

The Continuous Evaluation Skills of History Teachers for the Literary Sixth Grade and their Reflection on the Skills of Orientation towards the Goal for their Students

Khalid Jamal Hamdi¹, Farah Saad Ahmed²

¹College of Education, Diyala University

²College of Basic Education, Diyala University

Email: Khaled.ps.hum.@uodiyala.edu.iq

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Abstract

The current research aims to know the extent to which the skills of continuous evaluation of history teachers contribute to the goal-orientation skills of sixth grade literary students.

To achieve the aims of the research, the researcher used the descriptive and analytical approach (relational studies), while the research population was represented by the teachers of history for the sixth grade literary, their number is (120) male and female teachers, as well as the population of students of the sixth grade literary, their number is (3762) students in Diyala province for the academic year (2021-2022), the basic research sample was selected as it amounted to (120) male and female teachers and (220) students, and the researcher has built a scale of continuous evaluation skills based on a set of literary and previous studies. The scale is consisted of (30) items distributed over five main field, while the sample of statistical analysis of the items of the scale amounted to (120) teachers and schools, if the psychometric characteristics of the scale were extracted by adopting the apparent validity of the scale and then the sincerity of the construction of the scale was verified and it was found that all items of the scale are valid and statistically significant, and the Reliability of the scale was confirmed by the method of the Alfa Cronbach Coefficient if the coefficient of Reliability(0.86), the researcher adopted the Al-Mayahi scale (2016) for the skills of orientation towards the goal and damaged The scale is from (30) items distributed over four field, while the sample of statistical analysis amounted to (220) students, where the psychometric characteristics of the scale were verified by adopting apparent validity, and then ensure the reliability in the manner of the coefficient of alpha Cronbach if the coefficient of total Reliability(0.81), and to extract the results of the current research, the researcher used the statistical bag of social sciences (Spss) and the program (Microsoft Excel 2016).

The researcher has applied the two tools to the basic research sample and the most prominent results of the current study were:

1. History teachers have a high level of continuous assessment skills in general, and there are statistically significant differences in favor of females.
2. Sixth-grade literary students have a high level of goal-orientation skills, as evidenced by statistically significant differences in favor of males.
3. The contribution of the skills of continuous evaluation (professionalism, the skill of constructing tools of continuous evaluation) to the skills of orientation towards the goal of students of the sixth grade literary, as for the skills (classroom interactions, skill, Analysis and interpretation of results and optional questions) did not contribute effectively to the students' goal-oriented skills.

In light of the results of this research, the researcher recommended several recommendations:

1. Holding training courses to train teachers to follow the methods of continuous evaluation and increase the awareness of teachers and decision makers of continuous evaluation methods and importance .
2. Taking care of the courses taught within the plans of the colleges of education and basic education to ensure that students studying (bachelor's, master's, doctorate) in the field of history and its teaching methods are trained on how to use continuous evaluation skills.

To complement the findings of the current research, the researcher suggests conducting studies like the current research on:

- 1 - Design a proposed guide for teachers of history subject in the light of continuous evaluation skills.

Keywords: continuous evaluation skills, goal-orientation skills.

INTRODUCTION

First: The Problem of the Research:

In light of the acceleration of knowledge witnessed by mankind, the spread of means of technical communication and the technological development characterized by an accelerated pace, the quality of education has become one of the important challenges facing the educational system in general and evaluation in particular, so there has been an urgent need to adopt and apply modern types in the educational calendar, which is the continuous evaluation, which revolves around three basic issues: What should the learner learn? And how do they learn it? And how is their progress measured? This is a vision that goes beyond looking at the calendar. It is simply a test that the teacher gives to learners to determine whether or not they succeed (Al-Nuaimi, 2014: 14). The evaluation process used by history teachers is of a traditional nature, as it focuses on tests in various forms, and is given several times during the academic year to obtain information on student achievement, and tests have become the goal pursued by the teacher and learning without taking into account the higher levels of knowledge, and this evaluation does not positively affect the teaching of history subject, because it measures the skills of memorization and memorization, and simple concepts do not provide valuable information about student learning, and does not enable the During which the identification of learning outcomes mastered by the student (Al-Shammari, 2015: 5).

The research problem is highlighted by the following:

To what extent do the skills of continuous evaluation of history teachers contribute to the goal-orientation skills of sixth grade literary students?

Second: The importance of the research:

The continuous evaluation skills that must be possessed by teachers, who are networking and preparing standardized tests, and have the ability to analyze them and benefit from their results and provide appropriate feedback in the light of these results, as the mechanisms of continuous evaluation need some competencies and special skills that everyone related to the nature of the currency of this program must possess and become a skill of his skills, and Educational specialists and researchers have given priority to evaluating the teacher's skill in the field of measurement and evaluation in general, and the skill of evaluation continuously in particular, and conducted many studies aimed at revealing the problems of applying continuous evaluation and this is what the study (Beheiry, 2008) (Al-Kassab and Shuqaifi, 2016: 448) indicated, and that the use of history teachers of continuous evaluation skills and tools can make their evaluation of their students real and realistic, and the attitude has become a history teacher according to these new trends Demanding the use of new skills and tools in the evaluation of his students focus on what is going on in the mind of the learner of mental processes concerned with higher thought processes, so the Ministry of Education must adopt modern skills and evaluation tools called the skills of the evaluation of the orphan (Al-Bashir and Barham, 2012: 245), and through the orientation towards the goal where the individual feels the achievement of himself through what he achieves, what he achieves of goals, and what he seeks from a better lifestyle, and greater levels of his human existence due to For its importance in the psychological field and applied and practical fields such as the administrative field, the educational field and the academic field, the orientation towards the goal is an essential component in the individual's pursuit of self-realization and affirmation, and that one of the factors that directly affect the skills directed towards the goal is the choice of the types of activity he desires and the promotion of opportunities for independence and self-reliance, learners who can be called active learners and are characterized by orientation towards the goal is high because they manage their learning adequately and in different ways and that I have, these are a repertoire of knowledge strategies as they are ready to use them when necessary to reach the desired achievement (Abu Alia, 2004:12). The importance of the current research is represented in the following points:

1. This study provides some information in the field of teachers' use of continuous evaluation methods that may benefit those who build and develop curricula.
2. This study may contribute to the development and improvement of the pedagogical methods and principles used by teachers of history in the process of teaching and evaluation by shedding light on the strategies and tools of continuous evaluation to achieve the objectives of the educational process.

Third: Research Objectives:

The current research aims to identify:

The current research aims to know the extent to which the skills of continuous evaluation of history teachers contribute to the goal-orientation skills of sixth grade literary students.

Fourth: Limits of Research:

The results of this research are defined by a set of determinants:

1. Scientific boundaries: continuous evaluation skills and goal-orientation skills.

3. Spatial boundaries: government middle and high school daytime schools affiliated to the district of Baquba al-Markaz and its environs
4. Temporal Boundaries: First semester of the academic year (2021-2022).

Fifth: Definition of basic Terms:

First: Continuous Evaluation Skills: Terminology: is defined by Kassab and Shuqaifi (2016) as a set of information, knowledge and skills that should be mastered by teachers of various subjects in the middle and secondary stages in Saudi Arabia (Al-Kassab and Musa, 2016: 449).

Second: Goal-orientation skills: terminology: is defined by Dweek (1999): students' beliefs about the reasons for success and failure in academic assignments, their participation, determination and perseverance to learn (Dweek, 1999:121).

The Previous Studies

A: Al-Kassab and Al-Shuqaifi Study (2016)

This study was conducted in Saudi Arabia, and aimed to find out the extent to which social studies teachers practice the competencies of continuous evaluation in the schools of the city of Macca, representing the research population of teachers of the secondary and middle stage of the Department of Education in the city of Macca for the first semester (2014-2015), numbering (4057) teachers and (4700) teachers, and the sample of statistical analysis reached (100) teachers and (50) teachers, and the researcher used the statistical bag (spss), and reached the following results: The existence of differences between the average responses of the sample attributed to the gender variable (male - female) (Kassab and Musa, 2016).

B: Al-Mayahi Study (2016)

The study aimed to identify the orientation towards the goal and its relationship to the organized concentration of self among the students of the preparatory stage, and the research population consisted of students of the preparatory stage (fourth - fifth) only males and females in its branches (scientific _ literary) in Baghdad province - Karkh 3, for the academic year (2014-2015) and their number (16682) by (9159) for males and (8523) for females, and the researcher chose sample of (4) schools and their number reached (200) male and female students, and the researcher has used the statistical bag (Spss), and the results that the researcher has reached was that, the female students have orientation towards the goal and have an organized focus, there is a relationship between the orientation towards the goal and the organized concentration of the self (Al-Mayahi, 2016).

- The benefit from the previous studies: The benefits that the researcher has got from the previous studies are:

- Identifying theoretical literary and previous studies.
- Crystallizing the research problem and determine its importance.
- Choosing the appropriate research tool and methodology suitable for the study.
- Getting benefit from the suggestions and recommendations in conducting the study and interpreting its results.
- The researcher reported the selection of appropriate statistical means.
- Analyzing and interpreting the results of the research.

Research Methodology and Procedures

First: The Research Methodology: This chapter includes a presentation of the methodology and procedures followed in the current research, which will ensure the achievement of its objectives starting from the definition of its methodology and population (Daoud and Abdul Rahman, 1990: 178).

Second: The research population and its sample:

1. The Research population:

One of the first steps to consider when each researcher wants to choose his sample for a particular population is to identify the population because it is a step that requires a description of its elements or characteristics (Muhammad, 2012:47).

A- Schools Population:

The current research population consists of all the intermediate and secondary daytime schools for girls and boys and co-educational schools that are located within the center of Diyala Governorate and its suburbs belonging to the General Directorate of Education of Diyala Governorate (Directorate of Education of Baquba) for the academic year (2020-2021) of (70) schools

of (27) for boys, (25) for girls and (18) coeducational.

B: Teachers Population:

After the researcher has identified the research population for intermediate and secondary day schools for boys and girls and co-educational, she has identified the population of teachers of (120) male and female teachers by (71) male teachers and (49) female teachers.

B- Student Population:

The researcher also identified the research population for the sixth grade students, which number (3762) male and female students by (2632) male students and (1130) female students.

2- Research sample:

Ebel (1972) believes that the capacity and size of the sample is the preferred framework in the testing process, the higher the sample size, the less standard error (Al-Zuhairi, 2017: 139).

A: Teachers Sample:

The researcher has selected all members of the population of (120) male and female teachers as a sample for the research, which is (71) male teachers and (49) female teachers because of the lack of members of the sample.

B: Student Sample:

The researcher has selected the sample of students by random class method from the preparatory schools in the Baquba District Center, which number (5) schools, and the sample size reached (220) male and female students by (110) male students and (110) female students.

C. Schools Sample:

The researcher has chosen (5) schools to represent her research sample by (2) a school for boys, (2) a school for girls and a school for (1) coeducational.

Third: The research tool

It is the main source of information and data, and the researcher must determine the method that enables him to collect data that is compatible with the objectives of his research (Abdul Warith, 2011:103). The current research requires the provision of two tools, the first to measure the skills of continuous evaluation, and the second to measure the skills of orientation towards the goal, and the researcher will provide a detailed presentation of the procedures for the preparation of the two research tools as follows:

First: Continuous Evaluation Skills Scale:

After the researcher was briefed on the educational literature, and the scales of previous Arab studies related to the concept of continuous evaluation skills as a study of (Kassab and Shuqaifi, 2016) and a study of (Fatima Al-Zahra, 2018), the scales of these studies did not suit the Iraqi environment in terms of the culture and nature of society, this may make the results obtained when applying the scale inaccurate as well as the researcher did not find as far as she was informed of an Iraqi study that dealt with the skills of continuous evaluation, so the researcher wanted to construct a scale that is compatible with the aim of the research and according to the basic research sample to measure the skills of continuous evaluation of teachers of history for the sixth grade literary that suits the environment and society.

A- Identification and Formulation of the Components of the Scale:

The researcher has relied on the construction of the scale on the field of measurements that have been reviewed in previous Arab studies such as the study of (Al-Kassab and Shuqaifi, 2016), which dealt with the field of continuous evaluation skills by (5) fields divided into the following: the first field is (professional skills to implement the objectives of continuous evaluation), the second field is (skills of constructing continuous evaluation tools), the third field is (skills of classroom interactions) and the fourth field (skills of Elective questions) and the fifth one is (skills of analysis and interpretation of results and feedback), the researcher constructs a scale of continuous evaluation skills according to the above fields, where she has prepared (30) items by (6) items for each field representing a set of life situations, and each item has five alternatives are (fully agreed, agreed, somewhat agreed, disagreed, never agreed), given when correcting grades (5 - 4 - 3 - 2 - 1) respectively.

B. Validity of the Items of the scale:

After the field of the scale and its items were determined, the researcher has presented it to a group of experts and arbitrators specialized in the field of teaching methods, psychological and educational sciences, measurement and evaluation, an agreement ratio (80%) was adopted on the items to be considered acceptable in the scale.

- Face Validity:

Face validity means "the general appearance of the scale in terms of the type of terminology and item, the way they are formulated, and the degree of their clarity, with the suitability of the scale to the satisfaction for which it was developed" (Imam et al., 1990: 130) and to find the face validity of the current research tool (the scale) in its initial form containing (35) items, the researcher has presented it to experts, arbitrators and specialists in teaching methods, educational and psychological sciences, measurements and evaluation and based on their opinions the researcher made the modifications so that the list of main skills in the scale in (its final form) has included (30) items distributed among the field of continuous evaluation skills.

C. Preparation of the Scale Instructions:

The process of preparing instructions for the scale is the guide followed by the respondent during his response to the items of the scale, so clarity was taken into account in the formulation of the scale, and the researcher was keen not to disclose the true purpose of the scale in order not to repeat the answer itself, and therefore the researcher has determined the instructions necessary for the scale accurately and in a clear manner and general information, and the number of items and the time allocated to answer with an example of how to answer (Abdul Khaliq, 1989: 65).

C- Experience of clarity of instructions and items:

For the purpose of identifying the clarity of its items, alternatives and the time taken, the researcher has applied the continuous evaluation skills scale, on Sunday, 2/1/2022, to a survey the pilot sample of (30) male and female teachers for the sixth grade of literary were randomly selected from the schools of Al-Khalis District and its suburbs of the Directorate of Education of Al-Khalis District, and after conducting this application and reviewing the responses, it turned out that the items of the scale and its instructions were clear to the respondents and determined the time It takes 15 minutes to answer.

- Statistical analysis of the items of the continuous evaluation skills scale:

The statistical analysis of the scale aims to reveal the psychological characteristics of the scale (Melhem2010: 236), and the sample size of the statistical analysis reached (120) male and female teachers, selected by random class method, by (71) male teachers, and (49) female teachers.

- The Discriminatory Power of the Items:

An important condition for the items of the scale is that they are characterized by a discriminatory power between the respondents with high scores and their colleagues with the lower scores in the attribute to be measured (Al-Zubai et al., 1981: 74), and the researcher has used the T test for two independent samples to determine the significance of the statistical differences between the mean scores of each of the items of the scale in the upper and lower groups, that the discriminatory power of the items ranged between (2.096 -4.791). All the items of the scale were distinctive.

-Internal Consistency (Correlation of Item Score to the total Score of the Scale):

To ensure the internal consistency of the items of the scale statistically, the researcher has used the Pearson Correlation Coefficient to calculate the correlation between the item score and the total score of the scale, and it is clear that all the values of the correlation coefficients computed between the item score and the total score range between (0.261-0.631) and it was function statistically.

Validity:

Validity is one of the things that the test designer must be sure of when he wants to construct it, the valid scale is that measure that is able to measure the attribute for which it was developed (Imam et al., 123:1990), and to achieve the validity of the tool the researcher adopted two types of validity and agencies:

A. Face Validity: which is mentioned in the validity of the items of the scale.

B. Constructive Validity: It means one of the types of validity that interests the researcher when he designs the scale or test, and is sometimes called the validity of the concept.

2 - Reliability of the Research Tool: The concept of reliability means the basic concepts in psychometrics and education, and for the purpose of knowing the consistency between the items of the scale, the researcher adopted the Equation of Alpha-Cronbach as the value of the coefficient of reliability of the scale as a whole (0.85).

1. Description of the Scale:

The researcher has adopted the scale (orientation towards the goal) (Al-Mayahi 2016) where the scale consists of (30) items distributed over four field, namely (the orientation of the task consists of (7) items, the orientation of mastery consists of (7) items, the social orientation consists of (9) items, the orientation towards avoiding work consists of (9) items and the imam of each item has developed (4) alternatives that are (always apply to me (4), and apply to me sometimes (3), and apply to me rarely

(2), and do not apply to the I never (1) and that the highest score can be obtained by answering the items of the scale is (120) and the lowest score is (30) and the psychometric characteristics such as validity and constancy were extracted through the indicators of apparent validity and sincerity of construction and reliability using the alpha-Cronbach Equation.

2. Validity of the items of the scale:

After the field of the scale and its items were determined, the researcher has presented it in its initial form to a group of experts and arbitrators specialized in the field of teaching methods, educational sciences, negation, measurement and evaluation, and the percentage of agreement on items on the scale was (100%).

3. Preparation of Instructions for the Scale: In order for the scale to produce good results, it is necessary to ensure that clear-worded instructions for the scale are prepared to determine what is required for the examiners and in a clear and specific manner (Solomon, 2006: 389).

4. Scale Instructions:

A: Answer instructions: The researcher has formulated instructions for the scale that included how to answer it accurately and in a clear manner and general information, the number of items and the time allocated to answer with an example that illustrates the answer (Cronbach, 1970: 4).

B: The Experience of Clarity of Instructions and Items: This experiment was adopted to verify the clarity of the instructions of the scale, its fields and items, the suitability of the suggested alternatives and to know the average time it takes for the respondent to answer all the items of the scale, the researcher has applied the scale on Tuesday, 11/1/2022, to a pilot sample of (60) male and female students distributed over three schools, and after the completion of the application it turned out that the items of the scale and its instructions were clear and understandable and the time taken to answer was limited to (16) minutes

- Statistical Analysis of Items: Specialists in psychometrics point to the importance of statistical analysis of items because it reveals the accuracy of the scale in measuring what was prepared to measure (Abdul Rahman, 1987, 414) and the scale of orientation towards the goal was applied to the sample of statistical analysis of (220) male and female students selected by random class method from students of the preparatory stage from (5) schools from the Directorate of Education of Diyala and from both sexes (males - females) and for the sixth literary grade.

Discriminatory Power of the Goal- orientation Scale items: (The T test was used for two independent samples).

If the item has a distinct power, it means that that item has the ability to distinguish between high-scoring respondents and low-scoring respondents in this concept measured by the item, but if the item does not discriminate according to this picture, it is useless and must be omitted from the final picture of the scale (Tyler, 1989): 100), these procedures were carried out using the T test for two independent samples, where the sample of statistical analysis was withdrawn from the research population(60) male and female students of the literary grade and it is clear that all the items of the scale of orientation towards the goal were distinctive, as the computed T value was a statistical function

Validity of the Scale: Psychological scales require the availability of psychometric characteristics, the more such characteristics that indicate the computed accuracy of the scale can be based on them (Abu Hatab, et.al , 2008: 198), and the indicators of the validity of the scale of goal-oriented behavior have been verified as follows:

1 - Face validity:

2 . Construction Validity :

Second: Reliability:

Reliability is meant as consistency in the results, and the test is considered constant if we obtain the same results when reapplied to itself when reapplied to the same individuals and under the same conditions (Imam et al., 1990: 142), and the reliability has been verified by using the alpha-Cronbach Equation.

- Statistical means: The researcher has used the following statistical means:

T test for two independent samples:

Pearson correlation coefficient:

The Alpha-Cronbach Equation to extract the reliability of the scale of continuous evaluation skills and goal-orientation skills.

One-Eye T Test:

The T test to test the significance of the differences between continuous assessment skills and goal-oriented skills.

Presentation and Interpretation of the results

This chapter includes the presentation, interpretation, and discussion of the results of the study reached according to the objectives presented in the first chapter, as follows:

The aim: The current research aims to know the extent to which the skills of continuous evaluation of history teachers contribute to the goal-orientation skills of sixth grade literary students.

To achieve this aim Multiple Regression Analysis was used the usual method (type Enter) to identify the extent to which continuous evaluation skills (professional, building tools of continuous evaluation, classroom interactions, test questions, analysis and interpretation of results) contributed to the variable of orientation towards the goal. The results showed that the multiple correlation coefficient between these variables with the goal orientation variable was (0,315), the value of the determination coefficient (correlation coefficient square) was (0,099), the value of the modified determination coefficient was (0.060), while the value of the standard error was (8,495), and Table (1) shows this.

Table (1) Multiple correlation coefficient between continuous evaluation skills and goal-orientation skills

First Variable	Second Variable	Multipled Regression Coefficient	determination coefficient	modified determination coefficient	The standard error
Continuous evaluation Skills	Goal orientation	0,315	0,099	0,060	8,495

This finding indicates that the regression analysis model used was effective in predicting the extent to which variables contribute, and Table 2 illustrates this.

Table (2) Results of the regression variance analysis of the value of the determination coefficient for variables independent of the dependent variable.

Variance Source	MS	D.F	S.S	F-Value		Indication level at 0.05
				computed	Tabulated	
Regression	907,682	5	181,536	2,515	2,290	Function
Rest	8228,285	114	72,178			
Total	9135,967	119				

In order to identify the independent variables (continuous evaluation skills) that contribute to the goal-orientation skill of students, (regression coefficients B, beta standard regression coefficients, and their computed T values) were extracted for independent variables in the degrees of the dependent variable, through which it is possible to know which of these variables has a greater impact on the dependent variable, and Table (3) shows this

Table (3) Results of regression analysis of independent variables in the degrees of the dependent variable.

Independent variable	Regression coefficient B	Standard error Std. Error	Beta Standard Regression Coefficient	T value	Tabulated	level Semantics 0,05
Fixed limit	103,700	10,563		9,818	1,96	function
Professionalism	0,639	0,289	0,210	2,213		function
Constructing tools	0,731-	0,365	0,232-	2,002-		function
Classroom interactions	0,002	0,299	0,001	0,007		Non-function
Test Questions	0,308-	0,355	0,093-	0,870-		Non-function
Interpretation of results	0,022-	0,284	0,007-	0,078-		Non-function

From the results reached in Table 3, the following are shown:

1 - The first skill of continuous evaluation skills (professional skills) has contributed to the prediction of the orientation towards the goal in students, as the value of the corresponding standard regression coefficient Beta was (0,210), and the computed T value was (2,213), which is a function statistically at the level of significance (0.05).

2 - The second skill (the skill of constructing continuous evaluation tools) has contributed to predicting the orientation towards the goal among students, as the value of the corresponding standard regression coefficient Beta amounted to (-0,232), and the computed T value was (-2,002), which is a statistical function at the level of significance (0.05).

3 - The third skill (the skill of classroom interactions) did not contribute to the prediction of the orientation towards the goal in students, as the value of the corresponding standard regression coefficient Beta amounted to (0.001), and the computed T value was (0.007), which is not a statistical function at the level of significance (0.05).

4 - The fourth skill (the skill of test questions) did not contribute to predicting the orientation towards the goal among students, as the value of the corresponding standard regression coefficient Beta was (0.093), and the computed T value was (-0.870), which is not a statistically significant when touching the tui significance (0.05).

5 - The fifth skill (the skill of interpretation the results) did not contribute to predicting the orientation towards the goal among students, as the value of the corresponding standard regression coefficient Beta amounted to (0.007), and the computed T value was (-0.078), which is not a statistically significant function at the level of significance (0.05).

Conclusions

In the light of the results of the research reached, the researcher concludes the following:

- 1 - Teachers of history have the skills of continuous evaluation.
2. Continuous evaluation provides teachers with accurate information about the student's understanding and how he applies the knowledge he has acquired during the education process.
- 3 - The students of the sixth grade of literary have the skills of orientation towards the goal with high effectiveness

Recommendations:

Based on the results of the current research, the researcher recommends the following:

1. Holding training courses to train teachers to follow the methods of continuous evaluation and increase the awareness of teachers and decision makers of continuous evaluation methods and importance.
2. Taking care of the courses taught within the plans of the colleges of education and basic education to ensure that students studying (bachelor's, master's, doctorate) in the field of history and its teaching methods are trained on how to use the skills of continuous evaluation.
3. Provide the necessary resources and tools for the use of continuous evaluation methods.

Suggestions:

To complement the findings of the current research, the researcher suggests doing the following:

1. The effectiveness of using continuous evaluation skills in raising the achievement of history material among students of the academic stages (primary, intermediate, preparatory).
2. A balancing study between the use of traditional calendar and continuous evaluation and their impact on the acquisition of history material.
3. Design a proposed guide for history teachers in light of continuous evaluation skills.

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