

Teacher Self-Evaluation: A Strategy for Correction and Development

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Abstract

This study was conducted to address the following question: What are the features of the teacher's self-evaluation process? It originates from the framework of the importance of self-evaluation as a vital strategy for rectifying and developing teacher efficiency in education. The study aims to reveal how teachers perform this process in practice to develop it and improve their skills therein.

The descriptive approach was employed, utilizing analytical mechanisms and statistical methods. The study sample consisted of 90 teachers from various specializations, to whom a questionnaire was administered as the primary research tool.

The study reached several key results, most notably: variation in teacher competencies regarding the self-evaluation process, high awareness of the necessity of practicing this sensitive and beneficial process and the absence of a clear methodology for effectively implementing self-evaluation was identified as one of the most significant challenges facing the sample.

Effective self-evaluation is essential for the overall development of education. Consequently, the study concluded with a set of practical recommendations, the most important of which are: urging teachers to effectively adopt self-evaluation activities, ensuring mastery of the process, and raising awareness of its various methods and mechanisms.

Key words: Self-evaluation; Teacher; Strategy; Rectification; Development.

ملخص:

جاءت هذه الدراسة لتجيب عن التساؤل الآتي: ماهي مواصفات عملية التقويم الذاتي لدى المعلم؟ وهي تنبثق من إطار أهمية التقويم الذاتي، باعتباره استراتيجية مهمة لتصحيح كفاءة المعلم في التعليم وتطويرها، وتهدف للكشف عن كيفية تأديته لها على أرض الواقع بغية تطويرها وتحسين مهاراته فيها، وقد استخدمت في ذلك المنهج الوصفي، ووظفت معه آلية التحليل وأساليب الإحصاء، وتكونت عينة الدراسة من 90 معلما من ذوي التخصصات المختلفة، وزعنا على أفرادها استبياناً باعتباره أداة للبحث، وانتهت الدراسة إلى عدد من النتائج، أهمها اختلاف كفاءات المعلمين في عملية التقويم الذاتي، وعيهم بضرورة ممارسة هذه العملية الحساسة والمفيدة، ولكن من أكبر المشكلات التي تواجه العينة غياب منهجية واضحة المعالم لتنفيذ التقويم الذاتي بفاعلية، والذي من شأنه أن يساهم في تطوير التعليم عموماً، وانتهت الدراسة بمجموعة من التوصيات العملية من أهمها حث المعلم على تبني نشاط التقويم الذاتي بفاعلية، والتمكن منه، وتوعيته بأساليبه وآلياته.

الكلمات المفتاحية: تقويم ذاتي؛ معلم؛ استراتيجية؛ تصحيح؛ تطوير.

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Introduction

It is well-established that the progress of any nation is contingent upon the advancement of its teachers. A nation cannot prosper unless the teacher performs the profession with a high level of efficiency and skill, identifies its strengths and weaknesses, and continuously seeks to improve and integrate it independently, without external intervention. Therefore, the teacher constantly needs to pause at various stages to evaluate performance and reconsider their professional trajectory. From this perspective, the importance of this topic emerges as an opportunity to identify the reality of the teacher's practice of the self-evaluation method and to uncover the errors and obstacles that prevent optimal performance, by adhering to the findings of research in the field of evaluation—which is considered one of the most effective ways to develop teaching and enhance its value.

Consequently, modern studies in this field, regardless of their methodologies and orientations, have consistently emphasized the necessity of self-evaluation for both the teacher and the learner. It is regarded as a criterion for professional integrity and a conscientious awakening toward the continuous improvement of work quality. This is due to the great importance and profound impact the teacher has on the horizons of educational stakes related to institutions. Thus, it is not surprising to find that the issue of developing teacher competencies occupies a central position across all aspects and dimensions. This stems from our conviction that sustainable development cannot be achieved except by granting the teacher the prestigious status necessary to highlight their importance, value their efforts, take pride in their profession, and elevate their scientific standing to provide quality instruction that aligns with the directives formulated in the fundamental texts related to the profession.

Based on the above, the problem of this study is encapsulated in the following question: What is the reality of teacher self-evaluation as perceived by the teacher? This gives rise to the following sub-questions:

- Does the teacher practice self-evaluation?
- If they perform this process, how is it conducted?
- Does the teacher rely on agreed-upon criteria and fixed indicators when evaluating themselves?

The study proceeds from several hypotheses, stated as follows:

- There are no statistically significant differences between the opinions of the sample members regarding self-evaluation competencies and their dimensions based on gender, academic specialization, or teaching experience.
- There are no statistically significant differences between the opinions of the sample members in identifying the difficulties that hinder the teacher from performing self-evaluation.
- There are statistically significant differences between the opinions of the sample members regarding the proposal of effective solutions to advance the process of self-evaluation for the teacher.

Accordingly, this study seeks to present observations regarding the reality of the teacher's practice of self-evaluation, both quantitatively and qualitatively, exploring its strengths and weaknesses. It proposes a draft plan to ensure the self-evaluation process is subject to cognitive and methodological discipline, drawing upon previous field-based research and experiments aimed at improving the teacher's status and aligning it with contemporary scientific and professional requirements. Furthermore, the study aims to conduct a procedural examination of all components of the teacher's self-evaluation process to identify the difficulties, inconsistencies, and obstacles encountered, which may occasionally hinder optimal performance or expose the teacher to external criticism.

To achieve the study's objectives and verify the hypotheses, the following procedures were adopted:

- Selecting the study sample.
- Developing a questionnaire to identify teachers' views regarding the process of self-evaluation.
- Administering the questionnaire.
- Collecting, classifying, describing, and analyzing the data.
- Extracting results and proposing alternatives.

To discuss this issue in an organized manner, it was necessary to address it on two different levels: a theoretical level, which presents the concept of self-evaluation—a concept so seldom used that it has become one of the most ambiguous terms among learners and teachers. This level addresses its types, tools, methods for achieving scientific accuracy, modes of practice, starting and ending points, obligations, limitations, and its position within the teacher's overall responsibilities.

The second level is the field study, in which it was necessary to diagnose the reality of the teacher's self-evaluation process within the context of the study, taking into account the various circumstances surrounding this reality, as well as identifying the various difficulties faced and the extent to which personal attitudes influence it.

The importance of this study stems from providing teachers with the opportunity to understand developments in the field of self-evaluation. It enables them to identify persisting problems, particularly in evaluating themselves, and allows them to compensate for missed scientific forums previously held on the same subject. Additionally, it aims to enhance the educational process by discarding obsolete ideas and perceptions that hinder progress and prosperity. It seeks to develop teacher competencies in the evaluation process generally, and self-evaluation specifically, by introducing new scientific ideas and recommendations that foster professional growth and transition from current experiences to future aspirations.

Regarding previous literature on the subject, no Arabic or foreign study was found that directly addresses the reality of self-evaluation of teacher performance; however, several studies were identified that focused on certain aspects of this process, including:

❖ **The reality of applying self-evaluation standards for school performance in the field of school environment quality in public general education schools for girls in Medina.**

This is an applied study conducted by researchers Zakaria Mohammed Haiba and Hanan Abu Bakr Fallatah in 2017. Its objective was to describe the extent to which self-evaluation standards are applied by all stakeholders in the educational/learning process, including administration, teachers, learners, and even parents, by distributing a questionnaire to a random sample consisting of 250 individuals. The study identified a set of standards actually applied, ranking them in descending order as follows: the standard of supporting positive behaviors—which ranked first—followed by the standard of supporting the health and physical security and safety of students, then the standard of student teaching and learning within classrooms, and finally, the standard of learning for students with special needs (Fallatah & Zakaria, 2017). It is evident that the difference between that study and the current study is that the former sought to define the objective of applying the self-evaluation method among those involved in the educational/learning process and then attempted to determine the extent of the application of these objectives by them, ranking them descendingly in the research. Conversely, the current study seeks to reveal the extent to which the self-evaluation method is actually adopted by the teacher on the ground.

❖ **Self-assessment for the learner and the teacher. This is a theoretical study by researcher Huda Daloula Al-Alaiwi conducted in 2019 in Riyadh**

In which she addressed the role of self-assessment in developing students' learning skills, future professional development, and lifelong learning. She provided academics with a self-evaluation guide in a practical manner that they can utilize in the classroom. Among its most important steps are the teacher providing feedback without giving grades, after which students evaluate themselves; subsequently, the teacher introduces additional marks awarded for the accuracy of the marks given by the students compared to the faculty's marks. It also involves student participation in formulating assessment criteria, using peer feedback as part of the process, and incorporating activities synchronized with students' abilities to learn how to learn, among other practical steps that can serve as a starting point for us in this field study and subsequent studies (Al-Alaiwi, 2019).

❖ **Application of Autoethnography as a Model for Teacher Self-Evaluation:**

An applied study conducted by researchers Salwa Abdullah Al-Jassar and Alaa Abdulaziz Al-Bin Ali in 2023 in Egypt. The study aimed to apply the autoethnographic approach as a model for teacher self-evaluation to identify the actual problems faced during professional practice and attempt to find appropriate solutions. The study relied on the indirect personal interview tool with a sample of 18 individuals. It concluded by identifying the most prevalent problems facing the teacher, ranked as follows: first, family problems; second, learner behavioral problems; and third, the lack of implementing the teacher self-evaluation approach in practice, despite it being one of the most effective means of developing teachers' capacities and performance. Accordingly, the study provided recommendations emphasizing the necessity of training teachers to apply the self-evaluation approach to solve classroom-related problems (Al-Jassar & Alaa, 2023). It is evident that the difference between that study and the present study is that the former utilized the concept of teacher self-evaluation as a method to uncover problems faced during professional practice, whereas the present study tracks the actual extent of self-evaluation implementation by the teacher as an essential tool for developing and correcting all practices related to teaching and evaluation.

The study sample included 90 male and female teachers from various universities and specializations who actually engaged in teaching during the first semester of the academic year (2025/2026), whether through in-person instruction with students in classrooms and lecture halls or through distance learning via the E-Learning platform. They were selected

randomly to increase the opportunities for obtaining study data from their opinions regarding the issue of self-evaluation and to test the validity of the hypotheses. We primarily relied on the variables of gender, academic specialization, and teaching experience; subsequently, all sample members were integrated according to the percentages of their values as categories.

A questionnaire was prepared to collect data, which was directed to the sample members. The psychometric properties of this tool were tracked to ensure its validity by presenting it to 5 referees, whose directives were adopted for its modification. Reliability was ensured by calculating the Cronbach's alpha coefficient, where the questionnaire's reliability reached (84.7), which is a high degree. Thus, the final form of the questionnaire consisted of three axes:

- General teacher data (3 questions)
- Problems facing the teacher's self-evaluation process (9 questions)
- Proposals for developing teacher self-evaluation (1 question)

The questionnaire questions ranged between multiple-choice and open-ended questions, allowing the teacher to express what they deemed necessary and useful. 100 copies of the questionnaire were distributed, of which only 90 were collected due to incomplete responses.

- The statistical treatment methods for this study consisted of:
- Cronbach's Alpha coefficient to calculate the degree of questionnaire reliability.
- T-test to detect differences.
- Arithmetic mean and standard deviation.

Key Terms of the Study:

- **Self-Evaluation:** A systematic process in which the evaluator assesses themselves without any external intervention. It involves observing the performance and behavior of personnel, analyzing the extent to which they perform assigned tasks and achieve required goals, and monitoring their work progress. This is conducted by measuring completed tasks against precise standards, followed by issuing a judgment on the individual's potential for future growth and advancement. Subsequently, improvements and adjustments are introduced to the individual's overall performance or specific stages to achieve development, enhancement, and promotion toward better outcomes (Al-Nasser, 2004).
- **The Teacher:** The most vital element of the educational process as a system. The teacher is the facilitator, organizer, and developer of the teaching and learning process, and is directly responsible for implementing the task of teaching subjects and courses to effect desired changes in any behavioral patterns of the learners (Diab, 2006).
- **Correction Strategy:** The skills and steps used by the teacher to detect and subsequently rectify their errors (Nian, 2017). This is a requirement of the teaching profession, as a teacher cannot be successful without employing this strategy.
- **Descriptive-Analytical Study:** It entails describing the reality of the teacher's self-evaluation and analyzing it to identify the reasons that shaped it as it appears within the context of the study. It also aims to formulate recommendations to reinforce positive aspects of this phenomenon and overcome negative ones by proposing alternatives that lead to development and improvement.

To achieve this, we utilized the descriptive approach, which portrays the reality of the teacher's self-evaluation and identifies its nature, dimensions, and the extent of its manifestation in the field during the conduct of this study. We did not limit ourselves to description but extended to analysis and interpretation, employing statistical mechanisms to investigate the causes that led to the manifestation of the evaluative phenomenon in its current form. Furthermore, we sought to understand the mechanisms by which it is organized, emphasizing the diagnosis of reality and the proposal of alternatives for change.

I. Presentation and Discussion of Results

1. Presentation and Discussion of General Data Results

In an attempt to verify the validity of the first hypothesis of the study—which states that there are no statistically significant differences among the sample members regarding self-evaluation competencies and their dimensions based on the general data of the study sample (gender, academic specialization, and teaching experience)—it became clear through reviewing the respondents' answers to questions 1 through 9 that there are no differences between males and females. Similarly, no differences were found between those with scientific academic specializations and those with non-scientific specializations, nor between those with long teaching experience and those with short experience regarding the dimensions and competencies of self-evaluation. All opinions were convergent across all variables, and no differences in viewpoints existed between the groups. Perhaps the disappearance of these differences among the sample members indicates an equal level of teachers' perception and awareness regarding the evaluation process and their knowledge of the self-evaluation method.

2. Presentation and Discussion of Scientific Data Results

The results of the study were presented according to the order of the questions in the questionnaire, after being statistically processed and interpreted based on their variations.

2.1. The First Question: What are the most important characteristics of a successful teacher from your point of view?

It should be noted that the objective of posing this question was to identify the most important characteristics that the sample members consider necessary for a successful teacher, which necessitates their attempt to embody and commit to them in practice. The results of this question can be presented in order of the frequency of the most mentioned characteristics by the sample members as follows:

The characteristics "mastery of the subject matter taught," "possessing virtuous morals," and "self-confidence" occupied the first three positions with relative frequencies of (0.66), (0.61), and (0.47), respectively. Reflecting on these results, it is noted that the sample members identified valid characteristics that must be present in a successful teacher; however, the majority focused on characteristics related to the scientific aspect, such as mastery of the specialized scientific subjects taught, as well as characteristics related to the personal aspect, such as possessing good morals and being imbued with positive values and respect. Conversely, they neglected to mention characteristics related to the professional aspect of the teacher, which is considered one of the most important matters—such as mastery of the teaching and evaluation processes, performing various educational roles and responsibilities supporting learning processes, the ability to deliver scientific material to learners, good preparation of lessons (Al-Ghamdi, 2009), and developing abilities in applying various teaching methods and technologies.

The reason for this result is perhaps primarily due to the common discourse always focusing on the scientific and personal aspects of the teacher, while overlooking the professional aspects and considering them a foregone conclusion once the teacher joins the profession, regardless of their scientific specialization.

2.2. The Second Question: How can the teacher achieve the aforementioned characteristics?

The objective of posing this question is to identify the methods typically adopted by the sample members to achieve the desired characteristics, and similarly, to ascertain whether they recognize that the teacher's self-development approach is one of the most critical factors for professional improvement. Consequently, the sample members cited several methods, the majority of which focused on the procedures adopted by the institution to which the teacher belongs, rather than the actions performed by the teacher himself. To clarify, the highest-

ranking methods were: the rigorous selection process employed by the educational system for teachers, the institution's diligence in training distinguished and competent teachers, and the selection of the best graduates to occupy teaching positions. Conversely, their mention of methods undertaken by the teacher personally—such as the approach of self-development, training in sound instructional, assessment, and grading procedures, identifying and addressing deficiencies, and striving toward achieving the desired professional goals—was nearly non-existent.

This indicates that the sample members' perceptions regarding the methods and ways through which a teacher achieves the best characteristics are incomplete. Generally, a teacher can be developed quantitatively and qualitatively by establishing a clear vision of needs, formulating clear and precise criteria for performance evaluation, utilizing effective instruction, applying various assessment tools, engaging in scientific research, authorship, publishing, translation, winning scientific awards, and community service (Al-Obaidi et al., 2014).

2.3. The Third Question: Mention the types of assessment you are familiar with:

The aim of asking this question was to identify the types of assessment that the sample members recall and apply with their learners, on one hand, and to determine the extent to which they consider self-assessment to be one of the important types of assessment, on the other. Based on the observation of the results, it was found that 72 individuals from the sample mentioned the following types of assessment: diagnostic, formative, and summative, accounting for 80%. The remainder mentioned other types of assessment, such as: selective, constructive, final, remedial, follow-up, and initial assessment.

A preliminary reading of these results indicates that types of assessment classified according to the chronological stage in which the assessment occurs within the educational process took precedence and ranked first in the opinions of the sample members, unlike other types. This points to a significant conclusion: the sample members' knowledge of assessment types is considered incomplete. The vast majority focused on mentioning assessment types based on the stage of implementation—which is the most common classification—and did not address other important types. Perhaps the reason for this is their ignorance of the other types and their lack of familiarity with the literature regarding them.

It is noteworthy in this matter that assessment has many types and various forms that differ according to the subject being assessed (curriculum, teacher, learner). Regardless of other classifications, teacher self-assessment is considered one of the most sophisticated and important types; it is not merely an evaluative practice but also a learning activity (Al-Qader, Omair, et al., 2010). A teacher's self-assessment encourages independence and helps in gathering comprehensive data regarding their professional level. It is an appropriate opportunity to uncover the qualities of their methods in teaching, assessment, grading, addressing learners' problems, and strengthening the relationship between the teacher and the learner.

2.4. The Fourth Question: Have you noticed that the teacher practices the self-evaluation process continuously?

The objective of posing this question was to determine whether the teacher's practice of self-evaluation is an uninterrupted, continuous process or otherwise. Based on the observation of the sample members' responses, the following results were gathered: 81 teachers, equivalent to (90%), stated that they did not notice the teacher practicing the self-evaluation process continuously. The remaining members of the sample stated otherwise. Based on these observations, it appears that the teacher is not keen on practicing the self-evaluation process periodically and continuously.

The reason for this may be attributed to the fact that the teacher does not categorize self-evaluation as one of the necessary and significant activities that should not be underestimated

in assessing aspects of professional competence and identifying the extent of mastery over teaching skills. Furthermore, the teacher does not consider it an effective contributor to providing the grounds for continuous improvement and development. This contradicts what modern studies affirm, as self-evaluation has become a fundamental pillar in evaluating employee performance, the extent to which they perform assigned duties, their achievement of required goals, their progress at work, and their ability to benefit from promotion opportunities and salary increases (Al-Nasser, 2004).

2.5. The Fifth Question: Does the teacher undergo training that guides them on how to evaluate themselves regarding their educational practice?

The goal of asking this question involves eliciting whether the teacher is mentored in the self-evaluation process or otherwise, which implies that the problem in employing the self-evaluation method is not contingent upon the teacher alone. To clarify this, all members of the sample agreed, leaving no room for doubt, that the teacher has never undergone training to guide them on how to evaluate themselves regarding their practice of the teaching profession, whether prior to joining the profession or thereafter.

Perhaps the reason for this deficiency is due to the lack of formulated laws in the basic texts regarding the mandatory training of the teacher in practicing the self-evaluation method, and drawing their attention to the fact that studying and analyzing their performance contributes significantly to continuous training. This pertains to the trainee's initiative to train themselves independently, without receiving training within a training body or from a specific trainer. It is a permanent individual effort that relies on the individual's mental abilities to update their information by depending on themselves, combating the routine in which they struggle, and improving their level (Ourslan, 1999). To conclude, this current situation of the sample members contradicts the function of teacher training, which aims to build knowledge, acquire skills, and develop the values necessary for innovation.

2.6. The Sixth Question: If you practice self-evaluation, what is the appropriate time for that in your opinion?

It should be noted that the objective of posing this question is to identify the time that the sample members deem appropriate for conducting self-evaluation. Consequently, it was observed through the responses to this question that 73.3% of the sample members practice self-evaluation after the completion of the lesson, which is a higher percentage than those who practice it before the start of the lesson, at 26.6%. Furthermore, a zero percent rate was recorded for those who practice self-evaluation during the delivery of the lesson.

A critical reading of the respondents' answers regarding the appropriate time to practice self-evaluation indicates a significant discrepancy among them; the majority choose the end of the lesson, while the minority choose the beginning. This result can be interpreted by the sample members' lack of awareness regarding the appropriate and effective times for practicing self-evaluation. Research suggests all stages for implementing this vital process and emphasizes the necessity of its continuity and consistency before starting the lesson, during it, and after its completion. This is because it guides and reorganizes the instructional process whenever necessary, especially under the pressure of completing educational curricula, whereby continuous evaluation becomes an integral part of this organization (Allam, 2010).

2.7. The Seventh Question: What are the tools you rely on for your self-evaluation?

This question was posed to identify the tools and means used by the sample members to evaluate themselves—on one hand, among those who actually perform this process, and on the other, to examine whether these are appropriate tools or otherwise. The responses yielded several tools adopted by the sample members, including: expanding the scope of culture, developing knowledge, updating information, reviewing specialized works by competent individuals, critiquing, refining, and renewing previous pedagogical works, and reviewing

instructional pedagogical publications from different national and international institutions, among other tools mentioned by the respondents.

Minimal reflection on these answers leads to the observation that the sample members do not grasp the true meaning of self-evaluation tools and confuse them with the objectives of self-evaluation. This is perhaps due to not having been previously given the opportunity to understand the true meaning of self-evaluation, its objectives, and the tools that contribute to its achievement. In reality, there are other more common tools in self-evaluation, such as evaluation rubrics and tools for measuring the attainment of programmed objectives that ensure the individual evaluation of the teacher regarding performance improvement.

This necessitates the regular use of self-evaluation tools, including self-evaluation sheets that contain observation checklists indicating types of behavior, such as: always – sometimes – rarely; or ordinal rating scales, such as: poor – average – good – excellent; or numerical rating scales, such as: 1-2-3-4-5. Recently, another pattern for evaluating teacher performance has emerged known as "estimation through learners." Despite the debate over its feasibility, a large number support it and call for the necessity of considering learners' estimations, based on the premise that effective teaching results from the interaction of learners with their teacher, and that regardless of how biased learners' estimations may be, they are considered valuable as a source of information (Qali & Hannash, 2009).

"Estimation" is a term used in the field of evaluation that overlaps with it and is dominated by the aspect of conjecture, where an individual estimates based on personal guesses, such as: less than – more than – more accurate... Estimation does not reach the level of quantitative measurement and is used in cases where there are no appropriate measurement tools to collect the required data regarding a specific topic (Bousenna, 2007). We should also note the existence of other available tools and mechanisms, including analyzing available data regarding learners' results, using opinion polls, and observing personal impressions available among learners, colleagues, and administration members to identify the teacher's impact on the psyche of their learners and fellow teachers, as well as the forms of interaction with their efforts. Additionally, the teacher can complete tools that include quality standards (Al-Aziz, 2011).

2.8. The Eighth Question: What points do you focus on in your self-evaluation?

The objective of posing this question was to identify the specific areas teachers focus on during self-evaluation, thereby determining the extent of their comprehensiveness and integration. The results of this question can be presented as follows:

The points of "renewing knowledge" and "improving the relationship with learners" centered the list of areas teachers focus on in their self-evaluation. Scarcely any response to this question was devoid of discussing scientific knowledge within the specialization, updating information, improving the method of interacting with learners, and establishing mutual respect.

An observer of these results finds that the sample members turned directly toward focusing on evaluating the competence of the scientific aspect, as well as the competence of ethical interaction with learners in terms of understanding, respect, and motivation. In doing so, they overlooked a very crucial point: the evaluation of their instructional practices themselves. By this, we mean "evaluating performance by issuing a judgment on the degree of possessing the necessary competencies for teaching, which includes content analysis, knowledge of learners' characteristics, determining instructional procedures, and lesson execution skills—encompassing classroom preparation, questioning, conducting practical demonstrations, organization, and providing evidence... Add to that the skill of evaluating instruction, which involves preparing and grading tests, diagnosing and remediating learning errors, and recording and interpreting grades... Furthermore, evaluating general appearance and personal traits, which include attention to conduct, poise, justice, fairness, familiarity, and

friendly relations with learners, fellow teachers, and administrators." (Qali & Hannash, 2009, p. 166)

2.9. The Ninth Question: What are the difficulties that hinder the teacher from self-evaluation?

In an attempt to verify the validity of the second hypothesis of the study—which states that there are no statistically significant differences between the opinions of the sample members regarding the identification of difficulties hindering the teacher from self-evaluation based on the general data of the study sample (gender, specialization, and experience)—we observed through the responses to this question a multiplicity of difficulties facing the sample members in evaluating themselves as they perceive them. The difficulties of "heavy workload," "lack of time," and "multiplicity of teaching modules per semester" occupied the top three positions with relative frequencies of 82/90, 78/90, and 76/90, respectively.

This result regarding the difficulties hindering self-evaluation, which topped the list mentioned by the sample members, can be interpreted by the fact that these difficulties are real rather than imaginary; they actually face the teacher on the ground. The teacher is fully aware of what hinders them from self-evaluation and improving their scientific, professional, and even personal levels. This does not mean that the difficulties facing the realization of this sensitive process are solely imposed on the teacher by the educational environment in which they interact—in terms of limited time, multiple teaching, evaluation, and grading responsibilities, interaction with learners, and the abundance of course materials, etc. Rather, there are hidden difficulties stemming from some teachers' ignorance of self-evaluation mechanisms and their lack of a clear vision regarding this important and delicate matter, or even some individuals' lack of conviction regarding its fundamental importance. Conversely, if the teacher is convinced of its importance, this conviction will reflect positively on their performance; they will continuously keep pace with developments, adopt the best methods and styles, and resort to correcting a range of paths in their work—whether related to teaching methods, forms of interaction with the educational environment, or related to sciences, knowledge, and scientific facts. This continuous correction will distance them significantly from instances of error, negligence, and failure, and bring them much closer to success in their work. (Al-Saad, 2014)

2.10. The Tenth Question: State some suggestions that help develop the teacher's self-evaluation method:

In another attempt to verify the validity of the third hypothesis of the study, which states that there are statistically significant differences between the opinions of the sample members regarding the proposal of effective solutions to advance the teacher's self-evaluation process according to their general data (gender, specialization, and experience), we observed the following through the answers to this question:

The suggestions of "broad culture," "desire for improvement," and "receptivity to renewal" occupied the top three positions with relative frequencies of 11/90, 9/90, and 8/90, respectively, while the remaining suggestions varied significantly. This result can be interpreted by the fact that the sample members' ideas regarding suggestions that help develop the teacher's self-evaluation method are incorrect at the theoretical level. This will inevitably be reflected at the procedural level; accordingly, the teacher will perform a self-evaluation that does not adhere to sound and objective conditions, rendering the outcome of this process of little value, or even non-existent.

In fact, some sample members mentioned correct suggestions that guarantee a successful and sound self-evaluation which all teachers should be aware of. Among the most useful of these suggestions is for the teacher to ensure that their self-evaluation is characterized by accuracy, objectivity, and validity; meaning that the methods used must be valid in measuring what is required of them. They must also be characterized by reliability,

meaning that their results remain stable even if the evaluation process is repeated. Furthermore, they should be objective, meaning they base their judgments on evidence and proof (Ashour & Al-Hawamdeh, 2009).

There is also what is known as consideration of evaluation standards. Standards are criteria that indicate the level of performance reached by the teacher; they are guides that help evaluate teacher performance and describe a number of potential performances, as well as the characteristics of performances that appear at different levels. Performance evaluation standards consist of three main elements: domain, scale, and description (Al-Saghir, 2008). Therefore, standards are considered synthesized opinions of many psychological, social, scientific, and educational dimensions through which the true image of the subject to be evaluated can be known or judgments about it can be reached.

In general, evaluation standards are classified into two basic types (Al-Najdi, Rashid, & Abdel-Hadi, 2002): norm-referenced standards, which involve measuring the teacher's performance in light of the performance of other teachers, and criterion-referenced standards, which involve measuring the teacher's performance in light of a well-defined absolute model.

Conclusion:

In this study, we investigated the features of the reality of teachers' self-evaluation through their perspectives, utilizing a questionnaire distributed to the study sample. We reached a set of results, the most prominent of which are as follows:

- ✓ The lack of influence of educational qualification, specialization, and years of experience on the teacher's practical competence in performing self-evaluation activities.
- ✓ Teachers' knowledge and experience regarding the characteristics of a successful teacher, their awareness of the traits and trends necessary for an effective teacher, and their prioritization of scientific and personal characteristics over professional ones, despite their importance.
- ✓ The ambiguity of vision among some teachers regarding methods for achieving optimal characteristics; the majority relied solely on activities conducted by institutional bodies, while conversely refraining from adopting autonomous methods to develop skills and capabilities independently.
- ✓ A lack of familiarity among some teachers regarding various types of evaluation, restricting their understanding to evaluation types based on the specific educational stage, and viewing it merely as a matter of grading and marking learners.
- ✓ The neglect of the self-evaluation process by the majority of teachers, focusing instead only on evaluating learners and providing opinions on curricula and academic programs, while ceasing to subject themselves to self-evaluation or developing their skills in that regard.
- ✓ The limited exposure of the vast majority of teachers to training or supervision that guides them on how to perform self-evaluation, leading to a lack of competence in this area among some.
- ✓ Fluctuations in prevalent performances concerning self-evaluation due to their inconsistency with modern developments in evaluation science, particularly regarding self-evaluation timing, tools, and mechanisms.
- ✓ The profound negative impact of certain external obstacles on the teacher's self-evaluation, related to heavy workloads and multiple responsibilities.
- ✓ The existence of immense potential within the teacher and their awareness of mechanisms to develop self-evaluation activities and ways to overcome associated difficulties.

The study concluded with a set of recommendations, including:

- ✓ Changing the teacher's mindset regarding the concept of self-evaluation so that they become capable of accepting criticism and opposing viewpoints, considering it an opportunity to recognize deficiencies and a factor for development and the acquisition of new competencies and skills.
- ✓ Promoting a culture of using self-evaluation forms and seeking to adopt this activity by both teachers and learners, achieving mastery in its planning and implementation.
- ✓ The necessity of employing necessary communication means to guide teachers on how to perform self-evaluation, such as publications, brochures, laboratories, research workshops, and specialized books, and establishing periodic awards for pioneering research in the fields of evaluation and education.
- ✓ The mandatory openness of teachers to everything new in evaluation science, informing them of its most important developments, raising awareness of its value, sensitizing them to its modern methods and new approaches, and updating their perceptions of it.
- ✓ Involving several parties in the teacher's evaluation, such as learners, colleagues, and administrative staff, provided that objectivity and mutual respect are maintained for

the purpose of development, improvement, and the exchange of views in a collegial atmosphere, while allowing broader space for discussion and expression of opinion.

- ✓ Exchanging experiences and skills among teachers, especially those who have recently joined the profession.
- ✓ Increasing the frequency of seminars and training days for teachers by preparing memos, newsletters, and motivational scientific documents, involving them in the field effectively according to their specializations, and providing guidance on the concept of self-evaluation.
- ✓ Holding periodic meetings between teachers and learners/students to raise awareness of the problems faced by both parties, seeking to solve them amicably, and constructing questionnaires to ascertain opinions.
- ✓ Avoiding a sole focus on the cognitive aspect in the teacher's self-evaluation; instead, evaluating their pedagogical activity and professional competencies.
- ✓ The importance of teachers promptly identifying their strengths to activate them and their weaknesses to address them, aiming to contribute to the desired educational/learning reform and to ensure their activities align with the rapid patterns of transformation in the world.

In conclusion, the field remains open for contributions to this topic to improve and advance teacher self-evaluation and overcome existing obstacles. We suggest that interested researchers expand the scope of the study sample by conducting field research on the reality of self-evaluation among teachers across various stages of general education, to maximize and broaden the benefit.

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