

Educational Evaluation Strategies and Their Use by Middle School Teachers in the Context of the pedagogy of Teaching with competencies- A Field Study in Bouira Provincet -

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Abstract:

This study aimed to investigate the reality of educational evaluation in the middle school stage, as well as to identify the differences among middle school teachers in their use of educational evaluation strategies within the framework of pedagogy competency approach on the variables of teaching subject and training. The survey method was adopted in this study, and after administering the questionnaire to a sample of (400) male and female teachers in Bouira Province. The study found differences among middle school teachers in their use of educational evaluation strategies within the context of competency teaching pedagogy, based on the variables of teaching subject and training.

Keywords: Educational Evaluation, Educational Evaluation Strategies, Competency approach, Middle School Teacher.

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1. INTRODUCTION

Algeria is actively working to enhance its educational system by revising and modernizing its curricula to align with the scientific and intellectual progress observed in developed nations. This transition marks a shift from an objective-centered framework to a competency approach pedagogy, resulting in the implementation of a new pedagogical model that prioritizes the learner within the educational experience. In this framework, students' academic achievements are connected to their living environments, allowing for the consideration of their everyday challenges.

The competency approach pedagogy represents a holistic educational framework that Algeria has implemented as the cornerstone for curriculum development since the 2003-2004 academic year. This pedagogical model is designed to foster the comprehensive development of the learner's personality by concentrating on the enhancement of cognitive, behavioral, psychological, and physical dimensions. Instead of merely focusing on the delivery of academic content, this approach highlights the learner's active participation in the educational process, thereby encouraging dynamic and constructive learning experiences. In this context, the teacher plays a crucial role in guiding and nurturing the learner's character, transforming the learner into a proactive participant in their own education. The competency-based approach aims to harmonize scientific and educational components to ensure that learning objectives are met in a thorough and effective manner. It moves away from



conventional teaching methods that emphasize the teacher's authority and the curriculum while often overlooking the learner's involvement. Instead, it adopts contemporary strategies that place the learner at the core of the educational journey.

2. Study problem:

The intermediate education stage encounters various challenges that arise from contemporary societal demands. In the continuous effort to attain a high degree of effectiveness and quality in the educational process, both developed nations and those in the process of development are actively working to improve their educational frameworks. Algeria, in alignment with these efforts, is allocating both material and moral resources to enhance the education sector broadly, with a particular focus on the intermediate education stage. This enhancement is being pursued through the implementation of policies, strategies, concepts, and educational plans that are tailored to the current realities. A key pedagogical strategy being adopted is the modernization of evaluation methods, as the educational system emphasizes the critical importance of enhancing evaluation quality, viewing it as an essential component of the curriculum. This focus enables a thorough assessment of the degree to which educational objectives are being met.

The educational evaluation is considered a pivotal element in assessing the success of the educational process. It is a continuous process, and in this context, the researcher indicates that evaluation based on a clear vision contributes to the development of reliable scientific evaluation tools, which helps

in gathering the necessary evidence to provide accurate assessments of student achievement. Consequently, it contributes to improving the learning process, as it is an integral part of the educational system. It is used to measure the achievements of the educational system and ensure that its objectives are met. By providing continuous assessment, the educational system can be improved and its efficiency increased, ultimately leading to enhanced quality of outcomes. The weakness of the educational system (inputs, activities, processes, and outputs) may be linked to the inadequacy of the tools and means used in the evaluation process (Khattout, 2016, p104).

The educational evaluation varies between formative evaluation, which aims to enhance learning during the educational process, and summative evaluation, which assesses students' final performance. It also includes self-evaluation and peer evaluation, which enhance students' ability to assess themselves and develop critical thinking skills.

Furthermore, it is considered an effective tool for feedback, as it enables teachers to adjust their teaching methods based on the results they obtain. Through this mutual interaction, evaluation becomes an integral part of the educational process, contributing to the creation of a dynamic learning environment that supports continuous learning and helps students achieve their full potential.

With the evolution of educational systems and the changing concepts of learning, it has become essential to shift from traditional methods that focus on final outcomes to more comprehensive approaches that consider the various aspects of

the educational process. This includes emphasizing the competencies and skills that students should possess, which requires teachers to employ diverse evaluation strategies that align with the needs and orientations of learners.

In light of this importance, the need to develop evaluation tools and methods characterized by transparency and objectivity becomes evident, contributing to the enhancement of result reliability and overall learning experience. Therefore, educational evaluation is considered a vital element that cannot be dispensed with, and it should be viewed as an ongoing process aimed at improving the quality of education and meeting the needs of all learners.

The evaluation within the framework of competency-based education is a fundamental element of the educational system. It enhances the learner's abilities and ensures quality for the educational institution. It begins at the start of the teaching process and concludes with its end. It encompasses all aspects of the learner's personality and is a multifaceted and multi-method evaluation that goes beyond the traditional paper-and-pencil approach. Instead, it employs modern strategies aimed at improving the outcomes of the educational process and achieving overall quality in education (Khattout & Djellab, 2022, p19).

The topic of educational evaluation and competencies teaching strategy is one of the central issues in the field of education. These elements contribute to determining the effectiveness of curricula and the extent to which educational objectives are achieved in light of the fundamental

transformations that modern educational systems have undergone. It has become essential to reconsider traditional evaluation methods in order to transition to models that are more aligned with the philosophy of competency approach teaching. evaluation, as a continuous process, should be in line with the targeted competencies in learning. This is emphasized by Ali Rashid (2013), who states that evaluation is a process based on the premise that the educational process is organized, structured, and sequential, aiming to ensure the achievement of objectives and providing teachers with information about their teaching methods and strategies to improve their performance and enhance student outcomes (Rachid, 2013, p17).

The competencies teaching strategy requires teachers to adopt new approaches in assessing student achievement, focusing on measuring the extent to which learners acquire specific skills and their ability to apply them in real-world contexts. Herein lies the challenge of developing evaluation tools capable of accurately and objectively measuring these competencies, which necessitates that educational institutions reevaluate the standards and methods of evaluation used. Teaching is a communicative activity aimed at stimulating learning and facilitating its achievement, as it involves a range of communicative actions and decisions that are intentionally utilized and applied by the teacher, who acts as a mediator in delivering an educational experience (Marai & Al-Hila, 2009, p23).

The success of evaluation in the context of competencies teaching requires it to be focused on improving learning, serving as a feedback tool that enhances the learner's experience.

Effective evaluation is not limited to determining the level of achievement; rather, it contributes to guiding learning and adjusting teaching strategies based on the obtained results.

What has caught our attention over the past years is the diversity of methods and tools used by teachers to assess students. This observation led to the idea of this study, aimed at uncovering the reality of teachers' use of educational evaluation strategies within the framework of competencies pedagogy.

The study problem is centered around the following question:

Is there are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy?

Based on the above, the following questions can be raised:

- Is there are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to the subject being taught?

- Is there are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to their training?

3. Study Hypotheses.

- General Hypothesis:

There are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy.

- Partial Hypotheses:

- First Hypothesis:

There are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to the subject being taught.

- Second Hypothesis:

There are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to their training.

4. Study objectives:

- To identify the various evaluation tools used by teachers in the middle school stage.

- To reveal the differences among middle school teachers in the use of evaluation strategies within the framework of competencies pedagogy, according to the variables of the subject taught and the training variable.

5. Significance of the study:

- The importance of educational evaluation in the teaching process.

- The actual application of educational evaluation strategies in the middle school stage.

- Highlighting the main obstacles faced by teachers in using various evaluation tools in light of a competency approach.

6. Study concepts:

6.1.Evaluation:

"Deketel" (1982) defines it as "the process of collecting accurate and reliable information, and analyzing its alignment with

predetermined criteria to achieve the desired objectives. This information must possess stability and effectiveness, which facilitates making appropriate decisions."(Deketel, 1982) .

The evaluation is the procedure used to assess the effectiveness of the educational process in achieving the specified objectives by analyzing and evaluating all its aspects and elements (Abdul Hadi, 22021, p22).

6.2. Educational Evaluation:

The teaching strategy focuses on developing competencies aimed at enhancing students' critical thinking, creativity, and problem-solving skills. This strategy relies on strengthening cognitive abilities and applying knowledge in everyday contexts by integrating educational activities that encourage collaboration, problem-solving, and innovation. This enables students to develop their skills comprehensively, guiding them towards achieving specific competency-related goals and regularly assessing their progress (Al-dahir & Tamrjian & Abdu El Hadi, 2022, p24).

Educational evaluation is the method used by the teacher to evaluate the level of learners, whether through tools that focus on memorization or tools that focus on understanding.

6.3. Educational Evaluation Strategies:

Educational evaluation strategies are a set of procedures used in the evaluation process, implemented in the form of steps, where each step transforms into specific methods that occur in a deliberate and planned sequence to effectively achieve the objectives (Khattout, 2015, p46).

6.4. Competencies pedagogy:

Competencies pedagogy refers to the teacher's possession of a sufficient amount of knowledge, skills, and positive attitudes related to their professional roles and responsibilities, which manifest in their performance and guide their behavior in educational situations at a specified level of proficiency. This can be observed and measured using tools designed for this purpose (Al-Azraq, 2000, p154).

The Competencies approach is a pedagogical concept that adopts a strategy for learning and teaching, centered around the learner, making them the focal point of the educational process. It aims to develop their abilities and equip them with skills and competencies that align with their capabilities on one hand, and with the requirements of society on the other (Ben Si Masoud, 2008, p36).

Haji (2005) defines it as a concept or a project that requires the identification of a specific strategy aimed at determining the contributing factors to achieving effective performance (Bouaicha, 2005, p88).

It is a pedagogy adopted by the educational system in 2003, aimed at making the learner the center of the educational process and enabling them to apply their knowledge and skills in their daily life, as well as to solve their problems.

6.5. Middle School Teacher:

The title of "Professor" is primarily associated with those who are teachers and educators responsible for nurturing students in a national and educational context. However, this title is no longer confined to this framework; it has extended to other specialized fields such as law, medicine, and higher education. Lawyers are now referred to as "Professor," as are those who

lecture at universities and colleges, especially if they hold the recognized title of professorship according to higher education laws. In some societies, the term has come to express the respect and esteem that people have for a particular individual or for certain figures who are addressed as "Professor" as a sign of their respect(Hantit & Laoubi, 2022, p378).

7. Methodological Procedures of the Study:

7.1. Study Approach:

The approach adopted in this study defined by its questions and objectives, aiming to explore the extent to which middle school teachers utilize educational evaluation strategies within the framework of Competencies pedagogy. The study relied on a survey method, which is an organized approach to analyzing, interpreting, and depicting or diagnosing the current situation of information institutions and their beneficiaries, along with related aspects.

7.2. Study Sample:

The researcher applied the study tools, which consisted of a questionnaire on educational evaluation strategies, to a sample of 400 teachers at the intermediate education level, including 131 male teachers and 269 female teachers from some middle schools affiliated with the Directorate of Education of Bouira Province.

- Study Sample Specifications:

A. Gender:

Table 1. Distribution of the study sample participants by gender.

gender	Frequencies	Percentage
male	131	32.75
female	269	67.25
Total	400	100

The table above indicates that the number of male teachers reached (131), accounting for (32.75%) of the sample. In contrast, the number of female teachers is (269), which represents (67.25%), a proportion that exceeds that of male teachers.

B. Academic Qualifications:

Table 2. Distribution of the study sample participants by academic qualifications.

academic qualifications	Frequencies	Percentage
Bachelor's	247	61,75
Master's	102	25.50
Higher School of Teachers	51	12,75
Total	400	100

It can be seen from the previous table that the number of teachers holding a Bachelor's degree is 247, which represents 61.75%. Meanwhile, the number of teachers holding a Master's degree is 102,

accounting for 25.50%. Additionally, the number of teachers who graduated from the Higher School of Teachers is 51, which constitutes 12.75%.

C. Teaching Subject:

Table 3. Distribution of the Study Sample Members According to the Teaching Subject.

Teaching Subject	Frequencies	Percentage
Mathematics	57	14,25
Physics	23	5,75
Natural Sciences	33	8,25
Philosophy	63	15,75
Arabic Language	78	19,50
French Language	74	18,50
Amazigh Language	13	3.25
Drawing	07	1.75
History and Geography	49	12.25
Total	400	100

D.Training:

Table 4. Distribution of the Study Sample Members According to Training.

Training	Frequencies	Percentage
Received Training	88	22.00%
Did Not Receive Training	312	78.00%
Total	400	100%

From the table, we observe that the number of teachers who received training is (78), which represents (22.00%), while the number of teachers who did not receive training is (312), equivalent to (78.00%).

7.3. Study Tool:

In this study, we relied on a questionnaire developed by the researcher Khetout Ramadan (2010), and the current study includes the following:

Demographic Data: including gender, educational qualification, subject taught, and training.

A specific focus on the use of teachers for educational evaluation strategies distributed over (26) statements, divided into three parts:

Part One: The use of teachers for evaluation strategies based on performance tests, consisting of items (1-9).

Part Two: The use of teachers for evaluation strategies based on observation, consisting of items (10-16).

Part Three: The use of teachers for evaluation strategies based on paper-and-pencil methods, consisting of items (17-26).

8. Presentation and Discussion of the Study Results:

8.1. Presentation of the First Hypothesis Results:

There are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to the subject being taught.

Table 5. Analysis of variance to determine the significance of differences in the degree of use of evaluation strategies by middle school teachers according to the subject taught.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Calculated Significance
Between Groups	23560.11	9	115.21		
Within Groups	24421.03	391	23.07	5.66	0.000
Total	47981.14	400			

Significant at the significance level = 0.05

The table above shows the results of the one-way ANOVA analysis of the effect of the subject taught on teachers' use of educational evaluation strategies. We observe that the F value is (5.66) with a significance level of (0.000), which is less than the established significance level (0.05). This indicates that it is statistically significant, meaning there is a difference among teachers in the use of evaluation within the framework of competencies pedagogy according to the variable of the subject taught.

8.2. Presentation of the Second Hypothesis Results:

There are difference among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to their training.

Table 6. Analysis of variance to determine the significance of differences in the degree of use of evaluation strategies by middle school teachers according to their training.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Calculated Significance
Between Groups	219,05	07	102.05		
Within Groups	20412.30	393	19,55	5.38	0.000
Total	20631.35	400			

Significant at the significance level = 0.05

The table above shows the results of the one-way ANOVA analysis of the effect of training on teachers' use of educational evaluation strategies. We observe that the F value is (5.38) with a significance level of (0.000), which is less than the established significance level (0.05). This indicates that it is statistically significant, meaning there are differences among teachers in the use of evaluation within the framework of competencies pedagogy according to the variable of training.

8.3. Discussion the Results of the First Hypothesis:

This hypothesis aims to answer the posed question: Are there differences among middle school teachers in the use of

educational evaluation strategies within the framework of competencies pedagogy according to the subject taught? To answer this question and verify the validity of the hypothesis, one-way ANOVA was used. The results shown in Table No. (05) indicated that there are differences among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy, depending on the variable of the subject taught.

These differences among teachers can be attributed to the variation in the subjects taught and the distinction between scientific and literary subjects. Teachers of literary subjects tend to rely heavily on essay tests, while teachers of scientific subjects utilize homework assignments, performance assessments, and class participation more frequently.

It is also observed that teachers, regardless of the subject they teach, adhere to traditional evaluation methods, which consist of midterm exams and quizzes. They tend to avoid using modern evaluation strategies due to the heavy curriculum load, the high number of students in each class, the lack of educational resources, and the limited time allocated for each lesson. These factors have led them to distance themselves from the modern evaluation approaches advocated by competencies pedagogy.

The results of this study align with the findings of Al-Dosari (2003), who concluded that most teachers use traditional tools for evaluation their students, such as tests. Additionally, Hamoud (2003) pointed out that teachers do not have sufficient knowledge of the various types of evaluation and tend to rely on a single strategy, which is midterm exams (Khettout, 2010).

8.4. Discussion the Results of the Second Hypothesis:

This hypothesis aims to answer the following question: Are there differences among middle school teachers in the use of educational evaluation strategies within the framework of competencies pedagogy according to their training? To address this question and verify the validity of the hypothesis, a one-way ANOVA was employed. The results presented in Table 6 indicate that there are significant differences among teachers in their use of educational evaluation strategies within the framework of competencies pedagogy, depending on the variable of training.

Hus, these differences in the use of evaluation strategies can be attributed to a lack, or rather an absence, of training courses focused on modern evaluation within the framework of competencies pedagogy. Teachers are struggling with insufficient training on how to utilize various evaluation tools and strategies. Many teachers still perceive evaluation merely as a process of determining the number of students who will advance to the next year versus those who will fail. This is supported by the findings of researcher Houidi (2012) in Algeria, which indicated that 40.74% of teachers are not familiar with the concept of evaluation.

The study by Kheniche (2006) in Algeria highlighted the difficulties in using evaluation that are linked to the training of teachers. Similarly, the findings of the study by Khatout (2014) in Algeria revealed that teachers face pedagogical and organizational challenges when implementing evaluation strategies, primarily due to a lack of training in the field of evaluation within the competencies approach.

These findings underscore the critical need for

comprehensive training programs that equip teachers with the necessary skills and knowledge to effectively utilize modern evaluation strategies. Addressing these gaps in training could significantly enhance the quality of education and the implementation of competencies pedagogy in schools (Khenish, 2006).

9. CONCLUSION

It can be said that the success of competencies teaching strategies heavily relies on the effectiveness of educational evaluation. This necessitates exploring ways to develop evaluation models that contribute to enhancing this strategy. Achieving this requires a collaborative effort among teachers, curricula, and modern technologies to ensure effective and sustainable learning outcomes.

In light of the study's results and discussion, we conclude the following:

There are differences among middle school teachers in using educational evaluation strategies within the competencies approach, depending on the subject matter.

There are differences among middle school teachers in using educational evaluation strategies within the competencies approach, depending on their training.

There is a lack of training courses on how to use educational evaluation and its modern strategies.

Therefore, the relationship between evaluation and competencies enhances the educational system's ability to adapt to learners' needs, facilitating the achievement of the desired educational goals.



Ased on the conclusions reached, we propose a set of suggestions that can benefit the Algerian educational system in the following points:

Conducting continuous training courses for teachers in the field of evaluation and competencies approaches.

Addressing the obstacles that hinder teachers from using evaluation and its tools.

Reducing the number of students in each classroom and providing educational resources that facilitate teachers' ability to assess students, identify their weaknesses, and work on addressing them.

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