



Enhancing Learning through Continuous Assessment: Teacher Perspectives on Motivation and Engagement in Libyan Preparatory Schools

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Abstract

This study investigates the influence of continuous assessment on student motivation and engagement among preparatory school students in Misurata, Libya. Using a questionnaire administered to 30 English teachers from 6 public schools, the research explores teachers' perceptions of continuous assessment practices, their impact on students, and the challenges and benefits associated with its implementation. The findings reveal that continuous assessment significantly enhances student motivation and engagement, with 93.3% of teachers reporting positive effects on motivation and 96.7% noting improved engagement. Regular feedback and opportunities for improvement are identified as key drivers of these outcomes. However, the implementation of continuous assessment faces challenges, including increased teacher workload (83.3%), limited resources, and a lack of training. Teachers primarily rely on homework assignments and written feedback, indicating a need for greater diversity in assessment methods. The study concludes that continuous assessment has the potential to transform learning experiences in Libyan preparatory schools, provided that teachers receive adequate training, resources, and support. Recommendations include providing teacher training, reducing workload, diversifying assessment methods, improving feedback quality, and allocating resources to support implementation. This study contributes to the growing body of literature on continuous assessment and offers practical insights for educators and policymakers in Libya and similar contexts.

Key words: *Continuous Assessment, Motivation, Engagement, Preparatory Schools.*

1.1 Introduction

Education is widely recognized as a fundamental factor of societal growth and progress. Within this framework, assessment plays a very important role in shaping how students learn and develop academically. In recent years, continuous assessment has gained attention as a more responsive and student-centered alternative to traditional summative exams. Unlike assessments that occur solely at the end of a term, continuous assessment involves frequent, ongoing evaluations that allow students to receive timely feedback. This process helps learners recognize their strengths, address their areas of improvement, and take a more active role in their academic journey. Research suggests that such practices can significantly boost student motivation and engagement—key factors that contribute to academic achievement.

In the Libyan context, particularly in the city of Misurata, the education system continues to face notable challenges. These include overcrowded classrooms, limited teaching resources, and an overreliance on memorization-based learning methods. These conditions can make it difficult for students to stay engaged and motivated. For preparatory school students—those in a pivotal phase of their education—continuous assessment might offer a promising solution to these persistent issues. This study aims to examine how continuous assessment influences motivation and engagement among students in Misurata's preparatory schools, with the goal of offering insights that could help improve local teaching practices and inform educational policy.

1.2 Statement of the Problem

Libya's education system traditionally relies on summative assessments that primarily focus on end-of-term performance. While these assessments serve a purpose, they often overlook students' day-to-day progress and provide limited feedback to guide improvement. This gap can lead to decreased motivation and engagement, particularly for preparatory school students who are in the process of building foundational academic skills for higher education. Despite global recognition of continuous assessment as a valuable strategy for enhancing learning experiences, its adoption in Libyan schools has been slow. Factors such as inadequate teacher training, limited resources, and a lack of institutional support have hindered its integration into the classroom.

This study seeks to bridge this gap by investigating how continuous assessment influences student motivation and engagement in the specific context of Misurata. The research aims to shed light on the practical challenges and potential benefits of this approach within a resource-constrained educational setting.

1.3 Purpose of the Study

The purpose of this study is to explore the impact of continuous assessment on student motivation and engagement in public preparatory schools in Misurata, Libya. More specifically, the study aims to:

1. Examine the influence of continuous assessment on students' intrinsic motivation to learn.
2. Investigate the role of timely feedback in promoting student engagement.

3. Identify both the challenges and benefits associated with implementing continuous assessment in Libyan schools.
4. Offer practical recommendations to enhance the effectiveness of continuous assessment within the local educational framework.

1.4 Research Questions

To guide this investigation, the following research questions are addressed:

1. In what ways does continuous assessment affect the intrinsic motivation of preparatory school students in Misurata?
2. How does timely feedback contribute to student engagement in the learning process?
3. What are the main challenges and perceived benefits of using continuous assessment in Libyan preparatory schools?
4. How can continuous assessment practices be improved to better support student motivation and engagement in Misurata?

1.5 Significance of the Study

This study offers valuable insights for educators, policymakers, and students alike. For policymakers, the findings may inform efforts to create more effective and student-centered assessment strategies. For teachers, the study provides practical guidance on how to implement continuous assessment to enhance motivation and participation in the classroom. For students, it highlights the benefits of receiving regular, constructive feedback that can guide their learning and promote academic success.

In addition, this research contributes to the growing body of literature on continuous

assessment by providing a localized perspective from a region that has received limited attention in this field. By focusing on the specific context of Misurata, the study also provides lessons that may be applicable to other areas facing similar educational constraints.

1.6 Scope and Delimitations

This study is limited to preparatory schools in Misurata, Libya, and focuses on public institutions where the majority of the student population is enrolled. It specifically examines how continuous assessment influences student motivation and engagement within this setting. The research does not attempt to compare continuous assessment with other types of evaluation or measure long-term academic outcomes. Instead, the focus is on capturing immediate teacher and student experiences, based primarily on qualitative data gathered through questionnaires and supported by limited classroom observation.

1.7 Definition of Key Terms

Continuous Assessment: An evaluation method involving regular and ongoing assessments that provide feedback throughout the learning process (KU Leuven, n.d.).

Student Motivation: The internal drive and external factors that influence students to actively participate in learning and pursue academic goals (Cherry, 2023).

Student Engagement: The degree to which students are involved in, attentive to, and enthusiastic about their learning (Wikipedia, 2023).

Preparatory School: In Libya, this refers to education for students typically in grades 7 to

9, designed to prepare them for secondary school.

Timely Feedback: Feedback given soon after an assessment to help students understand their performance and guide future improvement (AERO, n.d.).

Formative Assessment: A form of assessment intended to monitor student learning and provide ongoing feedback, rather than simply evaluating final outcomes (UNESCO IIEP Learning Portal, n.d.).

2. Literature Review

Continuous assessment, rooted in formative assessment theory, emphasizes the value of ongoing feedback to support and enhance student learning (Black & Wiliam, 1998). This approach aligns well with Self-Determination Theory (SDT), which identifies autonomy, competence, and relatedness as key drivers of motivation (Deci & Ryan, 1985). In the Libyan educational context—where traditional, summative evaluations are dominant—shifting toward continuous assessment could help meet students' psychological needs, potentially boosting both motivation and engagement.

Recent research continues to affirm the benefits of formative assessment in promoting motivation. Foster (2024), through a meta-analysis, found that formative assessment not only enhances academic achievement but also supports the development of self-regulated learning strategies. Similarly, Khursheed and Alwi (2023) reported that these strategies positively influence intrinsic motivation among upper secondary students. In the Libyan context, Abdelaty (2023) noted that teacher training programs incorporating

formative assessment techniques significantly improve student outcomes, particularly in primary school settings. These findings suggest a strong foundation for extending such practices to preparatory education.

2.1 Impact on Student Engagement

The role of continuous assessment in fostering student engagement has also been well documented. Rodríguez Rincón et al. (2024) introduced a reflective model of continuous assessment that encourages self-awareness and reduces student anxiety—an approach that promotes deeper, more meaningful learning. Likewise, Ismail et al. (2022) found that formative assessment enhances academic motivation and strengthens self-regulation skills, particularly among English as a Foreign Language (EFL) learners. These outcomes are especially relevant in regions like Misurata, where limited resources and large class sizes often challenge traditional engagement methods. A more interactive, student-centered assessment model may offer a viable solution. Harmer (2007) points out that continuous assessment helps keep students engaged by offering regular feedback and making them feel more involved in their own learning, rather than just focusing on final grades.

2.2 Challenges in the Libyan Context

Despite its advantages, implementing continuous assessment in Libya presents notable challenges. Abdelaty (2023) emphasized that many teachers lack the necessary training to effectively integrate formative assessment strategies into their classrooms. Additionally, structural barriers such as overcrowded classrooms and inadequate educational resources limit teachers' ability to provide individualized

feedback. As highlighted in the Libyan Ministry of Education's 2021 report, addressing these issues will require comprehensive professional development programs and targeted investments in infrastructure.

2.3 Benefits for Preparatory School Students

Even with these obstacles, the potential benefits of continuous assessment for preparatory school students in Misurata are considerable. Through consistent feedback and opportunities for self-assessment, students are more likely to develop a growth mindset and take greater ownership of their learning journeys (Dweck, 2006). These practices also serve to bridge the gap between outdated, rote-based teaching methods and more modern, reflective, and participatory approaches. For example, Salem (2022) found that preparatory students involved in continuous assessment programs demonstrated improved academic performance and deeper engagement compared to peers taught under conventional assessment systems.

2.4 Student Perceptions and Broader Applications

A growing body of literature has examined student perceptions of continuous assessment across various contexts. Ali (2023) studied university students' responses to Continuous Graded Assessment (CGA) and found that while it promoted consistent study habits and academic achievement, it primarily boosted extrinsic rather than intrinsic motivation. The study recommended that educators clearly communicate the goals and benefits of continuous assessment to foster more

meaningful engagement, even in non-graded settings.

Muho and Taraj (2022) explored the use of formative assessment strategies in Albania and observed that tools such as strategic questioning, peer feedback, and portfolio assessments significantly enhanced learners' motivation. These strategies not only helped students recognize their strengths and weaknesses but also cultivated a more engaging classroom environment.

Further supporting this perspective, a 2022 study on EFL learners emphasized the positive effects of self-assessment and critical thinking on both academic engagement and self-esteem. Encouraging students to actively evaluate their progress proved to be a powerful motivator for deeper involvement in the learning process.

In the medical education field, a 2018 study found that continuous assessment improved student motivation and success rates, particularly when tailored to individual learning needs. This highlights the versatility and adaptability of continuous assessment across disciplines.

Lastly, Jiménez-Rosado et al. (2022) investigated its impact in technology education, revealing that students viewed continuous assessment as a fair and comprehensive evaluation method. This perception significantly increased their motivation and participation—an encouraging sign for its potential broader adoption in Libyan preparatory schools.

3. Methodology

3.1 Research Design

This study adopted a descriptive survey design within a mixed-methods approach to explore the role of continuous assessment in enhancing student motivation and engagement in English classes at the preparatory school level in Misurata, Libya. This approach was chosen because it allows for the collection and analysis of both quantitative and qualitative data, providing a more comprehensive view of teachers' practices, perceptions, and the challenges they face in implementing continuous assessment.

The design enabled the researcher to gather first-hand insights from practicing teachers through a structured questionnaire, helping to identify patterns in how continuous assessment is currently used and its perceived effectiveness. The focus on teacher perspectives is particularly relevant, as they play a central role in shaping the classroom learning environment and implementing assessment strategies.

3.2 Data Collection Procedure

To collect the necessary data, a structured questionnaire was developed specifically for this study. It included 14 questions divided into five key sections: general information, continuous assessment practices, impact on motivation, impact on engagement, and perceived challenges and benefits. The questions were a mix of closed-ended items for quantitative analysis and open-ended prompts to allow teachers to elaborate on their experiences and opinions.

Prior to full deployment, the questionnaire underwent a content validation process. Two educational experts reviewed the instrument to ensure clarity, relevance, and alignment with the study objectives. A pilot test was then

conducted with a small group of five English teachers who were not part of the main sample. Based on their feedback, minor revisions were made to improve clarity and flow.

The final questionnaire was distributed to 30 English language teachers from six public preparatory schools in Misurata. These teachers were selected using purposive sampling to ensure all participants were currently teaching at the preparatory level. The distribution and collection of questionnaires were done in person to encourage participation and ensure that teachers had the opportunity to ask questions if needed. Participation was voluntary, and anonymity and confidentiality were guaranteed.

3.3 Data Analysis

The data collected from the questionnaire were analyzed using both quantitative and qualitative techniques, in line with the mixed-methods approach.

The quantitative data, derived from the closed-ended items, were analyzed using descriptive statistics, including frequencies and percentages. This helped summarize trends related to the use of continuous assessment, feedback practices, and teacher perceptions of its impact on motivation and engagement. The data were organized using Microsoft Excel, and visual representations such as tables and charts were prepared to support the presentation of findings in the results section. The qualitative data, obtained from open-ended responses, were analyzed through thematic analysis. Responses were read carefully and coded to identify recurring ideas, themes, and patterns. This analysis provided deeper insight into teachers' personal experiences, including specific challenges they face and strategies they use to promote

student engagement through continuous assessment. These qualitative findings were used to enrich the quantitative results and offer a more holistic view of the topic.

4. Findings

This section presents the findings from the structured questionnaire administered to 30 English language teachers across six public preparatory schools in Misurata, Libya. The findings are organized thematically based on the survey structure and presented in narrative form, accompanied by tables to enhance clarity and support data interpretation.

4.1 Teaching Experience and Grade Level

The majority of respondents (80%) reported having more than five years of teaching experience, suggesting that the data reflects the insights of seasoned educators. All participants confirmed that they teach at the preparatory school level, aligning with the study's target demographic.

Table 1 *Teaching Experience of Respondents*

Years of Experience	Percentage
More than 5 years	80%
5 years or less	20%

4.2 Continuous Assessment Practices

A significant number of teachers (73.3%) indicated that they rarely use continuous assessment, while only 16.7% reported using it occasionally. This limited implementation may stem from practical barriers, such as workload or lack of training.

Table 2 *Frequency of Continuous Assessment Use*

Frequency	Percentage
Rarely	73.3%
Occasionally	16.7%
Frequently	10%

Regarding the types of continuous assessment employed, most teachers rely on homework assignments (70%), followed by class participation (26.7%). Quizzes are rarely used, which highlights a need for more diverse assessment strategies.

Table 3 *Types of Continuous Assessment Used*

Assessment Type	Percentage
Homework Assignments	70%
Class Participation	26.7%
Quizzes	3.3%

When providing feedback, 73.3% of teachers favor written comments, likely because they align well with homework-based assessments. This underscores a relatively traditional approach to feedback.

Table 4 *Feedback Methods Used by Teachers*

Feedback Method	Percentage
Written Comments	73.3%
Verbal Feedback	26.7%

4.3 Impact on Student Motivation

An overwhelming majority of respondents (93.3%) believe that continuous assessment positively affects student motivation, with 80% noting a significant improvement.

Teachers identified regular feedback (50%), opportunities for improvement (20%), and reduced fear of failure (16.7%) as key components contributing to increased motivation.

Table 5 *Factors Contributing to Motivation*

Factor	Percentage
Regular Feedback	50%
Opportunities for Improvement	20%
Reduced Fear of Failure	16.7%
Other	13.3%

4.4 Impact on Student Engagement

Nearly all respondents (96.7%) indicated that continuous assessment enhances student engagement. Of these, 76.7% reported a substantial increase in active participation.

Common strategies for promoting engagement included regular check-ins with students (70%) and encouraging self-reflection (20%).

Table 6 *Strategies to Promote Student Engagement*

Strategy	Percentage
Regular Check-ins	70%
Encouraging Self-Reflection	20%
Group Activities	10%

Additionally, all teachers affirmed that continuous assessment fosters student ownership of learning, allowing learners to engage more deeply with their educational progress.

4.5 Challenges and Benefits

The most commonly reported challenge in implementing continuous assessment is the increased workload for teachers (83.3%). This workload appears to discourage broader adoption despite the known benefits.

Table 7 *Challenges in Implementing Continuous Assessment*

Challenge	Percentage
Increased Workload	83.3%
Time Constraints	10%
Lack of Administrative Support	6.7%

Teachers noted several key benefits: better understanding of student progress (40%), improved performance (33.3%), and increased student confidence (26.7%).

Table 8 *Perceived Benefits of Continuous Assessment*

Benefit	Percentage
Understanding Student Progress	40%
Improved Student Performance	33.3%
Increased Confidence	26.7%

To improve continuous assessment practices, the majority of teachers (63.3%) recommended additional training, while others (36.7%) called for better educational resources.

These findings underscore both the promise and the practical limitations of continuous assessment in the preparatory school context of Misurata. The data suggests that with sufficient support, continuous assessment could significantly enhance both student motivation and engagement.

5. Discussion

The findings of this study highlight the significant role continuous assessment can play in enhancing student motivation and engagement in preparatory school English classrooms in Misurata, Libya. Overall, the results align with previous research and provide further evidence that when implemented thoughtfully, continuous assessment can positively influence students' learning experiences.

A key outcome of the study was the strong agreement among teachers regarding the motivational benefits of continuous assessment. With over 93% of respondents indicating that it improves student motivation—and 80% describing the impact as significant—these results mirror the findings of Khursheed and Alwi (2023), who reported that formative assessment strategies helped

foster intrinsic motivation among secondary students. Similarly, Foster's (2024) meta-analysis concluded that formative assessment supports self-regulated learning and overall academic success, which reinforces what the teachers in this study observed in their classrooms.

The positive impact of continuous assessment on student engagement was also strongly evident. Nearly all participating teachers (96.7%) believed that continuous assessment helped engage students more effectively, especially through practices like regular check-ins and self-reflection. These strategies echo the findings of Rodríguez Rincón et al. (2024), who emphasized how self-reflective assessment can lead to deeper, more meaningful learning. The results also resonate with Ismail et al. (2022), who found that formative assessment enhances both academic motivation and self-regulation in EFL learners. What's clear from these similarities is that the benefits of continuous assessment extend beyond measuring progress—they actively support student involvement and learning ownership.

At the same time, the study sheds light on persistent challenges that limit the broader use of continuous assessment. Despite acknowledging its benefits, 73.3% of teachers reported using it only rarely. This disconnect between beliefs and practices is not unique to this study. Abdelaty (2023) similarly noted that, while Libyan teachers appreciate the value of formative assessment, a lack of training and limited resources often make implementation difficult. This study confirms those barriers, with increased workload and insufficient training identified as major obstacles by the majority of participants.

Another noteworthy point is the limited variety of assessment methods being used. Homework assignments and written feedback were the most common tools mentioned, while other approaches like quizzes or peer assessment were seldom used. This contrasts with the broader practices documented in international studies. For example, Muho and Taraj (2022) highlighted how techniques like student portfolios and peer evaluation help maintain motivation and engagement, suggesting there is room to diversify assessment strategies in Libyan classrooms.

While the findings support the broader literature on the benefits of continuous assessment, they also bring attention to the local realities and constraints faced by teachers in Misurata. Addressing these gaps will require ongoing professional development, institutional support, and perhaps a rethinking of classroom structures to make continuous assessment more practical and sustainable.

In summary, this study reinforces what many educators and researchers have already suggested: continuous assessment is a valuable tool for fostering student motivation and engagement. However, for its full potential to be realized, more needs to be done to support teachers in its effective and consistent use.

6. Conclusion

This study set out to explore how continuous assessment influences student motivation and engagement in English preparatory classrooms in Misurata, Libya. Drawing on the insights of 30 experienced teachers across six public schools, the findings clearly show that continuous assessment—when applied meaningfully—can have a powerful impact on

how students learn, interact, and grow academically.

Teachers overwhelmingly agreed that continuous assessment enhances both motivation and engagement. Regular feedback, opportunities for improvement, and reduced fear of failure were among the factors they identified as helping students feel more supported and invested in their learning. These perspectives are consistent with existing literature, affirming that continuous, formative approaches are not only effective but essential in student-centered education.

However, the study also uncovered some key challenges. While teachers appreciate the value of continuous assessment, its use remains limited due to practical constraints—especially increased workload, lack of training, and insufficient resources. These findings point to a critical gap between policy aspirations and classroom realities, a gap that needs to be addressed through targeted professional development and better institutional support.

The results of this study contribute to the growing body of research advocating for formative assessment, particularly in resource-constrained educational contexts. For schools in Misurata and similar settings, investing in teacher training and diversifying assessment methods may be essential next steps in transforming traditional classrooms into more dynamic and student-focused environments.

In closing, while continuous assessment is not without its challenges, this study affirms its potential to reshape learning experiences for the better. Empowering teachers with the tools, time, and training they need could be the key to unlocking more engaged, motivated

learners—and, ultimately, stronger educational outcomes across the board.

Conflicts of Interest:

The author declare that he has completed the Unified Declaration Form: Publication Ethics and Conflict of Interest and has no conflicts of interest to disclose.

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تعزيز التعلم من خلال التقييم المستمر: وجهات نظر المعلمين حول الدافعية والمشاركة في المدارس الإعدادية الليبية

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ملخص البحث:

تتناول هذه الدراسة تأثير التقييم المستمر على دافعية الطلاب ومشاركتهم في مدارس المرحلة الإعدادية بمدينة مصراتة، ليبيا، واستُخدم في الدراسة استبيان وُزِعَ على 30 معلماً المادة اللغة الإنجليزية من 6 مدارس حكومية، بهدف استكشاف تصورات المعلمين حول ممارسات التقييم المستمر، وتأثيرها على الطلاب، والتحديات والفوائد المرتبطة بتطبيقها. وقد كشفت النتائج أن التقييم المستمر يعزز بشكل ملحوظ دافعية الطلاب ومشاركتهم؛ حيث أفاد 93.3% من المعلمين بوجود تأثير إيجابي على الدافعية، وأكد 96.7% تحسناً في مستوى المشاركة. وتم تحديد التغذية الراجعة المنتظمة وإتاحة فرص التحسين المستمر كعوامل رئيسة لهذه النتائج. ومع ذلك، تواجه عملية تطبيق التقييم المستمر عدة تحديات، من أبرزها زيادة عبء العمل على المعلمين (83.3%)، ونقص الموارد، وقلة التدريب. ويعتمد المعلمون بشكل أساسي على الواجبات المنزلية والتغذية الراجعة الكتابية، مما يشير إلى الحاجة إلى تنوع أساليب التقييم. وتخلص الدراسة إلى أن التقييم المستمر يمتلك القدرة على إحداث تحول إيجابي في تجارب التعلم داخل المدارس الإعدادية الليبية، شريطة توفير التدريب المناسب، والدعم، والموارد للمعلمين. وتشمل التوصيات: تدريب المعلمين، تقليل عبء العمل، تنوع أساليب التقييم، تحسين جودة التغذية الراجعة، وتخصيص موارد لدعم التنفيذ. وتُسهم هذه الدراسة في إثراء الأدبيات المتنامية حول التقييم المستمر، وتقدم رؤى عملية للمعلمين وصانعي السياسات في ليبيا وسياقات مشابهة.

الكلمات المفتاحية: التقييم المستمر، الدافعية، المشاركة، المدارس الإعدادية