

Differences in Shyness Feeling Levels Among Gifted students at King Abdullah II Schools for Excellence in Jordan

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Abstract: *The study aimed to identify The Differences of Feelings 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 sex 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, Jordan.*

I. 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. Dispensing 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.

Asi (2016) conducted a study aiming the level of shyness among talented students in the city of Riyadh, Saudi Arabia, and detect differences according to the variable of socio-economic level of the family. The sample consisted of (101) students, who randomly chosen from centers of talented students in Riyadh, Saudi Arabia. Shyness scale utilized in this study. The results showed that the arithmetic mean of the feeling of shyness among the participants was medium, and the results indicated that there were statistically significant differences in the level of feeling shy attributed to the socio-economic level of the family in favor of those with low-socioeconomic level.

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 gaffed 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.

The Problem of the study is determined by the following 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?

II. Method

2.1 Population and Sample

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.

2.2 Instrument

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

2.3 Study instrument: shyness feeling scale

- Scale description: Henderson and Zimburd 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 (Pearson coefficient) equals (0.81), and internal consistency (Cronbach's Alpha) method with reliability coefficient equals (0.94).

2.4 Scales Validity and Reliability in its Current Version:

a- Validity 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 AL –alBayt 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.

b- 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.

2.5 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 low level.

1.67 + 0.67 = 2.34 Moderate Level.

≥ 2.34 High level

III. Results

3.1 Results related to the first 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

Order	Number	Items	Mean	SD	Level
1	3	I feel that others honored more than me in different social attitudes	2.65	0.53	High
2	11	Unable to express my frustrations	2.59	0.52	High
3	7	I criticize others more than they think	2.54	0.53	High
4	25	I feel ashamed after participating in social attitudes	2.50	0.52	High
5	6	I feel lonely	2.48	0.55	High
6	5	I feel worried from approaching others and try to engage in the ongoing dialogue between them	2.45	0.55	High
7	8	I am not accustomed to say "no" to others even if they ask for an illogical thing.	2.41	0.55	High
8	10	It is difficult for me to request my own things from others	2.40	0.52	High
9	16	I fear of giving my opinion on social issues	2.38	0.58	High
10	32	The person feels superior on finding that others are worried about the social attitudes	2.38	0.55	High
11	1	I fear of feeling fool	2.35	0.53	High
12	12	It is difficult to express my feelings about the truth of others	2.35	0.54	Medium
13	19	I give the opportunity to others for exploiting me	2.34	0.58	Medium
14	4	I feel wrong if others did not accept me	2.33	0.54	Medium
15	17	I am afraid of being a burden on others	2.32	0.59	Medium
16	14	I feel upset when others ask for many things	2.30	0.52	Medium
17	28	I like risking in the social attitudes	2.30	0.57	Medium
18	21	I try hard to figure out my expected behavior in a certain situation to act according to the expectations of others	2.29	0.58	Medium
19	24	I blame myself when things do not go as I expect	2.29	0.52	Medium
20	31	I feel that it is important to make others happy	2.27	0.57	Medium
21	18	Others' questions about my personal life make me worried	2.26	0.54	Medium
22	20	The lack of others' response with me makes me feel passive	2.25	0.56	Medium
23	13	I suspect the intentions of others toward me	2.24	0.53	Medium
24	29	I assume that others spend a bad day if they criticized me	2.23	0.61	Medium
25	2	I feel embarrassed in social situations	2.23	0.46	Medium
26	30	I feel that others will be talking about me if I gave them the opportunity to know some things about my life.	2.21	0.56	Medium
27	33	I spend a lot of time thinking about my performance in various social situations after spending some time with others	2.20	0.64	Medium
28	23	I feel myself disappointed	2.19	0.53	Medium
29	15	I watch others talk without being engaged.	2.14	0.71	Medium
30	9	I do more than is required of me in the joint ventures because I am unable to refuse	2.10	0.56	Medium
31	22	I feel ashamed when I look different from others	2.07	0.43	Medium
32	26	I realize my feelings even if I do not realize the effects of these emotions	1.95	0.61	Medium
33	27	Worry about anything for others	1.90	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 honored more than me in different social attitudes " in the first rank with a mean of (2.65) and standard deviation of (0.03) with a high rating degree, while item number (11) " Unable to express my frustrations " in the second rank with a mean of (2.59) and standard deviation of (0.52) with high rating degree but in the third rank came item (7) " I criticize others more than they think " came in the third rank with a mean of (2.54) and standard deviation of (0.53), with high rating degree too. And in the final (lowest) rank came item (27) " Worry about anything for others " with a mean of (1.90) 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.

3.2 Results related to the second 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, standard deviations and t-test formula are computed. Table 3 illustrates the results

Table 3. Means, standard deviations and T test results for the effect of gender on levels of shyness feeling

	Categories	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.

3.3 Results related to the third question:

"Are there any statistically significant difference at ($\alpha \leq 0.05$) level in shyness feeling among gifted students at king Abdullah II 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, Scheffe post hoc comparison was performed and results are shown in table (6).

Table (6): Scheffe 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	0.21(*)		
	17- 18	2.31	0.10	0.11	

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.

IV. Discussion

The purpose of this study was to level of shyness feeling among gifted students at king Abdullah II schools for excellence in Jordan. The following parts include the discussion of the results.

4.1 The level of shyness feeling among gifted students

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 Demblrabs (2008) study which showed that shyness level among gifted students was moderate, and with Henriksen and Murberg (2009) and Shaker (2011) Asi (2016) study. Whereas it differs from Rabeia'ah (2004) study which showed that shyness level among gifted girls was low.

4.2 The relationship between level of shyness feeling among gifted students and gender

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 – Boherri (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 Demblrabs (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.

4.3 The relationship between level of shyness feeling among gifted students and age

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 overcrowded 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 (Ouaidah, 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.

V. 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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