UNIVERSITY OF NAIROBI

EFFECTS OF STUDENT SELF-EVALUATION ON ACADEMIC PERFORMANCE ON WRITING IN KENYAN SECONDARY SCHOOLS: CASE STUDY MUGOIRI GIRLS HIGH SCHOOL IN MURANG'A COUNTY

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A Research Project Submitted to the University of Nairobi in Partial Fulfilment of the Requirements for the Master of Education Degree (M.Ed.) in Measurement and Evaluation.

DECLARATION

I declare that this is my original work and has never been presented to any university for the award of a Master's in Education, Measurement and Evaluation Degree.

SIGNED:_____ DATE: _____

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E58/80500/2015

SUPERVISOR'S DECLARATION.

This research project has been submitted for examination with my approval as the University supervisor.

SIGNATURE:_____ DATE:_____

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DEDICATION

.

My gratitude goes to my colleagues for the group spirit that allowed me to compete with the best. Our discursive meetings illuminated my thoughts and allowed me to develop critical thinking skills.

Lastly to my family. My parents for the financial and moral support. Without this I would not have been able to pull through. My daughter for being patient and accepting to give me time to study and being my greatest inspiration.

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ABSTRACT

This purpose of this research is to establish the result of student self-evaluation on student accomplishment in general, writing competency, and metacognitive skills. Self-evaluation enables learners to think carefully on the value of their work and how they can achieve their objectives by identifying their shortcomings and strengths. The ultimate goal of self-evaluation is to help the student revise the work accordingly. Self-evaluation plays a crucial role since it provides feedback for both educators and learners. The study was steered by three objectives as follows:

To determine the effect of student self-evaluation on their education performance

To establish whether student self-evaluation influence their competency level in writing

To establish whether student self-evaluation resulted in a change in their metacognitive skills

To achieve this objective, the study adopted a quasi-experimental research design in which two batches of learners (experimental and control groups) were purposively selected. Questionnaires were used to collect data and a research procedure that involved teaching the experimental group self-evaluation, administering a test, and grading it. Scores from the first and the second draft D1 and D2 were recorded and entered into the statistical package for social sciences (S.P.S.S.) for analysis. A one-way analysis of variance (ANOVA) experiment was done to determine the effect of student self-evaluation on school performance. a "P" value of 0.002 (lesser than 0.05) was revealed, indicating a remarkable rise in the learners' performance after the treatment for both self-evaluation and teacher assessment. To determine if learner self-evaluation affected their competency, a two-tailed t-test analysis was conducted. The mean comparison confirmed that there were differences in the competency level as a result of peer assessment. A t value of 0.00 confirmed that the difference in means was significant to support the hypothesis that students' self-evaluation has a significant impact on writing competency. Both narrative analyses of the post-test surveys and the distribution of perception on metacognitive elements established that self-evaluation ushered the improvement of metacognitive skills. The study gathered that student self-evaluation had a remarkable effect on learner academic performance.

ACRONYMS

D1	Draft One
D2	Draft Two
E.B.C	Evidence-Based Curriculum
F.A.	Formative Assessment
F.E.	Formative Evaluation
N.A.C.O.S.T.I	National Commission for Science, Technology & Innovation.
S.A	Self Evaluation
S.P.S.S	Statistical Package for Social Sciences
S.S.A	Student Self-Evaluation
S.A	Self Assessment
T.A	Teacher Assessment

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CHAPTER ONE
INTRODUCTION

This chapter focuses on providing a background review of the topic of study. The chapter focuses on the idea of self-evaluation and how it can be applied in a modern schoolroom setting and its innuendo in the execution of competency-based teaching. The chapter is arranged into the study's background, an account of the setback, aims, study questions, importance, and justification for the course.

1.1 Background to the Study

The concept of "Self Assessment" has received extensive scholarly attention over the last few decades. Given the increasing weight on learners, independence self-evaluation is an integral part of today's schoolroom learning. According to Ratminingish et al. (2018), self–assessment is a form of bona fide analysis where learners reflect on their shortcomings in learning to improve academic performance. It is an alternative assessment type used in education. With the need for schools to foster skills and deviate from focusing purely on knowledge, self–assessment becomes an important goal for schools (Andrade and Brown, 2016). Andrade and Du (2007) explained self-evaluation as a formative evaluation method where learners weigh the worth of their job, evaluate the extent to which they constitute specified objectives or criteria that identify strengths and deficiencies in their career. Self-evaluation has been described as an appropriate procedure in the schoolroom where learners are being taxed with the responsibility of monitoring their learning. In contrast, a teacher acts as a guide (Spector et al., 2016). It aims to make sure learning has taken place as a formative assessment type rather than determining a students' final grade (Dixson and Worrell, 2016).

Dixson and Worrell (2016) argue that self–assessment as a process is expected to build upon learning and enhance autonomy. There are three core purposes of self–review: understanding learned content, feedback of achieved results and set goals, and individual development. Self–assessment is essential in enhancing learning, particularly in life-long learning that prepares students to have control over their assessment. This control develops autonomy, as learners can handle their education without relying entirely on the teacher. The quality of work produced by self–assessment learners is high as their cognitive skills, and metacognitive engagement is heightened (Pantiwati and Husamah, 2017). Due to the understanding of criterion and expected, learners are less stressed, and their personal intellectual and social skills are enhanced. Educationists are diverting towards the constructivist principle that considers scholars in the

education process in all of its parts (Alt, 2015). This has resulted in the need for the inclusion of self-evaluation in the schoolroom. As a substitute for assessment, self-evaluation helps learners build their knowledge and evolve their reflective skills to succeed academically and in life. Student Self-Evaluation (S.S.E.) is a chance for learners to measure their learning development. This is achieved by identifying their skills and abilities, determining their weak spots, revising their work, and setting realistic goals. S.S.E. helps scholars be vigorously involved and inspired in the learning practice. It encourages them to reflect on their responsibility to develop and enhance their learning. S.S.E. takes place if the learner takes part in a few or every phases of the evaluation procedure. This ensures that the learner can self-regulate on the learning process (Zimmerman, 2013). They can develop cognitive skills that assist them in making sound judgments of what to learn, how to understand it, and the degree to which learning has taken place (Nisbet and Shucksmith, 2017).

Self-evaluation materializes when learners gauge their studies to revamp their achievement as they recognize divergence amid existing and expected versions. This understanding is the road map for acquiring self-regulated Learning (Zimmerman, 2013). S.S.A. instigates the self-judgmental expertise of students through the scrutiny of their school work and home work. Learners are therefore deemed to have achieved self-regulation. They will monitor and evaluate their meditative and behaviour quality when learning and pinpoint plans to advance their knowledge. Therefore, S.S.A. is crucial for learners as it allows them to collect indicators of their learning and explore their studies in terms of the set goals and academic standards. Thus, the notion of lifelong learning arises as one of the keys to the 21st century. It extends beyond the traditional difference between original education and continuing education. It meets the difficulties a fast-changing world presents. This is not a fresh insight, as past educational studies have highlighted the need for individuals to return to education to cope with new circumstances that arise in their private and working life. That need continues to be felt and becomes even more significant. The only way to satisfy it is to know how to learn from each person (Delors, 1998).

Three features allow learners to have improved access to assessment procedures to help them carry out position self-evaluation. First of all, these are to use summative graded work for self-evaluation, secondly to obtain feedback from tutors to understand and acknowledge errors before self-evaluation, and thirdly, that students do not receive grades until they have worked

with formative self-evaluation techniques for learning purposes. Self- assessment relies on tutor feedback, and while withholding summative grade, learners work with this feedback.

1.2 Problem Statement

Over the last few years, the literature on teaching English for international students has been characterized by replacing teacher-centered approaches to teach with learner-centered ones. This shift of attention from a teacher-centered approach where the teacher provides necessary materials to the learner to a learner-centered where learners have resulted to self-evaluation issues. In most high school classes, the educator driven method in teaching English subject has been in place where the teacher uses old-style instruction methods. In this approach, the teacher becomes the custodian of the learning processes. Yet, this method has been extensively critiqued for its effectiveness in improving students' scores and metacognitive capabilities. Those calling for abolishing this approach to teaching English in our high schools recommend applying the student self-evaluation method while conducting. Research have indicated that student self-evaluation resulted to a positive impact on student marks.

It is presumed that by adopting self-evaluation, learners deliberately participate in assessing their tests and explore all inaccuracies they have made; leading to self-learning. Though studies have been done and ascertained that self-evaluation has ramifications on student performance, very few institutions have fully implemented this idea (Boud, 2013). An important question is whether student self-evaluation works in the Kenyan high school context. Moreover, there is a non-existence of studies assessing the effect of self-evaluation on Kenyan secondary schools. This study sought to contribute to the literature gap by conducting an experimental investigation to determine the effect of student self-evaluation on performance within a Kenya High School setting.

1.3 Study Purpose

The purpose of this study is to investigate the impact of student self-evaluation on academic performance.

1.4 Objectives of the Study

The following objectives guided this study:

- To assess the effect of learners self-evaluation on their academic achievement

- To establish whether student self-evaluation influence their competency level in writing
- To verify whether student self-evaluation resulted in a change in their metacognitive skills

1.5 Research Question

- Is there a significant impact on student self-evaluation that would result in improved academic performance?
- Does student self-evaluation have an influence that would lead to improved competency in writing?
- Does student self-evaluation lead to improved metacognitive skills?

1.6 Importance of the Study

This study purposes to train students to achieve autonomy and self-regulation as they go along with their education. Self-evaluation is the cornerstone of autonomous learning. As the world seeks more problem solvers, then learnedness will be vital to any curriculum offered. Therefore, policymakers will use the study to formulate guidelines in the curriculum that shall integrate self–assessment in each given course, making learning an activity that will fuse thinking and innovation throughout an academic system. Teacher training colleges will also benefit from findings from the study. Teacher trainees will have the opportunity to acquire knowledge on the importance of using self-evaluation and how to apply it in a schoolroom setting. Students who learn how to self-assess will learn to meet the set objectives instead of learning for exams; they will know to be autonomous learners who see a problem and get a solution. Emphasis is that self-evaluation as a form of formative assessment is as much about learning as it is about the review. Learning is enhanced when it occurs in authentic situations or involves an original task. S.S.A.'s goal is for learners to use knowledge and skills in the school environment and outside the school environment. Schoolroom assessment practices have to address the need for an autonomous learner who is utilizing metacognitive skills. Students who learn how to self-assess will learn to meet the set objectives instead of learning for exams; they will learn to be autonomous learners who see a problem and get a solution.

1.7 Justification of the Study

This research’s discoveries shall contribute to reviewing curricula to incorporate self-evaluation as part of our school's learning and teaching. One of the objectives of the new

competency-based curriculum (C.B.C.) being rolled out by the Ministry of Education in Kenya is to achieve sustainable learning that can be attained through S.S.A.

1.8 Terminologies

- SSA-Student self-evaluation-Involvement of the learner in making judgment concerning their achievements and impact on learning
- Self-regulation – Self-instruction procedure where students change their power to learn into task-related skills
- Learner autonomy- Learner is accountable for all the choices regarding their studying and the enactment of those choices
- The metacognition-The procedure that is used to strategize, supervise, and evaluate one's reasoning and academic achievement.
- Criterion-Source reviews meant to gage learners' achievement in contrast to a static set of established learning procedures.
- Feedback- Information is given to the students to bridge the gap between recent achievement and what they are targeting to achieve.
- Evaluate-involves determining to what extent the educational objectives are being realized
- Competence – Includes attitudes, talents, and know-how that learners cultivate and utilise for fruitful learning

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section of the study provides a comprehensive review of contemporary literature on self-evaluation, giving evidence on how student self-evaluation has been measured in literature, its impact on performance and metacognition. The section is organized into the self-evaluation concept as defined in the literature, models of self-evaluation, self-evaluation and controlled learning, the role of feedback in self-evaluation, and the educator's role in self-evaluation, self-evaluation and metacognition, self-evaluation and school performance, and features of self-evaluation. The section concludes by providing a theoretical basis for the study. Both self-regulated and cognitive constructivism theories are utilized.

2.2 Related studies

Lately, the exercise of self-evaluation in the Distant English Learners (EDL) grammar institute has been reviewed to specify the learners' views regarding self-evaluation, their opinion of the benefits of self-evaluation, and the matters or hindrances that EDL learners may come across during self-evaluation (Moqbel, 2018). According to this study, EDL students find self-evaluation to be beneficial and have affirmative attitudes. The research revealed that while carrying out self-evaluation processes, the learners had no issues or difficulties. In a related job, Meihami and Varmaghani (2013) estimated using self-evaluation in a writing schoolroom of English Distant Learners (EDL). They learned that after self-evaluation, EDL students significantly improved their writing skills.

Belachew et al. (2015) evaluated the students' and educators' perspectives and approach to self-evaluation in EDL writing schoolrooms. Their evaluation found out that both educators and learners have a lively self-evaluation style in a writing schoolroom. S.S.A. clusters were made to evaluate their articles for four consecutive writing sessions using the list given to them. From this research, it was evident that most learners overrated their written performances. The number of students who honestly evaluated their historical accounts in the four writing and self-evaluation period was lesser than those hyped. Self-evaluation has become a regular subject in a study, provoking analysis and evaluation for learner independence with the propagation of learner-targeted curriculum. Student Self-evaluation has been studied in the following areas: new evaluation methods, alternatively referred to as learning evaluation; self-regulated learning evaluation student-centered evaluation; alternative evaluation; learning-

oriented evaluation viable evaluation have been implemented throughout the globe in schools (Boud, 1999; Andrade, 2019). All these methods are aimed at learner's autonomy. This autonomy is achieved as the learner can carry out a descriptive and evaluative act based on their academic ability. Their learning practices are improved as S.S.A. is an ongoing moment-to-moment self-monitoring activity. S.S.A. will then require a learner to know their skills and understand the self-evaluation process to achieve the required product. The essential purpose of self-evaluation is feedback (Andrade and Cizek, 2010). Feedback is vital as it allows for adjustment and correction in the process. These adjustments enable the learner to know the gaps in their learning and re-strategize, hence deepening learning and performance improvement. Viewed as a formative assessment, S.S.A. is intended to influence learning, and therefore, it does not emphasize grading but on competency and performance standards.

Andrade and Cizek (2010) reported that feedback given from self –assessment products are more comfortable to present as it is grounded in very explicit criteria, is very relevant and evaluative. Feedback from S.S.A. serves the purpose of informing a learner on the next step in their learning process and how well they have developed their skills.

2.3 Self -Assessment and Regulated Learning

S.S.A. assists a learner to know how to monitor their work, identify their weaknesses, and make the most preferred adjustments to be productive (Zimmerman, 2000). S.S.A. learners are reported to be self-regulated in their learning as they reach their goals by monitoring the goals they set and managing their actions, feelings, and thoughts (Zimmerman and Schunk, 2011). S.S.A. is essential in achieving self –regulated Learning. Self –regulation and achievement increase as a result of S.S.A. because it involves learners' awareness of a specific task's goals and monitoring progress towards them. The effectiveness of S.S.A. lies in putting in place four conditions.

First, there must be an explicit negotiation of the assessment criteria. Learners should possess clear knowledge of the requirements. Secondly, teachers must explicitly explain to the learner how to apply the criteria. Understanding the needs and using it correctly will ensure that the learner measures their learning, having less disparity between the current and expected performance. The third condition involves the giving of feedback. Feedback ensures that corrections are made and realigning learning strategies. They are assisting learners in interpreting the data collected in the fourth component. The data collected will be significant

in developing an action plan. A learner gets insight on what they need to improve, what is to be retained, and what is to be discarded.

2.4 Role of Feedback in Self-evaluation

Self-regulation is the method that allows learners to activate their previous understanding, maintain their ideas, handle their learning resources, and track their progress (Zimmerman, 2000). Students with the characteristics to initiate teaching assignments, set objectives, and then track their progress towards these objectives are more likely to achieve more excellent performance rates than learners who depend on educators to do these tasks for them. Some behaviors must be present and in place for learners to achieve this capacity to self-assess and self-regulate their learning. These behaviors are motivated by the willingness or motivation of learners to want to know. In turn, this motive enables them to generate the required objectives to obtain the understanding they seek. Self-regulated learners seem to be self-efficient in mastering a goal by their ability.

Consequently, they seem to have the capacity to develop their reflection in understanding, called metacognition. They may also have perseverance in persisting in challenging assignments requiring them to use their cognitive ability to fix problems (Sungur and Tekkaya, 2006). The other self-controlled learning elements can be a timely sequence of standardized operations, for example, a rundown of an assignment and accessible resources, job efficiency, and a learning reflection. It is essential to mention that when studying how learners experienced about this sort of teaching, one set of learners experience enthusiastic about the capacity to choose their literature, while others felt uncertain. Others also observed that in the process of selecting teaching resources, they felt a feeling of trust. Studies discovered that high achievement learners believe in self-control as well as self-led learning proficiencies. Moreover, they gain the ability to focus on their successes and their vital responsibility in accomplishing their own aims (Bannert et al., 2014).

2.5 Role of Teachers in Self-evaluation

Educators use the self-evaluation method to contribute to information about the procedure elements that contribute to students' teaching and distinguish design values for self-evaluation methods. The teacher will need to formulate requirements and norms to guide the student on what is anticipated in the teaching process to use self-evaluation efficiently. A teacher will also guarantee that the criteria provide the proper understanding and a framework that is appropriate and applicable to the exercise. It is also the teacher's role to ensure that they manage learners' reflective abilities in the criteria (Uhlenbeck et al., 2002). During the procedure, the following

have to be well addressed by the teacher. Coaching students on their reflecting on the task, regulation of learning, reflective on the way they prepare, design, communicate, and the manner with which to end a coaching intervention (Hattie and Timperley, 2007). This helps the educator devise a self-evaluation process that requires students to set their expectations, grasp the criteria, and interpret the feedback (Zimmerman, 2000).

2.6 Self-evaluation and Academic Performance

Schoolroom-based evaluation indicates student learning achievement and more extraordinary task performance by offering learners task-oriented feedback. Through their tasks and conversations, students engage in debate. During this period of advancement towards the objective, the professor collects proof (Sato et al., 2008). Furthermore, significant interest has been shown in understanding and promoting authoritative information that supports, validates, and encourages learners' participation with an intellectual deficiency in the general education schoolroom. More learners in general education schoolroom can efficiently advance by encouraging self-determination to meet these learning requirements. More learners can progress within learning norms by training skills on how to solve problems, how to make decisions, and self-directed educational methods. Students learn the elements of autarchic learning by training setting objectives, managerial, and decision making. Scholars learn self-directed learning and self-determined behavior elements. A self-focused learning schoolroom has been revealed to enable learners with higher independence, develop a profitable strategy, boost performance, and better assist educators in defining what an under- learner stands and wants to know (Colby-Kelly and Turner, 2007).

2.7 Self-evaluation and Metacognition Skills

Metacognition in contemporary pedagogy literature relates to knowledge that considers its understanding that controls features of a cognitive effort. Taxonomically, metacognition has been characterized by metacognitive information and experiences. Metacognitive information relates to beliefs and learning about the working of an individual's or other's minds. Metacognitive knowledge falls under the understanding of task, person, strategy, among others. Metacognitive experiences reflect the cognitive experiences that entail the cognitive enterprise in general. In the world of pedagogy, metacognition is represented by a gap in one's understanding of a concept, a sense of puzzlement over a paragraph, and so on. Metacognitive experiences are known to trigger corrective moves such as rereading, reviewing, and providing an explanation. Metacognition has been associated with a wide range of crucial cognitive skills.

For instance, Scardamalia & Bereiter demonstrated that affective thinking in a variety of domains entailed metacognition. As a young learner reflects and assess, Mellinger (2019) found that metacognition plays a critical role. Siegesmund (2017) showed that the ability to evaluate, monitor, and revise text during writing is directly related to metacognition. While writing, learners develop metacognitive skills that are necessary to assess their thinking.

Metacognition is currently recognized as a critical component of Self-evaluation. While self-assessing, different models of metacognition place a strong emphasis on cognitive monitoring. Cognitive monitoring involves a critical examination of one's line of thought. When self-assessing, knowledge about cognition and the control or the ability to regulate cognition. One interesting observation in contemporary literature is that engaging in metacognitive self-evaluation has been described in many ways. Some describe it as thinking about and modifying one's thinking; others describe it by manipulating ideas and approaches to solving problems.

In contrast, others view it as a way of controlling the process with which one regulates cognitive behavior (Bunt, Conati, & Muldner, 2004). Despite the discrepancy in understanding the relationship between metacognition and self-evaluation, it is widely acknowledged that teachers and researchers agree that children tend to fail to consider behavior against sensible criteria. They tend to follow instructions blindly and lack the self-questioning skills to determine inadequacies in writing. What this implies is that metacognition is a skill that can be taught through self-evaluation. Currently, there is extensive evidence that metacognition can be introduced.

2.8 Self-evaluation Tools

A rubric is a document that records requirements for a specific task and explains variable degrees of excellence, from excellent to low (Andrade et al., 2010). It is a self-evaluation tool with three facets, a grading scale for varying degrees of achievement, a commentary for each qualitative level, and a listed criterion for evaluating set goals for the set task. While many educators now use rubrics as scoring guides for a graduate job, they can serve dual purposes in their finest rubrics: they can teach and assess (Andrade and Du, 2007). An excellent rubric defines the types of errors learners make. The methods they establish the three circumstances described by Sadler (1998) to help learners enhance their learning, rubrics can encourage learning. Though it is used to analyze the final results, it should be given to the students at the

onset of the task to formulate objectives (Alonso-Tapia and Panadero, 2010). Students use the rubric to contrast their work against the standards and self-grade their assignments.

2.9 Self-evaluation and Writing

Writing is a difficult skill that requires a systematic order of many other components such as genre (academic, company, private writing), type (informative, persuasive, narrative), and style (guided, regulated, or free). Learners are required to scrutinize their power and their shortcomings to gage their achievements and infer to what extent have they achieved their tasks objectives. On the other side, reinforcing writing skills with S.S.A. practices produces quite effective outcomes in terms of potential teaching objectives as self-evaluation promotes learners to think about their purpose in writing and reflect on what and how much they are learning," as well as" the sort of reflection required to achieve enhanced control as a writer. (Kovacek and Bode, 1996). Harris (1997) points out that it is very important to come up with well defined measure for learners to use adopt when assessing their performance to make S.S.E. writing skills efficient.

One of the areas of writing that researchers are concerned with explicitly with student performance is writing competency. Competence in writing covers three elements, skills that deals with the act of doing that are developed based on preparing, skill concerned with understanding that human beings obtain such as facts, philosophies, and attributes that cover the essential characteristics of quality (Ratminingsih et al., (2017). The University of Victoria (2011) argues the last element is described through what students think, feel, or do. Competence in writing captures both the social and functional aspects of conveying and interpreting a message on a certain circumstance. The emphasis incompetence is not just grammatical prowess of the language, but also where, when, and the appropriacy of language in a given communication. Competency in writing is a tricky skill to demonstrate, but most recent studies show that it is positively correlated with self-evaluation. A study conducted by Wang & Wang (2007) found that self-evaluation improved student competency. Explaining their observation, Wang & Wang (2007) argued that self-evaluation helped students in self-editing and revision was instrumental in improving student writing competency. Honsa (2013) reported improved student competency among EDL students at the University of Thailand. Therefore, a conclusion can be made that self-evaluation is an efficient tactic in improving student competency.

2.10 Components and Elements of Self-evaluation

Self-evaluation is a process that cannot be achieved in one sitting (Andrade, 2019). A learner, through the guidance of the teacher, has to improve and perfect it by day. Stauffer (2011) discussed four components that can assist in acquiring the skill of self-assessing. One of the features is observing. This component entails learners reporting their behavior in the performance. This is basic as the learner says their performance in line with the set goals set before learning. Interpreting and analyzing is second. A learner will identify patterns of strength and weaknesses in performance (Doctor and Iqbal, 2012). Depending on the percentage of the achieved objectives, a learner will infer if they had control if the ratio is sufficient, or limitation if the ratio is displeasing. Determining is the third element. A learner links up criteria and effectiveness in this element. In regards to possessing the performance decision, he can make logic of the set of principles as a whole. A learner self-observes at this point and fine-tune ongoing performance-focused deed accordingly. Preparation is through. Learning is a phase, and as the process begins again, there is a need to strategize for the next phase. The learner will identify components of the teaching tactic that he wants to keep in planning and those that need to be further established.

2.11 Practice and Application Self-evaluation

Education systems are undergoing attempts to move beyond traditional teaching methods that usually require learners to work separately on examinations that need them to recall facts or react to pre-formulated issues within the limits of particular schoolroom topics. Assessment directed at promoting learning must then communicate what is expected to be learned very explicitly. Learners should also be given roles in the evaluation to make the review a learning experience. Teachers can use rubrics to allow students to understand what they are expected during self-evaluation. A rubric enables educators to evaluate specific non-measurable skills and abilities through a standardized testing scheme that assesses discrete understanding at a set time. Andrade et al. (2010) discovered that the three parts of rubrics generated better writing among learners; reading, producing requirements, and using a rubric to self-assess. Rubrics can be used as a class-wide evaluation instrument as an inclusive self-evaluation instrument to assist learners at all levels to make significant progress towards curriculum objectives.

2.12 Hypothetical Basis of the Research

2.12.1 Self-Regulatory Theory

The study is anchored on two approaches: self-regulated theory Self-regulatory theory (S.R.T.) is a theory by Bandura that has been defined as an ability to know without explicit guidance or direction through which learners' mental ability is transformed into academic talents. Self-regulation is crucial as it helps learners innovate preferable learning habits and strengthen their study skills, putting in learning strategies that reinforce educational outcomes and evaluate their academic tasks. Juklova et al. (2016) described the self-regulatory process in three stages. The stage of forethought (before learning), the performance (during teaching), and the setting of self-reflection (after education). Students create self-judgment and form views on the causes of their results in the self-reflection stage. Teachers in a schoolroom use this perspective to affect the capacity of the learner to self-regulate. Self-regulation will guarantee motivation for learners, resulting in an effect on academic results.

Every learner is unique; each learner has to know what moves them to achieve. A motivated learner is far better at meeting their desired goals than a less motivated one (Brophy, 2017). Self-evaluation is characterized by motivation, and for a learner to benefit from it, they have to be fully motivated. It is impossible to divorce self-evaluation and monitoring of one's work. A learner will be required to do an audit and a regular one into his learning investment. This helps appreciate how much has been done and to what extent and further adjustments to improve on the process. The other attribute is will power, which is the inner strength to control urges. Self-evaluation needs to constrain themselves to set the desired goals and work without deviation until one gets the desired action. An autonomous learner is known for locking out all distractions and focusing on the learning process without being supervised.

2.12.2 Cognitive Constructivism Theory

Cognitive constructivism is a theory by Vygotsky and Piaget (Tudge and Rogoff, 1999). The cognitivist idea thinks that awareness is something that learners are continually building up based on their current cognitive constructions. Their focus was on the mental process, not the visual cognitive approach; they argue that learners' knowledge makes vital references to cognitive structures. Assessment of the learner's previous experience should guide the teacher in designing a lesson to determine the point to start for each task or concept's instructions.

Cognitive theory appreciates the learner's previous knowledge triggering intrinsic motivation as the learner is not viewed as a tabula rasa (Gregory and Kaufeldt, 2015). Therefore, the learner must comprehend from the beginning of the requirements by which an instructor's assistance will assess their job. For the length of the course, they have to document their job method. Students will come to know the complicated nature of judging and enhancing their job through performance and feedback. Cognitivism thinks that we are active creators of our understanding (Gregory and Kaufeldt, 2015). Students in a cognitivist class are considered expert learners because they question themselves and their strategies (Wiliam and Thompson, 2017). They become autonomous learners as they get an ever-broadening tool to keep learning and are intrinsically motivated. The approach to evaluation by cognitivism is formative rather than summative. It seeks to improve student teaching quality and not provide proof for student evaluation or grading (Shute and Rahimi, 2017).

Assessment will then be carried out as a learning process as it is context-specific. Feedback from students to teachers on their teaching will help the teacher finish the loop by providing feedback on the outcomes and improving learning.

2.13 Conceptual Framework

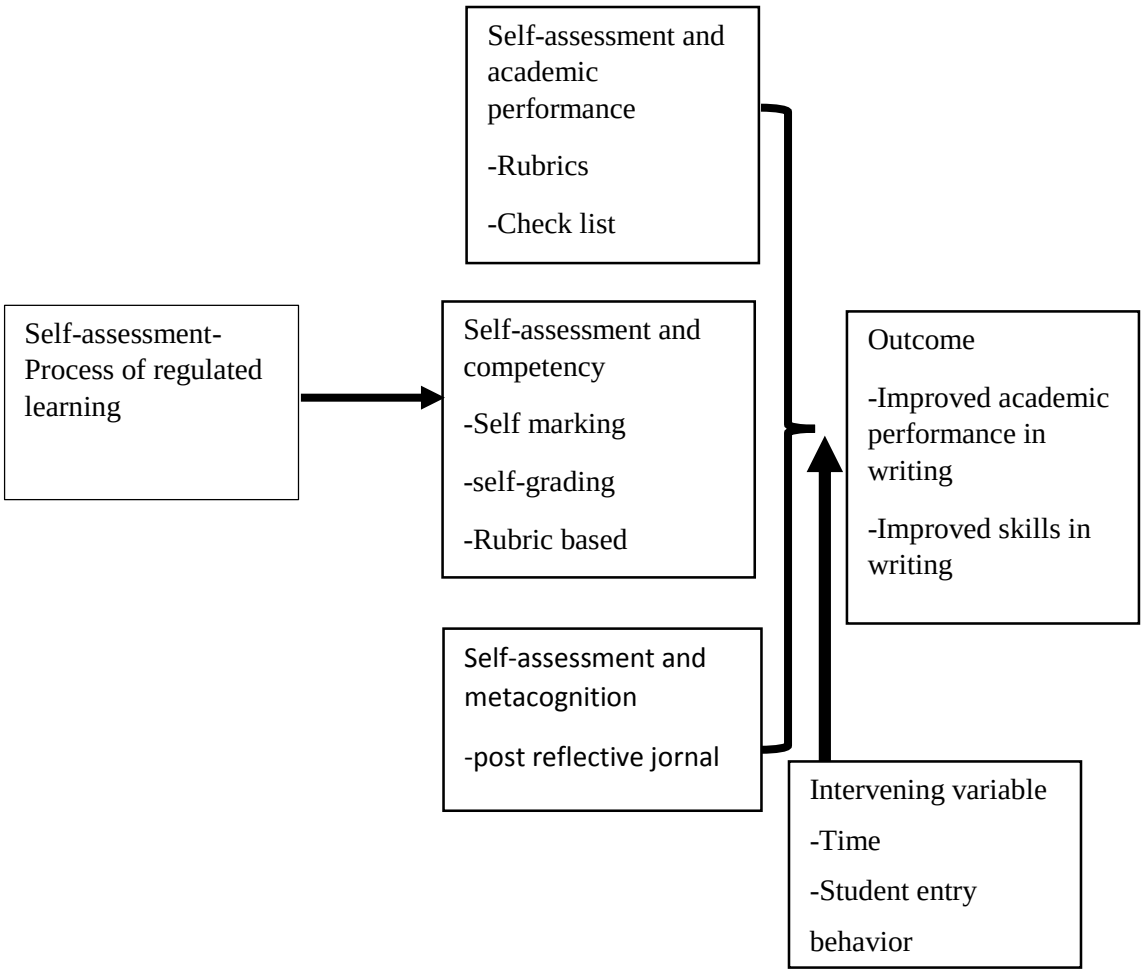

Figure 2.13.1: Conceptual Framework of Self-evaluation themselves

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter gives a detail of the methodology adopted for the study. The chapter is organized into research design, target population, sampling method, the sample size, data collection instruments, designs of the treatment process, research procedure, post-treatment survey, data analysis, validity and reliability, and decent deliberations.

3.2 Research Design

This study makes use of the quasi-experimental research design method to determine if self-evaluation has any impact on student performance. Mugenda & Mugenda (2002) describe quasi-experimental research design as an approach in which there is the deliberate manipulation of the independent variable, in this case, performance, competence, and metacognition, without random assignment of the participant to conditions. The experiment was designed to contrast outcomes from an experimental cluster that experienced the treatment process and the control cluster, which did not encounter the treatment. Using this tactic permitted the researcher to have a weightier impact on the research.

Table 3.2.1: Method Used to Achieve the Objective

Goals	Design
Goal 1	Both the Experimental and Control Cluster
Goal 2	Experimental
Goal 3	Experimental Cluster only

3.3 Target Population

The target population in this research consisted of 300 forms four English students at Mugoiri Girls Secondary School. Kenya secondary schools have four levels. Form one, Form two, Form three, and Form four. All secondary schools across the republic of Kenya use a similar syllabus and have the same qualification for the trained teachers who are the curriculum implementers.

3.4 Sampling Method

This study utilized purposive sampling to select a sample from the population of interest.

The aim of objective sampling was to give attention on certain features of the target population, allowing the researcher to provide accurate conclusion to research questions. Purposive sampling ensures that the respondents can undertake the exercise without difficulties while eliminating the natural bias of not knowing the subject matter.

3.5 Sample Size Not Necessary

Out of the entire population of 300 students, 29 students who scored a minimum of 70% in their last English exam was selected for the experimental group. A similar sample with the same characteristics was selected for the control group. A total of 58 students was used for this study. The 58 was based on the 70% cut off criteria described above.

Table 3.5.1: Population

Sampled population	300 students
Target population `	58 students
Sample	29 experimental 29 Control group

3.6 Data Collection Tools

This research sampled two nature of data: primary data and secondary data. Primary data comprised of the information collected from the study task through questionnaires. The researcher had established particular questions to feature in the questionnaires designed to capture data that would help contrast the experimental and control cluster's results so that it answered the research queries. Questionnaires were used for collecting comprehension, attitudes, opinions, actions, and facts data (Coolican, 2013). Where necessary, secondary data was collected through student's progress reports and other sources such as books and journals.

Table 2.6.1: Data Collection

Objectives		**Information desired**	**Data Collection Instrument**
One	To determine the impact of student self-evaluation on their academic performance	Student results on draft 1 and 2 for both control and experimental groups	Student scores for TA D1 and D2 Student scores for SA D1 and SA D2
TWO	To establish whether student self-evaluation influence their competency level in writing	Competence performance on draft 1 and 2 for experimental group	Student score on TAD1 and TAD2 for experimental group Student scores for SA D1 and SA D2 for experimental group
THREE	To establish whether student self-evaluation resulted to a change in their metacognitive skills	Perception on specific elements of metacognition	Student Reflection Journal

3.7 Design of the Treatment Process

In this study, treatment refers to the process of teaching a student's self-evaluation and allowing them to practice self-evaluation by grading their work. The study was organized into an investigational and regulated batch. The investigational batch received the action procedure while the regulated batch did not receive the treatment but were kept active by task on content writing. The entire treatment process took place in 8 weeks and was organized as follows.
Experimental Group /Control Group.

Table 3.7.1: Procedure for Investigational Group /Regulated Group

Week	*Students' Tasks*	*Teacher's Tasks*
1	Hand in Draft 1 *(both control and experimental)*	Do the work of teacher assessment of Draft 1
	Complete the questionnaire (experimental only)	
2	Get back Draft 1 *(both control and experimental)*	
	Get analytic scoring rubric(experimental only)	
	Self-assess Draft 1(experimental only)	
3-6	Get a SA training(experimental only)	
	Do the practice of SA (experimental only)	
7	Revise Draft 1and hand in Draft 2 *(both control and experimental)*	Do the work of teacher assessment of Draft 2
8	Get back Draft 2 (*both control and experimental)*	
	Self-assess Draft 2(experimental only)	
	Hand in assessed D2 (experimental only)	
	Complete the questionnaire/ self-reflection journal(experimental only)	

3.8 Research Procedure

This procedure was carried out in eight weeks. The following is a description of the weekly activities.

First Week.: The sampled population held a meeting once a week for 50 minutes in a span of eight weeks. During this period, questionnaires and interviews were carried out by the subjects. Writing assignments, self-assessment practice, evaluated their literature, and reviewed their designs. Since the students already knew composition writing, later writing. Article writing, it was assumed that general instruction on email writing would set the stage for the process to begin. In the first week, the control and experimental group students were given specific instructions on how to write a formal email and were given 1 hour 30 minutes to write a formal email that was labelled as draft one (D1). Once the mail was submitted (Draft 1), sampled

population was requested to fill in the questionnaire to illustrate their writing proficiencies perception. In the meantime, the researcher began evaluating learners' emails.

Second Week: The drafts were given back. Learners in the regulated group were allowed to revisit their work and note their mistakes. However, students in the experimental group received both the draft and the analytic scoring rubric. With the profile's help, learners were requested to go through their write-up keenly and ward marks on every part of the rubric. Finally, they were to total specific tally in order to produce the grand score. At this point, there was no clear guideline to learners on how to do the evaluation. The learners handed back the self-evaluated draft to the author for use in later analysis.

Third to Sixth Week: This period was described by the actual treatment processes where self-evaluation training was conducted on the author's subjects. An introduction to self-evaluation was made in the training session, helping the students form a general self-evaluation idea. Some kinds of self-evaluation activities were introduced for demonstration purposes. The author explained further on the accepted logical grading rubric to ensure the learners comprehend. The learners were invited to practice self-evaluation amongst themselves. Every learner was handed a duplicate of the composition selected randomly from their earlier task and assessed it based on the given rubric. The author then revealed her evaluation and gave the justifications. The learners made a contrast between their evaluation and that of the teacher. Modifications were then made to reach a consensus. Meanwhile, the experimental group was kept busy with tasks on both informal and formal writing.

Seventh Week: During this time, students in the investigation group received their self-assessed Draft 1 back. Both students in the experimental and control group were asked to revisit their drafts and come up with a clean copy of the revised draft. The second draft was submitted for marking. In the eighth week, students in the experimental group got back their revised drafts two (D2) and the marking rubrics and assessed the work based on the rubric. The assessed draft two assignments were returned to the tutor for comparative analysis. All students received their final draft D2 on the final day of the week. Those in the investigation group were probed to finish the post-treatment evaluation and the reflective journal.

3.9 Reflective Journal Survey

A post-treatment survey instrument designed to capture perception about the entire process was given to the experimental group. This survey instrument sought to measure their perception of changes in their metacognitive skills. The students were also asked to write a reflective journal about the treatment process. The reflective journal also allowed students to comment on specific elements of metacognition in learning.

3.10 Data Analysis

To answer the research questions, total scores from both teacher assessment (T.A.) and student assessment (S.A.) were used. Responses from questions, as well as the reflective journal, were equally analyzed. This data was cleaned, entered into Statistical Package for Social Sciences (S.P.S.S.) 25, and analyzed. Descriptive statistics were used to assess changes in central tendency measures to determine performance variations in both pre-treatment and post-treatment. A pre-test for the two groups to measure the learners' writing performance was conducted. The findings of the pre-test determined the similarity of the two groups' proficiency in writing. To determine whether there was a change in performance and whether that change was significant after the treatment, a one-way ANALYSIS OF VARIANCE (ANOVA) test was carried out. A p-value of less than 0.05 confirmed that the results were significant, and therefore, the change in score was a result of self-evaluation. In statistics, a P-value is a degree of the likely that an observed disparity could have happened just by random attempt. This change was only conducted for the investigation batch. Likewise, the regulated group's changes in the score were assessed, and a One-Way ANOVA test was conducted to decide if any observed changes from the score were significant. Surveys testing changes in metacognitive skills were tabulated, histograms produced, and the skew of the result determined.

3.11 Validity and Dependability of the Research Instruments

The survey instruments used for this study had already been determined by the Self-evaluation of writing prowess: A dependable and effective tool in the EDL schoolroom. In the study, the researcher adopted an instrument whose validity and reliability had already been tested.

3.12 Ethical Deliberations

The researcher secured the necessary written permission from the university and the school administration. A consent note was signed by the learners confirming that they were not forced

to take part in the research. Participation was intentional, and learners were given an opportunity to pull out from the study at their convenience. During the study, the researcher clarified and expounded in the objectives of the study to the selected respondents and assured them that no personally identifiable data would be used in the final analysis.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter provides a summary of the results. The chapter is organized based on the questions on the research raised in chapter 1. The chapter follows the following chronology:

1. Descriptive statistics of the sample population
2. Impact of Student Self-evaluation on student academic performance
3. The influence of student self-evaluation on student competency
4. The effect of student self-evaluation and student metacognition skills

4.2 Descriptive Statistics on the Demographic Characteristics of the Sample/Pre-test Survey Results

Table 4.2.1: Characteristics of the Sampled Population

N **58**			
AGE			
	Particulars	Percentage	Mean
	16 yrs.	55	16.5
	17yrs	45	
	18 and above yrs	0	
Hours Devoted on Writing (week)			
	0-3	46	5
	4-6	45	
	7-10	9	
Aid While Writing			
	Dictionaries	36	
	Grammar books	54	
	Thesauruses	2	
	Online resources	8	
Skills of a Good Writer (five-point scale (1 = Least effective, 5 = Most Important)			

4.3 Pre-test Survey

Table 4.3.1: Pre-test Survey

	Items	1	2	3	4	5	Mean
	Is coherent	0.5%	1.5%	21%	45%	32%	4.5
	Has organized thoughts	1%	1%	3%	52%	45%	4.7
	Is flexible	21%	15%	45%	16%	3%	3.2
	Has an effect on their reader	0%	0%	5%	30%	65%	4.8
	Spells and punctuates correctly	4%	12%	18%	42.5%	23.5%	4.1
	Is creative and original	0%	0%	0%	22%	88%	4.9
	Has a legible handwriting	12%	23%	58.2%	3%	3.8%	3.1
	Achieves the task quickly	68%	28%	4%	0%	0%	1.3
	Is grammatically accurate	0%	0%	0%	63.3%	37.7%	4.9
				Characteristics of a good piece of writing			
	Structuring and paragraphing	N/A					8.7
	Ability to provoke and sustain interest	N/A					9.6
	Range and complexity of grammar	N/A					7.8
	Appropriacy of vocabulary	N/A					9.1
	Relevance and accuracy of content	N/A					9.2
	Presentation skills	N/A					5.5
	Speed of writing	N/A					1.2
	Topic sentences	N/A					6.5
	Use of linkers and cohesive devices	N/A					8.1
	Creativity	N/A					7.8

From table 5, most of the students were between the age of 16 (55%, and 17 (45%), as captured by the mean of 16.5. There was an almost equal distribution between those students who spend 0-3 hours 46% and those who spend 4-6 hours (45%) on writing. The average number of hours spent by students on hand per week was five hours. Grammar books were the most commonly used aid when writing 54%, while dictionaries were equally popular among students when

writing 36%. An insignificant number of students relied on thesauruses and online resources (2% and 8% simultaneously). When asked to assess a good writer's skills in a five-point Likert scale (1 = Least useful, five = Most Important) [Table 6] format, the respondents displayed significant differences in what they consider critical for one to be a good writer. Coherency was highly ranked as a mean of 4.5 was registered from the analysis. Equally, organized thoughts (M = 4.7), impact on the reader (M = 4.8), creativity and originality (M=4.9), and grammar M – (4.9) were among the most valued skills of a good writer. Quickness to complete the task was the least valued skill of a good writer. While legibility of the handwriting (M = 3.1) and flexibility (M= 3.2) in writing received a moderate rating. Spelling and punctuation (M = 4.1) were rated above average. Concerning the characteristic of a good piece of writing in grading criteria that assigned importance of the attributes from 1-10 in the order of their significance, structure, and paraphrasing (M =8.7), relevance and accuracy of the content (M = 9.2), ability to provoke and sustain interest (M = 9.6), appropriacy of vocabulary (M = 9.1), creativity (M = 8.8) and the use of linkers and cohesive devices (M = 8.1) were considered to be very important. Topic sentences (M= 6.5) and the range and complexity of grammar (M = 7.8) received above-average importance. Writing (M = 1.2) was not valued as an essential element in a piece of paper [refer to table 6].

4.3 Impact of Student Self-evaluation and Student Academic Performance

To determine whether self-evaluation impacted student performance, pre and post-treatment total scores for both student self-evaluation and tutor assessment were analyzed. From the table below, Teacher assessment for both experimental and control groups for the first draft did not differ majorly D1 M= 13.59 for the experimental group vs. D1 M = 13.44 for the control group.

This implied homogeneity in knowledge for both groups before the treatment began. The mean difference between self-evaluation and teacher assessment and student assessment for the first draft was slightly large D1 S.A. M=14.96 vs. D1 TA M = 13.59. The students in the first draft assessment before the treatment process seemed to be more lenient in awarding marks. There was a significant shift in mean for both S.A. and T.A. (D2 S.A. M = 15.94 vs. D2 TA. M = 16.01). There was also a small progress in the average marks for the Regulated group in the second draft from 13.44 to 14.31. The slight improvement in mean for the control group implied that most of the students improved on some areas after revision in the second draft [results in table 7].

Table 4.3.2: Summary of the Descriptive statistics on final scores for both experimental and control groups

Group	Assessment	N	Mean	SD
Experimental Group	Draft 1 (self-evaluation)	29	14.96	1.48
	Draft 1 (Teacher Assessment)	29	13.59	1.94
	Draft 2 (Self-evaluation)	29	15.94	3.34
	Draft 2 (Teacher assessment)	29	16.01	3.32
Control group	Draft 1 (Teacher Assessment)	29	13.44	1.84
	Draft 2 (Teacher Assessment)	29	14.31	1.26

Now that the data distribution measure has demonstrated a change in the distribution of data for both regulated batch and investigation batch in the first and second drafts, was this change significant? To answer this question, a one-way ANOVA test analysis at a 95% confidence level was conducted. The results were considered to be substantial if it was below the 0.05 confidence level. Below are the results of the analysis.

Experimental Group Analysis of Variance Results

F-statistic value = 5.26643

P-value = 0.00195

Table 4.3.3: 0ne way ANOVA test for Scores in SA and TA for the investigation group

Data Summary					
Groups	**N**	**Mean**	**Std. Dev.**	**Std. Error**	
Pre-treatment D1, TA	29	13.5862	1.9368	0.3597	
Pre-treatment D1 SA	29	14.9655	1.4756	0.274	
Post-treatment D2 SA	29	15.9369	3.3406	0.6203	
Post-treatment TA	29	16.0059	3.3198	0.6165	
ANOVA Summary					
Source	**Degrees of Freedom DF**	**Sum of Squares SS**	**Mean Square MS**	**F-Stat**	**P-Value**
Between Groups	3	111.0266	37.0089	5.2664	0.002
Within Groups	112	787.0596	7.0273		
Total:	115	898.0862			

Table 8 0ne way ANOVA test for Scores in S.A. and T.A. for the experimental group.
When the outcomes of the first draft and the second draft were compared for both teacher and student assessment in the experimental group, a P-value of 0.002 (lower than 0.05) was reported indicating that there was a great increase in the performance of the learners after the treatment for both S.A. and T.A.

To determine whether the change noticed in the control group's means in D1 and D2 was substantial and noteworthy, a One-way ANOVA test was carried out at 95% confidence level. The outcomes of the findings are captured in table 5. A p-value of 0.75861 (compared to 0.05 confidence level) was stated from the study, indicating that the change witnessed in the data was not substantial. Overall, self-evaluation had a sizable effect on student performance in the experimental cluster.

Control Cluster Scrutiny of Variance Outcomes

F-statistic value = 4.7029

P-value = 0.75861

Table 4.3.4: Control Group ANOVA test Results

Data Summary					
Clusters	**N**	**Mean**	**Std. Dev.**	**Std. Error**	
D1 TA	29	13.4483	1.8436	0.3424	
D2 TA	28	14.3571	1.2536	0.2369	
ANOVA Report					
Source	**Degrees of Freedom DF**	**Sum of Squares SS**	**Mean Square MS**	**F-Stat**	**P-Value**
Between Groups	1	11.7657	11.7657	4.7029	0.7586
Within Groups	55	137.599	2.5018		
Total:	56	149.3647			

4.4 Self-evaluation and Competency

To determine if student self-evaluation had an impact on their competency, a two-tailed t-test analysis was conducted. Typically, a two-tailed t-test is a sort of inferential statistic used to establish if there is a considerable change between the means of two clusters, which may be related to certain features. A two-tailed test offers more power to identify an outcome. In this case, both student D1 and D2 self-evaluation scores on organization and cohesion and the teacher's D1 and D2 assessment scores on organization and cohesion were used. The choice of organization and cohesion was based on the understanding that the organization and cohesion are the most complicated writing competency skills that learner's prerequisite to communicate efficiently in writing. The results of the analysis are shown below.

Table 4.4.1: SSA D1 vs. SSA D2 2-tailed T Result

One-Sample Test Student Self-evaluation

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SSA DI	14.478	28	.000	1.96552	1.6874	2.2436
SSAD2	29.397	28	.000	3.44828	3.2080	3.6886

There is a huge dissimilarity between the S.S.A. D1 t score (14.478) and the S.S.A. D2 t score (29.397). Typically, a high t-score indicates a more considerable difference exists between the two sample sets. This implies that there is a significant improvement in student competence when tested on Organization and cohesion parameters. Whether this difference was substantial is confirmed by the 0.00 result in the 2-tailed significant column compared to a p-value of 0.05. The teacher assessment results for the same competence had the same effect as a t score of 13.850 in TAD1 and 22.607 in TAD2. The difference was significant (0.00), as confirmed in the 2-tailed results.

Table 4.4.2: TA D1 vs. TA D2 2-tailed T Result

One-Sample Test for Teacher Assessment

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TAD1	13.850	28	.000	1.82759	1.5573	2.0979
TAD2	22.607	28	.000	3.62069	3.2926	3.9488

4.5 Self-evaluation and Metacognition

For the purpose of this study, metacognition was referred to as the capability to think through, comprehend, and regulate one's learning process. To determine whether there was a change in the students' metacognitive skills as a result of participation in the experiment, students' perceptions of specific components of metacognition were computed. Also, a narrative analysis of the responses obtained from the post reflective journals were used. The results of the research are captured below:

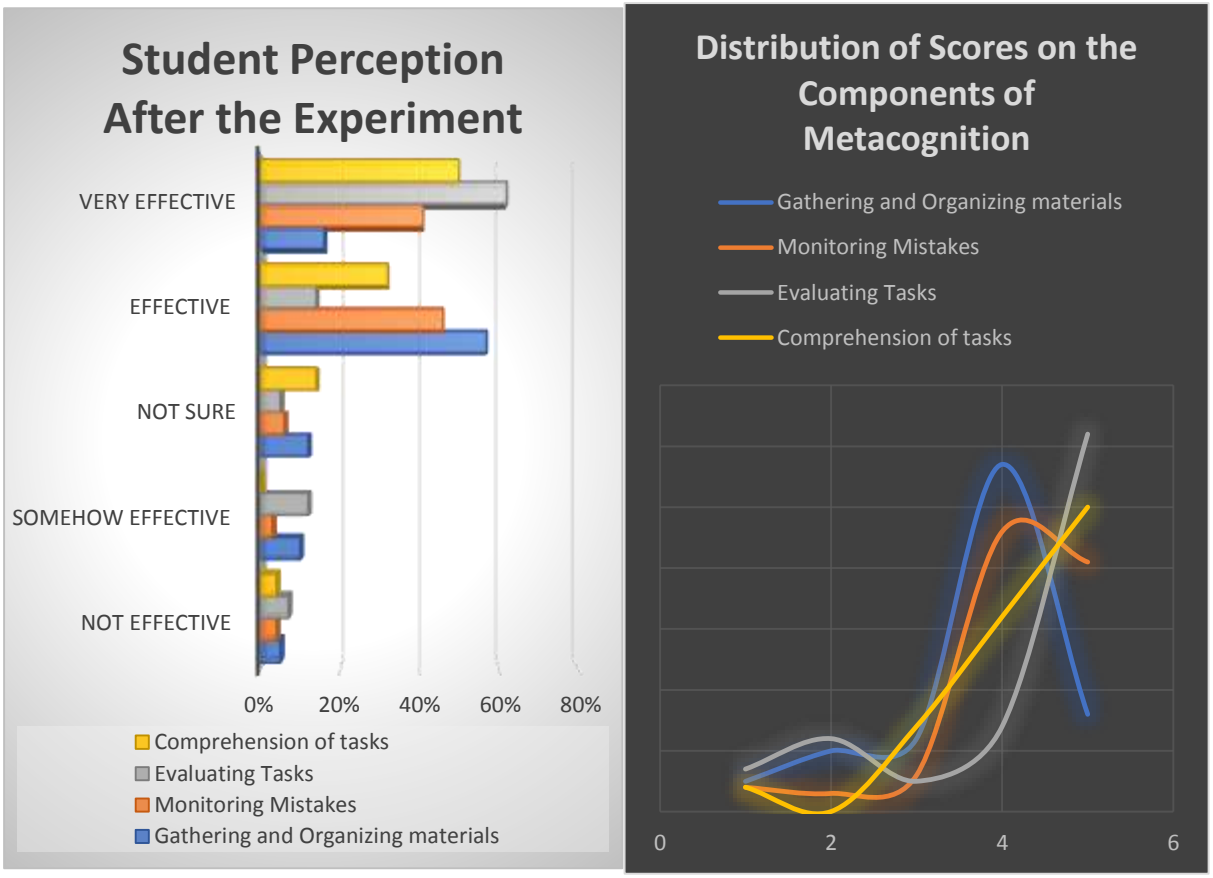

Figure 4.5.1: Student Perception on their meta cognitive skills / Distribution of Means

A comparative analysis of student's perception, as shown above, indicate that most of the students experienced a significant improvement of their metacognitive skills. The graph above, comprehension of tasks, and monitoring of mistakes were among the gifts that received a high tally for having improved significantly after the experiment—gathering and organizing materials and evaluating studies registered an average improvement after the investigation. Overall, the distribution of scores as captured by the series above reported a positive skew with a median of 4 and a mean averaging above 4.6 for each of the metacognitive skills tested for the study.

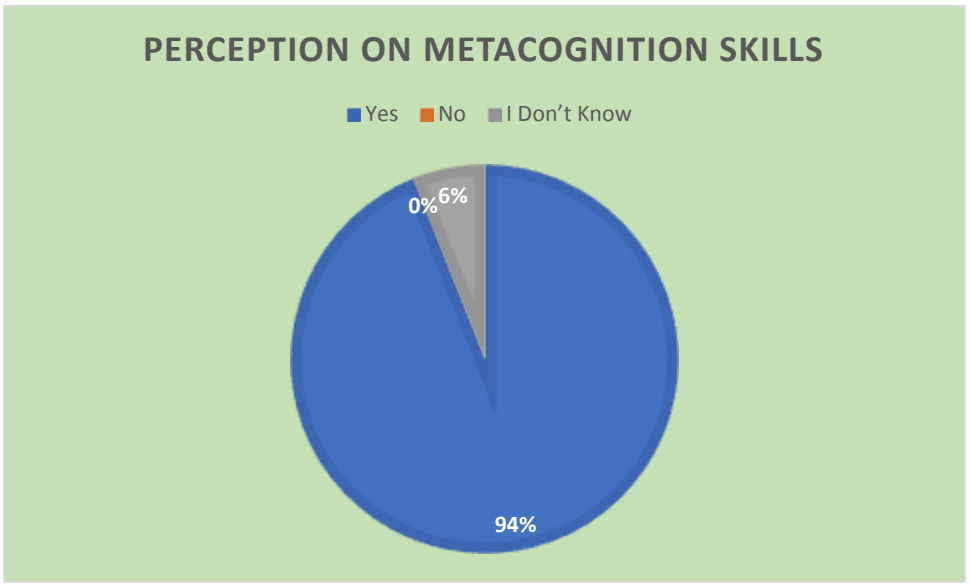

Figure 4.5.2: Perception on the tested components of metacognition skills

When asked whether the experiment has positively contributed to your improvement in these areas gathering and organizing materials, monitoring mistakes, evaluating tasks, and comprehension of jobs, 94% of the student said yes. 6% percent of the sampled population did not know whether the experiment had contributed to improving the identified skills. In general, the investigation impacts the student metacognition skills since no student negated the assertion that the experiment has positively contributed to your improvement in these areas gathering and organizing materials, monitoring mistakes, evaluating tasks, and comprehension of lessons.

The results of student perception on the metacognitive skills acquired were further confirmed by a random sampling of the students' reflective journals. In the journal, students had to reflect on the writing processes, their experience on self-evaluation, and registered changes in their

ability to plan, monitor mistakes, evaluate the task, and adjusting after evaluation. One of the sample students wrote:

"This was one of the best moments in my English lesson experiences. I found the writing process very useful as I managed to develop in so many areas. First, I had a different perspective on my writing. I was able to identify why we fail as students and how to eliminate some of the common mistakes that make us fall in hand. I can monitor errors more accurately after the writing process and plan more effectively to spend my time writing or preparing to write. Concerning self-evaluation, I must admit I don't like assessing my work, but I want to evaluate my job even more after this experiment. Self-evaluation was the most useful strategy of the entire investigation.

Furthermore, I was able to identify the mistakes such that I would not repeat them in the next writing. Based on my experience, I am better at writing an informal email and assessing my work than before. My writing skills improved significantly.

A second learner scripted;

We need more of these experiments more often, especially in English lessons. The whole experience was beneficial to me. It was the first time I assessed and graded my work, and I was encouraged to realize that I could monitor my own mistakes and correct them while grading. My grading in the revised copy was not far from what the teacher assigned, indicating that I had improved significantly in the revision. I can plan more effectively, adjust after evaluation, and most importantly, evaluate tasks more accurately. We need more of this experiment! Please organize for more!

A third learner scripted;

Wow, what an experience. This was unique, exciting, and fulfilling. There were many things that I liked in the writing process. First was the ability to assess my work. I had never assessed my work before, and I was amazed to realize that I can be a tutor to myself, given what is expected of me in writing sessions. One area that I feel that I improved a lot was in the comprehension of tasks, especially after self-evaluation. I must admit that my ability to gather and organize materials, plan the writing process, and monitor mistakes after writing was significantly augmented. I don't have information about the others in the batch, but now I can evaluate my fellow students' work given my experience.

After going through the learners' reflective journal, I was able to confirm that each student valued the experiment and the writing process results. Moreover, each of the students agreed to become a better writer after the experiment.

After going through the experiments, the students agreed to be more aware of their weaknesses, became better at detecting their flaws, and became more autonomous and motivated. Imperatively, it was apparent from their confession that students gained knowledge about writing strategies, how to make use of these tactics, information about the self, and knowledge about when and why to use the learned strategies. Overall, there was admission to becoming more competent in planning, information management, monitoring mistakes, and comprehension during and after evaluating tasks. According to the learner's' accounts through reflective journals, it is possible to conclude that their metacognitive skills improved significantly after the experiment.

CHAPTER FIVE
DISCUSSION

5.1 Introduction

This chapter provides a commentary on the outcomes. The chapter is prepared around the three primary research questions, self-evaluation and academic performance, self-evaluation and the learners' competency, and the effect of self-evaluation and improvement of metacognitive skills.

5.2 Self-evaluation and Academic Performance

The result of this study settled that self-evaluation caused improved performance. These findings can be justified in several manners. First, self-evaluation is recognized for giving rise to self-consciousness. As such, the learner became aware of their grammatical usage errors through the help of the rubric. Second, self-evaluation rejuvenates a developing sense of accountability, usually revealed by the students' working patterns. By self-evaluating their work, the students learn how to ascertain their work based on the task prerequisites and change their insight into the task. This way, the students comprehended what was required based on the grading system and discovered new ways of developing writing that meets these principles. Secondly, the teacher's moderating effect during self-evaluation played a critical role in the observed results. During the experiment procedure, the teacher coaching students on grading as guided by the rubric. This helps the student reflect on the task during self-evaluation and devise new strategies to respond to the observed anomalies in writing (Zimmerman, 2000). Couching during self-evaluation is designed to foster the student's ability to monitor the set guidelines, making it easy to complete the task on time. Ratminingsih et al. (2017) showed that learners had a positive approach toward self-evaluation in the period of the writing course, and it was very useful in self-correction and review, which resulted to learners writing better. Compared to the regulated group who did not receive tutor coaching, learners in the investigation batch were very effective in writing the second draft.

This study's findings reflect what other researchers have found on the connection between academic achievement and self-assessment. Most of the studies report a positive correlation between student self-evaluation and academic performance. A study conducted by Bing (2016) examining the impact of student self-evaluation on writing found that students could make an overall judgment on the quality of their writing by improving the level of writing in revised occupies of self-assessed writings. The researchers in this study did not find a significant effect

when comparing teacher and student scores but observed that learners made meaningful advancement in scope, organization, mechanics, and vocabulary. Similar observations have been made by Honsa (2013); Panadero, et al. (2012). In each of these studies, self-evaluation positively contributed to improving writing quality, especially on the second draft. They liken the marks of educator assessment and learners evaluation in the first and the second draft yields similar results.

5.3 Impact of Student Self-evaluation on their Competency

When measured for improvements in scores for organization and cohesion, the outcomes of this finding showed that there was a huge improvement of learner competency level after the experimental condition. The most viable explanation for this observation was the fact that self-evaluation provided clear criteria for good writing. Moreover, each of the experimental group students was given a set of fixed criteria for assessment in a rubric form. This way, the students gained insight into the standards by which they were judged. McMillan & Hearn (2008) argues that knowing how a test is to be judge helps students compare their work against the criteria and revise it accordingly. This is true because students in the experimental group had clear guidelines on what to improve and where to correct. This study's findings can be explained by the moderating effect of self-evaluation on specific elements of competency in writing. For instance, by self-assessing their work, the learners were given an opportunity to monitor their errors and selectively controlling their cognition on the source of errors in their writing. After analyzing their writing using the rubric, these students gained insights on the organization and cohesion errors that they had made in the first draft through self-realization. They recognized their strengths and weaknesses from the rubric and improved on the essay's quality submitted in the second draft.

Moreover, exposure to the rubric helped them identify the good aspects of their writing and what needed improvement. This led them to be more careful in their writing process, particularly on the elements of organization and cohesion. This is true compared to the control group, who merely submitted their work without going through the rubric. They did not receive any guidelines on the writing processes meant that they wrote and revised their work based on their understanding. Findings on the subject of competency in writing on a wide range of aspects mirror this study's findings. For instance, Andrade & Du, (2007), Javaherbakhsh (2010), and Meimahami & Varmaghani (2013) noticed that self-assessment resulted to a positive effect on learner efficacy and competency in writing. This researcher observed that the

writing quality improved significantly after being granted permission to self-evaluate their writing.

5.4 The Effect of Student Self-evaluation on Student Metacognition Skills

Typically, metacognition among learners revolves around three subprocesses that foster the reflective aspect of metacognition:

1. Procedural knowledge or knowledge about using strategies.
2. Declarative knowledge or knowledge about self and tactics.
3. Conditional knowledge the knowledge about when and why to use tactics.

The regulative aspect of metacognition that regulates learning revolves around planning, information management, understanding, examining, and assessment. This research confirmed a vital development in metacognition proficiencies as a result of involvement in the self-evaluation process. A graphical depiction of the evaluation showed that learners presented the five primary metacognition indicators: planning, information management, understanding, examining, and assessment. Besides, a narrative examination of learner reflective journals advises that the learners believed that their metacognitive proficiencies were notably intensified because of taking part in the study. This study's results represent what has been recognized by other researchers on the effect of self-evaluation on metacognition skills. For example, Fahimi and Rahimi (2015) described a positive connection between metacognition skills and self-evaluation. Wanden (1998) argued that learners of different ages and varying professional backgrounds acquire knowledge in learning that influence their learning approach and expectations. For Wenden, this fact was learned in metacognitive knowledge, impacting metacognitive tactics applied by learners while studying.

More definitive studies in writing, such as Harris (1997), established that self-evaluation is one of the fundamental pillars of independent improvement among learners and, besides, progressing competencies such as information management, assessment, and self-guide in learning and understanding. The circumstance can elucidate this study's discoveries that self-evaluation approaches present evocative means to develop learners' writing accomplishment through a well-thought procedure. When self-assessing, learners look back and assess their progress holistically and determine which strategies to use to improve their writing competence. Also, it has been argued that tests by their nature are contexts that are artificially created. This implies that no matter how reliable they may appear, they make the test follow

the rules, which is different from non-test interactions. This may have been the case in this experiment. Cohen (1998) argued that as long as the test's task is not taken under the ordinary circumstances of tests, students are likely to use and develop strategies that they would not develop under standard test conditions. When viewed from this perspective, there is a probability that this test's very nature could have contributed significantly to the development of metacognition skills for the test subject.

CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a brief of the entire study and the implication it has in pedagogy. The chapter is organized into the conclusion and implication of the study.

6.2 Conclusion

This study's results have provided evidence that a student self-evaluation is a valuable tool in improving learner academic achievement, proficiency in writing, and metacognition abilities. The outcomes of the One-Way Analysis of Variance in this study confirmed the value of self-evaluation in helping the student grow their writing capabilities and transfer such skills in their future writing tasks. This study confirmed a significant change in student performance for both student assessed and teacher assessed writings compared to the control group. Similarly, comparing mean scores for both T.A. and S.A. for D1 and D2 in the experimental group confirmed that self-evaluation led to improved writing competency. Finally, specific attributes that measured metacognition for this study were shown to improve significantly due to self-evaluation. Specifically, students demonstrated improved critical thinking skills, information management, comprehension, monitoring, and evaluation. The observations made in this study can be explained by the self-regulation theory, which situates self-regulation at the heart of the learning process. Proponents of this theory argue that self-evaluation motivates the learner to monitor their work, audit it, and lockout all distractions by focusing on the learning process. This way, learners can appreciate how much has been done and the extent to which further adjustments are required to meet desired standards.

6.3 Implication of the Study

The typical approach in writing coaching for most writing instructors is to view wiring as a nonlinear and recursive process rather than a product-oriented activity. For most teachers, learners are inspired to review and practice as they write and give out a variety of drafts of their tasks work. The present study was unique in that revising the essays was catalyzed by a stimulus: self-evaluation. With the assistance from the rubric and the awarded scores, learners are able to identify which parts of their writing they need to allocate more time for revision. Being a formative evaluation tool, self-evaluation was influential in guiding students' learning process in this study. Breen and Candling (1980) observed that "judgment is a crucial part of known learn judgment in education process" such as, a learner's contribution in self-evaluation

is of crucial. In self-evaluation, learners do not all the time give output but also take part in the learning process. Below is a conversation of what the outcomes of the study mean to write teaching practice.

6.3.1 SA and Academic Performance

The expectation is that S.A. leads to better academic performance; moreover, previous studies report a positive correlation between student self-evaluation and academic performance. This research found out that this was true mostly [to some extent, not at all]. As a result of this, the researcher thinks that applying S.A. to teaching and assessing English writing skills among secondary school students. The researcher observed how self-evaluation creates self-awareness, allowing students to be more aware of their mistakes. Based on this study's results, the researcher recommends completing self-evaluation in teaching and evaluating English writing in secondary schools. Moreover, by self-evaluating their work, the learners are able to reason out their tasks from the requirements, understand what was required based on the grading criteria, and find new strategies for developing writing that meets these standards.

6.3.2 SA and Improvement of Writing Competency

Competency in writing is an essential skill that students need to acquire if they are to communicate effectively and impact the reader. Competency writing allows students to develop the writing skills in various context as needed by the syllabus. It was anticipated that self-evaluation as a process that allows students to reflect on and evaluate the quality of their work, judge the degree to which such works reflect explicitly stated goals, identify strengths and weaknesses and revise the work accordingly would improve student competency. This study confirmed the value of self-evaluation in improving student competency in English writing. Based on these results, the researcher feels confident to recommend complete self-evaluation in writing subjects as it resulted in a significant improvement in student competency in the sampled population.

6.3.3 SA and Promotion of Metacognitive Skills

Supporting the learners to advance their metacognitive abilities enables improvement of the students' ability to learn independently. It is widely expected that self-evaluation promotes the acquisition of metacognitive skills by students. The results of this study suggest that such an expectation is accurate; furthermore, students reported they improved in critical thinking, information management, comprehension, monitoring, and evaluation after the experimental

procedure. This finding implies that student self-evaluation should be integrated into English writing schoolroom assessment practice as part of the teacher's effort to progress learners' capability of learning independently and control the learning process. The study could not establish whether the same effect could be confirmed in other areas in the subject of English.

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APPENDIX 1: RESEARCH INSTRUMENT

Pre-Test Questionnaire

You are requested to fill the questionnaire below:

1. How old are you ----------
2. How many hours a week do you spend on writing at home? Please tick (√) the correct option.
   - 0-3
   - 4-6
   - 7-10
3. What aids do you use when writing? Which do you find useful for improving your writing skills? Circle the appropriate answer.
   - Dictionaries
   - Grammar books
   - Thesauruses
   - Online resources
4. According to you, what are the skills of a good writer? Rate each one using the five-point scale (1 = most important, 5 = least effective). Someone who:

Is coherent	1	2	3	4	5
Has organized thoughts	1	2	3	4	5
Is flexible	1	2	3	4	5
Has an effect on the reader	1	2	3	4	5
Is grammatically accurate	1	2	3	4	5
Spells and punctuates correctly	1	2	3	4	5
Is creative and original	1	2	3	4	5
Has a legible handwriting	1	2	3	4	5
Achieves the task quickly	1	2	3	4	5

5. What makes a good piece of writing? (Rank them in order of personal importance from 1 to 10 (1= most important).

Structuring and paragraphing ___

Ability to provoke and sustain interest ___

Range and complexity of grammar ___

Appropriacy of vocabulary ___

Relevance and accuracy of content ___

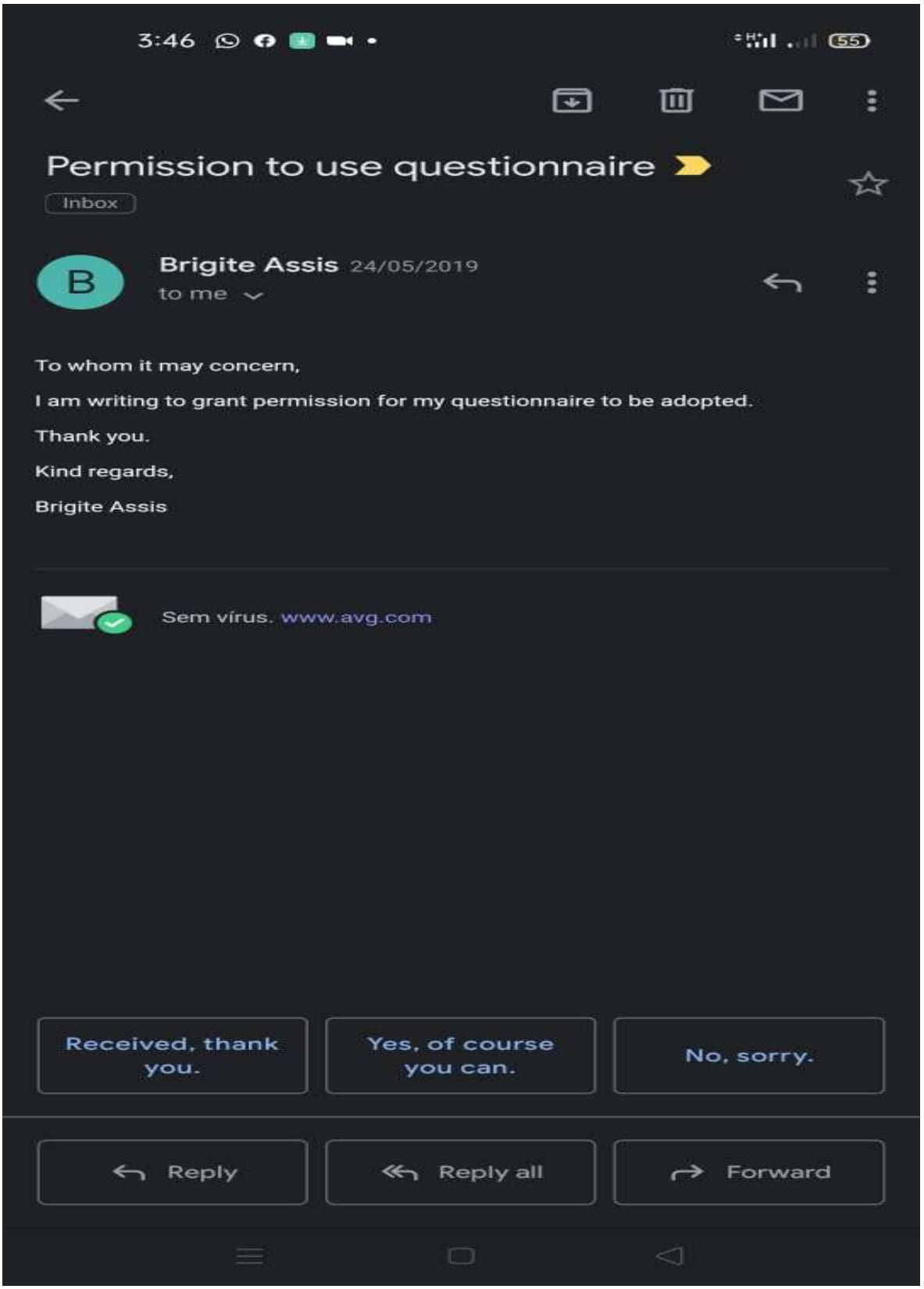
Presentation skills ___

Speed of writing ___

Topic sentences ___

Use of linkers and cohesive devices ___

APPENDIX 2: APPROVAL TO USE THE RESEARCH INSTRUMENT



APPENDIX 3: NACOSTI CERTIFICATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

RESEARCH LICENSE

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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APPENDIX 4: UNIVERSITY APPROVAL

UNIVERSITY OF NAIROBI
FACULTY OF ARTS
PSYCHOLOGY DEPARTMENT

Telegrams: VarsityNairobi
Telephone: 318262
Fax: 3245566
Telex: 22095 varsity Ke Nairobi

NACOSTI
P. O. BOX 30623-00100
NAIROBI

20TH August 2020

Dear Sir/Madam,

REF: PERMISSION TO CARRYOUT RESEARCH

The student whose name appears below is a fulltime registered student at the University of Nairobi (UON), she/he hopes to collect data and is seeking permission from your office.

Please accord her all the assistance she/he needs.

MUNGAI WANJIRU MARTHA –E58/80500/2015

TOPIC: Effects of Self-Assessment on Academic Performance in Kenyan Secondary Schools

Sincerely yours

Dr. Karen T. Odhiambo
Lecturer – University of Nairobi
Coordinator- Masters in Education
Measurement and Evaluation

APPENDIX 5: RUBRIC

Marking Code for formal Email

Sign	Full Form	Definition
WO	WORD ORDER	Change the word order
T	TENSE	Think which tense should have been Used
SP	SPELLING	Check the correct spelling of the word in the dictionary
P	PUNCTUATION	There is a punctuation mark missing, or you have put in a punctuation mark unnecessarily, or perhaps you used a wrong punctuation mark.
WW	WRONG WORD	An inappropriate word or phrase has been chosen
PARA	NEW PARAGRAPH	It is better to start a new paragraph
?	UNCLEAR	I do not understand what you mean
!	SIMPLE MISTAKE	You should know what is wrong here

APPENDIX 6: MARKING SCHEMES

The marking schemes

5	Full realization of the task set. • All content points included with appropriate expansion. • Wide range of structure and vocabulary within the taskset. • Minimal errors, perhaps due to ambition; well-developed control of language • Ideas effectively organized, with a variety of linking devices. • Register and format consistently appropriate to purpose and audience Fully achieves the desired effect on the target reader
4	Good realization of the task set. • All major content points included, possibly one or two minor omissions • Good range of structure and vocabulary within the taskset. • Generally accurate, errors occur mainly when attempting more complex language • Ideas clearly organized, with suitable linking devices. • Register and format on the whole appropriate to purpose and audience. Achieves the desired effect on the target reader
3	Reasonable achievement of the task set. • All major content points included; some minor omissions. • Adequate range of structure and vocabulary, which fulfils the requirements of the task. • A number of errors may be present, but they do not impede communication. • Ideas adequately organized, with simple linking devices. • Reasonable, if not always successful attempt at register and format appropriate to purpose and audience. Achieves, on the whole, the desired effect on the reader
2	Task set attempted but not adequately achieved. • Some major content points inadequately covered or omitted, and/or some irrelevant material

	• Limited range of structure and vocabulary. • A number of errors, which distract the reader and may obscure communication at times. • Ideas inadequately organized; linking devices rarely used. • Unsuccessful/inconsistent attempts at appropriate register and format. Negative effect on the target reader.
1	Poor attempt at the task set. • Notable content omissions and / or considerable irrelevance, possibly due to misinterpretation of taskset. • Narrow range of vocabulary and structure. • Frequent errors which obscure communication; little evidence of language control. • Lack of organization, or linking devices. • Little or no awareness of appropriate register and format. Very negative effect on the target reader.
0	Achieves nothing: too little language for assessment (fewer than 50 words) or totally irrelevant or totally illegible

APPENDIX 7: SAMPLE OF RECORDED MARKS FOR EXPERIMENTAL GROUP

A Diagram that contains learner's samples of first and final drafts of formal Email				
	FIRST DRAFT FORMAL EMAIL A SAMPLE		**FINAL DRAFT FORMAL E MAIL A SAMPLE**	
WRITING ASSESSMENT CRITERIA				
	SELF ASSESSMENT	TUTOR ASSESMENT	SELF - ASSESSMENT	TUTOR ASSESMENT
CONTENT	*3*	*2*	*4*	*5*
ACCURACY	*2*	*3*	*3*	*4*
RANGE	*4*	*2*	*4*	*4*
ORGANIZATION AND COHESION	*2*	*3*	*4*	*4*
MARKS AWARDED	***11***	***10***	***15***	***17***

APPENDIX 8: PRE-TEST QUESTIONNAIRE

Pre Test Questionnaire

Please complete the following questionnaire

1. state your age 17
2. How many hours a week do you spend on writing at home? please tick() the correct option
   - 0-3
   - 4-6
   - ⦿ 7-10

3. What aids do you use when writing? Which do you find useful for improving your writing skills? Circle the appropriate answer.

- Dictionaries
- Grammar books
- Thesauruses
- ⦿ Online resources

4. According to you what are the skills of a good writer? Rate each one using the five- point scale) 1=most important, 5= least effective) . Someone who

Is coherent	①	2	3	4	5
Has organized	1	②	3	4	5
Is flexible	①	2	3	4	5
Has an effect on the reader	1	②	3	4	5
Is grammatically accurate	1	2	③	4	5
Spells and punctuates correctly	1	②	3	4	5
Is creative and original	①	2	3	4	5
Has a legible handwriting	1	2	③	4	5
Achieves the task quickly	1	2	3	4	⑤

5. What makes a good piece of writing? (Rank them in order of personal important from 1 to 10(1 –most important)

Structuring and paragraphing - 5

Ability to provoke and sustain interest -2

Range and complexity of grammar - 6

Appropriacy of vocabulary	- 4
Relevance and accuracy	- 3
Presentation skills	- 7
Speed of writing	- 10
Topics sentences	- 8
Use of linkers and cohesive devices	- 9
Creativity	- 1

APPENDIX 9: PRE-TEST SURVEY

Pre Test Questionnaire

Please complete the following questionnaire

1. state your age 16
2. How many hours a week do you spend on writing at home? please tick() the correct option
   - 0-3 ✓
   - 4-6
   - 7-10

3. What aids do you use when writing? Which do you find useful for improving your writing skills? Circle the appropriate answer.

- (•) Dictionaries
- Grammar books
- Thesauruses
- Online resources

4. According to you what are the skills of a good writer? Rate each one using the five- point scale) 1=most important, 5= least effective) . Someone who

Is coherent	(1)	2	3	4	5
Has organized	1	2	(3)	4	5
Is flexible	1	(2)	3	4	5
Has an effect on the reader	(1)	2	3	4	5
Is grammatically accurate	1	(2)	3	4	5
Spells and punctuates correctly	1	(2)	3	4	5
Is creative and original	(1)	2	3	4	5
Has a legible handwriting	1	2	3	(4)	5
Achieves the task quickly	1	2	(3)	4	5

5. What makes a good piece of writing? (Rank them in order of personal important from 1 to 10(1 –most important)

Structuring and paragraphing - 3

Ability to provoke and sustain interest - 2

Range and complexity of grammar - 4

Appropriacy of vocabulary	- 5
Relevance and accuracy	- 4
Presentation skills	- 7
Speed of writing	- 6
Topics sentences	- 2
Use of linkers and cohesive devices	-9
Creativity	- 1

APPENDIX 10: STUDENT/ TUTOR ASSESSED DRAFT 1

DRAFT ONE

TO: Sebastianfre@icloud.com Tutor Assessment
FROM: Chelsea4410@yahoo.com
DATE: 20th November 2019
SUBJECT: INVITATION

Dear Sebastian,

Hallo! Hope you are fine and up and about despite the chilly weather. I am also good just here and there purchasing the things I will need for college. I was very glad to hear from you having not heard from you for long. My parents consented to let you stay over.

I have already plan a long list of activity such as visiting the nearby orphanage and going for a nature hike considering your high affinity for nature. Hope you will be for it. I am also planning to acquired some concert tickets to one of my favorite artists among a list of other things. The floor is open for anything you can think off of interest to you.

Everyone back at home can wait to finally meet you. I am already counting the days before you call me at home. Hope you will considered my invite. Send my best regards to your family.

With lots of love,
Chelsea.

	Self-assessment	Tutor assessment
Content	2	2
Accuracy	2	2
Range	2	2
Organisation and cohesion	3	2
Marks awarded	09	08

DRAFT ONE

Self Assessment

TO: Sebastianfre@icloud.com
FROM: Chelsea4410@yahoo.com
DATE: 20th November 2019
SUBJECT: INVITATION

Dear Sebastian,

Hallo! Hope you are fine and up and about despite the chilly weather. I am also good just here and there purchasing the things I will need for college. I was very glad to hear from you having not heard from you for long. My parents consented to let you stay over.

I have already plan a long list of activity such as visiting the nearby Orphanage and going for a nature hike considering your high affinity for nature. Hope you will be for it. I am also planning to acquired some concert tickets to one of my favorite artists among a list of other things. The floor is open for anything you can think off of interest to you.

Everyone back at home can wait to finally meet you. I am already counting the days before you call me at home. Hope you will considered my invite. Send my best regards to your family.

With lotu of love,
Chelsea.

	Self-assessment	Tutor assessment
Content	2	2
Accuracy	2	2
Range	2	2
Organisation and cohesion	3	2
Marks awarded	09	08

APPENDIX 11: STUDENT/TEACHER ASSESSED DRAFT 2

DRAFT TWO

Tutor Assessment

To: shaybrooks@gmail.com
From: nataliekadzo94@gmail.com
Date: 13/3/2019
Subject: Invitation for the Christmas holidays

Dear Shay,
Hi, how have you been, hope you are doing well and everything's great on your side, as for me, am fine and everything is okay at home. Your greetings were warmly received and everyone says hello. I'm glad to know that your robotics project was a success and managed to be nominated for the international level, that was so awesome. I'm proud to tell that I also started a garden that is now thriving with flowers that have already started blooming.

Oh my! Still can't believe you'll be coming over for the Christmas holidays and yes, you are most welcome to stay at our place. I had thought of some activities you'd be pleased to engage in and I've got much planned out. Not ignorant of the fact that you're obsessed with the beach. The visit to the beautiful warm sandy beaches along the coast is in my list. I can't wait for you to arrive and have a great time during the holidays!

Pass my regards to your family.

With much love,
Natalie Kadzo.

	Self-assessment	Tutor assessment
Content	3	4
Accuracy	3	4
Range	3	4
Organisation and cohesion	4	3
Marks awarded	13	15

DRAFT TWO

Self - Assessment

To: shaybrooks@gmail.com
From: nataliekadzo94@gmail.com
Date: 13/3/2019
Subject: Invitation for the Christmas holidays

Dear Shay,
Hi! how have you been, hope you are doing well and everything's great on your side. as for me, am fine and everything is okay at home. Your greetings were warmly received and everyone says hello. I'm glad to know that your robotics project was a success and managed to be nominated for the international level, that was so awesome. I'm proud to tell that I also started a garden that is now thriving with flowers that have already started blooming.

Oh my! Still can't believe you'll be coming over for the Christmas holidays and yes, you are most welcome to stay at our place. I had thought of some activities you'd be pleased to engage in and I've got much planned out. Not ignorant of the fact that you're obsessed with the beach. The visit to the beautiful warm sandy beaches along the coast is in my list. I can't wait for you to arrive and have a great time during the holidays!

Pass my regards to your family.

With much love,
Natalie Kadzo.

	Self-assessment	Tutor assessment
Content	3	4
Accuracy	3	4
Range	3	4
Organisation and cohesion	4	3
Marks awarded	13	15

APPENDIX 12: REFLECTIVE JOURNAL

STUDENT 1

"This was one of the best moments in my English lesson experiences. I found the writing process very useful as I was able to improve in a lot of areas. First, I had a different perspective on my writing. I was able to identify why we fail as students and how to eliminate some of the common mistakes more accurately after the writing process and plan more effectively on how I spent my time when writing or preparing to write. With respect to self assessment, I must admit I don't like assessing my work but after this experiment, I want to assess my work even more. Self assessment was the most useful strategy of the entire experiment. Furthermore, I was able to identify the mistakes such that I would not repeat them in the next writing. Based on my experience, I am better at writing informal email and assessing my work than before. My writing skills improved significantly."

APPENDIX 13: REFLECTIVE JOURNAL

Student two

I think we need more of these experiments more often especially on English lessons. The whole experience was really helpful for me. It was the first time I assessed and graded my work and I was encouraged to realize that I could monitor my own mistakes and correct them while grading. My grading in the revised copy was not far from what the teacher assigned indicating that I had improved significantly in the revision. I am able to plan more effectively, adjust after evaluation and most importantly, evaluate task more accurately. We need more of this experiments! Please organize for more!

APPENDIX 14: TURNITIN REPORT

EFFECTS OF STUDENT SELF-EVALUATION ON ACADEMIC PERFORMANCE ON WRITING IN KENYAN SECONDARY SCHOOLS: CASE STUDY MUGOIRI GIRLS HIGH SCHOOL IN MURANG'A COUNTY

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