

Determining the Tendencies of Academic Dishonesty and Senses of Self-efficacy with Discriminant Analysis

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ABSTRACT Academic dishonesty and self-efficacy are two complementary terms. It is quite necessary both for students and the education system that teachers perform their jobs in a productive and effective way. Teachers' professional and personal characteristics substantially influence how well teachers perform their jobs. The purpose of the study was to investigate how accurately prospective teachers' tendencies of academic dishonesty and senses of self-efficacy are classified according to their grades from 1st to 4th. Except for the first grade, prospective teachers' mean scores on the academic dishonesty tendency scale were higher than those on the self-efficacy scale. The first function but not the second function was effective in discriminating among groups. In total, 48.3 percent of the 234 prospective teachers were discriminated accurately.