Evaluation of the Professional Diploma in Teaching Program by Students in Universities. A Case Study of UAE

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Abstract: The researcher assessed the professional diploma in the teaching program at one of the institutions in the United Arab Emirates from the students' perspectives in this study. To reach the desired results, the researcher utilized the descriptive-analytical approach. The data was gathered using a questionnaire with 39 items divided into four sections: program objectives, program contents, program outputs, and the teaching and learning process. The questionnaire was distributed to 271 male and female students in the 2018/2019 academic year program. According to research findings, students rated the curriculum highly in all areas. There have been no significant disparities between the four components' assessments. Gender, specialization, years of experience, and educational level are unaffected. The outcomes of this study will add to the body of information, allowing for a better understanding of the features and behaviors of diplomas in teaching program execution in various nations.

1. Introduction

Educators believe that the teacher is the essential component of the teaching process and is responsible for attaining its goals. Teacher growth is a protracted process that begins with basic training and continues until the teacher retires from the profession. Because teaching is considered a public profession to improve student learning, the teacher is put in the limelight of society's expectations [1]. This aim may be met if instructors are given the freedom to use, modify, and apply their art and skill. As a result, the teacher's academic, professional, and cultural preparation has become increasingly important. Universities are eager to provide educational experiences that enable instructors to keep up with the newest technology innovations, have access to any educational upgrades, and meet the community's changing demands [2].

In addition, with the advancements in information, culture, and education, there are more and more requests to expand efforts to promote teacher training programs. Teachers in the twenty-first century have a broad and deep knowledge base, keep up to speed on research results, and have good professional and academic qualifications [3]. Teachers serve a critical role in the educational process and training future generations. Hence colleges must offer teacher preparation programs. These programs aim to prepare teachers to be professional educators who adhere to world-class standards. Because Abu Dhabi University has assumed the lead in this sector, it has become essential to evaluate this program due to the growing number of students enrolled in the professional diploma in teaching program. The enrolled students should analyze and identify the program's quality since their comments are crucial to developing its strengths and faults [4].

Furthermore, several research studies focused on addressing teacher preparation programs' quality criteria after analyzing prior studies relevant to the current one [5]. Some studies [6, 7], focused on evaluating teacher training programs from the perspective of graduates. Moreover, other studies looked at the program from the perspective of program employees, such as administrative staff and supervisors [8]. Earlier research focused on different aspects of evaluation, resulting in discrepancies in the amount of satisfaction measured by the assessments—educational programs due to socioeconomic disparities in the subjects of study and variances in the study instrument utilized. As a result, the current study is a continuation of earlier studies. It represents an understanding of the necessity of assessing educational programs to achieve development and improve program results. This research and the preceding ones have one thing in common: they both attempt to evaluate the professional diploma in teaching at Abu Dhabi University from the perspective of program-enrolled students across numerous aspects and factors [9].

The purpose of this study is to evaluate Abu Dhabi University's professional diploma program in teaching based on student perceptions. The results of the study's evaluation of the professional diploma program may aid Abu Dhabi University in

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making informed judgments about whether to maintain the program in its current form or make specific changes. It also gives faculty members detailed information regarding the program's teaching and learning process and student feedback that should be taken into account. The findings are expected to assist other recipients, such as the Ministry of Education and private school administrations, in determining how much the program improves instructors' knowledge and abilities to enhance students' performance. The questions addressed in the present study are as follows;

1. According to the students, what is the level of evaluation of the professional diploma program in teaching at Abu Dhabi University?

2. Are there statistically significant differences in the level of evaluation of the professional diploma program in teaching at Abu Dhabi University according to the students in different fields (objectives, content, outputs, learning, and education)?

3. Are there statistically significant differences in the level of evaluation of the professional diploma program in teaching at Abu Dhabi University according to the students based on gender, specialization, experience, and educational stage?

AlMalki [10] carried out the study to assess the general diploma program in education at King Abdulaziz University's College of Education from students' perspectives. A total of 82 students were included in the study. The study's findings revealed a modest level of quality. The teacher's portion received the best rating, while facilities and equipment received the lowest. Except for the program management section, there were no statistically significant variations in the replies ascribed to any of the factors of expertise or job title. As perceived by students, AlLogmani [11] investigated the extent to which complete quality requirements were met in the general diploma program in education at Islamic University in Madinah. The findings indicated that the whole quality requirements were met to a modest degree by the sample of 233 students. There have been no statistically significant changes when the nature of the job was considered. Nevertheless, such disparities might be ascribed to the type of school, the university's subject of study, and the time among graduate and university.

From the perspective of graduates, Al Dhaher and Al Basoumi [7] examined the effectiveness of Princess Tharwat College's postgraduate diploma in learning challenges. A total of 100 teachers who had completed the program and were actively working in the field were included in the study. According to the study results, the postgraduate diploma in learning challenges obtained good marks in all five areas: fundamental knowledge concepts, evaluation techniques, teaching planning, teaching tactics, and communication skills. Professional and ethical behaviors, as well as instructional technologies, were both moderately evaluated in the program. Before and after enrolment in the postgraduate diploma program, there were no statistically significant changes in the instructors' degrees of appraisal attributable to factors of gender, specialty, and years of experience [12].

Again, from the perspective of graduates in the Marmara Region of Turkey, Aypay [13] reviewed the program for training teachers for their careers. A total of 228 instructors were included in the study's sample who completed a questionnaire. Teachers' responses to the five parts of program design, different learning patterns support, productive classroom configuration, teaching, and learning evaluation, and professional development were compared based on gender, years of experience, school location, educational stage, classroom, and school size, socioeconomic status of the school, and teacher qualification. The results attributable to years of experience, classroom size, and the school's socioeconomic status all exhibited statistical significance at the level of 0.05. However, the replies attributable to school location, school size, teacher certification degree, or educational level do not show any statistically significant differences.

Moreover, 188 educational diploma students were given a questionnaire with 30 paragraphs divided into four parts. The data revealed an increase in academic diploma program educational competency accomplishment. Furthermore, there were no statistically significant variations in the amount to which educational skills were attained when the factors of the institution and the academic department were considered. The research advised that educational diploma program designs be revised in order to obtain the competencies, requisite skills, and knowledge that the knowledge-based economy requires [14]. At Kuwait University's College of Education, Eid [15] reviewed the educational curriculum for kindergarten instructors. The sample included four faculty members, three administrative staff members, ten program students, and 30 kindergarten principals and technical supervisors. Document analysis, interviews, observation, and a questionnaire were employed for data collection. The findings revealed that the program did not satisfy international kindergarten standards; as a result, the research advised that the program be revised and improved to meet international kindergarten requirements.

Celania [16] investigated the views of level 2 instructors at the University of Iowa, USA, on eight teaching characteristics that are part of a teacher development program that is improving. It also sought to gather data on a practical, research-based approach for improving teacher performance and understanding the responsibilities of administrative supervisors

in the lesson design program. Based on level 2 teachers at the University of Iowa, the study findings revealed that the teaching criteria were research-based and beneficial to the teaching profession. Because there were more possibilities for reaching a common objective, the teacher preparation enhancement program improved connections with trainers, administrative employees, and educational supervisors. Clear policies, enough resources, competent institutions, enthusiasm for work, and good economic, political, and social situations were all factors in the program's success.

Tomas and Lodman [17] researched to assess the strengths and drawbacks of the teacher training program at Carnegie University for instructors with BA and MA degrees. The survey outcomes indicated that all of the graduates received positive feedback. No statistically significant changes were linked to the degree level (bachelor's or master's). In the program evaluation, there were statistically significant variations due to gender. Female participants gave the program a higher rating. Trice [18] performed research at the University of Oxford to assess postgraduate programs. According to the findings, 72 percent of the 928 students were satisfied with the quality of their academic experience. According to the results, 90% of respondents were happy with faculty members' competency, while 57 percent of students gave the teaching quality a positive rating. Similarly, 81 percent of students said that communicating with faculty members was simple, and 66 percent said that faculty members assist them and give them helpful feedback.

2. Methodology

Study Design

The current study used a quantitative research approach to assess the effect of Abu Dhabi University's Professional Diploma in Teaching Program from the students' perspective.

Study Sample

The respondents in this study were 34 professional diplomas in teaching students at Abu Dhabi University during the 2017/2018 academic year. The questionnaire was given to all of the students. 271 students responded to the survey, which the researcher completed. The distribution of the study sample persons according to the factors is shown in Table 1. Table 1 shows that the maximum percentage for the gender variable was 86.3 percent for females, while the lowest percentage was 13.7 percent for males. For the specialty variable, the maximum percentage (64.9%) was achieved by (Arts and Humanities), while Science achieved the lowest percentage (35.1%). When years of teaching experience were included as a variable, the maximum percentage was 33.9 percent for 5 - 10 years, while the lowest was 15.1 percent for more than 15 years. The ultimate proportion for stage variable was 38 percent for Grades 6–9, while the lowest number was 25.1 percent for Grades 10–12.

Table 1: Demographic Profile of the respondents

Variable	Categories	Frequency	Percentage
Gender	Male	37	13.7
	Female	234	86.3
	Total	271	100.0
Specialization	Arts and Humanities	176	64.9
	Science	95	35.1
	Total	271	100.0
Years of teaching experience	less than 5 years	91	33.6
	5 - 10 years	92	33.9
	11 – 15 years	47	17.3
	more than 15 years	41	15.1
	Total	271	100.0
Stage	KG1 – Grade 5	100	36.9
	Grade 6 – Grade 9	103	38.0
	Grade 10 – Grade 12	68	25.1
	Total	271	100.0

Study Tool

The researcher based the study instrument on previous research that addressed similar challenges [19]. This study's instrument consisted of 39 paragraphs divided into four sections.

- The program objectives – 7 paragraphs

- The program content – 9 paragraphs

- The program outcomes – 10 paragraphs
- The teaching and learning – 13 paragraphs.

Reliability Analysis

To establish the dependability of the research instrument, it was used on an exploratory sample of 40 Abu Dhabi University students picked from outside the initial sample twice a week with a time lag (Test R. test). The Pearson correlation coefficient was determined between the two apps (Test R. test). It was used on the initial sample to guarantee the tool's dependability (Table 2). Table 2 shows that the most excellent Cronbach alpha value for "Program Outcomes" was (0.96), while the lowest alpha value for "Program Content" was (0.92). The overall alpha values of "Total instrument" reached (0.97), suggesting that dependability was achieved. "Program Outcomes" had the most significant reliability Test R. test value (0.95), while "Teaching and Learning" had the lowest alpha value (0.91). Nevertheless, the overall reliability Test R. test of the "Total instrument" was (0.96), indicating that the reliability Test R. test was passed.

Table 2: Reliability Statistics

No	Domain	Cronbach Alpha	reliability Test R. test	Item No
1	Program Objectives	0.93	0.92	7
2	Program Content	0.92	0.90	9
3	Program Outcomes	0.96	0.95	10
4	Teaching and Learning	0.93	0.91	13
	Total instrument	0.97	.096	55

Scale correction

The researcher employed a Likert scale to assess the views of the members of the study sample, which were provided as strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (2) in the final resolution (1). The arithmetic averages were calculated using the following classification:

- Less than 2.5 is low
- From 2.5-3.5 is medium
- More than 3.5 is high

3. Results

Based on the means and standard deviation for each domain and each item, the degree of appraisal of the professional diploma program in teaching at Abu Dhabi University according to the students was explored (Table 3). Table 3 shows that the greatest mean (4.06) out of (5) was achieved by high agreement degree for a domain (4) "Teaching and Learning," followed by the domain (3) "Program Outcomes" (mean 3.88) and domain (1) "Program Objectives" (mean 3.79) by high agreement degree. By a high degree of agreement, domain (2) "Program Content" had the lowest mean (3.77). The grand mean for "assessment of the professional diploma program in teaching" was achieved (3.90).

Table 3: Means and standard deviation for each domain and grand mean of "evaluation of the professional diploma program in teaching" (n= 271)

No	Domain	Mean	Standard. Deviation	Rank	Agreement Degree
1	Program Objectives	3.79	0.82	3	High
2	Program Content	3.77	0.76	4	High
3	Program Outcomes	3.88	0.85	2	High
4	Teaching and Learning	4.06	0.69	1	High
	total Mean	3.90	0.69	-	High

The means and standard deviations for "Program Objectives" are shown in Table 4. The highest mean (3.94) out of (5) for item (1) "Program objectives fulfill teachers' educational requirements" was achieved by a high degree of agreement. Likewise, the highest means attained (3.92) by high agreement degree for item (3) "The program has clear objectives that it is planned to achieve," then for item (2) "Program objectives are suited for the newest advances of the educational process" (means 3.86) by high agreement degree. By medium agreement degree, the lowest mean was (3.42) for item (7) "Program objectives are part of the motivations for my enrolment in the program." Due to a high degree of agreement, the grand mean "Program Objectives" was (3.79).

Table 4: Means and standard deviation for items and grand mean "Program Objectives."

No	Items	Mean	Standard. Deviation	Rank	Agreement Degree
1	Program objectives meet teachers' educational needs	3.94	0.89	1	Medium
2	Program objectives are suitable for the latest developments of the educational process	3.86	0.95	3	Medium
3	The program has clear objectives that it is designed to achieve	3.92	0.91	2	Medium
4	Program objectives are different from those of the school where I work	3.70	0.99	6	Low
5	Program objectives are strongly linked to the practical side of teaching	3.85	0.99	4	Medium
6	Program objectives can be measured and evaluated	3.81	0.96	5	Medium
7	Program objectives are part of the incentives for my enrollment in the Program	3.42	1.19	7	Medium
Grand mean		3.79	0.82	-	Medium

Table 5 shows the means and standard deviations for the "Program Content" item, as well as the grand mean of all of them. The highest mean for item (1) "The courses in the program suit teachers' educational needs" was (3.85) out of (5), indicating a high level of agreement. Furthermore, the greatest mean (3.82) was achieved by a high agreement degree for item (7) "The sources of information connected to the contents of the courses are distinguished by diversity." The high agreement degree obtained a mean of 3.81 for item (3) "The many curriculum courses handle modern educational challenges." By high agreement degree, the lowest mean was (3.71) for item (8) "The program study plan is acceptable for the period assigned to it." Due to a high degree of agreement, the grand mean "Program Content" was (3.77).

Table 5: Means and standard deviation for items and grand mean "Program Content."

No	Items	Mean	Standard. Deviation	Rank	Agreement Degree
1	The courses of the program meet teachers' educational needs	3.85	0.95	1	High
2	Educational competencies of the program are adequate to develop teachers' abilities and skills	3.74	0.95	8	High
3	The various courses of the program address contemporary educational issues	3.81	0.97	3	High
4	The program content is characterized by intellectual enrichment and accuracy	3.75	0.94	6	High
5	The textbooks of the study plan are interlaced	3.75	0.97	6	High
6	The contents of the courses can achieve the program objectives	3.76	0.91	5	High
7	The sources of information related to the contents of the courses are characterized by diversity	3.82	0.90	2	High
8	The program study plan is suitable for the time allocated to it	3.71	1.01	9	High
9	The content of textbooks has updated and accurate information	3.78	1.04	4	High
Grand mean		3.77	0.76	-	High

Table 6 shows that the highest mean for item (1) "The program provides me with numerous experiences and abilities necessary for my profession" was (4.04) out of (5) due to a high degree of agreement. The greatest means (3.92) was achieved by a high agreement degree for item (2) "The program improves instructors' self-confidence and job satisfaction" and item (7) "The program offers me with current teaching methods and tactics." By high agreement degree, the lowest mean was (3.68) for item (4) "The program, as a professional qualification one, ties theory to practise." Due to a high degree of agreement, the grand mean "Program Outcomes" was (3.88).

Table 6: Means and standard deviation for items and grand mean "Program Outcomes."

No	Items	Mean	Standard. Deviation	Rank	Agreement Degree
1	The program provides me with various experiences and skills useful for my career	4.04	0.89	1	High

No	Items	Mean	Standard. Deviation	Rank	Agreement Degree
2	The program enhances teachers' self-confidence and job satisfaction	3.92	0.96	2	High
3	The program considers the teacher to steer and organize the educational process rather than practicing spoon-feeding.	3.91	0.98	4	High
4	The program, as a career qualification one, links theory to practice.	3.68	1.05	10	High
5	The program provides me with modern classroom management skills.	3.90	0.96	5	High
6	The program helps teachers identify their strengths to promote and weaknesses to avoid.	3.84	0.96	9	High
7	The program provides me with modern teaching methods and strategies	3.92	1.02	2	High
8	The program helps me use evaluation methods that are more effective to measure students' achievement.	3.85	1.03	7	High
9	The program provides me with the skills of dealing with different categories of special education students.	3.85	1.02	7	High
10	The program provides me with modern educational, technological applications.	3.88	1.01	6	High
	Grand mean	3.88	0.85	-	High

Table 7 shows that the highest mean for the item (3), "There is compliance with lecture start and end timings," was (4.36) out of (5) due to a high degree of agreement. The highest means were (4.32) by high agreement degree for item (2) "Student attendance is monitored regularly," and (4.26) by high agreement degree for item (8) "Teaching materials are uploaded to the Blackboard promptly." By a high degree of agreement, the lowest mean was (3.68) for an item (6), "Faculty members take into account age disparities between pupils." Due to a high degree of agreement, the grand mean for "Teaching and Learning" was (4.06).

Table 7: Means and standard deviation for items and grand mean "Teaching and Learning

No	Items	Mean	Standard. Deviation	Rank	Agreement Degree
1	Competent faculty members teach the program courses	4.20	0.84	4	High
2	Student attendance is checked regularly	4.32	0.87	2	High
3	There is compliance with lectures' start and end times.	4.36	0.79	1	High
4	Modern technologies are used in the learning process	4.06	1.01	8	High
5	Diversified teaching methods enhancing creativity and strengthening motivation are used	3.79	1.10	12	High
6	Faculty members take into consideration age differences between students	3.64	1.17	13	Medium
7	Students' practical experiences are activated to enrich the contents and activities of different courses	3.96	0.99	10	High
8	Teaching materials are uploaded to the Blackboard in due course.	4.26	0.84	3	High
9	Evaluation methods cover all contents of the textbook.	4.10	0.90	7	High
10	Evaluation methods that are used take into consideration student individual differences	3.81	1.04	11	High
11	Course evaluation methods are announced to students at the beginning of the semester.	4.14	0.82	5	High
12	Evaluation methods are diversified according to theoretical and practical aspects.	3.97	0.93	9	High
13	There is an emphasis on the integrity of students' coursework.	4.13	0.82	6	High
	Grand mean	4.06	0.69	-	High

Table 8 shows the means and standard deviations for the research domains (Program Objectives, Program Content, Program Outcomes, Teaching, and Learning) based on table 3. The findings revealed substantial disparities in the level of appraisal of the professional diploma program in teaching at Abu Dhabi University according to students in various disciplines at the level of (= 0.05). (objectives, content, outputs, learning, and education). By significant level, the f-value was 7.577. (0.00). The results of the post hoc test "Scheffer" revealed that these differences favored the teaching and learning element (mean = 4.06). (Table 8). Every year, based on input from students and faculty members, the program objectives, materials, outcomes, and teaching and learning process are updated and enhanced.

Table 8: Results of "Scheffe" test for domains

Domains	Subset for alpha = .05	
	1	2
Program Content	3.7741	
Program Objectives	3.7881	
Program Outcomes	3.8779	3.8779
Teaching and Learning		4.0579
Sig.	.496	.047

Gender, specialization, experience, and teaching level were used to derive the means and standard deviation for study domains (Program Objectives, Program Content, Program Outcomes, Teaching, and Learning) and the overall instrument in this study. An ANOVA analysis was utilized to investigate discrepancies in the total instrument (Table 10).

Table 9: Means and standard deviation of domains and total instrument due to (gender, specialization, experience, and teaching level)

Domain	Variable	Categories	Means	Standard. Deviation
Program Objectives	Gender	Male	3.95	0.76
		Female	3.76	0.83
	Specialization	Arts and Humanities	3.80	0.87
		Science	3.76	0.72
	Years of teaching experience	less than 5 years	3.87	0.68
		5 - 10 years	3.79	0.87
		11 – 15 years	3.71	0.90
		more than 15 years	3.68	0.88
	Stage	KG1 – Grade 5	3.88	0.79
		Grade 6 – Grade 9	3.70	0.90
		Grade 10 – Grade 12	3.78	0.73
Program Content	Gender	Male	3.85	0.82
		Female	3.76	0.75
	Specialization	Arts and Humanities	3.77	0.77
		Science	3.78	0.73
	Years of teaching experience	less than 5 years	3.80	0.67
		5 - 10 years	3.82	0.78
		11 – 15 years	3.62	0.82
		more than 15 years	3.78	0.82
	Stage	KG1 – Grade 5	3.84	0.71
		Grade 6 – Grade 9	3.72	0.82
		Grade 10 – Grade 12	3.76	0.73
Program Outcomes	Gender	Male	3.92	0.92
		Female	3.87	0.84
	Specialization	Arts and Humanities	3.86	0.90
		Science	3.90	0.74
	Years of teaching experience	less than 5 years	4.01	0.65
		5 - 10 years	3.93	0.87
		11 – 15 years	3.76	0.98
		more than 15 years	3.60	0.95
	Stage	KG1 – Grade 5	4.01	0.75
		Grade 6 – Grade 9	3.79	0.96
		Grade 10 – Grade 12	3.82	0.79
Teaching and Learning	Gender	Male	4.17	0.75
		Female	4.04	0.69
	Specialization	Arts and Humanities	4.08	0.69
		Science	4.02	0.71
	Years of teaching experience	less than 5 years	4.09	0.60
		5 - 10 years	4.10	0.73
		11 – 15 years	3.95	0.77

		more than 15 years	4.03	0.73
	Stage	KG1 – Grade 5	4.12	0.65
		Grade 6 – Grade 9	3.99	0.75
		Grade 10 – Grade 12	4.06	0.67
Total instrument	Gender	Male	3.99	0.75
		Female	3.88	0.68
	Specialization	Arts and Humanities	3.90	0.70
		Science	3.89	0.66
	Years of teaching experience	less than 5 years	3.96	0.57
		5 - 10 years	3.94	0.72
		11 – 15 years	3.78	0.79
		more than 15 years	3.80	0.73
	Stage	KG1 – Grade 5	3.99	0.64
		Grade 6 – Grade 9	3.82	0.75
		Grade 10 – Grade 12	3.88	0.64

Table 10 depicts the virtual variations in total instruments due to gender, specialization, experience, and teaching level. The findings revealed no statistically significant variations in research domains (Program Objectives, Program Content, Program Outcomes, Teaching, and Learning) owing to (gender, specialization, experience, and teaching level), where F values did not achieve statistical significance. Table 12 further shows no statistically significant variation in total instrument owing to (gender, specialty, experience, and teaching level), with F values that are not statistically significant.

Table 10: Results of (MANOVA) to explore the difference in study domains due to (gender, specialization, experience, and teaching level)

Variable	domain	Sum of square	Df	M.S	"F" value	Sig
Gender Hotelling (0.017) F (1.118) Sig (0.348)	Program Objectives	2.233	1	2.233	3.340	0.069
	Program Content	0.729	1	0.729	1.261	0.263
	Program Outcomes	0.883	1	0.883	1.251	0.264
	Teaching and Learning	1.111	1	1.111	2.299	0.131
Specialization Hotelling (0.010) F (0.634) Sig (0.939)	Program Objectives	0.074	1	0.074	0.111	0.739
	Program Content	0.074	1	0.074	0.127	0.722
	Program Outcomes	0.039	1	0.039	0.056	0.813
	Teaching and Learning	0.157	1	0.157	0.326	0.569
Experience Wilk's (0.934) F (1.490) Sig (0.123)	Program Objectives	1.543	3	0.514	0.769	0.512
	Program Content	1.477	3	0.492	0.851	0.467
	Program Outcomes	4.229	3	1.410	1.999	0.115
	Teaching and Learning	1.040	3	0.347	0.717	0.543
Level Wilk's (0.986) F (0.470) Sig (0.877)	Program Objectives	1.731	2	0.865	1.294	0.276
	Program Content	0.949	2	0.474	0.820	0.441
	Program Outcomes	1.860	2	.930	1.318	0.269
	Teaching and Learning	0.990	2	0.495	1.024	0.361
Error	Program Objectives	175.836	263	0.669		
	Program Content	152.130	263	0.578		
	Program Outcomes	185.487	263	0.705		
	Teaching and Learning	127.124	263	0.483		
Corrected total	Program Objectives	180.891	270			
	Program Content	154.922	270			
	Program Outcomes	193.387	270			
	Teaching and Learning	130.038	270			

* Statistically significant at the level of significance ($\alpha \leq 0.05$)

Table 11: Results of (4- Way ANOVA) to explore the difference in total instrument due to (gender, specialization, experience, and teaching level)

Variable	Sum of square	D.F	M.S	"F" value	Sig
Gender	1.118	1	1.118	2.379	0.124
Specialization	0.005	1	0.005	0.010	0.921
Experience	1.498	3	0.499	1.062	0.366

Teaching level	1.279	2	0.639	1.360	0.258
Error	123.658	263	0.470		
Corrected total	127.308	270			

4. Discussion

The current study's findings revealed that students rated the program well at all levels. According to the researcher, this outcome is since the program has been provided at Abu Dhabi University for eight years and has gone through several stages of growth and refinement, resulting in an exceptional curriculum that can meet the diverse demands of instructors. It complies with Abu Dhabi University's aim to provide high-quality education via its programs. Aypay [13] did similar research to assess a professional development program for science instructors to use diverse teaching strategies. The evaluations indicated a high degree of satisfaction with the program's content and effectiveness in teacher professional development. There were no statistically significant variations attributable to the experience variable regarding program satisfaction.

Sweidan [5] conducted another research to determine the quality criteria that the general diploma in education at Cairo University should be reached, based on the UN Development Program's quality and accreditation standards. The findings suggested that the requisite quality was achieved in developing teaching and learning resources, faculty members, and study curricula. According to the current study, the variations between the program's and schools' aims are due to the program's worldwide standards, which some schools do not observe.

Pettway [8] conducted a similar survey to see how recently graduated teachers rated the teacher training program at Oborne University's Teacher Preparation College. The study's findings demonstrated the instructors' satisfaction with Oborne University's teacher preparation program in Alabama, USA. The availability of quality standards in the instructional experience offered to them was the source of their happiness. Insufficient utilization of technology means in instruction and a short practical practice period were noted as program flaws by the study's subjects. The reduction in rating observed justice and equality in all tasks and coursework offered to students in the current study to avoid prejudice favoring one group over another.

Considering the perspective of students, Atiat and Atiat [6] performed research to assess the general diploma in education at Al Hussein Bin Talal University. Student evaluations of all aspects of the study were moderate, which is consistent with the current study's findings. Furthermore, gender and years of experience had no statistical significance; nonetheless, the study advised that the program study plans and teaching techniques be revised.

5. Conclusion

This study aimed to assess how students felt about the professional diploma in the teaching program at Abu Dhabi University. The lack of statistically significant disparities in diploma in teaching program assessments from students' perspectives is credited with the study's findings. The program is designed to be suitable for all groups: male and female, experienced or newly appointed, regardless of the educational stage the teacher teaches or the teacher's specialization. The results have been attributed to the variables of gender, specialization, years of experience, and educational stage. However, the study's findings are restricted since they only included Abu Dhabi University's professional diploma students in teaching during the 2017/2018 academic year. The research suggests that the program's aims and content be reviewed regularly to stay up with changes in the educational industry. Furthermore, to preserve the program's aims, results, and substance, the institutions should rely on permanent faculty members to teach the program's courses. Faculty members should attend training classes to focus on some of the issues that students have raised, such as taking into account student age disparities and the variety of evaluation techniques. Furthermore, studies demonstrating the application of theoretical concepts taught to students are required.

Acknowledgments

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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