Obstacles That Professional Education Teachers Face In Applying Realistic Assessment In The Schools Of Bani Ubaid District

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Abstract

The study aimed at identifying the obstacles professional education teachers face in applying realistic assessment in the schools of Bani Ubaid District. To achieve the study objective, the descriptive-analytical method was used. A 20-item questionnaire was developed and distributed to a random sample of (52) male and female teachers. The study results showed that the degree of the obstacles that professional education teachers face in applying realistic assessment was medium. Also, there were no statistically significant differences at level ($\alpha \leq 0.05$) between the means of the obstacles to applying the realistic assessment due to the variable of gender whereas there were statistically significant differences at level ($\alpha \leq 0.05$) between the means of obstacles to applying the realistic assessment due to the variable of experience. The differences were in favor of the experience category of 10 years or more. In light of the current results, a set of recommendations were suggested.

Keywords: obstacles, realistic assessment, professional education teacher.

Introduction

Vocational education subject is one of the main subjects that constitute an important basic basis for discovering students' vocational tendencies and abilities and developing them in the basic education stage. It helps in qualifying them to be able to choose their future profession in a way that matches the objectives of vocational education emanating from the general goals of education in Jordan. Accordingly, the vocational education subject has an important and effective role in creating a generation that respects vocational work and respect and appreciation of workers, and thus develops the student's sense of responsibility toward the local environment and society. This prompts decision-makers in the educational system to pay great attention to vocational education curricula. Also, more attention is paid to preparing the vocational education teacher so that he can manage the learning and teaching processes through assessment methods. These methods provide evidence of students' cognitive, skill and emotional achievements, and accordingly what the assessment has brought about in changing the student's role as the focus of the educational learning process, and focusing on what he learns and applies in reality.

In recent years, interest in developing the educational assessment process has increased. This has resulted in experimenting with alternative forms of traditional methods that center on the output of modern assessment methods. These modern methods center on mental processes and real performances that are employed in practical life. Perhaps, educators found what they wanted in the realistic assessment and worked to adopt this

approach in teaching vocational education, which made teachers focus on challenging and thought-provoking questions. The real-world assignments, thus, allow students the freedom to use various reference resources, consult with experts and provide guidance from teachers. This helps students to relate educational content to useful situations related to their lives. This is because incorporating realistic assessment into the educational framework leads to positive results for students (Ardianti & Mauludin, 2017).

The concept of realistic assessment has emerged to replace the traditional concept of assessment. This is because tests are limited to paper or oral forms only, teachers cannot judge learning and what is related to it by measuring the achieved understanding of students. This is due to their weak ability to show the true differentiation of what the students - who took these tests - learned from the different types of knowledge and acquired skills. Therefore, these tests are seen as incapable of dealing accurately with individual differences between learners, even if they have the best learning conditions (Basheer, Ashraah, & Alsmadi, 2015).

Dabbous, Suwaidan, and Assaf (2018) pointed out realistic assessment has several advantages. It integrates written and performance assessments together activates and motivates the student to achieve, reduces test anxiety and enhances his self-concept. It also focuses on life skills and is used with all types of students regardless of their ages, cultural and social backgrounds and mental abilities and the development of positive attitudes towards school and school learning. It also encourages diversification of thinking to generalize possible answers and raise it to higher levels of thinking and supports diversity in learning methods.

In the same context, realistic assessment activities focus on cognitive goals that require the learner to be able to interpret, analyze, and construct meanings. They are also concerned with the skills of inquiry, discovery and decision-making to help learners achieve real learning and link learning to real life. In addition, they provide the opportunity to work in groups that develop the spirit of independence and individual and collective responsibility (Palm 2008).

Realistic assessment involves a set of strategies. Despite their different names and multiple classifications, they are consistent in organized processes through which the teacher follows a set of steps and procedures that help him implement the assessment process efficiently and with the least possible time and effort. The following is an overview of the most important of these strategies:

1. Performance-based assessment strategy: This strategy is characterized by its suitability for measuring complex learning outcomes, which cannot be measured by other means. It also provides tools for measuring procedures and processes in parallel with measuring outcomes and performance results. In addition, it makes learners deeply and directly involved in their learning and increases their self-confidence and motivation toward learning. In turn, it supports their progress and achievement and reduces the chances of failure and frustration (Brown & Miller, 2013).

2. Observation strategy: It is one of the commonly used methods in teachers' classroom practices. Teachers would use it to monitor learners' behavior as they carry out tasks or solve activities and exercises. During this, the teacher observes and monitors the direct and apparent behavior of learners relying on his previous experiences in observing behavior (Al-Thawabiya and Al-Saudi, 2016).

3. Communication strategy: Through this strategy, information is collected about the extent of the learner's progress, the nature of his ideas and his method of solving problems. The teacher sets the tasks in agreement with teachers and conducts meetings to understand their point of view on the issues at hand. He tries to understand the way the learner thinks through the questions he prepares in advance that revolve around a specific idea that the teacher seeks to confirm or deny (Awda, 2014).

4. Self-reflection assessment strategy: It is based on reflective thinking and contemplative experiences, by assessing what students have learned by reflecting on their previous experiences, and identifying strengths and weaknesses in their performance. Therefore, this strategy is an essential component of self-learning for learners as it provides them with a real opportunity to develop their skills and

competencies and their ability to think critically and solve problems, which enables them to diagnose and enhance the strengths in their performance (Brown & Miller, 2013).

It should be noted that the Ministry of Education implemented a project to develop examinations and educational assessments. It began with the actual application of performance-based assessment strategies by preparing teachers for training courses on the application of realistic assessment. However, this type of assessment faces difficulties that prevent its implementation as required. Among the most important difficulties mentioned by Al-Thawabiya and Al-Saudi (2016) is the lack of parents' understanding of the nature of realistic assessment and the failure to adopt this type of assessment in the General Secondary School Certificate exam and the failure of the school administration to follow up on this type of assessment. Also, this type of assessment needs materials, tools, and costs higher than traditional tests, which burdens the school's budget, and the school administration may not be able to provide it.

In addition to the above, there is an urgent need to use realistic assessment methods in teaching vocational education. Also, the professional education teacher needs to be familiar with this type of assessment. Therefore, the current study came to reveal the obstacles that vocational education teachers face in applying realistic assessments in the schools of Bani Obaid District.

Statement of the problem

The reality of teachers in the educational field indicates that they still use all forms of traditional tests at all academic levels and in various educational courses. Among them, the teachers of vocational education assess their students through paper-and-pencil tests in the context of the extent to which students acquire information and knowledge in a superficial way that does not touch the depth of the content in the subject of vocational education. Especially, since the content of this subject is rich in the areas of learning: emotional, cognitive and skill, which require non-traditional assessment tools. In this context, the results of the studies by Al-Zoubi (2013), Al-Thawabiya and Al-Saudi (2016), Al-Najjar (2018), and Abu Dahrouj (2019) showed that

the degree of teachers' use of realistic assessment in schools is still lower than expected. They were limited in their application of assessment to only one strategy. This may be due to the existence of obstacles that limit the application of realistic assessment in schools such as the lack of competencies related to this type of assessment among teachers or the inadequacy of the school environment conditions for its application.

Research questions

Accordingly, this study attempts to answer the following main question: What are the obstacles that vocational education teachers face in applying realistic assessments in the schools of Bani Obeid District? The following sub-questions are derived from the main question:

1- What are the obstacles that vocational education teachers face in applying realistic assessment in the schools of Bani Obeid District from their point of view?

2- Do the obstacles that vocational education teachers face in applying realistic assessment in Bani Obeid district schools differ according to the variables of gender and experience?

Objectives of the study

The current study sought to reveal the obstacles that vocational education teachers face in applying realistic assessment in the schools of Bani Obaid District from their point of view. It also aimed to examine the extent to which there are statistically significant differences between the means of the obstacles to applying realistic assessment strategies due to the variables of gender and teaching experience.

Significance of the study

The importance of the study lies in the fact that it focuses on the degree of application of realistic assessment that teachers have in the classroom.

It also addresses the difficulties of applying a realistic calendar.

The study is also linked to the realistic assessment, which should be part of the competencies of the basic school teacher, especially the teacher of vocational education. Especially, since there is a trend on the part of educators on the importance of owning this

type of assessment. Therefore, it is expected that this study will contribute to teachers' awareness of the importance of real assessment and encourage its application, which will have a beneficial effect on the student who will be assessed according to his abilities, capabilities and characteristics. The results of this study will also provide feedback to officials and decision-makers in the Ministry of Education by knowing the obstacles to implementation and the proposed solutions to improve the learning and teaching process.

Key terms of the study

Obstacles: a set of factors and variables that hinder vocational education teachers when applying realistic assessment strategies and tools in teaching processes, which reflect a reluctance to employ them (Al-Maliki & Hariri, 2021, p. 123).

Realistic assessment: the assessment that reflects the student's achievements in real situations, in which students practice thinking skills, aligning the acquired knowledge with making decisions or solving real problems (Abu Dahrouj, 2019, p. 371).

Vocational education teachers: They are all teachers appointed in the Jordanian Ministry of Education staff, who hold different degrees and are specialists in the field of vocational education and teach the subject of vocational education scheduled from the fourth grade to the tenth grade.

Delimitations of the study

- Topic: It was limited to the issue of the obstacles to applying realistic assessment strategies in teaching vocational education.
- Place: The study was determined spatially in the schools of Bani Obeid District.
- Time: The study was conducted during the academic year for the second semester of 2021/2022.
- Human: The study was limited to vocational education teachers in Bani Obeid District.

Related studies

Numerous studies addressed the application of realistic assessment. Al-Maliki and Hariri's (2021) study aimed to reveal the obstacles to the application of realistic assessment in Islamic education subjects at the elementary stage in government schools in Jeddah from the point of view of teachers. A questionnaire was distributed to a random sample of (307). The results showed that the scale obtained a significant degree. The results also indicated that there were no statistically significant differences due to years of experience and the number of courses.

Al-Daihani (2019) conducted a study aimed at identifying the obstacles to the application of realistic assessment strategies and tools that face secondary school teachers in the State of Kuwait in light of the variables of gender and years of experience. The descriptive approach was followed to achieve its objectives. A questionnaire consisting of (36) items was prepared and was applied to a sample of (190) male and female teachers. The results of the study showed that the obstacles to the application of realistic assessment strategies and tools that face secondary school teachers in the State of Kuwait as a whole came to a high degree. Also, the results showed that there were statistically significant differences between the means of the study sample's responses about the obstacles to applying realistic assessment strategies and tools due to the gender variable in favor of males. In addition, there were no statistically significant differences between the means of the study sample's responses bout the obstacles to applying realistic assessment strategies and tools due to the variable of experience.

Shehadeh and Abu Sultan (2018) conducted a study aimed at identifying the obstacles to applying realistic assessment tools from the point of view of teachers of the lower basic stage in UNRWA schools in Gaza and ways to overcome them. To achieve the objectives of the study, the descriptive-analytical method was used. A questionnaire was applied to the study sample consisting of (108) male and female teachers. The study reached several results. The most important of which was that the most difficult obstacles were related to the student, followed by the obstacles related to the parent. The study also showed that there were no statistically significant differences between the means of the study sample's responses due to the gender variable (teacher) or to the school type variable (male, female, joint). In addition, there were statistically significant differences between the means of the study sample's responses due to the

variable length of service in favor of those with more years of service.

Dabbous, Suwaidan and Assaf (2018) conducted a study that aimed to reveal the degree to which public school teachers in Jericho Governorate use the realistic assessment, their attitudes towards it and the obstacles to its use. The descriptive approach was used. The study sample consisted of (125) male and female teachers. To achieve the objectives of the study, a questionnaire was developed. The results of the study showed that the degree of teachers' use of realistic assessment tools had achieved a medium level. Several obstacles to the use of the realistic assessment appeared (the large number of burdens placed on the teacher), followed by (the length of the course). The results also showed that there were statistically significant differences in the degree of school teachers' use of the realistic assessment, their attitudes towards it, and the obstacles to its use due to the variables of gender and academic qualification; they came in favor of males and holders of a master's degree or higher.

Winarso (2018) conducted a study aimed at knowing the methods of authentic assessment in mathematics and the extent to which students respond to authentic assessment. The experimental method was used for a sample of eighth-grade students, whose number was (38) in the control group and (38) in the experimental group. A questionnaire and observation instruments were developed to analyze students' responses after applying authentic education. The results showed that there were (7) students in the experimental group who had a low response, (23) students in the experimental group had a medium response, and (8) students in the experimental group had a high response. The result also showed a difference in math learning outcomes between students who used the authentic assessment and those who did not. This result confirms the role of the original assessment in raising academic achievement.

Bagbeer and Otoum (2017) conducted a study aimed at determining the degree to which science teachers use realistic assessment strategies, tools, and obstacles to their implementation in schools in Sharurah Governorate in Saudi Arabia. To achieve the objectives of the study, a questionnaire was developed and consisted of (46) items. It was applied to a sample of (46) male and female teachers. The results of the study indicated that the degree of use of realistic assessment strategies came to a large extent in all strategies. It also indicated that there were no statistically significant differences due to the gender variable. In addition, there were differences in the training variable in favor of teachers who have received training on how to implement realistic assessments. Further, there were differences in the variable years of experience for the teacher in favor of teachers who have more than six years of teaching experience. Among the most important obstacles revealed by the study were the insufficient time allocated to cover the content of the science subject, including the strategies for realistic assessment, the lack of training programs in the field of realistic assessment and the increase in the teaching burden on the teacher.

Moria (2017) conducted a study aimed at implementing a real assessment to measure the language proficiency of students. It used observation and questionnaire instruments to know the students' perceptions after implementing the realistic assessment methods. They were applied to a sample of (124) male and female students. The results of the survey showed that students had a positive attitude after they applied realistic assessment methods and proved their skills of meditation and thinking. For teachers, it was a tool to enhance learning.

Al-Thawabiya and Al-Saudi (2016) conducted a study aimed at identifying the obstacles to the application of realistic assessment strategies and tools from the point of view of Islamic education teachers in Tafila Governorate. The study population consisted of (140) male and female teachers, of whom (49) responded to the questionnaire. The study showed that the obstacles related to the application conditions came in the first place, and the obstacles related to students came in the last place. The results also indicated that there were statistically significant differences due to gender in favor of female teachers.

Through the presentation of previous studies, it is noted that the objectives of the previous studies varied between teachers' use of realistic assessment strategies and tools, and

the obstacles facing the process of implementing realistic assessment in schools, which are similar to the current study in its objective. It also agrees with the studies that used a questionnaire as an instrument for collecting data. However, it differs from previous studies in the context they were conducted and the study population and sample. Therefore, this study is the first in Jordan - within the limits of the researchers' knowledge. It examines the obstacles that vocational education teachers face in applying realistic assessment in the schools of Bani Obeid District. Previous studies have been used to enrich the theoretical framework, prepare the study tool and discuss the results.

Method

Research design
To achieve the objectives of the study, the descriptive-analytical method was used due to its relevance to the nature of the current study.

Population and sample of the study
The study population consisted of male and female vocational education teachers who teach in the schools of Bani Obeid District, totaling (74) male and female teachers according to the Directorate's statistics for the year 2021/2022. The study sample was randomly selected (70%). It consisted of (52) teachers. Table (1) shows the distribution of the study sample according to its variables.

Table 1. Distribution of the study sample accruing to variables

Variable	Category	Frequency	Percentage	Total
Gender	Male	21	%40	52
	Female	31	%60	
Years of teaching experience	Less than 10 years	29	%56	52
	10 years or more	23	%44	

Instrument of the study
To achieve the objective of the study, the instruments of previous studies related to the subject of the study were consulted such as the study of Al-Maliki and Hariri (2021), Al-Daihani (2019), Dabbous, Suwaidan and Assaf (2018), Al-Thawabiya and Al-Saudi (2016). A questionnaire was developed in its initial version consisting of (20) items divided into (4) domains: (obstacles related to the conditions of applying realistic assessment, obstacles related to the academic course, obstacles related to the teacher and obstacles related to students).

Validity of instrument
To ensure the face validity of the study instrument, it was presented in its initial version to a group of (13) experts with experience in curricula and teaching methods to ensure the relevance of the items and the clarity of their wording. The experts were

asked to amend the inappropriate items. After that, the questionnaire was modified based on the observations of the experts. The questionnaire in its final version consisted of (20) items.

Reliability of instrument
The reliability of the questionnaire was confirmed by applying it to an exploratory sample of (18) male and female teachers who were not members of the main study. Then, the questionnaire was re-applied to the same sample after two weeks. The reliability coefficient was calculated by recurrence, and the reliability coefficients ranged between (0.84-0.92). The reliability of the questionnaire was also verified by conducting an internal consistency test for the questionnaire items by calculating the Cronbach's alpha coefficient, which amounted to (0.93). It is an acceptable and trusted value for the study. Table 2 shows the results.

Table 2. The internal consistency coefficient (Cronbach's alpha) and the repeatability of the domains and the total score of the scale

Domain	No. of items	Re-test	Internal consistency coefficient
Obstacles related to the conditions of applying realistic assessment	5	0.87	0.84
Obstacles related to the academic course	5	0.84	0.83
Obstacles related to the teacher	5	0.86	0.87
Obstacles related to students	5	0.92	0.90
Total	20	0.89	0.93

Variables of the study

a. The independent variables are:

1. Gender: It has two categories: (male teachers and female teachers).

2. Years of teaching experience: It has two levels: (less than 10 years and 10 years or more).

B. Dependent variable: The obstacles that vocational education teachers face in applying realistic assessment.

Statistical processing

To answer the study questions, the data were analyzed using the SPSS program. Means, standard deviations and ranks were used to answering the first research question. To answer the second question, means, standard deviations and analysis of multiple variances were used.

Results and discussion

This part presents the results of the study, which were reached by answering its research questions, as follows:

The results of the first research question: What are the obstacles that vocational education teachers face in applying realistic assessment in the schools of Bani Obeid District from their point of view?

To answer this research question, means, standard deviations and ranks were found for the responses of the study members for each domain. Table 3 presents the results.

Table 3. Means and standard deviations of the study sample's responses for the domains of study in descending order

Rank	Domain no.	Domain	Mean	Standard deviation	Level
1	4	Obstacles related to students	3.20	0.84	Medium
2	1	Obstacles related to the conditions of applying realistic assessment	3.16	0.81	Medium
3	3	Obstacles related to the teacher	3.15	0.85	Medium
4	2	Obstacles related to the academic course	3.06	0.87	Medium
		Total	3.14	0.74	Medium

Table 3 shows that the degree of obstacles faced by vocational education teachers in applying the realistic assessment in the schools of Bani Obaid district as a whole came medium. The overall mean was (3.14) with a standard deviation of (0.74). All domains were medium. The means of the domains ranged between (3.06-3.20). The domain of obstacles related to students ranked first with a mean of (3.20), a standard deviation of (0.84) and a medium degree. The domain of obstacles related to the conditions of applying realistic assessment got the second rank with a mean of

(3.16) and a standard deviation of (0.81) and a medium degree, followed by the domain of obstacles related to the teacher with a mean of (3.15), a standard deviation of (0.85), and a medium degree. Finally, came the domain of obstacles related to the course with a mean of (3.08), a standard deviation of (0.87) and a medium degree. The results may be due to the trend towards the knowledge economy. This contributed to imposing changes on the educational system and all elements of the educational process. The Jordanian Ministry of Education has worked on implementing

training programs for modern teaching and assessment strategies that try to promote realistic assessment centered on student acquisition of skills, including thinking skills. However, the traditional assessment is still dominant in the teaching process. It occupies the largest percentage compared to other assessment strategies, and the lack of interest in this type of assessment in the professional aspect of teachers, whether before or during the service. The domain of obstacles related to students scoring first with a medium level may be attributed to the novelty of the concept of realistic assessment among teachers of vocational education, which resulted in a perception that realistic assessment methods require a specific classroom environment. Also, there is a certain group of students who are characterized by a high level of thinking and academic achievement, and age and the ability to control the classroom due to large numbers of students in one class. On the other hand, the domain of obstacles related to the course ranked last with a medium degree. The reason may be because it may not constitute a major obstacle for teachers in applying realistic assessments. However, it indicates that there is a need to prepare vocational education courses for this type of assessment and to include its methods in the course

because it is related to the learner's reality and considered a means to achieve community goals inside and outside the educational institution. This result is consistent with the findings of the study of Shehadeh and Abu Sultan (2018), which found that the most obstacles were related to the student. However, this result differs from the findings of the study by Al-Maliki and Hariri (2021) and Al-Daihani (2019), whose results showed that the obstacles to the application of realistic assessment strategies and tools facing teachers as a whole came to a high degree. The result also does not agree with the study of Al-Thawabiya and Al-Saudi (2016), which showed that the obstacles related to the application conditions came in the first place, and the obstacles related to students in the last place.

The means and standard deviations of the study sample's responses were calculated on the items of each of the domains separately. The results were as follows.

First domain: Obstacles related to the conditions of applying realistic assessment

The results are displayed in Table 4.

Table 4. Means and standard deviations of the obstacles related to the conditions of applying realistic assessment in descending order

No.	Skills	Mean	Standard deviation	Rank	Level
2	Lack of material capabilities needed to apply the realistic assessment (paper, photocopy, records).	3.38	0.93	1	Medium
4	Parents' lack of understanding of the nature of the realistic assessment	3.26	1.06	2	Medium
5	Difficulty applying some assessment strategies	3.18	1.04	3	Medium
1	The educational supervisor does not follow up on this type of assessment	3.05	0.98	4	Medium
3	The school administration does not follow up on this type of assessment	2.94	1.01	5	Medium
	Total	3.16	0.81		Medium

Table 4 shows that the study sample's responses on the domain of obstacles related to the conditions of applying the realistic assessment as a whole were medium. The mean was 3.16 with a standard deviation of

(0.81). All items of this domain were moderately graded. The means ranged between (2.94 - 3.38). Item (2) "Lack of material capabilities needed to apply realistic assessment (paper, photocopy, records)" came

in the first place with a means of (3.38), a standard deviation (0.93) and a medium degree. The reason may be due to the lack of support and supervision from the Supervision Department of school leaders in providing the necessary capabilities to activate realistic assessment among their teachers. This makes school leaders not care about providing material requirements such as papers, photocopies, the web and other application requirements. Item (3) "The school administration does not follow up on this type of assessment," came in the last place with a mean of (2.94), a standard deviation of (1.01) and a medium degree. The reason may be that

school administrations follow the realistic assessment; however, not the amount of attention it deserves. This slight follow-up does not constitute a major and fundamental obstacle in light of the Ministry of Education's practice of assessment based on traditional written exams in the high school exam and the lack of the necessary financial resources available in schools that this type of assessment needs.

Second domain: Obstacles related to the academic course

The results are displayed in Table 5.

Table 5. Means and standard deviations of the obstacles related to the academic course in descending order

No.	Skills	Mean	Standard deviation	Rank	Level
8	The length of course	3.12	1.08	1	Medium
6	The lack of inclusion in the textbook for this type of assessment	3.08	1.07	2	Medium
9	The inability of this type of assessment to include the academic content	3.05	0.96	3	Medium
10	The nature of the vocational education subject does not require the use of a realistic assessment	3.04	1.01	4	Medium
7	Realistic assessment strategies need more time in application	3.03	1.05	5	Medium
	Total	3.06	0.87		Medium

Table 5 shows that the study sample's responses to the domain of obstacles related to the course as a whole were medium with a mean of (3.06) and a standard deviation of (0.88). All items in this domain were moderately graded. The means ranged between (3.03 - 3.12). Item (8) "the length of the course," came in the first place with a mean of (3.12), a standard deviation of (1.08) and a medium degree. The reason may be the representation of the content of vocational education courses and the obligation of the teacher to complete the course at a specific time. This may not be commensurate with the duration of one semester. The number of lessons for the course is few as well as the duration of one session is 45 minutes. The class time is not sufficient to implement the activities related to the realistic assessment. This is due to the teaching strategies and

activities of realistic assessment that should be implemented in the classroom with students, which require a large amount of time in light of large numbers of students. This is not commensurate with the actual class time, which leads the teacher to focus on finishing the course and not on how to implement it. Item (7) came in the last place, "Realistic assessment strategies need a longer time in application" with a mean of (3.03) and a standard deviation of (1.05) and a medium degree. The reason may be that some teachers resort to using some tools that are easy to use and do not require more effort and time in light of the increase in teaching tasks, which may not allow them enough time to use the realistic assessment as required.

Third domain: Obstacles related to the teacher

The results are displayed in Table 6.

Table 6. Means and standard deviations of the obstacles related to the teacher in descending order

No.	Skills	Mean	Standard deviation	Rank	Level
11	Too many burdens on the teacher	3.18	1.01	1	Medium
12	The teacher's lack of knowledge of how to calculate the grade that the student deserves after conducting this type of assessment	3.16	1.02	2	Medium
14	Not knowing how to build appropriate tools for assessment strategies	3.15	0.98	3	Medium
15	Lack of sufficiency with realistic assessment strategies	3.14	1.06	4	Medium
13	Not realizing the importance of assessment strategies in assessing students	3.10	1.06	5	Medium
	Total	3.15	0.85		Medium

Table 6 shows that the study sample's responses on the domain of obstacles related to the teacher as a whole were medium with a mean of (3.15) and a standard deviation of (0.85). All items of this domain came to a medium degree. The means ranged between (3.10-3.18). Item (11), "Too many burdens on the teacher," came in the first place with a mean of (3.18), a standard deviation of (1.01) and a medium degree. The reason may be that the administrative, teaching and written burdens and remedial plans required to improve students' performance have a role in distracting the teacher's focus from achieving the goals of the learning process and the weaknesses in their performance. Item (13) came in the last place, "not realizing the importance of assessment strategies in assessing students" with a mean of (3.10), a standard deviation (1.06) and a medium

degree. This may be due to the fact that the issue of the teacher's awareness of the importance of realistic assessment strategies does not constitute a major obstacle, but rather indicates a weakness in the level of teachers' awareness of realistic assessment. The items in Table 6 showed that there is a lack of knowledge of realistic assessment strategies and how to calculate the student's score and not knowing how to build tools. If the teacher is not familiar with the assessment mechanism, it is natural that he does not realize the importance of realistic assessment strategies and their impact on students' progress.

Fourth domain: Obstacles related to students
The results are displayed in Table 7.

Table 7. Means and standard deviations of the obstacles related to students in descending order

No.	Skills	Mean	Standard deviation	Rank	Level
18	The large number of students in one class	3.35	0.94	1	Medium
19	This type of assessment is not suitable for all age groups of students	3.19	1.01	2	Medium
20	Students' weak desire to conduct this type of assessment	3.17	0.99	3	Medium
16	Students' achievement level does not encourage this type of assessment	3.16	1.02	4	Medium
17	Difficulty controlling the class when using the realistic assessment	3.13	0.99	5	Medium
	Total	3.20	0.84		Medium

Table 7 shows that the study sample's responses on the domain of obstacles related to students as a whole were medium with a mean of (3.20) and a standard deviation of (0.84). All items of this field came to a medium degree; all means ranged between (3.13-3.35). Item (18), "The large number of students in one class," came in the first place with a mean of (3.28), a standard deviation of (0.94) and a medium degree. This may be attributed to the fact that it negatively affects both the teacher and the learner at the same time. The number of students in one class may exceed (30) students, in addition to the narrow space of the class. This is a major challenge that the teacher faces in the classroom. It weakens the teacher's ability to communicate information and the ability to take into account different learning styles, which leads teachers to adhere to the traditional paper-and-pencil assessment method for ease of preparation in their view. Item (17) came in the last rank, "Difficulty adjusting the class when using the realistic assessment" with a mean of (3.13), a standard deviation of (0.99) and a medium degree. The reason is that the obsession with controlling students has become accompanying the teacher in light of the conflict of values and their dimness among several learners. The teacher is still haunted by the mentality of the teachers who taught him. Whose first concern was to maintain calm and stillness in the classroom. The ideal education in their eyes is a teacher who speaks and students who are silent and calm.

Results of the second research question: Do the obstacles that vocational education teachers face in applying realistic assessment in Bani Obeid district schools differ according to the variables of gender and experience?

To answer this question, means, standard deviations, and analysis of multiple variances were extracted for the study sample's responses according to the variables of gender and experience. Table 8 and 9 depict the results.

Table 8. Means and standard deviations of the degree of obstacles in applying realistic assessment strategies according to the variables of gender and experience

Variable	Category		Obstacles related to application conditions	Obstacles related to the course	Obstacles related to the teacher	Obstacles related to students	Total
Gender	Male teachers	Means	3.25	3.52	3.38	3.32	3.33
		Standard deviation	0.45	0.73	0.52	0.60	0.38
	Female teachers	Means	3.16	3.36	3.44	3.33	3.29
		Standard deviation	0.44	0.52	0.86	0.67	0.41
		Means	0.53	0.59	0.54	0.64	0.42
Experience	Less than 10 years	Standard deviation	3.16	3.37	3.35	3.28	3.27
		Means	0.42	0.71	0.52	0.59	0.35
	10 years or more	Standard deviation	3.23	3.50	3.48	3.37	3.34
		Means	0.47	0.51	0.88	0.68	0.43

Table 8 shows that there were differences between the means of the degree of obstacles in applying realistic assessment strategies according to the variables of gender and experience. To determine whether these differences between the means were statistically significant at ($\alpha \leq 0.05$), the analysis of variance was used, as shown in Table 9.

Table 9. Multiple variance analysis of the impact of gender and experience variables for the study sample's responses to the scale domains

Source of variance	Domains	Sums of squares	df	Mean of squares	F-value	Sig (talied-2)
Gender Hoteling=0.540= V=0.010	Obstacles related to application conditions	1.173	1	1.173	1.752	0.186
	Obstacles related to the course	1.012	1	1.012	1.335	0.249
	Obstacles related to the teacher	2.922	1	2.922	4.097	0.044
	Obstacles related to students	0.039	1	0.039	0.059	0.809
	Total	0.999	1	0.999	1.915	0.167
Experience Hoteling=0.000 V=0.069	Obstacles related to application conditions	3.938	1	3.938	5.879	*0.016
	Obstacles related to the course	8.855	1	8.855	11.680	*0.001
	Obstacles related to the teacher	5.712	1	5.712	8.009	*0.005
	Obstacles related to students	2.715	1	2.715	4.091	*0.044
	Total	6.313	1	6.313	12.102	*0.001
Error	Obstacles related to application conditions	279.310	49	0.670		
	Obstacles related to the course	316.122	49	0.758		
	Obstacles related to the teacher	297.366	49	0.713		
	Obstacles related to students	276.796	49	0.664		
	Total	217.524	49	0.522		
Total	Obstacles related to application conditions	4488.120	51			
	Obstacles related to the course	4314.160	51			
	Obstacles related to the teacher	4463.750	51			
	Obstacles related to students	4561.320	51			
	Total	4385.511	51			

*significant at ($\alpha \geq 0.05$)

Table 9 shows that there were no statistically significant differences at ($\alpha \leq 0.05$) between the means of the obstacles faced by vocational education teachers in applying the realistic assessment in the schools of Bani Obeid District due to the gender variable in the total score and all domains. This may be due to the fact that teachers of different genders carry out the same tasks and activities within their school, in addition to the same nature of the educational and pedagogical conditions in the school. The circumstances related to assessment or the nature of the teaching profession are the same. Also, male and female teachers have equal knowledge of realistic assessment strategies and tools. They received very close training and preparation, and they are accustomed to practicing the process of

employing tools and methods during the lessons. This result is consistent with the study of Shehadeh and Abu Sultan (2018), which showed that there were no statistically significant differences between the study sample's responses due to the gender variable. This result differs from that of the studies of Al-Daihani (2019), Dabbous, Suwaidan and Assaf (2018), which showed that there were statistically significant differences between the study sample's responses about the obstacles to applying realistic assessment strategies and tools due to the gender variable in favor of males. It also does not meet with that of Al-Thawabiya and Al-Saudi's (2016) study, which showed that there were statistically significant differences due to gender in favor of female teachers.

Table 9 also shows that there were statistically significant differences at ($\alpha \leq 0.05$) between the means of the obstacles faced by vocational education teachers in applying the realistic assessment in the schools of Bani Obeid District due to the experience variable in the total score and all domains in favor of the experience category (10 years or more). This result can be attributed to the experience category (10 years or more) who have a desire to develop their performance. They realize the importance of realistic assessment and interest in textbooks and try to benefit from its applications throughout their years of service. However, the failure to include vocational education curricula for this type of assessment limits their application and constitutes a hindrance to them, more than the newly experienced teachers category (less than 10 years) who do not have sufficient experience in teaching and adhere to traditional methods. This result is consistent with the study of Shehadeh and Abu Sultan (2018), which showed that there were statistically significant differences between the study sample's responses due to the variable length of teaching service in favor of those with more years of service. This result differs from that of Al-Maliki and Hariri (2021) and Al-Daihani (2019), which confirmed that there were no statistically significant differences due to the variable of experience.

Recommendations

Based on the results of the current study, the researchers recommend the following:
1. Training vocational education teachers to apply realistic assessment strategies and tools in teaching.
2. The necessity of reducing the burdens on the teacher to allow him sufficient time to use realistic assessment tools.
3. Working to create the appropriate conditions in schools by providing the necessary financial capabilities to implement the realistic assessment (paper, photocopy, records).
4. Guiding and training students on models of realistic assessment strategies and tools by teachers.
5. Conducting similar studies on the obstacles of applying realistic assessment in other academic subjects.

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