

CHAPTER - 1

INTRODUCTION



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1.1 Background

As the World is becoming more and more competitive, quality of performance has become the key factor of personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement put a lot of pressure on students, teachers, school and in general, educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various outcomes are also expected from the system. In India most of the career opportunities are based on the merit of academic performance of the student. Hence all the factors which are responsible for good scholastic performances should be given proper attention not only by educational system but also by home, parents, and other services like guidance and counselling.

In the current school environment, teachers are spending a great deal of time in developing and sharpening the abilities and skills, but it is important to understand that all developments and learning can be achieved through systematic and concentrated efforts. The desire to learn must come from the core of a person. The challenge is to create a desire to learn and to utilise this desire to create a sense of action in the individual, and here comes the importance of self-evaluation skill because we learn,

grow and develop by way of observing, practising thinking, rethinking, experimenting and continuously questioning our self.

Rakesh Seth, in his article "Personality improvement through self development"¹ told his views in a very interesting way. He stated that " a famous cartoonist once attended a cocktail party with some friends. Some one asked him to draw a caricature of everyone present in a party which he proceeded to do with a few skilled strokes of his pencil. When the sketches were passed around for the guests to identify, everyone recognized the other persons, but hardly anyone recognized the caricature of himself ".

He said that many of us are like the people at that cocktail party. We really don't know ourselves. But we can expand our, self awareness, and when we do, we will better understand our personal strengths and weaknesses, how we are perceived by others, and gain insights into why others respond to us as they do. He further added that despite our efforts to provide appropriate incentives, gratify deficiency needs enhance the attractions of growth choices, and arrange learning experience to produce a realistic level of achievement and aspirations, some of our students will still lack confidence in their ability to learn. In such cases we may try to help students acquires a general motive to achieve high i.e. try to encourage the development need achievement, self concept, self confidence and self evaluation.

self

The formation of self or 'self concept' is a continuous and life long process and it is related about oneself and constructs an image of oneself that gets projected because in the modern world, 'Self Concept' has been recognised as a patent means for making a deep study of personality. It helps in understanding human behaviour. It is now believed that self is a principal controlling agent which shapes human destiny. In reality 'self' is viewed by the majority of self-psychologists as the nucleus of human body.

Thus the self is not only related to motivational activity alone, but acts as a regulating and co-ordinating factor in perceiving, learning, remembering, planning, risk-taking, judging and in decision taking matters or situations while solving a problem or in undertaking some work, the level of performance is determined not only by the difficulty or ease of the problem but also by the image one has built about oneself in general. A major component a going self understanding is finding out how you rate on key personality attributes like self concept, locus of control, self evaluation or self rating etc.

Self Concept

According to Hamacheck (1987), "self concept is a composite of the beliefs. Ideas or perception one has about oneself; one's physical, psychological, social and emotional characteristics, aspirations and achievements". one's opinions

of one's health, appearance, disposability influence on others, abilities, and weakness are part of your self concept. If we could place a student in a situation in which he/she felt absolutely free to describe him/herself as accurately as possible, the possible descriptions such as intelligent, hardworking, caring nature, responsible, insightful, etc would capture the essence of his/her self concept. It is the complete description one could give his/her present self.

Locus of Control

Student's locus of control can be described by their explanations of success and failure. Locus of control refers to the feeling of a person about the root cause where a person feels success and failure. Some student blame some one or something else for their poor performance, such as poor test, a confusing book or an incoherent teacher. Here helps them the evaluation of self.

Self Evaluation

Self Evaluation is a process of measuring one's own status, role & progress towards specific goals, in otherwords we can say that, it is kind of measurement of a person's total view about him or her i.e. self concept.

When it comes to self evaluation, generally we find three types of persons, one, who commits mistakes but never improve themselves and therefore keep on doing mistakes. These kind of

persons never reach to the perfection. Another type of persons commit mistakes but evaluate themselves by continuous questioning their self and learn by their mistakes to improve their actions and activities. This skill of self evaluation is very much needed in students to perform well mainly in the field of academic achievement. Third type of persons are those, who not only learn by their mistakes but also by other's mistakes. These type of persons reach to the perfection or the last stage of Maslow's hierarchy of needs i.e.self-actualization.

Hence student's behaviour in the class-room is a function of his self-concept. An insight student can correct his faults 'selfguide' through self evaluation, constant watch and observation upon his own behaviour, self discipline, intellectual discipline, suggestions from others and by peeping into his own self images for judicious evaluation. Realistic self concept helps a students to grow academically and also helps in proper adjustment with his environment. It now generally established that positive 'self - concept ' strengthens the ability of reasoning, the problem -solving attitudes, speed accuarcy and effeciency of a student.

Student with positive self concept rely on themselves rather than on others and are willing to accept criticism and suggestions. On the other hand students with low self - concept are sensitive to criticise and blame themselves whenever things go wrong. Most students with low self concept prefer work on

easy task where they can be certain of success. Children who are constantly scolded and rarely shown affection are likely to develop poor self-concept or low esteem. Children with low self-confidence and self evaluation skill develop feeling of inferiority. They are likely to experience difficulty in interacting with other children and getting accepted by them. As a result the children with poor self-concept often develop problem behaviour that attracts negative attitudes from peers, teachers and others. Poor self-concept hinders initial school adjustment and academic progress too. Students with positive or high self-concept tend to accept their failure. They are better achievers as compared to children with low self concept.

Achievement

Total quality management of achievement have increasingly gained the attention of researchers in education. Achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learners achieves, After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behaviour, researchers have probed further and have attempted to understand the 'black-box' of achievement in which scholastic achievement is one of the areas in which guidance counsellors can obtain relatively accurate information. Scholastic achievement refers to the knowledge and capabilities acquired by learner or students. It is the acquired potential (knowledge and capabilities) in

subjects or content.

Along with knowledge the student is expected to attain related capabilities. The knowledge discussed above, includes comprehension. In other words, when a student learns the principle of refraction, he/she should not only be able to recall, identify and recognise it, but should also be able to classify it, knowledge is the base for attaining the related capabilities involved in application (ability to apply the principles in a new situation), analysis (ability to compare, contrast and differentiate), synthesis (ability to derive, formulate, modify, originate) and evaluation (appraise, judge, assess). Thus scholastic achievement refers to the acquired potentials, (knowledge and capabilities) in a subject or subjects.

Achievement differences are quite often identified in terms of categories of achievers by classifying students as high, average and low achievers. Though there is no strict cut-off point. These categories can be created using marks. High achievers are those who possess higher level of knowledge and capabilities (say marks 65% and above) then the rest are those who possess average level of knowledge and capabilities (say with 45% to 60%) are called average achievers. In the other extreme we may find learners with low level of knowledge and capabilities (with 45% and below marks).

High scholastic achievements are particularly based on self

High scholastic achievements are particularly based on self evaluation process. This process lies in goal setting and self reinforcement. Self motivation results from setting goals and defining standards by which people evaluate their behaviour. People will commit themselves to a particular goal and evaluate their performance in relation to the goal. They will reward themselves with self satisfaction if they attain their standards, but be dissatisfied and perhaps even punish themselves if they fail to attain it these self evaluation giving goading force to the goals, people set for themselves. The self regulatory system enables a person to work towards behaviour goals including even the goals of becoming independent of other's control.

Social learning theorists have written and researched many aspects of self-regulation. One task is, to describe how children learn the components, includes the setting of standards to be achieved, monitoring one's performance, evaluating it according to its approximation to the standard attaining performance. By better understanding, skills in self regulation can be taught to children or adults who are deficient in some respect and who wish to gain better control over their own behaviour. Self evaluation seems to be at the heart of several phenomena investigated under other names (self concept, self awareness, self rating, self-regulation etc) but the knowledge performance reinforces and motivates only when the subjects has set to be attained and can evaluate his/her performance. Self learning will

become an important method of teaching process in years to come. Thus role of the teacher is more to provide environment for learning. He has to discharge his duties as a programmer of skills and a resource person to facilitate the process of learning. He has to learn to utilise all community resources for his own limitations and thus accept his role as a facilitator rather than imparter of education.

Proffessor H.B. Majumdar has thrown sufficient light on the changing concepts of the teaching, the role of teacher and school. This concepts are undergoing a change, which now -a-days is considered more than imparting knowledge and communicating information. Teacher is considered as helping and cooperating learners to learn by themselves, acquiring skills and develop attitudes and values in the changed social context.

Thus, self evaluation skill study as an individual analysis can be taken in the form of activity of social guidance programme, which seeks through systematic assessment efforts, to identify the characteristics and potential of every students. This activity is based on fundamental premises that individuals are similar in some ways but different in others and that techniques for assessing these similarities and differences should be a part of the counsellor's professional repertoire.

Johnes (1962) has also emphasised on guidance for the

growth of self-evaluation. According to him, "Guidance involves personal help given by some one, it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purpose, it assists him in solving problem for the individual but helps him, to remedial instruction."

Educational guidance focuses mainly on the cognitive and scholastic achievement of students. It thus strives to-

- facilitate the active involvement of the child in the learning process.
- enable the child to acquire skills for learning and
- motivate the child to attain the maximum scholastic development in consonance with his potentialities.

Educationist from time immemorial have emphasised the importance of the early years of a child life in the development of habits, attitudes, interests and personality qualities which would be required to live a healthy and well balanced personal-social life. It is said that, the foundation of the future personality, are laid during the first few years of the child's life. A comprehensive educational programme at this stage must therefore include, besides instructions, those programmes which are directed in a conscious manner towards the development of good habits and right attitudes. This is not the task of guidance which alone can fulfil these purposes of education in the best possible manner. A

will help the child explore his talents, and will thus improve his / her understanding of himself/herself, in the sine qua-non of all future guidance.

A child has to be helped to adjust himself/herself to an expanding environment today both within the school and outside, so as to live a happier life. He is also to be helped through a varied programme of curricular and co-curricular activities to develop, his basic potentialities in a systematic way, which would be important for him to live an individually satisfied and socially useful life.

Some of the more specific educational functions of guidance at the elementary stage may be mentioned as:-

1) Aiding pupils to make a good beginning :-

At the primary stage of education, pupils need guidance which would help them to make a good beginning.

Almost 47% of people² drop out at the end of the stage because of various reasons including the lack of incentives or interest in further studies. They are ignorant of the possibilities that a good and complete education can open before them. One of the most important functions of a good guidance program in elementary school is therefore, to prevent these children from early leaving and developing such skills which will help them in a better development and utilisation of human resource can take place in the society for the

of human resource can take place in the society for the development of nation.

2) Aiding pupils to plan intelligently :-

Under the reorganised system of our secondary education, each child has to make his choice of subjects when he enters the senior secondary stage i.e class XI. For a right choice at the right time it is essential that each child is helped to prepare well for this important step in life much ahead of time. This preparation has to take place during the upper-primary school years, enough opportunity has to be offered to each child not only to try out and explore his abilities, aptitudes and interests, but also to relate them to the type of course that he will choose later.

3) Aiding pupils to get the best out of their education:-

Although this is a perennial subject of education, little care has been taken, beyond considering a few principles of effective learning and good teaching, of the specific difficulties and blind spots which a child faces in the course of his learning and which retard his progress in various subject areas. Some attention therefore has to be given to detecting subject difficulties will in time and helping pupils overcome them by organising remedial learning programs. The overall achievement of the pupil can thus be improved.

1.2 Need and Justification

Self assessment is a curiously neglected concept in much educational writing and practises. Not surprisingly, the learner often needs considerable help in becoming his/her own assessor. Yet this capacity is vital part of becoming an autonomous learner and it can be fostered by giving proper attention in this direction.

According to NPE 1986, as the child grows the component of cognitive learning will be increased and skill organised through practice. The policy of non detention at the primary stage will be retained, making evaluation as disaggregated as feasible. This education policy places the child at the centre of the educational processes and is concerned primarily with his development, that is, with what he is now rather than what he may become or what society may demand (percieved, Ideal, social, Real self) of him. His needs for personal development, his own interest and desires, are dominant. His impulses for action are of extreme importance and should not be unduly restricted. He should have a large part in decision regarding what he should do, even regarding what he should study. As individual develops, he faces an increasing areas of decisions. One of the purpose of guidance is to make him aware of the decision-making process and how he/she might use his talents and interests to his/her best advantages. Students frequently are unable to tap the source

of self understanding and not make appropriate use of that part of them to which they alone can access.

Elementary stage of education makes the base of future achievements of a student and hence by the end of this, a student should become totally aware of his/her self concept so that he/she will enter into secondary stage of schooling without any drawbacks or shortcomings. For this, he or she must develop at least those skills which will help them in evaluating time to time for further improvements. This skill is self-evaluation skill, which helps in development of self concept in students. Though the self evaluation skill is one of the important factor of personality, but it has been the most neglected skill in our present educational system which is to given more and more attention.

Today a teacher has to follow many child-centred approach in order to develop the personality of a student and to raise the academic achievement levels, even then, there is a big gap between the input and output in educational processes. This is all because of lack of self confidence or poor self evaluation skill. The present study is needed to draw the attention of the teachers and educationists towards the development of self-evaluation skill among the students. It will initiate the ideas of developing, those techniques and ways by which this skill can be developed in the students.

We have been talking about introducing guidance programmes in every school for many years but the position is not satisfactory and lags behind the other developed countries in

the provisions of services and particularly in the scope and methodology of research report. This study emphasize the importance of introducing guidance programmes in schools which can help the students in evaluating themselves and can be motivated to achieve high in academic performances.

Self assessment in guidance programmes can help to stimulate and focus career exploratory experiences. Self awareness and accurate self evaluation are essential to self determination. Training in cognitive approaches to self-management through self -evaluation can theoretically lead to more effective personal development to a greater degree of control over one's life.

Keeping this in view, this study makes an effort in this direction and probed a study of self evaluation skill and scholastic achievement.

1.3 Statement of the Problem

In the present study, efforts were made to find out the status of self-evaluation skill and scholastic achievement of VIII class students. It is stated as "A study of Self-evaluation skill and scholastic achievement of VIII class students".

1.4 Objectives of the study

- 1) To study the status of self evaluation skill of VIII class students.

- 2) To study the Relationship between self evaluation skill and scholastic achievement of the VIII class students.
- 3) To study the self evaluation skill of Boys and Girls.
- 4) To find out the difference between the self evaluation skill of high achievers and low achievers.

1.5 Hypotheses

- 1) There will be no significant relationship between self-evaluation skill and scholastic achievement of students.
- 2) There will be no significant difference between the means of self-evaluation skill of high achievers and low achievers.
- 3) There will be no significant difference between the means self evaluation skill of Boys and Girls.

1.6 Delimitations of the Study

- 1) Only the 171 students of four Kendriya Vidyalayas of Bhopal city are taken into consideration.
- 2) Only the students of VIII class are included in the sample.
- 3) The study is conducted for the dissertation purpose only.