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The Role Of Art Education Curricula In Addressing Job Market Requirements In Alignment With Vision 2030

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Abstract:
This study aimed to investigate the role of art education curricula in meeting the job market requirements outlined in Vision 2030. It sought to identify differences in participants' opinions based on their qualifications, years of experience, and training programs. The study population comprised 613 art education teachers and supervisors, from whom a random sample of 237 was selected. A descriptive methodology was employed, and the researcher designed a research instrument (a questionnaire). This instrument was assessed for face validity by experts and tested for reliability using Cronbach's Alpha, yielding an overall reliability coefficient of 0.91. The questionnaire consisted of 18 items. Statistical methods used for data analysis included frequency distributions, percentages, the arithmetic mean, T-tests, One-Way ANOVA, and Scheffé's Test. The results indicated that the current role of art education curricula in addressing job market requirements, as outlined in Vision 2030, was rated at a medium level, with an arithmetic mean of 2.91. Statistically significant differences at the 0.05 level were found in participants' opinions regarding the role of art education curricula in meeting job-market requirements, based on variables including qualifications, years of experience, and training programs.

Keywords: Art Education Curricula, General Education, Job Market Requirements, Vision 2030, Kingdom of Saudi Arabia.

Introduction

In stark contrast to earlier times, the world is now experiencing tremendous growth in knowledge and technology. To prepare a generation capable of meeting the demands of modern life, the education system must keep pace with these rapid advancements. Therefore, educators and policymakers must integrate new information, ideas, facts, and theories relevant to student learning across all academic levels. The goal is to equip students to develop, apply, and refine 21st-century skills that align with their individual aptitudes and learning preferences. This approach moves beyond the traditional model, in which students are passive recipients of knowledge, to one in which they become active seekers of information across the subjects they study.

The curriculum encompasses all intended and unintended experiences, activities, or practices provided by the school to help learners achieve the desired educational outcomes to the best of their abilities (Al-Saud, 2010).

Modern curricula have become more comprehensive and responsive to societal needs. Therefore, curricula must incorporate emerging issues and problems to develop students' capacity to generate ideas and to prompt them to seek future solutions. Generating ideas is a fundamental capability of future thinking, and the educational content should include diverse ideas.

Future-oriented scientific and social experiences relevant to students. Furthermore, curricula must include applied components that translate theoretical knowledge into practice, which is critically important for achieving success (Georgi & Michael, 2024).

The Ministry of Education in the Kingdom of Saudi Arabia has recognized the importance of the curriculum in general, and Art Education in particular, as a key factor in the success of the educational process. They have exerted efforts to achieve comprehensive and sustainable development. For over fifty years, the term "Art

Education" has been adopted in general education in place of "Drawing and Handicrafts," and Art Education continues to evolve with the field's development to keep pace with local and global changes (Al-Harbi, 2020, p. 85).

Literature Review

First: The Theoretical Framework Art Education Curricula:

Recently, art education curricula have played a significant role in developing life skills and addressing labor market requirements. They also provide foundational knowledge and frameworks for a range of professional and vocational skills.

In light of modern contemporary trends, there are several main principles in teaching art education, including the following (Wahbah, 2018, p. 34):

First: Developing learners' mental habits and skills:

Contemporary trends in art education emphasize the development of habits and cognitive skills. Art education activities aim to foster creativity, which is closely linked to essential skills, including problem-solving and diverse modes of thinking, that contribute to productivity and professional success.

Second: Developing collaborative teamwork skills:

Teamwork is recognized as an essential skill for learners. The diverse activities within art education provide a valuable context for developing collaborative abilities.

Third: Developing communication skills:

Art education integrates visual language with linguistic skills by engaging learners in describing, analyzing, and interpreting artworks.

Fourth: Developing life and work skills:

Diverse artistic practices enable students to engage in collaborative work and interact with peers, thereby facilitating the acquisition of social skills, such as openness to diverse perspectives and adaptability.

Fifth: Developing human values:

Art education activities provide students with opportunities to express human values and interests across a broad spectrum.

The researcher proposes the following additional principles:

Sixth: Developing national values:

Art education activities support and promote civic values by addressing national issues and highlighting these issues through various artistic disciplines.

Seventh: Developing close and continuous communication with the labor market:

Art education activities serve as a foundational element for supporting professions and crafts. These practices instill appreciation for artistic and handicraft work, preparing graduates with relevant knowledge and skills for the labor market.

The Kingdom of Saudi Arabia Vision 2030 (Electronic Reference):

Saudi Vision 2030 is the Kingdom of Saudi Arabia's post-oil strategic plan, announced on April 25, 2016. Its launch coincided with the completion of 80 major government projects, each valued between SAR 3.7 billion and SAR 20 billion, including the Riyadh Metro project.

The Council of Economic and Development Affairs, chaired by Prince Mohammed bin Salman, prepared the plan, which was subsequently presented to the Council of Ministers, chaired by King Salman bin Abdulaziz Al Saud, for approval. Implementation involves the public, private, and non-profit sectors.

On 2 Ramadan 1437 AH (June 7, 2016), the Saudi COn 2 Ramadan 1437 AH (June 7, 2016), the Saudi Council of Ministers approved the National Transformation Program, a key component of the Saudi Vision 2030 initiative. It includes a plan on several key points (Saudi Vision 2030 Document):

Sovereign Wealth Fund:

The Kingdom seeks to transform the Saudi Public Investment Fund into a sovereign wealth fund valued at USD 2-2.5 trillion, positioning it as the largest globally. According to Prince Mohammed, preliminary data suggest that the fund would control or influence more than 10% of global investment capacity, with assets exceeding 3% of global assets. This transformation is expected to position Saudi Arabia as a global investment leader and a significant economic driver, both regionally and internationally.

Reducing Dependence on Oil:

Saudi Arabia aims to live without oil by 2020 and

to implement this economic plan even if oil prices reach USD 30 per barrel or lower, noting that it is doubtful that oil prices will fall below this level given global demand. The plan seeks to increase non-oil revenues sixfold, from approximately USD 43.5 billion to USD 267 billion, and to increase the share of non-oil exports from 16% of GDP to 50%. Saudi Arabia also aims to improve its global economic ranking to the top 15 economies, up from its current 20th place. Regarding energy sources, Saudi Arabia plans to establish a large-scale solar energy complex in the country's northern region. At the same time, Saudi industries will focus on their strengths and avoid weaknesses, such as the scarcity of water resources, by directing investments to countries such as Egypt and Sudan.

Saudi Aramco IPO:
Saudi Arabia intends to offer less than 5% of the national oil company, Saudi Aramco, for a public listing, with the proceeds directed to the sovereign wealth fund. Aramco serves as a central component of the Kingdom's economic vision. The initial public offering (IPO) is anticipated to enhance transparency, as Aramco's listing requires the publication of financial statements and oversight by both Saudi and international financial institutions. The company's total valuation is projected to exceed USD 2 trillion.

Green Card System:
Then-Deputy Crown Prince Mohammed bin Salman announced plans for Saudi Arabia to implement a green card system within five years to enhance the investment climate. This system would permit long-term residency for Arabs and Muslims and expand tourism opportunities to all nationalities, consistent with the Kingdom's values. These reforms were intended to continue regardless of oil price fluctuations above USD 70 per barrel.

Thirty Million Umrah Pilgrims:
Saudi Arabia aims to increase the annual number of Umrah pilgrims from eight million to thirty million by 2030. This objective will be supported by infrastructure projects, including the new Jeddah Airport and Taif Airport, as well as ongoing development in Makkah and investment in the land surrounding the Grand Mosque.
The Crown Prince further announced the establishment of the world's largest Islamic museum in Riyadh, which will be accessible to non-Muslim visitors. The initiative seeks to increase women's labor-market participation from 22% to 30% and to reduce the unemployment rate among Saudis from 11.6% to 7%. Additionally, it aims to increase the private sector's contribution to GDP from 40% to 65%.

Military Industries:
Saudi Arabia plans to establish a government-owned holding company for military industries, which will later be listed on the Saudi market. It was expected to be launched in late 2017.
The Saudi government seeks to restructure the housing sector to increase
homeownership among citizens. Infrastructure spending will continue, although Vision 2030 does not necessitate elevated government expenditure. A Government Project Management Office will be established to document all plans and objectives, translate them into measurable indicators, conduct regular performance evaluations, and monitor alignment among government agencies in achieving established goals. Achieving set goals.

Anti-Corruption:
The Saudi government established an Anti-Corruption Committee chaired by Crown Prince Mohammed bin Salman Al Saud.

Pillars and Objectives of Saudi Vision 2030:
The key pillars and objectives of Saudi Vision 2030, covering major sectors of the Kingdom, can be summarized as follows:
Achieving a Thriving Economy:
By increasing oil and natural gas production and exports, activating foreign investment, reducing unemployment, achieving a leading global economic position, and increasing women's participation in the labor market.

Building a Vibrant Society:
By raising life expectancy through professional healthcare services, placing.
Three Saudi cities are among the world's top cities: Riyadh, Jeddah, and Mecca. These cities have increased average individual income,

promoted sports participation, encouraged household spending on Culture and entertainment, and increased the capacity of the Grand Mosque to accommodate 38 million Umrah pilgrims, up from 8 million.

Creating an Ambitious Nation:
By improving living standards through increased household savings, increasing volunteerism, activating the role of non-profit institutions, and strengthening national ambition toward continuous development.
Developing Vision Implementation Programs:

By engaging experts across sectors such as industry, agriculture, education, health, logistics, and tourism, we can establish comprehensive timelines, projects, and development programs for each sector.

Objectives of Vision 2030 in Basic Education:

Saudi Vision 2030 outlines the following objectives for basic education:
- Developing academic programs across all educational stages (primary, intermediate, and secondary) in line with future needs.
- Linking curriculum development rates with teacher efficiency and performance, recognizing teachers as the cornerstone of successful education systems.
- Diversifying classroom activities, especially those that enhance students' skills, analytical thinking, confidence, creativity, and collaboration.
- Providing an attractive educational environment for students through integrated educational services.
- Highlighting and supporting students with disabilities and special needs through appropriate teaching strategies and tools.
- Quantitative and qualitative development of education by increasing the number of schools, reducing dropout rates, ensuring lifelong learning opportunities, increasing the number of teachers, and improving curriculum quality.

Vision 2030 Educational Strategies:
Comprehensive development across all sectors under Vision 2030 is achieved through strategic plans, timelines, and feasibility studies developed by leading experts from within and outside the Kingdom. The most prominent education strategies (Al-Harbi & Al-Rabghi, 2024) include:
- Self-directed learning strategies.
- Active learning strategies.
- Strategies for comprehension, analysis, and critical thinking.
- Strategies that encourage creativity rather than imitation.
- Key strategies for preparing students and graduates for the labor market.
- Activating lifelong learning opportunities for all citizens.
- Enhancing student participation in classroom learning processes.

Achievements of Vision 2030 in Education:
Since the launch of Saudi Vision 2030 in 2016, significant progress has been made in achieving its educational goals (Basharah, 2023), including:
- Providing all Saudi children with access to high-quality education and continuing substantial investment in education and training.
- Increasing kindergarten enrollment from 13% in 2015 to approximately 23% in 2020, and activating female teacher participation in boys' schools by 11%.
- Successful implementation of distance learning through the Madrasati digital education platform, which hosted over 158 million lessons and achieved unprecedented global success.
- Achieving leadership in scientific research related to COVID-19, ranking first in the Arab world and fourteenth globally, with approximately 915 Saudi research papers published.
- Increasing the rate of scientific research publication by 120%.

- Raising the number of student and graduate patents from Saudi universities to 143 patents in 2020 at local and global levels.
- Increasing enrollment of high school graduates in vocational and civil training programs from a target of 12.5% to 23.77% in 2020.
- Launching significant knowledge and skills programs to enhance students' future readiness, including:
- Cultural Scholarship Program

- Distinguished Path Program
- Digital Filmmakers Program
- Establishment of the Saudi Digital Academy
- Establishment of 14 digital innovation and creativity labs
- Establishment of the Saudi Real Estate Institute for Training Implementation Stages of Vision Goals in Education:
- The implementation of the Kingdom's project goals in education, as in other sectors, adheres to a series of fundamental stages (A. M. Al-Harbi et al., 2022). The stages specific to achieving the vision's objectives in education are as follows:
- Preparation Stage: This stage involves conducting comprehensive studies and analyses of the education sector, including an examination of national conditions and a review of previously implemented strategies. These analyses facilitate comparison with forthcoming goals and strategies and clarify the primary future objectives in education.
- Translation of Directions and Plans: At this stage, the plans and directives essential for implementing the educational strategic plan are clearly articulated.
- Selection of Programs and Tools: Informed by the preceding studies and analyses, experts select appropriate tools and programs to facilitate effective implementation of the strategy and attainment of the plan's objectives.
- The Education Development Plan Document: Upon completion of the planning process, a comprehensive document is produced encompassing all elements of the developmental and improvement strategy for the education sector. This document must detail all mechanisms, tools, programs, goals, and related sub-items. Multiple specialist reviews are essential to ensure that the document is free of gaps that could impede development and progress.
- Developing a Communication Plan: A precise mechanism for engaging with local and regional communities must be established within the framework of implementing the education sector's development strategy.
- Developing a Contingency Plan: Successful feasibility studies require the inclusion of one or more alternative plans, particularly for significant

Projects such as the development of the education sector in the Kingdom. These contingency plans address potential deviations from the intended implementation path, ensuring they do not affect the established development timeline or progress.
The Emergence and Development of Art Education in the Kingdom of Saudi Arabia:
Al-Hamed (2006) reports that the introduction of art education in the Kingdom followed the approval of the first national curriculum plan in 1947. Drawing, then referred to as Art Education, was included as a basic subject at all educational stages, initially taught as an activity without a formal curriculum. The inclusion of drawing faced significant opposition from certain religious scholars, who argued that drawing constituted image-making (tasweer), which they considered prohibited in Islam. Despite these objections, authorities maintained that drawing served as a form of expression and a means to appreciate aesthetic values in objects and nature, thereby positively influencing learners' behavior. King Abdulaziz firmly rejected requests to ban drawing instruction, prioritizing the continuation of the Kingdom's educational initiatives.

Ali Al-Zahrani notes that the first official curricula for Art Education across primary, intermediate, and secondary levels were developed between 1957 and 1958. During this period, artistic crafts were combined with drawing under the title "Drawing and Crafts" to develop students' manual skills and foster patience, perseverance, and self-confidence. In 1962, the subject was renamed "Art Education," shifting the focus to aesthetic and artistic development through spontaneous expression, imaginative drawing, and drawing from memory. In 1974, the Ministry of Education removed Art Education from the general secondary curriculum, citing a perceived lack of importance and reallocating instructional time to other subjects. As a result, secondary students did not receive an art education comparable to that in other subjects or to that of their peers in other Gulf and Arab countries.
In 1984, the Ministry of Education issued a set of guidance manuals for Art Education teachers in the primary and intermediate stages. However,

they were not reprinted for the benefit of graduates appointed to teach the subject in the following years. The General Presidency for Girls' Education has issued books on Art and Domestic Education (for girls) since 1975, which are distributed to female students at the intermediate and secondary levels; however, their content requires continuous improvement.

In 1992, the Ministry of Education introduced a new Art Education curriculum for the primary and intermediate stages, structured as a general framework that outlines overall and grade-specific objectives and guides teachers in lesson planning and topic selection. In 1999, a comprehensive curriculum development plan was launched, and expert committees were established to revise curricula, including the Art and Vocational Education curriculum for boys, which was published in 2003. Following the merger of the Ministry of Education and the General Presidency for Girls' Education, curriculum committees recommended unifying Art Education curricula by merging the girls' and boys' materials, removing the term "Vocational" from the title, and developing a new curriculum document to align with contemporary educational trends in Art Education.
The 2003 curriculum document has remained in effect while awaiting the Ministry of Education's release of an updated curriculum. Since 2005, a team of Art Education experts in Saudi Arabia has been engaged in revising and preparing the new curriculum. However, a public version of the revised curriculum has not yet been issued.

The Evolution of Art Education Stages in the Kingdom (Al-Hamed, 2006):

- 1326 AH / 1906 CE: The subject of Drawing was part of the curriculum at the Al-Khairiyyah Al-Arifiyyah School in Makkah Al-Mukarramah.
- 1348 AH / 1928 CE: The subject of Drawing was included in the curriculum of preparatory schools but was removed the following year.
- 1944 CE: Drawing was part of the secondary studies curriculum (involving copying and imitation).
- 1954 CE: The beginning of art activities in public education schools (copying and imitation, landscape drawing, some geometric and decorative compositions, and color mixing).
- 1377 AH / 1957 CE: Drawing began to be taught as a core subject in the curricula of primary teacher training institutes and general secondary-stage curricula (artistic practices using pencils, pastels, crayons, and charcoal).
- 1378 AH / 1958 CE: Drawing was adopted as a core subject in primary and intermediate stage curricula, with three classes per week for primary and 1 class for intermediate (involving model imitation/copying and perspective drawing).
- 1958 CE: King Saud inaugurated the first school art exhibition for all educational stages.
- 1379 AH / 1959 CE: Inspectors were appointed to follow up on Art Education activities.
- 1379 AH / 1959 CE: The subject of Handicrafts was approved in primary teacher training institutes.
- 1960 CE: Inspectors were appointed throughout the Kingdom for planning, guiding, and supervising the progress of the Drawing and Handicrafts subject in public education.
- 1382 AH / 1962 CE: The Handicrafts subject was generalized across public education, and the name "Drawing and Handicrafts" was replaced with "Art Education" (copying and imitation).
- 1382 AH / 1962 CE: The return of scholarship recipients specializing in Art Education from Egypt, leading to modifications in art education programs and activities (three classes per week for first intermediate grade and two classes for second and third intermediate grades, alternating between drawing and handicrafts).
- 1963 CE: The Ministry of Education recognized the need to appoint specialists to teach Art Education in intermediate and secondary schools.
- 1965 CE: Establishment of the Institute of Art Education in Riyadh (involving theoretical studies and specialized practical courses).
- 1968 CE: Issuance of the first Art Education curriculum containing educational guidance, general objectives for art education, and recommendations for teachers (free personal expression based on topics prepared by the

teacher, and producing artistic works in schools).
- 1975 CE: Establishment of the Art Education Department at King Saud University in Riyadh.
- 1975 CE: Art Education was introduced as an elective subject in the curricula of developed secondary schools, and the study plan for teaching Art Education at the primary and intermediate stages was modified to two classes per week for lower and intermediate grades, and one class per week for upper primary grades.
- 1975 CE: The beginning of establishing Art Education departments in intermediate colleges.

The Development of Art Education in the Western World (Electronic Reference):
Artistic schools multiplied in Europe after the end of the period of Christian art that spread during the Middle Ages. The great Renaissance art emerged in the early fifteenth century, accompanied by artists' pride in individuality rather than dissolution into a larger society. However, the religious, political, and intellectual changes that emerged in society around 1600 contributed to the emergence of Baroque art, which served the bourgeois class, and of the Rococo style, associated with ruling families. The Rococo style disappeared from France after the French Revolution in 1789 CE, and an artistic style emerged there, drawing on Greco-Roman art under the name Neoclassicism.
Art movements have followed one another in the West since the beginning of the nineteenth century, with the emergence of Romanticism, Naturalism, and Realism... For the first time in the history of the arts, we observe that the formative aspect of art is influenced by science and modern discoveries, as scientists began investigating the relationship between light and color, and the camera was invented. These events contributed to the flourishing of Impressionism... By the twentieth century, we encounter new schools, the most important of which are Cubism, Fauvism, and Futurism. When World War I broke out
out, the chaos that engulfed countries affected human societies, and a group of

Introducing key art movements such as Dada, Surrealism, and Abstract Art can inspire excitement and curiosity about the diversity and innovation within art history, thereby encouraging further exploration by the audience.

Method
Following a review of the theoretical literature and prior studies, this section outlines the design of research tools and procedures, including the methodological approach, population, sampling method, instrument development steps, and processes for establishing validity and reliability.

To address the study's objectives, a descriptive-analytical approach was adopted. This methodology examines phenomena as they exist, emphasizing accurate description and the use of both qualitative and quantitative methods (Obeidat et al., 2002, p. 247). It facilitates surveying a large sample to collect comprehensive information for describing, evaluating, and understanding the phenomenon's context (Al- Qahtani et al., 2004, p. 205). Beyond data collection, this approach enables analysis, the identification of relationships among dimensions, and the formulation of general conclusions that may inform improvements in practice (Al-Asaf, 2003, p. 189).

Reliability: Reliability was calculated using two methods:
1. Cronbach's Alpha: Cronbach's Alpha was calculated using SPSS after data entry. The overall internal consistency for all items in the current study's questionnaire was 0.91, indicating high reliability of the study data.

2. Split-Half Method: The reliability coefficient for the questionnaire was 0.93, further demonstrating high reliability in the study data; accordingly, the final questionnaire comprised 18 items. The following criterion was used to evaluate the questionnaire items: (Highest number on the Likert scale - 1) / 5 = 0.8. Based on this standard, the following interpretation was applied:

(1 - 1.8: Not available at all, 1.8 - 2.6: Not available, 2.6 - 3. (1–1.8: Not Available at all; 1.8–2.6: Not available; 2.6–3.4: Neutral, 3.4–4.2: Available, 4.2–5: Highly available). for the Social Sciences (SPSS), which included:
Descriptive Statistics: Arithmetic means,

standard deviations, and percentages were calculated to examine the role of Art Education curricula in fulfilling labor-market requirements outlined in Vision 2030.
Analytical Statistics: This involved using the T-Test for the educational qualification variable (as it has two categories) and using One-Way Analysis of Variance (ANOVA) for variables with more than two categories (Educational Qualification, Years of Experience, Training Courses). If statistical significance is detected, Scheffe's test would be used to assess differences in the arithmetic means of the study sample's perceptions.

Participants
Research Population and Sample:
Research Population: The research population is the specific group of individuals whose perspectives are relevant to addressing the research questions (Privitera, 2019). Identifying the study population is essential, as it is often

Impractical to access all members. Consequently, data are collected from a subset of the population, known as the sample, to draw inferences about the entire population (Privitera, 2019).
Composition of the Study Population: The study population comprises all female Art Education supervisors and teachers in the Education Department of Jeddah Governorate, Kingdom of Saudi Arabia.

- Number of female supervisors: 13 supervisors.
- Number of Art Education teachers: 600 teachers.
- Total population size: 613 individuals.

Instruments
The primary instrument utilized in this research was a questionnaire designed to collect quantitative data. According to Obeidat et al. (2016), questionnaires are practical tools for collecting data on specific phenomena because they present a series of structured questions to respondents.

The questionnaire was selected for its widespread use in assessing personal and social characteristics, its ease of administration in large samples, and its capacity to be administered efficiently across diverse locations. Its significance is further underscored by the reliance of many decisions on its results (Al-Qudah, 2020). For this research, a questionnaire was developed, and its main themes were determined based on findings from previous studies. It was distributed electronically to a random sample of Art Education supervisors and teachers in Jeddah Governorate.

Purpose of the Questionnaire: The questionnaire was designed to assess the extent to which Art Education curricula in public education align with labor market requirements, in line with Vision 2030. Sources for Preparing the Questionnaire: The development of the questionnaire was informed by a range of relevant studies addressing Art Education curricula and labor market requirements in the context of Vision 2030, including works by Al-Amin (2020), Chonge (2017), Al-Rawahi (2021), Al- Zahrani (2018), Al-Tantawi (2Initial Version of the Questionnaire: The initial version comprised 18 items that described the role of Art Education curricula in public education in fulfilling labor market requirements in accordance with Vision 2030. requirements according to Vision 2030.

The questionnaire is a suitable tool for the current research and a scientific means of collecting data directly from the source. The study instrument included (18) items, representing the role of Art Education curricula in fulfilling labor market requirements according to Vision 2030.

1. Validity and Reliability of the Research Instrument:
Validity of the questionnaire refers to the extent to which it measures what it was designed to measure (Al-Asaf, 2003, p. 229). It also refers to "the questionnaire's comprehensiveness of all elements that should be included in the analysis on one hand, and the clarity of its items and terms on the other, so that they are understandable to everyone who uses it" (Obeidat et al., 2002, p. 179).

The validity of the study instrument was established through the following procedures:
Face Validity: After constructing the initial

version of the study instrument (the questionnaire), the researcher presented it to faculty members specializing in Art Education curricula and teaching methods, as well as to specialists in the educational and artistic supervision of Art Education. The number of these arbitrators (judges) was 11. Their feedback and opinions were sought regarding the study instrument, including the clarity of its statements, their relevance to the domain they belong to, their appropriateness for measuring the intended purpose, the sufficiency of the statements in covering each central axis of the study, and suggestions for deleting, adding, or modifying any statement. After consultation and discussion with the arbitrators, the researcher made the modifications agreed upon by the majority to the study instrument, including rephrasing some statements and deleting, modifying, or replacing others. Subsequently, the study instrument was finalized for distribution to the study sample.

Results

The role of Art Education curricula in meeting labor-market requirements under Vision 2030.

Data Analysis: After responses were entered according to the approved and validated criteria, the following procedures were implemented during data entry:

Questionnaires were classified based on the main study variables: Educational Qualification, Years of Experience, and Training Courses. Data entry was performed in accordance with the criteria specified in the study instrument.

To address the following research question:

What is the current role of Art Education curricula in public education in fulfilling labor market requirements according to Vision 2030?

After data entry into SPSS, descriptive statistics were calculated to determine the current role of Art Education curricula in public education in fulfilling labor-market requirements under Vision 2030. The results were as follows: Table No. (1) illustrates the role of Art Education curricula in public education in fulfilling labor market requirements according to Vision 2030.

Statement	1	2	3	4	5	Mean	Std. Deviation	Rank	Agreement Level
1. Develops the learner's skill-based Aspects.	47	40	67	54	61	3.16	1.39	1	Neutral
2. Contributes to unleashing and developing imagination and innovation capabilities.	44	49	70	52	54	3.09	1.35	2	Neutral
3. Strengthens the connection between the learner and their surrounding environment.	45	39	82	55	48	3.08	1.31	3	Neutral
4. Develops awareness of contemporary and global issues	45	44	68	67	45	3.09	1.32	2	Neutral
5. Fulfills the psychological needs of learners and allows for their expression.	52	45	65	56	51	3.03	1.38	4	Neutral
6. Meets the future needs of the Labor market.	47	58	60	63	41	2.97	1.32	8	Neutral
7. Contributes to qualifying learners to work in the field of exhibitions and museums.	52	63	56	57	41	2.90	1.35	11	Neutral
8. Promotes the preservation of the environment and its resources from depletion and pollution.	52	46	71	55	45	2.98	1.35	7	Neutral
9. Promotes the preservation of the environment and its resources from depletion and pollution.	51	41	82	43	52	3.01	1.36	5	Neutral
10. Includes topics that employ experiences and knowledge to build	47	56	72	54	40	2.94	1.30	9	Neutral
Artistic designs.									
11. Focuses onvisits to archaeological and artistic sites and museums.	70	83	41	52	23	2.54	1.29	15	Disagree
12. Strengthens the connection between learners and the community of craftsmen and artists in the field of art education.	55	73	55	56	30	2.75	1.29	13	Neutral

13. Presents marketing plans that support the aspirations and hopes of those interested in the field of art education.	67	63	53	59	27	2.69	1.32	14	Disagree
14. Works on imparting creative technical skills to learners and moves away from traditional patterns.	60	46	70	62	31	2.84	1.31	12	Neutral
15. Contributes to achieving the principles of good citizenship among learners by employing art education to serve national issues and occasions.	54	37	83	44	51	3.00	1.36	6	Neutral
16. The art education curriculum includes achieving the goals and aspirations of Vision 2030 in education.	56	45	78	48	42	2.91	1.34	10	Neutral
17. Develops human capacities and individual talents in a manner that	50	55	76	45	43	2.91	1.32	10	Neutral
Serves and achieves the goals and aspirations of Vision 2030 in education.									
18. Contributes to instilling a sense of national pride and belonging, thereby achieving the goals and aspirations of Vision 2030 in education.	55	30	85	37	62	3.08	1.41	2	Neutral
Overall Total Average						2.94			Neutral

Based on the analysis of Table (1), the overall perception of the role of Art Education curricula in public education in fulfilling labor market requirements according to Vision 2030 is neutral, with a mean score of 2.94.

The highest-ranked statement was "Develops the learner's skill-based aspects," with a mean of 3.16 (Neutral), followed by statements related to unleashing imagination and innovation and developing awareness of contemporary and global issues, each with a mean of 3.09 (Neutral).

Statements regarding connecting the learner with their environment and instilling national pride and belonging achieved a mean of 3.08 (Neutral). This was followed by statements on fulfilling psychological needs and allowing expression (Mean: 3.03), promoting environmental preservation (Mean: 3.01, 2.98), and contributing to principles of good citizenship (Mean: 3.00).

Other statements received neutral ratings in the following order: meeting future labor market needs (2.97), including topics that build artistic designs (2.94), aligning with Vision 2030 goals (2.91), qualifying learners for work in exhibitions and museums (2.90), imparting creative technical skills (2.84), and strengthening connections with artisans and artists (2.75).

The statements that received disagreement ratings were "Presents marketing plans..." (mean = 2.69) and "Focuses on visits to archaeological and artistic sites and museums" (mean = 2.54).

In summary, the majority of statements regarding the role of Art Education curricula were neutral or expressed disagreement. This suggests that the current role of Art Education in public school curricula is perceived as weak and requires further efforts to enhance it. Given that Art Education contributes to the development of general education by fostering creative skills among students through continuous curriculum development and the involvement of specialists, its strengthening is crucial in alignment with Saudi Vision 2030.

These findings align with the results of Chonge's (2017) study, which emphasized the importance of Art Education in simulating real-world work, encouraging continuous innovation, benefiting the local economy, and contributing to economic growth under Vision 2030. The results also resonate with Al-Yahyai et al.'s (2017) study, which highlighted the role of Art Education in preparing trained personnel to enter the labor market effectively.

Research Hypotheses:

Hypothesis 1: There are no statistically significant differences between the mean scores of the study sample members on the study questionnaire based on educational qualification.

After entering the data into SPSS, a One-Way ANOVA was conducted to examine responses of the study sample based on educational qualification. The results are as follows:

Table 2 presents the results of the One-Way ANOVA examining the study sample's responses by educational qualification.

Analysis of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.	
Develops the learner's skill-based aspects.	Between Groups	50.937	3	16.979	9.604	.000
Within Groups	468.506	265	1.768			
Total	519.442	268				
Contributes to unleashing and developing imagination and innovation capabilities.	Between Groups	37.610	3	12.537	7.327	.000
Within Groups	453.423	265	1.711			
Total	491.033	268				
Strengthens the connection between the learner and their surrounding environment.	Between Groups	39.205	3	13.068	8.149	.000
Within Groups	424.996	265	1.604			
Total	464.201	268				
Develops awareness of contemporary and global issues.	Between Groups	49.908	3	16.636	10.518	.000
Within Groups	419.126	265	1.582			
Total	469.033	268				
Fulfills the psychological needs of learners and allows for their expression.	Between Groups	48.556	3	16.185	9.241	.000
Within Groups	464.143	265	1.751			
Total	512.699	268				
Meets the future needs of the labor market.	Between Groups	44.938	3	14.979	9.277	.000
Within Groups	427.880	265	1.615			
Total	472.818	268				

By examining the previous table (2), we find that the Sig. The value for all items related to the reality of Art Education curricula in public education's role in fulfilling labor market requirements, according to Vision 2030, is less than 0.05. Consequently, there are statistically significant differences in the average responses of the study sample members to the questionnaire by educational qualification.

To determine the direction of these differences, it is necessary to conduct Scheffe's test. The following table illustrates its results. Therefore, educational qualifications play a direct role in meeting labor market requirements. Workers who have obtained an educational qualification are necessarily better able to integrate into the labor market than workers with humanities degrees. Thus, preparation through practical or applied subjects contributes to the development of a highly competent workforce for the labor market.

The results of this study align with the findings of Al-Ghamdi's (2019) study, which emphasized the importance of the educational qualification variable and its significant role in fulfilling labor market requirements according to the Kingdom's strategic Vision 2030, and what emerged from it regarding the role of Art Education in meeting the conditions of the knowledge economy.

Table No. (3) illustrates the results of Scheffe's test to determine the direction of differences based on the educational qualification variable.

Statement	(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)	Std. Error	Sig.	Statement	(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)
Develops the learner's skill- based aspects.	Bachelor's	Educational Bachelor's	-0.650	0.178	0.004	Develops the learner's skill-based aspects.	Bachelor's	Educational Bachelor's	-0.650
Master's	0.161	0.310	0.965			Master's	0.161	0.310	0.965
PhD	1.190	0.465	0.090			PhD	1.190	0.465	0.090
Educational Bachelor's	Bachelor's	0.650*	0.178	0.004		Educational Bachelor's	Bachelor's	0.650*	0.178
Master's	0.811	0.298	0.063			Master's	0.811	0.298	0.063
PhD	1.840	0.457	0.001			PhD	1.840	0.457	0.001
Master's	Bachelor's	-0.161	0.310	0.965		Master's	Bachelor's	-0.161	0.310
Educational Bachelor's	-0.811	0.298	0.063			Educational Bachelor's	-0.811	0.298	0.063
PhD	1.029	0.523	0.278			PhD	1.029	0.523	0.278
PhD	Bachelor's	-1.190	0.465	0.090		PhD	Bachelor's	-1.190	0.465
Educational Bachelor's	-1.840*	0.457	0.001			Educational Bachelor's	-1.840*	0.457	0.001
Master's	-1.029	0.523	0.278			Master's	-1.029	0.523	0.278
Contributes to the development of imagination and innovation capabilities.	Bachelor's	Educational Bachelor's	-0.568*	0.175	0.016	Contributes to unleashing and developing imagination and innovation capabilities	Bachelor's	Educational Bachelor's	-0.568*
Master's	-0.154	0.305	0.968			Master's	-0.154	0.305	0.968

PhD	1.136	0.457	0.106			PhD	1.136	0.457	0.106
Educational Bachelor's	Bachelor's	0.568*	0.175	0.016		Educational Bachelor's	Bachelor's	0.568*	0.175

Master's	0.413	0.293	0.576			Master's	0.413	0.293	0.576
PhD	1.703*	0.449	0.003			PhD	1.703*	0.449	0.003

Analysis of Table 3 indicates that for the following statements:

- "Develops the learner's skill-based aspects, contributes to unleashing and developing imagination and innovation capabilities, strengthens the connection between the learner and their surrounding environment, and develops awareness of contemporary and global issues."; the significant difference was in favor of:
- Educational Bachelor's over Bachelor's (where Educational Bachelor's had higher agreement),
- PhD over Master's, and
- PhD over an Educational Bachelor's.

Meanwhile, for the statements:

- "Fulfills the psychological needs of learners and allows for their expression, Meets the future needs of the labor market, Contributes to qualifying learners to work in the field of exhibitions and museums, Promotes the preservation of the environment and its resources from depletion and pollution, Contributes to achieving the principles of good citizenship among learners by employing art education to serve national issues and occasions", the significant difference was in favor of Master's and PhD over Educational Bachelor's.
  For the statement:
- "Helps build learners' capacity to utilize available raw materials around them, includes topics that employ experiences and knowledge to build artistic designs, focuses on visits to archaeological and artistic sites and museums." The difference favored a PhD over an Educational Bachelor's.
  For the statements:
- Strengthens the connection between learners and the community of craftsmen and artists in the field of art education. Works on imparting creative technical skills to learners and moves away from traditional patterns." The difference favored Master's and PhD programs over an Educational Bachelor's program.
  Whereas for the statements:
- "Develops human capacities and individual talents in a manner that serves and achieves the goals and aspirations of Vision 2030 in education, Contributes to instilling a sense of national pride and belonging, thereby achieving the goals and aspirations of Vision 2030 in education", the difference was in favor of:

  - Educational Bachelor's over Bachelor's, and also PhD over an Educational Bachelor's.

Overall, the total score differed significantly in favor of Bachelor's, Master's, and PhD over Educational Bachelor's.

This can be attributed to the fact that students who obtained a Master's or PhD degree studied at a high level and underwent rigorous testing in their respective fields. Consequently, they demonstrated greater interest in Art Education and its role in achieving intellectual growth and other areas that contribute to comprehensive mental development. This leads to integration between educational qualifications and the labor market's actual needs. For holders of (Master's and PhD) degrees, Art Education is not merely a subject, but a real driver for creativity and practical success.

The results of this study align with those of Al-Tantawi (2020), which highlighted the importance of Art Education and its content in preparing various cadres according to their respective specializations.

Hypothesis Two: There are no statistically significant differences between the mean scores of the study sample members on the study questionnaire based on years of experience.

After entering the data into SPSS, a One-Way ANOVA was conducted to examine responses of the study sample by years of experience. The results are as follows:

Table No. (4) illustrates the mean scores of the study sample members on the study questionnaire based on years of experience.

Statement	Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig. (p-value)	Statement	Source of Variation	Sum of Squares
1. Develops the learner's skill-based aspects.	Between Groups	31.534	3	10.511	5.709	.001	1. Develops the learner's skill-based aspects.	Between Groups	31.534
Within Groups	487.908	265	1.841				Within Groups	487.908	265
Total	519.442	268					Total	519.442	268
2. Contributes to the development of imagination and innovation.	Between Groups	26.701	3	8.900	5.080	.002	2. Contributes to the development of imagination and innovation.	Between Groups	26.701
Within Groups	464.332	265	1.752				Within Groups	464.332	265
Total	491.033	268					Total	491.033	268

3. Strengthens the connection between the learner and their	Between Groups	29.049	3	9.683	5.897	.001	3. Strengthens the connection between the	Between Groups	29.049
Surrounding environment.							The learner and their surroundings environment.		
Within Groups	435.152	265	1.642				Within Groups	435.152	265
Total	464.201	268					Total	464.201	268
4. Develops awareness of contemporary and global issues.	Between Groups	27.427	3	9.142	5.486	.001	4. Develops awareness of contemporary and global issues.	Between Groups	27.427
Within Groups	441.607	265	1.666				Within Groups	441.607	265
Total	469.033	268					Total	469.033	268
5. Fulfills psychological needs and allows for expression.	Between Groups	19.635	3	6.545	3.518	.016	5. Fulfills psychological needs and allows for expression.	Between Groups	19.635
Within Groups	493.064	265	1.861				Within Groups	493.064	265
Total	512.699	268					Total	512.699	268
6. Meets the future needs of the labor market.	Between Groups	26.434	3	8.811	5.231	.002	6. Meets the future needs of the labor market.	Between Groups	26.434
Within Groups	446.384	265	1.684				Within Groups	446.384	265

Analysis of Table 4 indicates that the significance value for all items concerning the role of Art

Education curricula in public education in meeting labor market requirements, as outlined in Vision 2030, is less than 0.05, except for the following items:

- Focuses on visits to archaeological and artistic sites and museums, and "Strengthens the connection between learners and the community of craftsmen and artists in the field of art education." Therefore, statistically significant differences in study participants' questionnaire responses are observed by years of experience. To identify the direction of these differences, Scheffe's test was conducted. The subsequent table presents the results.

These findings suggest that years of experience are fundamental for effectively engaging with Art Education curricula to meet labor market requirements aligned with Vision 2030. Years of experience provide tangible evidence of practical expertise gained from addressing diverse work situations and daily challenges in Art Education curricula. As a result, individuals with greater experience demonstrate higher competence than those with insufficient experience. The results of this study are consistent with Al-Tantawi (2020), who emphasized the importance of preparing, continuously evaluating, and developing practical materials and experiences. Individuals whose experiences have been subject to ongoing evaluation can be described as creative within the context of Art Education.

Variable (Statement)	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	Variable (Statement)	(I) Experience	(J) Experience	Mean Difference (I-J)
Develops the learner's skill-based aspects.	5-9 years	10-15 years	-0.540	0.209	0.086	Develops the learner's skill-based aspects.	5-9 years	10-15 years	-0.540
		16-20 years	-0.018	0.283	1.000			16-20 years	-0.018
		21-25 years	-0.805*	0.217	0.004			21-25 years	-0.805*
	10-15 years	5-9 years	0.540	0.209	0.086		10-15 years	5-9 years	0.540
		16-20 years	0.523	0.288	0.349			16-20 years	0.523
		21-25 years	-0.265	0.224	0.704			21-25 years	-0.265
	16-20	5-9 years	0.018	0.28	1.00		16-20	5-9 years	0.018

	years			3	0		years		
		10-15 years	-0.523	0.288	0.349			10-15 years	-0.523
		21-25 years	-0.788	0.293	0.068			21-25 years	-0.788
	21-25 years	5-9 years	0.805*	0.217	0.004		21-25 years	5-9 years	0.805*
		10-15 years	0.265	0.224	0.704			10-15 years	0.265
		16-20 years	0.788	0.293	0.068			16-20 years	0.788
Contributes to unleashing	5-9 years	10-15 years	-0.466	0.204	0.160	Contributes to unleashin	5-9 years	10-15 years	-0.466

Moreover, developing imagination and innovation.						g and developing imagination and innovation.			
		16-20 years	0.187	0.276	0.927			16-20 years	0.187
		21-25 years	-0.664*	0.212	0.022			21-25 years	-0.664*
	10-15 years	5-9 years	0.466	0.204	0.160		10-15 years	5-9 years	0.466
		16-20 years	0.653	0.281	0.146			16-20 years	0.653

Analysis of the previous table indicates that, for the following statements—developing learners' skill-based aspects, fostering imagination and innovation, strengthening connections with the environment, increasing awareness of contemporary and global issues, fulfilling psychological needs and enabling self-expression, meeting future labor market requirements, qualifying learners for work in exhibitions and museums, promoting environmental preservation, building capacity to utilize available raw materials, achieving principles of good citizenship through art education, imparting creative technical skills, and instilling national pride in alignment with Vision 2030 educational goals—statistically significant differences were observed in favor of:

- 21-25 years of experience, over 5-9 years of experience.
- 21-25 years of experience over 16-20 years of experience.
- Therefore, we observe from the above that extensive experience is of great importance when employing Art Education to develop labor market skills. This is because extensive experience fosters professionalism and creativity in one's work, owing to the years of experience and the field's continuity.
- The results of this study align with Al-Tantawi (2020), which focused on the importance of education from the perspective of experts. Extensive experience contributes to mastery in one's work.
- Hypothesis Three: There are no statistically significant differences between the mean scores of the study sample members on the study questionnaire based on training courses.
- After entering the data into SPSS, a One-Way ANOVA was conducted to examine responses of the study sample members by training course. The results are as follows:

Statement	Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig. (p-value)	Statement	Source of Variation	Sum of Squares
1. Develops the learner's skill-based aspects.	Between Groups	25.598	3	8.533	4.579	.004	1. Develops the learner's skill-based aspects.	Between Groups	25.598
Within	493.844	265	1.864				Within	493.844	265

Groups							Groups		
Total	519.442	268					Total	519.442	268
2. Contributes to the unleashing and development of imagination and innovation.	Between Groups	16.792	3	5.597	3.128	.026	2. Contributes to the development of imagination and innovation.	Between Groups	16.792
Within Groups	474.241	265	1.790				Within Groups	474.241	265
Total	491.033	268					Total	491.033	268
3. Strengthen the connection between the learner and their surrounding environment.	Between Groups	9.533	3	3.178	1.852	.138	3. Strengthens the connection between the learner and their surrounding environment.	Between Groups	9.533
Within Groups	454.668	265	1.716				Within Groups	454.668	265
Total	464.201	268					Total	464.201	268
4. Develops awareness of contemporary and global issues.	Between Groups	7.841	3	2.614	1.502	.214	4. Develops awareness of contemporary and global issues.	Between Groups	7.841
Within Groups	461.192	265	1.740				Within Groups	461.192	265
Total	469.033	268					Total	469.033	268

5. Fulfills psychological needs and allows	Between Groups	14.066	3	4.689	2.492	.061	5. Fulfills psychological needs and allows	Between Groups	14.066
For expression.							For expression.		
Within Groups	498.633	265	1.882				Within Groups	498.633	265
Total	512.699	268					Total	512.699	268
6. Meets the future needs of the labor market.	Between Groups	8.124	3	2.708	1.544	.203	6. Meets the future needs of the labor market.	Between Groups	8.124

Observing the previous Table No. (4), we find that the Sig. Value for all items related to the reality of the role of Art Education curricula in public education in fulfilling labor market requirements according to Vision 2030 is greater than 0.05, except for the statements:

1. "Contributes to achieving the principles of good citizenship among learners by employing art education to serve national issues and occasions."
2. 2. "Develops the learner's skill-based aspects."
3. 3. "Contributes to unleashing and developing imagination and innovation capabilities."
4. Therefore, there are statistically significant differences in the study sample's average responses to the questionnaire, based on the training courses variable, for these specific items only.
5. To determine the direction of these differences, it is necessary to conduct Scheffe's test. The following table illustrates its results, which have been abbreviated to include only the items with differences.

Consequently, we observe that Art Education curricula effectively contribute to meeting the labor market requirements outlined in Vision 2030, as they reflect the labor market's actual needs (professions, crafts, etc.). These results align with the findings of Al-Yahyai et al.'s (2017) study, which confirmed the role of Art Education in preparing students for the labor market. This underscores the importance of Art Education in meeting labor market needs.

Item	(I) Training Programs	(J) Training Programs	Mean Difference (I-J)	Std. Error	Sig.	Item	(I) Training Programs	(J) Training Programs	Mean Difference (I-J)
1. Develops the learner's skill-based aspects.	None	1 to 3 programs	-0.699	0.293	0.130	1. Develops the learner's skill-based aspects.	None	1 to 3 programs	-0.699
4 to 10 programs	-0.938*	0.296	0.019			4 to 10 programs	-0.938*	0.296	0.019
11+ programs	-0.977*	0.276	0.006			11+ programs	-0.977*	0.276	0.006
4 to 10 programs	None	0.938*	0.296	0.019		4 to 10 programs	None	0.938*	0.296
1 to 3 programs	0.239	0.238	0.799			1 to 3 programs	0.239	0.238	0.799
11+ programs	-0.040	0.216	0.998			11+ programs	-0.040	0.216	0.998
11+ programs	None	0.977*	0.276	0.006		11+ programs	None	0.977*	0.276
1 to 3 programs	0.279	0.212	0.633			1 to 3 programs	0.279	0.212	0.633
4 to 10 programs	0.040	0.216	0.998			4 to 10 programs	0.040	0.216	0.998
2. Contributes to unleashing and developing imaginatio	None	1 to 3 programs	-0.471	0.287	0.443	2. Contributes to unleashing and developing ng	None	1 to 3 programs	-0.471

n and innovation.						Imagination and innovation.			
4 to 10 programs	-0.828*	0.290	0.045			4 to 10 programs	-0.828*	0.290	0.045
11+ programs	-0.690	0.270	0.091			11+ programs	-0.690	0.270	0.091
4 to 10 programs	None	0.828*	0.290	0.045		4 to 10 programs	None	0.828*	0.290
1 to 3 programs	0.358	0.233	0.503			1 to 3 programs	0.358	0.233	0.503
11+ programs	0.138	0.212	0.936			11+ programs	0.138	0.212	0.936

Discussion

From the previous table, we observe that:

- For the statement "Develops the learner's skill-based aspects," there is a statistically significant difference in favor of those who completed four or more training courses compared with those who completed none.
- For the statement "Contributes to unleashing and developing imagination and innovation capabilities," there is a statistically significant difference in favor of those who completed 4 to 10 training courses, compared with those who completed no courses.
- For the statement "Contributes to achieving the principles of good citizenship among learners by employing art education to serve national issues and occasions," there is a statistically significant difference in favor of those who completed 11 or more training courses over those who completed no courses.

Training courses effectively help in employing creative and innovative skills. Art Education simulates the skills required by the labor market. These results align with Al-Rawahi's (2021) study, which highlighted the importance of Art Education in activating the role of skill-based aspects in labor markets, as it helps practically identify market needs (skills) and other creative aspects necessary for the labor market.

Summary of Research Results:

The study results can be summarized as follows:

1. The study sample members (female Art Education supervisors and teachers) perceived the role of Art Education curricula in public education in fulfilling labor market requirements according to Vision 2030, with a mean score of 2.94, which is a moderate/neutral degree, representing their dissatisfaction with the reality of these curricula in achieving the desired goals.
2. The lowest-scoring item in the questionnaire, according to the sample, was "Focuses on visits to archaeological and artistic sites and museums," with a mean of 2.54 (Disagree).
3. The highest-scoring item in the questionnaire was "Develops the learner's skill-based aspects," with a mean of 3.16 (Neutral).
4. There are statistically significant differences between the average responses of the study sample members on the questionnaire based on the educational qualification variable.
5. There are statistically significant differences between the average responses of the study sample members on the questionnaire based on the years of experience variable.
6. There are statistically significant differences between the average responses of the study sample members on the questionnaire based on the training courses variable.
7. The results showed the importance of developing Art Education curricula that include applied and skill-based aspects and

are linked to labor market requirements.

8. The results showed the need to link the Art Education curriculum and its activities to the goals and aspirations of Saudi Vision 2030.

Conclusion

In light of the study findings, the researcher recommends the following:

1. The results showed a weakness in Art Education curricula in meeting labor market requirements outlined in Vision 2030. Therefore, it is recommended that the curriculum be aligned with the labor market.
2. Addressing craft skills in the Art Education curriculum and working to intensify them, while considering the age stage and the experience to be acquired to produce artistic work.
3. The results revealed that students are not qualified for the labor market. Incorporating the idea of "the small entrepreneur" and how to use available tools like social media stores, and supporting them legally as dedicated sites for craftsmen and artists, thereby achieving mutual benefit, raising public taste, and communicating with labor market requirements safely and effectively.

Research Proposals:

To build upon the current research, it is proposed to conduct future research that directly supports the labor market and the student, such as:

1. Working on developing and improving Art Education curricula to fulfill labor market requirements.
2. Including craft skills across various units and areas of the curriculum to achieve the most significant possible benefit effectively and professionally.
3. Implementing well-designed and studied training programs to develop the craft skills of male and female teachers for teaching vocational-artistic craft skills.
4. Conducting research that explores modern labor market requirements and the latest mechanisms, materials, and techniques for artistic work.

Acknowledgement

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Appendices

Appendices (Study Instrument / Questionnaire):
Preliminary Data:
Educational Qualification:

- Bachelor's [ ]
- Educational Bachelor's [ ]
- Master's [ ]
- PhD [ ]

Years of Experience in Educational Work:

- From 5 to 9 years [ ]
- From 10 to 15 years [ ]
- From 16 to 20 years [ ]
- From 21 to 25 years [ ] Training Programs:
- None [ ]
- From 1 to 3 programs [ ]
- From 4 to 10 programs [ ]
- 11 programs or more [ ]

	Statements (The statements measure the reality of the role of Art Education curricula in public education in fulfilling labor market requirements according to Vision 2030.	Importance of Implementation				
		Not Available at All 1	Not Available 2	Neutral 3	Available 4	Always Available 5
1	Develops the learner's skill-based aspects.					
2	Contributes to unleashing and developing imagination and innovation capabilities.					
3	Strengthens the connection between the learner and their surrounding environment.					
4	Develops awareness of contemporary and global issues.					
5	Fulfills the psychological needs of learners and allows for their expression.					
6	Meets future labor-market needs.					
7	Contributes to qualifying learners to work in the field of exhibitions and museums.					
8	Promotes the preservation of the environment and its resources from depletion and pollution.					
9	Helps build learners' capacity to utilize available raw materials around them.					
10	Includes topics that employ experiences and knowledge to build artistic designs.					

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