

## Reality of the Application of Evaluation in Higher Education from the Professors' Perspective An Analytical Study-At Amar Telidji University in Laghouat

واقع تطبيق التقييم في التعليم العالي من وجهة نظر الأساتذة  
دراسة تحليلية- بجامعة عمارثليجي بالأغواط

1- D-Laidi Aicha \*

<sup>1</sup> Higher School of Teachers, Taleb Abdelrahman, Laghouat

Email: a.laidi@ens-lagh.dz

Received: 20/01 /2025 Accepted: 24/09 /2025 Published: 15/12 /2025

### Abstract:

The current study aimed to know the reality of evaluation in higher education from the teacher's point of view by an analytical study at Amar Theliji university in Laghouat, where the study has reached (36) teachers, the descriptive analytical approach has been adopted. And the results revealed a different point of view from the higher education teachers about the reality of implementing evaluation, where the implementing evaluation in higher education is facing organizational and pedagogical obstacles, which goes back to the necessity of coordination between the various bodies involved in the evaluation process, and the need to develop the evaluation methods and tools.

However, there are significant contributions from teachers to achieve the evaluation goals in an effective way, with the necessity of emphasizing the role of evaluation in improving and classifying the capacities of the student.

**-Keywords:** Evaluation, Higher education.

## Résumé :

L'étude actuelle visait à connaître la réalité de l'évaluation dans l'enseignement supérieur du point de vue des enseignants par une étude analytique à l'Université Ammar Theliji à Laghouat, où l'échantillon d'étude a atteint (36) enseignants et enseignantes. L'approche analytique descriptive a été adoptée. Les résultats de l'étude ont révélé des points de vue différents parmi les enseignants de l'enseignement supérieur sur la réalité de l'application du calendrier. L'application de l'évaluation dans l'enseignement supérieur est confrontée à des obstacles éducatifs et organisationnels en raison du besoin de coordination entre les différents organismes en fonction du processus d'évaluation.

Cependant, les enseignants ont des contributions importantes pour atteindre efficacement les objectifs de l'évaluation, en insistant sur le rôle de l'évaluation dans l'amélioration et la classification des compétences de l'étudiant.

**Mots-clés:** Calendrier - Enseignement supérieur.

## ملخص الدراسة:

هدفت الدراسة الحالية إلى معرفة واقع التقويم في التعليم العالي من وجهة نظر الأساتذة عن طريق دراسة تحليلية بجامعة عمار ثليجي بالأغواط، حيث بلغت عينة الدراسة (36) أستاذا وأستاذة. وقد تم اعتماد المنهج الوصفي التحليلي. وأسفرت نتائج الدراسة عن وجود وجهات نظر مختلفة بين أساتذة التعليم العالي حول واقع تطبيق التقويم، حيث يواجه تطبيق التقويم في التعليم العالي عراقيل بيداغوجية وتنظيمية، تعود إلى ضرورة التنسيق بين مختلف الهيئات القائمة على عملية التقويم، وإلى الحاجة لتطوير أساليب وأدوات التقويم.

إلا أن هناك إسهامات كبيرة من طرف الأساتذة لتحقيق أهداف التقويم بشكل فعال، مع ضرورة التأكيد على دور التقويم في تحسين وتصنيف كفاءات الطالب.

- الكلمات المفتاحية: التقويم - التعليم العالي.

## First: introduction

Higher education is considered the highest educational level in any pedagogical system and all societies, as it is considered the main site for the students that are preparing to adapt to the social life and the labor market reality that they are dealing with after graduation.

Therefore, this type of education is being highly influential on the social environment it is in, which serves as a prominent center of radiation and attraction where it is used to

change and develop the scientific and social reality for the society that suits the global modern trends and its technical and scientific challenges and outcomes.

As a result of that, universities ought to respond to these big and rapid improvements that are happening in nowadays world as a result of the enormous technological revolution and what it has created as devices, tools and ideas. Especially what the evaluation is presenting in the higher education as one of the most important axis that requires a specific treatment, that is because the innovation in the educational process requires an innovation and improvements inevitably in the evaluation. Therefore, if this higher education isn't innovated in the evaluation procedures, it will make its chances of success very low. Therefore, it was necessary to grasp the evaluation topic and use it in an effective way. And that's what we are seeking through this upcoming research.

### **Second: the determination of the studying issue**

The evaluation topic has gained a considerable importance in the researches and studies field as it is one of core processes in any educational process, given it is an organized systematic process to collect the data interpret the evidence which leads to issue judgments that are related to Learners or curricula which helps to direct The pedagogical work and take The appropriate procedure in the light of this, therefore, a numerous studies have addressed the evaluation in general which discusses with some changes such as:

The study of "Taha Salih Mahmud, 2003" that has several goals such as, assessing the reality of the prevailing pedagogical evaluation in the secondary education institutions, from evaluation methods and formulating the objective procedures, the study also aimed on understanding the factors that lead to not applying the modern evaluation methods, as well as reviewing the tools and techniques used in these institutions and assessing its effectiveness, importance and its relationship with the modern tools that are used in the pedagogical evaluation.

The results of the study are summarized as the secondary school teachers do not have enough knowledge about the evaluation and its types, and that most of the teachers in secondary schools think the evaluation is evaluating the student based on the grades obtained. (Dalila Rahmouni 2011, p32).

A study by "Hadda Mimoune, 2002" about teachers dealing with the mistake in the education process, from teachers point of view themselves, that reached 161 teachers, the study concluded that most of the teachers are dealing with the mistake traditionally, means commenting on the mistake as it is a mistake and presenting the correction without evaluating or treating it, which the study considered it as the modern way of dealing with the mistake which refers to (formative evaluation), also the study indicated that teachers with over 10 years of experience respond to modern way of dealing with the mistake included in the questionnaire more the other categories. (Nora BouAicha, Soumia BemAmara, p735)

The study of "elSaraf, 1988" on teachers opinions about the actual practices of the evaluation methods in Curriculum-Based schools in the country of Kuwait, The most prominent results of this study are as follows:

- There's a trend towards the necessity of the alignment of the pedagogical evaluation types with the behavioral objects.
- Most of the sample individuals think that school tests under a curriculum-based system don't only measure the information but the other skills as well.
- Most of the sample individuals think that the results of the evaluation affect the teacher's teaching methods.
- There is an alignment between the sample individuals on diversifying the used evaluation methods.

A study by " Tawfik Morai, 1981" to determine educational performance capacities of the primary school teacher in Jordan, concluded that the teachers see that evaluation methods are very necessary, but they don't practice it due to lack of resources. (Hind Bint Abdullah Bin Aburlrahman Dawoud, 2007, p11)

It is evident from the results presented on the reality of teachers practicing the evaluation process and the procedures that they follow in this process, as they are inaccurate and random procedures.

As we conclude that teachers are still traditionally practicing performance evaluation, it doesn't exceed evaluating and giving grades, and selecting students, without working on correcting their learning path and helping them to face the difficulties that prevent them from gain the required competency to face the problems, and these problems include

competency based teaching approach, and several years had passed since it was applied in the Algerian school that Its application makes the learner more active in their learning and makes them discover knowledge and use it and that will happen by changing the role of the teacher from lecturer to knowledge into an organizer, creative and a motivator to his students, by applying modern teaching procedures.

With that being said, we can conclude the research problem by these next questions:

1- The main question:

- What is the reality of the evaluation in the higher education from the teacher's point of view?

2- Sub questions:

- How widely this evaluation practice is in the higher education according to new reform goals?

- How widely is the evaluation practice in the higher education according to the student competencies rating?

- How widely is using the evaluation tools and methods in a diverse manner?

**Third: Hypothesis study:**

To detect the constituent elements of the problematique, and to answer its questions, the hypothesis study propose these next hypotheses:

1- The main hypothesis:

- The evaluation application in higher education is facing pedagogical and organization obstacles.

- The evaluation practice in higher education is done according to the student competencies rate.

- The diverse tools and methods are used in the evaluation process in higher education.

**Fourth: The definition of procedural evaluation:**

It is a tool to diagnose the strength areas and constituent weakness elements to the evaluation process, in order to develop the strength areas, treat and suggest solutions to the areas that show shortcomings, so we achieve the quality in education.

**Fifth: The theoretical aspects:**

**I -The evaluation concept:**

**I -1: The evaluation definition:**

Salih Abu Jadu defines it with his quotes: "The evaluation is a methodological, organized and planned process that includes issuing judgments towards the adequacy or effectiveness of a program, person, or subject". (Daoud Bourgeiba, 2005, p156). He also defines it as "Recognizing the value of something or its merit in relation to a specific standard or criterion". (Qassim Alib elSerraf, 2002, p17)

With that being said, from the definitions of the evaluation, we can define it as follows:

It is a methodological, organized, and planned process through which the success of the pedagogical process in achieving the desired goals is evaluated.

### **I - 2 The evaluation types:**

The evaluation is classified into three types:

#### **A- The personal evaluation:**

It includes determination description and classifying some behavior sides of the learner in the beginning of the education process to recognize how wide the control of the previous knowledge, and determine the appropriate start point which the new data teaching is based on. Some Researchers call it preliminary, predictive or pre-evaluation.

#### **B- The formal evaluation:**

It is also called the structural evaluation, and it is the evaluation that follows the education process from the beginning, and it continues with it in different steps, and it is focused on the process itself in order to develop and enhance it.

#### **C- Summative evaluation:**

It is also called the final or the achievement evaluation, + it is the evaluation that is done after the education process, and it is focused on the results achievements or outputs, + that allows this evaluation to indicate if the student is qualified for a specific grade or pass to a next specific level and that also allows to classify the students among each other. (Dawoud Bourgeiba, 2005, p 180-182).

### **I-3- The importance of the pedagogical evaluation:**

The evaluation gains its main importance in different fields from the necessity of relying on it in measuring and assessing the extent to which the desired objectives of each process are achieved and in every field especially the educational, where it shows its importance as follows:

- The evaluation is considered generally to be a main element of the elements specifically for building the programs.
- Evaluation is no longer limited to measuring academic achievement in different subjects, it exceeds to measure the components of the student personality from each side so it widens their fields and diverse their methods.
- Then, nowadays evaluation is one of the most important factors to discover talents and distinguishing individuals with special tendencies and people with unique and excellent abilities and skills.
- The evaluation is considered one of the important elements of the plan because it connects a strong connection with tracking results as the evaluation might indicates a flaw of methods, tools or the existence in the achievements so it leads to results and recommendations that is presented to the plan and then it starts to execute where it starts to follow and the evaluation again... and so on.
- It helps both the teacher and the students recognize the extent of progress in their schoolwork towards their goals and exposes the factors that lead to evaluation or transformation, all while easing the difficulties faced by both students and teachers. (Mustapha Hussein Bahy, Wafatin Zakaria elNamir, 2004, p5)

Also "Youssuf El-rafii, 2003" sees that the teacher that doesn't Master the evaluation skill can't become a successful teacher because even if he is teaching in a good way, although he can't judge the extent of his teaching quality, achievements and the extent of the student learning development.

As for the curriculum, Bashmush and others 1414) we see that the evaluation results should be used to enhance and develop the curriculum. (Abdullah Ahmed Abdullah Al-Shihabi previous reference p17).

#### **I-4- The pedagogical evaluation goals:**

The main function of the evaluation is to provide useful information to develop the educational process, and taking appropriate decisions. In general, the pedagogical evaluation achieves the following goals:

- Knowing the extent of achieving goals that are planned for a specific program.
- Revealing the extent of the teacher's effectiveness in presenting the educational subject.

- Sending reports to the parents about the extent of their children's progress.
- Knowing the shortcomings and obstacles sides in the school Institution and eliminating the negative phenomenon and working on easing the difficulties by diagnosing them.
- Motivating the school administration for more work, the teacher to grow and the student to learn.
- Revealing the students' needs, tendencies, abilities and aptitudes. (Menii elMenii, 2011, p25).
- Making a comparison between the actual learner and the educational goals.
- Helping the teacher and the students in taking decisions about what should be done.
- Tracking the student educational progress.
- Reviewing the educational program by taking decisions with regard to the changes that is included by the program.
- Reviewing teaching methods
- Giving instructions to the relevant authorities by supplying those responsible for education with quantitative data related to education, and whether education funding is being useful.
- Evaluating the student knowledge background.
- Knowing the student satisfaction.
- Developing the student personal evaluation.

### **I-5 - The purpose of the pedagogical evaluation:**

**I-6-1- Diagnosis:** which is trying to know the student's weakness and strength sides as one of the achievements to benefit from the results of boosting the strength sides and addressing the weakness sides and what that requires in terms of evaluating the teaching methods, curricula, or various educational facilities and educational sources, with mentioning that there are special examinations for diagnosis, however, this does not deny the role of regular classroom achievement tests that are suitable for diagnostic purposes.

**I-6-2: Classifying:** which is classifying the students into various specialties: academic, commercial industrial and agricultural... Or classifying them into groups based on their competencies or tendencies, therefore this classifying cannot be possible only by relying on the results of the students in the exams, special tests or other measuring tools like personal interview, questionnaire and lists...

**I-6-3** Measuring the academic level: Which refers to the extent of achieving the educational goals of the student in an academic subject and all the subjects combined, however the exams are supposed to achieve this goal by considering its results to enhance the educational level to raising the student to a higher classes and so on.

I-6-4 Other purposes: Like assessment, prediction, and feedback for the student. (Yahia Alwan, 2007, p09).

## **II- The concept of the higher education:**

### **II-1-The origin of the higher education:**

Although there were a lot of higher education institutes at the Pharaonic era, As well as the Greek and Romanian era. There was a historical model of universities as the world nowadays goes back to Middle Ages.

The emergence of the universities in this era comes from result of a specific scientific message, to meet societal needs in specific fields like law studies, Romanian, art Arabic and Islamic science and so on. And probably one of the most important reasons for the universities and scientific centers appearance is also the expansion of the intellectual and cognitive field, thanks to the connection between the Arab scientists and Greek philosophers, with the emergence of population clusters and the change in lifestyle and the need to the in-depth study for certain sciences. So the emergence of universities has developed in many countries.

### **II-2- The definition of higher education:**

UNESCO defines the higher education as " All studies, formation or directed formation for research, that are done after secondary school on the level of university or some other educational institutions that recognized by the official government's authorities".

This definition refers that the higher education reflects on specialty and great importance when it comes to preparing and qualifying the individual, and that is done by providing him with the information, knowledge, skills and special experiences, as well as the ability to integrate and keeping up with the occurring progress nowadays. (Bouraadi Yasmina, 2009, p08).

### **II-3- The goals and importance of the higher education:**

The higher education message is defined by three main fields: education, research and development and society serving,

and a lot of authors and educators go beyond that when it comes to higher education definition.

With that being said, we can realize that the great role and the hard mission falling on the higher education system in any society, it seems that in order for a certain society to grow and develop it must take care of this sector, and give it support and attention to achieve the goals and purposes that society seeks. (Said BenHmed elRabii: previous reference, p 27-31).

### **II-4- Transformation aspects of higher education from the traditional education to the modern education:**

Traditional education focuses on three axes which are the teacher, the student, and the information noticing that the traditional education faces a lot of challenges in the globalization era.

And with the emergence of these challenges, it became essential to use tools to help mitigate the severity of these challenges, and it is possible to mention that the traditional systems era which is structured on reception memorizing and recall is almost over. That is because of the transformation into the information era that confirms the concepts of positive participation from the student in the educational process, and that's because the educational system's duty is to create new tasks to keep up with these transformations. And the evaluation methods and their role in the educational process are probably working on changing the education especially within the higher education fields. (Akram Fathy Mustapha: 2006, p. 95).

### **III- The concept of evaluation in the higher education:**

#### **III-1- The evaluation functions in the higher education:**

A-: Using evaluation results to take decisions that are related to the fit level of the student when it comes to his abilities, knowledge...

B- Diagnosis: and it refers to using the evaluation results to determine strength and weakness points of the student in the skills and the specific topics.

C- Classifying: and it refers to using the evaluation results to classify students into groups according to skills or a group of skills.

D- The educational guidance and directions: and it refers to using the educational results to provide the student with information that help him take the decisions that are related to keeping up and the fit profession for him.

E- Using the evaluation results to collect the necessary information to understand the individual cognitively and emotionally, like evaluating the individual in his general abilities, tendencies or his inclinations. ( Samih Abu Maghliy, 1997, p p 351-352).

### **III-2- The evaluation methods in the higher education:**

The higher education relies on a group of evaluation methods:

#### **A- The exams:**

It is a tool, means, or method that provides the student with a series of tasks to respond to, where their response indicates the extent of the trait or skill they possess, and as is known, tests serve this purpose. Its job is to measure all the educational achievements types either was it performance-Based or cognitive. (Nabil Abdelhadi, 2001, p123). And it can be classified as:

- The objective exams: and it is exams that aim to examine the student in an objective way, and it has four types: "The true false exam, multiple choice exams, comparison exams and fill-in the blank exams" (Qassim Ali elSerraf, 2002, p117).
- The essay exams: The purpose of it in education is to prepare the individual to interact with others in the language and thoughts world. (Mohamed Munir Morsy, 2002, p161).
- The oral exams: in this exam model, the teacher presents a group of oral questions that is required to be answered by the student. (Nabil Abdelhadi, 2001, p131).

#### **B- The evaluation in directed activities:**

We know that the directed activities that the students participate in directly and only with the teacher's guidance, as in the humanities and social sciences, the student is evaluated in the directed activities based on doing theoretical and practical researches as he presents his research and then negotiate and the teacher gives him the mark based on his research presentation and method.

However when it comes to technical and scientific specialties, the teacher must prepare a document of directed activities before the class time with an enough time, so it allows to the students to prepare it or it contains some exercises and lesson problems, and the result at the end of every exercise to guide the student about it, and the teacher determines a group of exercises that are required to be done by the next session and the mark is giving based on it.

### **C- The evaluation in practical work:**

In the technical specialties, Practical work cannot be dispensed with ,and there are some procedures to evaluate the performance in the practical work. (Saroute Mohamed, 2003, p66).

### **III-3- The evaluation background in the higher education:**

In the higher education evaluation, there are negative backgrounds that can be concluded as follows:

- \* An almost complete neglect of diagnostic and formative evaluation in favor of focusing on summative evaluation.
- \* The overuse of the article exam as it has become widely used in the humanities and social sciences, or relying on posing a problem that students are required to solve using a theory, doing calculating and usually they use the calculator ,this has led to conditioning learners to memorize and recall mechanically. Therefore, neglecting the understanding, application, analyzing and composing of the process.
- \* Lack of exam instructions clarity that confuses the student while answering.
- \* Lack of questions clarity and not clarifying what is required from the student.
- \* Neglection of setting a correction scale.
- \* The long time spent on exams instead of using it in educational processes.
- \* The spread of the exam nightmare at the end of the year.
- \* The spread of the cheating phenomena. (Daoud Bourgeiba, previous reference, p p 53-57).

### **Sixth: The field aspect:**

#### **I -1: The approach followed in the study:**

The approach is considered one of the main fundamentals in this scientific research and based on the research goals represented by knowing the evaluation reality in the higher education. So we relied on the descriptive analytical approach that suits our study because it

describes the phenomena very accurately as it is in the reality, and that's for reaching to conclusions and clarifications by explaining in a scientific way that helps understand the targeted study in this research by presenting the obtained results in the field study and its analysis.

## **I-2- Determination of the research framework:**

### **A- Spatial framework:**

The salary is done by the teachers who study at the faculty of Humanities and Social Sciences in Ammae Theliji university of Laghouat, where the teachers present in the staff room were interviewed, within the faculty previously mentioned.

### **B- Time frame:**

This study was done in the annual academic year of 2023/24 exactly from February 6th, 2023, until Mars 2<sup>nd</sup>, 2023.

## **I-2- Determination of the research sample:**

The sample was selected simply and randomly from the humanities and social sciences faculty teachers in Laghouat's university within all specialties, and the number of teachers who we interviewed was settled at 36 teachers.

## **I-4- Data collection tools:**

We relied on the closed interview as a tool to collect data because it provides information to the researcher about the studied position because it is known as a tool that's based on communication or oral direct speech between the researcher and the researched, where this interview contains 20 questions answered by a yes or no, and the questions were positive where it is given a mark (1) for the Yes answer, and (0) for the No. And these questions were classified into three axis based on the study probability respectfully as follows:

- First axis: includes questions number (1-2-10-11-12-13-14).
- second axis: includes questions number (3-4-5-6-8-9-16).
- The third axis: it includes questions number (7-15-17-18-19-20).

And we did some individual interviews with teachers to seek answers from the teachers that benefit the research, as the contact ways were diverse, some were present and some were remote interviews through "Google Meet" platform.

### **I-5 The tool's validity:**

We presented the interview questions to a group of teachers from the humanities and social sciences faculty, to judge them and give their notes and opinions on how appreciate are these questions are with actual research requirements. And the agreement percentage between judges were high that it exceeded 80% which made the actual tool is very fit and appropriate for the actual academic goals.

### **I-6- The tool's reliability:**

For actual educational purposes, we extracted the reliability coefficient for the research scale, which this coefficient which was extracted by applying and reapplying for the test ranged around "0.70". So the scale was reliable and decent.

### **I-The statistical methods:**

To treat data in the actual education, we relied on a simple statistical method consists of organizing the data into statistical tables that are easy to read in terms of the shape and content, and it these tables include:

- The frequencies where the teachers frequent answers are calculated on every sentence.
- The percentage to give the evidence of the frequencies that are translated into percentage.

## **II- Presenting, analyzing, and discussing the study results:**

### **II-1- Presentation of the interview results:**

After analyzing the data that were collected by the humanities and social sciences teachers answers, the results followed to each item of the interview as follows:

- First question: Do you practice the evaluation in the light of the new pedagogical goals?

With the obtained results in this question, we notice that 66.66% of the teachers were practicing the evaluation in the light of the new pedagogical goals, and 33.33% of the rest teachers do not practice it.

- Second question: Do you prefer that the evaluation process aligns with the goals set for education from the beginning of the educational process?

We notice through these results of this question that 75% prefer the evaluation to be aligning with the first goals that were set from the beginning of the educational process, while 25% of the teachers did not agree to that.

- Third question: Do you rely on the broad concept of the curriculum, addressing various aspects of the learner's personality in your evaluation?

We notice through this third question that 91% of the teachers rely on the broad concept of the curriculum addressing various aspects of the Learners, personality in their evaluation, while we see that the 8.33% of the teachers do not rely on that.

- The fourth question: Do you care about the occurring change in the student behavior in the desired direction?

We notice through these results that we got from this question that 66.66% of the teachers care about the change of the student behavior in the desired direction, while 33.33% of the teachers do not care about this change.

-Fifth question: Do you seek knowing the student's ability to think critically within his age?

Through the results we got from this question we noticed that 75% of the teachers seek to know the extent of the student growth ability of the critical thoughts within his age, while 25% of the teachers do not seek to know the extent of the student growth ability to think critically within his age.

- Sixth question: Do you consider the students' levels based on the individual differences between them?

We notice through these results that we got from this question that 75% of the teachers consider the students' levels based on the individual differences between them, while we see that 25% of the teachers, do not consider the level differences of the students' levels between.

-Seventh Question: Do you wish to continue the evaluation from the beginning of the educational process until the end of it?

We concluded from this question that 33.33% of the teachers prefer that the evaluation continues from the beginning of the educational process until the end of it, while we see that 66.66% of the teachers do not prefer to continue the evaluation from the beginning of the educational process until the end of it.

-Eighth question: Do you prefer investing time to determine the weakness points and increasing the strength points of the student?

Throughout the results of the 8th question, we noticed that 58.33% of the student see that the students excellence is related to internet use control while 41.66% of the student see the opposite.

-Ninth question: Do you consider the students' tendencies when practicing the evaluation process?

It is clear to us through this question that 83.33% of the teachers consider the students' tendencies in their evaluation process practice, while we see the 16.66% not consider the student tendencies while doing the evaluation process.

- Tenth question: Do you value the guidance of your fellow teachers and the heads of the faculty where you teach regarding the evaluation process?

We see throughout the results of this question that 75% of the teachers care about their teachers colleagues and the heads of the faculty they work at about the evaluation process, while 25% of the teachers do not care about the guidance of their colleagues. + The heads of the faculty.

-The eleventh question: Do you try to make the evaluation objective and not affected by the personal factors or other?

We notice that 91% of the teachers prefer to be the evaluation objective and not affected by the personal factors or others. However, 8.33% do not see that.

- The twelfth question: Do you seek making the evaluation fit and harmonious with what you need from the evaluation only.

It is clear throughout what we got from the question's result that 75% of the teachers seek to make the evaluation harmonious and fit with what they need from the evaluation only. However, 25% answered with the opposite of that.

-The Thirteenth question : Do you strive to rely on evaluation based on scientifically recognized principles and standards?

We see through out the results of this question that 91% of the teachers seek to rely on the evaluation based on scientifically recognized principle as centers while 8.33% see that we cannot give it away.

- The 14th person. Do you consider the university budget spent on the evaluation process?

We see the 100% of the teachers agreed to consider the budget spent from the University on the evaluation process.

- The Fifteenth question: Are you with the idea of assigning the students with an intensive homework?

We see in this question that's 33.33% of the students prefer the intensive homework to be given to the students. However, 66.66% do not prefer to give intensive homework to the students.

- The sixteenth question: Do you prefer the lessons volume through out the academic year to be a lot more than the exams volume?

It is clear to us from this question that 53.33% of the teachers prefer the lessons volume throughout the academic year to be a lot more than the exams volume while 41.66% of the teachers do not prefer that.

- The seventeen question: Do you use diverse tools and methods throughout the evaluation process?

We see through this question that 33.33% of the teachers use diverse tools and methods and the evaluation process, while 66.66% of the teachers do not use diverse methods and tools in the evaluation process.

- The 18th question, do you prefer to mix between the exams types (constructive, objective) in one single exam?

The conclusion that we got from this question is that 100% of the teachers prefer to mix between the exams types within one single exam.

- The nineteenth question: Do you rely on the evaluation not only as a decision of success or failure?

It is clear from this question. The teachers confirm with 72.25% versus 27.75% that the actual evaluation in the higher education uses that to only take decisions related to the student's career, means only relying on the final evaluation.

- The twentieth question: Is the time of the educational session enough to correct the students' mistakes?

As the teachers are saying of 63.15% versus 36.85% that the time of the educational session does not allow them to correct the students' mistakes based on methodology on that

focuses on spotting the mistakes and describing them and then searching on the mistake sources, and at the end it was suggested inappropriate strategy to treat this problem.

### **II-2- The general conclusion:**

We conclude throughout this interviews that we made with the humanities and social sciences faculty teachers at Laghouat, that the evaluation in the light of the higher education, it differs by the teachers differences instead of being on the same principles based on the new reform in the new educational system, and we give evidence by obtaining varied percentages in the interview questions which searches on the extent of the reality of the evaluation in the higher education. However, we know what is that most teachers practice The effective evaluation principles based on the new reform which makes us assist the validity of the first hypothesis, and that's because of the teachers seeking to achieve the great evaluation goals and higher education, and that does not align with the study " Tawfik Murai, 1981" which shows that the evaluation methods, teacher see very necessary but they don't practice it due to lack of the resources.

With the existence of the point of view of the higher education sector teachers it is clear that their practices to the evaluation process principles, based on why it is targeted from the investment it classifies and value the students' competencies, and this what shows the validity of the second hypothesis of the research and this what doesn't align with the study of "Hadda Mimoune, 2002" about the teachers dealing with a mistake in the evaluation process because they are dealing with the mistake traditionally, means commenting on the mistake as it is a mistake and presenting the correction without evaluating or treating it.

As for the third hypothesis which refers to diversity in the evaluation tools and methods, has not been achieved, because most of the teachers are using Old tools and methods and the evaluation process, without overlooking some of them preferring to combine between the exams types, therefore, and throughout the third axis questions of the third hypothesis, we can say that the evaluation cannot translates to us how students learn, and how Can the teachers use the tools, methods and the evaluation types that develops and enhance its educational strategy towards achieving the targeted capacities and that is what aligns with the study " Taha Salih Mahmoud, 2003"that the teachers Do not have enough knowledge

about the evaluation and its types, and that most teachers think that the evaluation is evaluating the teacher based on the results obtained. And that what aligns with the study "Tawfik Muraii, 1981" which shows that the evaluation methods are seen by the teachers as very necessary, but they don't practice it due to lack of resources. While The results of this hypothesis do not align with the study "elSarraf, 1988" that most of the sample individuals from teachers think that the school exams do not measure only the information, but it measures the other skills as well. Therefore, the sample and individuals' agreements on diversifying the evaluation methods used in the evaluation process.

At the end we say that the application of the evaluation in the higher education faces a lot of pedagogical and systematic obstacles, that goes back to the necessity of coordination between the various bodies responsible for the evaluation process, and the development of the evaluation methods and tools. And this is what our main hypothesis states.

### **II-3- The recommendations:**

- The necessity of providing teachers with a serious formation when it comes to the student's evaluation processes and giving the evaluation the importance it deserves in the training programs.
- adapting the size of the educational programs which align with what the time allows to confirm achieving their goals within the student's level.
- working on lowering or decreasing the number of students in the class which allows tracking the progress each student individually.
- confirming to the teachers in the higher education about the necessity of diversifying the evaluation process methods and tools.

### **List of References**

#### **Books:**

- 1) Dawood Bourguiba, (2005). *Methods of Ideal Education*, Ghardaia, Al-Matba'a Al-Arabiyya.
- 2) Mohamed Munir Morsi, (2002). *Modern Trends in University Education and Teaching Methods*, Cairo, Alam Al-Kutub.
- 3) Mustafa Hussein Bahi, Hussein Ahmed Hashmat, (2002). *Reference in Physiological Psychology (Theories - Analyses - Applications)*, Cairo, First Edition, Al-Anglo Egyptian Library.
- 4) Nabil Abdel Hadi, (2001) *Measurement and Educational Evaluation and Its Use in Classroom Teaching*, Amman, Jordan, 2nd Edition, Dar Wail for Printing and Publishing.

- 5) Qasim Ali Al-Sarraf, (2002): *Measurement and Evaluation in Education and Teaching*, Cairo, Dar Al-Kitab Al-Hadith.
- 6) Said bin Hamad Al-Ruba'i, (2008). *Higher Education in the Knowledge Age (Changes, Challenges, and Future Prospects)*, First Edition, Dar Al-Shorouk for Publishing and Distribution.
- 7) Samih Abu Maghli et al, (1997). *Study Rules in University*, Amman, 1st Edition, Dar Al-Fikr for Printing and Publishing.

### **Thesis:**

- 8) Abdullah Ahmed Abdullah Al-Shahabi, (2010): *Continuous Evaluation in Upper Primary School Grades for Boys in Al-Leith Governorate (An Evaluative Study)*, Unpublished Master's Thesis in Psychology, Specializing in Tests and Measurements, Faculty of Education, Umm Al-Qura University.
- 9) Baroudi Yasmina, (2009) *Higher Education and Its Relation to Modern Technological Changes "Information Technology Field Study at Batna University"*, Master's Thesis in Sociology, Specializing in Organization and Work, Batna University.
- 10) Hend bint Abdullah bin Abdulrahman Al-Dawood, (2007). *Reality of Continuous Evaluation in the Mathematics Curriculum for Early Primary School Grades for Girls*, Unpublished Master's Thesis in Arts, Specializing in Curricula and Teaching Methods, College of Education, King Saud University.
- 11) Rahmouni Dalila, (2011). *Evaluation Methods According to Competency-Based Approach and Its Relationship to Academic Achievement in Fifth-Grade Primary School Students: A Field Study in Some Districts of Msila Province*, Unpublished Master's Thesis, Specializing in Educational Psychology, Faculty of Humanities and Social Sciences, University of Algiers (2).

### **Published Articles:**

- 12) Dawoud Bourguiba (2003): *Examinations in Algerian Universities: Their Reality and Ways of Development*, National Symposium on Educational Evaluation in the University System. Its Reality and Ways of Development, Laghouat, December p p 7–8.
- 13) Bouaiche, N., & Ben Amara, S. (2013, December). *Primary school teachers' practices of evaluation in light of the competency approach from the perspective of educational inspectors*. Paper presented at the Symposium on Competency-Based Training in Education, University of Kasdi Merbah, Ouargla, Algeria. Retrieved from <https://dspace.univ-ouargla.dz/jspui/handle/123456789/2481>
- 14) -Saroute Mohamed. (2003). *Contributions to Proposing a Comprehensive Model Evaluation: Experiments on Electrical Students*, National Symposium on Educational Evaluation in the University System. Its Reality and Ways of Development, Laghouat, December, p p 7–8.

- 15) Yahya Alwan, (2007): Educational Evaluation and Measurement and Its Role in the Success of the Educational Process, Journal of Human Sciences, Mohamed Kheider University of Biskra, Issue 11, p p 32-51 .

**Websites from the Internet:**

- 16) Al-Manea, M. (2011). Educational assessment. Retrieved October 25, 2011, from <http://www.manhal.net/articles.php?action=show&id=5951>