

Differences in Shyness Feeling Levels among Gifted Students at King Abdullah II Schools for Excellence

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Abstract

The study aimed to identify The Differences of Shyness Levels among Gifted Students in Jordan and the possible differences among them attributed to their gender and age. Sample of the study consisted of (120) 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 shyness among study sample was moderately estimation level. There were significant differences in feelings of shyness 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 shyness levels.

Keywords: Feelings of Shyness, Gifted Students, King Abdullah II Schools For Excellence.

Introduction

Adolescent is one of the most important stages in human life because of accelerated growth aspects and personality characteristics, that make the adolescent more exposed to disorders and problem types that inhibit him from coping with himself and the surrounded society, for it is well known that adolescence is typically described as a critical stage given that it is a transitional stage from late childhood into adulthood, and in which the adolescent is dependent on himself, and tries to get rid of parents and adults dependency, as well as seeking self independent and from which adults enjoy.

It is no doubt that adolescence represents an age period with its importance and risks, for what it contains of developmental aspects of individual personality aspects, which stimulate psychologists, sociologists and psychiatrics to study adolescence and come out with several theories and conclusions in explaining adolescents personalities and styles of adjustment (coping). However problem, facing adolescent during adolescence stage, are multiple and various, and that could be related with sudden body changes that precede Maturity and puberty resulting from ductless glands, of which the adolescent is aware of but can do nothing toward, which might have a great effect on shyness increase in the adolescent. (Abu- Ghazal, 2007).

Shyness is social and psychological disease overwhelming individual feelings and sensations from his childhood, affecting, therefore his energies and capabilities. Dispersing his creative abilities, leads to mal conduct, poor control over affections and behaviors of individual towards himself or towards society, a matter that creates a problem in social behavior, and in personality construction and formation (Assabawi, 2010).

Educational literature is full of symptoms indicating shyness among adolescent, including: Cognitive, symptoms which can be identified through individual forming negative ideas regarding self, situations and others as well as fear from negative assessment, and appearing stupid by others. Self blame appears in the individual specially, after social interactions (NazMaye, 2010), inducing, emotional symptoms represented by excessive sensitivity, poor self trust, Narjest arousal, feeling of aloneness, depression, anxiety and insecurity, and behavioral symptoms including the observation that shy persons lack social skills, maltreatment of others, lack of smile due to extreme embarrassment and he might voice out with low or unheard manner, avoiding gazing or looking at others, facing difficulties in tasks achievement, and he may display nervous behaviors as touching his hair and face constantly (Henders on and Zimbardo, 2008).

In this regard, Ashaibaniah (2009) suggested that adolescents might develop effective problems as shyness, where it was found that (10-15%) of adolescent have tendency forwards and predisposition to feel shy in an unusual manner, while other become shy either because they lack social skills or fear from others or from being subject of ridiculous, indicating loosing of self confidence.

Building on the aforementioned, we can say that shyness is a disease and social problem widely spread among adolescents. This is also what was suggested by results of previous studies conducted in this domain including: Rabea'ah (2004) study which aimed identifying shyness level among gifted and non gifted secondary stage female students. The sample consisted of (80) secondary, scientific stream, female students randomly selected from 2nd and 3rd secondary classes in Qatar, with ages ranging from 15-19 years old. Results showed that shyness level among gifted secondary schools girls was low.

Al – khaldi (2007) conducted a study aiming at identifying shyness concept and adjustment behavior

among Kuwaiti 2nd secondary grade students, which aimed also at finding out differences in shyness and adjustment behavior mean score among the study sample, the study was conducted on a sample of (532) male and female students at Al – Jahra'a district of education. Results showed statistically significant differences in shyness mean score among students due to their gender, where females outperformed males.

Hamanlea and Dembrabas, (2008), conducted a study aiming at identifying the relationship between shyness and self – esteem among ninth, tenth and eleventh grades in Turkey. The study was conducted on a sample of (498) students, (259) of them were girls, results showed that shyness level was moderate, as well as the existence of statistically significant differences in shyness level due to students gender, where girls outperformed boys.

Henriksen and Murberg (2009) study which aimed at identifying the relationship between shyness and school related tension and social support among a sample of adolescents in Norway. The study was conducted on a sample of (501) gifted secondary schools students in Norway, Results showed that shyness feeling level was moderate results also revealed statistically significant differences in shyness mean scores due to students gender, where girls out-performed boys, and to grade variable where ninth graders outperformed other graders.

Shaker (2011) conducted a study aiming at finding out shyness feeling level among secondary stage students. The study was conducted on a sample of (193) twelfth grades in Nazert city, Palestine. Results showed that shyness feeling level was moderate.

Reviewing the previous studies, it can be noticed that shyness feeling enjoyed researchers and scholars interest in both Arab and foreign societies, and was the topic of several previous studies. It is also noticed the consistency between the current study and previous ones in terms of the studied variable "shyness" and study population "School students", however this study differs from previous ones in the following aspects including its purpose, where the current study purpose was identifying shyness feeling level and its differences among gifted students; and in space and time, where the current study is one of the few studies conducted in this topic, as for researcher knowledge, and is considered one of the pioneering studies on both local and Arabic level. Represented by Jordan, and at king Abdullah II schools for excellence, during the 2014/2015 school year, and finally its instrument, where the current study provided an instrument enjoying unique psychometric properties specific for Jordanian environment that is shyness feeling scale among gifted students, which might open the door for researchers and scholars to investigate this topic. As a result of the above discussion, came the researcher interest in conducting the current study which aimed at identifying differences in shyness feeling level among Jordanian gifted students.

Research problem and questions

The researcher believes that adolescent, as a result of his search for identity independence, goal achievement, self proof, and ultimately achieve his positive and effective role in society, might encounter several psychological problems and disorder, and this might cause him facing several pressures and challenges that might hinder his attainment of goals. However if he is unable to overcome these pressures and disorders, he might develop a set of affective disorders including shyness feeling which is a tendency to avoid interaction or participation in social situation inappropriately, yet adolescents differ in their sensitivity to shyness, winch is a result of some personality characteristics and physical and physiological change which he might experience, and which might lead to introversion, depression feeling or failure.

In this regard Arana (2006) emphasized that chronic shyness might cause individual to live in past and future dilemmas, and he might feel concerned or worry about his actions future results, he also might suffer expecting potential social action, therefore researcher sought finding Arabic studies dealing with this topic, and the result was a paucity in Local and Arabic researches and studies on this topic, so came up the idea of conducting current study which problem lies in identifying differences in shyness feeling among gifted students at king Abdullah II schools for excellence, through answering the following research questions:

1. What is the level of shyness feeling among gifted students at king Abdulla II schools for excellence in Jordan?
2. Are there any statistically significant differences, at ($\alpha \leq 0.05$) level, in shyness feeling level, among gifted students at king Abdullah II schools for excellence Jordan due to their gender (Males vs. females).
3. Are there any statistically significant differences, at ($\alpha \leq 0.05$) level in shyness feeling level, among gifted students at king Abdullah II for excellence, Jordan due to their age group (12 – 14, 15 – 16, 17 – 18) year?

Significance of the study

Significance of the current study is represented through the following:

1. What it is expected to add, in terms of knowledge to the Arabic library, on shyness feelings and its differences among gifted students, therefore, what this study contained of educational literature, previous studies. And it potential results, all represent a major contribution to future research studies to

- make them easier and simpler.
2. What practical implications and benefits its results might provide to the educational field, and which is represented in what it might provide educators with information that can help them identifying the level of shyness feeling and its differences according to gender and age group of the respondents, which might help in preparing counseling plans and programs to deal with shyness feeling level and improve students level in social interactions and communication appropriately.
 3. The tool, enjoying psychometric properties, that is suitable for the Jordanian environment, that the study provide, which is shyness feeling scale among gifted students which might open the door for researchers and scholars, investigating this topic.

Constructs procedural operational definitions

Shyness feeling: the score earned by the respondent on Henderson and Zimbardo (2008), scale for shyness level, Arabized and translated by shaker 2011) and utilized in the current study.

Gifted students: students identified and diagnosed as gifted students, by experts in educations, creativity and talents, enrolling at King Abdullah II schools for excellence, Irbid, Jordan for the first semester from the 2014 – 2015 school year.

Method and procedures

Descriptive approach, due to its suitability in attaining study objectives, and in answering its questions in identifying shyness levels among gifted students as well as the effect of respondent's gender and age group on that level.

Study population

The study population consisted of all gifted students attending king Abdulla II schools for excellence in Jordan, totaling for (1570), (890) of whom are boys, in four Jordanian cities, Irbid , Zarqa, Amman, Salt during the first semester of the (2014 – 2015) school year. Their numbers were obtained from records adopted and maintained with by schools administrations.

Study sample

The sample for the current study consisted of (120) gifted students attending king Abdullah II schools for excellence. chosen by simple random method from excellence schools at Irbid city, and were from seventh, ninth, and eleventh grades. Two classes representing boys and one representing girls. Tale (1) below display respondent distribution by gender and age group.

Table (1)

Sample distribution by gender and age

Variable	Categories	Frequency	%
Age	12-14	41	%34.2
	15-16	40	%33.3
	17-18	39	%32.5
Gender	Male	61	%50.8
	Female	59	%49.25
Total		120	%100.0

Study instrument: shyness feeling scale.

Scale description: Henderson and Zimbardo shyness level scale, Arabized and translated into Arabic language, by Shaker (2011), Containing (34) items measuring shyness feeling level among student in the adolescence period, was utilized in the current study.

Scale validity and reliability in its original and Arabic versions

Henderson and Zimbardo shyness scale enjoys good validity and reliability properties, where its validity and reliability, in its original environment, was established through presenting it to a panel of university faculty members specialized in psychology however its reliability was established through test – retest method, where it was administered on a sample of (150) students for two times with 2 weeks interval between the two administration. And person correlation coefficient was (0.083).

For the Arab environment, Shaker (2011) verified its content validity through submitting it to a set of judges with experience and specialization in the Jordanian universities, and make sure that the scale measures the trait intended to measure using construct validity through computing correlation coefficients between each item and scale's total score, where the resultant coefficient greater than (0.30) However, scales reliability coefficient was obtained using test – retest method, where the scale was administered for two times, with an interval of two weeks, on an exploratory sample of (53) students, where two methods were used for this purpose, test – retest

with reliability coefficient (pearssen coefficient) equals (0.81), and internal consistency (Cronbach alpha) method with reliability coefficient equals (0.94).

Scales validity and reliability in its current version.

Scale's content validity was established by submitting it to a panel of (10) judges with expertise and specialization in psychology, special education, and evaluation and measurement at Najran university, college of education, and were asked to review the scale in terms of language accuracy, scientific accuracy and the degree to which an item matches shyness feeling diagnostics criteria, as well as giving their opinions regarding modifying some items, substituting some words in the scale for an other based on judges opinions and directions, modification agreed upon by (0.80) of judges or more were made, this way the scale was issued in its final version, containing (35) items measuring shyness feeling among gifted students, after deleting one of the original items.

2- Reliability

Scale reliability was computed in two ways

1. Test – retest method" the scale was administered on an exploratory sample (not included in the study sample) an exploratory sample (not included in the study sample) of (55) students for two times with time interval of two weeks between the two administration and Pearson correlation coefficient was (0.89).
2. Internal consistency method (Cronbach Alpha). The correlation coefficients resulting from this method was (0.83) and was judged appropriate to conduct the Current study.

Scoring of the scale:

The final version of the scale contained (33) items measuring shyness feeling level among gifted students and Likert three points scale (always, sometime, never) was used to judge respondents responses – where always was given (3) points, sometimes (2) points and Never (1) point, so minimum score will be (33) while maximum one is (99) and so scale scores was divided into three degrees as follows:

$$\text{Category length} = \frac{\text{upper limit} - \text{lower limit}}{\text{No. of categories}} = \frac{3 - 1}{3} = 0.67.$$

So the following degrees were obtained:

$$1 + 0.67 = 1.67 \quad \text{low level.}$$

$$1.67 + 0.67 = 2.34 \quad \text{Moderate Level.}$$

$$\geq 2.34 \quad \text{High level}$$

Results and Discussion

The current study aimed at identifying shyness feeling level among gifted student and its differences according to gender and age group, following are the results obtained.

Results related to the first research question: What is the level of shyness feeling among gifted students at king Abdullah II schools for excellence in Jordan?

Means and standard deviation was computed in answering this question, and table (2) displays these results.

Table (2)
 Means and standard deviations of shyness feeling level among gifted students in a descending order.

Rank	Number	Items	Mean	SD	Level
1	3	I feel that others receive more appreciation, than me, in different social occasions.	2.56	0.53	High
2	11	I find difficulty expressing my fatigue and depressions	2.43	0.52	High
3	7	I criticize other too much and more than they believe.	2.43	0.53	High
4	25	I feel ridiculous other participating in social occasions.	2.42	0.52	High
5	4	I feel wrong, when not accepted	2.42	0.55	High
6	6	I feel abalone in most times.	2.40	0.55	High
7	8	I find difficulty saying "IVO" to others, even when their requests are not logical.	2.40	0.55	High
8	10	I find difficulty a sling my own belonging, from others.	2.39	0.52	High
9	16	I am afraid giving my opinions in social matters.	2.38	0.58	High
10	26	I realize my feeling, even when not perceiving their effects.	2.38	0.55	High
11	6	I feel anxious about other belongings	2.30	0.53	High
12	12	I find difficulty expressing my real feeling toward others.	2.35	0.54	Medium
13	28	I like taking risks in social situations.	2.34	0.58	Medium
14	5	I feel wary approaching others and trying to participate in their discussion	2.33	0.54	Medium
15	29	I suppose that others are experiencing hard times, if they criticize me.	2.32	0.59	Medium
16	14	I feel depressed when other asked me many demands.	2.30	0.52	Medium
17	19	I give other the opportunity to exploit me (abuse)	2.30	0.57	Medium
18	21	I do my best to find out what is expected from me, to conduct according to others expectations.	2.29	0.58	Medium
19	24	I blame my self when things do not go according to my expectations	2.29	0.52	Medium
20	15	It is easy for me to sit side and watch others conversations with participating in.	2.27	0.57	Medium
21	9	I do more than what is required from me in joint ventures (group projects) because I cannot refuse.	2.27	0.54	Medium
22	13	I doubt other intention towards me.	2.25	0.56	Medium
23	20	Other non responses to me makes me negatively judge my self.	2.24	0.53	Medium
24	17	I am afraid being a load on others	2.23	0.61	Medium
25	2	I feel impressed in social situations.	2.23	0.46	Medium
26	30	I feel others with talk about me if I gave them the opportunity to know some thing about my life.	2.23	0.56	Medium
27	31	I feel important, let others feel happy.	2.22	0.64	Medium
28	18	Others questions related to my personal life, make me feel anxious.	2.21	0.53	Medium
29	33	I spend considerable time in thinking about my performance in various social situations, after spending some time with others.	2.19	0.71	Medium
30	22	I feel shy when I look different from others	2.18	0.56	Medium
31	23	I feel disappointed in my self.	2.14	0.43	Medium
32	32	Individual feel superior when finding others feel anxious in social situations.	2.14	0.61	Medium
33	1	I am afraid feeling studied.	2.07	0.36	Medium
Total scale			2.30	0.29	Medium

Table (2) shows that means ranged from 2.07 – 2.56 where item (3) "I feel that others receive rewards than I do in various social situations" in the first rank with a mean of (2.56) and standard deviation of (0.03) with a high rating degree, while item number (11) "I find difficulty expressing my tiredness and offsetting" in the second rank with a mean of (2.43) and standard deviation of (0.52) with high rating degree but in the third rank came item (7) "I criticized others too much and more than they believe" came in the third rank with a mean of (2.43) and standard deviation of (0.53), with high rating degree too. And in the final (lowest) rank came item (1) "I fear appearing fool" with a mean of (2.07) and standard deviation of (0.36) and a moderate rating degree. As for the total scale mean score was (2.30) and standard deviation of (0.29) with a moderate rating degree.

Results related to second research question Are there any statistically significant difference at ($\alpha \leq 0.05$) level in shyness feeling level among gifted students at king Abdullah II Schools for excellence, Jordan, due to their gender (Male vs. female)?

Means and standard deviations of shyness level feeling among gifted students according to student's gender, were computed in addition to Test, and results are displayed in Table (3)

Table (3)

Means, standard deviations and T test results for the effect of gender on levels of shyness feeling

		N	Mean	SD	Trane	DF	Sig
Shyness Feeling	Male	61	2.27	0.239	-1.018	118	0.31
	Female	59	2.33	0.35			

Table (3) shows no statistically significant differences at ($\alpha \leq 0.05$) level in the level of shyness feeling among gifted students at king Abdullah II schools for excellence due to their gender.

Results related to the third research question "Are there any statistically significant differences in the level of shyness feeling among gifted students at king Abdullah schools for excellence, in Jordan, due to their age group (12–14, 15–16, and 17 – 18) years old.

Means and standard deviations of the level of shyness feeling among gifted students, according to their age, were computed, and table (4) displays there results.

Table (4)

Means and standard deviations of shyness feeling Arab according to respondents age

	Categories	N	M	SD
Shiners feeling	12 – 14	41	2.18	0.202
	15- 16	40	2.41	0.231
	17 – 18	39	2.31	0.392
Total		120	2.30	0.299

Table (4) showed apparent difference in item scores and standard deviation of shyness feeling due to age group variable, and to locate these statistically significant differences, ANOVA was performed and table (5) showed its results.

Table (5)

ANOVA results for the effect of respondents age group on the level of shyness feeling

	Sucre	Sure Square	DF	Mean square	F	Sig
Shyness feeling	Between group	1.073	2	0.536	6.572	0.002
	Within group	9.548	117	0.82		
Total		10.621	119			

Table (5) showed statistically significant differences at ($\alpha \leq 0.05$) level in the level of shyness feeling among gifted students at king Abdullah schools to excellence due to their age, and to locate paired statistically significant differences between respondents mean scores, shife post hoc comparison was performed and results are shown in table (6).

Table (6)

Shife post hoc comparisons for age effect on shyness feeling

	Categories	Mean	12 – 14	15 – 16	17 – 18
Shyness feeling	12-14	2.18			
	15- 16	2.41	0.23(*)		
	17- 18	2.31	0.13	0.10	

Table (6) showed statistically significant differences at ($\alpha \leq 0.05$) level in level of shyness feeling among gifted students at king Abdullah II schools for excellence between age group (12– 14) and (15 – 16) years and these differences were in favor of (15–16) years age group.

Discussion

First; Results showed that the level of shyness feeling among gifted students in Jordan was moderate.

This result can be explained in light of what was suggested by educational related literature, where Abu – Ghazal (2007) suggested that developmental changes that occurred on adolescents in various developmental aspects including: physiological, physical, Affective, social and transition from childhood into adolescent expose them to various types of disorders and psychological and social mal adaptation, problems hindering their adjustment and adaptation with themselves, with society members and their surrounding environment, which can lead to their inability to act towards them or lack of competency in solving them therefore they are overwhelmed by affective feeling including shyness feeling.

In his regard Hamadneh (2014) maintained that gifted students, as a result of their personal, behavioral affective and social characteristics, in which they have advantage over their peers and other normal counterparts

might contribute to establishing an environment rich with psychological pressures including peer pressure, brothers pressure, high expectation by other, parents high ambitions, depressed environment and parents excess involvement in gifted students affairs and scholastic and academic achievements might create many problems as borne feeling, lack of social and affective adjustment. Therefore, we find that the above mentioned has a clear effect in gifted students shyness feeling.

In light of previous research and studies conducted in this topic, we notice that results of the current study are consistent with Hamanka and Demblabs (2008) study which showed that shyness level among gifted students was moderate, and with Henriksen and Murberg (2009) and Shaker (2011) study. Whereas it differs from Rabeia'ah (2004) study which showed that shyness level among gifted girls was low.

Second Results showed no statistically significant differences in the level of shyness feeling, among gifted students in Jordan, due to their gender. This results can be explained in ling of related educational literature where Al – Buheiri (2002) reported that mentally gifted and excellent are subject to problems, specially when having a high order talent where this talent increase having a high order talent where this talent increase the likelihood of exposing gifted person to adaptive problem, affective and social problem, for they are more sensitive to social conflicts and they experience various degrees of psychological alienation, pressures anxiety, and shyness more than their peers, as a result of their cognitive abilities, and in this regard Al Azzeh(2000) reported that due to gifted students uniqueness in their personal, behavioral, affective, educational leadership and social characteristics and traits they have certain problems resulting from these characteristics and traits with peer groups at school and with family members, and society members that might influence their social, affective and physical growth and play a salient role in the occurrence of some affective and psychological disorders.

In addition, Hamadneh (2014) reported that gifted persons have certain traits and characteristics that make them venerable to risk taking or putting them in difficult situations with their selves and with others that contribute to the rise of instances of tension, anxiety, shyness, and fear feelings, including: excess sensitivity and strong emotions, Idealistic reaction, feeling different, unbalanced development in mental social and emotional domains. These results are inconsistent with previous studies finding as Al – Khaldi (2007) study, Hamanka and Demblabs (2008) study, Herriksan and Murberg (2009) study, Nazmaye (2010) study. Which showed statistically significant differences in the level of shyness feeling due to respondent's gender.

Third: Results showed statistically significant differences in shyness level due to age group variable in favor of the age group (15 – 16) years old This finding can be explained by the fact the age group (15 – 16) year corresponded to middle adolescence period, through which Adolescents experience large bodily (physical) changes and through which the adolescent hold, his self concept according to the body shape, therefore he hates critiques directed toward his body and associated changes which causes him to fell shy (Abu – Ghazal, 2009). Also, during this period adolescents cannot control their voices, therefore they feel shy of themselves because their voices consists of children tunes and utterances from one hand, and tunes and voices of adults from the other; they are also unable to control their voice cords and speak with words sources as they wish, in addition to that new meanings and concepts that over crowded on their minds to a degree that they cannot find appropriate words. Therefore, they are in need for vocabulary by which to express their psychological needs and what they have of ideas and concepts, which might cause them embarrassment so they became hesitant in taking with others because they fear being ridiculed, and so they tend, in this period to excessive shyness and social with drawall (Quaidha, 1996).

This finding is consistent with Nazmaye (2010) study which showed statistically significant differences in the level of shyness feeling due to grade level for students within (15- 16) years age group.

Recommendations

In light of the above results, the following recommendation can be suggested:

1. The need to setting strategies and programs by part of educational responsables at king Abdullah II Schools for excellence that contribute, effectively, in reducing the level of shyness feeling among gifted students.
2. The adoption of effected plans and strategies, by king Abdullah II school, for excellence administrations that ensures gifted students participation in social occasions conferences and scientific seminars, as well as field visits to various institutions. To reduce shyness feeling levels.
3. Conducting other similar studies addressing larger populations, and investigating the effect of other variables on the level of shyness feeling such as family socio-economic status academic achievement, and educational district.

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