

# THE MOST EFFICIENT APPROACHES TO TEACH THE ECONOMIC PRINCIPLES FOR PRESCHOOL CHILDREN

Norah Saleh Abdullah Aldossary<sup>1\*</sup>, Ali Abd Eltwab Mohamed Etman<sup>2</sup>, and Sahar Mansour Sayed Omar<sup>3</sup>

<sup>1</sup>Department of Kindergarten, College of Education, Najran University, 11001, Najran, Saudi Arabia

<sup>2</sup>Kindergarten Department, Human Studies College, Al-Azhar University, 11884, Cairo, Egypt

<sup>3</sup>Sociology Department, Human Studies College, Al-Azhar University, 11884, Cairo, Egypt

\*Corresponding Author  
Norah Saleh Abdullah  
Aldossary

## Article History

Received: 24.09.2025

Revised: 07.10.2025

Accepted: 29.10.2025

Published: 11.11.2025

## Abstract:

The personal financial literacy technique is an essential skill of the 21 st century that supports sound economic choice and financial solvency in the long term. This paper will discuss how far preschool educators in Saudi Arabia are ready to incorporate the financial literacy into the early childhood education and what the most efficient approaches to teaching the principles to little children are. It is revealed that even though a significant proportion of educators expressed a great level of awareness and willingness to implement financial literacy, they were unequivocal due to the lack of training and the inadequacy of educational materials. This study also indicates that play-based learning, storytelling and experiential learning, including role-play and classroom projects are some of the most effective interventions to be used when imparting the principles of financial literacy in a way that meets cognitive and social developmental levels of children. The study highlights the value of enhancing financial literacy within the Saudi Early Childhood Curriculum by including a special focus on educating educators, using culturally applicable Arabic literature, and enhancing the policy-level conditions. This kind of integration is in line with Saudi Vision 2030 aims of creating responsible financial attitudes, better informed choices and early-age financial empowerment, as a part of national objectives of developing human capital and diversifying economies.

**Keywords:** Efficient Approaches, Preschool, Children, Teaching, Principles, Educators, Economic.

## INTRODUCTION

### Background of the Study

In the age of growing economic complexity, financial literacy is no longer an option, since it defines an individual's ability to make the appropriate monetary choices and participate in the marketplace responsibilities. In this present century, according to the perception of Lusardi and Messy (2023), a crucial skill is financial literacy which means not just responsible spending but also the possibility to budget, invest, and save. In line with the same reasoning, Bai (2023) supports the fact that those that are financially literate can make decidedly and well-informed financial choices that make a positive difference to their stability and productivity. In a modern economy that is largely globalized and technologically aware, as Faulkner (2022) insinuates, financial excellence is one of the major factors that determine whether or not one is active in nation-building.

Essentially, as it is recorded in literature, the establishment of attitudes toward money, such as saving, and consumption patterns starts at an earlier stage in life generally at the age of five (Nemeth, 2022). At this age, the minors begin to internalize the basic economic ideas by exposure to basic activities like counting coins, trading games, and distinguishing between wants and needs. This exposure at an early age as it has been demonstrated in literature develops numeracy, financial responsibility sense and competence to solve problems. Mancone et al. (2024)

point out that financial literacy and, specifically, at any of the stages of early education, at preschool, the children develop social responsibility, and children have competent financial skills and habits to adulthood. According to the views of preschool educators, exposure to financial literacy at the early childhood education is not only to gain arithmetic skills but is a necessary opportunity to strengthen prudence and planning habits, as well as critical thinking and problem solving by the children. (Ukamaka, 2024; Pramitasari et al., 2023; Said et al., 2023; Desfita et al., 2025). However, since children are developmentally limited in their abstract reasoning and attention, such a step must be done carefully.

### Rationale in the Saudi Context

The Saudi Vision 2030 (2021) of Saudi Arabia emphasizes a strategic transformation initiative which aims at empowering citizens, human capital development and developing a knowledge economy. Therefore, the emergence and development of the financially-knowledge citizen base would resonate and would contribute to this vision; that is; one that seeks to develop an ecologically diverse, albeit knowledge-driven economy that would thrive off of the empowered and innovative population (Bousafsaf, 2025).

According to Singh et al. (2022), the Vision 2030 emphasizes multisectorial reforms in the area of human capital development, education, and economic participation, among other areas that are deemed to be

relevant. Early childhood - the period during which there is a sense of curiosity that informs decision-making, reasoning that affect behavior to collectively exert influence is viewed as the cornerstone of life-long learning and serves as a key entry point of instilling these priorities.

Although the intentions may be such, there is still a big gap in the knowledge of integrating financial literacy into early childhood or preschool education in Saudi Arabia (Al Shanawani, 2023). Despite the awareness created by literature about the possibilities of digital literacy, the discussion of financial literacy curriculum and approaches in early childhood education has not been given a proper attention. Sealing this gap would significantly see the children of the next generation being prepared with the necessary financial reasoning early in life in tandem with the overall education objectives and the Saudi Vision 2030 (2030).

## LITERATURE REVIEW

### Definition and Dimensions of Financial Literacy

Financial literacy describes levels of knowledge, attitudes and behaviors with money (Elbanna et al., 2025). In the case with children, it is starting with the knowledge of the fundamentals of earning, saving, and spending (Mancone et al., 2024). Such basic rules as the understanding that money is earned by working and the possibility to exchange goods and services or to save them until the end are presented (Kamber et al., 2024). Children should also know how to differentiate between needs and wants, how to realize the necessity to overcome the challenges, and what should be counted as a good and service. Such practical tasks as organizing photographs or reading narratives may be helpful in the introduction of these notions and emotional and intentional awareness (O'Byrne et al., 2018; Catala et al., 2023). Children subjected to basic formulations of budgeting and goal-setting systems will acquire delayed gratification, long-term approaches, and responsibility at an early age, which are important during their adult life (Bai, 2023).

### Financial Education Methods

The child must get adequate financial education that is in line with their developmental stage. It is found that the most effective methods consist of play-based learning, storytelling, and experiential (Aulina et al., 2025). This kind of pretending allows children to learn about some abstract financial ideas with the help of concrete and tangible experiences (Lockman, & Tamis-LeMonda, 2023; Fantasia et al., 2024). In the same vein, storybooks discussing such aspects as saving, sharing, and planning assist children in associating feelings and reasoning with the financial performance (O'Byrne et al., 2018).

Raising children globally like in Australia, the United States, and the United Kingdom is one of the countries that incorporate financial principles in early systems of

learning as opposed to presenting them as separate subjects. Financial confidence, real-life relevancy, and decision-making are the pillars of programs such as Money Smart Teaching in Australia and Young Money in the UK (Wait, 2024; Soroko, 2023). The best practices are those, which argue that it is a must to incorporate financial principles in the general curriculum rather than in the individual lessons. These models show that when financial literacy is entrenched in the context of wider learning outcomes, engagement and retention is increased.

### Financial Literacy in the Saudi Education System

The approach of Saudi National Curriculum Framework [SNCF] (2018) focuses on the holistic development- cognitive, emotional, and social development- yet offers the least explicit guidance on making financial choices (Louis et al., 2024). Despite the fact that the economic knowledge is taught indirectly through the issues of social responsibility, the place in the community, and the problem solving, there is a lack of financial decision-making and money management (Seraj et al., 2022).

According to McGregor et al. (2023), Saudi educators are typically ambitious in using financial principles but are unaware of how to do so, lack resources, and are not trained. Such a disconnect might be addressed slowly using easily created interventions like classroom stores, savings jars, or storybooks about money written in Arabic (Alshebami & Aldhyani, 2022). The means of filling this gap is through curriculum congruence, educators training, and teaching materials such as classroom stores, Arabic language storybooks, and visual savings cards.

### Saudi Vision 2030 and Economic Education

In the Vision 2030 (2021) of Saudi Arabia, there is the preparation of the economy to be more innovative, entrepreneurial, and financially empowered. Moreover, the most favorable part of this vision, is the Human Capability Development Program that provides the citizens with life skills, namely, financial literacy skills. Financial education at a young age is an instant input towards these goals because it aids in raising responsible and economically conscious individuals.

According to Mancone et al. (2024), imparting to kids the fact about money will result not only in entrenching them with the culture of saving, spending, and thinking long-term but also in doing so. This will be appealing in the eyes of Vision 2030, which has an autonomous and professional workforce. In addition, they ought to allow preschool educators to educate on such matters since that will give the country a good tipping ground in terms of financial literacy (Seraj et al., 2022).

## RECOMMENDATIONS

### Curriculum Integration

The inclusion of the principles of financial literacy in the Saudi Early Childhood Curriculum needs to be based on the developmental or pedagogical findings of earlier research. Aulina, et al. (2025) show that the use of play-based, story-based, and experience-centered can be used in teaching abstract financial principles to young learners. Incorporation of these techniques in subjects like mathematics, social studies and life skills makes sure that they are relevant to the Saudi culture and educational background. Similarly, consistent exposure to financial principles in early education has been established by Mancone et al. (2024) to produce enduring decision-making competence a key goal of Saudi Vision 2030 (2021) is finances responsibility that will create financially responsible citizens.

### Educator Training and Resources

The most important aspect of the implementation is the preparedness of the educators have been found that the effective financial-literacy teaching requires educator skill and continued professional growth (Compen et al., 2023; Louis et al., 2024). According to McGregor et al. (2023) educators in the Saudi context do not have many training opportunities and classroom materials at their disposal but know about the importance of financial literacy. To address this gap, there is need to include professional development trainings, which are interactive teaching, inquiry based learning and storytelling. Also, the development of culturally relevant Arabic literature (storybooks, songs, and classroom activities) will help align the financial education to local values and enhance the engagement (Alsanea 2025; Alshebami & Aldhyani 2022).

### Policy Implications

On the policy level, Lusardi & Messy (2023) emphasize that the financial well-being is grounded on the early preparation in money management, and Soroko (2023) promotes the idea of critical economic thinking in curricular context. In line with Bousafsaf (2025) and Seraj et al. (2022), Saudi policymakers must include financial literacy goals in the national education policies, establish age-related learning outcomes, and support the training of educators and resources on a long-term basis. This would facilitate the achievement of the objectives of human-capital development and diversification of the economy, which is envisaged in Saudi Vision 2030 (2021).

It is undisputed on research that early, developmentally relevant and culturally specific financial education produces self-discipline, responsibility, and economic intelligence. Increasing educator capacity, curriculum changes and supportive policy frameworks will enable Saudi Arabia to produce financially educated generations who are a reflection of the innovativeness and sustainability projected in Vision 2030 (2021).

## CONCLUSION

The imparting of financial literacy in young children encourages responsibility in their lives, their decision-making and economic intelligence a lifetime long. The central drivers of such change are preschool educators in Saudi Arabia, which require professional support and resources and policy back-up. The necessity to empower female resources and create a financially literate community can be accumulated into one of the indicators of the Vision 2030, (2021) which can be traced in the financial literacy of the Saudi Early Childhood Curriculum. Financial education can become playful, story-based, and the applications into real-life settings and can become culturally significant as this allows them to be developmentally justified and culturally eventual. Above all, the early financial literacy programs that should be implemented in line with Vision 2030 (2021) will create a generation of empowered, economically competent, future generation who will support any knowledge-based and diversified economy of Saudi Arabia.

### 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/13/470-7(

## REFERENCES

1. Al Shanawani, H. M. M. (2023). The current status and future prospects of early childhood education in Saudi Arabia and in light of Saudi Vision 2030. *Information Sciences Letters*, 12(6), 2475-2489. : <https://digitalcommons.aaru.edu.jo/isl/vol12/iss6/46>
2. Alsanea, K. (2025). Saudi Preschool Teachers' Perception and Use of Children's Culture for Literacy Learning. University of Rochester. Retrieved from: <https://www.proquest.com/openview/9946e75dd0724431795b6d78fbd9161/1?pq-origsite=gscholar&cbl=18750&diss=y>
3. Alshebami, A. S., & Aldhyani, T. H. (2022). The interplay of social influence, financial literacy, and saving behaviour among Saudi youth and the moderating effect of self-control. *Sustainability*, 14(14), 8780. <https://doi.org/10.3390/su14148780>
4. Aulina, C. N., Yulianto, M. R., & Rohmi, A. M. (2025). Strengthening Basic Financial Literacy and Inclusion at Aisiyah Bustanul Athfal Iv Early Childhood Education School Using the Project Learning Method to Achieve Sdg's No. 4. *Jurnal Pengabdian dan Peningkatan Mutu Masyarakat (Janayu)*, 6(2), 70-80. Retrieved from: <https://doi.org/10.22219/janayu.v6i2.39569>
5. Bai, R. (2023). Impact of financial literacy, mental budgeting and self-control on financial wellbeing: Mediating impact of investment decision making.

- Plos one, 18(11), e0294466. Retrieved from: <https://doi.org/10.1371/journal.pone.0294466>
6. Bousafsaf, F. (2025). Strategic analysis of financial and Banking literacy in Saudi Arabia. *مجلة العلوم الإدارية والمالية*, 9(1), 70-89. Retrieved from: <https://asjp.cerist.dz/en/article/272358>
7. Catala, A., Gijlers, H., & Visser, I. (2023). Guidance in storytelling tables supports emotional development in kindergartners. *Multimedia Tools and Applications*, 82(9), 12907-12937. <https://doi.org/10.1007/s11042-022-14049-7>
8. Compen, B., De Witte, K., Declercq, K., & Schelfhout, W. (2023). Improving students' financial literacy by training teachers using an online professional development module. *Education economics*, 31(1), 77-101. Retrieved from: <https://doi.org/10.1080/09645292.2022.2035322>
9. Desfita, S., Sari, W., Wahyuni, D., Putri, F., Pramesyanti Pramono, A., Pato, U., Pratiwi, D., Grzelczyk, J., & Budryn, G. (2025). Synergistic effects of multi-strain probiotic and prebiotic combinations on immune recovery in aging populations. *International Journal of Probiotics and Prebiotics*, 20, 10-18. <https://doi.org/10.37290/ijpp2641-7197.20:10-18>
10. Elbanna, S., Eissa, M. A., & Armstrong, L. (2025). Financial Literacy in the Modern Economy: Bridging the Knowledge Gap for Entrepreneurs and Beyond. In *the Future of Education Policy in the State of Qatar* (pp. 147-173). Retrieved from: <https://doi.org/10.1007/978-981-97-9667-0>
11. Fantasia, V., Moncalli, F., & Bello, A. (2024). Shared Construction of Social Pretend Play Sequences at the Kindergarten. *Europe's journal of psychology*, 20(2), 116-128. <https://doi.org/10.5964/ejop.12443>
12. Faulkner, A. (2022). Financial literacy around the world: what we can learn from the national strategies and contexts of the top ten most financially literate nations. *The Reference Librarian*, 63(1-2), 1-28. Retrieved from: <https://doi.org/10.1080/02763877.2021.2009955>
13. Kamber, E., Atance, C. M., Kamawar, D., & Mahy, C. E. (2024). Children's saving: A review and proposed ecological framework. *Developmental Review*, 74, 101163. <https://doi.org/10.1016/j.dr.2024.101163>
14. Lockman, J. J., & Tamis-LeMonda, C. S. (2021). Young Children's Interactions with Objects: Play as Practice and Practice as Play. *Annual review of developmental psychology*, 3(1), 165-186. <https://doi.org/10.1146/annurev-devpsych-050720-102538>
15. Louis, S., Siswandari, S., & Noviani, L. (2024). Essential components of teacher professional development for financial literacy: A literature review. *Journal of Education and Learning (EduLearn)*, 18(2), 570-578. Retrieved from: <https://doi.org/10.11591/edulearn.v18i2.21274>
16. Lusardi, A., & Messy, F. A. (2023). The importance of financial literacy and its impact on financial wellbeing. *Journal of Financial Literacy and Wellbeing*, 1(1), 1-11. Retrieved from: <https://doi.org/10.1017/flw.2023.8>
17. Mancone, S., Tosti, B., Corrado, S., Spica, G., Zanon, A., & Diotaiuti, P. (2024). Youth, money, and behavior: The impact of financial literacy programs. In *Frontiers in Education* (Vol. 9, p. 1397060). Frontiers Media SA. Retrieved from: <https://doi.org/10.3389/feduc.2024.1397060>
18. McGregor, S. L., Hamdan Alghamdi, A. K., & El-Hassan, W. S. (2023). Saudi financial literacy: Insights for home economics. *International Journal of Home Economics*, 16(2), 45-65. Retrieved from: [https://www.consultmcgregor.com/images/Documents/research/saudi\\_financial\\_lit\\_with\\_amani\\_and\\_wai\\_published.pdf](https://www.consultmcgregor.com/images/Documents/research/saudi_financial_lit_with_amani_and_wai_published.pdf)
19. Németh, E. (2022). Trainings in Financial Culture: A Comparative Analysis (2016-2020). *Economy and finance: English-language edition of Gazdaság és Pénzügy*, 9(1), 62-95. Retrieved from: <https://real.mtak.hu/138999/1/062-095ENemeth.pdf>
20. O'Byrne, W. I., Houser, K., Stone, R., & White, M. (2018). Digital storytelling in early childhood: Student illustrations shaping social interactions. *Frontiers in psychology*, 9, 1800. <https://doi.org/10.3389/fpsyg.2018.01800>
21. Pramitasari, M., Syarah, E. S., Risnawati, E., & Tanjung, K. S. (2023). Early childhood financial literacy: A systematic literature review. *Atfaluna Journal of Islamic Early Childhood Education*, 6(1), 1-11. <https://doi.org/10.32505/atfaluna.v6i1.5724>
22. Saudi Vision 2030. (2021). Saudi Vision 2030: Kingdom of Saudi Arabia. Retrieved from <https://www.vision2030.gov.sa>
23. 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](https://www.naeyc.org/sites/default/files/wysiwyg/user-64/saudi_curriculum_framework.pdf)
24. Said, D., Youssef, D., El-Bayaa, N., Alzoubi, Y. I. & Zaim, H. (2023). The impact of diversity on job performance: evidence from private universities in Egypt. *Acta Innovations*, 49, 17-30. <https://doi.org/10.32933/ActaInnovations.49.2>
25. Seraj, A. H. A., Alzain, E., & Alshebami, A. S. (2022). The roles of financial literacy and overconfidence in investment decisions in Saudi Arabia. *Frontiers in psychology*, 13, 1005075. Retrieved from: <https://doi.org/10.3389/fpsyg.2022.1005075>
26. Singh, H. P., Singh, A., Alam, F., & Agrawal, V. (2022). Impact of sustainable development goals on economic growth in Saudi Arabia: Role of education and training. *Sustainability*, 14(21),



14119. Retrieved from:  
<https://doi.org/10.3390/su142114119>
27. Soroko, A. (2023). Teaching young people more than “how to survive austerity”: From traditional financial literacy to critical economic literacy education. *Theory & Research in Social Education*, 51(1), 128-156. Retrieved from:  
<https://doi.org/10.1080/00933104.2022.2104674>
28. Ukamaka, E. J. (2024). Early childhood education and development: Innovations and best practices. *Research Output Journal of Arts and Management* 3 (3): 48, 52. Retrieved from  
<https://rojournals.org/roj-art-and-management/>
29. Vision 2030. (2021). Saudi Vision 2030: Kingdom of Saudi Arabia. Retrieved from  
<https://www.vision2030.gov.sa>
30. Wait, L. (2024). Pre-service teachers: does financial wellbeing and capability affect teacher self-efficacy? (Doctoral dissertation, RMIT University). 1-241. Retrieved from:  
<https://doi.org/10.25439/rmt.27597060>