

The relation between self-esteem and interpretation quality

Sara Attarzadeh

Faculty member of Higher Education Complex of Bam, Bam, Iran.

Correspondence: Sara Attarzadeh, Faculty member of Higher Education Complex of Bam, Bam, Iran. Email: atarzadeh@bam.ac.ir

ABSTRACT

Self-esteem has been an important academic construct in education process. For translation students it is supposed that there should be a logical relation between self-esteem and the quality of interpretation. This study sought to find the relation between self-esteem and interpretation quality. To do this, 23 senior students of BA translation who passed at least 2 academic courses in interpreting were chosen. In order to homogenizing this group of participants, the Oxford Placement Test was administered and after that 17 of them were selected for the purpose of this study. Then, they were asked to answer Revised Janis-Field Feeling of Inadequacy questionnaire. Subsequently, the interpretation quality of participants was measured by a professional ratter according to items such as: accuracy, clarity, fluency, self-confidence and style. Finally, the result of self-esteem questionnaire and interpretation quality was computed. Finding of this study indicated that interpretation quality has slight relation with self-esteem. So in the case of interpreter training self-esteem should be considered as an important factor.

Keywords: Interpretation quality, interpreter training, self-esteem

Introduction

Interpretation has always played a crucial role in the relationships between people of different origin. As Roy (2000) stated "interpreting for people who do not speak a common language is a linguistic and social act of communication".^[1] Interpretation is influenced by so many factors that self-esteem is considered to be important one. The relation between self-esteem and academic achievement is one of that has regarded by many educators as a well-established fact and it can promote learning goals. The importance of self-esteem in educational process seems to be given more emphasis than is presently given to it.^[2] Translation and Interpretation have a close relationship with psychology. On the other hand, applying psychology approach to interpreting research can answer many of our questions and researcher can use psychological theories to study

the process of learning, teaching and assessing translation and interpreting. People with high self-esteem are likely to be confident in social situations and in tackling school work. They will have retained a natural curiosity for learning and will be eager and enthusiastic when presented with a new challenge.^[3] This study was devoted to investigate the relation between self-esteem and interpretation quality. Further, it should be noticed that the finding of present study cannot be generalized. Hence, it has been attempted to throw light on the relationship of self-esteem and interpretation quality.

Literature review

There is very little research in this subject. In one study, Zareai (2010) sought to explore the relation between self-efficacy, self-esteem and interpretation quality.^[4] For this research 40 senior student of translator training were chosen, and after proficiency test 32 of them were chosen. A self-efficacy inventory was developed and submitted to research group and Nugent's self-esteem inventory was used to assess self-esteem of research participants. Then after analyzing data results of this research indicated that there is high-correlation between self-efficacy and interpretation quality and there is moderate correlation between self-esteem and interpretation quality and students with high self-efficacy and self-esteem can interpret

Access this article online

Website: www.japer.in

E-ISSN: 2249-3379

How to cite this article: Sara Attarzadeh. The relation between self-esteem and interpretation quality. *J Adv Pharm Edu Res* 2020;10(S1):178-182. Source of Support: Nil, Conflict of Interest: None declared.

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-Non Commercial-ShareAlike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

better.

In article titled "Relationship between self-esteem and academic achievement of secondary school student " Vishalakshi and Yeshodhara (2012) used the Coopersmith's Self-esteem Inventory to find out self-esteem and total scores on second semester exam was considered to determine the level of academic achievement of students.^[5] 321 students were chosen for this study. Results showed that there is a positive relation between self-esteem and academic achievement of students.

Ahmad, et al (2013) conducted a research to seek the relation between self-esteem and academic achievements of the students.^[6] In this study five points likert scale were designed and administered to 200 teachers. The teachers were selected from 30 government secondary schools in Swabi District. Data were collected and analyzed in simple percentage. The result demonstrated that students with positive self-esteem have high academic performance and there is a significantly high relationship between self-esteem and academic achievements of students. So teachers should encourage, respect their students in the process of learning.

Self-esteem

The term of "self-esteem" has received a significant portion of attention in both the educational and social fields. In order to satisfy the aim of this study it is vital to explicate the meaning of the term "self-esteem". The term self-esteem comes from a Greek word meaning "reverence for self", The "self" part of self-esteem pertain to values, beliefs and attitudes that we hold about our self, the "esteem" part of self-esteem describe the value and worth that one gives oneself.^[7] Self-esteem is evaluative aspect of the self-concept that correspondences to an overall view of self as worthy or unworthy.^[8] Gray (2001) defined self-esteem as one's more or less sustained sense of liking oneself.^[9] According to Oxford Advanced learner 's dictionary (2010) self-esteem is "a feeling of being happy with your own character and abilities".^[10] Branden (1969) also defined self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness.^[11] Coopersmith (1967) presented classic definition of self-esteem:^[12]

The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself (pp.4-5).

Assessing self-esteem

The self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships and future outcomes. Throughout the history of research on self-esteem, there have been concerns that the concept was poorly

defined and therefore badly measured.^[13] Wylie (1974), one of the chief critics of self-esteem research, blamed the area's difficulties on a lack of rigor in experimentation and a proliferation of instruments to measure self-esteem.^[14]

There are a large number of self-esteem instruments, and many of the scales correlate poorly with one another. Briggs and Cheek (1986) stated, "it was obvious by the mid-1970s that the status of self-esteem measurement research had become something of an embarrassment to the field of personality research"(p.131).^[15] But some self-esteem measures are better than others. Crandall (1973) reviewed 33 self-esteem measures in detail and judged four to be superior:^[16] Rosenberg's self-esteem scale,^[17] the Janis-Field Feeling of Inadequacy scale,^[18] The Coopersmith self-esteem Inventory (1967); and the Tennessee Self-Esteem scale.^[19] In this study researcher used Janis-Field Feeling of Inadequacy scale. This multidimensional scale measures self-regard, academic abilities, social confidence and appearance.^[20] This scale consists of 36 questions and each item is scored on a scale from 1_5 using terms such as "very often", "fairly often", "sometimes", "once in a great while" and "practically never". Therefore, a high self-esteem response leads to higher scores.

Interpretation quality

Interpretation is as old as the spoken language and dates back to 3000BC. Different authorities offered several definitions in this field. Schuttleworth & Cowie (1997) defined interpretation as "oral translation of written text".^[21] Gile (2004, p.11) offered another definition as "non-written re-expression of a non-written source text ".^[22] Mahmoodzadeh (1992) also knows it as "presenting in the TL, the exact meaning of what is uttered in the SL either simultaneously or consecutively, preserving the tone of the speaker" (p.231).^[23] However, Jones (2002, p.3) states interpretation is "immediate oral translation".^[24] All authorities state that good translator is not necessarily good interpreter. Thus, interpreter should have some features to be successful in this field of study. Harris states that:

The interpreter, besides speaking his language, must learn to hear and understand them as pronounced by others: by people talking various dialects of them, and by some who speaks them abnormally because of poor education or because they are nervous or because language are not native to them (1981, p.159).^[25]

Mahmoodzadeh (1992) introduces characteristics of an interpreter, an interpreter should:^[23]

1. Know both the SL and the TL completely.
2. Know the culture of both languages thoroughly.
3. Be quick witted.
4. Know short handwriting.
5. Be familiar with the topic of conversation.
6. Be rich in vocabulary.
7. Have a good memory.

8. Stay calm and relaxed.
9. Be familiar with different accent of the SL.

Assessing Interpretation Quality

Assessment and testing in the field of interpretation implemented for a number of purposes such as: screening applicants for entry into an educational program, testing knowledge and skills, providing feedback to students taking a course and etc. However, there is no exact rule about measuring interpretation quality. But researcher with the help of her master has defined some items in order to measure interpretation quality. These items are:

Accuracy: The correctness of transferring a message from SL to TL in an appropriate way and vice versa.

Clarity: It means producing words or sentences that are clear and meaningful to the audiences in their TL.

Fluency: It means producing utterances between SL and TL without too much hesitation and pause in a fluent manner.

Self-confidence: Self-assurance in one's personal judgment, ability and power.

Style: A particular procedure by which something is done which is different from other procedures of various domains of interpretation.

For each kind of these items considered one score that the lowest one is 1 and the highest one is 5. Table1 shows how to assessing interpretation quality.

Table 1: assessing interpretation quality sample

	1	2	3	4	5
Accuracy					
Clarity					
Fluency					
Self-confidence					
Style					

Methodology

1. Participants

The subjects in the study were 23 males and females' BA translation student from Higher Education Complex of Bam who passed at least two academic courses in interpreting. Their age ranged from 23 to 29. To check the homogeneity of the subjects in term of English proficiency, the Oxford Placement Test (version two) was administered. The numbers of questions were sixty. Finally, seventeen students were selected for this study. Table 2 shows scoring procedure.

Table 2: Oxford Placement Test scoring procedure

Level	Score out of 60	Council of Europe Level
0 beginner	0-17	A1
1 elementary	18-29	A2
2 lower intermediate	30-39	B1
3 upper intermediate	40-47	B2
4 advanced	48-54	C1
5 very advanced	54-60	C2

Based on Oxford Placement Test scoring procedure, the selected students were all at lower intermediate.

2. Instrumentation

Three different instruments were used in this study. The first one was Oxford Placement Test (version 2) to check the homogeneity of the group. Second instrument was Revised Janis- Field Feeling of Inadequacy.^[18] This multidimensional scale measures self-regard, academic abilities, social confidence and appearance.^[20] The third instrument was Assessing Interpretation Quality that discussed before.

3. Procedure

First of all, 23 senior students of BA translation in Higher Education Complex of Bam who passed at least 2 academic courses in interpreting were chosen. Their age ranged 23 to 29. Next, to check the homogeneity of students Oxford Placement Test was administered and the number of students decreased from 23 to 17 and level of students was lower intermediate. After that, Revised Janis-Field Feeling of Inadequacy was applied to assess self-esteem of the research participant. Subsequently, the interpretation quality of participants was measured by a professional ratter through items such as: accuracy, clarity, fluency, style and self-confidence. Then compare the result of self-esteem to interpretation quality and the researcher will understand the relation between self-esteem and interpretation quality.

Data analysis

The study participants answered Revised Janis- Field Feeling of Inadequacy self-esteem questionnaire and total scores were computed (see table 3). Then, participants were asked to do an interpretation task in 5 minutes. Their task was sight translation that was a long task about technology. Each participant had to translate about 2 paragraphs from English to Persian. Then, the quality of interpretation was measured by a professional ratter according to stated items.

Table 3: the relation between self-esteem score and interpretation quality

Self-esteem score out of 180	Interpretation quality out of 25
150	20
151	19
154	16
115	16
112	16
146	15
130	15
124	15
121	15
131	15
130	13
110	13
131	11
115	11

96	8
94	8
90	7

In figure1, X shows self-esteem scores and Y indicates interpretation quality scores. Researcher uses one dot to represent each person's score. The dot is placed directly above the person's self-esteem score and directly to the right of the interpretation quality score. For example, the dot for student A's score is placed directly above the score of 150 on the self-esteem axis and to the right of the score of 20 on the interpretation quality axis. Therefore, if it forms an approximate straight line, we will say that there is a linear correlation between the two variables. But in this figure the dots do not form a straight line. So there is little or no correlation between the self-esteem scores and interpretation quality scores.

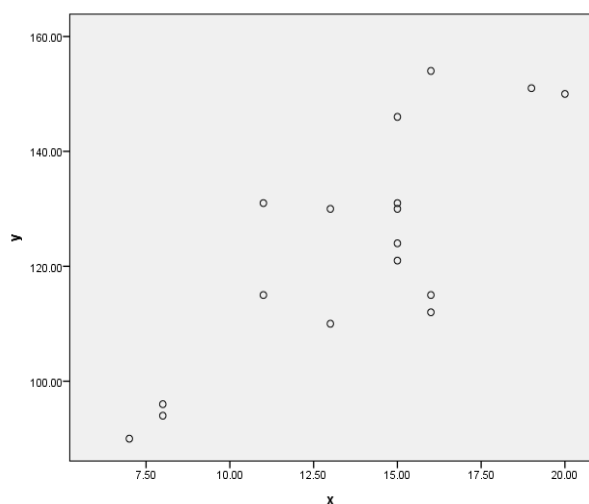


Figure 1. Scatter plot for interpretation quality and self-esteem according to table 3 (X: interpretation quality, Y: self-esteem)

Karl Pearson developed a coefficient of linear correlation which demonstrates the strength of a relationship between two variables. The coefficient of correlation computes through SPSS and it always have a value between -1 and +1. A value of +1 means perfect positive correlation and -1 means perfect negative correlation. So a correlation is considered high when it is close to +1 or -1 and low when it is close to 0. In table 4, as you can see, correlation is zero so we can understand there is slight relation between self-esteem and interpretation quality.

Table 4: Relation between Self-esteem and Interpretation Quality (Pearson's coefficient Correlation 2-tailed)

		y	x
Y	Pearson Correlation	1	.000**
	Sig. (2-tailed)		.000
	N	17	17
X	Pearson Correlation	.000**	1
	Sig. (2-tailed)	.000	
	N	17	17

Correlations (Y:Self-esteem, X: Interpretation quality)

** . Correlation is significant at the 0.01 level (2-tailed)

Discussion and Conclusion

It is generally believed that there are many benefits to having a positive view of the self. Those who have high self-esteem are presumed to be psychologically happy and healthy;^[11, 26] whereas those with low self-esteem are believed to be psychologically distressed and perhaps even depressed.^[27] In this study tried to find out the relation between self-esteem and interpretation quality. It is evident from the table 4 that there is a slight relation between self-esteem and interpretation quality of participants performance ($p < 0.01$) and someone who has high self-esteem maybe good interpreter or not but someone who has low self-esteem is not good interpreter. Finally, not only linguistic abilities affect interpretation quality but also self-esteem is one of the factors that teachers should notice it and increase students's self-esteem by giving them related task.

Further study

Psychology is a part of learning. Present study was attempted to discover relation between self-esteem and interpretation quality and do many other factors can affect the process of interpretation that psychology can help us to understand them. Other research can be made on how other psychological factors such as stress, EQ and IQ can affect interpretation.

References

1. Roy, C. Conference Interpreting Explained. St. Jerome Publishing., 2000
2. Gill, S. Stress Management challenge for HR Professionals, HDR News. pvt. ltd, 2004.
3. Lawrence, D. Enhancing self-esteem in the classroom. London, Paul Chapman, 2006.
4. Zareai, M. Self-Efficacy, Self-Esteem and Interpretation Quality, 2010. Retrieved may, 1, 2016, from <http://idochp2.irandoc.ac.ir/FulltextManager/fulltext/15/th/143/143451.pdf>
5. Vishalakshi, K. K & Yeshodhara, K. Relationship Between Self-Esteem and Academic Achievement of Secondary School Students, 2012. Retrieved may, 1, 2016, from

- http://www.worldwidejournals.com/ijar/file.php?val=September_2012_1356963060_f9c75_29.pdf
6. Ahmad, et al. Relationship between Self-esteem and Academic Achievements of Students: A Case of Government Secondary Schools in District Swabi, KPK, Pakistan, 2013. Retrieved may, 1, 2016, from <http://ijsse.com/default/files/issues/2012/volume%203%20issue%202,%202012/paper/Paper-10.pdf>
 7. Kapotwe, J.M. What Do You Do When Trouble Comes? Bloomington, IN 47403: AuthorHouse, 2012.
 8. Baumeister, R.F. The self. In D. Gilbert, S. Fiske, & Lindzey (Eds.), *The handbook of social psychology* (pp.680-740). New York: Random House, 1998.
 9. Gray, P. *Psychology*. 4th Edition. Worth Publishers, 2001.
 10. Oxford Advanced Learner's Dictionary. Oxford, England: Oxford University Press, 2010.
 11. Branden, N. *The six pillars of self-esteem*. New York: Bantam Books, 1969.
 12. Coopersmith, S. *The antecedents of self-esteem*. San Francisco: Freeman, 1967.
 13. Blascovich J, Tomaka J. Measures of self-esteem. *Measures of personality and social psychological attitudes*. 1991;1:115-60.
 14. Wylie RC. *The Self-concept: A Review of Methodological Considerations and Measuring Instruments*. Rev. ed. University of Nebraska Press; 1974.
 15. Briggs SR, Cheek JM. The role of factor analysis in the development and evaluation of personality scales. *Journal of personality*. 1986 Mar;54(1):106-48.
 16. Crandall R. The measurement of self-esteem and related constructs: In J. Robinson, & P. Shaver (Eds.), *Measures of social psychological attitudes* (pp. 45-158). Ann Arbor, MI: Institute for Social Research. 1973.
 17. Rosenberg, M. *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press. 1965.
 18. Janis, I. L, & Field, P. B. Sex differences and factors related to persuasibility. In C. I. Hovland & I. L. Janis (Eds.), *personality and persuasibility* (pp. 55-68). New Haven, CT: Yale University Press. 1959.
 19. Fitts, W.H. *Tennessee self-concept scale*. Los Angeles: Western Psychological Services. 1964.
 20. Fleming JS, Watts WA. The dimensionality of self-esteem: Some results of a college sample. *Journal of Personality and social psychology*. 1980 Nov;39(5):921.
 21. Suttleworth, M, & Cowie, M. *Dictionary of Translation Studies*. St. Jerome Publishing. 1997.
 22. Gile, D. Translation Research versus Interpreting Research: Kinship, Differences and Prospects for Partnership. In: Schaffner, C. *Translation Research and Interpreting Research: traditions, Gaps and Synergies*. England: Cromwell Press Ltd. 2004, pp. 145-158.
 23. Mahmoodzadeh, K. Consecutive Interpreting: Its principles and Techniques. In: Dollerup, C. and Loddegaard. *Teaching Translation and Interpretation: Training, Talent and Experience*. Amsterdam/Philadelphia: John Benjamin's publishing Company. 1992. pp.231-236.
 24. Jones, R. *Conference Interpreting Explained*. St. Jerome Publishing. 2002.
 25. Harris B. Prolegomenon to a study of the differences between teaching translation and teaching interpreting. *L'enseignement de l'interprétation et de la traduction de la théorie à la pédagogie*. 1981:153-61.
 26. Taylor SE, Brown JD. Illusion and well-being: a social psychological perspective on mental health. *Psychological bulletin*. 1988 Mar;103(2):193.
 27. Tennen H, Affleck G. The puzzles of self-esteem a clinical perspective. In *Self-Esteem 1993* (pp. 241-262). Springer, Boston, MA.