



THE RELATIONSHIP BETWEEN SELF-ESTEEM AND COMPREHENSIBILITY OF LANGUAGE IN SCIENCE TEXTBOOK AT CLASS III LEVEL

Neelam Rani,

Research Scholar,

D. S. College Aligarh

Dr Jai Prakash Singh

Associate Professor

D. S. College Aligarh

Introduction

The language comprehensibility refers to extent the inter-sensational level, intra-sensational level and vocabulary of the content leads the child to translate, interpret and extrapolate to understand the textual material with reasonable effort. It is well known fact that if the language of a textbook is not understandable to the students then the whole effort of the textbook writer will be in vain whatever richness of the content be might include in the textbook. If the content is presented in the textbook through the language that is readily comprehensible to the learners, it will prove to be more beneficial for the students. The extent of the comprehensibility of language through which content is expressed is probably more important as the content is to be conveyed and the main function of the language is communicability.

Self-Esteem is a feeling not a skill that is necessary for academic and social success . Self-Esteem originate early and its structure becomes increasingly elaborate with age. Building self -esteem in children requires collaboration between parents, school personnel and the child (Fomerantz and Saxon 2001). Research findings reveal that children with higher self-esteem showed higher intrinsic motivation and better academic performance (Redden 2000). Educators, Parents, psychologists, sociologists, professionals and others agree there is a need to develop individuals with a healthy high self-esteem

Low self-esteem is associated with the use of maladaptive achievement strategies, which in turn are associated with maladjustment at school. As per the reports of Brooks (2001), many children with learning problems are burdened with feeling of low self esteem and they exhibit helplessness in learning, have difficulty in making decisions, exhibit low tolerance for frustration and poor adjustment with peers.

Very few studies conducted in India on self-esteem and comprehensibility of language at primary level. Hence, the present study was carried out with the objective to study the relationship between self-esteem and comprehensibility of language in science textbook at class 3 level.

Material And Methods

Selection of School and Children

East distt of Delhi was taken for the study as population area. The present Study is confined to the textbook of science in Hindi medium for class 3 publish by NCERT. Books of NCERT in Hindi medium are used in 34 schools of est Distt of Delhi. 8 schools were selected from available 34 schools for this study. From each school one section of class 3 was selected.

In this way sample of 322 students of class 3 was selected. In order to choose the subject, the criterion for participants selection was the scores of students in the middle range i.e mean +_SD. Finally, this way the data on 200 students was used for finding out the result.

Tools Used To Assess Self-Esteem And Comprehensibility Of Language

Self-esteem inventory developed by Cooper Smith and comprehensibility of language test develop by the researcher were used to assessed the self-esteem and comprehensibility of language.

Prior permission from the school authorities was taken. Series of test were administered to 3rd standard students during their convenient time within a stipulated time. Data collection were subjected to suitable statistical analysis.

Result And Discussion

In order to investigate relationship between self-esteem and comprehensibility of language the researcher came to the point where the relationship between self-esteem and comprehensibility of language was 0.54. The result of the computed correlation coefficient showed that the positive relationship between these two variables was statistically significant.

Table I: Components of Comprehensibility of Language of Science Textbook

	Mean	Std . Deviation	N
Comprehensibility of vocabulary	11.84	2.65	200
Comprehensibility of syntax	21.03	4.62	200
Comprehensibility of paragraph	27.40	4.95	200
Self-Esteem	23.50	4.40	200

Comprehensibility of vocabulary and self-esteem $r = 0.41$

Comprehensibility of syntax and self-esteem $r = 0.40$

Comprehensibility of paragraph and self-esteem $r = 0.32$

As is seen in Table 1, there is a difference among the mean scores of Comprehensibility of vocabulary, Comprehensibility of syntax, Comprehensibility of paragraph. In order to find out weather it is significant multiple correlation along with analysis of variance technique was applied. Here , the independent variables were all the components of comprehensibility of language i.e vocabulary, syntax and paragraph whose effect on dependent variable i.e self-esteem was found out.

Table II shows a significant difference between comprehensibility and self-esteem. The value of multiple correlation obtained 0.56 and value of R square obtained 0.30. The greater mean square was 4943.10 with the degree of freedom 1 and the smaller mean square was 54.30 with the degree of freedom 198. The value F obtained was 51.03 which is significant at 0.01 level of significance.

Table II

Source of Variation	df	Sum of Square	Mean of Square
Among Means	1	4943.10	4943.10
Within Means	198	10764.22	54.30

Therefore, the results showed that there is a significant difference in comprehensibility of language and self-esteem. The value of R Square implies that self-esteem is effected by 31percent with the comprehensibility of language.

Conclusion

It may be concluded from the study that there is positive relationship between comprehensibility of language and self-esteem. It was observed that when a child finds himself in a state where he may not comprehend the language of his textbook adequately, he may form some negative notions for himself. These negative notions may lead him to the all development of his self-esteem.

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