

The Level of Shyness among Talented Students in Light of Socio-Economic Level of the Family in Riyadh

Dr. Khaled Yousef Asi

Assist. Professor of Special Education, College of Social Sciences, Al-Imam Muhammad Ibn Saud Islamic University

Abstract

The present study aimed to identify 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- socio-economic level. The study recommended the need to develop strategies and programs, by educational officials, which contribute to the reduction of the level of shyness among talented students, including those with low socio-economic level.

Keywords: feeling of shyness, the talented students, Riyadh.

1. Introduction:

Shyness is a social and psychological disease, which dominates the feelings and emotions of the individuals since childhood thereby affecting their energies and potentials, and weakens their creative abilities, leading to bad behavior, poor control of emotion and behaviors that come out from the individual toward him or toward the community, causing a problem in the social behavior of personality.

Al-Sabawi (2010) revealed that symptoms of shyness among adolescents are cognitive symptoms, which are inferred through the formation of negative thoughts about self, attitudes, and others, as well as the fear of negative evaluation and appearing foolish in the eyes of others. Shy individual shows his/her blame for himself/herself especially after social interactions and emotional symptoms: excessive sensitivity, poor self-confidence, narcissistic stir, feel of loneliness, depression, anxiety and insecurity. Nazmaye (2010) added that behavioral symptoms represented in that shy individual may lack social skills, poor dealing with others, and does not smile because of his excessive confusion, may hum with low or inaudible voice, and avoid looking or staring at others, difficulty in completing the tasks, may show nervous behaviors, such as repeatedly touching his/her hair and face.

In the framework of the current study sample, and talk about the adolescent talented students with multiple stressful factors, psychological literature review for Al-Eza (2000), Melhem (2004) and Aldahri (2008) pointed that this phase (adolescence) reveals a shift in the biological status of the individual, and the teenager increasingly concentrate on and is interested in himself, and increases sensitivity to criticize others, perhaps these factors constitute greater pressures on him, and he/she may not have the necessary and appropriate skills to deal with these pressures for positive adjustment, and hence it may appear various psychological problems such as shyness.

Al-Khalidi (2007) showed that the level of shyness among adolescents was medium. This result has been consistent with that of Hamanka and Demblrabas (2008) and Henriksen and Murberg (2009). Jarwan (2000) also pointed out that talented students suffered from a variety of problems including shyness, as well as Al-Ahmadi (2005), who stressed that the feeling of excessive shyness is one of most emotional problems that befall the talented students. Aayash (2010) handled the excessive shyness of some emotional problems among talented students. Thus, the researcher wanted to conduct the current study that sought to identify the level of shyness among talented students according to the variable of socio-economic level of the family.

2. Problem statement and questions:

Arana (2006) confirmed that chronic shyness leads the person to live obsessed with the past and the future, the individual may be worry about the future consequences of his actions, may suffer from expecting imminent social event. Al-Shebaniyah (2009) pointed that teenagers may appear to have emotional problems like shyness, where about (10-15%) of teens have a tendency and get ready be shy abnormally, while the rest become shy either because they lack social skills, or the fear of others and being exposed to ridicule, showing a loss of self-confidence.

Shyness is a mental disorder that affects the talented students and their relationship to others and the community. The problem stated by answering the following two questions:

1. What is the level of shyness among talented students in Riyadh?

2. Are there any statistically significant differences at the level of ($\alpha = 0.05$) in the level of shyness among talented students in Riyadh due to the variable of the socio-economic level of the family (low, medium, high)?

3. Significance:

The importance of the current study lies in the contribution the current study adds to human knowledge about the level of shyness among talented students and its relation to the variable of socio-economic level of the family. The talented students need more attention as their cognitive, social and emotional traits distinguish them from other ordinary ones, by providing a wide range of programs that contribute to reducing the level of shyness.

The consequences of the results of the study benefit the researchers in the field of education through helping them identify the level of shyness and its relationship to socio-economic level of the family; which helps in the preparation of plans and policies in order to deal with the level of shyness, and improving properly the level of students in social interaction.

4. Procedures:

4.1 Method

The current study used the descriptive approach which quantitatively and qualitatively describes the phenomenon through the collection of data in a given time period (Muttawe and Al-Khalifa, 2014). The instrument utilized is the feeling-of-shyness questionnaire to achieve the objectives of the study and answer its questions.

4.2 Population and sampling

The study population consisted of all the talented students numbered (430) in Care for Talented Centers in Riyadh, Saudi Arabia, in the first semester of the academic year 2015/2016. The sample consisted of (101) talented students, who randomly chosen. The sample was limited to male students. The participants have been distributed according to the variable of socio-economic level of the family as shown in Table No. (1).

Table (1) Distribution of study sample according to socio-economic level of the family

Variable	Level	Frequency	Percentage
socio-economic level	Low	38	%37.6
	Medium	30	%29.7
	High	33	%32.7
Total		101	%100.0

4.3 Instrument

First. Feeling-of-shyness questionnaire: This questionnaire consisted of (33) items that measure the level of shyness among talented students. It was used after verification of its validity and reliability. Three-type Likert scale (always=3, sometimes=2, and rarely=1) utilized to evaluate the responses of respondents.

4.4 Validity

To verify the validity of the questionnaire, its first draft was reviewed and evaluated by ten evaluators, more experienced in special education, psychology and measurement and evaluation in Najran University and the University of Imam Muhammad bin Saud Islamic University in Saudi Arabia; where they were asked to check the appropriateness of the paragraphs (items) and to make sure of the language and the appropriateness of the instrument to achieve the study objectives. In light of the views and suggestions of the evaluators, the required modifications were made with agreement percentage (80%), and the final draft consisted of (33) items.

4.5 Reliability

The reliability of the questionnaire was verified by two methods: First, the method of (test-retest), where the questionnaire applied to a pilot sample numbered (30) with two weeks interval between first and second application. Pearson correlation coefficient was calculated between the scores of respondents and the total reliability coefficient of the instrument is (0.75). The second method conducted by calculating of the internal consistency coefficient (Cronbach's Alpha) of the instrument = (0.88). These are considered appropriate values for achieving the objectives of the study.

Second: the scale of socio-economic level of the family:

Scale Description: The scale comprised the aspects that are related to social and economic status for the family in terms of educational status of the father, professional status of the father, monthly income, marital status of the parents, number of family members, having a house, and number of house's rooms you live in, and the type of housing. The scale consisted of (8) questions of multiple choices answered by the responders, who were given grades according to Table (2):

Table (2) Scale calibration for socio-economic level of the family

S.	Item no.	Scores and answer symbol		
		3	2	1
1	Father educational status	D	C	A B
2	Father professional status	A B	C D	E
3	Monthly income	C	B	A
4	Marital status for parents	A	B	C
5	No. of family members	A	B	C
6	Having a house	A	-	B
7	No. of rooms in the house	C	B	A
8	Housing type	A	B	C

Scale calibration: scale scores calculated through the following equation:

The number of questions \times highest score $= 8 \times 3 = 24$

Thus, categories calculated by using the following equation:

The scale maximum (24) - the scale minimum (8)

The required number of categories (3)

$24 - 8 / 3 = 5.33$ then adding the answer (5.33) to the end of each category:

(8.00 – 13.33) Low socio-economic level

(13.34 – 18.67) Medium socio-economic level

(18.68 – 24) High socio-economic level

5. Results:

Results for the first question: What is the level of shyness among talented students in Riyadh? To answer this question, arithmetic means and standard deviations of the level of shyness among talented students are calculated as illustrated in Table (3).

Table (3) Means and standard deviations to the level of shyness among talented students in descending order:

Order	No	Items	Mean	St. D	Level
1	16	I fear of giving my opinion on social issues	2.55	0.52	High
2	11	Unable to express my frustrations	2.42	0.52	High
3	7	I criticize others more than they think	2.41	0.54	High
4	25	I feel ashamed after participating in social attitudes	2.40	0.52	High
5	4	I feel wrong if others did not accept me	2.40	0.54	High
6	6	I feel lonely	2.40	0.54	High
7	8	I am not accustomed to say "no" to others even if they ask for an illogical thing.	2.40	0.54	High
8	10	It is difficult for me to request my own things from others	2.38	0.51	High
9	3	I feel that others honored more than me in different social attitudes	2.37	0.57	High
10	26	I realize my feelings even if I do not realize the effects of these emotions	2.37	0.54	High
11	27	Worry about anything for others	2.36	0.58	High
12	12	It is difficult to express my feelings about the truth of others	2.35	0.53	High
13	28	I like risking in the social attitudes	2.34	0.57	High
14	5	I feel worried from approaching others and try to engage in the ongoing dialogue between them	2.33	0.53	High
15	29	I assume that others spend a bad day if they criticized me	2.32	0.60	High
16	14	I feel upset when others ask for many things.	2.29	0.51	High
17	19	I give the opportunity to others for exploiting me	2.29	0.56	High
18	21	I try hard to figure out my expected behavior in a certain situation to act according to the expectations of others	2.28	0.56	High
19	24	I blame myself when things do not go as I expect	2.28	0.50	High
20	15	I watch others talk without being engaged.	2.28	0.55	High
21	9	I do more than is required of me in the joint ventures because I am unable to refuse	2.27	0.53	High
22	13	I suspect the intentions of others toward me	2.24	0.55	High
23	20	The lack of others' response with me makes me feel passive.	2.24	0.52	High
24	17	I am afraid of being a burden on others	2.23	0.60	High
25	2	I feel embarrassed in social situations	2.23	0.45	High

Order	No	Items	Mean	St. D	Level
26	30	I feel that others will be talking about me if I gave them the opportunity to know some things about my life.	2.23	0.55	High
27	31	I feel that it is important to make others happy.	2.22	0.63	High
28	18	Others' questions about my personal life make me worried.	2.21	0.52	High
29	33	I spend a lot of time thinking about my performance in various social situations after spending some time with others.	2.19	0.70	High
30	22	I feel ashamed when I look different from others	2.18	0.55	High
31	1	I fear of feeling fool	2.14	0.42	High
32	32	The person feels superior on finding that others are worried about the social attitudes	2.11	0.60	High
33	23	I feel myself disappointed	2.02	0.35	High
Level of shyness			2.29	0.28	High

Table (3) shows that the means ranged from (2.06) to (2.55), where item no. (16), which stipulates, "I fear of giving my opinion on social issues" got the first place with a mean of (2.55) and a standard deviation (0.52) with a high level of shyness. The item No. (11), which stipulates, "Unable to express my frustrations" got the second place and an arithmetic mean (2.42) with a standard deviation (0.52) and high level of shyness and the item no. (7), which stipulates, "I criticize others more than they think" ranked in third place with a mean (2.41) and a standard deviation (0.54) with high level of shyness. The item No. (23), which stipulated "I feel myself disappointed," ranked the last, a mean of (2.02) and a standard deviation (0.35) with medium level of shyness, while the total mean of the level of shyness among talented students in Riyadh was (2.296) and standard deviation (28) with medium level.

Results of the second question: Are there any statistically significant differences at the level of ($\alpha = 0.05$) in the level of shyness among talented students in Riyadh due to the variable of the socio-economic level of the family (low, medium, high)? To answer this question, arithmetic means and standard deviations of the level of shyness among talented students due to the variable of socio-economic level for the family as shown in Table (4).

Table (4) means and standard deviations to the level of shyness among talented students due to the variable of socio-economic level of the family

Feeling of shyness	Category	No.	Mean	St. D
	Low	38	2.40	.202
Medium	30	2.19	.231	
High	33	2.28	.392	
Total	101	2.29	.281	

Table (4) shows face variation in the means and standard deviations of the level of shyness among talented students because of the various levels of variable of socioeconomic level of the family. One-way analysis of variance used to indicate the significance of statistical differences between the means as shown in table (5)

Table (5) Analysis of variance of the impact of socio-economic level on the level of shyness

	Source	Sum of squares	Degrees of freedom	Mean of squares	F-value	Sig. level
Feel of shyness	Between groups	1.050	2	.525	6.561	.000
	Within groups	9.437	99	.080		
	Total	10.621	101			

Table (5) indicates no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of shyness among talented students in Riyadh attributed to the socio-economic level. To reveal the statistical differences between the means, posteriori comparisons of Scheffé as demonstrated in table (6).

Table (6) Posteriori comparisons of Scheffé for the impact of socio-economic level of the family on feel of shyness

	socio-economic level	Mean	Low	Medium	High
Feel of shyness	Low	2.40	.23(*)		
	Medium	2.19	.13	.10	
	High	2.28			

* Significant at the significance level ($\alpha = 0.05$).

Table (6) shows no statistically significant differences at the significance level ($\alpha = 0.05$) in the level of shyness among talented students in Riyadh between the socio-economic categories of the family and the differences were in favor of the low category.

6. Discussion:

- The results showed that the level of shyness among talented students in the city of Riyadh was medium. This can be explained in the light of the educational literature review, where Abu-Ghazal (2007) indicated that the changes in adolescents in various developmental aspects, including: physiological, physical, emotional, social, and the transition from childhood to adolescence expose them to various forms of disorders, poor psychological and social adjustment, and the problems that stand in the way of their compatibility, and their adjustment with themselves, with the members of the community, and the environment surrounding them, which would result in their inability to act towards it; therefore controlled by emotional feelings such as shyness.

In the same connection, Hamadna (2014) pointed that the talented students have personal, behavioral, emotional and social characteristics, which make them different from their peers and other ordinary ones that may contribute to creating an environment replete with psychological pressures, including peer pressure, the pressure of the brothers, high expectations of others, the high aspirations of parents, frustration and depression, parents' excessive interference in the talented student affairs and their academic achievements may give rise to many problems such as feelings of boredom, lack of social and emotional compatibility; and this has a significant impact on the talented students' feel of shyness. This finding can be explained due to Al-Buhairi (2002) and Abdurrahman and Ghazi (2001) who revealed that talented students have the features and characteristics that might put them in embarrassing situations with themselves and with others that contribute to the emergence of shyness; among these characteristics: Hypersensitivity, the emotions and reactions, feeling uniqueness, and unbalanced growth in cognitive, social and emotional aspects. This has been confirmed by Awadh (2001) that talented people are suffering from certain forms of ill-adaptation and frustration sometimes as a result of the lack of opportunities available to them which affect their behavior including feeling shyness. Al- Shaykhali (2005) added that the poor adjustment with ordinary peers may be reflected on talented students' feeling of shyness.

In light of the results of pieces of literature review conducted in this field, it is noted that the results of the current study are consistent with the results of Hamanka and Demblrabas (2008), which showed that level of shyness among adolescent students was medium, as well as the results of Henriksen and Murberg (2009).

- The results showed statistically significant differences at the level of shyness among talented students in the city of Riyadh attributed to the socio-economic level of the family in favor of the low level category. This result is due to that families of the low socio-economic level may block the process of the development of achievement and perseverance when talented as a result of insufficient knowledge of the characteristics of the talented and their unique qualities; thus contributing to the emergence of frustration and failure and thus avoid participating in social attitudes (Al-Awamleh, Al-Rimawi and Siraj, 2008). Reis (1995) confirms that the absence of family support and professional guidance leads to the exposure of talents to the problems and some of the behavioral and emotional disorders.

Recommendations:

In light of the findings of the study, some recommendations have been made as follows:

1. The need to develop strategies and programs by educational officials that contribute to reducing the level of shyness among talented students, including those with low socio-economic level.
2. Centers of Caring for the Talented should adopt plans and strategies to ensure effective participation of talented students at social events and scientific conferences, seminars and field visits to different institutions; to reduce the level of shyness.
3. Conducting similar studies addressing the larger communities, and check the effect of other variables on the level of shyness, such as gender, age, school district.

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