

## Recent Trends in Education and its Relation with Self-concept, Emotional Intelligence and Academic Achievement of Secondary School Students

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### Abstract

*Education is very important process in the development of the individual. It has three main components, viz teaching, learning and evaluation. In the present study, researcher has examined the role of recent trends in education i.e. continuous and comprehensive evaluation and its impact on various personality aspects of pupil, i.e. self-concept, emotional intelligence and academic achievement. Applying apt research methodology researcher has selected sample group of 100 students from Nashik district in Maharashtra and belongs to Marathi and English medium. Researcher has found that there is a significant correlation between Continuous and Comprehensive evaluation and Self-Concept, Emotional intelligence and academic achievement of the secondary school going students.*

**Keywords:** *Recent Trends in Education, CCE, Self-Concept, Emotional Intelligence, Academic Achievement*

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### **Introduction**

Education is trio-logical process. Teaching, Learning and evaluation are the main aspects of it. Previously education process was teacher oriented but recently Govt. of Maharashtra and India, introduced new education policy which is basically student oriented. When we consider about the education we get at some points like, education is a means of personality development. In the educational process with the teaching, learning, and evaluation are the major aspects. Before implementing new policy evaluation process was a threatening but now this view is totally changed and through the evaluation students express their maximum potentials in free and fair atmosphere.

Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for middle school.

Continuous and comprehensive evaluation was formulated by former Education Minister (HRD), Kapil Sibbal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation.

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc

Recognizing the above and the basic fact, it is located that the evaluation goes through the various stages.

In this context school teacher's role is very important to shape students behavior. Hence, researcher has wants to examine the self-concept, emotional intelligence and academic achievement of the students related to Maharashtra. The researcher has been curious to know the impact of new policy of education.

#### **Continuous Comprehensive evaluation:**

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other.

In this scheme the term 'continuous' is meant to emphasize that evaluation of identified aspects of students growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self-evaluation.

The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning.

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating

good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success.

#### Continuous and Comprehensive Evaluation

School Based Evaluation has following characteristics:

- 1- It is broader, more comprehensive and continuous than traditional system.
- 2- Aims primarily to help learners for systematic learning and development.
- 3- Takes care of the needs of the learner as responsible citizens of the future.
- 4- Is more transparent, futuristic and provides more scope for association among learners teachers and parents.

In other words, School Based Evaluation is and evaluation. Hence, in its true spirit, it triggers an all-round development of the learner. It encourages all kinds of learning in life both inside the school as well as outside it. It is child-centered as it attempts to consider the learner as a unique entity for its individual pattern of development. It builds on individual child's abilities, progress and development in achieving already set goals and objectives of education as an individual and not just his/her position in relation to other learners. This evaluation focuses the following different questions such as what they learn. How they learn? What type of difficulties and limitations they face in realizing together? What do the children think? What do the children feel? What are their interests and dispositions?

Further, this evaluation helps a learner to use his/her potential in a better manner and also provides insight to the teachers to discover the methods which may be helpful to the individual learner in resolving his/her problems and difficulties.

Overall this method is student centered method. CCE minimizes the stress and anxiety

of students. Continuous comprehensive evaluations creates decision making capacity, creativity, communication skills, leadership ability, learning attitude, feeling of togetherness and practicability.

#### **Need and Significance of study:**

Education is the backbone of the nation as well as society, without education we cannot develop the society as well as nation. Education is the dynamic process and it affects the changes in the outside world. We must need to assess the education system with changes in society. The new program needs the complete awareness in system. The implementation of CCE is depending upon active participation of teachers, parents and students. The performance of students is greatly depending upon attitude towards education as well as evaluation. It is necessary to show the effectiveness of newly implemented evaluation programme i.e. CCE. This study understands and examines the relationship between CCE and self-concept, emotional intelligence, academic achievement. The knowledge of these things is useful to teachers, parents, students, educational policy makers and educational psychologists.

#### **Reviews of the related literature:**

The continuous comprehensive evaluation is the new evaluation system based on constructivism approach implemented in Maharashtra in 2010 up to the VIII standard.

Rao and Bharti (1989) studied about continuous comprehensive evaluation system in Kendriya Vidyalayas and found positive results. Sarala Rajput and Mamta Agarwal (1998) conducted study about the teachers awareness towards continuous evaluation. Seetu Jaiswal (2010) conducted the research on 320 primary teachers to assess the attitude toward continuous comprehensive evaluation and study shows that teachers and para-teachers having positive attitude toward new evaluation method. Nagengast, Benjamin; Marsh, Herbert W. (2011)

found that students achievement and academic self-concept has positive relationship. Ajibola (2008) found that emotional improvement program helps to improve emotional intelligence of students. Qualter et al(2012) indicates that improvement of EI is helpful to improve academic achievement of students.

#### **Statement of Problem:**

On the basis of previous researches and theoretical assumptions, researcher has tried to investigate the effect of CCE on various psychological traits with the following statement of problem.

To study the recent trends in education and its effect on self-concept, emotional intelligence and academic achievement of school going students.

#### **Objectives of the study:**

1. To study the effectiveness of continuous comprehensive evaluation (CCE)
2. To assess the self-concept of school going students.
3. To understand emotional intelligence of secondary school students.
4. To evaluate academic achievement of secondary school students.

#### **Hypotheses**

1. There is no significant relationship between CCE and the self-concept of secondary school students.
2. There is no significant relationship between CCE and emotional intelligence of secondary school students.
3. There is no significant impact of CCE on academic achievement of secondary school students.

#### **Methodology**

##### **Population and sample**

The purpose of this study is to study/examine the self concept, emotional intelligence and academic achievement of the secondary school students.

The population for this study was of all the students who are studying in various secondary schools of Nashik district in Maharashtra. .

From Nashik district in Maharashtra researcher was selected 100 students randomly. These students class range was between 5th to 8th standard. The sample was consisted both boys and girl students.

#### Tools used in research

1: Self Concept Scale: Self-concept test constructed by Dr. Raj kumar Saraswat and this inventory has six domains of self-concept and are measured by a set of six scales that are collectively called the self-concept.

2: Emotional Intelligence test: This inventory is constructed by Dr. Anita Soni and Dr. Ashok Sharma in 2009. This inventory explains the five basic dimensions of emotional intelligence.

3: Continuous Comprehensive evaluation: The questionnaire by Dr. N.V. Deshmukh and Prof. R.N. Nikam.

4: Academic Achievement: Grades and marks of the students are considered as academic achievement.

#### Statistical Analysis

**Table No.1:** Indicates correlation between CCE and psychological traits.

As well as, Biserial correlation about academic achievement and continuous comprehensive evaluation has shows significant on 0.01 level ( $r=.74$ ), indicates significant relationship between academic achievement and continuous and comprehensive evaluation

#### Discussion and Interpretation:

In the present research it is observed that the relationship between self-concept and emotional intelligence is .29 which is significant on 0.05 level and the relationship between CCE and self-concept is .42 and significant on 0.01 level. It indicates positive and significant relationship. The relationship between CCE and emotional intelligence is .37 significant on 0.01 level indicates strong positive relationship and interprets CCE is helpful for the improvement of self-concept and emotional intelligence.

The first hypothesis was rejected at 0.01 level, means it is clear that there is positive impact of CCE on student's self-concept. Self-concept is one of the important components of personality. The early phase of life it plays the vital role because it directs interest, attitude, motivation, involvement of person. This method is student centered method focuses of students strength, creativity, group attachment, imitativeness and all these factors are enhance the self-concept.

		Self Concept Total	E I Total	CCE
Self Concept Total	Pearson Correlation	1	.292(*)	.424(**)
	Sign. (2-tailed)	.	.042	.002
	N	100	100	100
E I Total	Pearson Correlation	.292(*)	1	.374(**)
	Sign. (2-tailed)	.042	.	.008
	N	100	100	100
CCE	Pearson Correlation	.424(**)	.374(**)	1
	Sign. (2-tailed)	.002	.008	.
	N	100	100	100

The second hypothesis of this research was rejected at .01 level it shows that the CCE and the emotional intelligence has positive relationship. Today's scenario EI is one of important component of personality. Golman says that 80% people are success only because of high EQ and not for IQ. EI indicates emotional balance, expression of emotions, controlling of emotions. This result shows that CCE is one of the new and very good evaluation method it reduces the unwanted anxiety and stress on students.

The result shows that CCE helps to improve the academic achievement of school going students. This method creates positive approach toward the education, mainly teaching and learning process. CCE helps to students to create interests in learning through projects, exercises and experiments and all these help to improve academic achievement.

### Conclusion

The present study shows that continuous comprehensive evaluation is one of the good evaluation methods helps to improve self-concept, emotional intelligence and academic achievement of secondary school students.

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