The Influence of a Child's Self-Esteem on their Communication Skills Centered on OO-Gu, UlsanCity

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Abstract
The purpose of this study is to find out the influence of a child's self-esteem on their communication skills. For this study, a survey was conducted on 201 children from childhood education institutions in the city of Ulsan, and their professors conducted the rating of self-esteem and communication skills. The data was analyzed using the SPSS WIN 18.0 program to conduct the frequency analysis, t-test and one-way analysis of variance, correlation analysis, multiple regression analysis, etc., and the empirical analysis was tested at a significance level of 5%. The research results showed, first, that the difference in self-esteem according to a child's general characteristics was significant. Second, although the difference in communication skills according to a child's general characteristics was significant, there was no difference according to gender or birth order. Third, there showed to be a positive correlation between a child's self-esteem and communication skills. The results of this study are expected to become fundamental academic data and proposition of a direction for the healthy and positive development of self-esteem for children.

Keywords: A Child's General Characteristics, Self-Esteem, Communication Skills

1. Introduction
1.1 Research Necessity
Humans live interactively with one other with the various people around them. A harmonious forming of personal relationships is important in order for humans to live a happy and healthy life, and a harmonious forming of personal relationships becomes the foundation of a healthy personality development and an important factor in adjusting to the social environment. So, people who are psychologically and emotionally healthy consider their own value as precious and act confidently, and can appraise themselves as being independently competent and a valuable being[1]. Therefore, in order to harmoniously form relationships with other people and live an even more successful and happy life, above all a healthy and positive self-esteem that is the backbone of mental health is indicated as an important factor.
Hence, this study has contemplated advanced research regarding a child's self-esteem and a child's communication skills. Above all it is important for one to consider oneself as precious and to appraise oneself as a valuable and competent person in order for a person to live a happy life in this world. In particular, in order for a child to be happy and adjust well to life in a rapidly changing society, they need to have a

positive self-esteem[2]. The characteristics of a child that has a positive self-esteem are generally that of great curiosity of the surrounding environment, enjoyment of various challenges, occasional collisions, an abundant sense of humor, enjoyment of physical activities, and a good friend relationship. Also, they have many questions, attempt various plans in order to solve problems, enjoy spending time with others, and always act confidently[3]. Meanwhile, a child that has a negative self-esteem complains easily, is afraid of new things, is overly sensitive and anxious, is easily shy and embarrassed, and is passive. Also, they are easily discouraged when faced with a difficult problem, they don't like to share with others, they ignore those they see as lesser than them, they are generally very worried and afraid, and have depressive characteristics[4]. A child who has a high self-esteem is active and also shows an enthusiastic side to communication with peers, they deal with mistakes honorably, and don't show and aggressive attitude. Also, they are creative, makes judgments of their own abilities with confidence, and act initiatively. Whereas a child who has a low self-esteem participates passively in peer groups, is timid, is skeptical when judging their own abilities, does not express their opinions enthusiastically even in relationships with others, is insecure of mistakes, and is self-centered[5].
Self-esteem develops from an immature state of self-awareness to a self-concept form at the early infant age of 2~3 years old, at 5 years old it becomes further fragmented as one factor of self-concept, and they begin to have an evaluative self-esteem in regards to themselves. The self-esteem that is formed in this way at infancy continuously influences the lives of individuals for their entire life. Also, in order for a desirable formation of self-esteem, a correct understanding of factors that influence the self-esteem of infants is necessary[6]. Furthermore, in order for the harmonious formation of personal relationships that influence the self-esteem of infants, it is critical that one knows how to express their thoughts and feelings appropriately to the situation, to pay attention to what other person is saying, and to understand and sympathize with others' thoughts or expressions. There are many advanced researches taking place concerning this kind of communication. Communication skills speak of the ability to express one's feelings or thoughts appropriately to a given situation, to understand and accept the thoughts of others, and to properly adjust one's expression to fit the counterpart's circumstances. With the acquisition of these kinds of communication skills being the most basic and important factor for not only success in development of other areas but for a happy social life, the importance of communication

skills in the language education of infants is being further emphasized[7].

An observation of the development of communication skills in infants shows that infants the age of 0~7 communicate with non-verbal actions such as vocalizations, gestures, and facial expressions. When they are 2~7 years old they effectively acquire the ability to use linguistic skills such as polite requests, apologies, contracts, promises, and lies, and also develop the basic communication skills of cooperation when conversing with others[8]. The communication skills of childhood showed to have an indivisible correlation to cognition and language development, sociality development, and emotional development[9], and communication activities for infants were reported to have a positive influence on a child's self-esteem and pro-social behavior[10].

Though there have been a variety of researches conducted regarding self-esteem and communication skills in this way, there is still insufficient research concerning the influence of self-esteem on communication skills with children as the subjects. Therefore, this study hopes to observe the differences and correlations between the general characteristic factors among the self-esteem and communication skills of infants, and to make a detailed and systematic analysis of the predicting variables of the influence that a child's self-esteem sub factors has on their communication skills.

1.2 Research Purpose

The detailed problems regarding the purpose of this study is as follows.

First, what is the difference in a child's self-esteem depending on their general characteristics?

Second, what is the difference in a child's communication skills depending on their general characteristics?

Third, how much influence does a child's self-esteem have on their communication skills?

2. Research Method
2.1 Research Subjects

For this study, a survey was conducted on the childhood teachers of childhood education institutions in the city of Ulsan from May 4 to May 30, 2015. Cohen's sample extraction formula according to the statistical power analysis program, G*Power 3.1, was used for the sample size of the research subjects. And with a 5% significance level, 95% statistical power, and an effect size set as the medium index of 0.15, the minimum sampling number was calculated to be 119 people. Thus, a total of 230 surveys were conducted for this study and, with the removal of 29 questionnaires that were inadequate to use as data, the response results of 201 surveys was used as the analysis data. An observation of the general characteristics of the research subjects showed that 'boys' made up 53.7% and 'girls' made up 46.3% for 'gender'; for age, 15.9% were 'under 3 years old', 21.9% were '4 years old', 34.8% were '5 years old', and 27.4% were 'over 6 years old'. For birth order, most were reported to be 'first' at 59.2%, followed by 'second' at 33.3%, and 'at least third' at 7.5%.

2.2 Research Tools
2.2.1 The Self-Esteem of Infants

The 'Behavioral Rating Scale of Presented Self-Esteem for Young Children' scale developed by Haltwanger[11] was adapted by Hyun-Mi Choi and Dong-Joo Shin[12] and revised and supplemented into a 'self-esteem of infants scale' for teachers and was used in order to find out the self-esteem of infants. The contents and questions of each subdivision were composed of a total of 19 questions of independence(7 questions), academic achievement(5 questions), and sociality/emotionality(7 questions), and used a 4-point Likert scale. The reliability of this scale according to Cronbach's α coefficient showed be.84 all round out of the Hyun-Mi Choi and Dong-Joo Shin study, and the reliability of this study according to Cronbach's α coefficient showed to be.87 for independence,.80 for academic achievement,.82 for sociality/emotionality, and.92 all round.

2.2.2 The Communication Skills of Infants

Out of the 'Social Adaptation Behavior Development Assessment Test Tool' produced by Young-Ja Lee, Jong-Sook Lee, and Ok-Seung Yang[13], Young-Geun Yoon's[14] test tool that used the questions in the field of communication skills was used to test the communication skills of infants. The field of communication skills was composed of the 3 subdivisions of comprehension, expression, and reading and writing. A 5-point Likert scale was used in order to further materialize the level of difficulty concerning the communication skills of infants, and a higher score signifies a higher level of communication skills. The reliability of Young-Geun Yoon's study according to Cronbach's α coefficient showed to be.93 all round, while the reliability of this study according to Cronbach's α coefficient showed to be.95.

2.3 Data Analysis

A frequency analysis was conducted in order to find out the general characteristics of infants, and the reliability of communication skills was gauged using Cronbach's α coefficient. A t-test and one-way analysis of variance was conducted in order to find out the difference between a child's self-esteem and communication skills depending on their general characteristics, and through Scheffe's multiple range test a significant difference was tested at p<.05. The empirical analysis of this study was all tested at a significance level of 5%, and the statistical processing was analyzed using the SPSS WIN 18.0 program.

3. Research Results and Interpretation
3.1 The General Characteristics of Infants

An observation of the general characteristics of infants is as shown in <Graph 1>.

For gender, 53.7% were 'boys' and 46.3% were 'girls'; for age, 15.9% were 'under 3', 21.9% were '4 years old', 34.8% were '5 years old', and 27.4% were 'over 6 years old. For birth order, most were reported to be 'first' at 59.2%, followed by 'second' at 33.3%, and 'at least third' at 7.5%.

<Graph 1> The General Characteristics of Infants

Classification		Frequency(N)	Percentage(%)
Gender	Boy	108	53.7
	Girl	93	46.3
Age	Under 3 Years Old	32	15.9
	4 Years Old	44	21.9
	5 Years Old	70	34.8
	Over 6 Years Old	55	27.4
Birth Order	First	119	59.2
	Second	67	33.3
	At Least Third	15	7.5
Total		201	100.0

3.2 The Self-Esteem of Infants
An observation of the self-esteem of infants is as shown in <Graph 2>.
With the total average for the self-esteem of infants being 3.14, self-esteem showed to be highest in the order of 'independence'(M=3.46), followed by 'sociality/emotionality'(M=2.97), then 'academic achievement'(M=2.91).

<Graph 2> The Self-Esteem of Infants

Classification		N	Minimum Value	Maximum Value	Average	Standard Deviation
The Self-Esteem of Infants	Independence	201	1.57	4.57	3.46	.59
	Academic Achievement	201	1.00	4.00	2.91	.59
	Sociality/Emotionality	201	1.14	4.00	2.97	.52
The Self-Esteem of Infants		201	1.32	4.11	3.14	.50

3.3 Communication Skills
An observation of communication skills is as shown in <Graph 3>.
The average for communication skills was 3.67, and the communication skills of infants showed to be excellent with a score above average.

<Graph 3> Communication Skills

Classification	N	Minimum Value	Maximum Value	Average	Standard Deviation
Communication Skills	201	1.15	4.90	3.67	.76

3.4 Hypotheses Test
Research Problem 1.
Find out the difference in a child's self-esteem depending on their general characteristics.
An observation of the difference in a child's self-esteem depending on their general characteristics is as shown in <Graph 4>.
The overall difference in the self-esteem of infants was significant depending on gender, age, and birth order; in detail, the difference in independence was significant depending on age; the difference in academic achievement was significant depending on gender and age; and the difference in sociality/emotionality was significant depending on gender, age, and birth order.
The overall self-esteem of infants showed a higher self-esteem in 'girls'(M=3.23) than in 'boys'(M=3.06) for 'gender'; for age, self-esteem from highest to lowest was '5 years old'(M=3.27), followed by 'over 6 years old'(M=3.23), then '4 years old'(M=3.12), then 'under 3 years old'(M=2.72), with 'under 3 years old' ranking the lowest(F=10.785, p<.001); for birth order, self-esteem was higher for infants who were 'at least second'(M=3.23) than those who were 'first'(M=3.08)(t=-2.108, p<.05).
In detail, the independence of infants under the age of 3 was the lowest for self-esteem(F=4.051, p<.01). The academic achievement of girls showed to be higher than that of boys(t=-2.532, p<.05), and infants under the age of 3 was the lowest(F=19.665, p<.001). The sociality/emotionality of girls was higher than that of boys(t=-2.640, p<.01), was the lowest for infants under the age of 3(F=7.755, p<.001), and was higher for infants with a birth order of at least second than that of first(t=-2.027, p<.05).

<Graph 4> The Difference in a Child's Self-Esteem Depending on Their General Characteristics

Classification		N	The Self-Esteem of Infants						Total	
			Independence		Academic Achievement		Sociality/Emotionality			
			M	SD	M	SD	M	SD	M	SD
Gender	Boy	108	3.42	.59	2.81	.60	2.88	.57	3.06	.52

		N	M	SD	M	SD	M	SD	M	SD
	Girl	93	3.52	.59	3.02	.56	3.08	.45	3.23	.45
t(p)			-1.244(.215)		-2.532*(.012)		-2.640**(.009)		-2.360*(.019)	
Age	Under 3 Years Old (a)	32	3.14	.49	2.31	.53	2.61	.51	2.73	.45
	4 Years Old (b)	44	3.48	.71	2.82	.61	2.96	.67	3.12	.61
	5 Years Old (c)	70	3.53	.55	3.10	.47	3.12	.42	3.27	.41
	Over 6 Years Old (d)	55	3.55	.54	3.09	.51	3.00	.43	3.23	.41
F(p)/ Scheffe			4.051**(.008) d, c, b>b, a		19.665***(.000) c, d, b>a		7.755***(.000) c, d, b>a		10.785***(.000) c, d, b>a	
Birth Order	First	119	3.41	.59	2.85	.62	2.91	.53	3.08	.51
	At Least Second	82	3.55	.59	3.00	.53	3.06	.51	3.23	.48
t(p)			-1.674(.096)		-1.873(.063)		-2.027*(.044)		-2.108*(.036)	

* p<.05, ** p<.01, *** p<.001

Research Problem 2.

Find out the difference in a child's communication skills depending on their general characteristics.

An observation of the difference in a child's communication skills depending on their general characteristics is as shown in <Graph 5>.

Though the difference in communication skills was significant depending on a child's age, the difference depending on gender and birth order was insignificant according to the significance level of 5%.

For age, the communication skills of infants was ranked highest in the order of 'over 6 years old'(M=4.10), followed by '5 years old'(M=3.82), then '4 years old'(M=3.51), then 'under 3 years old'(M=2.65), with the communication skills of infants over 6 years old being the most outstanding, and the communication skills of infants under the age of 3 being the lowest(F=42.209, p<.001).

<Graph 5> The Difference in a Child's Communication Skills Depending on Their General Characteristics

Classification		N	Average	Standard Deviation	t/F	p	Scheffe
Gender	Boy	108	3.59	.84	-1.610	.109	-
	Girl	93	3.76	.65			
Age	Under 3 Years Old (a)	32	2.65	.81	42.209***	.000	d, c>c, b>a
	4 Years Old (b)	44	3.61	.77			
	5 Years Old (c)	70	3.82	.50			
	Over 6 Years Old (d)	55	4.10	.37			
Birth Order	First	119	3.64	.82	-.729	.467	-
	At Least Second	82	3.71	.66			

*** p<.001

Research Problem 3

Find out how much influence a child's self-esteem has on their communication skills.

An observation of the correlation between a child's self-esteem and communication skills is as shown in <Graph 6>.

The communication skills of infants showed a high positive correlation in the order of 'academic achievement'(r=.703, p<.001), followed by 'sociality/emotionality'(r=.630, p<.001), then 'independence'(r=.549, p<.001).

<Graph 6> The Correlation Between A Child's Self-Esteem and Communication Skills

Classification		The Self-Esteem of Infants				Communication Skills
		Independence	Academic Achievement	Sociality/ Emotionality	Total	
The Self-Esteem of Infants	Independence	1				
	Academic Achievement	.626***	1			
	Sociality/ Emotionality	.667***	.675***	1		
The Self-Esteem of Infants		.891***	.848***	.890***	1	
Communication Skills		.549***	.703***	.630***	.704***	1

*** p<.001

<Graph 7> The Influence of a Child's Self-Esteem on Their Communication Skills

Classification		Dependent Variable : Communication Skills					
		B	Standard Error	β	t	p	VIF
(Constant)		.440	.235		1.874	.062	
The Self-Esteem of Infants	Independence	.102	.087	.080	1.168	.244	2.005
	Academic Achievement	.620	.088	.484	7.014***	.000	2.048
	Sociality/Emotionality	.359	.104	.249	3.451**	.001	2.241
R^2=.541, adj R^2=.534, F = 77.452***							

** p<.01, *** p<.001

An observation of the influence of a child's self-esteem on their communication skills is as shown in <Graph 7>.

The result of conducting a multiple regression analysis in order to find out the influence of a child's self-esteem on their communication skills showed, with R^2=0.541, to be explaining a regression model with 54.1% of the total variations. The Variable Inflation Factor(VIF) and tolerance were observed in order to diagnose the multicollinearity amongst the variables, and there is generally observed to be a problem of multicollinearity if the Variable Inflation Factor is higher than 10 or the tolerance is smaller than 0.1. The VIF values of all the variables in this analysis were below 10, and the tolerance showed to be larger than 0.1, revealing that no problem of multicollinearity had occurred. The result of a variance analysis of the model showed that the estimated model was relevant(F=77.452, p<.001), and showed to have a significant influence on the self-esteem of infants in the order of 'academic achievement'(ß=.484, p<.001) followed by 'sociality/emotionality'(ß=.249, p<.01). Thus, it revealed that the higher the child's academic achievement and sociality/emotionality, the more outstanding their communication skills.

4. Discussion and Conclusion

This study looked into what kind of influence a child's self-esteem has on their communication skills.

First, an observation of the difference in a child's self-esteem depending on their general characteristics showed a significant difference in a child's overall self-esteem depending on their gender, age, and birth order. In detail, there was a significant difference in independence depending on age, in academic achievement depending on gender and age, and in sociality/emotionality depending on gender, age, and birth order. This result showed that the self-esteem of infants was higher in girls than in boys, and meaningfully corresponds with the result that 5-year-old infants showed a higher self-esteem than 4-year-old infants[15, 16]. Also, it supports the research results that show a higher self-esteem the greater the age[17]. From this meaning it can be observed that the greater the age, the higher the confidence, and the higher the overall self-esteem and capabilities.

Second, an observation of the difference in a child's communication skills depending on their general characteristics showed that though there was a significant difference in a child's communication skills depending on their age, there showed to be no difference depending on gender or birth order. Such results is in the same vein as the results that reveal that the communication skills of childhood showed to have an indivisible correlation to cognition and language development, sociality development, and emotional development[18]. Also, it corresponds with the result that shows that the older the infant, the higher the vocabulary and longer the sentences, allowing a more effective and flexible use of language[19]. Thus, it can be observed that communication skills are developed through the various experiences within relationships with other people, and the greater the age, the greater the increase in communication skills as well.

Third, an observation of the correlation between a child's self-esteem and their communication skills showed that a child's

communication skills had a positive correlation to self-esteem in order of academic achievement, followed by sociality/emotionality, then independence. This result partially corresponds to the result that that revealed that in communication training for infants, the experiment groups that conducted communication training showed a significant effect on the level of cognitive ability more than that of untreated groups[20]. Also, it meaningfully corresponds with the result from a study on high school students that revealed that the greater the communication skills, the higher the self-esteem[21].

Consequently, from this study it can be observed that there is relevance between a child's self-esteem and a child's communication skills, and that they are important predicting variables of influence. Therefore, because self-esteem and communication skills are important factors in the socialization process of infants, continuous education regarding communications skills is required by forming a desirable environment within the home and childhood education institutions.

Through the results of this study, the following is proposed.

First, the self-esteem of infants showed to be higher in girls than in boys, and higher in 5-year-olds than in 4-year-olds. Therefore, in order for a desirable formation of self-esteem, continuous and systematic education is required from parents and childhood education institutions.

Second, though there showed to be a significant difference in a child's communication skills depending on their age, there showed to be no significant difference depending on gender or birth order. Hereafter, an education program will have to be devised in order for the communication skills of infants to grow within families and childhood education institutions and to allow infants to communicate smoothly.

In the future, out of the factors that influence the self-esteem and communication skills of infants, studies that search for and analyze various related variables, such as the teacher and child's relationship factors, childhood education institution factors, and family factors, is needed.

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