

UAE School Teachers' Educational Thought and Its Relation to Educational Performance Quality

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ABSTRACT

The study employs the correlative description method to develop two questionnaires: one on educational thought and another on educational quality. The sample of the study consisted of 450 teachers chosen through the relative stratified random sampling. It has been found that the teachers' practise of educational thought in UAE schools is considerable and without any statistically significant differences attributed to the sex variable. It has also been shown that the practise of educational performance quality is considerable and without any statistically significant differences attributed to the sex variable, too. In addition, there is correlation between the teachers' educational thought and the quality of their educational performance.

Keywords: educational thought, teacher, educational quality, UAE schools

INTRODUCTION

Educational thought is part of human thinking concerned with educational issues, systems, etc. It consists of a set of elements related to the educational (learning/teaching) process focused on the learner, teacher, curriculum, teaching methods, educational administration, educational places and schools (Nasser and Al-Zuboun, 2015). It arose within the development of the education-oriented human thinking all over human history due to its significance in the civilized construction of the nation and society. Educational thought reflects the society's progress in terms of economic, social, political and cultural conditions. It also exchanges impact with the society, as it enriches society with its circumstances and indications to positively or negatively modify the structure, tracks and attitudes of the society, which is affected as part and product of it – mainly called a dialectical correlation (Al-Abdullah, 2011). Educational thought refers to employing mind in education-related matters around the learning/teaching process. Thought is a basic source of knowledge, through which one can know what is required to learn. In other words, when we think deeply, we arrive at the fact we are looking for, and this applies to all the aspects of life (Ali, 1995). In every time and space, educational thought is considered a very significant subject in education, since it has proved – overtime – that education is the top civilized social project to build individuals. It qualifies them to use their minds to attain knowledge and science, so they would turn from biological beings to social personalities (Al-Khaza'la and al-Qawasma).

The significance of educational thought springs from the fact that it steers applied educational action, which cannot be achieved without an underlying theoretical framework. It highly demonstrates the difference between the educational practices based on a theoretical background and those which are not. The former follows a specific philosophy to accomplish an apparent objective, whereas the latter moves

aimlessly without clear targets or agreed-upon tools to attain such goals (Abdul-Maqsoud, 2002). Due to the importance of educational thought, both the developed and developing nations have sought to create educational systems which reflect educational thoughts in a bid to achieve the objectives required at the individual and collective levels. An educational system constitutes a set of components which have mutual relations making an entire whole of particular features and purposes. It assists a human to acquire culture and knowledge and maintain heritage. It is also the apparatus in charge of the organization and administration of the educational policy as well as the execution and development of this policy. Thus, the educational system enjoys a high status among social systems in terms of human development, society advancement, keeping up with progress and problem solution (Tabash, 2007). Furthermore, it generally addresses the heritage of educational thought scholars, such as Plato, Ibn Khaldoun and John Dewey. It encourages an individual to keep searching, appreciate wisdom, build independent and developed attitudes, explore agreements, disagreements and advancements between intellectual schools and discuss the roots of contemporary issues and crises. Among the matters addressed is to provide

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both the educational reality altogether with a set of diverse ideas and methods which fit the peculiarity of the society, secure balanced openness to world cultures, develop the mind and refine the educational personality through effect transfer. Whoever investigates the fruits of educational thought shall acquire deep meditation ways and train on the scientific method of thinking. Educational thought aims at coming up with a better understanding of human behaviour, the factors affecting human life and the teachers' systematized qualification to allow them to develop their talents, culture and expertise in light of human thought (Al-Kandari, 2012).

Educational thought is considered the guide for the whole educational process. It analyzes components and reality, regulates track and corrects conceptions, taking into consideration the societal actuality comprised of the society's creed, abilities, potential, competencies and future aspirations. It expresses the integrated interactive communal spirit striving to achieve major objectives, departing from the society's hopes and prospects, whose thought is based on exploration, trial and experience. As education is not an isolated process, educational thought attracts the interest of each member of the society. Thus, education becomes a daily task of thinking, criticism, analysis and modification of the track of harmonizing reality and ambition (Al-Ani, 2003).

Educational thought is based on the teacher, who is a pillar of the educational system. No matter aids, curriculum, extra information or comprehensive teaching plans are secured, the teacher's engagement with the student is indispensable. Therefore, it is necessary to pay due attention to programmes which qualify teachers continuously before and after their service, so that they hold a balanced, renaissance educational thought which combines tradition and modernity (Uthman, 2001).

Due to the role played by the teachers' educational thought in the educational performance quality, the present study addresses the relationship between the educational thought held by the primary school teachers at UAE's Abu Dhabi and their educational performance quality.

Problem and questions of the study

The study discusses the following problem:

The relationship between UAE school teachers' educational thought and their educational performance quality

The study is expected to answer the following questions:

1. To what extent do UAE school teachers practice educational thought?
2. Are there any statistically significant differences at $\alpha=0.05$ in terms of UAE school teachers' practice of educational thought related to the sex and academic qualification variables?

3. To what extent do UAE school teachers practice the educational performance quality?

Are there any statistically significant differences at $\alpha=0.05$ in terms of UAE school teachers' practice of the educational performance quality related to the sex and academic qualification variables?

4. Is there any correlation between the teachers' educational thought and their educational performance quality?

Significance of the study

- The significance of the study springs from the following:
- The Ministry of Education may employ the findings to improve the school teachers' educational thought and, thus, their educational performance quality. It may also provide academic decision makers with deeper understanding of developments and quality educational initiatives, especially when introducing changes to curriculums or initially countering problems.
- Teachers may be trained to hold positive values which tangibly affect the student's personality in all its psychological, cultural and mental aspects. They may also be trained on the optimal use of technology in developing the educational system and achieving the required objectives.
- Thought may be enriched through the scholars' effort in educational studies focused on the educators' educational thought, employing up-to-date technology and self-protection procedures.

Procedural definitions

Educational thought: a division of educational thought based on common, distinctive features, so that whoever acquires such features would have a specific type of educational thought

Quality: development of the abilities, knowledge and skills of the educational process outcomes as well as performing the job with perfection as is required and acceptable

LIMITATIONS OF THE STUDY

The study is limited to the following:

- **Humans:** It is restricted to primary teachers at UAE's Abu Dhabi primary schools.
- **Topics:** It is restricted to investigating the educational thought expressed in the questionnaire statements as well as UAE's Abu Dhabi primary school teachers' educational performance.
- **Space:** It is restricted to the application to a sample of UAE's Abu Dhabi primary school teachers.
- **Time:** It is restricted to the application time in the second semester of the academic year 2021-2022.

LITERATURE REVIEW

The following refers to the previous studies on educational thought as well as quality of education, classified into Arabic and international and ordered from the oldest to the latest.

Arabic Studies

Al-Shareef (2012) explored the general features of educational thought, which required achieving the following objectives: finding out the main factors influencing educational thought in the second Hijri (lunar) century; identifying the tracks or tendencies of the educational thought in the second Hijri (lunar) century through its intellectual schools; and determining the educational objectives and fundamentals in the second Hijri (lunar) century. The study found that the knowledge about Muslim scholars, their thought and the progress of their age had a special impact in encouraging Muslims to appreciate and model those people. It also showed the importance of focusing on the Islamic basics in composing educational systems.

Al-Jamal (2014) investigated the effective teacher's competencies in the Islamic Educational thought. First, it looked into the level of the effective teacher's competencies according to the Islamic educational thought in secondary school teachers in the Gaza Sector governorates from their principals' perspectives. Then, a formula was set to enhance these competencies. Firstly, the deductive method was used to identify the effective teacher's main competencies according to some Muslim scholars. Secondly, the descriptive method was employed to explore the actual level in those teachers. Thirdly, the constructive method was utilized to set the above formula. The sample consisted of 114 male and female principals of secondary schools out of the 145-principal population of the study. In order to accomplish the objectives of the study, a 59-statement questionnaire was prepared of 4 aspects. The validity and reliability of the questionnaire were checked by applying it to a pilot sample of 30 principals. The study found that the effective teacher's competencies according to the Islamic educational thought is highly available in secondary school teachers.

Al-Oda (2015) attempted to identify the features of a role model teacher according to educational thought. It investigated the female primary teachers' actual practice of role model education in Al-Qasseem educational directory in light of educational thought from their principals' viewpoints, using the survey description method. It was shown that those teachers practiced a high level of role model education according to their headmistresses.

Hammad (2009) explored the thought standards in choosing a teacher as an introduction to quality assurance according to educational supervisors and principals. It evaluated the current techniques followed in choosing

teachers for educational institutions in the Palestinian Authority areas. It also looked into awareness of the nature and philosophy of choosing a teacher according to Islamic thought as an introduction to reflect quality assurance on the future teacher's experience, tendencies and skills as well as set a future vision for how to choose a teacher as a preliminary step to quality assurance in the Palestinian Authority areas. The population of the study consisted of all the 506 principals and educational supervisors in the Gaza Governorate in the academic year 2007-2008. On the other hand, the sample of the study included 215 principals and educational supervisors. The research recommended the following: creating a hierarchy for the teachers' ranks; setting standards and conditions for the teachers' promotion from one rank to another; placing teachers in positions of direct responsibility for their own career development; localizing educational supervision at schools; and training teachers as well as allowing them to take part in setting study plans and curriculums.

Al-Dossari (2009) aimed to identify the standards for teachers' educational performance quality in light of the Islamic educational thought. To this end, the analytical-deductive method was used to trace these standards in the Noble Quran, Prophet Mohammad's Sunnah and his companions' sayings. They were analyzed and classified into 9 standards with each containing several indicators. A number of conclusions and recommendations were made.

Al-Ameer and Al-Awamla (2011) explored the level of applying QA standards in Jordanian schools from the perspective of educational supervisors. The sample consisted of 200 supervisors – 139 males and 61 females – selected through the random-cluster method from different Jordanian education directorates. The adopted questionnaire included 8 dimensions: students' affairs, learning and teaching, curriculum, human resources, leadership and planning, local community, material resources and educational performance. It was shown that there was no statistically significant differences at $0.05 = \alpha$ in the application of QA standards in relation to the study variables, namely: sex, experience and academic qualification.

Al-Marazeeq (2015) attempted to identify to what extent the principals of government secondary schools in the Jerash Governorate are effective in applying QA standards and how it is related to the teachers' performance from their own perspective. A questionnaire was set with two lists about the standards required for quality and career performance. The former included 45 statements for 5 standards and the latter 21 statements for 3 standards. The sample of the study included 304 teachers chosen at random from government secondary schools in Jerash. To answer the questions of the study, the following tools were employed: Pearson correlation coefficients, arithmetic means, standard deviations, frequency and percentages to check the efficiency of those

schools' principals in implementing QA standards and the connection to the teachers' educational performance from their own viewpoint. It was found that the implementation was average according to the questionnaire topics, namely: educators' participation, training, education, beneficiaries' satisfaction, communications systems, quality and continuous improvement. On the other hand, it was shown that there was a positive, direct relation between the implementation of quality standards and the teachers' career performance in those schools. Accordingly, the study recommended granting principals further powers and material and moral potentials so they can attain maximum levels of education quality. A number of studies were also recommended in this field.

Ahmed (2015) discussed the total quality standards required in teaching the Art Education Section in the Faculty of Specific Education at Assiut University. It intended to prepare a note-taking card to assess the teaching performance at that section as well as set a training programme to improve the teaching performance by the prospective teachers at that section. It also measured the effectiveness of that programme in improving both their teaching performance and attitude to the teaching profession. The sample consisted of 30 fourth-year students selected at random in the second semester of the academic year 2013-2014. It was found that those students' teaching performance dropped during field training in the pre-application. It was attributed to the following: lack of sufficient interest in the teaching planning; lack of interest by students in the art education class in schools as unimportant; and lack of interest in diversifying teaching methods or aids. However, the post-application showed improvement in the students' teaching performance. That was attributed to the following: clarity of the objectives at the beginning of training programme; the students' identification of their training needs by themselves; diversity of the programme topics, including developments in teaching methods, computer and assessment; their engagement in several activities, such as workshops, discussions, training models, collective action, use of teaching aids like computer and Powerpoint presentations; and support of positive attitudes to the teaching profession by means of special meetings, workshops and lectures. The study recommended the following: spreading the culture of quality among prospective teachers; raising their awareness about refining their teaching skills; holding training courses and workshops to improve the faculty members' competencies; using art guidance of the note-taking cards to assess those prospective teachers' teaching performance in light of the total quality standards.

Arheem and Shahwani (2016) aimed to identify the necessary conditions and requirements for a good teacher, the advanced techniques to qualify one and models to build a teacher in developed societies as well as make suggestions to develop mechanisms for building teachers. The analytical-

descriptive method was used. It was found that to attain the objective of qualifying a good teacher, two basics need to be secured: restoring the teacher's self-confidence as a message holder rather than an employee, and restoring the society's trust in the teacher as a social pioneer, a high social value and a role model.

Khalil (2017) investigated the reality of the teaching career, justifications to enhance the teachers' career development in these times, the objectives of this type of development in the modern educational thought, among other issues. The descriptive method was used.

International studies:

Davis (1994) surveyed the United States teachers' opinions on the use of quality at schools, using the descriptive method. A survey questionnaire was distributed to 38 teachers in the State of Illinois. It was shown that the features of quality schools applied to their schools and that such schools had leadership, clear vision and straightforward expectations for the administration, staff, students and parents. They were found to need further time for teaching and learning, continuous follow-up on the learning content, support for life-long learning and establishment of cooperation and participation with parents and the local community. It was recommended that the total quality principles be translated into educational practices to improve the quality of education in the US.

Evangelist (1995) attempted to identify the impact of the quality movement at public schools in improving curriculums and learning methods through total quality in the US, working on a sample of 27 schools. It was found that there were different levels of achievement of the total quality management. It was attributed to a number of factors, such as the acceptance of the change level; the extent of comprehending the dimensions of total quality; ability to implement Deming's standards; administration's support; students' engagement in programme design and training on self-assessment; and the available resources necessary for application.

Comment on the literature review

It is noticed that the above studies mainly shed light on the teachers' educational thought and educational performance quality as well as teacher qualification in educational thought. It was indicated that choosing teachers was based on their behavior and performance, taking into consideration their roles. The standards, methods and a vision to choose future teachers were set. It was recommended to place teachers in positions of direct responsibility of their own career development; localize education supervision at schools; and train teachers and engage them in developing study plans and curriculums. The present study discusses the primary stage teachers' educational thought and how it relates to the quality of their educational performance.

Procedures of the study:

Methodology of the study:

As it is appropriate for the above objectives, the descriptive correlational method was employed in this study.

Population of the study

The population of the study consists of all the primary stage teachers in Abu Dhabi in the academic year 2021-2022.

Sample of the study

The sample of the study includes 450 male and female teachers chosen through the relative random method according to the objectives of the study (Table 1).

Tool of the study

Upon the exploration of the above literature review, a tool was developed of 2 questionnaires, one on educational thought, in general, and the other on the quality of the teachers' educational thought. Each one contained 20 statements.

Validity of the questionnaire

The tool was sent in its initial shape to a number of specialists to check the content validity. They were requested to identify the suitability and comprehensiveness of the statements to measure their aspect; the relevance of the statements to the aspects; the statements' clarity; and language correctness, as well as suggest modifications or specific statements and omit any irrelevant ones.

Reliability of the tool

To check the reliability of the tool, Cronbach alpha Coefficient was used in testing the statements' internal consistency, as is shown in Table 2.

Table 1: Distribution of the sample individuals according to the demographic variable

Variable	Type	No.	%
Sex	Male	221	49.0
	Female	229	51.0
Total		450	100

Table 2: Cronbach alpha coefficients to test the aspects of the study

Aspect	No. of statements	Cronbach alpha Coefficient
Educational thought	20	0.87
educational performance quality	20	0.90
Aspect	No. of statements	Cronbach alpha Coefficient
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Educational performance quality	20	0.90

Correction of the tool

To correct the tool, the respondents' answers were calculated as follows:

For agreement with each statement, a graded degree was given according to Likert Scale (very high, high, medium, low, very low). The top level was given 5 degrees and the lowest 1 degree, and they were graded in descending order: 5, 4, 3, 2, 1.

To identify the degree of practice and commitment, the difference between the binomials was divided into 5 levels as follows: maximum alternative (5) – minimum alternative (1) = 4.

$4 \div 5 \text{ levels} = 0.8$. As the minimum is 1 degree, 0.8 was added to each degree according to each statements, making the statement weighs as follows:

- 1-1.8 very low
- 1.81-2.6 low
- 2.61-3.4 medium
- 3.41-4.2 high
- 4.21-5 very high

DISCUSSION OF THE RESULTS

This section discusses the results of the study reviewed according to the questions.

Question One was concerned with the extent to which UAE school teachers practice educational thought.

To answer this questions, the arithmetic means and standard deviations for the educational thought aspect for the primary stage teachers from their own perspective were calculated.

The table 3 shows that the level of practice by the UAE teachers was High with an arithmetic mean of 3.82.

It may be attributed to the teachers' deep religious culture, as well as the knowledge they acquired from their families, communities and universities. The examples they cited consolidated positive educational values in the students' hearts and souls.

Question Two was concerned whether there any statistically significant differences at $\alpha=0.05$ in terms of UAE school teachers' practice of educational thought related to the sex and academic qualification variables.

To answer this question, the arithmetic means and standard deviations for all the statements were calculated, and a T-test was conducted as follows:

1. Sex

The arithmetic means and standard deviations for all the statements were calculated, and a T-test was conducted to spot statistically significant differences at $\alpha=0.05$ in the educational thought held by primary stage teachers at Abu Dhabi schools in relation to the sex variable.

Table 3: Arithmetic means and standard deviations for the educational thought aspect statements

No.	Statement	Arithmetic mean	Standard deviation	Level
1	I consolidate my explanation with examples from the Noble Quran and Prophet Mohammad's Sunnah.	4.11	0.64	High
2	I pay attention to the individual differences between the learners.	4.04	1.13	High
3	I move step by step with my students from the easy to the difficult.	3.99	0.90	High
4	I link my knowledge with the local environment.	3.95	0.89	High
5	I help in serving others.	3.90	0.68	High
6	I use diverse teaching methods.	3.89	0.76	High
7	I link between theory and practice in my teaching.	3.87	0.99	High
8	I maintain a balance between the material and the level of my students.	3.85	0.91	High
9	I adopt discussion with my students.	3.83	0.90	High
10	I encourage my students to like knowledge for its own sake.	3.81	0.91	High
11	I develop myself through different sources of knowledge according to its availability in time.	3.79	0.97	High
12	I adopt gradual comprehensive education for my students.	3.79	1.03	High
13	I encourage my students to learn other languages.	3.77	1.00	High
14	I refuse harshness in education.	3.75	0.82	High
15	I encourage my students to obtain knowledge.	3.72	0.96	High
16	I urge my students to apply what they have learned.	3.69	0.98	High
17	I make the learning task easy for my students.	3.67	0.92	High
18	I pave the way before I deliver information to my students.	3.67	0.96	High
19	I focus on collective teaching methods.	3.65	0.96	High
20	I am keen on the educational system proficiency.	3.63	0.96	High
		3.82	0.76	High

The table 4 shows that there are no statistically significant differences in the level of the educational thought practice related to the sex variable. This may be attributed to the training they received in practicing educational thought in the educational process irrespective of the teacher's sex.

Question Three was concerned with the extent to which UAE school teachers practice the educational performance quality.

To answer this question, the arithmetic means and standard deviations for all the tool statements from the teachers' perspective were calculated, as is shown in Table 5.

Table 4: Arithmetic means, standard deviations and T-test results to spot the differences in the level of the teachers' educational thought practice related to the sex variable

Aspect	Sex	No.	Arithmetic mean	Standard deviation	T value	Statistical significance
Educational thought	Male	221	3.81	0.78	2.150	0.331
	female	229	3.84	0.73		

Table 5: Arithmetic means and standard deviations for the educational performance quality aspect statements in descending order

1	I always look for what is new to cope with knowledge development.	4.00	0.70	High
2	I link knowledge with good action so that my acts would be meaningful.	3.88	0.73	High
3	I deal with mistakes as positive opportunities for development.	3.86	0.77	High
4	At school, I perfect the skills necessary for my job.	3.84	0.77	High
5	I am objective.	3.82	0.96	High
6	I am keen on benefiting from my colleagues to develop my career skills.	3.81	0.79	High
7	I diagnose my students' strengths and weaknesses.	3.80	1.04	High
8	I link new with old information.	3.78	0.94	High
9	I deliver information to my students highly effectively.	3.78	1.29	High
10	I accomplish my tasks highly effectively.	3.77	1.21	High
11	I exchange experiences with my colleagues at work.	3.75	1.02	High
12	I seek to achieve the top possible level of quality in my teaching.	3.73	1.37	High

No.	Statement	Arithmetic mean	Standard deviation	Quality level
13	I benefit from feedback in my career.	3.71	1.28	High
14	I determine how exactly I can achieve what I want.	3.70	1.01	High
15	I am keen on boosting my students' knowledge achievement.	3.69	1.06	High
16	I employ technology to obtain true knowledge.	3.67	1.10	High
17	I assess myself according to performance standards.	3.65	1.09	High
18	I encourage my students to solve problems.	3.64	0.95	High
19	I encourage my students to use conclusion.	3.62	0.97	High
20	In encourage my students to discover.	3.62	0.98	High
Total		3.76	0.88	High

The table 5 shows that the level of educational performance practice by UAE school teachers was High, with an arithmetic mean of 3.76.

This may be attributed to the fact that a teacher owns one educational thought and adopts one educational philosophy, which affects the methods he/she follows in the classroom according to that thought. Thus, it is better to have diversified thought programmes in a bid to enhance the quality of the teachers' school performance.

Question Four is concerned whether there are any statistically significant differences at $\alpha=0.05$ in terms of UAE school teachers' practice of the educational performance quality related to the sex and academic qualification variables.

To answer this question, the arithmetic means and standard deviations were calculated, and a T-test was conducted to analyze the independent samples as follows:

- Sex variable

The arithmetic means and standard deviations were calculated to spot the statistically significant differences at $\alpha=0.05$ for the level of the teachers' performance quality at UAE schools according to the sex variable (Table 6).

The results show no statistically significant differences at $\alpha=0.05$ for the teachers' educational performance quality according to the sex variable. This may be attributed to the Ministry's focus on refining the teachers' skills related to the educational performance quality while on the job.

Question Five was concerned whether there is any correlation between the teachers' educational thought and their educational performance quality.

Table 6: Arithmetic means, standard deviations and T-test results for the differences in the performance quality aspect for the primary stage teachers in Abu Dhabi related to the sex variable

Variable	Type	No.	Arithmetic mean	Standard deviation	T-test value	Statistical significance
Sex	Male	221	3.73	0.81	312	0.567
	Female	229	3.80	0.78		

Table 7: Correlation coefficients between teachers' educational thought and their educational performance quality

		Educational thought	Statistical significance
Education performance quality	Pearson correlation coefficient	.365**	.000

To answer this question, the Pearson correlation coefficient was calculated between the educational thought held by primary stage teachers at Abu Dhabi schools and its relation to their educational performance quality.

The table 7 shows a positive statistically significant relation between the educational thought held by teachers at Abu Dhabi schools and their educational performance quality. This may be attributed to the teachers' mastering of educational thought and the educational performance quality through continuous career development, which led to a correlation between the two.

RECOMMENDATIONS

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

- Focusing on the enhancement of the teachers' educational thought by means of its inclusion in curriculums and relevant training courses
- Training teachers systematically on modern teaching methods and strategies, through which they can assist students to acquire the skills and conceptions needed in their daily lives, and linking them to educational thought.

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