

# The Ratio of the Types of Sensitivity to Justice and Values Intellectually Gifted Adolescents\*

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**Abstract**—The paper is concerned with studying the relationship between types of sensitivity, values, and behaviors of intellectually gifted adolescents helps to assist in overcoming critical situations of unfair nature. The present study revealed that adolescents with musical talent are characterized by a high level of unjust situations, where the leading kind of justice sensitivity is "victim". This is explained by the fact that for adolescents with musical talent is characterized by increased susceptibility, sensitivity. A characteristic mode of behavior is a preventing, leading value: a safety (ideals) and a universalism are manifested in priorities. Values of comfortability and kindness are found both in ideals and in priorities. The studying on the relationship between types of sensitivity, values, and behaviors of intellectually gifted adolescents helps to understand the nature and content of these unusual children.

**Keywords**—*intellectually gifted; justice sensitivity; beneficiary; victim; violator; witness; rejection; adaptation; overcoming and prevention*

## I. INTRODUCTION

The discussion of the topic of justice is connected with the discussion of the meaning of life, spirituality, and morality. Values influence behavior, the resolution of difficult life situations, which include the experience of injustice towards oneself or others. Experiencing unjust situations affects all levels of personality functioning and can influence the implementation of all further activities. The injustice of the situation is often due to and associated with violence, both physical and psychological. After this, a traumatic condition arises that can last for a long time, having a destructive effect on the person. The themes of

justice/injustice for adolescents are especially significant, since at this age emotional excitability, impulsivity, motor, and verbal activity, suggestibility, imitation, self-search, etc. are expressed.

At this age, there is a need to build your own picture of the world to explain the logic of actions and events, in order to then create unique ways of "survival", existence, and response to current events. Giftedness serves as a foundation for the formation of the personality of an adolescent, taking into account the emotional, intellectual, artistic, social characteristics of the child [1].

The psychological characteristics of intellectually gifted adolescents are as follows:

- Unsatisfied need for intellectual activity;
- Over-immersion in the work of interest;
- Excessive activity when performing the task;
- Possible dissynchrony in the development of psyche (intellectual development is ahead of the age norm by 2-4 years, and arbitrary regulation of behavior may lag behind the average);
- Development of abilities, personality, and consciousness in the context and range of intellectually gifted [2].

It may be noted that intellectually gifted children especially acutely feel injustice towards someone or themselves, and these children have a need for protection and justice.

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## II. THE ROLE OF JUSTICE SENSITIVITY

The topic of justice attracted the attention of those thinkers whose interest was associated with reflections on ideals, spirituality, and morality. For example, M. Lerner in his theory "Belief in a Just World" believes that people usually get what they deserve and deserve what they get [3]. To live in justice, in a just world — is the observance of the rules of behavior, the implementation of traditions, the observance of laws. In the event of unjust situations, "Belief in a just world" is psychotherapeutic, since the realization that a bad person will be punished, "evil will be defeated," helps to survive injustice. A calm reaction, the absence of negative experiences and the confidence that only what is predetermined will be accomplished help to be confident in the future [4]. Faith can be predetermined by sensitivity to justice, which is a personality trait, reflects emotional reactions (experiences) to current events, unfair situations.

Sensitivity to justice — this is how it is experienced, the situation of injustice is experienced, accordingly, the sensitivity of justice to emotional people will be more pronounced. Such reactions are expressed in the form of reflections (discussions) of what is happening, there may be a "jam", there may be anger, shame, confusion. In fact, an adolescent experiencing an unjust situation becomes a new experience of interacting with the outside world, acting as the ground on which uniqueness and creative talent emerge.

The concept of "sensitivity" came mainly from physiology and biology. Various reactions are being studied, namely, the limits of receptor susceptibility — the approach of physiologists and the ability to perceive the action of stimuli — are considered by biologists. Sensitivity in psychology is the ability of an elementary form of mental reflection — a sensation and is expressed in emotions. Sensitivity is related to adaptation mechanisms. The basis of these mechanisms is reflexes. Distinction, differentiation, evaluation — these actions reflect the mechanisms of sensitivity.

In foreign psychology of the study "Justice sensitivity" as a phenomenon associated with the name of M. Schmitt, who introduced him to science [5]. M. Schmitt understood the sensitivity to justice as a personality trait, which manifests itself as a willingness to perceive and react emotionally strongly to cases of injustice [6]. Indicators of sensitivity to justice - the frequency of unjust situations experienced; the intensity of emotional reactions to injustice (anger, guilt, shame); the stability of thoughts about unfair events; justice motivation [7].

M. Schmitt presented four types of sensitivity to justice: from the position of victim (victim sensitivity), witness (observer sensitivity), beneficiary (beneficiary sensitivity) and violator (perpetrator sensitivity). For the position of the victim (victim sensitivity), rigidity, getting stuck in traumatic experiences and as a result, distancing, avoiding relationships with others are characteristic. The position of the witness (observer sensitivity) is characterized by such feelings of injustice of the situation, which are carefully hidden (masked) and then expressed in marginal behavior, which is characterized by selfishness, fear of responsibility,

fear of condemnation from others and society. Considering unfair situations as a result (result) of previous merits, an explanation (rationalization) of advantages is typical for the beneficiary position (beneficiary sensitivity). For the position of the violator (perpetrator sensitivity) is characterized by the use of benefits from unfair situations, the explanation of "his merit" as the restoration of "historical" justice. Each type of sensitivity to justice expresses relationships that are built up in the course of life, this is hostility, mistrust, fear (asocial behavior), and sympathy, help, and support for those who find themselves in difficult life situations (prosocial behavior) [8].

In domestic psychology, the concept of "justice sensitivity" was examined in the studies of S.K. Nartova-Bochaver, N.B. Astanina. The authors presented a full review of theories of justice psychology in foreign personology, analyzed theories: "Belief in a just world" and sensitivity to justice, listed methods, and techniques for studying the psychology of justice. S.K. Nartova-Bochaver and N.B. Astanina show that some types of sensitivity to justice have a negative impact on the person, especially for those who have a predominant sensitivity to the justice of the victim [9]. We believe that the research of S.K. Nartova-Bochaver and N.B. Astanina shows the role of sensitivity in the course of life. And the proposed study continues to explore the role of sensitivity and values as manifestations of the behavioral characteristics of intellectually gifted adolescents.

The main objective of this research is to study the relationship between types of sensitivity to justice and values in intellectually gifted adolescents, using the example of adolescents from 10 to 12 years. At this age, a biological, psychological restructuring of the body occurs, which can be expressed in specific forms of behavior. For example, dependence on the opinions of others or comfortable or non-formal behavior expressed in group aggression, apathy, indifference, etc. At this age, acceleration processes (accelerated physiological maturation) and retardation (delayed mental development), as well as chronic mental diseases begin to appear (hypochondria, schizophrenia, neurosis, epilepsy, etc.).

## III. RESEARCH METHODS AND RESULTS

In this study, Sh. Schwarz (adapted by V. N. Karandashev) used the following methods: the questionnaire of sensitivity to justice by M. Schmitt (adapted by S. K. Nartova-Bochaver and N.B. Astanina) and the questionnaire of values. These techniques are aimed at studying the level and types of sensitivity to justice, as well as identifying values [10].

The research involved 78 people aged 10-11 years old (average age 13.5 years old) and male and female. Adolescents studied at Smolensk Children's Music School in piano and violin.

At the first stage of the study, the subjects were asked the M. Schmitt questionnaire to identify types of sensitivity. As a result, the following data were obtained for the study group (see "Table I").

The predominant sensitivity to justice is the sensitivity of the "victim" — 37% of adolescents. For adolescents with musical talent characteristic emotional susceptibility. Probably, children with musical talent are characterized by high sensitivity, which makes them very either closed or open in the expression of their feelings, and therefore they are defenseless for other more hostile children. They are "different", and the children's team may not perceive such children, reject them from the general interaction. The experiences of such children are sincere, strong, perhaps they will complain of failures, blame them on "the whole world", other people, and maybe themselves. In the second position, there was a sensitivity to justice "violation" — 31% of adolescents. Probably, in situations of an unjust nature, a collision occurs (a critical situation) between adults and significant (leaders) adolescents or intellectually gifted adolescents. The "I" concept of an adolescent, which is

created and constructed at this age, is based on a high need for respect for the individual, a heightened sense of dignity. Violation of the rules, protest behavior, the use of benefits from an unfair situation gives an adolescent the opportunity to assert himself, to gain the authority of his peers. This is followed by a group with sensitivity to justice "beneficiary" — 22% of adolescents. Probably, the use of an unfair situation in order to receive benefits is connected with the need to "justify" oneself in the eyes of others, explaining that this is a deserved reward of previously unjust events. In addition, the last group is a group with sensitivity to the justice of the "witness" — 10% of adolescents. These intellectually gifted adolescents often have poor physical development; they do not know how to give change and try to avoid any conflicts. The combination of external passivity and internal aggressiveness causes difficulties in the interaction in solving life problems.

TABLE I. SUMMARY TABLE OF INDICATORS BY LEVELS AND TYPES OF JUSTICE SENSITIVITY

Levels	Victim		Violator		Beneficiary		Witness		Total	
High	16 people	20%	8 people	10%	6 people	8%	3 people	4%	33 people	42%
Average	10 people	13%	7 people	9%	4 people	5%	4 people	5%	25 people	32%
Low	3 people	4%	9 people	12%	7 people	9%	1 people	1%	20 people	26%
Total (100%)	29 people	37%	24 people	31%	17 people	22%	8 people	10%	78 people	100%

For the study group, a high level of experience of unfair situations was revealed — 42% of adolescents. Among different types of sensitivity to justice, a high level of experiencing unjust situations was identified in the group with sensitivity to justice "victim" — 20% of adolescents. Intellectually gifted adolescents with sensitivity to justice, the "victim" is ready to ensure that unfair acts are performed regarding them; they are ready for humiliation and insults [11]. This passivity is a manifestation of insecurity, anxiety and disrespect for his personality. The other side of this is high self-demand, this desire for the ideal and impeccability. (see "Table I").

In the group with sensitivity to justice, the "violation" leading revealed a low level of experiencing injustice - 12% of adolescents. Probably, for such children, the main thing is to achieve the goals set, this is performance. In the group with sensitivity to justice, the "beneficiary" leading revealed a low level of experiencing injustice - 9% of adolescents. Probably, for such adolescents, receiving remuneration in an unfair situation is justified by the previously endured "suffering and torment" and contributes to an increase in self-esteem. For intellectually gifted adolescents in the group with sensitivity to justice, the "witness" leading revealed an average level of experience of justice — 5% of adolescents. The intellectually gifted adolescents with sensitivity to justice, "witness" sharply reacts to unjust situations that are occurring, but at the same time, they try to avoid participation in the events. It seems that they live in an illusory world, where they show resistance and behave like heroes, but in reality everything is the opposite. We share the

point of view of S.K. Nartova-Bochaver and N.B. Astanina, that the subjects with sensitivity to justice "witness", "beneficiary" and "violation" carry out pro-social (helping) behavior in order to "correct the injustice of the situation to balance the bonuses and losses of all interacting persons" [12].

Next, to study the values, respondents were offered a value questionnaire (CO) by S. Schwartz. As a result, the following data were obtained (average values) See "Table II".

TABLE II. SUMMARY TABLE OF INDICATORS BY TYPES OF SENSITIVITY TO EQUITY VALUES IN THE STUDIED GROUP (AVERAGE)

Values	Victim		Violator		Beneficiary		Witness	
	Ideals	Priorities	Ideals	Priorities	Ideals	Priorities	Ideals	Priorities
Comfortability	5	1,6	4,1	2	5,75	2,75	6,4	1,75
Safety	4,6	1	4,4	2,25	5,6	2,5	6	1,25
Traditions	3,8	0,75	4,6	1,5	5,8	2,75	5,4	2,5
Universalism	4,5	1,4	3,8	2,8	5,75	3,6	5,1	2,83
Kindness	5,2	2	3,4	2	5,6	4	5	0,5
Stimulation	3,3	1	4,9	2,3	5,3	3	5	3
Hedonism	4,3	0,3	4,1	2,5	5	3,3	6	2,8
Achievement	4	1,25	5	2,3	6,5	3,75	6,25	3
Independence	4,3	1,25	4,8	3	6	2,3	5,7	1,6
Power	3,2	1,2	5,2	2,3	4,6	3,4	6,1	1,8

<sup>a</sup>. Note: differences are significant at the level of \* p ≤ 0,01, p\*\* ≤ 0,001

To confirm the differences in indicators of levels, types of manifestations of sensitivity to justice, as well as differences in values, Kolmogorov-Smirnov criterion was used. The value of Asymp. Sig. (Asymptomatic two-sided significance level) is equal to 0.000, which indicates the presence of significant differences in empirical distributions.

**IV. JUSTICE SENSITIVITY AND METHODS OF BEHAVIOR OF INTELLECTUALLY GIFTED CHILDREN IN CRITICAL SITUATIONS**

Authors V.I. Panov and T.V. Khromova, considering the critical situations occurring in the lives of intellectually gifted children, identified the following behaviors: rejection, adaptation, coping and prevention [13]. We believe that the characteristics of behaviors can be correlated with different types of sensitivity and supplemented with a description of the characteristics of the behavior of intellectually gifted adolescents with different sensitivity to justice. Namely, for the adolescents with a sensitivity to the justice of the "victims", the probable characteristic is a preventing. According to the criteria of paired samples, leading values were singled out: kindness, comfortability, safety (ideals), and priorities include kindness, comfortability, and universalism. The position of the "victim" (value of "comfortability") reflects low self-esteem, high anxiety, and dependence on the opinions of others. The value of "safety" reflects the manifestations of suspicion and timidity. Kindness is associated with seeking sympathy and support. For children from this group, it is important to prevent the occurrence of an unfair situation in order not to become a victim [14].

For adolescents with the sensitivity of the "beneficiaries" manifests a way of behavior — adaptation. Representatives of the "beneficiaries" according to the criteria of paired samples were identified leading values: achievement, independence, and traditions (ideals), as well as universalism, kindness, achievement (priorities). Leading values as an achievement, independence show that changes occur in the development of an adolescent, from spontaneity to autonomy, the "I" concept is constructed.

For adolescents with a sensitivity of "violators", overcoming is manifested. The leading values are ideals: power, achievement, stimulation, priorities: independence,

universalism, hedonism. In the position of the "violator", the values of power and achievements, which show that there is a need for self-affirmation, stood out. The focus on self-reliance, effectiveness, and enjoyment is characteristic of this group of intellectually gifted adolescents. If in situations a "critical" consideration of their behavior occurs, then these adolescents react very sensitively to the comments [15].

For adolescents with a sensitivity of "witness," rejection appears as ignoring rejection of an unfair situation. According to the criteria of paired samples, the leading values were singled out for the "witness": ideals, safety, achievement (ideals), as well as hedonism, achievements and universalism (priorities). Ahead of other children in their development, feeling their superiority, intellectually gifted adolescents form an inadequate, arrogant assessment of their "I". As a result, they are left alone. The leading values — ideals: power, achievement, stimulation, priorities: independence, universalism, hedonism. In the position of the "violator", the values of power and achievements, which show that there is a need for self-affirmation, stood out. The focus on self-reliance, effectiveness, and enjoyment is characteristic of this group of intellectually gifted adolescents.

**V. CONCLUSION**

Studying the relationship between types of sensitivity, values, and behaviors of intellectually gifted children helps to understand the nature and content of these unusual children [16].

Leading sensitivity to justice in intellectually gifted adolescents is the sensitivity of the "victim". Also in this group, a high level of experience of unfair situations was revealed. This is explained by the fact that for adolescents with musical talent is characterized by increased sensitivity, sensitivity, sensitivity. A characteristic mode of behavior is a preventing where the leading values are safety (ideals), and universalism is manifested in priorities [17]. Values of comfortability and kindness are found both in ideals and in priorities. Underdeveloped in adolescents with musical talent are justice sensitivity of "witness". These children manifest a combination of external passivity and internal aggressiveness. The level of experience of justice corresponds to the average level. At the same time, ideal values for them are ideals,



safety, achievement, and priorities are hedonism, universalism, and also achievements. The intellectually gifted adolescents with sensitivity to justice, the "witness" sharply reacts to unjust situations that are occurring, but at the same time, they try to avoid participation in the events by all means. Medium positions were taken by groups with sensitivity to justice, "violate" and "beneficiary". For these groups, adolescents were identified a low level of experiencing the injustice of situations occurring with them. In the group of intellectually gifted adolescents with sensitivity to justice, the "violate" reflects complex conflict situations that help define their place in life, construct their own "I" concept. This is followed by a group with a sensitivity to the justice of the "beneficiary". Probably, the use of an unfair situation in order to receive benefits is connected with the need to "justify" oneself in the eyes of others, explaining that this is a deserved reward of unfair events [18].

The study of the relationship between types of sensitivity to justice and values among intellectually gifted adolescents highlights the main ways of behavior of intellectually gifted adolescents, reflects psychological defense mechanisms. Probably, such children form possible options for resolving traumatic unfair situations.

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