

PRESCHOOL AND FOSTERING CHILDREN'S ECONOMIC PRINCIPLES AND ITS ALIGNMENT WITH SAUDI VISION 2030 AND SAUDI NATIONAL CURRICULUM FRAMEWORK; PRINCIPALS' PERSPECTIVE

Norah Saleh Abdullah Aldossary^{1*}, Ali Abd Eltawab Mohamed Etman², and Sahar Mansour Sayed Omar³

¹Department of Kindergarten, College of Education, Najran University, 11001, Najran, Saudi Arabia

²Kindergarten Department, Human Studies College, Al-Azhar University, 11884, Cairo, Egypt

³Sociology Department, Human Studies College, Al-Azhar University, 11884, Cairo, Egypt

*Corresponding Author
Norah Saleh Abdullah
Aldossary

Article History

Received: 24.09.2025

Revised: 06.10.2025

Accepted: 15.10.2025

Published: 03.11.2025

Abstract:

The study investigates the importance of preschool education in fostering young children's economic principles as stated in Saudi Vision 2030 (2021) and as per (Saudi National Curriculum Framework [SNCF], 2018). The study examines how learning fundamental ideas such as saving, working together and taking responsibility at a young age furthers national goals concerning human resource development and economic diversification. A quantitative survey was conducted regarding integrated economic principles and classroom activities of principals, in public and private preschools, in Najran city, Saudi Arabia. There were some open-ended questions in the survey to get more insight of principals' attitude towards preschool role in fostering economic principles. Also, Saudi National Curriculum Framework (2018) document was analyzed. The results of the study indicate that the preschools, private and public, situated in the kingdom of Saudi Arabia are capable of producing the children's economic intelligence. The Saudi National Curriculum Framework emphasizes the important to foster economic aspect at an early age. On the other hand, such preschools encounter difficulties in terms of teacher's readiness and curriculum execution. Ultimately, the paper states that the aim of preschools education will, in the long run, benefit the areas of financial literacy and sustainable development in accordance with vision 2030.

Keywords: Preschool, Children, Principals Perspective, Economic Principles, Saudi Vision 2030, Saudi National Curriculum Framework, Fostering.

INTRODUCTION

Early childhood education contributes significantly to achieving the goals of Vision 2030 in the Kingdom of Saudi Arabia (2021). It has been recognized and acknowledged to play a role in human capital development and economic diversification and innovation. (Baker Institute, 2024). They are being taught economic principles. Aldhilan et al., (2024) states that the Early Childhood Education Centers (ECECs), particularly at the preschool level, are the primordial stage for children to be introduced to economy. A number of developing countries consider that without proper early learning and care services, which are inadequate in supply during the initial years of a child's life, the children will not be able to develop to their full potential. This also prevents the economy from being able to participate. For example, Saudi Arabia (World Bank, 2025; Wirawan & Mahendra, 2024; Al-Sharqi et al., 2025). Well-designed preschool programs that include economic learning enhance human capital formation and societal growth (Wise, Reyes, & McKay, 2024).

The study examines how preschools support children's economic principles and how the first experiences affect the economic behavior and outcomes through learning later. Also, principals' attitude toward the

preschools system to support that.

RESEARCH QUESTIONS:

1. To what extent does Saudi National Curriculum Framework support children's economic principal development?
2. In what ways does the preschool educational system aid in imparting economic principles to the kids?
3. How are the children's economic experiences, which are very early in their life, reflected in their later development and the overall economic sustainability in a broader sense?

LITERATURE REVIEW

As children experience situations involving the choice, possession, and transfer of goods, they begin to develop their intelligence of economics. In preschool, children get organized opportunities to set up imaginary markets, exchange classroom things, and talk about need and want. According to the Conference Board (2025), the ECEC sector has macroeconomic value, which means it generates 2\$152 billion of output and 2.2 million jobs. The investment in early education helps the economy both in the short term and in the long term.

Global research also supports these approaches. According to Heckman (2013), investing in early skill development generates a stream of benefits over a long period of time. Further, the best early programs have

high benefit-cost ratios (Aldhilan et al., 2024). The increase in the availability of preschools in Saudi Arabia was 77% from 2017 to 2023 which was part of the Vision 2030 initiatives (Saudi Vision 2030 Progress Report, 2024).

Having early access to economics has both positive and negative impacts on behavior and academic results. Early education produces change in social reasoning, persistence, and planning (Baek, 2025). These qualities are the very same along the line of entrepreneurial skill development. Essentially, problem-solving as well as entrepreneurial skill development occur.

According to the unrealized results of a fictitious longitudinal study in the researched country, mothers with children in subsidized high-quality preschools were 20% more likely to participate in the labor market when their children were in primary school (Penn, 2021). The mothers generally spent their additional money on their children's education. Benefits experienced by the next generation, like those mentioned above, show that the child's first encounter with economics has implications beyond the cognitive and affective space (Joint Economic Committee, 2024). It also yields benefits for the economic stability of the family and the community (Wharton Budget, 2021)

THE IMPORTANCE OF STUDYING

The significance of investigating the effect of preschool education on children's economic principles in Saudi Arabia's economy transformation. "Vision 2030 (2021) is about preparing future generations to face global competition through innovation, productivity, and value-making." The Saudi National Curriculum Framework SNCF (2018) informs us that early childhood education (ECE) prepares a child for lifelong learning and responsible financial behavior and sustainable economic growth. This study shows the various ways preschool implement Vision 2030 in their daily teaching practice.

MATERIAL AND METHODS

In order to find out the association between preschool education and the development of economic principles by children (First Five Years Fund, 2024), a quantitative survey approach was adopted along with an assessment of early childhood education, the survey included some open-ended questions. Also, document analysis was used in this study. After completing the analysis of the survey results, the Saudi National Curriculum Framework (2018) for early childhood education was analyzed to compare its content with the kindergarten principals' responses regarding how kindergartens can support children's economic experiences and how the Saudi National Curriculum Framework support it. This analysis aimed to understand how the curriculum supports teachers and to provide some suggestions and recommendations to further fostering this aspect.

INSTRUMENT

The survey tool was developed based on input from early childhood education professionals. The reviewers fluent in both languages confirmed that not only the language but also the context was accurate. The pilot test revealed that the instrument was reliable, as the outcome of its Cronbach's alpha showed the level of internal consistency of the instrument utilized. Also, document analysis was used.

DATA COLLECTION AND ANALYSIS

The target population was made up of the preschool principals in Najran, Saudi Arabia who were working with kids of 3-6 years old. Data collection was done through an electronic method of WhatsApp distribution lists. I used SPSS to process the replies, which is a software used for statistical analysis. Principals' perceptions, availability of resources, and institutional readiness were evaluated using descriptive and inferential analyses to evaluate the integration of economic principles. Analyzing the document was in the last phase.

FINDINGS AND DISCUSSION

According to the result, most of the teachers carry out economic activities mostly through role-playing and storytelling. Principals noticed that children who took part in such activities could collaborate and plan better. This study's results are supported by Balakrishnan & Thambu, (2017) which state that interactive learning encourages motivation and moral reasoning.

half of the respondents, however, said opportunities for professional development were insufficient. Aldhilan et al., (2024) found lack of training to be a constant challenge. Findings showed differences between public preschools and private ones, worldwide pattern.

Referring to Vision 2030 (2021), the results demonstrate that enhancing economic learning in early-years education promotes human capital development. Saudi National Curriculum Framework (2018) document support the development of economic concept among children and encourage educators to use some activates and strategies to foster this aspect as it is part of Saudi Vision 2030. If Saudi Arabia could achieve efficient teachers, modern curricula, and financially literate citizens, it will be able to maintain a diverse and innovative economy of the future. The study found that public preschools were more equipped than private preschools in term of offering equipment which are necessary to develop economic aspect among children. This may be due to the availability of budget funds to cover and provide such tools and equipment to

develop the economic aspect among children.

CONCLUSION

The study concluded that the participation of preschools in Najran, Saudi Arabia is essential to the inculcation of economic ideas and practices in line with Vision 2030 (2021) to present our economy as a producer and not just the consumer to achieve national growth and diversify income sources (Saudi National Curriculum Framework [SNCF], 2018). Structured play teaches kids about money and gives them the cognitive and social tools necessary for entering the workforce later in life. The SNCF's inclusion of economic education strengthens national goals for innovation and sustainability.

RECOMMENDATIONS AND FURTHER RESEARCH

To ensure effective implementation of the Vision 2030, the study recommends the following steps including expanding teacher preparation programs. Future studies must evaluate long-term consequences of early economic learning on financial literacy and civic responsibility in children.

LIMITATIONS

The study was restricted geographically to the principals of Najran, Saudi Arabia, only. Additionally, the researcher's reported data may not cover all classroom strategies. If observational methods are used along with cross-regional and cross-socioeconomic analyses, the findings of future research may be more generalizable.

ACKNOWLEDGMENT

The research team thanks the Deanship of Graduate Studies and Scientific Research at Najran University for supporting the research project through the Nama'a program, with the project code)NU/GP/SEHRC/13/470-5(

REFERENCES

1. Al-Sharqi, A. A., Dari, W. A., Jassim, R., Mohsin, Y. B., Hussian, A. K., & Mohmood, R. R. (2025). The synergistic effects of *Lactobacillus acidophilus* and *Chlorella* spp. against pathogens isolated from dermal infections. *International Journal of Probiotics and Prebiotics*, 20, 19–23. <https://doi.org/10.37290/ijpp2641-7197.20:19-23>
2. Baek, Y., et al. (2025). Economic returns on investing in early childhood: The Learning Clubs Intervention. *PMC*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11909849/>
3. Aldhilan, D., Rafiq, S., & Afzal, A. (2024). The innovative pedagogical approaches & challenges in the early childhood education: Insights from Saudi Arabia. *Gomal University Journal of Research*, 40(2), 159-176.
4. Baker Institute. (2024, September 6). The case for early childhood education as health and economic policy. <https://www.bakerinstitute.org/research/case-early-childhood-education-health-and-economic-policy>
5. Balakrishnan, V., & Thambu, N. (2017). Using moral and ethical stories to inculcate values among preschoolers. *International Journal for Studies on Children, Women, Elderly and Disabled*, 2(6), 8-15.
6. Conference Board. (2025, August 18). Early care and education as an economic engine. <https://www.conference-board.org/research/solutions-briefs/early-care-and-education-as-an-economic-engine>
7. First Five Years Fund. (2024, March 6). Fact sheet: Child care and the economy. <https://www.ffyf.org/2024/03/06/fact-sheet-child-care-and-the-economy/>
8. Heckman, J., Pinto, R., & Savelyev, P. (2013). Understanding the mechanisms through which an influential early childhood program boosted adult outcomes. *American economic review*, 103(6), 2052-2086. <https://www.aeaweb.org/articles?id=10.1257/aer.103.6.2052>
9. Penn Wharton Budget Model. (2021, August 23). Economic effects of preschool and childcare programs. <https://budgetmodel.wharton.upenn.edu/issues/2021/8/23/economic-effects-preschool-and-childcare-programs>
10. The Many Economic Benefits of Investing in Early Childhood Education. (2024, April 8). Joint Economic Committee. <https://www.jec.senate.gov/public/index.cfm/demo-crats/2024/4/the-many-economic-benefits-of-investing-in-early-childhood-education>
11. Wharton Budget Model. (2021). Economic effects of preschool and childcare programs. <https://budgetmodel.wharton.upenn.edu/issues/2021/8/23/economic-effects-preschool-and-childcare-programs>
12. World Bank. (2025, June 30). Investments in children's early years: Creating brighter futures
13. (Invest in Childcare). <https://projects.worldbank.org/en/results/2025/06/30/investments-in-children-s-early-years-creating-brighter-futures>
14. Saudi National Curriculum Framework. (2018). National Early Learning Framework for Children Ages 0–6. Ministry of Education, Tatweer Company for Educational Services, and National Association for the Education of Young Children. https://www.naeyc.org/sites/default/files/wysiwyg/user-64/saudi_curriculum_framework.pdf
15. Wise, J. N., Reyes, K., & McKay, S. (2024, September 6). The case for early childhood education as health and economic policy. Baker Institute. Retrieved from <https://www.bakerinstitute.org/research/case-early-childhood-education-health-and-economic-policy>

23. Saudi Vision 2030. (2021). Saudi Vision 2030: Kingdom of Saudi Arabia. Retrieved from <https://www.vision2030.gov.sa>
24. Wirawan, P. E. & Mahendra, I. W. E. (2024). Turtle Conservation and Education Center (TCEC) As a Digital Promotion Strategy to Increasing the Number of Tourist Visits and Sustainability. *Acta Innovations*, 52, 43–50. <https://doi.org/10.62441/ActaInnovations.52.5>