

Extent of the School Teachers' Benefit from the Teacher's Guide, "Evaluation Strategies and Tools", Issued by the Ministry of Education, As Viewed by the Teachers.

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This study aimed to identify the extent of the benefit the schoolteachers in Jordan obtained from the Teacher's Guide titled, "Evaluation Strategies and Tools", issued by the Ministry of Education, as seen by the teachers. It also aimed to identify the realisation degree of the planned objectives of the guide, as well as the contents, ways, means and methods. Finally, it aimed to identify the statistical differences of the responses of the study sample members that are attributed to the gender variable (male, female teacher). The researchers employed the descriptive method; the total number of the sample was (126) male and female teachers, and the researchers used the questionnaire as the study tool for data collection. The results showed that the use and benefit of the schoolteachers in Jordan from the teacher's guide, "Evaluation Strategies and Tools", issued by the Ministry of Education, was very high. The results further showed that the highest mean was in the content area, with a (4.49) mean, followed by the objectives area with (4.44) mean. On the other hand, the area of the ways, means and methods came with a (4.25) mean. The results also showed that there were no statistically significant differences by the gender variable (male, female teacher) in the degree of the benefit of the teachers from the guide and the instrument as a whole. One of the most important recommendations was that the Ministry of Education in Jordan continue holding training workshops and seminars to explain and discuss the guide and its modern instruments by all the teachers in service at the right time.

Key words: *Teacher's Guide, Ministry of Education.*

Introduction

The Ministry of Education in Jordan is working on the development of the elements of its educational system according to an integrated plan, which emphasises excellence, mastering and investment of the human resources that are capable to compete effectively and adapt to the requirements of the time; contribute to the development of the national economy; employ technology in education; and deal with the information and communication technology to an extent that makes Jordan an effective local, regional and international centre. To achieve the abovementioned objectives, the Ministry adopted the plan of Education Reform for Knowledge Economy (ERFEK). Consistent with its process and the importance of guiding the educational process, the Ministry of Education issues an annual guide for the teachers. The most important aim of this guide is to enable the teacher to obtain comprehensive knowledge about all the education axes, with the aim of building an integrated personality for both the teacher and learner, enabling them to harmoniously deal with the age changes, and prepare them to face the requirements of the life with confidence and competence. As a result, the Ministry issued in 2015 a booklet titled "Evaluation Strategies and Tools Guide", which was used as a mentor for the teachers. There are several objectives of issuing this guide such as: to refine the teacher's personality, guiding him/her to adopt the best teaching methods; to communicate the new vision of the guide to the educational process stakeholders; to highlight a number of its concepts, such as: realistic evaluation, self-evaluation, ongoing evaluation, objectives, methods, modernity in education; to underpin the new role of the teacher in the evaluation process; and assess a comprehensive vision of the evaluation process and clarify its objectives, steps and strategies (National Evaluation Team, 2015).

The contents of the "Evaluation Strategies and Tools Guide" consisted of the general vision of the guide; evaluation strategies and tools; and evaluation and the community. On the other hand, the general vision of the guide included the term, the "realistic evaluation", which shifted from the behaviourism evaluation, which is concerned with highly defined objectives, translated into an observable and measurable behavior. Instead, the general vision adopted the cognitive school, which focuses on what is going on in the mental processes inside the brain of the learner, which affect his/her behavior. It also focuses on the higher thinking processes, such as crystalizing judgments, decision taking and problem solving, being mental skills that enable the human to deal with the information age parameters; growth of knowledge and the accelerating technology in development.

The evaluation strategies and tools were defined as the learner's ability to explain his/her learning through employing his/her skills in real life situation or situation that simulate the real situations, or through making practical presentations, which show the extent of his/her mastering of what he/she acquired in the way of skills in the light of the educational outcomes to be achieved.



The evaluation and community topic addressed the communication means, which include written communications, such as reports, signboards and student's work file. It also included oral communications, which consist of telephones, individual and collective invitations, orientation meetings, personal communications, emergent meetings of the parents/guardians, the teaching workshops and the collaborative councils. The latter includes the parents and teachers' councils, students' council and the modern technological means, which also took into account e-mail, the school website, and student's evaluation report, which is one of the most important school documents. It is taken for granted that this report provides a perfect profile concerning the level of the learner's performance at every course, as well as at any of the results of this course. It defines the learner's result; gives a clear idea about his/her behavior, trends, abilities and school discipline. It also provides feedback and benefit for the category that searches in any of the abovementioned issues individually or jointly. The guide also contains the national exams and the statistical analysis of its results, which contains the national examinations that aim to measure the degree of the students' possession of the basic, accumulative skills; diagnosis of the weaknesses and strengths; assisting the learners in the students' evaluation and follow-up. It further provides the decision-takers information about the quality of teaching, and the role of the supervisor, the principal, the teacher, the parent, the measurement and evaluation supervisor in the improvement of the teaching and educational process (Ministry of Education, 2008).

It goes without saying that such a decision, taken by the ministry, has great effect on the teacher's performance and efficiency level in performing certain works and assignments. Therefore, the guide has its vast, direct effects on the course of the educational process. The time is past when the teacher thought that these processes are merely marginal, and could be carried out without the need for preparation and training with them. In this area, the traditional guide adopted an educational philosophy that emphasises highlighting the individual differences. It encouraged stirring competition, to motivate the obtaining of a relatively high position among his/her peers. However, this was done without identifying what the individual possesses in terms of functional and ethical skills and constructive, positive behavior. Even, no account was taken into for the mutual interests of the group, as a team, which should work for the good of the community togetherness and get rid of this narrow view, which focuses on what the teacher "stored" in his/her mind with its limited information. Such information is no longer matching the current and future education requirements and needs, which are ever changing in this age characterized by the cognitive explosion and the information and communication revolution (Ministry of Education, 2005).

In the light of this perspective, the items and tools of the guide processes are an end in themselves, to define the success of the learners, and promote them to higher classes or the next educational stages, or even define their failure. Rather, these items and tools became an integrated part of teaching, which orients, strengthens and corrects its track. This requires us

to move from the traditional examination methods and systems, that are currently prevalent, and from the digital grades and marks that are merely limited to the balance between the learner's performance and the performance of his/her peers; to methods and systems that develop the integrated and balanced personality of the learner. They also develop and enrich the repertoire of the learner's occupational skills, and bring deep understanding of the contents of the school subjects, which he/she gains through self-learning and curiosity that enable him/her deal with and thrive in his/her environment (Al-Obaidi, 2006).

The Ministry adopted this method based on its belief in taking up pace with the ever changing scientific developments, which compete in promoting the educational system (Subuh, 2006). In this regard, Britain focused on the teacher, preparing and providing him/her with many systematic training courses, which develop him/her and make of him/her an educational leader, armed with all types of knowledge and science (Kusel, 2001). On the other hand, USA, Australia and Japan, focused on the guides and assisting training courses for the teacher, to enable his/her professionalism and quality in performance (Hayajneh, 2002). There are several related studies the researchers of this study benefited from, which dealt with the teacher, his/her courses, and qualifying.

Al-Daraiseh , Lababneh and Aqeel (2016) conducted a study aimed to identify the reality of the in-service training courses held by the Ministry of Education, Jordan, as viewed by the teachers of science; which sample consisted of (68) male and female teachers. One of the most important results of this study was the nonexistence of statistically significant differences in the evaluation degree of the science teachers attributed to the gender variable.

Study of Abu Salem (2012) aimed to identify the reality of the in-service training of the teachers in Gaza Governorates, with a study sample of (167) male and female teachers. The study did not show statistically significant differences in the evaluation of the training program, as viewed by the teachers, attributed to the gender variable in all the study areas.

Al-A'ajiz, Al-Loah and Al-Ashqar (2010) made a study that aimed to identify the reality of the secondary stage, in-service, teachers' training in Gaza Governorate, as viewed by the male and female teachers, which sample included (580) male and female teachers. A major conclusion of this study was the need of male and female teachers' training programs for planning; a planning founded on the reality of the scientific educational process, and on the different needs of the trainees. The study further showed statistically significant differences in the means of the evaluations of the study sample in the in-service teachers' training in the secondary schools in Gaza Governorates, attributed to the gender variable, and the differences were in favour of the male teachers.

Jaradat (2003) conducted a study aimed at identifying the extents of the practice of the preparatory stage science teachers of the efficacies for constructing the school exams. It also aimed at exploring the effect of the academic qualification and experience on the responses of the study sample individuals. The sample consisted of (233) male and female teachers, and the results showed that the knowledge and practices of these teachers are low, and did not reach the desired level. It also showed that there is an effect of the academic qualification in favour of the higher qualification, and effect of experience in favour of the shorter experience.

Al-Omari (2003), made a study aimed to evaluate the written school exams prepared by the teachers in the public schools in Jordan, which are held at the end of every school semester. It aimed also at identifying the obstacles, problems and malpractices that are possibly taking place in each of the examination stages. The researcher employed specially designed criteria lists and a questionnaire, and the study sample consisted of 200 teachers of the different specializations. A very important conclusion was the clear low level of the teachers' knowledge of the specifications of the good exam, and how to prepare it through its four stages. The study further unfolded wrong applications and malpractices.

Haijneh (2002) carried out a study aimed to evaluate the effectiveness of the training program during service for the physical education teachers, as viewed by the trainee teachers in Jordan. It also aimed to identify the impact of each of gender, academic degree and experience on achieving the program objectives. The study sample included (515) male and female teachers, and the results showed that the program objectives were achieved with a medium degree, and that there are no statistically significant differences attributed to the gender variable.

Al-Tayyib (2002) conducted a study aimed at identifying the reality of the evaluation and measurement methods applied for the teachers of science and mathematics in the faculty of education, Al-Fateh University, employing the questionnaire as the instrument for data collection. The results showed that the evaluation methods of the teachers are traditional, and limited to the measurement of the cognitive aspects. The study also showed a vivid weakness in the basic measurement concepts, such as validity, reliability and good exam specifications, as well as the dissatisfaction of the students with the evaluation methods applied by their teachers.

Al-Ghamri (2001) made a study aimed to identify the level of the basic stage of teachers in Yemen on the skills, efficacies and development of the school exams, and their attitudes toward these exams. It also aimed to identify the effect of gender, experience and academic degree in this concern. The study employed two questionnaires to realise its objective, which sample consisted of 389 male and female teaches in Sana'a Province. The results showed that

the knowledge on the examinations development skills was high (80%), and that the attitudes were positive toward these exams. The result also did not indicate differences in the gender variable; meanwhile there were differences in the experience variable in favour of the shorter period of experience, and in favour of the higher academic qualification.

Kusel (2001) conducted a study in London, which explored the role and functions of the teachers' guides, their usage methods in the classroom, and their evaluation process. He stressed that the teacher's guides are inseparable part of the educational package, especially for the less experienced teachers; and that providing these guides contribute to improving a high educational and teaching level, through directing the teacher to the methods of lesson implementation, and through showing the logical sequence of the content. The study further concluded that the teacher's guides are important and deserve cautious construction and deliberate evaluation.

Akker (2001) conducted a study titled, "The Teacher as a Learner in Using the Curriculum." The study aimed to identify the potentials of the teacher's guides in directing the teaching; and focused on four objectives: lesson preparation, lesson material, lesson sequence, and teaching outputs. The study sample consisted of (40) male teachers, who received training for one week on the abovementioned objectives. The study concluded, among other things, that the results of the experimental group were much higher than those of the control group.

Hunts (2001) made a study in Arkansas University titled, "Evaluation of the Social Studies Curriculum Guide in the Light of the Universal Perspective of Teaching and Technology." The study sample comprised (12) social studies teachers, and concluded that there is a necessity of availing willingness of the teachers to use the internet technology, to enable their students develop the required skills to employ in this area.

Through the revision of the researchers to the former studies, they found that some studies aimed at identifying the reality of the training courses of the teachers during service, such as those of Al-Daraiseh, Lababneh and Aqeel (2016), Abu Salem (2012), and Al-A'ajez, Al-Loah and Al-Ashqar (2010). Other studies aimed at identifying the reality of the methods of evaluation and measurement as well as the teachers' level in the school examinations skills, and evaluation of these examinations, such as studies of Al-Omari (2003), Al-Tayyib (2002), and Al-Ghamri (2001).

As for our current study, it is distinguished from other studies in that it is the first of its kind that aimed to identify the utilisation degree of the school teachers of the teacher's guide in Jordan, titled, "Evaluation Strategies and Tools", issued by the Ministry of Education, as seen by them within another population and sample.

Study Problem

Consistent with the directions of the Ministry of Education in Jordan towards the development and modernization of all the vocabulary, concepts and applications of educational processes, the Guide emerged as a part of the development and modernization of the current and future requirements of the stage proportional to the ever-changing needs of the age – the age of the cognitive proliferation (?) and the communications and technology revolution (National Evaluation Team, 2018). Therefore, the guide of the evaluation strategies and tools was found to illustrate the general framework, to be a mentor and director to the teachers, and help them master these processes during their daily work; as well as to get optimal utilisation to achieve the purposes of issuing this guide.

In the light of the vital importance of the guide and its contents of knowledge, facts, concepts, and modern and developed generalizations, the researchers were motivated to carry out the current study, through answering the following questions:

- 1- What is the extent of the utilisation of the schoolteachers in Jordan of the "Evaluation Strategies and Tools" Guide, issued by the Ministry of Education as viewed by them?
- 2- Are there statistically significant differences in the extent of the schoolteachers' utilisation of the "Evaluation Strategies and Tools" Guide, issued by the Ministry of Education at the $\alpha \leq 0.05$ level, attributed to the gender variable (male, female) teacher?

Study Objectives

This study aims to:

- Identify the extent of the benefit the teachers of Qasabat Al-Mafraq (metropolis) Education Directorate schoolteachers of the evaluation strategies and tools guide.
- Identify the differences between the male and female teachers in Qasabat Al-Mafraq Education Directorate schools concerning the extent of the benefit the teachers of this Directorate gained from the evaluation strategies and tools guide.

Study Importance

This study draws its importance from giving the officials of the Ministry of Education an idea about the extent of the benefit the teachers made from the evaluation strategies and tools guide. The study also provided the Ministry with the weaknesses and strengths of this guide, to work toward supporting the strengths and eliminate the weaknesses. It also offers the educational literature a new study about the strategies and tools of evaluation, and about

building and designing a new instrument for data collection in this area, which the researchers and scholars may make use of.

Study Variables

Independent (Taxonomic) Variables

Gender: Male Teacher, Female Teacher

Dependent Variables

Responses of the study sample individuals on the questionnaire areas (objectives, content, and ways, means and methods).

Study Limits

The study was limited by the following determinants:

- 1- Spatial boundaries: this study was applied at the schools of Qasabat Al-Mafraq Directorate.
- 2- Temporal boundaries: the study was applied during the First semester of 2019/2018 academic year.
- 3- Human boundaries: the study population and sample were limited to the schoolteachers of Qasabat Al-Mafraq Directorate.
- 4- Systematic boundaries: the results of this study shall be determined by the accuracy of the responses of the study population and sample, which were defined to serve its purposes: objectives, content, and ways, means and methods. The results are further determined by the indications of the instrument constructed for this study, in terms of its validity, reliability and procedures employed in it.

Procedural Definitions

Teacher's Guide, "Evaluation Strategies and Tools": an issuance by the Ministry of Education, Jordan, as a guide and mentor for the teachers. It was edited by a pool of experts and qualified specialists, from among the members of the National Team for Authoring. This issue came out to upgrade the teaching-learning process in all its aspects and ingredients, within the modern concept and new vision, which enable the teacher to coin the objectives, analyse the content and teaching and evaluation ways and methods through the modern ways and comprehensive vision; which will reflect on the teacher's performance, and measure it in real situations. It is a guide that makes teachers indulge in valuable and meaningful tasks for them. As such, the guide will look as if it is learning activities rather than secret examinations, in which teachers practice higher thinking skills, and harmonize among a wide

extent of knowledge, to refine judgments, take decisions or solve life problems. In this way, they will develop the ability to practice contemplative thinking, which helps them process and criticize the information; as the guide strengthens the relation between learning and teaching, and the traditional examinations disappear from it.

Teacher: the person who carries out the teaching processes, and supervises the educational activities and other tasks and duties specified by the Jordanian educational legislations, concerning the duties and responsibilities of the teacher, and the improvement and development of the teaching-learning process.

Method and Procedures

Study Methodology

The researchers employed the descriptive method in its survey type, as it suits the nature and objectives of the current study.

Study Population

The study population consisted of all the teachers of Qasabat Al-Mafraq Education Directorate schools, who are included in the distribution of the evaluation strategies and tools guide (n=296) male and female teachers.

Study Sample

The study sample was drawn by simple random method, and comprised (126) male and female teachers, at the rate of (35%) of the total study population. The males were (69); while the females were (57).

Study Instrument

Initially, the questionnaire consisted of (35) items distributed over three areas, after the revision of the educational literature and scientific references. Pursuant to the evaluation of the arbitrators, the researchers adopted the final shape of the questionnaire with (29) items distributed over three areas: the objectives area with (8) items, the content area with (11) items, and the ways, means and methods area with (10) items. The researchers employed Lickert five-point scale for all the study areas, and the following grades were given to the responses:

Very Highly Agree	Highly Agree	Agree to a Medium Level	Highly Disagree	Very Highly Disagree
5	4	3	2	1

The lowest degree (1) = 4/5 of the level (Very low, low, medium, high, and very high, 0.8). When the minimum represents one degree, then the point eight (0.8) is added to every degree according to every item. Accordingly, the weights of the items of the positive phrases are as follows:

- (1.0-1.8) Very Highly Disagree
- (1.81-2.6) Highly Disagree
- (2.61-3.4) Agree to a Medium Level.
- (3.41-4.2) Highly Agree
- (4.21-5.0) Very Highly Agree

Validity of the Instrument

The validity of the instrument was verified through the validity of the content, as it was presented to a number of arbitrators of high experience and qualifications in the study field of the educational science colleges and Ministry of Education, Jordan. The adopted items of the instrument were those that obtained 85% and more of the arbitrators' agreement on every item.

Reliability of the Instrument

The questionnaire reliability was verified by applying it to (25) teachers of Al-Mafraq Governorate schools. Thereafter, it was reapplied two weeks later on the same exploratory sample, whose members were excluded from the main sample of the study. Pursuant to the statistical processing, the reliability coefficient of the objectives area amounted 0.85; 0.87 for the content area; and 0.88 for the ways means and methods area; 0.87 The overall stability of the instrument coefficient. These values are sufficient for the purposes of studies in the scientific research.

Application Stages of the Study

The study was limited to Qasabat Al-Mafraq Education Directorate-Jordan.

- 1- Determining the study sample.
- 2- Constructing and designing the initial shape of the study instrument (questionnaire).
- 3- Carrying out the validity procedures for the study instruments through presenting to an arbitrator Committee.
- 4- Experimenting the instrument to verify its reliability.
- 5- Distributing the questionnaires and collecting them for data collection.
- 6- Data analysis to obtain, tabulate and discuss the results.

Statistical Processing

The data, which were entered into the computer, were processed and analysed using the statistical package of the social studies program (SPSS). This processing enabled the researchers obtain the means (M's), standard deviations (SD's) and relative significance, which were calculated by dividing the mean by the highest degree in the applied scale (5). Accordingly, if the mean is 4.44, then the relative significance equals 88.8. Finally, T-Test was applied for the differences.

Results and Discussions

Results of the first question, "What is the extent of the utilisation of the school teachers in Jordan of the "Evaluation Strategies and Tools" Guide, issued by the Ministry of Education as viewed by them?"

For answering this question, means, standard deviations and relative significance of each of the study areas were employed, as shown in Table (1) below.

Table 1: Means, Standard Deviations and Relative Significance of each of the Study Areas Concerning the Evaluation Strategies and Tools Guide.

No.	Area	M	SD	Relative Significance	Rank
1	Objectives	4.44	0.709	88.8	2
2	Content	4.49	0.674	89.8	1
3	Ways, Means and Methods	4.25	0.724	82.2	3
	Overall	4.39	0.704	80.8	

Table (1) shows the M's, SD's, relative significance, and the rank of the areas as per the order of their significance in the study. In this concern, the content area ranked first with (4.49±0.674) mean and (89.8%) relative significance. The objectives area ranked second with (4.44±0.709) mean and (88.8%) relative significance. Finally, the ways, means, and methods came third and last with (4.25±0.724) mean and (82.2%) relative significance.

On the other hand, the overall mean was (4.39±0.704) and (80.8%) relative significance; a result meaning that the extent of the utilisation of the teachers of Qasabat Al-Mafraq Education Directorate of the guide was very high for all the areas. This is an indication that the guide is effective and achieves its ends and desired objectives, and that it was designed in an accurate and scientific manner.

Throughout the revision of the previous studies, we did not find a study whose results are similar to those of the areas as a whole, except the study of Haijneh (2002), whose results were different from our current study, as all of them were medium.

The researchers ascribe the high result of the guide evaluation to the fact that it was made in a scientific manner, which stems from the professional needs of the teachers. Especially, the authors of this guide comprise the elite of the scientists and experts in the educational evaluation field, who hold higher academic degrees, prominent and long experience in this vitally important field, who are concerned in the educational evaluation and tools.

The researchers calculated the means and standard deviations of the study sample responses on the items of each of the three areas of the study instrument, individually. Tables (2, 3, and 4) illustrate these figures.

Table 2: Means, Standard Deviations, Relative Significance and Item Order of the Objectives Area.

No.	Item	M	SD	Relative Significance	Rank
1	Provides new vision to the evaluation strategies and tools.	4.60	0.793	92	2
2	Highlights new concepts.	4.49	0.834	89.8	4
3	Provides comprehensive vision.	4.79	0.743	95.8	1
4	Provides clarifications to the evaluation objectives in the teaching-learning process.	4.37	0.864	87.4	7
5	Provides perfect explanation of the evaluation steps and procedures.	4.47	0.812	89.4	5
6	Its objectives are related to your professional needs.	4.12	0.734	82.4	8
7	Its objectives contribute to the spread of the evaluative culture.	4.37	0.582	87.4	6
8	Flawless objectives	4.51	0.861	90.2	3
	Overall	4.44	0.709	88.8	

Table (2) shows the means, standard deviations, relative significance and rank of each item of the objectives evaluation area. In this concern, item (3) providing, "The guide provides comprehensive vision", came first with (4.79+0.743) mean and (95.8%) relative significance. Meanwhile, item (6) providing, "Its objectives are related to your professional needs", ranked last with (4.12 +0.743) mean and (82.4%) relative significance. On the other hand, the overall mean of the area was (4.44 +0.709) mean and (88.8%) relative significance.

It is significance is that the results are all very high, except item (6), which means that the teachers make good use of the objectives contained in this guide, for coining their daily, semester and annual objectives. It also means that this guide and its tools are fulfilling the vision and ambitions of the teachers, and achieving the end it was made for. The results of this area differed from those of Haijneh (2002), which achieved a medium rank only in the area of the objectives of the training program discussed in his study.

Table 3: Means, Standard Deviations, Relative Significance and Item Order of the Guide Contents Area.

No.	Item	M	SD	Relative Significance	Rank
1	The guide content springs form its objectives	4.38	0.718	87.6	9
2	The guide keeps a pace with the modern scientific developments.	4.61	0.872	92.2	3
3	It takes into account both the teachers and supervisors.	4.54	0.812	90.8	5
4	Takes into account the individual differences among them.	4.80	0.862	96.8	1
5	Contributes to the improvement of the trends and attitudes towards their application.	4.23	0.691	84.6	10
6	Its content takes an integration property.	4.22	0.642	83.4	11
7	Fits what is in the scientific references and sources.	4.42	0.661	88.6	8
8	Its content takes a comprehensive characteristic.	4.48	0.594	89.6	6
9	Order and logical connectedness of the ideas contained in it	4.43	0.573	87.6	7
10	It contains examples and illustrative diagrams.	4.57	0.772	92.2	4
11	Its content features clarity.	4.73	0.731	90.8	2
	Overall	4.49	0.674	89.8	

Table (3) shows the means, standard deviations, relative significance and rank of each item of the content area. In this concern, item (4) providing, "Takes into account the individual differences among them", ranked first with (4.80 \pm 0.862) mean and (96.8%) relative significance. Item (6) providing, "Its content takes an integration property", ranked last with (4.22 \pm 0.642) mean and (83.4%) relative significance. Finally, the overall mean of the area was (4.49 \pm 0.674) mean and (89.8%) relative significance.

Noticeably, the values of the table were all very high, very close to each other, and ranged between (4.22-4.80), which means that the contents of the evaluation strategies and tools guide were made in a very accurate way, especially this area ranked first over the other areas as well. The result clearly indicates the suitability of the guide content to the targeted category of its issuance. It further indicates that the guide is achieving the desired ends for which it was made. This result is similar to that of Al-Ghamri (2001), that the attitudes toward the school exams content gained a high grade.

The researcher attributes the content area's ranking first to the fact that the authors of the guide are a pool of experts, specialists and qualified people in understanding the field and its needs, on one hand, and due to their specializations and research works in this domain, on the other. All these factors directed them to coin its contents in manner keeping pace with the developments, and taking into account individual differences among the targeted category, and fitting what is found in the references and modern scientific resources; which made the guide feature clarity, comprehensiveness, integration, and connectedness. Finally, the table shows that the responses of the study sample were very high.

Table 4: Means, Standard Deviations, Relative Significance and Item Order of the Ways, Means and Methods Area.

No.	Item	M	SD	Relative Significance	Rank
1	They fit the objectives and content.	4.35	0.777	85	3
2	They are easily implemented.	4.32	0.594	84.4	5
3	They lead to correct evaluation.	4.41	0.665	86.2	1
4	Their activities are diversified.	4.05	0.682	78.2	9
5	Their courses help mastering them.	4.04	0.704	70.8	10
6	Suitable for the teachers' levels.	4.31	0.833	84.2	6
7	Their attractive areas can be highly useful.	4.25	0.765	83	7
8	They reduce the possibility of forgetting.	4.06	0.774	79.6	8
9	Actively and positively contribute to understanding.	4.39	0.901	85.8	2
10	The supporting workshops and courses are useful.	4.34	0.821	84.8	4
		4.25	0.724	82.2	

Table (4) shows the means, standard deviations, relative significance and rank of each item of the ways, means and methods area. In this concern, item (3) providing, "They lead to correct evaluation ", ranked first with (4.41 \pm 0.665) mean and (86.2%) relative significance. Item (5)



providing, "Their courses help mastering them", ranked last with (4.04 \pm 0.704) mean and (70.8%) relative significance. Finally, the overall mean of the area was (4.25 \pm 0.724) mean and (82.2%) relative significance.

The results came very high in general, between (4.04-4.41), which means the evaluation of the ways, means and methods of the evaluation strategies and tools guide came consistent with the aims set by its authors, to achieve the vision of the Ministry of Education, Jordan, of issuing this guide. It is also consistent with the accompanying ways, means and methods that achieve its ends and objectives in the light of the project for the development of education toward cognitive economy. This result is in not in line with those of Al-Omary's (2003) study, in that the employed methods in applying the school exams were wrong and poor; quite contrary to our current study, which showed an excellence and success in the existence of the ways, means and methods in the success of the evaluation strategies and tools guide.

The researchers attribute this high result of the responses of the study sample individuals to the extensive resources available with the Jordanian Ministry of Education, such as instruments, trainers, qualified people, electronic and traditional teaching aids, and the diversity and spreading of these instruments in the field. This made the ways, means and methods serve the evaluation strategies and tools guide, and subsequently its success and achievement of its ends and purposes.

Results and discussion of the second question, providing, "Are there statistically significant differences in the extent of the schoolteachers' utilisation of the "Evaluation Strategies and Tools" Guide, issued by the Ministry of Education at the $\alpha \leq 0.05$ level, attributed to the gender variable (male, female) teacher?"

For answering this question, means, standard deviations and T-Test value are used to find out the statistically significant differences of the gender variable between the male and female teachers. Table (5) illustrates the T-Test results of the differences between the levels of the gender variable (male, female teacher).

Table 5: Means, Standard Deviations, Freedom Degree and T Value of the Gender Variable (Male, Female Teacher).

Area	Variable Levels	Sample Number	M	SD	Freedom Degree	(T) Value	Significance
Objectives	Male Teacher	91	4.39	0.707	124	0.4970	0.64
	Female Teacher	35	4.32	0.711			
Content	Male Teacher	91	4.37	0.637	124	2.1633	0.44
	Female Teacher	35	4.44	0.711			
Ways, Means and Methods	Male Teacher	91	4.42	0.692	124	0.0708	0.94
	Female Teacher	35	4.31	0.756			
Overall	Male Teacher	91	4.39	0.705	124	0.4996	0.96
	Female Teacher	35	4.36	0.703			

* Significant at $\alpha \leq 0.05$ level

Table (5) above showed the values of the M'S, SD's and T value of the differences of the gender variable (male, female teacher). The results of all the areas did not show statistically significant differences attributed to the gender variable.

This may be, as viewed by the researchers, due to the care and interest of the ministry in the development of the educational systems, such as the teacher's educational guide, which is specially designed for the teachers, as they are the targeted category. They are required to apply it in the field, which makes them positively view this guide and understand it in a good manner, to serve in the field, both smoothly and easily. In addition, there are the training courses held by the Ministry of Education for the teachers about dealing with the guide. As such, this guide was made to meet the ambitions of the teachers, because they are the concerned parties; and in the first place, in applying the strategies and tools of the guide on the field ground.

This study is in line with the studies of Al-Daraiseh, Lababneh and Aqeel (2016) and Abu Salem (2012), which showed nonexistence of statistically significant differences in the evaluation degree of the science teachers, which may be attributed to the gender variable. On the other hand, the results of this study are not in line with those of Al-A'ajez, Al-Loah and

Al-Ashqar (2010), which showed the existence of statistically significant differences between the means of the study sample assessments on the teacher's training during service, in the secondary schools, Gaza Governorates, imputed to the gender variable, which are in favour of the male teachers.

Conclusions

- The evaluation strategies and tools guide, issued by the Jordanian Ministry of Education, realises its desired ends and objectives to a high degree, as viewed by the teachers in the Directorate of Education in Qasabat Al-Mafraq (Jordan).
- The content area ranked first among the three areas with very high degree, followed by the objectives and ways, means and methods areas, all of which were with high degrees.
- The evaluation strategies and tools guide provides a comprehensive and clear vision of the guide objectives as seen by the teachers of the Directorate of Education in Qasabat Al-Mafraq.
- The guide takes into account, within its contents, the individual differences among the teachers.
- The teachers consider that the ways, means and methods of the evaluation strategies and tools guide lead to the perfect evaluation.
- There were no statistically significant differences according to the gender variable (male, female teacher), in the extent of their benefit from the guide for all the study areas.

Recommendations

Based on the results of the study, the researchers recommend the following points:

- The Ministry of Education should continue holding courses, workshops and seminars concerning the explanation of the guide and its modern tools, for all the teachers in service, at convenient times.
- Teachers are strongly required to apply everything the guide contains, in a manner that fits the scientific and technological developments, within the vision of the Ministry of Education in developing the education toward the cognitive economy.
- The Ministry of Education is highly recommended to grant awards, and both in-kind and material incentives to the outstanding teachers in applying the evaluation strategies and tools, in their daily works.
- Reducing the teachers' daily workloads.
- Carrying out similar studies that may be extended to the other directorates of educations that are spreading throughout Jordan.



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