Effect of Peer Assessment on Attitudes Toward Peer Assessment and Reflective Practice of Prospective Teachers

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DOI: https://doi.org/10.51244/IJRSI.2026.1311000048

Received: 02 November 2026; Accepted: 07 November 2026; Published: 22 November 2026

ABSTRACT

The purpose of this study was to determine how prospective teachers' attitudes toward peer assessment were affected by a peer assessment intervention. The sample for this study consisted of 45 prospective teachers from Loikaw EDC. A questionnaire on learners' attitudes toward peer assessment, developed by Likisa (2019), was used for data collection. The questionnaire consisted of three subscales and 16 items. The Cronbach's alpha reliability coefficient for the questionnaire was 0.87 in this study. The intervention of peer assessment programme conducted by the researcher was based on the inclusion model of peer assessment developed by McGrath (2021) and was validated by experts. The intervention was implemented over eight weeks. The results showed that after taking part in the intervention, prospective teachers' attitudes toward peer evaluation changed. Specifically, Positive attitudes toward peer assessment among prospective teachers increased in the Positive Attitude subscale. Their comprehension of peer evaluation and their capacity to evaluate and offer comments on their peers' tasks improved in the Understanding and Action subscale. Additionally, prospective teachers' unfavorable opinions of peer evaluation decreased in the Negative Attitude subscale. The findings showed that the intervention significantly improved the attitudes of prospective teachers regarding peer assessment. In order to examine the development of their reflective practices, the prospective teachers were required to write three reflection journals related to the peer assessment intervention. The findings show that during the peer assessment intervention, prospective teachers' reflective practice improved. It is expected that the results of this study will help future educators, teacher educators, and the educational system comprehend the significance of peer assessment. Overall, this study demonstrates how a successful peer assessment intervention can have a positive effect on prospective teachers' attitudes toward peer assessment and their reflective practice.

Keywords: Peer Assessment, Attitude, Reflective Practice, Prospective Teachers

INTRODUCTION

In the 21st century, a learner-centered approach has played a fundamental role in the educational field and teaching practice. One of the main goals in education is assisting individuals to view learning as a lifelong process and to learn in a self-directed way. In fact, the shift to a learner-centered approach has contributed to a greater emphasis on the advantages of learner autonomy for learning success. In a teacher-centered educational setting, independent and autonomous learners are rare (Weimer, 2002). For more than thirty years, learner autonomy has been a key component of educational practices and research. According to Voltz (2008), the word autonomy is derived from auto-nomos, with auto meaning "self" and nomos meaning "rule or law." Auto-nomos refers to a state where one gives oneself his/her own law.Teachers should have roles other than just being the source of knowledge to learners. By changing their traditional role to the role of an organizer or facilitator, teachers help their learners to be more responsible for their own learning. Teachers should help the learners in recognising their own ways of learning and enhance learners' capacity so that they can be ready for learning all through their lives (Little, 1991). Teaching is a profession. The expert teacher must remember that any workplace in the community takes on responsibilities as well as its rights (Khin Zaw, 2001). The involvement of learners in assessment processes in educational settings has gained increasing prominence in

recent years. Peer assessment is a strategy that encourages learners to evaluate each other's work, fostering active participation and reflective learning. This method can be applied to evaluate specific task outcomes, individual contributions, or collaborative group efforts. Peer assessment may serve formative or summative purposes. Formative peer assessment allows for early identification of errors and misconceptions, facilitating deeper understanding and knowledge retention. Typically, the criteria for assessment are predefined and align with the formal requirements specified for the evaluated task (Kollar & Fischer, 2010; Li et al., 2019).

Learner autonomy of prospective teachers and peer assessment are closely interconnected and mutually reinforcing. Peer assessment actively engages prospective teachers in evaluating each other's work, which requires them to think critically and reflect on both their peers' and their own learning processes. This engagement fosters learner autonomy by encouraging self-directed learning, responsibility, and independent decision-making. Through peer assessment, prospective teachers develop skills in giving and receiving constructive feedback, enhancing their ability to monitor and regulate their own progress. Additionally, peer assessment creates a collaborative learning environment that supports autonomy by promoting shared responsibility and active participation. In essence, a positive attitude toward peer assessment is important for effective participation in the assessment process. When learners have positive attitudes, they are more willing to give and receive constructive feedback, accept different perspectives, and use feedback to improve their learning. Positive attitudes can also reduce anxiety and encourage learners to participate actively in peer assessment activities. Furthermore, they can promote reflection, self-evaluation, collaboration, and responsibility for learning. Therefore, developing positive attitudes toward peer assessment is essential for maximizing its benefits as a learning and assessment strategy.

Purposes of the Study

The purpose of the study was to investigate the effect of a peer assessment intervention on prospective teachers' attitudes toward peer assessment and reflective practice.

The specific objectives of the study were:

- To examine the difference in prospective teachers' attitudes toward peer assessment before and after participating in the peer assessment intervention.
- To explore the changes in prospective teachers' reflective practice during the peer assessment intervention.

Research Questions

The research questions of the study were as follows:

- Is there a significant difference in prospective teachers' attitudes toward peer assessment before and after participating in the peer assessment intervention?
- How does prospective teachers' reflective practice change during the peer assessment intervention?

Scope of the Study

The participants of this study were Year-3 Semester-2 prospective teachers (6 males and 39 females) from Loikaw Education Degree College.

Definitions of Key Terms

Peer assessment: A form of formative assessment wherein learners are given feedback on their learning process by other learners at the same level instead of the teacher (Topping, 2009).

Attitude: Attitude refers to a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993).

Reflective Practice: The process of critically examining one's experiences and actions, identifying strengths and weaknesses, and using these reflections to improve future practice (Schön, 1983).

Prospective teacher: A prospective teacher is an individual engaged in teacher education programs who is preparing to enter the teaching profession by acquiring the necessary knowledge, skills, and attitudes for effective teaching (Darling-Hammond, 2006).

REVIEW OF RELATED LITERATURE

Educational systems need to adapt to the rapid changes happening in the world in the 21st century. Learner autonomy has become a major goal of education, especially in higher education and adult education. Learner autonomy capacity is especially important for knowledge construction and sustainable learning in today's globalized world. It is defined as an attitude of being willing to take responsibility, demonstrate necessary ability, and perform concrete actions (Rivers, 2011). Learners need to become active participants who share responsibility in the classroom, reflect on their own learning and assessment, as well as collaborate with the teacher and peers through the peer assessment process. This approach motivates learners to take more responsibility for their own learning. Consequently, peer assessment is claimed to have a positive impact on the development of autonomy in learning (Birenbaum & Dochy, 1996; Fox, 2008). Peer assessment is becoming increasingly widespread in higher education as teachers seek to diversify assessment methods and engage learners in this assessment process (Bloxham & Boyd, 2007). The peer assessment approach plays an important role in more qualified pre-service teacher training and in the improvement of competence in the teaching profession, and peer assessment generally has a positive effect on pre-service teachers (Akpınar, 2019). Studies indicate that peer assessment has positive effects on pre-service teachers' development of their teaching skills (Al-Barakat & Al-Hassan, 2009; Gielen et al., 2010; Koç, 2011).

The process of assessment is used to evaluate a person or group's knowledge, skills, attitude, and many other qualities. Assessment in education is the process of gathering and analyzing information about learners' learning to improve teaching and learning. The prime purpose of assessment is to provide feedback on learning (Fuentealba, 2011). Assessment refers to the use of a variety of tools, methods, and techniques to collect and analyze information on the skills and capacities of learners (Mihai, 2010). In educational assessments, formative and summative assessments can be found. Learner-centered formative assessment aims to give learners ongoing assistance and feedback so they can follow their own development and pinpoint their areas of strength and weakness. To achieve educational goals, assessment is a powerful learning tool that can enhance learning and education (Falchikov, 2003)

Peer assessment is the process by which learners assess their partners' work by assigning grades and comments (Gopee, 2001). Peer assessment provides learners with opportunities to reflect upon understandings, build on prior knowledge, generate inferences, integrate ideas, repair misunderstandings, and explain and communicate to each other (Roscoe & Chi, 2007). Peer assessment enables them to plan their learning, determine their own weak and strong points, develop higher-order cognitive skills, think reflectively, and develop their problem-solving abilities, in addition to its contribution to increasing learners' relationships with each other (Nicol & Macfarlane-Dick, 2006).

Peer grading and peer feedback are two crucial components of the peer assessment process (Lu & Law, 2012). Peer grading involves giving learners the criteria or rubric they will use for assessment and asking them to score their classmates using these criteria in order to guarantee the efficacy of the assessment process. Learners are asked to express their ideas about their classmates' work in the feedback section (Liu & Carless, 2006). Peer feedback, according to Kollar and Fischer (2010), is a cooperative activity involving at least two peers. Encouraging learners to participate in assessment interactions gives learners some autonomy over their education and helps them to grow in their own learning on all levels—academically, intellectually, and emotionally (Vickerman, 2009).

The stages of the application of the peer assessment process can be listed as follows (Moskal, 2003).

- Determining the goals of the assessment

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IX September 2026

- Determining the assessment assignments
- Determining the scoring criteria
- Managing and applying the assessment
- Assessing
- Calculating and interpreting the scores
- Giving feedback

Peer assessment can vary in a variety of ways, and teachers must be explicit about what they are. Peer feedback can be qualitative (providing detailed verbal feedback on both positive and negative elements as well as areas for improvement) or quantitative (assigning a number in relation to a grade), or both. Writing, portfolios, presentations, oral declarations, and other types of production can all be evaluated. Peer feedback may be used in a variety of topic areas or curriculum areas, which could result in varying requirements (Topping, 2017).

In the peer assessment process, learners play the roles of assessor and assessee. As assessors, learners use critical thinking, criteria, and reflection on both their own and their peers' tasks to evaluate the tasks of their peers and provide comments (Nicol et al., 2014). A learner is exposed to their peers' abilities when they take on the role of an assessor, and they get feedback from their peers when they take on the role of an assessee. Peer feedback has the power to encourage students in both processes and improve their own performance. The goals of peer feedback are to empower and encourage individuals to take responsibility as well as to enhance their ability to assess, measure, control, and analyze the different aspects of the learning process and their peers' work.

In order to participate in peer assessment, learners must actively participate in the classroom, share responsibilities, reflect on their own learning and assessment, and collaborate with teachers and peers. This assessment approach aims to develop independence and motivate learners to take more responsibility for learning on their own. Peer feedback is said to be beneficial for the development of autonomy. Peer assessment is likely to support the development of independent behaviors in the classroom because it allows learners to apply a variety of assessment criteria, focus on and discuss the quality of their peers' tasks, and reflect on both their own and their peers' work (Davies, 2006). According to Czura (2013), learners are empowered, become more independent, and become more motivated through peer evaluation. Learner autonomy can be promoted by a variety of teaching strategies, such as encouraging reflective thinking, assigning group tasks, or utilizing a range of feedback techniques.

Peer assessment encourages deeper engagement and reflection about one's own learning by asking learners to critically evaluate their peers' work. Higher-order thinking abilities are developed through this evaluation process (Topping, 1998). Learners who engage in peer assessment frequently indicate enhanced learning outcomes. Learners are exposed to a variety of viewpoints and criteria when they evaluate the work of others, which helps to clarify criteria and enhance the quality of their own work (Liu & Carless, 2006). Therefore, peer assessment plays a significant role in enhancing learner autonomy by encouraging students to take responsibility for their own learning.

METHODOLOGY

Sample

A total of 45 prospective teachers (6 males and 39 females) from Loikaw Education Degree College were selected to participate in this study. The Year 3, Semester 2 prospective teachers were randomly selected using a simple random sampling method.

Design

A peer assessment intervention was conducted for eight weeks, or two months, at Loikaw Education Degree College. The pre-experimental one-group pretest-posttest design was employed, and the participants were chosen at random. The intervention was designed based on the model for peer assessment inclusion developed

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by McGrath (2021). The peer assessment intervention was implemented for Year 3 Semester 2 prospective teachers because the lessons in Unit 8 (Educational Assessment) and Unit 9 (Supportive and Safe Learning Environment) are also closely related to the principles of peer assessment.

To ensure the validity of the peer assessment process, the intervention plan was reviewed and validated by expert teachers before implementation. After validation, peer assessment activities were conducted, providing feedback in the classroom to provide opportunities to give and receive feedback.

The following phases were included in this intervention.

Phase I – Pre -intervention Phase (Week 1- 2)

1.1 Organization of Participants and Materials

1.2 Explicit training (Introduction and purpose, Overview of the assessment process, Assessment criteria, Demonstration, Practice and Review and reflection)

1.3 Pre-assessment (Administering prospective teachers' attitudes toward peer assessment)

Phase II - During Intervention Phase

2.1 Structure of Each Instructional Session (Week 3 - 8)

Step 1: Concept introduction

Step 2: Learning activities

Step 3: Peer Assessment

Step 4: Conclusion

2.2 Additional Activities (Writing a self-reflection journal every two weeks.)

Phase III - Post-Intervention Phase

3.1 Evaluating the Effectiveness of Intervention (Administering prospective teachers' attitude towards peer assessment)

Instrument

In this study, the learners' attitude towards peer assessment questionnaire developed by Likisa (2019) was used. The questionnaire was translated into Myanmar to ensure that the participants could clearly understand the items and provide accurate responses. This questionnaire consists of 3 subscales, namely Positive Attitude, Understanding and Action, and Negative Attitude. This questionnaire was composed of 16 items with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Cronbach's alpha reliability of the questionnaire used in this study was 0.90. The eight items constitute the positive attitude subscale. It measures the extent of prospective teachers' positive attitude towards peer assessment. The three items are related to the understanding and action subscale.

It measures how well prospective teachers can participate in the peer assessment process. The five items stand for the negative attitude subscale. It measures the extent of prospective teachers' negative attitude towards peer assessment. Ethical considerations were taken into account throughout the study. Before the intervention began, the participants were informed about the purpose and procedures of the study, as well as the activities involved in the peer assessment process. Their participation was voluntary, and they were informed that they could withdraw from the study at any time without any negative consequences.

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The confidentiality and anonymity of participants were maintained throughout data collection, analysis, and reporting. The data collected were used solely for research purposes. Care was also taken to ensure that peer assessment activities were conducted respectfully and constructively, so that participants would not experience unnecessary embarrassment or discomfort.

DATA ANALYSIS, RESULTS AND DISCUSSION

Comparison of Pretest and Posttest Results on Attitudes Toward Peer Assessment of Prospective Teachers

The researcher evaluated whether or not learners' attitudes regarding peer assessment changed before and after participating in the intervention through the learners' attitudes toward peer assessment questionnaire developed by Likisa (2019).

This questionnaire consists of 3-subscales namely the Positive Attitude Subscale, Understanding and Action Subscale, and Negative Attitude Subscale, with 16 items. The researcher used this questionnaire before and after the intervention. By doing this, the researcher was able to determine how the intervention affected learners' attitude towards peer assessment.

The results of pretest and posttest data for attitudes toward peer assessment were presented in Table 1.

Table 1. Paired Samples t-test Results on Attitudes toward Peer Assessment of Prospective Teachers

Variable		**N**	**M**	**SD**	**t**	**df**	**p**	**Effect Size (d)**
Attitude towards peer assessment	Pretest	45	56.18	5.37	**-9.221*** **	44	**.000**	1.37 (Large)
	Posttest	45	64.27	3.65				

***p < .001

Table 1 showed the results of a paired-samples t-test of the pretest and posttest. According to these results, the mean difference, standard deviation, t value, degrees of freedom, and p value indicated a statistically significant difference. In attitude towards peer assessment, mean values of the pretest and posttest were 56.18 and 64.27. The results of the paired-samples t-test stated that there was a significant difference between pretest and posttest at the .001 level, indicating that the intervention had a strong positive effect on prospective teachers' attitude towards peer assessment. It was found that improvement in prospective teachers' attitudes toward peer assessment following the intervention may be explained by their active involvement in the peer assessment process. By assessing their peers' tasks, providing constructive feedback, and receiving feedback on their own tasks, they gained practical experience with this assessment approach. These experiences likely enhanced their understanding of the purpose and value of peer assessment and supported their confidence in implementing it. Consequently, they developed more acceptable attitudes toward peer assessment and showed a greater willingness to incorporate it into their future teaching practice as an instructional and assessment strategy. According to Cohen (1988), the effect size between pretest and posttest was large (1.37) in attitude toward peer assessment of prospective teachers. The finding demonstrated that the peer assessment intervention enhanced prospective teachers' positive attitude towards peer assessment.

Figure 1 illustrates the mean score comparisons of pretest and posttest results on attitudes toward peer assessment of prospective teachers**.**

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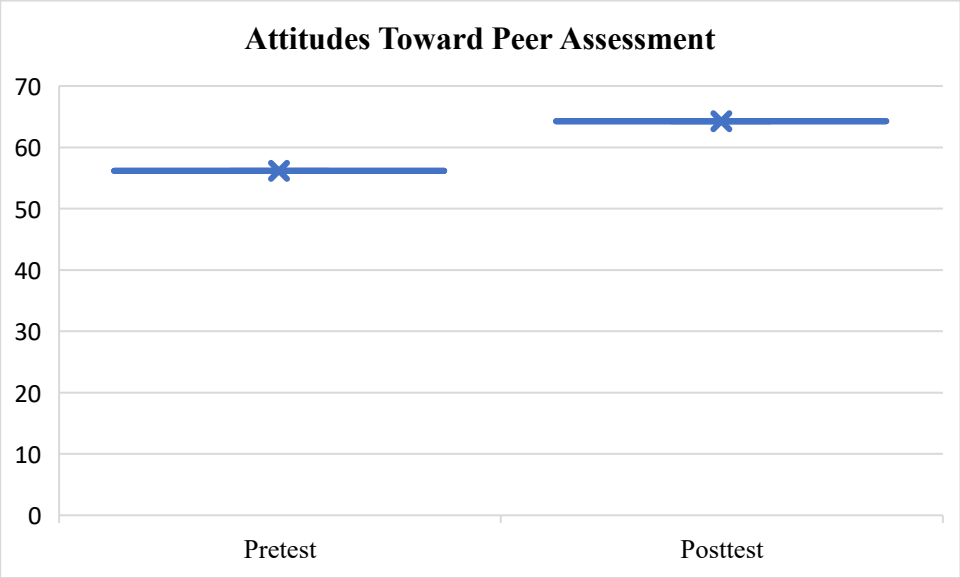


Figure 1: Mean Comparison of Pretest and Posttest Results on Attitudes Toward Peer Assessment of Prospective Teachers

The results of the paired-samples t-test on the subscales of prospective teachers' attitudes toward peer assessment are described in Table 2.

Table 2 Paired Samples t-test Results on the Subscales of Prospective Teachers' Attitudes Toward Peer Assessment

Variable		N	M	SD	t	df	p	Effect Size (d)
Positive attitude	Pretest	45	31.36	4.54	-11.261***	44	.000	1.68 (Large)
	Posttest	45	40.60	3.59				
Understanding and action	Pretest	45	11.98	1.47	-7.632***	44	.000	1.14 (Large)
	Posttest	45	13.96	1.21				
Negative attitude	Pretest	45	12.84	3.18	6.038***	44	.000	0.90 (Large)
	Posttest	45	9.71	1.74				

***p < .001

In the positive attitude subscale, mean values of pretest and posttest were 31.36 and 40.60. The results of the paired-samples t-test indicated that there was a significant difference between pretest and posttest at the .001 level, indicating that the intervention had a strong effect on prospective teachers' positive attitudes toward peer assessment. It was found that prospective teachers' positive attitudes toward peer assessment increased after they participated in a peer assessment intervention.

In the understanding and action subscale, mean values of the pretest and posttest were 11.98 and 13.96. The results of the paired-samples t-test indicated that there was a significant difference between the pretest and posttest at the .001 level, indicating that the intervention had a strong positive effect on prospective teachers' understanding of peer assessment and their ability to assess and provide feedback on others' tasks. The findings indicated that these aspects improved after participation in a peer assessment intervention.

In the negative attitude subscale, mean values of pretest and posttest were 12.84 and 9.71. The results of the paired-samples t-test stated that there was a significant difference between pretest and posttest at the .001 level, indicating that the intervention had a strong positive effect on prospective teachers' negative attitude toward peer assessment. It was found that prospective teachers' negative attitudes toward peer assessment decreased after they participated in a peer assessment intervention.

The mean score comparisons of pretest and posttest results on the subscales of prospective teachers' attitudes toward peer assessment were presented in Figure 2**.**

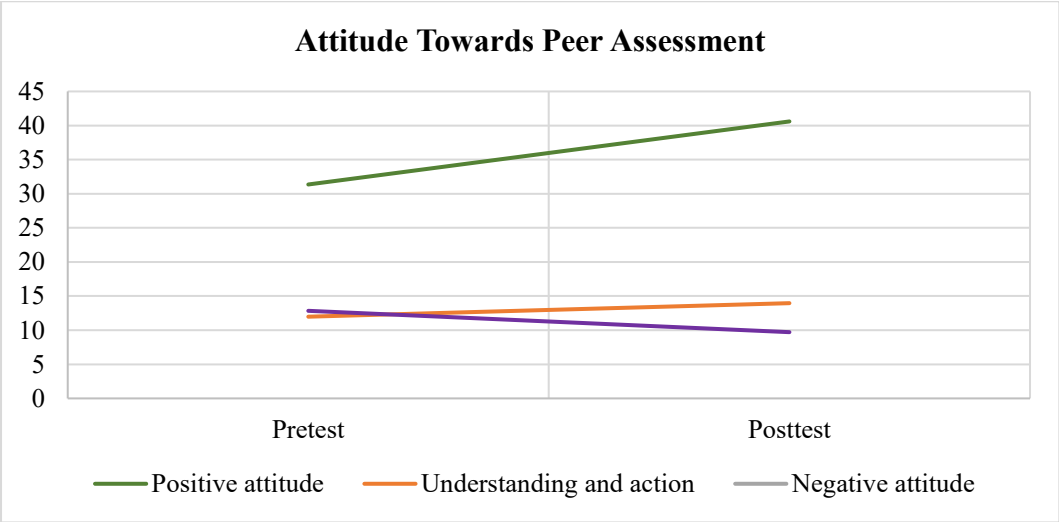


Figure 2: Mean Comparison of Pretest and Posttest Results on the Subscales of Prospective Teachers' Attitudes Toward Peer Assessment

To investigate whether the intervention affects attitudes toward peer assessment subscales or not, the effect size was also computed. According to Cohen (1988), the effect sizes between pretest and posttest were large (1.68) in the positive attitude subscale, large (1.14) in the understanding and action subscale, and large (0.90) in the negative attitude subscale, respectively. These findings demonstrated that the intervention was effective in improving the dimensions of attitudes toward peer assessment.

Comparison of Time-1, Time-2 and Time-3 Results on Reflective Practice During Peer Assessment Intervention

During the peer assessment intervention, prospective teachers were required to write three reflection journals to explore the development of their reflective practices. The journals were subsequently examined to identify changes in prospective teachers' reflective thinking and practices. They were submitted every two weeks to observe their progress during the intervention. The participants' reflection journals were evaluated and scored by the researcher based on the established assessment rubric. The rubric criteria for the self-reflection journal were completed using the guidelines of the Year 1 Semester 1 EC Teacher Educator Training Manual distributed by the Myanmar Ministry of Education (2019). These rubrics assess the content, organization, relevance, and presentation related to the peer assessment.

Since the self-reflection journals were evaluated using the rubric criteria (1=poor, 2=fair, and 3=good), the Shapiro–Wilk test was computed to examine whether the dataset follows a normal distribution before conducting statistical analyses.

Table 3 Shapiro–Wilk Test for Normality of Reflective Practice Scores on Time 1, Time 2, and Time 3

Performance Score	Shapiro-Wilk	df	p	Interpretation
Score (Time-1)	.595	45	.000	Not normally distributed

Score (Time-2)	.534	45	.000	Not normally distributed
Score (Time-3)	.212	45	.000	Not normally distributed

P < .05

The Shapiro–Wilk test showed that the performance scores were not normally distributed for one or more time points (p < .05). Therefore, the non-parametric Friedman test was used to compare performance across the three time points. The Friedman test was conducted to determine whether there were statistically significant differences in self-reflective practice across Time 1, Time 2, and Time 3 following the peer assessment intervention. It enabled the researcher to examine whether participants' levels of self-reflective practice skills changed significantly over the course of the intervention. The results of Time 1, Time 2, and Time 3 reflective practice were described in Table 4.

Table 4 Friedman Test Results on Time 1, Time 2, and Time 3 of Reflective Practice During Peer Assessment Intervention

Variable		N	M	Chi- Square	df	p	Effect size (Kendall's W)
Reflective Practice	Time-1	45	1.45	44.581	2	.000	0.495 (Medium-Large)
	Time-2	45	2.09				
	Time-3	45	2.46				

***p < .001

Table 4 presents the results of the Friedman test for reflective practice across Time 1, Time 2, and Time 3. The findings revealed a statistically significant difference among the three measurement times, $\chi^2 = 44.581$, $p < .001$, indicating that participants' reflective practice changed significantly over time. The mean scores increased progressively from Time 1 (M = 1.45) to Time 2 (M = 2.09) and Time 3 (M = 2.46), suggesting a continuous improvement in reflective practice throughout the peer assessment intervention. Moreover, the effect size was medium to large (0.495), indicating that the intervention had a substantial impact on reflective practice. The mean score comparisons of reflective practice at Time 1, Time 2, and Time 3 were illustrated in Figure 3.

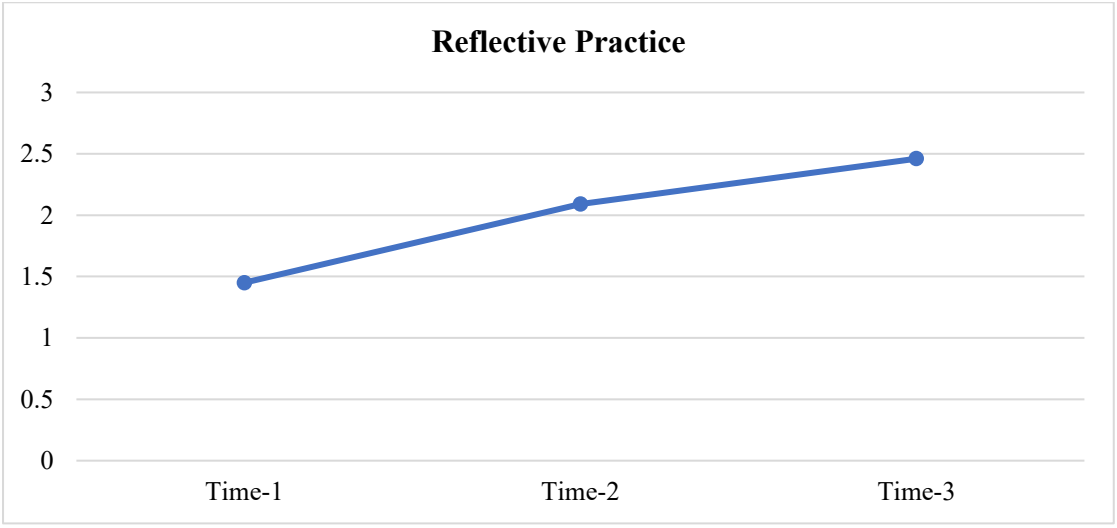


Figure 3: Mean Comparison of Reflective Practice at Time 1, Time 2, and Time 3

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XIII Issue IX September 2026

Because the Friedman test indicated a statistically significant overall difference among the three assessment time points, Wilcoxon signed-rank tests were computed to determine where the significant differences occurred.

Table 5 Wilcoxon signed-rank test results for Reflective Practice at Time 1, Time 2, and Time 3

Comparison	Z	p	Effect size (r)
Time 1 and Time 2	- 4.146	.000	0.62 (Large)
Time 2 and Time 3	- 3.317	.001	0.49 (Medium-Large)
Time 1 and Time 3	- 5.477	.000	0.82 (Large)

***p < .001

Post hoc pairwise comparisons using the Wilcoxon signed-rank test indicated significant improvement between the first and second assessments (Z= - 4.146, p = .000), the second and third assessments (Z= - 3.317, p = .001), and the first and third assessments (Z= - 5.477, p = .000). According to Jacob Cohen (1988), an effect size of 0.10 represents a small effect, 0.30 represents a medium effect, and 0.50 represents a large effect. The Wilcoxon signed-rank tests revealed statistically significant differences, and the calculated effect sizes indicated that the magnitude of these differences ranged from medium to large. According to the results, the reflective practice of prospective teachers was improved during the peer assessment intervention.

CONCLUSION

The main objective of the study was to investigate the effect of a peer assessment intervention on prospective teachers' attitudes toward peer assessment and reflective practice. The study used a pre-experimental one-group pretest-posttest design over eight weeks. A total of 45 prospective teachers from Loikaw Education Degree College participated as the sample for the study. When analyzed, the results reported a significant main effect of the peer assessment intervention on prospective teachers' attitudes toward peer assessment. The findings revealed that prospective teachers' attitudes toward peer assessment changed after participating in the intervention. Specifically, prospective teachers' positive attitudes toward peer assessment increased in the Positive Attitude subscale.

Their understanding of peer assessment and their ability to assess and provide feedback on their peers' work improved in the Understanding and Action subscale. In addition, prospective teachers' negative attitudes toward peer assessment decreased in the Negative Attitude subscale. The results indicated that the intervention had a strong positive effect on prospective teachers' attitudes toward peer assessment. After participating in the eight-week intervention, prospective teachers showed increased positive attitudes, improved understanding and ability to conduct peer assessment and provide feedback, and decreased negative attitudes. These findings suggest that structured training and repeated participation in peer assessment helped prospective teachers become more familiar, confident, and actively engaged in the assessment process. The findings are consistent with Vygotsky's (1978) Social Constructivist Theory, which emphasizes learning through social interaction, and Zimmerman's (2000) Self-Regulated Learning Theory, which highlights learners' active role in evaluating and improving their own learning.

Writing self-reflection journals every two weeks encouraged them to reflect on their experiences and monitor their progress. These activities helped prospective teachers develop greater awareness of their learning. Thus, the peer assessment intervention supported the development of reflective practice by encouraging prospective teachers to critically examine their experiences and use feedback to improve their future learning and performance. This finding is consistent with Schön's (1983) Reflective Practice Theory, which emphasizes that individuals can learn and improve by critically reflecting on their experiences and actions.

LIMITATIONS OF THE STUDY

There were some limitations to this study. First, the sample was selected from only one institution, Loikaw Education Degree College and there was no control group in this study. Besides, there was gender imbalanced according to the enrollment nature of teacher training program in our country. Therefore, the study was limited to a relatively small geographical and institutional area, which may restrict the generalizability of the findings to other institutions and populations. If participants were selected from more than one institution, the findings could be more representative and generalizable to the broader population. Therefore, future studies should include prospective teachers from different educational institutions to confirm and extend the present findings. Second, the intervention period was limited to eight weeks, which may not have been sufficient to examine the long-term effects of the peer assessment intervention. Future research should consider implementing the intervention over a longer period to examine whether the effects are sustained and to provide a more comprehensive understanding of its effectiveness. Given the limited duration for developing prospective teachers' reflective practice, an eight-week intervention may not have provided sufficient time for them to develop deep and consistent reflective habits. Therefore, future studies should implement the intervention over a longer period and provide additional guidance and training on how to engage in deeper reflective practice.

Acknowledgemetns

We would like to offer our respectful gratitude to Dr. Kay Thwe Hlaing (Rector, Yangon University of Education), Dr. Nyo Nyo Lwin (Pro-rector, Yangon University of Education), Dr. Soe Soe Aung (Pro-rector, Yangon University of Education), and Dr. Khin Cho Thant (Pro-rector, Yangon University of Education) for allowing us to do this study. We would like to express our honorable appreciation to Dr. Tin May Htwe (Principal of Loikaw Education Degree College) and Dr. Khin Hnin Nwe (Professor and Head of Department, Department of Educational Psychology, Yangon University of Education) for their kindness, encouragement, and valuable comments for our study. Moreover, we would like to offer special thanks to all participants of this study.

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