BUILDING AND APPLYING A SCALE OF GENERAL EDUCATION DIPLOMA STUDENTS' ATTITUDES TOWARDS MEASUREMENT AND ASSESSMENT AT THE UNIVERSITY OF JEDDAH AND THE EFFECT OF SOME VARIABLES

ABDURHMAN MATOQ ZAMZAMI
Assistant Professor in psychology
Faculty of Education
University of Jeddah

ABSTRACT_ *This study aims at building and applying a scale for diploma students' attitudes towards measurement and assessment, and then shows its effect on the students' achievement marks in the curriculum of measurement and assessment, and the experience gained in the domain of education. The sample of the study consists of (340) students who are studying at the general diploma in education at the university of Jeddah for the academic year of (1435 – 1436) (1436 – 1437) consequently. The scale consists of (30) phrases as based on the theoretical framework, the specialists' opinions and previous experiences. The researcher aims at extracting the psychometric properties of the scale (honesty, stability), as he addresses the consistency through split-half, Cronbach Alpha, and re-applying, and however for honesty, some indicators that include honesty of the arbitrators and structure were extracted through internal consistency, two-sides comparison and factor analysis. The study gets into some results: the scale has a good stability ranging between (0.73 – 0.93) in all the methods conducted, and for honesty more than 80% agreed on the consistency of (30) phrases and considered them as part of the scale. The correlation coefficient between the phrase and overall degree and the dimensions of the scale was (0.33 – 0.85), all of them are statistically significant. When conducting a two-side comparison between the high and low groups and through the value of (t) between the average scores of each phrase, it has been discovered that there are differences between the two groups for all the phrases in favor of the high group. However, through factor analysis, it has been shown that the scale is one-dimensional and that it projects five pivots on which the phrases of the scale were distributed which includes (subject teacher, method of evaluation, importance, motivation, content of the course). The result has also shown that students' attitude towards measurement and evaluation is positive for all pivots and for the overall degree. The best scores recorded were favoring the subject teacher first, then importance, then content, then the methods of evaluation and finally motivation. The study did not show a strong indicator for the existence of a relation between experience and the attitude towards measurement and evaluation where the score was (0.133) at the significant level of (0.014). As for the correlation between the degrees of the students at the scale and their degrees at the subject of measurement and evaluation, it reached (0.75) at the significant level of (0.01) which is a good correlation factor.*

KEYWORDS*: building, applying, the trend for measurement and evaluation, general diploma in education, variables.*