

Personality Characteristics Of Bright And Dull Adolescents

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Abstract: The study was undertaken to study the personality characteristics of bright and dull adolescents of class 10th students' belonging to Batamaloo zone of District Srinagar (Kashmir). The sample of the study comprised of 100 bright and 100 dull adolescents. These bright and dull adolescents had been identified through Raven's Advanced Progressive Matrices (IQ test). The data was collected by employing Cattell's 14 HSPQ to all 100 bright and dull adolescents. For the analysis of data t-test was used. Line Graph was plotted to make the results transparent. The results show that the two groups (bright and dull adolescents) differ significantly on the factors B,D,F and G of HSPQ which reveal that bright adolescents are more intelligent, excitable, demanding, overactive, enthusiastic, happy-go-lucky, conscientious, persistent, moralistic and have stronger super ego strength while as dull adolescents are less intelligent, undemonstrative, in active, taciturn, disregard rules, expedient and have weaker superego strength. However no significant difference was found on factors A,C,E,H,I,J,O,Q2,Q3,Q4.

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Introduction

Perhaps the most difficult problem of classroom organization is dealing with different knowledge skills, learning rate and motivation. This problem requires teachers to provide appropriate levels of instruction. Teaching a class of thirty students or even a class of ten is fundamentally different from one-to-one tutoring because of inevitability of student-to-student differences that affect the success of instruction. Teachers can always be sure that if they teach one lesson to the whole class, some students will learn the material more quickly than others. In fact some students may not learn the lesson at all because they lack important pre-requisite skills or are not given adequate time (because to give them enough time would waste too much time of those students who learn rapidly. Actually, in many school situations the dull are simply unable to do what is assigned, even with extra time, for their ceiling of ability is below the demands made on them. Yet despite these great differences, the bright and dull sit side by side in many classrooms, all assigned the same lesson at the same time with the same time limits. The teacher tends to be impatient with dull and the classmates finding them confused and dumb do not associate them in their play-groups and group activities. At home their parents and bright brothers and sisters either make too many sacrifices for these unfortunate slow-learners thus making them dependent, diffident and burdensome or reject them as being no-goods thus rendering them frustrated and helpless. Hence slow-learners or dull are in a

difficulty. The wastage and stagnation thus caused by constant dropouts and failures are a serious loss to the nation. While as the bright child's mentality and his capacity for learning are the basis of all his future achievement including that in the matters of his adjustment to life situations. Besides, the bright children are possibly the nation's leadership potential which must be reared well to keep the wheels of democracy moving. Again it is these children who may lead the country's development in various fields like industry, science, art and literature. But throwing these children on their own resources is not without its adverse consequences. Being fast, they are often left with surplus time which must be occupied to their benefit. The special abilities and aptitudes of these children must be determined; and they should be advised to make wise curricular choices depending upon their aptitudes. So with both dull and bright, parents must be brought into the picture to assure an understanding at home of what the school is trying to do and a continuity between expectations at school and at home. Jensen (1980) states that students with IQ 80 to 90 who are traditionally labeled 'dull normal' are generally slower to 'catch on' to whatever is being taught if it involves symbolic, abstract or conceptual subject matter. In the early grades in school they most often have problems in reading and arithmetic and are labeled 'slow learners'. But it is really not that they learn so slowly as that they lag behind in developmental readiness to grasp the concepts that are within easy reach of the majority of their age mates. So they may be called

rather 'slow developers' than slow learners. Krik (1962) established that the slow learners, average and gifted students can be classified according to their rate of learning. He also strictly refused to equate slow learners with mentally retarded because the former is capable of achieving a reasonable degree of academic success even though at a slower rate than the average student. As an adult a slow learner usually becomes self supporting, independent and socially adjusted, but in the early stage, he adapts himself to regular classroom programmes which fit in with his slower learning ability. These slow learners are markedly different from under achievers and learning disabled. Gates found in an early study (1930) that it took almost three times as many repetitions of a new word to bring about learning in dull children as in bright ones. McGeoch and Irion (1952) found roughly the same differential ability in problem solving types of learning as in rote learning. Miles (1954) found that high IQ children tend to be among the highest socio-economic classes, are more likely to be male than females are generally of better health; walk, talk and reach puberty earlier; do better in school, especially in verbally originated subjects, have more hobbies, prefer playmates who are older than they are and tend to be more popular. Pyle, W.H. (1915) studied the mental differences between bright and not so bright (on the basis of school work success) pupils of different ages and schools using group tests. The results indicated a possibility of determining mental differences between the bright and the dull pupils, using simple group tests. Stroud, J.B. and Lightfoot, G.F. (1952) studied personality characteristics of bright and dull and found that the bright group was judged to display reliably more of the following traits by one or more of the measuring instruments: achievement, affiliation, autonomy, cognizance, creativity, dominance, appearance, protectiveness, recognition, play, aggression, exhibition, emotionality and placidity. The dull group was judged to display reliably more of the following on one or more instruments: dependence, seclusion, dependence, deference, placidity and rejection. Gupta, T.P. (1985) studied personality characteristics of bright and dull children found that there were significant differences among the bright and dull students as regards need difference, abasement, nurturance, change, endurance, need exhibition, autonomy, affiliation, and hetero-sexuality and socio-economic status of their families. Soundararaja Rao and Rajaguru (1995) studied the effectiveness of video assisted instruction on the achievement of slow learners and found that the intellectual ability of the slow learners was positively correlated with post-test and retention-test. The correlation between post-test and retention test was also positive. Reddy and

Ramar (1997) studied the effectiveness of multimedia based modular approach in teaching English to slow learners and found that there was significant difference between the post-test mean scores of control group slow learners taught through traditional lecture method and experimental group slow learners taught through multimedia based modular approach. Further, the achievement of experimental group slow learners was higher than the achievement of control group slow learners. Vock, *et al.* (2013) studied vocational interests of intellectually gifted and highly achieving young adults and found that Gifted participants reported stronger investigative and realistic interests, but lower social interests than less intelligent participants. Highly achieving participants reported higher investigative and (in wave 2) higher artistic interests. Beyond a strong gender effect, Intelligence and school achievement each contribute substantially to the prediction of vocational interests. Tannir, A. and Anies-Al-Hroub (2013) studied effects of character education on the self esteem of intellectually able and less able elementary students in Kuwait and the results revealed that the intellectually able students who received character education showed a higher self-esteem rating than the intellectually less able. The character education program had benefited the intellectually able more than the intellectually less able students.

From the above review it can be seen that, no or few studies have been conducted on personality characteristics of bright and dull adolescents. So the investigator is interested in studying the personality characteristics of bright and dull adolescents.

Objectives

The following objectives were formulated for the present investigation:

1. To study the personality characteristics of bright and dull adolescents.
2. To compare bright and dull adolescents on personality characteristics.

Hypothesis

Keeping in view the objectives of the present study the following hypothesis was set up for testing:

1. Bright and dull adolescents differ significantly on personality characteristics.

Operational Definition Of Variables

1. *Personality Characteristics*: For the present study, Personality Characteristics refers to the scores obtained by the subjects on Cattell's 14 HSPQ.

2. *Bright Adolescents*: For the present study, Bright Adolescents are those who fall above 75th percentile on the Raven's Progressive Matrices (I.Q. test).

3. *Dull Adolescents*: For the present study, Dull Adolescents are those who fall 25th percentile or below on the Raven's Progressive Matrices (I.Q. test).

Methodology And Procedure

Selection of Sample

Initial Sample

All the 10th class students who were studying in various Government High and Higher Secondary Schools of Batamaloos zone (N=400) were selected as initial sample of the present study. Private schools were not considered as sample units because the students studying in these schools decidedly come from varying socioeconomic status i.e., high and middle while as students studying in Government schools came from somewhat similar socioeconomic status (i.e., low). As socioeconomic status (SES) is one measure of child's environment, and is determined by factors such as family income and the parents' level of education and occupation. Many researchers have found the socioeconomic status of children to be strongly correlated with both performance and intelligence scores (Molfese, Modglin and Molfese, 2003). Keeping this thing into consideration, students only from Government High and Higher Secondary Schools were taken as sampling unit (initial sample). Sex was not considered as major issue as many researchers have found, no sex difference in Intelligence. Jim Flynn and Lilia Rossi-Case (2011) found that men and women achieved roughly equal scores on Raven's Progressive Matrices after reviewing recent standardization samples in five modernized nations. Haier et al., found (2004) in a study that "Men and Women apparently achieve similar IQ results with different brain regions, suggesting that there is no singular underlying neuroanatomical structure to general intelligence and that different types of brain designs manifest equivalent intellectual performance." Therefore both male and female subjects were taken as sample. The choice of the 10th class subjects was based on the rationale that the students of this age group are mature enough to take decision by themselves.

Final Sample

A non-verbal mental measurement test-Raven's Advanced Progressive Matrices (1962) was administered to all the 400 sample subjects in different sittings, after building a rapport with the subjects and the concerned principals and teachers of respective schools. The subjects scoring 75th percentile or above on Raven's Progressive Matrices (I.Q. test) were termed as bright adolescents (N=100) and the subjects scoring 25th percentile or below on

Raven's Progressive Matrices (I.Q. test) were termed as dull adolescents (N=100).

Tools Used

The following tools were used in order to collect the required data:

1) Raven's Advanced Progressive Matrices (1962) for the measurement of intelligence.

2) For the measurement of personality Cattell's 14 High School Personality Questionnaire (14 HSPQ: Cattell and Cattell, 1968).

Analysis Of Data

Various statistical methods including Mean, S.D. and 't'- test were used to analyze the data and draw inferences.

Interpretation And Discussion

On factor "B" (Less Intelligent vs More Intelligent) of HSPQ, the perusal of Table 1 shows that, the mean of bright adolescents is (5.17) which is superior to mean of dull adolescents (3.96). The mean difference (5.04) is statistically significant at 0.01 level. Thus it can be safely concluded that bright adolescents are more intelligent as they possess abstract thinking and have higher scholastic mental capacity while as dull adolescents are less intelligent as they possess concrete thinking and have lower scholastic mental capacity. Therefore the results indicate that bright adolescents have high level of intelligence while as dull adolescents have low level of intelligence which is justified on the grounds that bright adolescents in our study are those who have high level of intelligence and dull adolescents are those who have low level of intelligence on Raven's Advanced Progressive Matrices an Intelligence test.

The perusal of Table 1 makes it obvious that mean of bright adolescents (11.09) is higher than dull adolescents (10.0) on factor "D" (Undemonstrative vs Excitable) of HSPQ. It can be established, therefore, that bright adolescents are excitable, demanding and overactive while as dull adolescents are undemonstrative, inactive and stodgy. Further it can be said that bright adolescents being far ahead of others they are demanding, i.e., they demand something new and want to explore more and more. They are always ready to face new situations. Due to their high intellectual capability they have full confidence on themselves and they think that they can do anything which is difficult for average students so they are overactive and unrestrained. While as dull adolescents are less intelligent therefore they are not able to deal with things and situations properly. Besides they do not want to take part in various activities as they lack confidence upon themselves so they are undemonstrative and inactive.

From the perusal of Table 1 it is depicted that the means of bright adolescents and dull adolescents differ significantly from each other on factor “F” (Taciturn vs Enthusiastic) as the obtained ‘t’ value is (3.16), therefore it can be safely concluded that bright adolescents are enthusiastic and happy-go-lucky while as dull adolescents are sober and taciturn. It can be further stated that bright adolescents learn quickly with less repetitions and practice than their peers and have excellent problem solving skills. They are cheerful, unworried and have a positive view of life. So they are enthusiastic and happy-go-lucky. While as dull adolescents learn a simple concept after so many repetitions and are not always able to solve their problems, as a result they are reserved in speech.

The perusal of table 1 makes it evident that the mean of bright adolescents (11.34) is superior to mean of dull adolescents (9.17) on factor ‘G’ (Disregard Rules vs Conscientious) of HSPQ. The obtained ‘t’ value is (5.97) which is far higher than the table ‘t’ value (1.96). therefore the two groups differ significantly on 0.01 level. It indicates that bright adolescents are conscientious, persistent, moralistic and have stronger super ego strength while as dull adolescents disregard rules, are expedient and have weaker super ego strength. It further indicates that as bright adolescents are intellectually very much mature so they think not only for themselves but also for the betterment of society. Therefore they are conscientious, persistent, moralistic, and have stronger super ego strength. On the other hand dull adolescents possess less intelligence so they hardly perceive situations in right perspective and thus disregard rules, are expedient and have weaker super ego strength.

Taking a glance on the means of two groups i.e., bright adolescents and dull adolescents on factors, A (Reserved vs Warm Hearted), C (*Emotionally Less Stable vs Emotionally-Stable*), E (*Obedient vs Assertive*), H (*Shy vs Adventurous*) I (*Tough-Minded vs Tender-Minded*), J (*Zestful vs Circumspect individualism*), O (*Self-Assured vs Self Reproaching*), Q2 (*Sociably Group-Dependent vs Self-sufficient*), Q3 (*Uncontrolled vs Controlled*) and Q4 (*Relaxed vs Tense*) it seems that the two groups differ, from each other. But as the mean differences on these factors are not statistically significant, hence no conclusive decision can be taken.

The results of the present study depicted in Table 1 are further substantiated by Figure 1. There is an obvious difference between bright and dull adolescents on personality factors. A, C, E, H, I, J, O, Q2, Q3, Q4. But the differences are statistically significant only on factors B, D, F, G, as discussed

already.

The results discussed and analysed above are in line with Stroud (1952), Sampat (1984), Gupta (1985). Olszewski (1989), Saxena (1991), Touq,etal (1993), Sangwan (2004), Cross *et al.* (2008), Gazanfar (2009) Siu (2010), Wani (2012).

Stroud (1952) has found that bright group was judged to display reliably more of the following traits; achievement, affiliation, autonomy, cognizance, creativity, dominance, appearance, protectiveness, recognition, play, aggression, exhibition, emotionality and placidity the dull group was judged to display reliably more of the following; dependence, seclusion, defiance, placidity and rejection. Sampat (1984) has found that gifted children were socially well adjusted and well balanced. Gupta (1985) has found that there were significant difference between bright and dull students as regards needs deference, abasement, nurturance, change, endurance, needs exhibition, autonomy affiliation, dominance and hetero-sexuality Olszewski and Kulicke (1989) have found that the MTS sample has significantly higher scores than the norming group on warmth, intelligence, emotional stability, dominance, cheerfulness, conformity, boldness, and self-sufficiency. They have significantly lower scores on apprehension and tension. Saxena (1991) has found that slow learners had a lower level of intellectual development than the normals on all the six intellectual factors, meaning thereby that the slow learners had low levels of intellectual factors. Touquet *al.* (1993) have found there were significant difference between gifted and non-gifted groups in general mental ability, achievement, general adjustment behavioural traits, personal and social variables in favour of the former. Nitasha and Sangwan (2004) have assessed the perception of slow and average learner children and found that average learners were found to excel more than slow learners. Cross *et al.* (2008) have found that gifted adolescents do not demonstrate abnormal levels of psychological or personality deviance because of their elevated cognitive abilities. Gazanfar (2009) has found that there was significant mean difference between high gifted students and low gifted students on total dimension of personal and social adjustment and on total adjustment. Siu (2010) has found that were differences between the gifted and non-gifted groups in all OE (over excitability) subscales.

Keeping in view the results on all the 14 factors of HSPQ; the hypothesis number 1, “Bright and dull adolescents differ significantly on personality characteristics” is partially accepted.

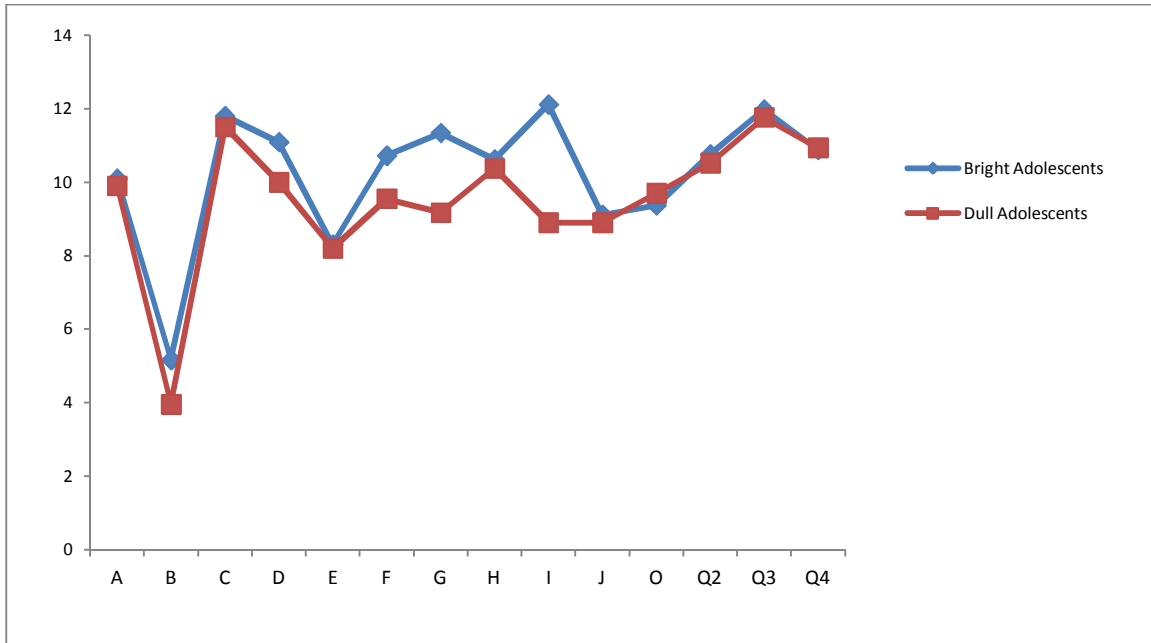


Fig. 1: Comparison between Bright Adolescents (N = 100) and Dull Adolescents (N = 100) on Personality Characteristics (Factor – Wise)

Note:

A	Reserved vs <i>Warm Hearted</i>
B	Less intelligent vs More-Intelligent
C	Emotionally Less Stable vs Emotionally-Stable
D	Undemonstrative vs Excitable,
E	Obedient vs Assertive
F	Taciturn vs Enthusiastic
G	Disregards Rules vs Conscientious
H	<i>Shy</i> vs Adventurous
I	<i>Tough-Minded</i> vs Tender-Minded
J	<i>Zestful</i> vs Circumspect individualism
O	<i>Self-Assured</i> vs Self Reproaching
Q2	Sociably Group-Dependent vs Self-sufficient
Q3	Uncontrolled vs Controlled
Q4	Relaxed vs Tense

Table 1: Significance of the mean difference between Bright (N=100) and Dull (N=100) adolescents on personality factors of 14 HSPQ.

Factor	Group	N	\bar{x}	σ	't'	Level of Significance
Reserved vs warm hearted	Bright Adolescents	100	10.1	2.85	0.54	N.S.
	Dull Adolescents	100	9.9	2.38		
Less Intelligent vs. More Intelligent	Bright Adolescents	100	5.17	1.89	5.04	**
	Dull Adolescents	100	3.96	1.55		
Emotionally Less Stable vs. Emotionally Stable	Bright Adolescents	100	11.80	2.37	0.83	NS
	Dull Adolescents	100	11.50	2.70		
Undemonstrative vs. Excitable	Bright Adolescents	100	11.09	2.61	2.80	**
	Dull Adolescents	100	10.00	2.88		
Obedient vs. Assertive	Bright Adolescents	100	8.31	2.68	0.26	N.S.
	Dull Adolescents	100	8.20	3.24		
Taciturn vs enthusiastic	Bright Adolescents	100	10.72	2.47	3.16	**
	Dull Adolescents	100	9.55	2.87		
Disregard Rules vs. Conscientious	Bright Adolescents	100	11.34	2.58	5.97	**
	Dull Adolescents	100	9.17	2.56		
Shy vs. Adventurous	Bright Adolescents	100	10.62	3.17	0.58	N.S.
	Dull Adolescents	100	10.37	2.92		
Tough Minded vs. Tender Minded	Bright Adolescents	100	12.11	3.03	0.73	N.S.
	Dull Adolescents	100	8.90	3.19		
Zestful vs. Circumspect Individualism	Bright Adolescents	100	9.11	2.77	0.53	N.S.
	Dull Adolescents	100	8.90	2.85		
Self Assured vs Self Reproaching	Bright Adolescents	100	9.37	2.69	0.89	N.S.
	Dull Adolescents	100	9.70	2.69		
Socially Group-Dependent vs. Self-Sufficient	Bright Adolescents	100	10.76	2.47	0.65	N.S.
	Dull Adolescents	100	10.52	2.76		
Uncontrolled vs. Controlled	Bright Adolescents	100	11.98	2.50	0.54	N.S.
	Dull Adolescents	100	11.76	3.27		
Relaxed vs. Tense	Bright Adolescents	100	10.89	2.92	0.12	N.S.
	Dull Adolescents	100	10.94	3.11		

Note: N.S.: Not Significant.

**Significant at 0.01 level

Conclusion

- There is no significant difference between bright and dull adolescents on factor 'A' (Reserved vs. Warm Hearted) of 14 HSPQ.

- On factor 'B' (Less Intelligent vs. More Intelligent) of 14HSPQ, bright adolescent differ significantly from dull adolescents which shows that bright adolescents are more intelligent, possess abstract thinking and have higher scholastic mental capacity. While as dull adolescents are less intelligent, possess concrete thinking and have lower scholastic mental capacity.

- On factor 'C' (Emotionally Less Stable vs. Emotionally Stable) of 14 HSPQ, no significant difference has been found between bright and dull adolescents.

- There is significant difference between

bright and dull adolescents on factor 'D' (Undemonstrative vs Excitable) of 14 HSPQ, which indicates that bright adolescents are excitable, demanding and over active while as dull adolescents are undemonstrative, inactive and stodgy.

- On factor 'E' (Obedient vs. Assertive) of 14 HSPQ again no significant difference between the two groups has been found.

- Bright and dull adolescents differ significantly on factor 'F' (Taciturn vs. Enthusiastic) of 14HSPQ, which indicates bright adolescents are enthusiastic and happy-go-lucky while as dull adolescents are sober and taciturn.

- Bright and dull adolescents differ significantly on factor 'G' (Disregard Rules vs Conscientious) of 14 HSPQ, which shows that bright adolescents are conscientious, persistent and

moralistic while as dull adolescents disregard rules, are expedient and have weaker superego strength.

- There is no significant difference between bright and dull adolescents on factors 'H' (Shy vs. Adventurous), 'I' (Tough Minded vs. Tender Minded), 'J' (Zestful vs. Circumspect Individualism) 'O' (Self-assured vs Self-reproaching) 'Q2' (Socially Group Dependent vs. Self-Sufficient) 'Q3' (Uncontrolled vs. Controlled) and 'Q4' (Relaxed vs. Tense).

Inferential Suggestions

- i. Bright and dull adolescents should be identified in the early years of their childhood through intelligence and some other non-cognitive measures.
- ii. Bright and dull adolescents should be continuously observed and be given special attention at home and at school resulting in their all round development of personality.
- iii. Arrangements should be made for separate classes/sections for bright and dull adolescents so that both the groups are fully satisfied and it will help in solving most of the problems to which the teacher and students of different intellectual capabilities in the same class room are confronted with.
- iv. Teachers should be properly trained to handle both the groups.
- v. Guidance and counseling cells should be established in every school through which most of the problems that the bright and dull adolescents face from time to time are solved well in time.
- vi. In the absence of guidance and counseling cells, teachers with special training in child psychology and special education should be appointed so that they may understand and solve the problems of these children to a greater extent.
- vii. Atmosphere at home and school should be sound from all aspects which will help dull children to develop their inner capabilities.
- viii. Separate curricula and methods of teaching should be adopted for bright and dull adolescents. If both bright and dull adolescents are taught the same curriculum, bright adolescents may not find it up to their intellectual level (easy) and thus they may feel dejected and may lack interest. On the other hand, dull adolescents may find it very difficult and as a result they may fail to understand the major portion of the syllabus every year. So their knowledge may remain limited and they may face many problems in next higher class. As a result of which they lag behind many

important concepts.

- ix. Remedial classes should be provided to dull students wherever arrangements for separate classes are not possible.
- x. Dull adolescents should be encouraged to complete the tasks themselves under proper guidance of teachers and parents.
- xi. Dull adolescents should be treated with love, affection and empathy so that they will not feel themselves in any way different from bright adolescents in getting love and affection from parents, teachers and significant others.

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