A Study on the Assessment of Self Esteem and English Language Skills among Pre University Students in Mangalore

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Abstract

Education system in Dakshina Kannada and Mangalore being a part of it has great potential for growth of the student community. The District possesses a well developed educational system as well as a network of schools and colleges. They have been imparting knowledge for the last few decades. The educational institutions play a vital role in the life of young student in building self esteem along side the necessary knowledge, skills such as English language skills and other skills related to the field of occupation. With this background, the present research has been undertaken to assess the level of self-esteem and English Knowledge as well as computer skills acquired by the student studying in the PU colleges in Mangalore city.

Keywords: Self Esteem, English language skill, Computer skill, PU students

Introduction

Every institution must work for the long term benefit of the primary stake holders, namely the students. Higher education today has taken upon itself the great task of propelling the student community to meet the challenges of a growth oriented economy the nation and the world. This calls for understanding the academic needs of the students at the entry level and bridging any deficit for capacity building during the undergraduate programme for employment or higher education.

The Department of English felt the need to study the English Language skill possessed by the students from pre-university to be better equipped to meet the need when the students enrolled for the under-graduate programme. The study also intends to test if the lack of skills such as English Language affected their self esteem.

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The world is shrinking rapidly today. Advances have been made in all spheres; Science, technology and especially the communication and information technology. The audiovisual mediums have transformed this sprawling earth into a global village. People of different cultures and nationalities now are in contact, meet interact, trade on a regular basis. There is constant exchange of information, knowledge, Skill and communication across the globe.

Globalisation and its impact is a reality and it touches every individual on this earth in one or the other way. In this situation there is a call for a universal, efficient, and accessible code of communication and Knowledge exchange which is common to all. While, the Electronic medium, namely the computer, with its multi faceted applications and use is one way; the English Language, which can act as a 'link language' is the other.

A community that is propelled towards growth in all its spheres needs to be prepared with all the necessary equipments to meet the demands of the growth process. Inevitably and invariably, the skills section needs to be attended to and the foremost being in the area of communication. There is a call to equip the individuals who are to work in the growth sectors where communication system through which information and knowledge transference takes place. Thus, education today, in order to be relevant, needs to provide the skills necessary for self and the nation and it will not be wrong to say, the world. What every educated individual needs to possess are Computer skills and English Language skills.

Language has been defined by Brook (1968) as **"a purely human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols"**. One feature of language that is emphasised in this definition is that it must be deliberate. It may be noted that language may communicate ideas, emotions, and desires in an indirect way. The differences between spoken and written language are not confined to the representation of individual words or to syntax. One of the most important processes in the building up of language is known as analogy. Analogy may operate in any of the divisions of language like spelling, phonology,

morphology, syntax and semantics. Language learning involves the reproduction by the learner of the sounds and patterns used by other human beings around him. In the learning of a second language, however, the habits already acquired in connection with one's first language (mother tongue) stand in one's way. Each language has a different system, and in foreign language learning one tends to hear and speak on the basis of the system of one's own language. One has therefore, to resist the pull of the mother tongue and reorganise one's habits of hearing and speech. The use of the language was by and large either a way of keeping with the trend of the time or for using.

Language carries a load of meanings; and we do not perceive the words, either in the spoken or the written symbols as words, but only as meanings. It is only when there is some ambiguity or misunderstanding or doubt that we become aware of the language symbols conveying meanings. But when we are at first using a language, we cannot avoid being aware of language symbols, and of attending to words, sentence patterns and grammatical forms, instead of meaning. Thus, using the mother tongue is a somewhat different linguistic process from first making use of English.

The mother tongue for students from vernacular medium is so deeply embedded in their mental lives and inner consciousness that learning English language requires at first a different reaction to language. It requires a re-orientation and in parts a re-organisation of consciousness. Hence, in enhancing self esteem and skills in pre University Students, their attitudes and interests need to be taken into consideration. Further more students from vernacular medium come from learning experience and atmosphere different either because of their social, economical or geographic location to those who are from English medium schools. Hence, the input and the use of skills of English language and computer even if available in the curriculum are not developed as there is no use except as a subject. Thus there exists an unreal situation for the vernacular medium students as the skills developed are not proportional to the skills required at a later stage. This adds to the stress if the individual does not possess a strong self esteem which will provide the much needed coping strategies to the new situation and challenge in from of the individual.

History and Origin of English Language

The English language in the earlier days was spoken by educated class and as such was a language that those who had access to enjoyed learning and it as a tool to propagate nationalism. The native language was the mode of communication and there were different languages and all was well. Today the global scenario has shifted both the place of the vernacular and that of English. Today the position is topsy- turvy, this may sound exaggerated but with only the vernacular medium as a communicative and technical tool an individual can go far in his choice of career . Even if he/she gets one he cannot climb high in his career without some amount of working knowledge of the English language.

English has linguistic resemblances of German, Dutch, and Scandinavian languages. We find that all these languages have certain common features, they represent the various forms into which a parent language has been differentiated by divergent development. No text written in this parent language known as common Germanic have survived but it is possible by comparing the languages, composing the group, to reconstruct forms which must have occurred in the parent language. Romans languages such as French, Spanish, and Italian can be shown to go back to a common source which was a form of Latin, although it was not identical with classical Latin. Indo-European is only one of several large language groups which have not so far been shown to have any relation with one another. The inhabitants of Brittan at the time of the Roman invasion spoke a Celtic language of which no literary text remained. The history of English language in England begins with the settlement of Angles, Saxons and Jews in Brittan. The settlement attained significant proportions by the middle of the fifth century though it may have begun before them. It is possible to derive the history of English language as spoken in England is divided into three period, known respectively as old English middle English and modern English. Modern English period extends from the end of the fifteen century until the present day. English language would not have continued to exist for so long if its uses had been unable to devise ways of

overcoming and counter acting degeneration when it attained serious proportions. Katzner (1977) traces that the history of English language begun with the arrival of the three Germanic tribes about the middle of the Fifth century, Angles, Saxons and Jews crossed the North Sea from what is present day Denmark and the coast of North West Germany.

More than four hundred million (this figure is rising in millions now) across the globe. Some people such as the English, Americans, Canadians, and Australians see it as their mother tongue, some like Indians, Africans, Chinese, and Europeans, Japanese and South Americans use it as their second language influenced by their colonial experience, and there are yet others who learn it a foreign language. Every fourth person on this globe can be reached through English and need for this language as news papers, scientific treatises and journals as well as Audio visual media which are in English compel the learning environment of the English language upon if not every at least most individuals on this earth.

English System of Education in India

"English system of education was introduced in India in 1835 by the British" says Shankar (2003) in 'Teaching of English'. He points out that this was a need created by the British for administrative and political purposes. The British taught English as a compulsory subject. After Independence various changes occurred in the education system and education commissions made an attempt to switch over to the vernacular or the mother tongue as a medium of instruction. However, at every point the place of English was not one to be discarded or neglected. At every point in time after Independence the position of English language in the curriculum was there either as a medium of instruction as in the English medium schools, and as a second language in the schools where the medium of instruction was in the vernacular/mother tongue. Thus English continued to be taught as a subject in schools. Some schools began to teach English as a subject after the VII standard. Various states have designed their own educational policies, and either assigning to the English language the position as the Second language or as a foreign

language, but continues to be taught at various levels all over the country. The Kothari Commission has recommended that the study of English as a co-language should be compulsory up to Class X. Thus English is compulsory at the school level and optional thereafter.

Importance of Language

Baugh (1968) views that the relation between the people and the language is so intimate. The language is important because the people who speak it are important politically economically, commercially, socially, and culturally. English French and German are great and important languages because they are the languages of great and important peoples. English is the language not only of England that of the extensive dominion and colonies associated in the Britsh Empire. And it is the language of the United States spoken by over 260 million people. It is in the number who speak it the largest of the accidental languages.

English Language and its Importance

Advantages of learning English language and Communication is an endless list, creating possibilities each day to connect with people worldwide. With command over English language one can get jobs easily and can participate in interviews and discuss with people in a group about any particular important topic or aspect. English communication gains one's wisdom and one can also gain lots and lots of knowledge by reading newspapers, story books, essays, online sites and journals and any of the greatest and famous writing written in English by poets, authors or leaders. Apart from being most important, widely used and useful, English is considered to be one of the easiest languages to learn and speak. With daily practice, one can communicate-well with others and improve one's skills, show-off or expose your skills before others to impress and motivate them to come up with their English language communications skills. Hence, English even-though being a foreign language to many is, now most commonly used language worldwide especially in British dominion later became Independent republican countries like India and Pakistan.

English has a special status in India. Apart from having a place in the public institutions of the country, in Parliament, the law courts, broadcasting, the press, and the educational system, English has spread in our daily life. India ranks third in the world after USA and the UK to use English as spoken language. After Hindi English is the most commonly spoken language in India. Language remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. Language is learnt through use, through practice. As we know the more one is exposed to the use of language, the better one learns'. English is a means not only for international commerce; but it has also become increasingly essential for inter-state commerce and communication. In India, people going from North to South for education or business mostly communicate in English, which has become a link language. Keeping this in mind, the Parliament has also recognized English as an official language in addition to Hindi. All the facts of history and developments in present day India underline the continued importance of learning English. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our window to the world. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy world. Thus, English has become a major international language for worldwide communication. Proficiency in English is a mandatory requirement for any professional working in a global business environment.

Akmajian et.al (1996) states that the capacity for language is a species, specific, biologically innate trait of human beings. The question then naturally arises how this capacity may have originated and evolved in the species. Unfortunately, we have little, if any, solid evidence to indicate when language may have originated, why it might have developed in our particular species, and how it evolved from its earlier stages. One idea concerning the origin of human language is that humans began to mimic the sounds of nature and used these sounds as referents for the sources of the sound. According

to another speculation, vocal language gradually evolved from spontaneous cries of pain, pleasure, or other emotions. To this day all humans and other animals as well, use response cries; and what is left unexplained is why humans developed language as well. It has also been suggested that a gestural language –that is, a system of hand gestures and signals- may have preceded vocal language.

Gurrey (1954) says that language is especially necessary for our growth and development; and that our language habits affect, and are affected by, our normal mental and physical habits and behaviour, such as observation, perception, feeling, emotion, imagining. Unfortunately we find that language habits, just like other habits, may become stereotyped or almost automatic, and therefore not amendable to processes and influences that might bring about increased skill and ability.

Chomsky(2000) opines that language is one of the oldest branches of systematic enquiry tracing back to classical India and Greece and it is quiet young. The faculty of language can reasonably be regarded as a "Language organ" in the sense in which scientist speaks of the visual system or immune system, or circulated system as organs of the body. Understood in this way, an organ is not something that can be removed from the body, leaving the rest intact. It is the sub system of a more complex structure. One of the structures is Grammar. Generative grammar arose in the context of what is often called "the cognitive revolution" of the 1950s, and was an important factor in its development.

Communication is very important to all aspects of life. It is an important skill but certainly not imperative to life. Not only is it a very common language; it is probably the most universal language in the world. Therefore being able to communicate in English would mean you are more likely to be able to communicate with a higher number of people in general. Communication affects every aspect of our life, from work and education to society and leisure. There is very little we can do without communication, in fact almost nothing at all. Communication does not just mean talking to one another; it can include body language, writing letters, texting, writing emails, sign

language and any other method of conversing. "Communication skills were considered more important than either technical knowledge...or computer skills." In any industry almost no exception is made in any job category about the need for good communication skills. The importance of communication skills has spread through the society not as a requirement, but as a necessity. Bates et. al (1999) states that language is the primary medium through which culture is passed from generation to generation. To a large extent the ability to speak determined the direction our species took in its physical evolution. English is a language which is important, useful and helpful for every citizen in today's world. By learning English, one can develop four important skills like: Listening, Speaking, Reading, and Writing. Knowledge of English is important as one can get to know how to frame sentences, how to use words in dialogues while speaking to others. As every word has a particular context where it fits right, using words in such a manner in English is an art that can only be mastered by practice. And with such command, we can easily communicate with others on any level. Mostly, listening and speaking improves our command on English language. Daily listening to English speakers and trying speaking in English, helps one to know how to use the language, where to use each word and when to use it in a correct manner. Concentration on learning English communication skills in this new millennium is a tremendous move towards speaking and writing fluently in English. Also one's way of pronunciation of different words will be improved if one learns good communication. One can make conversation, practice dialogues, and give presentations if one learns English communication language skills. Communicating with people in English on a daily basis also improves one's pitch & voice/tone of one's speech.

Bernice (2008) discovers that the significance of English as second language can only be understood in the larger and in the historical perspective. It is to be noted that English in India is a symbol of linguistic centralism where as the numerous Indian languages, are seen to represent linguistic regionalism. From Maculary to Mulaysm Singh, we have seen now in India the movement from one to the

other. Following the withdrawal of the British from India, the language question naturally came to the force, in which the central issue was the role and status of English vis-à-vis Indian languages, both vernacular and classical. The vested interest of the English knowing ruling class demanded the perpetuation of English so that the vast majority of the people would continue to remain outside the privileged power structure. To achieve this, a whole conceptual structure was developed and manipulated. This conceptual structure has three parts: modernization, internationalism where invoked and English became the language of both modernization and internationalism, and by implication the Indian languages became associated with tradition which by definition was assumed to be anti modern and backward looking. Once this was taken to be true, the next step in the argument was to define the role and relationship of English vis-à-vis the Indian languages. This need gave birth to language planning which was in fact the linguistic analogue of a particular politics. 'Language planning operated with a whole set of lexical weaponry that gradually related a new mythology. Major Indian languages become in this discipline, regional languages; notice that regional is in opposition to national; even Hindi is a regional language which has been accorded the status of an official language, and state official language in certain states. English, the other official language did not suffer from this disability. Its major strength is argued to be the fact that it cannot be identified with any one region and therefore, English is one 'Pan-Indian' language that would promote national integration as no other language would. So, by this logic while the Indian languages, as regional languages, promote the divisiveness and fissiparous tendencies, English, a foreign language, promotes unity and integration. This argument for linguistic centralism had an inherent appeal for the intellectuals at a time when an impatient unitary centralism was the dominant political ideology it has since began to break down as an inappropriate model. Harish (2008) views that the British needed to introduce English study here in India. We were forced to study English as a superior literature and superior culture.

Meaning and Concept of Skills

An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

Significance of Skills

Kokate (1997) who is convinced of role of physical education in total development of human person views that a skilful teacher contribute to the overall of an individual. In physical growth, in motor skill, in emotional maturity, and in social adjustment, different forms of physical education contribute to different phases of development in varying degrees. That is why acquiring various professional skills is essential like skills in computer and in language. The large amount of time in business spent communicating with other people. Asking a messenger to deliver a parcel, selling a multi-million etc.

The skill development of adolescents often involves interdisciplinary collaborations. For example, researchers in neuroscience or bio-behavioral health might focus on pubertal changes in brain structure and its effects on cognition or social relations. Sociologists interested in adolescence might focus on the acquisition of social roles (e.g., worker or romantic partner) and how this varies across cultures or social conditions. Developmental psychologists might focus on changes in relations with parents and peers as a function of school structure and pubertal status.

Methodology

The methodology gives a systematic plan of how the research has been conducted with emphasis on the logic behind the methods used in the context of the study. Education system in Dakshina Kannada, Mangalore being a part of it, has great potential for growth of the student community. It is a part of the state of Karnataka, which possesses a well-developed educational system and network of schools as well as colleges. They have been imparting knowledge since the last few decades. The scenario of education system at Mangalore can be analysed from its good literacy rate as well as the

growing potential in the educational arena. With this background the research has been conducted to probe into the crucial concern of the adolescents who are enrolled in PU Colleges of the said city.

Aim of the Study

To assess the self esteem level and the level of skills acquired in the sphere of English Language skills of the Pre University (P.U) students studying in Mangalore.

Specific Objectives

1. To study the profile of the respondents.
2. To measure the self-esteem level of the P.U students.
3. To assess the knowledge of the respondents in English.
4. To draw strategies to increase the potential in language and to enhance the self esteem of the respondents.

Field of Study

The study was conducted in Mangalore both in government and private Colleges which are situated in Mangalore. The students selected for the study are from Karnataka Secondary Education Examination Board, as the sample is of students from Vernacular medium (Kannada).

Research Problem

Every institution must work for the long term benefit of the primary stake holders, namely the students. Earlier, this issue was taken into consideration by the university at large and the ideologies transferred and percolated to the institution. Higher education today has taken upon itself the great task of propelling the student community to meet the challenges of a growth oriented economy the nation and the world.

The school of social work has the responsibility of framing the syllabus for the undergraduates as it is an autonomous college as well as an institution which enjoys the status of College with Potential for Excellence, conferred by UGC. This calls for understanding the academic needs of the students well in advance so to prepare a curriculum which is relevant and appropriate. It is vital that the

lacuna which exists in the various skills necessary and which for various reasons may not have been addressed at the Pre-degree stage of education is overcome; What ever be the shortcoming at the skill and knowledge level they must be bridged at the earliest so as to make Undergraduate programme at our institution meaningful. The action plan is the building up of skills and competencies necessary for their future in life be it in their present undergraduate for which they will enrol in the institution, a career or higher education.

There is a wide gap in the English language skill in general between students who join the institution for their course in B.A or B.S.W programme, from the vernacular medium and the students coming from English medium. At the undergraduate level, one requires English language competency as the medium of instruction is in English. From experience the facilitators are of the opinion that the lack of competencies results in demoralising the students which in turn lowers their self esteem as well their academic performance.

The globalised scenario calls for skills such as efficient communication in English, a working knowledge of computers and grounding in soft skills helps in better emotional competencies. Thus the stress is on overall development both of him/her and the required skills. Thus the three aspects (English Language, Computer Skills, and Self Esteem) for consideration evolved in the research. The aim is to study the developmental position of the three competencies in the Pre-university students, which the research team felt was a vital component for an individual in the given scenario. Hence, Self Esteem important for interpersonal personality development for the progression of the individual, "English Language Skills" as it is a global language, for effective communication and information transference.

Problems of learning English for Indian students from Vernacular Medium:

- The purpose of learning English is not clear and not felt by the students in the early stage.
- English is not taught at a the same level in all schools hence the level of language competencies varies resulting in faulty

exchange of skill level which does not meet the need of individual students as this varies from student to student.

- Poorly designed text books and inefficient facilitators contribute to poor quality of English language skill at the Secondary School level.

- Students can not relate to this language in their real life as English is not used nor is in necessary in their day to day activities. Hence the language learning in school does not have a far reaching and internalisation of the English language by the individual does not accompany the learning process.

- Mother tongue interference in the language learning process of the Second Language, namely English.

The researcher has to keep in mind all these factors and try to assess the level at which the respondent is. The most important of them being, the mother tongue interference.

The mother tongue is a block and "impedes the learning of the new language because it is very firmly seated as the first language- a part of our mental lives and of our unreflecting consciousness, as well our automatic responses to experience is that, usually we are not aware of language when we speak or listen or write". Gurrey (1964)- in his- 'Teaching English as a foreign language' that we are conscious then of only, what we have in mind, what we want to say or know; and so our minds concentrate on meaning, not on words as symbols.

The research proposes to understand the position of the English language in the language experience of the respondents through the study of his/her profile. The profile takes into account age, gender, level of competencies (English, computer), and the level of self esteem of the target group which has completed their SSLC in the vernacular medium.

The assumption is that the students from the vernacular medium hail from economically underprivileged section or are placed demographically where access to English medium schools is not easily available. There is no need for these skills to develop as the

societal needs requires a different set of skills and competencies for which neither English language nor computer skill is necessary. The study intends to understand if the call for these skills at the academic level which have not been garnered or used in their environment earlier will cause any stress on the individuals when they reach an important milestone in their academic career, Vis a Vis the undergraduate programme. This has brought the self esteem module also into the study

The intention of the study is to evolve a Bridge Course or a training module which will help in bridging and enhancing the skills and provide the necessary personality development before the actual curriculum starts as well to integrate into the curriculum to provide ample opportunities for the development of the said skills.

The vision is to evolve a self motivated student community which is empowered to take on their future course of action independently. The process both of study and future plan of action should be an ongoing process with the co-operation of the pre-university colleges. This action plan will go a long way in improving the quality of education and the level of student competencies and thus make the employable or worthy of academic advancement.

Research design

The research design of this study is descriptive which is focussed on the level of self esteem and English language as well as computer skills acquired by pre university colleges in Mangalore of students from Kannada medium. The study intends to assess the level of self esteem present in the teenagers and the skills they have in English and computer.

Sampling Design

A sample design is a plan for obtaining data from the given population. It refers to the technique or the procedure that researcher would adopt in selecting items for the sample. This research has applied probability sampling which is also known as random sampling or chance sampling.

The recent development that has been witnessed in the educational

structure of Mangalore is the emphasis on computer literacy. Both schools and colleges in Mangalore have introduced compulsory training in computer and IT related courses so as to achieve the goal of spreading computer literacy among all.

These days various other means of imparting knowledge have been introduced in the educational system of Mangalore. They are vocational training, distance education, online education, etc. With all these developments, it is sure that **Mangalore education** has got a very prospective future. Mangalore being an education hub attracts students from different countries, states, cities and even the rural areas.

The research is aimed at having hundred respondents who are currently studying in Pre-university Colleges of Mangalore University. Since some of the colleges were not willing to permit the researchers for data collection, the convenient sampling has been an appropriate one for the success of this endeavour and so the study has been conducted in the following PU Colleges which are situated in Mangalore: St. Mary's Girls Composite Junior College, Victoria Girls Composite P.U College, Capitanio Composite P. U. College, Ganapathy PU College, Shree Gokarnatheshwara First Degree College, Padua PU College**,** Kittel Memorial PU College, Rosario PU College, St. Sebastin College. These colleges were chosen at random ensuring the coverage of rural as well as urban area of Mangalore. Since the permission was not granted from the authority data collection could not be done in some of the colleges. Thus the sampling size was hundred.

Operational definition

Self esteem is the assessment of oneself in terms of Self respect (sense of pride, respect, sense of worth, being useful), Positive attitude and content with self. Language skill assesses one's ability to communicate through speaking, reading and writing. Computer skill assesses their knowledge and operation.

Tool Development

The department of English, while framing the instrument for administration for the present research intends to study the level of English language skill in the students from vernacular medium in their secondary school education (until tenth standard) to keep several aspects in mind. Firstly, the respondents were learning a Foreign Language, Secondly that the learning environment otherwise is the vernacular medium. Finally, and most importantly the Foreign Language, English, has no place in their day to day life at the level of language acquisition as the environment and situations demanded only the vernacular or their mother-tongue as the case may be. Thus the English language learner has no platform either to receive or to send language codes in English other than in the class room situation. Here, the interaction with English is through the text at hand and more often than not an English text which tells them/ teaches through an alien world they neither relate to nor understand. Every language is rooted in its culture and thus we learn a language through its literature, which in turn is about its people and their way of life through different forms of literature- poetry, prose, novel, drama, essay as the case may be.

At the level of testing, the first and the obvious place to start is the manner in which the language is spoken, namely the grammatical proficiency. In our interaction with the language teaching process and the feedback from the students we have isolated some areas that challenge them in their language learning experience, they are: Articles, be-type verbs, tense and number. We have in the tool used, tried to test all these aspects to see if our understanding and assumption is right as well as to see if these are indicators of the language skills. To clarify further the tool used to study the English skill, here is a detailed analysis of each of the section of the instrument. The tool has been designed with multiple choice options to enable the student to experience the language and respond and does not rely on his learning ability or his memory; this is to ensure reliability of the result.

The test instrument designed was to study the language level with the

intention to understand if a training process will help bridge the gap. The institution has already in place a language lab and with the help of it as well as the autonomous status of the college, to evolve a language learning process which takes technology and language technique along with studying. The assumption is that, with the input of Skills will help in better personality traits which will bring about self esteem and better emotional quotient and promote a healthy learning opportunity.

Sources of data

The sources of data for the study undertaken are primary and secondary. The primary sources are teenagers of Pre- University. The secondary sources are books, journals and internet.

Method of data collection

The sampled out responding schools were contacted and those responded positively were included for the study. Their potentials respondents are the students of Pre University College were provided with the questionnaire and they have filled up the tool. Since the researcher was present at the time of filling up the questionnaire clarification was provided wherever needed.

Data analysis

The collected questionnaire data was processed and analysed in SPSS software.

Outcomes

- The study would increase the respondents Awareness about oneself.
- Module will be developed to promote the self esteem level of the Pre University and undergraduates.
- This study also gave an insight for the researcher about the level of English language skill and computer skills of Kannada medium students.

Major Findings and Suggestions

The major findings of the study on the Assessment of Self Esteem, English Language and Computer Skills among Pre University

Students in Mangalore can be presented as under: Each of the variables is analysed and interpreted extensively.

Profile of the Respondents

In this study all the respondents are students of II P.U.C, who have completed their SSLC (X standard), in Kannada medium. The assumption and experience is that students from vernacular medium schools (from pre-primary to standard X) come from remote areas or economically needy family, where access and input of skill development such as English language skill and computer skill is insufficient or lacking.

Table No. 1: Table showing the responses of the respondents

Table No. 2: English test

English test	Frequency	Percent
Low	29	29.0
Moderate	64	64.0
High	7	7.0
Total	100	100.0

Source: *Field survey*

Chart No. 1

English test
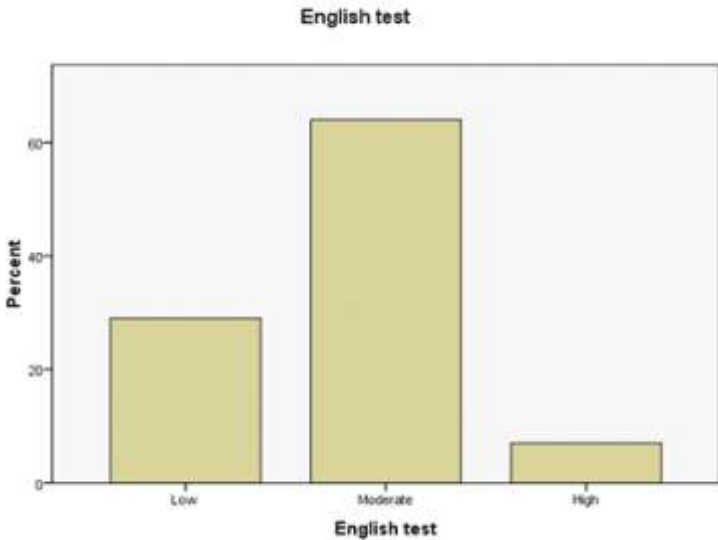

Table No. 2 shows the result of the English that was conducted to the respondents. More than half (67 percent) of them have moderately done well, one fourth (29 percent) of them have performed low and only (7 percent) of them done very well in the English test.

Major findings

Majority (53 percent) of the respondents strongly agree with their s**ense of worth on an equal basis with others**. Other (37 percent) of the respondents just agree and some (8 percent) of them disagree and very few (2 percent) of them strongly disagree.

Half (51 percent) of the respondents agree that they have **good qualities** and more than one third (43 percent) of them strongly agree and very few (5 percent) of them disagree and only one (1 percent) strongly disagree of having good qualities in them.

The **feeling of failure in the respondents:** Nearly half (46 percent) of the respondents disagree that they don't have any feeling of failure and almost one third (36 percent) of them strongly disagree and one tenth (15 percent) of them agree and only (3 percent) of them strongly

agree of having the feeling of failure in their lives.

The **sense of pride in the respondents about themselves**, nearly half (42 percent) of the respondents disagree to the sense of pride about self and one fourth (28 percent) of the respondents agree and one tenth (16 percent) of the respondents strongly disagree and few (14 percent) of the respondents strongly agree of having sense of pride about self.

The respondent's **sense of positive feeling about self**, here half (54 percent) of the respondents agree of having positive feling about self and one fourth (28 percent) of them strongly agree and one tenth (15 percent) of them disagree and only (2 percent) of respondents strongly disagree and One (1 percent) respondent has not responded to this.

One third (36 percent) of the respondents agree of having **satisfaction about their self** and again almost one third (33 percent) of the respondents strongly agree and one tenth (18 percent) of them disagree and few (12 percent) of them strongly disagree and one (1 percent) respondent has not responded to the quiery.

More than half (61 percent) of the respondents strongly agree of having the **desire to have self respect** and one third (32 percent) of them agree and very few (3 percent) of them disagree and again only (3 percent) of them strongly disagree and one (1 percent) respondent has not responded to the query.

The **respondent's feeling of uselessness about self**, nearly half (47 percent) of the respondents agree to have the feeling of uselessness about self. More than one fourth (28 percent) of them disagree and more than one tenth (15 percent) them strongly disagree and few (9 percent) of them strongly agree and only one (1 percent) respondent has not responded to the query.

Nearly half (47 percent) of them agree of **feeling the sense of worthlessness**. One third (32 percent) of them disagree, one tenth (10 percent) strongly disagree and again (10 percent) of them strongly agree and only one (1 percent) respondent has not responded to the query.

More than half (65 percent) of the respondents agree that they are **able to speak English**. One fourth (25 percent) of them are very fluent and hence they strongly agree that they can speak the language. Some (5 percent) of them disagree that they cannot speak the language and the other very few (4 percent) of them strongly disagree that they can neither follow nor respond in English and only one (1 percent) respondent has not given any answer to the query.

More than half (54 percent) of them agree that they can **write in English** and one third (38 percent) of them are very confident of writing in English and hence they strongly agree and some (4 percent) of them strongly disagree that they cannot write in English and few of them agree that they cannot write in English and only (1 percent) respondent has not answer the query.

The **importance of communication in English for the respondents**: Here more than half (64 percent) of the respondents strongly feel that English is important for communication, almost (29 percent) of the respondents agree and some (4 percent) of the respondents disagree and few (2 percent) of the respondents strongly disagree and only (1 percent) respondent did not respond to the query.

The **respondent's view of job opportunities for good English communicator**: Here more than half (56 percent) of the respondents strongly agree that that they need to have good communication skills in English in for good job opportunities. One third (32 percent) of the respondents agree and some (7 percent) of the respondents disagree and few (4 percent) of the respondents strongly disagree. Only (1 percent) respondent has not responded to the query.

More than half (53 percent) of the respondents have the **desire to learn English if they were given an opportunity** to learn English, one third (36 percent) of the respondents agree to learn English and some (7 percent) respondents disagree to have the desire to learn English and few (3 percent) respondents strongly disagree to have the desire to learn English and finally one (1 percent) respondent is not willing to respond to the query.

The **result of the English test that was conducted to the respondents:** More than half (67 percent) of them have performed

moderately well, one fourth (29 percent) of them have performed low and only (7 percent) of them have performed very well in the English test.

Suggestion

The research has thrown light on the action plan necessary for betterment of education imparted by the institution in the sectors addressed in the research project. Unless the findings are made use of and methods adopted for change, there is no purpose to a research of whatever proportion it may be. Hence the department concerned has decided to take the following suggestions to be understood and addressed with the concurrence of all the stake holders in the education system.

It is important that the Language Lab be better equipped with necessary infrastructure, and software facilities in place. Some students hail from distant places and find it difficult to spend extra time other than their required time in the college due to problems of transport and time factor. Keeping this in mind, with the help of the Management and Board of Studies, the proposal is to extend the Language Lab facilities to all the students in the first two semesters as part of their English language paper.

To motivate those students who are from vernacular medium, the idea is to offer a bridge course both in English language initially while they join the college as special classes allocated within the timetable. To ensure holistic development and to create a better adjusted student community, it is suggested to offer courses in development of interpersonal skill and self esteem. The institution's concern is not just for those who come within our gambit of work and experience but to the whole community at large. A natural outcome of this research is the idea of offering skill development programmes to the community as part of its extension services to ensure that more adolescents avail the facilities.

Conclusion

The research has been a very enriching experience for the departments concerned. It has brought the faculty members to work

together for a common goal. It has also brought to light the need for inter-disciplinary approach for better knowledge transference. It has fostered a research oriented mindset in the humanities faculty which otherwise is only class room oriented. The shift for learning experience throws light on field based study for the dissipation of the skills earlier restricted to class room alone.

The interaction with the Pre-university teachers, students and Principals has thrown the lack of connectivity in the education process and lack of continuity in the education from primary to secondary and secondary to pre-degree and there onwards to the under graduate programme and the accompanying problems and stresses faced by the primary stake holders namely the students in the whole process of education. The responsibility of the undergraduate programme to plug the lacuna so as to make the final outcome a fruitful and progressive one so as to make the community at large aware and equipped with all the necessary components for the future.

The possibility to introduce and reinvent a new methodology and teaching process has constantly to be kept in mind. The research has been an invigorating a revitalising factor and the idea of future such programmes makes the professional graph achieve an interesting dimension.

The results have not been too far from the assumption and hence future action has already started with an initial group of twenty six volunteers and the results therein are encouraging and suggest that we are on the right track.

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