

The educational challenges facing primary school teachers in the application of modern evaluation strategies within the competency-based approach - a case study of a sample of primary schools.

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Abstract: Assessment plays a crucial role in the success of any endeavor, particularly in the field of education. The competency-based curriculum is an integral part of the educational initiatives undertaken by the Algerian government to enhance the education system. This study seeks to uncover the challenges primary school teachers encounter when applying modern assessment strategies within the competency-based approach. To accomplish this, a survey was utilized to gather data, with a sample of 30 primary school teachers from Boumerdes province (Algeria) participating. The overall findings revealed various obstacles and educational hurdles faced by primary school teachers in implementing modern assessment strategies within the competency-based approach. Additionally, the study offers a set of practical recommendations to assist teachers in evaluating their students within the competency-based framework.

Keywords: competency-based approach; educational evaluation strategies; modern school challenges; primary school.

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1– Introduction

Life is moving in rapid development and change, as a result of a set of factors imposed by the current era and its technological and cognitive development encompassing various fields. The educational field has had a fair share of this change, as most countries pay great attention to the education sector and place it at the top of their priorities. The importance of education in nurturing generations and developing skills responsive to the aspirations of a society witnessing rapid growth in various fields – cultural, economic, technological leap, and the requirements of globalization – is not hidden from any rational person.

In recent years, many countries around the world have embarked on deep educational reforms to respond to the challenges posed by technological developments, information systems, and the requirements of the labor market, relying on competency-based education that seeks to prepare individuals capable of facing complex professional and social life situations. These educational reforms have aimed to narrow the gap between what is taught in schools and the constantly evolving requirements of the labor market, which continuously demands the development of new competencies for current professions and the enhancement of lifelong learning skills (Baartman, Gulikers, & Dijkstra, Factors influencing assessment quality in higher vocational education, 2013, p. 979).

The development of countries is now measured by the development of their educational systems. The developments in education in general, and in the field of curricula and teaching methods in particular, have prompted Algeria to make some decisive decisions to keep pace with the tremendous developments and rapidly changing economic conditions.

The Algerian state has made tremendous efforts to improve the level of education and develop its schools through a comprehensive reform of its educational system, which aims to fundamentally and comprehensively change this system, as the Algerian school has witnessed modifications and numerous reforms since independence until today, affecting its educational system, reflecting the characteristics, features, personality, and Algerian identity.

The Algerian school, like any school in the world, needs constant and periodic review, relentless pursuit, continuous development, and improvement for comprehensive and integrated reform of this sensitive sector. There is no doubt that the attention given by the Algerian state to the educational system stems from its conviction of the importance of education for individuals to acquire the necessary

skills for integration into society, especially in light of the requirements of the current era.

Faced with the tremendous growth in knowledge and information monitoring, Algeria hastened to adopt the competency-based approach in 2003 after following the objective-based approach, in the hope of improving the level of education, enhancing learners' comprehension, and thus making the educational process more effective and efficient than before. The competency-based approach was intended to activate the subjects in the educational institution and in the surrounding life and environment.

This transformation led to the conversion of theoretical knowledge into practical applications on one hand, and the realization of content and cognitive aspects on the other. With this radical change in the teaching approach in Algerian schools, a corresponding shift in the assessment method was necessary. Instead of traditional grades, assessment programs emphasized a competency-based approach to the real-world application of knowledge, rather than solely focusing on the ability to memorize information.

This transformation led to the conversion of theoretical knowledge into practical applications on one hand, and the realization of content and cognitive aspects on the other. With this radical change in the teaching approach in Algerian schools, a corresponding shift in the assessment method was necessary. Instead of traditional grades, assessment programs emphasized a competency-based approach to the real-world application of knowledge, rather than solely focusing on the ability to memorize information.

This led many experts and researchers to advocate for the development of reliable assessment methods capable of demonstrating learners' competencies adequately. Relying on these modern assessment methods has become a fundamental aspect of implementing competency-based education. It is widely acknowledged that successful educational reforms cannot be achieved without prioritizing and giving due importance to the assessment process (Baartman L. K., 2008, p. 75).

In the context of competency-based assessment culture, new methods of assessment have been developed, such as constructed responses, achievement portfolios, projects, observations, comprehensive tests, self-assessments, peer assessments, oral and written presentations, and other modern assessment techniques aimed at gauging learners' competencies (Dierick & Duchy, 2001, p. 310). This process is complex and intricate, involving the integration of knowledge, skills, and

attitudes. As a result, it is impossible to demonstrate a learner's required competence using a single assessment method (Baartman L. K., Bastiaens, Kirschner, & Van der, 2006, p. 162).

It's important to note that modern assessment methods do not completely replace or eliminate the use of traditional methods. Instead, they are integrated within what are known as competency assessment programs. This integration is necessary because relying on a single method in these programs is not sufficient. Furthermore, modern and traditional assessment methods are combined to achieve educational objectives in a comprehensive manner.

Competency assessment strategies stand out for their unique and diverse features, such as combining learning with assessment, measuring higher-order thinking processes, using complex tasks, evaluating performance in realistic scenarios, employing rigorous grading, and integrating multiple assessment methods (Dochy, A new assessment era: different needs, new challenges, 2001, p. 14).

Even though modern assessment methods show promise, it's important not to disregard traditional methods in competency assessment programs. Instead, they should be seen as complementary, allowing them to play shared roles despite originating from contrasting cultures (Baartman, Prins, Kirschner, & Van der, 2007, p. 261).

In this context, it's important to emphasize that modern evaluation methods are not a replacement for traditional ones. They are essential tools that can contribute to achieving the expected goals. Therefore, it's wise to use these methods in a complementary and integrated way with modern approaches (Dochy, The eudiometric quality of new modes of assessment: Some issues and prospects. In G. Joughin, Assessment, Learning and Judgment in higher education, 2009, p. 92).

Efficiency-based assessment software can be defined as a blend of traditional and modern methods. The combination of these methods depends on the goals of educational programs and the competencies to be evaluated, as well as the program's expansion. It is essential for the competency assessment program to encompass all educational objectives and to evaluate knowledge, skills, and attitudes in an integrated manner (Baartman L. K., Bastiaens, Kirschner, & Van der, 2007, p. 120).

It is essential for assessment methods to align with the features of curricula built on a competency-based approach, which emphasize the holistic development of the learner. They should not only impart knowledge but also employ an

integrative pedagogy to instill sustainable competencies in the learner for tackling real-life challenges.

1.1– The Problem of the Study

Building on the earlier discussion and the insights uncovered by research and studies regarding shortcomings in educational goal-setting, particularly in the realm of assessment, it became imperative for Algerian schools to embrace a competency-based approach. This approach prioritizes making the learner the focal point of the educational process, an active and empowered participant capable of guiding and executing the learning journey. It also involves selecting real-life educational scenarios in the form of problems, aiming to engage learners in solving them using cognitive tools.

In this approach, the evaluation process does not start with assessing knowledge as it was commonly done in the traditional approach. The traditional method was influenced by the principles of behavioral theory in teaching, which viewed the learner as a passive recipient of knowledge. The main focus during the evaluation process was to measure the learner's basic knowledge and skills (Dierick & Duchy, 2001, p. 319).

The quality of traditional tests relies on two key criteria: validity and reliability. Validity refers to how well the assessment tool measures what it's intended to measure and its connection to the goal, while reliability indicates the consistency of the assessment results, showing that the same results would be obtained if assessed by another person or at a different time.

However, there are doubts about the ability of traditional quality standards for stability and accuracy to address generalization issues and the truth of inferences compared to the new evaluations. Therefore, it was important to expand the standards used.

In this context, the researchers highlighted the importance of introducing new assessment methods that differ from the traditional ones. Therefore, the evaluation process based on competencies is seen as an integrated formative assessment within the educational process, not separate from it as in the goal-based approach. It goes beyond just conventional achievement tests, relying on various methods and diverse tools tailored to the specific competency and behavior being assessed.

However, the evaluation process based on competencies faces several obstacles and challenges in keeping up with the educational process, particularly at the

elementary level. This necessitates an examination of the reality of educational assessment and the difficulties elementary school teachers encounter in implementing and utilizing modern assessment strategies within the competency-based approach. In this context, this study aims to address the following issue:

What are the types of challenges and the extent of difficulty that elementary school teachers encounter when applying modern educational assessment strategies within the competency-based approach, as perceived by the teachers in their respective school settings?

1.2– Study Hypotheses:

- ✓ **The first Hypothesis:** "There is a statistically significant agreement among the participants regarding the high level of challenges they encounter in implementing modern educational assessment strategies within the competency-based approach."
- ✓ **The second hypothesis** suggests that there are significant statistical differences in the responses of primary school teachers regarding the challenges they encounter in implementing modern educational assessment strategies within the competency-based approach, based on gender, experience, and educational qualifications at their respective study locations.

1.3– The Significance of the Study:

The significance of this study is twofold: it stems from the nature of the subject it addresses and the type of problem it investigates. The importance of this research paper can be summarized as follows:

- The effective role of competency-based teaching methods and their impact on elementary level learners.
- The crucial importance of the evaluation process in the educational system.
- The significance of using educational resources during the assessment process within the framework of competency-based approach.

1.4– Study Objectives:

Every research topic has predefined goals aimed at achieving specific outcomes and addressing underlying issues for the purpose of improvement or offering beneficial alternatives. The objectives of this study can be outlined as follows:

- Recognizing the main challenges that impede elementary school teachers from conducting assessments within the competency-based approach.
- Assessing the current state of educational assessment in modern elementary schools.
- Proposing effective alternatives and solutions to enhance the assessment process in the elementary stage.

1.5– Defining Concepts and Terms:

In the context of competency-based education, educational assessment is a crucial element in the teaching and learning process at every level. It significantly influences the attainment of educational objectives and the learning outcomes. This is achieved by evaluating the learner's grasp of knowledge, mastery of skills, and their ability to apply them in diverse real-life situations, including problem-solving.

Competency assessment programs are designed to evaluate learners' real accomplishments by creatively applying their knowledge and skills to solve problems (Dochy, The eudiometric quality of new modes of assessment: Some issues and prospects. In G. Joughin, *Assessment, Learning and Judgment in higher education*, 2009, p. 98).

These programs have been developed in response to the negative impact of traditional assessments, such as multiple-choice, true-false, and matching questions, which mainly assess learners' knowledge. This has led to a shift towards using assessment strategies based on real-life problems or authentic representations of such problems for the learners. Since modern education aims to teach learners how to apply their knowledge to solve real-life issues, modern assessment methods are more reliable evidence of acquiring necessary skills compared to standardized tests (Dochy, The eudiometric quality of new modes of assessment: Some issues and prospects. In G. Joughin, *Assessment, Learning and Judgment in higher education*, 2009, p. 100).

The modern approach to assessment has evolved in response to growing criticisms of traditional testing methods. These methods are often criticized for their unrealistic nature, lack of reliability as true measures of learning, and overemphasis on testing as the sole objective of the teaching process. The modern assessment culture is rooted in cognitive theory, which sees learning as an active, constructive process, an engaging experience that occurs in a realistic context, and leads to meaningful learning outcomes (Segers, Dochy, & Cascallar, 2003, p. 23).

Modern assessment strategies incorporate various assessment methods, including knowledge tests like multiple-choice or open-ended questions, as well as newly developed methods such as achievement files, criteria-based interviews, performance assessments through projects, interviews, and observations inside and outside the classroom. Assessments can serve formative and summative functions based on the context and educational program goals (Baartman, Prins, Kirschner, & Van der, 2007, p. 273).

2– Method and Tools:

2.1– Community and Study Sample:

The study community consists of elementary school teachers working in (04) institutions at the state level of Boumerdes (Algeria), where a convenient sample of teachers from the elementary schools under study was chosen. (30) information forms were distributed in June (2023), and (24) valid forms were collected for analysis.

2.2– Research Tool:

A data collection form was developed for the purpose of conducting a field study, consisting of (04) sections:

The first section: personal information (gender, age, educational qualification, seniority).

The second section: Challenges faced by elementary school teachers in using modern assessment strategies (from phrase 01 to phrase 27), including the following dimensions:

- **The first dimension:** Difficulty in using test-based assessment strategies by elementary school teachers (06 phrases).
- **The second dimension:** Difficulty in using observation-based assessment strategies by elementary school teachers (07 phrases).
- **The third dimension:** Difficulty in using paper-and-pen-based assessment strategies by elementary school teachers (09 phrases).
- **The fourth dimension:** Difficulty in using communication strategies by elementary school teachers (05 phrases).

The Third Axis: Challenges Faced by Teachers in Implementing Assessment Strategies (from phrase 28 to phrase 51), encompassing the following aspects:

- **First Aspect:** Teacher Resistance to Change and Reform Requirements (06 phrases).
- **Second Aspect:** New Assessment Methods Require Significant Effort (04 phrases).
- **Third Aspect:** New Assessment Methods Demand a Considerable Amount of Time (08 phrases).
- **Fourth Aspect:** Increased Number of Students in a Single Classroom (06 phrases).

The Fourth Axis: The Reality of Primary School Teachers' Training on the Assessment Process (from phrase 52 to phrase 55).

2.3– Statistical Methods Used:

To gauge the extent of difficulties in implementing modern educational assessment strategies within the competency-based approach in the field of study Table (1).

To address the study's question and validate its hypothesis, we conducted data analysis using the Statistical Package for the Social Sciences (SPSS v26). We utilized a range of suitable statistical methods for this purpose, including:

- Kolmogorov–Smirnov test to assess the normal distribution of the data.
- Cronbach's alpha coefficient to evaluate the measurement tool's reliability.
- Descriptive statistical measures for describing sample characteristics (frequency and percentage) and gauging availability (mean and standard deviation).
- One–Sample T Test to confirm respondent agreement.
- One–way ANOVA test to identify differences in respondent responses.

2.4– Testing for Normal Distribution:

In order to use certain statistical tests like the Pearson correlation coefficient, t–tests, and one–way ANOVA tests, it's crucial for the data to follow a normal or natural distribution. So, we first checked if the study's data adheres to a normal distribution. We used the Kolmogorov–Smirnov test for this purpose, and the results are presented in Table (2). It's worth noting that the test statistic value (0.130) at a significance level of (0.200) is higher than the significance level set in the study (0.05 $\geq$ a). Consequently, we accept the null hypothesis that the data follows a normal

distribution and reject the alternative hypothesis for the test. This means that we can rely on parametric tests in the study.

2.5– Reliability Test:

The reliability test aims to ensure that the study tool consistently produces similar results when the survey forms are redistributed under the same conditions. To measure the tool's stability, we calculated the Cronbach's Alpha coefficient for all the items, as illustrated in Table (3). The results indicate that the Cronbach's Alpha coefficient value is 0.935, surpassing the acceptable threshold of 0.70. Therefore, the tool exhibits a good level of stability, and the collected data can be deemed reliable.

2.6– Study Sample Description:

To understand the personal and professional traits of the participants, we computed the proportions and frequencies of the vocabulary used in the study sample, as illustrated in Table (4). It is evident that the majority of the sample consists of females aged between 35 to 44 years, predominantly holding bachelor's degrees and having 6 to 10 years of experience.

3– Results and Discussion

To gauge the difficulty of implementing modern educational assessment strategies within a competency-based approach in the field of study, we utilized descriptive statistics (mean, standard deviation), along with availability and ranking based on importance.

3.1– The First Dimension: Challenges in the Use of Modern Assessment Strategies by Primary School Teachers

It is noteworthy that the statement "I encounter difficulties in using homework to assess students" recorded the highest average value among all the statements at (2.42) with a standard deviation of (1.213) and a (low) availability level, followed by the statement "I struggle with using pop quizzes to assess students" with an average of (2.29), a standard deviation of (1.160), and a (low) availability level. Two statements, "I struggle to use evaluative positions to provide parents with necessary information" and "I find it hard to schedule a meeting with the student to assess their independent progress in a specific project," were ranked third in importance, with an average score of (2.17), a standard deviation of (1.239), and low availability.

Meanwhile, the statement "I have difficulty using indicators to evaluate integrative evaluative positions" was ranked last in importance, with an average score of (1.63), a standard deviation of (0.970), and very low availability.

This aligns with the overall findings, as it scored a mean of (2.057) and a standard deviation of (0.845) for "difficulty in the use of paper-and-pen assessment strategies by primary education teachers" with low availability, followed by a "difficulty in the use of communication strategies by primary education teachers".

In my analysis, the average score was (2.008), with a standard deviation of (0.891), and a low level of availability. Subsequently, the average score for the difficulty primary school teachers face in using performance-based assessment strategies was (1.882), with a standard deviation of (0.765), and a low availability level. Lastly, after considering "the difficulty of using primary education teachers for observation-based assessment strategies," the average score was (1.875), with a standard deviation of (0.779), and a low availability level. Overall, the "difficulties of using primary education teachers for modern assessment strategies" axis recorded an average score of (1.956), a standard deviation of (0.758), and a low availability level. Further details are provided in Table (5).

3.2- The Second Dimension: Challenges Faced by Teachers in Implementing Assessment Strategies

Looking at the table, we can see that the statement "I am eager to implement modern assessment strategies within the framework of competency-based approach" ranked first in terms of importance, with an average score of (3.96) and a standard deviation of (1.233), indicating high availability in the field of study. Following closely in terms of importance is the statement "Prepare the correction network (standards and indicators) when evaluating the situation of a problem" with an average score of (3.33) and a standard deviation of (1.341), and a moderate availability degree.

Then, each of the phrases "Requiring high effort during the assessment process under the competency-based approach" and "Evaluating resources in the previous manner is easier than evaluating a problem situation under the competency-based approach" scored (2.96) and (2.96) respectively, with standard deviations of (1.160) and (1.488) respectively, and a medium availability level for each. Meanwhile, the phrase "Allowing the number of students inside the class to monitor each student's

achievements" ranked last in terms of importance, with an average score of (2.04), a standard deviation of (1.042), and a low availability level.

Following the topic "Teachers' Resistance to Change and Reform Requirements," the highest average score recorded was (2.965) with a standard deviation of (0.643) and a medium availability rating. This was followed by the topic "The New Evaluation Method Requires a Lot of Effort," which scored an average of (2.875), with a standard deviation of (0.773) and a medium availability rating. Next, after "The New Evaluation Method Requires a Lot of Time," the average score was (2.500) with a standard deviation of (0.728) and a low availability rating. Lastly, after "Increase in the Number of Students in One Class," the average score was (2.167) with a standard deviation of (0.825) and a low availability rating.

Overall, the axis "Difficulties Faced by Teachers When Implementing Evaluation Strategies" scored an average of (2.627), with a standard deviation of (0.488) and a medium availability rating. The detailed results are presented in the Table (6).

3.3– The Third Focus: The Actual Training of Elementary School Teachers on the Evaluation Process

The statement "having sufficient knowledge about the objectives achieved by educational evaluation processes" ranked the highest in terms of importance, with an average of (3.71), a standard deviation of (0.908), and a high availability score. It was followed by the statement "the trainers who educate elementary school teachers have sufficient knowledge of the evaluation process" with an average of (3.63), a standard deviation of (0.875), and a high availability score. In contrast, the statement "the training program received by elementary school teachers is comprehensive and well-versed in the evaluation process" ranked the lowest, with an average of (2.67), a standard deviation of (1.007), and a medium availability score. Overall, the focus on "the actual training of elementary school teachers on the evaluation process" recorded an average of (3.26), a standard deviation of (0.746), and a medium availability score Table(7).

3.4– Testing the Study's Assumptions:

First Assumption:

This assumption suggests that" **there is a significant agreement among the respondents regarding the presence of a high level of difficulties they encounter in applying modern educational assessment strategies within the competency-based approach.**" It was assessed using a single-sample t-test. The hypothesis is accepted if the significance level is lower than the alpha level ($0.05 \geq \alpha$). From Table (8), the significance level (0.001) is lower than the alpha level ($0.05 \geq \alpha$), leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. This indicates a statistically significant agreement among the respondents on the existence of a high level of difficulties they face in implementing modern educational assessment strategies within the competency-based approach.

Second hypothesis:

The hypothesis states that "**there are statistically significant differences in the answers of the primary school teachers under study regarding the difficulties they face in applying modern educational evaluation strategies in light of the competency approach, depending on gender, age, certificate obtained, and seniority**".

The second hypothesis suggests that there are significant differences in how primary school teachers perceive the challenges of implementing modern educational assessment strategies within the competency-based approach. These differences are based on gender, age, educational qualifications, and seniority. This was tested using a one-way analysis of variance test. The hypothesis is considered valid if the significance level is less than 0.05 ($\alpha \geq 0.05$). However, from Table (9), all significance levels exceed 0.05 ($\alpha \geq 0.05$). Consequently, we accept the null hypothesis and reject the alternative hypothesis, indicating that there are no statistically significant differences in how primary school teachers perceive the challenges of implementing modern educational assessment strategies within the competency-based approach, based on gender, age, educational qualifications, and seniority.

4- Conclusion

4.1- Discussion of results:

Here's a summary of the key points:

- The majority of teachers struggle with modern educational assessment.

- Insufficient teaching resources are a barrier to educational assessment within the competency-based approach.
- Many teachers feel that teaching based on competencies requires a wide range of educational materials.
- The crowded curriculum hampers educational assessment within the competency-based approach.
- Classroom overcrowding is a hindrance to modern educational assessment.
- Most teachers find formative assessment challenging.
- Negative attitudes towards this approach are prevalent among teachers.
- The majority of teachers have not received adequate training in educational assessment within the competency-based approach.

4.2– Solutions and Suggestions:

- Rethinking the programs and subjects by conducting an evaluative study of their content with the help of experienced professors in the field. Utilizing psychological and educational research related to the curriculum and teaching methods, and adjusting them to align with the needs and abilities of both the teacher and the learner.
- Introducing a new strategy to better organize practical training by conducting more field studies on educational assessment and competency-based teaching. This aims to gain a deeper understanding of the pros and cons of this modern approach.
- It's crucial to regularly and systematically train teachers to completely shift their mindset about assessment, its justifications, purposes, methods, importance, and outcomes. They also need to learn how to use it to address educational and pedagogical issues effectively.
- Educators in the field of education must be trained on educational assessment and its modern strategies by specialized university professors in this field.
- Decreasing the density of the curriculum.
- Reducing the number of students in classrooms to allow elementary school teachers to apply modern educational assessment strategies with precision and high efficiency.

4.3– conclusion:

Through the findings presented in this study, it has become evident that educational assessment plays a crucial role in the learning process. It is considered the fundamental pillar for achieving educational objectives and fostering competencies across economic, social, and cultural domains. Under the competency-based approach, the assessment process has become exceedingly challenging for various reasons, and we have attempted to uncover some of its aspects. This has been affirmed by the results obtained in this study.

Appendix of Tables and Figures:

Table (1) : Availability Rating as Perceived by Researchers

Mean	1-1.79	1.80-2.59	2.60-3.39	3.40-4.19	4.20-5
Availability Rating	ExtremelyLow	Low	Medium	High	High Extremely

Source Compiled by the researcher.

Table (2) : Testing for Normal Distribution

Challenges in applying modern educational assessment strategies within the framework of competency-based approach	Statistical Test	Level of Significance	Decision
	0.130	0.200	Accept H_0 Reject H_1

Source Based on the results from (SPSS v26) *Statistically significant **Not statistically significant.

Table (3) : Testing the Reliability of the Study Tool

Challenges in implementing modern educational assessment strategies within the competency-based approach	Coefficient	Number of phrases Cornbrash's Alpha
	53	0.935

Source Based on the results from (SPSS v26)

Table (4) : Breakdown of Sample Characteristics by Personal and Professional Information

Variable		Frequencies	Percentage (%)
Gender	Male	01	4.2
	Female	23	95.8
Age	25 to 34 years old	08	33.3
	35 to 44 years old	14	58.3
	45 to 54 years old	02	8.3
	Vocational Training	02	8.4
Education	Bachelor's Degree	15	62.5
	Master's Degree	07	29.2
	1 to 5 years	06	25.0
	6 to 10 years	12	50.0
Seniority in the Institution	11 to 15 years	04	16.7
	16 to 20 years	02	8.3
	Total	24	100

Source Based on the results of (SPSS v26).

Table (5) : The actual dimensions of the challenges in using modern assessment strategies by primary school teachers in the study institutions.

N°	Items	Mean	standard deviation	Degree of availability
01	I find it difficult to use the evaluative problem situation in order to employ knowledge in the daily life of students	1.79	0.932	Very low
02	It is difficult for me to use the integrative evaluative mode to integrate students' knowledge	1.87	1.035	Low
03	I find it difficult to assign students various tasks to evaluate their performance outside the classroom	1.96	0.999	Low
04	I face difficulties in using assessment situations to provide parents of students with the necessary information	2.17	1.129	Low

05	It is difficult for me to use integrative evaluative settings adapted to students' interests	1.87	0.900	Low
06	I have difficulty using indicators to evaluate inclusionary assessment situations	1.63	0.970	Very low
The first dimension: The difficulty of primary education teachers using assessment strategies based on performance tests		1.882	0.765	Low
07	I have difficulty using observation to gather information about students	1.67	0.917	Very low
08	It is difficult for me to record my observations of each student's learning progress on an ongoing basis	2.21	1.141	Low
09	I find it difficult to rely on observation to determine the extent to which students' understanding has developed or not	1.75	0.897	Very low
10	I cannot know the strengths and weaknesses of the students based on my observations	1.71	0.859	Very low
11	I cannot distribute my attention to all students through observation	1.87	1.035	Low
12	I have difficulty relying on observation when evaluating students	1.83	0.868	Low
13	It is difficult for me to notice the extent to which a student applies the principles he has learned when dealing with a problem situation	2.08	0.974	Low
The second dimension: The difficulty of primary education teachers using observational assessment strategies		1.875	0.779	Low
14	I have difficulty using guarded assignments to evaluate students	2.08	1.139	Low
15	I have difficulties using homework to evaluate students	2.42	1.213	Low
16	I find it difficult to use surprise assignments to evaluate students	2.29	1.160	Low

17	I find difficulties in using achievement tests to measure the extent to which students acquire knowledge	1.96	1.122	Low
18	It is difficult for me to take into account the target competencies when preparing the test	1.75	0.944	Very low
19	I cannot identify the competencies and resources to be measured when preparing the test	1.96	1.122	Low
20	I cannot take into account the wording, organization, and arrangement of questions when preparing the test	1.75	0.944	Very low
21	I find it difficult to standardize test questions for the same educational level and the same section	2.25	1.113	Low
The third dimension: The difficulty of primary education teachers using assessment strategies based on paper and pencil		2.057	0.845	Low
22	I find it difficult to hold a scheduled meeting between me and the student to evaluate his independent progress in a specific project	2.17	1.239	Low
23	I have difficulty preparing questions to guide the student to understand his point of view	1.92	0.974	Low
24	I find it difficult to manage a meeting to understand the student's point of view	2.13	1.154	Low
25	I find it difficult to teach a student a lesson in the area in which he is having difficulty if it is necessary	2.04	0.999	Low
26	I find it difficult to follow the student's progress	1.79	0.884	Very low
The fourth dimension: The difficulty of primary education teachers using communication strategies		2.008	0.891	Low

The first axis: Difficulties in primary education teachers' use of modern assessment strategies **1.956** **0.758** **Low**

Source Based on the outputs of (SPSS v26).

Table (6) : Second axis: The difficulties teachers face when applying assessment strategies.

N°	Items	Mean	standard deviation	Degree of availability
27	I find it difficult to move from the previous evaluation method to the current evaluation method	2.21	1.062	Low
28	I changed the correction method that was used when correcting a problem situation	2.79	0.884	Medium
29	Prepare the correction grid (criteria and indicators) when evaluating the status of a problem	3.33	1.341	Medium
30	I am convinced that evaluating resources in the previous manner is no longer useful when evaluating the status of a problem	2.54	1.250	Low
31	I have a desire to apply modern evaluation strategies in light of the competency approach	3.96	1.233	High
32	Evaluating resources in the previous manner is easier than evaluating a problematic situation under the competency-based approach.	2.96	1.488	Medium
The first dimension: Professors' resistance to the requirements of change and reform		2.965	0.643	Medium
33	I put in a lot of effort during the evaluation process in light of the competency-based approach	2.96	1.160	Medium
34	I make a great effort when using evaluation strategies on an ongoing basis	2.83	1.274	Medium

35	I make a great effort when monitoring each student's learning	2.96	1.197	Medium
36	I make a great effort to determine the extent to which the targeted competencies have been achieved at the end of each educational period	2.75	1.327	Medium
The second dimension: The new calendar method requires a lot of effort		2.875	0.773	Medium
37	The class time allows me to conduct a diagnostic assessment	2.58	1.349	Low
38	The time allocated for the class allows me to monitor the students' work	2.71	1.367	Medium
39	The time allocated to the class allows me to conduct formative and summative assessment	2.33	1.239	Medium
40	The time allocated for the class allows me to play the role of mentor only during the course of the class	2.71	1.083	Medium
41	The time allocated for the class allows me to exercise the role of guide only during the course of the class	2.92	1.100	Medium
42	The time allocated for the lesson allows me to let the student lead the lesson	2.08	0.929	Low
43	The time allocated for the lesson allows me to take into account the individual differences between the students	2.38	1.056	Low
44	Time allows me to conduct the evaluation process in light of the competency-based approach and complete the curriculum content on time	2.29	0.999	Low
The third dimension: The new evaluation method requires a lot of time		2.500	0.728	Low
45	The number of students within the department allows me to conduct the evaluation process in light of the competency approach	2.25	1.032	Low

46	The number of students within the department allows me to monitor the progress and learning of each student	2.25	1.152	Low
47	The number of students within the department allows me to monitor the achievements of each student	2.04	1.042	Low
48	The number of students within the section allows me to direct each student to his mistakes	2.12	1.035	Low
49	The number of students within the department allows me to address and correct each student's errors	2.17	1.007	Low
Fourth dimension: High number of students in one section		2.167	0.825	Low
The second axis: Difficulties facing professors when they apply evaluation strategies		2.627	0.488	Medium

Source Based on the outputs of (SPSS v26).

Table (7) : the reality of the composition of primary teachers on the evaluation process

N°	Items	Mean	standard deviation	Degree of availability
50	The training program received by the primary school teacher is comprehensive and familiar with the evaluation process	2.67	1.007	Medium
51	I received training on how to conduct the evaluation process in light of the competency approach	3.04	1.160	Medium
52	You have sufficient knowledge about the goals achieved by educational evaluation processes	3.71	0.908	High
53	The trainers who train primary teachers have sufficient knowledge of the evaluation process	3.63	0.875	High

The third axis: The reality of training primary teachers on the evaluation process 3.26 0.746 Medium

Source: Based on the outputs of (SPSS v26).

Table (8) : T-test for Single Sample

Axis	Mean	standard deviation	test statistic	level	Decision
Difficulties in applying modern educational evaluation strategies in light of the competency approach	2.291	0.559	-6.215	0.001*	reject H ₀ accept H ₁

Source Based on the outputs of (SPSS v26). *Statistically significant **Not statistically significant.

Table (9) : One-way analysis of variance test

Resolution	F	SIG	Property
Gender	0.934	0.344**	accept H ₀ reject H ₁
Age	2.022	0.157**	accept H ₀ reject H ₁
Certificate	0.580	0.635**	accept H ₀ reject H ₁
Seniority	1.009	0.410**	accept H ₀ reject H ₁

Source: Based on the outputs of SPSS v26. *Statistically significant **Not statistically significant.

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