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Correlation of the fifth-grade elementary school students' self-evaluation with their success in the classroom

Extended summary

The goal of this research paper is to determine the degree and direction of the connection between the self-evaluation of the fifth-grade elementary school students and their success at school. The importance of conducting this research is reflected in the fact that student self-evaluation was the subject of a small number of theoretical studies and empirical research carried out with the aim of contributing to the improvement of educational work at school. Students, as a key factor in teaching, necessarily deserve an important place in the daily educational process, and for this reason it is necessary to look at the situation from their point of view and determine how students' self-evaluation relates to their success at school. Therefore, the paper presents the results of the research on students' self-evaluation and their success in the classroom, obtained on a sample of 208 fifth-grade elementary school students from the territory of the city of Banja Luka. By applying the method of theoretical analysis and synthesis, survey research method and analytical-descriptive method, as well as the research techniques of scaling, testing, and qualitative content analysis, the research methodology was designed, the research results interpreted, and some conclusions were drawn. An assessment scale was used for the purposes of the research, and knowledge tests for the school subjects Serbian Language and Social Studies were prepared. Since the instrument Assessment Scale - Student Self-Evaluation (AS - SS), in the specified form and format, had not been used in research before and is applied for the first time in this research, the instrument was checked using factor analysis. By

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reducing the initial set of items to check the instrument psychometrically, the final set of items was reduced to 28 items. The factor analysis of the main components (Principal Component Analysis) of the assessment scale revealed five factors whose cumulative percentage of variance is relatively high (54.49%). The high reliability of all instruments was determined using Cronbach's Alpha, which for the evaluation scale after the factor analysis was $\alpha = 0.88$, and for the tests of knowledge of the school subjects Serbian Language and Social Studies it was $\alpha = 0.84$, i.e. $\alpha = 0.88$. The results obtained using descriptive statistics and the distribution of the results show that the students of the fifth grade of elementary school at the end of the first semester of the school year 2020/2021 were largely successful, as well as in the tests of knowledge. However, certain differences can be observed in the size of the average overall success and success in the mentioned subjects, and also a higher value of the arithmetic mean was obtained for the test of the Serbian Language Knowledge than for the test of knowledge of Social Studies. In order to explain the aforementioned differences, we started from the character and abstract nature of the subject, bearing in mind that the subject Social Studies is studied by the fifth-graders and that it is full of abstract content and facts, while the subject Serbian Language is studied from the initial years of schooling. The results obtained using the Pearson Correlation Coefficient confirmed that students' self-evaluation is significantly related to their overall success at the end of the first term of the fifth grade of elementary school, then to their success at the end of the first term in the subjects Serbian Language and Social Studies, and achievements on the knowledge tests for the same teaching subjects. The obtained results indicated the importance of introducing student self-evaluation in the educational process in the field of achieving better student results in classes. However, the fact is that self-evaluation is not sufficiently represented in our schools, and as a drawback of this research, there is a need for additional study and research of student self-evaluation, as well as its systematic introduction into educational practice. This will primarily impact the greater success of students, but it will also reduce the personal equation of teachers when evaluating student achievement.

Keywords: evaluation, self-evaluation, student

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