

Challenges and Quality Evaluation of Preschool Services in Malaysia a Study on the Experiences of Preschool Owners

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Abstract

This study analyses the challenges faced by preschool owners in providing quality services and evaluate the research focuses overall quality of services provided by preschool owners, in Malaysia. Parent's naturally like their children to receive a high-quality education in a safe and nurturing environment, but this is not always the case as many parents are faced with problems such as a lack of accurate information. In the methodology part, this study was conducted by quantitative approach. Meanwhile, the instrument of this study is a questionnaire, and the items were adapted from previously validated studies. Data collected through an online survey, and the sample size for this study comprised 300 parents and 114 preschool owners who were chosen via simple random sampling. The random sampling method was used since it produced an unbiased representation of the population and conduct stational analysis. Based on statistical analysis SPSS version 26, the results data was valid and reliable. These research consequences offer some extremely persuasive results that would aid Malaysian preschool facilities in understanding the determinants that motivate parents to send their children to a particular preschool. Additionally, these findings potentially enhance preschool operators develop better services that would meet parents' demands and requirements.

Keywords: Parent's Choice, Preschool Education, Spss, Preschool Owner's.

Introduction

A preschool is defined as a class that prepares children for their first year of primary school or education (Abera, 2020). Thus, this is an organization where children are nurtured so that they could adapt to a social environment and future educational setting (Abera, 2020; Alsauidi, 2016).

Early childhood education was only available to people from the higher classes. Only in the 1970s, did Malaysia's government begin to provide government-funded preschools for children from low-income households (Yasmin & Najeemah, 2016; Kamaruddin & Mamat & Razalli, 2017). In recent years, since Malaysia's child population grows, competition among preschool operators gets more intense. Early childhood centers are rapidly expanding throughout Malaysia, particularly in metropolitan areas. The purpose of establishing a preschool is to provide an early childhood education program for children aged four to six years (Alsaudi, 2016).

In accordance, research also shows that individual preschools in Malaysia do not have a culture of camaraderie between parents, and teachers. and the children (Deacon & Van Rensburg, 2018). Certain parents are likely to send their children to preschools where they can create a positive parent-teacher relationship, and this is perhaps due to families preferring to engage in their children's learning process. Thus, this connection enables the parent to be more actively involved in their preschooler's academics (Dandan & Marques, 2017). Studies have shown that there are a variety of determinants that can affect the decision-making process of parents. If preschools do not cater to such essential needs of parents, they will be perceived as not being of good quality, and as a result, the parents will not send their children to study at such a preschool (Kamaruddin & Mamat & Razalli, 2017). Furthermore, preschool education is seen as an investment by parents in the future of their children since parents often place a high value on their children. Every parent wishes to give their kids the finest opportunities in life, which includes their preschool education as well (Xu & Zhang, 2020). Nonetheless, there are a variety of determinants that could affect the parent's selection of a preschool. Identifying these determinants would allow parents to make optimal choices that would meet their needs and the needs of their children (Taha & Talib & Salleh & Farhah & Shahdan, 2019). Despite the fact, the Malaysian government tried and started with preschools yet parents' choices to enroll their younger children in the pre-education system are individual preferences. Thus, this research focuses on parents' preferences in making decisions to choose preschools for their children.

Research Problem

This study analyzes parents' decision-making, expectations, and selection criteria considering the challenges parents currently encounter while selecting a preschool for their children. There is a lack of understanding about the determinants that impact a parent's decision-making in choosing preschools for their children, especially the quality-based determinants perspective. Consequently, preschool administrators and principals to be aware of these determinants in challenges faced by preschool owners. By focusing on the determinants that influence Malaysians' preschool enrolment decisions, the research expects to provide a beneficial solution for this issue. The researcher linked the problem of parent's choice on quality preschool education with that kind of study in the challenges faced by preschool owners in providing quality services as difficulties in charging adequate fees for preschool service, maintaining high enrolment rates, attracting new preschool children, maintaining quality teachers, maintaining good relations with parents, maintaining preschool environment, maintaining good hygiene in preschools, executing good curriculum, maintaining high recognition and value of preschool, communicating with teachers, children and parents, addressing separation anxiety of children, ensuring high motivation of teachers

and disciplining children (Gurdal, & Sorbring, 2018; Erbay & Saltali, 2020; Buranova & Mavric, 2020; Saral & Kepeš, 2021).

Research Objective

This part provides the main research objective and the sub-research objectives. These research objectives are designed under the SMART criteria, and this means that these research objectives are Specific, Measurable, Agreed upon, Realistic, and Timely (SMART). The research objectives for this study are explained below:

- i. To analyze the challenges faced by preschool owners in providing quality services.
- ii. To evaluate the overall quality of services provided by preschool owners.

Research Questions

Based on the research goals, applicable research questions were addressed to determine the outcome of this study and to justify the research motive:

- i. What are the challenges faced by preschool owners in providing quality services?
- ii. What is the overall quality of services provided by preschools?

1.3 Research Hypotheses

Literature Review

Preschool Challenges

Saral & Acar (2021), claim that it is vital to understand that violent behavior results from a lack of comprehension and complete self-control. Parents should not presume that their child is becoming unpleasant or unattractive. It is a child's way of coping with his or her inability to cope with anything. When a child is upset about anything, they become irritated and angry, and they express their annoyance by yelling, being excessively demanding, and occasionally being physically aggressive without provocation. Parent's initial reaction should not be one of retaliation, as this would just aggravate the situation. Allow the child time to calm down and refrain from immediately discussing the wrongs that the child has committed. Be gentle and loving, and then attempt to resolve disputes for instance, what is it that is bothering him? When a child has faith in his or her parents' empathy, they will quickly open, allowing them to get to the core. The study by (Gurdal & Sorbring, 2018), stated that parents should instill in their children an understanding that their preschool teachers are also their friends and can assist them whenever they require assistance. As parents study these parenting challenges, these peculiar behaviors become a natural source of concern. Nonetheless, these ostensible hurdles can be easily overcome with a bit of common sense, patience, and a relaxed attitude.

Buranova (2020), clarified that with little time and attention to the root cause of the problem, a preschool child can absorb the qualities of his or her surroundings more quickly than adults. When a child enters preschool, the parent's and child's daily routines change tremendously. Selecting the best preschool, enrolling the child, and acclimating the child to a whole new environment are all difficult tasks. It is natural for a child to become irritated, yell, and cry during the first few days. The child is struggling to adjust to new standards and situations, and parents must provide help. Rather than pointing out his errors, speak sympathetically to the child and question his difficulties. Another frequent source of contention for parents is that their child does not satisfy the preschool's requirements. They prefer to accomplish things at their leisure, which highlights the importance of routines. (Msendekwa, & Lubuva, 2021) claims that it is important to teach children they are welcome to speak with their instructor

about their concerns. To ensure that their child is not harmed or becomes ill due to the schedule change, parents must adjust their child's daily eating, sleeping, and toileting routines well before the schedule change. The quality of a child's preschool classroom and readiness for preschool has been connected to the child's entry-level skills and socioeconomic household characteristics. Preschool facilities of high quality are intended to benefit children at risk. According to research in literature, improved preschool quality may have varying consequences depending on academic or socioeconomic criteria. High-quality preschool benefits children from more affluent family learning contexts than children from less rich home learning contexts.

Erbay & Saltali (2020), showed inadequate evidence to support the concept that preschool quality is mediated by children's entry-level skills or socioeconomic family characteristics. However, meta-analyses of quasi-experimental evaluations of programs directed at children from low-income households regularly uncover evidence of program benefits, even if they do not appear to persist for an extended period. Despite these findings, socioeconomic variations in preschool enrolment make interpreting studies on the advantages of high-quality preschool problematic. Due to these discrepancies, socially disadvantaged children enroll at a lower rate and have less opportunity for effective teacher-child engagement. Preschool quality and preschool readiness scores have emphasized the relevance of academic literacy and numeracy skills demands as a critical way economic hardship affects preschool preparedness. Due to their entry-level skills, classroom quality has a limited effect on scholars' learning behaviors before entering elementary preschool. Gurdal, & Sorbring (2018), states that given that children with less developed learning skills are more likely to originate from homes with low educational attainment and socioeconomic level, the shortage of empirical study is unexpected demand, which is a critical way in which economic hardship affects preschool preparedness. According to development theories of preschool preparation, a lack of competencies in children's capacities to adapt to classroom demands is a critical way economic hardship affects preschool preparedness. Improved classroom quality may consequently have a more substantial impact on the future achievement of low-income kids by increasing their ability to persevere in challenging learning contexts demands is a critical way in which economic hardship affects preschool preparedness.

Preschool Adaptation

Preschool offers numerous advantages to children. It could be an excellent place for kids to meet new people and develop essential life skills like sharing, taking turns, and adhering to the rules. It can also help children as young as four improve their cognitive abilities (Larysa, 2020; Erbay & Saltali, 2020). It is a myth that preschool brings out the best and worst in parents and children. Interacting with a diverse group of teachers and children can be both exciting and frightening for a child (Kepes, 2021). Parents might disagree about whether their preschooler is ready for kindergarten. It is the parents' interest and the children to become familiar with the preschool setting and activities. The child about preschool to prepare for the upcoming preschool year. Several weeks before the start of the preschool year, begin exposing the child to daily classroom activities (Buranova, 2020; Larysa, 2020). Additionally, being confronted with crayons in a preschool classroom will be soothing for a child who is used to drawing on paper at home. Take the child to the preschool classroom several times before the start of preschool. As a result, going to a new place may be less uncomfortable. It is an excellent time for parents to meet their child's teacher and learn more about the

preschool's daily activities while their child is there. Some of the new activities and routines may help parents get used to them if parents regularly incorporate them into the home life (Mavric & Larysa, 2020).

Children will be better prepared for preschool if they spend time on the new resources they will access before preschool starts. Also, the way the teacher dealt with the first few days of crying may be under scrutiny (Larysa, *et al.*, 2020). Parents also need to help the kid adjust to preschool by explaining how the first-week determination is structured. Parents who lavish their praise on their children for accomplishing this significant life milestone may end up exacerbating their child's anxiety (Kepes, 2021). Children could pick up nonverbal cues as young as three. In cases where parents are worried about their child's safety while at preschool, the children end up footing the bill almost exclusively. Effective and confident parents will have a more secure child when it comes to preschool enrolment (Kepes, 2021; Erbay & Saltali, 2020). Consequently, (Kepes, 2021) emphasizes that parents retort to back off when first entering the classroom thus the instructor can get to know the children. Recommending teachers demonstrates faith in and confidence in them as a future leader to the children. Instead of yelling at the youngster, attempt to comprehend their actions. The situation will only worsen as a result. Before rushing out the door, make sure to say your goodbyes to the child in a nice manner. Parents should use all their effort to avoid avoidance. The temptation to leave without saying goodbye could be strong, yet doing so instills a sense of abandonment in children. Rather than improving, it may worsen their opinion of preschool if they are absent for a long time. A well-planned farewell ritual can make it easier to say goodbyes. Some parents greet their children outside the classroom with a wave or wry parting grin, but the handshake is considered more formal in this context. When a child is hurting, giving them comforting items like a family photo, a doll, or a special blanket is beneficial (Mavric, 2020).

In accordance (Kepes, 2021) believes that parents must keep in mind, too, that many children can handle life without their parents. Preschool can be an exciting or terrifying experience for children; thus, a preschool staff member is available to help parents adjust. Even if they immediately join their classmates, some may require a private cuddle from a caregiver before joining the group. Circle time is expected in preschool schedules (when teachers and children talk about what they did the day before and the activities ahead for the day). Pre-schoolers will have an easier time transitioning to preschool if they have a set schedule.

Commute and Transportation

Beyond other determinants, logistics and distance are critical determinants in transportation decisions, parents should also consider the additional time necessary to prepare their kids for preschool each day (Kamaruddin & Mamat & Razalli, 2017; Foong & Nor & Nolan, 2018). Spending more time on preparation and travel may impair a child's development if he or she does not obtain appropriate rest or sleep. As a result, parents must choose a preschool close to their home to minimize travel hours (Nuzha, 2019). If a parent's work schedule is demanding, they may seek preschools that offer transportation choices that work with their schedule. Throughout these formative years, a child's academic foundation is crucial. As a result, pay a visit to preschools and communicate with principals. A suitable kindergarten may help create the framework for the child's development. Due to the structure of society and the speed at which it is evolving, both husband and wife are typically expected to make

financial contributions to the family in many households. In today's world, parents with children enrolled in daycare centers and preschools commonly collaborate with them (Mavric, 2020).

Buranova (2020), believes that with limited time, it may be challenging to provide full-time care for a preschool child. Furthermore, the parents or in-laws may be physically incapable of assisting with the child's care or may choose to avoid troubling them, as babysitting is a physically demanding job. As a result, many parents enroll their children in childcare and preschool. This finding was in line with (Osman, 2020). Based on the location and type of employment, parents must choose a preschool near their home or an office. The most common is in the early morning hours. They would be responsible for picking up their children if no one else was available to assist them after work. Choosing a preschool close to one's workplace is unquestionably more convenient since it saves both time and money on the journey. Children will accompany parents to and from work, allowing parents to spend more time with their children (Fozia, 2021).

Franklin-Luther (2021), argues that parents should expect their children to become ill occasionally when they attend preschools. This is especially important during the child's first year of life when his or her immune system is still developing. Enrolling the child in a childcare facility close to the office allows quick and easy emergency access. If the parent's job demands frequent travel, enroll the child in a preschool rather than their own. This allows parents to avoid the rush to pick up their children before 7 p.m. and avoid the late pickup penalty, typically calculated in 10-minute increments. The preschool location is without a doubt one of the essential elements to consider when parents are choosing a suitable preschool. However, the parent must determine whether this preschool center fits the family's standards in all areas critical to the parent. This includes but is not limited to, the academic focus of the center, its physical environment, safety standards, and the cost of its courses (Osman, 2020). Friedman-Krauss & Barnett (2022), claims that it is important to consider the location of the preschool. Enrolling in preschool and spending a few hours away from home, away from parents, is a significant life milestone for a child. As a result, it is vital to provide a pleasant transition. If parents choose a preschool that is a considerable distance from the home, the child may become exhausted from the drive and may develop an aversion to preschool. Search for nearby preschools and enroll the child in the best match the needs (Osman, 2020). Consider the travel alternatives if the parent focuses on visiting a site only a few kilometers away. Reputable preschools provide a safe and entertaining way of transportation for little children. Keep in mind that the infrastructure in and surrounding Malaysian cities is not necessarily walkable, with limited sidewalks (Garcia-Nevarez, 2021).

Safety and Security

The study by (Gardner, 2021) stated that preschool safety is defined as the efforts made by teacher's, parent's, children, and other stakeholders to reduce or eliminate risk determinants or threats that could cause accidents, bodily harm, or emotional or psychological distress. Accidents can cause severe injury or death if they are not prevented, while moving and psychological distress can cause low self-esteem, resulting in poor performance. Consequently, (Golos, 2021) states that inadequate physical capabilities or an insufficient physical environment contribute to the creation of a dangerous environment for people. Administrations of institutions have a greater chance of increasing their institutions' safety through competent monitoring. A safe and secure learning environment is frequently conceived of as safeguarding children from physical injury. It is considered an adult obligation to establish a physically safe learning environment for children. Preschools should provide a secure atmosphere in which children are protected from danger, sickness, bodily harm, and injury of any type. The preschool environment should have enough water, sanitation facilities, and well-maintained structures to prevent compromising children's health and development. Children may get infectious illnesses if exposed to polluted water, a lack of handwashing facilities, or dirty latrines. It is vital to develop preschool environments that promote environmental health and safety for children.

Glenn-Applegate (2016), argues that gender concerns, child rights, protection, and responsibility, special needs, disability and rehabilitation, water, sanitation, hygiene, nutrition, illness prevention and control, preschool infrastructure, and environmental safety are just a few examples. The welfare and health of children, and preschools concentrated on protection, water, sanitation, hygiene, preschool infrastructure, and environmental safety. To ensure the safety and security of preschools, their surroundings, and facilities must maintain the safety and security of preschool buildings, grounds, and playgrounds (Garcia-Nevarez, 2021). Buildings should incorporate greater risk resistance rather than focusing exclusively on "life safety." Preschool administrators, instructors, staff, and children must be better prepared for and understand nature. Smidt (2020), argues that structurally sound preschool buildings must incorporate low-cost, environmentally friendly technologies. Children's physical safety in preschools is just as critical as their mental health. Violent children frequently exhibit long-term depression, dissociative reactions, and helplessness, in addition to emotional intelligence deficits and aggressive behavior. Psychological and emotional abuse destroys a child's self-esteem and sense of security. Preschools must provide a nurturing and enriching environment conducive to a child's ability development.

Jinot & Munirah (2021), states that by strategically placing CCTV cameras throughout the estate, it is possible to monitor a child's daily activities at school. Whatever form of child abuse occurs, preschools must be vigilant for it. Employees should be trained to recognize warning signs of child abuse and to intervene immediately if they observe any inappropriate or harmful behavior. The prevention, mitigation, response, and recovery risk management model must guide preschool policymaking. This plan would assist the preschool administration in remaining vigilant regarding children's safety. Security cameras in preschools can aid in preschool safety investigations and deter children's misconduct. Pre-employment background checks on educators, administrators, and other educational staff are required for various reasons, including children's safety. Verification should include an examination of the applicant's current address, previous employment history, and any

criminal records or pending cases. While on the preschool property, teachers, administrators, athletic coaches, housekeeping staff, and volunteers all contact children. This tool enables preschools to conduct background checks on everyone who meets them. The study by (Version Paula, 2021; Hannon & O’ Donnell, 2021) argues that by using generic visitor badges, handwritten tardy cards, and permission papers for children, data will not be collected and analyzed correctly (Jinot & Munirah, 2021). A computerized visitor management system that includes visitor sign-in information and photo identification badges can significantly improve preschool security. A preschool may collect information from contractors, volunteers, parents, and staff members during the sign-in/sign-out routine. Additionally, the system can track children's attendance and notify parents via GPRS, SMS, or email. Preschool biometric security systems automatically track children’s swipe times to determine their attendance. children and visitors can be kept out of the building by utilizing RFID (radio frequency identification) cards, fingerprint and face recognition systems, and other security measures.

This model is created around several decision processes, including recognition of the need, searching for information, evaluation of alternatives, purchase decisions, and post-purchase reflections (Goberna, 2020). The diagram of this model is shown in Figure 2.1. According to researchers, these decisions are influenced by two main determinants, and these are the stimuli that are received and processed by the consumer in being with the memories of experiences and secondly, external variables that come in the form of the external environment that influences personal and individual differences (Clayback, 2021). These environmental influences can include matters like culture, social class, personal influence, and family-related situations.

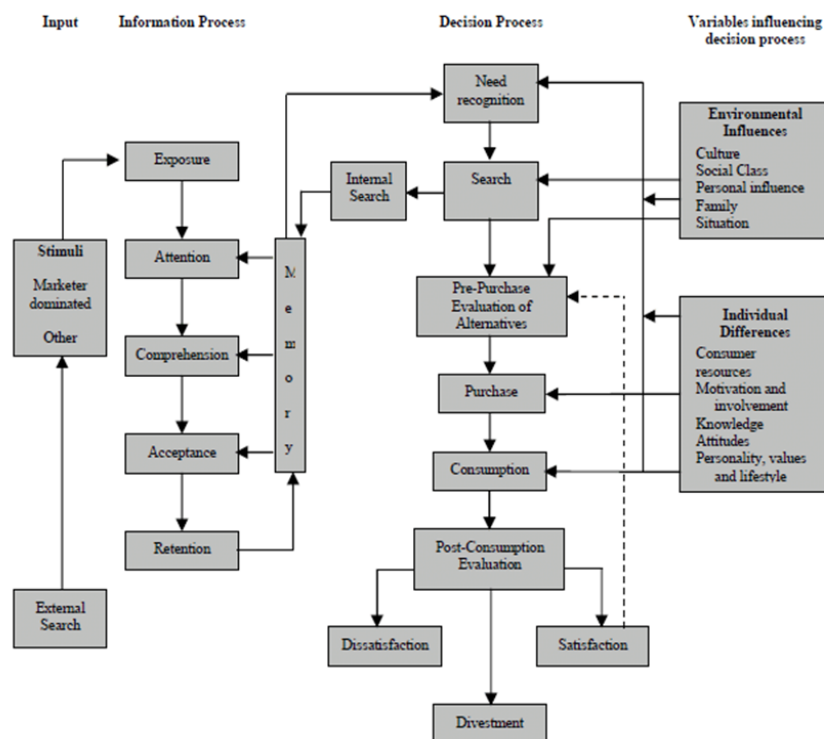


Figure 2.1: Wh Engle Blackwell-Miniard Model (Taha & Talib & Salleh & Farhah & Shahdan, 2019)

Individual influences comprise consumer resources, motivation, knowledge, attitudes, personality, and values as well as consumer resources, motivation, knowledge, attitudes, personality, and values, indefinitely (Alsauidi, 2016). This model applies very much to the present research topic which deals with the decision-making process of parents which deals with parents' decision-making process for choosing a preschool for their children. Parents typically have recognition of the need, and it is this need recognition where the parents acknowledge a discrepancy between the current state and some desirable alternative (Msenedekwa, & Lubuva, 2021). Such a process is driven by interactions between processed stimuli inputs as well as environmental and individual variables (Msenedekwa, & Lubuva, 2021).

Theoretical Framework

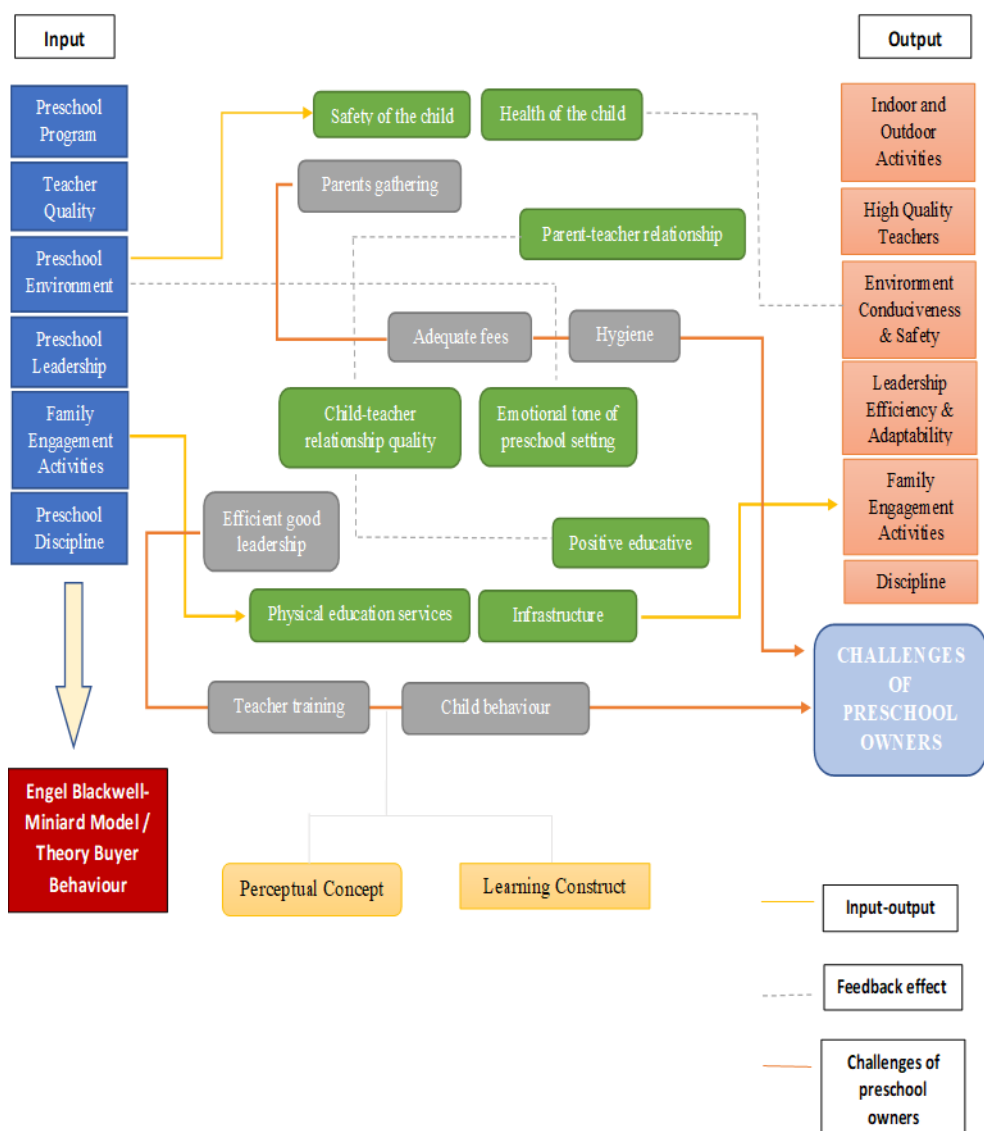


Figure 2.2: Theoretical Framework

Figure 2.2 presents the theoretical framework above and provides a depiction of all the variables in the study. It shows the six main independent variables, and the dependent

variable would be the choice of preschool. It is a framework that shows how these independent variables affect the choice of preschools. The framework also provides an idea of the hypothesis between these variables. This framework is meant to show six different relationships, and these are the relationship between preschool programs and choice of preschools, teachers' quality and choice of preschools, preschool environment and choice of preschools, preschool leadership and choice of preschools, family engagement activities and choice of preschools, and preschool discipline and choice of preschools. The framework aims to show that all six independent variables are correlated positively with the choice of preschools. This means that the choice of preschools among parents is influenced by determinants like preschool programs, teachers' quality, preschool environment, preschool leadership, family engagement activities, and preschool discipline.

Research Methodology

This study used probability sampling (simple random sampling) due to the absence of a sampling frame of parents and preschool owners from the government preschool and private preschool. The random sampling method was used since it produced an unbiased representation of the population and conduct statistical analysis. This study used non-quota sampling to determine selected samples by dividing the parent's and preschool owners into strata based on two attributes to ensure they meet the study obligation. The attributes of strata are 1) Government preschool, and 2) Private preschool. The ratio distribution of samples has pertained to the desired sample size. The desired sample size of this study is $n=400$ to ensure that the target population represents the distribution of different strata. In this study, the ratio sample distribution in the population is assigned according to four states are Kedah, Pulau Pinang, Perak and Selangor to government preschool and private preschool.

Instrument Development for Data Collection

As a widely used research tool, questionnaire surveys have gained popularity due to their effectiveness in collecting data in descriptive and correlational studies. The method includes disseminating questionnaires or surveys that request participants to respond to inquiries or statements related to the research subject. Different platforms such as email, online systems, mail, or personal distribution could be chosen when rolling out questionnaires (Creswell, 2018). By theory, to ensure data accuracy, validity, and relevance regarding your research questions, it is crucial to keep several critical factors in mind while designing the survey. Furthermore, to effectively collect data through a questionnaire survey, defining its aim and research query is a vital initial step. The selection of questions for inclusion in the survey should be informed by this groundwork to guarantee that data derived from them are germane to studying the designated topic (Hair & Anderson, 2019). In this study, we choose different formats such as Likert-style, open or close-ended questions depending on our relevance to achieving specific objectives. Generally, when devising questions to gather data, precision, and clarity are vital. To achieve this, questions were written in a manner that is overtly clear for all participants. Equally important as clarity is the organizing of questions into a comprehensible sequence, making them easy to follow (Hair & Anderson, 2019).

Table 3.1

Research Questions and Tests

RQ	Analysis method	Measurement
1. What is the overall quality of services provided by preschools?	Correlation Test (Pearson)	p-values +1 or -1=strong linear relationship between the two variables. (IV & DV) Close 0 = weak linear & no correlation
2. What are the determinants the highly impact the parent’s choices of choosing a quality preschool?	Multi Regression Test	R-squared (Durbin-Watson statistic -1.195) Anova Test = (F-statistics, p-value) Variance Inflation Factor (VIF)= (p-value) Hypotheses Test = (p-value)

Note. This table 3.1 indicates the main of related of research questions of Multiple Regression test based on measurement of P values and Descriptive test based on measurement of mean, standard and deviation.

Results and Discussion

In this analysis about the choice of preschool variable, the results of the Cronbach's Alpha analysis show a Cronbach's Alpha value of above 0.7, indicates of internal consistency among the items. This suggests that the survey items are measuring the underlying variable with good reliability. The normality for parents is that there is indeed a normal distribution curve because there is a bell-shaped distribution.

RQ1: What are the challenges faced by preschool owners in providing quality services?

Table 5.1

RQ1 and hypotheses results

Research Questions and Hypotheses Statements	Decision
Hypotheses 1a: There is a positive relationship between preschool programs and the choice of preschools among parents in Malaysia.	Strongly agreed
Hypotheses 1b: There is a positive relationship between teacher quality and the choice of preschools among parents in Malaysia.	Strongly agreed
	Strongly agreed

Hypotheses 1c: There is a positive relationship between preschool environment and the choice of preschools among parents in Malaysia.

Strongly
agreed

Hypotheses 1d: There is a positive relationship between preschool leadership and the choice of preschools among parents in Malaysia.

Strongly
agreed

Hypotheses 1e: There is a positive relationship between family engagement activities and the choice of preschools among parents in Malaysia.

Strongly
agreed

Hypotheses 1f: There is a positive relationship between preschool discipline and the choice of preschools among parents in Malaysia.

About the variables of choice of preschool, the study findings highlight the fact in preschool programs, teacher quality, preschool environment, preschool leadership, family engagement activities, and preschool discipline that most of the parents strongly agree participating in the study would choose a preschool with a good reputation, most of them would choose a preschool that provides a quality syllabus, there are also likely to choose a preschool which promotes a culture of respect. It was shown that a majority would choose a preschool with a good track record for academic excellence.

RQ2: What are the determinants that highly impact the parents' choice of choosing a quality preschool?

Table 5.2

RQ2 and hypotheses results

Research Questions and Hypotheses Statements	Decision
Hypotheses 1a: There is a strong linear positive correlation between preschool programs and the choice of preschools among parents in Malaysia.	Strong linear
Hypotheses 1b: There is a weak linear positive correlation between teacher quality and the choice of preschools among parents in Malaysia.	Weak linear
Hypotheses 1c: There is a strong linear positive correlation between preschool environment and the choice of preschools among parents in Malaysia.	Strong linear
Hypotheses 1d: There is a weak linear positive correlation between preschool leadership and the choice of preschools among parents in Malaysia.	Weak linear
Hypotheses 1e: There is a weak linear positive correlation between family engagement activities and the choice of preschools among parents in Malaysia.	Weak linear
Hypotheses 1f: There is a strong linear positive correlation between preschool discipline and the choice of preschools among parents in Malaysia.	Strong linear

From the findings of the empirical study carried out here, the researcher has observed that the following three (3) variables above are supported as shown strong linear. In this analysis, the researcher established three (3) variables above are not supported as shown weak linear. The findings of this study are supported by a limited number of studies carried out in the past.

Conclusion and Recommendations

Suggestions for future study inconsequent with Malaysian parents today, from these studies done that parents made their choices on preschool within their own terms and beliefs or understanding hence their criteria for choice did influence the pathway of preschool provision in Malaysia. Though Western approaches emphasized the importance of play in the process of teaching and learning and a child-centred with freedom of choice as the most appropriate pedagogy or teaching techniques for young children whilst teachers need to use appropriate teaching materials, these studies done that parent's belief was in traditional pedagogy which is subject based and teacher-directed approach. Freedom of choice or child-centred teaching was of the least concern among parents when related to parent's knowledge and beliefs about quality preschool. Therefore, it is suggested, in this context, that it is best to find ways to help preschool practitioners to apply 'play' and child-centred approach confidently and objectively and that further research to explore how teaching pedagogy can be improved in Malaysia preschools is needed. Studies done by researchers that parents individually had different expectations and preferences for preschool education, some parents were more concerned with physical development than literacy and numeracy whilst on the other hand, some parents preferred academic skills and competency.

Increase investment in early childhood education to expand access to quality early childhood education. Good societies cannot be built if children are not given the opportunity to develop

a strong foundation for development, wellbeing, and lifelong learning. Early childhood is a highly appropriate period in children's development in which to introduce basic concepts related to education development. The local context should be considered when incorporating education of development in the early years. Effective learning occurs only when the content and approaches to implementing the content are made locally relevant. Recognize and raise awareness about the powerful role of early childhood education in realizing a society. Efforts should be made to increase awareness at all levels and in all sectors of society that early childhood education has an important role to play in laying the foundations for active and responsible citizenship. Recognize the strengths of early childhood pedagogies and exploit them fully in the work with young children, e.g., theme-based, or project-based interdisciplinary approach to learning; child-centered approach; parental and community involvement; emphasis on holistic learning, whereby children learn with mind and body; use of different languages and senses, e.g., verbal, visual, etc., for making sense of the world, expressing, and communicating.

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