

## Self-Efficacy Perceptions of Social Studies Teachers about Measurement and Evaluation in Education

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### ABSTRACT

The study aims to determine the self-efficacy perceptions of social studies teachers about measurement and evaluation in education. In the research using quantitative research models, descriptive survey model was used. Study group of the research is composed of 122 social studies teachers in Kucukcekmece district of Istanbul province in 2018-2019 academic years. Data collection tool of this study is "The Self-efficacy Perception Scale of the Teacher Candidates based on Measurement and Evaluation in Education" developed by Kılınç (2011). The difference between the self-efficacy levels of the participants about measurement and evaluation and the gender variable was examined. The findings revealed that self-efficacy perceptions of the male participants about measurement and evaluation were higher than those of the female participants. In addition to this, the difference between the self-efficacy levels of the participants about measurement and evaluation and their educational background was also examined. The research findings demonstrated that there is not any significant difference between the self-efficacy levels of the participants about measurement and evaluation and their educational background. Another finding obtained as a result of the study revealed that self-efficacy perceptions of the History and Geography graduates of the universities' Faculty of Arts and Sciences about measurement and evaluation in education are at a lower level than the Faculty of Education Social studies teaching graduates. Finally, the finding that self-efficacy levels of the participants about measurement and evaluation showed a significant difference according to their professional seniority is obtained.

**Key words:** Measurement-evaluation, Self-efficacy, Social studies

### INTRODUCTION

Measurement, in the most general sense, means observing a particular feature or condition and expressing the observation results in numbers and symbols. Evaluation, on the other hand, is the decision made as a result of the comparison of measurement results with a criterion of the same field (Çalışkan & Yiğittir, 2011, pp. 224-225). Measurement and evaluation concept is one of the four basic elements of the education program. Measurement and evaluation help to determine the readiness levels of the students and detect and eliminate the flaws in the curriculum. Besides, it also enables to detect the incomplete knowledge of the students (Öztürk, 2003). Measurement and evaluation tools are divided in two groups. Open ended questions, true-false questions, multiple-choice questions and matching questions are traditional measurement tools. Performance assessment, portfolio assessment, project, grading key, concept map, diagnostic tree, structured grid, word association, observation, interview, self-assessment, peer assessment and group assessment are the alternative measurement tools. Today's

education system defends active use of the modern measurement tools in the education process. In addition to this, it also defends use of the traditional measurement tools along with the modern measurement tools. While the aim of the traditional measurement tools is to measure the information based acquiresments, the aim of the alternative measurement tools is to measure the acquiresments based on analysis, synthesis and evaluation (Yanpar & Yelken, 2010). Executive of the measurement-evaluation process is the teacher. In this regard, teachers' level of competence with respect to measurement-evaluation process is quite important (Çakan, 2004, p. 100). Teachers' self-efficacy is an important source of motivation that shapes their effectiveness in the class (Pendergast, Garvis & Keogh, 2011). In other words, teachers' self-efficacy can be explained as their belief in organizing and conducting their classes (Tschannen-Moran, Hoy, & Hoy, 1998). On the other hand, high self-efficacy also brings along pride, satisfaction and positive effects (Paris, Byrnes, & Paris, 2001, p. 267). Accordingly, the teacher candidate having the measurement and evaluation competency firstly

knows which measurement-evaluation process s/he will apply in the related process and in line with this purpose puts the necessary measurement process into practice (Sabancı & Yazıcı, 2016, p.108).

Measurement-evaluation process has an important place in all the lessons within the education system. Especially in the lessons with a broad subject area, this process is required to be capable of measuring all the dimensions of the related lesson. One of the lessons with this feature is social studies. USA National Council for Social Studies (NCSS) defines social studies as “an integration of the studies conducted between the social sciences and humanities in order to develop citizenship competence” (Martorella, 1998, p.5). Examining the historical development of social studies education program in Turkey, it is seen that the course was taught separately as history, geography and civics in 1926 education program. However, in 1967, all these courses were merged under the name of social studies. In 1989, however, the course changed again and was again divided into national history, national geography and civics (Sönmez, 1999, p.3). In 1998, multidisciplinary approach became dominant in Turkey’s social studies curriculum. Until 2004-2005, however, single disciplinary and multidisciplinary approaches were continued in social studies programs of the elementary education first and second grades; interdisciplinary program approach was not included much. (Semenderoglu & Gülersoy, 2005, p.160). However, in the period since 2005, social studies program has been influenced by the developments experienced in the field of education in Turkey and in the world. Accordingly, a revision was made in social studies program. Considering the harmony with the world and the European Union standards; using common critical thinking for all lessons, creative thinking, communication, research, investigation, problem solving, information technology, increasing entrepreneurship skills form the basis of new programs (MEB TTK, 2005). The changed social studies program was also attempted to be built on this approach.

It is important to completely transfer the content of this lesson that allows the individual to be integrated with his/her country as an active citizen. In this respect, the importance of the measurement and evaluation process becomes apparent. Measurement and evaluation of the target knowledge, skill, behavior, attitude and values in social studies education require the use of different evaluation tools and materials. In the lesson, traditional and alternative measurement tools should be used together. Teachers have an important role in the effective and correct use of measurement-evaluation tools. The teachers having sufficient knowledge in measurement and evaluation process will contribute to complete the incomplete knowledge and correct the incorrect knowledge of the students (Algan, 2008). However, the studies conducted on measurement-evaluation in social studies revealed that the teachers mostly use the traditional measurement tools. The findings of the study “The Reasons for Using the Measurement Evaluation Methods in Social studies (4th-5<sup>th</sup> grades) Programs and the Efficiency of the Practices” by Ataman and Karaman (2012) also support this information. In the related study, teachers were found to have deficiencies

in the alternative measurement tools. Similarly, thanks to the study “Social studies teachers’ Level of Using Measurement and Evaluation Techniques” by Yalçinkaya (2010), it is detected that social studies teachers use traditional measurement tools more than the alternative measurement tools.

Many studies were conducted on measurement-evaluation. When the related studies are examined, it can be seen that the main point is to reveal the competence of the teacher and teacher candidates. In the study by Adıyaman (2005), it is detected that the teachers taking the 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grade Turkish class do not have comprehensive knowledge of measurement and evaluation process. Gelbal and Kelecioğlu (2007), in their study conducted with teachers, tried to determine the competence perceptions of the teachers about measurement-evaluation. The study findings revealed that the teachers felt incompetent in the alternative measurement tools. Anıl and Acar (2008), on the other hand, in their related study, tried to determine the competence perceptions of the class teachers about measurement-evaluation. The study findings revealed that the class teachers mostly prefer multiple choice tests out of the traditional measurement tools and performance projects out of the complementary measurement tools. The research conducted by Bal (2009) revealed that the class teachers do not have the sufficient knowledge about the measurement-evaluation process. The study done by Birgin in 2010, however, indicated that the class teachers use the traditional measurement and evaluation techniques more frequently than the alternative measurement and evaluation techniques. Üztemur and Metin (2015), in their research, tried to determine the misconceptions and self-efficacy beliefs of the social studies teachers in the field of measurement and evaluation. As a result of the study, it is found that misconception scores did not show any difference in terms of the variables including gender, on-the-job training status, taking and not taking measurement and evaluation class. In addition to this, it is determined that self-efficacy perceptions of the social studies teachers about measurement and evaluation are at an “Adequate” level. In the study “Examination of the Teacher Candidates’ Competence Perceptions about Measurement and Evaluation” by Kubilay and Sabancı (2016), it is detected that teacher candidates feel “moderately adequate” (Pektaş, 2010). In the research “Examination of the Teacher Candidates’ Competence Perceptions about Measurement and Evaluation (Caucasus University Sample)” by Dilek Yaralı (2017), it is detected that teacher candidates’ competence perceptions about measurement and evaluation are “Adequate” in the Basic Concepts sub-dimension, “Moderately Adequate” in the Measurement Techniques sub-dimension and “Moderately Adequate” in the Statistical Analysis and Reporting sub-dimension.

When the literature is examined, it is seen that teacher candidates’ competence perceptions about measurement-evaluation and various variables affecting these perceptions have been examined. In the related study, competence perceptions of the social studies teachers about measurement and evaluation and the effect of the variables such as gender, educational background, the department of graduation, and professional seniority on these perceptions were examined.

**Table 1.** Sociodemographics features of the participants

Features	<i>f</i>	(%)
Gender		
Male	68	55.7
Female	54	44.3
Total	122	100.0
Educational background		
Bachelor's degree	117	95.9
Master's degree	5	4.1
Total	122	100.0
Department of graduation		
History	20	16.4
Social studies teaching	84	68.9
Geography	18	14.8
Total	122	100.0
Professional seniority		
1-3 years	24	19.7
4-6 years	28	23.0
7-9 years	12	9.8
10-12 years	20	16.4
13-15 years	11	9.0
16 years and above	27	22.1
Total	122	100.0

### Objective and Research Questions

In this study, it is aimed to determine the perceptions of the social studies teachers in regard to whether they feel competent in measurement and evaluation process.

In line with this purpose, an answer was sought for the sub-goals stated below.

1. What is the self-efficacy perceptions of the social studies teacher about the dimensions in measurement and evaluation competence perception scale?
2. Does the measurement and evaluation self-efficacy perceptions of the social studies teacher show a significant difference according to the gender of the participants?
3. Does the measurement and evaluation self-efficacy perceptions of the social studies teacher show a significant difference according to the educational background?
4. Does the measurement and evaluation self-efficacy perceptions of the social studies teacher show a significant difference according to the department of graduation?
5. Does the measurement and evaluation self-efficacy perceptions of the social studies teacher show a significant difference according to the professional seniority of the participants?

### The Importance of Research

Measurement-evaluation process is important in terms of determining to what extent the targets determined in the curricula are achieved, detecting the deficiencies of the students, determining the suitability of the teaching materials to the subject and the student and providing the students with reg-

ular information in regard to the teaching process. In this context, teachers' competence is very important. It is thought that in regard to determining the measurement-evaluation competence of the teachers the research findings will contribute to fill the deficiencies in the related area.

### METHOD

In this part; research model, study group, data collection tools, and descriptions for the statistical techniques used for data processing and analysis are included.

#### Research Model

In the research using quantitative research models, descriptive survey model was used. Survey models are "the research approaches that aim to describe a past or a current condition much the same. The event, individual or object subject to the research is attempted to be described within its conditions and much the same" (Karasar, 2008, p.77). In survey type researches, after determining the research problem, sub-problems in relation to the relevant problem should be determined, which should be followed by the determination and definition of what the necessary data/information are in the research in relation to each subject (Cohen & Manion, 1997).

#### Study Group

Study group of the research is composed of 122 social studies teachers in Kucukcekmece district of Istanbul province in 2018-2019 academic years. In the research, since all the teachers were accessed, separately sampling was not done. The teachers were informed of the aim of the research and they voluntarily participated in the research.

#### Data Collection Tool

Data collection tool of the study is "The Self-efficacy Perception Scale of the Teacher Candidates based on Measurement and Evaluation in Education" developed by Kılınç (2011). The scale comprising 23 items is a five-point Likert type. The items included in the scale are arranged from "Strongly disagree" to "Strongly agree". The scale is formed of two sub-dimensions. For the 1<sup>st</sup> sub-dimension Cronbach's Alpha coefficient is calculated as 0.93 and for the 2<sup>nd</sup> sub-dimension Cronbach's Alpha coefficient is calculated as 0.95. As a result of the study, Cronbach's Alpha reliability coefficient of the scale was found to be 0.928.

#### Data Collection

The data were collected by applying the "scale on self-efficacy perception about measurement and evaluation in education" to 122 social studies teachers from 38 schools in Kucukcekmece district of Istanbul.

#### Data Analysis

In the related research, while percentage and frequency values were used in the analysis of the social studies teachers' personal information, arithmetic mean and standard devia-

**Table 2.** Descriptive statistics of the self-efficacy levels

Items	M	SD
1. I can explain the concepts about measurement.	4.18	0.823
2. I can describe the differences among the item types.	3.70	1.011
3. I can predict the taxonomic level at which a measurement tool turns towards measurement.	3.39	1.095
4. I can explain the importance of the reliability of the measurement tool.	4.37	0.795
5. I can determine the necessary validity type in relation to the intended use of the measurement tool.	3.52	1.130
6. I can exemplify the importance of standard deviation statistics.	3.25	1.086
7. I can describe the importance of performance assessment.	4.79	0.644
8. I can explain the difference between the project and performance assignments.	4.58	0.737
9. I can distinguish a self-assessment scale from an attitude scale.	4.32	0.887
10. I can develop a measurement tool by behaving in accordance with the stages of the test development process.	3.25	1.196
11. I can write high quality multiple choice test items.	4.08	0.950
12. I can determine a reliability method for measurement and obtain reliability coefficient.	3.02	1.016
13. I can determine a validity method for measurement and perform validity analysis.	3.12	1.117
14. I can look at the item analysis results in the test development process and determine the items of no use.	3.78	1.008
15. I can determine the quality of the distracters for the multiple choice items in the test development process.	4.12	0.877
16. I can calculate the average of the measurement results.	4.14	0.930
17. I can calculate the variance of the measurement results.	3.32	1.261
18. I can convert the measurement results to standard points based on any method.	3.28	1.228
19. I can calculate item difficulty index.	3.34	1.316
20. I can obtain item distinctiveness index.	3.34	1.303
21. I can prepare a check list for a performance of the students.	4.34	0.887
22. I can prepare a gradation scale for the quantification of performance assignment and/or project products.	4.17	0.968
23. I can grade a performance I observed with the gradation scale.	3.83	1.271
Self-efficacy general	3.78	0.647

**Table 3.** Mann-whitney U test results based on the differentiation of the participants' self-efficacy levels according to the gender variable in relation to measurement and evaluation in education

	Gender	N	M	U	p
Self-efficacy	Male	68	69.68	1279.5	0.004*
	Female	54	51.19		

\*p&lt;0.05

**Table 4.** Mann-whitney U test results based on the differentiation of the participants' self-efficacy levels according to their educational background in relation to measurement and evaluation in education

	Educational background	N	M	U	p
Self-efficacy	Bachelor's degree	117	61.81	256.0	0.637
	Master's degree	5	54.20		

tion values were used in determining the teachers' self-efficacy attitude scores about measurement-evaluation in education. Mann-Whitney U Test was used in determining the difference between the gender and educational background in relation to the teachers' self-efficacy attitude scores about measurement-evaluation in education. Finally, Kruskal-Wal-

lis H test was used in determining the effect of the department of graduation and the professional seniority on the self-efficacy levels about measurement-evaluation in education.

## FINDINGS AND INTERPRETATION

Percentage and frequency values of the teachers constituting the study group of the research in relation to gender, educational background, department of graduation and professional seniority are presented in table 1 below.

It is determined that 55.7% of the participants attending the research are male while 44.3% of them are female. When the educational background is examined, it is found that 95.9% of the participants have bachelor's degree while 4.1% of them have master's degree. Additionally, it is determined that 14.8%, 16.4% and 68.9% of the participants are the graduates of Geography, History and Social Studies, respectively. Finally, it is found that 19.7% of the participants have a professional seniority of 1-3 years, 23.0% of 4-6 years, 9.8% of 7-9 years, 16.4% of 10-12 years, 9.0% of 13-15 years, and 22.1% of 16 years and above.

In order to determine whether the participants showed normal distribution regarding their self-efficacy about measurement and evaluation in education, Kolmogorov-Smirnov Test was applied. In parametric tests, generally the following premises are required to be ensured.

**Table 5.** Kruskal-wallis H test results based on the differentiation of the participants' self-efficacy levels according to their professional seniority

	Professional seniority	N	M	p	Difference
Self-efficacy	1-3 years	24	70.00	0.038*	2-6
	4-6 years	28	73.16		
	7-9 years	12	63.33		
	10-12 years	20	59.10		
	13-15 years	11	60.41		
	16 years and above	27	43.26		

\*p&lt;0.05

**Table 6.** Kruskal-wallis H test results based on the differentiation of the participants' self-efficacy levels according to the type of the department of graduation

	Department of graduation	N	M	p	Difference
Self-efficacy	History	20	55.25	0.000*	2-3
	Social studies teaching	84	69.20		
	Geography	18	32.53		

\*p&lt;0.05

1. Data should be at least ratio scale.
2. Data should conform to normal distribution.

Since the data did not show normal distribution in this study, non-normal (non-parametric) analyses will be used in the subsequent stages (Can, 2013, p. 82).

As a result of Kolmogorov-Smirnov Test, it is seen that the data of the participants in relation to measurement and evaluation in education were not normally distributed ( $p < .05$ ,  $p = .02$ ). Since the distribution was not normal, non-normal (non-parametric) analyses will be used in the subsequent stage of the study Table 2.

When participants' descriptive statistics of the self-efficacy levels in relation to measurement and evaluation in education are examined, it is determined that their self-efficacy general attitudes in regard to the measurement and evaluation in education are high ( $M = 3.78$ ). While the item with which the participants agreed at the highest level is the item "I can the importance of performance assessment" with an average of ( $M = 4.79$ ), the item with which the participants agreed at the lowest level is the item "I can determine a reliability method for measurement and obtain reliability coefficient" with an average of ( $M = 3.02$ ) Table 3.

As a result of Mann-Whitney U test performed in order to determine whether there is a significant difference between the self-efficacy levels of the participants attending the research and the gender variable in regard to the measurement and evaluation in education; it is concluded that self-efficacy levels of the participants showed a significant difference according to their gender in regard to the measurement and evaluation in education ( $U = 1279.5$ ,  $p = .004$ ,  $p < .05$ ). Self-efficacy levels of the males ( $M = 69.68$ ) are higher than those of the females ( $M = 51.19$ ) Table 4.

As a result of Mann-Whitney U test performed in order to determine whether the self-efficacy levels of the participants attending the research showed a significant difference

according to their educational background in regard to the measurement and evaluation in education; it is found that self-efficacy levels of the participants did not show a significant difference according to their educational background in regard to the measurement and evaluation in education ( $p = 0.637$ ,  $p > .05$ ) Table 5.

H0: Self-efficacy levels of the participants do not show a significant difference according to their professional seniority.

As a result of Kruskal-Wallis H test performed in order to determine whether the self-efficacy levels of the participants attending the research showed a significant difference according to their professional seniority in regard to the measurement and evaluation in education; it is found that self-efficacy levels of the participants showed a significant difference according to their professional seniority in regard to the measurement and evaluation in education ( $p = 0.038$ ,  $p < .05$ ). According to Mann-Whitney U test performed in order to determine the source of the differentiation, self-efficacy levels of those with a professional seniority of 4-6 years ( $M = 73.16$ ) are higher than those with a professional seniority of 16 years and above ( $M = 43.26$ ) Table 6.

As a result of Kruskal-Wallis H test performed in order to determine whether the self-efficacy levels of the participants attending the research showed a significant difference according to the type of the department of graduation in regard to the measurement and evaluation in education; it is found that self-efficacy levels of the participants showed a significant difference according to the type of the department of graduation in regard to the measurement and evaluation in education ( $p = .000$ ,  $p < .05$ ). According to Mann-Whitney U test performed in order to determine the source of the differentiation, it is detected that self-efficacy levels of the graduates from Geography ( $M = 32.53$ ) are lower than the graduates from Social studies teaching ( $M = 69.20$ ).

## DISCUSSION

Measurement and evaluation process is one of the most important elements that constitute the education process. Some amendments have been experienced in the measurement-evaluation process in Turkey and in the world. In this context, traditional measurement and evaluation tools are replaced with modern and alternative measurement and evaluation tools. It is expected that the regulations done in line with the requirements and expectations of the students actively reflect to the education process. This process is especially important in terms of students' deficiencies and draft program assessment. It is also necessary for the teachers responsible for this process to have full knowledge of measurement-evaluation process. In addition to the traditional measurement tool knowledge, teachers should also have the knowledge of modern measurement tools. However, in many studies conducted (Ulutaş, 2003; Çakan, 2004; Kaya, 2004; Adıyaman, 2005; Titrek, 2005; Göçer, 2005; Gözütok, Akgün and Karacaoğlu, 2005; Kutlu, 2005; Tekişik, 2005; Gelbal and Kelecioğlu, 2007; Şenel, 2008; Kuran and Kanatlı, 2009; Birgin 2010), it is detected that teachers remained incompetent in measurement and evaluation process.

Some findings were obtained in the research attempting to detect the competence perceptions of the social studies teachers in regard to the measurement-evaluation process. According to the study findings, measurement-evaluation self-efficacy general attitudes of the social studies teachers are high. In the study "Competence Perceptions and Opinions of the Science and Technology Teachers in regard to Measurement-Evaluation (Adıyaman Sample)" by Akdağ 2011, however, measurement-evaluation competence perceptions of the teachers were determined as moderate. Another finding obtained within the research is that self-efficacy perceptions of the male participants ( $M=69.68$ ) in regard to measurement and evaluation are higher than the female participants ( $M=51.19$ ). It can be inadequate to discuss this result only with measurement-evaluation dimension. The current result may be derived from the fact that the males feel more competent than the females in the social structure.

The finding obtained is compatible with the findings of the study by Kuran and Kanatlı (2009). Again in the scope of the research, there was not a significant difference between the self-efficacy levels of the participants and their educational background in regard to the measurement and evaluation ( $p=.637, p>.05$ )

In addition to this, as a result of Mann-Whitney U test performed in order to determine whether the self-efficacy levels of the participants attending the research showed a significant difference according to their educational background; there was not any significant difference ( $p=.637, p>.05$ ). The related result can be associated with the fact that the measurement-evaluation related programs given in undergraduate and graduate education process do not show a significant difference at an academic level. The finding obtained is not similar to the study results by Haynie (1992). In the study Haynie (1992) concluded that the teachers getting their master's degree are more competent than the other teachers. Again in the scope of the research, the difference between the professional seniority of the participants and

their self-efficacy levels for measurement and evaluation was examined. The self-efficacy levels of those with a professional seniority of 4-6 years ( $M=73.16$ ) were higher than those with a professional seniority of 16 years and above ( $M=43.26$ ) in regard to measurement and evaluation in education. The current result is not similar to the study by Sağlam and Küçükker (2010). In the research by Sağlam and Küçükker, it is detected that competence perceptions of the teachers about the measurement-evaluation process vary according to their service period and the teachers with a longer service period perceive themselves more competent. This difference can be derived from the fact that the teachers with less professional seniority have more up-to-date theoretical information about measurement and evaluation courses. Finally, the difference between the department of graduation and measurement-evaluation competence perception was examined and it is detected that competence perceptions of the graduates from History ( $M=55.25$ ) and Geography ( $M=32.53$ ) departments in the Faculty of Arts and Sciences are at a lower level than the graduates from Faculty of Education Social studies teaching ( $M=69.20$ ). This finding, on the other hand, can be attributed to the result that the education regarding teaching content knowledge in the faculties of education is more detailed and effective than the faculties of arts and sciences.

## CONCLUSION

As a conclusions revealed that self-efficacy perceptions of the male participants about measurement and evaluation were higher than those of the female participants. This study demonstrated that there is not any significant difference between the self-efficacy levels of the participants about measurement and evaluation and their educational background. Another finding obtained as a result of the study revealed that self-efficacy perceptions of the History and Geography graduates of the universities' Faculty of Arts and Sciences about measurement and evaluation in education are at a lower level than the Faculty of Education Social studies teaching graduates. Besides that, the finding that self-efficacy levels of the participants about measurement and evaluation showed a significant difference according to their professional seniority is obtained. The following recommendations can be made in regard to the efficiency of the measurement-evaluation process considering the answers given by the social studies teachers:

In order to make the measurement and evaluation classes in the faculty of education more efficient, some studies should be conducted. In regard to the measurement and evaluation method and techniques, the number of on-the-job training should be increased, experts and academicians should give seminars and thus they should be made more efficient, encouraging and incentive measures should be taken in order to enable teachers to attend the on-the-job training programs.

Studies should be conducted in relation to the reasons for why female teachers consider themselves less competent than the male teachers in the measurement-evaluation process, and the problem should be solved. In the Faculties of

Education, efficiency of the measurement-evaluation classes in the formation programs prepared for the people who do not graduate but want to have teaching diploma should be increased.

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