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Training needs of faculty members at the university of hail in the light of creative teaching skills

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Abstract---The current research aimed to determine the rate of training needs of faculty members at the University of Hail in the light of creative teaching skills. The descriptive analytical approach was used, which is represented by a survey of literature, previous studies and tools for the subject of the research. and by applying it to a sample of faculty members at the University of Hail affiliated with the university's faculties (in some practical and theoretical faculties) in the academic year 1442 AH / 2021 AD, the sample consists of 120 members. Where the results of the research showed that all fields of training needs are necessary and important, and that the rate of training need for creative teaching skills in its five fields was high, ranging between (93.3% -98.10%), and in light of these results, a proposed scenario was prepared for a training program to develop creative teaching skills among members. The research recommended the need to train faculty members to practice creative teaching in light of the requirements of distance education according to specialization, and to reorganize and formulate the content of specialization courses electronically in light of creative teaching skills. Research recommended the need to pay attention to the development of creative thinking skills among their students through creative activities and

tasks. It also recommended; training them on teaching methods and strategies that help develop creative teaching skills, and methods of evaluating courses online, and a number of proposals were presented for future research.

Keywords---distance education, teaching strategies, calendar methods, electronic courses.

Introduction

Training is a strategic option for any party or institution that aspires to prepare human cadres capable of meeting work needs and keeping pace with the rapid developments and changes that occur in various fields of work. The faculty is an essential pillar in the development of the educational process in higher education institutions. The development of the faculty member through training in modern teaching methods and strategies, various evaluation methods, strategies for managing the educational process, and the developmental skills needed in the teaching process and self-development is an essential factor in developing the academic performance of the university. Since the current faculty member's role is no longer limited to transferring knowledge and information only, The role of the observer and familiar with the Arab, local and international experiences, and to deploy modern teaching methods (Al-Hayek and Al-Kilani, 2007: 214). Creative teaching is considered one of the main goals that universities must strive for and consider it as basic goals of university teaching, as it is related to a set of factors related with the components of the educational situation, and these factors, if coordinated and integrated with each other, tend towards excellence and creativity in teaching (Al-Aswad, 2018, 64). Creativity is the highest level of cognitive activity for learners, and the most important educational output, and through its education, the learner must be urged to produce something new or different. The relationship between teaching and creativity is a close one, for educators bear the burden of developing the elements of creativity among learners, and the burden of community development is an obligation to the creators, and from here, it is not possible to separate the interest in creative teaching and its development (Sufyan, 2006, 54).

Davies (2006: 42) and Coutts (1996) refer to educators' emphasis on establishing a strong educational situation in the twenty-first century, which primarily requires educational leadership that encourages both teachers and learners to be creative. Jeffrey and Craft (2004:83) confirm this: that creative teaching is similar to creativity in any field, and it occurs when the teacher combines existing knowledge in a new form to obtain useful results that facilitate student learning. The process of identifying training needs is an important step in preparing training programs for institutions, as the importance of training and determining its needs for each institution must be consistent with the requirements of the environment in which the institution operates, and there are changes that may occur at the level of technology or organizations, which necessitates determining the training needs for the necessary and appropriate training preparation for these changes (Durra, 1999). University teaching is one of the basic goals of the university, as it is connected to a set of factors related to the components of the

educational situation, and when these factors are integrated together, they give what is known as creative teaching.

The teacher today is in need of teaching and learning strategies that provide him with broad, diverse and advanced educational horizons, that help his students enrich their information, develop their different mental skills, and train them in creativity. It motivates them to think and produce creatively. Santos (1993) (AlAswad, 2018, 64). Training is an organized activity that focuses on the individual to achieve a change in his knowledge, skills and abilities to meet specific needs in the present or future situation, in the requirements of the work that one does and in light of his future aspirations for the job that he will perform in society. (Bakar, 2011, 398) (Obeidat, 2007, 166). (Al-Jamal and Al-Astal, 2017, 77 (Al-Subhi, 2010).

Since the objective of the process of identifying training needs is: estimating the type of training and the category that needs it to set specific goals or overcome certain obstacles, and the process of identifying training needs also aims to determine the duration of the program, determine its objectives accurately, and know the skills to be acquired (Yugeev, 1997, 149). In light of the information revolution and technological progress, the stereotypical teacher no longer has a place in the systems which consider the development of creativity and its skills as the responsibility of all the institutions of society, especially the educational institutions, (Al-Samir, Jaradat and Hawamdeh, 2007, 102). Through creative teaching, many educational goals can be achieved /Alioua (2000, 283)/ including making the student the focus of the educational process, developing students' competencies in analysis and logical thinking, and developing students' abilities in analysis and logical thinking. In addition to that is caring and positive self-development for students, encouraging creativity and renewal in thought and style among students, and developing thinking mechanisms, especially creative thinking (Shaheen, Ahmed, 2013, 1). Among the previous studies related to the topic of research is: Murad's study (2006), which prepared a proposed program for self-training during job doing and its effect on developing some creative teaching skills among mathematics teachers in the preparatory stage and their attitudes towards creative teaching. The study of "Abu Namira and Al-Hadidi (2009) aimed to reveal the training needs of faculty members in the faculties of educational sciences in private universities in Jordan. And the Harb study (2018), which focused on revealing the special skills needs of faculty members at Imam Muhammad bin Saud Islamic University in the light of academic quality standards. And Al Farhan study (1432 AH), which focused on identifying the training needs of faculty members at the College of Education at Umm Al-Qura University in light of their professional roles from their point of view. The study of Moawad (2009) aimed at revealing the effectiveness of a proposed training program in developing some creative teaching skills and achievement motivation among students who are science teachers at the college of Education. Schifter 2002 study which focused on effective teaching via the Internet. Sharon & Vesn (2005) study, that focused on the need to employ distance education for students of public education. Al-Enezi study (2010 AD) which aimed at revealing the training needs of faculty members in The emerging Saudi universities from their point of view. And Al-Wathaniani study (1432 AH) which identifies the training needs of faculty members at the College of Education at Umm Al-Qura University in light of their professional roles from their point of

view. And the study of Al-Asmar (2009) which aimed to determine the rate of professional development needs of faculty members in Saudi universities according to their professional roles. And Yahya's study (2013) which aimed to reveal the effectiveness of a proposed training program based on quality standards for developing creative teaching skills among student teachers in colleges of education. Al-Sudairy's study (2013) that aimed at identifying the training needs of faculty members at King Saud University. Al-Sharif's study (2006) with the aim of determining the training needs of academic faculty members on the two dimensions of university education goals and philosophy, and educational theories and their educational applications. Salem's study (2015 AD) which aimed to reveal the identification of training needs for faculty members at the Islamic University of Madinah. The study of Harhash (2016) focused on preparing a proposed training program based on divergent thinking strategies to develop creative teaching skills for Arabic language teachers in the preparatory stage and its impact on developing creative writing skills for their students. Muhammad's study (2003) prepared a training program based on creative teaching skills and its impact on developing these skills among science teachers in general education stages in Sohag. The study of Abdel Ghaffar (2006 AD) aimed at identifying the most important tasks required for the design of the course and preparation for its implementation, and then determining the training needs of faculty members in the Colleges of Education for Girls in Jeddah to carry out the tasks of designing the course and preparing for its implementation. It is clear from previous studies that although determining the training needs of faculty members at the university is an important requirement within the framework of total quality, but they did not address the needs in the field of creative teaching. This is what the current research sought to achieve by revealing the rate of training needs of members of the teaching staff at the University of Hail in the light of creative teaching skills.

The problem of the study

The performance of faculty members is an important element in the academic system, and the shortcoming in this performance is one of the most important challenges facing universities, given that the teacher is the main pillar in the educational process. As teaching is an educational means of communication to achieve the goals of education, and this requires a teacher possessing creative teaching skills and familiar with its trends. The teacher's responsibility is no longer only to transfer knowledge to the learner, but his role has changed to a creative one in the educational situation, to make the learner the focus of the educational process. Therefore, the interest in the faculty members, their development and the improvement of their performance is the basis for this progress and advancement as they are the most important main inputs and the effective element in the educational system, and the main pillar upon which the achievement of university educational goals depends on. The reputation of educational institutions stems from the reputation and elevation of the faculty members and their good performance, and their ability to carry out their academic and professional roles at a high level.

To achieve this

The preparation and development of A faculty member has the interest of higher education institutions in various countries of the world. They started working on planning programs that raise his performance and efficiency level, and providing the appropriate climate for him so that he can achieve his roles efficiently and effectively, especially in the era of globalization and technical progress.

Study Objectives: This study aimed at the following:

- 1- Preparing a list of creative teaching skills to be developed among faculty members at the University of Hail.
- 2- To reveal the rate of training needs of faculty members at the University of Hail in the light of creative teaching skills.
- 3- Presenting a proposed vision for a training program in light of the training needs to develop creative teaching skills.

Research problem

The research problem was identified in the following main question: **“What are the training needs of faculty members at the University of Hail in the light of creative teaching skills?”** The following sub-questions are branched from it

- 1- What are the creative teaching skills required for faculty members at the University of Hail?
- 2- What are the training needs of faculty members at the University of Hail in light of creative teaching skills from their point of view and that of experts?
- 3- What is the proposed scenario for a training program in light of the training needs, to develop the creative teaching skills of faculty members?

Research Methodology

The current research used the descriptive analytical method represented in a survey of literature, previous studies and tools related to the subject of the research. In addition, to apply it to a sample of faculty members at the University of Hail affiliated with the university's faculties. The research community and its sample: the community consisted of all faculty members at the University of Hail, and the sample was chosen randomly from some practical and theoretical colleges; it is consisted of 120 members.

Research tools: The research tools consisted of the following: a survey of experts' opinion on the list of creative teaching skills, and a questionnaire to identify training needs. Research procedures: To answer the first question of the research questions, which is “What are the creative teaching skills that are required for faculty members at the University of Hail? A list of creative teaching skills has been prepared through the following steps:

- 1- Determining the goal of the list: The list aimed to identify the creative teaching skills that need to be developed among faculty members at the University of Hail.

- 2- Sources for deriving the list: reviewing the literature in the field of creative teaching and reviewing previous research and studies related to the theoretical framework of research.
- 3- Preparing the list in its initial form: a sub-skill as follows: An initial list was prepared as an opinion poll for specialists on determining the creative teaching skills needed to be developed among faculty members at the University of Hail. It included six main fields from which (82) emerge.

Table 1
Fields and sub skills in the initial image of the creative teaching skills list

No.	Field	Sub Skills
First field	Skills associated with planning for creative teaching	15
Second field	Implementing skills of creative teaching	15
Third field	Evaluation skills of creative teaching	7
Fourth field	Creative teaching skills associated with fluency	15
Fifth field	Creative teaching skills associated with flexibility	15
Sixth field	Creative teaching skills associated with originality	15
Total	6 fields	82 sub skill

- 4- Calculation of the validity of the list: The validity of the arbitrators was used, the initial list was presented to a group of arbitrators and specialists, in order to explore their opinions about the list in terms of: the number of main fields, the correlation of sub-skills with the main fields, the validity of the list and its suitability for creative teaching and the appropriateness of the list items for members of the teaching staff at the University of Hail, as well as the integrity of the language. The arbitrators expressed their opinions that some skills need reformulation, some of them need modification, and the list included the main fields and sub-skills that received an agreement rate of (90%).
- 5- The final form of the list: After making the adjustments of the arbitrators (experts), the list became in its final form consisting of (6) main fields and includes (82) sub-skills (Appendix 2)

Third / to answer the second question of the research questions, which is "What are the training needs of faculty members at the University of Hail in light of creative teaching skills?" A list was prepared in the form of a questionnaire (opinion poll) through the following steps:

- 1- The purpose of the list: The list aimed to identify the training needs of faculty members at the University of Hail in the fields of creative teaching.
- 2- Sources of the derivation of the list: a review of the literature in the field of training needs for faculty members at the University of Hail, and of the previous studies of the theoretical framework for research.

- 3- Preparing the initial image for the list: An initial list was prepared to survey the opinion of experts and specialists so that to identify the training needs of faculty members at the University of Hail. It included five main fields from which (56) a set of skills emerge as follows:

Table 2
Fields and skills in the initial image of the training needs list

No	Field	Skills
First field	Needs related to planning skills of creative teaching	12
Second field	Needs related to implementing skills of creative teaching	15
Third field	Needs related to evaluation skills of creative teaching	12
Fourth field	Needs related to creative teaching skills associated with fluency	7
Fifth field	Needs related to creative teaching skills associated with flexibility and originality	10
Total	5 fields	56

- 4- Calculating the validity of the list: The validity of the arbitrators was calculated by presenting the initial list to a group of arbitrators (experts) and specialists at the University of Hail, with the aim of surveying their opinions about the list in terms of: the number of main fields, the correlation of skills with the main fields, the validity of the list and the rate to which faculty members need these skills in light of the specific field, and the appropriateness of the list items for the faculty members at the University of Hail, as well as the integrity of the language. The amendments were made according to the opinions of the arbitrators (experts) by modifying the wording of some skills, adding some skills needed by the faculty member, and the list included the fields and skills that received an agreement rate of (90%).
- 5- The final image of the list: The initial image of the list has been adjusted by modifying the wording of some skills, and the list in its final form consists of (5) main fields and includes (56) skills (Appendix 2).

Research results, discussion and interpretation

Firstly, Implementation of the list of identifying training needs

A questionnaire for training needs was applied in its final form to the faculty members at the University of Hail who were affiliated with the university's faculties in the academic year 1442/2021 AD, who are (120) members as to determine the rate of need (I need it - I do not need it).

Secondly, the analysis of the fields of the questionnaire (training needs for creative teaching skills in its fields)

The questionnaire targeted determining the training needs of faculty members in the research sample, and it includes five fields (main themes), and the following is

a presentation of the results for these fields (themes) as a whole, as shown in Table (3):

Table 3
Agreement rate upon fields (themes) and the survey (from study sample point of view) (N=120)

Fields	No. of indicators	Needing rate				
Creative teaching planning	12	1.960	0.07	98%	Need it	2
Creative teaching implementation	16	1.962	0.06	98.10%	Need it	1
Creative teaching evaluation	11	1.946	0.12	97.30%	Need it	3
Creative teaching skills associated with fluency	7	1.876	0.20	93.80%	Need it	5
Creative teaching skills associated with flexibility and originality	10	1.907	0.19	95.35%	Need it	4

Table (3) shows that the rate of training need for creative teaching skills in its five fields ranged between (1.876 by 93.8% - 1.946 by 97.30%). Implementation skills for creative teaching came in the first place as it shows the desire of the sample members to practice creative teaching in its practical form. Each field will be dealt with separately in planning, implementation and evaluation of creative teaching related to fluency, flexibility and originality in detail as follows

Table 4
clarifies training needs related to creative teaching skills

No.	Statement	Need rate (rate)							
		Need it		Don't need it		Average	Relative weight	Need rate	Sort by rank
		K1	%	K2	%				
1	Formulating training objectives in light of creative levels especially related to teacher's creativity	104	87.7	16	13.3	1.87	186.7	Need it	4
2	Designing variety of activities to create appropriate classroom climate and produce new ideas	118	98.3	2	1.7	1.98	198.3	Need it	2
3	Selection of strategies and teaching methods especially	120	100	0	0	2.00	200	Need it	1

	those proved to be creative								
4	Creative skills development through setting educational objectives to be achieved by setting educational activities	120	100	0	0	2.00	200	Need it	1
5	Formulating open probes in the field of specialization	104	87.7	16	13.3	1.87	186.7	Need it	4
6	Designing new situations for students in the field of specialization and create creative solutions	120	100	0	0	2.00	200	Need it	1
7	Planning educational activities to help students learn by discovering and practicing creative thinking	120	100	0	0	2.00	200	Need it	1
8	Prepare lectures as major problems divided to minor problems	112	93.3	8	6.7	1.93	193.3	Need it	3
9	Planning teaching activities that allow students to work in groups and share ideas	112	93.3	8	6.7	1.93	193.3	Need it	3
10	Methods of planning lecture content to let students discover and create through practical subjects and applications	120	100	0	0	2.00	200	Need it	1
11	Designing attitudes and methods for student assessment spatially	112	93.3	8	6.7	1.93	193.3	Need it	3
12	Planning activities that require applying what students have learned to new situations	120	100	0	0	2.00	200	Need it	1

The first field: Training needs related to planning skills for creative teaching:

The objective of this field is to identify the rate of their need for training in planning skills for creative teaching, and under this field there are (12) skills illustrated in Table (4). From analyzing the data contained in Table (4), it is clear that: The training needs contained in the first field /needs related to planning skills for creative teaching/ has got the rate of training need /I need it/ for all skills, where the average ranged between (1.87 and 2.00), where the skills of numbers (3, 4, 7, 6, 10, 12) got the highest arithmetic average, which reached (2.00), which is The skill of choosing diverse strategies and methods of teaching, developing creative abilities by setting educational goals, designing new situations in the field of specialization for students, providing creative solutions, and planning educational activities that help students learn by discovery and practice creative thinking and methods of planning the content of the lecture to provide opportunities for students to discover and be creative through topics And practical applications and planning activities that require the application of what students have learned in new situations. The researchers explain the rate of high training need among faculty members. These results are consistent with the previous studies, such as the study (Murad, 2006), Wad Rasa (Al-Qarni, 2012), and the study (Harhash, 2016), (Mohammed, 2016), (Obaida, 2017), (Salem, 2020).

Second Field: Training Needs Related to Implementation Skills for Creative Teaching:

The aim of this field is to identify the training needs related to critical teaching skills for creative teaching. (16) Skills are shown in Table (5). Upon analyzing the data contained in the previous table (5), we found that the research sample considers that the training needs mentioned under the field of creative teaching skills associated with the implementation phase of teaching have a /very high rate/ training need for them, with regard to the phrases (1, 2, 3, 6, 8 and 9, 10 and 11) which are /techniques of providing an appropriate educational environment that helps creativity/, and how to take into account novelty and uniqueness when presenting the educational content of the lesson, and ways and methods to provoke students to discover the problems contained in the educational situation in innovative, and diverse ways and to be familiar with strategies for using educational media and producing educational aids from environmental materials, Where they got an arithmetic average of (2.00), and the rest of the skills got arithmetic averages that ranged between (1, 73 and 2.00) and the rest of the skills came to a rate of need (I need them). The researchers explain the high rate of training need for faculty members (these skills) because they may have a clear impact on improving their creative teaching skills and their repercussions on their students. (Gow.), (Murad, 2006), (Abu Al-Ala, 2009), (Muawad, 2009), (Al-Qarni, 2012), (Yahya, 2013), (Al-Agha, 2015), (Harhash, 2016), (Muhammad, 2016), (Obaida, 2017), (Salem, 2020).

Table 5
clarifies training needs related to implementation skills of creative teaching

No.	Statement	Need rate (rate)							
		Need it		Don't need it		Average	Relative weight	Need rate	Sort by rank
		K1	%	K2	%				
1	Techniques to provide an appropriate learning environment that helps creativity	120	100	0	0	2.00	200	Need it	1
2	How to take into account novelty and uniqueness when viewing the educational content of the lesson	120	100	0	0	2.00	200	Need it	1
3	Ways and methods to provoke students to discover the problems involved in the educational situation in innovative and diverse ways	120	100	0	0	2.00	200	Need it	1
4	Using a variety of teaching methods and methods appropriate to the creative situation, such as problem solving, wave discovery, brainstorming ... etc.	112	93.3	8	6.7	1.93	193.3	Need it	2
5	Presenting unfamiliar situations to students	104	86.7	16	13.3	1.87	186.7	Need it	4
6	Ways to create many enriching educational activities	120	100	0	0	2.00	200	Need it	1
7	Techniques to help students use lesson content in new situations	111	92.5	9	7.5	1.93	192.5		3
8	Familiarity with strategies for using educational media and producing educational aids from environmental materials	120	100	0	0	2.00	200	Need it	1
9	Using class questions	120	100	0	0	2.00	200	Need	1

	to stimulate divergent thinking among students							it	
10	Implement practical presentations in new and innovative ways	120	100	0	0	2.00	200	Need it	1
11	Imposing hypotheses, asking questions, investigating and experimenting, if these activities are presented with creative ideas and methods, to develop the creative talents of the learner.	120	100	0	0	2.00	200	Need it	1
12	Managing lab lessons to help students experiment, discover and create	88	73.3	32	26.7	1.73	173.3	Need it	5
13	Use appropriate educational materials and educational media in all stages of teaching that encourage creativity	120	100	0	0	2.00	200	Need it	1
14	Methods of promoting creative behavior among students	112	93.3	8	6.7	1.93	193.3	Need it	2
15	Designing activities, homework and accompanying activities that help develop creativity	120	100	0	0	2.00	200	Need it	1
16	Taking into account the skills of implementing distance learning in choosing appropriate applications for it	120	100	0	0	2.00	200	Need it	1

Third Field: Training Needs Related to Assessment Skills for Creative Teaching:

The objective of this field is to identify the rate of sample needs for training in assessment skills for creative teaching. Under this field, there are 16 skills. When analyzing data in Table (6). It is clear that the research sample sees that the training needs mentioned under the creative teaching skills theme associated with the teaching evaluation (assessment) stage have a training need /I need it/ for

faculty members in all skills; Where all skills (training needs) obtained arithmetic averages ranging between (1.87 to 2.00) and all of them are under the /I need it/ rate range. Thus, they need more training on them to raise the level of performance of faculty members in light of these skills. And skills (1, 3, 9, 10,) got a repetition rate of 100%), which is to design tasks and problems in a creative way and to determine the nature of the creative output of the evaluation task in light of the goal that the lecturer seeks to evaluate, Putting students in situations and problems that need to come up with creative solutions and use assessment to diagnose, not just judge for the purpose of rewarding the answer. These results are in correspondence with many previous studies, such as the study of Abdallah (2001) and the study of Yahya (2013); And a study,, 2002), (Hassanin, 2003), a study (Murad, 2006), a study (Al-Qarni, 2012), and a study (Harhash, 2016), (Mohammed, 2016), (Obaida, 2017), (Salem, 2020), (Al-Amri, 2020) .

This is what the current research seeks to achieve, the (11) skills, as shown in Table (6).

Table 6
Clarifies training needs related to evaluation skills for creative teaching

No.	Statement	Need rate (rate)							
		Need it		Don't need it		Average	Relative weight	Need rate	Sort by rank
		K1	%	K2	%				
1	Creative design of tasks and problems	120	100	0	0	2.00	200	Need it	1
2	Diversity of sources, references and tools that the learner can use to address the problem	112	93.3	8	6.7	1.93	193.3	Need it	2
3	Determining the nature of the creative output of the evaluation task in light of the goal that the teacher seeks to evaluate	120	100	0	0	2.00	200	Need it	1
4	Formulate convergent, divergent, and various questions to suit the different mental levels of students	104	86.7	16	13.3	1.87	186.7	Need it	3
5	Methods to arouse students' attention and motivate them to interact, persevere,	112	93.3	8	6.7	1.93	193.3	Need it	2

	deal with and confront reality in order to change it, arouse curiosity, take risks, and deal with contradiction and ambiguity								
6	Provide situations that help students identify real, good problems that spark their thinking	104	86.7	16	13.3	1.87	186.7	Need it	3
7	Diversity in assessment methods that help develop creativity among students	112	93.3	8	6.7	1.93	193.3		2
8	Provide environmental stimuli and situations that help students do things in a way that is based on active thinking	112	93.3	8	6.7	1.93	193.3	Need it	2
9	Putting students in situations and problems that require creative solutions	120	100	0	0	2.00	200	Need it	1
10	Use assessment to diagnose, not just judge, to reward the correct answer	120	100	0	0	2.00	200	Need it	1
11	Designing creative situations related to the content of the lecture topic	112	93.3	8	6.7	1.93	193.3	Need it	2

Fourth Field: Training needs related to creative teaching skills associated with fluency:

The objective of this field is to identify the training needs related to creative teaching skills related to fluency. From the analysis of the data contained in Table (7), it is clear that the research sample sees that the training needs mentioned under the creative teaching skills related to fluency axis have a training need /I need it/ among members of the staff Teaching in all skills. Where all skills (training needs) obtained arithmetic averages ranging from 1.80 to 1.93, and all of them are under the /I need it/ rate range, and thus they need more training on them to raise the level of performance of faculty members in light of these skills. Skills (1, 5, 6) obtained a repetition rate of 93%, which are methods of motivating students to

produce a large number of ideas related to the topic of the lecture in a specific time and design strategies, through which students can reach multiple data related to the topic of the lecture and methods of directing students to analyze a large number from the main ideas of the topic of the lecture to secondary ideas. These results partially correspond with some previous studies, such as the study (Murad, 2006), Al-Qarni study, 2012 and the study (Harhash, 2016), (Mohammed, 2016), (Obaida, 2017), (Salem, 2020), (Al-Amri, 2020). In dealing with it, training programs were provided to a sample of teachers of different subjects, such as the study of Abdul Elah (2001) and the study of Yahya (2013). The results showed that there is a need for training in these skills among faculty members.

Table 7

Clarifies training needs related to creative teaching skills associated with fluency

No.	Statement	Need rate (rate)							
		Need it		Don't need it		Average	Relative weight	Need rate	Sort by rank
		K1	%	K2	%				
1	Methods of motivating students to produce a large number of ideas related to the topic of the lecture in a specific time	112	93.3	8	6.7	1.93	193.3	Need it	1
2	Methods of directing students to websites to extract the largest number of information related to the topic of the lecture	96	80	24	20	1.80	180	Need it	3
3	Encourage students to give a number of examples of one idea for the topic of the lecture	104	86.7	16	13.3	1.87	186.7	Need it	2
4	Encouraging students to give a large number of synonyms for one concept of the subject of the lecture	104	86.7	16	13.3	1.87	186.7	Need it	2
5	Design strategies through which students can access multiple data related to the topic of the lecture	112	93.3	8	6.7	1.93	193.3	Need it	1

6	Methods of guiding students to analyze a large number of the main ideas of the topic of the lecture into secondary ideas	112	93.3	8	6.7	1.93	193.3	Need it	1
7	Ways and methods of directing students to websites to extract the largest number of information related to the topic of the lecture	96	80	24	20	1.80	180	Need it	3

Fifth Field: Training needs related to creative teaching skills associated with flexibility and originality:

The aim of this field is to identify the rate of the sample needs for creative teaching skills associated with flexibility and originality. Listed under the theme of creative teaching skills associated with flexibility and originality with a training need /I need it/ for faculty members in all skills. Where all skills (training needs) obtained arithmetic averages that ranged from 1.87 to 1.93 and all of them are under the /I need it rate range these skills. In addition, skill No.8 got a repetition rate of 100%, which are methods of encouraging students to come up with new, unprecedented solutions to issues related to the topic of the lecture. These results are consistent with previous studies such as the studies of (Murad 2006), (Harhash, 2016), (Mohammed, 2016), (Obaida, 2017), (Salem, 2020), (Al-Amri, 2020) Training for a sample of teachers of different subjects, such as the study of Abdul Elah (2001) and the study of Yahya (2013). The results showed the sample's needs for training on these skills, which calls for the preparation of a special training program to develop these skills, and this is what the current research sought.

Table 8
Clarifies training needs related to creative teaching skills associated with flexibility and originality

No.	Statement	Need rate (rate)							
		Need it		Don't need it		Average	Relative weight	Need rate	Sort by rank
		K1	%	K2	%				
1	Methods of asking open-pobes that allow students to express different opinions on the topic of the lecture	104	86.7	16	13.3	1.87	186.7	Need it	3
2	Methods of directing students to use a variety of methods to accomplish the	112	93.3	8	6.7	1.93	193.3	Need it	2

	assignments required for the topic of the lecture.								
3	Techniques offer various hints to help students reconsider their answers	112	93.3	8	6.7	1.93	193.3	Need it	2
4	Methods and methods for motivating students to design various educational materials related to the topic of the lecture	112	93.3	8	6.7	1.93	193.3	Need it	2
5	Strategies to encourage students to develop their responses in the light of external readings related to the topic of the lecture	104	86.7	16	13.3	1.87	186.7	Need it	3
6	Methods to motivate students to think about the steps they used to arrive at their new ideas	104	86.7	16	13.3	1.87	186.7	Need it	3
7	Methods of urging students to reach new ideas by extrapolating the implicit meanings in the lecture	104	86.7	16	13.3	1.87	186.7	Need it	3
8	Methods of encouraging students to come up with new and unprecedented solutions to issues related to the topic of the lecture	120	100	0	0	2.00	200	Need it	1
9	Designing new educational presentations through the computer related to the lecture	112	93.3	8	6.7	1.93	193.3	Need it	2
10	Methods of enhancing students' production of new ideas related to the topic of the lecture after verifying its originality	104	86.7	16	13.3	1.87	186.7	Need it	3

From the analysis of the data contained in Table (8), it is clear that the research sample sees that the training needs mentioned under the theme of creative teaching skills associated with flexibility and originality have a training need /I need it/ for faculty members in all skills; Where all skills (training needs) obtained arithmetic averages that ranged between (1.87 to 1.93) and all of them are under the /I need it/ rate range these skills. And skill No.8 obtained a repetition rate of 100%, which are the methods of encouraging students to come up with new and unprecedented solutions to issues related to the topic of the lecture. These results are consistent with previous studies such as the study (Murad, 2006), and the study (Harhash, 2016). Muhammad, 2016 (Salem, 2020) In dealing with the provision of training programs to a sample of teachers of different subjects, such as the study of Abdul-Alah (2001) and the study of Yahya (2013). The researchers believe that all the skills obtained a rate (I need it), which calls for the preparation of a special training program for the development of this Skills This is what the current research sought by presenting a proposed scenario that may contribute to developing the performance of faculty members to develop creative teaching skills.

Secondly To answer the third question: What is the proposed vision for a training program in light of the training needs to develop creative teaching skills? In light of the theoretical framework, previous studies, researches, and the final image of the creative teaching skills list and the results of identifying the training needs of faculty members in the field of creative teaching skills, the proposed concept for a training program was prepared according to the following steps:

- 1- Program title: The title of the program is “A proposed training program for developing creative teaching skills among faculty members at the University of Hail.”
- 2- Philosophy and objectives of building the program: The program has a main goal, which is “Developing the creative teaching skills of faculty members at the University of Hail.” This goal will be achieved through the following sub-objectives:
 - Develop the efficiency of faculty members to plan for creative teaching.
 - Develop the efficiency of faculty members in practicing the skills of implementing creative teaching.
 - Develop the efficiency of faculty members in practicing the skills of evaluating creative teaching.
 - Develop the efficiency of faculty members by practicing creative teaching skills associated with fluency.
 - Develop the efficiency of faculty members by practicing the skills of creative teaching associated with originality.
 - Develop the efficiency of faculty members by practicing creative teaching skills associated with flexibility.
- 3- Program components and content: The program content was selected in light of the training needs of the faculty members at the University of Hail in the light of creative teaching skills. When choosing and preparing the content of the training program, the following was taken into account:
 - That the program' content is compatible with the objectives and the nature of the faculty members at the University of Hail.

- That the objectives of the program vary and are related to the needs of the faculty members at the University of Hail.
- There is a comprehensiveness of program content on all aspects of creative learning and teaching skills.
- There is Diversity and flexibility to allow modification and adaptation to the nature of faculty members.
- There is Flexibility in providing training time in line with faculty members.
- The ability to continuous self-evaluation of the trainees, and provide feedback continuously.
- There are various alternatives for the trainee to obtain the program.

The topics of the training program which included (9) topics, were organized, provided that the training is conducted in a group and individual learning manner in accordance with the times of the faculty members. The duration of the program is five days, 11 training sessions, and 21 training hours, as shown in Table (9):

Table 9
proposed training program topics

No.	Training Topics	Time
1	Distance planning for creative teaching	3 Hours
2	Implementation skills for distance creative teaching	3 Hours
3	Teaching strategies in light of distance teaching requirements	3 Hours
4	Distance evaluation methods for creative teaching	3 Hours
5	Creative teaching skills associated with fluency	3 Hours
6	Creative teaching skills associated with originality	3 Hours
7	Creative teaching skills associated with flexibility	3 Hours

Each session of the program consisted of:

- Procedural objectives
- Previous evaluation
- Session content
- Activities and exercises
- Post evaluation.

Stages of building the program:

The proposed training program was built according to the following stages:

- 1- Preparation and preparation: The following was done: The educational material was selected based on numerous references in the creative teaching skills of faculty members, and based on the training needs of faculty members for training on creative teaching skills in its final form.
- 2- The stage of defining the target group: The training program targets faculty members affiliated with the university's faculties (in practical and theoretical faculties in all disciplines).

- 3- Formulation of procedural educational objectives: The objectives of each program topic were formulated at their various levels, taking into account their ability to be measured and observed, and their relation to the content in a creative manner.
- 4- Preparing the content, activities and evaluation methods: The content was formulated in a good and concise language, and the activities associated with each session were identified, and evaluation questions were formulated with their link to the behavioral objectives of each topic, and they were accurately formulated in addition to the various activities related to the objectives.
- 5- Preparation of the trainer's guide:
 The purpose of the guide: The program guide aims to instruct the trainer on how to implement the training program, and to clarify all the details, starting with (the components of the program its content and the objectives of each topic), and ending with (the educational activities, and evaluation methods used to determine the extent to which the goals have been achieved).
 Components of the guide: The trainer's guide included a detailed explanation of (the objectives of the program - the components of the program - strategies for implementing the program - the course plan for each topic - teaching aids - evaluation methods - general directions for the trainer - the time plan for training on program topics - the subject of the program).
- 6- Evaluation of the proposed training program:
 The evaluation methods of the training program varied as follows:
 - a) Pre-test to identify the trainees' background on the topics of the training program.
 - b) Post-test to identify the extent to which the trainees benefit from the training program.
 - c) Formative (progressive) evaluation during the program through activities, tasks and worksheets.

Application of the proposed training program evaluation card:

This was prepared by researchers and has been presented to a group of arbitrators and experts in the field of teaching methods, psychology, professional development and educational techniques (Appendix 4), In order to identify the extent to which they observe the educational and technical standards that must be available in the proposed training program. The arbitrators see that the availability of standards is in great amount in the proposed training program, some modifications was made based on their observations, and the program has become in its final form and Table (12) shows its contents (Appendix 5).

Table 10
proposed training program contents

No.	Title	
1	Introduction	
2	Main objective of the program	

3	Program targeted group	
4	Duration of training program	
5	Evaluation methods of the training program and its procedures	
6	Training sessions objectives	
7	Training methods, tools, and training materials	
8	Training procedures	
9	First day Two sessions	❖ Introducing oneself
10		Introducing training program objectives
11		Introducing program topics and study duration
12		Work rules, task distribution, and responsibilities
13	First day two sessions	Procedural objectives for the distance planning for creative teaching topic
14		Training manual for the distance planning for creative teaching
15		Previous evaluation for the distance planning for creative teaching
16		Activities and practices on distance planning for creative teaching
17		Post Evaluation on the distance planning for creative teaching
18		References
19	Second day two sessions	Procedural objectives for implementation skills of distance creative teaching
20		Pre evaluation on implementation skills of distance creative teaching
21		Training manual on implementation skills of distance creative teaching
22		Activities and practices on implementation skills of distance creative teaching
23		Post evaluation on implementation skills of distance creative teaching
24		References
25	Third day two sessions	Procedural objectives for teaching strategies in light of distance teaching requirements
26		Pre evaluation on teaching strategies in light of distance teaching requirements
27		Training manual on teaching strategies in light of distance teaching requirements
28		Activities and practices on teaching strategies in light of distance teaching requirements
29		Post evaluation on teaching strategies in light of distance teaching requirements
30		References
31	Fourth day Two sessions	Procedural objectives for distance evaluation
32		Pre evaluation on distance evaluation
33		Training manual on distance evaluation
34		Activities and practices on distance evaluation

35	Fifth day Two sessions	Post evaluation on distance evaluation	
36		References	
37		Procedural objectives on creative teaching skills	
38		Pre evaluation on creative teaching skills	
39		Training manual on creative teaching skills	
40		Activities and practices on creative teaching skills	
41		Post evaluation on creative teaching skills	
42		References	

Research recommendations

In light of the research results, we recommend the following:

- 1- Develop training programs in a way that keeps pace with the successive scientific developments and the contemporary global developments in the field of creative teaching.
- 2- To make the courses more effective in forming positive cognitive, emotional and skill aspects for learners towards creative productivity
- 3- Work to raise awareness of distance education by holding targeted and specialized educational courses, seminars and meetings, to enlighten them about their effective role in providing faculty members with creative thinking skills

Research proposals:

In light of the results and recommendations, the researchers suggest some research, such as

- 1- Preparing descriptive analytical studies similar to the current study, on samples of faculty members
- 2- Preparing studies that include a proposed vision to add the requirements of distance (remote) education in the subjects of all disciplines at the university
- 3- Designing and training electronic courses to develop students' creative thinking skills

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