

## Becoming grounded in assessment: The relationship between pre-service teachers' enjoyment, anxiety, anger, and efficacy

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### Theoretical Framework:

- Assessment is closely linked to pre-service teachers' emotions (Pekrun et al., 2017).
- Enjoyment, anxiety, and anger are three emotions that are relevant to teaching (Frenzel, 2014).
- Previous literature on emotions and efficacy has focused on three dimensions: instructional strategies, classroom management, and engagement (Bach & Hagenauer, 2022), but has not addressed assessment.

### Research Question:

- How do enjoyment, anger, and anxiety predict assessment self-efficacy in Canadian pre-service teachers?

### Methods:

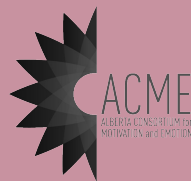
- We collected data from a convenience sample of 127 pre-service teachers with a mean age of 26 years.
- 54% were white.

### Analysis:

1. Descriptives, correlation matrix
2. Multiple regression analysis



# Enjoyment and anxiety predicted pre-service teachers' efficacy in classroom assessment.



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### Correlation Results:

(all  $p < .001$ )

- enjoyment and efficacy ( $r = .45$ )
- anger and efficacy ( $r = -.31$ )
- anxiety and efficacy ( $r = -.48$ )

These results indicate that pre-service teachers with higher efficacy in assessment were likely to experience more enjoyment, less anxiety, and less anger towards assessment.

### Multiple Regression:

Independent Variables	Std. Beta	Std. Error	t-ratio
Enjoyment	.31**	.08	3.22
Anxiety	-.35***	.06	-3.61
Anger	.04	.07	.39
Intercept = 4.45		$R^2 = .29$	

Note: \*\*\* denotes  $p < .001$ , \*\* denotes  $p < .01$

### Discussion & Implications:

- Enjoyment and anxiety were respectively strong positive and negative predictors of efficacy.
- Understanding emotions may help teacher educators tailor their teaching strategies and therefore help pre-service teachers feel more efficacious in assessment.
- Instructors can aim to increase enjoyment and decrease anxiety.