The Safe Learning Environment in the United Arab Emirates Schools and Its Relationship to the Development of Creative Thinking Among Students

Mohammad Salman AlKhaza'leh [1*] , Bilal F. Obeidat [1] , Samer Abdel-Hadi [1] , Reema Al Qaruty [2]

[1] *College of Education, Humanities and Social Sciences, Al Ain University, Abu Dhabi, United Arab Emirates.*

[2] *General Education Department, University of Dubai, Dubai, United Arab Emirates.*

Abstract

The study aimed to assess the relationship between a safe learning environment in Emirati schools and the development of student's creative thinking. Using a descriptive method with stratified random sampling, the researchers selected a sample of 500 male and female teachers. Two questionnaires were employed: one assessing the safe learning environment (20 items) and another measuring creative thinking (20 items). Results indicated a high teacher perception of a safe learning environment, with statistically significant chi-square values for all items. Similarly, teachers perceived a high level of creative thinking development, with significant chi-square values for all items. Gender and experience did not show statistically significant differences in the perception of a safe learning environment. However, teachers with over 10 years of experience demonstrated higher levels of creative thinking development. Notably, a significant correlation was found between a safe learning environment and the development of students' creative thinking in Emirati schools. This study aligns with the UAE Ministry of Education's mission to create a safe and creative educational system that meets the needs of a globally competitive knowledge society.

1- Introduction

Creating a safe learning environment is a fundamental aspect of fostering student development and learning. In the context of the United Arab Emirates (UAE) schools, ensuring a safe environment is of paramount importance. A safe learning environment not only ensures physical safety but also promotes emotional well-being, positive relationships, and inclusivity. This conducive atmosphere plays a crucial role in nurturing students' creative thinking abilities. In recent years, several studies have explored the relationship between a safe learning environment and the development of creative thinking among students, shedding light on the significance of this connection [1]. A safe school environment is a crucial component of a student's educational journey, providing them with the necessary physical and emotional security to thrive academically and personally [2]. Schools should ideally be sanctuaries where students feel protected, supported, and empowered to reach their full potential [3]. However, despite the global recognition of the significance of safe school environments, there remains a concerning gap in the literature regarding their study and implementation in the United Arab Emirates.

Previous literature has extensively examined the importance of safe school environments in promoting positive learning outcomes, fostering social and emotional development, and reducing the prevalence of behavioral issues among students [4]. Studies have consistently demonstrated that students who feel safe and secure at school exhibit higher levels

---

* CONTACT: mohammad.alkhazaleh@aau.ac.ae

of academic engagement, improved mental well-being, and stronger interpersonal relationships with peers and teachers [5]. Moreover, a safe school environment can contribute to a more inclusive and equitable educational system, as it ensures that all students, regardless of their backgrounds, feel valued and respected [2].

However, this existing body of literature has primarily focused on schools in developed nations or specific regions, inadvertently neglecting the examination of safe school environments in certain countries. This gap is of particular concern, as it impedes our comprehensive understanding of the unique challenges and barriers faced by students and educators in these contexts. It is essential to bridge this gap and explore the state of safe school environments in the United Arab Emirates (UAE), as it will enable policymakers, researchers, and educational practitioners to develop targeted strategies and interventions that address the local context's needs and challenges.

By examining the safe school environment in UAE, this study aims to contribute to the existing literature by shedding light on the factors influencing school safety, identifying gaps in current practices, and proposing evidence-based recommendations for improvement. Ultimately, this research endeavors to create a safer and more nurturing educational environment for all students, ensuring that they can fully benefit from their educational experiences and achieve their educational goals. To root this out, the UAE Ministry of Education has emphasized providing a safe learning environment through its constantly renewed mission, which emphasized building and managing a creative educational system for a globally competitive knowledge society that includes all age stages and meets the needs of the future labor market, by ensuring the quality of outputs. The Ministry of Education and providing distinguished services to internal and external customers [6].

The follower of this realizes that education is rooted in Emirati educational institutions to the extent of empowerment, based on their belief in creative education for a global pioneering knowledge society. The educational environment has been defined based on the physical environment of educational institutions (such as a university or school buildings, and human factors), including the teacher or the transmitter of knowledge, and the student: the recipient, in addition to the study material, the guardian, the level of interaction between the student and the teacher, and the result The knowledge circles come out (feedback) [7, 8]. The educational climate includes the multiple educational attitudes that establish the skills and concepts of the student, whether in his early educational stages at school or his more mature and broad educational stages at the university [9].

A safe learning environment becomes in its best cases when the material aspects (all educational facilities) and the moral (human) aspects are all available. So that the student is surrounded by security and safety and feels psychologically stable to achieve integrated growth for them, and they are conscious students with full development in all mental, skillful, and emotional aspects [10, 11]. Therefore, if any defect in any of the aspects impedes the achievement of the desired goals, the greater the student's sense of security and belonging to the classroom environment, the greater his motivation toward education and the development of creative thinking [12, 13]. The success of any education depends on the educational environment. The educational environment plays an important role in achieving the goals of education along with the curriculum, the teacher, and modern teaching methods that activate the role of the learners and make them at the heart of the educational process. To achieve the goals of education, the educational environment has to be attractive and exciting on the physical side, and prepared on the moral side, so that learners feel comfortable, safe, challenged, and motivated to learn [14, 15].

Some studies show a positive and effective correlation between a safe learning environment and students' creativity and excellence. This is because creativity is one of the forms that result in distinct achievements that individuals or societies alike cannot do without, and this creativity can only be born with the availability of a safe learning environment in all its corners [16]. Since nations are measured by the number of qualified and creative manpower they possess, and the systematic programs and skills available to them, this is considered. It is not measured by the areas and the number of its population, because the creators are considered the front of the state and the pinnacle of its development and advancement [17].

In this regard, Torrance [18] indicated the importance of creativity towards contributing to raising the level of well-being of nations and peoples and achieving satisfaction among individuals. Also, the dangers facing humanity today and the problems facing nations are reflected in individuals, which requires creative solutions to improve the lives of these individuals [19, 20]. The development of creativity also contributes to self-realization, the development of individual talents, and the improvement of human growth, just as creative people contribute to the productivity of the entire society, culturally, scientifically, and economically [21-25].

Success and advancement in education depend on providing a safe learning environment in which that education takes place. The educational environment plays an important role in achieving the goals of education along with the curriculum, the teacher, the learner, the guardian, and modern teaching methods that activate the role of the learner and make them at the heart of the educational process while providing enough space and opportunity to reinforce student ability to create and innovate through application and experience [26].

1-1- The Study Problem

Awartani et al. [27] confirmed that a safe learning environment is the main pillar in generating creativity, in the sense that it provides security for its students, encouraging them to adventure, anticipation, renewal, and continuous innovation, and creating opportunities for active participation, so that they have the right of expression and freedom to raise questions and discuss them. In addition, they have the right to suggest activities that they prefer and meet their needs, as a safe learning environment is achieved when the feelings of each of the teachers, students, and parents are clear and humane. When the educational environment is safe, the learner can reach production that is characterized by the greatest possible intellectual fluency, spontaneous flexibility, originality, and far-reaching repercussions as a response to a problem or an exciting situation that requires it. In light of the foregoing, the main idea of the study is an extension of knowing the reality in the educational field, both theoretical and applied, in the UAE schools, and bridging the knowledge gap between safe learning environment and creative thinking as two main variables in the study, by studying the relationship between them to answer the following questions:

The first question: What is the level of enabling a safe learning environment in Emirati schools from the teachers' point of view?

The second question: Are there significant differences at the level of significance ($\alpha = 0.05$) in enabling a safe learning environment in Emirati schools from the teachers' point of view, due to the variables (gender, experience)?

The third question: What is the level of development of creative thinking in Emirati schools from the teachers' point of view?

The fourth question: Are there significant differences at the level of significance ($\alpha = 0.05$) in the level of developing creative thinking in Emirati schools from the teachers' point of view due to the variables (gender, experience)?

The Fifth question: Is there a statistically significant correlation ($\alpha = 0.05$) between enabling a safe learning environment in Emirati schools and developing students' creative thinking?

1-2- The Importance of the Study

The importance of the study stems from the importance of the subject it covered, as it constitutes today the most important and main focus of educational conferences, seminars, and workshops that are held in the UAE locally and in the Arab and international countries. Based on the foregoing, the importance of the study is determined by the following points:

o Standing on the levels of the safe learning environment in Emirati schools (schools) and its importance in developing creative thinking, and the need to constantly take care of it.

o It may give a comprehensive and clear picture of the need for a safe learning environment (for teachers, students, and parents) to create creative thinking.

o It may benefit officials in the Ministry of Education and give them feedback on the level of empowerment of the educational and learning environment in schools, identify and strengthen the strengths and weaknesses and address them to focus on developing plans and models that enable a safe and continuous creative environment.

1-3- Objectives of the Study

The questions of the current study mentioned above can be answered by achieving the following objectives:

o Determining the level of enabling the educational and learning environment in Emirati schools (schools).

o Determining the level of creative thinking development in Emirati schools.

o Identify the differences in the sample responses according to the variables of the study.

o Knowing the nature of the relationship between a safe learning environment and the development of creative thinking.

1-4- Limitations of the Study

o Spatial limits: The application of this study was limited to schools in the UAE as educational institutions.

o Temporal limits: This study was applied during the second semester of the academic year 2021-2022.

o Human Limitations: The study population and sample were limited to teachers of Abu Dhabi schools.

o Objective limits: The results of this study were determined by the accuracy of the respondent's answers to the items and fields of the tool, which were determined to serve the purposes of the study.

1-5- Procedural Definitions

A safe learning environment: It is the medium through which the learning and teaching processes take place under modern and purposeful educational methods and a sound environment in both its material and moral aspects, in an atmosphere dominated by love and familiarity for all pillars of the educational process (teacher, student, guardian, curriculum) in a way that studies the reality of the process. Teaching, organizing, and raising its level.

Creative thinking: It is the medium in which the strong desire to search for solutions or reach results that are characterized by originality, fluency, flexibility, and abundance, through competition and effectiveness to provide the best in an atmosphere dominated by a safe learning environment that helps the growth of creativity and mastery of it.

2- Literature Review

Few studies dealt with the relationship between safe learning environment and creative thinking as two variables, but the researchers chose the studies closest to the subject, such as:

Massoud et al. [28] about the learning environment and its implications for the types of thinking among school students in Zarqa Governorate. The study sample consisted of 250 male and female teachers. The researchers used a questionnaire to measure this. Of all kinds, there were no statistically significant differences in the opinions of the study sample about the role of the environment due to the variables of gender and experience. The study also confirmed the existence of a relationship between the learning environment and types of thinking. Massoud et al. [28] conducted a study investigating the impact of the educational environment on the development of creative skills among students in Irbid schools. The research involved a sample of 288 male and female teachers. The findings of the study indicated that the level of creative thinking among students was moderate, primarily attributed to the inadequacy of the educational environment. Furthermore, the study revealed no significant differences in teachers' perspectives regarding the role of the educational environment in fostering creative skills based on gender. However, differences were observed in teachers' opinions concerning the influence of the educational environment on creative skill development based on their experience, with those having extensive experience being more favorable towards its impact.

In 2008, Mason explored the impact of the classroom setting on fostering innovative development. By employing a qualitative research approach, the study uncovered a significant finding: the absence of a secure classroom environment poses a challenge in cultivating innovation and creativity among students [29]. Liang et al. (2022) employing a descriptive-analytical approach, the study examined a sample of about 300 male and female students. The study emphasized the importance of creating a "family of creativity" within the school, where students are granted the freedom to think and express their opinions. Furthermore, the study indicated that the overall level of creativity among students was deemed average, as determined by the foundational environment [30].

Ahmed, in his groundbreaking research [31], delved into the pivotal role of the learning environment in shaping attitudes towards creativity. With a diverse sample of 162 male and female students, the study investigated the impact of various factors, including gender and experience, on the quality of education. The findings of this study shed light on the undeniable connection between the learning environment and the development of creative thinking skills. By recognizing the significance of fostering a conducive and inclusive atmosphere, educators can unlock the full potential of their students, regardless of gender or prior experience. This research serves as a compelling reminder that investing in a supportive learning environment not only enhances educational outcomes but also cultivates a generation of innovative thinkers ready to tackle the challenges of tomorrow. In groundbreaking research, the aim was to uncover the remarkable relationship between the classroom environment and the preferred thinking patterns of gifted students in the intermediate stage. This study, conducted with utmost care and precision, assembled a sample of 80 exceptionally talented students spanning the sixth, seventh, and eighth grades. The objective was clear: to delve into the intricate interplay between the environment, thinking processes, and creativity that drives these gifted individuals [32].

The exploration of the role and relationship between the educational environment and creative thinking has been a subject of numerous studies. However, it is noteworthy that these studies have yielded diverse and sometimes inconclusive results. Some studies have focused on the general relationship between education and thinking patterns, without specific categorization [32, 33]. Others have examined the connection between the learning environment and motivation, such as Blynova et al. [34]. Some researchers have delved into the link between the quality of the learning environment and attitudes toward creativity, as exemplified by Ahmed [31]. Additionally, studies like Sayfulloevna [35] have investigated the relationship between classroom climate and learning outcomes. Two key studies, however, specifically explored the relationship between the educational environment and creativity [28, 30]. These research endeavors recognized the critical link between the classroom setting and the development of creative thinking skills. Furthermore, it is noteworthy that most of these studies have utilized quantitative approaches to analyze their data, except for Mason [29], which employed a qualitative approach.

The existence of such a wide array of studies and methodologies highlights the importance and complexity of the topic at hand. It demonstrates the need for further research and a more comprehensive understanding of the role that the

educational environment plays in fostering creativity. By conducting additional research and employing various methodologies, we can gain deeper insights into this relationship and pave the way for evidence-based educational practices that truly unleash the creative potential of students.

Therefore, it is crucial to invest in research that investigates the intricate dynamics between the educational environment and creative thinking. By expanding our knowledge in this area, we can inform educational policies and practices, shaping learning environments that truly nurture and cultivate creativity among students. Through rigorous and diverse research approaches, we can unlock new possibilities and empower future generations to excel in innovative thinking, driving progress and solving the complex challenges of our time.

The proposed study sets itself apart from prior research endeavors as it aims to investigate the correlation between safe learning environment in Emirati schools and the development of creative thinking among students. Notably, to the best of the researcher's knowledge, this study represents the first of its kind to delve into this particular subject matter. Moreover, it distinguishes itself by specifically examining the relationship between these two concepts within the schools of the Emirate of Abu Dhabi. This research endeavor aims to address a notable gap in the existing literature, which lacks a comprehensive exploration of the connection between a safe learning environment and the promotion of creative thinking in this specific context. By undertaking this study, we aim to shed light on a crucial aspect of education that has not yet received adequate scholarly attention.

While acknowledging the significance of prior studies in informing the design, analysis, and discussion of our research, it is crucial to recognize that this study offers unique insights. By focusing on the Emirati school system and the contextual factors at play, we aim to uncover nuanced understandings and identify strategies that are tailored to the specific needs and aspirations of Emirati students.

Conducting this research is not only an academic pursuit but also an endeavor that holds practical implications of substantial magnitude. By unveiling the dynamics between a safe learning environment and the development of creative thinking, we can provide valuable insights to inform educational policies, curriculum design, and classroom practices that foster a nurturing atmosphere for Emirati students to thrive and unlock their creative potential.

3- Research Methodology

3-1- Study Approach

The researchers followed the descriptive (stratified random sampling) procedure due to its suitability to the nature of the study, which is defined as working on studying the relationships between variables, and expressing them quantitatively and qualitatively, which leads to conclusions and generalizations that help explain the studied reality and predict its variables.

3-2- Study Population and Sampling

The study population consisted of all teachers in the schools of the Emirate of Abu Dhabi in the United Arab Emirates. The sample of the study was selected in a stratified random way from the schools of the Emirate of Abu Dhabi for all stages, as the number of the sample was (500) male and female teachers.

Table 1. Sampling

Variable	Variable Level	Participant Number	Percentage
Gender	Male	260	0.52
	Female	240	0.48
Total		500	100%
Educational Experiences			
	Less than 5 years	165	0.33
	From 5 to 10 years	165	0.33
	More than 10 years	170	0.34
Total		500	%100

3-3- Study Tool

In order to fulfill the study's aims and align with its research questions and objectives, the researchers developed a questionnaire comprising two distinct domains corresponding to the dependent and independent variables under investigation. The first domain focused on the concept of a secure educational environment and encompassed 23 items, while the second domain explored creative thinking and consisted of 21 items. These domains constituted the preliminary structure of the questionnaire prior to undergoing evaluation and judgment.

3-4- Validity of the Study Tool

The validity of the tool: It means making sure that it will measure what it is intended to measure. The validity of the study tool has been verified as follows:

The Veracity of the Arbitrators: The questionnaire was presented in its initial form to a group of (13) university professors, who expressed their opinions and observations about the appropriateness of the paragraphs and the extent of their belonging, as well as the clarity of their linguistic formulations. Final (20) paragraphs for each field of study equally.

Internal Consistency Validity: Internal Validity Honestly means the consistency of each paragraph of the questionnaire, and the researchers calculated the internal consistency of the questionnaire, by calculating the correlation coefficients (Pearson) between each paragraph of the questionnaire and the total score of the questionnaire, and the results are shown through the following table:

Table 2. Internal consistency validity

Safe Learning Environment				Creative Thinking			
Paragraph Number	Link Transactions	Paragraph Number	Link Transactions	Paragraph Number	Link Transactions	Paragraph Number	Link Transactions
1	0.76	11	0.65	1	0.79	11	0.67
2	0.71	12	0.72	2	0.66	12	0.88
3	0.70	13	0.78	3	0.84	13	0.68
4	0.69	14	0.83	4	0.80	14	070
5	0.68	15	0.66	5	0.81	15	0.76
6	0.71	16	0.74	6	0.89	16	0.72
7	0.86	17	0.75	7	0.71	17	0.73
8	0.85	18	0.67	8	0.88	18	0.65
9	0.77	19	0.73	9	0.86	19	0.69
10	0.81	20	0.82	10	0.77	20	0.76

Table 2 shows the correlation coefficient between each paragraph of the questionnaire and the total score of the questionnaire. It was clear from the results shown in Table 2 that the items of the questionnaire have strong and statistically significant correlation coefficients.

3-5- Reliability

The stability of the questionnaire means that this questionnaire gives the same result if it is re-applied more than once to the sample individuals under the same circumstances and conditions, during a certain time, and after applying the questionnaire, the stability was calculated in two ways:

- ***Cronbach's Alpha Coefficient***

    The questionnaire was administered to a preliminary sample comprising 25 individuals selected from the study population for exploratory purposes. Subsequently, the Cronbach's alpha coefficient was computed to assess the internal consistency of the questionnaire. The obtained results indicated a Cronbach's alpha value of 0.87 for the first questionnaire, which focused on the educational environment, and a value of 0.88 for the second questionnaire assessing thinking abilities. These findings provide substantial evidence supporting a high level of stability and reliability for the questionnaire

- ***Correcting the questionnaire and the criterion for judging the paragraphs, fields, and the tool as a whole***

    To judge the respondents' responses, the questionnaire consisted of 5 alternatives according to the five-point Likert scale (very little, little, medium, high, very high), where the highest gradation in the items (very high) was given" 5 degrees "and the lowest gradation in the alternatives was (very little)." one degree ‘"as the degrees were arranged according to the alternatives 1, 2, 3, 4, 5). To know the level, the upper limit of the alternatives (5) - the lower limit of the alternatives (1) = (4) was subtracted. The result of 4 was then divided by 5 alternatives: 4/5 alternatives = 0.8. To reach a criterion for the study, the output was increased by 0.8 on each of the alternative scores as follows: 1 + 0.8. Thus, the weights of the paragraphs that were adopted as a criterion by which the arithmetic averages are measured in the study are as follows: (1,8-1) a very low level; (2,6-1,81) low level; (3,4-2,61) average level; (4,2-3,41) Its level is high; (5-4,21) very high.

3-6- Study Variables

The study included the following variables:

Dependent Variable: The relationship between a safe learning environment and the development of creative thinking.

*Independent Variables: Gender***:** (Male or Female) | *Educational Experience***:** (5 less than); (5 - 10); (more than10).

3-7- Statistical Treatment

To address the study's research questions, the researcher entered the raw data into a computer system utilizing the Statistical Package for the Social Sciences (SPSS) program. In response to the first question, the frequency of responses from the study sample to the questionnaire was calculated using a five-point Likert scale. Each response value, ranging from "very low" to "very high," was analyzed by determining the frequency of occurrence. Subsequently, the mean and standard deviation were calculated based on the frequency data, and statistical tests such as Chi-square, significance testing, and ranking were employed.

Regarding the second question, the researcher conducted independent samples t-tests based on the gender variable, and an analysis of variance (ANOVA) test, specifically the One-Way ANOVA, was conducted based on the experience variable. In response to the third question, similar to the first question, the frequency of responses on the five-point Likert scale was calculated. Each response value, ranging from "very low" to "very high," was assessed for frequency, and subsequently, the mean and standard deviation were determined. Statistical tests, including Chi-square, significance testing, and ranking, were applied to the data. For the fourth question, independent samples t-tests were performed based on the gender variable, and the One-Way ANOVA test was utilized based on the experience variable. Additionally, post-hoc comparisons were conducted using the (Games-Howell) test.

4- Results and Discussion

This section aims to present the results that represented the responses of the study individuals to the items of the tool, after applying the study procedures and analyzing the collected statistical data. The following is a presentation of the results of the study, according to the order of the questions as follows.

4-1- The First Question

What is the Level of Enabling the Safe Learning Environment in Emirati Schools from the Teachers' Point of View?

To find out the teachers' opinions about the level of enabling a safe learning environment in UAE schools, frequencies, percentages, arithmetic averages, standard deviations, and Ca2 values were calculated for the paragraphs. The results were as shown in Table 3.

Table 3 Responses of the study sample on the field of "safe learning environment in Emirati schools" arranged in descending order according to the averages of approval. It is clear from Table 3 that the chi-square values for all items were statistically significant at the level (0.05). The results indicate that the arithmetic averages of the responses of the study sample ranged between (4.09 -4.44), which are averages that fall within the high average and the very high average. (18, 16, 17, 15, 20, 19) which came in high.

The results also indicated that the arithmetic averages at their highest limit were for paragraph No. (3)" Standards of the educational environment in the UAE are flexible and adaptable to the requirements of the times, "as the arithmetic mean was (4.44), and at its lowest level was for Paragraph No. (19)" Responsible academic freedom is available for all pillars of the educational process in the presence of a safe learning environment, with an arithmetic average of (4.09).

4-2- The Second Question:

Are There Significant Differences at the Level of Significance (A = 0.05) in Enabling a Safe Learning Environment in Emirati Schools from the Teachers' Point of View, due to the Variables (Gender, Experience)?

To answer this question, the following things were followed:

1. According to the gender variable, the arithmetic means and standard deviations were extracted, and the t-test was used for independent samples, and Table 4 shows this.

Table 4 Results of the t-test for independent samples to detect differences in the estimates of study individuals on the questionnaire to enable a safe learning environment in Emirati schools from the teachers' point of view, according to the gender variable.

Table 3. The T-test for independent samples

No.	Paragraph	Frequency %	A Little Bit	A Little	Medium	High	Very High	SMA	standard deviation	Ca2 value	Statistical significance	Rank
1	The standards of the educational environment in the UAE are flexible and adaptable to the requirements of the times	T	2	3	-	200	295	4.44	1.03	34.406	0.00	1
		%	0. 4%	0.6%	-	40%	59%					
2	The educational and learning environment in the UAE is consistent with twenty-first-century skills	T	3	3	1	198	295	4.42	1.08	22.232	0.00	2
		%	0.006%	0.006%	0.002%	0.396%	0.59%					
3	The educational cadres in the UAE are subject to continuous training courses that keep pace with new knowledge bases for a safe learning environment	T	4	4	-	198	294	4.39	1.18	21.652	0.00	3
		%	0.008%	0.008%	-	0.396%	0.588%					
4	When evaluating teachers in the UAE, consideration is given to the availability of a safe and successful educational environment in their classrooms	T	5	4	-	197	294	4.38	1.04	11.507	0.02	4
		%	0.01%	0.008%	-	0.394%	0.588%	-	-	-	-	-
5	A safe learning environment is available to the student in the physical aspect	T	8	1	-	197	294	4.36	0.65	10.594	0.01	5
		%	0.016%	0.002%	-	0.394%	0.588%					
6	A safe learning environment is available to the student in the psychological aspect	T	9	-	-	197	294	4.35	0.80	16.725	0.01	6
		%	0.018%	-	-	0.394%	0.588%					
7	A safe learning environment is available to the student in the content of the curriculum	T	10	1	1	196	292	4.32	0.93	12.667	0,00	7
		%	0.02%	0.002%	0.002%	0.392%	0.584%					
8	A safe learning environment is available through the teacher-student relationship	T	11	1	-	196	292	4.31	0.88	12.667	0.00	8
		%	0.022%	0.002%	-	0.392%	0.584%					
9	A safe learning environment is available to the teacher through the availability of all educational facilities	T	12	1	1	195	291	4.29	1.31	16.145	0.00	9
		%	0.024%	0.002%	0.002%	0.39%	0.582%					
10	A safe learning environment is available to the teacher through the components of the educational system	T	14	-	-	195	291	4.27	0.51	18.594	0.00	10
		%	0.028%	-	-	0.39%	0.582%					
11	A safe learning environment is available to the teacher in the psychological aspect	T	15	-	-	194	291	4.26	0.83	19.043	0.00	11
		%	0.03%	-	-	0.388%	0.582%					
12	A safe learning environment is available in the student's relationship with each other	T	16	-	-	194	290	4.24	0.98	25.420	0.00	12
		%	0.032%		-	0.388%	0.58%					
13	A safe learning environment is available to the student's guardian through the relationship between the family and the school.	T	17	2	-	191	290	4.23	0.97	9.043	0.04	13
		%	0.034%	0.004%	-	0.3822%	0.58%					
14	A safe learning environment is available to the guardian through his knowledge of everything related to the educational and learning process for children.	T	20	-	2	189	289	4.21	0.66	19.333	0.00	14
		%	0.04%	-	0.004%	0.378%	0.578%					
15	Schools in the UAE have qualified teaching staff to provide a high-quality educational environment.	T	21	1	-	189	289	4.20	1.28	6.145	0.04	15
		%	0.042%	0.002%	-	0.378%	0.578%					
16	A safe learning environment is available in all tests that students take	T	22	-	-	189	289	4.19	0.70	9.319	0.03	16
		%	0.044 %	-	-	0.378%	0.578%					
17	The responsible collaborative class is available in classrooms due to the availability of a safe learning environment	T	25	1	1	185	288	4.15	1.17	23.101	0.00	17
		%	0.05%	0.002%	0.002%	0.37%	0.576%					
18	A safe learning environment provides a climate free from threats and intimidation	T	27	-	-	185	288	4.14	1.03	34.406	0.00	18
		%	0.054%	-	-	0.37%	0.576%					
19	The UAE Ministry of Education focuses on providing a safe learning environment	T	28	2	-	184	286	4.12	1.08	22.232	0.00	19
		%	0.056%	0.004%	-	0.368%	0.572%					
20	Responsible academic freedom is available to all pillars of the educational process in the presence of a safe learning environment	T	33	4	2	181	280	4.09	1.04	11.507	0.02	20
		%	0.066%	0.008%	0.004%	0.362%	0.56%					
	Average							**4.27**	**0.72**			

Table 4. Statistical significance according to the gender variable

Variable	Variable Level	SMA	Standard Deviation	Degrees of Freedom	Value (T)	Significance Level
Gender	Males	4.29	0.77	448	1.73	0.188
	Females	4.25	0.79			

It is clear from Table 4 that there are no statistically significant differences in the estimates of the study sample about the level of enabling the safe learning environment in Emirati schools from the teachers' point of view due to the gender variable in terms of the value of (t) and the level of significance associated with it. This result confirms that a safe learning environment is available in all schools and that it is an approach and method for the Ministry in which all schools are required in an atmosphere of responsible academic freedom, which confirmed that there are no differences in the responses of the sample members, and the results of this study agree with the study of Davies et al. [33], Which confirmed the absence of statistically significant differences in the opinions of the study sample about the role of the environment due to the gender variable, and the study of Ahmed (2010) [31], which confirmed the absence of statistically significant differences in the quality of the educational environment due to the gender variable.

2. According to the variable of experience, the arithmetic means and standard deviations were extracted, and to reveal the significance of the differences in the averages, a one-way analysis of variance (One Way ANOVA) was used, and Tables 5 and 6 show the results of that.

Table 5 The arithmetic means and standard deviations of the respondents' level of enabling a safe learning environment in Emirati schools from the teachers' point of view according to the experience variable. To detect the differences in the arithmetic means and their statistical significance, one-way analysis of variance (One-Way ANOVA) was used, and Table 6 illustrates this. Table 6 One-Way Anova to detect differences in the respondents' estimates about the level of enabling the safe learning environment in the Emirati schools from the teachers' point of view, according to the variable of experience.

Table 5. The arithmetic means and standard deviations of the respondents' experience

Variable	Variable level	SMA	Standard Deviation
Experience	Less than 5 years	4.25	0.71
	From 5 to 10 years	4.26	0.74
	More than 10 years	4.30	0.77

Table 6 also shows that the level of enabling a safe learning environment in Emirati schools from the point of view of teachers came to a very high degree, as the arithmetic mean was (4.27 out of 5). This indicates that a safe learning environment is activated in Emirati schools for the teacher, student, and parent. The matter is with all the pillars of the educational process. The safe learning environment are clear and emanate from the philosophy of society. Education takes place in a full-fledged physical environment, and in a safe atmosphere that leads to creativity and excellence. The results of this study agree with the study of Davies et al. [33], which confirmed the existence of The educational environment has a very high role in stimulating thinking of all kinds, and it differs with the results of Blynova et al. [34], which confirmed that students' perceptions of a safe learning environment were average.

Table 6. One-way analysis of variance test according to the experience variable

Field	Source of contrast	Sum of squares	Degrees of freedom	Mean of squares	Value (F)	Significance level
Safe learning environment (the domain as a whole).	between groups	42.329	2	21.164	1.969	0.189
	within groups	67.143	447	0.150		
Total		109.472	449	-	-	-

It is clear from the Table 6 that there are no statistically significant differences in the estimates of the study sample about the level of enabling the safe learning environment in Emirati schools from the teachers' point of view, according to the variable of experience in terms of the value of (F) and the level of significance associated with it. The researchers attribute this to the fact that all teachers are appointed and taught in a safe learning environment, which is available in UAE schools, and that the Ministry constantly focuses on rooting and empowering them, and therefore the responses were consistent, regardless of experience, as everyone practices this and receives training on it since the beginning of the appointment, and she agrees with The results of this study with the study of Ahmed [31], which confirmed that there are no statistically significant differences in the quality of the educational environment due to the variable and experience.

4-3- The Third Question

What is the Level of Development of Creative Thinking in Emirati Schools from the Teachers' Point Of View?

To identify the level of development of creative thinking in UAE educational institutions from the point of view of teachers, frequencies, percentages, arithmetic averages, standard deviations, and chi-square values were calculated for the items of the domain and Table 7 illustrates this.

Table 7. Frequencies, percentages, arithmetic averages, standard deviations, and chi-square values

No.	Paragraph	Frequency %	A little bit	Dead	Medium	High	Very High	SMA	Standard Deviation	Chi-Square Value	Statistical Significance	Rank
1	New and fast ideas continue daily for students because they are based on a safe environment.	T	-	2	-	200	298	4.42	0.66	19.333	0.00	1
		%	-	0.004%	-	0.4%	0.596%					
2	Students compete in creativity skills independent of the content of the lesson in the presence of a safe learning environment	T	2	3	-	198	297	4.41	1.28	6.145	0.04	2
		%	0.004%	0.006%	-	0.396%	0.594%					
3	Students focus on learning behavioral skills within the school through the availability of a safe learning environment	T	4	5	-	196	295	4.40	0.70	9.319	0.03	3
		%	0.008%	0.01%	-	0.392%	0.59%					
4	Students interact in brainstorming in the classroom due to the availability of an encouraging learning environment.	T	5	6	1	195	293	4.39	0.87	23.101	0.00	4
		%	0.01%	0.012%	0.002%	0.39%	0.586%					
5	Individual differences are respected through the availability of a safe learning environment	T	6	8	1	194	291	4.38	0.89	34.406	0.00	5
		%	0.012%	0.016%	0.002%	0.388%	0.582%					
6	Students focus on discussion, dialogue, and the generation of new ideas.	T	9	8	1	192	290	4.36	0.51	18.594	0.00	6
		%	0.018%	0.016%	0.002%	0.384%	0.58%					
7	Students focus on excellence and uniqueness in academic achievement with a safe learning environment	T	9	9	-	192	290	4.35	0.83	19.043	0.00	7
		%	0.018%	0.018%	-	0.384%	0.58%					
8	Students focus on detecting and identifying creative skills	-	9	9	2	191	289	4.22	0.98	25.420	0.00	8
		-	0.018%	0.018%	0.004%	0.382%	0.578%					
9	Students focus on calmness and cooperation as priorities to create creative thinking	T	11	10	1	190	288	4.21	0.97	9.043	0.04	9
		%	0.022%	0.02%	0.002%	0.38%	0.576%					
10	Students focus on diversifying information and forming ideas and hypotheses in light of the availability of a safe learning environment	T	12	11	-	190	287	4.19	0.66	19.333	0.00	10
		%	0.024%	0.022%	-	0.38%	0.574%					
11	Students focus on presenting a new idea that is contrary to the usual, due to the availability of a safe learning environment	T	13	12	-	189	286	4.18	0.66	19.333	0.00	11
		%	0.026%	0.024%		0.378%	0.572%					
12	Students focus on recalling the largest number of appropriate ideas in a specific time for an exciting problem or situation in light of the availability of a safe learning environment	T	13	13	-	188	286	4.17	1.28	6.145	0.04	12
		%	0.026%	0.026%	-	0.376%	0.572%					
13	Students focus on producing appropriate solutions or shapes that are diverse and non-stereotypical, through the availability of a safe environment	T	14	13	1	186	286	4.06	0.70	9.319	0.03	13
		%	0.028%	0.026%	0.002%	0.372%	0.572%					
14	Students strive to make the classroom exciting by innovating everything new with its tools and equipment	T	14	13	2	186	285	4.05	1.17	23.101	0.00	14
		%	0.028%	0.026%	0.004%	0.372%	0.57%					
15	Students focus on scientific research and exploration skills	T	14	14	2	185	285	4.04	1.03	34.406	0.00	15
		%	0.028%	0.028%	0.004%	0.371%	0.57%					
16	Students focus on presenting ideas that are unique and non-repetitive	T	14	14	4	184	284	4.03	1.08	22.232	0.00	16
		%	0.028%	0.028%	0.008%	0.368%	0.568%					
17	Students focus on presenting ideas that have values in terms of type and intensity	T	15	15	4	183	283	4.02	1.44	11.507	0.00	17
		%	0.03%	0.03%	0.008%	0.366%	0.566%					
18	Students can change the direction of thinking so that things are understood and mastered	T	16	15	6	180	283	4.01	1.13	20.34	0.00	18
		%	0.032%	0.03%	0.012%	0.36%	0.566%					
19	Students have the speed to recall ideas, their flow, and their ease of generation	T	20	13	6	180	280	3.99	1.10	18.609	0.00	19
		%	0.04%	0.026%	0.012%	0.36%	0.56%					
20	Students cooperate in using electronics that generate creativity	T	20	15	6	180	279	3.92	1.02	27.594	0.00	20
		%	0.04%	0.03%	0.012%	0.36%	0.588%					
	Average							**4.19**	**0.83**			

Table 7 The study sample's responses to the items in the field of "Creative Thinking in Emirati Schools from the teachers' point of view, arranged in descending order according to the averages of approval. Table 7 The responses of the study sample to the items in the field of" Creative Thinking in the Emirati schools' students from the teachers' point of view are arranged in descending order according to the averages of approval. It is clear from Table 7 that the chi-square values for all items were statistically significant at the level (0.05). The results indicate that the arithmetic means of the responses of the study sample ranged between (3.92 -4.42), which are averages that fall within the high average and the very high average. 10, 8, 12, 18, 14, 15, 20, 17, 13, 19, 16) which came up. The results also indicated that the arithmetic mean at its highest level was for paragraph No. (7). New and fast ideas continue daily for students because they are based on a safe environment. "The arithmetic average was (4.44), and its minimum was for paragraph No. (16) "Students cooperate in using electronics that generate creativity. "The arithmetic mean was (4.09).

Table 7 also shows that the level of creative thinking development in Emirati schools from the teachers' point of view was high, with the arithmetic average reaching (4.19 out of 5). This indicates that creative thinking and its development is one of the main rules and foundations that the Ministry of Education focuses on in Emirati education, which led to its rooting in the educational field, as all teachers, learners, and parents constantly strive to develop creative thinking in schools in an atmosphere of security. The results of this study differ from the study of Massoud et al. [28], which confirmed that the development of creative thinking was moderate. And the study of Liang et al. (2022) [30], confirmed that the level of creativity is average according to the basic environment.

4-4- The Fourth Question

Are there Significant Differences at the Level of Significance (A = 0.05) in the Level of Developing Creative Thinking in Emirati Schools from the Point of View of Teachers due to the Variables (Gender, Experience)?

To answer this question, the following things were followed:

1. According to the gender variable, the arithmetic means and standard deviations were extracted, and the t-test was used for independent samples, and Table 8 shows the results of this.

Table 8. Arithmetic means and standard deviations according to the experience variable

Variable	Variable level	SMA	Standard Deviation	Degrees of Freedom	Value (t)	Significance Level
Gender	Males	4.22	0.59	448	0.828	0.263
	Females	4.17	0.62			

Table 8 Results of the t-test for independent samples to detect differences in the estimates of the study individuals on the questionnaire of the level of creative thinking development in the Emirati schools according to the gender variable.

It is clear from Table 8 that there are no statistically significant differences in the estimates of the study sample about The level of creative thinking development in Emirati schools from the teachers' point of view It is attributed to the gender variable in terms of the value of (t) and the level of significance associated with it. The researchers attribute this to the fact that male and female teachers have full faith in the development of thinking in their students and the use of the best educational methods that develop this in light of the availability of a safe learning environment. The results of this study Muwafiq with the study of Massoud et al. [28]. This confirmed that there are no differences in teachers' responses about the role of the educational environment in developing creative skills due to the gender variable, and Ahmed [31] study, confirmed that there are no statistically significant differences in the quality of the educational environment due to the gender variable.

2. According to the experience variable, the arithmetic means and standard deviations were extracted, and to reveal the significance of the differences in the averages, One Way Anova was used, and Tables 9 and 10 Explain this.

Table 9. Arithmetic averages and architectural deviations according to the variable of experience

Variable	Variable level	SMA	Standard Deviation
Experience	Less than 5 years	4.00	0.79
	From 5 to 10 years	4.20	0.75
	More than 10 years	4.37	0.70

Table 10. One-way analysis of variance test according to the experience variable

Field	Source of Contrast	Sum of Squares	Degrees of Freedom	Mean of Squares	F- value	Significance Level
Develop creative thinking (the field as a whole)	between groups	33.21	2	16.60	33.65	0.001
	within groups	57.157	447	0.128		
Total		**90.367**	**449**			

Table 9 The arithmetic means and standard deviations of the respondents' estimates of the level of creative thinking development in Emirati schools from the teachers' point of view according to the experience variable. To detect differences in the statistical significance of the arithmetic means, one-way analysis of variance (One Way ANOVA) was used, and Table 10 illustrates this. Table 10 One Way Anova to detect differences in the estimates of the respondents about the development of creative thinking in Emirati schools from the teachers' point of view according to the experience variable. It is clear from Table 10 that there are statistically significant differences in the estimates of the study sample about the development of creative thinking of students in the Emirati schools from the teachers' point of view, according to the variable of experience in terms of the value of (F) and the level of significance associated with it, and to determine the sources of these differences were used

The James-Howell test for multiple post-comparisons, to determine in favor of which of the levels of educational experience was the essential difference between the arithmetic mean for the development of teachers' creative thinking, and Table 11 shows that.

Table 11. Results of the James Huthoul test for post-comparisons

Fields	Years of Experience		Less than 5 Years	5 to Less than 10 Years	10 Years or More
	SMA		4.00	4.20	4.37
Improving creative thinking	Less than 5 years	4.00	-	0.20	0.37*
	5 to less than 10 years	4.20	-	-	17.0*
	10 years or more	4.37	-	-	-

* 0.05%

Table 11 Results of the Games - Howell test for the development of creative thinking among teachers, according to the educational experience. It is clear from Table 11 that there are statistically significant differences ($\alpha = 0.05$) between the arithmetic means of the development of creative thinking among teachers due to educational experience, and in favor of male and female teachers with long educational experiences compared to their male and female colleagues with short and medium educational experiences, as the development of creative thinking, Those with long experience were more. The differences also came in favor of male and female teachers with medium educational experience compared to their male and female colleagues with short educational experience, as the development of creative thinking among those with medium experience was more.

The researchers attribute this to the fact that teachers with long experience of more than 10 years can develop creativity when asked by their colleagues with short and medium experience, in that these teachers have received training courses and workshops that refined cognitive skills, and provided them with the sound methodology in how to create creative thinking. And its development among students and the results of this study agree with Massoud et al. [28], which confirmed the existence of differences in teachers' responses about the development of creative skills due to the variable of experience and in favor of teachers with long experience and differ with the results of Ahmed [31], which confirmed the absence of significant differences Statistical significance in the quality of the educational environment due to the variable of experience.

4-5- The Fifth Question:

Is there a Statistically Significant Correlation at the Significance Level (0.05 =A) between Enabling a Safe Learning Environment in Emirati Schools and Developing Students' Creative Thinking?

To answer this question, correlation coefficients were extracted using the Pearson Correlation method between the paragraphs on the safe learning environment and creative thinking, and Table 12 shows this.

Table 12. Pearson correlation coefficient results

Variable	Correlation Coefficient	Calculated Score	Tabular t-score Level (0.05) = a
The relationshiop between Safe learning environment and Creative thinking	0.644	8.521	1.96

Table 12 The value of the correlation coefficient (Pearson) to determine the relationship between a safe learning environment and the development of creative thinking. The results showed that the correlation coefficient is (0.644), which is a positive correlation value between safe learning environment and creative thinking. Free from threat and fear and inclusive of all aspects and dimensions of education, it leads to sound thinking and psychological reconciliation in all elements of the educational process, which certainly generates creativity. The findings of this study align with previous research. Davies et al. [33] highlighted a connection between the learning environment and types of thinking.

Similarly, Mailool et al. [36] demonstrated a robust and significant correlation between respondents' perceptions of the psychological characteristics of the learning environment and students' knowledge outcomes. Ahmed [31] affirmed a positive correlation between the learning environment and attitudes towards creativity. Furthermore, Mailool et al.'s [36] study indicated a significant correlation between environmental characteristics, thinking styles, and creativity.

5- Conclusion and Recommendations

The findings of this study suggest that various factors within the educational environment contribute to the cultivation of creative thinking, albeit to varying degrees. An educational environment can be deemed favorable when it encompasses essential educational resources, fosters harmonious social interactions, and exhibits democratic characteristics, as such an environment encourages the emergence of creativity. Educational institutions, serving as formative educational establishments, bear the responsibility of furnishing a well-equipped educational setting that caters to the requisite needs for nurturing creative individuals. Such an environment should encompass both material and human resources, enabling the creation of an appropriate milieu that facilitates the production of students capable of exhibiting creativity to the desired extent. Through the provision of leadership and advancements, educational institutions can effectively fulfill this obligation.

The present study underscores the pivotal role of a safe learning environment, encompassing all its constituent elements, in fostering the development of creative thinking among students through enrichment and modernization. Moving forward, it is essential to focus on ensuring the continuity and systematic follow-up of the various components that contribute to an appropriate educational and learning environment, thus enhancing creativity within schools. This can be achieved by providing the necessary resources to elevate the standards of teachers, students, guardians, curriculum, and physical elements, resulting in a robust school environment that nurtures creativity.

Furthermore, it is imperative to direct attention towards enhancing creativity within the classroom environment itself. This entails diligent consideration of both the inputs and outputs, encompassing the learning outcomes, of the educational process. By adopting a holistic approach that recognizes the interplay between instructional methods, student engagement, and assessment practices, educators can optimize the potential for creative thinking to flourish within the learning environment.

In order to further deepen our understanding of the concept of a safe learning environment, as well as the intricate nature of creative thinking, it is recommended to conduct similar studies across various schools and universities in the Emirates. This would enable a comprehensive exploration of these concepts and establish them as fundamental criteria for any educational innovation. By extending the scope of research, we can gather diverse perspectives and insights, facilitating the formulation of evidence-based guidelines and practices that prioritize the creation of safe and conducive educational environments that foster creativity.

In addition, future research endeavors could consider investigating the specific strategies, interventions, and policies that effectively promote a safe learning environment, thus nurturing creative thinking among students. This could involve examining the impact of specific teacher training programs, curriculum enhancements, parental involvement initiatives, and the physical design of learning spaces on the overall atmosphere and its influence on creative thinking.

Furthermore, longitudinal studies that track the long-term effects of a safe learning environment on the development of creative thinking and its transferability to real-world problem-solving contexts would provide valuable insights.

In conclusion, there is a pressing need to prioritize the establishment and sustenance of a safe learning environment that supports and enhances creative thinking among students. By conducting further research in this area and expanding the scope of the investigation, we can continuously refine educational practices, policies, and innovations to create environments that empower students to think creatively and thrive in an ever-evolving world.

6- Declarations

6-1- Author Contributions

Conceptualization, M.S.A. and B.F.O.; methodology, M.S.A. and B.F.O.; software, S.A.H. and R.A.; validation, S.A.H. and R.A.; formal analysis, M.S.A.; investigation, M.S.A.; resources, S.A.H.; data curation, S.A.H.; writing—original draft preparation, B.F.O.; writing—review and editing, R.A.; visualization, M.S.A. and B.F.O.; supervision, M.S.A. and B.F.O. All authors have read and agreed to the published version of the manuscript.

6-2- Data Availability Statement

The data presented in this study are available in article.

6-3- Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

6-4- Institutional Review Board Statement

Not applicable.

6-5- Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

6-6- Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

7- References

[1] Greene, J. A., Cartiff, B. M., & Duke, R. F. (2018). A meta-analytic review of the relationship between epistemic cognition and academic achievement. Journal of Educational Psychology, 110(8), 1084. doi:10.1037/edu0000263.

[2] Bonander, C., Humphreys, D., & Degli Esposti, M. (2021). Synthetic control methods for the evaluation of single-unit interventions in epidemiology: a tutorial. American journal of epidemiology, 190(12), 2700-2711. doi:10.1093/aje/kwab211 .

[3] Garner, P. (2014). Dimensions of school-based violence to and by children: An overview of recent literature. International Journal of Adolescence and Youth, 19(4), 484-495. doi:10.1080/02673843.2012.751043.

[4] Cornell, D. G. (2017). School violence: Fears versus facts. Routledge, New York, United States. doi:10.4324/9781315088402.

[5] Bradshaw, C. P., Waasdorp, T. E., Goldweber, A., & Johnson, S. L. (2013). Bullies, Gangs, Drugs, and School: Understanding the Overlap and the Role of Ethnicity and Urbanicity. Journal of Youth and Adolescence, 42(2), 220–234. doi:10.1007/s10964-012-9863-7.

[6] Ministry of Education (2021). Ministry Strategic Plan, Abu Dhabi, United Arab Emirates (UAE). Available online: https://uaecabinet.ae/en/strategic-planning (accessed on May 2023).

[7] Abd Rabo, A., & Hashaikeh, S. (2020). Assessing School Principals' Perceptions of School Effectiveness in the Palestinian Schools. Universal Journal of Educational Research, 8(11), 5536-5546.

[8] Phurikultong, N., & Kantathanawat, T. (2022). Flipping the undergraduate classroom to develop student analytical thinking skills. Emerging Science Journal, 6(4), 739-757. doi:10.28991/ESJ-2022-06-04-06.

[9] Zafar, M. W., Zaidi, S. A. H., Mansoor, S., Sinha, A., & Qin, Q. (2022). ICT and education as determinants of environmental quality: The role of financial development in selected Asian countries. Technological Forecasting and Social Change, 177, 121547. doi:10.1016/j.techfore.2022.121547.

[10] Han, S., Liu, D., & Lv, Y. (2022). The Influence of Psychological Safety on Students' Creativity in Project-Based Learning: The Mediating Role of Psychological Empowerment. Frontiers in Psychology, 13. doi:10.3389/fpsyg.2022.865123.

[11] Siegle, D., DaVia Rubenstein, L., & McCoach, D. B. (2020). Do you know what I'm thinking? A comparison of teacher and parent perspectives of underachieving gifted students' attitudes. Psychology in the Schools, 57(10), 1596-1614. doi:10.1002/pits.22345.

[12] Pyo, J. (2020). School Principals' Perceptions of Crime Risk and Academic Climate: Links to School Safety Practices. Journal of School Violence, 19(4), 594–609. doi:10.1080/15388220.2020.1783671.

[13] El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. International Journal of Educational Technology in Higher Education, 18(1), 1-24. doi:10.1186/s41239-021-00289-4.

[14] You, J. W. (2021). Enhancing creativity in team project-based learning amongst science college students : The moderating role of psychological safety. Innovations in Education and Teaching International, 58(2), 135–145. doi:10.1080/14703297.2020.1711796.

[15] Kurniawan, Y., Karuh, C. S. Y., Ampow, M. K., Prahastuti, M., Anwar, N., & Cabezas, D. (2022). Evaluation of Hybrid Learning in the University: A Case Study Approach. HighTech and Innovation Journal, 3(4), 394-410. doi:10.28991/HIJ-2022-03-04-03.

[16] Salem, H. (2016). The Effect of Using Blended Learning in Teaching Science on Developing Critical Thinking Skills of Students at Seventh Grade in Jerash Governorate. International Journal of Research in Education and Psychology, 4(02), 353-382. doi:10.12785/IJREP/040205.

[17] Strom, R. D., & Strom, P. S. (2002). Changing the rules: Education for creative thinking. Journal of Creative Behavior, 36(3), 183–200. doi:10.1002/j.2162-6057.2002.tb01063.x.

[18] Torrance, E. P. (2017). The Nature of Creativity as Manifest in its Testing. The Nature of Creativity. Cambridge University Press, Cambridge, United Kingdom.

[19] Daily, S. M., Mann, M. J., Kristjansson, A. L., Smith, M. L., & Zullig, K. J. (2019). School Climate and Academic Achievement in Middle and High School Students. Journal of School Health, 89(3), 173–180. doi:10.1111/josh.12726.

[20] Zysberg, L., & Schwabsky, N. (2020). School climate, academic self-efficacy and student achievement. Educational Psychology, 41(4), 467–482. doi:10.1080/01443410.2020.1813690.

[21] Fogarty, J. (2015). Patterns for Thinking: Patterns for Transfer. A Cooperative Team Approach in Critical and Creative Thinking in the Classroom. Skylight Publishing, Illinois, United States.

[22] Huang, T. C., & Chen, Y. J. (2022). Do Personality Traits Matter? Exploring Anti-drug Behavioral Patterns in a Computer-Assisted Situated Learning Environment. Frontiers in Psychology, 13, 812793. doi:10.3389/fpsyg.2022.812793.

[23] Musa, S., Muhyiddin, Y., & Nurhayati, S. (2022). Agriculturally based Equivalent Education: Insights on Nonformal Education Human Resources and Program Quality. Journal of Human, Earth, and Future, 3(4), 441-451. doi:10.28991/HEF-2022-03-04-04.

[24] Wang, M. Te, L. Degol, J., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. Developmental Review, 57, 100912. doi:10.1016/j.dr.2020.100912.

[25] Khalfaoui, A., García-Carrión, R., & Villardón-Gallego, L. (2021). A Systematic Review of the Literature on Aspects Affecting Positive Classroom Climate in Multicultural Early Childhood Education. Early Childhood Education Journal, 49(1), 71–81. doi:10.1007/s10643-020-01054-4.

[26] Prashanti, E., & Ramnarayan, K. (2020). Ten maxims for creating a safe learning environment. Advances in physiology education, 44(4), 550-553. doi:10.1152/advan.00085.2020.

[27] Awartani, M., Whitman, C. V., & Gordon, J. (2008). Developing Instruments to Capture Young People's Perceptions of how School as a Learning Environment Affects their Well‑Being. European Journal of Education, 43(1), 51-70. doi:10.1111/j.1465-3435.2007.00337.x.

[28] Massoud, A., Iqbal, U., Stockley, D., & Noureldin, A. (2011). Using blended learning to foster education in a contemporary classroom. Transformative Dialogues: Teaching and Learning Journal, 5(2), 1-11.

[29] Mason, K. L. (2008). Cyberbullying: A preliminary assessment for school personnel. Psychology in the Schools, 45(4), 323-348. doi:10.1002/pits.20301.

[30] Liang, Q., Niu, W., Cheng, L., & Qin, K. (2022). Creativity Outside School: The Influence of Family Background, Perceived Parenting, and After‑school Activity on Creativity. The Journal of Creative Behavior, 56(1), 138-157. doi:10.1002/jocb.521.

[31] Ahmed, A. H. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. Literacy Information and Computer Education Journal, 1(4), 211-221..

[32] Rivadeneira, J., & Inga, E. (2023). Interactive peer instruction method applied to classroom environments considering a learning engineering approach to innovate the Teaching–Learning process. Education Sciences, 13(3), 301. doi:10.3390/educsci13030301.

[33] Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education-A systematic literature review. Thinking skills and creativity, 8, 80-91. doi:10.1016/j.tsc.2012.07.004.

[34] Blynova, O., Popovych, I., Kruglov, K., Semenov, O., & Los, O. (2020). Psychological safety of the learning environment in sports school as a factor of achievement motivation development in young athletes. Journal of Physical Education and Sport, 20(1), 14-23. doi:10.7752/jpes.2020.01002.

[35] Sayfulloevna, S. S. (2023). Safe Learning Environment and Personal Development of Students. International Journal of Formal Education, 2(3), 7–12.

[36] Mailool, J., Kartowagiran, B., Retnowati, T. H., Wening, S., & Putranta, H. (2020). The Effects of Principal's Decision-Making, Organizational Commitment and School Climate on Teacher Performance in Vocational High School Based on Teacher Perceptions. European Journal of Educational Research, 9(4), 1675-1687. doi:10.31757/euer.331.

Appendix I: Questionnaire

Dear respected teacher

Greetings!

The two researchers are conducting a study entitled at *Al-Ain University*, as your contribution to answering the questionnaire is a contribution to the progress of scientific research, knowing that the questionnaire is for scientific research purposes only, and the data will be treated in strict confidentiality. In the event of any inquiries, please refer to the two researchers through the following e-mail:

With great appreciation and respect.

The first section: Please put a tick sign (✔) according to the level of the variable in the appropriate place

Gender: Male ( )   Female ( )

Experience: Less than 5 years ( ),   5 to 10 ( ),   more than 10 ( )

Section Two: Please tick (✔) in the box that agrees with your opinion in front of each of the following paragraphs:

Field	Paragraph Number	Paragraph	Very few	Few	Medium	High	Very High
Safe learning environment	1	The standards of the educational environment in the UAE are flexible and adaptable to the requirements of the times.					
	2	The educational learning environment in the UAE is in line with the skills of the twenty-first century.					
	3	Educational cadres in the UAE undergo continuous training courses that keep pace with the new knowledge premises of a safe learning environment.					
	4	During the evaluation of teachers in the UAE, the availability of a safe and successful learning environment in their classrooms is taken into account.					
	5	A safe learning environment is available to the student on the physical side.					
	6	A safe learning environment is available to the student in the psychological aspect.					
	7	The safe learning environment is available to the student in the curriculum content.					
	8	A safe learning environment is available through the teacher's relationship with his students.					
	9	A safe learning is available to the teacher through the availability of all educational facilities.					
	10	A safe learning environment is available to the teacher through the components of the educational system.					
	11	A safe learning environment is available for the teacher in the psychological aspect.					
	12	For a safe learning environment available in the relationship of students among themselves.					
	13	A safe learning environment is available to the student's parent through the relationship between the family and the school.					
	14	A safe learning environment is available to the guardian by informing him of everything related to the educational learning process for children.					
	15	Schools in the UAE have qualified educational staff to provide a high-quality learning environment.					
	16	A safe learning environment is available on all tests taken by students.					
	17	Responsible cooperative class is available in classrooms due to a safe learning environment.					
	18	A safe learning environment provides a climate free from threats and intimidation.					
	19	UAE Ministry of Education focuses on providing a safe teaching and learning environment.					
	20	Responsible academic freedom is available to all pillars of the educational process in the presence of a safe learning environment.					

Field	Paragraph number	Paragraph	Very few	Few	medium	High	Very high
Creative thinking	1	New and rapid ideas continue daily for students because they are based on a safe environment.					
	2	Students compete in creativity skills independent of the lesson content in the presence of a safe learning environment.					
	3	Students focus on learning behavioral skills within the school through a safe learning environment.					
	4	Students interact in the classroom to provide an encouraging learning environment.					
	5	Individual differences are respected through the availability of a safe learning environment					
	6	Students focus on discussion, dialogue and the generation of new ideas.					
	7	Students focus on excellence and uniqueness in academic achievement with a safe learning environment.					
	8	Students focus on revealing and identifying creative skills.					
	9	Students focus on calm and collaboration as priorities for creating creative thinking.					
	10	Students focus on diversifying information and forming ideas and hypotheses in light of the availability of a safe educational environment.					
	11	Students focus on giving a new idea contrary to the ordinary due to the availability of a safe educational environment.					
	12	Students focus on recalling as many appropriate ideas in a specific period of time for a problem or exciting situation in light of the availability of a safe educational environment.					
	13	Students focus on producing suitable solutions or forms that are diverse and atypical through the availability of a safe environment.					
	14	Students strive to make the classroom exciting by creating everything new with its means and equipment.					
	15	Students focus on scientific research and exploration skills.					
	16	Students focus on putting forward ideas that take the character of excellence and non-repetition.					
	17	Students focus on putting forward ideas that are valuable in terms of type and sharpness.					
	18	Students have the ability to change the direction of thinking so that things are understood and mastered.					
	19	Students have the speed to recall ideas, flow them and easily generate them.					
	20	Students collaborate with each other in the use of electronics that generate creativity.					