

Teachers' attitudes towards evaluation by the competency approach

<i>Nacera bounouiga*</i>
<i>University Mohamed Boudhiaf of</i>
<i>M'sila , (Algeria)</i>
<i>nacera.bounouiga@univ-msila.dz</i>

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Abstract

With the recent developments that this century has known and the development of curricula, programs and educational aids, which are in line with the rapid changes in the field of knowledge, it was necessary to update the educational curricula so that it takes into account the ability to transform knowledge and embody it in the service and benefit of the individual and society. So that it develops competencies and allows it to integrate and adapt to the social reality in its various fields, and this is why the competency approach is among the things that have been developed in the field of education. It is the responsibility of the teacher to apply this method with a high quality that enables him to achieve the desired goals, and for this our main goal was to know the teachers' attitudes towards the competency approach, and what are the factors affecting their attitudes. To collect data from a sample of teachers distributed over 04 primary schools

Keywords:

attitude ; competency approach ; evaluation.

* *nacera bounouiga*

1- Introduction:

The competency-based approach, according to education supervisors, represents the most appropriate way to confront the current knowledge revolution, the development of technologies and the dynamism of the world of production and a solution to the problem of the diversity of students and their different levels of knowledge on another side. The educational evaluation was one of the most important elements on which the educational process depended in light of the teaching with the competencies that began to be applied starting from the academic season “2003/2004” within the reforms approved by the Ministry of Education.

It is centered on its implementation through the concept of integration to achieve a certain competence, and this approach is consistent with the prepared curricula for all levels of education. However, it is considered modern for him, as the authors of educational curricula see in it a solution to the rupture between quantity of knowledge and life skills, as it relies on differential pedagogy, and works to discover and develop talents.

Under the objectives of this approach, there is an interactive relationship between the evaluation process and the teaching and learning process, as changing evaluation practices reflects a change in teaching methods and a harmony with targeted goals and competencies. The impact of the evaluation process appears on the educational process, it provides also the necessary feedback for effective learning, and it directs education towards what it should do.

Evaluation constitutes, with its various fields of application, strategies, functions and objectives, a basic pillar for improving the quality of education and the feedback of the educational system by developing the study and knowledge of this process among all those involved in the educational process in general and for teachers in particular. The teacher is the most important variable that affects the educational process. He is the main factor in raising the student, and creating the appropriate atmosphere for learning, due to the great burdens and roles that he bears and his role goes beyond of a transmitter of knowledge to include the achievement of educational goals. On this basis, the problem of this research crystallized in the following question:

-Are teachers' attitudes positive towards evaluation by the competency approach?

To answer this question, the following hypotheses were formulated:

-Teachers' positive attitudes towards assessment with a competency approach.

-Teachers' positive attitudes towards evaluation goals through the competency approach.

-Teachers' positive attitudes towards the applied aspects of assessment by the competency approach.

-There are differences in teachers' attitudes towards assessment by the competency approach, due to the gender factor.

- There are differences in teachers' attitudes towards assessment by the competency approach due to the professional experience factor.
- There are differences in teachers' attitudes towards assessment by the competency approach due to the academic qualification factor

2-Research aims :

The main objective of this research is to know the teachers' attitudes towards evaluation by the competency approach through their practices and their application of new curricula as well as knowing the most important factors influencing the formation of their attitudes towards evaluation by the efficiency approach, including factor, gender, educational qualification and professional experience.

3-Conceptual approach:

3.1- Attitude:

-Attitude (in language):

It was stated in Al-Munajjid's Dictionary of Contemporary Arabic by Antoine Neamah and others, that the concept of direction in language means "'Destination setting versus an itinerary, Tendency, Mental readiness to take a particular position in response to an internal urge, tendency, political Attitude, intellectual Attitude, It is from the verb turn means find a way, take a certain destination, took a certain Attitude.¹

-Attitude (Procedural definition):

Psychologists do not agree on a single definition of directions. However, it can be classified into three directions as follows:

-First category:

The Attitude is internal, latent processes driven by mechanisms that produce the behavior of the individual among these definitions we find: Allport's definition, he sees it as "a state of mental, psychological and nervous readiness, It is formed in the individual through the experience that he has experienced, this condition significantly affects the individual's responses or behavior towards all situations and things related to this condition.²

The second category: Attitude is a hypothetical configuration of the link between stimuli and response. Among these definitions, we find:

Definition of Hamid Zahran: He defines it as "a hypothetical formation, or a latent or intermediate variable, which is a nervous mental preparation for a positive or negative response

¹ Antoine Nehme and others- Al-Munajjid in the Contemporary Arabic Language Lebanon- Dar Al-Shorouk-2000-p1510.

² Mahmoud Abdel-Alim Al-Mansi- Evaluation of Education-1st Edition- Cairo- Dar Al-Marefa Al-Jamiah for Publishing and Distribution-2002-p228.

towards people, things, organizations, subjects, or situations in the environment that provokes these responses”³

The third category: Attitude is composed of three components: “emotional, cognitive, and behavioral.” Among the most important definitions, we find:

Ahmed Waheed’s definition: Attitude is “the tendency to think, feel, or behave in a specific way towards other people, organizations, objects, or symbols.”⁴

3.2-Evaluation:

-Evaluation (in language): from the verb evaluate, Get up, fix the crook, get up what was inclined, evaluate merchandise price, adjust and modify, He restored what was crooked to its previous state.⁵

-Evaluation (Procedural definition): Among the many definitions we find:

The definition of "Aziz Samara" sees it as "a systematic process that includes all the information a specific feature, then it uses it to pass a judgment on it in the light of certain objectives in order to find out the extent of its sufficiency and it carries out the necessary modification and correction in the educational work.”⁶

3.3. The competency approach: Before addressing the definition of this concept, it is necessary to define the concept of approach and competency.

3.3.1 The concept of the approach:

-in Language: the resemblance of one thing to another being of its nature.⁷

-Procedural definition: There are several definitions, including:

Farid Hajji's definition: The approach envisions building an achievable work project in the light of a plan that takes into account all the factors involved in achieving effective performance and appropriate responses from the method, means, place, time, characteristics of the learner, the medium, and theories.⁸

3.3.2- Efficiency concept.

³ Nabil Abdel Fattah Hafez-Suleiman Sayed- without a year-Introduction to Social Psychology-Cairo- Zahraa Al Sharq Library-p255.

⁴ Ahmed Waheed Abdel Latif, without a year- Social Psychology- 1st Edition- Amman- Jordan- Dar Al Masirah for Publishing and Distribution-p41.

⁵ Antoine Nehme and others- Al-Munajjid in the Contemporary Arabic Language Lebanon- Dar Al-Shorouk-2000-p1198

⁶ Aziz Samara and others- Principles of Measurement and Evaluation in Education-2nd Edition-Amman-Jordan- Dar Al-Fikr for Printing and Publishing-2005-p18.

⁷ Antoine Nehme and others-2005-1137.

⁸ - Farid Hajji- without a year- Evaluation of Competencies- 1st Edition-Algeria- National Center for Educational Documentation-p16.

-in Language:

It means skill, and dexterity, and wit, professional ability, He collected the competencies of any qualifications.⁹

-Procedural definition: Among the most important definitions are:

“Competence is the integrated ability that includes the total vocabulary of knowledge, skills and attitudes necessary to perform a task or several interrelated tasks successfully and effectively. It is the teacher’s ability to achieve the desired results while saving effort, time, and expenditures”¹⁰.

From the above, we can say that the competency-based approach is a way of preparing lessons and curricula based on a careful analysis of the learning situations in which the learners are present, or in which they will be present by identifying the competencies required to perform the tasks, assuming the resulting responsibilities, and translating these competencies into goals and activities.

3.4- Objectives of the competency-based approach:

The goal of teaching with competencies is to search for quality and effectiveness, rationalize human resources with a desire to invest them, and achieve proper adaptation of the individual to his surroundings. The competency-based approach helps learners to:

- Develop their thinking, intellectual skills and problem-solving abilities.
- Teach them adult roles by encountering real and simulated situations.
- Transforming them into independent learners.
- Acquisition of learners' results and the development of their experiences and skills through practice.
- Changing the learners’ relationship with knowledge after transforming their negative attitude towards it into a positive one that stimulates the request and acquisition of - knowledge.
- Understand the study materials and control the learning process.
- Encouraging the work of the individual with the group, then preparing it for professional life and integrating it¹¹

4- Principles of the competency-based approach: The competency-based approach includes a set of principles, as follows:

Principles of the competency-based approach: The competency-based approach includes a set of principles, as follows:

⁹ Antoine Nehme and others-Al-Munajjid in the Contemporary Arabic Language- Lebanon-Dar Al-Shorouk-2000-p1238.

¹⁰ Suhaila Moheen Kazem Al-Fatlawi- Teaching Competencies- 1st Edition- Jordan- Dar Al-Shorouk-2003-p21.

¹¹ Farid Hajji- without a year- Evaluation of Competencies- 1st Edition-Algeria, National Center for Educational Documentation-2005-p22.

- Education is a process that facilitates growth and allows communication, adaptation and interest in work.
- The school is considered an extension of society, and it is not appropriate to separate them.
- Education is an effective element in acquiring knowledge.
- Education is a process of matching the student's concerns and aspirations to build his community.
- Learning is an element that includes the outcome of knowledge, behaviors and skills that qualifies him to:
 - The ability to recognize (cognitive domain).
 - Ability to act (psychomotor domain).
 - The ability to adapt (emotional domain).
 - The student is the main driver of the learning process. This is what requires:
 - Knowledge (innate, gifted or acquired through learning).
 - Abilities (mental or psychological).
 - Skills (mature abilities as measured by accuracy, effectiveness, and balance)
 - Efficiency is an achievement ability characterized by complexity through the learning process, measurable and observable through its indicators.
- The principle of integration and inclusiveness is considered as a means to achieve the general profile of the learner (Khair El-Din Mhenni, 2005, p. 77).¹²

5. Method and tools:

5.1- Method:

In this research, we have relied on the descriptive approach as it is the most appropriate for the studied subject; it is based on an accurate and detailed description of a specific phenomenon or topic on a qualitative, quantitative or numerical image. This method may be limited to a situation that exists in a specific period, or a development that includes several periods of time.

5.2- Study population:

The Study population is represented in teachers who teach in four primary schools belonging to four educational districts of the city of M'sila, distributed according to the following table:

Table No. 01 represents the distribution of teachers and students among the four primary schools.

Number of classrooms	Number of students	Number of teachers	Primary School	educational districts
18	420	21	Martyrs School	District 1
15	340	14	Harizi Farhat's School	District 2
16	356	15	School 270 Residence Block Fourth	District 3
12	520	12	Ghayat Fatoum's School	District 4
61	1636	62	04	Total

5.3-The sample:

In this research, we based on a quota random sample where initially 04 primary schools were randomly selected from 04 districts, and then we randomly selected 40 teachers from the selected primary teachers.

5.4- Data collection tools:

In this research, we used the questionnaire as a primary tool. This questionnaire consisted of 30 items that measured professors' attitudes towards evaluation goals with competencies and practical aspects of it. In front of each item, there are five suggested answers according to **Likert** scale to measure attitudes and trends, which are graded from strong approval to strong opposition, and these degrees are: Strongly agree, agree, neutral, disagree, strongly disagree.

6. Presentation and discussion of the search results:

6.1- Consistency and honesty:

6.1.1- Consistency:

Internal consistency: (Cronbach's alpha):

The stability of this questionnaire was calculated using the internal consistency method with Cronbach's alpha coefficient which is based on estimating the average of the phrases' correlations between them, which was estimated at (0.74), and this value indicates that this questionnaire is stable, as shown in the following table:

Table N°. (02) The stability of the study tool by Alpha Cronbach

Alpha Cronbach	number of phrases
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0.744

30

- Split-Half:

The stability of this questionnaire was also calculated by Split-Half method, which assumes dividing the scale statements into two halves, where the correlation coefficient between the two halves is (0.64) substituting it into Spearman Brown's equation for the length correction or total stability, the total stability of this scale was 0.78. This value does not differ from the Gattman value, which in turn amounted to (0.73) (see Appendix No. 02). Thus, it can be said that this questionnaire is stable, as shown in the following table:

Table N°. (03) The stability of the study tool by Split-Half.

Correlation coefficient between the two halves	0.646
Spearman Brown Correlation Coefficient	0.785
Gattman correlation coefficient	0.732

6.1.2. Honesty:

The validity of this questionnaire was also calculated using the comparison method by arranging the scores in descending order and then taking 27% from both sides of the upper and lower scale, i.e. corresponding to 3 high scores and 3 lower scores, then comparing them using the statistical significance test (Ttest) and then this value is interpreted according to For two cases:

- If the difference value for (T test) is a function at the significance level ($\alpha = 0.05$ or 0.01), then this means that this scale is valid because it was able to distinguish between the two parties.

- If the difference value for (T test) is not significant at the significance level ($\alpha = 0.05$), this means that this scale is not valid because it did not distinguish between the two parties.

Looking at the value of the significance test (T test) as shown in Table (5), it is clear that this questionnaire is valid, as its value reached (5.93) and is a function of the degree of freedom (4) and the level of error or significance ($0.01 = \alpha$), (look at Supplement No. 02):

Table N°. (04) The validity of Peripheral comparison of the study tool.

the decision	Indication level	T	degree of freedom	standard deviation	arithmetic average	Sample volume	Indication level	Levin's Homogeneity Test F	the two parties	
Indic	0.004	5.9	4	2.886	122.33	3	0.272	1.618	Upper	Degrees

ation at 0.01		3		4.618	103.66	3			party Lower party	
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6.2. General hypothesis results:

The general hypothesis of this study states: 'Teachers' attitudes towards the evaluation by competency-based approach are positive. After statistical processing, the following conclusion was reached:

Table N°. (05) The difference between the arithmetic mean of the sample members and the hypothetical average of the trends scale.

The hypothetical mean of the scale is 90.				The difference between the individual average and the hypothetical average	stand ard deviat ion	Arith metic mean of indivi duals	Samp le volum e	Total degree
the decisio n	Indi catio n level	deg ree of free do m	t					
Indica tion at 0.01	0.00 0	39	10.0 6	24.125	15.16	114.12	40	Attitud es

Through the results shown in the above table N°. (05), we observe, basing on the arithmetic average of the study sample members on the scale of the trend towards the evaluation by competency-based approach, which amounted to 114.13, that it is higher than the hypothetical average imposed by this scale, which is estimated at 90. Accordingly, the attitudes of the study sample members towards the evaluation by competency-based approach are positive. This was confirmed by the value of "t" for one sample whose value amounted to 10.06, which is a positive value "that is, the differences are in favor of the higher mean (the average of individuals), and it is statistically significant at the significance level ($0.01 = \alpha$), and from it was accepted the hypothesis that teachers' attitudes towards assessment Compared to positive competencies, the certainty of this result is 99% with a probability of error of 1%.

6.3. The first hypothesis of this study: states “Teachers’ attitudes are positive towards evaluation goals of competency-based approach.” After statistical treatment, the following result was reached:

Table N°. (06) The difference between the arithmetic mean of the sample members and the hypothetical average of the evaluation objectives axis.

The hypothetical mean of the scale is 45.				The difference between the individual average and the hypothetical average	stand ard deviat ion	Arith metic mean of indivi duals	Sam ple volu me	Total degree
the decisio n	Indi catio n level	deg ree of free do m	t					
Indica tion at 0.01	0.00 0	39	10.0 6	12.97	8.48	57.97	40	Goals of evaluati on

Through the results shown in the above table N°. (06), we observe, basing on the arithmetic mean of the study sample, on the axis of evaluation objectives, which amounted to 57.97. It is higher than the hypothetical average imposed by this scale, which is estimated at 45. Accordingly, the attitudes of the study sample members towards the evaluation objectives in competency-based approach are positive, and this was confirmed by the value of 't' for one sample whose value was 9.66, which is a positive value. That means that the differences are in favor of the higher average (average of individuals)' and are statistically significant at the significance level ($0.01 = \alpha$), and from this the research hypothesis was accepted that teachers' attitudes towards assessment goals by approaching competencies are positive, and the confirmation rate for this result is 99% with the possibility of falling into The error is 1%.

6.4. The results of the second hypothesis:

The second hypothesis of this study states: “Teachers’ attitudes are positive towards the applied aspects of the evaluation by competency-based approach.” After statistical treatment, the following result was reached:

Table N°. (07) The difference between the arithmetic mean of the sample members and the hypothetical average of the applied aspects axis

The hypothetical mean of the scale is 45.				The difference	stand ard	Arith metic	Sam ple	Total

the decision	Indication level	degree of freedom	t	between the individual average and the hypothetical average	deviation	mean of individuals	volume	degree
Indication at 0.01	0.000	39	10.06	11.150	7.35	56.15	40	Applied aspects

Through the results shown in the above table N°. (07), we observe, basing on the arithmetic mean of the study sample members on the axis of applied aspects, which amounted to 56.15, that it is higher than the hypothetical average imposed by this scale, estimated at 45, and accordingly, the attitudes of the study sample members towards the applied aspects of the evaluation by competency-based approach. This was confirmed by the value of 't' for one sample, which had a value of 9.58, which is a positive value. It means that the differences are in favor of the higher average (the average of individuals)" and is statistically significant at the significance level ($0.01 = \alpha$), and from which the research hypothesis was accepted that teachers' attitudes towards the applied aspects of evaluation by the competency-based approach are positive, and the percentage of certainty of this result is 99%, with a probability of error of 1%.

6.5. Results of the third hypothesis:

The third hypothesis: states that "There are differences in teachers' attitudes toward assessment competency-based approach. » which is attributable to the gender factor (female/male)." After statistical treatment, the following result was reached:

Table N°. (08) The differences between teachers' attitudes towards assessment by the competency approach according to the gender factor.

The decision	Indication level	value (T)	degree of freedom	standard deviation	Arithmetic mean	Sample volume	Indication level	Levin's choice for heterogeneity detection (F)	Gender	
Indication at	0.889	0.14 -	38	11.520	113.88	27	0.192	1.764	female	Attitudes towards evaluation

0.05				21.426	114.61	13			male	
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Through the Table N°. (08) above, we note that the value of Levin's homogeneity test (F) reached (1.76), which is a non-statistically significant value at the alpha significance level (0.05), and this requires the use of the statistical significance test (T) for two independent and homogeneous samples.

Looking at the arithmetic averages for the study sample members in the attitudes towards the evaluation by competency-based approach according to gender, which amounted to (113.88) for females and (114.61) for males, it can be said that there are no differences between the genders in their attitudes towards the evaluation by competency-based approach, and this was confirmed by the value of the differences test (T test), which amounted to (-0.14). It is a non-statistically significant value at the significance level alpha ($\alpha = 0.05$), and therefore it is possible to accept the null hypothesis that denies the existence of differences, and from it the research hypothesis that says "there are differences in teachers' attitudes towards the evaluation by competency-based approach due to the gender factor (female/male) can be accepted.), and the percentage of certainty of this result reached is 95%, with a probability of error of 5%.

6.6. The results of the fourth hypothesis:

The fourth hypothesis: states "there are differences in teachers' attitudes towards the evaluation by competency-based approach attributed to the factor of scientific qualification." After statistical treatment, the following result was reached:

Table N°. (09) The differences between teachers' attitudes towards assessment by the competency approach according to the academic qualification factor.

Indicati on level	F	mean squares F	degree of freedo m	sum of squares	Contrast source	
0.679	0.391	92.848	2	185.696	within groups	Attitudes
Indicati on at		237.262	37	8778.679	between groups	
0.05			39	8964.375	Total	

Through Table No. (09), we note that the difference between the members of the study sample in the teachers' attitudes towards assessment by the competency approach according to the educational level variable is a very slight difference, and this was confirmed by the value of (F) which amounted to 0.39, which is a non-statistically significant value at the level of significance ($\alpha = 0.05$), which means that there are no differences in teachers' attitudes towards the evaluation by competency-based approach attributed to the qualification factor. The percentage of certainty

of this value is 95%, with a probability of error of 5%. These differences, which are attributed to the educational qualification, are only a reflection of the conditions experienced by the teacher while practicing the educational work, and the result that was reached - a null hypothesis – which means that there are no differences in the teachers' attitudes that are attributed to the factor of the educational qualification and this is due to the selected sample which confirmed that.

6.7. The results of the fifth hypothesis:

The fifth hypothesis: states “there are differences in teachers' attitudes toward assessment that are attributed to the experience factor.” After statistical treatment, the following result was reached:

Table N°. (10) The differences between teachers' attitudes towards assessment by the competency approach according to the experience factor.

Indicati on level	F	mean squares F	degree of freedo m	sum of squares	Contrast source	
0.007	5.651	1048.768	2	2097.537	within groups	Attitudes
Indicati on at		185.590	37	6866.838	between groups	
0.05			39	8964.375	Total	

Through the Table N°. (10), we note that the difference between the study sample members in the teachers' attitudes towards assessment by approaching competencies according to the experience variable is a clear difference, and this was confirmed by the value of (F) which amounted to 5.65, which is a statistically significant value at the significance level ($0.01 = \alpha$).) Which means that there are statistically significant differences in teachers' attitudes towards assessment compared to competencies attributed to the experience factor, and the percentage of certainty of this value is 99%, with a probability of error of 1%.

Since the statistical significance test (F) does not determine in favor of any of the differences, we resort to using the Scheffe coefficient also to determine in favor of the differences and this is shown in Table N°. (5) where we note that the average differences were in favor of the group of teachers whose professional experience ranged Between 5 to 10 years, and therefore the differences between the study sample members in their attitudes towards assessment by the competency approach in favor of the group of teachers whose professional experience ranged between 5 to 10 years.

Table N°. (11) The dimensional comparisons with the aim of determining in favor of the differences.

Scheffe coefficient for dimensional comparisons			Tuning patterns	
Indication level	standard error	(I-J) average spreads	Experience (J)	(I) Experience
0.009	6.25941	20.46667-	5-10	less than 5
0.489	5.23418	-6.32381-	more than 10	
0.009	6.25941	20.46667	less than 5	5-10
0.044	5.42759	14.14286	more than 10	
0.489	5.23418	6.32381	less than 5	more than 10
0.044	5.42759	-14.14286-	5-10	
The mean of the differences is a function at ($\alpha = 0.05$)				

7. Discussing the search results:

Through the results of the field research, the general hypothesis of the study was achieved, which states that teachers have positive attitudes towards the competency-based approach. His skills are constantly, and they allow the learner to highlight his energies and latent abilities through multiple activities that stimulate thinking and interaction. In addition, training the learner to think and link knowledge in one field by deriving from different fields of knowledge with complex thinking in his daily quest for educational problems and situations directed at him.

As for the first sub-hypothesis, which states that teachers' positive attitudes towards evaluation goals through the competency approach, it has been achieved. It is a continuous process that keeps pace with all stages of education. It contributes to the learner's achievement of the set goals, meets his cognitive needs, and reveals the effectiveness of teaching methods, allows the use of new methods, and simplifies the educational process.

The results also showed that there are no differences in teachers' attitudes towards the competency-based approach due to gender workers and educational qualification, while there were differences in teachers' attitudes attributed to the experience factor.

The teachers with higher experience had more positive attitudes, as their professional experience enabled them to apply this method well without difficulties. The teacher in the competency-based approach is required to focus on knowledge, as the sources of knowledge have varied means and forms, so he is required to be more of a component than a teacher, an activator of students and an advisor to them. And an organizer of educational situations instead of being satisfied with providing knowledge, as much as he needs different educational aids, he will need more innovation in educational ideas, and this may pose some difficulties for less experienced teachers.

8. Conclusion

Finally, it can be said that with the competency-based approach, the educational process moved from the concept and logic of education to the concept and logic of learning, which is a modern pedagogy that brought new and different concepts to the sector, which the teacher had to realize and apply on good foundations.

And if Teaching, as John Dewey says, "teaching is not a preparation for life, it is life itself," then priority must be given to this teacher who points to the right path. Numerous research and studies have confirmed that the success of any educational reform is linked to the teacher's ability and the teaching competencies that he enjoys. One of the most important variables that affect the educational process.