

## The Level of Faculty Members' Knowledge of the New Assessment Strategies

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**Abstract.** The current study aimed to identify the level of knowledge and use of new assessment strategies by faculty members at Mohamed Boudiaf University in M'sila, Algeria. To achieve the aim of the study, the descriptive analytical method was adopted. A purposive sample of 20 male and female teachers from the Department of Psychology was selected. A questionnaire was constructed by the researchers, consisting of five axes (performance strategy, paper and pencil strategy, observation strategy, self strategy, and communication strategy). The psychometric properties of the questionnaire were verified after applying it to an exploratory sample of 15 teachers. Cronbach's Alpha reliability coefficient reached 0.83, indicating high reliability. The results revealed that the level of faculty members' knowledge of the new assessment strategies is high, while the level of their use of these strategies is moderate. The study recommends working on using and generalizing new assessment strategies across Algerian universities and schools, as they contribute to achieving quality in education, as well as holding seminars and lectures on the importance of evaluation and its strategies.

**Keywords:** new assessment strategies, faculty members, university education, educational evaluation, LMD system (licence-master-doctorate)

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## Fakültə üzvlərinin yeni qiymətləndirmə strategiyaları haqqında bilik səviyyəsi

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**Xülasə.** Hazırkı tədqiqat Əlcəzairin M'sila şəhərindəki Məhəmməd Boudiaf Universitetinin müəllim heyəti tərəfindən yeni qiymətləndirmə strategiyalarının bilik və istifadə səviyyəsini müəyyən etmək məqsədi daşıyırdı. Tədqiqatın məqsədinə çatmaq üçün təsviri analitik metoddan istifadə edilmişdir. Psixologiya kafedrasından 20 kişi və qadın müəllimdən ibarət məqsədyönlü nümunə seçildi. Tədqiqatçılar tərəfindən beş oxdan (performans strategiyası, kağız və qələm strategiyası, müşahidə strategiyası, özünü strategiyası və ünsiyyət strategiyası) ibarət anket tərtib edildi. Anketin psixometrik xüsusiyyətləri 15 müəllimdən ibarət tədqiqat nümunəsinə tətbiq edildikdən sonra yoxlanıldı. Kronbaxın Alfa etibarlılıq əmsali 0,83-ə çatdı ki, bu da yüksək etibarlılığı göstərir. Nəticələr göstərdi ki, müəllim heyətinin yeni qiymətləndirmə strategiyaları haqqında bilik səviyyəsi yüksəkdir, bu strategiyalardan istifadə səviyyəsi isə orta səviyyədədir. Tədqiqatda Əlcəzair universitetləri və məktəblərində yeni qiymətləndirmə strategiyalarının təhsildə keyfiyyətə nail olmağa

*töhfə verdiyi üçün onlardan istifadə və ümumiləşdirmə üzərində işləmək, eləcə də qiymətləndirmənin və onun strategiyalarının əhəmiyyəti barədə seminarlar və mühazirələr keçirmək tövsiyə olunur.*

**Açar sözlər:** *yeni qiymətləndirmə strategiyaları, müəllim heyəti, universitet təhsili, təhsil qiymətləndirməsi, LMD sistemi (lisenziya-magistr-doktorantura)*

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## **Introduction**

The teaching process is the pillar of every educational system, because it includes all parties of the teaching-learning process (the teacher, the student, the course content), and it is also linked to a set of dimensions represented in: social, human, psychological, dynamic, and others. It aims to bring about desirable behavioral changes among learners, whether from the mental side such as knowledge, inference, criticism, and ways of thinking, or from the emotional side such as taste, appreciation, and enjoyment of arts, or from the motor side and the skills it includes. Its success depends on a set of objective scientific foundations. Dunkalobidel (1974) sees that it is an activity that includes four stages: the planning stage, the intervention stage (including educational strategies), the stage of determining the means and tools of measurement, and the evaluation stage with its resulting feedback (Jaber, 2005, p. 85).

The teaching process is based on major stages, the most important of which are: teaching objectives, behavioral inputs of learners, educational experiences and activities, then measurement and evaluation. The latter is considered the basic structure of the teaching process insofar as it is the indicator for judging its effectiveness and the effectiveness of its different stages. Today, evaluation has developed and become a dynamic element that interacts continuously with other elements and directs them in order to improve learning. It benefits learners and teachers alike, as it enables the student to obtain feedback that helps in improving his learning, and also enables teachers to use the results of evaluation in reconsidering their teaching methods and their planning for this educational process. On this basis, John Lind (1976) sees that evaluation is a systematic process that determines the extent of achieving educational objectives by students and that it includes a quantitative and qualitative description in addition to judgment of value (Melhem, 2000, p. 41).

The Algerian educational system has witnessed—since independence—a set of reforms through which it sought to respond to different challenges imposed by new developments in all fields of life such as globalization, scientific and technological development, as well as total quality. What is noticed about these reforms is that they touched the educational system as a whole, which reflected on educational evaluation in particular and affected students' achievement and performance. Despite different efforts, this process still faces many difficulties when planning evaluation or implementing it, or when correcting and announcing its results. All this makes it necessary to keep pace with the changes taking place in this field, which have shown a set of practices of a practical character falling under the name of new assessment strategies. The assessment strategy is considered "the art of using the available possibilities and means in an optimal way to achieve the desired goals in the fullest way. That is, it is a set of procedures planned in advance and directed to implement teaching effectively in

a way that ensures achieving the objectives, according to what is available of possibilities in order to achieve the best possible educational outputs" (Al-Hariri, 2008, p. 161).

The importance of the evaluation process increases in the Algerian university, since university education is the most prominent strategic reserve that provides society with qualified human capital to serve society and undertake the burdens of development in all political, economic, social, and cultural fields. The new changes require the person in charge of the evaluation process to deal with them quickly and adapt to them, highlighting these different strategies in order to provide efficient university education.

#### *Research Problem and Questions:*

The current study aims to identify faculty members' knowledge and use of new assessment strategies. The main research questions are:

1. What is the level of faculty members' knowledge of the new assessment strategies?
2. What is the level of faculty members' use of the new assessment strategies?

#### *Research Objectives:*

The study aims to achieve the following objectives:

1. Identify the level of faculty members' knowledge of the new assessment strategies.
2. Identify the level of faculty members' use of the new assessment strategies.

#### *Research Hypotheses:*

1. Hypothesis 1: The degree of knowledge of university education teachers of the new assessment strategies is high.
2. Hypothesis 2: The degree of use of university education teachers of the new assessment strategies is moderate.

#### *Conceptual Definitions:*

- **Strategy:** An organized process for collecting and analyzing information about a specific subject by using a scientific and practical method.
- **Assessment Strategy:** The totality of procedures and steps aimed at collecting objective and truthful data by using varied tools in the light of specific objectives, with the aim of reaching quantitative estimations and descriptive evidence on which judgments and suitable decisions are based.
- **Evaluation:** A comprehensive process that benefits from the different processes preceding it and aims at modifying and developing the educational process and providing judgments about it.
- **Faculty Members (Procedurally):** The lecturers who teach in the Department of Psychology, University of M'sila, during the academic year 2025-2026.

## **Methods**

**Study Design.** The descriptive analytical method was adopted to achieve the aims of the study.

**Study Population.** The study population consisted of all teachers of the Department of Psychology at the University of M'sila.

**Study Sample.** The study was conducted on a non-probability purposive sample consisting of 20 male and female teachers (15 for the exploratory sample and 20 for the original sample), selected by convenience sampling.

**Study Tool: Questionnaire.** A questionnaire was constructed by the researchers, titled "New Assessment Strategies." It consisted in its final form of five axes:

Axis Number	Axis Name
1	Performance Strategy
2	Paper and Pencil Strategy
3	Observation Strategy
4	Self Strategy
5	Communication Strategy

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Scoring System

Response	Score
Always	3
Sometimes	2
Never	1

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Interpretation Levels:

Level	Range
Medium	1 – 1.66
High	1.66 – 2.32
Very High	2.32 – 3

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*Validity of the Tool:*

To verify the validity of the tool, it was presented to a group of arbitrators (5 faculty members from the Department of Psychology) to express their opinion about the suitability of the items to the fields of the tool.

*Reliability of the Tool:*

The reliability coefficient of the tool was extracted using Cronbach's Alpha equation. The value of the reliability coefficient for the total score reached "0.83", which is a high reliability coefficient.

*Statistical Methods:*

The following statistical methods were used with the help of SPSS version 20:

- Descriptive statistics (arithmetic means and standard deviations) to determine the degrees for each hypothesis
- Cronbach's Alpha reliability coefficient

**Results***Results of Hypothesis 1: Level of Knowledge*

Hypothesis 1 stated: The degree of knowledge of university education teachers of the new assessment strategies is high.

**Table 1**

*Degree of faculty members' knowledge of new assessment strategies*

Item No.	Strategy	Arithmetic Mean	Standard Deviation	Rank	Degree
01	Performance Strategy	2.400	0.607	3	Very High
02	Paper and Pencil Strategy	2.562	0.592	1	Very High
03	Observation Strategy	2.487	0.527	2	Very High
04	Self Strategy	2.125	0.670	5	High
05	Communication Strategy	2.262	0.670	4	High
Total	Questionnaire as a whole	11.81	3.00		High

**Key Findings from Table 1**

- The arithmetic means of the items ranged between "1.66–3.00"
- Item No. 02 (Paper and Pencil Strategy) ranked first (M = 2.56, SD = 0.59)
- Item No. 03 (Observation Strategy) ranked second (M = 2.48, SD = 0.52)
- Item No. 01 (Performance Strategy) ranked third (M = 2.40, SD = 0.60)
- Item No. 05 (Communication Strategy) ranked fourth (M = 2.26, SD = 0.67)
- Item No. 04 (Self Strategy) ranked fifth (M = 2.12, SD = 0.67)
- Total questionnaire arithmetic mean: 11.81 (High degree)

**Conclusion for Hypothesis 1.** The degree of faculty members' knowledge of the new assessment strategies is "high". The hypothesis is confirmed.

**Results of Hypothesis 2.** Level of Use

Hypothesis 2 stated: The degree of use of university education teachers of the new assessment strategies is moderate.

**Table 2**

*Degree of faculty members' use of new assessment strategies*

Item No.	Strategy	Arithmetic Mean	Standard Deviation	Rank	Degree
01	Performance Strategy	2.275	0.655	4	Very High
02	Paper and Pencil Strategy	2.600	0.541	2	Very High
03	Observation Strategy	2.612	0.490	1	Very High
04	Self Strategy	2.037	0.701	5	Very High
05	Communication Strategy	2.287	0.659	3	High
Total	Questionnaire as a whole	11.812	1.721		Moderate

**Key Findings from Table 2:**

- The arithmetic means of the items ranged between "1.66–3.00"
- Item No. 03 (Observation Strategy) ranked first (M = 2.61, SD = 0.49)
- Item No. 02 (Paper and Pencil Strategy) ranked second (M = 2.60, SD = 0.54)
- Item No. 05 (Communication Strategy) ranked third (M = 2.28, SD = 0.65)
- Item No. 01 (Performance Strategy) ranked fourth (M = 2.27, SD = 0.65)
- Item No. 04 (Self Strategy) ranked fifth (M = 2.27, SD = 0.70)
- Total questionnaire arithmetic mean: 11.81 (Moderate degree)

**Conclusion for Hypothesis 2:** The degree of faculty members' use of the new assessment strategies is "moderate". The hypothesis is confirmed.

**Discussion**

*Discussion of Hypothesis 1 (Knowledge of New Assessment Strategies)*

The results showed that the degree of faculty members' knowledge of the new assessment strategies is high. This can be interpreted by the fact that most university teachers have a high degree of awareness and knowledge and a wide acquaintance with these new strategies. Most of them work

with these strategies in their evaluation of students' work because these strategies help the teacher and make easier all the difficulties.

The assessment strategy is a set of procedures used by the teacher inside the classroom in evaluating students during, after, and before the teaching process. Teachers indeed use all these strategies, as well as receiving training and having wide acquaintance with these strategies throughout their scientific career.

This result agrees with previous studies, particularly:

- The study of Kamal Ouaisi ("Modern methods for the evaluation process in university education"), which dealt with the most important modern methods of the evaluation process and their role in solving problems to which the student is exposed in academic achievement (Kamal Awaisi, n.d.).
- The importance of this field as the mechanism that leads to achieving quality in education.

#### Discussion of Hypothesis 2 (Use of New Assessment Strategies)

The results showed that the degree of faculty members' use of the new assessment strategies is moderate. This can be interpreted by the fact that most teachers know these strategies (as revealed through interviews and questionnaire responses). Although assessment represents a basic pillar of the teaching process and is an integral part of it—because through it the teacher can achieve desired objectives—despite teachers' knowledge of these strategies, the degree of use came as moderate. This is due to the fact that many teachers use only one or two strategies among these strategies (as revealed through interviews conducted with them)—specifically the strategy that is easier, more applicable, and simpler. Accordingly, the degree of use came as moderate.

*This result agrees with previous studies, particularly:*

- The study of Saida Khalaifiya and Salima Qasi ("The style of continuous evaluation in the Algerian university under the LMD system from the point of view of teachers"), which found no statistically significant differences among teachers in using the style of continuous evaluation attributed to specialization or experience (Khalaifiyyah & Qasi, n.d.).

#### Comparison of Knowledge and Use

Aspect	Level
Knowledge of new assessment strategies	High
Use of new assessment strategies	Moderate

This discrepancy suggests that while faculty members are aware of modern assessment approaches, practical implementation lags behind theoretical knowledge. Factors contributing to this gap may include:

- Preference for easier, more applicable strategies
- Limited training in implementing certain strategies (e.g., self strategy ranked lowest in both knowledge and use)
- Institutional constraints or lack of resources

## Conclusion

The current study aimed to identify the level of knowledge and use of new assessment strategies by faculty members at Mohamed Boudiaf University in M'sila. The descriptive analytical method was adopted, and a questionnaire was administered to a purposive sample of 20 teachers from the Department of Psychology (Manasirah et al., n.d.).

### Summary of Findings

1. Hypothesis 1 (Knowledge): Confirmed. The level of faculty members' knowledge of new assessment strategies is ““high””. The performance strategy, paper and pencil strategy, and observation strategy showed "very high" knowledge levels, while self strategy and communication strategy showed "high" knowledge levels.
2. Hypothesis 2 (Use): Confirmed. The level of faculty members' use of new assessment strategies is ““moderate””. Despite high knowledge, practical application remains at a moderate level.

## Recommendations

Based on the findings, the following recommendations are proposed:

1. Work on using the new assessment strategies in Algerian universities more broadly.
2. Work on generalizing these strategies to different universities of the country and schools, as they work to achieve the quality of university education.
3. Hold seminars and lectures on the topics of evaluation and its strategies and the extent of their importance for the university.
4. Provide targeted training programs focusing on less-used strategies, particularly the self strategy which ranked lowest in both knowledge and use.
5. Encourage faculty members to diversify their assessment approaches beyond preferred or easier strategies.

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