The Actual Use of Alternative Assessment Techniques by Chemistry Teachers in Dammam from Teachers' Perspectives

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Abstract

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This purpose of study was to identify the actual use of alternative assessment techniques by chemistry teachers in Dammam at the Kingdom of Saudi Arabia, as perceived by teachers themselves. The study also aimed at exploring perceptions of chemistry teachers that are related to the importance of the alternative assessment techniques, the degree of their application, the main difficulties teachers encounter in applying those techniques, and compared their degree of use according to some variables, such as qualification, years of experience, and training. To fulfill these purposes, a 50-item questionnaire was developed by the author, and was then applied to a sample of 68 chemistry secondary school teachers in Dammam.

The results showed that teachers perceive the use of alternative assessment techniques as very important; they use such techniques frequently, and there is a number of obstacles that prevent using this type of the assessment in schools. The most prevailing obstacles are the lack of training courses related to alternative assessment techniques, large-size classes, and the high work burdens on teachers.

The findings of study also showed statistically significant differences in the mean scores of the use of alternative assessment techniques by chemistry teachers that were attributed to the number of years of experience, and in the mean scores of the degree of use that is attributed to the type of educational qualification, the number of years of experience, and to the attendance of the training courses by teachers. In the light of these results, some recommendations are provided.