



Assessment of Self-Evaluation among B.Ed. Students

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Abstract:

Self-evaluation is the cognitive process of observing, analyzing, and responding to one's own actions, thoughts, and abilities, and is considered an essential component of personal growth, self-regulation, and effective decision-making. For B.Ed. students, the capacity for honest self-evaluation is directly relevant to their development as reflective practitioners capable of identifying their own strengths and weaknesses as future teachers. This study aimed to assess the level of self-evaluation among B.Ed. students. A descriptive survey design was employed; the sample consisted of 160 B.Ed. students, comprising 80 urban B.Ed. students (40 Male & 40 Female) and 80 rural B.Ed. students (40 Male & 40 Female) Chikkamagaluru District, Karnataka State, using a standardized Self-understanding questionnaire for assessment. SPSS was used for data analysis, and given that the self-evaluation scores departed from normality, the non-parametric Mann-Whitney U test was applied. The results revealed a statistically significant difference in self-evaluation between male and female B.Ed. students ($U = 2568.00$, $p = 0.03$), with female students scoring higher, but no significant difference between urban and rural B.Ed. students ($U = 2894.50$, $p = 0.30$). This study contributes to the understanding of self-evaluation in the context of teacher education.

Keywords: Self-Evaluation, B.Ed. Students, Rural and Urban Students, Male and Female B.Ed. Students, Self-Understanding Tool

1. Introduction:

Self-evaluation is the cognitive process of assessing one's own thoughts, feelings, behaviors, and abilities. It is considered a core component of personal growth, self-regulation, and effective decision-making, allowing individuals to gain insight into their own strengths, weaknesses, values, and motivations through structured introspection (Bandura, 1986; Carver & Scheier, 1981).

Unlike evaluation by external parties, self-evaluation carries no risk of being perceived as unfair or biased judgment from another person, which can make it a uniquely constructive process for personal development, provided the individual approaches it with honesty and a genuine willingness to improve. Its central purpose is to help a person identify strengths, correct weaknesses, and surface previously unused or hidden talents (Boud & Falchikov, 2007).

For B.Ed. students, self-evaluation is closely tied to the development of reflective teaching practice. The ability to honestly assess one's own teaching performance, classroom management, and interpersonal effectiveness is considered a hallmark of professional growth in teacher education, and self-evaluation skills developed during training are expected to carry forward into a teacher's ongoing professional practice (Hattie & Timperley, 2007).

2. Review of Literature:

Self-evaluation is described in the literature as a continuous process of determining one's own personal growth and progress, achieved through sustained introspection (Festinger, 1954). Effective self-evaluation requires first reflecting on one's own values, then honestly examining whether one's behavior lives up to those values - a process that can be supported by seeking feedback from trusted friends, family, or colleagues (Guskey, 2002).

Formative self-assessment practices, in which learners evaluate their own progress against clear criteria, have been shown to support deeper learning and more accurate self-perception when properly scaffolded within an educational programme (Black & Wiliam, 1998). At the same time, self-evaluation is recognized in the literature as a demanding skill to master, since it requires a degree of self-honesty that can be difficult to sustain without external structure or guidance (Brookhart, 1999).

Within teacher education specifically, structured self-evaluation - through reflective journals, video-recorded teaching practice review, and mentor-guided reflection - is widely regarded as a tool for helping trainee teachers develop the reflective habits they will need throughout their professional careers (Hattie & Timperley, 2007).

3. Significance of the Study:

The assessment of self-evaluation among Bachelor of Education (B.Ed.) students is important for understanding how capable these future educators are of honestly appraising their own strengths and weaknesses. Since reflective self-evaluation is considered a core professional competency for teachers, it is of considerable importance to assess the self-evaluation of B.Ed. students from a psychological research standpoint, both to understand their current standing and to inform reflective-practice components of teacher training.

Objectives of the Study:

1. To assess the level of Self-Evaluation among male and female B.Ed. Students.
2. To assess the level of Self-Evaluation among Urban and Rural B.Ed. students.

Hypotheses of the Study:

1. There is no significant difference between level of Self-Evaluation among male and Female B.Ed. Students.
2. There is no significant difference between level of Self-Evaluation among Urban and Rural B.Ed. Students.

4. Method:

Tool for the Study

- Demographic Data Collection Tool: primary information of B.Ed. Students (Name, class, Gender, Urban/Rural).
- Self-understanding questionnaire: developed by Dr. Akhtar Bano & Dr. Sushma Talesara, consisting of 60 items (42 Positive and 18 Negative), of which the Self-Evaluation sub-scale forms one component. Reliability = 0.01, Validity = 0.01.

Operational Definition:

Self-Evaluation: A procedure by which an individual observes, analyses, and responds to their own actions. It is the continuous process of determining personal growth and progress through introspection, useful for discovering one's own potential, exploring strengths, correcting weaknesses, and developing hidden talents.

Research Design and Sample:

Descriptive Survey method of research. The **sample consists of 160 B.Ed. Students**: 80 Urban B.Ed. Students (40 Male & 40 Female) and 80 Rural B.Ed. Students (40 Male & 40 Female) from Chikkamagaluru District, Karnataka.

5. Results and Discussion:

Table 1: Descriptive statistics — Self-Evaluation by Gender

Gender	N	M	SD	Std. Error Mean
Male	80	20.39	3.12	.349
Female	80	21.54	3.40	.380

Male B.Ed. students recorded a mean self-evaluation score of $M = 20.39$ ($SD = 3.12$), while female B.Ed. students recorded $M = 21.54$ ($SD = 3.40$) female students report higher self-evaluation on average.



Fig. 1. Mean self-evaluation scores by gender.

Table 2: Mann-Whitney U test — Self-Evaluation by Gender

Name	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Self-Evaluation	2568.000	5808.000	-2.168	.030

The gender difference in mean ranks is statistically significant, $U = 2568.00$, $p = 0.03$. Hypothesis H_{01} is therefore rejected: self-evaluation does differ significantly by gender in this sample, favoring female students.

Table 3: Descriptive statistics — Self-Evaluation by Locality

Domicile	N	M	SD	Std. Error Mean
Urban	80	21.18	3.42	.382
Rural	80	20.75	3.19	.357

Urban B.Ed. students recorded $M = 21.18$ ($SD = 3.42$) and rural B.Ed. students recorded $M = 20.75$ ($SD = 3.19$) — a small, non-significant edge for urban students.

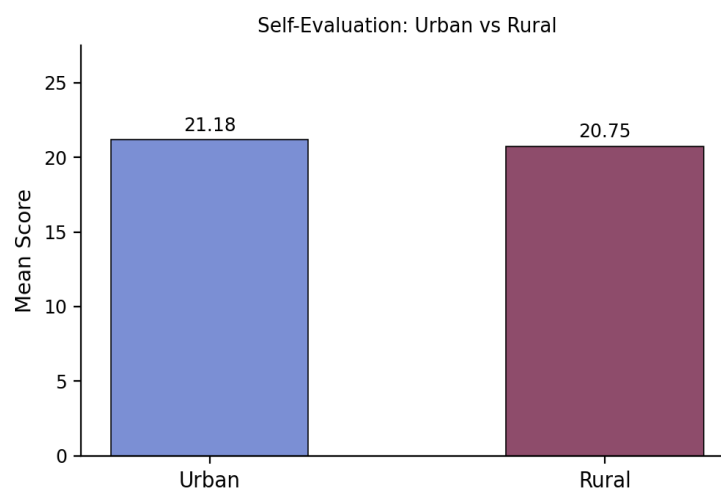


Fig. 2. Mean self-evaluation scores by locality.

Table 4: Mann-Whitney U test — Self-Evaluation by Locality

Name	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Self-Evaluation	2894.500	6134.500	-1.048	.295

The locality difference in mean ranks is not statistically significant, $U = 2894.50$, $p = 0.30$. Hypothesis Ho2 is therefore retained: self-evaluation does not differ significantly by locality in this sample.

The significant gender gap observed here mirrors gender gaps already reported for self-satisfaction and self-management within this same dataset, pointing to a broader, recurring pattern rather than an isolated result. Rosenberg and Simmons (1975) suggest that women are, on average, more inclined toward structured self-reflection and open acknowledgement of both strengths and weaknesses, while men may lean more on external validation of their abilities rather than sustained internal self-appraisal a pattern consistent with the present findings. The absence of a significant locality effect, paralleling the pattern found for self-management, suggests that geographic context is not a strong driver of differences in these more behavioral, skill-based dimensions of self-understanding, unlike its somewhat more mixed relationship with self-identity and self-image.

6. Educational Implications:

- Reflective-practice training embedded in B.Ed. curricula should attend to the gender gap observed here, ensuring male students are equally supported in developing structured self-evaluation habits.
- Educational policy should incorporate these findings to ensure equitable support for students across both gender and locality lines.
- Further research should examine whether the recurring gender pattern across self-satisfaction, self-management, and self-evaluation reflects a common underlying factor.

7. Conclusions:

The present study set out to assess the level of self-evaluation among B.Ed. students in relation to gender and locality, and the findings reveal a clear and consistent picture. Male and female B.Ed. students were found to differ significantly in their self-evaluation dimension, with female students recording a notably higher mean score than male students; this indicates that female B.Ed. trainees, on average, are more able or more willing to honestly appraise their own strengths and weaknesses through structured introspection than their male counterparts, a pattern that mirrors the significant gender gaps already observed for self-satisfaction and self-management within this same research programme. By contrast, rural and urban B.Ed. students did not differ significantly in their self-evaluation, with urban students showing only a small, non-significant edge over rural students, suggesting that the geographic location of a college has little independent bearing on trainees' capacity for self-evaluation during teacher training. Taken together, these findings reinforce a broader pattern emerging across this wider research programme: gender,

rather than locality, appears to be the more consistent driver of differences in the more behavioral, skill-based dimensions of self-understanding, including self-management and self-evaluation, while showing no significant relationship with the more identity-oriented dimensions such as self-image and self-identity. This has a direct implication for teacher-education practice: reflective-practice components of B.Ed. curricula - journaling, peer feedback, mentor-guided reflection - may need to be more deliberately scaffolded for male trainees specifically, to help close this consistent gap before it carries forward into their professional teaching careers. Future research using larger, more geographically diverse samples, and ideally combining self-report measures with observed or mentor-rated evaluation accuracy, would help clarify whether this gender pattern reflects a genuine difference in self-evaluation capacity or a difference in self-reporting tendencies alone.

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