

THE COMPATIBILITY OF THE GENERAL DIPLOMA IN EDUCATION PROGRAM'S GOALS WITH THE EDUCATIONAL CONTENTS OF THE 2030 SAUDI ARABIA VISION AT AL JOUF UNIVERSITY FROM THE FEMALE STUDENTS' PERSPECTIVE

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ABSTRACT_ *This study aims to identify the compatibility of the General Diploma in Education Program's goals with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University, from the female students' perspective. The study analyzes the program's ability to enhance life-long learning opportunities, teacher preparation, development of the educational process, as well as introducing recommendations to develop the Diploma in Education Program at the Faculty of Education at Al Jouf University. The study follows a descriptive method, with the study sample including (79) General Diploma students at the Faculty of Education at Al Jouf University. A questionnaire was used to collect the data, which discusses three main topics: enhancing life-long learning opportunities, teacher preparation, and development of the educational process. The results of the questionnaire are as follows: - First topic: compatibility of the goals of the General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University, from the female students' perspective, in terms of the program's ability to improve life-long learning opportunities – scored high compatibility responses with an average of (3.64). -Second topic: the compatibility of the goals of the General Diploma in Education Program, with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of teacher preparation - scored high compatibility responses with an average of (3.49).- Third topic: the compatibility of the goals of the General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, in terms of the development of the educational process - scored high compatibility responses with an average of (3.51). There are no differences of statistical significance in the responses of the sample which is due to the specialty variable in subjects taught to females, to the compatibility of the goals of the General Diploma in Education Program.*

KEY WORDS: *educational content, 2030 Saudi Arabia Vision, General Diploma in Education Program.*

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I. INTRODUCTION

The issue of teacher preparation remains a top priority in all educational policies, and is seen as one of the essentials that aims to improve the entire educational process as a whole. Despite the different policies, objectives, strategies and plans in the education system, teacher still plays a great role in representing the educational process and transform it into touchable reality. The continuous mobility and change due to the information and technology revolution, reflected in all patterns, methods and trends within the educational process, is a challenge that constantly drives us to modernize teacher education programs to be in line with new trends. Theoretical preparation is no longer enough for the teacher to carry out his role. Rather, he has to prepare himself to face those changes that will contribute to meeting his professional needs, stimulating and updating his experiences. The teacher is the one component that needs lifelong education and preparation.

The preparation and training of the teacher is important for several key factors: dramatic changes, which have accompanied the rapid growth of knowledge and the remarkable progress in technical methods that require the modernization of all cognitive structures. These reasons have all significantly changed the philosophy of science, urging it to focus on precisely defining its objectives.

Training provides the teacher with the ability to adapt to be able to build a healthy and social personality and social professional norms S.P. Chaub and A. Chaub [1]. Those who work in the education sector are keen to prepare and qualify the teacher as he is considered the cornerstone of early development in the field of education, greatly affecting the quality of educational process outputs. Investing in manpower has become one of the most important tools of development, therefore, education has to prepare the young generations in alignment with development requirements. Thus, education becomes a complex and interrelated profession that is affected by many elements and takes responsibility for meeting social and economic requirements. In this context, Ibn Khaldun says, "Cultural progress needs science, and science needs education, and through education the need for an efficient qualified teacher is manifested." (El-Shibli, 2000:26). "Recognizing that teachers should be involved in their professional development, and to be seen as key actors in the development of education quality [2].

The Diploma in Education program is one of the most important and basic sources that provides the labor market with specialized and trained academic staff. These diplomas are also one of the most important bases for preparing the teacher. Without this diploma, the teacher does not hold his proper place within the educational fields, therefore there is an urgent need to upgrade and develop these programs to meet society's need for knowledge and education. These programs have been introduced in most Saudi universities in order to prepare female and male graduates with bachelor's degrees in all academic disciplines before joining the teaching profession. "Practicing teaching is very important for teachers. According to the research conducted by the American College of Teacher Education in 1991, both trainers and teachers found that teaching practice was important for the development of educational skills. So,

teaching process is a study field for many scholars around the world" [1].

With the launch of the 2030 Saudi Arabia vision, the Kingdom has looked ahead at playing a leading role to keep up with the rapid changes that will occur at the end of the twenty-first century. The vision map, therefore, includes new vital prospects targeting all areas of life. It commits itself, in the first place, to promoting manpower, which is considered the most important asset of the nation, with ambitious people as the target, as stated in the 2030 Saudi Arabian vision document.

Education is the most important aspect in this vision, as it is one of the critical sectors that drives the national economy. So, restructuring and reviewing plans and programs, and monitoring challenges to ensure equitable and inclusive education for all, are the first steps taken for reforming the education system. In addition, the universities underwent direct challenges to cope with this rapid transformation and to achieve the desired goals. Therefore, all Saudi universities launched several initiatives and made many contributions. They started reviewing and destructing their policies, regulations, and rules to fall in line with the requirements of rapid transformation, which guarantee creating a favorable climate for achieving the goals of the 2030 Saudi Arabia Vision. Symposiums and events were held to form a new roadmap that included these goals. The Conference of the Role of Saudi Universities in Activating the 2030 Saudi Arabia Vision was held as the first conference of its kind at Qassim University, throughout the Kingdom. At this conference, many articles, research and studies were presented to highlight the leading role of universities in achieving the goals of the vision, as well as identifying future roles and tasks to ensure seriously coping with the aspirations of the modern vision in order to promote all areas of life. A team was also set up to jointly monitor the implementation of all aspects of education stated in the 2030 Saudi Vision with the Department of Education and various universities. The 2030 Vision Achievement Office, affiliated with the Ministry of Education, organized a workshop in Riyadh on April 18th 2018, entitled Performance Indicators for the Ministry of Education and its Affiliates. More than 160 members from the different units of the Department of Education and various public universities participated in this workshop to define the strategic plan of the education and training system and objectives indicators [3].

The results of several conferences and teacher preparation studies in the Kingdom of Saudi Arabia recommended focusing on adopting the issue of teacher preparation as the basic stage of development, updating teachers' professional standards in the light of the scientific developments, and building on the international experiences in the field of teacher preparation and training, including the Conference of Teacher Preparation in light of the requirements of development and the change of era, which was held at the University of Umm al-Qura during the period ((23 – 25th April -1437 A.H).

As well as the Conference of Teacher Preparation and the Era of Knowledge: opportunities and challenges under the title "a renewed teacher for a changing world", held at King Khalid University during the period (29thFebruary – 1st

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March /1438 A.H), great efforts exerted by the Ministry of Education also reflected the great support of the Kingdom for the creation of a teacher capable of making and investing minds in accordance with the policy orientations of nation-building.

Problems of the study

Due to her work as a faculty member at the Faculty of Education, Al-Jouf University, and after the suspension of the General Diploma in Education programs at various universities in order to re-structure them to be more compatible with the modern trends of teacher preparation, the researcher seized the opportunity to study the compatibility of the goals of these programs with the 2030 Saudi Arabia Vision. The problems of the study lie in answering the following questions:

-1What are the educational contents of the 2030 Saudi Arabia Vision in the field of teacher preparation?

-2How compatible are the goals of General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, in terms of its ability to enhance life-long learning opportunities, teacher preparation, and the development of the educational process?

-3Are there statistically significant differences at the level of ($\alpha \leq 00,05$) in the responses of the sample regarding the compatibility of the goals of the General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of enhancing life-long learning opportunities, teacher preparation, and the development of the educational process ?

Objectives of the study

1- To understand the educational contents of the 2030 Saudi Arabia Vision

2- To identify the compatibility of the goals of the General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of its ability to enhance life-long learning opportunities, teacher preparation, and the development of the educational process.

3-To provide goal- oriented recommendations for the development of the General Diploma in Education program at the Faculty of Education, Al-Jouf University.

Importance of the study

1- This study draws its importance from the significant 2030 Saudi Arabia Vision, which sets out a new map and well-defined lines for education.

2- This study coincides with the universities' orientations, especially colleges of education, to restructure the goals of the General Diploma in Education programs, to be compatible with the 2030 Saudi Arabia Vision, in the field of teacher preparation in particular.

3- To the researcher's knowledge, this study is among the first to discuss the compatibility of the educational contents of the 2030 Saudi Arabia Vision with the goals of the General Diploma in Education program at the Colleges of Education.

The limitations of the study:

- Limitations related to the topic: addressed the compatibility of General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at the Faculty of Education, Al Jouf University, for the academic year (1437/1438 H).

- Spatial limitations: Faculty of Education, Al-Jouf University in Al-Jouf.

- Time limitations: The academic year (1437/1438 H.)

- Human limitations: female students joining the General Diploma in Education program at the Faculty of Education, Al- Jouf University

Terminology of the Study

- General Diploma in Education Program: this is a post-graduate program adopted at the Colleges of Education in various universities, for all graduates of various academic disciplines. After completing the program, the participants are awarded the General Diploma in Education Certificate which certifies their competence to teach others.

- Educational contents: contents in language means the guarantor, the container Al-Ghamdi [4], content: "what is contained in pregnant bellies?" (Ibn Manzur). According to the terminology, educational contents are the outline of the educational thought included in a particular book, regardless of its field (jurisprudential or historical), as it contains educational thoughts within it, which can be extracted to build upon Abu Shusha [5]. The procedural definition of educational contents refers to all educational connotations, meanings, styles, ideas and guiding instructions used in the field of education and clearly contributing to it.

2030 -Saudi Arabia Vision: this is a comprehensive vision declared in Rajab 1437 H that is based on three pillars: Arab and Islamic depth, the power of investment, and the importance of strategic geographical location. This vision is based on three main axes: the dynamic society, the flourishing economy, and the ambitious nation. It is a vision with multiple aspects where education and teachers' preparation occupy strategic positions in its stated contents [3].

- Female students in the general diploma in education program: these students join the General Diploma in Education program and hold a bachelor degree in various disciplines.

* Theoretical framework and previous studies:

The theoretical framework of the study answers its first question: What are the educational contents of the 2030 Saudi Arabia Vision in the field of teacher preparation? And, what are the goals of the Diploma in Education programs within the Saudi universities, and the goals of the General Diploma in Education program at Al-Jouf University?

Educational contents as stated in the 2030 Saudi Arabia Vision:

The 2030 Saudi Arabia Vision was declared in the year 1438 H. It is based on three pillars: the Arab and Islamic depth, the power of investment, and its strategic geographical location. The vision asserts "the need to keep investing in education and training and to provide our children with the necessary knowledge and skills for future jobs", indicating that the development of education is one of the main priorities of the vision. The vision has paid special attention to teachers' and educational leaders' training, and this is clearly stated in one of its paragraphs, as follows: "Our focus will be on the training of teachers and educational leaders and the development of academic curricula. It also aims to bridge the gap between the outputs of education and labor market requirements through the development of the education system. As a basic requirement to achieve the goals of the vision, the National Transformation Program was launched as one of the most important national programs, in line with the goals of the 2030 Saudi Arabia Vision to enforce

development by adopting modern curriculum philosophy, policies and goals, and linking it to teachers' training programs and their professional development. The goals of the vision include the need to improve methods of instruction to be learner-oriented to enable them to build their skills, promote their personality, and create the spirit of creativity and achievement. The National Transformation Program also has strategic goals, such as enhancing the processes of recruiting, training and developing teachers, as well as creating an educational environment that stimulates creativity and innovation as an essential requirement for the 2030 Vision [6.]

*The general goals of education by 2020 as stated in the 2030 Saudi Arabia Vision:

- 1- Ensure high-quality, equitable and inclusive education for all.
- 2- Enhance lifelong learning opportunities for all.
- 3- Improve methods of teachers' recruitment, training and development.
- 4- Align the outputs of higher education and the labor market requirements.
- 5- Improve the educational environment that stimulates innovation.
- 6- Develop curricula and evaluation methods.
- 7- Establish and instill positive values and enable citizens to build their independent personality.
- 8- Provide citizens with the necessary knowledge and skills to accommodate labor market needs.
- 9- Strengthen the capacity of the education and training system to meet development requirements and labor market needs.

* Diploma in Education Programs in Saudi Universities:

All systems worldwide are witnessing a transformation to an advanced society, with so many countries quickly starting their journey to reform the educational system in order to keep up with the wave of knowledge development. The Saudi Government has paid special attention to educational systems, which is clear in the huge budget allocation and its unlimited support to keep abreast of the developments taking place due to an information and knowledge revolution that has affected the whole world. The world witnesses multifaceted revolutionary development in science and knowledge, thus, our rational government aims to improve education as a whole which requires adopting well-planned policies that meet the expectations of the nation, and fall in line with the requirements of development.

International organizations believe that the qualitative preparation of male and female teachers is one of the most important strategic foundations for addressing the crisis of education and learning from the beginning of the 21st Century, as most of the relevant educational research studies have shown that improving the quality of learning greatly depends on the quality of education [7].

Universities are the base upon which the processes of improvement and development are based. They directly confront the challenges of global competition. Out of universities, the performance of society starts, which greatly affects the structure of the economy. Therefore, the issue of teacher preparation has been a top priority in addition to the development of educational process through following modern trends and approaches when applying the professional, academic and educational preparation process. A nation's greatness is manifested by the power of education, and this power is reflected in the teacher's ability to give, and

how to be prepared, qualified and trained to create a high-profile teacher who believes in, and adopts, the culture of creativity and competes for achievement and innovation. Therefore, educational programs play a vital role in creating a teacher armed with the elements of professional competence and progressive performance.

The Kingdom exerts explicit efforts to adopt planning processes for achieving development at various levels. The development plans of the previous periods have coincided with the ambitious 2030 vision to cope with the requirements of the current era with all its academic, scientific and technological powers.

In all universities and institutes, the General Diploma in Education Programs are the core of interest of all, which is clear in the studies conducted in the field of program development and evaluation, which are consistent with the aspirations of the rational government aiming to improve the preparation level of 21st Century teachers. To make such programs unique and effective for achieving the desired objectives, their quality and methods of implementation should be consistently developed and updated [8.]

*Objectives of the General Diploma in Education Program at Al- Jouf University:

- 1- Identify the most important trends and theories in education and psychology, and their impact on teachers' professional growth, and the development of teaching and learning processes.
- 2- Promote students' abilities to perceive the academic curriculum with its four components: goals, content, methods of teaching, and methods of evaluation. Enable them to fully understand its basic pillars and the factors that influence its planning, building, implementation, evaluation and development.
- 3- To know the new techniques and means required for the processes of teaching and learning, and how to use and apply them.
- 4- Identify the new trends and methods used in educational planning and monitor and its impact on the professional growth of the first instructor and teacher.

*Previous studies:

Al-Amr & Dargy [9] This study aimed to identify the role of the Colleges of Education in the professional development of the teacher in the light of the 2030 Saudi Arabia Vision. The analytical-descriptive method was used, as well as a questionnaire, as the tools for collecting information. The study sample was (180) teachers. The most important findings of the study were as follows: The overall agreement ratio of the study sample for the current status of teacher professional development was (68.79%), the overall agreement ratio for teacher professional development obstacles was (62.91%), and the overall agreement ratio for teacher professional development requirements was (80.94 %).

- Al-Tuwaijri [10] The aim of this study was to identify the main points stated about education development in the 2030 Vision, as well as the current global trends for the teachers integrated preparation systems, Islamic education teachers and English teachers, to match Saudi society. The study used the qualitative approach to answer the study questions, using two tools: Historical Analysis and Focus Groups. The results revealed the following - there are two systems in the process of teacher preparation: sequential and integrated, and each system has advantages and disadvantages; there are only three components related to the process of teacher

preparation: specialized - cognitive, professional - skill, and cultural. The relative weight of the outcomes of Islamic Education and English teachers' preparation programs was set (the highest rate was for the specialized - cognitive component followed by professional and cultural components).

- Zahi [8] This study aimed to evaluate the High Diploma program at Al- Qassim University from the scholars' perspective and its relation to some specific variables. The sample of the study consisted of (204) students who were enrolled in the Higher Diploma program at the Faculty of Science and Arts at Al- Qassim University for the academic year (1433/1434 H) by 78% of the total study population. The researcher used the causal-descriptive search and a questionnaire tool. The most important findings were the averages were medium for the outcomes of the program and its content, and were weak in terms of the implementation of the program. There were also significantly statistical differences due to the type of diploma taught and for the General Diploma in Education in terms of program content and outcomes; and there was no significantly statistical differences attributed to the learner's discipline at college or the years of experience.

- Hoimel and Al-Ghamidy [11] This study aimed at developing the process of the teacher preparation system in the Kingdom of Saudi Arabia in light of two experiences -0 Japan and Finland. The study used the comparative-analytical method. Its main findings were that the admission rates in teacher preparation institutions in Saudi Arabia were high compared to the two countries mentioned above, due to its weak admission criteria which affected the quality of their outcomes, in addition to the fact that teacher preparation programs within the Kingdom did not seriously focus on providing the learner with research skills.

-Al-Freih [12] This study aimed to identify the various problems facing female students joining the General Diploma in Education program at Imam Ibn Saud Islamic University. The descriptive-survey method was used as it suited the goals of the research. The study sample consisted of (224) female students. The findings of the study showed that the responses of the study sample to academic problems were very high (averages ranged from 4.21 to 5). They were arranged as follows: many assignments given to the students; the overlap between the courses of the program; lack of office meetings between the female learner and the faculty member; and, lack of balance between the theoretical and practical aspects of the subjects. There were also (11) responses (average ranged from 4.41 to 4.20), which were arranged as follows: the adoption of the recitation method by faculty members; lack of consistency between the subject size and the time allocated to it; considering the process of reviewing exam papers a problem; improper distribution of activities and duties throughout the semester; bias in assigning female students to faculty members; female faculty members' lack of consideration of female students' individual differences; poor academic performance of the faculty members; faculty members failure to link the academic subject to reality; courses inadequate focus on educational aspects; lack of a clear upfront plan for the course that includes its objectives, content and references; and faculty members arriving late for lectures.

- Al-Samadani [13] This study aimed at evaluating the program of preparing the English Language teacher from the perspective of the Education Diploma students at Umm Al

Qura University in the Kingdom of Saudi Arabia. The study sample included the entire study population which comprised (320) students for the academic year (1433/1434). In order to achieve the objectives of this study, a questionnaire was designed consisting of (52) paragraphs divided into three areas, in addition to psychological and personal preparation. The results of the study showed that there were statistically significant differences of evaluation levels between the rates of the Education Diploma students in the evaluation of preparing the English language teacher program, which is attributed to the work in the teaching profession. This is in each of the three areas of the scale and the total scale. The absence of statistical significance differences is attributed to the number of training courses.

-Al-Kamaina [14] This study aimed at evaluating the Education Diploma program at Al-Shaqra University from the graduates' perspective, and indicates its relationship with each type of specialization and the accumulative rate. The study sample consisted of (77) graduates of the Education Diploma program at Shaqra University. The study is based on the descriptive approach and used the questionnaire as a tool. One of the most important results is that the graduates of this program feel a very high effectiveness of the importance of the courses, and feel high effectiveness of the program in meeting the actual needs of the students, the used teaching methods, as well as the program responding to the needs of the community. The results also showed that the statistically significant differences in the students' assessments in the field of meeting the Education Diplomas program to students needs is attributed to the type of specialization in favor of the students of the guidance and direction of the diploma.

-Al-Ruwaished [15] This study aimed to understand the reality of the Education Diploma program at Al-Jouf University in the Kingdom of Saudi Arabia. The researcher applied the study to all enrolled students on the program, of (100) male and female students during the academic year 1432/1433 AH. The researcher prepared a questionnaire consisting of (68) items distributed among six fields. The faculty members' field had the highest arithmetic mean (3.80), then the courses field obtained (3.73), and the teaching methods field gained an average equal of (3.56). The evaluation field had an arithmetic mean equal (3.49), and the program management and physical environment fields had the lowest two arithmetic means. The results showed statistically significant differences at level (0.05 \geq) in favor of females in the following fields: faculty members, courses, assessment, and the tool as a whole. There were no statistically significant differences in the specialization variable, while there were statistically significant differences in the experience variable in the fields of physical environment and management of the program, in favor of those with less experience.

- Al-Umrah [16] This study aimed at determining the degree of expectation of the potential tasks of the Education Diploma studies, determining the degree of personal characteristics achievement, and the degree of availability of the skills acquired by the study from the program. The study used the descriptive analytical method. The sample included all of the students on the General Diploma in Education at the Faculty of Education at Umm Al-Qura University, with a total of (125) studies. The study used the questionnaire as a tool. One of the most important results of the study showed that a large proportion of students on the Diploma of Education confirmed the possibility of achieving the tasks

expected of them, personal characteristics, and the availability of skills acquired from the program.

- Al-Attiyat [17] This study aimed at evaluating the General Diploma Program in Education at Al-Hussein Bin Talal University from the students' perspective. The study sample consisted of (121) male and female students. The results indicated that the students' assessments of the objectives, content and outputs of the program were intermediate. The results also showed that there were no statistically significant differences in students' assessment of the program's objectives, content and outputs attributed to gender or specialization variables, while there were statistically significant differences in students' assessment of program content and outputs attributed to the variables of the number of years of experience.

- Taiyeb [18] This study aimed at determining the effectiveness of the educational theoretical preparation of the female students on the Educational Diploma Program at King Abdulaziz University in Jeddah, and identified the trends necessary to develop the level of educational preparation for the female students of the General Diploma Program, as well as identifying the aspects of the actual benefit of the program components from the study sample perspective. The sample of the study included all female graduates of the program and female supervisors during the years (1424 / 1428 AH). The sample consisted of 181 female students and 73 female supervisors. It adopted a descriptive approach with a focus on the case study method, with the General Diploma being considered the "case". The study also relied on four basic tools: questionnaire, content analysis, document analysis, and statistical analysis. The most significant results are that the majority of female graduates and supervisors believe that the theoretical preparation is good, the practical training in the program is adequate, and the duration of the study is very appropriate according to the goals and content.

- Fathi [19] This study aimed at analyzing the effectiveness of the General Diploma program and its evaluation in the Faculty of Education at Sultan Qaboos University, in light of the intellectual and global perspective of this program. The study followed the descriptive approach and used a questionnaire as a tool. Its sample consisted of three groups: a sample of teachers, a sample of graduate teachers working at schools, and a sample of school principals. The most important results of the study were that the program achieved its desired goals on a large percentage, and there is a significant integration between the goals of the program and the objectives of the courses, with most of the courses significantly seeking to provide students with scientific thinking skills.

Comments on previous studies

- Al-Shanfari [20] This study aimed at monitoring and analyzing the contribution of teacher training and preparing institutions in Amman to provide some of the requirements of the renewal in the Omani education system. It also aimed at renewing the quality of these institutions to keep up with some requirements of renewal in the education system, and monitoring and analyzing academic programs related to the requirements of renewal in the educational system. The study followed the analytical descriptive approach. The most important results of the study were that there is effort made by the educational institutions to harmonize the needs and requirements of the Ministry of Education, with the quality of their outputs from teachers, especially on the diploma and master programs.

Through reviewing various studies and research that relates to the same topic of the current research, the following can be concluded:

- Studies related to the Diploma in Education programs, such as Zahi [8], Al-Attiyat [17] and Al-Kamina [14], and Fathi [19] were reviewed.

- Studies focused on the reality of the Education Program, such as Al-Ruwaished [15] others focused on the problems of Education Diploma such as Al-Farih [12] and Umrah [16].

- There were few studies conducted on the teacher preparation programs in the light of the Kingdom's vision for 2030, such as Al-Amr and Dagri [9] & Altwaijri [10].

- The results of the previous studies varied according to the diversity of their objectives. There was much agreement on the educational institutions' efforts carried out to align the needs and requirements of education and the quality of outputs, and some programs met the needs of the society and the students. There are also some results that referred to the weakness of the program output and content, as well as poor admission criteria in colleges, such as Tuwaijri [10], Huimel and Al-Ghamdi [11], and Taib [18].

Aspects of the agreement between the present study and previous studies:

- In terms of the methodology, the following studies have been agreed with the current research methodology: the study of Zahi [8], Al-Attiyat [17], Taib [18], Al-Kamina [14], Al-Freih [12], Samadawi [13], Ruwaished [15], and Fathi [19].

- In terms of the tool: The following studies have applied the tool adopted in our current research: Zahi [8], Al-Farih [12], Al-Attiyat [17], Taib [18], Al-Umrah [16], Orwah [21], Alkmainh [14], Samadani [13], Ruwished [15] and Fathi [19]

- In terms of the sample: the previous studies were similar to the current study in the sample selection: Zahi [8], Al-Attiyat [17], Taib [18], Al-Umrah [16], Al-Kamina [14], Al-Freih [12], Al-Samadani [13], Al-Ruwished [15], and Fathi [19].

The aspects of difference between the current study and previous studies were as follows:

- In terms of objectives: There was a clear difference between the objectives of the current study and previous studies, due to the different goals of the current study and its core purposes.

- In terms of methodology: The previous studies differed with the current study in terms of a selected approach: Huimel and Al-Ghamdi [11], Al-Amra [16], Al-Tuwaijri [10], and Al-Amr and Dagari [9].

- In terms of the sample: The current study differed with previous studies in the sample selection: Huimel and Al-Ghamdi [11], Amr and Dghari [9] and Al-Tuwaijri [10].

- In terms of the tool: The previous studies differed with the current study in terms of the choice of the applied tool: Altwaijri [10], and study of Ibtisam [11].

It is worth mentioning that all previous studies have focused on the important aspect of the educational process, and an essential element which is 'the teacher', and this has helped the researcher benefit from identifying a range of aspects that will support current research in methodology, scientism, original references, as well as the used tools. The current study has been characterized by being the first in terms of the objectives in which it sought to discover the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision in the Faculty of Education at Al Jouf University from the female students' perspective.
Study Methodology and Results:

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- Study Methodology: The current study is based on a descriptive approach. As it is suitable for the nature of the study, through this approach, it could question all individuals of the study community, or just a sample of them, in order to describe the studied phenomenon in terms of its nature and degree of existence only [22].

- Study community: The study included all female students (79 students) who studied on the General Diploma in Education program in the Faculty of Education, Al-Jouf University, from all disciplines.

- Study Sample: The sample of the study is (79) female students, namely all female students, studying on the General Diploma in Education program at the Faculty of Education, Al-Jouf University.

- Study Tool: A special questionnaire was designed for the current study which consisted of three topics:

The first topic - enhance life-long learning opportunities, which included (6) phrases. The second topic is teacher preparation, which included (7) phrases. And the third topic, the development of the educational process, included (6) phrases; in order to reveal the compatibility of the goals of the General Diploma in Education program, with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University, from the female students' perspective.

• Face validity of the questionnaire: this is the validity based on the opinions of the arbitrators. The questionnaire was presented to a number of experts and specialists in the field of curriculum and teaching methods at Al-Jouf University. They were asked to investigate the questionnaire and express their opinion about it in terms of - to what extent the phrases are suitable for the purposes of the study, its comprehensiveness, the diversity of its content, the relevance of phrases to questionnaire topics, assessment of linguistics forms level, the output, and any observations they deem appropriate in respect of the modification, change or deletion .

• They provided valuable observations that benefited the study, influenced the questionnaire, and helped to produce it in the best form so that the questionnaire had achieved so-called face or logical validity.

• Validity of internal consistency: The validity of internal consistency has been calculated, as follows:

A. Using the Pearson correlation coefficient between scores of each phrase and the total score of the topic to which it belongs, Tables (1-3) show the results.

B. Using the Pearson correlation coefficient between the scores of each topic and the total score of the questionnaire, Table (4) shows the relevant results.

Table 1

Pearson correlation coefficient between each phrase and the total score of the first topic: enhance life-long learning opportunities

No.	Phrase	Coefficient of correlation
1	The General Diploma in Education program courses encourage life-long learning.	.697**
2	Stabilize the value of science for work.	.744**
3	Achieve overall development of the teacher.	.862**
4	Meet the requirements of development and labor market needs.	.818**
5	Stabilize positive values and build an independent personality for the people of the homeland.	.817**
6	Keep pace with ambitious modern requirements.	.864**

* Statistically significant at a level less than 0.05
** Statistically significant at a level less than 0.01

It is clear from Table (1) that the Pearson correlation coefficients between all phrases of the enhanced life-long learning opportunities topic, and the total scores of this topic

are statistically significant at a level less than (0.01). This indicates the phrases coherence, thus they are valid to apply to the study sample.

Table 2

Pearson correlation coefficient between each phrase and the total score of the second topic: teacher preparation

No.	Phrase	Coefficient of correlation
1	Contribute to gain global trends in teaching.	.764**
2	Focus on basic skills and critical thinking skills.	.701**
3	Achieve a safe environment to gain good experience.	.769**
4	Enhance teacher's role and raise their qualifications.	.769**
5	Improve the educational environment that stimulates creativity and innovation.	.724**
6	Achieve balance between theoretical and applied aspects.	.667**
7	Contribute to bridging the gap between the outputs of education and the requirements of the labor market through the diversity of educational experiences in its content.	.590**

* Statistically significant at a level less than 0.05
** Statistically significant at a level less than 0.01

It is clear from Table (2) that the Pearson correlation coefficient between all phrases of the teacher preparation topic and the total score of the topic is statistically significant

at a level less than 0.01, which indicates the phrase coherence, thus they are valid to apply to the study sample.

Table 3

Pearson correlation coefficient between each phrase and the total score of the third topic: the development of the educational process

No.	Phrase	Coefficient of correlation
1	Contribute in developing teachers' skills to deal with the problems of curriculum and curriculum development.	.596**
2	Enhance learning of assessment calendar methods.	.706**
3	Encourage participation in curriculum development processes.	.896**
4	Achieve diverse teaching methods to develop advanced educational curricula.	.882**
5	Promote positive trends towards investment in education and training.	.717**
6	Encourage participation in research projects and development advisory studies.	.727**

* Statistically significant at a level less than 0.05
** Statistically significant at a level less than 0.01

It is clear from Table (3) that the Pearson correlation coefficient between all phrases that are related to the development of the educational process topic, and the total

score of this topic, is statistically significant at a level of less than (0.01), which indicates the phrases coherence, thus they are valid to apply to the study sample.

Table 4

Pearson correlation coefficient between each topic and the total score of the whole questionnaire

No.	Phrase	Coefficient of Correlation
1	Improve life-long learning opportunities	.907**
2	Teacher preparation	.920**
3	The development of the educational process	.960**

* Statistically significant at a level less than 0.05
 ** Statistically significant at a level less than 0.01

It is clear from Table (4) that the Pearson correlation coefficient between the score of each topic, and the total score of the questionnaire, is statistically significant at a level of significance less than (0.01), which indicates the coherence of these topics and their validity to apply to the

study sample.
 • Questionnaire stability
 The stability of the questionnaire was verified in two ways: the Cronbach Alpha equation, and the half-division method. Table (5) below shows the relevant results.

Table 5

Stability coefficient of the Cronbach Alpha formula and half-division method

No.	Topic	First half	Second half	Total no. of phrases	Cronbach Alpha	Correlation between the two halves	Spearman Brown
1	Improve opportunities for life-long learning	6	3	3	.882	.929	.963
2	Teacher preparation	7	4	3	.835	.780	.879
3	Develop educational process	6	3	3	.848	.880	.936
4	Questionnaire as a whole	19	10	9	.941	.942	.970

It is clear from Table (5) above that the compatibility values in both the Cronbach Alpha equation, and the half-division method of the questionnaire and its topics, are all statistically acceptable. Studies showed that the stability coefficient is statistically acceptable if its value is higher than

0.60 Abu Hashim [23], which indicates the validity of the questionnaire to apply on the study sample.
 • Description of the study sample according to the specialty variable

Table 6

Description of the study sample according to the specialty variable

Specialty	Repetition	Percentage
English	24	30.4%
Mathematics	8	10.1%
Computer and Information Systems	24	30.4%
Business Administration	8	10.1%
Chemistry	3	3.8%
Physics	5	6.3%
Biology	2	2.5%
Islamic Studies	5	6.3%
Total	79	100.0%

Table (6) and Figure (1) above show:
 - (%30.4) of the study sample are from the (English Language) specialty, (10.1%) of the study sample are from (Mathematics) specialists, (30.4%) of the sample of the study are from the (Computer and Information Systems) specialization, (10.1%) of the study sample are from the (Business Administration) specialization, and (3.8%) of the sample of the study are from the (Chemistry) specialization, (6.3%) of the study sample are from the (Physics) specialty, (2.5%) of the study sample are from (Biology), and (6.3%) of

the study sample are from the (Islamic Studies) specialization.
 • Statistical methods used in the analysis
 To answer the study questions, the following statistical parameters were used:
 1- Descriptive statistics of frequency and percentages to describe the sample of the study according to the variable (specialty).
 2- The researcher used the five-dimensional Likert scale, as shown below:

Table 7

Answer degree	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
Score	5	4	3	2	1

The degree of compatibility was estimated as follows:
 Range = Top Value - Lower Value = 5 - 1 = 4

Length of category = Range ÷ Number of Categories = 4 ÷ 5 = 0.80

Table 8

Compatibility Degree	Average
Very weak	Averages range from 1.00 to less than 1.80
Weak	Averages range from 1.80 to less than 2.60
Medium	Averages range from 2.60 to less than 3.40
High	Averages range from 3.40 to less than 4.20
Very high	Averages range from 4.20 to 5.00

3- The descriptive statistics of the arithmetic averages and the standard deviation to identify the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of: improvement of life-long learning opportunities, preparing the teacher, and developing the educational process.

3- Order the topics according to the higher average and the lowest standard deviation.

- The test of Kolmogorov-Smirnov Z, in order to ensure that the data is distributed according to the specialty variable.

- One Way ANOVA test to identify the differences among responses of the study sample towards the compatibility of the goals of General Diploma in Education program with the

educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, according to the specialty variable.

• Results review:

To answer the question of the second study, which states: What is the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, in terms of the ability of the program to: improve opportunities for life-long learning, teacher preparation? The arithmetic means (averages), standard deviation, ranking, compatibility degree, Tables (7-10) have been used to illustrate the results.

1. Improve lifelong learning opportunities:

Table 9
Averages, standard deviation, ranking, and evaluation of compatibility degree for the first topic: improve life-long learning opportunities

S.	Phrases	Average	Deviation	Ranking	Score
2	Stabilize values of science for work	3.96	0.823	1	High
1	Courses on the Education Program Diploma encourage life-long learning	3.73	1.094	2	High
5	Stabilize positive values and build an independent personality for homeland people	3.68	0.913	3	High
3	Achieve comprehensive development for the teacher	3.66	1.085	4	High
6	Keep pace with ambitious modern requirements	3.39	0.939	5	Medium
4	Meet the requirements of development and labor market needs	3.39	1.055	6	Medium
	All topics	3.64	0.770		High

Table (9) above shows the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, in terms of its ability to: enhance life-long learning opportunities, as the following:

Four phrases obtained a (high) degree of compatibility, as the average was (3.40 to less than 4.20) in the category of estimation, which are ranked as follows:

- Stabilize values of science for work.
- Courses of the Education Diploma Program encourage life-long learning.
- Stabilize positive values and build an independent personality for the people of the homeland.
- Achieve the overall development of the teacher.

Two of the phrases obtained a (medium) degree of compatibility as the average was (2.60 to less than 3.40) in the category of estimation which is ranked as follows:

- Keep pace with ambitious modern requirements.
- Meet the requirements of development and labor market needs.

The whole topic, which relates to the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of its ability to improve lifelong learning opportunities, gained a (high) degree of compatibility with an average of (3.64).

This result is somewhat consistent with the results of the Al-Umrah study [16]. A large percentage of female students on the Educational Diploma Program felt that the possibility of achieving the expected tasks with having continuous training, may be one of the most important tasks, which indicates that the improvement of life-long learning opportunities is a firmly rooted culture in the program. While these results differ from the Al-Amr and Dagri [9] study results, as the total agreement ratio for the research sample represented (68.79%) on the current status of the professional development of the teacher, this means that it is less than expected according to their point of view.

2- Teacher Preparation:

Table 10
Averages, standard deviation, ranking, and compatibility degree for the second topic: Teacher Preparation

S.	Phrases	Mean	Deviation	Ranking	Score
2	Focus on basic skills and critical thinking skills.	3.86	0.944	1	High
4	Enhance the teacher's role and raise their qualifications.	3.81	0.863	2	High
6	Achieve balance between theoretical and applied aspects.	3.51	0.972	3	High
1	Contribute to gain global trends in teaching.	3.37	1.028	4	Medium
3	Achieve a safe environment to gain good experience.	3.34	1.120	5	Medium
5	Improve the educational environment that stimulates creativity and innovation.	3.33	1.034	6	Medium
7	Contribute to bridging the gap between the outputs of education and the requirements of the labor market through the diversity of educational experiences in its content.	3.23	1.109	7	Medium
	All topics	3.49	0.802		High

Table (10) illustrates the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of its ability of teacher preparation, as the following:

Three phrases obtained a (high) compatibility degree, as the average was (3.40 to less than 4.20), and have been ranked as follows:

- Focus on basic skills and critical thinking skills.
- Enhance the teacher's role and raise their qualifications.

- Achieve a balance between theoretical and applied aspects. Four phrases obtained (medium) compatibility degree, as the average was (2.60 to less than 3.40), and have been ranked as follows:

- Contribute to gaining global trends in teaching.
- Achieve a safe environment to gain good experience.
- Improve the educational environment that stimulates creativity and innovation.
- Contribute to bridge the gap between the outputs of education and the requirements of the labor market through the diversity of educational experiences in its content.

The total topic which relates to the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of its ability for teacher' preparation, gained a (high) compatibility degree with an arithmetic mean of (3.49). This result is consistent with Al-Shanfari's [20] study which dealt with the ability of the program to achieve quality alignment between the needs and requirements of educational institutions and the quality of its outputs from teachers. The Al-Umrah study [16] was consistent with the current study, as a large percentage of female students reported that the

program has the ability to provide them with personal skills and professional skills. Also, Al- Kaminah's study [14], reported that the female students found the program to be highly effective in meeting the actual needs of students, and meeting the needs of the community. In addition to this Fathi's study [19] results indicated that most of the courses greatly seek to increase the skills of scientific thinking, which indicates that the program is keen to achieve the professional aspects of teacher preparation.

The results of the current study differed with Al-Attiyyat's study [17] results, as it was found that there is a weakness in the focusing of teacher preparation programs to provide students with research skills in the Kingdom of Saudi Arabia, as well as the poor quality of outputs, which is the inevitable result of weak admission criteria in teacher preparation colleges. Zahi's study [8] results also indicated that the program output fields, and their content, are achieved to a medium degree from the study sample perspective. Also, Al-Freih's study [12] results referred to the lack of balance between the two sides: the theoretical and practical sides of the program courses, to a very large extent.

3. Development of the educational process

Table 11
Averages, standard deviation, order and assess the degree of relevance to the phrases of the third topic: the development of the educational process

S.	Phrases	Average	Deviation	Order	Score
2	Enhance the learning of modern assessment methods.	3.70	1.090	1	High
1	Contribute to the development of teacher skills to deal with curriculum problems and its development	3.58	0.956	2	High
3	Encourage participation in curriculum development processes	3.56	1.118	3	High
5	Promote positive trends towards investment in education and training.	3.51	0.972	4	High
4	Achieve diverse teaching methods to develop advanced curricula.	3.51	1.085	5	High
6	Encourage participation in research projects, and developmental studies advisory.	3.22	1.140	6	Medium
	The whole topic	3.51	0.833		High

Table (11) shows how much the relevance of the objectives of the General Diploma in Education program at Al Jouf University for the educational contents of the 2030 Saudi Arabia Vision from the female students perspectives on the program in terms of its ability to (develop the educational process), as follows:

Five paragraphs obtained a (high) degree of relevance where the arithmetic average in the category of estimation was (3.40 to less than 4.20), and are arranged as follows:

- Enhance the learning of modern assessment methods.
- Contribute to the development of the teacher's skills to deal with the problems of the curriculum and its development.
- Encourage participation in curriculum developmental processes.
- Promote positive trends towards investment in education and training.
- Achieve various educational methods to prepare advanced educational curricula.

Only one phrase obtained a (medium) degree of relevance where the arithmetic average was (2.60 to less than 3.40), as follows:

- Encourage participation in research projects and developmental studies advisory.

The whole topic, which deals with the relevance of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030

Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of its ability to (develop the educational process) gained a high degree, with mean equals of (3.51).

This result is consistent with Shanfari's [20] study, where its results revealed the clarity of the effort conducted by educational institutions to align the needs and professional requirements of the teacher. The current study results agree with Amr and Dagri's [9] study results where the development of the teacher requirement gained a total agreement of research sample amounting to (80.94%). The results of Al-Tuwaijri's study [10] indicated that they achieved the highest percentage in determining the relative weight of the outputs of the preparation program for the specialized and vocational aspects.

This is also consistent with Huimel & Gamdi's study [11], where the results indicated that there was a weakness in the teacher education program in the Kingdom in providing students with research skills regarding the phrase, "encouraging participation in research projects and development advisory studies" in this topic.

4. The compatibility of the goals of General Diploma in Education Program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective for all topics.

Table 12
averages, standard deviations, order, and compatibility degree for the whole questionnaire

No.	Topic	Average	Deviation	Order	Degree
1	Improve life-long learning opportunities	3.64	0.770	1	high
2	Teachers' preparation	3.49	0.802	3	high
3	Development of educational process	3.51	0.833	2	high
	The whole questionnaire	3.55	0.752		high

It is obvious from Table (10) and Figure (2) above relating to the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective for all topics, that:

All the topics obtained a high degree of compatibility, as the average was (3.40 to less than 4.20), and arranged as follows:

- Improve lifelong learning opportunities.
- Development of the educational process.
- Teacher preparation.

The whole questionnaire which related the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective obtained:

A (high) degree with an arithmetic mean of (3.55), which indicates that the General Diploma in Education program is compatible with the educational contents the 2030 Saudi Arabia Vision in the teacher preparation field.

To answer the third question of the study, which asks:

Are there statistically significant differences at the level ($\alpha=0.05$) among the responses of the study sample towards the extent of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective according to specialty variable?

The following statistical methods have been used:

- Kolmogorov Smirnov Z test to verify the normal distribution of data according to the specialty variable, as shown in Table (5).

- One Way ANOVA test to identify the differences among responses of the study sample towards the extent of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective according to the "specialty" variable, as shown in Table (6).

Table 13
The results of the Kolmogorov Smirnov Z test to verify the normal distribution of data according to the (specialty) variable

Variable	Courses	Number	Significance	Reality Z
Specialty	English Language	24	.747	.678
	Mathematics	8	.735	.686
	Computer & Information Systems	24	.956	.512
	Business Administration	8	.973	.485
	Chemistry	3	.780	.658
	Physics	5	.711	.700
	Biology	2	.999	.368
	Islamic Study	5	.772	.663

Table (13) above shows that all the values of the Kolmogorov Smirnov test are statistically insignificant for all topics according to the variable of specialty, where the levels of significance were greater than (0.05), this means all data

follow the normal distribution according to the specialty variable. Thus, it is possible to rely on parametric statistics for answering the study question on differences.

Table 14
The results of the One Way ANOVA test to identify the statistical significance differences among responses of the study sample, according to the (specialty) variable

Variance Source	Topic	Sum of Squares	Free degrees	Squares' degrees	F-value	Significance Level
Among groups	Improve life-long learning opportunities	3.991	7	.570	.959	.468
Inside groups		42.218	71	.595		
Total		46.209	78			
Among groups	Teacher preparation	6.020	7	.860	1.385	.225
Inside groups		44.092	71	.621		
Total		50.112	78			
Among groups	Development of educational process	5.656	7	.808	1.185	.323
Inside groups		48.418	71	.682		
Total		54.075	78			
Among groups	The whole questionnaire	4.471	7	.639	1.143	.346
Inside groups		39.671	71	.559		
Total		44.142	78			

Table (14) above shows:

There are no statistically significant differences at level ($\alpha \leq 0,05$) among the study sample responses towards the extent of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female

students' perspective in terms of (enhancing lifelong learning opportunities) according to the specialty variable - where the value of the (F) test was (0.959), and the significance level was greater than (0.05) which is (0.468).

There are no statistically significant differences at level ($\alpha \leq 0,05$) among the study sample responses towards the extent

of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of (teacher preparation) according to the "specialty" variable, where the value of (F) test was (1.385), and the significance level $\geq (0.05)$ which is (0.225).

There are no statistically significant differences at the significance level ($\alpha \leq 0,05$) in the study sample of responses towards the extent of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of the (educational process development) according to the (specialty) variable, where the value of the (F) test was (1.185) and the significance level was $\geq(0.05)$, which is (0.323).

There are no statistically significant differences at the significance level ($\alpha \leq 0, 05$) in the study sample responses towards the extent of the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective in terms of the (whole questionnaire) according to Specialty variable., the value of the (F) test was (1.143), and the significance level $\geq(0.05)$ which is (0.346). This may be due to the nature of the courses in the General Diploma in Education program; the study plan for the program is provided for all the different courses with different teaching methods, which differ in their content and vocabulary according to different specialty.

Summary of the results

It is noted that the study results for the compatibility of the goals of the General Diploma in Education program with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, showed the following:

- The first topic which relates to the ability of the program to enhance lifelong learning opportunities, obtained a (high) compatibility degree with an average of (3.64), as it was the first order of the questionnaire .

- The second topic, which relates to teacher preparation, obtained a (high) degree of compatibility, with an average of $\approx(3.49)$, and came in the last order among the topics of the questionnaire.

- The third topic, which relates to the development of the educational process, obtained a (high) degree of compatibility, with an average $\approx(3.51)$, and obtained the second order among the topics of the questionnaire.

- The goals of General Diploma in Education program of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective, was compatibility with the educational contents, which is due to Al-Jouf University being an emerging university that has sought to develop its programs in line with quality standards in higher education.

- The study results show that there are no statistically significant differences among the individual study sample responses towards the compatibility of the goals of General Diploma in Education program, with the educational contents of the 2030 Saudi Arabia Vision at Al Jouf University from the female students' perspective.

In the terms of:

Enhance lifelong learning opportunities, teacher preparation, developing the educational process, due to the (specialty) variable for female students.

II. RECOMMENDATIONS

- 1- Identify the objectives of the educational diploma programs accurately through examined plans, in order to achieve full consistency with the objectives of the 2030 Saudi Arabia Vision, regarding teacher preparation.

- 2- To take into account bridging the gap between the outputs of higher education and teacher training programs in general, and educational diploma programs in particular, in terms of identifying the appropriate programs accurately, restructuring them, and propose policies and courses that are consistent with achieving the objectives of the 2030 Saudi Arabia Vision .

- 3- The quality weakness of the outputs of teacher education programs is an inevitable result for admission policies and their poor standards, therefore the admissions criteria for teacher preparation colleges must be reviewed in order to become more consistent with the requirements of the labor market.

- 4- The 2030 Saudi Arabia Vision focuses on creating a spirit of creativity as it calls for improving the environment that stimulates creativity and innovation, thus the universities must create a suitable atmosphere for this, and encourage students to contribute to research projects as well as consulting and development studies.

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