The role of school director in training teachers on creative thinking in solving problems to improve educational skills through the Kingdom's Vision (2030)

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***Abstract*:**

The current study aimed to investigate the role of school director in training teachers on creative thinking in solving problems to improve educational skills through the Kingdom's Vision (2030). The study sample consisted of (82) school director and teachers in the Hail region. A questionnaire was used on the role of school director in training school director on creative thinking in solving problems to improve teachers' educational skills through the Kingdom's Vision (2030).

The results showed that the following axes represent creative thinking in solving problems: innovating new (unprecedented) solutions - encouraging a culture of creativity and cooperation - enhancing critical thinking.

The results also showed that the first axis: innovating new (unprecedented) solutions appeared at an average rate of (27%), and that the second axis: encouraging a culture of creativity and cooperation appeared at an average rate of (25%). The third axis: enhancing critical thinking: came in last place with an average rate of (23%). The educational skills axes: soft skills, digital skills, communication skills came as follows: the fourth axis: soft skills appeared at a high rate (39%), and the fifth axis: digital skills appeared at a high rate (36%), and came in last place. Sixth axis: Communication skills at a medium rate (35%), as a reality for creative thinking to solve problems and for learning skills for school director to train teachers.

Keywords: Creative Thinking in Problem Solving - Educational Skills - School Director - Teachers - Saudi Vision (2030).

Introduction:

Societies increasingly rely on education to equip new generations with the qualities required by the times and to build a better future. School director with diverse management skills ensure that schools and the education system as a whole are effective and capable of meeting the demands of contemporary circumstances. They are also expected to find satisfactory solutions to organizational and administrative problems, and to implement new and differentiated curricula instead of outdated traditional methods.

School director are also expected to address these problems brought about by contemporary lifestyles and implement some necessary updates to education.

Almost no institution, whether educational or otherwise, is free from problems. These institutions, with their various centers and diverse management, are usually managed by a number of principals and leaders with different specializations and diverse experiences, not necessarily those with administrative specializations, making the management process somewhat challenging. Educational institutions often face challenges due to rapid technological changes, competition among other institutions, and the pursuit of quality and local and international accreditation. These challenges range from administrative, technical, financial, or technical issues. Whatever the type of problems, they require an effective scientific approach based on purposeful planning to address them in the most effective ways and means (Al-Manqash, 2014: p. 53).

Schools also face challenges that can be overcome through successful educational leadership. Therefore, the leadership practices of principals play a significant role in resolving the problems facing schools, especially if methods of participation and cooperation with surrounding stakeholders (teachers, parents, and the local community) are implemented (Al-Jaradat & Zaid-Alkilani, 2015). Concern for the future and the development of its features, problems, and challenges in society is an important topic. It is essential to emphasize the development of mental capabilities capable of facing any challenges that may arise. One of the strategies for solving future problems is creative thinking. Due to the growing interest in developing creative abilities, creative problem solving is a cognitive process based on thinking and creative abilities, not feelings and emotional reactions. It is part of the process of developing creative thinking, and creative problem solving can be considered creativity (Al-Shurwab et al., 2018: p. 1779).

Among the skills required by school director is the possession of high-level leadership skills, which help advance any society that aspires to further growth and aims for comprehensive development in all its aspects. This highlights the leadership role in such societies as an indispensable behavioral phenomenon in society. Leadership is a driving force and influence on individuals and groups to accomplish tasks, galvanize motivation, direct energies, and encourage innovations to develop institutions (Al-Sakkar, 2011: 6). Creative problem-solving requires a high degree of sensitivity on the part of the

person dealing with the problem, in order to understand its limitations. This method is not mastered by ordinary individuals. One of the most important conditions for its success is its need for a great sensitivity to connect, infer, perceive, and interpret relationships, leading to innovative solutions (Al-Zahrani, 2017: p. 236). While the future is a time that has not yet occurred, preparation for it begins now, not tomorrow. Thinking about the future is what enables people to deal with the challenges of the future, adapt to its crises, and take advantage of its opportunities. This, in turn, equips people throughout their lives with the diligence and effort needed to see the challenges of the future today and recognize its difficulties. Consequently, they can begin preparing for the future from the present moment (Khader, 2020: p. 358). Education in the 21st century is changing more rapidly than most experts imagined. Technology seems to advance almost daily, and today's administrators and educational leaders are dealing with complex problems on a daily basis. Economic realities are forcing administrators and educational leaders to become more creative and innovative. Leadership is required at all levels of the institution, and administrators today must demonstrate leadership to an incredibly large number of subordinates across departments and programs (Marron & Cunniff, 2014, 145). With all the transformations and changes in education, the characteristics of both learners and teachers have changed. Teachers need to teach their students 21st-century skills to survive in the 21st century.

Teachers must first possess these skills and know how to effectively impart them to their students. Not only students, but teachers must also acquire 21st-century skills, and teachers must be sufficiently qualified to support the development of 21st-century skills (Tican & Deniz, 2019, 182)

Research Problem:

Teachers in the 21st century need to be successful in their professional lives, creative and critical thinkers, problem solvers, and possess strong communication skills. Furthermore, they must know how to acquire the necessary knowledge, be able to use technology to access information, be open to new ideas, be flexible and adaptable, be proactive and self-manage, and be aware of their responsibilities. They must also possess social and cultural skills, leadership skills, and productive ideas (Sural, 2017, 531).

Thus, the researcher believes that education in the 21st century faces many diverse problems—including financial, administrative, and technical issues—and that school director play a fundamental role in solving these problems in a creative and innovative manner, which in turn empowers teachers and develops their skills to meet the demands of the 21st century. Al-Dhabyani's (2017) study confirmed that school director (such as school directors) play a fundamental role in solving problems facing teachers, especially novice teachers, by building their work readiness and acquiring the skills that enable them to perform their duties effectively. By solving these problems, principals gradually prepare and qualify teachers to handle their job responsibilities.

However, Gashi's (2020) study indicated that achieving success in creatively solving problems facing teachers is a difficult and complex goal for school director. For example, educational supervisors face significant challenges stemming from their spending a large portion of their workday solving problems. At the same time, however, many educational supervisors lack the necessary training to apply specific problem-solving methods.

This means that their problem-solving practices are not based on a specific approach, creating difficulties for educational supervisors in applying various problem-solving methods, including creative methods.

Hence, the problem of the study can be highlighted in the following main question: What is the role of school director in training teachers on creative thinking in problem-solving to improve teaching skills through the Kingdom's Vision 2030?

Research Questions:

1. What are the patterns of creative thinking in problem-solving and teaching skills from the perspective of school director to improve teachers' teaching skills?
2. What is the reality of creative thinking in problem-solving and teaching skills from the perspective of school director to improve teachers' teaching skills?

Research Objectives:

The research seeks to achieve the following objectives:

- Identify patterns of creative thinking in problem-solving and teaching skills from the perspective of school director to improve teachers' teaching skills.
- Identify the reality of creative thinking in problem-solving and teaching skills from the perspective of school director to improve teachers' teaching skills.

- Significance of the Research:

The importance of the current research stems from the importance of the topic it addresses, which provides an opportunity to identify the role of school director in creatively solving future problems to develop teachers' teaching skills in accordance with Vision 2030, through which the Kingdom seeks to improve the levels of education and teachers in the Kingdom.

The importance of the research can be highlighted as follows:

First: Importance Theory:

- The current research may contribute to framing school director' practices in creatively solving future problems to develop and enhance teachers' educational skills.
- The current research may help school director in the Kingdom identify how to enhance teachers' professional and personal competencies based on 21st-century skills.
- The researcher hopes to enrich Arab libraries with recent research on the role of school director in creatively solving future problems to develop teachers' educational skills, given the scarcity of research in this area —to the best of the researcher's knowledge.

Second: Practical Importance:

- The results of the current study may contribute to identifying the obstacles that hinder school director' ability to enhance teachers' 21st-century skills and clarifying how to overcome them.

- The results of the current study may contribute to drawing the attention of specialists to hold more training courses and workshops for school director to raise their awareness of how to acquire and enhance teachers' 21st-century skills.

- The results of the current study may contribute to proposing appropriate recommendations to enhance teachers' acquisition of 21st-century skills.

Research Limits:

- ***First:*** Objective Limits: This study is limited to identifying the role of school director in creative thinking in solving problems to develop teachers' educational skills.
- ***Second:*** Spatial Limits: This study was limited to the specific geographical scope of the field study in the Kingdom of Saudi Arabia, in the Hail region.
- ***Third:*** Human Limits: The current study population included all school director in the Hail region, and the researcher selected a random sample from them to represent the study population.

Fourth: Temporal Limits: This research was conducted during the second semester of the academic year 1446 AH / 2025 AD.

Research Terms:

Educational Principals:

The primary person responsible for administrative and technical work in their school, with the goal of developing and raising the standard of all elements of the educational environment through optimal use of available human and material resources and capabilities, and developing activities, projects, and programs that assist in the school's self-financing (Al-Jariwi, 2015: p. 247).

The education principal is defined as an organizationally defined position held by an individual with primary responsibility for teaching and learning (Fleet et al., 2015, p. 30).

The researcher defines the principal procedurally as: the officially appointed person within the Saudi Ministry of Education who leads curriculum development and ensures the establishment of clear goals and expectations for teaching and learning.

Creative Thinking in Problem-Solving:

It is operationally defined as a thinking pattern through which the teacher encourages students to find diverse alternatives and solutions to the problems they encounter in the curriculum, and to create new relationships between new information and previously learned information, with the aim of arriving at a solution to that problem (Al-Jali; Ismail; Darwish; Al-Qanawi (2018).

The researcher operationally defines creative thinking in problem-solving as an innovative and effective approach to solving problems we may encounter. This approach involves thinking outside the box, using unconventional ideas, and searching for new and innovative solutions. Its dimensions are classified as: inventing new (unprecedented) solutions, encouraging a culture of creativity and cooperation, and promoting critical thinking. This is indicated by the degree of its dimensions and the total score in the questionnaire.

Educational Skills:

A set of attitudes, forms of understanding, and skills that a teacher possesses to effectively and successfully achieve goals when using educational games in teaching (Al-Dahlawi, 2011: p. 6).

They are an effective tool for implementing tasks within the classroom, as the teacher implements a teaching plan, in addition to demonstrating good behavior, quick wit, and strong observation during the implementation of the skill (Al-Hassan Wagdy, 2015: p. 59).

The researcher defines them procedurally as: a set of teaching procedures or behaviors that aim to facilitate student learning, directly or indirectly, and include three main skills: soft skills, digital skills, and communication skills.

Theoretical Framework of the Research and Previous Studies:

First Axis: Future Problems:

Humans always think about the future, but the importance of this thinking has increased with the rapid changes the world is witnessing in various fields.

Therefore, interest in reforming the educational process to address the problems and challenges of these accelerating changes in the future has increased.

Attention has turned to reforming the teacher and their conditions, given that the teacher is one of the most important components of the educational process.

The twenty-first century has become a knowledge-based one, with the driving force of technology causing such rapid changes that academics believe this is just the beginning.

In the future, the pace will accelerate dramatically, and these changes will impact education. Therefore, schools must be proactive and prepared to prepare teachers and students with the necessary skills.

Their educational administrators are the primary mechanism for high-quality and effective educational management. Therefore, they must possess educational leadership, theoretical knowledge, skills, responsibilities, and experience in aspects of educational management and solving future problems in the twenty-first century (Tipsrirach et al., 2015, p. 2).

The world stands before the new digital age, amazed by this amount of ambiguity. It is unlike any previous human era, as it has imposed new identities, wars, and virtual revolutions. No sooner have the world adapted to these changes than a far better and more modern technology emerges, creating an information revolution without features or boundaries (Al-Bayati, 2015: p. 9).

The digital age is also characterized by its broad concepts, meticulous attention to detail, and rapid development. Those who fail to understand it in all its dimensions and specificities will fall into its civilizational tendencies without realizing their dimensions. Therefore, it is an age whose paths can only be clarified through dynamic knowledge, continuous visualization, and understanding (Ajgim, 2015: p. 107).

Therefore, all eyes have turned to the educational system, especially the teacher, as he is the transmitter of knowledge and learning, the advocate of reform and development, the pioneer of innovation and creativity in his nation and society, and the shaper of the minds of future generations by connecting the past to the present and the present to the future (Al-Ansari, 2020: p. 238).

Strong, effective, and efficient management of education and its institutions is essential for strategies that call for more comprehensive curricula and create a direction for achieving the mission and vision of education.

The leadership practices of school director have a significant impact on teacher performance and skills in the 21st century, thus improving student achievement and school improvement (Azar & Adnan, 2020, p. 148).

When describing the characteristics of a good educational principal, it appears that a good principal is characterized by trust, integrity, vision, respect, honesty, cooperation, and empathy.

The need for high-quality educational principals is critical in today's educational landscape. Effective school director are known to have a powerful and positive impact on student learning. Additional behaviors include the ability to solve problems, develop and support teachers, create positive working conditions, and engage in meaningful endeavors both inside and outside the classroom (Wilson et al., 2020, 18).

Therefore, there is a need to identify the most important issues that may be faced in the future, the most important of which are:

First: Material Problems:

The emergence of the so-called global system, whose most prominent features are the pursuit of liberalizing international trade, and the shift from protectionist and import-substitution industrialization policies to market-opening policies, and the removal of restrictions on international trade. This will result in the emergence of so-called unified comprehensive quality standards as a means of quality control in various institutions, including educational ones. This increases the burden on teacher training institutions in particular, as they work to prepare individuals in a manner that combines comprehensiveness and specialization through rapid economic progress (Al-Harahsheh, 2010: p. 486).

The pace of change in the education sector has accelerated in many countries due to a number of complex and interacting forces. Continuing restrictions on public funding, exacerbated by the recent global economic crisis, have placed significant pressure on governments to implement reforms aimed at improving the effectiveness and efficiency of education systems, with public and institutional budgets under pressure (Rocha et al., 2019, p. 185). The researcher believes that with increasing technological progress and reliance on open educational resources in educational institutions, it appears that the most significant future problems that may hinder the increased production and use of open educational resources are financial. The time required to locate, adapt, or produce open educational resources must be taken into account. There may be costs involved in ensuring compliance with copyright and legislative standards for access to these resources, in addition to the need to provide support for the infrastructure for production and distribution.

Second: Administrative Problems:

The problem of privatization is one of the modern administrative problems. The principle of privatization of education, or the application of special programs, may create some forms of class and differentiation within the education system, in addition to the general pressures associated with the privatization economy (Abu Al-Saud, 2010: p. 56).

Some of the administrative and practical problems that may face educational administrators and leaders and that need to be addressed effectively and with understanding include: establishing appropriate staffing patterns; selecting, training, and promoting employees; resolving conflict; distributing decision-making authority; issues of authority and obedience; evaluation and feedback; and accountability (Thamarasseri, 2015, 5).

Second: Administrative problems:

This skill includes analysis. This skill is defined in the field of material analysis as the learner's ability to break down material into its primary and secondary components (Ibrahim, 2006). Inference: This skill refers to the learner's ability to deduce a conclusion, distinguish between the possibility of truth or error, and to perceive the validity of a conclusion through certain facts (Arar and Ramzi, 2017).

The researcher adds to the above administrative structures characterized by centralization and bureaucracy; the inability to meet the need for buildings, facilities, equipment, and classrooms; the lack of quality in educational planning and curriculum development processes; problems related to teacher competencies; weak/insufficient stakeholder participation in decision-making related to educational policies and education management; the in-service training needs of education personnel; and the financial problems of schools.

The researcher believes that some of the most significant technical problems facing education in general, and school director in particular, in the modern era include: difficulty keeping up with technological changes; the lack of technology-enhanced classrooms, laboratories, or infrastructure; the lack of modern technology-enhanced rooms, inadequately maintained technology, and insufficient internet connectivity.

Creative Problem-Solving Thinking among School director:

Creative problem-solving thinking among school director is characterized by the ability to think outside the box, employ new and innovative ideas, and solve problems in unique and different ways than traditional methods. It plays a vital role in developing administrative leadership in schools and improving the learning environment.

Its dimensions are shown below:

The first dimension: Creating new (unprecedented) solutions:

Innovation is a process that can be learned, recognized, and applied intentionally and purposefully, as a means of opening new channels of thought and transcending tradition. It is through innovation that unfamiliar ideas are considered to spark new ideas. Generating new ideas for a given problem is demonstrated, and challenging the concept provides trainees with ideas that are assumed to be correct, not because they are proven wrong, but rather to identify alternative ways of doing things. One of the internal processes in this section is the dominant idea, in which trainees are encouraged to renew the idea that dominates a situation and then determine the value of avoiding the idea to generate new ideas. Trainees learn to combine ideas to arrive at a new idea (Hamad, 2019). The development of new and unprecedented solutions emerges through improving the learning environment. This helps school director identify problems affecting the learning environment, such as a lack of equipment

or difficulty accessing resources. They then find innovative solutions to organize classrooms, improve teacher and student performance, develop educational programs, and develop the leadership skills of school director by contributing to problem-solving, decision-making, and effective communication. This positively impacts school management, encourages experimentation and innovation in the learning environment, and provides them with the opportunity to find new solutions to problems.

The Second Dimension: Encouraging a Culture of Creativity:

The ongoing changes facing educational institutions require them to pay attention to their organizational culture, which relies heavily on human resources, their values, and their beliefs. One of the most important aspects affected by the strength or weakness of this culture is administrative creativity. It contains many organizational elements that distinguish each institution from another, which are reflected in problem-solving and decision-making.

The most successful and outstanding organizations today focus on building a strong culture based on administrative creativity, teamwork, and continuous improvement (Ibrahim, 2020). Al-Ajmi (2023) indicated that the degree of availability of administrative creativity skills among secondary school director in the State of Kuwait was moderate, according to the perspectives of principals and their teachers. Meanwhile, Khatatbeh (2016) demonstrated that the degree of administrative creativity practiced by secondary school director was high, according to the teachers' perspective.

The researcher indicates that the degree of providing an innovative educational environment, through an effort to create a creative educational environment, encourages students and teachers to think creatively, find innovative solutions to problems, and present new ideas to improve the educational process.

This saves time and effort by finding quick and effective solutions to problems, which saves time and effort in the administrative process, reduces pressure on school staff, and increases teacher and student satisfaction by improving the work environment and finding solutions to the problems facing teachers and students, which increases their satisfaction and comfort at school. It also provides a safe environment for students and teachers to freely express their ideas and opinions without fear of judgment or criticism.

The Third Dimension: Enhancing Critical Thinking:

Critical thinking skills are a mental process that individuals use to generate creative ideas, solve difficult or complex problems, or make critical decisions. This is achieved through a number of strategies and processes, such as planning and gathering information and data to arrive at a specific solution or decision (Al-Akul and Al-Saudi, 2016).

Critical thinking is one of the most important skills in developing and shaping students' personalities, enabling them to confront and solve all the intractable problems they may encounter, both personally and professionally.

Critical thinking contributes to enhancing students' ability to use logical reasoning to analyze all ideas, opinions, and options presented and choose the most appropriate and optimal ones (Arar, 2017).

Critical thinking encourages students to investigate the causes and factors that led to a problem to ensure the most appropriate solution is chosen. Critical thinking also helps students avoid making the same mistakes twice and enhances their ability to communicate with other members of society, students, and teachers within the school environment. It also improves their effective communication and collaboration skills, leading to sound decision-making and optimal and appropriate solutions (Cottrell, 2017).

Al-Gharaibeh (2014, 93) highlighted the importance of knowing assumptions, interpretation, and inference in equipping teachers with critical thinking skills.

Carol Nasab and Donald Trofinger (2006, 103-112) identified skills that help teachers organize their experiences and process information and situations, fostering critical thinking skills in the following areas: sequencing, classification, judgment, prediction, and distinguishing between facts and opinions.

Teachers can develop critical thinking skills by providing students with activities that include classification, ordering, discovering contradictions, understanding the difference between induction and deduction, developing a sense of number, discovering patterns, and making predictions (Ibrahim, 2011, pp. 184-185).

The researcher indicates that teachers can think critically if they have the ability to examine experience and evaluate knowledge, ideas, and arguments in order to reach balanced judgments. Critical thinking skills also appear diverse, ranging from interpretation, inference, deduction, and evaluation.

The Role of School director in Solving Future Problems:

The world is witnessing rapid and continuous changes and developments, and a massive explosion in knowledge, information, and technology.

There are significant advances in educational fields, and modern administrative and educational methods have multiplied in the field of school administration, given their significant importance in developing the educational process.

The school principal is considered the foundation of any educational civilizational development, and educational development begins with the development of education principals.

The education principal is considered an essential element in achieving the school's goals and enhancing its outcomes, making it an inexhaustible source of highly qualified human resources capable of fulfilling development aspirations.

Therefore, it has become imperative to focus on targeted professional development for them, keeping pace with their needs and the actual and future needs of the educational field, to create school leadership cadres that keep pace with future aspirations (Al-Shammari, 2016: p. 353).

Therefore, the principal must utilize information and communication technology in all educational and pedagogical processes related to teaching, assessment, monitoring, guidance, classroom planning and management, communication with parents and local community leaders, and the development of ethical values among students, enabling them to make informed judgments, make choices, and deal with the problems arising from scientific and technological developments in the present and future (Abu Al-Saud, 2010: p. 29).

The teacher professional development policy must also be incorporated into the school's mission and its contemporary and future vision. Scientific and realistic plans must be developed that inform teacher professional development, raise awareness among all school staff of the importance of teacher professional development and its role in improving education, and prepare the school environment to become an effective training unit for teacher professional development.

Teacher training needs must be identified and utilized to develop the development plan and design its content, while employing modern technologies when implementing professional development programs (Al-Awfi, 2014: p. 258).

The principal must also act as a planner for educational work, beginning his planning role by studying the general objectives of education and the objectives of the educational stage under which his school falls.

He must also act as an organizer, carrying out the organizational process to carry out a duty or achieve objectives, and preparing the work to achieve stability and consistency in the work. He must also act as an educational supervisor who helps teachers understand the objectives of the stage in which they work, study the curricula, teaching methods, etc., to implement them and develop the professional level of teachers.

He must also act as an evaluator of school work to ensure the smooth running of the educational and pedagogical process and the extent to which it achieves its objectives (Al-Harbi, 2011: p. 88).

The educational principal is expected to combine intellectual and personal qualities, possess professional, psychological, and ethical readiness for the role of educational leader, promote change, possess a sense of responsibility toward the school team, and be able to create a culture of educational responsibility within the school and its surroundings.

A principal who utilizes leadership skills inspires, engages, and supports teachers in their creative work and in discovering their skills and abilities. ‘

As a true leader, they can motivate teachers to more effectively formulate goals, create school development strategies, and create a work environment that encourages commitment and innovation (Szempruch & Smyła, 2020, 67).

From the above, it is clear that an effective educational principal, capable of addressing future problems, possesses a sense of responsibility toward education in all its aspects (material, technical, and administrative) and educational institutions with all their members.

They possess professional, psychological, and ethical readiness for the role of educational leader, and combine personality and intellectual characteristics.

These are all dimensions that comprise their leadership and educational role, enabling them to perform their role effectively.

Creative Ways to Solve Future Problems:

There must be change and transformation in all educational and training requirements in educational institutions in the digital age, in terms of the objectives of these institutions and, consequently, the transformation of the roles of both the teacher and the learner. The educational environment, with all its components, requires a qualitative shift to meet the needs of society in the digital age (Hassan, 2019: p. 367).

He pointed out some ways to solve future problems, which include focusing educational processes on "teaching how to learn" rather than the dominance of indoctrination; increasing attention to a holistic, integrated perspective in individual development; emphasizing mental abilities to deal with the unknown rather than being limited to the known; building bridges between the links and stages of the educational system; and formulating the educational structure in what is called the "educational tree" structure rather than the "educational ladder" structure (Al-Tamimi, 2019: p. 3).

Based on the above, the researcher believes that the basic steps for creative problem solving include the following:

• Identifying the existing problem.
• Asking clarifying questions.
• Formulating a problem statement.
• Brainstorming ideas.
• Thinking logically through these ideas to decide on practical solutions.
• Working on solutions and considering implementation.

Second Theme: 20th Century Skills:

Educational Skills Required for Teachers:

The rapid technological transformations and changes brought about by the digital age have created numerous developments and problems, both locally and globally, making the teacher's task increasingly complex.

Therefore, it is imperative for teachers to possess new skills and competencies that are compatible with the current era and its developmental, social, and skill requirements, which teachers seek to satisfy in students.

The teacher represents one of the main pillars that can contribute to the development of education, especially the teacher who believes in authenticity while simultaneously taking into account modernity, which does not deviate from the value framework of society.

The teacher is one of the main axes in achieving the development of education at all levels (Nasr, 2010: p. 27).

The teacher's roles, responsibilities, and preparation for assuming responsibility must be in line with the changes taking place in society.

The training for which teachers were prepared over the past century is not consistent with the requirements of the role they will play in future education, given the development system as a reflection of the rapid change in information and communications technology and the globalization of human activity (Abdul Shafi, 2016: p. 77).

The most important teacher skills in the 21st century can be summarized as follows:

Soft Skills:

Soft skills are described as those basic skills related to an individual's ability to interact, communicate, communicate, present ideas, persuade, take initiative, use behaviors, and work within a team (Hassan, 2024, p. 145).

Soft skills for school director are defined as: "The set of personal skills possessed by school director in the areas of work, the art of school management, the use of leadership skills, teamwork, self-development, the ability to make decisions and solve problems, the art of communication, creative thinking and crisis management, civilized behavior, and sportsmanship" (Al-Tuwaijri, 2020, p. 389).

It is noted that soft skills are a set of traits related to a school principal's ability to interact and communicate with others, work as a team, think critically, manage time, make decisions, solve problems, and manage crises.

Soft skills are among the most important means by which an individual can strengthen his or her ability to: And the success of one's relationships with others, through which one acquires many traits, the most important of which are: the ability to master the tools of communication with others, and the ability to analyze the situations and personalities with which one deals; this gives one social intelligence and experiences that benefit them in life in general (Muhammad, 2023, p. 13).

The importance of soft skills for the school principal is highlighted by (Bin Suleiman, 2020) and (Hassan, 2022):

¬ Soft skills are also complementary to administrative skills and are a requirement for professional work, as they enhance the process of communication and interaction between individuals within the school.

¬ They help one confront difficult situations, enable the development of positive attitudes, and influence team members to achieve greater success at work.

- ¬ They are a factor in business success and achieving excellence in job performance.
- ¬ They encourage the adoption of adherence to work ethics. and organizational cultures.
- Enables a serious commitment to time.

Soft skills vary. To identify the most important soft skills required by a school principal to perform their duties, educational literature and previous relevant studies were reviewed.

The following skills were selected: communication skills, critical thinking skills, teamwork skills, time management skills, problem-solving skills, and crisis management skills.

From the above, the researcher concludes that mastering soft skills is an ongoing process, and that school director must continually strive to develop their soft skills to meet changing circumstances, enhance their ability to manage the school, and communicate effectively with others.

The researcher believes that teachers must consider new directions and gather information in useful ways to demonstrate their ability to think creatively. They must also collaborate with their peers or in small groups to investigate and collaborate to develop their own pedagogical and technological content and knowledge.

They must also develop communication skills to exchange information, feelings, and meaning through verbal and nonverbal messages, and deliver lessons using communication channels. Different, and use tone of voice, facial expressions, gestures and body language effectively.

Digital Skills:

Among the most important digital literacy skills that teachers of the 21st century must possess are knowledge of the basics of using computers, their software, components, the Internet, and the Internet.

They must also be familiar with the educational uses of the web and methods for delivering educational materials, whether written or online, as well as readings and multimedia programs that teachers may prepare or that are available on the web.

They must also be familiar with how to use communications, including the web and educational technology, and various communication tools that enable communication, such as email, teleconferencing, and ways to utilize social media to serve the educational process (Khalil, 2017, pp. 115-116).

The teacher's technological competencies are not limited to the practical use of computers and other digital devices. They must also be familiar with the attitudes and behaviors related to the effective use of these tools, with a focus on the cultural, economic, and political aspects of digital tools. Teachers must also be familiar with strategies and skills for managing online networks, how to deepen responses, resolve tensions, deal with lack of participation, and deal with technological failures themselves (Al-Deeb, 2019, p. 152).

Teachers must be familiar with digital learning skills, which requires knowledge of some programming languages and proficiency in using educational website design programs.

They must also be trained in how to manage these websites and be able to guide and direct students on how to navigate cyberspace (Ali, 2019: p. 3110).

They must also possess skills to support the knowledge economy by diversifying learning methods to meet learners' needs and diversify life activities. They must also possess the skill of managing virtual meetings, meaning that the teacher must be able to use electronic technologies to deliver e-learning lessons using applications such as Zoom, Google Meet, and Microsoft Teams. They must also be able to manage the classroom and its tools and engage students in teaching (Badr, 2012: p. 152).

In the twenty-first century, workers in all fields use various technologies that require a wide range of critical thinking skills. With technology advancing at a breakneck pace, most countries are making efforts to enable schools to lead the way in providing modern technology (Ljubetić, 2012, p. 86).

The researcher believes that the necessary skills for the teacher in the 21st century include: learning and innovation skills (such as critical thinking, creativity, cooperation, communication, and learning); information, media, and technology skills (information literacy, media literacy, and technological literacy); life and career skills (flexibility, leadership, initiative, productivity, social skills, responsibility, citizenship, combining life and work, global

responsibility, and sustainable development); and dialogue skills (general dialogue skills, teaching dialogue, and self-dialogue skills).

Communication Skills:

The teacher must be an expert in information research methods, not just an expert in the information itself. They must be able to accomplish their social and educational tasks, be proficient in utilizing educational technologies and utilizing innovative methods, possess a spirit of initiative and a tendency toward experimentation and innovation, and be confident in organizing educational activities freely and voluntarily. They must also possess the skills, abilities, and information that make them educational researchers who contribute to solving educational problems they may encounter with knowledge and awareness (Abdul Rahman, 2015: p. 66).

They must also be able to assume social responsibility while taking into account the interests of society in general, and demonstrate ethical behavior in all personal, workplace, and community contexts (Al-Shahrani, 2020: p. 1996). The teacher must be able to promote social values, emphasize the need to preserve heritage and cultural identity through global cultural openness, encourage consultation with experts in various fields of knowledge, strengthen the relationship between the school and the community, emphasize the need to adapt and address contemporary issues, develop dialogue and discussion skills, encourage the preparation of diverse reports, and encourage awareness of the latest developments and discoveries (Asiri, 2018: 492).

Teachers with good life and career skills prepare students to assume responsibility and be prepared to do well in their chosen field and expertise. They can also facilitate opportunities for students to gradually increase their level of responsibility, thus teaching them lessons on how to make good choices beyond their school years. Another important skill for teachers is their ability to provide activities that help students develop socially while gaining a deep understanding of the content (Tsoukalas, 2011, 23).

Challenges Facing Teachers:

The revolution in communications, information technology, and its systems has brought about significant, far-reaching changes. The relative value of knowledge has begun to emerge in a global society moving toward a knowledge-based economy. Consequently, the teacher's burdens have increased. They are no longer required to merely transfer knowledge to learners; they are now required to develop students' abilities to access knowledge from various sources, as well as to optimally utilize information by seeking effective methods to achieve maximum benefit (Al-Tamimi, 2019: p. 4).

The general decline in the qualitative level of education, as well as its quantitative level, may be due to the expansion in the number of students admitted, the limited resources allocated to educational institutions, the weakness of the information system in the educational field, and the lack of a clear vision for educational research, meaning the lack of scientific methodological plans, the near-disconnect between the research conducted by educational institutions and the various needs of community institutions, and the lack of funding for research (Muhammad, 2017: pp. 265-266).

There are intellectual challenges represented by the attempts of nations and peoples to extend their scientific, intellectual, and cultural control over others, and the struggle to disseminate their ideas. Consequently, the teacher of the future faces a flood of knowledge and information (Zhou, 2017: p. 344).

Ali (2019: p. 13) also pointed out that one of the greatest challenges facing teachers this century is finding realistic ways to convince parents to leave their children to depend on themselves during school days. Excessive parental attention encourages children to become lax and dependent. What teachers try to instill in students may be spoiled by some parents through excessive pampering, which undoubtedly affects students' behavior in the future.

The media also increasingly fails to present programs and projects that help strengthen the role and status of teachers, which leads to achieving social security for society and raising the status of education.

The lack of proper planning and management of educational institutions in the Islamic world deprives these institutions of a future vision for confronting scientific challenges and containing the crises that impose themselves on media work (Al-Talawi and Al-Rifai, 2016: p. 386).

The researcher believes that another important challenge that must be highlighted is the rapid change in curricula. Keeping curricula responsive to the demands of the changing times is crucial for any country's education system. However, rapid changes in the system can lead to complex problems and often lead to potential contradictions in the educational structure, making the work of teachers difficult.

Methods for overcoming the challenges facing teachers:

The challenges facing teachers can be overcome by integrating 21st-century skills with the teacher preparation and licensing process, and by forming leadership teams at the educational administration level to monitor efforts to instill 21st-century skills in schools under the authority of the educational administration (Al-Huwaish, 2018: p. 275). Teachers are bearers of a social mission because they are educators of public opinion and future citizens.

They must be aware of the mission in the twenty-first century. Therefore, they must demonstrate their basic academic knowledge with other disciplines to dialogue with other fields of knowledge and thus be able to reflect with students on the complexity of the current world and the future they must build. Therefore, teachers need extensive general training and knowledge of the main issues surrounding the twenty-first century in terms of various conflicts, uncertainties, and possible expectations in the world of politics and economics (Spadaro et al., 2017, 61).

The critical elements for integrating technology into classroom practice in the 21st century and overcoming its obstacles are teaching principles, learning design, and the integration of technology into teaching and learning.

Teacher professional development is the most important factor. Professional development must help teachers successfully deliver curricula to students.

A positive attitude toward adopting and integrating technology is also important for successful integration. Teachers need successful experiences in integrating technology, which can change their perceptions and practices and help them overcome obstacles (Botha & Herselman, 2015, p. 3). ‘

Teachers must recognize the importance of the group they work with and the need to build the nucleus for change, progress, and development. Future teachers must also realize that the teaching profession has rules and principles and requires possessing certain competencies to practice it—cognitive, professional, and human. These competencies can be acquired and developed, and teachers must base their work, behavior, and practices on a solid intellectual foundation and strong faith (Al-Harahsheh, 2010: p. 492).

The role of teachers must also change in the future by establishing and supporting the community's cultural identity as constants, emphasizing the unity, integration, and function of knowledge, serving as a guide and facilitator of student learning, training for learning, supporting the knowledge economy, employing modern technological methods in teaching and learning, being a seeker of knowledge, and acting as a mediator between students and knowledge sources via electronic media (Abdul Shafi, 2016: p. 86).

And to cross the technological gap between themselves and their students, teachers must take the initiative and play the role of learner, becoming a teacher-learner and acquiring, through self-training, the skills required to use modern technological methods in educational situations, without waiting for developments in their in-service training programs (Al-Mufti, 2020: p. 66).

In addition, educational programs should be evaluated by a committee specialized in the application of twenty-first-century skills, and exceptional rewards should be paid to teachers who work to implement twenty-first-century skills (Al-Sardiya, 2020: p. 416).

Based on the above, the researcher believes that it is necessary to provide teachers with all the qualities and values necessary to face the difficult era of the twenty-first century and its challenges.

Teachers need to be lifelong learners and positively influence students in their thoughts, lifestyle, and behaviors. To make teaching more effective and powerful in facing the challenges of the twenty-first century, teachers must know how to prepare students to enter the global economy, in addition to possessing a strong educational theory and classroom management.

The Role of the Kingdom's Vision 2030 in Developing Teachers' Future Skills:

The modern trends of the Saudi educational system are embodied in the pursuit of elevating society and institutions to the ranks of advanced and productive countries.

This is evident in the formulation and continuous renewal of development plans, the development of modern strategies to keep pace with these developments, and the community's pursuit of achieving National Vision 2030 and the comprehensive national transformation toward the goals of this vision, which relies on the qualified human resources produced by universities and is well-prepared to keep pace with the transformations and challenges of the contemporary world (Al-Dosari, 2020: p. 137).

The Kingdom of Saudi Arabia has also been keen to focus on the role of education in comprehensive development, recognizing education's ability to create a radical shift toward the desired future. In the educational field, the Kingdom's Vision 2030 aims to improve the quality of education and provide students with the knowledge and skills necessary for future jobs by qualifying and motivating the teaching staff and improving the educational environment (Al-Ahmari, 2020: p. 59).

The researcher believes that Vision 2030's focus on the Kingdom's growth. Saudi Arabia is committed to long-term sustainability and expanding opportunities for all its citizens. The Kingdom views education as a critical tool for implementing reforms that create lasting change across every aspect of the economy. The Kingdom is currently struggling with how to transform its education system to meet the national initiatives established by Vision 2030. This has posed unique challenges for educators, who must teach students the skills required to function in the modern global labor market.

Previous Studies:

Al-Bannai (2025) examined the impact of using the Six Thinking Hats strategy on developing creative thinking skills among female students in the College of Education at Kuwait University, focusing on improving performance in fluency, flexibility, originality, and addition.

The researcher used an experimental approach on a sample of female students in the Department of Special Education, with 45 students in the experimental group and 45 in the control group. The researcher used multiple measurement tools to assess creative thinking skills, including pre- and post-implementation creative thinking tests (fluency, flexibility, originality, and addition), as well as follow-up questionnaires to monitor students' progress.

The results showed statistically significant differences at the 0.01 level between the performance of the experimental group and the control group. The control group favored the experimental group, indicating the effectiveness of the Six Thinking Hats strategy in improving students' creative thinking skills. The researcher also recommended that this strategy be mainstreamed into university curricula to develop creative thinking skills.

Hassan (2024) conducted a study aimed at identifying the extent of soft skills availability in the performance of faculty members in Saudi universities. The study used the descriptive approach, and information was collected using a questionnaire, which was applied to (322) faculty members at Imam Muhammad bin Saud Islamic University and Shaqra University.

The results showed that the degree of availability of soft skills in the performance of faculty members in Saudi universities was high.

These skills include: The faculty member is keen to determine priorities at work, searches for different alternatives and solutions in decision-making, respects and accepts the opinions of different people, even those who disagree with him, motivates students to work together and rewards them for it.

Al-Sakhri's study (2024) also examined the degree of soft leadership skills practiced by secondary government school director in the First Zarqa Directorate. The study used the descriptive analytical approach. The study population consisted

of (80) school director, of which (40) were selected as school director and their assistants. The study used a questionnaire as a tool for data collection.The study came out with the most important results, which are that there was an average assessment of the practice of leadership skills among secondary government school director.

There were also differences in the degree of practice of leadership skills among school director in the First Zarqa Directorate at the rank of director. The study results confirmed that there is a positive relationship between the practice of soft leadership skills and the performance of principals. There is a high role for training and professional development in enhancing the practice of soft leadership skills among secondary government school director. The study came out with the most important recommendations, which are the need to explore the factors influencing the practice of soft leadership skills among secondary government school director and to identify effective strategies to enhance them. Soft leadership skills may be used in preparing programs to improve the quality of education in general, as well as the need to add a curriculum that focuses on studying soft leadership for students at the academic stage.

While the study of Zahrani and Al-Ghamdi (2023) addressed the degree of availability of soft skills in the performance of Umm Al-Qura University employees, and the level of their job performance excellence, revealing the existence of a correlation between them. The study used the descriptive correlational approach, and information was collected using a questionnaire, which was applied to (267) male and female employees. The results concluded that the degree of availability of soft skills in the performance of Umm Al-Qura University employees was average, and that their level of job performance excellence was high. The study also revealed the existence of a positive correlation with statistical significance at the level (0.01) between the availability of soft skills and the level of job performance excellence among Umm Al-Qura University employees.

The study by Diraniya and Abu Riash (2022) aimed to identify the degree of possession of soft skills by student teachers at the Arab Open University, the study used the descriptive approach, and information was collected using a questionnaire, which was applied to (118) male and female students. The results concluded that the degree of possession of soft skills by student teachers at the Arab Open University was high, and among these skills: Students are able to identify the main cause of the problem they face, Students evaluate the solutions that have been reached in solving the problem to make the appropriate decision, Students have creativity and innovation in exploring possible solutions, Students have the ability to manage time effectively, Students seek to know the best ways to perform any task.

Al-Shawish's study (2022) aimed to investigate the role of digital leadership in enhancing teachers' digital literacy skills from the perspective of school director in the Qasaba Amman District. The study adopted a descriptive survey approach, and the study sample consisted of (120) male and female school director. The questionnaire was used as a study tool after verifying its validity and reliability. The results of the study showed that the role of digital leadership in enhancing teachers' digital literacy skills from the perspective of school director was high, and that the highest domain was the role of digital leadership in developing computational thinking with a high degree, followed by the role of digital leadership in developing critical thinking with a high degree, and finally the role of digital leadership in developing content construction with a high degree, and there were no statistically significant differences attributable to the variables (gender and experience).

Kirembwe (2000) conducted a study that aimed to identify the level of soft skills of Arabic language students in Malaysian secondary schools. The study used the descriptive analytical approach, and information was collected by means of a questionnaire, which was applied to (71) teachers.

The results showed that the level of soft skills associated with Malaysian students in secondary schools was average, as there was a weakness in communication skills and skills associated with using the computer.

Gashi's study (2020) aimed to examine the relationship between school director' conflict management methods and their preferred problem-solving approaches. The study population consisted of all school supervisors in the United States of America. The sample included (123) school supervisors. The researcher relied on a descriptive-analytical approach based on a questionnaire. The study revealed several results, the most important of which were the following: There is a positive relationship between the competitive approach to conflict management and the task-focused problem-solving approach. There were no statistically significant differences between sample members in the relationship between conflict management methods and problem-solving approaches, according to the variables of age and experience. There were statistically significant differences between sample members in conflict management methods and problem-solving approaches, according to the gender variable.

Visone's study (2018) examined the development of problem-solving skills among aspiring educational leaders, specifically through classroom teaching with real-world scenarios. The study population consisted of all certified public school teachers enrolled in a public university pursuing an advanced degree in educational administration in Connecticut, USA. The sample included (37) teachers. The researcher relied on a quasi-experimental approach based on tests, questionnaires, and interviews. The study revealed several results, the most important of which were the following: There is a positive relationship between dealing with real-world scenarios and confidence in the ability to solve problems. There is a positive relationship between discussion with peers and confidence in the ability to solve problems. Participants also indicated that they still need experience working in actual administrative contexts.

Al-Shorab et al. (2018) conducted a study that aimed to investigate the relationship between creative thinking in solving future problems and its relationship to self-efficacy among first-year secondary school students in Jordan. To achieve this, the study population consisted of male and female first-year secondary school students in the University District Education Directorate, with (228) male students and (175) female students. The study sample included (403) male and female students. The study relied on the descriptive analytical approach as a study method, and used scales as a study tool. The study reached many results, the most important of which are: that the levels of

creative thinking in solving problems among males and females were at an average level on all dimensions of the scale for solving future problems, that the level of perceived self-efficacy was at an average level, and that there were statistically significant differences in the areas of (understanding the problem, developing standards, applying standards, and developing a work plan) from the scale of creative thinking in solving future problems.

The differences in the area of understanding the problem were in favor of males, and the differences in the areas of developing standards, applying standards, and developing a work plan were in favor of females. There were no statistically significant differences in the areas of (selecting the problem and generating solutions), and the presence of A positive correlation between the total score on the Creative Thinking Scale for Solving Future Problems and the total score on the Perceived Self-Efficacy Scale. Through of the study's findings, several recommendations were made, the most important of which are: Incorporating activities and exercises into the curriculum that develop creative thinking and enhance self-efficacy; qualifying and training teachers to focus on creative thinking and work to enhance self-efficacy among students.

The study by Al-Dhabyani (2017) examined the role of primary school leaders in solving problems facing novice teachers in the Kingdom of Saudi Arabia and identified appropriate solutions to the problems faced by novice teachers in the educational field to help school leaders perform their roles to the fullest. The study relied on the descriptive-analytical approach as a methodology and utilized a questionnaire as a research tool. The study reached several results, the most important of which are: Study participants strongly agreed that the government primary school leader plays a role in solving problems facing novice teachers in Riyadh; that the study sample members strongly agreed with twenty-three roles played by government primary school leaders in solving problems facing novice teachers in Riyadh; and that the most important role played by the primary school leader is to welcome the novice teacher upon arrival at school. The school principal introduces the novice teacher to his colleagues at school. The school principal meets with the novice teacher to explain the nature of the work he performs. The school principal introduces the novice teacher to his level through classroom visits.

Najm's study (2016) aimed to identify the relationship between creative thinking in solving future problems and its relationship to future anxiety among third-year secondary school students in Riyadh, Saudi Arabia. The study population consisted of third-year secondary school students in Riyadh, and the study sample included (403) male and female students (228) male and (175) female students. The study relied on the descriptive analytical approach as a method of study, and used scales as a study tool. The study reached several results, the most important of which are: the levels of creative thinking in solving problems among males and females were at an average level on all dimensions of the scale of solving future problems, the presence of differences in the dimension of understanding the problem in favor of males, the presence of a negative correlation between the total score of the scale of creative thinking in solving future problems and the total score of future anxiety, and the presence of statistically significant differences in the dimensions (understanding the problem, developing standards, applying standards, and developing an action plan) of the scale of creative thinking in solving future problems.

Mina's study (2016) examined the comparative relationships between school director' instructional leadership, teacher empowerment, teacher creative practices, and students' creative problem-solving in public and private schools. The study population consisted of all students and principals in schools selected for the 2012 Program for International Student Assessment (PISA) assessments in the United States. The sample included 6,111 students and several principals. The researcher relied on a descriptive-analytical approach based on a school questionnaire, a student questionnaire, and a problem-solving assessment questionnaire. The study revealed several results, the most important of which were the following: There were statistically significant differences among the sample students in their creative problem-solving skills, according to the variable of school type. There was a statistically significant relationship between school director' instructional leadership and students' creative problem-solving skills. There was also a statistically significant relationship between teachers' creative practices and students' creative problem-solving skills.

Adeosun's study (2011) sought to identify the challenges facing teachers' education and their acquisition of 21st-century skills in Nigeria. The researcher relied on the documentary approach, based on a review of previous literature that explains the teacher education program in Nigeria, the problems of teacher education in Nigeria, the necessity of 21st-century skills in teacher education, and the nature of 21st-century skills. The study revealed several findings, the most important of which were the following: The challenges of teacher education in Nigeria include: the lack of a strong link between school curricula and teacher education curricula; the emphasis on content delivery, examination, and certification of authentic learning; the unavailability of continuous educational materials; the poor preparation of lecturers; the demanding pressures of globalization; and other challenges such as rapid technological advancement, changing work patterns, and the explosion in access to and use of information. In addition, issues and problems specific to Africa are the most important factors required for teachers to acquire 21st-century skills. The most important 21st-century skills include: life and job skills; learning and innovation skills, with an emphasis on critical thinking, problem-solving, creativity, flexibility, effective communication, collaboration, and self-directed learning as the foundation for basic academic knowledge; and information technology and media skills.

The study of Al-Ajez and Sheldon (2010) aimed to reveal the extent to which school leadership practices its role in developing creativity among secondary school teachers, to identify the role of school leadership in developing creativity among secondary school teachers in the governorates of the Gaza Strip, and to reveal the effect of each of (gender, years of experience, academic qualification, and specialization in the bachelor's

degree) on the subject of the study, which is the role of school leadership in developing creativity among secondary school teachers in the governorates of the Gaza Strip, and to identify ways to develop the role of school leadership in secondary schools to develop creativity among secondary school teachers from the teachers' point of view. The study community consisted of male and female teachers working in secondary schools in the governorates of the Gaza Strip in the academic year 2008/2009 AD, and the study sample included (304) at a rate of (11%) of the original community. The study relied on the descriptive analytical approach as a study method, and used the questionnaire as a study tool. The study reached many results, the most important of which are: There are no statistically significant differences regarding the role of school leadership in developing creativity among secondary school teachers in the governorates of the Gaza Strip from the teachers' point of view. Teachers according to the variables of academic qualification and years of service.

Study Methodology:

The current study followed the descriptive and comparative approach, using the correlation method as the current research methodology, as it is appropriate for achieving the research objectives. The descriptive correlation method was chosen to reveal the relationship between the study variables, and the comparative method was chosen to reveal the differences between the study variables.

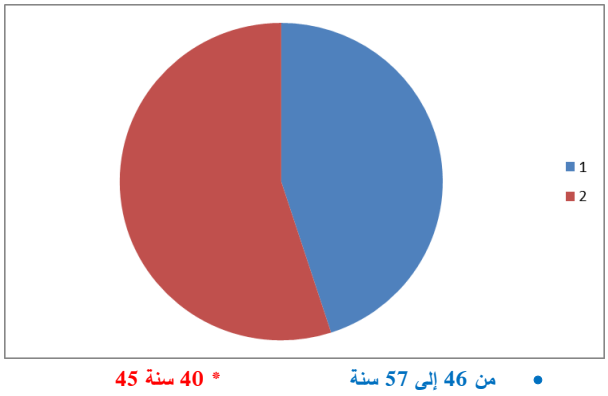
Study Population and Sample:

The study population consisted of school director and some teachers, totaling (82) in the city of Hail for the academic year 1446/2025.

The following explains the characteristics of the study sample:

Table No. (1) shows the distribution of the sample according to the age variable

Age	Frequency	Percentage
46 to 57 years	37	45
40 to 45 years	45	55
Total	82	100.0



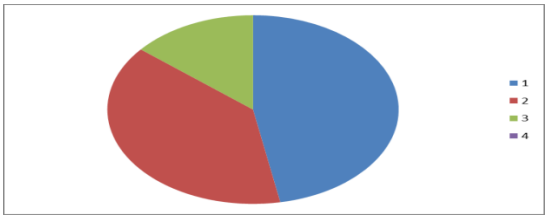
*** From 46 - 57 years ** 40-45 years**

Figure (1) shows the sample distribution according to the age variable.

The results of the previous table show that 45% of the sample members were between the ages of 46 and 57, while 55% were between the ages of 40 and 45.

Table (2) shows the sample distribution according to the number of years of experience variable.

Years of Experience	Frequency	Percentage
Less than 5 years	39	047.
To less than 10 years 5	32	039.
10 years and older	11	14.0
Total	82	100.0



• Less than 5 years * From 5 to less than 10 years * 10 years or more

Figure No. (2) shows the distribution of the sample according to the variable of number of years of experience

The data in the table indicate that the first category of the study sample had less than 5 years of experience (0.047%), the second category had between 5 and less than 10 years (0.039%), and the third category had 10 years or more (0.014%).

Statistical Processing: The following methods were used: Cronbach's alpha test and correlation coefficients to verify the validity and reliability of the study tools. Percentiles, means, and standard deviations were used to determine the level of entrepreneurial skills among graduate students. MAXQDA 2018 was used to analyze the qualitative data.

The coding or confirmation method will be used to discover patterns and new concepts derived from the interviews, based on an inductive analysis strategy.

Study Tool:

A) Questionnaire: - Questionnaire on the Role of School director in Training Teachers on Creative Thinking in Problem-Solving to Improve Teachers' Educational Skills in through the Kingdom's Vision (2030).

The researcher designed a questionnaire to answer the first and second questions of the study, based on a review of educational literature and previous studies related to the subject of the study.

The questionnaire was designed in a closed form that specifies the possible responses to each statement. Five-point scaled responses were used to obtain the responses of the study participants, according to the following degrees of agreement: very high agreement (5), high (4), medium (3), low (2), very low (1).

Table (3): Defining the Categories of the Five-Point Scale

Very high	High	Medium	Low	Very low
5	4	3	2	1

To determine the length of the five-point scale categories (lower and upper limits).

B) Interview:- The researcher used the interview tool in this study to provide an opportunity to gain insight into the opinions of study participants in the field and to support the information obtained from analyzing educational literature and previous studies related to the study topic. The interview aimed to answer the second question of the study. It consisted of one open-ended question about "The most important roles of school director in training school director on creative thinking in problem-solving to improve teachers' educational skills through the Kingdom's Vision 2030." The number of participants in the interview was (30) male and female school director.

Questionnaire Validity:

The researcher verified the validity of the questionnaire through:

A. Apparent Validity:

The questionnaire was presented in its initial form to a number of arbitrators, who were asked to provide their comments on the clarity and appropriateness of its phrases. Based on their suggestions, The final formulation of the questionnaire is as follows:

Diagnosing the reality of the practice of soft skills by female principals of public primary schools in Riyadh. It includes (30) statements in the dimensions of creative thinking in problem-solving: (creating new (unprecedented) solutions - encouraging a culture of creativity and cooperation - enhancing critical thinking), and the dimensions of educational skills: (soft skills - digital skills - communication skills).

B. Internal consistency validity:

To verify the validity of internal consistency, the questionnaire was administered to a sample of the study population to calculate the Pearson correlation coefficient, which measures the relationship between the score of each statement and the total score of the axis, as shown in the table:

Table (2) Correlation coefficients for each statement in the axis with the total score of the axis

M	Creative Thinking in Problem			Solving Educational Skills		
	Innovating new (unprecedented) solutions, .	encouraging a culture of creativity and collaboration,	promoting critical thinking	soft skills	digital skills	communication skills
1	**0.834	**0.943	*0.902*	**0.913	**0.906	**0.901
2	**0.905	**0.9	*0.933*	**0.954	**0.923	**0.967
3	**0.867	**0.948	*0.865*	**0.835	**0.913	**0.813
4	**0.883	**0.911	*0.976*	**0.918	**0.977	**0.774
5	**0.8	**0.904	*0.934*	**0.903	**0.950	**0.901
6	**0.903	**0.796	*0.922*	**0.846	**0.846	**0.746
7	**0.730	**0.767	**0.743	**0.876	**0.834	**0.810
8	**0.804	**0.701	**0.897	**0.866	**0.836	**0.901
9	**0.833	**0.777	**0.730	**0.793	**0.780	**0.702
10	**0.783	**0.743	**0.711	**0.712	**0.783	**0.737

(**) Significant at 0.01

Table (2) shows that the Pearson correlation coefficients for measuring the relationship between the score of each statement and the total score of the axes are statistically significant at the significance level of (0.01), indicating the validity of the questionnaire's internal consistency and its suitability for measuring what it was designed to measure.

Questionnaire Reliability:

To verify the questionnaire's reliability, Cronbach's alpha reliability coefficient was used, as shown in the table:

Table (3) Cronbach's alpha coefficient for measuring questionnaire reliability

Dimension	Reliability Coefficient	Dimension	Reliability Coefficient
Innovating new solutions (unprecedented)	**0.832**	**Soft Skills**	**0.748**
Encouraging a culture of creativity and collaboration	**0.711**	**Digital Skills**	**0.758**
Promoting critical thinking	**0.769**	**Communication Skills**	**0.769**
Overall stability	**0.760**	**General Resilience**	**0.773**

Table (3) shows that the reliability coefficients are high, with the overall reliability coefficient reaching (0.769, 0.773). This indicates that the questionnaire has a high degree of reliability and can be relied upon to obtain information specific to the study.

Statistical Methods:

The study used the following statistical methods:

- Frequencies and percentages: To describe the characteristics of the study participants.
- Arithmetic averages: To determine the trends in the study participants' responses.
- Standard deviations: To determine the extent of dispersion in the study participants' responses from their arithmetic mean.
- Pearson's correlation coefficient: To ensure the validity of the questionnaire's internal consistency.
- Cronbach's alpha coefficient: To ensure the questionnaire's reliability.

Presentation and Discussion of Results:

First: Results related to the first question and its discussion, which stated: What are the patterns of creative thinking in problem-solving from the perspective of school director to improve teachers' educational skills?

To answer this question, arithmetic means and standard deviations were extracted to reveal patterns of creative thinking in problem-solving from the perspective of school director to improve teachers' educational skills. The table below illustrates this.

Table (4)Patterns of creative thinking in problem-solving from the perspective of school director to improve teachers' educational skills, ranked in descending order

Rank	Number	Axis	Number of Paragraphs	Arithmetic Mean	Standard Deviation	Score
1	1	Innovating new solutions (unprecedented)	8	4.32	0.27	Medium
2	2	Encouraging a culture of creativity and collaboration	8	3.90	0.25	Medium
3	3	Promoting critical thinking	9	3.54	0.23	Medium
Total degree		50	25	3.92	0.25	Medium

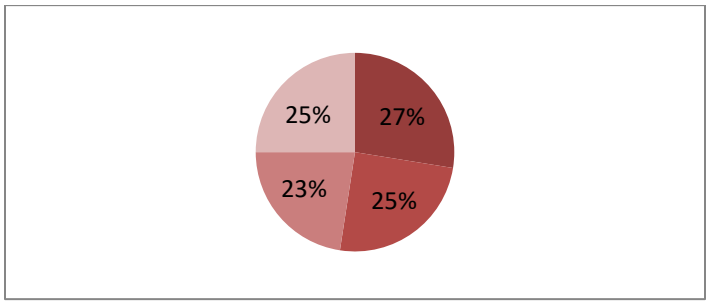


Figure (3) Chart

*** Innovating new (unprecedented) solutions (27%)**

**** Encouraging a culture of creativity and cooperation (25%)**

***** Promoting critical thinking (23%)**

The results of the first question, as shown in Table (3), revealed that the first axis: Innovating new (unprecedented) solutions, from the perspective of school principals, to improve teachers' educational skills, achieved a high score. This axis ranked first with the highest mean score of (4.32), followed by the second axis: Encouraging a culture of creativity and cooperation, in second place, with a mean score of (4.0). The third axis: Promoting critical thinking, ranked last, with a mean score of (3.54), an average score.

This requires intensifying programs, training courses, and activities accompanying the curriculum to enhance the technical and artistic aspects. The overall mean score was (3.92), a high score. This high result, according to the study sample's estimates, may be attributed to the innovation of new (unprecedented) solutions.

This is because knowledge and innovation, which are part of the planning process, have made innovation an added value that has a significant impact on improving educational skills. Innovation is no longer an option, but rather a necessity for countries, societies, and peoples seeking to enhance their economic position, strength, and competitive advantage. This has prompted many developed countries to compete to occupy a prominent position in the field of innovative and intelligent planning.

Creative thinking is one of the most important capabilities that must be highlighted and promoted, as innovators and inventors are the ones who have contributed to the advancement and progress of societies.

They represent a rare human value and a crucial element in the advancement of nations. Among the justifications for including creative thinking, Jalban's (2014) study indicated a shift in focus from the study of intelligence to creativity and the study of learners' creativity factors. This shift in focus has also been directed toward creative thinking, which relies on learning thinking skills, problem-solving methods, and providing unique creative solutions to solve these problems.

This shift is also due to the scientific progress and rapid developments the world is currently experiencing, which require special skills to confront, coexist, and adapt to them.

Galti (2020) also indicated that the degree of administrative creativity practiced by secondary school director in Sabya Governorate was moderate. Meanwhile, Al-Qahtani's (2020) study showed that the lack of interest in training programs provided to school director for their development leads to a weakness in the administrative creativity process. Alzbarka's (2022) study showed that the degree of administrative creativity practiced by schools in Bir al-Saba' was high.

Educational principals and educational leaders perform their roles daily through creative thinking in solving problems, which requires prior knowledge.

However, solving unstructured future problems requires creative approaches.

The most important components of creative problem-solving approaches include: understanding the challenge, which helps define the complex problem by constructing opportunities, exploring data, and understanding the problem; generating ideas, which includes developing creative ideas to solve the problem or bring about change; and preparing for action, which includes developing solutions and building acceptance by establishing a clear list of criteria, implementing change, and taking the initiative to implement the solution.

The researcher points out that the teacher is important in the role of school director in training teachers, as they are the basic pillar in achieving educational goals and raising the generation, and their role is important in developing talents and creativity among learners.

The teacher plays the greatest role in nurturing and nurturing creativity. No matter how lofty the school curriculum is and its elements are integrated, it will be of no use in the absence of the

teacher, or when his role is marginalized, or if the curriculum is implemented by an unqualified teacher.

This is done by using modern teaching strategies such as the strategy of teaching through creative thinking skills, through: possessing multiple and diverse experiences and a broad culture.

He plans to develop creative thinking among students, and accordingly, he accepts the opinions and ideas of learners, listens and pays attention to them carefully, and avoids methods of mockery, ridicule and suppression, and works to use methods of encouragement and motivation.

He poses many questions to stimulate learners' thinking, and uses methods of excitement and suspense to achieve correct ends, and thus reach the development of creativity and creative thinking.

He applies methods of classroom interaction and participation and work through groups, avoiding methods of indoctrination. He works to train learners on individual learning methods on their own in order to reach information by relying on themselves.

Training learners to apply and practice scientific research and exploration.

Second: Results related to the second question and its discussion, which states: What is the reality of creative thinking in problem-solving and educational skills from the perspective of school director in improving teachers' educational skills?

To answer this question, the researcher administered a questionnaire from the perspective of school director and school administrators.

Table (4) Bartlett's test of school principals' role domains for training teachers to improve their teaching skills, ranked in descending order.

Rank	Number	Axis	Number of Paragraphs	Arithmetic Mean	Standard Deviation	Score
4	4	Soft Skills	10	2.98	0.39	High
5	5	Digital Skills	10	2.76	0.36	High
6	6	Communication Skills	10	2.65	0.35	Medium
Total degree	50		30	2.78	0.37	High

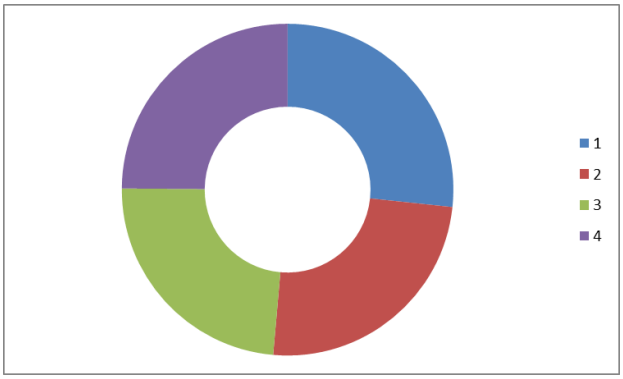


Figure (4) ***Graph for soft skills (39%)**** digital skills (36%) ***** communication skills (35%).**

The results of the first question, as shown in Table (3), revealed that the soft skills axis appeared at a high rate (39%), while the digital skills axis also appeared at a high rate (36%).

The third axis, communication skills (35%), came in last with a medium rate.

This result is attributed to the fact that effective management characterized by soft skills in education and its institutions is essential for strategies that call for more curricula and create a direction for achieving the mission and vision of education.

The leadership practices of school director have a significant impact on teacher performance and skills, thus improving student achievement and school improvement (Azar & Adnan, 2020, 148).

The media is also increasingly failing to offer programs and projects that help enhance the role and status of teachers, which leads to achieving social security for society and raising the status of education.

The lack of proper planning and management of educational institutions in the Islamic world deprives these institutions of a future vision for scientific confrontation and containing the crises that impose themselves on media work (Al-Talawi and Al-Rifai, 2016: p. 386).

And to cross the technological gap between themselves and their students, twenty-first-century teachers must take the initiative and play the role of learner, becoming a teacher-learner and acquiring, through self-training, the skills required to use modern technological methods in educational situations, without waiting for developments in their in-service training programs (Al-Mufti, 2016: p. 66). While Hassan (2024) confirmed the presence of soft skills in the performance of faculty members at Saudi universities, Zahrani and Al-Ghamdi (2023) also pointed to the presence of soft skills in the performance of Umm Al-Qura University employees and their level of job performance excellence. I agree with the results of the current study by Kirembwe (2020) in examining the level of soft skills among Arabic language students in Malaysian secondary schools. Meanwhile, Fouda's study (2021) revealed that, from their perspective, school director in Damietta Governorate perceived a high degree of administrative creativity.

The researcher indicated that the programs to achieve the Kingdom's Vision 2030, which primarily serve the education sector, have forced educators to reconsider the skills teachers need in this era, with the need to revamp the philosophy of current curricula and teaching methods, which fail to prepare

students for life and work in a world driven by rapid technological development, and to develop ones that help them work with proficiency, innovation, and a high level of quality. The goal of the educational initiative, aligned with the Kingdom's Vision 2030, which targets school students, teachers, and administrators, is to study their efforts within the framework of Vision 2030 to develop their skills and enable them to fully participate in economic and social activities. In line with Vision 2030, the Ministry of Education has initiated a series of activities in schools to increase student motivation, develop the skills of teachers and students, provide access to appropriate learning and teaching resources, and improve and introduce the learning and teaching methods necessary for the future.

Study Recommendations:

Through the study results, the researcher recommends the following:

- Improving the efficiency of creative thinking in problem-solving among school principals, directors, and teachers.
- Improving the efficiency of educational skills among school principals, directors, and teachers.

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In the Name of ALLAH , the Most Gracious, the Most Merciful

Questionnaire:

Dear Respondent/...

May the peace, mercy, and blessings of God be upon you.

This questionnaire was prepared to study (The Role of school director in Training Teachers on Creative Thinking in Problem-Solving to Improve Teaching Skills in Light of the Kingdom's Vision 2030).

To gain your opinions on the subject of the study, I kindly ask for your active participation by answering all of the questions accurately. It should be noted that all information contained in these questionnaires is strictly confidential and will be used only for scientific research purposes. There is no need to mention your name.

May God always guide you to what is best.

Researcher

First - Demographic and Personal Variables:
1. Gender
( ) Male
( ) Female
2. Educational Qualification
( ) Bachelor's
( ) Master's
( ) Doctorate

3. Position
( ) Teacher
( ) Principal

4. Number of Years of Experience
( ) Less than 5 years
( ) 5 or Less From 10 years old
( ) 10 years old and above

Please put a (√) in front of each statement and under the appropriate response from your perspective.

First axis: The Role of school director in Training Teachers to Innovate New (Unprecedented) Solutions to Improve Teaching Skills in Light of the Kingdom's Vision 2030

M	Phrases	Very Highly	Highly	Moderately	Weakly	Very Weakly
1	School director encourage teachers to move away from routine work practices.					
2	School director guide teachers to overcome complex challenges that conventional methods fail to address.					
3	School director guide teachers to think outside the box about solving problems.					
4	School director guide teachers to approach challenges from new perspectives.					
5	School director guide teachers to experiment, explore, and develop innovative and groundbreaking solutions.					
6	School director encourage teachers to improve cognitive and instructional processes.					
7	School director guide teachers to encourage continuous innovation and provide a supportive environment for it.					
8	School director guide teachers to demonstrate new, unconventional uses for existing ideas or products.					

The second axis: The role of school director in training teachers to encourage a culture of creativity and cooperation to improve educational skills in light of the Kingdom's Vision (2030).

M	Phrases	Very Highly	Highly	Moderately	Weakly	Very Weakly
1	School director encourage teachers to create a positive and supportive work environment.					
2	School director encourage teachers to encourage the exchange of ideas and experiment with new ones.					
3	School director encourage teachers to value creativity and innovative efforts.					
4	School director encourage teachers to support collaboration across teams and departments.					
5	School director provide teachers with the necessary tools and resources.					
6	School director encourage teachers to provide learning and development opportunities.					
7	School director encourage teachers to create a positive work environment by providing collaborative physical and virtual spaces for the exchange of ideas.					
8	School director encourage teachers to encourage open, effective, and honest communication to build trust.					

The Third axis: The role of school director in training teachers to enhance critical thinking to improve educational skills in light of the Kingdom's Vision (2030).

M	Phrases	Very Highly	Highly	Moderately	Weakly	Very Weakly
1	School director guide teachers to improve their ability to accurately analyze information, evaluate sources, search for evidence, and make informed decisions.					
2	School director guide teachers to evaluate ideas.					
3	School director guide teachers to make decisions based on logic.					
4	School director guide teachers to the importance of asking questions, listening to different perspectives, and understanding multiple sides of a problem.					
5	School director guide teachers to give students the autonomy to explore topics of interest. They develop curiosity and the skills necessary for critical analysis.					
6	School director guide teachers to analyze information and learn from past mistakes to help them grow and develop, and avoid making the same mistakes in the future.					
7	School director guide teachers to set aside time for reflection and reflection. Setting aside time to reflect on ideas and delve into the reasons behind them helps develop critical thinking skills.					
8	School director guide teachers to learn from mistakes. Learning from past mistakes helps them grow and develop, and avoid making the same mistakes in the future.					
9	School director guide teachers to practice complex problem-solving exercises to help develop critical thinking skills and decision-making abilities.					

Please kindly put (√) in front of each statement and under the appropriate response from your perspective.

The Four Axis: The role of school director in training teachers to solve material and soft skills-related problems to improve teaching skills in light of the Kingdom's Vision 2030

M	Phrases	Very Highly	Highly	Moderately	Weakly	Very Weakly
1	School director encourage teachers to work collaboratively by fostering collaboration with others to achieve common goals, working in teams, and being able to mentor others.					
2	School director encourage teachers to solve problems by identifying, analyzing, developing innovative solutions, and implementing them effectively.					
3	School director motivate teachers to think logically, evaluate information, make decisions based on evidence, and be able to think creatively.					
4	School director encourage teachers to think critically, by being able to think logically, evaluate information, make decisions based on evidence, and be able to think creatively.					
5	School director help teachers lead by being able to inspire, guide, and motivate others to achieve common goals.					
6	School director help teachers manage their time by being able to organize, prioritize, and complete tasks effectively.					
7	School director encourage teachers to utilize emotional intelligence, which is the ability to understand the feelings of others, handle them appropriately, and build strong relationships.					
8	School director help teachers achieve success by empowering them to develop themselves and build strong relationships with colleagues and those around them.					
9	School director guide teachers to develop soft skills by demonstrating awareness of their importance.					
10	School director encourage teachers to participate in training and activities that help them develop.					

Fifth axis: The role of school principals in training teachers to solve administrative problems related to digital skills in a creative manner in light of the Kingdom's Vision (2030).

M	Phrases	Very Highly	Highly	Moderately	Weakly	Very Weakly
1	School principals provide school administrators with how to manage digital content, including creating, publishing, managing, and storing digital content such as text, images, and videos.					
2	School administrators help school administrators participate in digital communities by connecting with others on digital platforms, which facilitates the exchange of experiences.					
3	School administrators encourage school administrators to seek out information to stay abreast of the latest technological developments, which helps them keep pace with changes.					
4	School administrators encourage school administrators to regularly use digital devices to enhance their digital skills.					
5	School administrators encourage school administrators to participate in training courses, providing an opportunity to learn digital skills from experts.					
6	School administrators encourage school administrators to diversify their use of digital skills, which helps individuals achieve success in their professional and personal lives.					
7	School administrators guide school administrators to be able to participate in society and social life, connect with others, and access information.					
8	School administrators guide school administrators to compete and succeed in today's job market.					
9	School administrators guide school administrators to work with others online, share information, and communicate effectively. School principals are urged to adapt to and adjust to technological changes and developments.					
10	School principals provide school administrators with how to manage digital content, including creating, publishing, managing, and storing digital content such as text, images, and videos.					

<u>The Sixth Axis:</u> The role of school principals in training teachers to solve technical problems related to communication skills in light of the Kingdom's Vision (2030).

M	Phrases	Very Highly	Highly	Moderately	Weakly	Very Weakly
1	School principals are keen to provide teachers with the skills to deal with emotions, manage them effectively, and express them appropriately.					
2	School principals guide school principals to adapt to others by understanding their personalities and communicating appropriately.					
3	School principals guide school principals to train learners to be aware of body language, use it positively, and express emotions through facial expressions.					
4	School principals are keen to communicate with school principals through social media, use these tools appropriately, and express ideas clearly.					
5	School principals help school principals practice and regularly train communication skills, improving performance over time.					
6	School principals help school principals express themselves clearly by using clear and concise language and avoiding ambiguity.					
7	School principals encourage school principals to listen carefully, focus on what others are saying, and respond appropriately.					
8	School principals promote verbal communication through speaking and writing, which includes choosing appropriate words and organizing ideas clearly. School principals are committed to nonverbal communication, including body language, facial expressions, and eye contact, which expresses feelings and emotions. School principals are also committed to ensuring that school principals receive self-training, practice communication skills on a daily basis, and correct mistakes.					
9	School principals are keen to provide teachers with the skills to deal with emotions, manage them effectively, and express them appropriately.					
10	School principals guide school principals to adapt to others by understanding their personalities and communicating appropriately.					

Questions are over
Thank you and appreciate your cooperation

Answer Sheet

Name (Code):

Phrases Dimension (1): Innovating new (unprecedented) solutions	Responses					Phrase numbers Dimension (2): Encouraging a culture of creativity and cooperation	Responses					Phrase numbers Dimension 3: Promoting critical thinking	Responses				
م	1	2	3	4	5	م	1	2	3	4	5	م	1	2	3	4	5
1						1						1					
2						2						2					
3						3						3					
4						4						4					
5						5						5					
6						6						6					
7						7						7					
8						8						8					
												9					

Correction key

Phrases Dimension (1): Innovating new (unprecedented) solutions	Responses					Phrase numbers Dimension (2): Encouraging a culture of creativity and cooperation	Responses					Phrase numbers Dimension(3): Promoting critical thinking	Responses				
م	1	2	3	4	5	م	1	2	3	4	5	م	1	2	3	4	5
1	1	2	3	4	5	1	1	2	3	4	5	1	1	2	3	4	5
2	1	2	3	4	5	2	1	2	3	4	5	2	1	2	3	4	5
3	1	2	3	4	5	3	1	2	3	4	5	3	1	2	3	4	5
4	1	2	3	4	5	4	1	2	3	4	5	4	1	2	3	4	5
5	1	2	3	4	5	5	1	2	3	4	5	5	1	2	3	4	5
6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
7	1	2	3	4	5	7	1	2	3	4	5	7	1	2	3	4	5
8	1	2	3	4	5	8	1	2	3	4	5	8	1	2	3	4	5
												9	1	2	3	4	5

Answer Sheet

Name (Code):

Phrases Dimension (1): Soft Skills	Responses					Phrase numbers Dimension (2): Digital Skills	Responses					Phrase numbers Dimension (3): Communication Skills	Responses				
م	1	2	3	4	5	م	1	2	3	4	5	م	1	2	3	4	5
1						1						1					
2						2						2					
3						3						3					
4						4						4					
5						5						5					
6						6						6					
7						7						7					
8						8						8					
9						9						9					
10						10						10					

Correction key

Phrases Dimension (1): Soft Skills	Responses					Phrase numbers Dimension (2): Digital Skills	Responses					Phrase numbers Dimension(3): Communication Skills	Responses				
م	1	2	3	4	5	م	1	2	3	4	5	م	1	2	3	4	5
1	1	2	3	4	5	1	1	2	3	4	5	1	1	2	3	4	5
2	1	2	3	4	5	2	1	2	3	4	5	2	1	2	3	4	5
3	1	2	3	4	5	3	1	2	3	4	5	3	1	2	3	4	5
4	1	2	3	4	5	4	1	2	3	4	5	4	1	2	3	4	5
5	1	2	3	4	5	5	1	2	3	4	5	5	1	2	3	4	5
6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5
7	1	2	3	4	5	7	1	2	3	4	5	7	1	2	3	4	5
8	1	2	3	4	5	8	1	2	3	4	5	8	1	2	3	4	5
9	1	2	3	4	5	9	1	2	3	4	5	9	1	2	3	4	5
10	1	2	3	4	5	10	1	2	3	4	5	10	1	2	3	4	5