
Attitudes of Arabic language Teachers towards the Use of Self-Assessment at Intermediate Schools in Jeddah

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Abstract

The current study investigated Arabic language teachers' perspectives on self-evaluation in Jeddah's intermediate schools. The findings revealed a predominantly favorable disposition among these educators toward the integration of self-assessment practices.

Notably, the study revealed no statistically significant difference in attitudes based on gender, with both male and female teachers demonstrating similar inclinations towards self-assessment. Similarly, educational qualifications (Bachelor's, Diploma, Master's) did not appear to influence teachers' views on self-assessment. This suggests that academic background might not be a primary factor in shaping their opinions on this practice.

However, the research did identify some notable distinctions. Teachers with fewer years of experience showed a more favorable attitude towards self-assessment. This could imply that newer educators are more open to incorporating self-assessment into their teaching methodologies. Furthermore, receiving training in self-assessment significantly impacted teachers' attitudes, leading to a more positive disposition towards its use. This highlights the crucial role of professional development in promoting the adoption of self-assessment practices among educators.

Keywords: Self-assessment, Attitudes, Arabic language, Intermediate school

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