

Attitudes of Kindergarten Teachers Towards the New National Curriculum in the Kingdom of Saudi Arabia and Obstacles to its Implementation from their Point of View

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Abstract

The study aimed to reveal the attitudes of kindergarten teachers towards the new national curriculum and the obstacles to its implementation from their point of view according to the variables (scientific qualification, years of experience, and type of kindergarten), using the descriptive analytical approach, and the questionnaire consisting of (26) items distributed on two axes: the axis of teachers' attitudes, and the axis of obstacles to the implementation of the curriculum. The study sample reached (384) A teacher of kindergarten teachers in Al-Ahsa Governorate of the Eastern Province in the Kingdom of Saudi Arabia, and the results of the study showed the existence of high positive trends among the study sample towards the national curriculum in the Kingdom of Saudi Arabia, and the presence of statistically significant differences between the averages of the scores of the study sample according to the qualification variable and in favor of postgraduate studies, and there are no statistically significant differences between the averages of the scores of the study sample according to the variable years of experience, The existence of statistically significant differences according to the kindergarten variable and in favor of public kindergartens, and one of the most prominent obstacles to the implementation of the new national curriculum is the large number of burdens and tasks required of the teacher during the daily program, and the sudden change of curricula and the adoption of the new national curriculum.

Keywords: trends, national curriculum, obstacles.

Introduction

Early childhood education is based on the self-exploration and self-exploration of children that contribute to the development of their abilities, which pushes teachers to shift from teaching by indoctrination to the use of child-centered teaching strategies within the framework of the culture and principles of society.

In line with the vision of the Kingdom of Saudi Arabia (2030) and in order to ensure the importance of investing in education and training and providing children with the knowledge and skills necessary for future jobs, the vision stressed the need for every Saudi child to have access to quality education opportunities according to various options, and to focus on the stages of early education. In early childhood, it is one of the most important stages of a child's life, as it is in which his personality is formed. Based on the strategic objectives of the Ministry of Education related to the development of teaching methods and curriculum development based on the standards of early

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developmental education in the Kingdom of Saudi Arabia, the Ministry, in cooperation with the Educational Services Development Company, has built practical guides for the national curriculum based on learning theories and principles and the educational philosophy on which the kindergarten curricula are based, which are keen to take into account the tendencies and skills in which the child must grow up and grow up for now.

In addition to the suitability of its topics for application in an environment where the educational elements are available, starting with the appropriate building and the teacher who is academically and practically qualified to deal with children of this stage.

Mohammed (2015) pointed out that the secret to the success of individuals in their work is their orientation towards it because trends constitute the basic base for most educational activities, and therefore the attitudes of kindergarten teachers have an important role in their professional growth. Al-Otaibi (2021) stressed that developing the performance of teachers is one of the priorities of the attention of specialists and educators in their quest to improve the conditions of education in their communities, which makes the topic of The development of their professional growth is an urgent necessity because it is linked to improving education outcomes, the most important elements of which are the teacher and the learner.

From the above, it is clear that the teacher's attitudes towards the application of the new national curriculum are important issues in society, which is keen to advance the educational process and to know their attitudes towards this application an important role in drawing plans and adding everything that is appropriate and modern to it.

Study problem

Due to the rapid changes imposed by the rapid changes in scientific progress in its various educational, cultural, economic and other dimensions, attention to the educational dimension has become a key pillar to reach professional development to change its role significantly and abandon the paper and pen as a means of teaching and learning, so it has become in line with the changes and developments in all stages that it deals with, especially the kindergarten stage, which is the basis of the educational ladder.

And the importance of the kindergarten teacher and her role in the educational process as the person responsible for the implementation of the new national curriculum for kindergarten in the Kingdom of Saudi Arabia and as a resource that encourages parents to enroll their children in kindergarten because of its importance in shaping the personality of their children and given that trends play an important role in guiding the behavior of individuals (Gee & Gee, 2006) The knowledge of the attitudes of kindergarten teachers towards the new national curriculum is necessary for officials and specialists in the Ministry of Education, so the current study came to reveal the attitudes of kindergarten teachers towards the new national curriculum and the relationship of their attitudes to variables (academic qualification, years of experience and type of kindergarten) in addition to revealing the obstacles they face during its implementation by answering the following questions:

- 1- What are the attitudes of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia?
- 2- What are the statistically significant differences at the level of (0.05) between the average grades of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of academic qualification?
- 3- What is the statistically significant difference sitting the level of (0.05) between the average grades of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of years of experience?

4- What are the statistically significant differences at the level of (0.05) between the average grades of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of kindergarten type?

5- What are the obstacles to implementing the national curriculum in the Kingdom of Saudi Arabia?

Objectives of the study

The current study aims to reveal:

1- Attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia.

2- Statistically significant difference sat the level of (0.05) between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of scientific qualification.

3- Statistically significant difference sat the level of (0.05) between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which are attributed to the variable of years of experience.

4- Statistically significant difference sat the level of (0.05) between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of kindergarten type?

5- Obstacles to the implementation of the national curriculum in the Kingdom of Saudi Arabia.

The importance of the study

The importance of the study stems from the following

- The current study may provide new knowledge to kindergarten curriculum designers regarding the topic of the new national curriculum.

- It is hoped that the results of the current study will provide an idea of the reality of the application of the new national curriculum, its weaknesses and ways to promote it.

- It is hoped that the current study will draw the attention of officials in the field to remove obstacles to the application of the new national curriculum.

- The current study may open prospects for researchers to conduct further studies and research in other approaches and obstacles to their implementation.

Limitations of the study:

The study was limited to the following limits

Objective limits: trends, national curriculum, obstacles.

Time limits: the first semester of the academic year 1444-1445 AH

Human Limits: Kindergarten teachers in Al-Ahsa Governorate, Saudi Arabia.

Spatial boundaries: Al-Ahsa Governorate in the Eastern Province of the Kingdom of Saudi Arabia.

Study terminology

Trends

It is defined as a general or specific readiness of individuals and is acquired to varying degrees that push them to respond to things and situations in ways that may be for or against the individual and are subject to change and arise through the passage of the individual with certain experiences (Wanke.2002).

It is defined procedurally as a state of public or private preparations among kindergarten teachers in the mental and psychological fields, which affect their positive or negative responses and behaviors towards the new national curriculum and is measured by the degree to which the teacher obtains the study tool.

The new national curriculum.

A set of integrated and interconnected educational experiences that are available inside and outside kindergarten institutions and target children from birth to the age of six, and has been prepared in line with the principles, theories and research results that support and enhance children's learning and encourage them to explore their environment freely and is based on learning theories and developmentally appropriate practices, as well as directs the philosophical, social and religious basis in the teaching and learning processes in the Kingdom of Saudi Arabia.

Theoretical framework and previous studies

Social psychologists were interested in studying the trend and the human psyche in all its aspects because it plays an important and influential role in the behavior of the individual and their keenness to pay attention to the concept of trends has been considered social psychology as the science that studies trends.

Trend concept

Trend is defined as a mental readiness or preparation formed in a person as a result of factors affecting his experiences and makes him stand a certain position towards some ideas, people and things in which the views differ according to their social and moral value Ali (2014).

Tarawneh (2020) defined it as an individual's view on a topic and his tendency to respond in a negative or positive way towards that topic.

Trends are defined as a relatively stable acquired system of an individual's feelings, information, and aptitudes to carry out certain actions towards any subject, and it is represented in acceptance and rejection towards this topic.

Based on the above, it can be said that trends are a willingness or tendency towards responding to a particular topic based on the presence of stimuli and attitudes that push the individual through his experiences and interaction with his environment to issue behaviors through which his direction towards this topic is judged.

Components of trends

The trend has basic components that interact with each other to give it the general shape of it, Al-Khreisha (2019) and Otman (2018):

- Cognitive component (mental): This component depends on the information, experiences and beliefs that the individual holds towards a particular subject and represents the first stage in the formation of the trend and acquired by the individual through his interaction with his surrounding environment and the degree of his culture and education and this component affects the individual's willingness to respond towards a particular subject and his assessment of similar situations acquired by the individual based on previous experiences and knowledge.
- Emotional component (emotional): This component is related to feelings of love and hate and is affected by psychological reinforcement and support that the individual feels during his interaction in different situations, and this component reflects the degree of openness of the individual or his restrictions towards the subject of the trend and distinguishes it from non-it refers to what the individual likes or dislikes.

- Behavioral component (performance): This component represents the scientific guidelines and steps that push the individual to act towards a particular subject either positively or negatively, it represents the actions of the individual and trends and expectations of others and this trend is a strong predictor of the future behavior of the individual.

Directions Jobs

- Trends are characterized by many functions that facilitate the opportunity for the individual to interact and adapt at the psychological and social levels, as well as contribute to helping him interact and respond properly, and the following are the most prominent functions of Al-Khreisha Trends (2019):

- Utilitarian adaptive function: This function is based on the individual's belief that he is working to obtain more incentives and rewards from the surrounding environment and reduce the troubles and problems that may face him, and thus this function is adaptive and utilitarian and a means for the individual to obtain his desired goals.

- Self-defense function: This function is evident by holding on to a clear image of himself and others to protect him from threats and help him to remain safe and not feel fear and anxiety.

- The function of expressing and achieving personality: It refers to the expression of the individual for his values, beliefs and ideas through behaviors and actions, but some of the trends shown by the individual reflect aspects of his personality and express his individual identity.

- Cognitive function: This function is based on the individual's need to understand and discover the world in which he lives, and explore its secrets, trends help the individual to acquire knowledge and contribute to expanding his horizons and achieving his desire to explore knowledge and increase it.

From the above, it is clear the importance of studying the trends of kindergarten teachers as they differ from one teacher to another because of their role in providing appropriate opportunities for children's learning and the latest strategies. And taking into account the individual differences between them and dealing with them on the basis that they need what excites their minds and motivates them to think.

Previous studies

The study of F, Tantekin & Erden.Elif, Ozturk (2011) aimed to identify the attitudes of kindergarten teachers towards the integrated curriculum, using the descriptive approach and the questionnaire of the integration of visual arts activities with other curriculum activities applied to a sample of (255) kindergarten teachers, and the results showed that the teachers' attitudes towards using the methodological integration method were positive.

Melhem's study (2014) aimed to identify the difficulties faced by the implementation of the new curricula, and to determine the difference between the type of school (private, public) and the educational level (first, second, third, fourth) in terms of some of the difficulties suffered by the implementation of the new curricula. Using the descriptive approach and questionnaire as a tool for data collection the study sample consisted of (200) teachers who were randomly selected. The results showed that there were no significant differences between the types of private and public schools in terms of the difficulties experienced by the application of the new curricula.

The study of Mohamed (2015) aimed to identify the attitudes of kindergarten teachers towards the new curriculum in the light of the variables of some variables, using the descriptive approach or the questionnaire consisting of (50) applied to a sample of (350) kindergarten teachers in Fayoum Governorate. The results showed that there are high

positive trends towards the new curriculum, and there are no statistically significant differences in the average attitudes of kindergarten teachers towards the new curriculum due to the variable of scientific qualification and experience.

The study of Khairuddin (2017) aimed to identify the attitudes of kindergarten teachers and mentors towards the modern curriculum "My right to play, learn and innovate", and the differences in trends according to the variables of the functional level of academic qualification, years of experience using the descriptive approach. And the application of the trend scale consisting of (35) items and distributed to a sample of (150) individuals from the teachers of public and official kindergarten mentors affiliated to the educational departments of Giza Governorate, and the results of the study showed There are high positive trends towards the curriculum in general, and the results indicated that there are no statistically significant differences in the attitudes of teachers and orientations towards the curriculum in both the academic qualification and the functional level. And the presence of statistically significant differences towards the curriculum in favor of years of experience less than 10 years.

Al-Sarayeh study (2018) aimed to identify the attitudes of kindergarten teachers towards the computerized interactive national curriculum, and to identify the obstacles that prevent the implementation of this curriculum in Karak Governorate. The study used the descriptive approach and the questionnaire as a tool to collect data from the members of the study sample, which amounted to (61) teachers who were selected in a simple random way. The results of the study showed that the attitudes of kindergarten teachers towards the computerized interactive national curriculum for kindergartens from their point of view were positive, and the results also showed a difference in the attitudes of kindergarten teachers towards the computerized interactive national curriculum for kindergartens attributed to the variable of experience in teaching, and it was in favor of their experience of (5-10) years. The results also showed that the level of obstacles to the implementation of the computerized interactive national curriculum for kindergartens in Karak Governorate was average, as the obstacles related to infrastructure came in first place, followed by administrative obstacles, while obstacles related to female teachers came in last place.

Al-Khreisha's study (2019) aimed to identify the attitudes of kindergarten teachers and mothers towards the participation of parents in the activities of the daily program of kindergarten. Using the descriptive survey approach and two questionnaires applied to a sample of (25) kindergarten teachers and (25) mothers of children in the districts of Muwaqqar and Giza. The results of the study showed a positive trend to a high degree among Riyadh teachers towards the participation of parents in the daily program of kindergarten, and a positive trend and to a moderate degree among mothers towards the participation of parents in the daily program of kindergarten. The results did not show statistically significant differences in the attitudes of teachers towards parental participation in the daily program of kindergarten due to qualification variables Scientific, years of experience and marital status.

Al-Otaibi's study (2021) aimed to measure the attitudes of public education teachers towards using the future gate in education, the obstacles that limit their use of the future gate in education, and the statistically significant differences in the attitudes of public education teachers towards using the future gate in education according to different variables (academic qualification, academic stage, years of experience). The researcher used the descriptive method, and the questionnaire as a tool for data collection, from a sample of (271) teachers were randomly selected. The results showed that the members of the study sample are neutral in their agreement with the attitudes of teachers of general education towards the use of the future gate in education. There were no statistically significant differences due to the variables, academic qualification, and academic stage, while the results showed that there were differences according to years of experience, in

favor of the study sample members with years of experience (from 5 years to less than 10 years).

Al-Arifi and Al-Saud's study (2021) aimed to identify the attitudes of kindergarten teachers towards the use of some Arab iPad applications to develop reading readiness in the kindergarten stage in Riyadh, and the differences in the attitudes of kindergarten teachers towards the use of some Arab iPad applications attributed to the variable of experience, training courses, academic qualification, (using the descriptive survey method) and trend measurement as a tool to collect data from a sample consisting of (360 teachers) They were selected in a simple random way and the results of the study showed that there were no statistically significant differences in the attitudes of kindergarten teachers towards the use of some Arab iPad applications due to the variables of years of experience and academic qualification.

Al-Subaie's study (2023) aimed to reveal the attitudes of early childhood teachers towards the use of electronic educational games in light of some variables, using the descriptive survey approach, and the questionnaire consisting of (26) phrases was applied to a sample of (156) early childhood teachers in the sector (private - public) In Al-Ahsa Governorate, the results of the study showed that the total degree of attitudes of early childhood teachers towards the use of electronic educational games came to a large degree and there were statistically significant differences between the arithmetic averages of the trends of early childhood teachers between those with less than (5) years of experience and between those with more than (10) years and in favor of those with less than (5) years of experience, and there are statistically significant differences and in favor of the bachelor's variable.

Commenting on previous studies

After reviewing previous studies, it is clear that the current study is consistent in terms of objective with the study of Muhammad (2015), which aimed to identify the attitudes of kindergarten teachers towards the new curriculum in light of the variables of some variables, and the study of Al-Sarayeh (2018) aimed to identify the attitudes of kindergarten teachers towards the computerized interactive national curriculum, and to identify the obstacles that prevent the implementation of this curriculum.. The current study is also consistent with all previous studies in the sample, namely the parameters and the approach used, which is the descriptive approach, and in the tool, which is the questionnaire, and the current study benefited from previous studies in building the tool, statistical treatments and determining the methodology of the study, as well as in discussing the results reached in the current study

The present study is distinguished from previous studies in its variables and its approach to the new national curriculum, which is based on widely learned theories on developmentally appropriate practices and is guided by the philosophical, social and religious basis in the teaching and learning processes in the Kingdom of Saudi Arabia.

Study population and sample

Society:

The study population consists of all kindergarten teachers, numbering (842) teachers based on the statistics of the Ministry of Education 1443-1444 AH.

Sample:

Survey sample: The survey sample consisted of (25) parameters in order to ensure the validity and stability of the study tool.

The study sample (basic): The method of the facilitated sample (available) was used, where the study tool was converted after arbitration to an electronic link and circulated to the target group (kindergarten teachers in Al-Ahsa) and after determining the duration of

the responses represented by (14) days to receive responses, and their number reached (384) teachers and by (46%) of the study population and table (1) shows the distribution of the members of the study sample according to the demographic variables of the teachers.

Table (1): Frequencies and percentages of the distribution of the study sample members according to the study variables

Percentag % e	Number	Category	Variable
63.3	243	Bachelor	Qualification
36.7	141	Postgraduate	
57.3	220	Public	kindergarten
42.7	164	private	
30.2	116	Less than 5 years old	Experience
40.6	156	From 5 years to 10 years	
29.2	112	More than 10 years	
100.0	384	Total	

tudy Tool:

After referring to the educational literature and previous studies related to the subject of the current study Attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia and obstacles to its implementation, a questionnaire was built that consisted in its final form of (26) phrases according to the five-point Likert scale and distributed paragraphs two axes (the axis of teachers' trends, and the axis of obstacles)

Honesty and consistency

Authenticity of the tool:

The validity of the study tool (questionnaire) was verified through:

A- Apparent honesty (arbitrators):

It was presented to (8) arbitrators from faculty members with experience and competence, and their guidance and suggestions were taken from adding new paragraphs and appropriate phrases to the axis to which they belong, and the integrity of the language and the freedom of the tool from spelling, linguistic and typographical errors, and based on the opinions of the arbitrators, amendments were made and the final version consisted of (26) paragraphs.

B- Consistency:

The study tool was applied to the exploratory sample consisting of (25) parameters, and the Pearson correlation coefficient was calculated between the paragraphs and the total degree of the axis to which they belong, and Table (2), (3).

Table (2): Pearson's correlation coefficients between the paragraphs of kindergarten teachers' attitudes towards the national curriculum in the Kingdom of Saudi Arabia with the total degree of the axis.

Statistical significance	Correlation coefficient	Paragraphs	M
.000	.769**	I believe that the curriculum is in line with the vision of the Kingdom of Saudi Arabia 2030	
.000	.747**	I think the curriculum needs excellent teaching skills.	
.000	.796**	I believe that the content of the curriculum modules contributes to the real development of children	
.000	.905**	I trust that the learning materials in the new national curriculum are taken from play tools and the familiar environment for the child	
.000	.860**	I believe that learning planning for curriculum units enables the child to participate and produce knowledge	
.000	.769**	I feel that the curriculum takes into account the learning objectives emanating from the interests and abilities of the children	
.001	.631**	I believe that the curriculum provides an opportunity to involve children in the planning process	
.000	.747**	The curriculum provides the opportunity to involve families in the planning of certain investigative activities	
.000	.721**	I believe that the curriculum provides me with the information to find educational experiences that are consistent with the appropriate developmental approach for children	
.000	.733**	I have helpful guides to guide the implementation of the curriculum	
.001	.631**	I believe that the physical environment has a role in achieving the objectives of the curriculum	
.000	.721**	I see that the curriculum allows me to plan activities for all periods of the daily program	
.000	.733**	I think the curriculum allows me room for a range of interactions (...simulation, participation in thought processes)	
.001	.631**	I see that working on applying the content of the curriculum needs different learning areas within the kindergarten	
.000	.761**	I think the curriculum is age-appropriate for the kindergarten child	

Statistically significant at (0.01)

Table (2) shows that the Pearson correlation coefficients between the paragraphs of the attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia with the total degree of the axis are statistically significant at the level of significance (0.01) and the Pearson correlation coefficients ranged between the paragraphs of the axis with the total degree of the axis between (0.631** - 0.905**).

Table (3): Pearson's correlation coefficients between the paragraphs of obstacles to the implementation of the new national curriculum with the total degree of the axis.

Statistical significance	Correlation coefficient	Paragraphs	
.000	.817**	I lack some of the skills necessary to implement the curriculum and its requirements	1
.000	.705**	I feel frustrated when implementing some curriculum module activities	2
.000	.739**	Lack of capabilities and facilities necessary for the implementation of the survey units of the curriculum	3
.000	.650**	Insufficient recent training courses and workshops related to curriculum topics	4
.000	.882**	The large number of burdens and tasks required of the teacher during the daily program	5
.000	.736**	Lack of technologies that support content implementation	6
.003	.569**	Poor interaction of parents with the new national curriculum	7
.001	.604**	The sudden change of curricula and the adoption of the new national curriculum	8
.000	.697**	The difficulty of explaining some stimuli and questions directed to children	9
.000	.882**	Inappropriateness of some of the questions in the curriculum for the age group	10

** Statistically significant at (0.01)

Table (3) shows that the Pearson correlation coefficients between the paragraphs of obstacles to the implementation of the new national curriculum with the total degree of the axis are statistically significant at the level of significance (0.01), and the Pearson correlation coefficients between paragraphs with the total degree of the axis ranged between (0.569** - 0.882**) and all of them are a function at (0.00).

Stability of the study instrument:

To verify the stability of the study tool, the study tool was applied to the exploratory sample consisting of (25) parameters, and the stability was verified using - Cronbach's alpha equation, where the stability coefficients were calculated on the axes of the study tool, and Table (4) shows the stability coefficients.

Table (4): Cronbach alpha stability coefficients for the axes of the study tool

Coefficient of stability	Number of ferries	Axis	M
0.93	15	Attitudes of kindergarten teachers towards the new national curriculum	1
0.86	10	Obstacles to the implementation of the new national curriculum	2

Table (4) shows that the Cronbach alpha coefficient for the attitudes of kindergarten teachers towards the new national curriculum amounted to (0.93), and the obstacles to the implementation of the new national curriculum reached (0.86), which are high and appropriate stability coefficients.

Statistical processing:

The statistical software (SPSS) version (23) was adopted in analyzing the results of the study and answering its questions, where it was used:

- Pearson's correlation coefficient to verify consistency
- Cronbach Alpha to check the stability of the study instrument

The following gradation was adopted to the degree of verification of the paragraphs and axes of the study tool to determine the degree of approval based on the range equation and Table (5) shows this:

Table (5) Criteria for Interpretation of Arithmetic Mean Values

Very large	Large	Medium	Few	Very few	Degree of approval
Greater than 4,20 to 5,00	Greater than 3.40 to 4.20	Greater than 2.60 to 3.40	Greater than 1.80 to 2.60	1 to 1,80	Arithmetic mean

The T test was also used to answer the second and fourth questions, and the analysis of one-to-one variance to answer the third question.

The results of the study:

Results of the first question: What are the attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia?

The arithmetic averages, standard deviations and rank were calculated for the responses of the study sample members about the attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, and Table (6) shows that:

Table (6): Arithmetic Averages, Standard Deviations and Rank of Kindergarten Teachers' Attitudes towards the National Curriculum in the Kingdom of Saudi Arabia

Grade	Standard deviations	Arithmetic averages	Paragraphs	Rank	
Large	.882	4.12	I believe that the curriculum is in line with the vision of the Kingdom of Saudi Arabia 2030	4	1
Very large	.944	4.33	I think the curriculum needs excellent teaching skills.	3	2
Large	1.078	3.92	I believe that the content of the curriculum modules contributes to the real development of children	10	3
Large	.955	3.92	I trust that the learning materials in the new national curriculum are taken from play tools and the familiar environment for the child.	9	4
Large	1.155	3.79	I believe that learning planning for curriculum units enables the child to participate and produce knowledge	13	5
Large	1.173	4.04	I feel that the curriculum takes into account the learning objectives emanating from the interests and abilities of the children	8	6

Large	.955	4.08	I believe that the curriculum provides an opportunity to involve children in the planning process.	6	7
Large	.863	4.08	The curriculum provides the opportunity to involve families in the planning of certain investigative activities	5	8
Large	1.091	3.75	I believe that the curriculum provides me with the information to find educational experiences that are consistent with the appropriate developmental approach for children.	14	9
Large	1.224	3.58	I have helpful guides to guide the implementation of the curriculum	15	10
Very large	.485	4.62	I believe that the physical environment has a role in achieving the objectives of the curriculum	1	11
Large	1.055	3.87	I see that the curriculum allows me to plan activities for all periods of the daily program	12	12
Large	.890	4.04	I think the curriculum allows me room for a range of interactions (simulation, participation in thought processes...)	7	13
Very large	.577	4.54	I see that working on applying the content of the curriculum needs different learning areas within the kindergarten	2	14
Large	1.131	3.87	I think the curriculum is age-appropriate for the kindergarten child	11	15
Large	.653	4.04	The total degree of attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia		

Table (6) shows that the arithmetic average on the total score of the attitudes of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia amounted to (4.04) with a standard deviation of (0.653) and to a large degree, and this is due to the decisive role of the kindergarten teacher in the educational process and because her positive trends contribute to her professional success, and push her to overcome the obstacles that she may face in the educational process, as well as the nature of the curriculum that contains learning materials Taken from play tools and the familiar environment for the child and goals emanating from the interests and abilities of children to provide the opportunity to involve children and their families in the planning process for some investigative activities, and this result is consistent with the result of the study of F, Tantekin & Erden.Elif, Ozturk (2011) The result of the study of Muhammad (2015) and the study of Khairuddin (22015), which indicated that the trends of the study sample came to a high degree, and The arithmetic averages on the paragraphs ranged between (3.58 – 4.62), and paragraph (11) "I believe that the physical environment has a role in achieving the objectives of the curriculum" ranked first with an arithmetic mean (4.62) and a standard deviation (0.485) and to a very large degree due to the keenness of kindergarten-related institutions such as the National Association for the Education of Young Children (NAEYC), to provide high-quality programs that are characterized by the presence of A safe and healthy physical environment, whether indoor or outdoor, well maintained and maintained continuously. This environment includes facilities, equipment and materials to support the learning and development of children and provide them with learning opportunities through play and the use of the senses according to each developmental level, and also provides support to teachers as well. As the organized and

well-equipped environment plays a major role in facilitating the learning process and providing comfort, health and toxicity for children and adults benefiting from the program, and in second place paragraph (14) "I see that working on the application of the content of the curriculum needs different learning areas within the kindergarten" with an arithmetic mean (4.54) and a standard deviation (0.577) and to a very large degree, while paragraph (10) came to me to help guide the adequacy of implementing the curriculum" in last place with an arithmetic mean (3.58) and a standard deviation (1.224) To a large degree, although this paragraph came in last place, it came to a large degree, and this is due to the keenness of the Ministry of Education, represented by the General Administration of Educational Supervision, to support teachers in the teaching process, and this guide came to be illuminations Teachers are guided by it to gain the necessary experience in planning, implementation, evaluation and other requirements of the teaching process.

Results of the second question: What are the statistically significant differences at the level of (0.05) between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which are attributed to the variable of academic qualification?

The T test was used to show the significance of the differences between the averages of kindergarten teachers' grades towards the new national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of academic qualification, and Table (7) shows that:

Table (7) T test to show the significance of the differences between the average grades of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of academic qualification

Statistical significance	Degrees of freedom	t	Standard deviations	Arithmetic averages	Number	Fully qualified	Axis
.000	382	-7.376-	.710	3.86	243	Bachelor	Attitudes of kindergarten teachers towards the new national curriculum
			.388	4.34	141	Graduate	
.023	382	-2.285-	.932	3.79	243	Bachelor	Obstacles to the implementation of the new national curriculum
			.694	4.00	141	Graduate	

Table (7) shows that there are statistically significant differences at the level of significance (0.05) between the averages of the grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia according to the qualification variable and in favor of postgraduate studies, due to the exposure of postgraduate qualification teachers to more experiences about modern strategies in teaching as one of the important alternatives to improve the educational process in addition to their desire to possess a lot of knowledge, experience and skills necessary to enrich the educational process, and this result varies with the result of Al-Otaibi's study. (2021) and the study of Al-Arifi and Al-Saud (2021), which indicated that there are no differences due to the variable of academic qualification.

Results of the third question: What are the statistically significant differences at the level of (0.05) between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of years of experience?

The analysis of single variance was used to show the significance of the differences between the averages of the grades of kindergarten teachers towards the national

curriculum in the Kingdom of Saudi Arabia, which is attributed to the variable of years of experience, and Table (8) shows that:

Table (8) Analysis of Single Variance to show the significance of the differences between the average scores of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia according to the experience variable

Statistical significance	f	Average squares	Degrees of freedom	Sum of squares	source	Axis
.282	1.271	.542	2	1.083	Between groups	Attitudes of kindergarten teachers towards the new national curriculum
		.426	381	162.460	Inside groups	
			383	163.544	Total	
.000	53.873	31.028	2	62.056	Between groups	Obstacles to the implementation of the new national curriculum
		.576	381	219.437	Inside groups	
			383	281.493	Total	

Table (8) shows that there were no statistically significant differences at the level of significance (0.05) between the averages of the grades of kindergarten teachers towards the attitudes of kindergarten teachers towards the new national curriculum according to the variable of years of experience, and there were statistically significant differences at the level of significance (0.05) between the averages of the grades of kindergarten teachers towards obstacles to the implementation of the new national curriculum, and to show the significance of the differences for the obstacles to the implementation of the new national curriculum according to the variable of years of experience, dimensional comparisons were used - Scheffe and Table (4) shows that

Table (9) Dimensional Comparisons - Scheffe of Obstacles to the Implementation of the New National Curriculum by Years of Experience Variable

Say.	Mean Difference (I-J)	(J) Experience	(I) Experience
.140	-.185-	5 to 10	Less than 5
.000	.762*	10 years and above	
.140	.185	Less than 5	5 to 10
.000	.947*	10 years and above	

Table (9) shows that there are statistically significant differences at the level of significance (0.05) between those with less than (5) years of experience and between (10) years or more, and in favor of the lower experience, that is, the obstacles to the least experience are higher, as well as between those with (5-10) years of experience and between those with (10) years or more experience and in favor of their experience.

(5-10) years, due to the fact that teachers with less experience do not have mastery of both sides (educational material and teaching methods) and still need more training on the skills of the educational process, and this result is consistent with the result of the study of Al-Sarayrah (2018), which indicated that there are differences due to the variable of experience.

Results of the fourth question: What are the statistically significant differences at the level of (0.05) between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which are attributed to the kindergarten variable?

The T test was used to show the significance of the differences between the average grades of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia, which is attributed to the kindergarten variable, and Table (10) shows that:

Table (10) T test to show the significance of the differences between the average grades of kindergarten teachers towards the national curriculum in the Kingdom of Saudi Arabia, which is attributed to the kindergarten variable

Statistical significance	Degrees of freedom	t	Standard deviations	Arithmetic averages	Number	Kindergarten	Axis
.000	382	4.347	.658	4.16	220	Public	Attitudes of kindergarten teachers towards the new national curriculum
			.612	3.87	164	Private	
.278	382	1.087	.857	3.91	220	Public	Obstacles to the implementation of the new national curriculum
			.857	3.81	164	Private	

Table (10) shows the existence of statistically significant differences at the level of significance (0.05) between the averages of the grades of kindergarten teachers towards the new national curriculum in the Kingdom of Saudi Arabia on the trend attributed to the kindergarten variable and in favor of public kindergartens, due to the keenness of the Education Department to develop the entire educational system, careful planning and organization, and the interaction of the elements of the system in a coherent and integrated manner, and to bring about a radical change in the concepts, methods and practices of education at the stage of Kindergarten, the shift from quantity to quality, and the transfer of the focus from teaching to learning, and from the teacher to the child, and differed with Melhem's study (2014), which indicated that there are no differences according to the type of kindergarten variable and the lack of friendly differences on obstacles.

Results of the fifth question: What are the obstacles to the implementation of the new national curriculum in the Kingdom of Saudi Arabia?

The arithmetic averages, standard deviations and rank were calculated for the responses of the study sample members on the obstacles to the implementation of the national curriculum in the Kingdom of Saudi Arabia, and Table (11) shows this:

Table (11): Arithmetic Averages, Standard Deviations and Rank of Obstacles to the Implementation of the National Curriculum in the Kingdom of Saudi Arabia

Grade	Standard deviations	Arithmetic averages	Paragraphs	Rank	M
Medium	1.129	3.25	I lack some of the skills necessary to implement the curriculum and its requirements	9	1
Medium	1.094	2.88	I feel frustrated when implementing some curriculum module activities	10	2
Large	1.131	4.12	Lack of capabilities and facilities necessary for the implementation of the survey units of the curriculum	3	3

Large	1.208	4.04	Insufficient recent training courses and workshops related to curriculum topics	5	4
Very large	1.029	4.33	The large number of burdens and tasks required of the teacher during the daily program	1	5
Large	1.100	4.04	Lack of technologies that support content implementation	4	6
Large	1.191	3.79	Poor interaction of parents with the new national curriculum	8	7
Very large	1.052	4.25	The sudden change of curricula and the adoption of the new national curriculum	2	8
Large	1.137	4.04	The difficulty of explaining some stimuli and questions directed to children	6	9
Large	1.257	3.92	Inappropriateness of some of the questions in the curriculum for the age group	7	10
Large	.857	3.87	The total degree of obstacles to the implementation of the national curriculum in the Kingdom of Saudi Arabia		

Table (11) shows that the arithmetic average on the total degree of obstacles to the implementation of the national curriculum in the Kingdom of Saudi Arabia amounted to (3.87) with a standard deviation of (0.557) and to a large degree, and the arithmetic averages on the paragraphs ranged between (2.88 – 4.33), and the most obstacles came respectively: the large number of burdens and tasks required of the teacher during the daily program, the sudden change of curricula and the adoption of the new national curriculum, the lack of capabilities and facilities necessary to implement the survey units of the curriculum, while the least obstacles: I feel frustrated when implementing some of the activities of the curriculum units, I lack some of the skills necessary to implement the curriculum and its requirements, due to the large number of burdens and tasks that teachers must implement, in addition to the sudden change of curricula and the adoption of the new national curriculum causes confusion in the face of new information and skills that teachers must possess in order to implement the curriculum. This result is consistent with the result of the Al-Sarayrah study (2018), which indicated that the obstacles related to infrastructure came in first place, followed by administrative obstacles and the subsequent tasks and burdens on the teacher to carry out and implement.

Recommendations

In light of the results, the study recommends the following:

- Holding training courses for kindergarten teachers in the public and private sectors to train them on the mechanism of implementing the new national curriculum and enrich them with practical and educational applications.
- Involving kindergarten teachers in developing curricula and benefiting from their experiences in the educational field.
- Holding periodic seminars to inform those interested in the field of kindergarten of the latest developments in the field of teaching and specialization.

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