

International Journal of Learning, Teaching and Educational Research
Vol. 23, No. 7, pp. 461-475, July 2024
<https://doi.org/10.26803/ijlter.23.7.23>
Received May 31, 2024; Revised Jul 15, 2024; Accepted Jul 18, 2024

Role of Effective Assessment in Motivating Students with Learning Difficulties in Primary Schools from Teachers' Perspectives in Abha

Mohamad Ahmad Saleem Khasawneh* 

Assistant Professor, Special Education Department,
King Khalid University, Saudi Arabia

Abstract. This study investigated the attitudes of teachers of students with learning difficulties toward the assessment methods used in primary schools in Abha City, Saudi Arabia. The descriptive analytical method was used and a questionnaire developed as research instrument. The study sample of 140 teachers was chosen randomly to represent part of the study population, namely teachers who teach students with learning difficulties. The teachers had positive attitudes toward the assessment method used for students with learning difficulties, resulting from the positive views of the community and the school principal. The teachers were a category of special education teachers who deal with a group that was marginalized in the past and have now garnered interest as they need dealing and providing care. The findings show that teachers of students with learning disabilities, regardless of their academic degrees or qualifications, try to structure the questions and explain them to the students in such way that they can understand and answer them, in addition to reducing the difficult essay questions that they cannot answer. In addition, classrooms are poorly staffed. The results show that, in comparison to primary school students, the students benefited from the oral reading component of the mathematics test, which is useful for students with learning difficulties.

Keywords: assessment; evaluation; motivation; primary schools; teachers' attitudes; students with learning difficulties

1. Introduction

Supporting students with learning disabilities in a way that effectively motivates them is an issue of great concern for educators and service providers. These students struggle to implement effective techniques or behaviors that allow them to learn at the same rate as their peers in one or more academic areas. As a result, they often experience discouragement and see themselves as lacking competence.

* Corresponding author: *Dr Mohamad Ahmad Saleem Khasawneh, mkhasawneh@kku.edu.sa*

Teachers' attitudes toward strategies, teaching evaluation methods, or curricula used in schools or elsewhere play an important role in acceptance or reluctance toward them, since the extent of an individual's contribution in a particular field depends on the extent of their affiliation, love, inclinations, and tendencies toward this field. One of the educational strategies that teachers are interested in is looking into the characteristics of students with learning difficulties (Monteiro et al., 2021). There have been challenges in agreeing on a definition for *learning difficulties*, with the difference in definition being attributed to the different viewpoints of scholars, each according to their specialization. Still, many terms were used before learning difficulties. The term learning difficulties describes children whose behavior and learning models do not fit the existing disability categories. As a result, the British Association (2003, cited in Connor & Cavendish, 2020) defined learning difficulties as a mixture of abilities and difficulties present in individuals that affect the learning process in one or more skill, for example reading, writing, and spelling skills.

The problems of individuals with learning disabilities are a common phenomenon in schools and at all age levels, especially the lower stage. During this adolescent stage, the student goes through a brief period of growth in which they need help and assistance as they are subjected to change (Leenknecht et al., 2021). The resulting difficulties will be dominated by many behavioral doubts that will affect the student's life, thus reducing their chances of psychological adjustment and weakening their personality development. They will grow anxious, disturbed, and vulnerable to helplessness and doubt. Therefore, the student is most in need of solving their personal and emotional problems, as these doubts hinder their learning unless preventive, psychological, and remedial measures are taken (Meece, 2023).

Evaluation methods are known as the methods and procedures that the evaluator follows to carry out the evaluation process. In these methods and procedures, several tools and means are used that enable obtaining information and data that help in conducting the evaluation process (Marisa et al., 2020). This indicates that the method is a more comprehensive concept than the tool or means, as each method may incorporate several tools or means, each with their own purpose, through which information and data can be obtained that help in completing the evaluation process (Bores-García et al., 2021). For example, one of the evaluation methods is examinations, and among its tools are tests of all types and levels. For the evaluation method, tests are the tools and means of the method. The importance of evaluation is that it has become an essential part of every curriculum or educational program to determine the value or feasibility of the curriculum or program to establish whether it must be cancelled or continued and developed (Lu et al., 2022). After all, educational evaluation represents an important and basic link on which this development depends. Results of the evaluation may be presented to the individual being evaluated (Goegan & Daniels, 2020). This may compel the student to improve their performance. Evaluation provides great benefits, as through it, direction can be changed and errors corrected. As such, this study aimed to determine the attitudes of teachers

toward evaluation methods used for primary school students with learning disabilities in Abha City, Saudi Arabia.

1.1 Problem Statement

Helping students with learning difficulties in the primary level and the assessment methods used in schools for students with learning difficulties is not limited to simply organizing a package of study programs that addresses some of their developmental or academic problems. Rather, real help must start from a deep understanding of their personality dynamics and extend to include all psychological, social, and educational aspects. Both the need for integration between various aspects of life and the holistic perspective support this. Based on what has been previously mentioned, there is a lack of problem-solving skills among learners with learning difficulties and a weak ability to make free choices. These learners lack the ability to identify problems, collect basic data and information about these problems, and propose possible solutions and choose the appropriate one to apply, and then review that to verify the suitability of the proposed solution to the existing problem. This problem prompted the focus of the study to be those with learning difficulties and its connection to the evaluation methods used in schools. Accordingly, through evidence derived from research and studies in this field, this study seeks to reveal the attitudes of teachers of students with learning difficulties toward the assessment methods used in primary schools in Abha City, Saudi Arabia.

1.2 Research Questions

The study answers the following research questions:

1. What are the attitudes of teachers of students with learning difficulties toward the evaluation methods used for primary school students with learning disabilities in Abha?
2. Are there statistically significant differences in the attitudes of teachers of students with learning difficulties toward the assessment methods used in primary schools in Abha based on the variables of gender, experience, and academic qualifications?

1.3 Significance of the Study

The study may be useful in revealing the attitudes of teachers of students with learning disabilities toward the assessment methods used in primary schools. The findings may be used to improve the teaching methods used in evaluating the lower basic stage. In addition, it might serve to increase the efforts of teachers to identify the obstacles to applying assessment applications to work and to overcome these obstacles. Management might benefit from facilitating courses for teachers to improve their evaluation skills and to overcome challenges in relation to assessment methods used for students with learning difficulties. The study provides recommendations for future research to be conducted on the topics of assessment and evaluation of students with learning difficulties.

1.4 Study Limitations

- Objective limit: attitudes of teachers of students with learning disabilities toward assessment methods used in primary schools in Abha, Saudi Arabia.
- Human limit: applied to a sample of primary school teachers in Abha City.
- Spatial limit: primary schools.
- Time limit: the academic year 2023–2024.

2. Literature Review

The term *learning difficulties* is a relatively new topic in the educational arena. This term has witnessed rapid growth and increasing interest, thereby becoming the focus of much research and study. What is now known as learning difficulties was known by other terms by specialists before 1960, such as dysfunction, simple cerebral dysfunction, cerebral injury, neurological and psychological disorders, reading difficulty, or cognitive deficiency (Lytra & Drigas, 2021). The term learning difficulties has also been called learning inability or hidden disability. Students who fall under this category do not need the traditional lecture method in which the teacher presents knowledge and the learners listen to what the teacher says. As a result, there have been repeated calls to develop teaching methods that involve the learner in their learning, because the process of learners listening in the classroom, whether to a lecture or a computer presentation, is not necessary (Chung et al., 2020). This method in no way constitutes active learning, and for learning to be active, learners must be engaged in reading, writing, discussing, solving a problem related to what they are learning, or doing experimental work.

The success or failure of the school is due primarily to the teacher, who is also responsible for the tasks of organizing the educational material, providing areas for research and discovery, and encouraging students to transfer experiences to others (Larsari, 2021). The teacher is the one who achieves the educational goals, chooses the experiences and activities that the learners need, and chooses the educational teaching methods and evaluation methods. The teacher also measures the extent to which goals are achieved. Furthermore, the teacher interacts with diverse and developing human beings, making them face daily problems of varying origins and varied sizes (Yan et al., 2021). These problems, whatever their source, are normal and natural and must be faced. The teacher must also identify those learners who suffer from learning difficulties, which they can achieve in several ways. The most important of these methods are conducting survey achievement tests, referring to the learner's academic history because of its importance in shedding light on areas of weakness in the learner's current achievement, and using the cumulative card or learner's file (Swiecki et al., 2022). Learning difficulties are disorders in one or more aspects of mental or psychological functions that include memory, perception, attention, imagination, and problem-solving. According to the American Association for Children with Learning Disabilities, a child with learning difficulties has appropriate mental ability, appropriate sensory processes, and emotional stability, but they have a specific number of difficulties in perception, integration, and expressive processes that greatly affect their competence in learning (Ferreira et al., 2020).

Assessment has various desired goals. These include to identify future challenges, and the extent of the teacher's success in their work and teaching methods; diagnose the difficulties facing the teacher and the learner; and direct students to the areas of progress they have achieved. Other assessment goals are to judge the teaching methods used; provide students with grades on their levels of achievement; and know the student's understanding of the facts they have studied (Nieminen, 2024). Assessment also helps to determine the extent of a student's ability to use various sources of information, and to know the extent of the student's ability to think in an enlightened way, independently, and critically. Assessment is done within the limits of the student's age, helping to reveal the student's needs, inclinations, abilities, and aptitudes that are taken into account in their activities and the various aspects of the school curriculum. The goal is to help the teacher determine the extent of their success in teaching and raising their students (Yan & Carless, 2022).

Evaluation represents an integral part of the learning process and forms an essential component of all the steps in the learning process (Power-deFur, 2024). *Evaluation* is defined as the process of issuing a judgment on the value of things, topics, situations, or people based on certain standards or criteria. In the field of education, evaluation is defined as the process that aims to determine the extent of success or failure in achieving the general objectives included in the curriculum, as well as its strengths and weaknesses, so that the desired objectives can be achieved in the best possible way (Friedman-Krauss et al., 2020). Learner evaluation is the process where information from multiple sources is used to reach a judgment regarding the learner's academic achievement. This information can be obtained using measurement methods and other methods that provide non-literal data, such as anecdotal records and the teacher's observations of their students in the classroom (Hurwitz et al., 2020). The evaluation can be based on either qualitative or quantitative data, but the use of quantitative data means of measurement offers a sound basis upon which to base evaluation judgments. Nonetheless, regardless of the means of measurement to obtain the data, the data are worthless if not employed in a proper manner that allows for issuing an honest judgment on academic achievement (Tyson, 2021).

Teachers can use several methods to improve learning and increase the effectiveness of evaluation. These methods include clarifying teaching objectives and learning outcomes (Monteiro et al., 2021). There are many benefits to the learner knowing the foundation upon which their achievement is based, including directing their way of studying instead of focusing on memorizing the material. The student will learn that memorization and memory are only two of the goals of learning and that they must understand the study material and be able to apply it in new situations (Leenknecht et al., 2021). The intention is not to give the learner a list of learning outcomes according to which teaching and evaluation are carried out, as such a procedure may have more harm than benefits. Instead, the teacher can provide the learner with examples of the different levels of objectives (Marisa et al., 2020) so that it is sufficient for their knowledge of the foundations of teaching and evaluation. The teacher can use several means to help the learner

quickly realize the learning outcomes expected of them. The most important one is to give the learners a pre-test at the beginning of the course similar to the tests that will be administered during and at the end of the school year (Goegan & Daniels, 2020). Such a pre-test will draw attention to the nature of the study material, on the one hand, and to the method of formulating questions, on the other, and is useful in informing the teacher of the extent of the learners' readiness to study the course (Larsari, 2021). These training tests are useful in preparing learners for the types of tests that will be administered to them.

Al-Rubaian and Al-Mutairi (2022) compared the general aptitude test scores of students in general education with those of students with learning difficulties. The sample comprised 176 students from secondary schools in Riyadh that provide special education for students with learning challenges and 91 students from regular education. The researchers used a comparative descriptive approach and administered two surveys: one to students in general education and one to those with learning difficulties. The findings demonstrate that the real mean of the two groups' performance on the general aptitude test was statistically superior to the hypothetical mean. On the general aptitude exam, there were similarly significant disparities between the two groups, in favor of the students who had received general education. Because of the academic disciplines in which students struggle, there were also statistically significant variations in the two groups' performance. Despite differences in gender, test difficulty, and enrollment in learning impairments programs, no statistically significant difference was found in the general aptitude test scores of students with learning disabilities.

Khasawneh (2022) explored the link between the school and home environment; evaluation techniques; curriculum; and learning challenges in English language teaching among elementary level students in Irbid Governorate. The research method used was descriptive-analytic. The research involved random sampling of 100 fourth- and fifth-grade pupils, evenly split between male and female ($n = 100$). A strong correlation was found between students' learning challenges and factors such as school and home environments, as well as curricular components, instructional strategies, and assessment tools. As far as the pupils' perspectives on the English language at the elementary level are concerned, it was excellent across the board. The study showed the significance of the curriculum, instructional techniques, assessment tools, and the home and school environments in the learning of students with learning disabilities.

Panesar-Aguilar and Aguilar (2017) explored how students may be engaged and motivated to learn via the use of effective evaluation. In all, 26 educators from 6 different private schools in the Indian areas of Dehradun, Noida, Delhi, and Trivandrum participated in the survey. Because of the large budgets set out for continuing professional development, the research relied on private institutions for financial support. The investigation uncovered four main themes. Involving students in assessment methods is one way that educational leaders, stakeholders, and instructors may enhance classroom motivation. Motivated students are more likely to succeed academically, and this research presents the reasons for this.

Olić Ninković et al. (2022) analyzed the present practice of promoting motivation for learning. A total of 159 pupils and 22 educators made up the sample. Two instruments – one for instructors and one for students – were used in the study; both were designed with a five-point Likert-type scale. Data on students and instructors' points of view regarding the frequency of methods used for boosting students' desire to study were gathered using the relevant instruments. Additionally, students' perspectives on how the processes of the teaching process impacted their desire to learn were investigated. Instructional technology (ICT) integration, instructor activity during instruction, and lesson planning and preparation were the three parts of the motivational method. The findings show that all the processes seen during lesson preparation and those associated with the use of ICTs were prevalent in the classroom. Both students and instructors agreed on their portrayal, with a few small exceptions. Concerning the use of ICT in the classroom, this aspect yielded the most disagreement between students and instructors. The teachers indicated having seen in their classrooms that students are less likely to utilize technology while expressing their ideas.

3. Methodology

3.1 Research Design

The descriptive analytical method was used to conduct the study. This method depends on collecting data, analyzing it, and extracting conclusions from it that are significant to the question presented.

3.2 Respondents and Sampling

The study sample of 140 teachers who teach students with learning difficulties was chosen randomly to represent part of the study population. The teachers were selected from Abha, Saudi Arabia. Authorization was obtained from the Education Directorate in Aseer area. All respondents were asked to provide their consent to take part in the study using online forms. Table 1 presents the demographic profile of the respondents.

Table 1: Demographic data of the respondents

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	75	53.5
	Female	65	46.4
Years of experience	1-5 years	46	32.8
	5-10 years	55	39.2
	More than 10 years	39	27.8
Academic qualification	Bachelor's degree	116	82.8
	Master's degree and higher	24	17.1
Total		140	100

3.3 Research Instrument

The study used the survey questionnaire as instrument for data collection. Previous studies related to the subject of the study were reviewed and questionnaire items formulated, with a total of 23 items. The questionnaire was presented in its initial form to a group of experts, who expressed their opinions in

terms of amendments, deletions, and additions until the questionnaire reached its final form.

The reliability of the questionnaire on the attitudes of teachers of students with learning difficulties toward the evaluation methods used in primary schools in Abha was calculated using the Cronbach alpha coefficient using the computer program SPSS, as shown in Table 2.

Table 2: Cronbach alpha reliability coefficient

Domain	Number of items	Cronbach alpha
Total score	23	0.91

The Cronbach alpha coefficient for the questionnaire items is higher than 0.5, which is a high-reliability coefficient and statistically significant at a significance level of 0.05. The reliability of the questionnaire was verified by determining the Pearson correlation coefficient between the odd and even items of the questionnaire for each axis. The correlation coefficients were determined correctly. Table 3 shows the test reliability coefficients using the split-half method.

Table 3: Correlation coefficients for the scale

Domain	Correlation coefficient before adjustment	Stability coefficient adjustment field
Total score	0.78	0.84

As seen in Table 3, the reliability coefficient for the scale is 0.78 and the adjusted reliability coefficient is 0.84, which is a high-reliability coefficient and statistically significant at a significance level of 0.01.

4. Results

4.1 Results of the First Research Question

The results related to the first research question are presented here. This question sought to determine the attitudes of teachers toward the evaluation methods used for primary school students with learning disabilities. The mean scores and standard deviations of the questionnaire items were calculated and are presented in Table 4.

The results of the study indicate that the percentage of respondents who agreed with the items on the questionnaire was 77.9% ($M = 3.9$), which is a high level. The item with the highest score is Item 17 (Adapting the curriculum to a place that matches the capabilities of students with learning difficulties is important), which attained a percentage of 89.8% ($M = 4.49$). Furthermore, the item with the lowest score is Item 6 (The quality of the test is not a problem for students with learning difficulties), which attained a percentage of 43.6% ($M = 2.18$).

Table 4: Statistics related to the questionnaire items

No	Item order	Item	Mean score	St. dev.	%	Rank
1	17	Adapting the curriculum to a place that matches the capabilities of students with learning difficulties is important	4.49	0.61	89.8	1
2	5	Students with learning difficulties face difficulty in essay questions because they require detailed explanations	4.46	0.61	89.3	2
3	20	The scientific material must be divided into precise parts, from easy to difficult	4.46	0.74	89.3	3
4	8	I like a test that contains different types of questions	4.36	0.61	87.1	4
5	9	The teacher must read the test questions while taking the test	4.35	0.67	86.9	5
6	11	More time must be added for students with learning difficulties during assessment	4.31	0.73	86.2	6
7	19	It is preferable that each academic subject be evaluated separately	4.3	0.6	86.0	7
8	22	A comprehensive review of the required topics must be provided immediately before the evaluation	4.27	0.68	85.3	8
9	18	Students with learning disabilities must be trained in different ways to take the test	4.26	0.7	85.2	9
10	21	A summary of each subject studied must be provided	4.25	0.76	85.0	10
11	15	While reading test questions, it is preferable that the purpose of the question be explained in a simple way	4.23	0.63	84.5	11
12	23	The review should be according to the evaluation method	4.18	0.78	83.6	12
13	12	Test questions must be read individually for each student with learning disabilities	3.96	1.03	79.3	13
14	2	Multiple-choice questions are best suited for students with learning disabilities	3.94	0.84	78.8	14
15	1	Achievement tests that contain objective questions are more appropriate for students with learning disabilities	3.93	1.05	78.6	15
16	3	True and false questions are the best types of questions directed to people with learning difficulties	3.93	0.9	78.6	16
17	4	Fill-in-the-blank questions are among the most difficult types of questions directed at people with learning disabilities	3.81	0.95	76.2	17

18	16	I prefer not to limit the assessment period to a specific period	3.55	1.14	71.0	18
19	10	Hypermobile students must be given the freedom to move and stand and a time-out during assessment	3.46	1.2	69.3	19
20	7	I believe that oral examinations can be relied upon in evaluating students with learning difficulties	3.42	1.22	68.3	20
21	13	Students' evaluation must be limited to the general concepts of the study plans	3.24	1.1	64.8	21
22	14	I think it is preferable to use electronic tests to evaluate students with learning difficulties	2.27	0.81	45.5	22
23	6	The quality of the test is not a problem for students with learning difficulties	2.18	0.85	43.6	23
Total score			3.9	0.32	77.9	

4.2 Results of the Second Research Question

The results related to the second research question are presented here. This question sought to determine the differences in the attitudes of teachers toward evaluation methods used for primary school students with learning disabilities in Abha based on the variables of gender, experience, and academic qualifications. To determine whether there were statistically significant differences attributed to the gender variable (male–female), the mean and standard deviation were calculated and *t* test performed. Table 5 shows the results obtained.

Table 5: Mean score, standard deviation and statistical significance attributed to gender

Gender	Frequency	Mean score	Standard deviation	<i>t</i> value	Sig.
Male	75	3.89	0.32	0.516	0.608
Female	65	3.92	0.33		

As seen in Table 5, the value of the significance level (0.608) is greater than $\alpha = 0.05$. This shows that there are no statistically significant differences related to the attitudes of respondents toward the evaluation methods used in primary schools in Abha according to the gender variable. It can therefore be concluded that the evaluation methods used in primary schools for students with learning difficulties were uniform for all respondents, whether male or female. In addition, respondents followed the same policy followed by the Ministry of Education and the same evaluation methods that they use to evaluate the needs, abilities, and potential of students with learning difficulties.

To determine the difference in respondents' views according to years of experience, a one-way analysis of variance (ANOVA) was used to measure the significance of differences between groups. The results are presented in Table 6.

Table 6: Results of the ANOVA according to the experience variable

Source of variance	Sum of squares	Freedom value	Eta square	F value	Sig.
Between groups	0.28	2	0.16	1.469	0.236
Within groups	7.78	82	0.1		
Total	8.06	84			

As seen in Table 6, the significance value (0.236) is greater than $\alpha = 0.05$. There are therefore no statistically significant differences in the attitudes of the respondents toward the evaluation methods used in primary schools in Abha according to the variable of experience. New teachers received intensive training and exchanged experiences with teachers who had more experience in the tools and methods of evaluation used with groups of students with special needs and how to apply these methods without bias and by respecting the privacy of the students. This shows that there are no differences attributable to the variable of experience.

To determine the presence of statistically significant differences attributed to academic qualification, the mean and standard deviation were calculated and *t* test performed. Table 7 shows the results obtained.

Table 7: Mean, standard deviation and statistical significance attributed to academic qualification

Academic qualification	Frequency	Mean score	Standard deviation	<i>t</i> value	Sig.
Bachelor's	116	3.88	0.31	0.416	0.680
Master's and higher	24	3.94	0.34		

Table 9 shows that the value of the significance level (0.680) is greater than $\alpha = 0.05$, showing that there are no statistically significant differences in the attitudes of respondents toward the evaluation methods used in primary schools in Abha according to the academic qualification variable. This result is attributed to the fact that respondents, regardless of their academic degrees or qualifications, relied on modern trends in terms of educational and psychological evaluation in the field of special education. Comprehensive evaluation involves that tools must be appropriate and free from bias about the subject, the application of the test must be in the language of the subject or the method of communication that the student uses, and the test must be honest.

5. Discussion

The outcome of this study can be attributed to the Ministry of Education's active role in enhancing the effectiveness of teachers of students with special needs. The Ministry does this by giving these teachers psychological tests and standards and holding training sessions, workshops, and lectures that help them use the appropriate evaluation methods for this category of students and the appropriate mechanisms for dealing with them during the tests. There are statistically significant differences at the 0.01 level between the averages of the responses of teachers of primary school students with learning difficulties regarding the use of technologies in activating the mental abilities of students with learning difficulties

due to the training course variable. In addition, the view of special education teachers on evaluation methods is considered important. It is important that the value or feasibility of educational curricula or programs be determined to establish whether they need to be cancelled or continued and developed. Educational evaluation represents an important and basic link on which this development can be based (Swiecki et al., 2022).

In addition, the number of students with learning difficulties in government schools is limited. This leaves ample space for teachers of these students to apply the appropriate standards and use true and false questions or questions that do not require significant mental effort, as shown in the questionnaire items. In addition, the participation of some special education teachers in developing the curriculum and adapting it to suit the abilities of students with learning difficulties enhances their positive orientation in the evaluation methods used. The Ministry of Education has also established written principles and instructions related to the principles of evaluating students with special needs, especially at the primary stage, that are uniform for all.

This finding can be attributed to the fact that students with learning disabilities have paralyzed developmental abilities and weaknesses in some skills and cognitive processes. Their mental capacity is lower than those students their own age without learning difficulties, which is why they need a special style of interaction. This method can be based on the types of questions used in assessment methods, optional or self-sufficient questions, yes or no questions, or those questions that require thinking and expression. In addition, this category of students requires more time while taking the exam due to slow thinking and responding, which affects the quality of the test for students with learning difficulties (Al-Rubaian & Al-Mutairi, 2022). Furthermore, there is a correlation between essay tests and academic achievement among primary school students from teachers' point of view but only to a significant extent. This is due to the level of students at this stage, for example, their inability to analyze, criticize, evaluate, etc.

In this study, gender did not affect respondents' views. In this regard, gender did not affect whether respondents realized the importance of assessment methods through which they can identify the effectiveness of the assessment methods and educational methods that they use for students with special needs or not. Teacher gender also did not affect the extent of development and improvement of students' academic skills as well as identification of strengths and weaknesses and working to develop them. In addition, male and female teachers of students with learning disabilities are trained on the same standards and tests that they use to evaluate the condition of students with learning disabilities (Khasawneh, 2022). The Ministry of Education has established written foundations and instructions related to the foundations of evaluating students with special needs, especially at the primary level, that are united for all.

6. Conclusion

This study aimed to determine the attitudes of teachers toward the evaluation methods used for primary school students with learning disabilities in primary schools in Abha City, Saudi Arabia. The findings show positive attitudes of teachers of students with learning difficulties resulting from the positive views of the community, school principal, and teachers in the category of special education teachers. These teachers deal with a group of students that was marginalized in the past, who has now garnered the interest of all, as they need dealing and providing care. The teacher is the individual who is responsible for achieving these goals. They choose the experiences and skills that students need as well as the educational teaching methods and evaluation methods that measure the extent to which goals are achieved. The teacher interacts with diverse, disparate, and developing human beings, making them face daily problems of varying origins and diverse sizes. The findings show that teachers of students with learning disabilities, regardless of their academic degrees or qualifications, try to structure the questions and explain them to the students in a way that they can understand them and answer them, in addition to reducing the number of difficult essay questions that students cannot answer. Rather, the classrooms are poorly staffed. Classrooms have become equipped with tools and activities that help students acquire basic skills and practice the test pattern in several different ways. This is attributed to the academic qualification variable due to teachers' reliance on one criterion in the evaluation process for students with special needs. The results show that, in comparison to primary school students, they benefited from the oral reading component of the mathematics test, which is useful for students with learning difficulties.

7. Recommendations

School curricula in particular, and other curricula in general, must include activities and exercises in the primary education stages aimed at providing students with the most prominent practices of assessment methods. It is important to direct educational efforts at the level of the Ministry of Education and its affiliated education directorates toward schools to activate and follow up on the development of assessment methods used by teachers and their relationship with students with learning difficulties. Future research efforts must be conducted by universities in cooperation with schools. It is important to study the issue of students with learning difficulties and its relation to assessment methods at different grade levels as a means of following up on changes among students in a way that highlights the role of universities in serving the local community. Furthermore, it is necessary to identify the attitudes of teachers of students with learning difficulties toward the evaluation methods used in primary schools in Abha, Saudi Arabia.

8. Acknowledgments

The author extends their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 / 311 /45).

9. References

- Al-Rubaian, A. A., & Al-Mutairi, N. F. (2022). An evaluation study of the performance level of students with learning disabilities in the General Aptitude Test according to some variables. *Journal of Arts for Psychological and Educational Studies*, 13, 111–150. <http://search.mandumah.com/Record/1226893>
- Bores-García, D., Hortigüela-Alcalá, D., Hernando-Garijo, A., & González-Calvo, G. (2021). Análisis de la motivación del alumnado hacia la expresión corporal a través del uso de la evaluación formativa y compartida [Analysis of student motivation towards body expression through the use of formative and share assessment]. *Retos*, 40, 198–208. <https://doi.org/10.47197/retos.v1i40.83025>
- Chung, E., Noor, N. M., & Mathew, V. N. (2020). Are you ready? An assessment of online learning readiness among university students. *International Journal of Academic Research in Progressive Education and Development*, 9(1), 301–317. <https://doi.org/10.6007/IJARPED/v9-i1/7128>
- Connor, D. J., & Cavendish, W. (2020). ‘Sit in my seat’: Perspectives of students with learning disabilities about teacher effectiveness in high school inclusive classrooms. *International Journal of Inclusive Education*, 24(3), 288–309. <https://doi.org/10.1080/13603116.2018.1459888>
- Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting sustainable social emotional learning at school through relationship-centered learning environment, teaching methods and formative assessment. *Journal of Teacher Education for Sustainability*, 22(1), 21–36. <https://doi.org/10.2478/jtes-2020-0003>
- Friedman-Krauss, A., Garver, K., Nores, M., Li, Z., & Whitman, C. (2020). *Connecticut preschool special education needs assessment* [NIEER technical report]. National Institute for Early Education Research.
- Goegan, L. D., & Daniels, L. M. (2020). Students with LD at postsecondary: Supporting success and the role of student characteristics and integration. *Learning Disabilities Research & Practice*, 35(1), 45–56. <https://doi.org/10.1111/ldrp.12212>
- Hurwitz, S., Perry, B., Cohen, E. D., & Skiba, R. (2020). Special education and individualized academic growth: A longitudinal assessment of outcomes for students with disabilities. *American Educational Research Journal*, 57(2), 576–611. <https://doi.org/10.3102/0002831219857054>
- Khasawneh, M. (2022). The relationship of curriculum, teaching methods, assessment methods, and school and home environment with learning difficulties in English language from the students’ perspectives. *Journal of Innovation in Educational and Cultural Research*, 3(1), 41–48. <https://doi.org/10.46843/jiecr.v3i1.51>
- Larsari, V. N. (2021). An investigation into teacher assessment literacy (TAL) of learners’ writing developments: Impact on learners’ writing achievements and implications for teacher development. *Journal of Social Sciences and Humanities Research*, 9(01), 93–100. <https://doi.org/10.24200/jsshr.vol9iss01pp93-100>
- Leenknecht, M., Wijnia, L., Köhler, M., Fryer, L., Rikers, R., & Loyens, S. (2021). Formative assessment as practice: The role of students’ motivation. *Assessment & Evaluation in Higher Education*, 46(2), 236–255. <https://doi.org/10.1080/02602938.2020.1765228>
- Lu, S. Y., Wu, C. L., & Huang, Y. M. (2022). Evaluation of disabled STEAM-students’ education learning outcomes and creativity under the UN Sustainable Development Goal: Project-based learning oriented STEAM curriculum with micro: bit. *Sustainability*, 14(2), 679.
- Lytra, N., & Drigas, A. (2021). STEAM education: Metacognition-specific learning disabilities. *Scientific Electronic Archives*, 14(10), 41–48. <https://doi.org/10.36560/141020211442>
- Marisa, F., Ahmad, S. S. S., Yusoh, Z. I. M., Maukar, A. L., Marcus, R. D., & Widodo, A. A. (2020). Evaluation of student core drives on e-learning during the Covid-19 with

- octalysis gamification framework. *International Journal of Advance Computer Science and Application*, 11(11), 104–116. <https://doi.org/10.14569/IJACSA.2020.0111114>
- Meece, J. L. (1994). The role of motivation in self-regulated learning. In D. H. Schunk, & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 25–44). Lawrence Erlbaum Associates, Inc.
- Monteiro, V., Mata, L., & Santos, N. N. (2021). Assessment conceptions and practices: Perspectives of primary school teachers and students. *Frontiers in Education*, 6, Article 631185. <https://doi.org/10.3389/educ.2021.631185>
- Nieminen, J. H. (2024). Assessment for inclusion: Rethinking inclusive assessment in higher education. *Teaching in Higher Education*, 29(4), 841–859. <https://doi.org/10.1080/13562517.2021.2021395>
- Olić Ninković, S., Adamov, J., & Makivić, N. (2022). Encouraging the motivation of students in primary school: A case study. *International Journal of Cognitive Research in Science, Engineering and Education*, 10(1), 127–136. <https://doi.org/10.23947/2334-8496-2022-10-1-127-136>
- Panesar-Aguilar, S., & Aguilar, E. (2017). Promoting effective assessment for learning methods to increase student motivation in schools in India. *Research in Higher Education Journal*, 31, 1–16. <https://files.eric.ed.gov/fulltext/EJ1148914.pdf>
- Power-deFur, L. A. (2024). Special education assessment: Practices that support eligibility and intervention. *Language, Speech, and Hearing Services in Schools*, 55(2), 336–348. https://doi.org/10.1044/2023_LSHSS-23-00077
- Swiecki, Z., Khosravi, H., Chen, G., Martinez-Maldonado, R., Lodge, J. M., Milligan, S., Selwyn, N., & Gašević, D. (2022). Assessment in the age of artificial intelligence. *Computers and Education: Artificial Intelligence*, 3, Article 100075. <https://doi.org/10.1016/j.caeai.2022.100075>
- Tyson, W. C. (2021). *Effective instructional practices of special education teachers who teach students with emotional and behavioral disorders through the lens of the expertise theory*. Saint Joseph's University.
- Yan, Z., & Carless, D. (2022). Self-assessment is about more than self: The enabling role of feedback literacy. *Assessment & Evaluation in Higher Education*, 47(7), 1116–1128. <https://doi.org/10.1080/02602938.2021.2001431>
- Yan, Z., Li, Z., Panadero, E., Yang, M., Yang, L., & Lao, H. (2021). A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment. *Assessment in Education: Principles, Policy & Practice*, 28(3), 228–260. <https://doi.org/10.1080/0969594X.2021.1884042>