

Evaluating the Appropriate Educational Practices According to the National Curriculum and their Obstacles from the Early Childhood Female Teachers' Perspective

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Abstract

The current study aimed at evaluating the appropriate educational practices in light of the National Curriculum and their obstacles from the early childhood female teachers' perspective. The study used a mixed approach; using two instruments: a questionnaire and an interview (semi-structured). The questionnaire sample consisted of (110) female teachers, and the interview sample consisted of (5) female kindergarten teachers in Dammam and Al Khobar in the Kingdom of Saudi Arabia. The questionnaire sample was selected using a stratified random method, and the interview sample was selected using a purposive method. The study concluded the following:

- Planning practices obtained a percentage of (84.60%), which is the lowest percentage compared to evaluation practices, which obtained a percentage of (84.80%), and implementation practices, which obtained the highest percentage of (87.00%). This questionnaire result is consistent with the responses of the interview sample, which is the lack of sufficient experience in daily and weekly planning according to the National Curriculum, which makes the teacher rely on a unit carried out by another teacher in another kindergarten; indicating applying the self-curriculum.

- The pivot of obstacles to implementing the National Curriculum obtained a percentage of (77.60%), and the most prominent obstacle to implementing the National Curriculum according to the responses of the questionnaire sample is the lack of a budget that helps the teacher to be creative. This result is consistent with the responses of the interview sample that implementing the National Curriculum is better with the presence of capabilities that may not be provided by all public kindergartens, especially in terms of technology.

- There are statistically significant differences at (0.05) significance level in the first dimension of planning, in the questionnaire evaluating appropriate educational practices according to the National Curriculum and their obstacles from the early childhood female teachers' perspective, according to the different training courses attended, in favor of (those attended two courses).

Keywords: Appropriate Educational Practices, National Curriculum, Early Childhood, Female Teacher

1. Introduction

Early education is an investment for the future as it develops children's abilities and improves their mental, physical, and social skills. In addition, it increases productivity and social and economic returns on society. Therefore, the Kingdom of Saudi Arabia is keen to pay attention to the early childhood stage and benefit from the experiences of developed countries to provide education that suits all children and satisfies the needs and requirements of this stage by providing the necessary care and education to keep pace with the society's developments and improve the quality of early education (Saudi Arabia Vision 2030, 2006).

Therefore, the Ministry of Education, in cooperation with government agencies and external organizations specialized in early childhood, worked to develop early education with the best principles and practices through qualifying and training teachers, developing curricula in accordance with the best educational practices, and preparing the National Curriculum for early childhood. That aims to support and facilitate high-quality early education. (National Curriculum Framework, 2018).

The National Curriculum is based on principles, theories, and research findings that support and enhance the learning process of young children from birth to the age of six. It includes all developments in the field of childhood in addition to the national and global values required for children's learning. It is designed to provide a philosophical reference for the approved curriculum in the early learning stage, which is based on current research, related theories, and appropriate developmental practices. It also includes many interconnected guides for the formation of high-quality education (National Curriculum Framework, 2021).

Due to the importance of achieving the principles and practices of the curriculum, it was necessary to train teachers on how to apply this curriculum. The study by Kilenthong et al. (2024) confirmed the effectiveness of intensive practical training in the field for kindergarten teachers using a randomized controlled trial in rural areas in Thailand. The results showed that the training led to an increase in the effectiveness of the classroom in terms of developing children's cognitive skills by approximately 50 percent. Therefore, the Ministry of Education is interested in providing many workshops to train teachers on the National Curriculum. According to the researcher's knowledge, three workshops for teachers were implemented in the Eastern Province: Developmental Learning Standards, Inquiry-Based Learning, and the National Curriculum.

In this regard, the success of implementing this approach depends on interconnected factors, perhaps the most important of which is the professional development of the teacher, as she is the leader of the educational work to implement this approach. She must develop her skills on her own to be able to implement this approach. A study by Apostolache (2024) indicates that kindergarten teachers are important motivators for developing opportunities to increase children's knowledge capabilities.

Hence, the current study seeks to evaluate the extent to which female teachers implement the National Curriculum and the extent to which they possess the appropriate educational practices to be implemented in the correct manner leading to its success. It also defines the obstacles that prevent its implementation, which inevitably lead to undesirable results or failure to achieve high-quality learning.

2. Theoretical Framework:

Definition of the Saudi National Curriculum: It is scientifically defined as: “A document that provides kindergarten leaders, female teachers, and parents with instructions regarding outcomes and expectations for children, in line with the different stages of development, and supports educators for designing more experiences, in terms of depth and purpose, and that are developmentally compatible with the development of children.” (Tatweer Educational Services Company, 2016). It is also defined as A curriculum prepared by the Ministry of Education in cooperation with the National Association for the Education of Young Children (NAEYC) for the early childhood stage in the Kingdom of Saudi Arabia, which is based on principles and theories that support and enhance learning young children in early education programs, and focuses on developmentally appropriate practices that support the development of all aspects of the child’s personality, emphasizing his positivity and effective role in his kindergarten and community. Thus, he becomes a knowledgeable and inquisitive child, with interests in which the content is built, all with the help of the teacher, her interaction, and her continuous research (Ministry of Education, 2021).

The researcher defines it operationally as a set of updated guides provided to teachers that include instructions for children’s learning in a manner appropriate to the stage from birth to six years and that achieves learning outcomes according to the latest appropriate, high-quality practices.

The National Kindergarten Curriculum includes the National Curriculum Framework Document in addition to a set of guides, which included the following topics: the basic guide for constructing learning units, the practical guide for the physical environment of the nursery and kindergarten, the practical guide for the family, the practical guide for the learning approach standard, the practical guide for the social and emotional development standard, the practical guide for the linguistic development standard, the practical guide for the cognitive processes and general information standard, the practical guide for the national and Islamic education standards, the practical guide for the health and physical development standard, the teaching methods guide for the National Curriculum, the leadership and management guide for implementing the National Curriculum, and the nursery and kindergarten child evaluation guide. (Ministry of Education, 2022)

The National Curriculum Framework focuses on five basic sections:

1. A vision of children's learning through the cultural foundation of education based on three principles: Islamic education, national identity, and international thought.

2. Basic learning theory, which is based on three basic theories: cognitive development, socio-cultural, and social learning.
3. Teacher Practice: The theoretical framework specifies that these practices are what ensure the effective implementation of the National Curriculum through an informed, planning, and responsive teacher.
4. Principles of Pedagogy: They mean the art of teaching children and the methods used in the principles of teaching children, safe, reciprocal, and respectful relationships, strong partnerships with families and local communities, teachers as practitioners, reflectors, and lifelong learners.
5. Early learning developmental standards for children from 0-3 years and standards from 3-6 years and linking them to the curriculum framework.

Due to the importance of applied guides for professional development, Leshem et al. (2008) study, which aimed to evaluate teaching practices, indicated that teachers need explicit standards for effective teaching in order to identify their strengths and weaknesses and use them as a guide for improvement. Huang, Siraj & Melhuish's (2024) study, which aimed to design a guide-based program entitled: "Leadership for Education to Improve the Quality of Teacher Education and Develop Children's Learning", indicated that the guide had a positive impact on the quality of classrooms and the outcomes of children's development in reading skills and executive functions, and improved interactive educational quality.

Teacher Practices in Activating the Saudi National Curriculum

The early childhood education teacher is an important element in activating the Saudi National Curriculum, as she plans, implements, and evaluates the educational experiences provided to the child, based on developmental learning standards, prepares the appropriate learning environment, and enriches it with tools that help convey concepts. In addition, she communicates with the family, encourages their interaction, and enhances their role in the child's growth and development.

A study by Bedir (2022) indicated that the practices of professional excellence for early childhood teachers are represented by the skills of setting priorities, drawing up a strategy for time management, planning, facing urgent demands, creating opportunities for innovative learning, and creating opportunities for performance development. The skill of setting priorities comes first, followed by the planning dimension, and finally the availability of skills for creating opportunities for innovative learning.

Ismail (2024) defined appropriate practices as a set of procedures and behaviors that reflect the teacher's orientation toward her professional development, self-assessment of her skills, knowledge of the characteristics of children's learning and growth, and how to adapt the curriculum to its aims, strategies, activities, and evaluation methods in a manner that is consistent with children's individual differences in abilities, interests, and cultures to ensure that aims are achieved, and her appropriate practices regarding the work environment and her procedures for exchanging experiences and participating with other colleagues, then practicing them at home;

and her procedures for how to communicate effectively to support and enhance family participation; and finally practicing them at home and her initiatives in effective social responsibility. All these practices achieve the required learning outcomes at the highest level of mastery and the least possible waste in the teaching and learning process for achieving the quality of learning outcomes.

As stated by the Ministry of Education (2021) within the National Curriculum Framework for children from birth to 6 years, the teacher has three tendencies:

1. The Knowledgeable Teacher: She benefits from scientific research, has an awareness based on guides of child growth and development, takes notes on children's developmental behaviors, and builds on and investigates children's interests.
2. The Planning Teacher: She clearly plans the educational corners, provides the tools that support inquiry, provides non-verbal messages in the environment to indicate what is expected from the child, and is interested in collaborative and small activities.
3. The Responsive teacher: She notices children, their emotional needs, interests, and ideas, and includes them as enriching experiences. She encourages communication between children and adults and among them. She also communicates with families on an ongoing basis and engages them in exchanging ideas.

The National Curriculum Guides, generally, included many practices, most notably:

1. Professional teachers' awareness of the principles of the child's growth and development and the method for supporting their learning.
2. Professional teachers employ their knowledge of the child development and build on this knowledge to create learning opportunities for each child in the group.
3. Professional teachers implement inquiry-based learning experiences.
4. Professional teachers' keenness on professional development and continuous learning.

Al Jaafari's study (2024) also recommended preparing an independent guide that includes all practices and needs that achieve security and safety standards in the kindergarten environment.

It is worth noting that the appropriate practices in the current study are all practices that support the development of children's growth and learning, and according to the National Curriculum Guides, the researcher divided them into three basic practices: appropriate practices in planning, appropriate practices in implementation, and appropriate practices in evaluation.

Study Problem and Questions:

The results of several studies have shown the need to verify the teaching practices of early childhood teachers who were offered training on the new curriculum. The study by Oduolowu and Oyesomi (2012) showed that early childhood teachers used the new curriculum, but did not encourage practical activities in teaching the curriculum content. The study

recommended organizing workshops to regularly train and retrain curriculum specialists on pedagogy. The study by Banwan (2024) also indicated that despite the efforts made to develop early childhood education, there are shortcomings in its programs and a lack of focus on providing teachers with renewed teaching and pedagogical strategies so that they can acquire knowledge of scientific content and continuous education methods. In order for the teacher to perform her role to the fullest, she needs continuous professional self-development. This was confirmed by the study by Al Omari (2024) that some teachers have a lack of awareness of ways to develop reading and writing skills and learning strategies for kindergarten children.

Through a survey of the female graduate students' opinions in practical education in the second semester of the year 2023-2024 regarding the extent of the implementation of the National Curriculum in public kindergartens, the agreement rate was 93% that some teachers in public kindergartens have shortcomings in implementing the National Curriculum in a correct method and do not implement some appropriate practices in teaching and learning children despite providing some training workshops for them in this regard.

Therefore, the researcher indicates the necessity of conducting a study to evaluate the teachers' practices of the National Curriculum as an attempt to identify how this curriculum is implemented by the teachers, and to identify the shortcomings and obstacles that prevent the implementation of the National Curriculum in its desired form and to study this in order to find out practical solutions.

Based on the above, this study seeks to answer the following questions:

- What is the level of educational practices appropriate for the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia?
- What are the obstacles to implementing the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia?
- What are the differences in the responses of the study sample towards evaluating the appropriate practices for the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia according to the variable of training courses obtained?

Study Aims:

The current study aims to achieve the following aims:

- Identifying the educational practices appropriate for the National Curriculum from the kindergarten female teachers' perspective in the cities of Dammam and Al Khobar in the Kingdom of Saudi Arabia.
- Identifying the educational practices appropriate for the National Curriculum from the kindergarten female teachers' perspective in the cities of Dammam and Al Khobar in the Kingdom of Saudi Arabia.

- Identifying the differences in the responses of the study sample towards the reality of implementing appropriate practices for the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia, according to the variable of training courses obtained.

Study Significance:

Theoretical Importance:

- It is one of the recent studies that addressed the evaluation of implementing the National Curriculum between the level of practices and the reality of implementation from the female teachers' perspective.
- Providing details on the actual training needs for implementing the National Curriculum in early childhood from the female teachers' perspective in the Kingdom of Saudi Arabia, which provides the responsible authorities with a sufficient idea of what is required to elevate this curriculum.

Practical Importance:

- It helps educational leaders to know the reality of implementing the National Curriculum, and then enhance strengths and improve weaknesses.
- It benefits those in charge of the stage and training bodies in the Ministry of Education when designing training programs for female teachers according to their training needs.

3. Study Methodology and Procedures:

Study Method: The current study used both the quantitative approach, thorough reviewing the guides of the National Curriculum and previous research and studies; collecting information and analyzing it statistically, and the qualitative approach using the interview (semi-structured), to obtain detailed information, which helps in interpreting the results and concluding a deeper understanding of the study topic and describing it accurately, to interpret the results, and to provide opinions and suggestions that benefit the study.

Study Population: The study population consists of early childhood female teachers (kindergarten) in public and private kindergartens in the cities of Dammam and Al Khobar in the Kingdom of Saudi Arabia, (N=558 female teachers) according to the latest statistics for the year 2023 AD (Al Khanfari, 2023).

Study Sample: The questionnaire sample consisted of (110) female teachers, and the interview sample consisted of (5) female kindergarten teachers in Dammam and Al Khobar in the Kingdom of Saudi Arabia. The questionnaire sample was selected using the stratified random method, and the interview sample using the purposeful method.

Study Instruments:

First: A questionnaire on educational practices appropriate for the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia.

The questionnaire was designed according to the following steps:

- Reviewing the theoretical framework and guides of the National Curriculum.
- Determining the main dimensions of the questionnaire and formulating practices in line with the National Curriculum.
- Preparing the questionnaire in its initial form and submitting it to a group of jury members to ensure its validity and reliability.

The final questionnaire consisted of two pivots. The first pivot was practices, which were divided into three dimensions: planning, which included (12) practices, implementation, which included (18) practices, and evaluation, which included (12) practices. The second pivot was obstacles, which consisted of (11) items.

Questionnaire Validity and Reliability:

A- Face Validity: It was submitted to a number of jury members from specialized faculty members, and in light of the jury members' opinions. This study instrument was prepared in its final form.

B- The Internal Consistency Validity of the Instrument: The correlation coefficient was calculated between the score of each pivot of the questionnaire and the total score of the questionnaire as shown in Tables (1) and (2).

(1) The pivot of the practices of early childhood female teachers in the Kingdom of Saudi Arabia of the National Curriculum from their perspective:

Table No. (1) shows the correlation matrix between the dimensions of the pivot of female teachers' practices in the early childhood stage in the Kingdom of Saudi Arabia for the National Curriculum from their perspective and the total score.

Dimensions	Correlation Coefficient with the Total Score
Planning	0.921**
Implementation	0.885**
Evaluation	0.876**

** means that the correlation coefficient is significant at (0.01) level.

Table (1) shows the correlation of the questionnaire dimensions with each other at (0.01) significance level. This confirms that the questionnaire has a high degree of validity.

(2) The pivot of the obstacles to implementing the National Curriculum from the kindergarten teachers' perspective in the cities of Dammam and Al Khobar in the Kingdom of Saudi Arabia.

Table No. (2) shows the correlation matrix shows the items of the pivot of obstacles to implementing the National Curriculum from the kindergarten teachers' perspective in the cities of Dammam and Al Khobar and the total score.

No.	Statement	Correlation Coefficient with the Total Score
1	Having many early childhood standards is confusing.	0.607**
2	The inappropriate criteria such as the abstract criteria is not suitable for young children.	0.628**
3	The content that does not meet the child's needs and is not meaningful to him.	0.730**
4	Setting standards that are expected to be implemented perfectly in a short period of time without taking into account the individual needs of children.	0.663**
5	Difficulty managing children's behavior in the classroom.	0.842**
6	Problematic children are our biggest problem consuming energy.	0.607**
7	The teacher's lack of experience with modern learning strategies that call for fun learning.	0.515**
8	The teacher's multiple responsibilities inside the classroom.	0.346**
9	Lack of budget to help the teacher be creative or use fun methods for the child.	0.557**
10	Abstract scientific content and difficulty in obtaining activities.	0.713**
11	Not enough time for children to explore materials and tools.	0.670**

** means that the correlation coefficient is significant at (0.01) level.

Table (2) shows the correlation of the questionnaire dimensions with each other at (0.01) significance level, which confirms that the questionnaire has a high degree of validity.

Instrument Reliability:

Cronbach's alpha equation was used to ensure the internal consistency of the instrument items, and the following table shows the reliability coefficient of the study instrument and its dimensions:

Table No. (3) Reliability coefficients for the questionnaire dimensions of female teachers' practices in the early childhood stage in the Kingdom of Saudi Arabia for the National Curriculum from their perspective and for the instrument as a whole.

Dimensions	Cronbach's Alpha Reliability Coefficient
Planning	0.919
Implementation	0.960
Evaluation	0.897
The pivot of the practices of female teachers in the early childhood stage in the Kingdom of Saudi Arabia for the National Curriculum from their perspective as a whole.	0.973
Obstacles faced by early childhood teachers in the Kingdom of Saudi Arabia related to the implementation of the National Curriculum from their perspective.	0.845
The Questionnaire as a Whole	0.954

As results shown in Table (3), it is clear that the reliability coefficient for the questionnaire pivots and the total score is high. Based on this result, the reliability level of the instrument content is considered appropriate according to scientific research.

Second: The Semi-Structured Interview:

- **Selecting the Participants:** They were purposefully selected from female teachers of public kindergartens in the cities of Dammam and Al Khobar.
- **Selecting Place and Time:** The interview was conducted during their attendance at the Second Semester Achievement Week event for the academic year 2023-2024 at the College of Education at Imam Abdulrahman bin Faisal University. Two teachers were also contacted via mobile phone.
- **Defining the Aim:** Identifying their needs to implement the National Curriculum, and identifying its strengths and weaknesses as a step to implement it in the required method in an effort to develop and improve the quality of early education.
- **Defining the Questions:** The researcher asked the following two questions individually to the teachers:
 1. What are your appropriate educational practices required to implement the National Curriculum from your point of view as a teacher in the early childhood stage?
 2. What are the obstacles to implementing the National Curriculum from your point of view as a teacher in the early childhood stage?
- **Interview Correction Method (Semi-Structured):** The correction was done by reviewing the response of the participants, limiting all responses, and their number is (5) responses, and analyzing them in a descriptive report.

Statistical procedures used to analyze data for the current study:

- (1) Frequencies and percentages.
- (2) Mean.
- (3) Variance.
- (4) Standard Deviation.
- (5) Pearson correlation coefficient.
- (6) Using Cronbach's alpha coefficient: to verify the instrument reliability.
- (7) Scheffe Test to make comparisons of sample characteristics.

4. Presentation and Analysis of Field Study Results

First: Questionnaire Results:

- (1) **First Question Answer:** What is the level of educational practices appropriate for the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia?

To answer this question, the mean, standard deviation, percentages, and chi-square were used.

Table (4) Results of the Early Childhood Teachers' Practices in the Kingdom of Saudi Arabia for the National Curriculum from their Perspective.

No.	Dimensions	Mean	Percentage (%)	Rank
1	Planning	4.37	87.40	3
2	Implementation	4.43	88.60	1
3	Evaluation	4.32	86.46	2

It is clear from the previous table that the highest practices of early childhood female teachers in the Kingdom of Saudi Arabia for the National Curriculum from their perspective were approved as: implementation at a percentage of (87.00%), followed by evaluation at a percentage of (84.80%), and followed by planning at a percentage of (84.60%).

The following is an analysis of each dimension:

1- Planning:

The opinions of the study sample regarding planning were reviewed, through the responses of the study sample, as the frequencies, means, standard deviations and percentages were extracted for the first dimension (Planning), and the following table illustrates this:

Table (5) Frequencies, means, percentages and Chi-Square for the first dimension (Planning)

No.	Items	Mean	Standard Deviation	Percentage (%)	Agreement Level	Chi-Square	Significance Level	Rank
1	I plan topics of interest to the children based on my relationship to them and my observation of their questions.	4.13	0.97	82.55	Agree	82.18	0.01	10
2	I map the main and sub-concepts of the chosen topic with the children and they are varied according to the different aspects of learning.	4.04	1.08	80.73	Agree	81.09	0.01	11
3	I set general objectives for the topics based on the Early Childhood Developmental Learning Standards.	4.28	0.83	85.64	Strongly Agree	71.02	0.01	7

4	I search various references for the content presented to the child, so that the content presented becomes more meaningful and related to the children's experience.	4.27	0.92	85.45	Strongly Agree	105.46	0.01	8
5	I choose content that is appropriate for children, and is consistent with their knowledge and developmental learning standards.	4.45	0.67	88.91	Strongly Agree	32.96	0.01	5
6	I set specific goals in a gradual manner from simple to complex according to the abilities of all children (normal, special needs, high abilities, different cultures).	4.34	0.61	86.73	Strongly Agree	35.58	0.01	6
7	I set specific, measurable objectives for all areas of growth during the weekly plan.	4.26	0.76	85.27	Strongly Agree	11.69	0.01	9
8	I plan daily program activities that support overall goal achievement.	4.45	0.67	88.91	Strongly Agree	32.96	0.01	5
9	I prepare the classroom environment that is conducive to learning and discovery.	4.56	0.60	91.27	Strongly Agree	52.44	0.01	2
10	I identify three to four actions that children will take	4.65	0.48	92.91	Strongly Agree	9.31	0.01	1

	to enforce rules and discipline to ensure that work is done properly.							
11	I determine daily the tasks required of me and the children during all periods of the daily program.	4.55	0.50	91.09	Strongly Agree	1.31	Not Significant	3
12	I determine the assessment tools I need to identify the children's progress.	4.48	0.55	89.64	Strongly Agree	46.71	0.01	4
	Total Score	4.37	0.72	87.40	Strongly Agree	46.89	0.01	

** The tabular value of (Chi-Square) at level (0.01) = 13.277, and at level (0.05) = 9.488 for degree of freedom (4).

From the results shown above, all Chi-square values are significant at (0.01) level. It is clear that the participants of the study sample agree on the first dimension (Planning) with a percentage of (87.40%), and with a general mean of (4.37 out of 5).

2- Implementation:

The opinions of the study sample regarding implementation were reviewed, through the responses of the study sample, as the frequencies, means, standard deviations and percentages were extracted for the second dimension (Implementation), and the following table illustrates this:

Table (6) Frequencies, means, percentages and Chi-Square for the second dimension (Implementation)

No.	Items	Mean	Standard Deviation	Percentage (%)	Agreement Level	Chi-Square	Significance Level	Rank
1	I prepare a variety of activities for children (individual, group, free and guided) and for all aspects of development according to the weekly plan.	4.46	0.76	89.27	Strongly Agree	48.67	0.01	7
2	I start by drawing children's attention to activities that interest them and encourage them to try and discover themselves.	4.44	0.76	88.73	Strongly Agree	47.04	0.01	9

3	I discuss with the children the topics they have raised and stimulate their thinking to direct the desired goal.	4.43	0.80	88.55	Strongly Agree	90.87	0.01	10
4	I give children an opportunity to ask questions that come to their mind.	4.65	0.48	92.91	Strongly Agree	9.31	0.01	1
5	I talk to the children about some of the deep concepts found in the environment such as the solar system, space, planets...	4.43	0.64	88.55	Strongly Agree	32.96	0.01	01
6	I provide learning opportunities based on concepts and inquiry.	4.40	0.59	88.00	Strongly Agree	38.69	0.01	11
7	I focus on providing correct and ready answers to the problem.	4.37	0.68	87.45	Strongly Agree	87.60	0.01	12
8	I assign different roles to children to organize the work according to the small group.	4.37	0.92	87.45	Strongly Agree	126.09	0.01	12
9	Children are given peer learning as a learning support, such as one child helping another child so that he is more knowledgeable about completing the task required of him.	4.51	0.50	90.18	Strongly Agree	0.04	Not Significant	6
10	I prepare interest areas (learning centers) with what is needed before the children arrive.	4.45	0.64	89.09	Strongly Agree	35.26	0.01	8
11	I let children talk to peers and adults, taking into account the required procedures.	4.40	0.68	88.00	Strongly Agree	87.38	0.01	11
12	I use a variety of strategies that support sensory engagement and direct interaction with objects.	4.56	0.55	91.27	Strongly Agree	53.58	0.01	3
13	Using direct experiences whenever possible.	4.54	0.60	90.73	Strongly Agree	47.69	0.01	4
14	Using pictures and symbols to illustrate	4.52	0.50	90.36	Strongly Agree	0.15	Not Significant	5

	rules and procedures in the classroom environment.							
15	I provide gradual support to each child in the quantity and type appropriate to their individual needs.	4.51	0.55	90.18	Strongly Agree	48.02	0.01	6
16	I use educational materials and tools such as stories, games, etc. that depict children with different abilities and present them in a positive way.	4.62	0.49	92.36	Strongly Agree	6.15	0.01	2
17	I involve children in planning the experiences they want to have.	4.15	0.94	82.91	Agree	83.82	0.01	13
18	Involving families in planning experiences, setting goals and enabling them to access specialist support services.	3.99	0.99	79.82	Agree	77.00	0.01	14
	Total Score	4.43	0.67	88.60	Strongly Agree	51.13	0.01	

** The tabular value of (Chi-Square) at level (0.01) = 13.277, and at level (0.05) = 9.488 for degree of freedom (4).

From the results shown above, all Chi-square values are significant at (0.01) level. It is clear that the participants of the study sample agree on the second dimension (Implementation) with a percentage of (88.60%), and with a general mean of (4.43 out of 5). It is under the category of strongly agree because it ranges between (4.21 to 5.00).

3- Evaluation:

The opinions of the study sample regarding evaluation were reviewed, through the responses of the study sample, as the frequencies, means, standard deviations and percentages were extracted for the third dimension (Evaluation), and the following table illustrates this:

Table (7) Frequencies, means, percentages and Chi-Square for the third dimension (Evaluation)

No.	Items	Mean	Standard Deviation	Percentage (%)	Agreement Level	Chi-Square	Significance Level	Rank
1	I apply several assessment tools depending on the skill I want to measure.	4.25	0.71	85.09	Strongly Agree	74.95	0.01	7
2	I apply with children a child entry notice card while using the learning centers.	4.15	0.84	82.91	Agree	46.36	0.01	10

3	I create a progress portfolio for children to monitor and note the child's progress over the long term.	4.14	0.90	82.73	Agree	95.64	0.01	11
4	I involve parents in the assessment process by asking them to comment on their child's progress on a skill.	4.23	0.81	84.55	Strongly Agree	74.95	0.01	8
5	I develop a treatment plan based on the results of the repeated assessment.	4.09	0.88	81.82	Agree	102.91	0.01	12
6	I share the observation results with professionals for advice and assistance.	4.15	0.83	83.09	Agree	66.22	0.01	9
7	I collect information about the child on an ongoing basis.	4.43	0.55	88.55	Strongly Agree	47.04	0.01	5
8	I continually evaluate myself regarding the implementation of activities with children, strengths and areas for improvement.	4.51	0.50	90.18	Strongly Agree	0.04	Not Significant	2
9	I address some failures in implementing activities on an ongoing basis.	4.37	0.54	87.45	Strongly Agree	51.29	0.01	6
10	I base my judgment on each child's file, review of family background forms, and other information about the child.	4.48	0.50	89.64	Strongly Agree	0.15	0.07	3
11	I keep the information I collect about the child confidential.	4.62	0.54	92.36	Strongly Agree	63.07	0.01	1
12	I base my observations on developmental learning standards.	4.45	0.55	89.09	Strongly Agree	46.38	0.01	4
	Total Score	4.32	0.68	86.46	Strongly Agree	55.75	0.07	

** The tabular value of (Chi-Square) at level (0.01) = 13.277, and at level (0.05) = 9.488 for degree of freedom (4).

From the results shown above, all Chi-square values are significant at (0.01) level. It is clear that the participants of the study sample agree on the third dimension (Evaluation) with a percentage of (86.40%), and with a general mean of (4.32 out of 5). It is under the category of strongly agree because it ranges between (4.21 to 5.00).

- (2) Second Question Answer: What are the obstacles to implementing the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia?

The opinions of the study sample were reviewed regarding the obstacles faced by female teachers in the early childhood stage in the Kingdom of Saudi Arabia related to the implementation of the

National Curriculum from their perspective, through the responses of the study sample, as the frequencies, means, standard deviations and percentages were extracted for the second dimension (the obstacles faced by female teachers in the early childhood stage in the Kingdom of Saudi Arabia related to the implementation of the National Curriculum from their perspective), and the following table illustrates this:

Table (8) Frequencies, means, percentages and Chi-Square for (the obstacles faced by female teachers in the early childhood stage in the Kingdom of Saudi Arabia related to the implementation of the National Curriculum from their perspective)

No.	Items	Mean	Standard Deviation	Percentage (%)	Agreement Level	Chi-Square	Significance Level	Rank
1	Having many early childhood standards is confusing.	3.93	1.00	78.55	Agree	55.18	0.01	4
2	The inappropriate criteria such as the abstract criteria is not suitable for young children.	3.87	0.94	77.45	Agree	18.44	0.01	5
3	The content that does not meet the child's needs and is not meaningful to him.	3.65	1.05	73.09	Agree	7.09	0.01	8
4	Setting standards that are expected to be implemented perfectly in a short period of time without taking into account the individual needs of children.	3.74	1.09	74.73	Agree	7.31	0.01	7
5	Difficulty managing children's behavior in the classroom.	3.38	1.11	67.64	Neutral	31.46	0.01	10
6	Problematic children are our biggest problem consuming energy.	4.09	0.78	81.82	Agree	46.58	0.01	2
7	The teacher's lack of experience with modern learning strategies that call for fun learning.	3.53	1.16	70.55	Agree	26.27	0.01	9
8	The teacher's multiple responsibilities inside the classroom.	4.35	0.88	86.91	Strongly Agree	125.82	0.01	1
9	Lack of budget to help the teacher be creative or use fun methods for the child.	4.35	0.88	86.91	Strongly Agree	75.16	0.01	1
10	Abstract scientific content and difficulty in obtaining activities.	4.02	1.06	80.36	Agree	61.46	0.01	3
11	Not enough time for children to explore materials and tools.	3.75	1.27	75.09	Agree	48.09	0.01	6

	Total Score	3.88	1.02	77.60	Agree	45.71	0.01	
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** The tabular value of (Chi-Square) at level (0.01) = 13.277, and at level (0.05) = 9.488 for degree of freedom (4).

From the results shown above, all Chi-square values are significant at (0.01) level. It is clear that the participants of the study sample agree on the second dimension (the obstacles faced by female teachers in the early childhood stage in the Kingdom of Saudi Arabia related to the implementation of the National Curriculum from their perspective) with a percentage of (77.60%), and with a general mean of (3.88 out of 5). It is under the category of agree because it ranges between (3.41 to 4.20).

The results also indicate that the study sample participants agree with two of the statements of the second dimension (the obstacles faced by female teachers in the early childhood stage in the Kingdom of Saudi Arabia related to the implementation of the National Curriculum from their perspective) at a level of strongly agree, which were arranged in descending order according to the study sample participants' agreement with them according to the highest values of the mean, and according to the lowest values of the standard deviation when the values of the mean are equal as follows:

1. Statement No. (8), which is “The teacher's multiple responsibilities inside the classroom,” came in first rank in terms of the study sample participants' agreement to it at a percentage of (86.91%), a mean of (4.35), and a standard deviation of (0.88). This mean is under the category of “Strongly Agree” because it ranges between (4.21: 5). Statement No. (9), which is “Lack of budget to help the teacher be creative or use fun methods for the child.” came in first rank in terms of the study sample participants' agreement to it at a percentage of (86.91%), a mean of (4.35), and a standard deviation of (0.88).

2. The First Dimension: (the obstacles faced by female teachers in the early childhood stage in the Kingdom of Saudi Arabia related to the implementation of the National Curriculum from their perspective) in the neutral level as follows:

3. Statement No. (5), which is “Difficulty managing children's behavior in the classroom.” came in tenth rank in terms of the study sample participants' agreement to it at a percentage of (67.64%), a mean of (3.38), and a standard deviation of (1.11). This mean is under the category of “Neutral” because it ranges between (2.61: 3.40).

- (3) Third Question Answer: What are the differences in the responses of the study sample towards the reality of implementing the appropriate practices for the National Curriculum from the kindergarten female teachers' perspective in Dammam and Al Khobar in the Kingdom of Saudi Arabia according to the variable of training courses obtained?

- To answer this question, the One Way ANOVA Test was used to verify the validity of this hypothesis. The following table shows the results of the One Way ANOVA test for the independent variable, the dimensions of the reality of applying practices appropriate to the National Curriculum and its obstacles from the kindergarten teachers' perspective in the cities of

Dammam and Al Khobar in the Kingdom of Saudi Arabia, and the dependent variable, the training courses attended.

Table (9) Results of One-Way ANOVA for the significance of differences in the dimensions of the questionnaire on the reality of implementing educational practices appropriate to the National Curriculum and its obstacles from the perspective of kindergarten teachers in Dammam and Al Khobar in the Kingdom of Saudi Arabia, and the dependent variable is the training courses attended.

No.	Dimensions	Description	Total of Chi-Square	Degrees of Freedom	Mean Squares	(F) Value	Significance
A	Planning	Between Groups	261.59	2.00	130.79	3.24	0.05
		Within Groups	4317.68	107.00	40.35		
		Total	4579.27	109.00			
B	Implementation	Between Groups	128.58	2.00	64.29	0.70	Not Significant
		Within Groups	9831.61	107.00	91.88		
		Total	9960.19	109.00			
C	Evaluation	Between Groups	79.76	2.00	39.88	1.53	Not Significant
		Within Groups	3496.46	107.00	32.68		
		Total	3576.22	109.00			
1	Early Childhood Female Teachers' Practices in the Kingdom of Saudi Arabia for the National Curriculum as a Whole	Between Groups	1273.51	2.00	636.76	1.00	Not Significant
		Within Groups	44401.95	107.00	414.97		
		Total	45675.46	109.00			
2	Obstacles Faced by Early Childhood Female Teachers in the Kingdom of Saudi Arabia related to the Implementation of the National Curriculum from their Perspective	Between Groups	100.36	2.00	50.18		Not Significant
		Within Groups	5390.51	107.00	50.38		
		Total	5490.87	109.00			
	The Questionnaire as a Whole	Between Groups	1589.03	2.00	794.52	1.58	Not Significant
		Within Groups	53858.28	107.00	503.35		
		Total	55447.32	109.00			

The results of Table (9) showed that there are no statistically significant differences at a significance level of (0.05) in the dimensions of the questionnaire on the reality of the implementation of the National Curriculum by female teachers in the early childhood stage in the Kingdom of Saudi Arabia from their perspective and its obstacles, depending on the training courses that were attended, except for the first dimension (Planning), there are differences. By

using Scheffe's test for post-hoc comparisons, it was found that the direction of the differences was in favor of (having two courses).

Second: Results of the Interview (Semi-Structured):

1. To answer the first question: What are your appropriate educational practices required to implement the National Curriculum from your point of view as an early childhood teacher?

A semi-structured interview was conducted with (5) female teachers, (3) of whom were interviewed face-to-face, and (2) teachers were interviewed via mobile phone. The responses of the interview sample were that the practices needed to implement the National Curriculum are as follows:

- Being able to observe children as the basis that will help her to know her children.
- Asking open and thought-provoking questions, receiving answers and questions that form a new topic for the unit.
- Good planning to construct a unit based on children's questions, arranging questions according to days and periods.
- Materials that can be provided so that the child can reach knowledge on his own.
- Her ability to evaluate, whether by evaluating children's performance, observing their developments, strengths and weaknesses, or even by acting as a guide and primary source of information.
- Integrating technology into education.
- Teacher communication with parents.

2. To answer the second question: What are the obstacles to implementing the National Curriculum from your point of view as an early childhood teacher?

- The teacher feels lost and does not have enough information about the curriculum, as there is no opportunity for everyone to attend workshops and sufficient model lessons.
- Lack of adequate training from those with experience in the curriculum.
- Implementing the curriculum is better if there are capabilities that may not be provided by all government kindergartens, especially in terms of technology, which the teacher may have to provide from her own money.
- Not having sufficient experience in daily and weekly planning according to the National Curriculum, which makes the teacher rely on a unit done by another teacher in another kindergarten, which means applying the self-curriculum.

Results Discussion:

Based on the previous review, it can be concluded that planning obtained an agreement at a percentage of (84.60%) and it is a good percentage, but it is a lower percentage than implementation and evaluation. This result is consistent with the responses of the interview sample regarding the teacher not having sufficient experience in daily and weekly planning according to the National Curriculum, which makes her rely on a unit done by another teacher in another kindergarten, which means applying the self-curriculum.

This result are also in consistent with Bedir's study (Kariman , 2022) that the pivot of planning and time management did not rank higher, and that there is a need for greater awareness of the necessity of planning the tasks that will be done the next day, which helps them organize and invest their time.

- One of the most important obstacles that limit the implementation of the National Curriculum from the point of view of the responses of the questionnaire sample is "the teacher's multiple responsibilities inside the classroom." And statement No. (9) is "the lack of a budget that helps the teacher to be creative or use fun methods for the child." It obtained the first rank with a percentage of (86.91%), and the researcher attributes the relationship between the teacher's multiple responsibilities inside the classroom and the planning practices that the teacher does. When the teacher plans well for the tasks and responsibilities, this helps her to accomplish what is required smoothly. As for the challenge of the lack of a budget, this result, according to the responses of the questionnaire sample, is consistent with the results of the responses of the interview sample that the implementation of the curriculum is better with the availability of capabilities that may not be provided by all public kindergartens, especially in terms of technology, which the teacher may have to provide from her own money. The researcher attributes this to the need of the National Curriculum to provide an environment rich in tangible stimuli and educational materials that help the child to learn in a fun way for him.

- There are statistical differences in the responses of the questionnaire sample in the dimension of appropriate planning practices in favor of (those who have two courses). This result is consistent with the study of Oduolowu , Oyesomi (2012) and the study of Kilenthong et al. (2024) that the training led to an increase in the effectiveness of the classroom in terms of developing children's cognitive skills by approximately 50 %.

5. Recommendations:

- Identifying mechanisms to ensure the provision of training opportunities for all teachers on appropriate practices for implementing the National Curriculum, especially training on daily and weekly planning practices according to the National Curriculum.

- Re-evaluating the budget of public kindergartens to ensure the provision of the necessary tools and materials to implement the National Curriculum, while searching for economical and inexpensive alternatives.

- Cooperating and coordinating with the Early Childhood Department in Saudi universities to provide specialized professional training programs for teachers and educational leaders in kindergartens to support and enhance the implementation of the National Curriculum.

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