Obstacles of Applying Alternative Evaluation Strategies from the Point of View of the First Cycle Teachers in the Schools of Hama City and Ways of Solving them

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Abstract:

The research aimed to identify the obstacles application of alternative evaluation strategies from the point of view of the teachers of the first cycle in the schools of the city of Hama, and ways to solve them. A questionnaire was used on a sample of (160) teachers with the analytical descriptive curriculum. The results showed that the degree of these obstacles availability was high. The most appropriate solution to overcome these obstacles was (increasing the material and moral incentives for applying the alternative calendar), and the least of them was (reducing the number of learners in the class). It was found that there were no statistically significant differences between the mean scores of the sample on the questionnaire according to the school type variable, while the differences were statistically significant on the questionnaire according to the educational qualification variable, in favor of the higher academic qualification. and according to the variable of training courses, in favor of those who did not follow any training courses, and according to the variable of years of service (for more than 10 years).

Keywords*:* obstacles, alternative evaluation, Strategies, Teachers.

معوقات تطبيق استراتيجيات التقويم البديل من وجهة نظر معلمي الحلقة الأولى في مدارس مدينة حماة وسبل حلها

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الملخص:

هدف البحث الحالي إلى تعرف معوقات تطبيق استراتيجيات التقويم البديل من وجهة نظر معلمي الحلقة الأولى في مدارس مدينة حماة وسبل حلها، واستخدمت استبانة أداة للبحث على عينة من (160) معلماً، واتبع المنهج الوصفي التحليلي، وبينت النتائج إن درجة توافر هذه المعوقات كانت مرتفعة، وإن أكثر الحلول المناسبة للتغلب على هذه المعوقات كان (زيادة الحوافز المادية والمعنوية لتطبيق التقويم البديل)، وأقلها (تقليل أعداد المتعلمين في الصف). وتبين أنه لا توجد فروق دالة إحصائياً بين متوسطات درجات العينة على الاستبانة تبعاً لمتغير نوع المدرسة، بينما كانت الفروق دالة إحصائياً على الاستبانة تبعاً لمتغير المؤهل العلمي، لصالح المؤهل العلمي الأعلى، وتبعاً لمتغير الدورات التدريبية، لصالح الذين لم يتبعوا أي دورات تدريبية، وعلى الاستبانة ككل وعلى بعديها (المتعلمين، والمقرر الدراسي) تبعاً لمتغير سنوات الخبرة، لصالح (أكثر من 10 سنوات).

الكلمات المفتاحية: معوقات، التقويم البديل، استراتيجيات، المعلمون.

Introduction;

The evaluation process has been the central issue of the educational reform movements since the eighties of the last century. It witnessed a great focus on reconsidering the purposes of evaluation. Calls for developing educational evaluation via developing evaluation strategies and designing alternative tools alternative for the traditional ones based on modern theories and scientific bases. It focuses on performance and what the learner has learned. As a result, in the late twentieth century, a type of evaluation called alternative, realistic, authentic, or real evaluation emerged as a reaction to several criticisms directed at traditional evaluation methods that were concerned with memory abilities, and by determining learners' grades with arbitrary degrees that do not often reflect what they possess superior mental abilities, problem-solving and decision-making skills, which enable them to deal with rapid and successive changes. Accordingly, evaluation with its modern procedure includes strategies of evaluation that are depended on

scientific and methodological foundations based on the reality of what learners have learned (Grisham, et al., 2006).

Perhaps what distinguishes the alternative evaluation from the traditional evaluation is the multiplicity and diversity of its strategies, and its focus on the learner's achievements, as well as providing feedback to him (Salem & Mustafa, 2006).

According to the foregoing, it might be found that the application of the alternative evaluation gives an accurate, detailed and integrated image of the learner's development. Thus, the result that depends on the data of the alternative evaluation and its strategies is accurate, a matter that leads to correct decisions. Accordingly, the importance of applying this evaluation comes into existence, but there are obstacles in the application of this evaluation. Therefore, this research comes in order to identify the obstacles of the application of alternative evaluation strategies from the point of view of the teachers of the first cycle in the schools of the city of Hama, and ways to solve them.

The alternative evaluation aims at developing the student's practices of subjective evaluation and developing his ability of responding to issues of learning and real life problems. It also aims to measure different aspects of his character and not only one aspect as in traditional achievement tests (Mohidat & Al-Mhasnh, 2009). There are various strategies for the alternative evaluation such as:

- Performance-based Evaluation strategy: This strategy gives the learners an opportunity to employ the skills they have learned in real life situations, or new situations that simulate reality, demonstrating the extent of their mastery of what they have learned in the light of the educational results to be achieved. It also includes activities such as: project, presentation, simulation or role-play, debate, oral presentations, oral exhibitions, practical experiments (Mohidat & Almhasnh, 2009).
- Paper and pencil Evaluation Strategy: This strategy is the most common one. It determines the level of learners via their answers to questions that represent the content of the study material (Al-Mahamid & Ai-Teh, 2008). This strategy includes tests with a specific or open answer such as essay and objective tests. It must be ensured that these tests are carefully and accurately prepared according to the specification table.
- Observation Strategy: This strategy is considered as one of the qualitative evaluation type in which the learners' behavior is recorded in order to know their interests, tendencies, attitudes, and interaction with each other, with the aim of obtaining information useful in judging their performance and in

evaluating their skills, ethics, and ways of thinking (Al-Asmari, 2017). In this strategy, learners are observed and information is recorded in order to make a decision later in the process of education and learning. This strategy also utilizes tools such as checklists, rating scales, side-books and journals are used (Zaytoun, 2007).

- Self-evaluation Strategy: It is based on the learner's observation of his performance and judging it through clear, predetermined criteria (Backman & klinghammer, 2006) and drawing improvement and development plans in partnership with the teacher who is considered as a guide and facilitator, and the learner becomes a participant and has the responsibility in the evaluation process (Al-Saidi & Al-Sayed, 2020).
- Peer review Strategy: This strategy means the learners' evaluation of each other's' work such as evaluating homework, tuition costs, evaluating roles during participatory work, obtaining feedback from each other, and working in groups with varying individual differences (Al-Saidi & Al-Sayed, 2020).
- Achievement-file Strategy: It is one of the self-review strategies. This strategy is a collection of carefully selected models of the learner's work. Thus, the learner must participate in selecting the forms to be saved in the file, as this helps him in evaluating each form and deciding the reason for rejecting the form, and the learner's file provides clear evidence of his progress over time. It shows his strengths and weaknesses. The learner, teacher as well as parents can make a review for this file and discuss the coming steps with the learner (Abu Khalifa et al., 2011, Temsah, 2021)**.**

By reviewing previous studies, we find a number of studies that dealt with the topic of alternative evaluation, among the most important previous studies related to present research was Al-Zoubi (2013) which aimed to reveal the degree of knowledge of mathematics teachers for basic classes in Jordan and their practices of realistic evaluation strategies and tools. A questionnaire was applied to a sample of (91) male and female teachers of mathematics in the first Irbid Education Directorate, and the results showed that the degree of knowledge and use of realistic evaluation strategies by teachers Realistic evaluation was weak. One of the reasons that hiders the use of these strategies is the depletion of time and effort. To add more, the large number of burdens placed on the shoulders of the teacher, and the momentum of the curriculum.

Al-Thawabia, & Al-Saudi's study (2016) aimed at identifying the difficulties of applying the realistic evaluation strategies and tools from the viewpoint of Islamic education teachers in Al-Tufayla Governorate according to many variables. The

sample was made of (49) teachers. A questionnaire consisting of (26) items was utilized. The results showed that the obstacles related to the circumstances of application ranked first, what came next were those related to the teacher and then those related to curriculum. The obstacles related to students ranked the last. It was found that there are statistically significant differences between the averages of the obstacles to the realistic evaluation due to the social gender in the field of obstacles related to the students, the teacher and the course in favor of the female teachers. Also, there are differences in the fields of students and the academic course according to the variable of the educational stage in favor of secondary school, while there were no statistically significant differences due to the rest of the variables.

The study of Wadi (2019) aimed to find out the degree of geography teachers' use of realistic evaluation strategies, tools, and obstacles of applying them from their point of view. The sample consisted of (73) male and female teachers in geography, and a questionnaire was used as a tool for the study. The results of this study showed that the most influential aspect that impedes the application of these realistic evaluation strategies from the teachers' viewpoint was the difficulty of applying some realistic evaluation strategies in our schools, and the scarcity of guides for teachers to help them plan and implement realistic evaluation. The results also showed that there were no differences related to gender-variable, scientific qualification as well as years of service.

Another study was that of Al-Maliki & Hariri (2020) which aimed at finding out the obstacles of applying realistic evaluation in Islamic education subjects in Primary Stage- Governmental Schools in Jaddah from the female teachers' point of view, and identifying the differences according to the variables of (years of experience and training courses). A reward questionnaire (2013) was used. It was distributed among (307) female teachers. The results came to the point that the obstacles were highly noticeable, and the obstacles related to (students, application conditions, teacher, course) were all very high. It was found that there were statistically significant differences in the axis of obstacles related to the academic course attributed to the years of experience in favor of the fewer years of experience. There were also statistically significant differences due to the number of courses in the axes of obstacles related to the teacher and the academic course in favor of those who did not follow training courses.

The study of Alotaibi (2021) identified the level of applying alternative evaluation in intermediate and secondary mathematics courses in the city of Hail, and identifying the obstacles to its application. The sample consisted of (70)

mathematics teachers in the two stages. A questionnaire of (24) items was prepared for this purpose. The results showed that the paper and pen method was the most common one with a rate of (84%), and alternative evaluation methods were applied to a high degree, and the obstacles were to a high degree, most of which was the need to prepare alternative evaluation tools. The least of which was the lack of knowledge of the part of students concerning the alternative evaluation methods.

The present study was distinguished from all the previous studies in tackling the obstacles of applying the evaluation and the ways of solving them from the teachers' viewpoint, let alone the questionnaire utilized. It was also distinguished by treating various variables such as (type of school, scientific qualification, years of service and training courses).

1. Research problem and its questions:

The contemporary developments that have occurred in the educational process, in the field of psychology and information technology, and the new intellectual developments in human learning theories, and the concepts of intelligence and achievement, and what they have contributed to changing views on educational levels, curricula, classroom environment, and teaching methods (Al-Senussi, 2017), imposed the necessity of a shift in the processes of evaluating learners' achievement and practices, from the main reliance on traditional, familiar achievement tests that present one-dimensional images of the learner, to alternative evaluation-based assessment, which presents multi-dimensional and multi-faceted images, and focuses on the learner's thinking and skills, and the processes involved in its application of knowledge, so that the picture is more realistic and complete.

The traditional evaluation focuses on Bloom's lower levels, encourages learners to memorize blindly, and makes them passive recipients (Altay, 2014). The concept of evaluation has become synonymous with the concept of exams, and its primary concern is measuring the cognitive aspect without paying attention to other aspects, as exams have become the goal that the teacher and learner seek (Zaytoun, 2007), despite all the efforts made by The Syrian Ministry of Education and the Ministry's Evaluation and Measurement Center in this field.

However, given the reality of the evaluation process and by virtue of the researcher's work in the educational field, she found that there is a deficiency in educational institutions in applying alternative evaluation strategies. They still rely on traditional methods that are limited to essay tests and focus on the lower levels of learning, even though the Ministry of Education has developed Multiple determinants include learner activity inside and outside the classroom. Several studies have indicated, such as the studies of (Al-Orabi, 2014), (Afaneh, 2011),

(Al-Saidi, 2020), (Al-Bashir & Barham, 2012), (Zahra, 2020) (Wright, 2015) (Wikstrom, 2007) (Abu Hashem et al., 2013) (Abu Khalifa et al., 2011) point out the weakness of applying alternative evaluation in schools and that teachers do not practice alternative evaluation strategies in assessing learners. This deficiency may be due to the presence of several obstacles that prevent the application of these strategies. A study (Ibn Omar, 2020), (Khalifa, 2018) showed that there are obstacles to applying these strategies. Some conferences held in the field of developing learning and teaching also recommended the importance of including various assessment methods in school curricula, such as the International Conference on Educational Evaluation (2018), which was adopted by the Kingdom of Saudi Arabia.

In addition to the scarcity of previous studies - within the researcher's knowledge - that sought to identify the obstacles to applying alternative evaluation strategies and ways to solve them from the point of view of first-year teachers, the research problem was determined by the following question: **What are the obstacles to applying alternative assessment strategies? What are the ways to solve it from the point of view of first cycle teachers in schools in the city of Hama**?

And the following sub-questions branch out from the problem question:

1. What is the degree of obstacles to applying alternative evaluation strategies in first cycle schools in the city of Hama from the teachers' point of view?
2. What are the appropriate solutions to overcome the obstacles to applying alternative evaluation strategies in first cycle schools in the city of Hama from the teachers' point of view?
3. Are there statistically significant differences in the obstacles to applying alternative evaluation strategies in first cycle schools in the city of Hama from the point of view of teachers according to the variables of (type of school, academic qualification, number of years of experience, training courses)?

2. Research Importance:

- The importance of the topic it addresses, which is identifying the obstacles to applying alternative evaluation strategies in first cycle schools in the city of Hama from the point of view of teachers and ways to solve them.
- The research may benefit those in charge of the educational process in the Ministry of Education for identifying the obstacles to applying alternative evaluation strategies in first cycle schools and ways to solve them with the aim of improving and developing reality.

- The research can help decision-makers, curriculum designers and developers in the Ministry of Education for taking into account the development of alternative evaluation strategies within curriculum design.
- Increase the awareness of teachers, learners and parents about the importance of this type of evaluation and its impact on learners' learning and information retention.
- It may contribute to providing a methodological model for researchers interested in this field to benefit from its results and recommendations in conducting other similar research.

3. Research Aims:

The objectives of the current research were to identify the degree of availability of obstacles to applying alternative evaluation strategies in first cycle schools for the city of Hama from the point of view of teachers, and to identify appropriate solutions to overcome these obstacles, as well as to identify the differences between the averages of teachers' answers to the questionnaire according to several variables.

4. Search terms and their procedural definitions;

Alternative Evaluation: It is defined as the process that depends on measuring performance in the actual tasks using various methods such as observation, tests, self-evaluation, peer evaluation, educational portfolios, business files, etc.. This is performed in order to collect information for the purpose of using it in diagnosis, evaluation, and issuance of judgment on the extent of the learner's learning of knowledge, skills, and attitudes, and on the effectiveness of the educational process, the validity of the curriculum and the effectiveness of the education policy (Ai-Arnusi, 2016, p.318)

Procedural definition of alternative Evaluation: It is the process that depends on measuring the learner's performance in real tasks via the use of many procedures and measures such as performance-based evaluation, self-evaluation, peer evaluation, observation, written tests and achievement files, to collect information for the purpose of using it in diagnosis, evaluation and pass a judgment on the extent of what the learner has learned from knowledge, skills, and attitudes, and the effectiveness of the educational process, the validity of the curriculum, and the effectiveness of the education policy.

Obstacles of alternative evaluation are procedurally defined as: A group of obstacles that impede the teacher in applying the alternative evaluation strategies. These obstacles are related to (teachers, learners, application circumstances, and

curricula). They are estimated according to the mark the teacher obtains from the questionnaire which ranges between (35-175).

5. Research Methodology;

In this study, the descriptive analytical method was used. because the basic options for the research objectives and questions.

6. Research Community and it Sample:

The research community was represented by all the teachers of the first cycle of basic education in the schools of the city of Hama, whose number was (1656) male and female teachers; (425) male and (1231) female teachers.

The research sample consisted of (160) male and female teachers from the teachers of the first cycle of basic education in the schools of the city of Hama, at a rate of (10%) from the original research population, and it was drawn in a crosswise manner.

Table (1) Sample characteristics according to research variables

Variable	Class	No.	Percentage
Study type	Public	144	%90
	Private	16	%10
Qualification	University proficiency	32	%20
	Diploma	80	%50
	Postgraduate	48	%30
Years of Experience	Less than 5 years	24	%15
	From (5-10) years	72	%45
	More than 10 years	64	%40
Training Courses	I did not participate in any course	48	%30
	Less than 3 courses	56	%35
	Three courses or more	56	%35
Total		160	%100

7. Research Tool:

The research tool was represented by a questionnaire in order to identify the obstacles that impede the application of alternative evaluation strategies in first-cycle schools in Hama City from the teachers' viewpoint and ways of solving them. The questionnaire was prepared depending on the theoretical framework and previous studies such as (Wadi, 2019), (Al-Arnousi & Al-Hasnawi, 2019), (Al-Hassan & Al-Bashir, 2016), (Ali, 2021), (Al-Maliki & Hariri, 2021)**, (**Asiri, 2020)**,** (Al-Thubaiti, 2020), (Al-Thawabia, & Al-Saudi, 2016)**, (**Al-Mahamid, 2017).

The questionnaire was made of (35) items divided into four dimension. Answers to these items were done via the five-point Likert scale (very large degree, large

degree, moderate degree, low degree, very low degree), and the alternatives were given grades in the following order (1, 2, 3, 4, 5), let alone an open-ended question

Questionnaire Validity: The following method was followed to approve the questionnaire's validity:

- Content validity: Content validity was ensured by exposing the questionnaire to a group of jury members (5 experts) in the field of measurement and evaluation and methods of teaching. The aim was to make sure of its suitability and accuracy and they were asked to express their opinions on the conformity of the items to the desired goals, and the belonging of each item to the dimension that falls under it, and the extent of the clarity of the items and the correctness of their linguistic formulation.
- Structural validity: This kind was ensured via verifying the validity of the internal consistency by calculating the correlation coefficient between the scores of each item with the total score of the dimension to which it belongs, after applying the questionnaire to a survey sample consisting of (35) male and female teachers. It was found that all correlation coefficients are statistically significant at the level (0.01 or 0.05) and its value ranged between (0.444-0.894). Dimensional correlation coefficients were also calculated with each other and with the total score of the resolution, and it was found that all correlation coefficients are statistically significant at the level (0.01 or 0.05) and their value ranged between (0.371-0.843).

Reliability of the questionnaire: The reliability of the questionnaire was confirmed when applying it to the survey sample through:

- Reliability of internal consistency via the use of alpha Cronbach's coefficient: The value of the coefficient for the resolution, in general, was (0.903), while its value for each dimension ranged between (0.748-0.895).
- Reliability by the half-segment method: The half-segment stability coefficient was calculated for the questionnaire and each of its dimensions. The value of the coefficient for the questionnaire, in general, was (0.918), while its value for each dimension ranged between (0.711-0.861).

8. Results and Discussion:

1. What is the degree of obstacles to applying alternative evaluation strategies in first cycle schools in the city of Hama from the teachers' point of view?

The Mean, Standard Deviations, Order, and Degree of agreement were found as follows:

1-from (1-80-,) very low
2-from (81,1-60,2) low
3-from (61,2-40,3) Middle degree
4-from (41,3-20,4) high degree
5-from (21,4-5) very high degree

Table (2) Arithmetic Mean, Standard Deviations, Degree of Agreement, and Order of the sample's responses on the questionnaire

No	The dimension	mean	standard deviation	degree of approval	arrangement
First dimension	**Obstacles of teacher-related**	3.55	0.526	High	2
Second dimension	**Obstacles related to learners**	3.53	0.596	High	3
Third dimension	**Obstacles related to application conditions**	3.75	0.47	High	1
Fourth dimension	**Obstacles related to the course**	3.36	0.773	Middle	4
	The total questionnaire	3.54	0.466	High	

Table (2) shows that the degree of agreement generally was very high with an arithmetic mean at (3.54), a matter that means that the degree of availability of alternative evaluation strategies obstacles in the first-cycle schools of Hama city from the teachers' viewpoint was high since alternative evaluation is considered as a new movement in evaluation and has been facing many obstacles that impede its optimal application. What emphasizes this is that the three dimensions related to (the teacher, learners and application circumstances) were in a high degree, whereas just one dimension was with a medium degree that was related to curriculum obstacles.

The third dimension ranked first with a high degree of approval and an arithmetic mean of (3.75). This was due to the idea that moving towards alternative evaluation has been new and in need of financial support as compared to the traditional evaluation, let alone the rarity of essential proofs for guiding teachers to how to apply alternative evaluation and parents' lack of conviction concerning the usefulness of this kind of evaluation, limited time of teaching lectures also impedes its application. The fourth dimension ranked the last with a medium degree of agreement and athematic mean (3.36). These curricula include various skills and different activities that pave the way for employing the different tools of alternative evaluation. But the big size of these curricula was the first obstacle that impedes

the application of these tools. This result was in agreement with that of the previously discussed studies.

2. **What are the appropriate solutions to overcome the obstacles to applying alternative evaluation strategies in first cycle schools in the city of Hama from the teachers' point of view?**

The frequencies and percentages of the sample's responses were calculated and the results were as follows:

Table (7) Frequencies and percentages of the sample's answers concerning the appropriate solutions to overcome the obstacles of alternative evaluation strategies

Solutions	Frequency	Percentage	Arrangement
Reducing the administrative and educational tasks entrusted to the teacher	43	26.88%	6
Paying attention to spreading the culture of alternative evaluation and organizing meetings to educate parents teachers, and students about the importance of alternative evaluation	67	41.88%	4
Increasing material and moral incentives for the application of this type of evaluation	120	75.00%	1
Include courses for alternate evaluation	33	20.63%	7
Focusing in the teacher qualification stage on providing them with the latest trends in evaluation, including the alternative	51	31.88%	5
Conducting training courses for teachers in the field of evaluation	114	71.25%	2
Provide the necessary supplies and tools for the application of the alternative evaluation	92	57.50%	3
Reducing the number of learners in the class	22	13.75%	8

Table (7) shows that the most suitable solution to overcome the obstacles of implementing alternative evaluation strategies in the schools of the first cycle in the city of Hama from the point of view of teachers was (increasing the financial and moral incentives to apply this type of evaluation) by a percentage of (75%) since alternative evaluation requires teachers to exert more effort and fatigue, and this constitutes an additional burden to their administrative and educational burdens. While it was the least suitable solution to overcome the obstacles of applying alternative evaluation strategies in the schools of the first cycle in the city of Hama from the point of view of teachers (reducing the number of learners in the class) by

a percentage (13.75%), as the large number of students and the small number of schools required that the number of students within each class be large.

3. **Are there statistically significant differences in the obstacles to applying alternative evaluation strategies in first-cycle schools in the city of Hama from the point of view of teachers according to the variables of (type of school, academic qualification, number of years of experience, training courses)?**

The T-test was used via the employment of (Independent Samples Test) to study the significance of the differences between the mean scores of the respondents on the questionnaire according to the gender variable, and the One-way ANOVA test was used to study the significance of the differences between the mean scores of the respondents on the questionnaire according to the variables (educational qualification, number of years of experience, training courses)

-According to the variable of (Type of school):

Table (8) Results of T-test, independent samples to study the differences according to the variable of (Type of School)

The dimension	Type of school	No.	Mean	Standard Deviation	T value	D. F.	probability value
First dimension: Obstacles of teacher-related	Public	144	3.57	0.548	1.572	158	0.118
	Private	16	3.35	0.155			
Second dimension: Obstacles related to learners	Public	144	3.52	0.628	0.268	158	0.789
	Private	16	3.57	0.067			
Third dimension: Obstacles related to application conditions	Public	144	3.76	0.495	0.685	158	0.495
	Private	16	3.67	0.000			
Fourth dimension: Obstacles related to the course	Public	144	3.38	0.788	0.872	158	0.385
	Private	16	3.2	0.62			
The total questionnaire	Public	144	3.56	0.489	0.889	158	0.376
	Private	16	3.45	0.133			

This table shows that the value of (T) was not statistically significant on the questionnaire as a whole and its dimensions. In other words, there are no statistically significant differences between the mean scores of the respondents on

the questionnaire as a whole and on all its dimensions, according to the school type variable. This might perhaps be due to the fact that the alternative evaluation is still a recent trend that has not provided all the requirements for its application, whether in public or private schools and therefore both schools suffer from obstacles when applying the alternative evaluation.

-According to the variable of (Educational/scientific qualification):

Table (9) Results of the One-Way ANOVA of the differences between the mean scores of the sample on the questionnaire according to the educational qualification variable

The dimension	source of contrast	Sum of Squares	df	Mean Square	F	probability value
First dimension: Obstacles of teacher-related	between groups	2.821	2	1.411	5.389	0.005
	within groups	41.095	157	0.262		
	Total	43.916	159			
Second dimension: Obstacles related to learners	between groups	3.592	2	1.796	5.336	0.006
	within groups	52.852	157	0.337		
	Total	56.445	159			
Third dimension: Obstacles related to application conditions	between groups	5.468	2	2.734	14.449	0.000
	within groups	29.707	157	0.189		
	Total	35.175	159			
Fourth dimension: Obstacles related to the course	between groups	2.032	2	1.016	1.714	0.184
	within groups	93.072	157	0.593		
	Total	95.104	159			
The total questionnaire	between groups	1.708	2	0.854	4.076	0.019
	within groups	32.885	157	0.209		
	Total	34.593	159			

This table shows that the value of (F) for the questionnaire as a whole and for its first, second and third dimensions was statistically significant, i.e. there are statistically significant differences between the mean scores of the respondents on

the questionnaire as a whole and on its first, second and third dimensions depending on the educational qualification variable. While the value of (F) was not statistically significant on the fourth dimension, i.e. there are no statistically significant differences between the mean scores of the respondents on the fourth dimension according to the educational qualification variable.

In order to determine the significance of the differences on the statistically significant dimensions, the Dunnett (C) test was used to conduct multiple remote comparisons in the case of heterogeneous samples. This might be due to the teachers' knowledge with higher educational qualifications about this type of evaluation and their keenness to apply it based on their awareness of its importance and benefits and their extensive knowledge of it, which they acquired during their study period in a greater way. Therefore, those teachers face several obstacles when applying it, while those with less educational qualification depend on traditional methods of evaluation as a result of their lack of knowledge and lack of experience in alternative evaluation and its importance and their insufficient study of it. This result is different from that reached by (Al-Thawabia & Al-Saudi (2016), Wadi (2019) that showed there were no differences according to the variable of educational qualification.

The differences in the obstacles associated with the course were not significant according to the educational qualification variable, as these obstacles are related to the course, which is set by specialized committees in the Curriculum Development Center in the Ministry of Education, and these matters are not interfered with by teachers, regardless of their academic qualifications, so the obstacles associated with the course are the same for all.

-Depending on the variable of (Years of experience):

Table (10) Results of the One-Way ANOVA of the differences between the mean scores of the sample on the questionnaire according to the variable number of years of experience

The dimension	source of contrast	Sum of Squares	df	Mean Square	F	probability value
dimension: First Obstacles of teacher-related	between groups	1.325	2	0.662	2.442	0.09
	within groups	42.591	157	0.271		
	Total	43.916	159			
Second dimension: Obstacles related to learners	between groups	6.633	2	3.316	10.453	0.00
	within groups	49.812	157	0.317		
	Total	56.445	159			
Third dimension:	between groups	0.24	2	0.12	0.538	0.585

Obstacles related to application conditions	within groups	34.935	157	0.223		
	Total	35.175	159			
Fourth dimension: related to Obstacles the course	between groups	10.713	2	5.356	9.965	0.000
	within groups	84.391	157	0.538		
	Total	95.104	159			
The total questionnaire	between groups	1.999	2	0.999	4.814	0.009
	within groups	32.594	157	0.208		
	Total	34.593	159			

This table shows that the value of (F) for the questionnaire as a whole and its second and fourth dimensions was statistically significant. In other words, there were statistically significant differences between the mean scores of the respondents on the questionnaire as a whole and on its second and fourth dimensions, depending on the number of years of experience variable. While the value of (F) was not statistically significant on the first and third dimensions of the questionnaire, i.e. there were no statistically significant differences between the mean scores of the respondents on the first and third dimensions of the questionnaire, depending on the number of years of experience variable.

To identify the differences-direction on the statistically significant dimensions, the Dunnett C test was used to conduct multiple remote comparisons, and it was found that the statistically significant differences were in favor of those with more years of experience, i.e. in favor of (more than 10 years) compared to the rest of the groups. This can be explained by the fact that newly graduated teachers have abundant information about alternative evaluation and how to apply it. According to this, they would be able to face these obstacles since they have sufficient knowledge and experience in alternative evaluation. Teachers with more years of experience, on the other hand, were found to be relying on traditional evaluation and apply it by virtue of relying on it for many years, and therefore their lack of desire to follow alternative evaluation methods, and therefore their confrontation with these obstacles is greater than compared to teachers with less years of experience. The result of this study differs from that of (Abu Shaira et al., 2010), (Al-Thawabia, & Al-Saudi, 2016) **, (**Wadi, 2019) **, (** Al-Maliki & Hariri. (2021**).**

Which showed that there were no differences according to the variable of experience, whereas there was no statistically significant difference in the obstacles related to the teacher and conditions of application according to the years of experience mainly those that lie beyond the teacher's capabilities such as the heavy burden, lack of incentives, lack of evidence of alternative evaluation and rarity of training courses, …

-Depending on the variable of (Training Courses):

Table (11) Results of the One-Way ANOVA of the differences between the mean scores of the sample on the questionnaire according to the variable of training courses

The dimension	source of contrast	Sum of Squares	df	Mean Square	F	probability value
First dimension: Obstacles of teacher-related	between groups	6.986	2	3.493	14.851	0.000
	within groups	36.93	157	0.235		
	Total	43.916	159			
Second dimension: Obstacles related to learners	between groups	13.193	2	6.597	23.945	0.000
	within groups	43.252	157	0.275		
	Total	56.445	159			
Third dimension: Obstacles related to application conditions	between groups	6.528	2	3.264	17.887	0.000
	within groups	28.647	157	0.182		
	Total	35.175	159			
Fourth dimension: Obstacles related to the course	between groups	1.146	2	0.573	0.957	0.386
	within groups	93.958	157	0.598		
	Total	95.104	159			
The total questionnaire	between groups	5.954	2	2.977	16.32	0.000
	within groups	28.639	157	0.182		
	Total	34.593	159			

Table (11) shows that the value of (F) for the questionnaire and its first and second dimensions were statistically significant, i.e. there are statistically significant differences between the mean scores of the respondents on the questionnaire as a whole and on its first, second and third dimensions, depending on the training courses variable. While the value of (F) was not statistically significant on the fourth dimension of the questionnaire (obstacles related to the course), that is: there were no statistically significant differences between the mean scores of the respondents on the fourth dimension of the questionnaire (obstacles related to the course) according to the training courses variable.

To determine the differences-direction in the statistically significant dimensions, the Scheffe test was used to conduct multiple remote comparisons in the case of homogenous samples. It was found that the statistically significant differences were in favor of those who did not follow any training courses compared to the rest of the groups. As these courses, despite their small number, provide teachers with information and knowledge about alternative evaluation strategies and tools, and introduce scientific application on using these strategies. As a result, teachers who

are not enrolled in these courses might face obstacles more that those who joined them. While we find that there are no differences between the teachers in the obstacles related to the course, as these obstacles are related to the content and the previously prepared curriculum without the intervention of the teachers who apply the curriculum and are not related to the courses or the teacher. The result of this study differs from that of Al-Maliki et al. (2021) that showed there were no statistically significant differences between the mean scores of the obstacle of realistic evaluation application which were because of the training courses number.

9. Conclusions;

In light of the results of the current research, the researcher reached the following conclusions:

- The obstacles to applying alternative assessment strategies from the point of view of first cycle teachers in schools in the city of Hama were great.
- The most appropriate solution to overcome the obstacles from the sample's point of view was (increasing the material and moral incentives for applying the alternative calendar).
- Teachers' answers to the questionnaire vary according to educational qualifications, training courses, and years of experience.

10. Recommendations:

- Increasing the awareness of teachers, learners and parents of the importance of this type of evaluation, and its impact on learners' learning and information retention.
- Preparing developmental training courses for first-cycle teachers under the supervision of specialists in this field for the purpose of acquainting and increasing their information in the field of evaluation and its tools.
- Focusing on preparing the student and the teacher and training them throughout the teaching process in College of education on alternative evaluation strategies, in a way that contributes to facilitating his application of these strategies during the practice of the teaching profession.
- Preparing a booklet that includes a full description of alternative evaluation strategies and tools, and how to apply them to benefit from them by teachers and circulate them.
- Developing moral and financial incentives for teachers who apply alternative evaluation strategies.

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