

The Degree of Use of Alternative Assessment Strategies by Home Economics Teachers and the Relationship with their Female Students' Self- efficacy in Najran Region

Abd Elmoneim Hussein ^{1*} Fatima Tawfik ^{2*}

1-Assistant Professor of Educational Psychology The unit of measurement performance - Najran University.

2-Assistant Professor, Department of Curriculum and Teaching Methods, "Home Economics" Faculty of Education – Najran University.

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Abstract:

The present study aimed to investigate the use of alternative assessment strategies by home economics teachers, the various difference of alternative assessment strategies according to the training courses and teaching experiences, and the relationship between the use of alternative Assessment strategies by home economics teachers and their female students' self- efficacy.

The study sample consisted of (90) home economics teachers at Najran intermediate schools, and a random sample of (180) female students.

The findings showed that the use of alternative assessment strategies by home economics teachers was very high for some items of the questionnaire such as pencil and paper strategy, worksheets, monthly tests, work groups, questions and answers, portfolios, and projects. The findings also showed that there are statistically significant differences at the level of (0.01) regarding training courses in home economics teachers' responses to the questionnaire of alternative assessment strategies. In addition, there are statistically significant differences at the level of (0.01) according to the years of experience in home economics teachers' responses to the questionnaire of alternative assessment strategies. However, there is no statistically significant interaction among the two study variables: training courses (yes and no), years of experience (1-5 years, 6-10 years, 11 years and more) and the interaction between them in home economics teachers' responses to the alternative assessment strategies. Moreover, the findings concluded to the existence of a positive correlation and statistically significance at the level of (0.01) between the use of alternative assessment strategies by home economics teachers and their relationship with female students' self- efficacy.

Key words: Alternative Assessment- Home Economics- Self- efficacy

1.Introduction:

The Alternative Assessment is a new trend in education and an essential transform in the prevailing traditional practices in the measurement and assessment of learners' performance and progress in the various stages of education.

This assessment reflects the learner's progress and measures it in real situations (Svinicki, 2004).

Therefore, the use of alternative assessment strategies by home economics and the awareness of what activities each strategy includes may make their assessment for the process of learning and teaching toward their students more real. It also may make them more capable of providing various learning opportunities to reveal their students' critical thinking and problem- solving skills toward the learning content and individual learning activities, resulting in deep understanding and encouragement to develop self-efficacy and reflection.

(Banadura, 1983: 467) sees that self-efficacy is not a constant feature in personal behavior, however, it is a "set of judgments that do not only relate to what the individual accomplishes , but also to the judgment on what he can achieve, which is the product of personal ability."

In light of this, educational literature cited a plenty of studies, which have addressed the issue of assessing students' learning strategies and its tools. Murad (2001) presented a study on the assessment methods to the teachers of the first episode of primary education in educational assessment system in Bahrain. The findings showed that teachers practice the main assessment methods included in the questionnaire, namely, (all kinds of tests, observation, student's portfolio) in an acceptable degree.

Kharabsheh (2004) conducted a study to investigate the effect of alternative assessment methods in the performance of the basic ninth-grade students in written expression compared to traditional tests. The study showed there are statistically significant differences in favor of the experimental group that their performance was assessed using alternative assessment methods. However, the findings did not indicate the presence of significant differences due to the interaction between gender and the assessment method used.

Alharbi (2006) conducted a study that aimed to investigate the relationship of teaching achievement between the general and academic self-efficacy and the direction of control. The study revealed the presence of a positive relationship and statistically significant differences between general and academic self-efficacy. There was a statistically negative correlation between the external direction of control and the self and academic efficacy. In addition, there were a negative positive relationship and a statistical significance between teaching achievement and general and academic self-efficacy. There were statistically significant differences between the means of male and female students' scores in general and academic self-efficacy in favor of male students.

Bashir and Barham (2010) presented a study that aimed to investigate the use of mathematics and the Arabic language teachers for alternative assessment strategies in Jordan. The findings of the study showed that the degree of the teachers' use for the assessment strategy based on pencil and paper was high, whereas their use for the assessment strategies based on performance, observation and communication was average. The use of reflection and alternative assessment strategies was weak. The findings also showed that there were no statistically significant differences due to the effect of specialization, whereas they showed differences due to years of experience, and the effect of training courses.

In light of the above, the current study attempted to investigate the degree of use of alternative assessment strategies by home economics teachers and their relationship with female students' self- efficacy in Najran region.

2.1 Problem of the study :

The statement of the problem lies in answering the following questions:

- 1- What is the degree of use of alternative assessment strategies by home economics teachers?
2. Does the degree of use of alternative assessment strategies by home economics teachers vary depending on the training courses received?
- 3- Does the degree of use of alternative assessment strategies by home economics teachers vary due to years of experience?
4. Is there any relationship between the degree of use of home economics teachers for alternative assessment strategies and their students' self-efficacy?

2.2 Objectives of the study:

The present study aimed to investigate the following:

- 1-The degree of use of home economics teachers for alternative assessment strategies.
- 2- The degree of use of alternative assessment strategies by home economics teachers varies depending on the training courses received.

3- The degree of use of alternative assessment strategies by home economics teachers varies due to years of experience.

4- The relationship between the degree of use of home economics teachers for alternative assessment strategies and their students' self-efficacy.

2.3 Terminology of the study (Procedural definitions):

Alternative assessment strategies:

The strategies adopted by the Ministry of Education in Saudi Arabia, in order to keep up with the modern trends of assessment, which are integrated in the teaching process and reflect and measure the student's performance in real situations. There five strategies: assessment based on performance, the strategy of pencil and paper, observation, communication strategy, and the strategy of reflection.

The degree of use of home economics teachers for alternative assessment strategies: It represents the home economics teachers' responses to the questionnaire items designed to measure the degree of their use of alternative assessment strategies through the procedurally obtained degree they receive in the questionnaire prepared for this purpose.

Self -Efficacy:

Is a set of judgments by the individual, which reflect his beliefs about the ability to do certain behaviors, flexibility in dealing with difficult and complex situations, and challenge obstacles, and perseverance to accomplish assigned tasks (Bandura, 192: 1997). These judgments are determined in the present study in the mark obtained by the student in the self-efficacy in its three components (self-efficacy management, self-confidence, and the preference of difficult tasks).

2.4 Hypotheses of the study:

Based on the findings of previous studies and research, the hypotheses were outlined as follows:

1-the degree of use of home economics teachers for alternative assessment strategies is average.

2-There is a statistically significant interaction of the two variables of the study; training courses (yes and no (1)) and years of experience (1-5 years, 6-10 years, 11 years and more) on the performance of home economics teachers toward the questionnaire of educational alternative assessment strategies.

3-there is no a statistically significant positive correlation with and between the degree of use of home economics teachers in Najran for the strategies educational and alternative assessment and their students' degrees in general self-efficacy scale.

3.The theoretical background of the study:

3.1 Alternative assessment:

-Definition:

(Birenbaum & Dochy, 1996) defined alternative assessment as a set of methods and tools that include authentic or realistic performance tasks, simulation, portfolios, sheets, group projects, presentations, observations, interviews, verbal presentations, self-assessment, peer-assessment, and so on.

(kelaghan & Greaney, 2001)also defined it as the process of obtaining information used in making educational decisions about students, providing them with feedback them about their development and the strong and weak points, and issuing judgments about the effectiveness of the educational process, the suitability of the approach and effectiveness of education policy.

In light of the above, we can draw a comprehensive definition of the educational alternative assessment as "the process that relies on measuring performance in real tasks using several methods and measurers such as: observation, tests, self-assessment, peer assessment, educational suitcases, portfolios and other works, to collect data for the purpose of diagnosis,

assessment and judgment on the extent of student's learning of knowledge, skills, attitudes and the effectiveness of the educational process and the validity of the approach and effectiveness of education policy.

-Characteristics of the educational alternative assessment:

Allam (2004), Zayton (2007: 72) and Saraya (2005: 41) summarized the most important characteristics of alternative assessment as follows:

A-It focuses on the actual performance assessment or the so-called "process and product"; what can the student produce? As well as how to do it? through what he learned from knowledge, skills, attitudes and values. This means that assessment exceeds beyond just answering a set of alternatives, as the case is in true or false tests, to what is deeper. It is a transition from the question; what does he know? To the question, what can he do with what he knows?

B- It assesses a wide range of performance, capacity and higher thinking skills such as analysis, composition, criticism, assessment, problem solving, innovation and their implementation.

C-It depends on the diversity in the assessment methods such as oral, aural, written, and practical assessment through using several techniques such as observation, tests and self-assessment, peer assessment, educational suitcases, work sheets, etc.

D-It provides a feedback for both the student and the teacher to improve his strategy in learning, to develop his skills in the teaching process, and to renovate the course.

-Educational Alternative Assessment Strategies:

Some researchers compiled a list of the most common methods, techniques and strategies of educational alternative assessment such as Tsagari's list (Tsagari, 2004: 13), Lowery's list (Lowery, 2003: 17). Those lists included: Portfolios, KWL strategy, written Journals, Concept Maps, Performance Tasks, Games and Simulation, Teacher's Observation, individual and group interviews, Cooperative Learning Activates, Investigations, Questionnaires, Self-assessment, Think-alouds Conferences, Exhibitions, Projects, Peer-Assessment.

The following is an explanation of some strategies:

- Performance-based Assessment

(Brualdi, 1998) defined performance assessment as a set of strategies for the application of knowledge, skills and work habits through the learner's performance for certain tasks carried out practically, linked with real life and meaningful for him.

It is the learner's job to clarify what he learns through implementing his skills in real-life situations, simulate real situations, practical presentations that show to what extent his mastery of the skills acquired in the light of learning outcomes (Audah, 2005).

- Pencil and Paper:

The assessment strategy based on pencil and paper in tests is one of the most important strategies that measures the capabilities and skills of the learner in certain areas, and is an important part of the assessment program in the educational institutions (Audah, 2005).

The importance of this strategy lies in what it provides the teacher to identify the strengths and weaknesses in students' performance, and measures the level of achievement and progress, thus providing the teacher and parent with feedback about their performance.

-Observation:

It is a process in which the teacher or observer uses his different senses toward the learner to observe him in an active activity, in order to obtain useful information on his judgment, and in the assessment of his skills, values, behavior and ethics, and his way of thinking (2000, Lanting).

-Communication:

Communication based - strategy aims to collect information through the communication activities on the progress achieved by the learner, as well as to recognize his way of thinking, and his style of problem solving (Lanting, 2000).

- Reflection:

It refers to the rechecking of what is beyond knowledge to think of it seriously through the development of inferences. Learning is to derive meaning from the past and present events to use them as evidence in future behavior events process (this definition refers to the comprehension of reflection process with the learner when he knows that learning is drawing lessons from past experiences in order to control and understand the subsequent experiences). The reflection strategy includes self-assessment, the student's diary, the student's portfolio (Simsek, 2010: 3369).

3.2 Self-Efficacy

-Concept of self-efficacy:

The concept of self-efficacy was developed by (Bandura, 1995) through his theory of social learning "People believe in their ability to achieve specific levels of performance, and that would have an effect on the events in their lives."

Al-Adel (2001: 131) defined self-efficacy as "the individual's confidence inherited in capabilities through new situations, those of unusual several demands, or the beliefs in his personal strength, with a focus on efficiency in the interpretation of behavior without sources or other reasons for optimism."

Self-efficacy can be also defined procedurally in the current study as the female students believe that she has the necessary skills to accomplish the objectives of Home Economics course which qualify her for planning and achieving those objectives, her perseverance to accomplish them, and the effective communication with her classmates. This is shown through their responses to the items of the general self-efficacy scale, prepared by the researchers.

- Sources of self-efficacy:

Bandura (1997) proposed four sources of self-efficacy as follows:

1- Selection of standardized experiences: the individual learns from his first experience the meaning of success and control of environment; the personal academic achievement is an important source of our sense of self-efficacy.

2-Alternative experiences: the student believes that he can solve a difficult math problem when he sees his classmate solving it easily (Giallo & Little, 2003).

3-Verbal persuasion: this source makes students believe that they can overcome the difficulties they face or improve their performance (Hoy, 2000).

4-Emotional physiological cases: emotional physiological cases are an important source for students to feel self-efficiency, and often indicates to overcome the difficulty of the task. However, reactions to these indicators vary from one individual to another (Hoy, 2000).

4.Methodology and procedures:

The researchers applied the Descriptive Analytical Approach through the questionnaire distribution to measure the degree of use of home economics teachers for alternative assessment strategies and to determine whether some of the independent variables (training courses and years of experience) have statistically significant differences between the two means of the degree of the teachers' responses to the questionnaire, designed to measure the degree of their use for alternative assessment strategies, and its reflection on their student's self-efficacy in learning home economics.

4.1Population and sample of the study:

The population of the current study consisted of all home economics female teachers teaching in Najran in the academic year 2014-2015. A sample of (30) teachers was chosen to conduct

the statistical control for the questionnaire applied in the current study. Another sample of (90) teachers was chosen to apply the questionnaire, data collection, analysis and discussion of the findings in the light of the theoretical background and the previous studies. In addition, a sample of (30) students was selected in order to conduct the statistical control for the self-efficacy scale. Moreover, a sample of (180) students was chosen to apply the measurement of self-efficacy, data collection, analysis and discussion of the findings in the light of the theoretical background and the previous studies.

4.2 Tools of the study:

4.2.1- A questionnaire to measure the degree of use of home economics teachers for the alternative assessment strategies: (prepared by the researchers)

- The theoretical background of alternative assessment strategies was reviewed. Therefore, the current items of the questionnaire were prepared accordingly as follows: the first dimension "performance -based assessment strategy" includes (6) items; the second dimension "pencil and paper strategy" includes (5) items; third dimension, "the observation strategy" includes (2) items; the fourth dimension "communication strategy" includes (5) items; the fifth dimension "reflection strategy" includes (7) items, and thus the number of questionnaire items is (25) items including all alternative assessment strategies.

-The questionnaire items and responses were ordered according to a five-point Likert scale as follows (very high –high -average –weak- very weak).

Reliability and validity of the questionnaire:

Reliability of the questionnaire: a jury of experts verified the questionnaire:

The questionnaire was given to 10 experts in the field of curriculum and teaching methods, and the field of educational assessment and measurement. They agreed on the questionnaire items, where the rate ranged between 90% -100%.

Validity of the questionnaire:

Cronbach's alpha equation was applied to calculate the validity, and the results were as follows:

Table 1. Factors of the questionnaire validity

No	Dimension	Cronbach's alpha	No	Dimension	Cronbach's alpha
1	Performance-based strategy	0.74	4	Communication-based strategy	0.77
2	Pencil and paper-based strategy	0.86	5	Reflection-based strategy	0.79
3	Observation-based strategy	0.81			

Table (1) shows that the questionnaire of all its various dimensions is highly valid, where the validity factors ranged from 0.74 - 0.86. These values are high, which indicates the validity of the questionnaire.

The final version:

The questionnaire in its final version composed of (25) items including all alternative assessment strategies.

4.2.2 Self-efficacy scale (prepared by the researcher / Hussein, Abdel Moneim):

-The searcher has reviewed some previous scales such as the scale, prepared by (Kim & Park, 2000) to measure General self -Efficacy (GSE) in the light of the Bandura's theory of self-efficacy. Based on this, the items of the scale were formulated as follows: the first dimension, "self-efficacy organization" composed of (21) items; the second dimension "self-confidence" consisted of (15) items; the third dimension "preference difficult tasks" composed of (9) items, and thus the total number of scale items is (45).

-The scale items were ordered circularly (where each three consecutive items, 1, 2, 3 belong to the first dimension, the items 4, 5 and 6 belong to the second dimension, and items 7, 8 9 belong to the third dimension, and so on until end of the scale). A five –point Likert scale was used as follows (very high-high-average- weak- very weak).

Reliability and validity of the scale:

The reliability of the scale was verified by a jury of five judges in the field of psychology, measurement and assessment, where the researchers made changes referred to by the judges.

Second, the validity of the scale:

The validity of the scale was calculated using Cronbach's alpha equation, as well as in the current study. The findings were as follows:

Table 2.Ways and coefficients of scale validity

Dimension	Cronbach's alpha	Level of significance
Self -organization	0.87	Level of significance at 0.01
Self-confidence	0.76	Level of significance at 0.01
Preference of difficult tasks	0.81	Level of significance at 0.01

Table (2) shows that the scale and dimensions is highly valid, where validity coefficients ranged from 0.76 - 0.87, all of these values are statistically significant at the level of 0.01, which indicates the validity of the scale.

The final version of the scale:

After the validity and reliability of the scale were verified, the total number of scale items are 35 items.

5.The study procedures:

5.1Findings and Discussion:

Findings of the first hypothesis and discussion:

5.1.1 The hypothesis "the degree of use of home economics teachers for alternative assessment strategies is average".

To validate this hypothesis, means and standard deviations of the degree of use of the teachers' responses to both the questionnaire items and the questionnaire as a whole were calculated. The levels of the degree of use of teachers' alternative assessment strategies in the items of the questionnaire were classified as follows:

1-Very high: If the means of the teachers' responses to the items range between 4.2 and above.

2-High: If the means of the teachers' responses to the items range between 3.4-4.2.

3-Average: If the means of the teachers' responses to the items range between 2.6-3.4.

4-Weak: If the means of the teachers' responses to the items range between 1.8-2.6.

5-Very weak: If the means of the teachers' responses to the items range between 1-1.8.

The following table shows the means and standard deviations of the teachers' responses to both the items and the questionnaire as a whole, and the classification levels of their use of alternative assessment strategies.

Table 3.Means and standard deviations of the teachers' responses to both the items and the questionnaire as a whole, and the classification levels of their use of alternative assessment strategies

Item	Assessment Strategy	Methods	Means	St. Deviations	Degree
1	Performance-based	Performance	2,20	1.763	weak
2		Presentation	2,25	1,948	weak
3		Illustration shows	1.65	1,819	Very weak
4		Talk	4.09	1,899	high
5		Simulation and role-playing	1,46	1.199	Very weak
6		Discussion	3, 19	0.907	average
Performance-based assessment strategy			3.15	2,538	average
7	Pencil & paper-based	Pencil & paper	4.29	0.578	Very high
8		Work sheets	4,48	0.570	Very high
9		Quizzes	1,97	0,529	weak
10		Unit tests	2,54	0,798	weak
11		Monthly tests	4,89	0,659	Very high
Pencil & paper strategy			4,11	2,350	high
12	Observation strategy	Spontaneous observation	2.97	0,901	average
13		Planned observation	1,43	0,906	Very weak
Observation strategy			3.35	1,373	average
14	Communication strategy	communication	2,97	0,723	average
15		Conference	1,32	0,397	Very weak
16		interview	1,57	0,802	Very weak
17		Group work	4,95	1,010	Very high
18		Question and answer	4,93	0,906	Very high
Communication strategy			2, 69	2, 321	average
19	Self-reflection strategy	Self-reflection	1.11	0.668	Very weak
20		Self-assessment	1.17	1.681	Very weak
21		Peer-assessment	2,54	1,689	weak
22		Student's diary	1,48	1,963	Very weak
23		Portfolios	4,96	1, 492	Very high
24		Open tasks	4,37	1,779	high
25		projects	4,91	1,4497	Very high
Self-reflection strategy			2, 86	1,135	average
Total			3, 37	1,940	average

The table (3) shows that the degree of use of home economics teachers for alternative assessment strategies was very high for some items of the questionnaire such as pencil and paper strategy, worksheets, monthly tests, work groups, questions and answers, portfolio, and projects.

It has been noticed that these items belong to various forms of alternative educational assessment strategies, suggesting that home economics teachers vary in their use of these strategies, which is a good indicator for the educational process in the Kingdom of Saudi Arabia.

While the degree of use of items such shows, simulation and role-playing, planned observation, conference, interview, self-reflection, self-assessment, the student's diary was very weak, which indicates that these strategies are still not applied well in the performance of home economics teachers, who still need more training on these strategies.

Moreover, the response degree to the items of performance, presentation, quizzes, and unit tests was very weak, which also refers to the need of home economics teachers for training on these strategies.

As for the total score for each strategy of the five strategies, the pencil and paper strategy ranked first, followed by the observation strategy, performance and strategy, then the strategy of self-reflection, whereas the communication strategy came last.

This means that the home economics teachers still prefer to use pencil and paper strategy in assessing their students' performance.

The findings of the present study matched with the findings of the study by Nasir (1998), which indicated that the essay tests received the highest means as the most widely used tool by teachers.

However, the findings disagreed with the study by (1998, Adams & Hsu), which showed that essays and official tests are less important in assessment from the point of view of the teachers.

Additionally, the findings of this study agreed partially with what many specialists pointed out in the field of measurement and assessment for the need to have reports illustrating the level of students' proficiency to the learned and acquired skills by real assessment tools and then comparing their level and degree of learning via clear criteria (Nitko, 2004).

The findings of the current study are attributed to the recent experience of home economics teachers in educational alternative assessment strategies, and prevalence of all kinds of test as a favorite tool among many teachers for their ability to judge the quantitative performance of students.

Monthly tests, quizzes, worksheets and homework are the most common and widely used assessment strategies in the classroom, as they are actually able to enable the teachers to measure the student's learning achievement, and to provide them with real score.

As for the use of observation, performance and communication strategies, which ranked as average due to the attempt of home economics teachers to apply these strategies even in responses to the trends in the new educational system in Saudi Arabia on the use of modern strategies, in the assessment of students' learning and education.

Communication- strategy ranked last due to the weak awareness of home economics teachers of this strategy and its effect on student learning and education, as well as the lack of adequate training about its stages, the basic components, which enables them to possess communication skills and its reflection on their students. Thus, they contribute to the development of high cognitive skills, critical thinking skills, problem solving, in order to enable teachers to diagnose the strengths of students' performance, and to recognize their needs and to assess attitudes.

5.1.2 Findings of the second hypothesis and discussion:

"There is a statistically significant interaction of the two variables of the study; training courses (yes and no (1)) and years of experience (1-5 years, 6-10 years, 11 years and more) on the performance of home economics teachers toward the questionnaire of educational alternative assessment strategies."

To validate this hypothesis, mutual variation analysis was applied 2×3 (2 Training \times 3 years of experience) to show the effect of the two variables of training courses (yes and no), and years of experience (1-5 years, 6-10 years, 11 years and more) and their interaction in the performance of home economics teachers to the questionnaire of educational alternative assessment strategies. The findings are shown in the table as follows:

Table 4. The mutual variation analysis was applied 2×3 (2 Training \times 3 years of experience) to show the effect of the two variables of training courses (yes and no), and years of experience (1-5 years, 6-10 years, 11 years and more) and their interaction in the performance of home economics teachers to the questionnaire of educational alternative assessment strategies

Variables	Variation source	Sum of squares	Freedom degrees	variation	Alpha rate	Level of significance
Questionnaire of alternative assessment strategies	Training courses (a)	299.128	1	299.128	16.045	0.01
	Years of experience (b)	1593.671	2	796.835	42.740	0.01
	AxB interaction	933.139	2	933.139	1.072	No statistical significance
	inside groups (error)	1901.646	87	18.644		
	Total	941107.000				

Table (4) shows as follows:

A-There are statistically significant differences at the level of (0.01) according to training courses in home economics teachers' responses to the questionnaire of alternative educational assessment strategies.

(B) There are statistically significant differences at the level of (0.01) according to years of experience in home economics teachers' responses to the questionnaire of educational alternative assessment strategies.

C-There is no statistically significant interaction between the two variables of the study: Training (yes and no), and years of experience (1-5 years, 6-10 years, 11 years and more) and the home economics teachers' responses to the questionnaire of educational alternative assessment strategies.

The finding of this hypothesis can be explained as follows:

A-The differences based on training courses between home economics teachers' responses to the questionnaire of educational alternative assessment strategies:

Table (4) shows that the value of "F" significance on the ratio between the variation of the independent variable, training courses (yes and no) and the variation inside groups (error) is statistically significant at the level of (0.01), which indicates the presence of differences based on training courses among the home economics teachers' responses to the questionnaire of the educational alternative assessment strategies.

In order to determine the differences, the means of the two groups based on training courses (yes and no) in home economics teachers' responses to the questionnaire of educational alternative assessment strategies were calculated. The average group of (yes) was (95.796), whereas the average group of (no) was (89.222), thus indicating the differences in favor of the home economics teachers who received training courses on educational alternative assessment strategies.

This finding means that home economics teachers who received training courses on educational alternative assessment strategies outperformed their counterparts who did not receive such courses in the implementation of Portfolios, KWL strategy, writing Journals, Concept Maps, Performance, Games and Simulation, Teacher's Observation, Interviews, Cooperative Learning Activities, Investigations, Questionnaires, Self -assessment, Think-alouds, Conferences, Exhibitions, Projects , and Peer-Assessment while assessing the performance of their students in the course of home economics in the intermediate stage.

This finding is attributed to the effect of training courses received by some home economics teachers, which led to the emergence of clear differences on the degree of their use for educational alternative assessment strategies in the assessment of their students' learning in the classroom much better than their counterparts who did not receive such courses, and the feedback which contributes to the development of professional performance of home economics teachers, as a result of the effect left by these training courses on educational alternative assessment strategies on home economics teachers' experience, their special constructive knowledge and their implementation in students' learning.

B-Differences based on years of experience in home economics teachers' responses to the questionnaire of educational alternative assessment strategies:

Table (4) shows that the value of "F" significance on the ratio between the variation of the independent variable, years of experience (1-5 years, 6-10 years, 11 years and more) and the variation inside groups (error) is statistically significant at the level of (0.01), which refers that there are differences according to years of experience in home economics teachers' responses to the questionnaire of educational alternative assessment strategies.

In order to determine the direction of the differences, the means of the three groups (1-5 years, 6-10 years, 11 years and more) in home economics teachers' responses to the questionnaire of educational alternative assessment strategies were calculated and rated average respectively (101.167) (98.389) (77.972).

To find out to which the differences were in favor of, Benfroi's test for the dimensional comparisons between the means was conducted, as shown in the following table:

Table 5. The findings of Benfroi's test comparisons for the dimensional means of the use of alternative assessment strategies based on years of experience

Years of experience (A)	Years of experience (B)	Difference between A & B	St.error	Level of significance
1-5 years	6-10	2.678	2.759	No statistical significance
1-5 years	11 & more	24.950	3.620	0.01
6-10 years	11 & more	20.417	3.747	0.01

Table (5) shows the following:

1-There are no statistically significant differences between the means of the degree of home economics teachers' responses with 1-5 years of experiences (little experience) and 6-10 years of experience (average experience).

2-There are statistically significant differences at the level of (0.01) between the means of the degree of home economics teachers' responses for the use of educational alternative assessment strategies with 1-5 years of experience (little experience) and 10 and more years of experience (big experience) in favor of home economics teachers with experience 1-5 years (little experience).

3- There are statistically significant differences at the level of (0.05) between the means of the degree of home economics teachers' responses for the use of educational alternative assessment strategies with 6-10 years of experience (average experience) and 10 and more years of experience (big experience) in favor of home economics teachers with experience 6-10 years (average experience).

This finding is attributed to the match of years of experience among home economics teachers (1-5 years), (6-10 years), which led to the lack of differences in their responses to the questionnaire of educational alternative assessment strategies.

As for the differences between the (1-5 years, 6-10 years, 11 years and more) for the benefit of years of experience (1-5 years, 6-10 years) and not for the benefit (11 years and more), it may be due to the quick acceptance of teachers with experience (1- 5 years, 6-10 years) for what is in the educational alternative assessment strategies, or they are familiar with them from their university study, which contributes positively to applying and benefiting from the findings in assessing their students' learning and education.

However, home economics teachers with big experience (11-more) may have been used one pattern of assessment, mainly the pencil and paper strategy; essay or objective tests, which may be an obstacle to the rapid transform toward the use of educational alternative assessment strategies, and applying them optimally in assessing their students' learning and education .

C-The effect of the interaction between the two variables of the study: Training courses(yes and no), and years of experience (1-5 years, 6-10 years, 11 years and more) and their interaction in home economics teachers' responses to the questionnaire of educational alternative assessment strategies.

Table (4) shows that the value of significance (F) for the ratio of the variation of the two independent variables: training (yes, no) and years of experience (1-5), (6-10), and (11 and more), and the variation inside groups (error) is not statistically significant.

This finding means that there is no similarity or convergence at all levels according to the training courses, and years of experience, which led to the existence of differences at all levels with home economics teachers; that there is a clear difference at all levels, attributed to the variation of home economics teachers' use for educational alternative assessment strategies. They do not follow a unified assessment strategy with their students. In other words, they use what suits them or what can be actually implemented.

The finding can be also attributed to the individual differences in the personalities of home economics teachers "sample of the study". These differences are represented in the attitudes toward the use of educational alternative assessment strategies, mental capacity, and scientific tendencies ...etc, which in turn lead to differences in behavior not only inside and outside the classroom, but also in all different learning situations.

5.1.3The findings of the third hypothesis and discussion:

The hypothesis "there is no a statistically significant positive correlation with and between the degree of use of home economics teachers in Najran for the strategies educational and alternative assessment and their students' degrees in general self-efficacy scale."

To validate this hypothesis, Pearson's correlation coefficients were extracted. The findings were as follows:

Table 6. Pearson's correlation coefficients between the degree of use of home economics teachers in Najran for the educational alternative assessment strategies and their students' degrees in general self-efficacy scale

Dimension	Self-management	Self-confidence	Difficult task preferences	Total scale
Performance-based strategy	0.88**	0.85**	0.87**	0.89**
Pencil and paper strategy	0.85**	0.81**	0.79**	0.91**
Observation strategy	0.78**	0.76**	0.68**	0.69**
Communication strategy	0.83**	0.74**	0.81**	0.77**
Self-reflection strategy	0.80**	0.78**	0.86**	0.85**
Total	0.87**	0.89**	0.84**	0.93**

(**) there is a Statistical significance at the level of 0.01.

Table (6) shows the existence of a positive correlation and a statistical significance at the level of (0.01) between the scores of the degree of use of home economics teachers in Najran for educational alternative assessment strategies and the scores of their students in general self-efficacy scale.

This finding means that the greater the degree of use of home economics teachers for the performance-based strategy is, the greater their students' scores on the scale of self-efficacy in its different dimensions are and vice versa.

This finding also means that when the home economics teacher clarifies the learning topic through implementing the existing skills in the lesson in real life situations, or simulating them, or having practical shows in the lab of home economics, showing her mastery of these skills, in the light of learning outcomes, thus reflecting largely on her students, who in turn acquire the skills of self-management, self-confidence and preferences to perform difficult tasks, and this would link between theory and practice, and not just focus on knowledge.

Moreover, the finding means that there is an association between the degree of use of home economics teachers for the strategy pencil and paper and the scores of their students on the scale of self-efficacy in its various dimensions, which means that whenever there has been an improvement in the degree of use of home economics teachers for the strategy of pencil and paper, there was a similar improvement in their students' scores on the scale of self-efficacy in its various dimensions, and vice versa.

The strategy based on pencil and paper in all different kinds of tests is one of the most important strategies that assesses the capabilities and skills of students in home economics courses. The importance of this strategy lies in what provides teachers with the strengths and weaknesses about the performance of their students, and the level of achievement and progress, thus providing teachers with appropriate feedback about their students' performance. This would earn students self-management, self-confidence and preferences to perform difficult tasks, which is a very important part of the educational process, which is mandated to prepare students for life, and help them learn continuously.

5.2 Recommendations of the study:

In light of the findings of this study, the researchers concluded the following recommendations:

- 1-The necessity for conducting special training courses for the teachers of home economics on alternative assessment strategies.
- 2- The need for orienting and training home economics teachers on the use of alternative assessment strategies, whose ratios of use were reduced by teachers in the current study, such as a performance-based strategy, simulation and role-playing strategy, structured observation strategy, interview strategy, reflection and self-assessment strategy , and peer-assessment and the use of various educational alternative assessment tools.
- 3- The need for conducting similar studies on a larger sample of female and male teachers from different disciplines and areas in order to verify the degree of use of teachers for educational alternative assessment strategies.

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