

## Challenges of Professional Development for Preschool Teachers in Selangor

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### Abstract

The issue of teachers' professional development has drawn the public's attention as it will affect the quality of the Early Childhood Education (ECE) program and children's development. The Malaysia Ministry of Education encouraged all ECE teachers to obtain a minimum of a Diploma in Early Childhood Education by 2020 to improve the teacher's professional development. This study aims to highlight the major challenges faced by preschool teachers in their professional development in Selangor, Malaysia and reveal the impact that either negatively or positively impacts their professional development. The sample of this study is 100 preschool teachers from private and public schools in Selangor who were selected through a purposive sampling method. The data were analysed using the statistical program SPSS (Statistical Package for Social Sciences) which is both accurate and user-friendly. The study concludes that occupation responsibility and time assignment as the main challenge of professional development for preschool teachers. The study established that most respondents agree that developing, implementing, assessing, and legitimizing teacher professional development norms is the best solution to the challenges of professional development for preschool teachers.

**Keywords:** Early Childhood Education, Preschool Teachers, Professional Development, Challenges, Impact, Selangor, Malaysia, Teacher Training, ECE Program Quality, Occupational Responsibility, Time Management, Teacher Professional Development Norms, SPSS Analysis.

### Introduction

The quality of teaching and learning is highly related to the quality of the teachers and curriculum implemented. Preschool is a critical early experience for future learning in the schooling sector. Practical, relevant, and pleasant schooling and learning experiences can help children develop necessary skills, confidence, and good attitudes. Teachers are undergoing increasing pressure to deliver in a contemporary environment. It ultimately boils down to good instructors being the predictors of student success. Effective teacher development is becoming an increasingly severe problem for Malaysia's preschool generation. Teachers are

required to do more than convey knowledge; they are expected to mould and shape a more intelligent society. As a result of this situation, Malaysia's Education ministry regularly stimulates its instructors to pursue courses in essential and vital subjects by awarding salary packages and future advancements (Jamil et al., 2011).

In this research, the problem statement is related to the challenges faced by the preschool teachers of Selangor, Malaysia, in their professional development, so the problem statement is "We want to highlight the major challenges faced by the preschool teacher in their professional development in Selangor, Malaysia and also study the impact that either they negatively or positively impact their professional development." The study presents research objectives which are To identify the challenges faced by preschool teachers in their professional development, To identify factors that lead to the poor implementation of teaching professional development in Selangor, Malaysia and To determine the ways through which these challenges can be minimized. This study will help us determine what challenges preschool teachers face in their professional development in Selangor, Malaysia. Through this research, we will be able to highlight those significant challenges that play a vital role in affecting the professional development of preschool teachers. The scope of the study is set to recruit 100 preschool teachers in Selangor, Malaysia. The participants will be asked to submit a questionnaire to determine the challenges faced by preschool teachers. The survey session will last for a maximum of two weeks and will stop after 100 teachers are registered or two weeks have gone. The questionnaire will be distributed in Google Form via WhatsApp group and Facebook. The limitation of this study is the sample selected for this study was explicitly preschool teachers who work in Selangor, Malaysia. The results obtained in this study might not apply to preschool teachers outside of Selangor state.

### **Literature Review**

In a broad sense, professional development is pertaining to an individual's growth in their chosen professional role. Glatthorn (1995) defines the professional development of teachers as "the progress a teacher achieves as a result of obtaining additional expertise and thoroughly assessing his or her teaching" (Glatthorn, 1995). These professional growth opportunities could be formalized (such as attending seminars or professional forums, mentorship, etc.) or casual (reading professional papers, viewing television programmes relating to any area of study, etc) (Ganser, 2000). As defined by Hoyle (1982), teaching is "a procedure in which an educator increases the reliability the skills and abilities necessary for proper professional practice as situations change and new roles are undertaken." Furthermore, 'acquiring knowledge and skills enhancement should be far more directly tied to genuine challenges confronted by educators than in the past' (p. 164). Malaysia's gross enrolment rate in pre-school education was 93.9 percent in 2015. Malaysia's pre-school education enrolment rate climbed from 59.9 percent in 1994 to 93.9 percent in 2015, expanding at a yearly growth of 3.12%.

The principal barrier is distance. The distance of the organizations of higher learning where the program is directed and for the help teachers to go to classes can be another area and surprisingly in one more state contrasted with where they are living and working. One more significant hindrance is that the designation of time for proficient improvement is scant and restricted. Badri et al (2016); Omar et al (2017) guarantee that the main hindrance to taking part in professional development is identified with struggle with the work plan. Monetary misfortunes play a vigorous lead among professional development. There are various

expenses related to college, for example, educational expenses, convenience, and utilities bill among others. Poor credential is another factor leading existing of challenges in implementing in-services to early childhood education teachers, especially in Malaysia. The language barrier can lead to a challenge in executing professional development for early childhood education teachers.

The student factor influences teachers' choice of experiential learning, necessitating the need to consider the various qualities of learners when implementing the program. Whatever is accomplished in the classroom is determined by the learner's (pupil's) area background and ability (Goodman & Brand, 2009). Teachers, also according to Connelly and Clandinin (1988), see their professional development role in educational reform as an independent. From the established syllabus, they choose and determine what to deliver. Educators who are described as enthusiastic, accountable, plan-oriented, and malleable to new instructional possibilities provided by pre-school professional development programs were discovered to be outstanding syllabus implementers, as opposed to instructors who are described as disinterested and resistant to change. Absence appropriate resource assets, no effective professional development for teaching and learning can take place. This is also true regarding educational reform (Jamil et al., 2011). According to Jamil et al (2011), the central government should offer physical infrastructure including classrooms, labs, seminars, bookstores, and recreational areas to establish a supportive framework for implementation. According to Voogt and Roblin (2012), teachers' practice and enthusiasm have been demonstrated to be favourably influenced by basic stimulus programs such as instructor classroom observations from a professional educator.

According to Aktan and Comert (2007), several of the causes of challenges with pre-school instructional supervision is the school's infrastructure. Per research published by Ntumi (2016), summarized that the primary elements influencing the execution of the early childhood curriculum include teachers, instruction, and educational material. As per the result of Mligo's (2016) research, pre-school instructors do not undergo in-service preparation in the field of early childhood education. As a result, the in-service coaching that teachers receive may not be helpful in helping them discover solutions to any problems about professional development, especially in curriculum implementation. In their study, Cisneros et al (2000) found that early childhood educators struggled to enforce the early childhood curriculum because parents see early childhood education as a playground for their children rather than a learning environment, and this attitude of parents created a barrier between the home and school collaboration.

Research investigation by Cordingley et al (2015) indicates that investing in the development of elevated teacher educators in quality is viable means to solve the professional development of pre-school teachers. Implementing agencies are keen to list the flaws in numerous schools run by the Ministry of Education. Profound effective teaching, distinct designs of pedagogical approaches and assessment strategies, education and training of children, clinical and oversight skills, the capacity to identify effective teaching and evaluation techniques, the ability and personality to mentor and endorse teachers and take plotted or convivial briefings with teachers are all skills that teacher educators require to boost their professional development (Cordingley et al., 2015).

Creating chances for professional growth that encourage teacher collaboration. Throughout, there is incontrovertible evidence of teacher collaboration. Partnering with peers - the solid reputation and intelligence exchange that teamwork fosters—has been associated with

better instructional leadership and effectiveness, pupils' assessment gains, and teacher openness to accept innovative solutions (Kraft & Papay, 2014). Burke & Grosvenor (2008) state that the IEE handbook suggests three activities by architecture for teamwork to further improve teacher cooperation, such as boosting mentoring, classroom assessments with time for evaluation, strengthening peer-to-peer instruction, and creating and nurturing successful and engaged teacher learning communities.

Develop, implement, assess, and legitimize teacher professional development norms. It is known that what makes effective professional development based on studies (Burke & Grosvenor, 2008). To respond to different realities, guidelines, teacher professional development curriculum—can be adapted or properly understood (Burke & Grosvenor, 2008).

Emphasizing instructors as professionals and personalities in low-income and conflict settings is another solution. According to the guidance, teacher professional development should guide and assist instructors in implementing "elevated" teaching practices—formative evaluation, criticism, and accuracy in explanations—that have demonstrated direct quantitative help children develop learning (Carroll et al., 2009).

### **Methodology**

The interpretivism research philosophy will be used in this study. Interpretivism entails researchers interpreting various aspects of a survey by including human interest based on naturalistic approach to data collecting, such as observations and interviews emphasis on qualitative rather than quantitative analysis. By establishing the type of study (experimental, correlational, descriptive, or semi- experimental). The descriptive research design will be used in this study. The survey research design is used to answer the research questions and to achieve the goals of the study.

The delimitation of the study investigated the opinions, alternatives, and attitudes of Selangor pre-school teachers about the difficulties of professional development. The teachers were from private and public schools. The study's population will be 100 pre-school teachers in Selangor, Malaysia. The study was carried out in Selangor between different age groups.

The researcher will only be targeting teachers, this study will use a non-probability technique called purposive sampling. Survey method will enable for the collection and evaluation of both qualitative and quantitative data utilizing descriptive and inferential statistics. According to Ball (2019) claims that descriptive research primarily collects measurable data that may be used for statistical inference on a target audience.

The pre-test was conducted on 10 people. After analysing and incorporating feedback from the pre-test group, the actual research was conducted. The questionnaire supplied to the study's respondents contained a total of 27 items. The first component of the questionnaire was to determine the respondent's socio demographic background, which comprised gender, age group, education level, and the type of schools from where the questionnaire was received. The researcher employed social media platforms that were popular with the respondents to obtain a high response rate. The questionnaires were also accompanied by an introductory letter that provided background information on the researcher. The letter further said that the information and data gathered during the research will be kept private and used solely for academic purposes.

The researcher checked the data for missing data or blank sections of the questionnaire after receiving it, and only sections that were properly filled were used. Following data cleaning

and editing, coding was completed using the statistical program SPSS (Statistical Package for Social Sciences) which is both accurate and user-friendly. Mean and mode, which are measures of central tendency, were used to analyse the data. Range, standard deviations, and variances were among the other data analysis techniques and measurements used. Relationships between various factors were also investigated using correlation and variance analysis. The information was then displayed in the form of tables and graphs.

To validate the test with pre-test will be given to five respondents to ensure that the questions can be answered quickly and clearly. The content validity of the questionnaire will be assessed to see how it analyses and measures the theoretical constructs in question (Sileyew, 2019). Any questions that are confusing will be rephrase for the participants' benefit.

Both descriptive and inferential statistics will be used in this investigation. The findings will be presented using graphs and tables. For data analysis, the study will employ the Statistical Package for Social Sciences (SPSS).

The Internet has become a hotbed for criminal activity, so it's critical to safeguard participants and earn their trust. Because this is an online study using Google forms, the researcher will guarantee that issues of legitimacy, personal disclosure, and authenticity are thoroughly addressed. For most participants, anonymity will be observed, and the information collected will mainly be used for the scholarly reasons.

### **Findings**

The study intended to collect information from 150 respondents. However, out of 150 research tools that were administered to the respondents, 120 questionnaires were returned from the study.

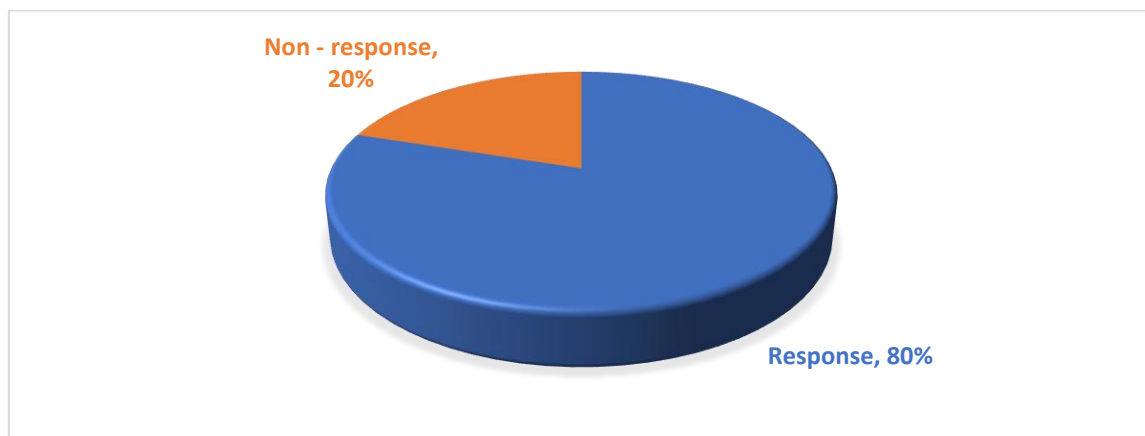


Figure 1: Response rate

This translated to a response rate of 80 %, which was considered to give common-sense results.

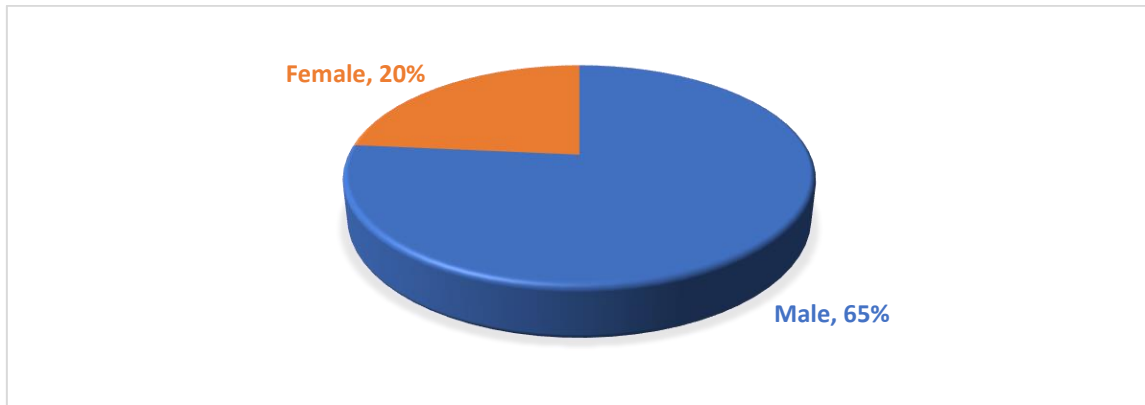


Figure 2: Gender of Respondents

The study findings indicated that 65% of the respondents were male while 35% were females. This finding indicates that both male and female gender worked in the project although the male were more than women.

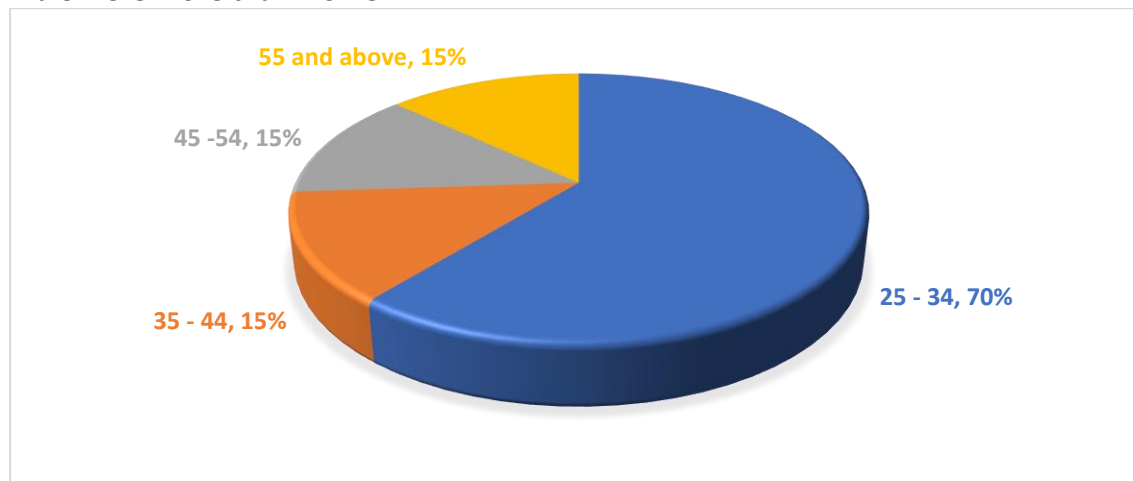


Figure 3: Age of The Respondents

The study established that 70% of the respondents were of the age category between 25-34, 15% were of the age category between 35-44, 10% were of the age category between 45-54 years and only 5% were above 55 years. This shows that the study included all ages represented in the industry. However, majority of the respondents were young aged between 25-34 years of age.

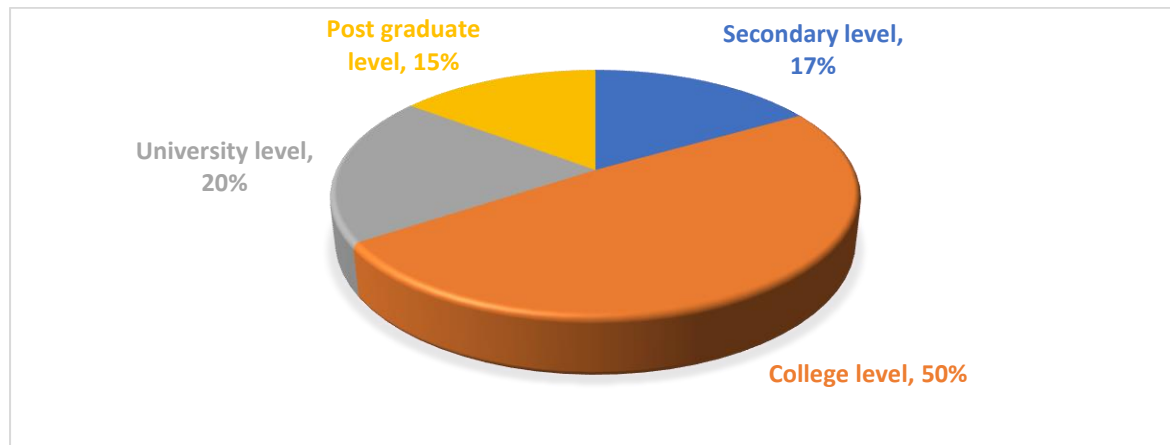


Figure 4: Highest Level of Education

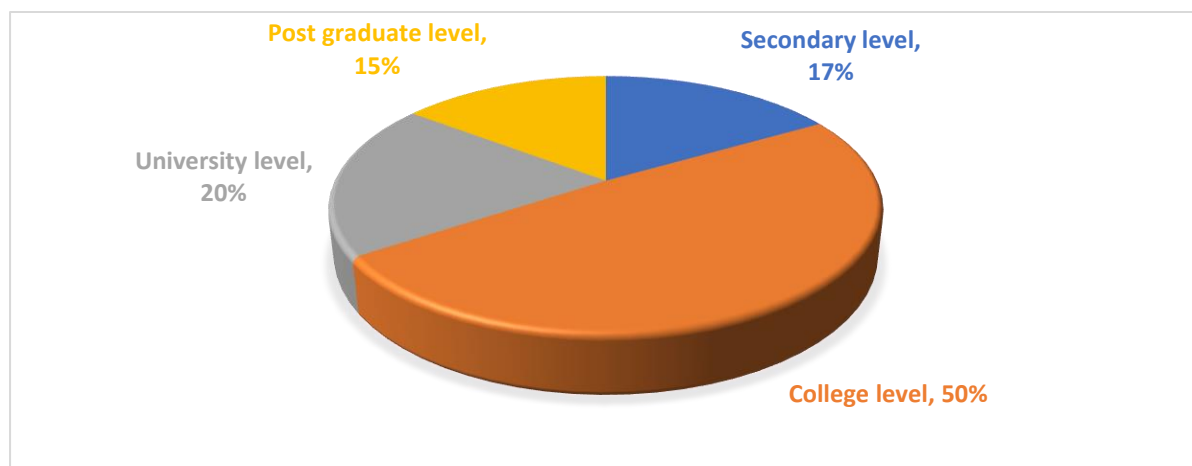


Figure 5: Period in the Field of Early Childhood Education

The findings showed that majority of the preschool teachers' level of education were college at 50%, followed by university at 20%, 13% with post graduate level and 17% of the respondents were at secondary level. These findings indicate that the respondents with college education as the highest level of education where a majority thus were aware about challenges of professional development for pre-school teachers.

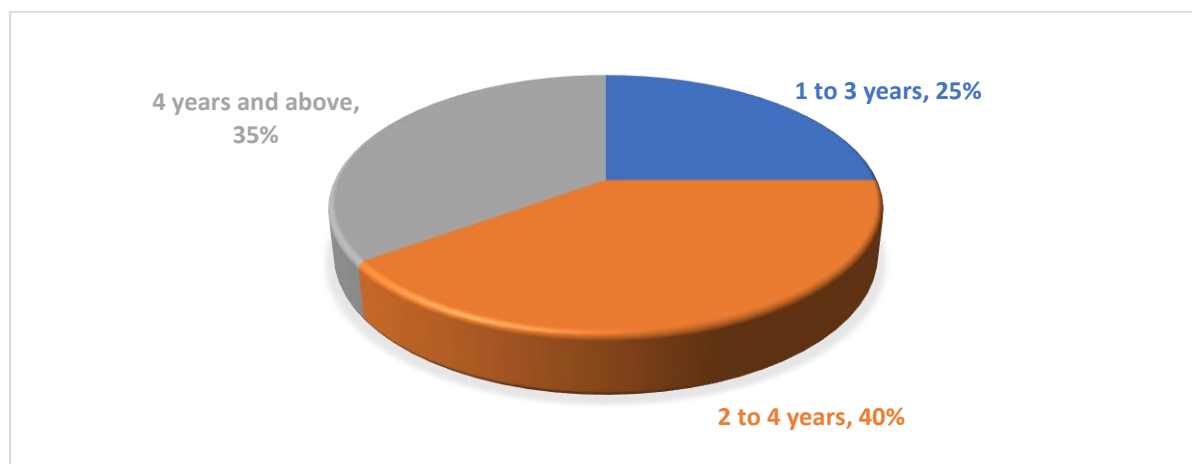




Figure 6: Period in the field of early childhood education.

The findings indicate that 40% of the respondents had worked in the field of early childhood education for 2-4 years. 35% have worked for 4 years and above while 25% have in the same field for a period of 1-3 years. These findings show that most of the respondents had worked in the field of early childhood education long enough to understand challenges of professional development for pre-school teachers and were thus better qualified to provide relevant information required by this study.

Table 1

*Causes of challenges of professional development for pre-school teachers.*

Variable	Mean	SD
I consider distance as a challenge of Professional Development for Pre-school Teachers.	4.59	.495
The language barrier is a challenge in executing professional development for early childhood education teachers	4.28	.897
Occupation responsibility and time assignment is considered a challenge.	4.80	.401
Poor credential is a challenge in implementing in-services to early childhood education teachers in Selangor	4.75	.527

The results shown on the table 1 that most respondents agree that Occupation responsibility and time assignment is considered the main challenge of professional development for pre-school teachers (4.80). Secondly, the respondents also agreed that poor credential is a challenge in implementing in-services to early childhood education teachers in Selangor (4.75). In addition, many respondents consider distance as a challenge of professional development for pre-school teachers. (4.59) and the last challenge the correspondents agreed upon is the language barrier in executing professional development for early childhood education teachers (4.28).

Table 2

*Factors Influencing Implementation of Professional Development for Preschool Teachers*

Variable	Mean	SD
Absence of appropriate resource assets leads to ineffective professional development for teaching and learning.	4.62	.489
The student factor influences teachers' choice of experiential learning, necessitating the need to consider the various qualities of learners when implementing the program.	4.52	.582
Teachers see professional development role in educational reform as independent and this influences implementation of Professional Development	4.65	.481
Teachers practice and enthusiasm and this influences implementation of Professional Development.	4.54	.714

Bases on the table 2, the findings established that most of the correspondents agreed that most teachers consider professional development role in educational reform as independent and this 37 influences implementation of Professional (4.65) and that absence of appropriate



resource assets leads to ineffective professional development for teaching and learning (4.62). The study also revealed that Teachers practice enthusiasm and this influences implementation of Professional development (4.54) and lastly, the student factor influences teachers' choice of experiential learning, necessitating the need to consider the various qualities of learners when implementing the program. (4.52)

Table 3

*Challenges of Professional Development for Preschool Teachers*

Variable	Mean	SD
Training organized by administrators is insufficient to keep pre-school instructors up to date on contemporary early life curriculum trends.	4.28	.831
Pre-school instructors do not undergo in-service preparation in the field of early childhood education.	4.62	.489
Pre-school educators do not have adequate educational and learning tools to empower them to incorporate the Early childhood teaching methods.	4.51	.606
Guardians and parents do not participate in their kids' education, finding it challenging for pre-school teachers to complete the project alone.	4.48	.503

Based on table 3, the study established that most respondents agree pre-school instructors do not undergo in-service preparation in the field of early childhood education and this is a challenge to professional development for pre-school teachers (4.62) and Pre-school educators do not have adequate educational and learning tools to empower them to incorporate the early childhood teaching methods. (4.51). It was also established guardians and parents do not participate in their kids' education, finding it challenging for pre-school teachers to complete the project alone (4.48). It was also established that training organized by administrators is insufficient to keep pre-school instructors up to date on contemporary early life curriculum trends (4.28)

Table 4

*Solution to the Challenges of Professional Development for Preschool*

Variable	Mean	SD
Implementing agencies that observe and share some of the faults about the teachers based on their professional development	4.33	.831
Develop, implement, assess, and legitimize teacher professional development norms	4.67	.489
Creating chances for professional growth that encourage teacher collaboration.	4.55	.606
Teachers, like any other profession, must develop stronger professional identities.	4.48	.503

Based on the table 4, the study established that most respondents agree that developing, implementing, assessing, and legitimizing teacher professional development norms is the best solution to the challenges of professional development for pre-school teachers (4.67) and creating chances for professional growth encourages teacher collaboration (4.55). It was also established that teachers, like any other profession, must develop stronger professional identities (4.48). The findings also revealed that implementing agencies that observe and

share some of the faults about the teachers based on their professional development should be considered a solution (4.48)

## **Summary, Conclusion, Discussion, and Recommendations**

### **Summary**

The study's overall goal is to ascertain to challenges of professional development for pre-school teachers in Selangor. The following research questions led this study, what are the causes of challenges and factors that influence the development of a teacher's professional development? What are the factors influencing implementation of professional training for preschool teachers in Selangor?

100 pre-school teachers in Selangor will be the target population for this study. A total of 120 of the 150 questionnaires were completed and returned, resulting in an 80 percent response rate. This necessitated segmenting the population into mutually exclusive categories, such as department heads, managers, and assistant managers. Then, from each group, random samples were taken.

The first objective set to establish causes of challenges of professional development for pre-school teachers, majority of the respondents considered occupation responsibility and time assignment is considered the main challenge of professional development for pre-school teachers. It was also established that poor credential is a challenge in implementing in-services to early childhood education teachers in Selangor. In addition, many respondents consider distance as a challenge of professional development for preschool teachers. Finally, it was revealed that language barrier in executing professional development for early childhood education teachers is also among the challenges.

The second objective of the study was to establish factors influencing implementation of professional development for preschool teachers in Selangor. The data revealed that professional development is important to most instructors in educational reform as independent and this influences implementation of Professional Development. It was established that absence of appropriate resource assets leads to ineffective professional development. Teachers' excitement, according to the study, influences the implementation of professional training.

The third objective set to establish challenges of professional development for pre-school teachers. The study established that most respondents agree pre-school instructors do not undergo in-service preparation in the field of early childhood education and this is a challenge to professional development for pre-school teachers and Preschool teachers lack the necessary educational and learning resources to effectively implement early childhood teaching approaches. It was also established guardians and parents do not participate in their kids' education, finding it challenging for pre-school teachers to complete the project alone. It was also established that training organized by administrators is insufficient to keep pre-school instructors up to date on contemporary early life curriculum.

The fourth and the last objective set to solution to the challenges of professional development for pre-school teachers. The study established that most respondents agree that developing, implementing, assessing, and legitimizing teacher professional development norms is the best solution to the challenges of professional development for pre-school teachers and creating chances for professional growth encourages teacher collaboration. It was also established that teachers, like any other profession, must develop stronger professional identities. The

findings also revealed that implementing agencies that observe and share some of the faults about the teachers based on their professional development should be considered a solution.

## **Dicussion**

### **Causes of Challenges of Professional Development for Preschool Teachers**

The respondents considered occupation responsibility and time assignment as the main challenge of professional development for pre-school teachers. One more significant hindrance is that the designation of time for proficient improvement is scant and restricted. Badri et al (2016); Omar et al (2017) further guarantee that the main hindrance to taking part in professional development is identified with struggle with the work plan.

It was also established that poor credential is a challenge in implementing in-services to early childhood education teachers in Selangor. A study by Majzub (2013) on the issues in Malaysia's Preschool Education found that pre-school teachers need to have better quality, and teacher professionalism must be upgraded. This is supported by Taat and Rozario (2014) that the profession of a teacher is considered professional because it necessitates the acquisition of knowledge, development of specialized professional abilities and adherence to current laws and rules.

Research has revealed that distance is a challenge of professional development for pre-school teachers and that language barrier is also among the challenges for teachers who speak English as a second language (ESL). Professional development is vital for all the teachers in Malaysia because there are many nationalities living in Malaysia who speak different languages. English is an internationally spoken language, so English is mainly used to communicate when two or more people are different.

Khan et al (2012) argue that the distance of the organizations of higher learning where the program is directed and for the help teachers to go to classes can be in another area and surprisingly in one more state contrasted with where they are living and working. In this manner, it requires days and numerous hours for them to arrive at the objective of learning, just to attend their classes.

### **Factors Influencing Implementation of Professional Development for Preschool Teachers**

According to the findings, most respondents agreed that most instructors view the role of professional development in educational reform as independent, which has an impact on how professional development is implemented. In educational reform, teachers' professional development is treated as a separate entity from the prescribed curriculum. This is consistent with Connelly and Clandinin's (1988) notion of professional development for teachers as a stand-alone element of reform. Teachers, who are social beings with a variety of backgrounds, incorporate past experiences into their classroom activities to affect the curriculum, claim (Goodman & Brand, 2009).

It was also determined that poor professional development for teaching and learning results from a lack of sufficient resource assets. Regarding educational reform, this is accurate (Jamil et al., 2011). This suggests that for the formally designed professional development to be operationalized as intended, the authority or education ministry should provide school systems with suitable asset components, such as textbooks, instructional aides, and office supplies, just so teachers can play a desirable role in the execution of their professional development. In order to create a conducive environment for implementation, the federal

government should provide physical infrastructure, such as schools, labs, seminars, bookstores, and recreation places, according to (Jamil et al., 2011).

The study also showed that teachers' practises and enthusiasm have been shown to be positively influenced by simple stimulus programmes like instructor classroom observations from a professional educator. Voogt and Roblin (2012) support this finding and state that teachers' practises and enthusiasm are influenced by implementation of professional development. The term "teacher assistance" refers to a wide range of innovative tools that help educators who struggle to effectively transfer knowledge from a professional development setting to the classroom. It is feasible to collaborate on organisational, educational, and resource matters while also receiving social, administrative, and instructional support from one or more qualified others. Additionally, the results show that the student factor influences teachers' decisions about experiential learning, necessitating the need to consider the varied characteristics of students when implementing the programme.

Students (children) are also a crucial component of the process of putting professional development into practise. While teachers make decisions about what happens in the classroom, students make decisions about what is communicated and retained during teachers' professional development. It is possible for the formal curriculum and the curriculum that is used to differ significantly. What is really accomplished in the classroom depends on the learner's (pupil's) background in and aptitude for the relevant field (Goodman & Brand, 2009).

### **Challenges of Professional Development for Preschool Teachers**

According to the study's findings, most respondents concur that early childhood educators do not receive in-service training. According to Mligo's (2016) study, preschool teachers do not receive in-service training in the subject of early childhood education. As a result, in-service coaching for teachers may not be helpful in helping them find answers to professional development problems, particularly in the implementation of curriculum. Because parents view early childhood education as a playground for their children rather than a learning environment, Mohammad (2021) found that early childhood instructors struggled to impose the early childhood curriculum. This mentality created a barrier between home and school collaboration.

Preschool teachers lack the necessary educational and learning resources to enable them to use early childhood teaching techniques. Ntumi (2016) discovered from a survey that early childhood curriculum implementation presents many challenges for preschool teachers. Preschool educators frequently lack the necessary educational and learning resources to enable them to implement early childhood teaching methods, and parents and guardians frequently choose not to be involved in their children's education, making it difficult for preschool educators to finish the project on their own. The Ntumi concluded that teachers, instruction, and educational materials are the main factors impacting how the early childhood curriculum is implemented.

It was also determined that pre-school teachers do not receive enough training from administrators to keep them up to date on current early childhood curricula. Preschool teachers do not receive in-service training in early childhood. The study examined the challenges faced by preschool teachers in Cape Coast Metropolis when implementing the early childhood curriculum that supports their professional development. It discovered that

the in-service education and training provided by administrators is insufficient to keep preschool teachers up to date with current early life curriculum trends.

### **Solution to the Challenges of Professional Development for Preschool Teachers**

According to the survey, most participants believe that the best way to address the difficulties associated with pre-school teachers' professional development is through creating, putting into practise, evaluating, and legitimising norms for teacher professional development. It is commonly known what defines good professional growth based on studies (Nirangu, 2010). Despite this understanding, there are simply not enough qualified providers and no standards for appropriate professional development within provider-funded humanitarian and development operations. Due to the lack of a recognised and agreed-upon definition of "excellent" professional development, teachers are regularly forced to participate in subpar, and in some cases harmful, professional development that is ineffective and wastes their time and donor money (Ndirangu et al., 2010).

The findings suggest that teachers, like members of any profession, need to forge stronger professional identities. Access to high-quality professional development has an impact on teacher competency in addition to more obvious factors like hiring, compensation, and possibilities for advancement. It's challenging to maintain your expertise when you don't even feel confident, when you lack training and direction, and when you're dealing with children who have major emotional and academic problems and don't know how to approach them. The recommendations state that teacher professional development should support instructors in using "elevated" teaching techniques, such as formative assessment, constructive criticism, and precise explanations, that have been shown to aid children's learning directly and quantitatively (Carroll et al., 2009).

The results also showed that implementing organisations that keep track on and discuss some of the shortcomings of the teachers depending on their professional growth should be thought of as a solution. Many implementing organisations give professionals who have never been teachers—or whose only teaching experience has been for a while—the opportunity to receive professional development in crucial areas like reading or math. Teacher educators need to develop a variety of skills to advance their careers, including profoundly effective teaching, distinctive designs of pedagogical approaches and assessment strategies, education and training of children, supervisory and clinical skills, the capacity to recognise and evaluate effective teaching and evaluation methods, the capacity to mentor and endorse teachers, as well as the personality to do so and take plotted or convivial briefings with teachers.

### **Conclusion**

The early childhood curriculum is not being successfully implemented in Selangor preschools because of inadequate instructional and study materials, a lack of adequate in-service training for pre-school teachers, a lack of parental involvement, and pre-school teachers' lack of familiarity with the early childhood curriculum. Early curriculum implementation is greatly influenced by teachers as well as a lack of adequate teaching and learning resources.

It can be concluded that early childhood educators do not receive in-service training in the subject. Additionally, there is no in-service training offered to preschool teachers in the area of early childhood education. The in-service education and training provided to administrators is also insufficient to keep pre-school teachers abreast of new early childhood curriculum initiatives.

Students have a say in how professional development is put into practise because, while teachers determine what happens in the classroom, students also select what is communicated and retained first from teachers' professional development. Additionally, teachers see their independent professional development role in educational change, which has an impact on how professional development is implemented. Teachers' practises and zeal have been shown to be positively influenced by simple stimulation programmes like instructor classroom inspections from a professional educator in the absence of enough resource assets to enable effective professional development for teaching and learning to take place.

The topic's conclusion is that investing in the training of superior teacher educators is a practical way to address pre-school teachers' need for professional development as well as to create opportunities for professional development that foster teacher collaboration. Another way is to create, put into practise, evaluate, and legitimise norms for teacher professional development. Standards, on the other hand, outline the minimal provider requirements and quality benchmarks that ensure excellent inputs and interactions. Another alternative is to emphasise educators as professionals and personalities in environments with little income and conflict.

### **Recommendation**

Preschool teachers should complete in-service training in early childhood. Additionally, preschool teachers are required to complete training for early childhood educators in in-service learning. Finally, administrators should be able to provide pre-school teachers with enough in-service education and training to keep them abreast of modern early childhood curriculum developments. Parental involvement, adequate teaching and learning materials, pre-school teachers who are adequately knowledgeable about the early childhood curriculum, and adequate in-service training for pre-school teachers are all necessary for the early childhood curriculum to be implemented successfully in Selangor's preschools. When implementing the curriculum early on, stakeholders and the government must consider several crucial concerns, including teachers and a lack of adequate teaching and learning tools.

Students should be included in professional development implementation because, while teachers control what happens in the classroom, it is the students who determine what is conveyed and retained from teachers' professional development first. Teachers should not regard their role in educational reform as independent of their professional development. It has been shown that fundamental stimulus programmes, including teacher classroom observations from a professional educator, have a positive impact on teachers' practise and passion. The government should give the necessary resources to enable effective professional development for teaching and learning.

The study suggests that, in addition to establishing opportunities for professional growth that foster teacher collaboration, developing higher-quality teacher educators is a potential solution for pre-school teachers' professional development. It is crucial to put teacher professional development norms into place since they are crucial for developing, implementing, evaluating, and legitimising teachers. Standards, on the other hand, outline the minimal provider requirements and quality benchmarks that ensure excellent inputs and interactions. It is necessary to place an emphasis on instructors as professionals and personalities in low-income and conflict situations.



This study focused exclusively on overcoming obstacles, putting solutions into practice, and resolving problems that affected how preschool instructors in Selangor implemented professional development. Therefore, more research is required to determine if other factors, such as structure approach, goals, and procedure, have a significant impact on the professional development issues faced by pre-school teachers. To provide a larger understanding of this subject, the same variables must also be investigated in places like colleges and universities.

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