

The Level of Feeling of Guilt among Gifted Students in a Jordanian Sample at King Abdullah II Schools for Excellence

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Abstract

The study aimed to identify The Differences of Feelings of guilt Levels among Gifted Students in Jordan And the possible differences among them attributed to their gender and age. Sample of the study consisted of (150) male and female students selected from gifted students enrolling at King Abdulla II Schools for Excellence in Irbid City selected using random sampling procedures. To achieve the aim of the study, the researcher used Henderson and Zimbardo (2008) scale translated to Arabic by Shaker (2011). The scale was adapted to the Jordanian culture. Results of the study indicated that the means scores for feelings of guilt among study sample was moderately estimation level. There were significant differences in feelings of guilt levels among study sample due to age, in favor of Age group (15-16) years. The results showed that there were no statistically significant differences in feelings of shyness levels due to the variable gender differences. In light of the results reported in the current study, the researcher recommended the need for educators at King Abdulla II Schools for Excellence to develop strategies and programs to reduce feelings of guilt levels.

Keywords: Feelings of guilt, Gifted Students, Jordan.

Introduction

Adolescence is both important and dangerous age stage, in addition to being one of the important age stage, in human life for what it contains of developmental aspects including individual personality aspects, which motivated psychologists, sociologists, and psychiatry to study adolescence and come up with various theories and conclusions in explaining adolescents' personalities and their adjustment styles. Meanwhile, problems facing adolescent in this stage are several and various, and which can be related to sudden body changes preceding puberty and maturity resulting from endocrine glands, of which the adolescent is aware but cannot behave to words them, which might lead to an effect of increased guilt feeling by the adolescent.

Feeling of guilt is among the psychological disorders of which the adolescents might suffer and it represents the midway feeling between selfishness and self hating, it is probable the guilt feeling is a prevention of self critique, so its role becomes balancing selfishness and aggression as well as reducing them perspectives in explaining guilt feeling are various and numerous where more called it social anxiety, while Watson called it guilt feeling resulting from feeling helplessness and depression due to one's inability to attain his goals (Assaheb, 2011).

Bazal (1998: 137) defined guilt feeling as the pain resulting from individual making an action that is not accepted by his consciousness, aroused by specific, and known by the individual, stimuli, while perceiving it clearly as involving in non legal prohibited actions or wrong sayings or actions. However Assaheb (2011: 84) defined guilt feeling as an affective state containing pain feeling resulting from conducting an action for which individual consciousness is not accepting.

In short, we can say that guilt feeling is the result of illness feelings that lead the individual to feeling wrong, making him conducting in a way that contribute to decreased self – valuation, in social and behavioral situation.

In this regard Freud presented an explanation for guilt feeling through dividing the super ego in to two parts: Ideal Ego that provides the good feeling when one thinks of or making a correct action, and it represents everything of high value in the nature and includes whatever actions approved and rewarded by parents and leads one to achieve his goals and ambitions making him feel proud and self – respect, where as the second part of Super – Ego is conscience which concerns with things described by parents as bad behaviors, for which the son is being reprimand, but conscience makes individual feel guilty when conducting a wrong a larger field of human activity fields, where its operations tends to be systemized and consistency in some persons greater than that in others (Rujoiu, 2009).

Guilt feeling and gifted students received the interest of researcher and scholars, as well as the focus of most previous studies addressing guilt feeling among normal and gifted students, where some of them addressed the problems of which gifted students suffer, among which, Mansi (2003) study aiming at identifying psychological health problems facing creative students, on a sample of (500) at preparatory stage schools at Alexandria Egypt, aged between (12-14) years. The study employed creative abilities test and problems checklist. Results showed that the major Psychological health problem facing creative students were: isolation, introversion, shyness, guilt feeling when failed and jealous feeling.

Abdelsaheb (2003) conducted a study aiming at identifying guilt feeling level and its relation to

depression among Baghdad university students, as well as identifying the correlational relationship between guilt feeling and depression to gender and majors. The study was conducted on a sample of (430) students at the first four years at Baghdad university (221) of whom were males, and (182) from scientific majors. Beck Depression scale and Guilt feeling scale developed by the researcher were employed in the study. Results showed that mean depression among Baghdad university students was slightly higher than scale's presumed one, where sample mean score was (21.53) as compared to (19.5) of the scale; results also showed statistically significant difference in the difference between guilt and depression feeling according to subjects gender and in favor of females.

While AlAhmadi (2005) conducted a study aiming at identifying common problems among Saudi gifted students, the study was conducted on a sample of (149) gifted students. Results showed that gifted students main problems were activities and leisure times, and effective problems, as well as the existence of statistically significant differences in the problems facing gifted students due to their gender and age.

In another study conducted by Osborne, C. Felton and Ciesla (2009), which purpose was to find out the relationship between guilt feeling, shyness, self blame and the development of depressive symptoms, the study was conducted on a sample of (221) randomly selected students from New Jersey secondary schools (U.S.A). Results showed that guilt feeling was moderate, however it was not related with depressive symptoms.

Rujoiu (2009) conducted a study aiming at analyzing academic cheating in terms of guilt feeling and stigma among Romanian secondary stage students. Sample consisted of (125) students from two model schools in Bokharist. Results showed that guilt feeling was moderate, and that most of the studied students felt shy but not guilty when caught cheating in the examinations and when being punished in front of their peers.

Yahya and Banat (2010) conducted a study aiming at indentifying problems facing gifted students at giftedness centers in Jordan. The study was conducted on a sample of (81) male and female students from gifted students centers in Jordan. Results showed that most of gifted students problems were in the affective domain.

On the other hand, Gavazzi, Ornaghi, &Antoniott (2011), study was aiming at finding out guilt feeling narratives among a sample of (240) male and female students aged between (9-15) years old from Italian gifted students. Results showed that guilt feeling among study sample was moderate, as well as the existence of statistically significant differences in guilt feeling between children and adolescents were adolescents felt more guilty than children; differences in guilt feeling were also found due to students gender where females felt more guilty than males.

Morinder and Biguet (2011) conducted a study aiming at finding out perceptions of adolescents sample regarding taking care of fat persons in Nivada, U.S.A. the study was conducted on a sample of (18), adolescents (12) of whom were girls, at fat persons care centre in the U.S.A. results showed that guilt feeling level was high. Results also showed that fat people felt guilty and shy, as well as feeling disparate and doubt regarding therapeutic process, provided to this category of adolescents, results.

Finally shakers (2011) main purposes was finding out guilt feeling among twelfth grade at Nazerah city. The study was conducted on a sample of (193) twelfth grade at Nazerah city. Results showed that guilt feeling among twelfth grade was moderate.

After reviewing these previous studies, it can be seen that guilt feeling enjoyed a great deal of interest by researchers and scholars in both Arab and foreign populations, and was the topic of a large number of studies, we can also see the congruence between this study and previous ones in terms of addressing guilt feeling, as well as the study population who were students. However, this study differs from previous ones in several aspects including. Objective, where the current study aimed at identifying guilt feeling and its differences among gifted students, according to gender and age. Second: place and time where the current study is one of few studies in this area, as to the researcher best knowledge, it is also of the pioneering studies at both local and Arabic level, and third its instrument, where the current study instrument enjoys psychometric properties specific to Jordan environment, which paves the way in front of researchers and scholars to investigate this topic.

Based on the above, researcher was interested in conducting the current study aiming at identifying level of guilt feeling among a sample of gifted students at king Abdullah II schools for excellence and its relationship with gender and age.

Research Problem and Questions

Adolescent, in this stage, faces several challenges due to search for his identity, independence, goals attainment and his role in the society, and as a result he encounters several problems and difficulties that might hinder his identity and goals achievement, however if the adolescent was unable to overcome these challenges and difficulties, he might develop a set of affective disorders including guilt feeling, decreased ability in self – expression (Shraim, 2009).

Based on the above, came the interest of the researcher from conducting this study which aimed at identifying level of guilt feeling among a Jordanian gifted students at king Abdulla II schools for excellence and its relation to gender and age of respondents, specifically the problem of this study lies in answering the following questions:

1. What is the level of guilt feeling among gifted students at king Abdulla II schools for excellence?
2. Are there any statistically significant differences in guilt feeling among gifted students at king Abdullah II schools for excellence due to their gender (male and female)?
3. Are there any statistically significant differences in guilt feeling among gifted students at king Abdullah II schools for excellence due to their age group (12- 14, 15- 16, and 17- 18) Years?

Significance of The Study

Significance of the current study stems out from addressing very important topics in the educational field specially in creativity and giftedness area, a topic which received little descriptive studies in Jordanian society, and this study is concerned with identifying the nature of guilt feeling among gifted students and its difference due to gender and age variables. And from here comes the importance of this study in the Arab environment and on an important sample from the society that is about direct contact with society and practical achievement in life and future building. So the importance of this study is represented by the following:

- What is expected from this study to add in terms of knowledge to the Arabic library regarding guilt feeling and its differences among gifted students according to gender and age variables.
- What implications might be drawn from the current study results in the educational field, where the practical importance lies in what it will provide parents, teachers and counselors of information that assist them identifying guilt feeling according to gender and age variables, which helps in preparing training plans and programs for dealing with guilt feeling level to improve the level of students in social interaction and communication.

Definitions of constructs

- Guilt feeling: procedurally defined as the total score a student earns as a result of his response on Kato and Markus (2008) scale to measure guilt feeling, translated into Arabic by shaker (2011) and employed in the current study after establishing its validity and reliability significance in the Jordanian environment.
- **Gifted students:** students indentified and diagnosed by educational, giftedness and creativity specialists and who are studying at king Abdulla II schools for excellence during the first semester of 2014/ 2015 school year.

Study limitations

Generalizability of the current study results are limited by the following:

- Human units: this study is confined to gifted students aged (12-15) years.
- Space and place constraints: the current study was conducted at king Abdullah II schools for excellence Irbid city, Jordan – for the 2014 – 2015 school year, So generalizing its results to similar populations depends on the extent to which results to similar populations depends on the extent to which results of this study are related to validity of respondents responses to the study instrument.

Methods and Procedures

Research Methodology

The current study employs descriptive approach which describes reality as is in quantitative and qualitative terms (Abu Zeineh et. Al, 2007) to achieve study results and answering its questions in identifying guilt feeling level among gifted students at king Abdulla II schools for excellence and its relation to gender and age variables.

Population and Sample

Study population consisted of gifted students studying at king Abdullah II schools for excellence at Irbid city, Jordan, totaling for (570) students, (350) of whom are males for the first semester of the 2014 – 2015 school year while study sample consisted of (180) students, randomly chosen, (61) males in three grades, two for males and one for females, as shown in table (1).

Table (1)

Sample distribution by gender and Age

Percentage	Frequency	Categories	Variable
%34.2	41	12-14	Age
% 33.3	40	15-16	
%32.5%	39	17-18	
%50.8	61	Male	Gander
%49.2	59	Female	
%100.0	120	Total	

Instrument: Guilt Feeling Scale

Guilt feeling scale, Employed in the current study, was developed by Kato and Markus, 2008, translated into Arabic language by shaker (2011), Consists of (30) items

Measuring guilt feeling among adolescents.

Scale reliability and validity in its pre-forma.

This scale enjoys appropriate psychometric properties where its properties were established, its face validity was confirmed by presuming it to a panel of specialists in psychological well – being, whereas reliability of the scale was calculated through test-retest administration on a sample of (80) students, where Pearson correlation coefficients was (0.76).

Scale reliability and validity in its Arabic version

Due to the scale translation and adaptation to the Arabic environment, Shaker (2011) validated scale reliability and validity in the following steps.

For content validity the scale was presented to a panel of referees from psychology, counseling psychology and special education faculty members in Jordanian universities, as well as verifying scale construct validity after calculating correlation coefficients between each item score and total score of the scale, and noticing values containing correlation coefficient for all the scale items, which showed that all items correlated with the scale with no less then (0.30) suggesting a reasonable construct validity.

Scales reliability was established by its administration on an exploratory sample of (953) students, within an interval of Two weeks, where correlation coefficient between the two administrations was (0.87), as well as the calculation of Cronbach alpha for interval consistency which was (0.91).

Scale Reliability and Validity in its Current Version

Given the environment in which guilt feeling scale was administered, its validity and reliability, were assured, in the current study, as follows:

- Scale validity to check the scale's content validity it was presented to (10) referees specialized in psychology, special education, and measurement and evaluation at Najran university college of Education, in order to review the scale in terms of language accuracy, scientific accuracy and the extent to which it fits diagnosis criterion of guilt feeling, giving their opinions in the adjustment of some items or subsuming a word in the scale for an other. Based on referees opinions and directions, adjustments agreed on by (0.80%) of them were made, even through adjustment or rephrasing, so the final version of the scale was produced, which contained (30) items measuring guilt feeling among adolescents gifted students.
- Scale's reliability, Reliability was calculated using two methods:
 1. Computing pearson test – rest reliability coefficient by its administration on an exploratory sample from the population, but not from the study sample to totaling for (35) students, where Pearson correlation coefficient was (0.86).
 2. Computing internal consistency coefficient by using Cronbach alpha, which was (0.88), so these values are considered acceptable to achieve current study objectives.

Scoring of the Scale

Guilt feeling scale final version contained (30) item where Likert three points (always, sometimes, Never) scale to judge subject's responses, where always received (3) scores, sometimes (2) scores and Never (1) score, however previous weights, in the case of positively phrased items (4,19,24,25,26,27), were reversed. So the highest total score earned by the respondent was (90), while lowest one was (30) scores. Scale degree as were divided into three level; high, medium and low. For judging items and scale mean scores. The following equation was employed:

$$\text{Range of the category} = \frac{\text{Uppervalue} - \text{lower value}}{\text{Number of categories}} = \frac{3 - 1}{3} = 0.67$$

So, mean scores for judgment were as follows:

$1 + 0.67 = 1.67$ or less – Low degree.

$1.67 + 0.67 = 2.34$ Medium degree.

More than 2.34 high degree.

Results

The current study aimed at identifying the level of guilt feeling among gifted students and its differences due to gender and age of respondents following are the study results.

Results related to the first research question: What is the level of guilt feeling among gifted students?

Mean, and standard deviation of subjects' responses on the scale items, were calculated in answering these questions, results are shown in Table (2)

Table (2)

Means and standard deviations of guilt feeling among gifted students in descending order.

Rank	Number	Items	Mean	SD	Level
1	23	I find difficulty taken care of My self	2.49	0.56	High
2	21	Group belonging is the most important thing for Me	2.47	0.50	High
3	20	I care about leaving good impression by others	2.45	0.53	High
4	7	I feel important for me staying in the group to which I belong when needed even I don't feel comfort with the group.	2.40	0.52	High
5	4	Nothing prohibits me doing some thing I want to do.	2.38	0.58	High
6	3	I feel guilt when refusing helping some one asked my help.	2.36	0.58	High
7	30	I differed from others in certain aspects	2.34	0.60	Medium
8	11	I give up my opinion, if they hurt others, even when they are right	2.32	0.57	Medium
9	14	I refuse helping others if they asked me that.	2.32	0.62	Medium
10	5	It is necessary to live in harmony with others in my group.	2.30	0.49	Medium
11	6	I feel it is necessary to give back favors to those helped me in the past	2.30	0.53	Medium
12	15	I change my behavioral patterns according to others expectations	2.27	0.65	Medium
13	16	I ignore others opinions regarding my thoughts, even though are not suitable for them.	2.27	0.57	Medium
14	8	It is better to conduct according to customs and traditions, but not according to my well.	2.26	0.51	Medium
15	10	I feel it is important for me to cooperate and participate in group activities, personally.	2.26	0.47	Medium
16	2	The way in which people around me, depends on the situation in which they are present.	2.24	0.50	Medium
17	9	I feel accepting others is very important to my life.	2.24	0.46	Medium
18	13	I change ideas I hold, when I feel that they are not appropriate for others, even when they are appropriate for me.	2.23	0.59	Medium
19	29	I consult other people before taking any decisions	2.22	0.50	Medium
20	1	I care about the extent to which others are affected by decisions rather than it effected by decisions rather than its effect on me personally, when making any decision.	2.09	0.38	Medium
21	17	I might feel bad, but not guilty, when others asked my help and do not provide help with	1.85	0.35	Medium
22	12	I conduct on my nature and not emitting others	1.83	0.46	Medium
23	22	Maintaining good relationships with others is very important for me.	1.78	0.55	Medium
24	27	I know what I want	1.78	0.59	Medium
25	25	I Know my strength and weaknesses In my life	1.72	0.52	Medium
26	26	I make my own decision independently.	1.72	0.59	Medium
27	28	I care about what other believed about me.	1.68	0.63	Medium
28	24	I plan my future in an appropriate way	1.59	0.59	Low
29	18	I insist on my opinion even when others hold different ones.	1.47	0.51	Low
30	19	I am honest with my self , regardless of conditions and situations scale.	1.45	0.50	Low
Scale as a whole			2.10	0.6	Medium

Table (2) showed that mean ranged between (1.45 – 2.49) where item (23). Stating "I find difficulty in taking care of Myself" was ranked first with a mean of (2.49) and a standard deviation of (0.56) and high rating degree; while item number (21) stating "Group belonging feeling is the most important thing in my life" was ranked second with a mean of (2.47) and S.D (0.50) with high degree, and thirdly came item (20) " I care about leaving good impression by others" with a mean of (2.45) and SD of (0.53) and high rating degrees and in the lowest rank came the item (19) " I am always honest with myself whatever conditions and situations were" with a mean of (1.45) and S.D of (0.50) and medium rating degree. However total guilt feeling mean was (2.10) and S.D (0.16) and a medium rating degree.

Results related to the second research question: Are there any statistically significant difference in guilt

feeling level due to subject gender?

Means and standard deviations of guilt feeling level among gifted students at king Abdullah II schools for excellence were computed, to answer this research question, according to their gender, and T Test was used to show statistical differences between mean scores, as shown in Table (3).

Table (3)

Means standard deviation and T test result for gender effect on level of guilt feeling

	Catering	N	Mean	SD	T value	DF	Sig
Cnut feeling	Male	61	2.08	0.134	-1.853	118	0.066
			0.191	2.13	59	Female	

Table (3) shows no statistically significant differences at ($\alpha \leq 0.5$) in the level of guilt feeling among gifted students at king Abdullah II Schools for excellence in excellence in Jordan, due to their gender.

Results related to the third research question Are there any statistically significant differences in the level of guilt feeling among gifted students in king Abdullah II schools for excellence due to their age group?

Means and standard deviations of the level of guilt feeling among gated students, according to their age group, were used in on swearing this question, as shown in table (4).

Table (4)

Means and standard deviation of the level of gilt feeling according to age group.

	Categories	N	M	SD
Guilt feeling	12 – 14	41	2.12	0.114
	15- 16	40	2.14	0.122
	17 – 18	39	2.05	0.232
Total		120	2.10	0.166

Table (4) shows aren't differences in Means and standard deviations of guilt feeling level among gifted students at king Abdullah II school for excellence, Jordan due to their age group, and to locate these differences ANOVA analysis was conducted, and table (5) displayed these results.

Table (5)

ANOVA results for the effect of age group on the level of guilt feeling

	Source	Sum Squares	DF	Mean Square	F	Sig
Guilt feeling	Between groups	0.143	2	0.071	2.655	0.075
		3.143	117	0.027		
Total		3.286	119			

Table (5) showed no statistically significant differences at ($\alpha \leq 0.5$) level in guilt feeling level among gifted students at king Abdullah II schools for excellence, Jordan, due to their age group.

Discussion and Recommendations

First: Results showed that guilt feeling level among gifted students at king Abdullah II school for excellence was medium. This results can be explained in light of what was suggested by related educational literature.

Second: Results showed no statistically significant differences at ($\alpha \leq 0.5$) level in guilt feeling level among gifted students at king Abdullah II Schools for excellence Jordan, due to their gender. This result can be explained by related educational literature.

Third, Results showed no statistically significant differences at ($\alpha \leq 0.5$) level in guilt feeling level among gifted students at King Abdullah II schools for excellence, Jordan due to their age group. This Finding can also be explained through related educational literature.

Recommendation

In light of the above results, the following recommendations might be suggested:

1. The need for setting strategies and program by part of educational responsible at king Abdullah II schools for excellent, that might effectively contribute to reducing guilt feeling level among gifted students.
2. King Abdullah II schools for excellence adoption of efficient plans and strategies that ensure gifted student participation in social occasions, conferences scientific seminars, field resist to different institutions to reduce guilt feeling level.
3. Conducting other similar studies addressing arguer population, and testing the effect of other variables in guilt feeling level, including family socio economic statues study achievement and educational district.

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