A COMPARISON OF SELF- VS. TUTOR ASSESSMENT AMONG UNDERGRADUATE BUSINESS STUDENTS AT THE UNIVERSITY OF DEBRECEN

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The current study focuses its attention strictly on the measurement of higher education business students' ability to predict and evaluate their own performance in written examinations, and also the connection between this and teacher assessed achievement in the same examination. Based on the reviewed literature, the current study forms three hypotheses. H1: Higher-achieving students assess their examination results more accurately (measured with the absolute value of the assessment error) than their lower-achieving fellows. This hypothesis is divided into two sub-hypotheses: H11: Higher-achieving students predict their examination results more accurately (measured with the absolute value of the pre-examination assessment error) than their lower-achieving fellows. H12: Higher-achieving students evaluate their examination results more accurately (measured with the absolute value of the post-examination assessment error) than their lower-achieving fellows. H2: High-achieving students tend to over-assess their examination results less than low-achieving students. H3: Ceteris paribus, students tend to overrate their performance and this overrating is greater in pre-examination than in post-examination self-estimations.

The current study analyses the self-assessment behavior and efficiency of 163 undergraduate business students from Hungary. Before they started a given exam, students were asked to predict their scores. After the examination ended, they were asked again to make a new, final estimation of the same scores. From a research point of view, pre-examination and post-examination assessments created a possibility to examine how well students are able to re-evaluate their knowledge during the test.

Based on binary logistic regression models and t-tests, the results support the hypothesis that high-achieving students are more accurate in their pre- and post-examination self-assessments, and also less likely to overestimate their performance, and if they do so, the mean overestimation is lower than in the case of lower-achieving students. An overall tendency among the students to over-rate their own examination performance is also detected, as is a tendency to increase the accuracy of self-assessment after sitting the examination.

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