Obstacles to the Creative Performance of Kindergarten Teachers in the State of Kuwait.

Dr. Alyah Alqahtani

Abstract

This study aims at investigating obstacles to the creative performance of kindergarten teachers in the State of Kuwait. It also aims to identify these obstacles due to several relevant variables, including gender, scientific qualifications, and years of experience. The descriptive analysis method was used in this study. To achieve this objective, a questionnaire was distributed to (300) female teachers in Kuwait randomly. Results showed that according to kindergarten teachers, obstacles to their creative performance could be attributed to educational qualifications and years of experience. Recommendations based on the study findings are presented and include suggestions of practices that could enhance creative performance in classrooms.

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The world is facing challenges in the 21st century that require creative citizens and thinkers who can find solutions to problems and create new ideas that can be used for the benefit of our society. Therefore, we need to reform education and focus on the improvement of student's creative potential and increased student care. Thus, as a necessity in 21st-century reality, creativity is considered an essential skill that should be fostered throughout the educational system.

At present, creativity is an urgent and necessity in all fields, especially in education. Creativity and innovation are among the most important solutions that make the individual and society able to keep pace with this age's requirements, enabling individuals to stay up to date with rapidly evolving technological progress, inventions, and ever-expanding knowledge. If creativity is necessary for all institutions of society, it is important to start with the educational institution represented in the school, which has the responsibility of educating and educating individuals in society. From this standpoint, the need to pay attention to the kindergarten stage began to adapt to the rapid changes in education (Makhamreh & Gabajah, 2014).

Real education helps every child to fully upgrade their abilities and intelligence, by allowing them to acquire skills and values, practice them, train them and discover the claims of students at an early age, so that teachers nurture them and create an environment that helps them grow, then encourage and reward them. The development of the creative human being depends on

many factors, including the academic curriculum and the educational environment. However, one of the main factors is the teacher, so with a teacher working to create an atmosphere for learning in the classroom in a way that leads the student to distinct and creative thinking, these characteristics of creativity will be fostered (Zaho, 2008).

Unfortunately, according to the ILO/UNESCO 2009 report, teachers' general qualification in developing countries is inconvenient. The report also stated: "In developing countries, where supply considerations may necessitate short-term intensive emergency preparation program for teachers, a fully professional, extensive program should be available to produce corps of professionally prepared competent teachers to guide and direct the educational enterprise" (ILO/UNESCO 2009).

Since the 19th century, the educators such as Frobel, Montessori, and Dewey emphasized the importance of creativity in the kindergarten movement; therefore, the teachers should foster creativity for kids starting at a young age. Besides, psychologists have long asserted evidence establishing the creative competence of children (Sawyer, 2015). For instance, Vygotsky (1967/2004) argued that “we should emphasize the particular importance of cultivating creativity in school-age children. The entire future of humanity will be attained through the creative imagination....” (p. 87). James C. Kaufman, Robert J. Sternberg emphasized the importance of developing the creative potential of children at an early age in school (James C. Kaufman, Robert J. Sternberg, 2010). Jean Piaget believed that education's principal goal is to produce creative people (Fisher, 1990; Newton, 2012).

Based on educators’ demands and learning theories, such as those of Bruner, Dewey, Piaget, Vygotsky, fostering of students' creative thinking is regarded today as a key education target, albeit it a challenging one, by many education systems around the world (Kampylis, 2010).

Therefore, in education, more attention should be turned towards children in the early stage of education, their intellectual potential, creativity, and development, especially in the initial stage of lifelong learning. Early experiences in arts, including visual arts, dance, music-making, and song, are one of the most efficient means that foster creative development, as they provide children with opportunities to respond to each other's creativity and explore boundless possibilities in imaginative, positive, dynamic and innovative ways (Gariblodi, A & Catellani, N., 2013).

Therefore, when addressing creativity in education, it is crucial to consider the teachers and their role in improving student creativity. Reid and Petocz (2004) asserted that creative teaching should provide a suitable environment that encourages students to invest their abilities and creative potential by providing materials and different strategies, and various learning methods. Therefore, if teachers have a better understanding of the importance of creativity in developing children's competencies, they will strive to integrate creative teaching more easily in the classroom (Ahmadi, N. & Besancon, M, 2017). Accordingly, Sternberg (2006) has stated that "When students are taught in a way that fits how they think, they do better in school. Children with creative or practical abilities, who are rarely taught or assessed in a way that matches their pattern of abilities, maybe at a disadvantage in course after course, year after year" (p. 94).

Barriers of creative performance

As mentioned above, a teacher has a crucial role in promoting students' creative and innovative thinking. A teacher is expected to nurture each child's creative potential. Therefore, she provides creative learning opportunities in the regular classroom (Aljughaiman & Mowrer-Reynolds, 2005). However, such efforts are often marginalized (Andiliou & Murphy, 2010). Amabile's (1998) statement, "creativity gets killed much more often than it

gets supported" (p. 77), emphasizes the presence of the barriers standing in the way of creativity. Although creativity has gained more interest these past years and has become one of the key competencies to be implemented in classrooms, some studies highlight teachers' difficulties in integrating it in a classroom context (Ahmadi, N. & Besancon, M., 2017). Most teachers believe that they can promote their student's creativity level by enhancing creativity in their teaching, where removing the barriers of enhanced creativity can improve creativity.

No one doubts that creative teaching barriers are like blocks, which impede the teachers' performance in the classroom, which may be affected and reduced by various factors (Wong & Pang, 2003). Creativity skills may be affected and reduced by various reasons, whether related to a teacher or school environment (Hassan, Husain, & Zayed, 2013).

Because there is currently little research or evidence on the status, barriers, and enablers for creativity and innovation in compulsory schooling at a Kuwait level, this research aims to fill the gap by collecting evidence on creativity obstacles in education in kindergarten schools in Kuwait.

A better understanding of teachers' beliefs about creativity would provide valuable insights into their classroom practices and facilitate the planning and evaluation efforts to foster creativity in all classrooms.

The Ministry of Education has paid great attention to teaching thinking skills and developing creativity to keep pace with modern global developments, as it worked on implementing many creative development programs and workshops for specialists and supervisors in the Ministry's apparatus and education directorates. Despite the great efforts to advance the educational process, teachers face many difficulties that limit the progress in favor of the educational process. Besides, the Sabah Al-Ahmad Center for

Giftedness and Creativity was established in May 2010 at the initiative of His Highness Prince Sheikh Sabah Al-Ahmad and aimed to take care of the creative and talented people of Kuwait and provide them with necessary support.

Developing the student's creative abilities is the teachers' task, and it is the educational goal that the target seeks to reach, but he often collides with many obstacles. Failure to create appropriate opportunities for students to carry out educational tasks stemming from their desires, despite the conviction of workers in the educational field, is of great importance to developing creative thinking skills among students. However, they coexist with prevailing practices in schools without departing from the norm and routine (Alhgazin, 2017).

"Al-Mafraji" (2003) , "Obstacles to creative thinking in social studies in the Sultanate of Oman" conducted a study to uncover the obstacles to the creativity of a social studies teacher in the Sultanate of Oman. All social studies teacher were selected in this study. A questionnaire was used that measures the obstacles in four areas related to the teacher, curriculum, teaching methods, and evaluation. The results showed that teacher's unwillingness to teach this subject, low motivation, and obstacles related to the curriculum, such as the curriculum's inadequacy with the level of students, and the failure to satisfy students' needs.

"Foreman" (2005) conducted a study entitled "Services provided services required, and barriers to services reported by K-12 formally designated teachers of the gifted and talented"to reveal the creative services provided to kindergarten through high school and the most significant obstacles that stand in the way of applying creative thinking skills in teaching. In Colorado, USA, 513 teachers were selected, and a questionnaire was used to reveal the services provided to education in the field of creativity and to reveal the

obstacles that prevent the application of creative thinking skills in the teaching process. One of the most important results of the study was to identify four basic services, the most crucial of which are the recognition and development of talent and the facilitation of creative thinking in teaching and participation in the creative evaluation— insufficient time in creative teaching, and teachers' lack of experience in this field.

Al-Subaihi, (2006) conducted a study entitled "The obstacles that limit the artistic creation process of the art education teacher," which aimed to identify the most prominent obstacles facing the study community and negatively affect their creativity, as well as to identify the degree of vulnerability to each of these obstacles on the artistic creation process of the teacher. The researcher selected a random sample from the study population consisting of (65) male and female teachers. After analyzing the results, the study reached several results that hinder the teacher's creativity. These barriers included the following: subjective obstacles, which are related to the teacher and not trying to develop himself and indifferent in his work practice, and external constraints, or the failure to provide the appropriate atmosphere for the creativity of the teacher and assigning the teacher additional work outside the scope of his specialization.

"Al-Harbi" (2008) conducted a study entitled "Obstacles to creativity of English language teachers at the secondary school in teaching from the point of view of supervisors and teachers in Makkah Al-Mukarramah" to identify obstacles to creativity among English language teachers in Makkah Al-Mukarramah. The researcher used the descriptive and analytical approach and developed a questionnaire as a study tool applied to a random sample of English language teachers totaling (90) teachers and (14) supervisors. The results showed that the most important obstacles to creativity were lack of training courses in creative teaching during service and weakness of language learning resources. In the school,

the rigor faced by the teacher by the school administration, not to include creative thinking activities in the educational preparation of the teacher, the weakness of the internal and external incentives and motivations that encourage creative thinking, and the results of the study indicated that there are differences in the obstacles to creative teaching of the English language teacher in Makkah due to a variable experience.

Al-Shaabi (2009) conducted a study entitled "Obstacles to the creative performance of science teachers in the intermediate school from the point of view of teachers" to identify the obstacles to the creative performance of science teachers in the middle school from the viewpoint of teachers and educational supervisors in Al-Rass Governorate. The researcher used the descriptive survey approach and developed a questionnaire as a tool for the study. The study population consisted of all teachers and supervisors of natural sciences in the intermediate stage in Al-Rass governorate, their number totaling (75 teachers and six supervisors). There was a demonstrated preference for traditional teaching methods and weak internal motives. The most prominent obstacles related to administrative organizations were the absence of an atmosphere of freedom and commitment to professional restrictions and failure to encourage teachers to think creatively. The most prominent obstacles related to the student were large numbers of students in the classroom, the preference for teaching through traditional methods, and the students' lack of response to creative methods of teaching. The most prominent obstacles related to the science subject were the large size of the course, the limited availability of programs, devices, and learning resources. Further, the course content does not encourage creativity. There are no statistically significant differences due to the qualification variables and years of service between the study population's responses.

"Makhamreh، Gabajah" (2014) conducted a study entitled "Obstacles to the creative performance of science teachers in the primary high schools in the Jerusalem district". The research conducted to investigate obstacles to the creative performance of science teachers in the primary high schools in the Jerusalem district as perceived by teachers themselves. It also aims to identify these obstacles due to variables such as gender, scientific qualifications, and years of experience. The descriptive analysis method was used in this study. Researchers constructed a questionnaire to collect data. The population of the study consisted of 410 male and female teachers from primary high schools of Jerusalem. 40% of this population was chosen randomly as a sample of the study. Findings showed that obstacles of creativity performance of science teachers came in a medium degree with a mean of (3.31) according to the five-domain Lickert Scale. Results also showed statistically significant differences between subjects' responses about the obstacles facing science teachers in creativity performances attributed to gender. There were no statistically significant differences attributed to scientific qualifications and years of experience.

"Abu Monshar, Makhamra" (2017) conducted a study entitled "The creative performance obstacles facing English language teachers in Education Directorate schools of Yatta from their point of view". It aims to determine the differences in the obstacles according to gender, educational qualification, and years of experience. The researchers have used the descriptive approach and have developed a questionnaire to collect data. The questionnaire validity and reliability have been assessed according to appropriate statistical and educational methods. The study population consisted of all English teachers in the Education Directorate schools of Yatta. (156) teachers have been chosen by a random sample. The study results show that English teachers' creative performance was moderate with a mean of (3.41) according to the 5-point Likert scale. Also, the results reveal no statistically significant difference

between the estimations of the obstacles of creative performance facing English teachers due to gender, qualification, and years of experience.

We note through reviewing previous studies that most of these studies have agreed on the obstacles that limit the creative process in schools. There is no doubt that the current study benefited from previous studies in terms of the themes that it focused on, the procedures that it followed, and the tools that it used, as it was used in discussing the results of the study. However, the current study has an advantage that makes it fill a void in Kuwait educational research when it dealt with obstacles to creative performance for Kindergarten teachers from their point of view.

Purpose of the Study

The purpose of this study was to investigate barriers to the creative performance of the teachers of kindergarten in Kuwait, from their point of view objectives of the Study.

The task of developing the student's creative abilities is the teachers' task, and it is the educational goal that the target seeks to reach, but he often collides with many obstacles. Failure to create appropriate opportunities for students to carry out educational tasks stemming from their desires, despite the conviction of workers in the educational and educational field of the importance of developing creative thinking skills among students, but they coexist with prevailing practices in schools without departing from the norm and routine (Alhgazin, 2017). Accordingly, this study was organized with the intention to reveal the most important obstacles to creative performance for kindergarten teachers and try to help overcome them for the student's benefit.

In this study, a quantitative approach will be used to collect the research data. This research design allows investigator to "Examine a situation as it is" (Leedy & Ormrod, 2013, p. 136). Gall, Borg and Gall (1996) reported that one of the quantitative research types is a descriptive research approach that leads the researcher to make careful descriptions of educational phenomena. Therefore, this descriptive quantitative research design will be applied in this study, which allows the researcher to investigate barriers to the creative performance of the teachers of kindergarten in Kuwait. In order to collect the data of this study, the researcher used a survey. Johnson and Christensen (2008) suggest that a survey is frequently used in a descriptive research approach as a method to collect quantitative data. Leedy and Ormrod (2013) wrote "Survey research involves acquiring information about one or more groups of people... about their characteristics, opinions, attitudes, or previous experiences… by asking them questions and tabulating their answers" (p. 141). All Kindergarten teachers in Kuwait public schools were selected as the subject of the research. The sampling technique used in this study was random sampling. The sample size was determined as 375 kindergarten teachers who serve in kindergarten public schools in AL Ahmadi, Alasemah, Alfrwaniah, Aljahra, Hawaly, and Mobark Alkabeer districts.

Research Questions

This study attempted to address the main research question: **What are the obstacles to the creative performance of kindergarten teachers in the State of Kuwait?**

The following sub-questions emerged from this question:

1- What are the obstacles to kindergarten teachers' creative performance related to administrative regulations, syllabus, and teachers that stand in implementing creative performance?

2- Are there statistically significant differences at the level of ($0.05 \leq \alpha$) attributed to a variable of the educational qualification, the years of experience, and the districts?

Definitions of terms:

Creative teaching:

According to Cremin (2009), creative teaching "involves teachers in making learning more interesting and effective and using imaginative approaches in the classroom".

Obstacles

Obstacles in this study mean challenges and difficulties that prevent the application of creative teaching for kindergarten teachers.

Methodology

Population and Sample

The population considered is primarily influenced by the research questions and available resources (Robson, 2002). All Kindergarten teachers in Kuwait public schools were selected as the subject of the research. The sampling technique used in this study was random sampling. According to Krejcie & Morgan's table, the minimum sample size will be determined as 375 kindergarten teachers who serve in kindergarten public schools in AL Ahmadi, Alasemah, Alfrwaniah, Aljahra, Hawaly, and Mobark Alkabeer districts. To describe the sample, those who participated in this study, the researcher asked participants to answer two demographic questions, qualification, and number the years they have been a teacher.

Instrumentation

The study's self-developed questionnaire was comprised after adequate literature review because it is an efficient way to collect data from participants. The questionnaire was validated through experts' opinions. After improving the instrument in terms of language, style, format, and content, it was administered to the 20

teachers for the try-out. Each item was independently analyzed during the field-testing. Unclear or ambiguous items were either modified or discarded. A Cronbach's Alpha was also used to measure the internal consistency and reliability of the questionnaire. The questionnaire's overall reliability was 0.747, which was acceptable to launch the study on a large scale. The respondents were asked to indicate their level of agreement corresponding to each item and were rated at a five-point Likert Scale: (1) strongly disagree (2) disagree (3) I do not know (4) agree or (5) strongly agree**.** The study instrument comprised 30 items with the breakup of biographical information (2 items). The survey was handed over to the schools' principals to be distributed to teachers in some public schools in all districts in Kuwait.

Data Collection and Analysis

The questionnaire was administered with personal visits of the researcher. After collecting data, it was analyzed through SPSS 20.0. The sample of teachers' demographic profile was analyzed by using the simple frequency and percentage technique whereas the teachers' responses about the barriers were analyzed in terms of percentages and mean scores. Moreover, an independent sample t-test was used to find out the difference in the responses of the qualifications and years of works.

Discussion and Conclusions

Results related to the answer to the study's main question. The study: **What are the obstacles to kindergarten teachers' creative performance in the State of Kuwait?**

To answer the main question, mean and standard deviations were calculated for the study sample members' responses for three fields. Table (1) shows the values for the fields of the study tool.

Table **1.**

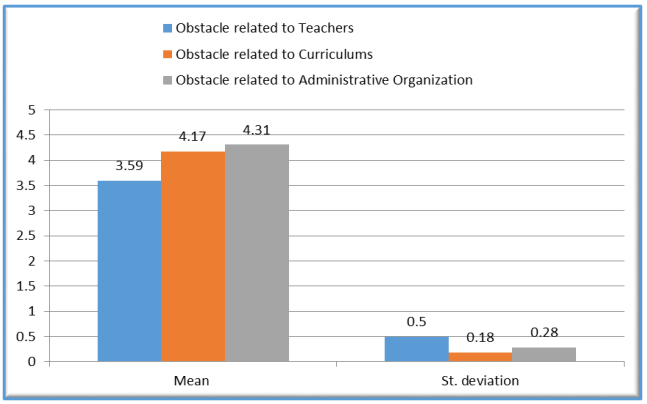
Mean & St. deviation *for the fields of the study tool.*

Axis	Mean	St. deviation	Rank
Obstacles related to Teachers	3.59	0.50	3
Obstacles related to Syllabus	4.17	0.18	2
Obstacles related to Administrative Organization	4.31*	0.28	1
A total score of the obstacles to creative performance	**4.02**	**0.38**	

Note. Table (1) reports the mean and standard deviation scores of respondents for three obstacles to kindergarten teachers' creative performance in the State of Kuwait. The highest mean was recorded for "Obstacles related to Administrative Organization " (4.31≤0.28), while " Obstacles related to Syllabus" was the second obstacle (4.17≤0.18), and the lowest mean "Obstacles related to Teachers" was (3.59≤0.50) consecutive. The total mean of the three axes accounted for (4.02≤0.38).

Figure 1.

Mean & Standard deviation of Obstacles related to Teachers, Curriculums, and Administrative Organization



Mean and standard deviations were calculated for each domain for the obstacles to the creative performance of kindergarten teachers in the State of Kuwait as follows:

First: **obstacles related to Administrative Organization**

Mean and standard deviations were calculated for the obstacles to kindergarten teachers' creative performance related to administrative regulations, as shown in table (2).

Table2.

Mean and standard deviations for the obstacles to the creative performance of kindergarten teachers related to Administrative Organization.

Items	Mean	St. deviation	Rank
The school community pays little attention to creative teachers.	4.19	0.98	7
The authoritative nature of kindergarten does not encourage creativity.	4.45	0.76	4
The teacher is not given proper opportunities to express her creative thoughts and ideas.	4.14	1.05	8
The Educational/Curriculum Supervision's view towards the creative teacher is generally negative.	4.07	1.14	9
Kindergarten management control student activities within and outside the kindergarten.	4.31	0.93	6
The educational/curriculum supervisor's role in unleashing the teacher's creativity is very poor.	3.80	1.12	10
A creative teacher is not offered material or moral incentives.	4.56	0.76	2
The teacher is not involved in the decision-making process.	4.36	1.00	5
The teacher is forced to comply with the schedule specified for the study plan.	4.55	0.78	3
The teacher is assigned additional work outside the scope of her expertise.	4.69*	0.64	1
The total mean of the axis	**4.31**	**0.27**	

*indicates the highest mean

Note. Table (2) shows that the total mean of "Obstacles related to Administrative Organization" scored (4.31≤o.27). The field of Administrative Organization ranked first among the fields of creative performance obstacles. More illustrate, the results shown that the mean of the obstacles to kindergarten teachers' creative performance related to Administrative Organization was brought between the averages (4.69- 3.80), and the general mean of all items of this field was (4.31).

The important obstacles in the Administrative Organization domain are:

1- The highest mean was recorded for " The teacher is assigned additional work outside the scope of her expertise. " 4.69. This study's results are consistent with (Kabaja & Makhamra, 2014) study, which indicated that the large administrative burdens impede the appropriate environment for creativity. Besides, the study of Subaihi 2006 indicated that one of the obstacles that limit creativity in teaching for the art teachers is the assignment of additional work outside the scope of His specialty.

2- " A creative teacher is not offered material or moral incentives." was the second obstacle in Administrative Organization domain4.56. This is due to the importance of incentives, in raising the morale of the teacher and their role in instilling the meanings of belonging and giving in school.

3- “The teacher usually has no access to modern technology” was ranked in the last obstacle, which indicates the teacher is accustomed to using modern technology in their teaching and that is not a major obstacle to kindergarten teachers' creative performance. However, this result was inconsistent with the study of Al-Balushi (2001), Hong and Shan Lee (2006), who emphasized that the teachers prefer traditional teaching methods, which was considered one of the most important obstacles to creative performance.

Second: Obstacles **related to syllabus**:

Mean and standard deviations were calculated for the obstacles to kindergarten teachers' creative performance related to **syllabus**, as shown in table (3).

Table.3

Mean and standard deviations for the obstacles to the creative performance of kindergarten teachers related to ***syllabus.***

Items	Mean	St. deviation	Rank
There is almost no time to do creative activities.	4.30	0.83	4
Curriculum content is very dense.	4.20	0.89	5
Little attention is paid to the creative activities accompanying the curriculum.	3.92	1.08	10
There are limited school capabilities/resources that help the teacher be creative.	4.44*	0.76	1
The teacher has little access to educational technology, including advanced tools and devices.	4.38	0.90	2
Classrooms lack the equipment and resources teachers need.	4.31	0.86	3
The activities and exercises in children's textbooks/workbooks lack versatility.	4.04	1.08	8
The curriculum content does not promote creativity.	4.11	1.04	6
The educational objectives in textbooks are in light of students' needs and interests.	4.00	1.06	9
The educational objectives of lessons do not focus on the development of the student's creative thinking skills.	4.05	0.98	7
The total mean of the axis	**4.17**	**0.18**	

*indicates the highest mean

The field of syllabus ranked second among the fields of creative performance obstacles. To further illustrate, the results in table (3) shown that the mean of the creative performance obstacles for kindergarten teachers related to syllabus was brought between the averages (4.44- 3.92), and the general mean of all paragraphs of this field was (4.17).

The highest mean was recorded for "There are limited school capabilities/resources that help the teacher be creative." **4.44.** This is due to the lack of equipment and programs, and the unavailability of these resources for the teachers. This study agrees with Obada's 2001 study, which concluded that the available resources are weak, and it was one of the obstacles to creative teaching. Besides, the content of the kindergarten curriculum lacks enrichment activities that depend on investigation and exploration. Therefore, the creative activities are very few. This study agreed with (Al Shaabi, 2009) research, which concluded that the science course content does not encourage creativity, and the 2005 study which discovered the lack of diversity of activities and exercises in the curriculum. Moreover, the study of (Ali & Abdel Hakim., 2013) showed that the scarcity of enrichment activities in mathematics courses impacts students' creative thinking. On the contrary, the lowest mean was recorded for “Little attention is paid to the creative activities accompanying the curriculum." 3.92. The results of this study contradicted the study of (Al-Shaabi, 2009), which indicated that one of the most important obstacles to the creative performance of middle school science teachers is that the content of the science course does not encourage creativity.

Third: Obstacles related **to teacher:**

Mean and standard deviations were calculated for the obstacles to kindergarten teachers' creative performance related to **teacher**, as shown in table (4).

Table 4.

Mean and standard deviations for the obstacles to the creative performance of kindergarten teachers related to *teacher***.**

Items	Mean	St. deviation	
The teacher is assigned a heavy workload and job assignments	4.64*	0.70	1
Teacher preparation programs offered by the faculties of education for the development of creativity skills are generally weak.	4.10	0.97	4
Teachers generally do not keep themselves abreast of the most recent developments in the area of creativity skill development	3.35	1.27	9
It is not easy to control children's behavior while doing creative activities.	3.24	1.13	14
Creative activities require too much effort on the part of the teacher.	4.20	1.04	3
The teacher is offered short training courses for developing creative teaching skills during the term of her service.	4.39	0.82	2
The teacher usually feels embarrassed when criticized for her attempt to use creative teaching methods.	3.77	1.13	5
The teacher lacks educational and teaching methods that contribute to developing creativity	3.68	1.22	6
The teacher usually has no access to modern technology.	2.96	1.22	16
The concept of creativity is unclear to the teacher.	3.29	1.24	11
The teacher lacks awareness of modern technology that supports creative teaching	2.99	1.25	15
The teacher lacks motivation for creativity.	3.52	1.09	7
The teacher is poorly updated on creative teaching developments.	3.26	1.21	13

The teacher's lack of confidence in her abilities prevents her from presenting creative ideas.	3.33	1.25	10
The teacher is afraid of failure and of trying new teaching methods that develop creativity	3.35	1.19	8
The teacher prefers to restrict herself to more traditional teaching methods	3.29	1.28	12
The total mean of the axis	**3.59**	**0.50**	

Note. *indicates the highest mean.

Table (4) shows that the total mean of "Obstacles related teacher" scored (3.59≤0.50). The field of teacher ranked last among the obstacles to the creative performance of kindergarten teachers. More illustrate, the results in table (3) shown that the mean of the creative performance obstacles for kindergarten teachers related to the teacher was brought between the averages (4.44- 3.92), and the general mean of all items of this field was (3.59).

The highest mean was recorded for "The teacher is assigned heavy workload and job assignments (4.64). This is due to the large number of roles and tasks required of the teacher and his large number of weekly lessons. This study's results agreed with the study (Herzalah, 2011), which indicated that the most important obstacles to creative performance are the teachers 'job burdens. The lowest mean was recorded for" The teacher usually has no access to modern technology. "(2.96). This indicates that the teacher. This indicates that kindergarten teachers are keen to learn about everything new in technology and try to use that in their classrooms

2-Are there statistically significant differences at the level of (0.05≤α) attributed to a variable of the educational qualification and years of experience?

To answer the second study question, the researcher assumed two hypotheses for the differences between the study sample estimates

according to the variables of educational qualification and years of experience.

First: Educational qualification variable.

Table 5.

Mean and standard devotion for creativity performance obstacles according to academic qualification

Academic qualification	N	Mean	St. d
Teacher obstacles			
Bachelor's degree	256	3.52	0.59
Master's degree	32	3.64	0.46
Ph.D.	12	4.89	0.14
Syllabus obstacles			
Bachelor's degree	256	4.17	0.57
Master's degree	32	3.98	0.81
Ph.D.	12	4.78	0.28
Administrative regulations obstacles			
Bachelor's degree	256	4.29	p.62
Master's degree	32	3.26	0.70
Ph.D.	12	4.85	0.22
Overall obstacles			
Bachelor's degree	256	3.91	0.46
Master's degree	32	3.91	0.49
Ph.D.	12	4.85	0.21

Table (5) showed that there is a difference in the mean according to the difference in academic qualification in all fields, where the bachelor's degree obtained mean (3.91) and a standard deviation (0.46), Master's degree obtained mean (3.91), and a standard deviation (0.49), and Ph.D. degree obtained mean (40.85). To determine the statistical significance of the differences in the means of all the tool fields, it was used one way ANOVA to evaluate the differences in barriers of creative performance among a sample of study as shown in table (6):

Table 6.

Results of one-way ANOVA test to reveal the significance of the differences attributed to academic qualification variable.

Obstacles		Sum of Squares	df	Mean Square	F	Sig.
Teacher	Between Groups	4953.418	2	2476.709	29.701	0.000
	Within Groups	24766.219	297	83.388		
	Total	29719.637	299			
Syllabus	Between Groups	416.288	2	208.144	5.921	0.003
	Within Groups	10440.309	297	35.153		
	Total	10856.597	299			
Administra regulations	Between Groups	364.066	2	182.033	4.681	0.010
	Within Groups	11550.371	297	38.890		
	Total	11914.437	299			
Total	Between Groups	11325.891	2	5662.945	20.534	0.000
	Within Groups	81906.359	297	275.779		
	Total	93232.250	299			

Table (6) illustrated that there was a statistically significant difference of teacher obstacles to academic qualification as demonstrated by one-way ANOVA (Mean Square = 2476.709, F = 29.701, p = 0.000 <0.05). For syllabus obstacles (Mean Square = 208.144, F = 5.921, p = 0.003 <0.05). For Administrative regulations obstacles (Mean Square = 182.033, F = 4.681, p = 0.010 <0.05). There was a statistically significant difference for overall obstacles (Mean Square = 5662.945, F = 20.534, p = 0.000 <0.05).

It is evident from table (5) That there is statistical significance at the level of significance ($0.05 \leq \alpha$) among the averages of the estimates of the study sample of the degree of obstacles to the creative performance of kindergarten teachers in the State of Kuwait due to the difference in their academic qualifications in favor of Ph.D. degree. This study's results disagreed with the results of Kabaja, Makhamreh (2014), and the study of (Al-hajazen, 2017), which indicated that there were no

statistically significant differences for the obstacles to the creative performance of science teachers.

Second: Years of experience

Table.7

Mean and standard devotion for creativity performance obstacles according to Years of experience.

Years of experience	N	Mean	St. d
Teacher obstacles			
1-3 years	44	3.45	0.63
4-6 years	67	3.25	0.58
7-10 years	49	3.55	0.65
11-14 years	53	3.77	0.57
More than 14 years	87	3.82	0.57
Syllabus obstacles			
1-3 years	44	4.0818	0.59
4-6 years	67	4.0687	0.51
7-10 years	49	4.3510	0.52
11-14 years	53	3.9660	.059
More than 14 years	87	4.3310	0.66
Administrative regulations obstacles			
1-3 years	44	4.09	0.69
4-6 years	67	4.39	0.57
7-10 years	49	4.40	0.59
11-14 years	53	4.28	0.53
More than 14 years	87	4.33	0.70
Overall obstacles			
1-3 years	44	3.8062	0.53
4-6 years	67	3.7968	0.44
7-10 years	49	4.0102	0.51
11-14 years	53	3.9633	0.43
More than 14 years	87	4.1025	0.49

Table (7) showed differences in means between Years of experience in teaching, Syllabus, and overall fields, while there were no differences in means in the administrative regulations field. For clarification, there were differences in the means according to the difference in Years of experience in all fields except the administrative regulations field, where the teachers who work from1-3 years obtained a mean (3.8062). A standard deviation (0.53), 4-6 years obtained mean (3.7968) and a standard deviation (0.44), 7-10 years obtained mean (4.0102) and a standard deviation (0.51), 11-14 years obtained mean (3.9633) and a standard deviation (0.43), and more than 14 years obtained mean(4.1025) and a standard deviation (0.49). In the teacher field, the differences are favor of more than 14 years. Moreover, in Syllabus obstacles, the differences favor 7-10 years Also, in overall obstacles, the differences favor more than 14 years. To determine the statistical significance of the differences in the means of all the tool fields, it was used one way ANOVA to evaluate the differences in barriers of creative performance among a sample of study as shown in table (8):

Table 8.

Results of one-way ANOVA Test to reveal the significance of the differences attributed to the years of experience variable.

Obstacles		Sum of Squares	df	Mean Square	F	Sig.
Teacher	Between Groups	3691.297	4	922.824	10.459	0.000
	Within Groups	26028.340	295	88.232		
	Total	29719.637	299			
Syllabus	Between Groups	669.754	4	167.439	4.849	0.001
	Within Groups	10186.842	295	34.532		
	Total	10856.597	299			

Administ regulatio	Between Groups	298.272	4	74.568	1.894	0.112
	Within Groups	11616.165	295	39.377		
	Total	11914.437	299			
Overall	Between Groups	5791.437	4	1447.859	4.885	0.001
	Within Groups	87440.813	295	296.410		
	Total	93232.250	299			

Table (8) showed statistically significant differences at the level of significance between the estimates of the study sample individuals of the obstacles to the creative performance of kindergarten teachers due to the years of experience variable. According to the years of experience variable, to determine the statistical significance of the difference in the averages on all tool domains, use the one-way ANOVA shown in table (8).

Moreover, there was a statistically significant difference of teacher field to **years of experience** as demonstrated by one-way ANOVA (Mean Square = 922.824, F = 10.459, p = 0.000 <0.05). For syllabus obstacles (Mean Square = 167.439, F = 4.849, p = 0.001 <0.05). while there was not a statistically significant difference of Administrative regulations field (Mean Square = 74.568, F = 1.894, p = 0.112 <0.05). There was a statistically significant difference in overall fields (Mean Square = 1447.859, F = 4.885, p = 0.001 <0.05).

Conclusion and Recommendations

The results of the present study indicate that the highest mean was recorded for " Obstacle related to Administrative Organization" (4.31≤ 0.28), while " Obstacles related to Syllabus" was the second obstacle (4.17≤ 0.18), and the lowest mean "Obstacles related to Teachers" was (3.59≤0.50) consecutive. The total mean of the three axes accounted for (4.02≤0.38). Also**,** the results indicate that there are statistically significant differences at the level of (0.05≤α) for Obstacles to the creative performance of kindergarten teachers in the State of Kuwait attributed to a variable

of the educational qualification in favor of Ph.D. in overall fields and years of experience in favor of teachers who work. Based on the study findings and in order to encourage kindergarten teachers to develop their practices to develop a creative performance in the classroom in Kuwait, it is recommended that providing an educational environment that encourages creativity and reduces routine administrative work. Also, including the curriculum topics that stimulate creative thinking for students—moreover, educating the teacher about the culture of creativity and creative teaching and encouraging teachers to use modern technology and keep abreast of developments. Finally, ensure that creative teachers are rewarded financially and morally.

We can conclude that teachers need to avoid all barriers and obstacles that could inhibit a creative classroom environment.

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