

Self-Efficacy Perceptions and the Attitudes of Prospective Teachers towards Assessment and Evaluation

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Abstract : Making the right decisions about students depends on teachers' use of the assessment and evaluation techniques effectively. In order to do that, teachers should have positive attitudes and adequate self-efficacy perception towards assessment and evaluation. The purpose of this study is to investigate relationship between self-efficacy perception and the attitudes of prospective teachers towards assessment and evaluation and what kind of differences these issues have in terms of a variety of demographic variables. The study group consisted of 277 prospective teachers who have been studying in different departments of Marmara University, Faculty of Education. In this study, 'Personal Information Form', 'A Perceptual Scale for Measurement and Evaluation of Prospective Teachers Self-Efficacy in Education' and 'Attitudes toward Educational Measurement Inventory' are applied. As a result, positive correlation was found between self-efficacy perceptions and the attitudes of prospective teachers towards assessment and evaluation. Considering different departments, there is a significant difference between the mean score of attitudes of prospective teachers and between the mean score of self-efficacy perceptions of them. However, considering variables of attending statistics class and the class types at the graduated high school, there is no significant difference between the mean score of attitudes of prospective teachers and between the mean score of self-efficacy perceptions of them.

Keywords : attitude, perception, prospective teacher, self-efficacy

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