Continuous Evaluation Competencies of Elementary School Teachers in Dammam City of the Kingdom of Saudi Arabia in view of Some Variables

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Educational Measurement and Evaluation

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Abstract

The purpose of study was to identify the level at which elementary school teachers in Dammam city of Kingdom of Saudi Arabia attain the formative evaluation competencies and degree of practicing them in the classroom, as related to some variables.

To achieve these goals, the researcher developed a 26-item questionnaire, which was administered to a random sample of 158 in-service teachers selected from public elementary schools in the city of Dammam. Participants were asked to indicate on a 5-point scale the extent to which they attain the formative evaluation competencies during classroom instruction and the frequency of their use. The developed tool exhibited high levels of validity and reliability. Data were analyzed using the SPSS. Results of the study showed a high level of teachers' attainment and practice of formative evaluation competencies in the classroom. Also, the study revealed statistically significant differences in the mean scores of attainment and practice of competencies that can be attributed to gender, in favor of girls. Also, statistically significant differences in the mean scores of competence use that can be attributed to qualification were found, in favor of teachers with less teaching experience. In the light of these results, the author recommends that the developed tool in this study be used in order to pinpoint the strengths and weaknesses in the teacher’s performance in classroom in view of the recent developments and innovations in educational evaluation.

Key Words: Evaluation, Classroom Instruction, Competence Attainment, Competence Use, Elementary School Teachers, Saudi Arabia.