

Teachers' Concerns about the Implementation of the New Primary Science Curriculum in Saudi Arabia

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Abstract

This study explores primary school science teachers' concerns regarding the implementation of a new science curriculum in Saudi Arabia. Data were collected from 77 science teachers (75.49% response rate) through an online survey using the Stages of Concern Questionnaire, guided by the Concerns-Based Adoption Model. Quantitative analysis revealed that the highest levels of concern were at the Informational and Personal stages, suggesting a strong need for more information and personal reassurance about the curriculum. Lower concern was found in the Management stage, indicating fewer worries about logistical issues.

The findings also revealed that teachers' concerns varied significantly by gender and teaching experience. Female teachers reported higher self-related concerns than their male counterparts. Additionally, years of teaching experience significantly influenced concerns at the Informational and Refocusing stages.

These results highlight the importance of tailored support strategies during curriculum reform. The study recommends that the Ministry of Education consider gender and experience-based differences when planning implementation and professional development programs to support teachers effectively. Future research should further investigate how targeted training can reduce concern and improve adoption of new educational initiatives.

Keywords: adoption model; curriculum implementation; gender differences; professional development; teaching experience