

## The level of hypersensitivity to Criticism For talented students in Ajloun Governorate and its Relationship to Some Variables

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### Abstract

The current study aimed to reveal the reality of hypersensitivity to criticism Among the talented students in Ajloun Governorate in view of Some demographic variables (gender, class ,the educational level of the parents , and the economic level of the family). To achieve the purposes of the study, the researchers used the hypersensitivity to Criticism Scale, depending on the theoretical framework of guidance and psychological counseling Foundations that was built by the Al-Ateeg (2010) and Developed by the researchers to suit the Jordanian environment. The validity and reliability of this scale were high, the sample consists of (131) talented students, were chosen stratified randomly from the upper basic classes and high school, the arithmetic averages (T.test) and one-way analysis of variance were found. The results of the study showed that the level of hypersensitivity to criticism of the talented students was moderate ,It showed that there weren't any Statistically significant differences at the level of hypersensitivity to criticism of the talented students ( $\alpha \leq 0.05$ ) at the gender variable and the class variable except at a Externally directed emotional reactions in favor of the higher classes, It also showed that there weren't any Statistically significant differences at the level of hypersensitivity to criticism of the talented students ( $\alpha \leq 0.05$ ) at the educational level variable of the parents and the economic level of the family except in a internally emotional reactions dimension in favor of the level of 500 dinars or more, The results were also discussed in light of the theoretical literature and previous studies, and some recommendations were suggested based on the results of the study.

**key words:** Hypersensitivity to criticism, Talented, The educational level of the parents, Demographic variables.

### Introduction:

Talented students are considered a national wealth that must be taken care of and nurtured because of their mental, cognitive, behavioral and personal abilities. The emotional characteristics represented in emotional stability, hypersensitivity, hyper-self-directed criticism, feelings of frustration, deficiency, emotional intensity, exaggeration for idealism and the pursuit of perfection are among the most important characteristics that should be evaluated. Detecting it and providing the necessary therapeutic counseling programs for it.

Sensitivity includes reactions and responses to various stimuli (psychomotor, imaginative, mental and emotional) within a framework of self-awareness and awareness of others and their emotions.

One of the most personal problems that the talented student suffers from is the negative emotional sensitivity to self and others and to the events that revolve around him in his family, school and social environment for talented students, as their emotional maturity is not commensurate with their mental maturity, which makes them vulnerable to psychological pressure, as they are quickly affected by the most trivial causes and surrounding factors. They have a delicate sense of feelings, which easily generates feelings of despair and frustration. The socialization and differences in treatment between (male and female) and the conflict resulting from the real motives and between the achievements and excellence in study and work, as well as the difference in abilities and capabilities and what is imposed by the various institutions of society (family, school, university, work) led to different roles for males and females, whether for the average or talented individual (Al-Adil, 2012, and Al-Ameen, 2012).

The importance of studying of the different age groups affects the extent to which social experiences are acquired, whether in the social, emotional or moral intelligence of the ordinary and talented individual. The difference in the educational level of the parents, represented by the family's level of education and the scientific activity of the parents, gives way to emotional interaction, which positively or negatively affects the dimensions of hypersensitivity to criticism.

The educational level of the parents also affects the family upbringing and what is related to the cultural and linguistic dimensions, and the working mother who's going out to work that increase her responsibilities in raising and caring for the children. So the economic level of the family affects the nutrient and healthy fields of children. And the Family environment enriches the child environment and affects the problems that Face the Family (Majeed, 2008).

### **Theories that explain emotional hypersensitivity**

The emotional hypersensitivity represents the extreme and exaggerated sensitivity to normal situations, which is accompanied by a state of instability and emotional stability. the theories that explain this situation:

1. **James-Lange Theory:** This theory considers that the hypersensitivity results from feeling of the physiological and muscular response provoked by the external situation and not as a result of perceiving the external situation.
2. **Cognitive Theory:** This theory considers that hypersensitivity results from the cognitive activity of the individual in the environmental situation, and the hypersensitivity among talented refers to their cognitive perceptions of their world about moral issues, injustice, and self-responsibility towards others, and these perceptions are characterized by intense awareness of these issues and towards the feelings of others.
3. **Cannon-Bard Theory:** This theory explains the hypersensitivity through the individual's awareness of the hypersensitive situations that cause physiological and muscular changes (Al-Quraiti, 2014).

4. **Multifaceted hypersensitivity model:** This is evidenced by the hypersensitivity directed towards self and directed towards others and this can be determined by enhancing awareness, the ability to imagine and infer, then empathize with others and increase emotional experiences (Medayl, O, 2003).
5. **Physiological theory:** This theory holds that the source of sensitivity is heredity and the structural nature of the body, and hypersensitivity is an innate trait that is increasingly associated with genes determining behavior, reactions and responses to different social and environmental stimuli, and includes the body's mechanisms in sensory processing, increased awareness, speed of response and empathy with others due to increased activation in areas of The brain that sends signals to the nervous system and translates them in the form of nerve impulses (intuition), which helps to see the feelings of others (Aron, 2002).
6. **Excessive psychological counseling model:** This model is considered as a comprehensive and reliable reference for the emotional aspects of talentedness and includes the reactions of the talented in the mental field represented by the ability to activity, vitality and sensory such as awareness and diversity of response to sensory and muscular stimuli represented by the desire for knowledge and imaginative with the ability to imagination and visualization and emotional depth of feelings where the talented expresses them by increasing Feelings of sensitivity, intense awareness and intense emotions (Al-Shazly, 2019).

#### **Talented hypersensitivity**

The ability to respond to various stimuli, and the ability to think deeply emotionally, empathize with people, intensity of emotions, self-criticism, guilt, anxiety, and imagination are manifestations of hypersensitivity in talented people. (Silverman, 1993).

#### **Characteristics of talented students with hypersensitivity**

Talented students with hypersensitivity are distinguished by a number of characteristics and traits, including being affected by life situations to which they are exposed, the ability to emotionally interact and empathize with others, the ability to build personal relationships, communication skills with others, and the ability to receive and interpret the emotions of others. They are also characterized by rapid excitement and sense of all emotional judgments. They have the ability to correctly interpret emotional signals from others (Ehsan, 2015).

(Aron, 1997) mentions that the sources of strength in hypersensitive people are awareness and observation of minute details and errors in his surroundings, which makes him more aware of what is going on around him, and they have the insight of being highly sensitive to other people's problems, empathy with others and understanding their motives, which helps him to solve personal problems effectively.

Also, an attentive conscience develops in them hard work, a vision of details and the big picture, so they have the talent and creativity by finding solutions in personal problems and the problems of others.

#### **Causes of hypersensitivity among talented**

Aron (2002) describes the causes of hypersensitivity among talented students:

1. **Extreme Observation and Deep Thinking:** Hypersensitive individuals are characterized as people who have a tendency to closely monitor the environment and think deeply about

everything before responding to it, and this is because their brains process information more comprehensively and deeply.

2. Expanded awareness: It includes awareness of the thoughts and feelings of oneself and others, the behavior and emotions of oneself and others, which causes an increased emotional response to the feelings of self and others.
3. Forming high conditional associations: a highly sensitive person forms conditional associations to situations, people, and places to a higher degree than the rest of the people.
4. Self-criticism: The talented child tends to self-evaluate, has a tendency to make harsh negative judgments on oneself, self-flagellation, and control feelings of unworthiness.
5. The power of emotional memory: The talented child has a strong emotional memory that enables him to remember the emotions and feelings that resulted from emotional situations for long periods, as he is not limited to cognitive memory, but goes beyond that to living these emotions and feelings, which reflects the strength of their emotions.

Therefore, this study came in order to identify the reality of hypersensitivity to criticism among talented students at Ajloun Governorate. Regarding to some variables ( gender, class and educational level of the parents and the economic level of the family).

### **Study problem and questions**

The problem of the study comes from the difference in interpretation of theoretical literature and the results of studies that dealt with the reality of hypersensitivity to criticism among students regarding to some variables, especially Tannous study, Rihani and Alzboun(2012), Alegbali study (2018), Shazly(2019), Yassen (2019) and Makhamra(2020). And this clearly shows according to the study community and the sample of each of them, so the problem of this study is determined in the detection of the reality of hypersensitivity to criticism among the talented students in Ajloun Governorate regarding to some demographic variables ( gender, class, the educational level of the parents and the economic level of the family).

This study attempted to answer the following question: Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at hypersensitivity level to criticism among the talented students in Ajloun schools according to variables ( gender, class and educational level of the family (father, mother) and economic level for the family?

the current study came to answer the following questions:

1. What is the level of hypersensitivity to criticism among the talented students in Ajloun Schools?
2. Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at hypersensitivity level to criticism among the talented students in Ajloun schools according to gender and class variables?
3. Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at hypersensitivity level to criticism among the talented students in Ajloun schools according to the family's educational level variables (father, mother)?

4. Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at hypersensitivity level to criticism among the talented students in Ajloun schools according to the Economic level of family?

### **The Purpose of the study**

This study aims to:

- revealing of the level of hypersensitivity to criticism for talented students at Ajloun Governorate, Jordan.
- detecting the presence of Statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at the level hypersensitivity to criticism among talented students according to gender and grade variables.
- detecting the presence of Statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at hypersensitivity to criticism among talented students regarding to the family's educational level variables (father, mother).
- detecting the presence of Statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at hypersensitivity to criticism among talented students regarding to the economic level of family variables.

### **Objective limits of the study:**

- This study is limited to detecting the level of hypersensitivity to criticism among talented students from schools in Ajloun Governorate and its relationship to some variables.
- The results of this study are generalized with the psychometric indications provided by the research tools such as validity and reliability.
- The generalization of the results depends on the characteristics of the sample and the degree to which it is representative of the population from which it is drawn.

### **Study time limits:**

The study sample consists of (131) from Seventh grade , eighth , tenth and the first secondary among talented students who Enrolled in King Abdullah School for Excellence/Ajloun at Ajloun Education Directorate for a year 2021/2022.

### **The spatial boundaries of the study:**

This study was applied in King Abdullah Schools for Excellence / Ajloun From Ajloun Education Directorate for a year 2021/2022.

**Conceptual limits and procedural definitions:** This study was applied depending on the Ateeg definition (2010), and procedurally depending on the degree that the student gets on the scale of hypersensitivity to criticism.

### **The Importance of the study**

The importance of this study is evident at revealing the level of hypersensitivity to criticism among talented students regarding to some variables (gender, class, educational level of the parents and the economic level of the family )among talented students at basic, High school and secondary school, which helps researchers to identify their inclinations, abilities, their potential and their view of the future .So the importance of

studying the demographic variables because they overlap with the pattern of civilization and the pattern of family and society as a whole, as the study of the age stage helps at knowing the extent of mental development and the individual's influence on the surrounding values in society, and the cultural level for family and the quality of the activity of parents affects the way of thinking of their children.

So, the importance of the theoretical study clears at the following aspects:

- Giving attention for the talented is the goal of any society for the advancement and prosperity of its members.
- Being at the level of hypersensitivity to criticism among talented students have a part of the national wealth and the educational process is of great importance to educators and counselors regarding some variables, which were represented by gender, class, educational level of the parents and the economic level of the family.

The study of individual differences between individuals at level of hypersensitivity to criticism of paramount importance to direct and invest their capabilities, Coping with the psychological problems and disorders they suffer from and shows This disparity in social variables varies according to gender (males and females) and class, which refers to the student's chronological age, and social upbringing, including the difference at the cultural environment and social values (the educational level of the father and mother), customs, beliefs and the economic level of the family and its effect on the family.

The importance of studying the differences of the level of hypersensitivity to criticism between talented students to realize the size of the difference between levels of demographic variables, The practical importance of the research is also evident in the following aspects:

- Explaining the importance of revealing of hypersensitivity to criticism Because of its close relationship with mental state, social relationships and professional future.
- This study provides a test to measure about the level of hypersensitivity to criticism. It has psychometric properties suitable for the Jordanian and Arab environment in general.

Therefore, this study came to reveal the level of hypersensitivity to criticism for talented students regarding to variables (gender, class, educational level of the father and mother and the economic level of the family).

### **Terminology of study:**

**Hypersensitivity to criticism:** Acute actions and responses to stimuli different (self-kinetic, sensory, imaginative, mental and emotional) at the framework of self-awareness and her emotions, awareness of others and their emotions, which increases the amplification of life situations and emotional instability (Bhatia, 2009) (Al-Shazly, 2019).

**Talented:** (Definition of the American Bureau of Education As stated in (Jarwan, 2015, p. 42). **Talented children:** They are those who give evidence of their ability to perform high in the mental, creative, artistic, leadership and academic special fields, and they need services

and activities that are not usually provided by the school, This is for the full development of such preparations or encounters.

**The procedural definition of the talented child:** He/she is the child who has been diagnosed as talented by the Ministry of Education, and who studies in King Abdullah Schools for Excellence./Ajloun.(His academic achievement is high, and he is subject to a collective intelligence test).

### **The Previous Studies**

I have carried out a large number of studies in the field of hypersensitivity to criticism during the past decades I would like to List some of them:

In a study conducted by Al-Tai (2011) that aimed to measure the hypersensitivity of university students and to identify the differences in hypersensitivity among university students according to the variables of gender (males, females) and specialization (scientific, human), the researcher used the hypersensitivity scale, which consisted of 60 A paragraph was applied to a sample of (612) male and female students. The results concluded that the study sample has an hypersensitivity that is higher than the average, and there are statistically significant differences on the measure of hypersensitivity among the sample members and in favor of females.

In a study carried out by Tannous, Al-Rihani and Al-Zaboun (2012) that aimed to identify the distinguishing characteristics of talented students from ordinary students according to the gender variable. The sample consisted of (462) talented and ordinary students. The Cattell test, which was developed for the Jordanian environment, was used. The results indicated that talented students are distinguished The talented students were characterized by a higher level of intelligence and more inclined to dominance, and the talented students were characterized by realism and lack of tension, and the talented students were characterized by being more nervous and have a flexible mentality and a higher tendency to skepticism, reservations and calmness compared to normal students. The results indicated that there were statistically significant differences in personal factors and hypersensitivity in favor of talented versus normal students.

Al-Sudani (2015) also conducted a study aimed at knowing the relationship between emotional sensitivity and emotional intelligence among university students according to the variables of gender and specialization. There is also a direct relationship between emotional sensitivity and emotional intelligence, and there are no differences in the level of emotional sensitivity and the level of emotional intelligence according to the variable of gender and scientific specialization.

In a study conducted by Dakhil (2015) aimed at identifying obsessive thoughts and hypersensitivity among university students according to the gender variable, the hypersensitivity scale and the obsessive thoughts scale were used. The sample

consisted of (220) male and female students, the results indicated the presence of obsessive thoughts and hypersensitivity among students. There are also differences in thoughts, obsessive thoughts and hypersensitivity between males and females in favor of males.

In a study carried out by Al-Eqbali (2018) that aimed to identify the degree of hypersensitivity of talented students in Al-Laith Governorate and its relationship to the variable of stage and gender, the study used the descriptive approach through a questionnaire to collect information. The sample consisted of (120) outstanding students. The results indicated that The degree of hypersensitivity among talented students was moderately high, and indicated that there were no statistically significant differences in the level of hypersensitivity according to the school stage and gender.

As for Abdullah's study (2018), it aimed to identify the degree of emotional sensitivity and its relationship to academic reluctance among Wasit University students in the academic year (2017-2018). Results: The students at Wasit University are characterized by emotional sensitivity, and there are no statistically significant differences in emotional sensitivity due to the gender variable.

Al-Fawair and Al-Qortoubiya (2019) conducted a study aimed at identifying the level of emotional sensitivity among the hearing impaired at the Gulf College in the Sultanate of Oman. The study indicated that the level of emotional sensitivity of the hearing impaired at the Gulf College was at the average level, and the results showed that there were no statistically significant differences in the level of feeling emotional sensitivity among students with hearing impairment due to the variables of gender and school year.

Al-Shazly (2019) also conducted a study aimed at identifying the nature of the relationship between mentally alert parenting and hypersensitivity among a sample of parents and their talented children in the secondary stage. The measure of hypersensitivity was used, as the results indicated that the degree of hypersensitivity of children of talented students was high, while there were no statistically significant differences in the degree of hypersensitivity according to the gender variable.

Yassin (2019) also conducted a study aimed at revealing the level of emotional sensitivity among outstanding students at the University of Basra, the emotional sensitivity scale was used, the sample consisted of (58) female students distributed in the second and third stages. Above the average, and there are statistically significant differences for the variable of the study stage in favor of the lower stage (the second year versus the third).

In a study carried out by Baham Makhamra (2020) aimed to identify emotional sensitivity and its relationship to academic reluctance among high school students, the descriptive correlative approach was used, and a questionnaire was used to collect



information, which is emotional sensitivity and academic reluctance. The sample consisted of (208) male and female students in Yatta region. Palestine) were selected by stratified random method. The results indicated that there is a weak correlation between the level of emotional sensitivity and the level of academic procrastination among high school students, and also indicated that there are no differences in the level of emotional sensitivity among high school students due to the gender variable, while there are statistically significant differences In the level of emotional sensitivity of secondary students in favor of the scientific branch.

### **Commenting on previous studies**

It is clear from previous studies that there are studies of hypersensitivity to criticism among ordinary and talented students regarding to some variables (gender, class ,educational level of the father and mother and the economic level of the family).These studies can be classified according to the type of sample into: studies was sampled from school students Such as: Tannous, Rihani and the Alzboun(2012), Alegbali(2018) Shazly(2019) Yassen(2019) Almakhamra(2020).

Studies sampled from university students, such as: Tai(2011) Sudani(2015) Dakhil(2015) Abdullah(2014), Fawair and Al-Qortoubiya (2019) and Yassen(2019).

Studies that studied the hypersensitivity to criticism among hearing impaired student such as : Al-Fawair and Al-Qortoubiya (2019).

Studies that studied the hypersensitivity to criticism among Talented students in schools Such as: Alegbali(2018), Shazly(2019) ,Yassen(2019), and Makhamra(2020, and Tannous, Rihani and Alzboun study (2012) made a comparison in the personal characteristics between talented and normal students.

The current study came to detect Hypersensitivity level to criticism for talented students regarding to some variables (gender (male, female), class (seventh, eighth, tenth, and first secondary), the educational level of the parents ( father, mother),and the economic level of the family among the talented. The sample of the study was high school and primary school students of talented students at Ajloun Governorate, Jordan .It is the first study in Jordan (within the researcher's knowledge).

### **The study population and its sample**

The study population includes all talented students in the Ajloun Education Directorate / Jordan for the year (20 21/2022)From the students of the upper primary and secondary stages (368) talented, The study sample consisted of (131)male and female students were chosen randomly stratified manner, and consisted of (92) Seventh grade & eighth. (39) of the tenth grade& the first secondary from King Abdullah School for Excellence / Ajloun in /Ajloun Education Directorate / Jordan, as shown in Table (1).

**Table (1): Number of students (sample members) according to study variables**

Variables	Categories	Repetiti on	The ratio
Gender	Mention	71	54.2
	feminine	60	45.8
Class	Seven and eight	92	70.2
	The tenth and the first secondary	39	29.8
Father's educational level	High school or less	44	33.6
	university	59	45.0
	Postgraduate	28	21.4
Mother's educational level	High school or less	21	16.0
	university	92	70.2
	Postgraduate	18	13.7
the Economic level for family	Less than 500 dinars	45	34.4
	500 and above	86	65.6
the total		131	100.0

It is clear from Table (1) that the total of talented students (131) student, (71) male and (60) female, distributed according to class (92) Seventh & eighth grades, (39) tenth and first secondary. And they are distributed according to the educational level of the father (44) student who their parents from Secondary and below, (59) a student who their parents from university Undergraduate category, (28) students whose parents are from the high studies category, They are also distributed according to the educational level of mother (21) student who their mothers from Secondary and below, (91) a student who their mothers from university Undergraduate category. And (18) their parents from the high studies category

### **Study Tool (Hypersensitivity to criticism Scale)**

In this study, the researcher used a hypersensitivity to criticism scale, depending on the theoretical framework Foundations of guidance and psychological direction, it was built by Alateeg (2010) taken from Abu Asaad (2014) a guide to standards and psychological and educational tests and developed by the researcher to suit the Jordanian environment and for the purposes of the current study, And it measure the level

hypersensitivity to criticism among talented and its dimensions. Each paragraph of the scale was answered according to Likert pentagram, which is (always, often, sometimes, Scarcely, very rarely) graded from (5-1), where the total score of (5) and the cutting degree is higher than (3.1) high, between (2.5-3.1) medium, and less than (2.5) low. The total score was also found from 5.

The overall scale consists of (40) items, distributed according to the following dimensions:

- 1- External cognitive reactions and includes (11) paragraphs: (7,11,20,25, 26,27,32,34,38).
- 2- Internal cognitive reactions and includes (11) paragraphs: (2,3,19,22,23,28, 29,30,31,33,35).
- 3- Externally directed emotional reactions and includes (5) paragraphs: (4,5,6,13,39).
- 4- The apparent behavioral reactions include (5) paragraphs: (1,8,9,16,37).
- 5- Implicit behavioral reactions and includes (8) paragraph: (10, 12, 14, 15, 17, 24, 36, 40).

To extract the construct validity of the scale, coefficients were found. Each paragraph and between the total degree, and between each paragraph and their connection in the field which belong to him, and between dimensions each other. The total degree, in an exploratory sample from outside the study sample, consisted of (30) a student. The correlation coefficients of the paragraphs with the tool as a whole ranged between (0.37-0.74), and with the field (0.37-0.84) and the following table shows this.

**table(2) Correlation coefficients between the paragraph, the total degree, and the domain to which it belongs**

paragraph number	correlation coefficient with field	correlation coefficient with the tool	paragraph number	correlation coefficient with field	correlation coefficient with the tool	paragraph number	correlation coefficient with field
1	.69**	.52**	15th	.52**	.74**	29	.63**
2	.47**	.67**	16	.84**	.49**	30	.40*
3	.61**	.69**	17	.48**	.55**	31	.57**
4	.70**	.66**	18	.55**	.42*	32	.62**
5	.38*	.49**	19	.59**	.68**	33	.61**
6	.69**	.44*	20	.43*	.49**	34	.52**
7	.41*	.55**	21	.57**	.49**	35	.44*
8	.44*	.53**	22	.47**	.53**	36	.64**
9	.61**	.57**	23	.37*	.58**	37	.61**
10	.37*	.66**	24	.48**	.38*	38	.51**
11	.59**	.68**	25	.68**	.54**	39	.51**
12	.63**	.49**	26	.48**	.46*	40	.55**
13	.77**	.68**	27	.59**	.57**		
14	.42*	.66**	28	.40*	.49**		

\* Statistically significant at the level (0.05).

\*\* Statistically significant at the level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these paragraphs were deleted.

The correlation coefficient of dimension with total degree was also found, and the correlation coefficients between domains.

The following table shows this:

**Table (3) Correlation coefficients between Dimensions to each other and to the total degree**

Dimensions	External cognitive reactions	Internal cognitive reactions	Externally directed emotional reactions	Externally directed emotional reactions	Externally directed emotional reactions	Hypersensitivity to criticism
External cognitive reactions	1					
Internal cognitive reactions	.412*	1				
Externally directed emotional reactions	.739**	.355*	1			
Visible behavioral reactions	.535**	.395*	.507**	1		
implicit behavioral reactions	.374*	.420*	.502**	.316	1	
Hypersensitivity to criticism	.756**	.566**	.770**	.720**	.735**	1

\* Statistically significant at the level (0.05).

\*\* Statistically significant at the level (0.01).

Table (3) shows that all correlation coefficient distributed between (.375-.770.) This is considered the Acceptable and statistically significant degrees for the purposes of this study, which indicates an appropriate degree of construction validity.

#### **Stability of hypersensitivity scale**

To ensure the stability of the study tool, the test and retest method was verified (test-retest) by applying the scale, and reapplying it after two weeks on a group from

outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates in both times.

The stability coefficient was also calculated by the internal consistency method according to Cronbach's alpha equation, and table (4) shows the coefficient of internal consistency according to Cronbach's alpha equation and the repeatability of the fields and the total score and these values were considered appropriate for the purposes of this study.

**table(4) Cronbach's alpha internal consistency coefficient and the repeat invariance of the domains and the total degree**

the field	Replay stability	Internal consistency
External cognitive reactions	0.80	0.74
Internal cognitive reactions	0.81	0.75
Externally directed emotional reactions	0.80	0.70
Visible behavioral reactions	0.83	0.71
implicit behavioral reactions	0.82	0.76
Hypersensitivity to criticism	0.85	0.82

### Study variables

The study included the following variables:

- Independent variable: gender, class, and education level of the father and mother (High school or less, university) and the economic level of the family.
- Dependent variable: The level of hypersensitivity to criticism.

### Statistical processing

The data were prepared and statistically analyzed using SPSS for:

- Calculation of the reliability coefficient of the total study scale by re-application, and by the split-half method, using the Pearson correlation coefficient.
- Arithmetic averages were also calculated and distractions Standardized performance degrees on a Total cell phone addiction scale.
- (T.Test) has also been used to identify the level of statistical significance of the differences between arithmetic averages according to gender variables(male, female) and class(seventh, eighth, tenth and first secondary) and the educational level of the parents.
- The correlation coefficient was also found between the performance of the sample (talented) on a total hypersensitivity to criticism scale.

### Results of hypotheses and discussion

#### Results related to first question and discussion

The first question:(What is the level of hypersensitivity to criticism among the talented students in Ajloun Schools?).

To answer this question, the arithmetic means and standard deviations were found at hypersensitivity to criticism scale and its dimensions and Table (5) illustrate this.

**Table (5) Arithmetic averages and standard deviations of the performance of the sample members at hypersensitivity to criticism scale and its dimensions arranged in descending order by arithmetic averages**

Rank	the number	Dimensions	SMA	standard deviation	the level
3	1	extrnal cognitive reactions	2.74	.596	Average
1	2	internal cognitive reactions	3.17	.565	high
5	3	Externally directed emotional reactions	2.38	.771	low
4	4	Visible behavioral reactions	2.69	.644	Average
2	5	implicit behavioral reactions	3.01	.543	high
		Hypersensitivityto criticism	2.83	.449	Average

Table (5) shows the arithmetic averages ranged between (2.38-3.17), where it came the dimension (2) which states that "internal cognitive reactions" It ranked first, with an average degree of (3.17), while the dimension (3) "Externally directed emotional reactions" ranked last, with average degree of (2.38). Therefore, it is clear that the overall performance level on the scale of hypersensitivity to criticism among talented students is average, The results of this study are in agreement implicitly with study Tannous, Rihani and Alzboun(2012) Which dealt with the personal characteristics of talented students, indicating a high level of hypersensitivity to criticism among talented students, as talented students are more inclined to control, more realistic, and more nervous. But Tai (2011) Sudani(2015), Dakhil (2015), Abdullah(2014) , Al-Fawair and Al-Qortoubiya (2019) and Yassen(2019) She indicated that the level of hypersensitivity to criticism among university students was Above average, but Alegbali(2018), Shazly(2019), Yassen(2019) and makhamra(2020) indicated a moderate to high level of hypersensitivity among talented students, but Shazly(2019) indicated a high level of hypersensitivity among talented students.

The result of this study can be explained because talented students, despite their attempts to adapt and adapt to academic and study life, receive their studies in their own school environment, which increases their sensitivity, caution and anxiety about the future. Parents' directives, monitoring, and expectations, the degree of perfection and competition among students, increases psychological pressure on the talented student, which increases their excessive sensitivity.

### **Results related to second question and discussion**

The second question: **(Are there any statistically significant differences at the level of  $(\alpha \leq 0.05)$  at the level hypersensitivity to criticism among talented students regarding to gender and class variables?).**

To answer this question, It was found the level of total hypersensitivity to criticism at gender variable as in the table(6).

**Table (6): The level of total hypersensitivity to criticism at the gender variable**

Dimensions	gender	the number	SMA	standard deviation	Value s "T"	degrees of freedom	Statistical significance
External cognitive reactions	Male	71	2.72	.568	.401	129	.689
	feminine	60	2.76	.631			
internal cognitive reactions	Male	71	3.16	.592	.319	129	.751
	feminine	60	3.19	.535			
Externally directed emotional reactions	Male	71	2.29	.686	1.531	129	.128
	feminine	60	2.49	.854			
Visible behavioral reactions	Male	71	2.60	.597	1.670	129	.097
	feminine	60	2.79	.686			
implicit behavioral reactions	Male	71	2.95	.527	1.406	129	.162

	feminine	60	3.09	.556			
Hypersensitivity to criticism	Male	71	2.79	.394	1.203	129	.231
	feminine	60	2.88	.506			

Table (6) shows that the level of total hypersensitivity to criticism among talented students at gender (2.79) among males and (2.88) among females. And this is at the middle level, and there isn't any statistically significant differences at ( $\alpha \leq 0.05$ ) at the level of total hypersensitivity to criticism and its dimensions at gender among talented students, The result of this study is in agreement with the Sudani(2015), Al-Eqbali (2018), Abdullah (2018), Al-Fawair and Al-Qortoubiya (2019), Al-Shazly (2019), and Al-Makhamara (2020), which indicated that there are no differences in the level of hypersensitivity to criticism among talented students at the gender variable, while the results of this study do not agree with Tai(2011), Tannous, Al-Rihani and Alzboun (2012), which indicated that there are differences in the level of hypersensitivity to criticism among talented students at the gender variable and in favor of females , and the result of the study doesn't agree with the Dakhil(2015)

The result of this study can be explained that talented males and females have distinctive features of exaggeration, exaggeration of the situation, excessive attention and suffering.

It was found the level of total hypersensitivity to criticism among talented students at (Seventh grade , eighth, Tenth and first secondary) as in the table(7).

**Table(7):The level of total Hypersensitivity to criticism among talented students at Class variable**

Dimensions	Class	the number	SMA	standard deviation	Values "T"	degrees of freedom	Statistical significance
external cognitive reactions	Seven and eight	92	2.70	.603	1.16	129	.247
	Tenth and first secondary	39	2.83	.574			
internal cognitive reactions	Seven and eight	92	3.19	.588	.520	129	.604



	Tenth and first secondary	39	3.13	.510			
Externally directed emotional reactions	Seven and eight	92	2.28	.802	2.40	129	.018
	Tenth and first secondary	39	2.63	.639			
Visible behavioral reactions	Seven and eight	92	2.65	.700	1.11	129	.268
	Tenth and first secondary	39	2.78	.480			
implicit behavioral reactions	Seven and eight	92	3.03	.554	.343	129	.732
	Tenth and first secondary	39	2.99	.521			
Total Hypersensitivity	Seven and eight	92	2.81	.466	.856	129	.393
	Tenth and first secondary	39	2.88	.407			

It is clear from the table (7) that the level of total Hypersensitivity to criticism among talented students at class variable among students of Tenth grade and first secondary was(2.88) And among the students of Seventh and Eighth Primary(2.81)are in the middle level, The results shows that there aren't statistically significant differences at ( $\alpha \leq 0.05$ ) at the level of total hypersensitivity to criticism and its dimensions among talented students at the class variable among talented students only in a dimension (Externally directed emotional reactions) For the benefit of the higher classes, The result of this study agrees with study of Al-Fawair and Al-Qortoubiya (2019) and Al-Eqbali study (2018).The result of this study does not agree with the study of Yassin (2019), which indicated that there are differences on the variable of the school year in favor of the lower school year.

The result of this study can be explained by the fact that the study sample of talented students from the upper and lower grades suffer from the same degree of sensitivity, intense feelings, sympathy, and an individual view towards themselves, which makes them feel that they are above criticism and cherish their abilities and skills and potential.

### Results related to third question and discussion

The third question:( **Are there any statistically significant differences at the level of( $\alpha \leq 0.05$ ) at the level hypersensitivity to criticism among talented**

students regarding to the family's educational level variable (father, mother)?).

To answer this question, It was found the level of total hypersensitivity to criticism among talented students at Educational level for the father(Secondary and below, university, Postgraduate)as in the table (8,9).

**Table (8): The level of total hypersensitivity to criticism Among talented students at the educational level variable for the father**

	Categories	the number	SMA	standard deviation
external cognitive reactions	High school or less	44	2.80	.584
	university	59	2.67	.595
	Postgraduate	28	2.78	.621
	total	131	2.74	.596
internal cognitive reactions	High school or less	44	3.16	.538
	university	59	3.25	.641
	Postgraduate	28	3.05	.405
	total	131	3.17	.565
Externally directed emotional reactions	High school or less	44	2.54	.795
	university	59	2.29	.771
	Postgraduate	28	2.34	.720
	total	131	2.38	.771
Visible behavioral reactions	High school or less	44	2.74	.629
	university	59	2.70	.642
	Postgraduate	28	2.59	.682
	total	131	2.69	.644
implicit behavioral reactions	High school or less	44	2.91	.606
	university	59	3.04	.529
	Postgraduate	28	3.13	.446
	total	131	3.01	.543
	High school or less	44	2.88	.553

Total Hypersensitivity to criticism	university	59	2.83	.402
	Postgraduate	28	2.82	.562
	total	131	2.83	.449

It is clear from Table (8) that the level of total hypersensitivity to criticism among talented students at the educational level of the father ranged between (2.29-3.25) All levels are between medium to high values .And to confirm the differences between groups, one-way analysis of variance was used for talented students at the educational level variable for the father, as in Table (9).

**Table (9): one-way analysis of variance for talented students at the educational level variable for the father**

Dimensions	Source	sum of squares	degrees of freedom	mean squares	q value	Statistical significance
External cognitive reactions	between groups	.487	2	.244	.683	.507
	within groups	45,626	128	.356		
	total	46.113	130			
internal cognitive reactions	between groups	.779	2	.389	1.224	.297
	within groups	40,701	128	.318		
	total	41.480	130			
Externally directed emotional reactions	between groups	1.628	2	.814	1.377	.256
	within groups	75.688	128	.591		
	total	77.316	130			
Visible behavioral reactions	between groups	.407	2	.203	.487	.615
	within groups	53.446	128	.418		
	total	53.853	130			
implicit behavioral reactions	between groups	.901	2	.450	1.543	.218
	within groups	37,365	128	.292		
	total	38.266	130			
Total hypersensitivity to criticism	between groups	.051	2	.027	.134	.875
	within groups	25.183	128	.205		
	total	25.238	130			

It is clear from the table (9) that there aren't any Statistically significant differences at ( $\alpha \leq 0.05$ ) at the level of total hypersensitivity to criticism among talented students at the educational level of the father, The researcher did not find (at his knowledge) any study that agrees or disagrees with the results of this study.

The result of this study can be explained by the fact that parents, whether their educational level is higher, university, high school or below understand, seek to teach their children to try to adapt and face feelings of criticism and anxiety about the future and fear of failure.

The level of total hypersensitivity to criticism among talented students at the educational level variable for the mother (Secondary and below, university, Postgraduate), as in the table (11,10).

**Table(10): The level of total hypersensitivity to criticism Among talented students at the educational level variable for mother**

The dimension	Categories	the number	SMA	standard deviation
External cognitive reactions	High school or less	21	2.88	.720
	university	92	2.70	.528
	Postgraduate	18	2.78	.759
	total	131	2.74	.596
internal cognitive reactions	High school or less	21	3.18	.717
	university	92	3.18	.545
	Postgraduate	18	3.14	.492
	total	131	3.17	.565
Externally directed emotional reactions	High school or less	21	2.44	.750
	university	92	2.42	.768
	Postgraduate	18	2.14	.811
	total	131	2.38	.771
Visible behavioral reactions	High school or less	21	2.87	.793
	university	92	2.64	.554
	Postgraduate	18	2.72	.854
	total	131	2.69	.644
implicit behavioral reactions	High school or less	21	2.89	.603
	university	92	3.04	.532

	Postgraduate	18	3.05	.531
	total	131	3.01	.543
Total Hypersensitivity to criticism	High school or less	21	2.78	.513
	university	92	2.63	.422
	Postgraduate	18	2.72	.522
	total	131	2.79	.439

It is clear from Table (10) that the level of total hypersensitivity to criticism, and its dimensions among talented students on variable. The educational level of the mother ranged between (2.14-3.18) They are the low and medium values among all its categories.

And to confirm the differences between groups, one-way analysis of variance was used for talented students at the educational level variable for the mother .As in Table (11).

**Table (11): One-way analysis of variance for talented students at the educational level variable of mother**

Dimensions	Source	sum of squares	degrees of freedom	mean squares	q value	Statistical significance
External cognitive reactions	between groups	.592	2	.296	.832	.437
	within groups	45,521	128	.356		
	total	46.113	130			
internal cognitive reactions	between groups	.024	2	.012	.037	.964
	within groups	41.456	128	.324		
	total	41.480	130			
Externally directed emotional reactions	between groups	1.183	2	.592	.995	.373
	within groups	76.133	128	.595		
	total	77.316	130			
Visible behavioral reactions	between groups	.892	2	.446	1.078	.343
	within groups	52.961	128	.414		
	total	53,853	130			
implicit behavioral reactions	between groups	.415	2	.208	.702	.497
	within groups	37.851	128	.296		
	total	38.266	130			

Total Hypersensitivity to criticism	between groups	.055	2	.027	.134	.875
	within groups	26.183	128	.205		
	total	26,238	130			

It is clear from the table (11) ) that there aren't any Statistically significant differences at ( $\alpha \leq 0.05$ ) at the level of total hypersensitivity to criticism among talented students at the educational level of the mother, The researcher did not find (at his knowledge) any study that agrees or disagrees with the result of this study

The result of this study can be explained by the fact that mothers, whether their educational level is postgraduate, university, or high school and below understanding, seek to teach their children to try to adapt and face feelings of criticism and anxiety about the future and fear of failure.

### Results related to Fourth question and discussion

The Fourth question: (: **Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at the level of hypersensitivity to criticism among talented students regarding to the Economic level variables for family?**).

To answer this question, It was found the level of total hypersensitivity to criticism among talented students on the economic level for family (Less than 500 dinars, 500 or more), as in the table(12).

**Table(12): the level of total hypersensitivity to criticism among talented students at the Economic level variable of family**

Dimensions	the level	the number	SMA	standard deviation	Values "T"	degrees of freedom	Statistical significance
External cognitive reactions	Less than 500 dinars	45	2.66	.545	1.112	129	.268
	500 and above	86	2.78	.619			
Internal cognitive reactions	Less than 500 dinars	45	3.09	.607	1.187	129	.237
	500 and above	86	3.22	.540			
Externally directed	Less than 500 dinars	45	2.36	.794	.279	129	.780

emotional reactions	500 and above	86	2.40	.763			
Visible behavioral reactions	Less than 500 dinars	45	2.68	.617	.053	129	.958
	500 and above	86	2.69	.661			
implicit behavioral reactions	Less than 500 dinars	45	2.86	.579	-2.390	129	.018
	500 and above	86	3.10	.507			
total hypersensitivity to criticism	Less than 500 dinars	45	2.75	.448	1.481	129	.141
	500 and above	86	2.87	.447			

**(\*)statistically at the significance level (0.05).**

It is clear from the table (12 that there aren't any Statistically significant differences at ( $\alpha \leq 0.05$ ) at the level of total hypersensitivity to criticism among talented students at the economic level variable of family, except the dimension "implicit behavioral reactions" and The differences came in favor of 500 and above.

The researcher did not find (at his knowledge) any study that agrees or disagrees with the result of this study.

The result of this study can be explained that The economic level of the family Both families whose economic level Less than 500 dinars or 500 and above .They seek to teach their children to try to adapt and face feelings of criticism, anxiety about the future and fear of failure, as it is clear from the above that talented students are characterized by hypersensitivity to criticism and feel that they are above criticism and are proud of their skills, capabilities and abilities, which often makes them susceptible to superiority and ridicule from others. And underestimation of their capabilities as stated in the theoretical literature.

### **Recommendations**

In light of the research results, the researcher recommends:

- Necessity Providing counseling to talented students to help desensitize them to criticism.
- The need to take care for the individual differences between students and the Demographic among the talented of them, as indicated by the study.

### **Suggestions**

In the light of the research results, the researcher also suggests the following:

- It is necessary to conduct more studies of hypersensitivity to criticism I have other categories of people with special needs.

- It is necessary to conduct more studies on the effectiveness of counseling programs to reduce the degree of hypersensitivity of talented people.
- Conduct a study about the hypersensitivity of the talented and its relationship with Patterns of family's upbringing and self-concept.

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