Relationship between Self-Esteem and Level of Vocabulary of Students in English at Elementary Level

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Abstract

The focus of the study was to determine the relationship between self-esteem and the level of vocabulary of students at elementary level in District Rawalpindi. The researcher used a cross sectional survey design which uses quantitative inquiry. The population consisted of students of Grade 4, male and female both from elementary levels schools of District Rawalpindi. Five hundred students were randomly selected from different federal government elementary schools at Rawalpindi and Islamabad as a sample for present study. The instruments used in this study were MCQs for identifying the level of vocabulary of the students which was developed by the researcher keeping in view the curriculum of grade 4 students of Federal Government schools of Rawalpindi and for finding out the level of self-esteem of the students, a local instrument was developed by the researcher keeping in view the Rosenberg`s self-esteem scale. The self-esteem was determined on the basis of two elements that are self-competence and self-liking. The researcher analyzed the data by using SPSS. The data was analyzed by applying statistical techniques i.e. range, standard deviation, mean and correlation coefficient. The correlation coefficient was applied to find the relationship between self-esteem and the level of vocabulary of students at elementary level. Results revealed that more than half of the students from the selected sample had an average level of self-esteem and vocabulary. The positive relationship between self-esteem and vocabulary of the students is confirmed by the value of correlational value that is 0.289. The value is not very high but still a positive correlation exists between self-esteem and level of vocabulary of students.

Keywords: *Self-Esteem, Vocabulary, FGEIs, Elementary Level.*

Introduction

In order to acquire a foreign language, vocabulary is crucial. It plays an essential role in connecting listening, speaking, reading, and writing, which are the four essential language abilities. Students must master an excellent vocabulary, consisting of a sufficient quantity of meaningful words and the suitable ways to use them, in order to communicate effectively in a foreign language (Khalui & Langroudi, 2016). A correlation analysis was conducted between two variables, namely, students' interest in reading and vocabulary proficiency (Pampur, 2022). According to him, a strong vocabulary is crucial for all language learners. A person who lacks a strong vocabulary is incapable of exchanging information effectively in both speech and writing, as highlighted by the speaker. According to him, a student's inability to acquire a specific language may also be hindered by a lack of suitable vocabulary or word count. Thus, there may be a correlation between pupils' self-esteem and vocabulary levels in the classroom. When students have no plan for expanding or enhancing their vocabulary, there is no need for them to study the subject. According to the findings of study, pupils who lacked vocabulary had a detrimental impact on their language abilities. In addition, he asserted that a student's vocabulary level cannot be neglected if he or she wishes to acquire or improve language abilities (Katemba, 2020). "Every excellent mechanic has a toolbox full of tools." exemplifies the significance of vocabulary in the English language. Certain tools are employed more frequently than others, but they all serve a particular function. In the same way, authors have a "toolbox" with things like rules for syntax, punctuation, and capitalization, as well as rules for figurative language, rhyme, rhythm, and vocabulary. Just as really good mechanics may use the proper tools to make a good engine even more powerful, so too can good writers use the right tools at the right moment to make good writing even more powerful. A robust vocabulary is one instrument that can "supercharge" your writing. Students of English whose native language is not English face numerous challenges in developing their ability to use English effectively, and a deficiency in vocabulary can be viewed as one of the most significant barriers to accomplishing this objective (Siswoyo, 2022).

Several advantages of a large vocabulary, one of which is the ability to effectively articulate one's point of view when one's vocabulary is adequate. The pupil is better able to comprehend his literature if he has a large vocabulary. "The more people enhance their general and specialised vocabulary, the better they are able to comprehend news and current

events, and the more dialogues, discussions, and arguments they can engage in." A large vocabulary enhances a learner's capacity to comprehend concepts, reason more logically, and dissect and analyse the ideas of others (McKay, 2012).

The most valuable tool a teacher can give a pupil, not just for academic success but also for success in life, is a large vocabulary and instruction on how to use specific words in specific contexts. In English classes or schools, students may learn a lot of new words and improve their English in other ways, but this doesn't meet the standards. Due to a lack of vocabulary, individuals are unable to articulate their opinions, which may contribute to their low self-esteem in English class. If a student has a big vocabulary, he will be able to say what he thinks in a clear way. It will boost his confidence. A student with high self-esteem in a certain subject may be driven to study more vocabulary words for that subject (Pikulski & Templeton, 2004) .This study will assist fill a vacuum in the literature, as there has been less research on determining vocabulary level, particularly in the context of the relationship between vocabulary level and self-esteem, as no research has been conducted on their relationship. This is what prompted the researcher to investigate the association between the self-esteem and vocabulary level of elementary-level English students.

Statement of the Problem

This is an era of interconnectedness and globalization; therefore, it is very important to learn English for better communication and socialization. Although in many schools of Pakistan English is taught as a compulsory subject but still many students who have received education of English subject for many years are still not able to communicate well in English. Even those students who score high in school are hesitant to express their point of view effectively. There can be many reasons behind this problem. It may be lack of enough words to be used i.e. vocabulary or may be some problems related to personality of students like lack of self–esteem for example when a question is asked from a student in a class, although he may know the answer but he does not answer because he does not know how to frame the words or he may not know enough words to answer it or maybe there is some problem associated with his personality i.e. His fear of taking risk or making mistake or lack of self-esteem. Most of the schools in Pakistan are teaching vocabulary in a traditional style in un-meaningful way i.e. it is not used in class or outside. This creates a problem for the students because when they enter practical lives, they are unable to express their thoughts or speak English confidently. These

problems have led the researcher to explore the relationship between self-esteem and level of vocabulary of students in subject of English at elementary level.

Significance of the Study

The two variables that are self-esteem and vocabulary have a great role in learning process of a child but no such study has been conducted to find a relationship between these variables. Therefore, this research will have a lot of contribution to the body of knowledge. In case, a prominent relationship is discovered between self-esteem and level of vocabulary of students in subject of English, a great insight will be provided to teachers in providing fruitful and constructive instructions to students. When the teachers will have a good understanding of the personality traits like self-esteem of the students they will be able to use such teaching strategies which might aid in fulfilling the requirements of different students. It will be helpful for curriculum designers in providing them with some recommendations and suggestions for betterment of teaching learning system. It is hoped that future researchers will use this study as a launching pad for conducting further research on different language skills and try to explore the relationship of self-esteem and level of vocabulary with other dimensions of teaching-learning process.

Objectives of the Study

This study had the following objectives:

1. To measure the level of vocabulary of students in English at elementary level.
2. To measure the level of self-esteem of students at elementary level.
3. To measure the level of self-competence of students at elementary level.
4. To measure the level of self-liking of students at elementary level.
5. To study the relationship between self-esteem and level of vocabulary of students at elementary level.
6. To study the relationship between self-competence and level of vocabulary of students at elementary level.
7. To study the relationship between self-liking and level of vocabulary of students at elementary level.

Research Questions

1. What is the level of vocabulary of students in English at elementary level in FG schools?

2. What is level of self-esteem of students at elementary level in FG schools?

3. How much is the level of self-liking of students at elementary level in FG schools?

4. How much is the level of self-competence of students at elementary level in FG schools?

Null Hypothesis

In order to achieve objective 3, the following null hypotheses were constructed.

1. There is no significant relationship between level of vocabulary and self-esteem of students.

2. There is no significant relationship between level of vocabulary and self-competence of students.

3. There is no significant relationship between level of vocabulary and self-liking of students.

Literature Review

The theoretical framework constituted by the researcher related to self-esteem and level of vocabulary of students was spotted in the literature. Building upon the work of (Rosenberg, 2015; Rubio, 2021) the framework regarding the relationship between self-esteem and level of vocabulary of students has been developed. It has been found that the people who have high self-esteem are more efficient in speaking up in public and groups and they are better able to criticize group`s approach. As compared to people with low self-esteem, the stronger self-esteem people have stronger in- group favouritism (Rosenberg, 2015). There is always a good result if someone has good view of himself or in other words a positive self-esteem as they are able to communicate with others and give their ideas without having any fear of likings and disliking. Students need to know a good number words i.e vocabulary to express their point of view effectively or for good communication. Self-esteem which is a faith in one`s abilities is developed and affected by many factors in schools. Language learning is a very important issue and it may lead to arrousal of anxiety in students. If self-esteem is low it may lead to negative feelings and is also a cause of many physical and social problems. Students who have problem of low self-esteem suffer from having competence essential for learning a language and speaking up confidently and aren`t able to communicate their ideas effectively (Rubio, 2021). We keep a view about ourselves in terms of acceptable and unacceptable which can be related to self-liking or strong and weak which is related to self-

competence. He mentioned that these two aspects of self-esteem can go to work together very well. Self- competence is judging oneself according to his efforts and will and self-liking is more related to society and liking by other people or evaluating oneself according to the standards of society (Tafarodi & Swann Jr, 2001).

With the help of the proposed theoretical framework, the researcher has been able to develop the understanding about theses variables and was able to know that these variables have a relationship and it served as the foundation for this study. The research study aims at examining the relationship between self-esteem and level of vocabulary of students in subject of English at elementary level.

Research Methodology

This study was descriptive and correlational in nature. Survey is regarded as most effective method for identifying attitudes, values and personality traits in a natural environment using tests including attitude scales and questionnaires (Leedy & Ormrod, 2005). The researcher used a survey method which uses quantitative inquiry.

Population

The population of study was class 4 students of different Federal Government Elementary Schools of District Rawalpindi.

Sample

The researcher used cluster random sampling technique for selection of sample from different Federal Government Elementary Schools of Rawalpindi. There are 15296 students in Federal Government Schools in District Rawalpindi (according to data collected from F.G.E.I Directorate Rawalpindi). 530 students were selected as sample from different schools. All students of grade 4 from selected schools were used as sample.

Instrument

Following instruments were used in this research:

Test for Determining the Level of Vocabulary of Students

A tool was developed to test student`s vocabulary involving MCQs. Learner`s vocabulary quiz which included MCQs items were used to test the level of vocabulary of students. 30 MCQs were given to students, each item comprising one mark. The highest possible score gained in this test was 30. The validity of this test was examined by teachers and subject specialists. The copy of the test is shown in the appendix. In order to check the reliability of this test for class 4 students a pilot study was conducted.

Test for Determining the Self-Esteem of Students

An instrument based on the format of Rosenberg self-esteem scale (Rosenberg, 2015) was used to test the self-esteem of students. It contained thirty items in the form of 4-point Likert scale that ranged from strongly agree to strongly disagree which measured both negative and positive feelings of an individual about himself. The validity of self-esteem test was examined by a panel of teachers and subject specialists. The reliability was tested by conducting a pilot study in one of the Federal Government schools of Rawalpindi.

Validation of Tool

It is a degree to which it measures the intended content area. A test having content validity, fairly and comprehensively, covers the domain of knowledge that it claims to cover. Content validity has to be determined by area experts (Kaul, 2007).

The self-esteem and vocabulary tests were based on the well-established techniques. The vocabulary and self-esteem tests, were validated by teachers of good teaching experience. Among them three assistant professors having equal educational qualification (PhD, M.Ed.) and teaching experience more than 15 years were selected.

The self-esteem and vocabulary tests were given to each member of the panel to check its content validity. The panel returned the tests with comments. Under the guidance of supervisor and in the light of comments of the panel, the tests were improved and finalized. In the self-esteem scale, item no. 4, 9, 15, 26 and 28 were rephrased.

Pilot Testing

Reliability refers to the internal consistency or stability of a measuring instrument; the greater the reliability, the lower the measurement error and the closer the measurement to the 'true' score of the latent variable. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness

of the items within the test. The tests were considered acceptably reliable experts and therefore, were taken in the schools for data collection from students.

Before starting the actual study, it was considered necessary to conduct the pilot testing. The purpose of conducting the pilot testing was to check the following things:

- Inclusion or exclusion of any item from the self-esteem test.
- To sort the difficulty level of the vocabulary test.
- Suitability of words and language used.

The reliability of the self-esteem scale was measured through Cronbach`s alpha. The reliability for Self-competence was found to be 0.526 and for Self-liking it was found to be 0.712. The reliability of the vocabulary was measured through Split Half Method. On the basis of pilot testing item difficulty level and item discrimination level were found. Item analysis was done for the vocabulary test. Item difficulty level was from 0.45-0.7 and item discrimination level was from 0.3-0.65.

The main purpose of pilot testing is to find out the potential problems before actual starting of the research regarding time allocation, and the effort and resources required for it. Pilot testing can be done for two purposes, one is to check how well a particular research instrument will work, and secondly to what extent a particular method of data collection will be suitable and how much time should be allocated for actual data collection. The pilot study was conducted to check the suitability of self-esteem and vocabulary tests. Quaid e Azam (Federal Government) school was selected conveniently from population for conducting pilot study. Approximately 70 students including both girls and boys, which were studying in class 4 were selected for pilot testing. It was excluded from the population when framing the sample for actual study.

Firstly, the permission of school`s principal was taken and then the researcher personally visited the school. The students were given self-esteem and vocabulary tests. The data was collected and then analyzed. After pilot testing, it was felt that students faced difficulty in understanding some of the statements of self-esteem test regarding, so in the light of this observation, it was decided to phrase some of the difficult statements in simple words.

Data Analysis

Descriptive statistics was used to find the level of vocabulary and self-esteem. To find the relationship between the self-esteem and level of vocabulary of students, correlation co-efficient was used.

Discussion and Analysis

Level of Vocabulary of Students at Elementary Level

This section deals with:

- Analysis of the vocabulary of the students at elementary level

In this section analyzed data is presented in the form of tables. Mean, range and standard deviation were used to determine the level of vocabulary of students at elementary level.

Table 1

Level of vocabulary of students at elementary level

Level of vocabulary of students	N	Range	Minimum	Maximum	Mean	SD
	500	26.00	3.00	29.00	16.9440	6.73

Table 1 shows the level of vocabulary of the students at elementary level. It was found that mean value of the level of vocabulary of the students at elementary level was 16.9440, the minimum value scored was 3 whereas, the maximum value scored was 29. The standard deviation was 6.73.

Table 2

Ranking of Students on the Basis of Levels of Vocabulary of Students at Elementary Level

	Range	No. of students	Percentages %
Low level of vocabulary	3-11	112	22.4%
Average level of vocabulary	12-20	225	45%
High level of vocabulary	21-29	163	32.6%

Table 2 shows the ranking of students on the basis of levels of vocabulary of students at elementary level. It was found that 22.4% students were having low levels of vocabulary, the students having average vocabulary were 45% and 32.6% students were those having high

levels of vocabulary. The examination of vocabulary test scores of the sample revealed that maximum number of the students had average level of vocabulary.

Level of Self-Esteem of Students at Elementary Level

This section deals with analysis of self-esteem and its two elements that are self-liking and self- competence. In this section analyzed data is presented in the form of tables. Mean, Range and standard deviation were used to determine the self-esteem of students at elementary level.

Table 3

Self-esteem of students at elementary level

Self-esteem of students	N	Range	Minimum	Maximum	Mean	SD
	500	50.00	27.00	77.00	54.8480	8.01

Table 3 shows the level of self-esteem of students at elementary level. It was found that mean value of self-esteem of the students at elementary level was 54.8480, the minimum value scored was 27 whereas, the maximum value scored was 77. The standard deviation was 8.01.

Table 4

Ranking of Students on the Basis of Levels of Self-Esteem of Students at Elementary Level

Range		No. of students	Percentages %
Low level of self-esteem	27-43	47	9.4%
Average level of self-esteem	44-60	319	63.8%
High level of self-esteem	61-77	134	26.8%

It was found that 9.4% students were having low levels of self-esteem, the students having average self-esteem were 63.8% and those having high self-esteem were 26.8% in total. The examination of self-esteem test scores of the sample revealed that maximum number of the students had average level of self-esteem.

Self-Competence of Students at Elementary Level

Table 5

Self-competence of students at elementary level

Self-Competence of students	N	Range	Minimum	Maximum	Mean	SD
	500	31.00	12.00	43.00	26.52	5.04

Table 5 shows Self-competence of students at Elementary Level. It was found that mean value of self-competence of the students at elementary level was 26.52, the minimum value of self-competence was 12, whereas, the maximum value scored was 43. The standard deviation was 5.04.

Table 6

Ranking of Students on the Basis of Levels of Self-Competence of Students at Elementary Level

Levels of Self-Competence	Range	No. of students	Percentage%
Low level of Self-Competence	12-22	97	19.4%
Average level of Self-Competence	23-32	351	70.2%
High level of Self-Competence	33-43	52	10.4%

It was found that 19.4% students were having low levels of self- Competence, the students having average self- Competence were 70.2% and those having high self- Competence were 10.4% in total. The examination of self- Competence test scores of the sample revealed that maximum number of the students had average level of self- Competence.

Self-Liking of Students at Elementary Level

Table 7

Self-liking of students at elementary level

Self-liking of students	N	Range	Minimum	Maximum	Mean	SD
	500	32.00	12.00	44.00	30.79	5.17

Table 7 shows the Self-liking of students at Elementary level. It was found that mean value of self-liking of the students at elementary level was 30.79, the minimum value of self-liking was 12, whereas, the maximum value scored was 44. The standard deviation was 5.17.

Table 8

Ranking of Students on the Basis of Levels of Self-Liking of Students at Elementary Level

Levels of Self-Liking	Range	No. of students	Percentage%
Low level of Self-Liking	12-22	97	19.4%
Average level of Self-Liking	23-33	355	71%
High level of Self-Liking	33-44	56	11.2%

It was found that 19.4% students were having low levels of Self-Liking, the students having average Self- Liking were 71% and those having high self- Liking were 11.2% in total. The examination of self- Liking test scores of the sample revealed that maximum number of the students had average level of Self- Liking.

Relationship between Self-Esteem and Level of Vocabulary of Students at Elementary Level

This section deals with:

- Analysis of the relationship between self-esteem and level of vocabulary of students at elementary level.
- Analysis of the relationship between self-competence and level of vocabulary of students at elementary level.
- Analysis of the relationship between self-liking and level of vocabulary of students at elementary level.

In this section Pearson co-relation coefficient was used to identify the relationship between self-esteem and level of vocabulary of students at elementary level, self-competence and level of vocabulary of students at elementary level and self-liking and level of vocabulary of students at elementary level.

Table 9

Coefficient of Correlation of self-esteem and level of vocabulary of students at elementary level

Variables	N	Mean	SD	Correlation coefficient r	Level of Significance p
Self-esteem	500	54.84	8.01	0.298	0.001
Vocabulary	500	16.94	6.73		

Table 9 shows coefficient of correlation between self-esteem and level of vocabulary of students at elementary level. A Pearson product-moment correlation coefficient is computed to assess the relationship between level of vocabulary and self-esteem of the students at elementary level (Table 4.9). There is a positive correlation between the two variables, at the significance level of 0.05, **r = 0.298, N = 500, p = 0.001.**

Ho1 has been nullified here as the data analysis reveals that there is a positive correlation between the self-esteem and level of vocabulary of students at elementary level although it is not very strong.

Relationship between Self-Competence and Level of Vocabulary of Students at Elementary Level

Table 10

Coefficient of Correlation of self-competence and level of vocabulary of students at elementary level

Variables	N	Mean	SD	Correlation coefficient r	Level of Significance p
Self-competence	500	26.52	5.04	0.356	0.001
Vocabulary	500	16.94	6.73		

Table 10 coefficient of correlation between self-competence and level of vocabulary of students at elementary level. A Pearson product-moment correlation coefficient is computed to assess the relationship between level of vocabulary and self-competence of the students at elementary level (Table 4.10). There is a positive correlation between the two variables, at the significance level of 0.05, **r = 0.35, N = 500, p = 0.001.**

Ho2 has been nullified here as the data analysis reveals that there is a positive correlation between the self-competence and level of vocabulary of students at elementary level which is stronger than the relationship between overall self-esteem and vocabulary of students at.

Relationship between Self-Liking and Level of Vocabulary of Students at Elementary Level

Table 11

Coefficient of Correlation of self-liking and level of vocabulary of students at elementary level

Variables	N	Mean	SD	Correlation coefficient r	Level of Significance p
Self-liking	500	30.79	5.17	0.18	0.001
Vocabulary	500	16.94	6.73		

Table 11 shows Coefficient of Correlation of self-likingand level of vocabulary of student sat Elementary level. A Pearson product-moment correlation coefficient is computed to assess the relationship between level of vocabulary and self-liking of the students at elementary level (Table 4.11). There is a positive correlation between the two variables, at the significance level of 0.05, **r = 0.180, N = 500, p = 0.001.**

Ho3 has been nullified here as the data analysis reveals that there is a positive correlation between level of vocabulary and self-liking of the students at elementary level which is not very strong as is found in the relationship between self-competence and vocabulary of students at elementary level. The correlational value between self-liking and vocabulary of students is also less than the relationship found between overall self-esteem and vocabulary of students at elementary level i.e 0.298.

Discussion

In this study relationship between self-esteem and level of vocabulary was explored. Each participant in the study had various levels of self-confidence and vocabulary. The results revealed a link between students' sense of self-worth and the extent of their vocabulary. Students' degrees of self-confidence significantly influenced their language learning outcomes. This study reinforces prior findings that students who are self-competent or have confidence in their abilities are better able to learn a language, whereas those who lack these skills may encounter interruptions in language learning. Self-assured students are better able to control their emotions, which relates to concerns about feeling responsible, and they have vastly improved communication skills. So, it is vital to improve students' self-competence to improve their learning. A person with high self-esteem, according to Rosenberg, has a positive view of them and demonstrates this attribute in many aspects of life. Our research validated these results (Nosratinia, 2014).

This study revealed an association between students' vocabularies and their self-esteem levels. These findings corroborated the findings of several other studies who suggested that a strong sense of self-worth is essential for successful language learning (Rubio, 2021). Throughout the past 50 years, self-esteem has been a hot topic in psychology, with various viewpoints on what it actually is and how it should be defined. According to (Tafarodi & Swann Jr, 2001), self-esteem consists of two components: self-competence and self-liking. He described the advantages of self-esteem in terms of their practicality. Considering one's own value, self-esteem is defined as a collection of good traits possessed by an individual. When these ideas are applied to individuals, they manifest as self-respect and confidence in one's abilities, external appearance, personality, and social standing. Personal competency is tied to observable abilities, skills, and capacities, but self-liking is associated with moral principles, character attractiveness, and social worth. To better comprehend the varied nature of self-esteem, it is necessary to differentiate self-esteem from self-liking. The phrase "self-

competence" refers to a person's general perception of themselves as a source of power, competence, or talent. Assigning a positive or negative value to oneself as a social object is required to like oneself. Self-worth is the conviction that an individual's contributions to society are important. Self-respect depends mostly on the value we assign to ourselves; consequently, "social" does not refer exclusively to the regard in which we are held by others.

A person with a broad vocabulary is more articulate, more willing to participate in arguments, and more likely to take the lead in dialogues. Children with strong vocabularies also tend to have strong comprehension skills, which eventually result in high exam scores and a healthy sense of self-confidence. It was revealed that vocabulary had a significant impact on the growth of students' self-esteem, and a positive correlation was discovered between their sense of competence and their vocabulary levels. Similar to what was discussed previously (under heading 6.14), this study's findings support Lavoie's assertion that students' feelings of self-worth are closely related to their capacity to acquire new abilities. Pupils that excel linguistically and vocabularily in English tend to have a healthy sense of self-worth. Self-esteem has a beneficial role in success because it encourages belief in one's own abilities, which is further evidence that confidence in one's own abilities may be a reason for the positive link between self-esteem and vocabulary (McKay, 2012).

This study demonstrated that the link between self-competence and vocabulary was stronger than the association between self-liking and vocabulary. Self-competence, which has to do with abilities, talents, and skills, has a bigger effect on vocabulary learning than self-liking, which has to do with social and moral values. A person's interactions with others and how they see themselves also have a bigger effect on vocabulary learning.Nonetheless, the study has limitations that could be addressed in future research. As in the vast majority of surveys and research, only one item was employed to assess students' self-esteem, which is a widespread method bias. To analyse the relationship between self-esteem and vocabulary, it is also necessary to assume that the participants are of different sexes.

Notwithstanding its limitations, this study yields significant results. Our educational system has never recognised vocabulary as a distinct ability. This study will teach instructors about the relationship between vocabulary and self-assurance. Our current educational system does not emphasise strengthening students' confidence as they acquire new vocabulary. Sometimes, students with poor self-esteem avoid assignments that require them to use their new language, such as word games. Due to this issue, we are losing talented individuals with

new viewpoints. This circumstance can no longer be overlooked. To meet this challenge, we must convert our classrooms into inclusive learning environments where students from all backgrounds can flourish. Self-esteem is essential to the development of excellent communication skills, without which we would be unable to generate leaders in the field of languages, and our hopes for advancement will remain unfulfilled. Therefore, it is essential to foster students' vocabulary and sense of self-worth.

Conclusion and Recommendation

Following are the conclusions drawn from the findings of this study:

After identifying self-esteem and the level of vocabulary of students, it was found that more than half of the students from the selected sample had an average level of self-esteem and vocabulary. The positive relationship between self-esteem and vocabulary of the students is confirmed by the value of correlational value that is 0.289. The value is not very high but still a positive correlation exists between self-esteem and level of vocabulary of students.

The mean value of self-competence shows that students have an average self-esteem level in respect of self-competence. Similarly, the mean value of self-liking shows that students have an average self-esteem level in respect of self-liking.

 It was also found that majority of the students have an average level of self-competence and an average level of self-liking. Those students whose Self-competence was average also had average level of self-liking.

 The correlation value of the level of vocabulary and overall self-competence of the students at elementary level was 0.356. This value shows a positive relationship between self-competence and level of vocabulary of students at elementary level which is stronger than the relationship between overall self-esteem and vocabulary of students at elementary level i.e 0.298. It is also stronger than the correlational value of the level of vocabulary and overall self-liking of the students at elementary level i.e 0.180.

Recommendations

Following are the recommendations given by the researcher for teachers, teacher training institutes, curriculum designers and future researchers.

1. This research found a positive correlation between self-esteem and vocabulary of students so it is recommended that in order to enhance Self-esteem of students; teachers should focus on vocabulary of students.

2. Multiple teaching methods should be used to enhance vocabulary of students. During informal discussions it was revealed that the students don`t use dictionaries at school or home. Using dictionaries can help in enhancing their vocabulary.

3. The self-liking of the students is found to be a little low as compared to self-competence so in order to improve the self-liking of students good counselling is required in schools.

4. Self-liking is a very important psychological construct. Therefore, in order to enhance self-liking the teachers should use the techniques of appreciation, encouragement reinforcement.

5. In this study due to time constraint only single instrument was used. In future multiple instruments can be used to check the self-esteem to get more authentic data.

6. In future research self-esteem can be related with other aspects of language like grammar.

7. The relationship of self-esteem of students may also be found with academic achievement of students in English and Urdu subjects.

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