



Self-Evaluation as an effective tool for improvement in performance of graduation students

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Abstract

Self-evaluation presents a picture of self-knowledge, learning status and helps to remove mistakes to improve performance in exams. It is effective tool for graduation students since they are more capable to understand mistakes and betterment. Present study is focused on finding of improvement among male and female students of B.A., B.Com. and B.Sc. using self-evaluation.

Keywords: self-evaluation, performance, graduation

Introduction

Self-assessment has widely used to secure performance improvement at all levels. It is an important element of the most widely used quality improvement models. Self-assessment is a key part of many appraisal and performance management systems which encourage persons to reflect on their past performance and identify how it can improve.

Being a good self-evaluator is as critical as being an excellent performer. Being able to put achievement and growth into words impact management thinks. Learning how to use examples and effective phrases in self-evaluation is a key. When performance is measured, performance improves and when it's measured and reported back, performance improves significantly. Establishment of a system of reporting and measuring increases ability consistently over time.

Self-assessment is beneficial for students at all levels. It is an important skill to develop for lifelong learning. Once students enter the workforce it is imperative that they are able to critically evaluate their own performance. Group work can be more successful when students are involved in developing assessment process. This may include establishing their own assessment criteria through consultation with teachers. Alternatively sample self and peer assessment criteria can be provided to students by teachers. It encourages student's involvement, responsibility, contribution to the process of the group work. It focuses on the development of student's judgment skills.

Objective

- Finding of value of betterment using self-evaluation method among B.A. students
- Finding of value of betterment using self-evaluation method among B.Com. students
- Finding of value of betterment using self-evaluation method among B.Sc. students

Hypothesis

1. There is no significant value of betterment using self-evaluation method among B.A. students

2. There is no significant value of betterment using self-evaluation method among B.Com. students
3. There is no significant value of betterment using self-evaluation method among B.Sc. students

Methodology

Descriptive survey method was used for present study. A sample of 300 students was prepared in which 100 B.A., 100 B.Com. and 100 B.Sc. students were randomly selected as sample. In each category 50 boys and 50 girls were taken in equal ratio of 1st year, 2nd year and 3rd year. They were tested and self-evaluated. After some days they again tested using different questionnaire and valued. Collected data was tabulated and comparatively analyzed using mean, standard deviation and T value.

Finding and Analysis

Table 1: Status of Improvement after Using Self Evaluation

Course	Gender	Test Result				t Value
		Before Self Evaluation		After Self Evaluation		
		Mean	S.D.	Mean	S.D.	
B.A.	Male	56.2	1.03	60.8	0.96	0.79
	Female	59.7	0.94	65.3	1.02	0.83
B.Com	Male	58.6	0.98	63.4	1.04	0.77
	Female	61.9	0.87	65.7	0.87	0.93
B.Sc.	Male	53.4	0.91	58.2	0.79	0.98
	Female	56.8	1.07	59.6	0.92	0.82

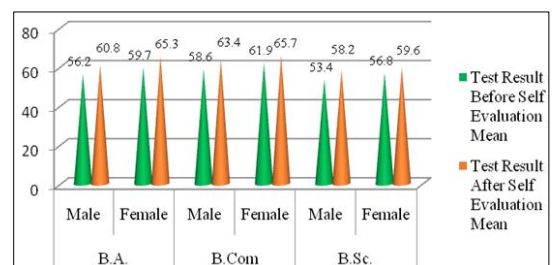


Chart 1: Status of Improvement after Using Self Evaluation

Data shows that for B.A. course, improvement mean value varies among male students from 56.2 to 60.8 while among female students 59.7 to 65.3. t value is calculated as 0.79 and 0.83 significant at 0.05 level. Hence hypothesis 1, there is no significant value of betterment using self-evaluation method among B.A. students is rejected.

Data related to commerce students indicate variation in mean value of male as 58.6 to 63.4 whereas female as 61.9 to 65.7 with t value 0.77 and 0.93 respectively and significant at 0.05 level. Thus hypothesis 2, there is no significant value of betterment using self-evaluation method among B. Com. Students is rejected.

Similarly B.Sc. student's data exhibit improvement among male students 53.4 to 58.2 and among female students 56.8 to 59.6. Calculated t values are 0.98 and 0.82 respectively. Therefore hypothesis 3, there is no significant value of betterment using self-evaluation method among B.Sc. students is rejected.

Conclusion

Self-evaluation is helpful for male and female both students of all streams. It guides about mistakes that can be removed to improve performance. It increases student's responsibility and autonomy. It makes strive for a more advanced and deeper understanding of the subject matter, skills and processes. Self-evaluation makes students active learner, assessor and involve them in critical reflection. It develops a better understanding of own subjects and judgment.

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