



Impact of Self-assessment Exercises for Class IX Students in terms of Self-concept

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ABSTRACT

Positive self-concept along with suitable planning is essential for an individual's thinking to enter in a specific stream for better chance of reaching destination. The emphasis is on the nature of student's thinking to identify own strategies to improve understanding as well as self-concept. Positive concepts towards own capabilities, beliefs and efficiency can be visualized by observing own performance in simulated circumstances. From this point of view, the researcher conducted the present study. The objective was "to compare mean pre and post self-concept scores in the group treated through self-assessment exercises for class IX students". Hypothesis of the study was "there will be no significant difference between mean pre and post self concept scores in the group treated through self-assessment exercises for class IX students". The random sampling technique was used to select schools. Thirty eight students were exposed to self-assessment exercises after seeking permission from Son India School, Indore (M.P.). The Children's self-concept scale developed by Dr. S. P. Ahluwalia and Dr. H.S. Singh (2012) was administered for data collection. It employed pre test- post test single group design. The collected data was analyzed by calculating the mean, SD, r and 't' value. The findings indicate that the mean self-concept scores at pre and post-test stage of students treated through self-assessment exercises differ significantly. As a result, self-assessment exercises were found to be effective in terms of self-concept. In the previous researches, researchers also reported significant improvement in the academic and non scholastic performance of students after the practice of self- assessment. Self-assessment is a stepping stone to proceed in all the spheres of life. It needs not to be considered as an assessment, but instead as an essential competence for self-regulation. It is an advice for improvement without any comparisons with other pupils. It requires proper exposure which has never been provided by prior education system to develop the self-assessment skills. This paper is an attempt to bring self-awareness in the learners for transferring it to real life experiences and actual practices.

Keywords: Self- assessment, Self-concept, self-awareness.

Suitable plan with positive self concept is essential for an individual's thinking to enter in a specific stream for better chance of reaching destination. Positive concepts towards own capabilities, beliefs and efficiency can be visualized by observing own performance in simulated circumstances. One can judge own work if he / she knows performance criteria and then can give feedback to meet objectives. As a result of active participation in the assessment, one can interpret the classroom events in more meaningful ways. So that they can use more linked knowledge bases and integrates knowledge with practical situations. Students can be positive if they get opportunities of understanding the quality criteria and own level of performance.

Rationale

Education is a process of developing individuals in the group settings. Conventional test formats are quite narrow and highly controlled having not much scope for all round development. Planning to involving learners in assessment of their own learning is based on the learning theories. Learning is multi dimensional therefore assessment also must involve various aspects.

Review of related literature reveals that most of the studies on self-assessment have been correlational. Cindy S. and Franklin N. (2007), Madhusudhana and Mani (2009), Carita, Valerie, Linda and Petra (2010), Sasan & Atieh (2013), Terry LeMan A. (2013), Tanis and Stephanie (2014), Elizabeth Popelka, (2015) conducted studies for effect of self-assessment on student's satisfaction, academic performance, group work, self-efficacy, confidence, learning gains, achievement scores and mathematical gains. For instance, relationship between self-assessment and other variables had been studied by the different researchers. Review indicates that there is lack of researches on self-assessment in India. There is a gap in the trend of researches on self-assessment and the researcher attempted to fill the gap through present area of research.

Statement of the problem: The study has been entitled as:

- ❖ Impact of Self-Assessment Exercises for Class IX Students in terms of Self-Concept

Objective: Objective of the study was framed as:

- ❖ To compare mean pre and post self-concept scores in the group treated through self-assessment exercises for class IX students.

Hypothesis: Hypothesis of the study was:

- ❖ There will be no significant difference between mean pre and post self-concept scores in the group treated through self-assessment exercises for class IX students.

Methodology: The methodology of the present study was as follows:

- ❖ **Sample:** The sample consisted of students studying in class IX at private, English medium, co- education, state board affiliated schools. The researcher first took up a list of schools situated in Indore city. The random sampling technique was used to select schools. Out of the available list of schools, twenty schools were randomly chosen and prepared chits to for lottery method. A fellow picked chits one by one, then a list was prepared. The researcher contacted for permission sequentially as per the list. Intact group of the selected school was considered as a sample. Thirty eight students were exposed to self-assessment exercises after seeking permission from Son India School, Indore (M.P.).
- ❖ **Tools:** Standardized tool was administered for collecting data about dependent variables. Details of the tool are as follows:
- ❖ **Self-concept scale:** For the assessment of self-concept of the students Children’s self-concept scale was used. It is developed by Dr. S. P. Ahluwalia and Dr. H. S. Singh (2012) for 13 year to 18 year of age. It is comprised of 80 items; each with two alternatives (Yes or No). As per this tool there are six separate dimensions of self-concept. These are behavior, satisfaction, intellectual status, popularity, physical appearance and anxiety. Concurrent validity was established by the author. Reliability was found to be 0.74 for male and 0.79 for female by split half method.

Experimental design: The present experiment was designed as; pre test- post test single group design. The layout of this experimental design is as follows:

O X O

O represents pre test and post test

X represents treatment

- ❖ **Procedure of data collection:** One intact groups belonging to class IX at selected school was introduced for involvement in assessment. The researcher assured the participants that the gathered information will be used only for the research purpose and it will not affect final results. The researcher had been instructed to read carefully all the items in the provided tool. The participants were pre- tested by administering the selected tool for the variable self- concept. The group was exposed for self-assessment exercises along with teacher’s guidance and by using scoring rubrics. Students had freedom to discuss with peers and concerned teachers. Post test conducted in the group by administering the same tool in the experimental group.

Statistical analysis: For the analysis of collected data; the mean, SD, r and ‘t’ value were calculated.

RESULTS AND INTERPRETATION

The objective of present study was “to compare mean pre and post self-concept scores of class IX students”. The data was analyzed by finding the mean, SD, r and ‘t’ value.

Table: Testing- wise M, SD, r and t- value of self-concepts

Testing	M	SD	R	‘t’ value	q value	Remark
Pre- test	58.81	4.96				
Post- test	61.36	5.05	0.94	9.06	0.00	q < 0.01

From the above Table 1, it is evident that the t - value for self-concept is 9.06, whose q value is 0.00. It is less than 0.01 level of significance, therefore it is significant at 0.01 level with $df = 37$. It indicates that the mean self-concept scores at pre and post test stage of students treated through self-assessment exercises differ significantly. In this context the null hypothesis that “there will be no significant difference between mean pre and post self-concept scores in the group treated through self-assessment exercises for class IX students” is rejected. Further the mean self-concept scores after the treatment was found to be 61.36 which is significantly higher than that before the treatment which is 58.81. It may, therefore, be said that self-assessment exercises were found to enhance the level of student’s self-concept. Thus, it can be concluded that self-assessment exercises were found to be effective in terms of self-concept.

DISCUSSION ON FINDINGS

The researcher found that the exposure of students for self-assessment exercises was favorable for the students. Cindy S. and Franklin N. (2007), Madhusudhana and Mani (2009), Carita, Valerie, Linda and Petra (2010), Sasan & Atieh (2013), Terry LeMan A. (2013), Tanis and Stephanie (2014), Elizabeth Popelka, (2015) reported in their studies that self-assessment practices exerted positive effect on student’s satisfaction, academic performance, group work, self-efficacy, confidence, learning gains, achievement scores and mathematical gains. During self-assessment students involved in checking the responses along with monitoring own nature of thinking to identify strategies. This might be supportive for improved understanding as well as self-concept. Similar general conclusions have been drawn by researchers who have collected evidence on self-assessment through questionnaires, observation, interviews, and other tools.

CONCLUSION

Self- assessment depends on meta-cognition strategies which help students to evaluate their understanding about self. Meta cognitive awareness enables the control or self-regulation over processes of thinking and products of learning. Students gradually assume responsibility for assessing achievement of learning objectives, identifying steps needed to improve and knowing self-concepts for developing student autonomy. It can be said that self-assessment is a way of feedback to an individual about his or her work's particular qualities. It is an advice on how to improve without any comparisons with other pupils. It can be concluded that self-assessment can increase the interest and motivation level of students for the enhanced self-concept level which may lead to better academic performance and enhanced learning.

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