ОБЩИЕ ВОПРОСЫ ОБРАЗОВАНИЯ

The effectiveness of digital storytelling as a tool for the formation of administrative values of students in pedagogical practice

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Abstract. *Introduction*. Digital storytelling is a crucial component of contemporary value-oriented education. Complementing traditional teaching methods, it serves as a tool to shape and convey admin-

istrative values such as justice, equality, and responsibility. *Aim.* The present research *aims* to examine teachers' attitudes towards the use of digital storytelling in developing administrative values. *Methodology and research methods.* The research employed descriptive and analytical methods. The general population comprised a random sample of 466 secondary school teachers in Irbid, Jordan. Data were collected using specialised survey instruments. *Results.* The data obtained indicate a high level of approval for the use of the digital storytelling method among the respondents, as confirmed by average rating values ranging from 4.16 to 4.23 on a closed scale. *Scientific novelty.* The *scientific novelty* of this study lies in its focus on the underexplored issue of utilising digital storytelling to develop administrative values within the framework of the Jordanian national education system. *Practical significance.* The results of this research may be highly sought after when designing advanced training programmes for teachers aimed at developing competencies in the effective use of digital storytelling methods. They are also valuable for informing educational policy principles focused on integrating digital technologies and narrative practices into curricula.

Keywords: value-oriented education, digital storytelling, administrative values, Jordanian school teachers

Эффективность цифрового сторителлинга как инструмента формирования административных ценностей учащихся в педагогической практике

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Аннотация. *Введение.* Цифровой сторителлинг является одним из важных элементов современного ценностно-ориентированного образования. Дополняя традиционные методы преподавания, он используется в качестве инструмента для формирования и трансляции административных ценностей, таких как справедливость, равенство и ответственность. *Цель* – изучить отношение учителей к использованию цифрового сторителлинга для развития административных ценностей. *Методология, методы и методики.* Исследование базируется на описательно-аналитическом методе. В качестве генеральной совокупности выступила случайная выборка из 466 учителей общеобразовательных школ г. Ирбид (Иордания). Сбор данных осуществлялся с помощью специализированного опросного инструментария. *Результаты.* Полученные данные свидетельствуют о высоком уровне одобрения применения метода цифрового сторителлинга со стороны респондентов, что подтверждается средними значениями оценок в диапазоне от 4,16 до 4,23 по закрытой шкале. *Научная новизна* исследования определяется обращением к малоизученной проблематике применения цифрового сторителлинга для целей развития административных ценностей в рамках национальной системы образования Иордании. *Практическая значимость.* Результаты работы могут быть востребованы при проектировании программ повышения квалификации педагогических кадров, направленных на формирование компетенций в области эффективного использования метода цифрового сторителлинга и представляют ценность для разработки принципов образовательной политики, нацеленной на интеграцию цифровых технологий и нарративных практик в учебные программы.

Ключевые слова: ценностно-ориентированное образование, цифровой сторителлинг, административные ценности, школьные учителя Иордании

Introduction

One important element of the new e-learning model is storytelling, which fosters a supportive environment that enhances student motivation and encourages the active engagement with educational materials in a context that aligns with their sensory perceptions. Storytelling has emerged as a novel training method alongside advancements in technology. In recent years, the availability of digital cameras, text creation tools, and electronic media has empowered educators to employ a wider array of methods and tools than ever before, enabling students to effectively create and present their knowledge and ideas through storytelling. The key components of

this method include flexibility, versatility, and the interaction between participants [1–5].

Among the primary objectives of incorporating storytelling into the educational process are the enhancement of reflective thinking skills, the promotion of critical thinking among students through integration into the curriculum, and the facilitation of understanding complex experiences by organising and structuring narratives. Beyond higher education, storytelling is employed in both general and supplementary education to create experiential learning environments [6–10].

Among the reasons that motivate the use of storytelling in teaching and learning are its ability to capture students' attention, foster collaboration, create a positive learning environment, develop problem-solving skills, and support the growth of various types of multiple intelligences in students [11–14]. In administrative education, storytelling serves as a key method of leadership, facilitating discussions and debates that aim to cultivate rational standards regarding the issues addressed, particularly those related to ethical considerations [15–17]. This study focuses on researching teachers' opinions on the potential of storytelling to create conditions that help students recognise the importance of adhering to established administrative values.

Research Questions

The study attempted to answer these questions:

1. What is the current state of storytelling use by teachers in Jordan for the development of administrative values, from their perspective?

2. Are there statistically significant differences in the views of Jordanian teachers regarding the use of storytelling to develop administrative values, based on the variables of gender, experience, and specialisation, at a significance level of $\alpha \leq 0.05$?

Significance of the Study

This study is significant because it explores the influence of storytelling on the development of administrative values, with the aim of raising awareness in schools about the importance of these values and their positive impact on the educational process. By promoting respect and appreciation, students can become role models in university settings, which will positively affect both learning and teaching processes, as well as enhance motivation. Additionally, this study is pertinent to the administrative education curricula in Jordan. This aligns with the guidance from the Ministry of Education to implement e-learning in schools, emphasising the significance of enhancing educational textbooks with storytelling capabilities. This is particularly crucial in light of ongoing discussions within educational institutions regarding the need to reconnect students with their administrative values and to foster their positive engagement with the modern world. The study proposes a model for integrating storytelling into curricula.

Study Limitations

• This study was conducted in educational institutions located in Irbid, Jordan.

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• This study examined teachers' opinions on the use of digital storytelling to foster students' administrative values.

Definition of Terms

Digital storytelling is the practice of using computer-based tools to tell stories, often referred to as computer-based narratives, digital documentaries or interactive storytelling. It integrates storytelling with multimedia components, visuals, and web publishing technologies [18]. Digital tales, which include computer-based graphics, text, recorded voice narration, and video clips, are centred around certain subjects and present a particular point of view. Storytelling is the social and cultural practice of exchanging stories, which may involve improvisation, theatrics, or exaggeration [19]. Every culture has its own tales that are passed down as a kind of entertainment, education, cultural preservation, or moral teaching. In this study, storytelling is defined as a sequence of digitally organised events that collectively create an educational narrative to foster students' administrative values.

Literature Review

Theoretical Framework

Recent developments in technology continue to provide more modern trends in education, with digital stories being in line with this era characterised by technological advancement [20–21]. It is an era of auditory and visual communication, devices, and electronics. Students now interact with technological means quickly, shifting the reliance solely on teachers in the educational process. Technology contributes effectively by easily adding images, sound, and motion to clarify information more deeply and capture learners' attention [22–25].

Digital storytelling is more than just using technology; it is a medium for communication, integration, and imagination, in addition to its enormous educational and social potential. It is based on educational principles and social foundations, making it one of the emerging approaches in educational technology and instructional design. It enhances learning, teaching motivation, and digital and technological literacy, allowing learners to control their learning and express themselves. It also helps learners choose, build, and develop vocabulary through multimedia authoring and design tools and digital imagery that serves the story and educational goals [26–28].

Values

Values are a set of concepts, mental beliefs, standards, and criteria that significantly influence the behaviour of individuals and groups. They are inherently human and are influenced by shared meanings within a specific society. Values are subjective, meaning each individual perceives them in their own way. They are measurable and evaluable through observable behaviour, characterised by three essential elements: cognitive (understanding), emotional (desire for a specific thing), and motivational (influencing behaviour and directing it). Values intervene in four dimensions of human behaviour: individual, personality, society, and culture, making them an important determinant of behaviour [29–31]. Effective values should be a

strong pillar for building a successful strategy, reflecting the commitments made by the organisation to all stakeholders. They should be coherent and interactive, all converging towards a common goal of the organisation development and advancement, with consensus from all relevant parties. It is unreasonable to limit the expression of the behaviour and beliefs of some stakeholders over others [32–34].

Justice Values

Justice is one of the most sacred and prevalent topics in social behaviour. It means providing every citizen with opportunities for education, work, and production according to their abilities and intelligence and providing them with decent human life opportunities that suit their work, production, abilities, and readiness [35].

Organisational Loyalty Values

Organisational loyalty is the individual's commitment to the organisation, a continuous process through which employees express their concern and commitment to the organisation ongoing success and continuity. Organisational loyalty reflects the harmony and cohesion between the individual and the organisation, the willingness of individuals to exert more effort to achieve its goals and enhance its effectiveness, and the desire to remain within it [36].

Leadership Values Domain

Leadership means the ability of an individual to influence others, so that they voluntarily accept his or her leadership, without legal compulsion, by recognising his or her role in achieving their goals and expressing their hopes and aspirations, allowing him or her to lead the group in a manner he or she deems appropriate [37].

Excellence

Excellence is a process related to the desire to achieve the highest levels of quality in work, requiring the application of a set of skills and knowledge in a deliberate and systematic manner. Excellence is not merely achieving success in one task but rather an ongoing process of improvement and development [38].

Previous Studies

As stated by N. Nicoli, K. Henriksen, M. Komodromos et al. [18], digital storytelling is the practice of using computer-based tools to tell stories, often referred to as computer-based narratives, digital documentaries or interactive storytelling. It integrates storytelling with multimedia components, visuals, and web publishing technologies. Digital tales, which include computer-based graphics, text, recorded voice narration, and video clips, are centred around certain subjects and present a particular point of view. Although they might be lengthy, they typically last three to ten minutes in the classroom. R. A. Abu Omar, H. A. Alhasanat, S. Y. Rababa'h et al. [19] noted that digital storytelling covers a wide range of subjects, including historical events, personal narratives, and community discovery [19].

N. Nicoli, K. Henriksen, M. Komodromos et al. [18] draw our attention to focus on the fact that digital storytelling is not a new practice, with pioneers like Joe Lambert and Daniel Meadows. Joe Lambert led the Centre for Digital Storytelling, which assisted both adults and children in creating and sharing personal tales via the use of digital media and creative writing. With an emphasis on visual expression and

the capacity to disseminate digital stories on electronic channels globally, Daniel Meadows described digital stories as succinct, personal multimedia narratives that are conveyed from the heart [18].

R. AlSaqriyah [29] evaluated how well students learn when utilising a digital story and how well they acquire moral reasoning. The study sample comprised sixty randomly selected female students. A 30-item achievement exam has been created in order to meet the study goals. The test of moral reasoning has also been applied. The findings show that in both the accomplishment and moral reasoning exams, the experimental group did better than the control group. Specifically, the experimental group's average score was higher than that of the control group. The good effects of digital story on achievement and the development of moral reasoning make it recommended for use in Islamic education by this study.

C. W. Nam's [30] study aimed to determine how digital storytelling affected students' attitudes, social presence, and academic performance in online collaborative learning environments. After receiving preliminary broad education regarding co-operation skills, middle school students were randomly allocated to one of the two treatment groups in one particular course. Following that, related skills training was given to the "general online collaborative learning (G-OCL)" and "digital storytelling-based online collaborative learning (DST-OCL)" groups. Overall, the results showed that the "DST-OCL" groups exhibited a significantly greater social presence than the "G-OCL" groups after participating in online collaborative learning activities. In particular, employing "DST-OCL" techniques proved to be substantially more successful in enhancing the "online communication," "interactivity," and "privacy" aspects of students' social presence in virtual collaborative learning settings than was the case with "G-OCL" tactics. Regarding student achievement and attitude, there was no discernible difference between the two groups. The results of this study provide insight into how to use digital storytelling as an instructional strategy to increase the efficacy of online collaborative learning.

V. Nair and M. M. A. Yunus [31] investigated how digital storytelling helps students become more confident speakers. To do this, they used the Preferred Reporting Items for Systematic Review and Meta-Analyses to thoroughly review 45 publications that he found on Google Scholar and ERIC. The majority of these articles emphasised the value of digital storytelling as a modern teaching approach. According to these publications, teachers at all educational levels – from primary to postsecondary – can benefit from using digital storytelling as a helpful technique to help their students' speaking abilities. In order to support the benefits of using digital storytelling in the classroom to improve students' speaking and communication skills, the majority of the writers of these research studies included empirical evidence.

Administrative education has also been explored through digital storytelling. T. Atyili and H. Nasr [32] conducted a study to evaluate its effectiveness in administrative subjects. The researchers confirmed that digital storytelling is an effective method for teachers to adopt in teaching administrative education, particularly in

achieving behavioural objectives. They urged those responsible for developing administrative education curricula to organise some of its topics in the form of stories and integrate technology in teaching these topics. T. Atyili and H. Nasr [32] investigated the effectiveness of teaching Islamic education using both oral storytelling and digital storytelling strategies in improving the imagination skills of elementary school students in Jordan. The study involved 90 fifth-grade students from three schools selected purposefully from Amman. The participants were randomly divided into groups: one group was taught using oral storytelling, another using digital storytelling, while the control group was taught using traditional methods. A test consisting of 36 questions was used to measure the students' imagination skills. The results showed statistically significant differences in the students' performance in imagination skills, favouring both storytelling strategies (oral and digital) over the traditional method, with the oral storytelling group performing better than the digital storytelling group.

I. Al-Sharif [33] studied the impact of digital storytelling on critical thinking, academic achievement, and students' attitudes towards digital educational stories. The results showed significant differences between pre- and post-tests in terms of achievement, critical thinking, and attitudes towards digital stories. The study recommended converting certain academic topics into educational digital stories due to their effective impact and including digital storytelling production training in teacher preparation programmes.

I. Hamiah's [34] study focused on defining the form of educational computer-based stories that utilise various interactive approaches to enhance both immediate and delayed cognitive achievement in primary school students. The study revealed significant variances in favour of the group taught using computer-based stories. The researcher recommended developing and designing educational computer-based stories that suit different educational stages.

Y. T. Yang and W. C. Wu [35] investigated the use of digital stories in developing creative thinking, enhancing learning motivation, and improving academic achievement for elementary school students. The study used a quasi-experimental method, with 105 sixth-grade students randomly selected and divided into three experimental groups. The study concluded that using digital stories was effective in developing creative thinking, enhancing learning motivation, and improving academic achievement.

C. Figg, R. Ward and D. Guillory [36] focused on the use of digital stories in enhancing teaching, writing, and video production in the context of social studies. The study involved 68 middle school educators, who were engaged in a training programme with three main objectives: (1) participants found that utilising the model developed by C. Figg, R. Ward and D. Guillory [36] for designing and telling digital stories encouraged them to develop effective writing skills; (2) applying training tasks and activities to social studies content enabled participants to acquire effective tools for integrating digital stories into other curricula; and (3) using digital

technology tools in designing and developing digital stories empowered them as teachers to use technology in creating well-structured and educational video clips.

B. Dogan and B. Robin [37] investigated how teachers use digital stories in their classrooms and the effect of this usage on students. The study found that 77.4% of the sample had no prior knowledge of using digital stories in the classroom, and 80.44% used digital stories prepared by others. In the same vein, M. Tecedor [38] examined the extent to which digital stories help engage students in active learning and the effectiveness of digital storytelling in providing an active learning environment. The study found that digital storytelling, when produced by students, helped them think deeply, express their opinions and ideas clearly and respectfully, and significantly improve their technical skills.

N. M. Preradović, G. Lešin, and D. Boras [39] emphasised the importance of integrating information and communication technology through digital stories in pre-school education as a basis for life in the digital age. They sought to understand the impact of using digital stories on children's achievements in the mathematics curriculum, computer-based reading and writing skills before schooling. The study used an experimental approach, with a sample of kindergarten children divided into two groups: experimental (29) and control (26). The study tools included a computer skills awareness test and an achievement test for mathematical concepts. The results demonstrated that digital storytelling contributes to the development of mathematical, reading, and computer-based writing skills.

N. Smeda, E. Dakich, and N. Sharda [40] sought to establish a constructivist learning environment through digital storytelling. The study examined the pedagogical components of digital storytelling and its impact on student learning when utilised by both instructors and students. A multi-site case study was carried out at one Australian primary and secondary school. In certain classes, students and instructors were able to participate in unique learning experiences based on digital storytelling. To improve the research reliability and validity, several data gathering and analytic approaches were applied. Data were acquired using both qualitative and quantitative approaches. The quantitative data were collected using an assessment rubric, while the qualitative data were collected through interviews and observations. Data collection was driven by a mixed methods study design to determine whether and how digital storytelling improves teaching and learning outcomes.

The outcomes of the study conducted by N. Smeda, E. Dakich, and N. Sharda [40] show that digital storytelling is an effective method for integrating instructional messages into learning activities, resulting in more engaging and fascinating learning environments. It is a meaningful approach to creating a constructivist learning environment based on novel teaching and learning concepts. Thus, this technique has the potential to boost student involvement while also improving educational outcomes.

D. Saripudin, K. Komalasari, and D. N. Anggraini [41] aimed to develop a value-based digital storytelling medium for social studies instruction to support students in building character. A research and development methodology was applied,

using an explorative technique for model construction and an experimentation method for model testing. Interactive analysis is used for qualitative data, while a paired sample T-test is used for quantitative data. The findings demonstrate that the concept of value-based digital storytelling is a learning medium that promotes student engagement through value activities, project-based learning, reflection for deep learning, technology integration into the classroom, and the development of values character in action. The findings also demonstrated that using value-based digital storytelling medium in social studies instruction had a substantial influence on student character development.

In light of the above, most studies have confirmed the positive impact of using digital storytelling in developing social values in general. The present study stands out from earlier studies in its attempt to focus on the digital storytelling strategy for developing values among by teachers in school in Jordan. Previous studies have employed the quasi-experimental method, with most studies targeting academic achievement as a dependent variable.

Methods

We employed the descriptive survey method to understand the viewpoints of teachers in Jordan regarding the use of digital storytelling for the development of values.

The Sample of the Study

The study sample consisted of 466 teachers randomly selected. Table 1 displays the demographic characteristics of the sample.

Table 1

The study sample according to gender and experience

Variable	Level	Frequency	Percentage
Gender	Male	220	51.0
	Female	246	49.0
	Total	466	100.0
Experience	Less than 4 years	145	31.1
	4–8 years	189	40.5
	More than 8 years	132	28.3
	Total	466	100.0

Study Tool

We developed a questionnaire based on previous relevant studies. The questionnaire consisted of 38 items distributed across five domains: justice values, organisational loyalty values, integrity and independence values, leadership values, and mastery values.

Tool Validity

The questionnaire was initially presented to 6 experts in the field of educational administration at Jordanian schools. They were asked to assess the appropriateness of the questionnaire items, their comprehensiveness in measuring the degree

of "the actual use of digital storytelling by teachers in Jordan for the development of values from their perspectives", the relevance of the items to the included domains, the clarity of the items, and their linguistic integrity, as well as to suggest any modifications. The suggested modifications provided by the experts in their recommendations were implemented. These modifications involved rephrasing some items and deleting others. For example, a paragraph related to the domain of mastery (commitment to classroom viewing) was deleted, and another paragraph related to the same domain (working on enhancing strengths in performance) was added. This was because they were deemed inappropriate for measuring the degree of the actual use of digital storytelling by teachers in Jordan for the development of values from their perspectives. Consequently, the number of items remained unchanged after the arbitration process, remaining at 38 items.

Tool Reliability

The internal consistency coefficient of the tool was calculated using Cronbach's alpha formula for internal consistency, and the tool was reapplied after a two-week interval. It was applied to a pilot sample that consisted of 25 teachers from outside the study sample as illustrated in Table 2.

Table 2

Cronbach's alpha coefficients for internal consistency and correlation coefficients between applications

Variable	Item number	Cronbach's alpha	Test-retest correlation
Integrity and Independence Values	7	0.79	0.72*
Leadership Values	7	0.78	0.76*
Justice Values	8	0.81	0.76*
Organisational Loyalty Values	8	0.79	0.71*
Mastery Values	8	0.76	0.74*
Overall Scale	38	0.78	0.74*

Note. Statistically significant at the significance level ($\alpha \geq 0.05$).

Table 2 shows that the value of Cronbach's alpha coefficient for the entire tool was 0.88, and the values of Cronbach's alpha ranged from 0.76 to 0.81 for the study domains, which are acceptable values for practical purposes. The test-retest reliability method yielded a coefficient of 0.74. Furthermore, all correlation coefficients between applications for the domains were statistically significant.

Scale Correction

A five-point Likert scale was adopted to measure the viewpoints of teachers regarding the actual use of digital storytelling for the development of values. The responses were rated as follows: Strongly Agree (5 points), Agree (4 points), Neutral (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Statistical Procedures

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The following statistical procedures were used to answer the questions of our study:

1. For answering the first question, the means and standard deviations of the scores of the study sample members on the study tool and its items were calculated.

2. For answering the second question, a one-way analysis of variance (ANOVA) and a t-test were applied.

Results and Discussion

Teachers throughout the world gain greatly from the introduction of new technologies and their incorporation into the classroom since they allow them to enhance the learning process and help students meet their academic objectives. To support the growth of meaningful learning, it is critical to provide innovative teaching methods centred on the usage of digital technology. Modern collaborative technology, including digital storytelling, makes 21st-century teaching and learning possible as well as active involvement conceivable. Digital storytelling may be utilised in education in a variety of ways, and when integrating this tool into the curriculum, one of the most crucial things to think about is whether or not teachers are prepared to use digital stories. Since multimedia-rich digital tales can be utilised to spark students' interest and draw them into the course, a great deal of planning and practice is required to perfect their skills in using digital storytelling.

Jordanian Teachers' Use of Storytelling for the Development of Administrative Values

To answer the first question, which is about the actual use of digital storytelling by teachers in Jordan for the development of values from the perspectives, means and standard deviations were used, as illustrated in Table 3.

Table 3

Teachers' responses to the use of digital storytelling in developing values

No.	Field	Mean score	Standard deviation (SD)	Evaluation grade
4	Justice values	4.23	0.65	High
3	Mastery values	4.19	0.59	High
2	Integrity and independence values	4.17	0.59	High
5	Leadership values	4.16	0.65	High
1	Organisational loyalty values	4.13	0.61	High
	Overall tool	4.17	0.57	High

The results revealed that the mean scores of the sample respondents' answers regarding the study tool domains ranged between (4.13–4.23) with a high evaluation grade. Additionally, the results indicated that the domains of the study were ranked as follows based on the mean scores: "Justice values" rated first with a mean score of 4.23, followed by "Mastery values" rated second with a mean score of 4.19, "Integrity and independence values" came third with a mean score of 4.17, "Leadership values" ranked fourth with a mean score of 4.16, and "Organisational loyalty values" came fifth and last with a mean score of 4.13. The mean score for the overall tool was 4.17, indicating a high evaluation grade, suggesting that the reality of using

digital storytelling in teaching and instilling administrative value from the perspective of the teachers was high.

These results align with the findings of N. Smeda, E. Dakich, and N. Sharda [40], as well as D. Saripudin, K. Komalasari, and D. N. Anggraini [41], which are considered positive indicators of the presence of values in the practices of faculty members across the five domains covered in the study. The proportions were high and similar between them. Faculty members in the field effectively practice justice values, which may be attributed to the importance of justice roles among university students. Moreover, the higher mean score for the domain of mastery values may be attributed to the presence of a strict accountability and evaluation system for faculty members by the administration. Observations from the field are taken seriously and followed up on diligently. Additionally, the existence of social ties between administrative and teaching staff on the one hand and between them and members of the local community on the other hand is indicative of familial and social relationships.

Table 4

The respondents' answers to the items of the "justice values" domain

Item	Mean	SD
Giving them space for freedom to act with confidence and safety	4.21	0.73
Evaluating their performance without bias	4.19	0.65
Encouraging and motivating them appropriately	4.10	0.79
Supporting their efforts in task performance	4.05	0.79
Involving them in the decision-making process	4.05	0.81
Distributing school tasks and assignments	4.04	0.77
Domain "Justice Values"	4.13	0.66

The averages of the respondents' answers regarding the items of the "justice values" domain ranged between (4.04–4.21) with a high evaluation grade for all items, where item number (3) ranked first with the statement "giving them space for freedom to act with confidence and safety", with a mean of (4.21), while item number (4) ranked last with the statement "distributing school tasks and assignments", with an average score of (4.04). The overall mean score for the domain was 4.16, indicating a high evaluation grade.

Table 5

The respondents' answers to the "organisational loyalty values" domain

Item	Mean score	SD
Setting goals honestly	421	0.73
Making decisions that are far from personal interests	4.20	0.76
Prioritising public interest over personal interest	4.17	0.77
Firmness in decisions when mistakes affecting the university's reputation occur	4.10	0.79
Providing a suitable work environment	4.07	0.77
Dealing with work developments in light of the university's vision and mission	4.01	0.79
4.14	0.62	

Table 5 indicates that the mean scores of the respondents' answers regarding the items of the "organisational loyalty values" domain ranged between 4.01 and 4.21, with a high evaluation grade for all items. Item number 3, stating "Setting goals honestly", ranked first with a mean score of 4.24, while item number 5, stating "Making decisions that are far from personal interests", ranked sixth and last with a mean score of 4.01. The overall mean score for the domain was 4.14, with a high evaluation grade.

Table 6

The respondents' answers to the "integrity and independence values" domain

Item	Mean score	SD
Treating teachers with respect and appreciation	4.33	0.78
Assisting teachers in completing tasks when needed	4.23	0.71
Informing parents about their children's performance	4.22	0.72
Disseminating information and data to university staff	4.21	0.74
Organising programmes to serve the local community	4.19	0.78
Clarifying reasons for administrative decisions	4.18	0.79
Aligning school programmes with community needs	4.15	0.77
Considering flexibility in management with integrity	4.12	0.78
Meeting social needs of all teachers in the university	4.11	0.78
Building good relationships between students and	4.10	0.79
Fostering trust among teachers	4.19	0.79
Adhering to transparency policy in business practices	4.07	0.77
Effectively implementing accountability system	4.01	0.88
Overall	4.14	0.61

The results from Table 6 indicate that the means of the responses of the sample regarding the items of the "integrity and independence values" domain ranged from 4.01 to 4.33, with a high evaluation grade for all items. The item ranked first is item number 1, which states, "treating teachers with respect and appreciation", with a mean of 4.33. Meanwhile, item number 13 stating, "effectively implementing accountability system", ranked thirteenth and last, with a mean of 4.01. The overall mean for the domain was 4.17, indicating a high evaluation grade.

Table 7

The sample's responses to the "leadership values" domain

Item	Mean	SD	Rank
Engaging in impactful and persuasive discussions with others	4.35	0.68	1
Managing crises effectively	4.30	0.70	2
Granting teachers sufficient time to complete tasks	4.25	0.72	3
Efficient time management	4.18	0.74	4
Exercising initiative in decision-making	4.20	0.71	5
Total	4.26	0.55	

From Table 7, it is evident that the means of the respondents' answers regarding the items of the "leadership values" domain ranged between (4.18–4.35), with a high evaluation grade for all items. Item number 1 stating, "engaging in impactful

and persuasive discussions with others", ranked first, with a mean of (4.35). Meanwhile, item number 4, stating, "exercising initiative in decision-making", ranked fifth and last, with a mean of (4.18). The overall mean for the domain was 4.26, with a high evaluation grade.

Table 8

The respondents' answers to the "excellence" domain

Item	Average Score	SD	Rank
Regular inspection of university buildings	4.40	0.77	1
Encouraging outstanding performance among teachers and students	4.36	0.72	2
Promoting the concept of excellence as a university value	4.30	0.74	3
Focusing on addressing performance weaknesses	4.28	0.76	4
Setting clear standards for teacher performance	4.35	0.73	5
Keeping teachers informed of educational developments	4.20	0.72	6
Developing programmes for professional growth among teachers	4.15	0.80	7
Providing teachers with all necessary learning resources	4.18	0.83	8
Continuous evaluation of teacher performance	4.16	0.82	9
Working on enhancing strengths in performance	4.14	0.74	10
Overall Excellence Domain	4.25	0.70	-

Table 8 reveals that the means of the respondents' answers regarding the items in the "excellence" domain ranged from 4.15 to 4.40, indicating a high evaluation score for all items. Item 2 ranked first, with a mean score of 4.40, emphasising the dissemination of the concept of excellence as a school value. Conversely, Item 3 ranked last, with a mean score of 4.15, and focused on monitoring students' written work. The overall mean for the domain was 4.25, indicating a high evaluation score.

The Use of Storytelling to Develop Administrative Values

The second question was answered by extracting the means and standard deviations of the respondents' answers regarding the study domains and the tool as a whole, according to gender, and years of service. An independent samples t-test was applied to the study domains and the tool as a whole based on variables such as years of service, and gender. Additionally, a one-way ANOVA was applied to the study domains and the tool as a whole based on experience. The results revealed statistically significant differences at ($\alpha \leqslant 0.05$) between the means of the respondents' answers about the "justice" domain based on gender. The t-value was 2.18, indicating statistical significance at ($\alpha \leqslant 0.05$). Upon reviewing the means, it was found that females had a higher mean score (4.18) compared to males (4.11). This result can be interpreted as females consistently comparing themselves with others regarding the workload, managerial treatment, and their proximity to certain groups and personalities within the university, constantly providing feedback to the administration. Therefore, the administration must ensure fairness in task distribution and treatment.

The results showed no statistically significant differences at ($\alpha \leqslant 0.05$) between the means of the respondents' answers about the domains (organisational loyalty values, integrity and independence values, leadership values, and excellence) based

on gender, with t-values indicating no statistical significance at a significance level (α ⩽ 0.05). These results align with the findings of N. Smeda, E. Dakich, and N. Sharda [40], as well as those of D. Saripudin, K. Komalasari, and D. N. Anggraini [41].

Regarding specialisation, the results indicated no statistically significant differences at a significance level (α ⩽ 0.05) between the means of the respondents' answers across the five domains and the study as a whole based on specialisation, with t-values indicating no statistical significance at a significance level (α ⩽ 0.05).

Table 8 shows that the average values of respondents' responses on points in the "excellence" area ranged from 4.15 to 4.40, which indicates a high score on all points. Point 2 took the first place with an average score of 4.40, emphasising the importance of spreading the concept of excellence as a school value. Conversely, point 3 ranked last with an average score of 4.15, and focused on the control of students' written work. The overall average for the domain was 4.25, indicating a high score.

Conclusions and Recommendations

Our study investigates the use of digital storytelling in educational leadership, focusing on students' experiences in reflecting and self-discovering their personal stories. Our findings align with previous research and show that digital storytelling can be beneficial for educational leadership preparation. Students reported greater understanding of their cohort members, suggesting that co-constructing knowledge in a learning community leads to greater self-understanding and understanding of course content. The findings may help educational leadership faculty use technologically suffused pedagogy effectively.

Our study showed the superiority of the "leadership values" domain among the five domains examined in the study, which may be attributed to the importance of leadership roles among university students. The means of the respondents' answers about the items in the "justice values" domain demonstrated high evaluation scores. Our study also revealed that the means of the respondents' answers about the items in the "organisational loyalty values" domain indicated a high evaluation score for all items. Furthermore, our study demonstrated an increase in the mean for the "integrity and independence values" domain, possibly due to the presence of a strict accountability and evaluation system for faculty members by the university administration. Our results highlighted statistically significant differences at a significance level (α⩽ 0.05) between the means of the respondents' answers about the "justice values" domain based on gender. This result can be interpreted as females consistently resorting to comparisons with others regarding the workload and managerial treatment they receive, requiring the manager to ensure fairness in task distribution and treatment.

Teachers have to look at including such tasks into their lesson plans and provide guidance on the technologies needed to do them. Future studies should assess how this experience affects the technology integration efforts of practicing leaders in schools.

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