

SELF-ESTEEM OF BRIGHT AND DULL ADOLESCENTS – A COMPARATIVE STUDY

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Abstract

The study was undertaken to assess and compare the Self-Esteem of bright and dull adolescents. The initial sample of the present investigation comprised of 1200 adolescents of class 10th drawn from various high and higher secondary schools of district Srinagar and district Budgam through systematic random sampling. A non-verbal intelligence test (Ravens Advanced Progressive Matrices) was administered to all 1200 adolescents in order to identify bright and dull adolescents. The subjects who scored above 75th percentile on Ravens Advanced Progressive Matrices (I.Q. test) were termed as bright adolescents and those who scored 25th percentile or below were termed as dull adolescents. Thus the final sample of the study consisted of 600 adolescents (300 bright and 300 dull). Rosenberg's Self-Esteem scale was administered to all the 600 adolescents for the collection of data. The results of the study revealed that bright adolescents have better Self-Esteem than dull adolescents.

Keywords: Self-esteem, Bright, Dull, Adolescents.

Introduction

Groups of students in the classroom are essentially competitive. Those students who perform less may feel their failure. It has been found that even bright pupils become discouraged when they are the lowest of a very bright group. However below average pupil in some junior and senior high schools are in great trouble. Almost every school has these so called "misfits"; who often are difficult to motivate. Most of the time teachers say they "can do nothing with them". But it is important to

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remember that these youngsters are not retarded but discouraged. The children with exceptionally high or low intellectual capacity, with a physical handicap, with a low achievement level, or with divergent values have a factor to deal with in growing up that the others do not face. Thus negative feelings and attitudes of a child about being "different" may become a serious handicap. The confidence that a child has developed or lacked it in the past will affect his evaluation of his chances for achievement in the present. Cumulative experiences of failure end up hope, and a child in his self-defence will cease investing effort in what looks hopeless.

In some schools, there are special classes for the dull and borderline pupils from elementary through high school. In others, the children get through elementary schools only because the teacher has made special allowances for them and suddenly they find no provision in junior or senior high school and thus are doomed to failure. Therefore, there is great need for special attention to the marginal pupil throughout the period of compulsory school attendance. But it is also unfair as well as pointless to force attendance at school and then provide only tasks at which a child must fail. Our society cannot afford to let these youngsters's talent go waste. Therefore, with both bright and dull, parents must furnish their cooperation in what the school is trying to do, so that there may be a continuity and a link between expectations at school and at home. A crucial job for every parent and teacher is affirming and building self-esteem in each child. Besides, both bright and the dull need the psychological nurture that comes from a warm, interested, sympathetic teacher. They are first children and youth and then special pupils with differential needs. Thus the researchers made a humble attempt to study the Self-Esteem of bright and dull adolescents.

Objectives

1. To identify bright and dull adolescents
2. To study the self-esteem bright and dull adolescents
3. To compare bright and dull adolescents on self-esteem
4. To compare bright male and bright female adolescents on self-esteem
5. To compare dull male and dull female adolescents on self-esteem
6. To compare bright rural and bright urban adolescents on self-esteem
7. To compare dull rural and dull urban adolescents on self-esteem

Hypotheses

The following hypotheses have been formulated for the present study:

1. There is significant difference between bright and dull adolescents on Self-esteem
2. There is significant difference between bright male and bright female adolescents on self-esteem
3. There is significant difference between dull male and dull female adolescents on self-esteem

4. There is significant difference between bright rural and bright urban adolescents on self-esteem
5. There is significant difference between dull rural and dull urban adolescents on self-esteem

Operational Definition of terms and Variables

1. Self-Esteem for the present study refers to the scores obtained by the subjects on Rosenberg’s Self-Esteem scale
2. Bright Adolescents for the present study are those who fall above 75th percentile on the Raven’s Advanced Progressive Matrices (I.Q. test).
3. Dull Adolescents for the present study are those who fall 25th percentile or below on the Raven’s Advanced Progressive Matrices (I.Q. test).

Design of the Study

Sample

The initial sample of 1200 adolescents was drawn from various high and higher secondary schools of district Srinagar and district Budgam through systematic random sampling. A non-verbal intelligence test (Ravens Advanced Progressive Matrices) was administered to all 1200 adolescents in order to identify bright and dull adolescents. The subjects who scored above 75th percentile on Ravens Advanced Progressive Matrices (I.Q. test) were termed as bright adolescents and those who scored 25th percentile or below were termed as dull adolescents. Thus the final sample of the study consisted of 600 adolescents (300 bright and 300 dull).

Tools

1. Ravens Advanced Progressive Matrices (I.Q. test)
2. Rosenberg’s Self-Esteem scale

Statistical Analysis

Table 1: Significance of the Mean difference between Bright and Dull Adolescents on Self- Esteem (N = 300 Each)

	Group	Mean	Std. Dev.	t-value
Self-Esteem	Bright Adolescents	23.59	4.273	22.939*
	Dull Adolescents	15.89	3.941	

* Significant at 0.01 level.

The perusal of above table shows the mean comparison of bright and dull adolescents on Self-Esteem. It is obvious from the table that bright and dull adolescents on Self-Esteem differ significantly at 0.01 level which indicates that bright adolescents have better Self-Esteem than dull adolescents. This view is supported by some earlier findings Therefore, the hypothesis No.1 which reads as “There is significant difference between bright and dull adolescents on Self-Esteem” stands

accepted. (Meenakshi Bharaj, 2013; Sarouphim, 2011; Renzulli, 1973; Myres 1970 and Torrance, 1965).

Table 2: Significance of the Mean difference between Bright Male and Bright Female Adolescents on Self Esteem.

Self-Esteem	Gender	N	Mean	SD	t-value
	Bright Male Adolescents	151	23.79	4.240	0.82**
	Bright Female Adolescents	149	23.38	4.311	

** Not Significant

The perusal of above table shows the mean comparison of bright male and bright female adolescents on Self-Esteem. It is evident from the table that bright male and bright female adolescents on Self-Esteem do not differ significantly; hence no conclusive decision can be taken. So the hypothesis No.2 which reads as “There is significant difference between bright and dull adolescents on Self-Esteem” stands rejected.

Table 3: Significance of the Mean difference between Dull Male and Dull Female Adolescents on Self Esteem.

Self-Esteem	Gender	N	Mean	SD	t-value
	Dull Male Adolescents	127	16.15	4.065	0.98**
	Dull Female Adolescents	173	15.69	3.849	

** Not Significant

The perusal of above table shows the mean comparison of dull male and dull female adolescents on Self-Esteem. It is evident from the table that dull male and dull female adolescents on Self-Esteem do not differ significantly; hence no conclusive decision can be taken. So the hypothesis No.3 which reads as “There is significant difference between dull male and dull female adolescents on Self-Esteem” stands rejected.

Table 4: Significance of the Mean difference between Bright Rural and Bright Urban Adolescents on Self Esteem.

Self-Esteem	Locale	N	Mean	SD	t-value
	Bright Rural Adolescents	74	23.82	4.311	0.55**
	Bright Urban Adolescents	226	23.50	4.257	

** Not Significant

The perusal of above table shows the mean comparison of bright rural and bright urban adolescents on Self-Esteem. It is evident from the table that bright rural and bright urban adolescents on Self-Esteem do not differ significantly; hence no

conclusive decision can be taken. So the hypothesis No.4 which reads as “There is significant difference between bright rural and bright urban adolescents on Self-Esteem” stands rejected.

Table 5: Significance of the Mean difference between Dull Rural and Dull Urban Adolescents on of Self-Esteem.

	Locale	N	Mean	Std. Dev.	t-value
Self Esteem	Dull Rural Adolescents	136	16.65	4.134	3.086*
	Dull Urban Adolescents	164	15.26	3.669	

* Significant at 0.01 level.

The perusal of above table shows the mean comparison of dull rural and dull urban adolescents on Self-Esteem. It is obvious from the table that dull rural and dull urban adolescents on Self-Esteem differ significantly at 0.01 level which indicates that dull rural adolescents have more Self-Esteem than dull urban adolescents. Sundaram (1989) also found the similar results. Therefore, the hypothesis No.5 which reads as “There is significant difference between dull rural and dull urban adolescents on Self-Esteem” stands accepted.

Conclusions

1. The present study is concluded with the following findings:
2. Bright adolescents have been found to possess better Self-Esteem than dull adolescents.
3. No gender differences between bright male and bright female; dull male and dull female adolescents on Self-Esteem have been found.
4. Bright rural and bright urban adolescents have been found to be same on Self-Esteem.
5. Dull rural adolescents surpass the dull urban adolescents on Self-Esteem.

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