

The Problems of Evaluating Middle East University Students From the Point of View of the Faculty Members

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Abstract

The study aimed at identifying the most important problems of evaluating the performance of students of the University of the Middle East and methods of treatment and the development of means of evaluating the performance of students from the point of view of faculty members. The study relied on the descriptive research method. The selected sample of the study consisted random manner of (78), member of the faculty. Results of the study to the problems of evaluating the performance of university students from the point of view of faculty members was a high degree, in addition to the results showed the presence of statistically significant differences in the problems of evaluating the performance of university students of the responses of faculty members due to differences in specialization and in favor of specialization of education, in While the results indicated a lack of statistically significant differences in the problems of evaluating the performance of university students to faculty responses attributed to the difference in a variable degree.

1.1 Introduction

Many countries of the world are interested in the establishment of integrated systems to evaluate various aspects of its work, because the development of evaluation systems will help the effectiveness of the governments of those countries and on the clarity of vision about their efforts in various aspects and to build a culture that is focused on improving the performance and the development of policies that will ensure that (World Bank, 2001) . Refers Allam (2003) to a qualitative shift in the policies and education systems in developed countries become so based on the outputs, and requires that determine what should students learn, and thus determine the objectives and levels of learning outcomes clearly, and parallel with methods of student assessment, and it is the levels related outcomes in the areas of education as a tool to guide policy and directing the educational process as a whole in order to ensure the achievement of the principle of accountability in light of the results of the evaluation. The evaluation requires continuous data collection regarding the student's progress towards achieving the levels of the curriculum so as to take advantage of the direct results of the evaluation in the appropriate educational decisions.

Achieving a high quality of education, must identify a clear vision for education, strategies, plans, and development of standards and specifications that must be followed by the Education, which depend on them to make sure to achieve its objectives. This study focuses on one of the important aspects that contribute to the quality of education by selecting the most important problems Calendar is a calendar of student performance and methods of treatment and means of developing evaluating the performance of students from the point of view of faculty members seeking to control quality and to achieve its objectives to develop and improve the adequacy commensurate with the needs of the community and his career on the road to development.

Performance evaluation cares about how to highlight how the students knowledge and understanding and their different skills. The performance assessment tasks require students to highlight the need for the having a broad range of skills, and there is rarely one answer possible on them.

The availability of these different tasks appropriate opportunities for students to deal with the existing problems from their own views and define their own strategies to deal with them; thus highlighting the nature of the learning process using a variety of methods and techniques (Popham, 1999).

According to the literature evaluating the performance of the students that there are some problems associated with the use of assessment tools, as the process of evaluating academic programs all seek to know whether the academic programs achieved their purpose in supporting the students and develop their skills, it evaluates the academic focus on programs and output as a whole, but not limited to calendar Students individually Ottqoam subjects. The assessment provides information about whether the curriculum as a whole achieves its objectives by providing students with the knowledge, skills and values needed for each graduate to perform his mission in life successfully in accordance with the mission of the university and its educational goals (Wiggin, 1999, Edigor, 2000).

Determine the impact of the valuation method as in the study of Younis (2004) aimed to (test with appointments are given frequent, repeated tests, assignments given recurring) and level (high, medium, and low) on the performance of students in professional diploma in the course of measurement and evaluation of education at the University of Jordan, the researcher conducted a study on a sample of (164) students, were divided into three

groups. The study results indicated that students who were exposed to the test and assignments are given repeatedly, and students who have been exposed to the appointments given repeatedly, in objective psychometric properties of the test and analysis of test results of course Educational Measurement and Evaluation, was better than their peers who have been subjected to repeated tests. Results of the study also pointed to a rise in student achievement in the course of Educational Measurement and Evaluation, up their level of achievement, also confirmed the presence of a positive impact of duties on student achievement.

He adds (Bashir 2001), the need to use performance records, which includes samples of students' work and help students to self-assessment on the grounds that the calendar is a collaborative process involving all those involved in this process. The (Alrazhy 2001) has displayed the results of some studies on the problems of examination systems in the Arab countries, where studies show that the tests in most Arab countries lack the honesty, thoroughness, objectivity, and mostly focus on remembering and conservation with the negligence of the upper levels.

Expanded study (Jamea and others, 2001) to demonstrate the evolution of the paper test scores in measuring higher levels of mental abilities and percentages of the goals of the cognitive, The study included all papers test scores for all subjects for third grade secondary, where the results showed that the questions that measure the level of remembering and the level of understanding was occupies pride of place in most of the papers test scores and high rates, disappeared as the upper levels of the goals of cognitive analysis - installation - Calendar of some papers test scores for some years.

From here, the university education does not mean as soon as the collection of information, but on top of that entails inventing tools to deal with information that we gain constantly seeing new dimensions and capacity of greater impact. The consequences of this important issue is the perception that the value of what we know lies in its ability to influence and change, and that in the absence of creative work, the influential science is hardly to exist originally. All this needs from education officials to evaluate its usefulness in light of the essential terms of a diagnosis of the problems of assessing the performance of students at the University of the Middle East and then try to access to effective methods of treatment from the point of view of faculty members.

1.2 Problem and questions of the study

The study highlights the problem by answering the following main question, "What are the main problems of evaluating the performance of students of the University of the Middle East and methods of treatment from the point of view of faculty members?" And it can be dealt with the problem of the study through the following sub-questions:

- What are the problems of evaluating the performance of students from the point of view of faculty?
- What methods are proposed to treat the problems of evaluating the performance of students from the point of view of faculty members at the University of the Middle East?
- Does the problems of evaluating the performance of students at the University of the Middle East, according to specialization variable (educational, academic)?
- Does the problems of evaluating the performance of students at the University of the Middle East depending on variables Degree (professor, associate professor, assistant professor)?

1.3 Importance of the study

Given the importance of the evaluation process to determine the level of performance, both on a personal level or the institutional and its importance in measuring the ability to get the job done and how complex or easy to accomplish, the importance of this study in terms of bridging the gap assessment evaluation system for the detection of the most important problems of evaluating the performance of students at the University of Middle East from the point of view of faculty members on different specialties, as well as trying to put the most important methods of treating these problems, which would draw attention to focus on the development of skills assessment and awareness of the culture of evaluation and training of researchers, and in order to enable faculty members and their assistants and equip them with the knowledge and skills necessary for the evaluation process, to ensure the development of performance at the individual and institutional, as the importance of this study through what extend do the Arab library of tool represents a brick in the field to reveal more of the problems that have plagued the system evaluate the performance of a university student and methods of treatment from the viewpoint of parties other than a member of the teaching.

1.4 Objectives of the study:

The study aims to:

- Identify the problems of evaluating the performance of students from the point of view of faculty members at the University of the Middle East.

- Identify the most important methods of treating the problems of evaluating the performance of students at the University of the Middle East from the perspective of its faculty.
- Detection of how different the problems of evaluating the performance of students at the University of the Middle East according to the variables specialization and degree of faculty members.

1.5 Study terminology:

1.5.1 The concept of assessment:

Cited Kilani and Adas definition of an integrated evaluation as a process in which the scan is constant for all the information and data available to the student, teacher and school programs, and teaching-learning process, so as to determine the degree of the change when students and composition provisions honest about them and their quality and effectiveness of school-based programs that offer them Based on specific criteria, and these criteria are the rules or standards on which to base judgments (Kilani, Adas.2003). It can be defined as the process description and judgment and treatment plans, through which the description (quantitative or qualitative) for something to be evaluated, then configure the correct judgment and honest with him under certain conditions, then the proposal and design plans to deal with it if necessary.

The concept of performance: Performance is owning the ability to show attainment or achievement in different ways and evaluation not only here on the tasks that are expressed by paper and pencil, but includes the performance of the functions of her (Lisa, Helen, 2000, Kline, Paul, 2000):

- Performance that occurs naturally.
- Long-term projects (a long-term activity resulting in the production of a special learner can be seen and judged on the degree of quality).
- Files classroom achievement.
- Oral presentations that include explanation and clarification.
- Conducting experiments.
- The disposition of the practical attitudes.

1.5.2 The concept of assessing student performance:

Defined by Devi and Roach (Davey, Roche 2003) as "covers all the operations which are designed to measure the results of student learning - whether they know or understand or skills or competencies, while defined by Verte and others (1999. Verte et al) that" a comprehensive process for all activities and experiences of the student, and is the collection and interpretation of information that can be used to inform students and parents about student progress toward obtaining the knowledge, skills, attitudes and behaviors that can learn or gain".

The concept of the problems of assessing student performance: is all that would hinder the accuracy of estimating the true performance of the student, or preclude an objective measurement of the level of student achievement, both for technical reasons in the design and preparation of the assessment, or errors due to the lack of representation of sample questions for the content of the article or the absence of evaluation criteria and systems estimate the degree of performance or errors originating from the student himself or errors due to the circumstances of conduct and management of the evaluation process, or errors due to factors affecting the evaluation system.

1.6 Study Procedures

1.6.1 Study population and sample

The study population consisted of all faculty members at the Middle East University for the academic year 2013/2014 and totaling 161 faculty members, and selected sample of the study in a manner classless random, has reached the sample (78), a member of the faculty members of the functional categories of the three (Professor - Professor Associate - Assistant Professor)

Table 1: Distribution of study sample according to variables

variables	Specialization		Total
	Academic	Educational	
Professor	4	10	14
Associate Professor	5	11	16
Assistant Professor	12	36	48
Total	21	57	78

1.6.2 Study Tool

To achieve the goal of the study goal of identifying the problems of evaluating the performance of students of the University of the Middle East and methods of treatment from the point of view of faculty members developed the researchers study tool through access to the theoretical framework available in this area and previous studies, the study used a questionnaire to solicit the views of faculty members about problems calendar the performance of university students and methods of treatment have been verified reliability and validity of the tool, and observance of the measurement conditions.

validity was the tool through the sincerity of arbitrators where offered resolution in its image in principle to a group of 10 professors in the measurement and evaluation of faculty members at the University of the Middle East and Yarmouk University and the University of Jordan, who have enough experience in the jury questionnaires and after recognition their observations about the extent of the coverage of the axes and the dimensions and the degree of clarity and accuracy of each phrase Modified terms tool and add a lot of paragraphs in accordance with the observations of teachers arbitrators thus becoming finalized as follows:

Table 2: Distribution of the vocabulary of the questionnaire in its final form

Vocabulary Number	Questionnaire's fields
13	Problems with the technical aspects of the evaluation design.
5	Problems with the procedural aspects of the management of the evaluation process.
5	Problems not being taken advantage of the results of student assessment.
6	Factors affecting the axis of problems in the process of evaluating the performance of students
14	Methods of the proposed development for the treatment of practical problems calendar student performance
43	The total number of paragraphs questionnaire

1.6.3 Reliability of the study tool: it was ascertained the stability of the tool is through applied and re-applied again on a number of university faculty members, who are (15) member were then calculated Pearson correlation coefficient between performance on the two applications, as coefficient was calculated Cronbach alpha according to the method of internal consistency The total values of reliability coefficients for the birth of a whole according to the Pearson correlation coefficient (0.87) and (0.78) according to the equation Cronbach alpha these values are considered acceptable for the purposes of the study and application of table (3) shows that.

Table 2: Pearson correlation coefficients and Cronbach's alpha for the study tool

Questionnaire's fields	Cronbach- alpha coefficient	Pearson correlation coefficient
Problems with the technical aspects of the evaluation design.	0.71	0.81
Problems with the procedural aspects of the management the evaluation process.	0.74	0.78
Problems not being taken advantage of the results of student assessment.	0.76	0.84
Factors affecting the axis of problems in the process of evaluating the performance of students	0.73	0.79
Methods of the proposed development for the treatment practical problems calendar student performance	0.71	0.81
The total number of paragraphs questionnaire	0.78	0.87

1.6.4 Variables of the study: The study included the following variables:

1.6.4.1 Independent variables:

Degree: It has three levels: professor, associate professor, assistant professor.

Specialization: He has two levels: educational, academic.

1.6.4.1 Dependent variable: the problems of evaluating the performance of students of the University of the Middle East and methods of treatment from the point of view of faculty members and members of the answers is the study sample paragraphs resolution.

1.6.5 Statistical treatment: the use of averages and standard deviations for the answer to the first question and frequencies and percentages for the answer to the second question and the t-test to answer the third question and ANOVA to answer the fourth question.

The criterion for determining the level of problems as arithmetic averages: procedures Dump Tool study, the researchers divide the level of problems as averages into five levels: very high (from 4.24 -5) and high (from 3.43 -4.23), medium (from 2.62 -3.42) and low (1. 81 - 2.61) and very low (1 -1.80), note that the alternatives him the answers to the vertebrae study tool was distributed on five levels: very high (5 degrees), high (4 degrees), medium (3 degrees), low (two degrees), and very low (one degree).

1.7 Results of the study and discussion:

Deals with this aspect of the study's findings and discuss the study according to the sequence of questions

First: results on the answer to the first question: What are the problems of evaluating the performance of students from the point of view of faculty members at the University of the Middle East? To answer this question has been extracted averages and standard deviations and grade estimates for faculty members to each area of the tool and the table (4) shows that.

. Results for the answer to the paragraphs of the technical aspects in the field of design to evaluate the performance of students, was extracted averages and standard deviations and grade estimates for the faculty members on the vertebrae area.

Table 4: the most prominent problems in the field of technical aspects of the design to evaluate the performance of students

No.	Paragraphs	AM	SD
1	The absence of clear and specific standards for estimating the degree of operational performance and oral	4.44	0.25
2	The absence of a matrix estimate Scoring Rubrics to evaluate the performance of the oral and written	4.43	0.37
3	Lack of agreement of faculty members in the same discipline on the evaluation criteria	4.41	0.50
4	Do not be prepared achievement tests in the light of the prevailing university tables specifications which determines the weight of each area of Rating by relevance	4.41	0.61
5	There is no good use for Computer in providing and correcting tests automatically	4.40	0.47
6	Lack of familiarity with technical design and preparation of the tests and methods of evaluation of various colleges	4.35	0.41
7	Does not give students controls put ratings (Rubrics) to be aware of what is needed of them	4.34	0.66
8	Assessment design is not in the light of the academic standards of quality assurance and improvement	4.22	0.78
9	Lack of correlation between performance indicators and Standards and vocabulary test	4.21	0.66
10	The absence of the use of note cards for scientific performance to ensure specific estimates of the performance evaluation	4.10	0.73
11	No link between each of the tasks and assignments and activities of educational objectives of the decision through the mechanism of performance evaluation	4.05	0.49
12	The absence of a discussion guide evaluation with the participants before starting the process of correction	3.04	0.53
13	Not compared to the self-assessment for students to performance evaluations of teachers	4.20	0.77

Evident from table (4) means of the responses of the study sample ranged between (3.04 - 4.44), where I got paragraph which states that "the absence of specific standards and clear to estimate the degree of operational performance and oral" ranked first in averages with a mean of (4.44) and deviation Standard (0.25), while there is a paragraph that states that "the absence of a discussion guide evaluation with the participants before starting the process of correction" came in the last with a mean (3.04) and standard deviation (0.53), has reached the arithmetic mean of the field as a whole (4.20) and standard deviation (0.77) This means that the problems of the axis of the technical aspects in the design of evaluating the performance of students from the point of view of faculty members at the University of the Middle East was a high degree. It is clear that the main problems of the axis of the technical aspects of the evaluation design from the point of view of faculty members, which confirms the importance of providing specific criteria and clear to estimate the degree of operational performance and oral for students, as well as providing a matrix estimate Scoring Rubrics to evaluate the performance of the oral and written, and work on an agreement between the members of the teaching in the same discipline on the evaluation criteria, and the preparation of the tests in the light of the specification table, and the emphasis on literacy technical design and prepare tests and evaluation methods colleges different, and can be attributed this result high that the evaluation design is not in the light of the academic standards of quality assurance and improvement, and hiring good computer automated to provide the correct achievement tests automatically, and give students controls put ratings (Rubrics) to be aware of what is needed from them, and the link between performance indicators and standards and vocabulary test, and the link between each of the tasks and assignments and activities of educational objectives of the decision through the mechanism of performance evaluation and the use of cards observation of practical performance to ensure specific estimates of the performance evaluation. Perhaps this is due to the existence of a common complaint among faculty members in the field of design evaluation, and this underscores the importance of addressing these points even contribute to the development of evaluation as an input to the development and even get rid of a lot of causal factors in the problem of grade inflation at the university.

Results for the answer to the paragraphs of the procedural aspects of the field to manage the process of evaluating the performance of the students has been extracted averages and standard deviations and grade estimates for the faculty members on the vertebrae area.

Table 5: Arithmetic means and standard deviations of the responses of the sample on the procedural aspects of the paragraphs of the field to manage the process of evaluating the performance of students

Paragraphs	AM	SD	Rank
No specialized unit to manage the system of academic evaluation and audit to provide feedback to the beneficiary groups	4.40	0.66	1
Lack of follow-up system for the evaluation process implemented procedures to ensure continuous improvement	4.38	0.50	2
Models are used tests to evaluate the unequal student performance as in cases of conflict of dates of exams	4.36	0.58	3
The absence of a mechanism to review samples of student work assessed, and not limited to cases of complaints	4.30	0.82	4
Absence of the role of the external evaluation of the performance of students in order to ensure the quality of matching performance with the Academic standards	3.30	0.78	5
Total	4.14	0.61	

Shown in Table (5) Arithmetic Means of the responses of the study sample ranged between (3.30 - 4.40), where I got the paragraph that states, "There is no specialized unit to manage the system evaluation and academic review to provide feedback to the beneficiary groups" to the first rank of averages with a mean of (4.40) and standard deviation (0.66), while there is a paragraph that states that "the absence of the role of the external evaluation of the performance of students in order to ensure the quality of matching performance with the Academic standards" ranked the last with a mean (3.30) and standard deviation (0.78), has reached the SMA of the field as a whole (4.14) and standard deviation (0.61) This means that the problems of the area of the procedural aspects of the management process of evaluating the performance of the students was a high degree. As evidenced by the most prominent problems of the axis of the procedural aspects of the management process of evaluating the performance of students from the point of view of faculty members emphasize the need for a specialized unit to manage the system evaluation and academic review to provide feedback to the beneficiary groups, whether they are students or faculty members or administrators, as well as a system to follow the procedures for implementing the evaluation process and ensure continuous improvement, and the presence of a role for the external evaluation of the performance of students in order to ensure conformity with the performance standards, academic, and provide a mechanism to review samples of student work assessed, and not limited to cases of complaints. And the use of models tests equal to evaluate the performance of the student, even in cases of conflict of dates of the examinations, and possibly back this to the perception inadequate to the faculty quality requirements, which confirms the existence of a role for the rectifier outside for all the activities of the institution, including the verification of the quality of the evaluation process and internal audit procedures, and this in turn requires the deployment of a culture of quality to modify trends faculty more to move toward acceptance of the role of effective external ingredient.

Results for the answer to the paragraphs of the area not to take advantage of the results of the process of evaluating the performance of the students has been extracted averages and standard deviations and grade estimates for the faculty members on the vertebrae area.

Table 6: Arithmetic means and standard deviations of the responses of the sample paragraphs on the field not to take advantage of the results of the process of evaluating the performance of students

Paragraphs	AM	SA	Rank
Non-availability database management system for the results of evaluating the performance of students and the evaluation methods used.	4.66	0.40	1
The absence of a mechanism to manage and organize seminars interested in discussing the results of the evaluation and use of improvements in student learning.	4.56	0.67	2
Lack of periodic reports that are interested analysis and dissemination of results of the assessment for students (strengths and weaknesses In the evaluation of performance).	4.55	0.76	3
Does not give faculty members effective feedback about the quality of their evaluations to student performance	4.47	0.55	4
Lack of comparative studies of the results of the annual evaluation is based on the rules of common measure Common Scale according to the characteristics of the technical and psychometric tests	4.44	0.76	5
Total	4.54	0.81	

Evident from the table (6) averages of the responses of the study sample ranged between (4.44 - 4.66), where I got paragraph which states that "the lack of database management system for the results of evaluating the performance of students and the evaluation methods used." Ranked first in averages with a mean of (4.66) and standard deviation (0.40), while there is a paragraph that states "not to carry out comparative studies of the results of the annual evaluation is based on the rules of common measure Common Scale according to the characteristics of the technical and psychometric tests" came in the last with a mean (4.44) and standard deviation (0.76), has reached the arithmetic mean of the field as a whole (4.54) and standard deviation (0.81) This means that the problems of the area not to take advantage of the results of the process of evaluating the performance of the students was a very high level. It is clear that the main problems of the axis not to take advantage of the results of the process of evaluating the performance of students from the point of view of faculty members, which confirms the need for a mechanism to manage and organize seminars interested in discussing the results of the evaluation and use in improving student learning, and Tver periodic reports concerned with the analysis and dissemination of results of the assessment for students (the strengths and weaknesses in the performance evaluation), and work on the construction and building management system databases to the results of evaluating the performance of students and the evaluation methods used, and to give faculty members effective feedback about the quality of their evaluations to student performance, and comparative studies of the results of the annual evaluation is based on the rules of common measure Common Scale according to the characteristics of the technical and psychometric tests.

Results for the answer to the paragraphs of the factors affecting the field in the process of evaluating the performance of the students has been extracted averages and standard deviations and grade estimates for the faculty members on the vertebrae area.

Table 7: Arithmetic means and standard deviations of the responses of the sample clauses in the field of the factors affecting the process of evaluating the performance of students

Paragraphs	AM	SA	Rank
Influenced by the level of quality of the assessment pressures generated by the students in the light of the assessment of the student teacher	4.76	0.30	1
Banks for electronic Questions that are effective and appropriate to evaluate the performance of students in different disciplines are not available	4.70	0.60	2
Non-availability of vocational training programs for faculty members about the foundations and skills assessment of student performance	4.68	0.70	3
The absence of the quality of the beneficiaries of publications (brochures - evidence induction) methods to evaluate the performance of students and its innovation	4.60	0.54	4
The absence of a mechanism for the definition and awareness in ways that address the problems of performance evaluation	4.56	0.63	5
Influenced by the level of quality of the assessment pressures generated by the students in the light of the assessment of the student teacher	3.44	0.61	6
Total	4.46	0.66	

Shown in Table (7) arithmetic means of the responses of the study sample ranged between (3.44 - 4.76), where the paragraph that states "influenced by the level of quality of the assessment pressures generated by the students in the light of student assessment for the teacher" to the first rank of averages with a mean of (4.76) and standard deviation (0.30), while there is a paragraph that states that "the occurrence of some of the sources of error, such as the impression of personal and halo effect and militancy in the evaluation of performance" ranked the last with a mean (3.44) and standard deviation (0.61), has reached the arithmetic mean of the field as a whole (4.46) and standard deviation (0.66) This means that the problems of the area of influencing factors in the process of evaluating the performance of the students was a very high level. Where it is clear that the most prominent problems of the axis of the factors affecting the process of evaluating the performance of students from the point of view of faculty members highlights the problems affected the quality of the evaluation pressures generated by the students in the light of student assessment for the teacher, uncle of the availability of Banks questions e-effective and appropriate to evaluate the performance of students in different disciplines, and the unavailability of programs of vocational training programs for faculty members about the principles and skills of evaluating student performance, the absence of the quality of the beneficiaries of publications (brochures - evidence of induction) methods of evaluating the performance of students and its innovation, the absence of a mechanism for the definition and awareness in ways that address the problems of performance evaluation.

Second, the results concerning the answer to the second question: What are the main methods of the proposed development for the treatment of the problems of evaluating the performance of students from the face of view of faculty members at the University of the Middle East? To answer this question has been extracted averages and standard deviations and grade estimates for faculty members to each area of the tool and table (8) shows that.

Table 8: the most prominent methods of the proposed development for the treatment of the problems of evaluating the performance of students from the face of view of faculty members at the Middle East University

Paragraphs	Rank	Percentage	Repetition
held workshops to determine the criteria for evaluating the performance of students in all fields of study and the preparation of the necessary tests	1	39.7	31
Develop a mechanism to monitor the problems of evaluation and continuous improvement of the performance appraisal system Students in accordance with the requirements of educational quality	2	38.5	30
Building Management System Banks of questions and corrected electronically to evaluate the performance of all students both in all specialty	3	33.3	26
to provide correct answer model for students after completion of the exam in order to learn of their strengths and weaknesses	4	32.1	25
bringing together graduates, employers and interested in the community to provide feedback to improve the evaluation process and procedures	5	29.5	23
assess the performance of students by the oral and practical revision cards that include rules Rubrics proper appreciation	6	25.6	20
business reference tests used in the study of matching the results of the performance evaluation and the collection of the end of the program students	7	24.4	19
card design review to evaluate the calendar faculty to student performance in light of the objectives of each decision and publish its findings	8	20.5	16
train faculty members on ways to prepare specifications tables for tests	9	20.5	16
implementation of periodic reviews to re-evaluate samples of student work assessed Confirmation of the principle of transparency and accountability	10	19.2	15
Providing training sample of banks questions accompanied by electronic or paper standards, Guides and debugging rules and appreciation	11	17.9	14
educate faculty sources of error in evaluating the performance of students, such as bias	12	15.4	12

Table (8) shows that there are many proposals for treating the problems of evaluating the performance of university students and improve this process, which came arranged in terms of the degree of importance from the point of view of faculty members by frequency and percentages, in the context of these results can be routed some guidelines for designers assessment about methods formulate appropriate criteria for assessing the performance of students, the fact that the key principles underpinning the process of student performance in the classroom different very much like those same criteria used in judging the assignments and homework written and assigned students (Lisa, Helen, 2000 Davey & Roche, 2003), and includes the following key points:

- Identify the features or characteristics that students should have and highlight their performance in school.
- Ensure that those characteristics of the measured already derived from the academic goals of the test user.
- Identify the features of academic standards that enable faculty members to use in assessing whether students have already have those characteristics or attributes or not.
- Work on drafting a guide to the academic evaluation process, so that judgments can be registered and required to provide feedback to the students.
- Work to reach accurate determination of the criteria for evaluating the performance of the students and make sure they can be formulated in a way for students to be translated into practical action or behavior.
- Provide students with the opportunity to learn the skills appropriate to the subject of the evaluation.
- The evaluation process planners and administrators to ensure that all faculty members have the skills and capabilities that facilitate the design to evaluate the performance of students.
- Ensure fairness evaluation process for all students, so that they do not discriminate at all between students.

- Ensure that faculty members are doing in the light of the criteria formulated in a constant and consistent, which must include training in which to do so.

Third, the results related to answer the third question: Does the problems of evaluating the performance of students at the University of the Middle East, according to the entire specialty faculty member (educational / academic)? To answer this question were calculated t-test to compare the responses of faculty members by variable specialty faculty member (educational / academic) on the tool and the table (9) shows that.

Table 9: Results of the t-test to compare the responses of faculty members by variable specialty faculty member (educational / academic).

Specialization	Number	AM	Standard deviation	T Value	Significance
Educational	21	34.10	8.734	3.11	0.01
Academic	57	30.45	7.726		

Evident from the table (9) that the value of (T) of (3.11) which is statistically significant at the significance level ($0.05 = \alpha$) which indicates that there is a fundamental difference between the responses of faculty members according to their specialization (educational, academic) problems in evaluating the performance of students University of the Middle East and in favor of faculty educators compared with others, and this result can be interpreted that the faculty educators with experience in the formation of the tests and the preparation of the agenda specifications and methods of formulating questions in tests and types of tests through the material during their studies.

Fourth, the results related to answer the fourth question: Does the problems of evaluating the performance of students at the University of the Middle East, according to both the degree of the faculty member (professor, associate professor, assistant professor)? To answer this question is an analysis of variance on the responses of faculty members by a variable degree on the tool and the table (10) shows that.

Table 10: of the responses of faculty members by a variable degree.

Degree	Assistant professor	Associate Professor	Professor	Total
Arithmetic mean	34.99	35.11	36.33	35.47
Standard deviation	8.71	5.99	6.11	6.45

Table (10) shows the arithmetic mean and standard deviations of the responses of faculty members to identify problems and to find out whether there are differences in the problems of evaluating the performance of students at the University of the Middle East, according to both the degree of the faculty member (professor, associate professor, assistant professor) analysis was used variance and table (11) shows that.

Table 11: Analysis of variance of the responses of faculty members by a variable degree.

Source of variation	Sum of squares	Degrees of freedom	Average squares	F value	The level of significance	Significance
Between groups	0.388	2	0.194	0.38	0.600	Non Significance
Within the groups	373.200	75	4.98			
Total	373.589	77				

Table (11) shows the lack of statistically significant differences in the significance level ($= 0.05$) in the problems of evaluating the performance of students at the University of the Middle East, according to each class scientific faculty member (professor, associate professor, assistant professor) and this means that the construction and design tests No varies Degrees of faculty members.

Recommendations

In light of the findings of the results of the study can be recommended, to:

- Training workshops based cascading style ideas and correlated to faculty members and their assistants and students in order to determine a systematic review and evaluate the performance of the students practical and oral and written based on academic standards and determine standard and performance indicators that meet those standards.
- Set aside time to discuss the quality assessment of student performance, so are not limited to achievement tests, but must be varied assessment tools, and to be a high degree of objectivity and consistency and honesty even safe to results when making educational decisions.
- evaluating the performance of students of all aspects of the educational process as represented in the Millennium knowledge, skills and compassionate and use a variety of tools to evaluate such tests - User note - performance records with a variety of assessment methods (editorial - Oral - practical) commensurate with the nature of each course with an emphasis on objectivity preparing questions and the estimation of grades and embraced modern theories in the measurement.
- You must take into account the relative importance and the relative weight of each content topic when preparing achievement test specifications and prepare the agenda includes a number of cognitive goals in each subject according to the different levels of educational objectives, taking into account the relative weight of the objectives of each subject.
- Training sessions for faculty members in order to familiarize them with these tools and how to deal with it in order to equip them with the skills and the skills needed to cope more easily with these tools.
- Work to develop criteria for evaluating assessment methods currently used and determine their effectiveness, and then determine a plan of action for improvement and development.
- Employ the use of computer programs in preparation Banks of questions to facilitate electronic performance evaluation.
- Diversify the methods of evaluation and not just on one method. They can use additional techniques such as self-assessment and review the student's file and achievements, and others.

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