

The Ability of a Higher Diploma Student Trained In Schools to Mentor Their Students in Embracing Educational Values

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Abstract

This study aimed to determine the ability of a high diploma student trained in schools to guide their students in school to practice educational values in Abu Dhabi schools. The study sample consisted of 25 students who were selected randomly. To achieve the goal of the study, an observation card was used, which was designed by the researchers and applied in the classroom during teaching sessions, where each trainee student attended four classes. The results of the study showed that the ability of a high diploma student trained in schools to guide their students towards practicing educational values came at a low level. All fields came in low without exception, as the field of religious values ranked first, followed by cognitive values, then aesthetic values. The results of the study also showed that there were statistically significant differences in the ability of high diploma students trained in schools to direct their students towards practicing educational values due to the gender variable and in favor of females.

INTRODUCTION

Teacher preparation programs are fundamentally structured around practical education, making it a cornerstone of the curriculum. Consequently, these programs emphasize observing, studying, and analyzing student behavior, curricula, and teaching methodologies (Almalki, 2017).

In an era where educational institutions in the developed world are increasingly prioritizing effective teacher training, there is a pronounced need for programs that integrate theoretical knowledge with practical application (Moore, 2017). The practical education program exemplifies this approach through its three-phase implementation: observation, discussion, and application. This scientific imperative has become a pivotal factor in advancing the educational process, enabling student teachers to adapt to current and future scientific developments while enhancing their professional competencies (Kumar, 2021). This approach is particularly crucial at the University of Al Ain, which offers practicum courses designed to meet the essential requirements for student teachers' future professional roles.

Due to widespread dissatisfaction with the insufficient academic, educational, cultural, and social preparation of new teacher graduates, societies must reevaluate the preparation plans, programs, and policies for teachers in scientific and humanities education faculties (Wilson, 2022). This reevaluation could foster a balance between tradition and modernity, in line with contemporary trends and international quality standards. While many teacher preparation programs prioritize knowledge and mastery as indicators of professional success, most practical education programs emphasize theoretical knowledge. This focus assumes that student teachers can effectively convey textbook information to their students, often relying on traditional teaching methods (Patrick, 2023).

From this perspective, scientific education encompasses the realistic field experience that applied students undergo. Teacher preparation curricula comprise two components: the theoretical aspect, which involves the study of information, and the practical aspect, which includes observation and hands-on application in schools (Al-Assaf, 2016).

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The objectives of practical education are as follows:

Clarify and reinforce the theoretical principles taught to student teachers.

Introduce student teachers to educational settings to help them acclimate.

Provide opportunities for student teachers to demonstrate their learning capabilities

Foster positive attitudes towards the teaching profession among student teachers.

Equip student teachers with the skills to evaluate educational science.

According to these roles assigned to trainee teachers, they are expected to guide their students in embracing values within the school environment and in their interactions with peers, teachers, family members, and the broader community (Grant-Smith, 2017). Values hold importance as they encompass all aspects of individuals and society's vital activities. They influence individuals, directing their thoughts and behaviors toward beneficial outcomes and motivating them to advance themselves and realize their full potential (Imelwaty, 2024). Values are fundamental to every renaissance and are the cornerstone of all progress, development, and advancement. They hold a prominent place in the lives of both individuals and groups (Lawson, 2015).

Furthermore, instilling values in students is essential for fostering a cohesive and harmonious society. Educational institutions play a critical role in this process by creating environments that promote ethical behavior, empathy, and social responsibility (Lickona, 2018). Research indicates that students who internalize positive values are more likely to exhibit prosocial behavior and contribute to the well-being of their communities. Additionally, values education supports academic achievement by encouraging a growth mindset and resilience in students (Dweck, 2016). As such, the integration of values into teacher preparation programs not only benefits individual students but also strengthens the fabric of society as a whole.

Values are a set of general standards and provisions characterized by consistency and stability, aligning with the doctrinal and moral directives that educators aim to instill in the conscience of students through various means and methods. Consequently, educational institutions have embarked on studying educational values and the significance of nurturing them among students in schools and universities (Darong, 2021). It pertains to the integrated and wholesome development of learners' personalities, representing a crucial determinant of social behavior and the culmination of individual and group interests and activities. It embodies the emotional dimension of the human personality, integrating mental, cognitive, physical, and psychomotor dimensions, with educational institutions and society bearing significant responsibility for its formation, acquisition, and modification (de Graaf, 2021).

Schools represent pivotal institutions in education, entrusted with the responsibility of imparting desired values and behaviors to young individuals throughout their developmental stages. This task is primarily achieved through dedicated teachers who ardently believe in their mission. Their direct influence on students, coupled with the performance of various roles, particularly the significant role in shaping students' personalities, underscores their capability to instill and reinforce educational values (Datnow, 2020). Educators' mission transcends mere dissemination of knowledge in sciences, arts, and languages; it extends to nurturing a new generation intellectually and morally equipped for the challenges ahead. The essence of teaching encompasses not only imparting knowledge but also fostering character development, without which education loses its efficacy (Waite, 2020).

Study Problem and Questions

The problem of the study emerges through the following questions:

To what level is a high diploma student trained in schools able to direct his students towards practicing educational values?

Does the ability of a high diploma student trained in schools to direct his students towards practicing educational values differ according to the gender variable?

The Importance of Study

The significance of this study lies in its relevance to the addressed topic, which is underscored by several key factors:

It sheds light on the capability of higher diploma students trained in schools to effectively guide their students in practicing educational values, thereby addressing real-world challenges, proposing methodological solutions, and enhancing the quality of the educational learning process.

It identifies the weaknesses and deficiencies in the trained students' abilities, as well as their strengths, enabling targeted efforts for improvement and enhancement.

There is a scarcity of research and studies focusing on the analysis of educational values and the trainees' ability to guide their students in practicing them, particularly within the context of Al Ain University.

Objectives of the Study

This study aimed to accomplish the following objectives:

To assess the capacity of higher diploma students trained in schools to effectively guide their students in practicing educational values.

To examine the gender-based differences among trainee students in terms of their ability to guide their students in practicing educational values.

Limitations of the Study

The study was determined by the following:

The study was limited to Al Ain University and higher diploma students trained in schools in the Emirate of Abu Dhabi

Procedural Definitions

Higher Diploma Student Trainee

The student, having fulfilled his university requirements, is deployed to the educational field to refine his theoretical knowledge and gain practical experience with students in designated schools assigned by his department.

Values

Procedurally, values serve as the framework guiding an individual's actions and decisions, ultimately leading to a sense of comfort. In this context, the researcher delineates three primary values:

Religious values: About spiritual, religious, and metaphysical beliefs, and the pursuit of existential truths and the mysteries of the universe.

Theoretical (cognitive) values: Centered on a keen interest in knowledge acquisition, truth discovery, and the exploration of laws and facts.

Aesthetic values: Reflecting an appreciation for beauty, form, and harmony.

While numerous studies have addressed educational values, relatively few have specifically examined the guidance provided by student trainees to their students in practicing these values (Alam, 2023; Bowman, 2022). Consequently, the researchers opted to draw upon studies closely aligned with their investigation.

Previous studies have explored the concept of values across various domains. However, the current study stands out from prior research because of its specific focus on the higher diploma student as both a trainee and educator within school settings. Additionally, it distinguishes itself by utilizing the observation card as a scientific research tool to systematically identify, examine, and derive conclusions from responses.

METHODOLOGY AND PROCEDURES

Study Approach

The study employed the descriptive survey method, which involves describing a phenomenon by collecting, classifying, and analyzing data, and subsequently deriving meaningful insights. Observation served as a key tool in scientific research to understand the studied phenomenon and the variables influencing it.

The Study Sample

The study sample consisted of 25 trainee students who were selected by a simple random method and Table No. (1) shows the distribution of the sample members according to the gender variable.

Variable	Variable Level	The Number
Gender	Females	13
	Male	12
Total	25	

Study Tool

The researchers constructed the observation card following a clear delineation of its purpose and a comprehensive review of theoretical literature and previous studies concerning educational values. Seven observation categories were identified, including religious values, cognitive values, social values, and aesthetic values. Within each category, specific characteristics were selected. The observation process involved monitoring the phrases used by the trainee student to ensure the manifestation of these characteristics within the realm of educational values. The criteria for observation are the following:

(Notecard) Table No. (2)

Values The main one	Sub-values	Examples of sub-value	The number of times the trainee student practices for his students at school (Mark "Y" in the box)										Total	comments		
1/ Religious	Beliefs	Directing his students to the monotheism of God, urging his students to believe in God, sincerity of intention, charity, bismillah, and remembrance of God,...														
	Worships	Directing his students to perform prayers on time He directs his students not to be negligent in worship,...														
	Transactions	Islam's directives in dealing with others, the effect of good treatment on others,...														

2/ Cognitive	Science	The importance and status of science, the benefits of science and its contributions, appreciation of science and scientists,...																	
	Search for Knowledge	Encouraging research and discovery, encouraging them to question and be curious,...																	
	Use of knowledge	Positive use of knowledge, how to use it, the necessity of disseminating it,...																	
3/ Aesthetic	Aesthetic taste	The importance of all kinds of arts, appreciating fine arts, contemplation and contemplation, discovering goodness and beauty,...																	
	Aesthetic creativity	Highlighting the areas of aesthetic creativity, presenting some creative models, encouraging them,...																	

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Validity of the Study Tool

The researcher initially presented the study tool to a panel of experts specializing in relevant fields. Based on the feedback provided by these experts, the tool was modified accordingly.

Implementation of Study Tool

The researchers, with the assistance of four colleagues, implemented the observation tool within a diploma program. They attended sessions with trainee diploma students, observing their teaching methods and student guidance. Each trainee participated in four class sessions, spaced at regular intervals according to a predetermined schedule, with each session lasting 45 minutes. In total, 100 sessions were observed. Following the completion of these observations, the researcher and their colleagues reviewed and analyzed the recorded observations of each trainee's practice, ensuring the data was ready for further analysis.

Correcting the Card

Evaluation and Correction of the Observation Card:

The researcher included four rating categories for each statement on the observation card:

Practiced the Procedure to a Small Degree: The trainee student directed their students toward practicing values to a minimal extent within the classroom, and this was rated with a score of 1.

Practiced the Procedure to a Moderate Degree: The trainee student implemented the procedure once during the study session, earning a score of 2.

Practiced the Procedure to a High Degree: The trainee student implemented the procedure twice during the lesson, earning a score of 3.

Practiced the Procedure to a Very High Degree: The trainee student implemented the procedure three or more times during a single class session, earning a score of 4.

Then the researchers used the following equation: highest score - lowest score

That is, $4 - 1$ equals 3

Then $3/4$ equals 0.75

Accordingly, the following criterion was taken to judge the values:

From 1 - 1.74, He exercises guidance to a slight degree

From 1.75 – 2.49, he practices directing his students to a moderate degree

From 2.50 - 3.25, he practices guidance of his students to a high degree

From 3.26 - 4.00, he practices guiding his students to a very high degree

Statistical processing methods:

Arithmetic means and standard deviations were used, and the t-test was used.

RESULTS AND DISCUSSION

The first question: What is the level of ability of a higher diploma student trained in schools to direct his students towards practicing educational values?

To answer this question, arithmetic means and standard deviations were extracted for the educational values of the trainee student, and the values as a whole, and Table No. (3) shows this.

Table (3): Arithmetic means and standard deviations for the educational values practiced by the trainee student and for the values as a whole, ranked in descending order.

Domain Number	The Field	SMA	Standard Deviation	Mastery
1	Religious Values	1.73	58.	Low
2	Cognitive Values	1.71	57.	Low
7	Aesthetic	1.24	93.	Low
The Tool As a Whole		1.56	77.	Low

Table 3 indicates that the overall effectiveness of the tool, which assesses the trainee student's ability to guide their students in practicing religious values, is at a moderate level, with an average score of 1.58. This result may be attributed to the diligent efforts of the trainee students to instill educational values in their pupils, driven by the belief that these values are crucial for enhancing the learning process and fostering a secure educational environment. Furthermore, the trainee students' upbringing in a conservative society that strongly adheres to various values likely contributes to this outcome. Additionally, the university plays a significant role in shaping the trainee students' personalities and encouraging them to uphold and practice educational values.

The table further reveals that all fields scored low overall. Notably, religious values ranked first with a mean score of 1.73, while aesthetic values ranked last with a mean score of 1.24. The characteristics of each value are as follows:

The First Area: Religious Values

Arithmetic means and standard deviations were calculated for the level of the trainee's ability to guide his students to practice religious values, and Table (4) shows this:

Table (4): Arithmetic means and standard deviations for characteristics of religious values, arranged in descending order

The Field	Shortage of Values	SMA	Standard Deviation	Mastery
Religious Values	Beliefs	1.90	55.	Medium
	Worships	1.85	59.	Medium
	Transactions	1.45	62.	Low
The Total		1.73	58.	Low

Table 4 reveals that beliefs ranked first with an arithmetic average of 1.90. This prominence is due to the crucial role that beliefs play in shaping the learner's personality and aligning with the overall objectives of education, particularly the necessity of instilling a pure Islamic faith. Acts of worship follow, with an average of 1.85, reflecting the student teacher's awareness of the importance of this aspect, especially in the early stages of a child's life, in fulfilling the divine purpose of human creation. Transactions average 1.73, which can be attributed to the student's age and their tendency to remain within the family environment, with limited engagement in external activities.

The Second Area: Cognitive Values

Arithmetic means and standard deviations were calculated to enable the trained student to direct his students to practice cognitive values, and Table (5) shows this:

Table (5): Arithmetic means and standard deviations for the characteristics of cognitive values, arranged in descending order

the field	Value properties	SMA	standard deviation	Mastery
Cognitive	Search for Knowledge	1.87	69.	medium
	Use of knowledge	1.72	73.	Low
	Science	1.55	78.	Low
the total		1.71	59.	Low

Table 5 indicates that the characteristic "the search for knowledge" ranked first among cognitive values, with an average score of 1.87. This high ranking can be attributed to the curriculum's emphasis and the instructors' efforts to equip students at this stage with extensive knowledge and skills, fostering a love of science and the pursuit of knowledge. Following this, the characteristic "using knowledge" achieved a mean score of 1.72, and "knowledge and its importance" came next with a mean of 1.55. Overall, the average score across these cognitive values was 1.71, indicating a low level of mastery. This outcome may reflect the nature of the course and the preparation of teachers, who are committed to delivering substantial content. The emphasis on imparting significant knowledge and skills and instilling a passion for learning, especially at this early stage, is a likely contributing factor.

The Third Area: Aesthetic Values

Arithmetic means and standard deviations were calculated to enable the trained student to direct his students to practice aesthetic values, and Table (6) shows this:

Table (6): Arithmetic means and standard deviations for the characteristics of aesthetic values, arranged in descending order

Field	Value properties	SMA	Standard Deviation	Mastery
Aesthetic	Aesthetic taste	1.32	96.	Low
	Aesthetic creativity	1.16	99.	Low
Total		1.24	95.	Low

Table 6 shows that the value of "aesthetic taste" received the highest arithmetic average of 1.32, followed by "aesthetic creativity" with an average of 1.16. Overall, the field of aesthetic values ranked third and last, with a combined average of 1.24. This outcome may be attributed to the reliance on traditional methods in teaching art education to primary-grade students and the insufficient emphasis on developing their ability to appreciate and critique artistic work.

The second question: Does the ability of a high diploma student trained in schools to direct his students towards practicing educational values differ according to the gender variable? To answer this question, a t-test was used to determine the differences in empowerment ability among the trainee students according to the gender variable, and Table (7) shows this.

Gender	Arithmetic Mean	Standard Deviation	Degrees of Freedom	T Value	Significance Level
Females	1.79	71.	23	0.38	0.01

Males	1.35	88.			
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Table 7 indicates statistically significant differences in the ability of higher diploma students to guide their students in practicing educational values in Abu Dhabi schools, with a notable advantage for female students. This disparity may be attributed to the greater ability of female higher diploma students to effectively direct their students toward practicing educational values. Additionally, female students tend to demonstrate higher levels of discipline regarding attendance and commitment compared to their male counterparts.

RECOMMENDATIONS

In light of the study results, the researchers recommend the following:

Emphasize the training of practical education students at the university on specific procedures they can employ with their students in schools.

Conduct similar studies in other universities to determine the critical level of educational value implementation expected from trainee diploma students.

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