

the role of formative assessment in the collection of students of the basic stage in jenin governorate schools from the point of view of teachers

Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 9, August 2021: 4314-4323

The role of Formative Assessment in the collection of students of the basic stage in Jenin Governorate schools from the point of view of teachers

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Introduction

Educational Assessment is one of the most important processes in the educational process with multiple functions, where they can be used to enhance and improve students' education, development of teacher's performance, and learn the level of achievement in the students during a specific time, and to make a decision based on its transfer or patched in its classroom and to the importance of the Assessment The educational process, students can exceed bad teaching, but they can't exceed the impact of the bad Assessment. Educational Assessment and its applications is very important element in the educational process, and have various purposes. Most educational systems are focused on the external Assessment that is based on standard tests to the valuable Assessment that the teacher is preparing. (Saadi, 2016).

The evaluation is a major and important component of educational systems, which contributes to adopting appropriate decisions for the development of the educational process and the disclosure of weaknesses, processing and development points, and the evaluation and improving the educational environment, and helping to build knowledge of the student, And the development of its ideas and reflexes, and contribute to the submission of feedback and learning to achieve learning objectives. And to develop Assessment activities contributing to making the learner builds its scientific knowledge instead of receiving, and Formative Assessment, and educators confirmed the importance of Formative Assessment during the educational process, and the methods followed by teacher in teaching methods. Develop skills and design for the educational process, and users in that basic tools aimed at knowing how long they learned, and provide feed Check them to improve them, and a good participant in the learning process. (Brown return, 2015).

The educational process is a system of interrelated, interrelated and interactive, including educational and teaching objectives, teaching strategies and educational orientation systems.

The educational Assessment is the basis for educational and educational system. It is not limited to exams and review of students only, but deals with all parties to the educational and educational process. And its objectives and characteristics. (Hariri, 2012)

There is no educational program to achieve its objectives to be accompanied by the evaluation process until its end, in addition to providing an information base for educational decision-making on the inputs, processes and outputs of the learning process. The preparation of tests and the use of most

teachers, supervisors and others who have directly related to evaluation of any aspects of the educational process. (Rabee', 2010)

Education The process of the basic objective has to make desirable changes in the behavior of learners, so the student may not actually learn unless the evaluation is effectively for changes, so the achievement Assessment is the final step in each educational process. (Hussein, 2018).

The basic education phase is a basis point for the rest of the educational stages. The more powerful baseline has been positive and if weak is negative, so attention must be paid to all the entrepreneurial operation and the most important of these pillars are the teacher. (Mustafa, 2016).

Study Problem

The Assessment is one of the important items in the learning process. Learners have by providing feedback and stimulating insurance thinking. The problem of the study is the following question: The role of Formative Assessment in all students of the basic stage in the Jenin Governorate schools from the point of view of teachers?

Study Importance

1 - The importance of this study lies in the consideration of curricula's mutual consideration of the need to pay attention to Formative assessment and its clear necessity in textbooks.

2 - Guided by the results of this study in the development of books and curriculums and includes activities that achieve Formative Assessment at diverse levels.

The study is submitted to the related parties, such as teachers, educational supervisors, and approaches to this article, and the decision makers of attention to Formative evaluation.

3 - The study seeks to open the door to researchers and those interested in the educational process to take care of the formative Assessment of teaching and further research on how to develop this aspect.

Study Objectives

The study aims to identify the role of Formative Assessment in the collection of students of the core stage in the Jenin Governorate schools from the point of view of teachers.

Study hypotheses

The sub-study questions emerge the following hypotheses:

1 - There are no statistically significant differences at a significant level ($0.05 = \alpha$) in the role -of Formative Assessment in the collection of students

Basic stage in Jenin Governorate schools from the point of view of teachers depending on gender. (Male & Female)

2 - There are no statistically significant differences at a significant level ($0.05 = \alpha$) in the role of Formative Assessment in the collection of the students of the basic stage in the Jenin Governorate schools from the point of view of teachers depending on the scientific qualification variable. (Educational management, literary specialties, scientific disciplines).

3 - There are no statistically significant differences at an indication level ($0.05 = \alpha$) in the role of Formative Assessment in the collection of the students of the basic stage in the Jenin Governorate schools from the point of view of teachers depending on the variable years of experience. (Less than 5 years, from 5-10 years, more than 10 years).

4 - There are no statistically significant differences at a significant level ($0.05 = \alpha$) in the role of Formative Assessment in the collection of the students of the basic stage in the Jenin Governorate schools from the point of view of teachers depending on the variable place of housing. (City, village, camp)

Previous studies

Azizi study (2018): The current study aimed at identifying the effectiveness of the use of Formative Assessment in improving the level of achievement of the decision of the skills of thinking and scientific research among students of the Faculty of Business, University of Blonde. To achieve the goal of the study, the lessons of the headquarters of the skills of thinking and scientific research are designed according to the strategy of Formative Assessment, and preparation of anchoring test in decision and scientific research skills. The current study was used as a graduate curriculum by applying the study experience to see the impact of the use of Formative Assessment on studies at the third level students at the University of Blonde. The results of the study concluded the students of the study sample after their use of Formative Assessment in the school achievement.

Ashehre Study (2017): The research aims to study teaching skills and evaluate teaching skills in science teachers, and test differences between the averages of practice in accordance with variables: sex, experience, scientific qualifications, and educational. To achieve these targets, a representative of 31 paragraphs, has been applied to a sample of 45 illusions of science teachers in the intermediate stage in the Education Office. The researcher also followed the descriptive approach. The results indicated that the degree of practice of science teachers and their teachers for training teaching was medium, and statistically significant differences for scientific qualifications were made for graduate studies. The study recommended for training courses for science teachers to define training skills, and train them to educate these skills. This progresses to learners leading to the development of scientific concepts in general.

Lateef Study (2017): The researcher see there is another Assessment that helps to learn the skill of "kidnappings" by lifting the learner in a contact with the performance of skill and knowing the practical level of which they reached through the strategy of Formative Assessment using external feedback, where the researcher adopted three Assessments during the duration of the experiment In which the sample Assessment, the researcher used the experimental approach to the design of the experimental and counties to suit the nature of the search problem. The search tests are in weightlifting, as the research duration included eight weeks and concluded that learning on the strategy of Formative Assessment by using external feedback has significant positive importance in the research sample evaluation and learning a Weight lifting skill.

Study of Ahmed (2016) The present research aims to identify the use of Assessment types by time (Preliminary assessment, Formative assessment, The Final Assessment) at the collection of the second grade mathematics in mathematics. Three experimental groups, as the first group is taught in

accordance with the preliminary Assessment, and the second group is taught according to the Formative Assessment, and the third group is considered according to the final Assessment. The three groups are present in the time variable and former collection. A test was prepared by a multi-choice of four alternatives, and the scientific characteristics were verified by the ratification, difficulty and difficulty and effectiveness of misconceptions. A difference of statistically significant at the level of (0.05) between the collection of the first experimental group of preliminary assessment and collection of students of the second pilot group, which is exposed to Formative evaluation and the benefit of the second experimental group.) Between the collection of the first experimental group of preliminary assessment and collection of students of the third pilot group, which is subject to the final Assessment and the benefit of the first pilot group. There is no statistically significant difference at a significant level (0.05) between the collection of the second experimental group students to evaluate The formation and collection of students of the third pilot group are subjected to the final Assessment. In the light of the research results, the two researchers recommended a range of recommendations: 1. Students were subjected to various Assessment tests for their influence in the collection of students.

Study of Austin Hurd (2016) : The researcher's aim to explore how to manage participants for the Formative Assessment process and used the observation style, personal interviews, records Where the researcher used a sample of (6) teachers for middle stage on the suburbs of Michigan. The results of the study reached that the instruments of the Formative Assessment were similar to all participants, which was intended to exchange dialogue on lesson information, and submit individual feedback, and participants confirmed that the Formative Assessment They must modify the lesson plans as they pointed out that time was an important factor to identify and easily use the Formative Assessment strategy.

Study by Belcher (2016): The researcher in its study confirmed that the data provided by the Formative Assessment should be operations that provide students with relevant feeding and teachers. It also provides alternative strategies to help correct miscellaneous student concepts, such as self-evaluation and peer assessment Nutrition and methods of class questions, as they are important for successful assessment.

Study of Mary Geoghegan (2014): The study aims to know the Assessment practices used by teachers to assess their students. Understanding teachers for the truth of the Formative Assessment and it should be used as evidence to improve teaching in class and help students discover learning goals.

Study Methodology

The researcher used the field descriptive approach due to its appropriation for the purposes of the study. A curriculum describes the characteristics of a particular phenomenon and collects information about it and requires not bias in description and requires the study of the situation, mass survey or sample survey.

Study community

The study community consists of teachers and teachers at the minimum phase in the schools of Jenin Directorate for the first semester 2020-2021.

Study sample

The study sample of (30) of teachers and teachers in the minimum phase has been distributed.

Study Tool

The researcher developed the study tool to be astounded to answer the study questions and question questions were prepared in accordance with the following steps

1 - Refer to the previous educational literature and see the most important thing about the subject of the study and take advantage of some of their items.

2 - Displays the questionnaire on academic supervisor, where they reported or amended and adding some of them and then emerged.

The question of two sections: Section I: contains personal data related to the teacher included a number of variables divided into classifications (sex, scientific qualification, years of experience, place of residence).

The second section: contains the paragraphs of questionnaire relating to the role of the Formative evaluation in the collection of the students of the base stage in the schools of Jenin Governorate from the point of view of teachers.

Tool validity

In order to verify the validity of the study tool was presented to the academic supervisor and a group of specialists in the field of research and sincerely reported the scale and their repair for the purposes of this research.

Tool reliability

The stability of the tool was verified by the statistical processing of the tools conducted by the test (Cronbach-Alpha) on all the paragraphs of the questionnaire. Annex (2).

Table (1)

The calculations, standard deviations and responses to the sample personnel on the paragraphs and the field of total study

No	Items	Arithmetic mean	standard deviation	Level
1.	Clearly define the educational goals to be achieved.	4.4	1.03724	Very High
2.	The formative assessment provides the teacher with feedback.	4.2667	0.58329	Very High
3.	Formative assessment helps ensure that the student masters basic skills.	4	0.78784	High
4.	Formative assessment helps ensure that the student has mastered the facts.	4.4333	0.50401	Very High

5.	Formative assessment provides the teacher with the strengths of the student.	4.2	0.61026	High
6.	The formative assessment provides the teacher with the weak points of the student.	4.4667	0.50742	Very High
7.	The teacher benefits from formative assessment to improve his performance.	4.3667	0.61495	Very High
8.	Formative assessment helps indicate the level of achievement of objectives.	4.1333	0.50742	High
9.	Formative assessment reveals the needs of learners.	4.2333	0.43018	Very High
10.	The formative assessment reveals the students' tendencies that are taken into account in their activities.	4.1667	0.53067	High
11.	Formative assessment effectively assists in the psychological counseling process.	3.9333	0.58329	High
12.	Formative assessment contributes to motivating students to learn	3.8333	0.69893	High
13.	Formative assessment directs student learning in a positive way.	4.1333	0.57135	High
14.	Formative assessment directs student learning negatively.	4.1667	0.46113	High
15.	Formative assessment directly affects the student's learning process.	2.9333	1.25762	Medium
16.	Formative assessment contributes to addressing difficulties in a timely manner.	3.7667	0.8172	High
17.	Formative assessment increases the effectiveness of teaching	3.8667	0.81931	High
18.	The formative assessment provides opportunities for inclusive education.	4.1333	0.62881	High
19.	The formative assessment provides the student with the nature of his performance of the skill.	3.9667	0.66868	High
20.	Formative assessment uses a variety of appropriate tools to obtain learning information.	4.1333	0.57135	High
21.	The formative assessment helps the active participation of students.	4.0667	0.36515	High
22.	Formative assessment helps the active participation of students.	4	0.69481	High
23.	Recognize students' learning and follow their progress step by step.	4.0667	0.58329	high
24.	Determine the students' learning problem.	4.2667	0.52083	Very High
25.	Obtaining data to diagnose ineffective teaching	4.3	0.59596	Very High

26.	Helping the teacher improve his teaching style.	4.0667	0.52083	High
27.	Formative learning contributes to finding an alternative learning method.	4.2667	0.69149	Very High
28.	He works to reconsider and modify the school curriculum if it is a factor in the lack of learning or its difficulty.	4.2	0.55086	High
29.	Provide the teacher and the learner with feedback on teaching and learning	3.9	0.48066	High
30.	Develop a plan for remedial education and correct it.	4.3	0.53498	Very High
31.	Formative evaluation assists in the immediate evaluation of errors.	4.2667	0.52083	Very High
32.	Consolidate learning and increase retention.	3.9667	0.66868	Very High
Total		4.1	0.30766	High

It is clear from Table (5): These paragraphs have received very large and medium-sized responses to the macroeconomic area where it was first ranked for the sixth paragraph, which is based on (providing the experienced assessment on the student vulnerabilities), with an average account of my account (4.46) The degree of response to this paragraph was very large, the researcher was attributed to that the Formative Assessment provides the teacher at the student's weaknesses to be addressed and had a role in improving student collection.

The lowest degree is paragraph 15, which stipulated that (immediately affects the student learning process) at an average of my account (2.93) with a medium degree, that is not directly affecting the student learning process, it is continuing With the learning educational process.

The total area has been an average account of (4.10) with a significant response, that is, the answers to the sample of teachers should have a role in collecting students at first phase.

Second: Results for examining study hypotheses:

First hypothesis which states: There are no differences at ($0.05 = \alpha$) in the role of the Formative Assessment in the collection of the students of the basic stage in Jenin Governorate schools from the point of view of teachers according to gender. (Male Female).

In order to examine this hypothesis "T" test was used for independent samples and the following table shows test results:

Table (2)

TP test results for independent samples to examine the level of differences between the answers of the study sample members depending on the gender variable

Field	Gender	Number	Average	Freedom Degree	T value	The level of significance
total field	Male	9	4.0174	28	-.962-	0.344
	Female	21	4.1354			

There are no statistically significant differences at the level $\alpha = 0.05$

The previous table review is clear that the statistical significance values of the total area (344.), this value is higher than the default significance value ($\alpha = 0.05$). So we accept the mouse hypothesis and reject the alternative hypothesis and therefore accept the hypothesis on gender for the overall area. That is, there are no differences at ($0.05 = \alpha$) in the role of Formative Assessment in the collection of students of the basic stage in the Jenin Governorate schools from the point of view of teachers according to gender.

Second hypothesis which states:

There are no differences at ($0.05 = \alpha$) in the role of the Formative Assessment in the collection of the students of the basic stage in the Jenin Governorate schools from the point of view of teachers according to the scientific qualification variable.

In order to answer the hypothesis, the Anova anticipation (Anova) has been tested in order to learn differences among the answers to the study samples where the following tables illustrate this:

Table (3)

Test Results (One Way Anova) to deny differences between student sample answers depending on the scientific qualification variable

Field	Source of variation	sum of squares	degrees of freedom	Average squares	F value	The level of significance
total field	between groups	0.094	2	0.047	0.479	0.625
	within groups	2.651	27	0.098		

*** There are no statistically significant differences at the level of $\alpha = 0.05$**

The previous table review is clear that the value of the statistical significance of the total area (625.), this value is higher than the assumed significance value ($\alpha = 0.05$). This is therefore accepted by the zero hypothesis and rejects alternative hypothesis and therefore accepts the hypothesis on the scientific qualification variable for the total area. That is, there are no differences at the level of ($0.05 = \alpha$) in the

role of Formative Assessment in the collection of students of the basic stage in the Jenin Governorate schools from the point of view of teachers according to the scientific qualification variable.

Third hypothesis which states: There are no differences at ($0.05 = \alpha$) in the role of the Formative Assessment in the collection of the students of the basic stage in the schools of Jenin Governorate from the point of view of teachers depending on the variable years of experience.

In order to answer the hypothesis, the Anova anticipation (Anova) has been tested in order to learn differences among the answers to the study samples where the following tables illustrate this:

Table (4)

Test Results (One Way Anova) to deny differences between the answers of the study sample members depending on the variable years of experience

Field	Source of variation	sum of squares	degrees of freedom	Average squares	F value	The level of significance
total field	between groups	0.301	2	0.151	1.665	0.208
	within groups	2.444	27	0.091		

* There are no statistically significant differences at the level of $\alpha = 0.05$

The previous table review is clear that the value of the statistical significance of the total area (208.), this value is higher than the default significance value ($\alpha = 0.05$). So we accept zero hypothesis and reject the alternative hypothesis and therefore accepts the hypothesis on the variable for the overall field. That is, there are no differences at ($0.05 = \alpha$) in the role of Formative Assessment in the collection of the basic stage students in Jenin Governorate schools from the point of view of teachers according to the variable years of experience.

The fourth hypothesis that states:

There are no differences at ($0.05 = \alpha$) in the role of Formative Assessment in the collection of students of the basic stage in Jenin Governorate schools from the point of view of teachers depending on the variable place of residence.

In order to answer the hypothesis, the Anova anticipation (Anova) has been tested in order to learn differences among the answers to the study samples where the following tables illustrate this:

Table (5)

Test results (One Way Anova) to deny differences between the answers of the study sample members depending on the place of residence

Field	Source of variation	sum of squares	degrees of freedom	Average squares	F value	The level of significance
total field	between groups	0.499	2	0.249	2.996	0.067
	within groups	2.246	27	0.083		

*** There are no statistically significant differences at the level of $\alpha = 0.05$**

The previous table review is clear that the value of the statistical significance of the total area (067.), this value is higher than the default significance value ($\alpha = 0.05$). So we accept zero hypothesis and reject the alternative hypothesis and therefore accept the hypothesis on the place of residence for the total area. That is, there are no differences at the level of ($0.05 = \alpha$) in the role of Formative Assessment in the collection of the students of the base stage in the Jenin Governorate schools from the point of view of teachers depending on the variable place of residence.

Recommendations

1. The Ministry of Education should take the technique of Formative Assessment in mind when designing the curriculum.
2. Applying of Formative Assessment in all basic stage and different curricula.
3. Ministry of Education should train the teacher on the mechanism of applying alternative Assessment methods and how to use the results of the assessment on rating marks.
4. There is a need for using Formative Assessment strategy continuously with the educational process.
5. Organize special courses for training teachers and phase parameters on the use of Formative Assessment methods in the educational process.
6. Effect of daily or weekly tests for what these tests contribute to improving education and learning.
7. A study entitled Role of the Orthodontics in improving the collection of key stage students in the Arabic language from the point of view of teachers.
8. A study entitled on the importance of the Formative evaluation in the educational process from the point of view of teachers in the schools of Jenin Directorate.
9. A study on the degree of implementation of the strategy of configurations in the educational process from the point of view of teachers in the Jenin Directorate schools.