



MALAYALAM LANGUAGE WRITING SKILL AND SELF-CONFIDENCE AMONG ENGLISH MEDIUM STUDENTS AT SECONDARY LEVEL

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Cite This Article: Dr. Anuja C S “Malayalam Language Writing Skill and Self-Confidence among English Medium Students at Secondary Level”, International Journal of Scientific Research and Modern Education, Volume 10, Issue 1, January - June, Page Number 100-102, 2025.

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Abstract:

The study examines the relationship between Malayalam Language Writing Skill and Self-Confidence among English Medium Students at Secondary Level. The current research tested the research hypotheses using a sample of 300 secondary school English medium students. The study employed the descriptive research design. To determine the relationship between Malayalam Language Writing Skill and Self-Confidence among English Medium Students at Secondary Level, Malayalam Language Writing Skill Test and Self-Confidence Scale developed by the investigator were used. The data collected were analyzed using computation of Test of Significance between the means and Pearson's product moment coefficient of correlation. The result revealed that there is a substantial positive correlation between Malayalam Language Writing Skill and Self-Confidence among English Medium Students at Secondary Level. The study highlights that the Malayalam Language Writing Skill of aided school English medium students is greater than that of unaided school English medium students.

Key Words: Malayalam Language Writing Skill, Self-Confidence

Introduction:

Malayalam is the mother tongue of majority of the school children in Kerala. It displays remarkable diversity through variations in intonation, vocabulary and the distribution of grammatical and phonological features which can be observed across different regions, communities, occupations and social strata. Acquisition of one's mother tongue is a natural phenomenon for a human being. When a child acquires his mother tongue, the acquisition is a slow and gradual process, and it happens quite automatically. It is expected that an average school student will be able to use this language without any difficulty.

The four main skill of Malayalam language are Listening, Speaking, Reading and writing. 'Good writing skills are essential for any student to succeed at school and college' (Scott, 1991). Malayalam language pays much attention to the purpose of education. One primary goal of Malayalam education is to develop a strong ability to express oneself effectively through writing. Writing offers the opportunity to explore and express individuality and create an impression for others. It is through writing that a learner's knowledge is tested and through which instructors can establish the extent and nature of students' understanding of subject matter. (MacLellan, 2004).

Writing is the primary way students demonstrate their understanding both in and out of the classroom and it holds significant importance in Secondary education. Yet it remains one of the most challenging language skills to teach and for young learners to master. Writing demands a complex array of skills, which makes it unsurprising that many students-struggle to express their thoughts clearly, logically and accurately in writing. Pincas (1998) states that writing is a way of communicating a message to a reader for a purpose. The purpose of writing is to express one's self, to provide information for one's reader, to persuade one's reader and to create a literary work.

Self-confidence is one of the psychological factors that influences students achievement writing. It is a belief and self-assurance in one's own abilities. According to Hollenbeck and Hall (2004) self-confidence is "our judgment of whether or not we can do something." It plays a vital role in the educational process. Individuals who have low self-confidence have difficulty in making up their minds, taking responsibilities and communicating with other people. (Rutledge, 2000). Lack of self-confidence can hinder the skill to learn and to accomplish it successfully. Rubio (2007) argued "when there is a low confidence learners suffer from uncertainty, insecurity fear and social distance."

Need and Significance of the Study:

Writing is a complex process, demanding skills in composition and transcription. This expressive skill involves the coordination of brain eyes and hand. Because of this complexity it is considered as one of the highest expressive forms of communication. Proficient writing goes beyond copying words or sentences, it requires the student to convey ideas clearly and accurately regardless of topic, tone or audience. Writing in schools requires the acquisition of handwriting skills as well as conceptual and linguistic abilities.

As students transition from primary to secondary school, they are expected to convey more complex ideas through writing. If during their early years they do not acquire essential writing skills, they may lack the speed fluency and confidence needed to succeed later. These ongoing challenges not only disrupt their overall educational journey but also undermine their self-esteem. Moreover, struggling with writing can impede their capacity to learn through other modes of communication and instruction.

Writing is one of the most valuable skills a person can develop. For students, the ability to write accurately and clearly is crucial for academic success. A decline in writing skill is closely linked to the overall deterioration of the Skills in Malayalam language. This issue is particularly pronounced among students in English medium schools, where standard of Malayalam has seen a significant drop. Whether in formal or informal contexts, the English Medium students should be capable of writing in a refined and standard form of Malayalam.

Various studies have been conducted using English language writing skill and self-confidence. George (2022) conducting a study on the relationship between self-confidence and academic achievements proved that as self-confidence increases academic achievements also increases. Some researchers had been done dealing with the correlation between self-confidence and writing

Skill in English. But studies have not been conducted to find out the relationship between Malayalam language writing skill and self-confidence among English medium students at secondary level. Hence the current study investigated whether there is any significant relationship between Malayalam Language writing skill and Self-Confidence among English medium students at secondary level

Objectives of the Study:

- To study the difference between Aided and Unaided English Medium Students at Secondary Level in their Malayalam Language Writing Skill.
- To study the difference between Aided and Unaided English Medium Students at Secondary Level in their Self-confidence.
- To study the relationship between Aided and Unaided English Medium Students at Secondary Level in their Self-confidence

Hypotheses of the Study:

- There is no significant difference between Aided and Unaided English Medium Students at Secondary Level in their Malayalam Language Writing Skill
- There is no significant difference between Aided and Unaided English Medium Students at Secondary Level in their Self-confidence
- There exists significant correlation between Aided and Unaided English Medium Students at Secondary Level in their Self-confidence

Methodology:

Normative survey method was used for the study. The sample consists of 300 Secondary school IX standard English Medium students from Kollam district comprising of 135 Aided school students and 165 Unaided school students. Stratified random sampling technique was used for the study.

Variables:

- Independent Variable: Malayalam Language Writing Skill
- Dependent Variable: Self-Confidence

Tools Used:

- Malayalam Language Writing Skill Test developed by the investigator
- Self-confidence Scale developed by the investigator.

Statistical Techniques Used:

- Test of Significance between the means
- Karl Pearson’s Product-moment Coefficient of Correlation

Analysis and Discussion:

Data was collected using Malayalam Language Writing Skill Test and Self Confidence Scale and statistically analyzed to find out the relationship between Malayalam Language Writing Skill and Self-confidence among English medium students at secondary level. The data collected were analyzed using computation of Test of Significance between the means and Pearson’s product moment coefficient of correlation. The result obtained is given in the tables below in detail.

Table 1: Data and result of test for comparing the Means and Standard deviation of the scores of Malayalam Language Writing Skill of aided and unaided English Medium Students at Secondary Level

Stream	N	Mean	Standard Deviation	t	Level of Significant
Aided	135	6.91	2.112	1.09	0.01
Unaided	165	6.64	2.128		

The results reveal that there is no significant difference between aided and unaided English Medium students at secondary level in their Malayalam Language Writing Skill. The mean value itself shows that the Malayalam Language Writing Skill of aided students is greater than that of unaided students. The t obtained is 1.09 which is less than the table value 1.96 at 0.01 level of significance. Thus the hypothesis 1 was accepted.

Table 2: Data and result of test for comparing the Means and Standard deviation of the scores of Self-confidence of aided and unaided English Medium Students at Secondary Level

Stream	N	Mean	Standard Deviation	t	Level of Significant
Aided	135	6.61	2.19	1.54	0.01
Unaided	165	6.24	2.17		

The results reveal that there is no significant difference between aided and unaided English Medium students at secondary level in their Self-confidence. The mean value itself shows that the Self-confidence of aided students is greater than that of unaided students. The t obtained is 1.54 which is less than the table value 1.96 at 0.01 level of significance. Thus the hypothesis 2 was accepted.

Table 3: Analysis of the correlation for Malayalam Language writing skill and Self-confidence among English Medium Students at Secondary Level

Variables Correlated	r	Level of Significance	Interpretation
Malayalam Language writing skill and Self Confidence	0.82	0.01	Correlation

Table 3 demonstrates that there is significant correlation between Malayalam Language writing skill and Self-confidence among English medium students at secondary level. The correlation value is 0.82, which indicates that there was a substantial positive correlation between the two variables. Thus hypothesis 3 was accepted.

Conclusions:

This study reveals that there is a correlation between Malayalam Language writing skill and Self-confidence among English medium students at secondary level. The study highlights that the Malayalam Language Writing Skill of aided English

medium students is greater than that of unaided English medium students. This necessitates the need for enhancing the Malayalam Language Writing Skill and Self-confidence of unaided school English Medium students at secondary level.

Recommendations:

Numerous studies conducted to date have demonstrated a strong relationship between a learner's writing skill and Self-confidence. An effort should be made to identify students with lack of writing skills in Malayalam language and proper guidance and information need to be provided to them. To ensure more students reach higher levels of success in Malayalam language, it is essential to implement strategies that support their writing skill in Malayalam language and self-confidence. When students believe in their own potential to succeed, they are more likely to engage with the learning process. Therefore, ample opportunities must be given to English medium students to develop their writing skill in Malayalam language.

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