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Lecturers' Perceptions Toward Alternative Assessments Instead of Traditional Assessments in Iraqi Kurdistan Universities

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Abstract

Recently, the interest in applying new forms of assessment are tremendously different from the traditional assessment. New forms of alternative assessment. The main objective of this paper is to determine the main reseaons behind increasing instructors unwillingness to use alternative assessment. To fulfill this aim, questionnaire have been distributed among 250 teachers in order to figure out the main resons behind their unwillingness, and only 200 forms answered proplerly. The result reveals that lack of time, facilities, economics and methods of teaching are main causes of increasing teachers' unwillingness to use alternative assessment, eventhough it is considered as a significant way to involve students' in the learning process.

Keywords: Alternative assessment, Traditional Assessment, Time, Facilities, Economics and Methods of Teaching

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1. Introduction

Assessment is considered as one of the main elements of classroom instruction. Referring to Taras (2005), assessment or evaluation is a kind of justified judgment on learners work and provides their ranking. Moreover, Rust (2002) argue that evaluation as a judgment on learners' work, demonstrating the right and the wrong answers, recognizing the strength and the weaknesses in learning processes.

Educational community like students, parents, educators and administrators proposing various ideas toward implementing assessment strategies; due to its influnce on education reform and students can pursue successful furture through a task to evaluate students' ability (Dietel, Herman, and Knuth, 1991). Within different instructional setting the content of assessment change the instruction so as to be used as effective too of assessment (Dikli, 2003).

Test, assessment, measurement, (and sometimes evaluation) can be used interchangeably but they are different. Test is formal and often standardized, assessment is based on collective information about what students know and what they are able to do; even the procedures of scoring and test administrations are clear for students. In assessment, on the other hand, there are multiple methods to collect knowledge at different times and contexts (Law and Eckes,1995, as cited in Tarmey, 2007).

Chirimbu (2013), mention that, alternative assessment is called formative assessment, due to its importance to put one's finger on students' level. It is emphasized that the aim of formative assessments are substantionally extensive than conventional methods of assessment, as well as it includes validation and evidence of certain abilities by the learners.

Dkili (2003), mentioned that alternative assessment is an effective method in learning process, which lead to increase learners' comprehention and knowledge. Due t this fact, it is considered that alternative assessment is going to boom students' quality of learning. However, traditional method usually is a single-occasion and timed exercise, eventhough it has been used for ages to measure students' academic level.

This research reveals the importance of using alternative assessement, which could be expressed as various tools for evaluation, so as teachers give chance to students in order to elaborate their current knowledge. Chirimbu (2013), Abida Khalid, and Muhammad Azeem (2012), Wikstrom (2007), Tannenbaum, and Jo-Ellen (1997), illustrated in their studies the significance of alternative assessment, which they named as constratctive, this is because lecturers are going to constract a strong basement with knowledge in order to satisfied learners need.

1.1 Research Objective

It is undeniable that the teaching process in academic insistitutions is diffecult for leacturers to handle due to the fact that students have varying learning preferences. To assess these learners in a trustworthy manner, a variety of assessment approaches were required. As a result, the primary goal of this research is to identify the obstacles that leturers may encounter when implementing alternative assessment in the classroom

Research Questions

This study attempted to answer two main questions;

- What are the main reseaons behind unpopularity of using alternative assessment among Kurdish University instructors?
- Is there any association between gender and each of the factors including (Teaching, Time, Quality, Facility, and Economics) separately?

2. Research Hypothesis

In order to achieve research objectives, following hypothesis been set;

H0: null hypothesis, means there is no relationship between the variables of the research

H1: alternate hypothesis, there is a positive relationship between time and quality of learning

H2: alternate hypothesis, there is a positive relationship between facility and quality of learning

H3: alternate hypothesis, there is a positive relationship between economic and quality of learning

H4: alternate hypothesis, there is a positive relationship between teaching and quality of learning

3. Literature review

Alterntive assessment has emerged as a critical component of the educational system. Alternative assessment approaches, as demonstrated by (Chrimbu, 2013), are a thorough instrument for teasting language. The techniques of alternative assessment, such as the portfolio or the project, include formative and summative evaluation features as strategies based on the continuous assessment of students' linguistic level. Alternative assessment allwed for a thorough and comprehensive examination of not only the learners' learners' linguistic abilities, but also their communicative abilities.

Tannenbaum and Jo-Ellen (1997), focused on some fundamental points that tell documenting individual student growth over time is crucial, rather than comparing students with one another. On the other hand, they emphasized on students' strength (what they know), instead students' weak point (what they don't know). Alternative assessment includes a variety of measures that can be adapted for different situations.

Wiskstrom (2007) in his paper mentioned that alternative assessment should be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both students' performance and academic level. The findings support his discussion that the alternative assessment is important to fulfil students' need in general and specific need for individual. On the other hand, Letina,(2015) argued that alternative assessment gives more comprehensive insight into learners' achievement. Also, it provides authentic information about their knowledge, abilities, skills, attitudes, and competence.

Traditional assessment includes true-false, matching and multiple-choice that have been domain the exams; because of easy scoring and relatively being more objective. However, alternative assessment includes, performance tests, portfolios, and self-assessments. In the area of general educational research, alternative assessment has been further called dynamic assessment, due to

learners' activity in the teaching process and using their own energy to achieve their needs and goals (Takahashi and Sato, 2003). In addition, Khalid and Azeem (2012) argue that traditional assessment ignore students' need and subject-need to develop students' mental level of interest. However constructivist focus more on innovative activities and knowledge acquisition. The purpose of their study is to compare instructional module based constructivist approach with the traditional method in teacher education. To achieve their objectives the researchers did an experiment by teaching a group of students with constructivist approach, which is a method of alternative assessment. Eventually, they have found that the constructivist approach fulfills student's needs and gained their individual achievement and goal.

Banks (1994) argued that observing several specific behaviour lead to creat a module. Activities used to evaluate students include gathering information, employing prior knowledge, summarizing, visualizing, predicting, self-monitoring, evaluating, measuring, calculating, sequencing, and hand eye coordination. Evaluating these strategic behaviors can be accomplished periodically by the teacher through direct observation.

Combs (1997) stated that "My motivation to try something new came from a frustration with too many student failures. I also felt that the standard paper and pencil tests were not getting to the heart of what I was trying to teach". The quotation decod that alternative assessment assumed to require students use higher order thinking skills as a means to demonstrate newly learned information and ideas and implement them in new and unique ways.

Hambrick (1979) argued that need of assessment become one of the most common phrases and activities in government decision-making, program management, administrative analysis, and applied research. However, those who are conducting the approach of need for assessment, have to consciously and logically make a choice and design for which type of alternative assessment could be carried out.

3.1. The Importance of Using Various Tools for Assessment

The last decades have seen a major increase in the course evaluation. This concept of evaluation as an instrument for measuring effectiveness is still the predominant one held by many teachers (Clift and Imrie, 1980). Sullivan (2006) illustrated that evaluation is a fundamental program to answer some crucial questions that comes in front of teachers, such as: how do you specify the learning outcomes that you intend for your students? How do you assess the success of your students in reaching those outcomes? How do you use that information to improve your program. Then Sullivan (2006) reached to the point that assessing language is often used differently; therefore teachers commonly misunderstood. Some people question the need for technical jargon, especially the jargon of a field other than their own. But those in the language business understand the need for a shared vocabulary in order to avoid linguistic breakdown and a failure to communicate. Meanwhile, Evidence Base (2006), clarified the importance of evaluation through a number of reasons: (1) Helping to ensure that objectives are met. (2) Identifying problems, weakness and success so they can rectify. (3) Providing information to aid further development and provide evidence to have impacts on teachers' evaluation. (4) Identify training and development needs. (5) Guiding future plans and devising strategies to develop themselves.

Various methods of assessments that help to improve the students' level, which are based on permanent assessment can be named as formative test as well. There are some alternative assessments like formative and summative test are used to evaluate at the end of first course in

the shape of portfolio or project, because they hold a huge amount of information which fulfills the need of assessment. In addition, Chirimbu (2013) argued that portfolio and project are not only considered to have a wide range of information, but also provide sharing characteristics of formative and summative evaluation.

Learners are encouraged to think critically and come to their own conclusions through authentic assessment or other sorts of alternative assessment. Furthermore, diverse evaluation methods aid in extending learners' responses and reducing the importance of time limitations, leading to the employment of additional instruments to solve problems, such as calculators in the scientific department. To evaluate learners' performance, authentic assessment, portfolio-based assessment, and integrative assessment were examined. These assessments drive learners to turn input into output. Traditional evaluation, on the other hand, motivates students by providing them with external prizes and good results (Dikli, 2003).

Chirimbu (2013), and Herman, Klein and Wakai (1997) argued that the concept of alternative testing was coined to define all those possible activities which are not formal tests but often used for assessing learners' performance. Furthermore, they claims that all students should be encouraged by these types of tasks to show what they know and can do, rather than just those students who are motivate by rewards that may offer in high standardized test scores. Another claim were assessments truly stimulate students to engage in complex thinking and thus reflect higher standards of excellence than older-style standardized tests. Their ability to gain higher level of thinking and problem-solving skills make alternative assessment as a suitable formula.

Tests were shown to be effective and productive by Herman, Aschbacher, and Winters (1992), who demonstrated that they produce substantial outcomes for students and help teachers achieve critical goals in the classroom. To put it another way, tests should not only be valid, fair, and useful, but their content should also be aligned with the knowledge, skills, and attitudes of both teachers and students.

Hamayan (1995) demonstrated that alternative assessment as technical procedure could be used within the context of instruction and easily incorporated into classroom activities. Besides, Brown and Hudson (1998) provided an impressive list of positive characteristics for alternative assessments that are appeal to most of teachers and testers alike:

• Require pupils to participate in a performance, create something, produce something, or do something.

• Make use of real-world situations or simulations.

• Are non-instructive in the sense that they serve to extend the scope of the regular classroom activities.

Provide students with the opportunity to be evaluated based on what they regularly do in class on a daily basis.

• Use tasks that represent relevant educational activities to guide students through the process.

• Pay attention to processes as well as products.

• Make use of your higher-order thinking and problem-solving abilities.

It is necessary to provide information regarding both the kids' strengths and flaws.

• When administered properly, they are sensitive to cultural differences.

• Ensure that people, not machines, are in charge of the scoring, and that human judgment is used.

• Encourage the public disclosure of standards and grading criteria as much as possible.

• Inviting teachers to take on additional teaching and assessment responsibilities.

Authentic assessment has become increasingly popular to evaluate students. Alternative assessment moves beyond learning, and allows students to construct responses; that means quality of learning would be increased. Alternative assessment usually has authentic tasks, where learners apply knowledge, skills, and performance within a new situation. Authentic tasks are help students to rehearse the complex and professional life in lerning processes (Aitken and Pungur, 1990).

3.2. Traditional Versus Alternative Assessment

Belle (1999) defines traditional assessment as an evaluation that includes standardized and classroom achievement tests with largely closed-ended items, such as true/false, multiple-choice, and fill-in-the-blank questions.

Traditional evaluation was criticized by Baily (1998) as an indirect method, and he advocated for one-shot, speed-based, and norm-referenced assessments. Furthermore, traditional evaluation is a one-time test that determines a student's intellectual level for a specific period of study. Furthermore, the final score is not used to determine pure academic progression of students.

Letian (2015) determind traditional assessment as an accumulation of knowledge rather than constract knowledge. Furtehrmore, Nasab (2015) criticizied traditional assessment as teacher-centered and gathering knowledge for a particular condition. As a result there is no interest, no motoviation, passive recipients, no efforts and confidence.

Eventually, Letian (2015) illustrated that traditional assessment has validity and reliability, due to easy administered, scored and interpret. Moreover, traditional assessment creat anixiety to learners during test.

Alternative assessment, on the other hand, provides learners with a precise opportunity to demonstrate what they have learned through a variety of tasks and gauging learners' abilities. Dikli (٢٠٠٣).

A different approach to assessing students allows them to progress beyond learning and reactions. Students' knowledge, understanding and problem-solving skills are assessed in alternative ways (Hamayan, 1995).

Furthermore, Aitken and Pungur (1990) and Belle (1999) focused on alternate assessment options that allowed for a more in-depth look into learners' levels of intelligence in order to improve the teaching process through some authentic activities. Furthermore, Bank (1994) and Combs (1997) regarded alternative assessment as a creative technique that aids in the acquisition of additional knowledge and its use in various scenarios in order to obtain a clear image. In addition, self-monitoring and practicing are skills that learners can develop to help them learn and think critically.

3.3 Types of Alternative Assessments:

Different learning styles are present in the class, and as a result, students are asking for alternate

assessments, and even the way pupils behave will change. Ed Roeber (2002) states that the following alternate evaluation approaches are commonly used to examine students:

2.3.1 Observation with structured and unstructured settings

Teachers are encouraged to observe pupils' abilities to complete various activities using this method. Unstructured observation, in which learners are watched as they go about their daily activities without any specific setting in mind. Preparing organized scenarios, on the other hand, entails teachers creating a task in which the ability is more likely to be used. The amount of abilities that the student was able to effectively accomplish is usually reported in the scores. This method will allow students' grades to be tallied and reported.

2.3.2 Checklists

This way relies on instructors to remember whether students are able to carry out certain activities. The advantage of this new technique is to permit a rapid collection of information, however the observation may not be highly reliable. Scores reported are usually the number of successful performance, and could be added up.

2.3.3 Portfolio

This technique assesses students' achievement using a collection of student work, performance assessments, observation, and other data.

2.3.4 Perfomance Assessment

Instructors and students work through an evaluation that requires planning and design, and the instructor watches to see if students can complete the assignments. However, because it assesses only a few talents, it takes a long time. Scores for each performance evaluation are presented.

2.3.5 Samples of student work

Each student's whole ability is assessed by showing samples of work that demonstrate their abilities. Meanwhile, the benefit of this examination is that few students can compose a completely original piece of writing without plagiarizing, making it difficult for lecturers to pinpoint the source of a student's work.

3.4 Teacher's Difficulty in Preparing Alternative Assessment

Abbas (2012) demonstrated that the use of non-traditional method of assessment during class time change the paradigm in education system. Meanwhile, learners illustrate what they have learned and how well they perform their knowledge. The guidelines are based on the class's goal, so that both teachers and students know what they need to know and can complete their tasks successfully. Alternative assessments encourage creativity by encouraging people to use real-world context and situations to urge them to do exact self-evaluation. However, some researchers like, Metin (2013), Dysth (2004), Aschbache (1995), Abbas (2012) claimed that many diffeculties may face instructors while they implement authentic assessment in the classroom:

• The majority of lecturers said it was difficult to choose the right subject for their students.
• Determining the topic of performance tasks to acquire knowledge is another issue that instructors face.
• Preparing authentic activities for various courses is also a challenge due to a lack of informa-

tion on how to do so.
• Inability to determine which performance tasks are associated with particular curricular acquisitions.
• Determining assessment criteria based on actual tasks that have been flagged as a challenge. Due to a lack of knowledge about when the assessment will be completed and when it will be required. The biggest issue is that there isn't a ready-made rubric that forces instructors to progress an assessment instrument.

• Overcrowding, a lack of time, technical limitations, parents doing homework instead of students, a lack of expertise to evaluate students' performance tasks, and teachers' readiness to urge students to interfere in the learning environment while performing authentic tasks.

4. Methodology

This research is designed to show the reason of teachers' unwillingness to practice alternative assessment inside the classroom instead the traditional methods and the rate learners involvement may increase. For that purpose university lecturers were taken as a main source inside Sulaimani University and Charmo University.

1.1 Participants

The resarchers' target group were lecturers in both University of Sulaimani and Charmo University. As it has been notified that depending more on traditional assessment methods draw the attention of the researcher to find lecturers' undesired to apply alternative assessment during input procedures. As it is known university level students are in need to broaden their knowledge through using different methods of assessment, so as to fulfill their need after graduation.

The reason of selecting these universities came from the point that Charmo University is one of the universities in Kuridstan Region that have been implementing bologna process, meanwhile Sulaimani University was taken as one of the largest university in the provence, which has been recently implementing bologna process in their learning process.

For that purpose, 250 forms were distrubited, then 223 were collected and only 200 of them were used. The samples included male and female with various academic title.

4.2 Procedures

This quantitative reaserch is in need of primary data in order to find an answer for the research questions. Primary data is defined as one which is collected for the first time by the researcher and it is factual and original. Meanwhile, the primary data is collected with an aim for getting solution to the problem (Ajayi, 2017). There are some sources in primary data like surveys, observations, experiments, questionnaire,etc. Questionnaire has been used as a main tool in this research to find the answers.

Google form were used as a significant tool for distributing the questionnares and collecting them, beside this several hard copies were given to lecturers and collected later on from them.

3.3 Research Variables

In this section, types and meaning of variables will be explained due to their dimentions.

Hence, teaching considered as a variables that would be affected by other variables. However, quality, facilities, economic and times are introduced as independent variables.

The items of questionnaire have been divided into five variables such as time, facilities, economics, and teaching; these varibles considered as independent one. Meanwhile, quality of learning checked out as the dependent variable. Within this research time means teachers would have extra office hours, having more opportunities to do quizzes, assignments, and extra activies to enhance learners' input. On behalf, facilities have explained through having a good administration, learners' aid, and suitable environment for applying portfolio. Furthermore, economics means providing good budget to implement alternative assessment, and the payments of teachers should be increased inorder to motivate them step forward more to use alternative assessments. Eventually, teaching variable considered to carry out the procedures of alternative assessment if the obstecles reduced infornt of teachers such as large class size, different learning styles, and unsufficient chance for critical ideas.

5. Data Analysis

5.1 Demographics

As far as alternative assessment takes place in many academic organizations globally and recently it has been implemented in majority of Iraqi Kurdistan Region universities. In this study, traditional and alternative approaches have been investigated, which are applied by universities' lecturers to illustrate the most effective factors of assessment.

Primary data was collected through distributing electronic and hard-copy questionnaires among 250 random samples in University of Sulaimani and Charmo University, and only 200 responses were used for the purpose of the research after filterizing the collected data if they filled all items in a correct way. The collected data answered by 122 males and 78 females.

Table 1: Descriptive Statistics for Demographic Questions

		F	%
Gender	Male	122	61%
	Female	78	39%
Educational Level	Master	128	64%
	PhD	72	36%
Age group	lower 31	15	8%
	40 – 31	104	52%
	50 – 41	70	35%
	and more 51	11	6%
	(Mean ± SD)	(6.26 ± 39)	
Teaching Experience	years 4 - 1	54	27%
	years 9 - 5	68	34%
	years 14 - 10	52	26%
	years and more 15	26	13%
	(Mean ± SD)	(5.20 ± 8)	

Table 1 showed that the percentage of males (61%) is higher than the percentage of females (36%) while most of them have master degree (64%). The highest percentage of age group is between 31 and 40 years (52%) followed by 41 and 50 years (35%), lower than 31 (8%) and 51 years and more (6%) as well as the average of age of participants is 39 years. Furthermore, most of the teachers have 5 to 9 years of teaching experience (34%) 1 to 4 years (27%), 10 to 14 years (26%) and more than 14 years (13%) respectively with the 8 years as an average of teaching experience.

This study tells that there is no bias among male and female with their different academic qualification, and among different ages with various experience in teaching processes.

5.2 Data Analysis

The combined results were then entered into SPSS 23 for analysis. The factors converged in five groups and are labeled according to their underlying variable contents.

Table 2 Descriptive Statistics for Teaching, Time, Quality, Facility, and Economics Factors Respectively

	Strongly Disagree		Disagree		Somewhat Disagree		Neither Agree or Disagree		Somewhat Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%	F	%		
Teaching1	12	6%	8	4%	12	6%	31	16%	40	20%	58	29%	39	20%	5.05	1.67
Teaching2	14	7%	19	10%	16	8%	19	10%	48	24%	39	20%	45	23%	4.83	1.86
Teaching3	5	3%	6	3%	8	4%	27	14%	63	32%	60	30%	31	16%	5.21	1.36
Teaching4	14	7%	13	7%	14	7%	28	14%	48	24%	44	22%	39	20%	4.86	1.77
Total															4.98	0.99
Time1	19	0.095	9	0.045	17	0.085	26	0.13	49	25%	48	0.24	32	16%	4.75	1.80
Time2	8	4%	4	2%	8	4%	27	14%	35	18%	84	42%	34	17%	5.33	1.46
Time3	0	0%	23	12%	21	11%	35	18%	43	22%	36	18%	42	21%	4.87	1.63
Time4	10	5%	17	9%	32	16%	55	28%	30	15%	39	20%	17	9%	4.32	1.60
Time5	8	4%	10	5%	13	7%	41	21%	52	26%	45	23%	31	16%	4.89	1.55
Total															4.83	0.73
Quality1	9	0.04	10	0.05	23	0.115	31	0.155	55	0.275	31	0.155	41	21%	4.85	1.66
Quality2	0	0%	16	8%	23	12%	50	25%	43	22%	22	11%	46	23%	4.85	1.57
Quality3	0	0%	10	5%	53	27%	81	41%	34	17%	16	8%	6	3%	4.06	1.11
Quality4	9	5%	46	23%	29	15%	22	11%	27	14%	16	8%	51	26%	4.32	2.03
Total															4.52	0.73
Facilities1	0	0	42	0.21	26	0.13	29	0.145	19	0.095	40	0.2	44	22%	4.61	1.87
Facilities2	0	0%	7	4%	35	18%	33	17%	39	20%	63	32%	23	12%	4.93	1.40
Facilities3	0	0%	18	9%	25	13%	32	16%	20	10%	60	30%	45	23%	5.07	1.64
Total															4.87	0.98
Economic1	0	0	6	0.03	20	0.1	33	0.165	35	0.175	57	0.28	49	25%	5.32	1.42
Economic2	0	0%	6	3%	15	8%	25	13%	32	16%	56	28%	66	33%	5.58	1.41
Economic3	0	0%	2	1%	23	12%	57	29%	31	16%	37	19%	50	25%	5.14	1.42
Total															5.35	0.85

Table 2 showed the Descriptive Statistics for teaching, time, quality, facility, and economics factors respectively, Economic factores have the highest average (5.35) followed by Teaching (4.98), Facilities (4.87), Time (4.83), and Qualities (4.52) respectively. Dependeng of average

teachers in this survay are somewhat agreed to all factors such as teaching, time, quality, facility, and economics.

This result can illustrate that all five factors chosen by the researchers are affective factors to the quality of learning in the universities. The averages are from 4.52 to 5.35 close to 5 on the 7-point Likert Scale that we used and it is equal to (somewhat agree).

Table 3 Coreelation Between Teaching, Time, Quality, Facility, and Economics Factors

	Time Category	Quality Category	Facilities Category	Economics Category
Teaching Category	-0.003	0.076	-0.076	0.079
Time Category		0.057	-0.060	-0.103
Quality Category			*0.149	-0.018
Facilities Category				-0.080

*. Correlation is significant at the 0.05 level (2-tailed).

In Table 3, the Spearman Correlation Analysis used to examine the relationship between Teaching, Time, Quality, Facility, and Economics factors. The result in the above table showed that there is a weak positive significant correlation between one of the independent variable (facility category) and dependent variable (quality category) because its p-value is less than the significant level of α=0.05. On the other hand, that there is not a significant correlation between other independent variables (Teaching, Time, and Economics) and dependent variable (quality category) because their p-values are higher than the significant level of α=0.05. These results show that facility (which means large area for having students' portfolio, more facilities in administration and aids such as (projector, TV., sound system) can help rising the quality of learning by strengthing quality of students' learning and feedback process, but the other factors tourned out to not have significant effects on quality of learning.

Furthermore, there are weak positive correlations between independent variables (Teaching, and Time) and dependent variable (quality category) and there is a weak negative correlation between economics and quality category. Which means the challenges beind not applying the alternative assessments at universities are not having necessary budjet to apply these types of assesments, beside the alternative ssesment needs more time than traditional assessment for checking series of students' tests, quizzes.

5.3 Regression Analysis

After finding the correlation between each variables, process of data analysis continue to find cause and effect of independent variables on dependents variables via regression analysis.

Table 4 Multiple Forward Regression between independent variables (Teaching, Time, Facility, and Economics) and Dependent Variable (Quality)

	Coefficient			Summary		Anova	
	B	T	.Sig	Correlation	R Square	F	P-value
Time	0.272	4.397	0.001	0.98	0.97	1593.35	0.001
Facilities	0.253	5.134	0.001				
Economics	0.208	3.797	0.001				
Teaching	0.168	3.170	0.002				

Table 4 showed the Correaltion and Regression Analysis between Independent Variables (Time, Facilities, Economics, and Teaching) and Depandent Variable (Quality of Learning), from the Pearson's correlation analysis, that found a very strong positive relationship between all independent variable (time, facilities, economics, and teaching) and dependent variable of quality (0.98). This result shows that the quality of students learning in the universities can grow by improving these four factors (time, facilities, economics, and teaching).

The model is appropriate based on (F=1593.35 and P-Value =0.001). The value of the Regression Coefficient (B1) for Time is 0.272, which means, that increasing one unit of Time will increase the Quality of Learning by 0.272 by holding Facilities, Economics, and Teaching. This result illustrates that for using alternative assessments at universities successfully we need to extend lectures' office hours and reduce the number of subjects taught by them, so they can have more time for lecture preparation, checking the series of students' tests, quizzes, and assignments.

Then, the value of the Regression Coefficient (B2) for Facilities is 0.253, which means, that increasing one unit for Facilities will increase the Quality of Learning by 0.253 by holding Time, Economics, and Teaching. The result shows that the availability of facilities such as having a large area for having students' portfolios, facilities in administration, and aids such as (projector, TV., sound system) can make an excessive impact to achieve alternative assessment's goal at Universities.

Next, the value of the Regression Coefficient (B3) for Economics is 0.208, which means, that increasing one unit for Economics will increase the Quality of Learning by 0.208 by holding Time, Facilities, and Teaching. This means that increased lectures payment and consuming a good budget for providing class requirements can help universities to apply alternative assessments more effectively.

Furthermore, the value of the Regression Coefficient (B_4) for Teaching is 0.168, which means, increasing one unit for Teaching will increase Quality of Learning by 0.168 by holding Time, Facilities, and Economics. The last factor with minimum impact on the quality of learning is the Teaching factor which includes the number of students in class, learning styles, and class size from the lecturers' point of view.

The coefficient of determination (R Square) explains how much variation in the Quality of Learning is explained by all independent variables, reflects that 97% of the variation of Quality of Learning is determined by Time, Facilites, Teaching, and Economics as independent variables in which the value for R adjusted square is the same and the remaining variation is turning to other factors that effect on Quality of Learning as dependent variable. This shows that, how well the regression model fits the observed data in the research.

So, the formula for the result of the analysis of relationship between Depandent Variable (Quality) and independent variables (Time, Facilities, Teaching, and Economics) is represented through the below equation:

Quality of Learning = 0.272 (Time) + 0.253 (Facilities) + 0.208 (Economics) + 0.168 (Teaching)

Table 5 Independent Sample T Test between factors (teaching, time, quality, facility, and economics) and gender

Gender		N	Mean	Std. Deviation	T	p-value
Teaching	Male	122	4.939	0.994	0.784	0.434
	Female	78	5.051	0.990		
Time	Male	122	4.877	0.681	1.171	0.243
	Female	78	4.754	0.791		
Quality	Male	122	4.449	0.748	1.707	0.089
	Female	78	4.628	0.687		
Facilities	Male	122	4.809	0.973	1.042	0.299
	Female	78	4.957	0.998		
Economics	Male	122	5.246	0.925	2069	0.040
	Female	78	5.500	0.708		

Table 5 showed there is a statistical significant between the total mean means of female and male teachers for independent variables (Economice) because its p-value = 0.040 is less than the significant level of ⍺=0.05, where female teachers showed more average of females (5.5) is higher than males teachers (5.25). On the other hand, there is no statistical significant between the total mean means of female and male teachers for Teaching, Time, Quality, and Facilites because their p-values (0.434, 0.243, 0.089, and 0.299) are higher than the significant level of ⍺=0.05 respectively. Which means the lecturer's gender only make difference in the lectures point of view about importance of Economic factor not the other four facrors within the use of alternative assessment in the universities, where the female lecturers gave more importance to the Economic factor than male lecturers.

6. Conclusion

Based on the results, the research presented some reseaons of lecturers undesired to use alternative assessment in side/ outside classroom, due to serious effect of independent variables namly (time, facility, and teaching) on the dependent variables that is quality of learning. Then one more reason as an independent variable has been conducted in this research, which considered most problamtic cause, is economics. Because increasing leactrers' salary directly affects their way of teaching and extending Office hours. The outcomes are showed that a single boost of time will lead quality of learning into better level through using variform of assessment as a means of learning, and this give opportunities to involve students in learning processes. Similarily, increasing one unit of facilities, economics, and teaching assist to raise quality of learning and again increase leaners' active role in classroom. Undoubtedly, this research has revealed the role of gender on the independent factors. Female lecturers gave more worthy to Economic factor than male; to use alternative assessment instead of aother independent varaibles (Teaching, Time, Quality, and facility). Consequently, to increase teachers' intrest toward alternative assessment instead traditional one the

administration have to extend time, provide facilities with good amount of budget, and last preparing lecturers to teach and assess through alternative methods.

تێروانینی مامۆستایان سەبارەت بە بەکارهێنانی هەڵسەنگاندنی جێگرەوە لە بری شێوازی هەڵسەنگاندنی کۆن

پوختە

لەم سالانەی کۆتاییدا، شێوازە هەڵسەنگاندنی جێگرەوە بە زۆری جە خت لەسەر پێگەی خوێندکار لەناو پۆل و، هەروەها دابینکردنی پێداویستیی گونجاو وەکو ئاسانکاریی بۆ بەشداریکردنی خوێندکار دەکاتەوە لەپرۆسەی خوێندنـدا. هەڵسەنگاندنی جێگرەوە بەوە جیادەکرێتەوە کە هەستی بڕوا بەخۆبوون زیادەکات لە لایەن خوێندکارەوە بۆ دەستنیشانکردنی ئاستی زیرەکی خۆیان. لەگەڵ ئەمەش مامۆستای زانکۆ بەرەنگاری کۆمەڵێک ئالنگاریی دەبێتەوە لە کاتی جێبەجێکردنی ئەم شێوازە، کە وادەکات مامۆستایان ڕێگای وانە وتنەوە کلاسیکییەکان بە باشتر بزانن. بۆ دۆزینەوەی هۆکارەکانی بەردەم جێبەجێکردنی شێوازەکە لە زانکۆکاندا لەم توێژینەوەیەدا فۆرمی ڕاپرسیی ئاراستەی ٢٥٠ مامۆستا کرا لە زانکۆکانی کوردستان، لە ئەنجامدا تەنها ٢٠٠ وەڵامی دروستی مامۆستاکان بەکارهێنرا. ئەنجامەکە ئەوە ڕوونەدەکاتەوە کە نەبوونی کات و ئاسانکاریی لە دابینکردنی کەلوپەلی خوێندن و باری ئابووریی و خودی ڕێگاکانی وانەوتنەوە، وا لە مامۆستاکان دەکات کە شێوازی جێگرەوە لە پۆلەکان جێبەجێ نەکرێت. هەرچەندە شێوازی جێگرەوە ڕێگەیەکی زۆر گرنگە لە بەشداریپێکردنی خوێندکار لە پرۆسەی خوێندنـدا.

وشە سەرەکیەکان: هەڵسەنگاندنی جێگرەوە، هەڵسەنگاندنی کۆن، کات، ئاسانکاری، ئابووری، وانەووتنەوە

تصورات المحاضرين تجاه التقييمات البديلة بدلاً من التقييمات التقليدية

في الاوانة الاخيرة، تم تطبيق اشكال جديدة من التقييم التي تختلف اختلافاً كبيراً عن التقييم التقليدي و الاختبارات التقليدية. هذهِ الشكل الجديد من التقييم يسمونه التقييم البديل، لانها توفر المساعدات للطلاب في المشاركة في التعليم. التقيم البديل يمييز باعطاء شعور الثقة بالنفس من قبل الطلاب لمعرفة مستواهم. مع ذلك فان هناك بعض المشاكل التي تواجه الاساتذة في الجامعات الكردية في استخدام تلك الاساليب المختلفة للتقييم البديل؛ مما يؤدي الى زيادة الشعور بعدم الرغبة من قبل الاساتذة في تطبيقها في الفصول الدراسية. لتحقيق هذا الهدف تم توزيع استبيان على ٢٥٠ اساتذة، و لم يتلق سوى ٢٠٠ اساتذة ردهم. تكشف النتيجة أن ضيق الوقت والتسهيلات في تزويد وسائل التعليم والاقتصاد والتعليم هي الأسباب الرئيسية لزيادة عدم رغبة المعلمين في استخدام التقييم البديل، على الرغم من أنه يعتبر وسيلة مهمة لإشراك المتعلمين في عملية التعلم.

الكلمات الرئيسية: التقييمات البديلة، التقييمات التقليدية، الوقت، تسهيلات، الاقتصاد، التعليم

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