EFFECT OF COUNTERFEIT ESTIMATION ON THE ACADEMIC ACHIEVEMENT OF STUDENTS AT SECONDARY LEVEL

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ABSTRACT

This research work was aimed to investigate the "effect of counterfeit estimation on academic achievement of the students at secondary level". A sample consisting of 10th class of male and female secondary school student was taken and was divided into two equal groups, control group and experimental group. Results of this research work indicated that a counterfeit estimation effects the academic achievement of students at secondary level.

INTRODUCTION

Baron (1992) it has been observed that some teachers give value to their students in developing the necessary skills and performance to deal with their work and to face any kind of situation and problem successfully. They set their student consistent and realistic standards encourage them to have the confidence to act independently and responsibly. On the other hand many teachers pass counterfeit statement and leave student with negative feelings about themselves and their abilities. The behavior of these teachers is not fair not only in dealing but to prepare and marking the papers of their students. Self attentiveness plays a crucial role in academic achievement of the students. Many researches show that strong negative feelings reduced interest and lead toward high level of anxiety which is harmful for all kind of performance. Many teachers send signals of the opposite kind and leave student with negative feelings about themselves and their abilities.

Counterfeit estimation means false feed back or underestimation. On the bases of research we can say that teachers were less likely to attribute students' success than students' failure to themselves. Teachers made less credit to themselves and more credit to the student' for the students' success when feedback was false.

Teacher's expectations, behavior, attitude and feelings effect on students achievements. Researcher has read many books and articles that discuss the self-fulfilling prediction and studies that investigated beliefs about students and the achievement levels. From this study, we imagine that consistent positive or negative feedback has an effect on a student's awareness of his or her academic achievement. It means that

positive feedback leads the students towards high achievement and negative feedback lead the students towards poor achievement.

Many teachers felt that it was important for a student to receive positive feedback. Positive feedback is very important because a student gets success. This gives the student motivation to continue with his or her development. However, negative feedback is not useful, because in this way we can decrease the performance of students. A teacher can never get away having prospects for his or her students. However, it is the way in which these prospects are conveyed to these students that is important. One teacher summed it all up by saying, "students are very sensitive and they pick up on everything." This research work shows that teacher prospects affect student achievement. In their opinions, it is impossible to enter a classroom without having certain prospects. However, we believe, from our experience, that there are so many important things that we can do to aid our student's academic achievement.

STATEMENT OF THE PROBLEM

The problem under study was to investigate the "effect of counterfeit estimation on the academic achievement of students at secondary level".

OBJECTIVE OF THE STUDY

➢ To investigate the effects of counterfeit estimation on the academic achievement of students at secondary level.

SIGNIFICANCE OF THE STUDY

Following are the significances of the study: -

➢ This research work will be helpful for those teachers who often underestimate their students.
➢ This research work will enable the teacher to know that how to deal with their students.
➢ This research work will be helpful in shaping mood and behavior of the examiner at the time of paper setting and marking.

HYPOTHESIS

H_0: There is no significant effect of counterfeit statement on the academic achievement of students at secondary level.

H_1: There is significant effect of counterfeit statement on the academic achievement of students at secondary level.

REVIEW OF RELATED LITERATURE

Davis (1998) explained that self-assessment is an effective method in improving students' reading performance. This method of assessment encourages students to participate more openly, as was clear from the researchers' day-to-day observations. Self-assessment helps students to give more accurate and honest responses, especially when they feel that they will not be judged exclusively by marks. According to this study it also helps students to direct their own learning

efforts more effectively. If feedback is clear then it helps students become more involved and motivated in the learning process, which was clear in their participation inside and outside the classroom.

Merton (1957) described that the self-assessment prophecy as "a false definition of the situation evoking a new behavior which makes the originally false conception comes true. The self-assessment prediction is relevant to many social areas, including education. In the interaction between students and teachers it can be observed.

Rosenthal and Jacobson (1968) explained that standardized tests about intelligence are one of the factors that play a vital role in teachers' expectations about their students' academic achievement. Researchers believe that the results of this research may influence a teacher's assumptions about his or her student's potential ability. Researchers feel that their study proved that one person's expectations for another's behavior serves as a self-assessment prediction.

Hayman (1981) an inquiry in which we observe how teachers convey their expectations on their students. It is believed that the self-fulfilling prophesy is an unintentional construction that involves the assumptions of both the student and the teacher. After a broad review of studies pertaining to school academic achievement, it has been concluded that if certain attitudes are held and reinforced consistently in the same direction, they lead to a particular

self-concept which influences a student's expectation of future attainment. It ha also been observed that if a student consistently receives a certain message from his or her teacher the student begins to internalize these messages. It is very obvious that in the classroom, a student may begin to accept the teacher's signals as a reflection of reality.

Borg (2006) explained that self-assessment is an effective method in improving students' reading performance. This method of assessment encourages students to participate more openly, as was clear from the researchers' day-to-day observations. Self-assessment helps students to give more accurate, true, better and honest responses, especially when they feel that they will not be judged only by marks. This research helps students to express their own learning efforts more effectively and perfectly, as was evidenced in this study

Helton (1999) conducted a research work in which thirty-three collegiate varsity swimmers completed the attribution style questionnaire and then they were asked to swim their best event. After that swimming process, their coach told them that their swim time was slower than it actually was. Actually it was false feedback. And after a thirty-minute rest, all the swimmers were told to swim the same event again. Now the times on the second swim were poorer than those on the initial swim for pessimistic, but not for optimistic swimmers.

Baumeiste (1990) in counterfeit estimation students are less competent and adverse. The counterfeit estimation increase self awareness. This of course generates strong negative effect. In order to try to avoid these unhappy feelings individuals enter a state of cognitive deconstruction. Student think in less stylish way, focusing on present rather then the future issues along with this go reduced interest in searching for higher level meaning. When this practice is repeated finally it becomes too difficult for such students to do away with disturbing thoughts and negative feelings. So students make mistake in fact do poorer.

Kapoor G (2007) says that when some counterfeit estimations passed on individuals these estimations affect the personality of individuals in wrong direction and also effect on intelligence. So we can say that self awareness play a very important role in the performance of the individuals.

Baron et al (1992) self awareness is an important component in the self regulation of our own behavior. False feedback about performance has put the students in dangerous condition; as a result they loose their actual performance.

Rosenthal and Jacobson (1968) concluded that if teachers consistently use actions and language to reinforce what they believe to be a student's prospective, students will begin to put limits on their own possibilities based on the teachers' messages of expected achievement. Teachers convey their expectations and feelings through their behaviors. Researchers explain that we may say that by what she said, by how and when she said it, by her facial expressions and postures, the teacher may have communicated to the children of the experimental group that she expected improved intellectual performance. Teacher's behavior toward individual students with the use of communications, may aid the learning of certain students by increasing their self-concept, self-expectations, self assessment and their motivation.

Singh K (2009) discussed that counterfeit estimation not only affect the academic performance of the individuals but it also effect the behavior, intelligence, attitude and personality of the individuals, so due to this the individual makes error.

Papageorgiou et al (2001) used a false feedback model for the assessment of students. In this research eight patients with social phobia had conversations with a colleague under three different sets of pre-conversation information, first: no feedback about physiology followed by second: false feedback of an increased heart rate and third: false feedback of a decreased heart rate. The latter second and third conditions were counterbalanced so in this way patients completed anxiety and belief ratings. This research show that the confederate rated patients as less anxious in the decrease condition than when they were in the Increase condition. The results of this research suggest that the perception

of increased arousal was associated with increased anxiety and actual poorer performance.

Swann (1987) discussed that we can increase the performance of individuals, when some authentic statements are passed on them similarly we can decrease the performance of individuals, when some counterfeit estimation are passed on them. Self awareness plays a very important role in shaping the personality of the individuals.

Gabler (1980) showed that feedback is an important way in shaping the behavior, attitude and personality of the students. If feedback is true then it will lead to the success similarly if feedback is false the obviously it will lead to the failure.

METHODOLOGY OF THE STUDY POPULATION

The population of the study consisted of all students of 10th class in district Dera Ismail Khan.

SAMPLE

Three male and three female secondary schools were selected randomly. And from each secondary school 10 Students of class 10th were randomly selected. So thirty female and thirty male students were selected as a sample.

PROCEDURE

The applied formulae of test were as under:

Researcher personally visited the male and female schools and collected the data. In male and female schools those students from class 10th who were never failed in the examination were divided into two equal groups i.e. control and experimental group. Both the groups were administered a test. There was no significance difference in scores of both the groups in male and female schools. Few days later both groups were again tested, but just before the test, members of experimental group were given slips of paper indicating that they had failed in the previous test, the score of control and experimental group were then compared.

STATISTICAL ANALYSIS

Alam (2000), "Consistency or stability in the variables is used as terms opposite to variation or dispersion. A data is considered more stable if it has less variation and likewise it is less stable if variation is more".

Chaudhary (1996) in actual practice the population variance (δ^2) is usually not known and is estimated from the sample data the t-test can be used. "Testing hypotheses about differences of means of two normal populations but unknown".

Chaudhary (1996), "The co-efficient of variation was also used to compare the performance of two candidates".

$$t = \frac{(\overline{x}_1 - \overline{x}_2) - (\mu_1 - \mu_2)}{S_p \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} \qquad \text{With} \quad \nu = n_1 + n_2 - 2 \text{ d.f}$$

$$\text{Where} \quad \overline{X}_1 = \frac{\sum f_1 x_1}{\sum f_1} \qquad \overline{X}_2 = \frac{\sum f_2 x_2}{\sum f_2}$$

$$\text{Pooled Estimation} = S_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$\text{Where} \quad S_1^2 = \frac{1}{n_1 - 1}\sum(X_{1i} - \overline{X}_1)^2 \quad \text{And} \quad S_2^2 = \frac{1}{n_2 - 1}\sum(X_{2i} - \overline{X}_2)^2$$

$$\text{Co-efficient of Variation} = C.V = \frac{S}{\overline{X}} \times 100$$

$$\text{Where S = s tan dard deviation and } \overline{X} = \text{Mean}$$

The analysis and interpretation of data is presented in tabular form and given below.

Table # 1 for Male School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated
Control Group	15	27.15	13.51	49.76	28	0.05	1.701	3.79
Experimental Group	15	20.86	11.25	53.93				

Table # 2 for Female School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated
Control Group	15	28.12	14.90	52.99	28	0.05	1.701	4.306
Experimental Group	15	20.11	12.93	64.30				

RESULTS

For Male School Students

Table no: 1 indicates that the mean of both the groups (controlled and experimental) were 27.15 and 20.86 respectively, S.D in the scores of two samples i.e. controlled and experimental was 13.51 and 11.25 respectively. The t-calculated value 3.79 is greater than the t- tabulated 1.701 at 0.05 level of significance (α) so we reject H_0 and accept H_1 and concludes that there is significant effect of counterfeit statement

on the academic achievement of students. The difference was in the favor of controlled group. The co-efficient of variation (C.V) of controlled and experimental group is 49.76 and 53.93 respectively. Since C.V of controlled group is less than the experimental group so there is consistency in the performance of controlled group.

For Male School Students

Table no: 2 indicates that the mean of both the groups (controlled and experimental) were 28.12 and 20.11 respectively, S.D in the scores of two samples i.e. controlled and experimental was 14.90 and 12.93 respectively. The t-calculated value 4.306 is greater than the t- tabulated 1.701 at 0.05 level of significance (α) so we reject H_0 and accept H_1 and concludes that there is significant effect of counterfeit statement on the academic achievement of students. The difference was in the favor of controlled group. The co-efficient of variation (C.V) of controlled and experimental group is 52.99 and 64.30 respectively. Since C.V of controlled group is less than the experimental group so there is consistency in the performance of controlled group.

CONCLUSION

On the bases of the results of male and female secondary schools it was concluded that counterfeit estimation about performance put the students in aggressive condition and as a result they loose their performance. On the bases of the results it was also concluded that they fail to adjust their behaviors to move closer to desired states and as a result they make errors. The study further revealed that the counterfeit estimation about performance can lower self concept and damage later performance.

RECOMMENDATIONS

➢ Teachers may provide honest and true appraisal and perfect evaluation for student success.

➢ Student may be invited to see themselves in positive ways and to reach beyond their present performance then students are more likely to have clear picture of their potential as human being and to realize what they can achieve.

➢ Individual attention and clear positive feedback may be given to each and every student with in a school system.

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