

A STUDY ON STUDENTS' SELF-EFFICACY AND ANXIETY TOWARDS PISA 2012 MATHEMATICS SCORES BASED ON SOME VARIABLES

Arař. Gör. Rasim Önder
Süleyman Demirel Üniversitesi
Eđitim Fakültesi
rasimonder32@gmail.com

Prof. Dr. Selahattin Gelbal
Hacettepe Üniversitesi, Eđitim Fakültesi
gelbal@hacettepe.edu.tr

Abstract

International exams such as PISA, TIMSS and PIRLS are performed in order to measure how effective the education systems of the countries. The achievement levels of students who take these exams are useful in providing comprehensive information about the education systems of various countries. In this sense, if the variables that have an impact on students' success are determined, the failure can be prevented. This paper studies and analyzes whether there is a meaningful difference regarding the self-efficacy and anxiety of students who took PISA 2012 Mathematics test based on the variables of gender, parents' employment status, students' their own personal rooms, computer, and the Internet. The dependent variable of the study is PISA 2012 self-efficacy and anxiety, while the independent variables are gender, parents' employment status, students' their own personal rooms, computer, and the Internet. Conducted in descriptive research model, the study population is consisted of 1144 15-year-old students out of 4848 who do not have incomplete and missing value problems. While students' self-efficacy scores did not differ by parent's employment status, their anxiety scores did not differ by gender, father's employment status, possessing computer and the Internet.

Keywords: Self-Efficacy, Anxiety, Pisa, Demographic Variables.