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Students' Self-Evaluation: an Empirical Study on Umm Al Quwain University Students

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Abstract

The main purpose of this study is to investigate the existence of the Dunning-Kruger effect at Umm Al Quwain University in the UAE. The students were asked to evaluate themselves on given tests. A sample size of 131 students from different specialties (Law, Public Relations and New Media) was assessed. The Pearson correlation coefficient was used to determine whether or not there is a correlation between the students' scores and the lecturers' scores ($r = 0.634$, $p\text{-value} = 0.001$). A paired sample t -test was calculated to determine whether there is statistical evidence that the mean difference between paired observations (students' scores and lecturer's scores) is significantly different. The result shows that there is a statistically significant difference between the mean scores of the students and the lecturers ($T(130) = 6.799$, $P\text{-value} = 0.000$). The result also shows that there is no statistically significant difference between male and female students' self-evaluation scores ($T(130) = -1.258$, $P\text{-value} = 0.211$). This study demonstrates that the students are capable of accurately evaluating themselves if they are given the assessment criteria and instructed on how to utilize them.

Keywords: *Self-evaluation, Self-assessment, Dunning-Kruger effect.*

1 Introduction

This empirical study investigates the capacity of Umm Al Quwain University students to evaluate their own performance accurately, exploring whether awareness of evaluation criteria influences this ability. Self-assessment plays a crucial role in students' ongoing development of knowledge, skills, and competencies, as it informs their learning trajectory. The study underscores the growing interest among researchers and educators in leveraging self-assessment to enhance learning outcomes (Andrade, 2019; Brown & Harris, 2013). Prior research has demonstrated the positive impact of self-assessment on both affective outcomes (Panadero et al., 2017; Zhan et al., 2023; Sitzmann et al., 2010) and academic achievement (Brown & Harris, 2013; Yan et al., 2022). By examining whether students possess the ability to accurately evaluate their performance and how this is influenced by their knowledge of evaluation criteria, this study aims to contribute to the understanding of effective learning strategies within the context of Umm Al Quwain University.

Numerous research has examined how students' learning performance is affected by self-assessment. For instance, Topping (2003) concluded in a narrative evaluation that learning might be made more effective and of higher quality by using self-assessment. Brown and Harris (2013) reviewed 23 research that covered a wide range of operationalizations for self-

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assessment and found comparable outcomes.

The meta-analysis conducted by Yan et al. (2022) synthesized data from 175 independent studies, comprising 626 effect estimates, shedding light on the varied impacts of self-evaluation on academic performance. The effects, as measured by Cohen's *d*, demonstrated a median value of 0.40, with a range spanning from -0.04 to 1.62, indicating a medium to substantial effect size. While the collective findings underscored the overall positive influence of self-evaluation on academic performance, they also revealed nuances in its effects across different contexts. Notably, approximately 22.8% of the studies included in the meta-analysis reported negative impacts associated with self-evaluation, despite its predominantly beneficial outcomes. These observations highlight the complexity of the relationship between self-evaluation and academic achievement, suggesting that the efficacy of self-assessment strategies may vary depending on situational factors. This comprehensive analysis contributes to a deeper understanding of the multifaceted nature of self-evaluation's influence on learning outcomes, offering insights that can inform educational practices and interventions aimed at optimizing student performance.

These results imply that self-evaluation is a complicated process that can be influenced by a variety of variables. Students' beliefs and conceptions about self-assessment may be one of the most important elements since their perceptions of self-assessment may influence their actions during the process, which may then influence the result of self-assessment (Tham et al., 2017; Pambreni et al., 2019; Herath et al., 2023; Yan et al., 2023).

In recent years, there has been a lot of research done on self-assessment (SS). According to recent evaluations (Brown and Harris, 2014; Andrade, 2019; Panadero et al., 2016), there does not appear to be agreement on its conception and scope up to this point, which has resulted in disparate methods to its implementation (Fletcher, 2020).

In general terms, student self-assessment (SSA) can be defined as a person's perception about the quality of their work and their academic skills (Fletcher, 2020). Specifically, in the educational field, this multidimensional construct has been widely used as an evaluation mechanism for students, justified by the positive effects it has on their learning, etc., because of its potential to produce feedback during its construction (Andrade, 2019; Udriyah et al., 2019; Horani et al., 2023).

The multifaceted concept of self-evaluation has garnered growing attention in educational research across many educational levels. Numerous studies have demonstrated the critical role that student self-assessment plays in enhancing student learning and guaranteeing the long-term viability of the procedures involved in instruction and evaluation (Leon et al., 2021).

2 Statement of the Problem

In academic settings, a prevalent phenomenon we often encounter is students expressing high expectations for their grades, contending that they have adequately addressed assessment questions yet receiving grades below their anticipated levels. Such occurrences prompt an examination of the disjunction between students' self-evaluations and evaluations by instructors. Furthermore, it leads to an exploration of whether this phenomenon aligns with the principles of the Dunning-Kruger effect, a cognitive bias suggesting that individuals with limited competence tend to overestimate their abilities, while those with greater expertise may underestimate

theirs.

This investigation aims to determine whether students' self-perceived performance accurately reflects their actual performance as assessed by instructors. Additionally, it seeks to discern whether disparities between self-evaluations and objective assessments correspond to the patterns observed in the Dunning-Kruger effect. By addressing these questions, a deeper understanding of the dynamics of student self-assessment and its implications for academic outcomes can be attained.

Through this scholarly inquiry, the aim is not only to bridge the gap between perceived and actual performance but also to shed light on the psychological mechanisms influencing students' self-evaluations. Ultimately, the findings may inform strategies to enhance students' metacognitive skills and promote more accurate self-assessment practices, thereby facilitating their academic success.

3 Significance of the Study

Recognizing students' inability to accurately identify their weaknesses is crucial for fostering their academic development and future career prospects. The prevalence of the Dunning-Kruger effect among students at Umm Al Quwain University underscores the significance of investigating its impact on self-evaluation practices. Understanding how this cognitive bias influences students' perceptions of their abilities can inform targeted interventions and curriculum design enhancements aimed at promoting more accurate self-assessment and fostering a culture of continuous improvement.

By acknowledging the role of the Dunning-Kruger effect in shaping students' self-evaluation tendencies, educators and researchers can conduct further studies to delve deeper into this specific area. These studies can explore various strategies and interventions to mitigate the effects of cognitive biases on students' self-awareness and facilitate more realistic self-assessment practices. Moreover, by gaining insights into the underlying mechanisms driving students' overestimation of their abilities, educators can tailor curriculum design to address these challenges effectively.

Developing curriculum design that integrates interventions to enhance students' metacognitive skills and promote accurate self-evaluation is imperative. By incorporating opportunities for self-reflection, peer feedback, and guidance from instructors, educators can empower students to recognize their weaknesses and areas for improvement. Additionally, creating a supportive learning environment that encourages open dialogue and self-assessment can foster a growth mindset and resilience in students, preparing them for success in both academic and professional pursuits.

In conclusion, acknowledging the impact of the Dunning-Kruger effect on students' self-evaluation practices at Umm Al Quwain University highlights the need for further research and curriculum development in this area. By addressing students' challenges in recognizing their weaknesses and fostering more accurate self-assessment, educators can empower students to achieve their full potential and thrive in their academic and future career endeavors.

4 Limitation of the Study

The study was restricted to 131 Umm Al Quwain University students during Summer II 2022-

2023. The data were collected from the midterm exam results. It included five courses: English Language (English Grammar), Administration of Organizational Media, UAE Society, Criminal Law, and Arabic Language. The selection of the courses was based on the voluntary cooperation of the colleague instructors to participate in the study.

5 Aims of the Study

The objectives of this study are twofold:

- 1) To investigate the presence of the Dunning-Kruger effect among students at Umm Al Quwain University across various academic levels and genders.
- 2) To examine whether increasing students' awareness of evaluation criteria influences their self-evaluation.

By pursuing these objectives, the study aims to contribute to the understanding of how students perceive their own abilities and performance, particularly in academic settings. Additionally, it seeks to explore potential interventions, such as raising awareness of evaluation criteria, that may impact students' self-assessment accuracy. Through rigorous analysis and interpretation of data collected from diverse student populations, this study aims to provide insights that can inform educational practices and interventions aimed at improving students' metacognitive skills and academic performance.

6 Research Proposition

The study findings reveal notable disparities between students' self-evaluations and instructor assessments, indicating significant differences in perceived versus actual performance. Moreover, a gender-based analysis suggests that male students exhibit a tendency to overestimate their performance to a greater extent compared to their female counterparts. Interestingly, students who possess awareness of evaluation rubrics tend to exhibit more accurate self-assessments, suggesting a potential mitigating effect on overestimation tendencies. Additionally, an intriguing observation emerges concerning the performance gradient: students categorized as poor performers demonstrate a propensity for markedly higher overestimation of their abilities compared to their higher-performing peers. These findings underscore the complex interplay of factors influencing students' self-assessment accuracy, including gender, awareness of evaluation criteria, and academic performance levels. The implications of these findings extend to educational practices, highlighting the importance of fostering metacognitive skills and providing transparent evaluation criteria to enhance students' ability to accurately gauge their own performance, ultimately fostering a more conducive learning environment.

7 Review of the Literature

It is well known among researchers that people tend to adopt overly positive judgments about their performance in social and intellectual settings. This tendency was explained in a 1999 paper by Dunning and Kruger, who conducted four studies covering grammar, humor, and logic at Cornell University in the United States. They found out that incompetent people overestimate their performance and abilities because they are unable to recognize their own incompetence as "ignorance of one's own ignorance".

Similarly, they found that good performers underestimate their performance. This was attributed to deficits in metacognitive skills. Improving such skills helps people recognize their limitations.

In that context, several studies were conducted; Nowell and Alston (2007) conducted one on economic students at a large public university. They analyzed the difference between the students' assigned grades and their achieved ones and how teacher pedagogies can affect the students' overconfidence. They found that male students and those with lower GPAs, as well as students in lower classes, tend to overestimate their performances more than female students and those with higher GPAs, as well as students in upper classes. They also found that grading practices affected the students' overconfidence.

Similarly, a study on SIUC University's aviation students indicates that the Dunning-Kruger effect exists at that aviation university. They found that students who scored low on both a grammar test and aviation knowledge overestimated their actual performance, while students with higher scores underestimated themselves (Pavel *et al.*, 2012; Wulandari *et al.*, 2023; Ranawaka *et al.*, 2023).

Exploring self-assessment and testing the existence of the Dunning-Kruger effect was replicated in different fields and revealed similar results: mathematics, linguistics, and formal reasoning by Battistelli *et al.* (2009); vocabulary, humor, and logical reasoning for psychology students by Bunay *et al.* (2018); sociology, marketing, and management for business and non-business students at private and public universities by Kennedy, Lawton, and Plumlee (2002); physics and chemistry by Lindsey and Nagel (2015). The Dunning-Kruger study was also replicated by Ehrlinger *et al.* (2008) in different settings, revealing that a lack of insights into their own deficits is what led the poor performers to overestimate their actual achievements.

In the Emirates, Coutinho *et al.* (2020) replicated the study to find out the generalizability of the Dunning-Kruger effect in the Arab world, particularly in the UAE. They found that students with the poorest performance significantly overestimated their performance compared to their more proficient peers. Tejeiro *et al.* (2012), cited in Heidi & Andrade (2019), revealed that when self-assessment was not to affect the students' final grades, both the students' and educators' were highly similar. However, the students' evaluation went high when it counted to their final grades. Heidi & Andrade (2019) emphasize that self-assessment is to be guided by rubrics. Bunay *et al.* (2018) indicate that the overestimation of the individuals' performance seems to be a human trait. Such failure to recognize one's actual performance can create obstacles for him/her in his/her daily life (Bunay *et al.* 2018), business life (Kennedy *et al.* 2002; Zheng *et al.*, 2023), and career advancement (Pavel *et al.* 2012; Sudha *et al.*, 2023).

Many research (Leon *et al.*, 2021, for example) indicate that there may be a correlation between the instructor's evaluation and the student self-assessment (SSA), with lower-performing students typically overestimating their performance and higher-performing students underestimating it.

In a similar vein, Panadero *et al.* (2016) suggested other elements that might affect the validity of SSA. These include: a) the SSA's medium; b) the time lag between SSA and instruction; c) student expectations; and d) the availability of evaluation criteria.

Academic exams should be successful for students who can evaluate their own performance, according to long-standing suggestions (Zi Yan *et al.*, 2023; Yang *et al.*, 2023). The positive effects of self-assessment on academic achievement could be primarily attributed to its intricate

connection to self-regulated learning. Students must evaluate the quality of their own work in relation to predetermined standards, recognize the performance gap between their present performance and the intended performance level, and take appropriate measures to close it as part of the self-assessment process (Yan, 2020).

8 Research Methodology

The research methodology employed in this study involved voluntary participation from instructors who were briefed on the study's objectives and agreed to facilitate its implementation among their students. Instructors were instructed to instruct their students to conduct self-evaluations immediately following their midterm exams. Each student was tasked with assessing their performance on individual exam questions. Subsequently, instructors collected the exam papers and independently evaluated each question for every student. Participation in the study was contingent upon the instructors' willingness to volunteer, ensuring a cooperative and informed approach to data collection (Azam et al., 2021; Azam et al., 2023).

The study focused on students across various disciplines, including English Language (English Grammar), Administration of Organizational Media, UAE Society, Criminal Law, and Arabic Language. Notably, the instructor responsible for English Language (English Grammar) had previously informed her students about the evaluation rubrics employed during lectures. This proactive step aimed to raise students' awareness of the criteria used to assess their performance. Importantly, all students were explicitly informed that their self-evaluations would not factor into their final grades.

By employing this methodology, the study aimed to capture students' self-assessment tendencies across different subject areas while also investigating the impact of instructors' transparency regarding evaluation criteria. This approach ensured a comprehensive exploration of students' perceptions of their performance and their alignment with objective evaluations. Additionally, the voluntary participation of instructors and students fostered a collaborative research environment, enhancing the credibility and validity of the study's findings.

9 Participants

The study was conducted on the students at the Colleges of Law and Mass Communication at Umm Al Quwain University, UAE. The informants were at different levels. Data were obtained from 131 full-time students, consisting of 99 males and 32 females. Two students were excluded because of cheating.

10 Data Analysis and Results

The data obtained were analyzed using SPSS. The means, standard deviation, T-value, and its significance were obtained, as well as the Pearson's correlation coefficient between the students' self-evaluation and their instructors' evaluation.

Table 1: Demographic information.

Gender	No.	%
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Male	99	75.6
Female	32	24.4
Total	131	100
Specialization	No.	%
Law	37	28.2
Public Relation and New Media	94	71.8
Total	131	100
Test assessment	No.	%
English Language (English Grammar)	19	14.5
Administration of Organizational Media	30	22.9
UAE Society	15	11.5
Criminal Law	26	19.8
Arabic Language	41	31.3
Total	131	100

Table 1 shows the demographic information of the respondents. The table indicates that 99 (75.6%) of the respondents are males and 32 (24.4%) are females. The table also indicates that 37 (28.2%) of the respondents were from the College of Law, and 94 (71.8%) from Public Relations and New Media of the College of Mass Communication. Table 1 also shows that 19 (14.5%) of the students were given assessments in English (English grammar), 30 (2.9%) in Administration of Organizational Media, 15 (11.5%) in UAE Society, 26 (19.8%) in Criminal Law, and 41 (31.3%) were assessed in Arabic language.

Table 2: Descriptive Statistics.

Data	No.	Min	Max	Mean	S.D
Student Scores	131	8	20	17.56	2.700
Teacher scores	131	3	20	16.01	3.281

Table 3: Correlations Between Student Scores and Teacher Scores.

Data	No.	Correlation Coefficient (r)	P-value	Decision
Student Scores/ Teacher Scores	131	0.634**	0.001	Supported

** Correlation is Significant at the 0.01 Level (2-tailed).

Table 3 shows that there is a moderate correlation between the students and instructors' evaluations.

Table 4: The Relationship Between Student Scores and Teacher Scores.

Data	Mean	S.D	Mean Difference	T-test	P-Value
Student Scores	17.56	2.700	1.552	6.799	0.000
Teacher scores	16.01	3.281			

A paired sample t-test was calculated to determine whether there is statistical evidence that the mean difference between paired observations (students' scores and instructor's scores) is significantly different (Table 4). The result shows that there is a statistically significant difference between the mean scores of students and teachers ($T(130) = 6.799$, $P\text{-value} = 0.000$).

Table 5: The Relationship Between Students' Scores and Gender

Gender	Mean	t-test	P-value	Decision
Male	17.39	-1.258	0.211	N/S
Female	18.08			

Table 5 shows that two independent sample t-tests were calculated to determine whether the two means of students' scores are different by gender. The Independent Samples T-Test analyzes the means of two separate groups (males and females) to find out if there is statistical support that the populations mean values are statistically substantially different. The result indicates that there is no significant statistical difference between male and female students' self-evaluation scores ($T(130) = -1.258$, $P\text{-value} = 0.211$).

Table 6: Analysis of Variance (ANOVA) Descriptive Statistics.

Course Assessment	N	Min	Max	Mean	S.D
English Language (English Grammar)	19	8	19	13.13	2.681
Administration of Organizational Media	30	15	20	18.60	1.283
UAE Society	15	13	20	18.50	2.179
Criminal Law	26	9	20	17.85	2.361
Arabic Language	41	15	20	18.32	1.738
Total	131	8	20	17.56	2.700

Table 7: Analysis of Variance – ANOVA.

Data	Sum of Squares	df	Mean Square	F	P-Value
Between Groups	443.937	4	110.984	27.752	.000
Within Groups	503.884	126	3.999		
Total	947.821	130			

Table 7 shows the result of the Analysis of Variance (ANOVA), which was used to determine if significant differences in students' mean scores exist across the courses evaluations. The finding indicates that there is a significant difference between the mean scores of student self-evaluation in course assessments ($F = 27.752$, $p\text{-value} = 0.000$).

Table 8: Multiple Comparisons.

Course Assessment		Mean Difference (I-J)	Std. Error	Sig.	Decision
English Language (English Grammar)	Administration of Organizational Media	-5.468(*)	.586	.000	Supported
	UAE Society	-5.368(*)	.691	.000	Supported
	Criminal Law	-4.715(*)	.604	.000	Supported
	Arabic Language	-5.185(*)	.555	.000	Supported
Administration of Organizational Media	English Language (English Grammar)	5.468(*)	.586	.000	Supported
	UAE Society	.100	.632	1.000	Not supported
	Criminal Law	.754	.536	1.000	Not supported
	Arabic Language	.283	.480	1.000	Not supported
UAE Society	English Language (English Grammar)	5.368(*)	.691	.000	Supported
	Administration of Organizational Media	-.100	.632	1.000	Not supported
	Criminal Law	.654	.648	1.000	Not supported
	Arabic Language	.183	.603	1.000	Not supported
Criminal Law	English Language (English Grammar)	4.715(*)	.604	.000	Supported
	Administration of Organizational Media	-.754	.536	1.000	Not supported
	UAE Society	-.654	.648	1.000	Not supported
	Arabic Language	-.471	.501	1.000	Not supported
Arabic Language	English Language (English Grammar)	5.185(*)	.555	.000	Supported
	Administration of Organizational Media	-.283	.480	1.000	Not supported
	UAE Society	-.183	.603	1.000	Not supported
	Criminal Law	.471	.501	1.000	Not supported

* The mean difference is significant at the .05 level.

Table 8 indicates that the mean differences exist between English language (English grammar) and the other courses, but they do not exist among the other courses.

Table 9: Comparison Between Weak Students and High-Performance Students.

Students	Self- Assessment Mean Score	Teacher Mean Score	S.D
Poor Students	18	14	3.212
Medium Students	16	16	3.51
Good Students	19	18	2.341

Table 9 shows the comparison between poor students and high-performance students. The result indicates that poor students overestimate themselves more than medium and good students do.

11 Discussion

Proposition 1:

There are significant differences between the students' self-evaluation and the instructor's evaluation

Table 3 illustrates a moderate correlation between students' self-evaluation and their instructors' assessment, suggesting a degree of alignment between the two measures. However, to further validate this finding, a paired sample t-test was conducted, as depicted in Table 4. The results revealed a statistically significant difference between the mean scores provided by students and those assigned by their instructors ($T(130) = 6.799$, $P\text{-value} = 0.000$). This disparity indicates the presence of the Dunning-Kruger effect among students at Umm Al Quwain University. According to Thawabieh (2017), such discrepancies may stem from students' heightened self-confidence coupled with an incomplete mastery of self-evaluation skills.

These findings resonate with prior research on the Dunning-Kruger effect, including studies by Dunning in 1999 and 2011, as well as investigations by Nowell and Alston (2007), Pavel et al. (2012), Battistelli et al. (2009), Bunay et al. (2018), Kennedy, Lawton, and Plumlee (2002), Lindsey and Nagel (2015), and Ehrlinger et al. (2008). The inability to recognize one's own weaknesses could impede academic, career, and social advancement, highlighting the importance of developing accurate self-assessment skills.

These findings underscore the significance of enhancing students' metacognitive abilities to facilitate more accurate self-evaluations. Additionally, they emphasize the need for educators to provide constructive feedback and guidance to help students better recognize and address their areas of improvement, ultimately fostering growth and development in academic, professional, and interpersonal domains.

Proposition 2:

Male Students Tend to Overestimate their Performance more than Female Students do.

Table 5 presents the results of a T-test comparing self-evaluation scores between male and female students, revealing no statistically significant differences between the two groups. Despite this lack of statistical significance, it's noteworthy that the mean self-evaluation score of female students is slightly higher than that of male students. This subtle discrepancy suggests a potential trend wherein female students may tend to overestimate their performance to a greater extent than their male counterparts. However, it's essential to note that this finding does not substantiate Proposition 2, which posits differences in self-evaluation tendencies between genders.

Interestingly, this result contradicts the findings of Nowell and Alston (2007), whose study presumably identified gender-based differences in self-evaluation accuracy. The discrepancy between our findings and those of Nowell and Alston underscores the complexity of evaluating self-assessment tendencies across gender lines and highlights the importance of context-specific factors that may influence such differences.

While our study did not detect statistically significant gender-based variations in self-evaluation, the slight difference in mean scores prompts further exploration into potential underlying factors contributing to this trend. Possible explanations could include societal expectations, cultural influences, or individual differences in self-perception and confidence levels.

Overall, these findings underscore the nuanced nature of self-evaluation and its interaction with gender, suggesting that additional research is warranted to elucidate the underlying mechanisms driving differences in self-assessment tendencies across diverse student populations. Such insights are crucial for informing educational practices and interventions aimed at enhancing students' metacognitive skills and promoting more accurate self-assessment practices, regardless of gender.

Proposition 3:

Students who are Aware of the Evaluation Rubrics Tend not to Overestimate their Own Performance.

The ANOVA analysis presented in Table 7 demonstrates statistically significant differences in mean scores of students' self-evaluation across various course assessments ($F = 27.752$, $p\text{-value} = 0.000$). This finding is further substantiated by Table 8, which reveals that students enrolled in the English course (specifically, English grammar) were notably more adept at objectively evaluating themselves compared to students in other courses. This disparity can be attributed to the English Language course instructor's proactive approach in raising students' awareness of evaluation rubrics during lectures.

The significance of this finding underscores the critical role of equipping students with knowledge of evaluation criteria, as advocated by Heidi and Andrade (2019) and Thawabieh (2017). By familiarizing students with assessment standards, instructors empower them to conduct more accurate self-evaluations, thereby enhancing their metacognitive skills and promoting a deeper understanding of their own performance.

Ultimately, this result confirms the validity of the proposition posited in the study. It emphasizes the importance of transparent communication of evaluation criteria to students, as it enables them to assess their performance objectively across various academic domains. This insight has implications for educational practices, highlighting the need for instructors to integrate explicit discussions of evaluation rubrics into their teaching methodologies, thereby fostering a more conducive learning environment and facilitating students' academic growth and development.

Proposition 4:

Poor Students Tend to Overestimate their Performance more than Good Students do

The division of students into three performance groups, good, medium, and poor, revealed notable differences in their self-evaluation tendencies, as depicted in Table 9. Specifically, the analysis indicates that poor-performing students tend to overestimate their abilities to a greater extent compared to their peers in the good and medium performance categories. This observation suggests that students at lower performance levels may struggle to accurately recognize

their own weaknesses, potentially impeding their progress and adversely impacting their academic performance.

Conversely, the findings also suggest that even good-performing students may exhibit a lack of awareness regarding their skills, leading them to allocate excessive time and effort to areas where they are already proficient. This discrepancy in self-awareness among students across different performance levels underscores the complex interplay of factors influencing self-evaluation accuracy and its implications for academic outcomes.

These findings align with prior research by Nowell and Alston (2007), Pavel et al. (2012), Battistelli et al. (2009), Kennedy, Lawton, and Plumlee (2002), and Coutinho et al. (2020), which similarly identified discrepancies in self-assessment tendencies across varying performance levels. Together, these studies highlight the importance of cultivating accurate self-awareness among students to optimize their learning and academic progress.

Ultimately, these findings underscore the need for targeted interventions aimed at enhancing students' metacognitive skills and fostering a more realistic perception of their abilities. By empowering students to recognize and address their areas of improvement, educators can facilitate a more conducive learning environment and support students' academic growth and development effectively across all performance levels.

12 Conclusion and Recommendations

In conclusion, integrating students into the evaluation process can significantly enhance their academic performance by fostering awareness of their weaknesses and areas for improvement. By actively engaging students in self-evaluation, educators can empower them to take ownership of their learning journey and develop essential metacognitive skills. This participatory approach not only promotes self-reflection but also encourages students to set meaningful learning goals and strive for continuous improvement.

Moreover, involving students in the evaluation process enables educators to gather valuable insights into the effectiveness of instructional methods and curriculum design. By soliciting feedback directly from students, educators can identify areas of strength and areas needing improvement, thereby guiding curriculum enhancements and instructional strategies. This iterative process of assessment and feedback facilitates a dynamic and responsive learning environment that caters to the diverse needs and learning styles of students.

Moving forward, it is recommended to conduct further research on the involvement of students in self-evaluation. By investigating the efficacy of various self-assessment techniques and interventions, researchers can identify best practices for promoting accurate self-awareness and enhancing students' academic performance. Additionally, exploring the impact of student involvement in evaluation processes across different educational contexts and disciplines can provide valuable insights into its broader applicability and potential benefits.

In summary, involving students in the evaluation process holds immense potential for improving academic outcomes and guiding curriculum enhancements. By fostering a culture of self-reflection and continuous improvement, educators can empower students to realize their full potential and thrive academically. Continued research and exploration in this area are essential for advancing our understanding of effective pedagogical practices and promoting student success in the evolving landscape of education.

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