



THE IMPACT OF SELF ASSESSMENT ON ACADEMIC PERFORMANCE IN PRIVATE SENIOR HIGH SCHOOLS

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ABSTRACT

Recent studies have presented the positive effect of student self-evaluation in the areas of academic performance, motivation, and self-directed learning. This study examines the impact of self-evaluation as an assessment tool among students currently enrolled in private senior high schools.

This research uses data to measure correlation in terms of self-evaluation and academic performance as well as motivation. Student academic performance is closely related with motivation. Motivation plays a crucial role in shaping educational outcomes. Motivation, both intrinsic and extrinsic, significantly impacts a student's engagement, effort, and perseverance. Intrinsic motivation, driven by personal interest and enjoyment in learning, often leads to deeper understanding and better performance. Conversely, extrinsic motivation, such as grades or rewards, can also enhance performance by providing clear goals and incentives. However, reliance solely on extrinsic motivators may not sustain long-term engagement or foster a genuine love for learning. Effective strategies to boost motivation include setting realistic goals, providing constructive feedback, and creating a supportive learning environment.

Educators and parents can further enhance academic performance by understanding individual student needs, encouraging self-efficacy, and promoting a growth mindset. A holistic approach that integrates both intrinsic and extrinsic motivational factors can help students achieve their full potential and develop a lifelong enthusiasm for learning.

The results present a positive correlation and recommends further study in order to develop more self-evaluation assessments.

KEYWORDS: Education and Teaching, Self -Evaluation, Student Assessment, quantitative data, Philippines, Asia

1. INTRODUCTION

Background of the Study

The Philippines National University Research agenda, in 2023, has highlighted the need for further research work on the topic Positive Education in Teacher Education specifically in the area of motivation and academic success as well as in emerging pedagogical approaches in basic education.

Traditional academic objectives are combined with the advancement of wellbeing and character development in positive education. Seligman et al. (2023) claim that this strategy promotes a comprehensive learning environment by placing equal emphasis on students' mental and emotional well-being as well as their academic performance. In relation to motivation and academic success it is beneficial to note how motivation theories that highlight the importance of both intrinsic and extrinsic motivation for student engagement and achievement, such Self-Determination Theory (SDT) and Achievement Goal Theory, have in the past been the focus of ground breaking studies (Deci & Ryan, 2000).

In the area of pedagogical approaches in basic education, it has been explored how constructivist learning theories are the foundation of student self-evaluation, which emphasizes students' active responsibilities in evaluating their own progress. Hattie and Timperley's research from 2007 emphasizes the importance of self-evaluation as a formative assessment tool that fosters self-regulation and metacognition (Li, 2023).

In 2023, Kinoshito Yamamoto utilized a unique student self evaluation tool in support of independent learning. The self-assessment tool had the goal of improving second language studies specifically in awareness and motivation. For motivation, the self-assessment survey meant to increase student engagement.

Yamamoto's research has led to this particular study as a way to continue Yamamoto's research rationale by exploring a different demographic and location among other factors.



Statement of the Problem

This section provides the questions of this particular research study:

1. In private senior high schools, how does self-assessment influence student academic performance for Specialized Academic Subjects, in terms of
 - a. Motivation
 - b. Student Engagement
 - c. Grades
2. In private senior high schools, did self-assessment improve student academic performance for Specialized Academic Subjects?
3. Is there a relationship between student self assessment rating and teacher marking?

Theoretical Framework

Self- Determination Theory

Deci and Ryan's Self-Determination Theory (SDT) highlights the psychological requirements of autonomy, competence, and relatedness as well as intrinsic motivation in creating the best possible learning settings. According to SDT, students are more likely to engage fully and stick with their studies in educational environments when they feel competent in their abilities, connected to their teachers and classmates, and free to choose how they want to study. According to this concept, by diverting attention from the actual learning process, conventional extrinsic motivators like grades or prizes can erode intrinsic drive. As a result, teachers are urged to design lessons that promote student agency and motivate independent inquiry.

Additionally, SDT has real-world applications in classroom management and instructional tactics. Teachers can increase student motivation and pleasure by including components that encourage autonomy, such as giving students alternatives in assignments or permitting self-paced study. Furthermore, scaffolding, constructive criticism, and acknowledging small victories can all help to develop a sense of competence. A supportive school community and chances for collaborative learning can foster relatedness.

Teachers may create an atmosphere that fosters a lifetime love of learning and improves academic achievement by implementing the ideas of Self-Determination Theory. This will ultimately equip students to succeed in a variety of demanding situations.

Achievement Goal Theory

A psychological paradigm known as Achievement Goal Theory (AGT) examines how people's objectives in achievement contexts—like education—affect their motivation, methods of learning, and academic success. Two primary goal categories are essential to AGT: performance goals, which are focused on showcasing one's abilities in comparison to others, and mastery goals, which emphasize competence development and self-improvement. Students that are mastery-oriented usually use deep learning techniques, persevere through difficulties, and find intrinsic fulfillment in their educational journeys.

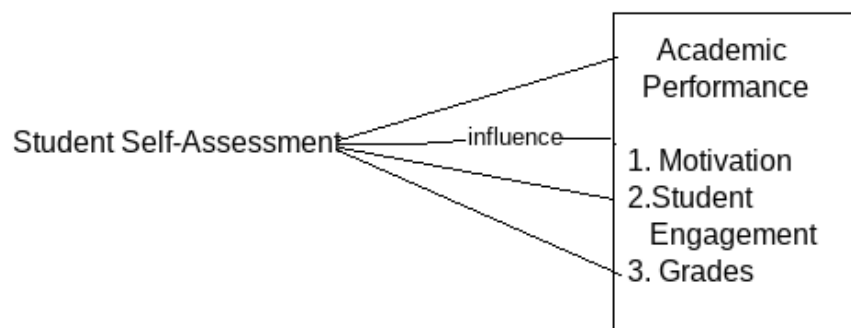
Performance-oriented people, on the other hand, could put results before of learning, focusing on grades and peer comparisons, which can cause anxiety and avoidance tendencies when presented with challenges.

Knowing students' goal orientations can greatly influence instructional strategies and interventions in learning environments. By fostering an environment that values effort, personal development, and the importance of learning from mistakes, educators may help students develop mastery objectives. Students' intrinsic motivation may be increased by this method, which could result in deeper engagement with the subject matter.

On the other hand, a fixed mindset, in which pupils believe intelligence is constant, can be fostered and students' intrinsic motivation diminished by an excessive focus on performance goals, which is frequently mirrored in competitive grading schemes. Teachers may create a more positive learning environment that promotes resilience, teamwork, and a lifetime love of learning by integrating Achievement Goal Theory principles into their instructional practices.



Conceptual Framework



Significance of the Study

This research study investigates how students currently enrolled in private senior high schools critically assess their work for Specialized Academic subjects. It explores how these students rate their work in terms of specific areas which are aligned with the particular student learning outcomes. Their critical assessment links to an assessment criteria which utilizes these levels for student learning outcomes: a.) Beginning, b.)Developing, c.) Approaching Proficiency, d.)Proficient, and e.)Advanced. Based on this criteria, the study is able to discover the impact of self-assessment on academic performance.

This research is beneficial and of use to the following: educators, students, curriculum developers, policymakers, educational researchers, and researchers in related fields.

Scope and Delimitation

This research examines the impact of student self-assessment on academic performance of currently enrolled in private senior high schools. The focus is on senior high school students in grade 11. The study aims to explore how self-assessment practices influence students' understanding of their learning processes, motivation, and overall academic outcomes.

While this study aims to provide insights into the relationship between student self-assessment and academic performance, several delimitations are acknowledged. The research is confined to senior high school settings and may not be generalizable to other educational levels, such as primary or higher education institutions. With regard to location, the findings will be specific to Metro Manila, Philippines, and results may vary in different cultural or educational contexts. Furthermore, the study will concentrate solely on self-assessment practices, excluding other potential factors that may influence academic performance, such as parental involvement, teacher effectiveness, or school resources. Also, the sample size may limit the ability to generalize findings across all high school students. Participants will be selected based on availability and willingness to participate, potentially introducing selection bias. Lastly, the research is based on data collected during a specific academic year; therefore, it may not reflect long-term trends or changes in self-assessment practices or academic performance over time.

By clearly defining the scope and delimitation of this study, this research aims to provide focused insights into the role of self-assessment in enhancing academic performance among senior high school students. Future studies could expand on these findings by exploring different educational contexts or demographic groups.

Operational Definition of Terms

Self-Assessment: is the process where learners evaluate their own academic performance and skills to identify strengths and areas for improvement.

Student Motivation: refers to the internal and external factors that drive learners to engage in their studies, persist in challenges, and achieve academic goals. Would you like to know more about

Student Engagement: refers to the level of interest, motivation, and active participation that students exhibit in their learning process. It encompasses emotional, behavioral, and cognitive dimensions, influencing academic success and overall learning experiences.

Academic Performance: Academic performance refers to how well a student demonstrates their knowledge and skills in educational assessments, typically measured through grades, test scores, and overall achievement



2. METHODOLOGY

Quantitative Design

The quantitative design of survey research with the purpose for gathering quantitative data has been chosen for this study.

Respondents and Sampling

Participants

The participants were selected from students who are currently enrolled in private senior high schools located in Metro Manila. All participants were required to take the self-assessment survey. The participants were students taking Specialized Academic subjects under the HUMSS strand.

Every student willingly filled out online consent forms for the use of all data required to perform the study with the knowledge that every participant would maintain their anonymity following an explanation from the researchers of the study's goals and expectations of the pupils all through the procedure.

Sampling

From a population of 120 students, 92 was the recommended sample size for this research study.

Research Instrument

This study made use of a self-developed survey questionnaire to be answered by the respondents. According to Canonizado (2021), a self-developed questionnaire is an instrument to be used in a research which is made or crafted by the researchers themselves. The survey questionnaire will be descriptive in nature and will collect information on the operational variables. The self-assessment tool contains questions which allow the respondents to answer using the Likert scale as well as to reply using short answers. There are many types of Likert scale survey response sets (Brown, 2010). However, a 5 point Likert scale is more reliable than a 3 point or 4 point scale and is easily understood by respondents.

Survey Questionnaire (Self-Assessment Tool)

The research survey is divided into 4 parts with 22 questions. The first part asks questions pertaining to socio-demographic profile. The second part of the survey questionnaire were the questions created for the body of the student self assessment tool while the third part of the research instrument includes questions about student engagement and motivation.

Data Gathering Procedure

A survey questionnaire was developed and consequently validated before it was utilized for data gathering. The survey was conducted online using Google Forms. The survey contained an embedded voluntary participation clause which participants must have agreed to the terms of before they were allowed to continue on with the survey.

Data Analysis

This quantitative research has submitted the following types of statistical evidence for the future researchers to use: 1.) descriptive statistics, and 2.) inferential statistics. This study examined the mean, median, mode of the significant variables. It also examined the correlational statistic in order to ascertain whether to accept or reject the null hypothesis if this research. A t-test of significance was performed in order to determine this.

3. RESULTS AND DISCUSSION

Overview

This research study investigates how students currently enrolled in private senior high schools critically assess their work for Specialized Academic subjects. It explores how these students rate their work in terms of specific areas which are aligned with the particular student learning outcomes. Their critical assessment links to an assessment criteria which utilizes these levels for student learning outcomes: a.) Beginning, b.) Developing, c.) Approaching Proficiency, d.) Proficient, and e.) Advanced. Based on this criteria, the study is able to discover the impact of self-assessment on academic performance.

Again, here are the particular research questions to be answered:

1. In private senior high schools, how does self-assessment influence student academic performance for Specialized Academic Subjects, in terms of

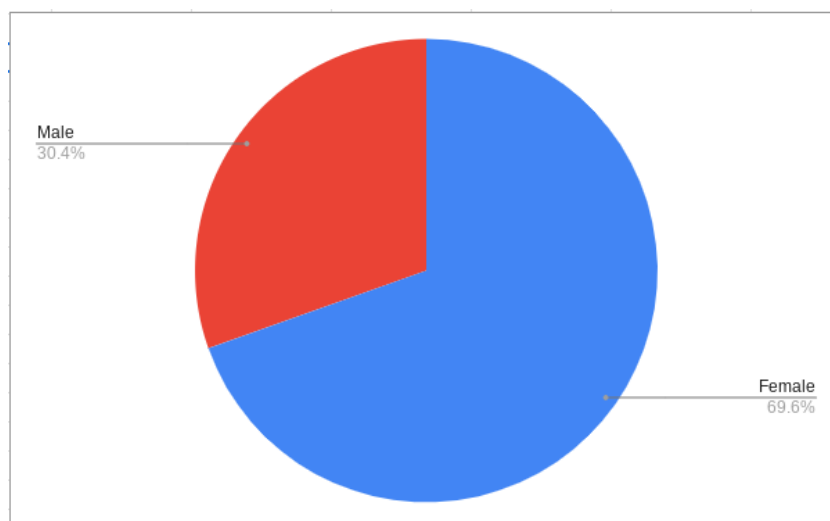
- a.) Motivation
- b.) Student Engagement
- c.) Grades



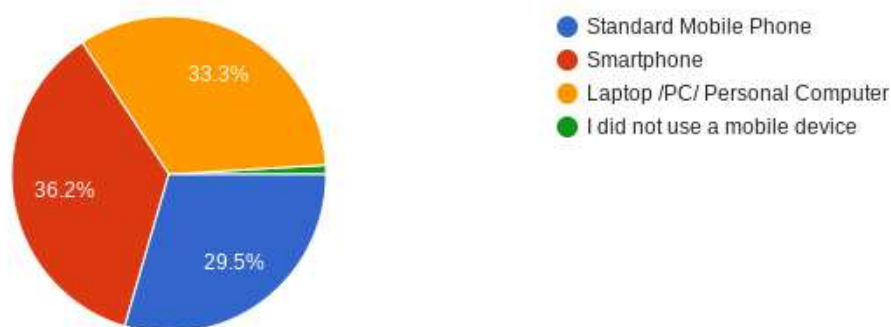
2. In private senior high schools, did self-assessment improve student academic performance for Specialized Academic Subjects?
3. Is there a relationship between student self assessment rating and teacher marking?

This study has a quantitative research method which makes use of a survey methodology. In this data analysis chapter is arranged in this manner: a.) demographic data, b.) reliability testing c) presentation of descriptive statistics. d) presentation of inferential statistics, e.) test of hypothesis, and f.) conclusion.

Preview of the Sampling Demographic



The gender representation for this study is as follows: among the 120 student respondents, there were 64 female respondents and 28 male respondents.



Majority of the respondents used smartphones to answer the survey, followed by a lower percentage of respondents who accessed the survey using their standard mobile phones, and lastly the lowest percentage of the respondents used laptop/PC/computer to answer the survey.

Reliability (Cronbach's Alpha)

					Total
Variance	0.8236874237	1.083760684	0.8544566545	1.250793651	4.012698413
Total Variance	0.9489113087				
Cronbach's alpha		0.7759			
		0.8 > .7		Acceptable	



Before the data gathering procedure, the research instrument went through an essential validation process. The statistical treatment for the data gathered generated a reliability statistic, also known as Cronbach's alpha, of 0.7759. The reliability of the research instrument was discovered to be acceptable. An acceptable Cronbach alpha statistic means that the research instrument is reliable and can be used for data gathering.

Summary of Descriptive Statistics

Variables	N	Mean	Median	Mode	Standard Deviation
Usefulness	92	5.03	5	5	0.92
Motivation	92	4.27	4	4	0.9
Confidence	92	4.61	5	5	1.04
Student Engagement	92	4.71	5	5	1.11

For the variable Usefulness, the mean score was 5.03. This result is interpreted as very high, meaning that the self assessment activity was highly useful to the participants.

For the variable Motivation, the mean score was 4.27. This high result confirms that the self assessment activity highly motivated the participants.

For the variable Confidence, the mean score was 4.61, very high. The self assessment activity was able to raise the confidence level of the participants with regard to academic performance.

Lastly, for the variable Student Engagement, the mean score was 4.71. The very High statistical indicator presents an increase in student engagement because of the self assessment activity.

The standard deviation statistics present the results as being within the statistically acceptable range.

Summary of Inferential Statistics

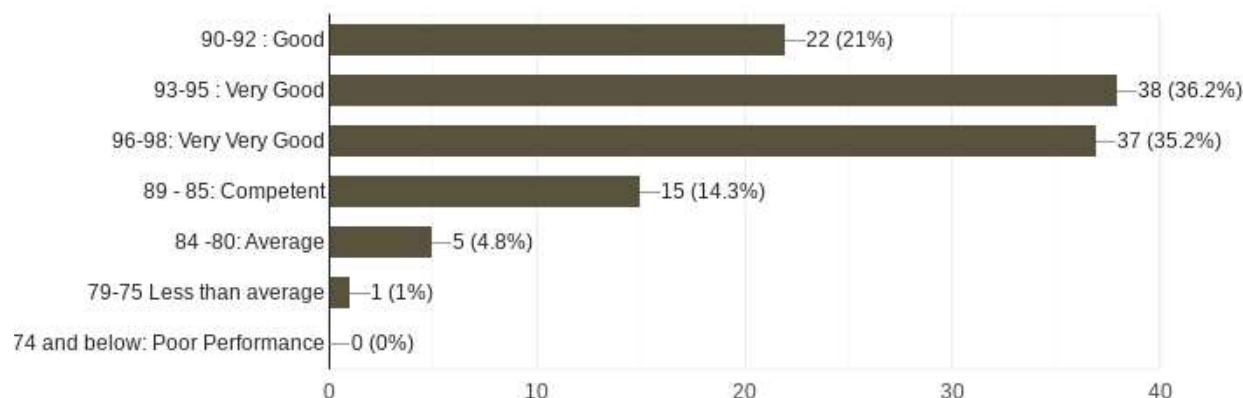
Group	Student Rating	Teacher Markings	P value and statistical significance:
Mean	94.04	89.72	The two-tailed P value is less than 0.0001
SD	4.31	5.75	
SEM	0.45	0.6	Confidence interval:
N	92	92	The mean of Student Rating minus Teacher Markings equals 4.33 95% confidence interval of this difference: From 2.92 to 5.74
Intermediate values used in calculations:			
t = 6.0975			
df = 91			
standard error of difference = 0.709			

The correlation statistic or t-stat was high at 6.0975. This result renders the interpretation of there being a positive relationship between student rating/grades and teacher markings. The P value of 0.001 shows that this difference between student rating scores and teacher marking score is considered to be statistically significant.

At a 95% confidence interval and a standard error of difference of 0.709, the inferential statistics present a large improvement in student rating compared with their grades based on teacher markings.



Summary in relation to Student Learning Outcomes



Proficiency Rating

Advanced (90% - 100%)

Proficient (85% - 89%)

Approaching Proficiency
(80% - 84%)

Developing (75% - 79%)

Beginning (74% below)

Based on the results of the student self-assessment survey, the respondents were able to attain a mostly advance proficiency rating in their learning activity for a specialized academic subject under the K-12 HUMSS track at 96%.

Only 1% of the respondents gave themselves a beginning proficiency assessment score for the activity.

Conclusion and Recommendations

The study concluded by showing a strong positive relationship between self-assessment and important learning outcomes, such as academic achievement, student motivation, and engagement. Giving students the opportunity to grade their own work promoted a sense of responsibility and ownership, which raised intrinsic motivation and deepened their understanding of the subject matter. In addition to giving students more authority, this method improved their comprehension of the evaluation standards, which raised their grades.

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