

The Estimates of Social Studies Teachers to the Point of Possessing the Skills of the Twenty -First Century in light of Oman's Vision 2040

Muna AL-Na'aimi*

Doctorate Researcher - Sultan Qaboos University- College of Education, PO Box 41,
Sa'ara 123 - AL Buraimi - Oman
Muna600@moe.om

Abstract

This study aimed to reveal the degree of possession of social studies of the skills of the twenty -first century in light of the vision of Oman 2040, where the study sample consisted of (150) male and female teachers from all governorates of the Sultanate of Oman, and was randomly distributed using a questionnaire consisting of (11) paragraphs, and the results showed Social studies teachers have a large degree of life and profession skills, while they possess information, media and technology skills. Based on what was reached in this study, the researcher recommends the necessity of designing and preparing an integrated training program by the Ministry of Education in cooperation with the Specialized Institute for Vocational Training for Teachers on the skills of the twenty -first century in light of the vision of Oman 2040, It adopts the list of skills of the twenty -first century to evaluate the performance of the teacher, teachers, and supervisors, for various specializations in general, and for social studies in particular, and the researcher also proposes to conduct more studies to investigate teachers' estimates of the degree The twenty -first century and practical applications to employ them in the educational process to a high degree of possession.

Keywords: Twenty -First Century Skills, Oman Vision 2040

DOI: 10.7176/JEP/13-29-09

Publication date: October 31st 2022

Introduction

The twenty-first century came with an information and technical revolution that brought changes, challenges, and new horizons. This required preparing a generation capable of confronting it and dealing with it as active, productive, and even creative individuals in a collaborative framework based on effective communication in a world led by technological development.

The skills of the twenty-first century are one of the most important elements of modernizing the thinking and skills of societies; To keep pace with the transformations that our contemporary world is witnessing, Jara and others (Jara et al., 2015) believe that these transformations stem from the change in the economic foundations that depended on manual labor to become economies based on knowledge and highly qualified human resources. Kozulj (2011) points out that the skills of the twenty-first century are the main driver for achieving a knowledge-based economy and empowering human resources, and that education is the cornerstone of its development. of life and work in the knowledge age society and the harmonization of the economy.

Given the importance of these skills, some organizations have emerged that are concerned with their development, including the Partnership for Twenty-first Century Skills, which began in 2002, as a human rights organization in the United States of America, and its goal is to include twenty-first century skills in education, with a framework that defines the skills represented in Student outcomes, and the supportive systems they need to succeed in work and life (The Partnership for 21 Century Learning, 2015).

The Assessment and Teaching of 21 Century Skills project, 2012, identified the skills associated with the twenty-first century represented in ways of thinking, action and tools, and the Organization for Economic Cooperation and Development (2005) developed a set of Among the skills that students should develop, such as interactive use of tools, work in heterogeneous groups, and individual work. The North Central Regional Educational Laboratory & Metiri Group, 2003, classified skills into four main categories: digital culture, creative thinking, effective communication, and high productivity.

This is evident from the multiplicity of institutions and organizations interested in the skills of the twenty-first century, which resulted in the diversity of skills that teachers need, their inclusion of aspects of thinking and technology, and the need to develop them by including them in their training programs (Gut, 2011). And if the skills of the twenty-first century are among the most important skills that countries are oriented towards globally, and seek to develop among teachers in all areas of learning, but they are of a special nature and importance in learning and teaching social studies; As the science that responds to all developments and changes taking place in the various economic, social, political and environmental fields, and which contributes to the formation of the personality of the teacher and the learner, who is able to foresee the future vision of his society (Hakim, 2018).

Given the importance of these skills, some conferences and studies have recommended that they be included in school curricula. The International Conference on Education Evaluation (2018) recommended the importance of enhancing teachers' skills, including the skills of the twenty-first century. Al-Senussi (2017) mentioned the importance of providing teachers with future skills to be able to face new developments. The age and ability to participate actively in development fields, and UNESCO (UNESCO, 2019) commends the need to raise the skills and competencies of teachers to enable them to compete in the global labor market, and this was confirmed by Jabra (2018) in his study in which he recommended the development of twenty-first century skills to achieve the Kingdom's vision Saudi Arabia 2030, and Al-Haroun study (2016) recommended the importance of including twenty-first century skills and other skills in teacher preparation programs. Khalil (2015) clarified that the role of the teacher is no longer a transfer of knowledge only, but rather has vital roles and responsibilities that contribute to achieving sustainable development.

Preparing the third millennium teacher has become the focus of attention of all educational systems in developed and developing countries alike. As a result of this interest, modern trends and methods have emerged in teacher preparation, including: the use of modern technologies, and the search for standards and skills specific competencies for the professional preparation of teachers.

In the field of social studies, Nieto's study (2014) recommended developing the geography curriculum in light of the skills of the twenty-first century. The study of Wally and others (Whally et al., 2011) emphasized the importance of developing curricula to produce geographers for the twenty-first century, by including skills that make them keep pace with the requirements of the twenty-first century. The labor market according to global trends, and Al-Titi (2002) indicated that the social studies teacher is familiar with the nature of these skills and linking them to other sciences, and the Al-Assaf study (2015) agrees that the social studies teacher plays a major and important role in the educational process, because of the nature of the subjects he teaches. The breadth of its diverse fields and topics, and the diversity of its educational outputs that he is required to achieve, which imposes on him the need to possess skills commensurate with the skills of the twenty-first century.

It requires the social studies teacher in the twenty-first century to be prepared and qualified academically and professionally, to enable him to practice the teaching profession in an effective manner, which contributes to building the future learner in the light of the knowledge economy, by possessing a set of skills, including: developing higher-order thinking skills, managing life skills, Managing learners' abilities, supporting the knowledge economy, managing educational technology, managing the art of education, managing the evaluation system, in order to enter the era of the knowledge economy in an effort to build a knowledge society in light of the multiple challenges experienced by educational systems (Al-Zahrani, 2021).

Educational studies seek to develop the teacher and his new roles, although the teacher is still exposed to many challenges and difficulties to master his roles in the twenty-first century and adapt his skills. Learning with it, including: the education market, technology, student needs, and new expectations for school education.

Since the beginning of its renaissance, the Sultanate of Oman has been keen on setting five-year development plans. In order to accelerate the wheel of comprehensive development and achieve the requirements of the twenty-first century for all its governorates, by setting its national vision through Oman Vision 2020, which ended by the year 2019. Given the great importance of visions in achieving comprehensive sustainable development, the Sultanate of Oman has worked to prepare the Oman 2040 vision, which Its implementation began in the year 2020. This vision focused on four main axes, including twelve national priorities, which are first: the human and society axis, and included the following priorities: education, learning, scientific research, national capabilities, health, citizenship, identity, heritage and national culture, welfare and social protection, and second: The economy and development axis included the following priorities: leadership and economic management, economic diversification and financial sustainability, the labor market and employment, the private sector, investment and international cooperation, the development of governorates and sustainable cities, third: the axis of governance and institutional performance and included the following priorities: governance of the state's administrative apparatus, resources and projects, legislation and the judiciary and oversight), Fourth: The axis of sustainable environment and ensuring the priority of the environment and natural resources (Oman Vision Document 2040, 2020).

The Sultanate of Oman has been keen to place education at the top of the pyramid of its national priorities, as it is the locomotive that crosses it in the twenty-first century. Education is the renaissance of nations and the basis for the development and reform of education and training, its plans, objectives, and curricula that build the conscious thought of its children and prepare them for the future by developing basic skills that serve basic needs. For the teacher and the student, and give them the skills of self-learning, scientific research, continuous learning motivation, critical thinking, creative thinking, and problem solving, which enable them to choose and scrutinize to enter the labor market (Al-Balushi and Al-Maamari, 2020).

Based on the foregoing, the structure of the standards of social studies curricula in the Sultanate of Oman, which is derived from the society's philosophy and its religious, political, economic and social systems, its culture, reality and problems, and the nature and characteristics of the teacher and learner, which depend on the

nature of the coexisting era (Philosophy of Education, 2017), All of them constituted an important priority through the pioneering role of these standards in the development of previous skills, which the National Council for Social Studies, 2016 emphasized on the importance of linking information with skills and developing them in order for competencies to be in line with the requirements of the times, considering these skills a global requirement and a goal It is essential to achieve the first pillar of Oman Vision 2040, which is the priority of education, learning, scientific research and national capabilities, and this is what was recommended by the study (Al-Yaqoubi, 2020) on the need to redirect the development of the content of social studies curricula in the Sultanate of Oman towards developing skills of the twenty-first century.

What encouraged the researcher to carry out this study, what was revealed by the results of some previous studies, both those related to student achievement, which is the reason behind the poor communication of information and the development of skills by the teacher, and the presence of shortcomings in the role of social studies curricula in developing some skills of the twenty-first century (Al-Shibl, 2021), as well as future thinking skills (Al-Kyumiya, 2019), students' knowledge of creative thinking (Al-Mashrafieh, 2015), weak inclusion of citizenship values (Al-Kharousi and Murad, 2020), and the lack of indicators of cultural identity (Al-Nabhani, 2019). Some studies and statistical data also revealed the shortcomings of training programs in the field of twenty-first century skills provided to teachers in the Sultanate of Oman at the level of the Ministry of Education and the directorates in the governorates (Ministry of Education, 2016). This shortcoming highlights the need to pay more attention in this aspect, especially since The recent trends of the Ministry of Education focus on the importance of expanding skills and technology in education (Ministry of Education, 2017), and in response to the recommendations of several studies that called for the development of teachers' skills through training and the dissemination of its culture of use in the classroom (Ambosaidi, 2016; Al-Hamdani, 2014; Murad, 2013).

Given the association of social studies with the twenty-first century; It became necessary to investigate teachers' assessments of their possession of these skills in light of Oman 2040's vision.

The Study Problem

Based on the researcher's knowledge of the educational reality in the Sultanate of Oman in general, and of social studies curricula in particular, and because of her work as a social studies teacher for more than ten years, and what she saw as a weakness in the skills of the twenty-first century among her fellow teachers, those skills necessary to confront The challenges and prospects of the future, and in response to the realization of Oman's Vision 2040 with the need to harmonize between the trends of the educational system and the developments of the times, with teachers having the skills that qualify for this, and in order to achieve the directions of the Ministry of Education towards providing teachers with the necessary skills, and what the literature and previous studies indicated about the shortcomings in the development of these skills among teachers of studies Social studies and training them, with some studies that analyzed the impact of modern trends and their skills on social studies teachers (Al-Kharousi and Murad, 2020; Al-Yaqoubi, 2020; Al-Kyumiya, 2019; Al-Nabhani, 2019).

From the foregoing, the problem of the study is crystallized in the low level of academic achievement in the subject of social studies, as revealed by the results of studies (Al-Kharusiya, 2017; Al-Amiri, 2017; Shammakhya, 2015; Al-Ajamiya, 2015), which requires treatment by preparing the teacher by developing skills of the twenty-first century. The twenty-first century, which will help achieve Oman's 2040 vision, showed the need and desire to investigate the estimates of social studies teachers of their possession of the skills of the twenty-first century.

Research Questions

- 1 -What are the skills of the twenty-first century that social studies teachers possess in the light of Oman 2040's vision?
- 2 -What is the degree to which social studies teachers possess twenty-first century skills in light of Oman 2040's Vision?
- 3- Are there statistically significant differences between the average estimates of social studies teachers of the degree to which they possess the skills of the twenty-first century in the light of Oman 2040's Vision due to the variable of specialization and the number of years of experience?

Objectives of the Study

The study aims to:

- 1 -Determining the twenty-first century skills possessed by social studies teachers in the light of Oman 2040 vision.
- 2- Knowing the degree to which social studies teachers possess the skills of the twenty-first century in the light of Oman 2040's vision.

The Importance of Studying

The study is expected to benefit from:

- Providing an integrated vision on the importance of the skills of the twenty-first century in achieving the Oman 2040 vision by enhancing awareness of it and providing teachers and learners with the targeted skills, which helps in the development of the educational process.
- In the field of scientific research: presenting new visions and ideas that can be the subject of research and study for many researchers and scholars in the field of social studies curricula and teaching methods.
- Preparing a list of the twenty-first century skills that social studies teachers must possess.
- Keeping pace with educational views and systems that call for the necessity of possessing the twenty-first century skills for teachers in school curricula in general, and social studies.

The limits of the study

Study limits are limited to:

- 1 -Objective limits: Twenty-first century skills, the approved document that includes Oman 2040 vision.
- 2 -Time limits: the academic year 2022-2023.
- 3 -Spatial boundaries: all governorates of the Sultanate of Oman.
- 4- Human limits: social studies teachers for all governorates of the Sultanate of Oman.

Terminology of study

The study included the following terms:

Oman Vision 2040: As defined in the document: It is the Sultanate of Oman’s gateway to cross challenges, keep pace with regional and global changes, invest available opportunities and generate new ones, to enhance economic competitiveness and social welfare, and stimulate growth and confidence in economic, social and development relations in all governorates of the Sultanate. Oman (Oman Vision 2040, 2020).

The researcher defines it procedurally as: It is the roadmap set by the Sultanate of Oman to achieve leadership and excellence at all levels by achieving (12) national priorities, (12) strategic directions, (75) strategic objectives, and (86) national and international performance indicators.

Twenty-first century skills: according to the Partnership for Twenty-first Century Skills: It is a set of skills necessary for success and work in the twenty-first century, such as: learning and innovation skills, informational, media and technology culture, life, and work skills
 (The Partnership for 21 Century Learning, 2015).

The researcher defines them procedurally as: the skills that social studies teachers must possess in the light of Oman’s 2040 vision.

Study Methodology

The current study uses the descriptive analytical approach, which is an accurate and detailed description and analysis of a specific phenomenon or topic using the survey method, which is based on the systematic collection of data and preliminary information necessary about a phenomenon or an event to provide the researcher with a specific decision after understanding and analyzing the behavior and trends of society (Dowidri, 2000), in preparing a list of the twenty-first century skills that social studies teachers must possess in light of Oman 2040’s vision.

The Study Population and its Sample

The study population consists of all social studies teachers in the governorates of the Sultanate of Oman, whose number is (3152) male and female teachers. The study sample included a random sample of (8.7%), which numbered (150) male and female teachers, as shown in Table (1).

Table 1
Study Variables

N	Variable	The Number	Percentage
1	Geography	78	%52
	History	72	%48
	Total	150	%100
2	1-10 years	42	%28
	11-20 years	59	%39.3
	More than 21 years	49	%32.6
	Total	150	%100

Study Tools

It was collected through the following tools:

- 1 -Preparing a list of the twenty-first century skills included in the Oman 2040 vision that social studies teachers

in the Sultanate of Oman should possess, by making use of some literature and previous studies in the twenty-first century skills as a study (Al-Haroun, 2016; Khalil, 2015; Hanafi, 2015). Sanusi, 2017; Shalaby, 2013), and benefiting from (Oman Vision 2040, 2019).

2- A questionnaire to assess the degree to which social studies teachers possess the skills of this list.

The Validity of the Study Tools

The validity of the study tools was confirmed by presenting them to a group of (10) arbitrators with expertise in educational assets and administration, and curricula from faculty members at Sultan Qaboos University, Nizwa University, Sharkia University, Sohar University, and the Ministry of Education, to judge the extent of their relevance. The extent of its validity, and whether it needs to be modified, and the proposed amendment.

The Stability of the Study Tools

The stability of the study tools for the list of skills of the twenty-first century was confirmed using repetition and percentages, and the use of Alpha Cronbach's coefficient, which reached (0.934), which indicates the stability of the tool to a high degree.

Study Procedures

- 1 .Review of educational literature and previous studies in the field of twenty-first century skills and the vision of Oman 2040.
- 2 .Building the study tools represented in the list of skills of the twenty-first century in the light of the Oman 2040 vision and identifying the assessment of social studies teachers' possession of these skills and verifying their validity and stability.
- 3 .Applying the study tools to the sample.
- 4 .Data analysis.
5. Draw conclusions and discuss them and present a set of recommendations and suggestions.

Statistical Methods

Arithmetic means and standard deviations were used to identify the degree to which social studies teachers possess the skills of the twenty-first century in the light of the Oman 2040 vision, and the use of the t-test for two independent samples, the Independent Samples T test, to calculate the estimates of the sample averages according to the variable of specialization, and the ANOVA test. For three or more samples to calculate the estimates of the sample averages according to the variable years of experience.

The Results of the Study Questions and their Discussion

1 -Results related to the answer to the first question and its discussion

The first question stipulated: What are the skills of the twenty-first century that social studies teachers possess in the light of Oman 2040's vision?

To answer this question, previous studies and literature were referred to determine the skills of the twenty-first century, as shown in Table (2).

Table 2

Twenty-first century skills

The Dimension	Skills	The Dimension	Skills	The Dimension	Skills
Life and Career	Flexibility and Adaptability	Information, Media, and Technology	Informatics Culture	Learning and Creativity	Critical Thinking and Problem Solving
	Initiative and Self-direction		Media Culture		Communication and Collaboration
	Social Interaction Across Cultures		IT Culture		Creativity and Innovation
	Productivity and Accountability				
	Leadership and Responsibility				

Table (2) shows the twenty-first century skills possessed by social studies teachers in the Sultanate of Oman according to their dimensions. First came learning and creativity, and its main skills were (critical thinking and problem solving, communication and cooperation, creativity and innovation, while information, media and technology came second, and its skills were represented by The main skills were in (information culture, media culture, information technology culture), and the third came in the dimension of life and profession, and his main skills were (flexibility and adaptation, initiative and self-direction, social interaction across cultures, productivity

and accountability, leadership and responsibility), and Trilling and Fadel indicated & Fadel, 2009) that the Twenty-first Century Skills Partnership Organization concluded by identifying eleven skills, of which the above table showed, on which the current study relied, in agreement with what Oman Vision 2040 aspires to target skills to achieve.

2 -The results related to the answer to the second question and its discussion

The second question stipulated: What is the degree to which social studies teachers possess the skills of the twenty-first century in the light of Oman 2040's vision?

To answer this question, arithmetic means and standard deviations were used to estimate the responses of the study sample members, as shown in Table (3).

Table 3

Arithmetic averages and standard deviations of the degree to which social studies teachers possess twenty-first century skills

The Dimension	Skills	Arithmetic Mean	Std. Deviation	Rank	Degree of Possession
Learning and Creativity	Critical Thinking and Problem Solving	3.065	1.175	10	Medium
	Communication and Collaboration	3.688	0.939	7	Large
	Creativity and Innovation	3.628	0.916	8	Large
	Total	3.445	0.749		Large
Information, Media, and Technology	Informatics Culture	3.249	1.126	9	Medium
	Media Culture	2.799	1.273	11	Medium
	IT Culture	3.843	0.939	6	Large
	Total	3.277	0.816		Medium
Life and Career	Flexibility and Adaptability	4.413	0.861	2	Very Large
	Initiative and Self-direction	4.351	0.749	3	Very Large
	Social Interaction Across Cultures	4.300	0.815	4	Very Large
	Productivity and Accountability	4.506	0.711	1	Very Large
	Leadership and Responsibility	4.200	1.023	5	Large
	Total	4.370	0.644		Very Large
All Total Arithmetic Mean		3.817	0.559		Large

The Results of Table (3) show that the total arithmetic means of the degree to which social studies teachers possess the skills of the twenty-first century in the Sultanate of Oman is (3.817) and with a standard deviation (0.559), and this represents a significant degree of possession. The skill of productivity and accountability occupied the highest degree of possession with an arithmetic mean (4.506) and a standard deviation (0.711), and came in second place after learning and creativity skills with an arithmetic mean (3.445) and a standard deviation (0.749), and the communication and cooperation skill got the highest degree of possession in The second dimension with an arithmetic mean (3.688) and a standard deviation (0.939), and finally came third in the dimension of information, media and technology skills with an arithmetic mean (3.277) and a standard deviation (0.861), and the skill of information technology culture occupied the highest degree of possession in this dimension with an arithmetic mean (3.843). and a standard deviation (0.939).

The researcher attributes the possession of the study sample to the skills of the third dimension (life and profession) and its main skills to a large extent to the nature of social studies that are related and interact with man and his environment and the reality of his daily life in which teachers and learners live, and through which she seeks to achieve understanding and rapprochement between all peoples and civilizations, and this is what she emphasized The objectives of the Oman 2040 vision are to achieve skills with the highest competitive indicators, and this is indicated by the results of the degrees of teachers possessing sufficient knowledge about these indicators and striving for self-development and motivation for themselves, and their realization of the actual need to possess these skills and awareness of their use in the educational process, and this is what the results of the study agreed with (Al-Assaf, 2015; Al-Titi, 2002).

The researcher also attributes the average degree of possession by the study sample of the skills of the information, media and technology dimension to their lack of awareness of the technological and media roles in

the twenty-first century, and their failure to receive sufficient training courses and lectures in the field of media and information culture, and this is what some studies agreed with which confirmed the inadequacy of developing these skills among Social studies teachers and their training, with some studies that analyzed the impact of modern trends and their skills on social studies teachers (Al-Kharousi and Murad, 2020; Al-Yaqoubi, 2020; Al-Kyumiya, 2019; Al-Nabhani, 2019).

2 -The results related to the answer to the third question and its discussion

The third question stipulated: Are there statistically significant differences between the average estimates of social studies teachers to the degree to which they possess the skills of the twenty-first century in the light of Oman 2040's vision due to the variable of specialization and the number of years of experience?

Depending on the variable of specialization

To answer this question, arithmetic means and standard deviations were used to estimate the responses of the study sample members, as shown in Table (4).

Table 4

Arithmetic averages and standard deviations to estimate the responses of the study sample according to the variable of specialization

Skills	Specialization	N	Arithmetic Mean	Std. Deviation	F	T	Sig. level	Sig. direction
Critical Thinking And Problem Solving	geography	78	3.05	0.949	148	-0.168	0.081	nonfunction
	History	72	3.07	1.12				
Communication and Collaboration	geography	78	3.67	0.65	148	-0.272	0.238	nonfunction
	History	72	3.70	0.77				
Creativity and Innovation	geography	78	3.63	0.70	148	0.058	*0.017	function
	History	72	3.62	0.86				
Informatics Culture	geography	78	3.23	0.93	148	-0.123	0.215	nonfunction
	History	72	3.25	1.04				
Media Culture	geography	78	2.77	1.11	148	-0.283	0.088	nonfunction
	History	72	2.82	1.26				
IT Culture	geography	78	3.73	0.84	148	-0.726	0.069	nonfunction
	History	72	3.83	0.72				
Flexibility and Adaptability	geography	78	4.37	0.72	148	-0.700	0.463	nonfunction
	History	72	4.45	0.79				
Initiative and Self-direction	geography	78	4.32	0.65	148	-0.428	0.576	nonfunction
	History	72	4.37	0.66				
Social Interaction Across Cultures	geography	78	4.19	0.77	148	-1.731	0.177	nonfunction
	History	72	4.40	0.70				
Productivity and Accountability	geography	78	4.50	0.60	148	-0.049	0.956	nonfunction
	History	72	4.50	0.65				
Leadership and Responsibility	geography	78	4.06	1.06	148	-1.704	0.348	nonfunction
	History	72	4.34	0.96				

It is clear from Table (4) that there are statistically significant differences in the arithmetic averages at the significance level (0.05) for the degrees of possession of the study sample's dimensions of the study tool according to the specialization variable in favor of geography, which was represented in the skill of creativity and innovation with statistical significance (0.017), and this is due to the fact that geography teachers They receive various training programs in creativity and innovation skills due to the different levels of study and the subjects they study, and the results of this are due to the nature of applied and experimental geographical topics for some natural phenomena, and this is what was agreed with the results of Nieto study (Nieto, 2014) and the study of Wally et al. , 2011), which recommended the necessity of developing the skills of geographers, including those skills that make them keep pace with the requirements of the labor market in accordance with global trends and which Oman Vision 2040 aspires to.

Depending on the variable years of experience

To answer this question, the arithmetic means, and standard deviations of the ONE WAY ANOVA were used to estimate the responses of the study sample members, as shown in Table (5).

Table 5
Arithmetic averages and standard deviations of the responses estimates of a sample to possessing twenty-first century skills according to the variable of experience

	Skills	N	Mean	Std. Deviation
Critical Thinking And Problem Solving	1-10	42	2.85	0.97
	11-20	59	3.19	0.97
	More than 21	49	3.09	1.13
	Total	150	3.06	1.03
Communication and Collaboration	1-10	42	3.70	0.70
	11-20	59	3.72	0.73
	More than 21	49	3.63	0.69
	Total	150	3.68	0.71
Creativity and Innovation	1-10	42	3.66	0.76
	11-20	59	3.61	0.83
	More than 21	49	3.61	0.75
	Total	150	3.62	0.78
Informatics Culture	1-10	42	3.15	0.95
	11-20	59	3.41	0.99
	More than 21	49	3.12	0.98
	Total	150	3.24	0.98
Media Culture	1-10	42	2.50	1.10
	11-20	59	3.06	1.11
	More than 21	49	2.74	1.29
	Total	150	2.80	1.18
IT Culture	1-10	42	4.02	0.79
	11-20	59	3.76	0.80
	More than 21	49	3.60	0.73
	Total	150	3.78	0.79
Flexibility and Adaptability	1-10	42	4.65	0.50
	11-20	59	4.29	0.80
	More than 21	49	4.34	0.83
	Total	150	4.41	0.75
Initiative and Self-direction	1-10	42	4.59	0.46
	11-20	59	4.22	0.75
	More than 21	49	4.29	0.62
	Total	150	4.35	0.65
Social Interaction Across Cultures	1-10	42	4.58	0.55
	11-20	59	4.18	0.84
	More than 21	49	4.19	0.72
	Total	150	4.30	0.75
Productivity and Accountability	1-10	42	4.67	0.46
	11-20	59	4.37	0.74
	More than 21	49	4.51	0.55
	Total	150	4.50	0.62
Leadership and Responsibility	1-10	42	4.42	0.88
	11-20	59	4.08	1.10
	More than 21	49	4.14	1.02
	Total	150	4.20	1.02

Table 6
The result of the one-way analysis of variance test to compare the average estimates of the responses of a sample to possessing twenty-first century skills according to the variable of experience

Skills	Contrast source		df	Mean Square	F	Sig.	Sig. Level
Critical Thinking And Problem Solving	Between Groups	2.902	2	1.451	1.360	0.260	nonfunction
	Within Groups	156.777	147	1.067			
	Total	159.679	149				
Communication and Collaboration	Between Groups	0.194	2	0.097	0.189	0.828	nonfunction
	Within Groups	75.423	147	0.513			
	Total	75.617	149				
Creativity and Innovation	Between Groups	0.084	2	0.042	0.067	0.935	nonfunction
	Within Groups	91.369	147	0.622			
	Total	91.453	149				
Informatics Culture	Between Groups	2.794	2	1.397	1.447	0.239	nonfunction
	Within Groups	141.914	147	0.965			
	Total	144.708	149				
Media Culture	Between Groups	8.002	2	4.001	2.909	0.058	nonfunction
	Within Groups	202.220	147	1.376			
	Total	210.222	149				
IT Culture	Between Groups	4.004	2	2.002	0.040	3.302	nonfunction
	Within Groups	89.137	147	0.606			
	Total	93.141	149				
Flexibility and Adaptability	Between Groups	3.557	2	1.779	3.209	*0.043	function
	Within Groups	81.483	147	0.554			
	Total	85.040	149				
Initiative and Self-direction	Between Groups	3.595	2	1.798	4.378	*0.014	function
	Within Groups	60.358	147	0.411			
	Total	63.953	149				
Social Interaction Across Cultures	Between Groups	4.684	2	2.342	4.341	*0.015	function
	Within Groups	79.316	147	0.540			
	Total	84.000	149				
Productivity and Accountability	Between Groups	2.158	2	1.079	2.833	0.062	nonfunction
	Within Groups	56.002	147	0.381			
	Total	58.160	149				

Skills	Contrast source	df	Mean Square	F	Sig.	Sig. Level
Leadership and Responsibility	Between Groups	3.138	2	1.569	1.509	0.225
	Within Groups	152.862	147	1.040		
	Total	156.000	149			

Table (6) shows that the following skills (critical thinking and problem solving, communication and cooperation, creativity and innovation, information culture, media culture, information technology culture, productivity and accountability, leadership and responsibility) are not statistically significant at the level of significance (0.05); Because the value of the significance level for these skills is greater than (0.05), which indicates that there are no statistically significant differences between the average responses of the study sample members according to the variable years of experience in them. The skills of the twenty-first century are great in the light of Oman 2040's vision and they seek a greater role than it, by developing their competencies in the educational process, and this is what I agreed with in response to the recommendations of several studies that called for developing teachers' skills through training and spreading its culture of use in the classroom (Ambosaidi, 2016; Al-Hamdani, 2014; Murad, 2013).

Table 7

The post-comparison test (Tukey HSD) to estimate the responses of the study sample according to the variable years of experience in the dimension of life and profession

Skills	variable years of experience	Mean Square	Sig.
Flexibility and Adaptability	1-10	11-20	.35930*
		More than 21	.31859
	11-20	1-10	-.35930*
		More than 21	-.04070
Initiative and Self-direction	1-10	11-20	-.31859
		More than 21	.107
	11-20	1-10	.04070
		More than 21	.957
Social Interaction Across Cultures	1-10	11-20	.36925*
		More than 21	.30272
	11-20	1-10	-.36925*
		More than 21	-.06653
Social Interaction Across Cultures	1-10	11-20	.06653
		More than 21	.853
	11-20	1-10	-.30272
		More than 21	.067
Social Interaction Across Cultures	1-10	11-20	.39689*
		More than 21	.022
	11-20	1-10	.38946*
		More than 21	.034
Social Interaction Across Cultures	1-10	11-20	-.39689*
		More than 21	.022
	11-20	1-10	-.00744
		More than 21	.998
Social Interaction Across Cultures	1-10	11-20	-.38946*
		More than 21	.034
	11-20	1-10	.00744
		More than 21	.998

It is clear from Table (7), the results of the post-comparison test (Tukey HSD) to estimate the responses of the study sample according to the variable years of experience in the dimension of life and profession, that the differences are statistically significant at the level of significance (0.05) between (10-1) and (20-11).) in favor of (10-1) compared to other groups, and the researcher attributes these results to the fact that social studies teachers with years of experience (10-1) possess a very large degree the twenty-first century skills while teaching social studies in light of achieving the Oman 2040 vision, and that they are in He developed their practical stages and they had a passion for work and development, which made them aware of the goals of the vision and strive to achieve them by developing their skills and keeping pace with the developments of the times, and this is what the results of the study (Al-Yaqubi, 2020) agreed with.

Recommendations

Considering the findings of the current study, the researcher recommends the following:

- 1 -The necessity of designing and preparing an integrated training program by the Ministry of Education in cooperation with the Specialized Institute for Vocational Training of Teachers on Twenty-first Century Skills in the light of Oman 2040 vision.
- 2- Adopting a list of twenty-first century skills to evaluate the performance of student teachers, teachers, and supervisors, for different disciplines in general, and for social studies.

Suggestions

Considering the findings of the current study, the researcher suggests the following:

- 1 -Conducting more studies to investigate teachers' estimates of the degree to which they possess the skills of the twenty-first century with new variables and in other study subjects.
- 2- Preparing a guide for teachers with the skills of the twenty-first century and practical applications to employ them in the educational process to reach a high degree of possession.

List of sources and references

- National Education Strategy 2040. (2018). Retrieved from the link <https://www.educouncil.gov.om>
- Al-Balushi, Jalila, Al-Maamari, Saif. (2020). Inclusion of the concepts of knowledge economy in school education curricula in the future in line with the requirements of the knowledge economy in the Sultanate of Oman: scientific research in a Delphi style, *Journal of the College of Education (Assiut)*, 36 (1), 386-416.
- Jabra, Mazen. (2018, December 4-6). *Twenty-first century skills for the vision of the Kingdom of Saudi Arabia 2030* [presented research]. The International Conference on Education Evaluation "Future Skills. Their Development and Evaluation", Riyadh, Kingdom of Saudi Arabia.
- Al-Haroun, Shaima. (2016). The effectiveness of including media culture competencies in teaching science to develop twenty-first century skills and achievement among preparatory stage students, *The Egyptian Journal of Scientific Education*, 19 (6), 65-99.
- Hakim, Areej. (2018, April 25-26). *An analytical study of the content of social and national studies for the second intermediate grade in the light of Project Y, to reorient the curriculum towards sustainable development and the development of citizenship* [working paper presented] The Second International Scientific Conference on Contemporary Education and Citizenship, Tunisia.
- Kharousi, Sultan, Murad, Tahrawi. (2020). The degree of inclusion of citizenship values in social studies curricula in post-basic education for grades (11-12) in the Sultanate of Oman, *Journal of Educational and Psychological Sciences*, 4(33), 110-131.
- Doudri, please. (2000). *Scientific research its theoretical basics and its practical practice*. Contemporary Thought House.
- Senussi, Hala. (2017). Evaluating the developed science curricula at the intermediate stage in light of the standards of the foundations, elements and impact of the curriculum, *The Egyptian Journal of Scientific Education*, 20 (6), 113-147.
- Al-Shibl, Manal. (2021). The reality of learning in enhancing the skills of the twenty-first century from the point of view of mathematics teachers and supervisors at the secondary stage in the Kingdom of Saudi Arabia, *Shaqra University Journal for Humanities and Administrative Sciences*, 1(15), 341-366.
- Shalaby, Nawal. (2014). A proposed framework for integrating twenty-first century skills in science curricula in basic education in Egypt, *Specialized International Educational Journal*, 3 (10), 1-33.
- Agamia, Anfal. (2015). *The effectiveness of using an interactive educational website in teaching social studies on developing achievement and critical thinking among tenth grade students in the Sultanate of Oman* [unpublished master's thesis], Sultan Qaboos University.
- Al-Amiri, Sultan. (2017). *The effectiveness of using mobile phone applications in teaching social studies on achievement and developing science operations skills among tenth grade students in the Sultanate of Oman* [unpublished master's thesis], Sultan Qaboos University.
- Al-Kiyumi, Jihad. (2019). *The effectiveness of the ALISTER model in developing achievement and future thinking skills in population issues among ninth grade students and their attitudes towards their future* [Unpublished Master's Thesis]. Sultan Qaboos university.
- International Conference on Education Evaluation. (2018). *Future skills. Developing and evaluating them*, King Abdulaziz University, retrieved from the link <https://icee.eec.gov.sa>
- Musharrafi, rich. (2015). *The effectiveness of a proposed program for developing creative thinking using the creative solution method for future problems in the field of science fiction among a sample of students of the second cycle of basic education in the Sultanate of Oman (experimental study)* [unpublished master's thesis], League of Arab States.
- Al-Muafa, Muhammad. (2013 June 24-25). *Requirements for the development of educational curricula The curriculum of social subjects in the light of the changes of the times (reality-challenges)* [presented working paper] Curriculum Forum, Najran.
- Nabhani, Saud. (2019, November 6-7). *Indicators of Cultural Identity in Social Studies Textbooks in Basic Education in the Sultanate of Oman* [Research Presented] International Conference "Contemporary Global Trends in the Humanities and Social Sciences", Izmir, Turkey.
- Oman Vision 2040 Document. (2019). Retrieved from the link <https://www.2040.om/Oman2040-AR.pdf>
- Al-Yaqubi, Muslim. (2020). Developing social studies textbooks for the ninth and tenth grades in the Sultanate of Oman in the light of recent global trends. *Journal of Arts, Literature, Humanities and Sociology*, 1 (54),

- 345-361.
- Al-Zahrani, Azza. (2021). The reality of the teaching practices of science teachers in the light of the skills of the twenty-first century in the Makkah region from the point of view of their supervisors. *Journal of the College of Education in Mansoura*, 115 (115), 460-419.
- Badawi, Ahmed. (2022). The reality of using digital learning in developing twenty-first century skills in light of the COVID-19 pandemic among social studies teachers in the second cycle of basic education. *Journal of Scientific Research in Education*, 23(4), 57-1.
- Assessment and Teaching of 21st Century Skills Project. (2012). *21st Century Skills. Assessment and Teaching of 21st Century Skills*. Retrieved from; <http://www.atc21s.org>
- Gut, D. M. (2011). Integrating 21st century skills into the curriculum, In *Bringing schools into the 21st century*, Springer Dordrecht, 1(7) ,137-157.
- Jara, I, Claro, M, Hinostriza, J. E, San Martín, E, Rodríguez, P, Cabello, T, & Labbé, C. (2015). Understanding factors related to Chilean students' digital skills: A mixed methods analysis, *Computers & Education*, 1(88), 387-398.
- Kozulj, Roberto. (2011). Development Poverty and Energy in the 21st Century, *modern economy*, 2(4), 483-497.
- Lehtonen, A. (2012). Future Thinking and Learning in Improvisation and a Collaborative Devised Theatre Project within Primary School Student, *Procedia-Social and Behavioral Sciences*, 1(45), 104-113.
- National Council for the Social Studies (NCSS) .(2016). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12. Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS). Available online at: www.socialstudies.org/sites/.../c3/C3-Framework-for-Social-Studies.pdf.
- Nieto, G. (2014). *The Teaching of Geography in the 21st Century: Social, Technological, and Pedagogical Issues*. International Congress on Education, Innovation and Learning Technologies, Barcelona, Spain.
- North Central Regional Educational Laboratory & Metiri Group. (2003). *enGauge 21st century skills: Literacy in the digital age*. Naperville, IL: NCREL & Metiri Group. Retrieved from; <http://pict.sdsu.edu/engage21st.pdf>
- Organization for Economic Cooperation and Development. (2005). *The Definition and Selection of Key Competencies: Executive summary*. Paris, France: OECD. Retrieved from <http://www.oecd.org/pisa/35070367.pdf>
- Paige, K & Lloyd, D. (2016). Use of future scenarios as a pedagogical approach for science teacher education. *Research in science education*, 46(2), 263-285.
- The Partnership for 21st Century Skills. (2015). *P21 Framework for 21st Century Learning. Tucson AZ: P21 for 21st Century Skills*. Retrieved from [http://www.p21.org/storage/documents/docs/P21 Framework Definitions New Logo 2015.pdf](http://www.p21.org/storage/documents/docs/P21%20Framework%20Definitions%20New%20Logo%202015.pdf)
- UNESCO. (2019). *Prepares Teachers and Learners for 21st Century Challenges*. Retrieved on 10/12/2019 from <https://en.unesco.org/news/unesco-prepares-teachers-and-learners-21st-century-challenges>.
- Whalley, W., Saunders, A., Lewis, R., Buenemann, M., & Sutton, P. (2011). Curriculum Development: Producing "Geographers" for the 21st Century. *Journal of Geography in Higher Education*, 35(3), 379-393.
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. John Wiley & Sons.