ORIENTATION TOWARDS SELF-EVALUATION OF SECONDARY STUDENT TEACHERS IN RELATION WITH THEIR TEACHING SELF-EFFICACY AND SOME OTHER VARIABLES

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Abstract

Evaluation is the key factor in entire teaching-learning process. The main purpose of evaluation is to judge the strength and weakness of learners and teaching learning process to ensure the quality in education. Self-evaluation can be defined as the process in which individual itself evaluates the results of its own efforts. This study was conducted to know the present status of orientation towards self-evaluation of secondary student teachers and its relationship with their teaching Self-Efficacy. To know the effect of their gender, area of residence, and learning experiences on their orientation towards self-evaluation of secondary student teachers, was the second objective of the study. The findings of the study showed a positive relationship between Self-Evaluation and Teaching Self-Efficacy of secondary student teachers. Gender and academic qualification were found as the significant effectors of Self-Evaluation.
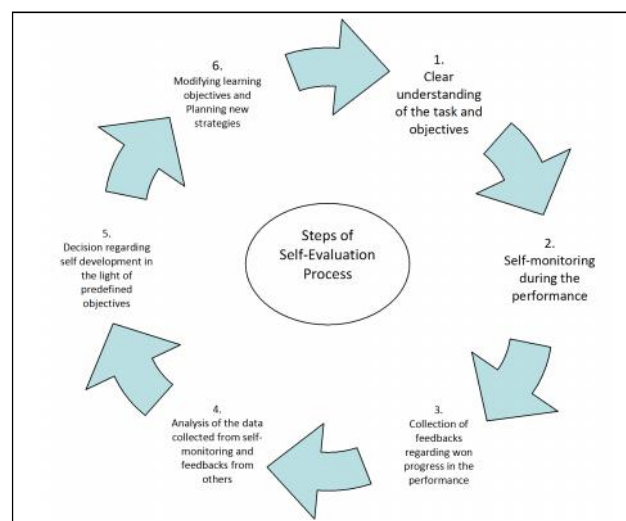
Keywords: *Self-Evaluation, Teaching, Self-Efficacy*

Evaluation is the key factor in entire teaching-learning process. The main purpose of evaluation is to judge the strength and weakness of learners and teaching learning process to ensure the quality in education. Evaluation has many forms of examinations (written, oral, experimental, project work, etc.) and strategies (summative, formative, external and internal) to assess and make decision about the attainment of decided academic goals. Though evaluation has much potential to ensure the quality of learning process but the over emphasis on external or teacher made examinations is harming more than strengthen. Due to this type of evaluation students are being just externally motivated to achieve a good grade than engaging in master level of learning. This is the utmost time to rethink about an important evaluation process named 'self-evaluation'. Modern researches also laid emphasis on it. Self-evaluation has been found useful in various fields and for various good reasons. This evaluation process is frequently used by institutional assessment. It is based on the belief that one can evaluate him/her self more accurately than other person.

Self-Evaluation: Self-evaluation can be defined as the process in which individual itself evaluates the results of its efforts. It aims at the improvement or the modification of these efforts, when necessary (Kellis, et.al. 2010). According to Ahmad (2008, pp. 454) Self-evaluation is the process of evaluating one's own performance or behaviour. Self-evaluation, as the term suggests that in this process students make judgments about their own achievement, learning activities, and decisions about action they need to take for further progress in their learning. The main characteristics of the self-evaluation are the self satisfaction with their own learning process and the result of the work. In order to do this, they need to have a clear grasp of the goals of the learning and of the criteria to be applied in judging how well the goals have been attained.

Steps of Self-Evaluation: Self-evaluation is a well structured process. There are six steps that have to follow to complete a cycle of evaluative process. Formative Assessment and Summative Assessments, both are going spontaneously. MacMillan and Hearn (2008) described three steps that are associated with each other. Self-monitoring, evaluation in the regard of pre assumed goals of the learning, and structuring of forming new strategies to accomplish the task in effective manner, are the three steps of evaluation process. Motycka, et.all (2010) indicated four steps in Criteria-referenced evaluation. These four steps are the understanding of the educational objectives, Work according to plan, Attainment of Feedback, and Formation of new objectives and strategies. But the process of Self-Evaluation can be clearly described in six cyclical steps. These steps are related with each other. These six steps can be seen in following figure-1

Figure-1 Steps of Self-Evaluation

The most important factor of self-evaluation is self-dependency and accountability of students about their own evaluation process. Self-evaluation is also defined as the tool of self-reflection.

Teaching Self-Efficacy: Defining the concept of self-evaluation Ahmad (2008,p.454) says that self-Efficacy is a person's belief about whether he or she can successfully engage in and execute

a specific behaviour. Bandura (1977) has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can plays a major role in how one approaches goals, tasks, and challenges. In the same manner self-efficacy towards action research means one's belief in one's ability to successfully and efficiently conduction of action research in specific situations. Self-efficacy has lots of significance in the teaching learning process. The optimum level of self-efficacy motivate individual to be well determined to achieve mastery at any task. People, with a strong sense of efficacy believe, can accomplish even difficult tasks. They see these as challenges to be mastered, rather than threats to be avoided (Bandura, 1994). Efficacious people set challenging goals and maintain strong commitment to them. In the face of impending failure, they increase and sustain their efforts to be successful. They approach difficult or threatening situations with confidence that they have control over them. Having this type of outlook reduces stress and lowers the risk of depression (Bandura, 1994). Choudhary & shahabuddin (2007) found a positive relationship of self-efficacy with academic achievement and internal level motivation of student. In this study Teaching Self-Efficacy is defined as the individuals believe about its own capability towards the conduction of teaching task with appropriate manner in a given specific situation and time.

Rationale of the Study

Teaching self-efficacy is a key component in teaching learning process. It is responsible for good teaching behaviour and boosting the success rate at any task. In the process of self-efficacy, an individual continuously evaluate its activity to be confident to say anything about their capacity. The success and failure of the work paves the level of self-efficacy of an individual and this thing effect to related work too. So, theoretically both concepts must be associated with each other. But the relationship between both concepts is not reviled yet in Indian academic context. So, this study was conducted to find out the relationship between both concepts. On the other hand Self-evaluation is a potentially powerful practice because of its impact on student performance through enhanced self-efficacy and increased intrinsic motivation. Evidence about the positive effect of self-evaluation on student performance is particularly convincing for difficult tasks (Maehr & Stallings, 1972). When students assess themselves, they become active in their learning and evaluating process. In order to becoming a lifelong learner, the habit and competency of self-evaluation is also important. Solan , Andreadakis and Xantakou (according to Kellis, et al., 2010) states that self-evaluation can be used as a pedagogical process for developing the students responsibility and self-awareness. Baleghizadeh & Masoun (2014) found a significant effect of self-assessment on the goal orientation of student. They found that students benefited from involvement in the assessment process.

Among the three goal orientation scales, learning goal orientation significantly increased as a result of inclusion of the self-assessment element in EFL classes. The learners got more learning-oriented through applying self-assessment during the course. Thus, Teacher should encourage self-evaluation to make students active participants in their education. In short self-evaluation can assist students to - be a accountable learner; be confident in their learning process; be aware about their weakness and strength of learning behavior; be aware about the progress of their learning; be in the controlled situation from where they can add or change their learning strategies according to their leaning needs; be a lifelong learner; and be able to find a continuous improvement opportunity too.

So, it will be beneficial for our education system to aware, motivate, and train our teachers and students to be self evaluator of their own work. This holistic work should be started from the teachers. Our teacher training program should be integrated with this evaluative process. Ross, Rolheiser, Hogaboam-Gray, & Anne(1998), Ross, Hogaboam-Gray & Rolheiser (2002), and McDonald & Boud (2003) fond that the training programmes are effective to develop the skill to be self-evaluated learner and provide motivation to do so. Therefore it would be beneficial to start this activity from pre-teacher training program. To solve this purpose some questions like, what is the present status of orientation towards self-evaluation of secondary student teachers; is there any difference in the level of awareness towards self-evaluation of students on the ground of their gender, area of residence, and parental academic status, should be answered. This study was carried out to answer these questions.

Objectives of the study

To know the level of orientation towards self-evaluation of Secondary Student Teachers. To investigate the effect of Secondary Student Teachers' gender, and academic qualification on their orientation towards self-evaluation. To investigate the effect of Secondary Student Teachers' academic streams on their orientation towards self-evaluation. To know the relationship between orientation towards Self-Evaluation and Self-Efficacy of secondary student teachers.

Hypotheses of the study

There is no significant difference between the obtained mean scores of female and male Secondary Student Teachers on SEOS (Self-Evaluation Orientation Scale).; There is no significant difference between the obtained mean scores of UG and PG degree holder Secondary Student Teachers on SEOS.; There is no significant difference between the obtained mean scores of Secondary Student Teachers on SEOS on the basis of their academic streams (General, Commerce and Science); There is no relationship between the obtained mean scores on SEO scale and TSE scale of secondary student teachers.

Methodology

The present study falls in the domain of descriptive study as it intends to investigate the level of orientation towards self-evaluation of Secondary Student Teachers. Survey method was used in this study. Secondary Students Teachers of Ahmedabad district were identified as the population of the study. The sample of the study was randomly selected. Cluster sampling method was used to select the sample from the population. There 133 Secondary Student Teachers of three B.Ed. colleges of Ahmedabad district were selected in the sample. There were 75 female and 58 male students in the sample. There were total 71 general, 35 commerce and 27 science streams' secondary student teachers in the sample. Self-Evaluation Orientation Scale (SEOS) constructed and validated by researcher and Teaching Self-Efficacy Scale(TSES) constructed and validated by Keraliya (2011) were used to know the level of orientation towards self-evaluation and Teaching Self-Efficacy of secondary student teachers respectively. There are 27 items in the SEO scale. There were five points (5= Strongly Agree, 4=Agree, 3=cannot say anything, 2=Disagree, and 1=Strongly Disagree) allotted to response on the scale. The values of Cronback Alpha reliability and Split-half reliability were 0.88 and 0.87 respectively. Scale has Face validity. According to experts' opinions, all items were found fit to measure Secondary student teachers' orientation towards Self-Evaluation. The value of cliffs' Consistency index's 'C' for AGO scale was 0.58. The value of cliffs' Consistency indices 'C' was indicating the good uni-dimensionality of the scale. TES scale was developed and validated by Keraliya (2012). There were 34 items in the scale. Cronback Alpha and Split-half reliability were calculated with the help of SPSS. The values of Cronback Alpha reliability and Split-half reliability were 0.87 and 0.86 respectively. Cliffs' Consistency index 'C' was calculated with the help of NRTBV program developed by Rathod (2001). The value of cliffs' Consistency index's 'C' for Teaching Self-Efficcy scale was 0.30. The value of cliffs' Consistency index 'C' was indicating the good unidimensionality of the scale.

Procedure of the Collection and Analysis of the Data

With the prior permission of the principal, researcher visited the randomly selected B.Ed. colleges. The researcher explained the purpose for which the study was being conducted and Secondary Student Teachers were requested to respond on the scale. After responding the Secondary Student Teachers, responded scale sheet were collected. Descriptive and inferential statistical techniques were used to analyze the data. Mean, median, S.D., kurtosis, and skewness were calculated in descriptive statistics. t-ratio, and Pearson 'r' were used to test the hypothesis of the study. All calculation was conducted with the help of SPSS.

Analysis and Interpretation of the Data

The details of data analysis and its interpretation is discussed according to the objectives of the study.

Objective-1: The first objective of the study was to find out the orientation towards Self-Evaluation of Secondary student teachers. To solve this purpose the SEOS was administered to the sample. The responses on a five point scale were assigned with the score as 4, 3, 2, 1 and 0 marks for strongly agree, agree, cannot say, disagree, and strongly disagree respectively. There were 27 items in the scale and the maximum score for each item was four. It was possible to score 0 to 108, and 54 could be the average score for each respondent. The result of the study shows that the range of achieved score on SEOS by secondary student teachers was 37 to 85. There were 12% Secondary student teachers achieved less than 50% (54) marks on SEO scale. There were 54.1%, 16.5%, and 2.3% Secondary student teachers who have scored more than 60%, 70%, and 75% marks on SEO scale respectively. There was not a single secondary student teacher who could score more than 80% score on SEO scale. The Mean and SD of the score were 65.5 and 9.36 respectively. The value of skewness and kurtosis were -0.295 and -0.368 respectively. The value of skewness was showing negative skewness of the data, means the number of high scorer secondary student teachers were more than low score achiever in respect of mean score of the data on SEOS. On the basis of above discussion it is reviled that the orientation of secondary student teachers towards self- evaluated learning were moderate level. Above description can be seen in figure-2 too.
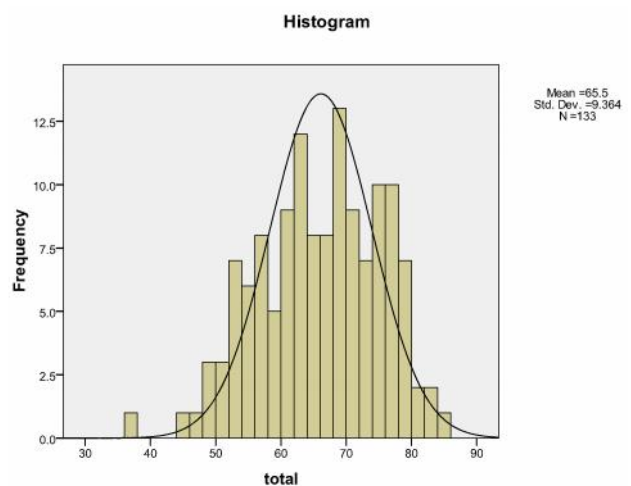

Figure 2: Frequency histogram for Self-Evaluation

Objective-2: There were two null hypotheses tested to serve the purpose of second objective of the study. Null hypotheses-1 was tested to know the effect of gender on the level orientation towards self-evaluation at 0.05 level of significance. The detail of the testing of the hypothesis is given in table-1.

Table 1 - Mean, SD, and t-ratio in reference to gender

Gender	Number of Secondary students Teachers	Mean	SD	t-ratio
Female	75	67.48	8.38	2.84
Male	58	62.95	10	

The observation of the Table-1 shows that there were 75 female and 58 male Secondary student teachers in the sample. The t-ratio of the mean difference was 2.84, which was significant at 0.01 level. So the null hypothesis-1 was not accepted and it was found that the female Secondary student teachers (M=67.48, SD= 8.38) were significantly more oriented than male Secondary student teachers (M=62.95, SD=10). Null hypotheses-2 was tested to know the effect of academic qualification on the level orientation towards self-evaluation at 0.05 level of significance. The detail of the testing of hypothesis is given in table-2.

Table 2 - Mean, SD, and t-ratio in reference to qualification

Qualification	Number of Secondary students Teachers	Mean	SD	t-ratio
UG	86	64.33	9.10	1.98
PG	47	67.66	9.55	

The observation of the Table-1 shows that there were 86 UG and 47 PG degree holder Secondary student teachers in the sample. The t-ratio of the mean difference was 1.98, which was significant at 0.05 level. So the null hypothesis-2 was not accepted and it was found that the PG Secondary student teachers (M=67.66, SD= 9.55) were significantly more oriented towards Self-evaluation than UG Secondary student teachers (M=64.33, SD=9.10).

Objective-3: Null hypotheses-3 was tested to know the effect streams on orientation towards Self-evaluation of Secondary Student teachers. Mean, SD and F-ratio were calculated to test the null hypothesis-3. The detail of the testing of the hypothesis is given in table -3.

Table 3 - Number, Mean & SD, in reference to Academic streams

Streams	No. Of secondary student teachers	Mean	SD
General	71	66.32	9.55
Commerce	35	64.20	6.944
Science	27	65.04	11.48

Table-3 shows that there were 71, 35 and 27 secondary student teachers related with General, Commerce and Science streams respectively. The mean values of obtained scores on SEO scale by secondary student teachers related with General, Commerce and Science streams were 66.32, 64.20 and 65.04 respectively. The SD values of obtained scores on SEO scale by secondary student teachers related with General, Commerce and Science streams were 9.55, 6.944 and 11.48 respectively.

To test the null hypothesis-3, *F*-ratio was calculated based on the values of mean and SD of the obtained scores by secondary student teachers on SEO scale. Details about this calculation are given in table-4.

Table 4 - F-values of the obtained scores on SEO scale by secondary student teachers related with different streams

Source of Variance	Sum of squares	Df	Mean squares	*F*-ratio
Between the streams (SSbgs)	113.136	2	56.568	0.642
Within the groups (SSwgs)	11460.112	130	88.155	
Total	11573.248	132		

Table-4 shows that *F*-ratio was calculated to know the difference between the mean scores of obtained scores on SEO scale by secondary student teachers related with different streams. The value of *F*-ratio was 0.642, which was not significant at 0.05 level. So null hypothesis was accepted and it established that there was no significant difference in orientation towards Self-Evaluated learning of different streams respondents. This thing can be seen in Figure-2 too.
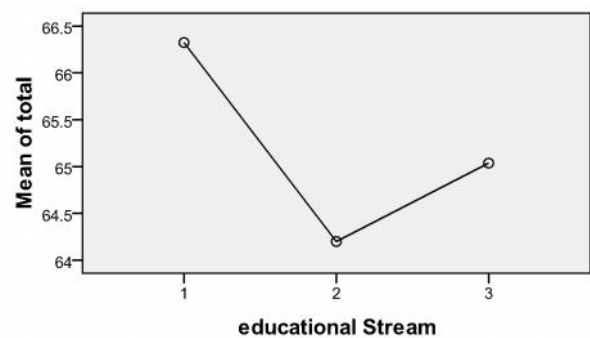

Figure 3 - orientation level of Self-Evaluation of Secondary Student Teachers

Note : 1= General, 2= commerce, , and 3= Science

Objective-4: to know the relationship between orientation towards Self-Evaluation and teaching self-Efficacy H04 was tested. The details of the calculation are given in table-6.

Table 8 - Correlation between the obtained scores of secondary student teachers on SEO scale and TSE Sale

Variables	Numbers of Participants	Mean	SD	Value of Correlation	Significance Level
Orientation towards Self-Evaluation	133	65.50	9.36	0.71	Significant at 0.01 level
Teaching Self-Efficacy	133	78.20	9.09		

Table-8 shows that a positive correlation(r =0.71) was found between the obtained scores on SEO scale and TSE scale of secondary student teachers. According to Best & Kahn(2012, p.388) the obtained Pearson 'r' correlation value was showing substantial level of positive relationship between Orientation towards Self-Evaluation and Teaching self-efficacy of secondary student teachers. Thus, it was concluded that a significant substantial level of positive relationship between Orientation towards Self-Evaluation and Teaching self-efficacy of secondary student teachers was found. This thing can be seen in given figure -3
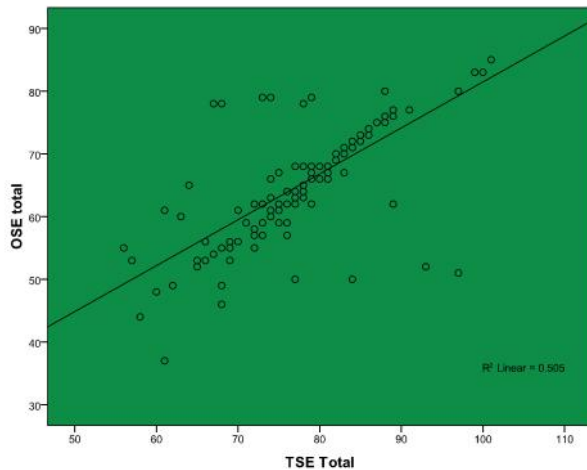
Findings of the Study

Secondary Student Teachers were showed moderate level of orientation towards Self-evaluation. Significant difference was found in the level of orientation towards Self-evaluation of female and male Secondary Student Teachers. Female Secondary Student Teachers were found more oriented towards Self-Evaluated learning than male. Significant difference was found in the level of orientation towards Self-evaluation of UG and PG Secondary Student Teachers. PG degree holder Secondary Student Teachers were found more oriented towards Self-Evaluated learning than simply UG degree holder students. There was no significant difference in orientation towards Self-evaluation of Secondary Student Teachers on the ground of their academic streams. A moderate level of relationship between orientation towards Self-evaluation and Teaching Self-Efficacy of secondary student teachers.

Educational Implication of the Study

Though the Secondary Student Teachers were showed moderate level of orientation towards Self-evaluation but their average mean score on Self-Evaluation orienttion Scale was just 65. The highest score, they could be achieved on SEOS was 108. So if we want to make our Secondary Student Teachers more capable towards Self-evaluation then prospective teacher should be oriented towards it. Orientation and training program should be organized. A significant difference was found between the levels of orientation towards Self-evaluation of Secondary Student Teachers on the ground of gender differences and academic qualification. Female Secondary Student Teachers were found more orient than male Secondary Student Teachers. So there is a need to pay more attention on male students during training and orientation programs. A moderate level of relationship between orientation towards Self-evaluation and Teaching Self-Efficacy of secondary student teachers was reviled that shows the importance of self-evaluation in learning process. Teacher Educators should be motivated to promote self-evaluative process in their teaching practices to achieve good academic outcome.

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