

REVIEW ARTICLE

In-Depth Assessment Practices among Intermediate School Social Studies Teachers and the Implications of Self-Efficacy in Light of Educational Modernization Standards

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ABSTRACT

The current research aims at analysing self-efficacy and its relationship to in-depth assessment methods in light of educational modernization standards among intermediate school social studies teachers. The research objectives are:

1. Creating a questionnaire measuring in-depth assessment methods, consisting of five domains.
2. Determining the extent to which intermediate school social studies teachers possess self-efficacy, and identifying differences in self-efficacy among them according to gender (male-female).
3. Determining the extent to which elementary school social studies teachers possess in-depth assessment methods in light of educational modernization standards, according to gender (male-female).
4. Analyzing the statistical differences in the correlation between self-efficacy and in-depth assessment methods among social studies teachers, in light of educational modernization standards.

The researcher relied on the use of the descriptive correlational approach to uncover self-efficacy, in-depth assessment methods, and the relationship between them, building a self-efficacy scale, which consists of (24) items distributed over three domains: activity testing, effort exerted, and perseverance in performing tasks, while ensuring the discriminatory power, internal consistency, and conditions of validity and reliability, and collecting information and data using the questionnaire tool, which consists of (42) items distributed over five domains, after completing the conditions of validity, reliability, and statistical analysis, and all its psychometric properties were confirmed. To further this, the researcher administered the scale and questionnaire to a sample of (300) male and female teachers for statistical analysis purposes, while the primary sample consisted of (120) intermediate school social studies teachers. The researcher relied on appropriate statistical methods for data analysis. After collecting and statistically processing the data using the Statistical Package for the Social Sciences (SPSS), the researcher arrived at a set of results upon which they formulated recommendations and suggestions.

Keywords: self-efficacy; in-depth assessment; social studies; educational modernization standards

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1. Introduction

Self-efficacy is embodied in an individual's personal abilities that enable them to learn. It signifies an individual's capacity to enhance their experiences, academic achievement, and knowledge. Educational development is a fundamental approach to shaping and building a student's well-rounded personality—cognitively, emotionally, and skillfully. It is not limited to the transmission and memorization of knowledge, but rather aims to nurture the student in all their dimensions. It is thus an effective means of preparing students for practical and social life, achieving their psychological and social balance. It also contributes to instilling values and enhancing self-confidence, which is reflected positively in their ability to face challenges, adapt to their surrounding environment, and control it. This is achieved through self-efficacy, which represents not only feelings but also a self-assessment of an individual's abilities, efforts, and resilience in the face of challenges. Self-efficacy helps individuals cope with stress, while doubt in one's own capabilities leads to negative thinking and tension, thus limiting the use of cognitive abilities. Teachers must identify their students' capabilities through reliable assessment methods to understand the value and impact of assessment on learning. However, assessment is often conducted separately from the teaching process, hindering opportunities for relearning. Studies indicate shortcomings in in-depth assessment methods and difficulties in their implementation. Therefore, the researcher decided to investigate the relationship between self-efficacy and in-depth assessment methods in light of educational modernization standards among preparatory school social studies teachers. Therefore, the problem of the study is:

- What is the relationship between self-efficacy and in-depth assessment methods in light of educational modernization standards for intermediate school social studies teachers?

1.2. Research significance

An individual's self-efficacy is linked to their assessment of their ability to achieve specific positive actions that constitute their own accomplishments. This assessment is connected to the nature of the individual's preferred goals, the effort and perseverance exerted in overcoming problems and obstacles through their unique way of thinking ^[1]. An individual's beliefs and self-reflection are linked to their perception of their personal abilities and diverse knowledge in several direct and indirect ways. According to Bandura's theory of self-efficacy, which refers to the beliefs individuals hold about their ability to achieve specific goals and tasks, past achievements are the most important source of self-efficacy. Through past experiences, individuals achieve success or accomplishment in similar tasks. Self-efficacy determines the types and levels of effort an individual exerts and the methods they use to understand the tasks that can be performed, thus influencing their decision to undertake them or not ^[2]. Some educators consider learning assessment an essential part of the learning process, given its importance in determining the extent to which educational goals and objectives have been achieved. This assessment is crucial for positively impacting the learner, whether in terms of the teacher, the learning objectives, or the teaching methods. This is particularly important in preparatory school, where students experience changes in their knowledge, thinking, and emotions. This stage is critical in shaping an individual's personality and witnesses' continuous advancements in knowledge, especially with the emergence of the digital world and its accompanying academic and ethical challenges. This necessitates strengthening the individual's capabilities and personality traits to meet these challenges. Assessment is more than just testing; it is a fundamental pillar in preparing educational situations and achievement tests that are appropriate to the learners' circumstances and increase their motivation and academic achievement ^[3]. Assessment is more than just testing; it is the foundation for preparing appropriate learning situations that suit the learners' circumstances and increase their motivation to learn ^[4]. The significance of this research lies in the following:

- It offers a modest contribution to enriching the theoretical framework of both variables.
- It identifies the key factors that contribute to raising the level of self-efficacy among intermediate school teachers.
- The findings of this study can guide teacher and supervisor training programs in developing assessment methods.
- This research may serve as a strong incentive for researcher to further explore the topic of self-efficacy and in-depth assessment methods.

1.3. Research objectives

The current research aims at:

1. Developing a scale to measure the self-efficacy of intermediate school social studies teachers.
2. Creating a questionnaire to evaluate the in-depth assessment methods used by intermediate school social studies teachers.
3. Determining the extent to which intermediate school social studies teachers possess self-efficacy and examining differences in attitudes based on gender (male-female).
4. Evaluating the extent to which intermediate school social studies teachers utilize in-depth assessment methods in light of educational modernization standards, based on gender (male-female).
5. Analyzing the statistical differences in the correlation between self-efficacy and in-depth assessment methods among intermediate school social studies teachers, based on educational modernization standards.

1.4. Definition of terms

1. Self-efficacy: It is the individual's expectations of his performance of behavior in ambiguous situations, and these expectations are reflected in the individual's choice of activities involving performance, the amount of effort exerted, and facing difficulties ^[5].
2. Deep assessment: A kind of evaluation in which the learners are required to act real-life tasks that demonstrate their ability to effectively apply basic knowledge and skills. Their performance is then assessed on a graded descriptive or quantitative scale that indicates the quality of their performance according to specific performance levels ^[6].

2. Self-efficacy

2.1. Self-efficacy origin

Self-efficacy concept first appeared in psychologist Bandura's 1986 research and became central to his theory of social learning. Self-efficacy beliefs are a key determinant of behavior, with Bandura viewing self-efficacy as a cognitive mirror reflecting an individual's ability to control their actions. Social learning theory explains how individuals interpret their behavior in different situations based on their beliefs about their abilities and competencies. Individuals with strong beliefs about their abilities are better able to regulate their behavior and control their emotions and thoughts ^[7].

2.2. Self-efficacy dimensions

The dimensions of self-efficacy include the following:

1. Effectiveness level: This refers to the level of an individual's motivation to perform in different situations and is influenced by the nature and difficulty of the situation.
2. Generality: This reflects an individual's ability to transfer from a specific situation to similar situations, meaning that the individual can succeed in certain tasks more effectively than in similar ones.
3. Strength or intensity: This expresses high perseverance and the ability to choose activities that can be successfully executed ^[8].

2.3. Types of self-efficacy

The types of self-efficacy are distributed into several main categories of self-empowerment, which are as follows ^[9]:

1. General self-efficacy: This refers to an individual's complete confidence in handling all situations and tasks.
2. Specific self-efficacy: This type of self-efficacy is limited to an individual's confidence in accomplishing a specific type of task, such as education or driving.
3. Social self-efficacy: This refers to an individual's success, through their social intelligence, in their social interactions and in building positive relationships with those around them and the community in which they live.
4. Academic self-efficacy: This type of self-efficacy focuses on an individual's ability to achieve success within educational institutions
5. Professional self-efficacy: This type of self-efficacy is related to an individual's confidence in their skills, competencies, and experience in their field of profession or specialization.

3. In-depth assessment

This type of assessment is considered modern in evaluating students' academic achievement, representing a significant shift towards more modern and advanced assessment methods. It focuses on relying on more comprehensive and precise foundations, models, methods, and strategies than those previously used, and is directly connected to the students' local environment, such as assessing academic achievement, input and output assessment, and performance evaluation. ^[10].

Wiggins is considered a pioneer of in-depth assessment, defining it as “assessment that requires learners to perform activities or produce results that reflect their learning.” ^[11] This type of performance-based assessment allows learners to demonstrate what they can achieve in real-world situations.

Doshi and Pern-Baum define deep assessment as “a set of strategies, methods and tools, such as basic tasks, simulations, business tasks, group work, observation, interviews, presentations, self-learning or self-assessment and peer evaluation.” ^[12].

3.1. Benefits of using in-depth assessment

1. Comprehensive Assessment: It provides a complete picture of learners' performance by assessing their skills and abilities in a multidimensional way.
2. Fosters Active Learning: It encourages learners to actively participate and work on real projects, which enhances critical thinking skills.
3. Develops Life Skills: It contributes to the development of skills such as communication, cooperation, and problem-solving, which are important in practical life.

4. Provides Immediate Feedback: It allows learners to get quick feedback on their performance, helping them to improve their skills.
5. Boosts Motivation It enhances learners' motivation by assessing their achievements in realistic contexts related to their lives ^[13].

3.2. Functions of in-depth assessment

1. Students' performance is assessed realistically and authentically, helping them apply what they have learned practically.
2. It increases students' motivation to learn through activities that increase positive interaction among them.
3. It supports the development of self-learning skills by encouraging students to evaluate and improve their performance.
4. It provides students with immediate information about expected performance, so the assessment helps students to know the improvement that has occurred in their learning ^[14].

4. Literature review

4.1. Previous addressing self-efficacy

Muhanned Fadhil Abbass conducted a study in Iraq aimed to identify the difficulties faced by intermediate school mathematics teachers in using the Newton educational platform and its relationship to their self-efficacy. The study utilized a descriptive methodology, and the sample size consisted of 482 intermediate school teachers. The research instrument was a questionnaire specifically addressing difficulties in using the Newton educational platform, along with a self-efficacy scale. The results indicated that the self-efficacy of mathematics teachers plays a role in overcoming difficulties in using the Newton platform, and that academic qualifications and years of service have a positive impact on overcoming these difficulties through their self-efficacy.

4.2. Studies addressing in-depth assessment

Cheng's 2006 study aimed to identify social studies teachers' practices in using in-depth assessment tools and their practical applications in their professional development and training programs. The study employed a descriptive methodology, utilizing interviews as the intermediate research tool. Key findings revealed that teachers utilize a variety of in-depth assessment tools in social studies programs and courses, such as evaluating student performance in laboratory experiments, oral presentations, peer assessment, attitude assessment, and portfolio evaluation. Among the most significant challenges these teachers face in implementing in-depth assessment in social studies are their limited experience with these tools, insufficient class time, heavy teaching loads, and students' weak skills ^[15].

5. Materials and methods

5.1. Research method

The researchers chose the descriptive correlational method because it identical to the current study.

5.2. Research population

The current research population is represented by a number of male and female social studies teachers for the intermediate level intermediate schools affiliated with the General Directorate of Education of Al-Qadisiyah.

5.3. Research sample of the study

Three samples were selected, consisting of (20) male and female teachers, a sample of (300) male and female teachers for the purposes of statistical analysis, and the main research sample of (120) male and female teachers as Al-Najjar and others recommended that the required sample size should be no less than (5-20%) of the total population [16].

5.4. Research instruments

It is necessary to have three scales to measure in-depth assessment practices and self-efficacy in order to achieve the objectives of the research. The research is based on two main instruments:

The self-efficacy scale: Its construction proceeded according to the following steps:

1. **Defining the goal of the scale:** The goal of the scale was to measure the self-efficacy of intermediate school social studies teachers. In order to prepare the scale items, the researcher reviewed a number of studies, research, and scales related to self-efficacy.
2. **Formulating the scale's domains:** By writing the theoretical framework and reviewing previous scales, and through the researcher's interaction with the sample, it was found that these are the domains that are of interest to the institutions and the study sample, so they chose these domains. The scale includes three domains: (testing activities, effort exerted, and perseverance in performing tasks), and it includes (24 items), as shown in **Table 1**.

Table 1. Areas of the self-efficacy scale.

No.	Domain Name	No. of Items
1	Practices Testing	4
2	Effort Exerted	6
3	Perseverance in Task Performance	8
Total Number of Items		24

1. **Scale correction:** The researcher adopted answer alternatives for the items of the self-efficacy scale, and the alternatives are four: (Applies completely, gives weight (4), Applies sometimes, gives weight (3), Applies rarely, gives weight (2), Never Applies, gives weight (1).
2. **Instructions for answering:** The request includes answering the scale items with complete honesty, sincerity, and objectivity, as the answer is for the purpose of scientific research. There is no right or wrong answer, but rather an expression of opinion. There is no need to mention names.

5.4.1. Face validity

The researchers utilized the scale to a number of specialists in the field of educational psychology and history teaching methods, totaling (12) experts, in order to determine its validity and whether the scale required any modifications or additions. After collecting and analyzing the data, it was found that all calculated chi-square values, which reached (4.5), were greater than the tabulated value of (3.84), at a degree of freedom of (1) and a significance level of (0.05). All items were agreed to be valid, totaling (24) items.

5.4.2. Construct validity

According to Torres et al. (2024), construct validity is “the measures of instrument validity that assesses the extent to which the objectives the instrument aims to achieve are met.” [17]. It shows the degree of correlation between each area of study and the total score of the questionnaire items, as shown in **Table 2**.

All correlation coefficients in all areas of the questionnaire are statistically significant at the (0.05) level. Thus, all areas of the questionnaire are considered valid for what they were designed to measure.

Table 2. Correlation coefficients between the domains of the self-efficacy scale and the total score

Domain	Number of Items	Correlation Coefficients	Significance
Practices Testing	1	0.70	5
	2	0.69	6
	3	0.71	7
	4	0.67	8
Effort Invested	9	0.85	13
	10	0.78	14
	11	0.77	15
	12	0.78	16
Persistence Task Performance	16	0.67	21
	18	0.81	22
	19	0.79	23
	20	0.78	24
Self-Efficacy	1	0.70	5
	2	0.69	6
	3	0.71	7
	4	0.67	8

5.4.3. Internal consistency validity of the self-efficacy questionnaire items

Basically, the validity of the questionnaire was calculated by calculating the correlation coefficients between each item of the scale with the total score of the dimension and the internal consistency validity scale, on a pilot sample of 24 individuals as shown in **Table 3**.

5.4.4. Reliability

Cronbach's alpha coefficient equation was utilized to extract the reliability, and the reliability coefficient was determined using a second method, the split-half method, to ensure the researcher's confidence in the reliability of the self-efficacy scale, as shown in **Table 4**.

5.4.5. Questionnaire on In-Depth Assessment Methods

The second research tool, the questionnaire, was prepared. In its initial form, it consisted of (42) items distributed across (5) domains or methods, as shown in **Table 5**. A Likert scale was used, containing three values on a triangular scale (agree, somewhat agree, disagree). The wording of the statements was carefully considered to ensure that some were positive and others negative.

5.5. Psychometric properties of the in-depth assessment practices scale

1. Face validity: The researchers presented the questionnaire in its initial form to a number of experts and specialists in social studies teaching methods, educational and psychological sciences, numbering (14) experts, and an 80% agreement was reached among the judges to keep all (42) items of the questionnaire.

2. Internal consistency validity: This refers to the clarity of the instrument in terms of its items and its concept for study sample on whom the instrument (questionnaire) will be applied ^[18]. Internal consistency was verified by calculating Pearson’s correlation between each of the questionnaire’s areas and the overall area, and between each item of the area’s items and the overall score of the area, as shown in **Table 6**.

Table 3. Internal Consistency Measures of the Questionnaire

Domain	Number of Items	Correlation Coefficients	Number of Items	Correlation Coefficients
Performance-Based Assessment	1	412, 0	6	422, 0
	2	267, 0	7	999, 0
	3	312, 0	8	522, 0
	4	334, 0	9	980, 0
Portfolio Assessment	5	370, 0	10	213, 0
	11	432, 0	16	711, 0
	12	353, 0	17	367, 0
Self-Assessment	13	543, 0	18	876, 0
	14	389, 0	19	441, 0
	15	215, 0	20	281, 0
	21	999, 0	25	422, 0
	22	272, 0	26	551, 0
Peer-Based Assessment	23	260, 0	27	152, 0
	24	482, 0	28	366, 0
	29	251, 0	32	415, 0
Concept Map Assessment	30	502, 0	33	271, 0
	31	611, 0	34	999, 0
	35	417, 0	39	351, 0
	36	552, 0	40	440, 0
	37	611, 0	41	552, 0

3. Consistency: The overall reliability of the questionnaire and its various domains was extracted using the Cronbach's alpha coefficient equation, as shown in **Table 7**.

Table 4. Reliability coefficients for the questionnaire domains

Domain	No. of Items	Cronbach's alpha coefficient
Performance-Based Assessment	10	875, 0
Portfolio Assessment	10	926, 0
Self-Assessment	8	833, 0
Peer Assessment	6	856, 0
Concept Mapping Assessment	8	888, 0
Total Score	42	875, 0
Performance-Based Assessment	10	875, 0

5.6. Application of the research instruments

After the two research tools reached their final form and were ready for application, the scale and questionnaire were prepared electronically in Google Drive. The same items and fields were written, and the specialization and years of service were added. Due to the existence of a WhatsApp group for second-grade intermediate school social studies teachers, the scale link and the questionnaire link were sent on (April 10, 2024).

5.7. Statistical methods

For the purpose of processing the data, the researcher used the following statistical methods: the Statistical Package for the Social Sciences (SPSS-10) and the Microsoft Excel program.

6. Results and discussion

1. The first objective: To build a scale that measures the self-efficacy of preparatory school social studies teachers was achieved in the third chapter of this research.
2. The second objective: To build a scale that measures in-depth assessment among preparatory school social studies teachers was achieved in the third chapter of this research.
3. The third objective was to determine the extent to which intermediate school social studies teachers possess self-efficacy, and the differences in their self-efficacy according to the gender variable (male - female). To verify this objective, the researchers counted the arithmetic mean and standard deviation of the responses of intermediate school social studies teachers, representing the current research sample, which consisted of (120) teachers. After using the t-test for a single sample to determine the significance of the differences between the arithmetic mean and the hypothetical mean, it was found that the difference was statistically significant in the self-efficacy scale, in favor of the arithmetic mean. This indicates that the sample possesses a good level of self-efficacy, as shown in **Table 8**.

Table 5. Self-efficacy levels

Variable	Mean	Standard Deviation	Hypothetical Mean	t (Calculated)	t (Tabulated)	Significance
Total Score	120	8,23	17,42	60	7,87	Significant

To investigate differences in self-efficacy among intermediate school social studies teachers, the researcher used an independent samples t-test, as shown in **Table 9**.

Table 6. Independent samples t-test results for gender differences in self-efficacy

Variable	Source of Variance	Sample Size	Mean	Variance	t-value (Calculated)	t-value (Tabulated)	Significance at 0.05
Self-Efficacy	Male	60	69.66	379.66	2.170	1.98	Significant
	Female	60	55.34	34.240			

Table 9 shows that male teachers have higher self-efficacy than female teachers. This may be due to the teachers' participation in training courses, seminars and workshops held by educational bodies to develop the scientific qualification. The number of male teachers who have a (Bachelor's) degree is greater than the number of female teachers in the science specialization.

1. The fourth objective: To determine the extent to which intermediate school social studies teachers possess in-depth assessment, to determine the criterion adopted in the study, the length of the cells

in the five-point Likert scale was determined by calculating the range between the scores of the scale (5-1=4) and then dividing it by the largest value in the scale to obtain the length of the range, i.e. (4/5=0.80). After that, this value was added to the smallest value in the scale (the beginning of the scale, which is one) in order to determine the upper limit of this cell, and thus the length of the cells became as in **Table 7**.

Table 7. The standard adopted in the study

Degree of Practice	Percentage	Range
Very Low	20% - 36%	875, 0
Low	36.10 % - 52%	926, 0
Moderate	52.10%- 68%	833, 0
High	68.10%- 84%	856, 0
Very High	83.10%- 100%	888 ,0

To achieve this goal, the researcher built a tool specific to the in-depth assessment strategies practiced by intermediate school social studies teachers, as in **Table 8** ^[19].

Table 8. Means, standard deviations, and percentages of in-depth assessment strategies

No.	Strategy	Gender	Mean	Standard Deviation	Percentage	Degree of Practice
1	Performance-Based Assessment	Male	4.418	0.690	86.98%	Very High
		Female	4.350	0.868	84.87%	Very High
2	Portfolio Assessment	Male	4.455	0.631	88.70%	Very High
		Female	4.111	0.815	80.55%	High
3	Self-Assessment	Male	4.165	0.439	82.18%	High
		Female	3.944	0.747	79.11%	High
4	Peer Assessment	Male	4.034	0.752	81.21%	High
		Female	3.125	1.177	61.19%	Moderate
5	Concept Map Assessment	Male	4.182	0.598	83.64%	High
		Female	3.416	1.037	68.32%	High
	All Strategies	Male	4.243	0.591	83.78%	High
		Female	3.671	0.975	73.06%	High

Table 11 shows that five alternative assessment strategies were extracted for male and female teachers. According to the Likert scale, male teachers possess more in-depth assessment across all items of the method than female teachers. This may be due to their greater exposure to sources, books, and work experience. Furthermore, this indicates a degree of interest in in-depth assessment methods in teaching social studies, given the diverse skills and experiences included in the social studies curriculum, as well as the capabilities of male and female teachers, and the periodic directives issued by the Ministry of Education urging a reduction in reliance on paper-and-pencil tests as the sole method of assessment.

2. Fifth Objective: To identify the relationship between self-efficacy and in-depth assessment among intermediate school social studies teachers.

Table 9. The relationship between self-efficacy and in-depth assessment

Variables	Sample	Correlation Coefficient	Mean	SD
Self-Efficacy	120	0.524	51,49	15,45
In-depth Assessment			47,68	14,12

Table 9 shows that the relationship between self-efficacy and in-depth assessment is a direct and strong relationship, and this may be due to the fact that male and female teachers have good levels of self-efficacy that enabled them to practice deep assessment in light of educational modernization standards.

7. Conclusion

In light of the research findings, the researchers concluded the following:

1. It is possible to develop two scales: one to measure self-efficacy and the other a questionnaire to measure in-depth assessment among intermediate school social studies teachers.
2. Intermediate school social studies teachers possess a good level of self-efficacy.
3. Intermediate school social studies teachers possess a high level of in-depth assessment.
4. There is a positive correlation between self-efficacy and in-depth assessment.

8. Recommendations

In light of the findings of this research, the researcher recommends the following:

1. School principals and supervisors should monitor and encourage teachers in schools, urging them to adopt the most appropriate methods and approaches to enhance self-efficacy and to focus on areas that have a significant impact on student performance.
2. Preparing a guide for teachers enhanced with diagrams, pictures, presentations and diverse educational situations to enhance the individual's self-confidence and self-efficacy and to make the deep assessment process a success.

9. Suggestions for further studies

The researcher suggested the following further studies:

1. Conducting a study similar to the current research on preparatory school students.
2. Conducting research examining the relationship between future thinking skills and other variables not addressed by the current study, such as learning styles, cognitive styles, and mental capacity.
3. Conducting a research examining the relationship between professional competence and other variables not addressed by the current study, such as intelligence, thinking styles, critical thinking, and cognitive preference.

Conflict of interest

The authors declare no conflict of interest.

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