	My parent worry when I'm out even if I was busy studying with my peers.	4.21	.935	Very high
12	My parents buy me things even if I don't need them.	3.91	.929	High
16	My parents do not refuse my requests whatever they are.	4.02	.887	High
20	My parents worry if I got in trouble whether at home or in school.	4.07	.826	High
24	My parents get worry and shock if I get sick even if it was simple.	4.01	.859	High
28	My parents care about developing my computer skills.	2.66	1.163	Moderate
32	My parents do not leave me perform the responsibilities I can perform.	2.52	1.041	Low
	Overprotection	2.54	0.625	Low

As shown in the above table, item (8) stating “My parent worry when I'm out even if I was busy studying with my peers” ranked first (M= 4.21, SD= 935) while item (32) stating “ My parents do not leave me perform the responsibilities I can perform” ranked last (M= 2.52, SD= 1.041).

Overprotective parenting style ranked last and this implies those Jordanian parents of gifted students see that what their children have of giftedness needs their attention and care; something making them overprotective.

2. *SECOND QUESTION: "IS THERE A STATISTICALLY SIGNIFICANT DIFFERENCE IN THE PREVALENT PARENTING STYLES OF GIFTED STUDENTS AT AJLOUN GOVERNORATE DUE TO GENDER?"*

To answer this question, gifted students’ the prevalent parenting styles’ means and standard deviations were calculated to show the differences in light of gender, as table (9) shows.

**Table 9.** Gifted students’ prevalent parenting styles’ Mean, Standard Deviations, and T-Test in light of gender.

Domain	Gender	Number	Mean	StdDev.	t	df	Sig.
Encouragement and Reward	Male	208	4.25	0.629	0.235	357	0.815
	Female	151	4.24	0.506			
Democracy	Male	208	4.01	0.579	-0.088	357	0.930
	Female	151	4.02	0.560			
Acceptance and Attention Democracy	Male	208	4.19	0.662	0.355	357	0.723
	Female	151	4.16	0.536			
Overprotection	Male	208	2.56	0.634	0.769	357	0.442
	Female	151	2.51	0.614			

Table 9 showed no statistically significant difference in the prevalent parenting styles in light of gender in all domains. This result can be attributed to the parent's high level of positive perception concerning the prevalent parenting styles which have a significant impact on their gifted children's lives, both male and female in terms of their psychological, personal and social composition. Since parents are the most influential people in the upbringing of their children directly and effectively, thereby if the methods used by them are destructive, evoke feelings of fear, a sense of imperfection, and lack of psychosocial security, then their children will develop psychosocial disorders that will affect their scientific and academic life, and thus their educational progress level will be low. Using constructive methods full of love, affection, understanding, harmony, and warmth, lead to having children with positive psychological and mental health, which in turn will affect their academic life positively, and lead them to achieve success and academic excellence. This result is consistent with the result reported in [22] indicating that fathers employ more authoritarian parenting style compared to mothers.

**V. CONCLUSION**

One of the most common issues that specialists in gifted education deal with is the prevalent parenting styles. From this point on, the issue of the prevalent parenting styles of gifted students came into focus. Thus, determining the prevalent parenting style of gifted students at Ajloun governorate is considered the primary

challenge of this study. Thus, the current study examined the prevalent parenting styles among gifted students at Ajloun Governorate, one of the rural provinces in Jordan.

The results found that the mean scores of gifted students' the prevalent parenting styles in the governorate of Ajloun ranged between (2.54-4.25), where encouragement and reward ranked first with the highest mean score ( $M = 4.25$ ) and very high level, followed by acceptance and attention ( $M = 4.18$ ) with a high level, then democracy ( $M = 4.01$ ) with a high level, and finally overprotection ( $M = 2.54$ ) with a low level. It also found no statistically significant difference at ( $\alpha = 0.05$ ) in the prevalent parenting styles in light of gender in all domains. Thus, it is believed that the officials should coordinate all of their efforts.

All efforts of the affairs officials of gifted students should be coordinate to draw their attention to the gifted students, and provide all the needed instructional and training aids for their families in order to increase their positive understanding of the importance of the prevalent parental styles for their gifted children, which reflect on them on the psychological, personal, social, academic and creative aspects. In the same vein, it is recommended to organize regular workshops for parents to educate them on effective the prevalent parenting styles that specifically benefit gifted children, encouraging schools to host informational sessions that highlight the importance of parental involvement in the academic and emotional well-being of gifted students can foster a supportive community and establishing a mentorship program where experienced parents of gifted children can share their insights and strategies with new families can be very beneficial.

## VI. RECOMMENDATIO

According to the findings, the researchers recommend to:

- As the results of the study indicated that the most prevalent parenting styles among parents of gifted students were encouragement, reward acceptance, attention and democracy while overprotection, this gives a clear picture that parents of gifted students are fully aware about the prevalent parenting styles that may enhance their gifted children. This means that these parents should be encouraged and rewarded for their efforts by organizing social events for them to have the opportunity to share their experiences.
- As the results of the study did not indicate statistically significant differences in the prevalent parenting styles between mothers and fathers, this may be an indicator that group counseling programs targeting gifted students' families to address the challenges of raising gifted students may help these parents overcome some of these challenges.
- Future research that examines how the prevalent parenting styles affect students' personal and social traits development as well as their academic excellence are needed.
- Future studies that address the prevalent parenting styles of gifted students and their relation with other variables are needed, as well as studies that address the prevalent parenting styles of special education students.

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### Author Contribution

All authors made an equal contribution to the development and planning of the study.

### Conflict of Interest

The authors declare no conflict of interest.

### Data Availability Statement

Data are available from the authors upon request.

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## Instrument of the Study

Dear Student

Greetings,

The researchers are conducting the study "The Prevalent Parenting Styles of Gifted Students At Ajloun Governorate". The following scale is the parenting styles of gifted students. Kindly, fill in the items of the scale carefully and honestly, taking into account that your responses will only be used for scientific research purposes only.

Best Regard

Gender:  Male       Female

No.	Item	Always	Usually	Sometime	Rarely	Never
1	My parents provide me with advice before punishing me.					
2	My parents give me freedom in discussing my private issues with them.					
3	My parents encourage me to perform my homework even if they were difficult.					
4	My parents do not allow me to go in any school trip with my peers because they will worry about me.					

- 5 My parents care about my future and help me to plan for it.
  - 6 My parents participate in solving the problems I face.
  - 7 My parents follow my academic track and encourage me to keep my superiority and success.
  - 8 My parent worry when I'm out even if I was busy studying with my peers.
  - 9 I turn to my parents when I can't solve my problems myself.
  - 10 I take advantage from the meaningful conversations between my family members.
  - 11 When my parents praise my success and superiority my determination to excel increases.
  - 12 My parents buy me things even if I don't need them.
  - 13 My parents care for and respect my friends.
  - 14 My parents like it when I run a conversation related to a specific problem and find a solution for it.
  - 15 My parents give me rewards and gifts when I excel in study to motivate me to reach higher goals.
  - 16 My parents do not refuse my requests whatever they are.
  - 17 My parents raised me on the principles of religion.
  - 18 My parents taught me to take my personal decisions myself.
  - 19 My parents encouraged me to join private classes to improve my achievement.
  - 20 My parents worry if I got in trouble whether at home or in school.
  - 21 My parents enlighten me about the results of their past experiences to benefit from them in the future.
  - 22 My parents respect holding an opinion different from theirs.
  - 23 My parents support materially or morally increases my motive to learn.
  - 24 My parents get worry and shock if I get sick even if it was simple.
  - 25 My parents care about developing my computer skills.
  - 26 My parents give me freedom in selecting my future career.
  - 27 My parents encourage me to participate in the intellectual activities in and out the school.
  - 28 My parents do not leave me perform the responsibilities I can perform.
  - 29 My parents care about my talents in addition to my educational excellence.
  - 30 My parents assign me some responsibilities that I can perform.
  - 31 My parents are keen to practice my hobbies that increase my educational excellence.
  - 32 My parents prefer being at their sight to keep me safe.
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