

**A STUDY ON PUBLIC PROVISION FOR MALAYSIAN PRESCHOOLS**

**By**

**Idrus, Nurhidayah**

**THESIS**

*Submitted to*

*KDI School of Public Policy and Management*

*in partial fulfillment of the requirements*

*for the degree of*

**MASTER OF PUBLIC POLICY**

2013

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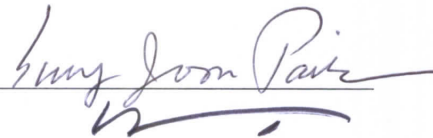
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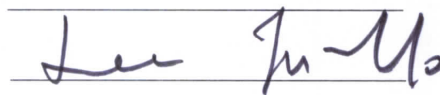
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## **ABSTRACT**

### **A STUDY ON PUBLIC PROVISION FOR MALAYSIAN PRESCHOOL**

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Preschool education is crucial and an important factor for school readiness but yet small allocation has been allocated compared to other education sector such as primary or secondary school. This study analyzed the expenditure trends and estimates outcomes in the area of preschool studies over the period 2010-2012 where collectively principal-respondent, teacher-respondent and parent-respondent gave positive feedback on preschools helped the students to prepare for formal schooling (more than ninety-three percent) and more than ninety-one percent agreed that preschools participation rate is satisfactory. In particular, the analysis focuses on the implementation of the program that provides preschool education access to children from rural areas and low income families on the impact of pre-school education budget on enrollment rate, education access and gender bias.

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## TABLE OF CONTENTS

<b>I.</b>	<b>INTRODUCTIONS</b>	<b>1</b>
	A. Significance of Study	1
	B. Background of Issue	4
<b>II.</b>	<b>LITERATURE REVIEW</b>	<b>6</b>
	A. Importance of ECCE	6
	B. Global Scenario of ECCE	8
	C. Development of ECCE in Malaysia	12
<b>III.</b>	<b>METHODOLOGY</b>	<b>17</b>
	A. Research Methodology	17
	B. Study Design	18
<b>IV.</b>	<b>ANALYSIS AND DISCUSSION</b>	<b>25</b>
	A. Introductions	25
	B. Principal-Respondent	26
	PRINCIPAL-RESPONDENT BACKGROUND	26
	PRINCIPAL-RESPONDENT FEEDBACK	27
	SUMMARY OF PRINCIPAL-RESPONDENT FEEDBACK	30
	C. <b>Kedah (Northern Region)</b>	<b>30</b>
	INTRODUCTION	30
	PARENT-RESPONDENT	31
	Parent-Respondent Background	31
	Parent-Respondent Feedback	31
	Summary of Parent-Respondent Feedback	31
	TEACHER-RESPONDENT	33
	Teacher-Respondent Background	33
	Teacher-Respondent Feedback	33
	Summary of Teacher-Respondent Feedback	36
	SUMMARY OF KEDAH FINDINGS	36
	D. <b>Selangor (Central Region)</b>	<b>37</b>
	INTRODUCTION	37
	PARENT-RESPONDENT	37
	Parent-Respondent Background	37

Parent-Respondent Feedback.....	38
Summary of Parent-Respondent Feedback.....	40
TEACHER-RESPONDENT.....	40
Teacher-Respondent Background.....	40
Teacher-Respondent Feedback.....	41
Summary of Teacher-Respondent Feedback.....	44
SUMMARY OF SELANGOR FINDINGS.....	44
<b>E. Kuala Lumpur (Central Region) .....</b>	<b>44</b>
INTRODUCTION.....	44
PARENT-RESPONDENT.....	45
Parent-Respondent Background.....	45
Parent-Respondent Feedback.....	45
Summary of Parent-Respondent Feedback.....	45
TEACHER-RESPONDENT.....	47
Teacher-Respondent Background.....	47
Teacher-Respondent Feedback.....	47
Summary of Teacher-Respondent Feedback.....	50
SUMMARY OF KUALA LUMPUR FINDINGS.....	50
<b>F. Putrajaya (Central Region) .....</b>	<b>50</b>
INTRODUCTION.....	51
PARENT-RESPONDENT.....	51
Parent-Respondent Background.....	51
Parent-Respondent Feedback.....	53
Summary of Parent-Respondent Feedback.....	53
TEACHER-RESPONDENT.....	53
Teacher-Respondent Background.....	53
Teacher-Respondent Feedback.....	54
Summary of Teacher-Respondent Feedback.....	56
SUMMARY OF PUTRAJAYA FINDINGS.....	56
<b>G. Negeri Sembilan (Southern Region) .....</b>	<b>56</b>
INTRODUCTION.....	56
PARENT-RESPONDENT.....	57



Parent-Respondent Background.....	58
Parent-Respondent Feedback.....	58
SUMMARY OF NEGERI SEMBILAN FINDINGS.....	59
<b>H. Melaka (Southern Region) .....</b>	<b>60</b>
INTRODUCTION.....	60
PARENT-RESPONDENT.....	60
Parent-Respondent Background.....	61
Parent-Respondent Feedback.....	61
Summary of Parent-Respondent Feedback.....	63
TEACHER-RESPONDENT.....	63
Teacher-Respondent Background.....	63
Teacher-Respondent Feedback.....	63
Summary of Teacher-Respondent Feedback.....	64
SUMMARY OF MELAKA FINDINGS.....	67
<b>I. Summary of Study Findings .....</b>	<b>67</b>
<b>J. Policy Implications.....</b>	<b>70</b>
<b>V. CONCLUSION .....</b>	<b>71</b>
<b>A. Summary of Main Findings.....</b>	<b>71</b>
<b>B. Policy Recommendations .....</b>	<b>72</b>



## **INTRODUCTIONS**

### **A. Significance of Study**

Much literature has emphasized on the importance of preschool and the needs to finance it in such reports produced by UNESCO on Education for All (hereafter EFA). In Malaysia, Ministry of Education (hereafter MOE) has commissioned Early Childhood Care and Education (hereafter ECCE) Policy Implementation Review (hereafter ECCE Review) in 2007 at national level but focused towards implementation of National Preschool Curriculum (NPC) teaching and learning approaches; however, parents' views are not being considered. In this paper, I reviewed the pattern of access in rural and suburban areas that operating with tight budget that are not included in previous study. The study seeks the feedback from the ground/ peoples (parents) about public service delivery, in this case public preschool education. My hypothesis is that although preschool sector have received small allocation compared to other education sector, there are still positive outcomes on enrollment rate and access to preschool education in rural and sub-urban areas in Malaysia.

Hence, this study includes issues surrounding the number of preschoolers to address inequality and pattern of access. Specifically, the study asks the following questions:

- a) What is the GER among pre-school students?
- b) What is the perception on participation rate at the preschools?
- c) What is the trend of Malaysian Budget for pre-school education and its impact on the enrollment rate and equity?

This study applied quantitative research methodology. Information and statistics are relied on official report by Ministry of Education and other government agencies such as ECCE Review Report 2007. This study used questionnaires forms to teachers and preschool parents has been conducted in fifty selected preschool located in urban and rural areas in north, south and central region in Malaysia in order to prove my claim.

The study is organized as follows. The next chapter deals with literature review to understand the concept of the preschool and help to develop my framework and hypotheses. Literature review are divided into three sub-topics (i) Importance of ECCE, (ii) Global Scenario of ECCE and (iii) Development of ECCE in Malaysia. Next part is research methodology, discussion and findings. The final chapter contains the discussion of analysis and implication of the study and conclusion.

Early childhood care and education is crucial for the development of human capital. Much literature has proved its importance and positive return of investment but in reality public provision ECCE is relatively small. However, Malaysia government has recognized this critical issue by allocating higher budget for ECCE year by year. Malaysia is also working towards achieving UNESCO's Education for All (EFA) mission and emphasizing this as one of the National Key Results Areas (hereafter NKRA) in its Government Transformation Program (hereafter GTP). This paper attempts to study the impact of the government investments to increase enrollment rate and education access to children from poor household and rural areas.

According to UNESCO EFA Global Monitoring Report 2007 (hereafter UNESCO EFA Report 2007), ECCE participation improves primary school attendance and performance and is well documented (Young, 2002). My research instruments are constructed based on criteria discussed in this section. ECCE can enhance physical well-being and motor development, social and emotional development, language development and basic cognitive skills (Young, 2002). ECCE programs can improve school readiness; increase enrolment in the first grade of elementary schools; reduce delayed enrolment, dropout and grade repetition; and increase completion and achievement (Young, 2002). Effects of participation in ECCE program me on the acquisition of both cognitive and non-cognitive skills have also been identified (Young, 2002). The most strong evidence comes from the evaluation of particular

programs in both developed and developing countries whereby the benefits were higher the longer children participated in pre-school (Sylva et al., 2004). Pre-school experience in the United Kingdom has resulted in improved measures of intellectual development, independence, concentration and sociability during the first three years of elementary schooling (Sylva et al., 2004).

UNESCO EFA Report 2007 also notes that a national ECCE policy embodies a country's commitment to young children. However, national governments have accorded limited policy attention to ECCE compared to two other EFA goals: universal access to primary education and gender parity. In Malaysia, the MOE has implemented preschool classes for five- and six-year-olds as an annex to existing primary schools with priority to rural areas since 1996 after the incorporation of preschool education into the national education system.

The paper follows studies on several successful ECCE program internationally such as Head Start in the United States of America. The statistical data will depend on government reports and student enrollment database. The paper will begin by looking at an overview of the Federal Budget of the government of Malaysia from 2010 through 2012, with an emphasis on social sector allotment. Under the social sector allotment, education is given equal priorities. The discussion will cover education access of Malaysian preschool for 5-6 years old public preschool.

## **B. Background of Issue**

The education system in Malaysia consists of primary schools, secondary schools, pre-universities and tertiary educational institutions. Most children attend kindergartens at age six, depending upon the family economic status and whether they live in urban or rural

areas. This results in a huge difference between the poor and the rich and between the urban and the rural residents. The children who have an early education are expected to do well in regular schools, but the children who have not attended a kindergarten or preschool would not be competitive.

Education for All (EFA) Goal No. 1 (UNESCO, 2007) aims for better and more possibilities to support young children (age 0-6), and their families and communities, in every phase physically, emotionally, socially and intellectually when the child is growing. EFA Goal No.1 also focuses on disadvantage and particularly vulnerable children that live in poverty, rural and minority children and are prone to gender discrimination.

Malaysia has always treated education and care for all children with the significant amount of allocation given to ECCE annually. ECCE in Malaysia is comprised of two groups which is the 0-4 years old and the 4-6 years old. Early childhood education for the 4-6 years old group falls under the responsibilities of Ministry of Education (hereafter MOE). Government Transformation Program (hereafter GTP) Annual Report 2011 highlight that government-operated pre-school classes were made available for free in 2011.

According to World Bank Review (WB, 2011), preschool education is provided by a range of Government and non-government providers; that the MOE is a relatively small provider. However, 10,000 additional preschool classrooms will be built under 10th Malaysia Development Plan and National Key Results Area (hereafter NKRA) initiatives (WB, 2011). World Bank Review (WB, 2011) also notes that the Malaysian government is moving forward with initiatives to substantially expand the access and improve quality.

NKRA Labs were conducted in 2009 to improve government management and delivery in education and other five areas. One of the five sub-NKRAs in education is to produce quality and affordable preschool education available to all especially for the most vulnerable and disadvantages children (National Conference on Early Childhood Care

&Education 2011). But to what extent the public fund has benefited the pre-school children is something that this study finds worth looking into.

To achieve these aims, MOE initiates additional preschool classes nationwide, particularly in the remote areas. On the other hand, MOE plans to improve the quality of pre-schools nationwide by standardizing financial support levels for students attending government pre-schools and training private preschool teachers so as to improve the quality of their teaching methods (PEMANDU, 2012).

#### Table4: Research Methodology

The study assimilate how the government has prioritized the public provision to reach the target to make preschool opportunities available for all Malaysian children regardless of their family background, location and gender. My hypothesis is that the Malaysian government increases allocation for ECCE and contributes to the increasing enrollment rate and improved pattern of access.

This paper picked up the implementation of Malaysian preschool education that will help in (achieving NKRA target to increase preschool enrollment rate to 87% by end 2012 and) expanding early education access to children from low income families and rural areas. Preschool education is crucial for the nation's human capital development as well as personal wellbeing.

## **II. LITERATURE REVIEW**

### **A. Importance of ECCE**

United Nations has adopted Convention on the Rights of the Child (CRC) in 1989 to urge for the care and protection of every child (defined as person under 18 years old) as a priority for everyone especially government (UNESCO, 2007). Accordingly, Malaysia has signed for the convention. UNESCO, 2007 mentioned that early intervention can reduce inequalities as an impact of good quality early childhood programs on child development.

UNESCO EFA Report 2007 has mentioned that there is a consistent evidence of early childhood programs are highly beneficial for vulnerable and disadvantaged children, facilitating the reduction of social inequality. James Heckman has claimed that 'it is a rare public policy initiative that promotes fairness, social justice and promotes productivity in the economy and the society and investing in disadvantaged young children is constituting such a policy' (Heckman, 2006).

Based on the UNESCO EFA Report 2007, ECCE can help to ease the transition to primary schooling and is also an important foundation for subsequent education. Fabian and Dunlop, 2006 argues that that the two main approaches regarding the transition to primary school may be summed up as 'school readiness and 'ready schools'. The school readiness highlights the importance of ECCE in promoting children's development and assuring they are ready for school. The common consent from research is that school readiness encompasses development in five distinct but interconnected domains (Arnold et al., 2006; Copple, 1997; Offord Center for Child Studies, 2005) physical well-being and motor development (measured in terms of health, growth and disabilities), social and emotional development (e.g. ability to control one's own behavior, or to play and work with other children), approach to learning (e.g. enthusiasm, curiosity, persistence and temperament), language development (e.g. vocabulary, grammar and ability to learn and communicate) and



cognitive development and general knowledge (e.g. cognitive and problem-solving skills, such as learning to observe and to note similarities and differences) which in all of these areas, the children vary greatly (UNESCO EFA Report, 2007). On the other hand, 'ready schools' emphasizes on characteristics of the school environment that facilitate or hinder learning. Researchers have pointed out several factors that can impair readiness such as overcrowded classes, the 'language gap' (when the language of instruction differs from the child's mother tongue), limited qualified and experienced first grade teachers and inadequate learning materials (Arnold et al., 2006). These factors are very challenging to be addressed in developing countries.

UNESCO EFA Report 2007 has mentioned that inclusive ECCE programs can address disadvantage, poverty and promote gender equality through right role models and linguistic diversity. On the other hand, maintaining continuity is key in easing the transition from pre-primary to primary school. Preschoolers from disadvantaged group are better prepared socially and academically for primary school, and repetition and dropout rates have fallen in places where they were formerly a problem (Elvir and Asensio, 2006)

The latest UNESCO EFA Report 2012 urged that ECCE should be at the centre of both EFA and broader development agendas because it is widely recognized as the critical period in which to lay the foundations for success in education and beyond. According to UNESCO (2012), national and international policy-makers are more concerned with early childhood well-being as such a cost-effective investment.

According to OECD (2010) the more time children spent in pre-school, the better their performance in school. The evidence based on the 2009 survey in the Program for International Student Assessment (PISA) shows that in fifty-eight of sixty-five countries, 15-year-old students who had attended at least a year of pre-primary school outperformed students of various socio-economic backgrounds. In countries including Australia, Brazil and

Germany, the average benefit after controlling for socio-economic background was equivalent to one year of schooling (OECD, 2010). In a nutshell, OECD (2010) notes that PISA results suggest that the school systems that combine high performance and equitable learning opportunities for all students are also those that offer pre-primary education to a larger proportion of pupils, have smaller pupil/teacher ratios in pre-primary school, invest more per child at the pre-primary level and, especially, provide longer periods of pre-primary education (OECD, 2010).

UNESCO EFA Report 2007 highlights that long-term studies from high income nations show that preprimary contributes to school readiness and later academic achievement through the development of non-cognitive skills, such as attention, effort, initiative and behavior, as well as cognitive skills in reading and mathematics (Duncan et al., 2007; Reynolds et al., 2010). In addition, Deming (2009) argues that an evaluation of Head Start, the publicly funded national early childhood program in the United States that focuses on poor children, has shown that it had significant positive long-term effects. The participants were 9% more likely to complete secondary school and 7% less likely not to be in school and to be reporting zero wages in their early twenties (Deming, 2009).

## **B. Global Scenario of ECCE**

According to the UNESCO EFA Report 2007, there were about 200,000 more children under 6 years of age attending preschools or childcare centers in 2005 than there were in 2000. Special attention to the expansion of preschool in rural areas and special needs has been given through public spending priorities (UNESCO EFA 2007 Report). UNESCO (2006) notes that all countries have one or more programs at pre-primary level and commonly called pre-school education, kindergarten, preprimary education, early childhood education, nursery education and various combinations of the above.

As a financing mechanisms, higher-level governments (national, regional, state) may either finance and provide ECCE programs directly or indirectly allocate grants to local authorities for ECCE programs (UNESCO, 2007). Trends in financing Education for All, 1999–2010 is reported as the faster economic growth, improved revenue generation and greater government commitment to education have combined to increase real spending on education since 1999 (UNESCO EFA 2012 Report). Spending on education has improved in most countries since 1999 by an average of 2.7% a year globally from 1999 to 2010. The share of national income assigned to education is an indicator of commitment to EFA and 63% of low and middle income countries have increased the share of national income spent on education in the past decade (UNESCO, 2012).

In general, UNESCO (2012) reported that countries accord relatively low priority to pre-primary education in their public spending whereby many allocated less than 5%. Less than 10% of total public education expenditure was allocated to it in sixty-five of the seventy-nine countries with data available and only fourteen countries mostly in Europe that allocating more than 10% (UNESCO, 2012). As a share of GNP, public provision on pre-school education was greatest in Central and Eastern Europe, at 0.5%, compared with 0.4% in North America and Western Europe and 0.2% in Latin. In North America and Western Europe expenditure on pre-school programs is equivalent to about 26% of that on primary education, whereas share is as high as 60% in France and Germany (UNESCO EFA 2007 Report).

**OECD (2001) mentioned that European countries tend to combine universal coverage with additional, more intensive support to vulnerable and disadvantaged children. Belgium, France and the Netherlands fund pre-school programs serving all children and allocate extra resources to disadvantaged communities (OECD, 2001).**

UNESCO EFA 2007 Report suggests four key issues need to be considered when financing ECCE programs: the sources available, the channels to be used to raise and allocate funds and the extent of targeting. UNESCO (2007) also notes that when resources are limited, commonly governments will decide on two types of targeting either by geographical and by income. Governments can pursue multiple revenue sources and financing strategies, but each involves a trade-off among access, quality and equity, as mentioned in UNESCO EFA 2007 Report.

UNESCO EFA 2007 Report notes that the differences within regions by the coverage of pre-primary education vary considerably among countries within regions. In East Asia and the Pacific, China, the Philippines and Vietnam have ratios between 36% and 47%, and Australia, Malaysia, New Zealand, the Republic of Korea and Thailand register near full enrolment.

In most countries, the gender gap is relatively small (less than 10%) but urban-rural differences in participation rates are much larger, as reported in UNESCO EFA (2007). Poverty and place of residence is important in determining participation rate disparities and the proportion of rural children in early childhood programs is often between ten and thirty percentage points lower than that of urban children (UNESCO EFA 2007 Report). UNESCO (2007) notes that despite the increased coverage in developing countries, children from poorer and rural households have significantly less access to early childhood programs than those from richer and urban families.

UNESCO EFA Report, 2007 notes that research has proved that intervention during the early years can compensate for vulnerability and disadvantage, regardless of underlying factors such as poverty, gender or race/ethnicity. Thus, the large United States public early childhood project Head Start was launched in 1964 as part of the 'War on Poverty' on the

basis of theoretical work challenging conventional class- and race-based beliefs about inherited abilities and pointing to the formative significance of the early years (Hunt, 1961).

Ludwig and A. Philips (2007) reviews what is known about the value of Head Start and argues that the program is likely to generate benefits to participants and society as a basis for the program's costs. There are five main arguments made in this article. First, much of the debate about Head Start stems from confusion about how to judge the magnitude of program impacts (Ludwig and A. Philips 2007) Second, over the past several years new evidence has been accumulating about the long-term impacts of Head Start on early cohorts of program participants, as well as about the short-term program impacts on more recent cohorts of children (Ludwig and A. Philips 2007). According to Ludwig and A. Philips (2007), this is a generic challenge to understanding the long-term impacts of contemporaneous government programs – we can only estimate long-term impacts for people who participated in the program a long time ago. The third goal is to provide some benchmarks for how large these short-term impacts would need to be in order to believe that any long-term benefits generated by today's Head Start program will be enough to justify the program's costs (Ludwig and A. Philips 2007). Ludwig and A. Philips conclude that Head Start passes a benefit-cost test; which is similar to other scholars' findings and argue that it is the most suitable standard to evaluate the program's success.

Furthermore, Gibbs and others (2011) claim that many people trust investment in the human capital of disadvantaged children through early childhood interventions could enhance their long-term life chances. Gibbs and others (2011) believe that Head Start could be improvised after being implemented in 50 years by taking into consideration the current circumstances.

This paper also disagrees with proposal to change Head Start and claim it will have more negative effect and has no value if it is implemented. Given the current global circumstances, those research bags important questions - What is the purpose to change Head Start if it has no value? I argue that the same research could be done in Malaysia.

### **C. Development of ECCE in Malaysia**

Malaysia's progress is attributed to the systematic planning process since the first five-year national development plan (First Malaya Plan: 1956–1960) launched (MOE, 2008). Education had always been a priority in the national development plan which also conducted through an annual budget in short term. The national development plans ensure sufficient allocation for the development of the nation's human resource and responding to issues of access, equity, quality and effectiveness of education launched (MOE, 2008).

The MOE aims for realizing the goal of eliminating socio-economic inequalities by ensuring that all students master reading, writing and arithmetic skills and that no student drops out of the system due to poverty or location (MOE, 2008). The MOE sets the objectives of achieving a GER of 100 percent and eliminating attrition at the primary and secondary level (MOE, 2008).

The latest 10th Malaysian Development Plan aim for providing a stronger head-start for more children to get prepared for formal schooling (MOE, 2008). Children who participate in pre-school programs are found to be more committed to education and employed with higher wages in later years and this justify the expansion of pre-school enrolment and quality enhancement program (MOE, 2008). MOE (2008) policies related to preschool education are as following:

- Institutionalize pre-school education in order to provide education for children aged 5 -6 year olds.

- Preschool education prepares a strong foundation for formal education; enables children aged 5 year olds to possess a strong foundation in communication, social and other skills as a preparation for primary school education.
- To expand pre-school classes.
- To produce sufficient well-trained teachers and training facilities to fulfil the preschool education needs.
- To ensure the implementation and supply of pre-school facilities in line with the policy and objective of the National Pre-School Curriculum.

The Malaysian government has committed to ensuring that all children aged five to six years have access to preschool even though preschool education is not compulsory (MOE, 2008). MOE sets up preschools to give opportunity to children whose family is with very low income in the sub-urban, rural and remote areas and classes are built as an annex to the public primary school building (MOE, 2008). Preschool classes are still expanding and every National Primary School is expected to have their own preschool class in the near future (MOE, 2008). Table 1 provides information on the number of preschool classes built by MOE from the year 1992 to 2007 (MOE, 2007).

Table 1: Number of Preschool Classes built under 9<sup>th</sup> Malaysia Plan

Particulars	Number of Classes Built			(RM) Million		
	Urban	Rural	Total	Urban	Rural	Total
Preschool	491	2135	2626	66.4	260.9	327.3

National Enrolment by locality: urban and rural

MOE has set a target of setting up 80% rural and 20% urban preschool. In ECCE Review 2007, the study revealed that 69.1% of the preschools are situated in rural, 9.7% in suburban dan 21.2% in urban as indicated in Table 2.

Table 2: Number of MOE preschools by urban and rural (2005)

	<b>Urban</b>	<b>Rural</b>	<b>% Rural preschools</b>
Schools	1055	2232	67.9%
Classes	1399	2605	65.06%
Enrolment	31970	61406	52.06%

(Source: MOE, 2007)

#### Expenditure on ECCE

According to MOE (2007), Malaysian government is beginning to focus more on ECCE program. However, having only 1.06% of the total expenditure on preschool education in 2005 is not something very encouraging compared to 41.60% of total public expenditure on education spent on primary education and 37.07% spent on secondary education (MOE, 2007). So there is a need for higher allocation for ECCE which this study is initiated by this issue.

Table 2: Estimated recurrent expenditure for MOE preschool, primary and secondary education

<b>Level of education</b>	<b>2005</b>	<b>2006</b>
Preschool	178,061,000 (1.31%)	173,528,500 (1.22%)
Primary	5,674,836,800 (41.60%)	6,060,289,900 (42.66%)
Secondary	5,057,590,900 (37.07%)	5,421,272,800 (38.16%)
Fully Residential School (Secondary)	216,535,700 (1.59%)	262,630,900 (1.85%)

(Source: Statistics, EPRD MOE)

Table 3 provides information on the average national enrolment 2000 – 2005 and states contribution to the percentage of total ECCE enrolment for 4 – 6 years old for the country (MOE, 2007). This data shows a realistic picture of the country whereby states like Johor and Selangor have more students compared to Negeri Sembilan and Terengganu because Johor is a big state in terms of area and Selangor is a populous state (MOE, 2007). Perlis, on the other hand, is a small state and contributes only to 1.24 % of the total enrolment of the country though its GER is quite high at 66.80% (MOE, 2007).



Table 3: ECCE National Enrolment and GER for 4 – 6 Years Old by State

	<b>GER for 4-6 Years Old ECCE Enrolment 2005 (%)</b>	<b>Average Enrolment 2000 – 2005</b>	<b>% of Average Enrolment by State</b>
<b>NATIONAL</b>	<b>67.38%</b>	<b>659,848</b>	
KUALA LUMPUR	37.41%	29,683	4.49
LABUAN	39.47%	1,592	2.41
KELANTAN	41.85%	40,804	6.18
SARAWAK	47.16%	63,338	9.59
SABAH	51.55%	56,627	8.58
KEDAH	54.20%	49,622	7.52
MELAKA	55.36%	22,247	3.37
PULAU PINANG	57.08%	36,526	5.54
SELANGOR	57.63%	88,779	13.45
PERAK	59.24%	52,533	7.96
PERLIS	66.80%	8,158	1.24
PAHANG	67.91%	41,301	6.26
JOHOR	70.33%	101,044	15.31
NEGERI SEMBILAN	77.71%	31,526	4.78
TERENGGANU	82.67%	36,378	5.51
			100

(Source: MOE, 2007)

In 2007, Ministry of Education (MOE) has commissioned Early Childhood Care and Education (ECCE) Policy Implementation Review; with three important focus of accessibility, equity and quality (MOE, 2007). The ECCE Review has focus on four policy area that is to provide ECCE to all children, using a standardized curriculum, integration and effectiveness (MOE, 2007). However, we would conduct study on the first policy area only which is access, quality and resources in order to provide ECCE to all children through questionnaires, interviews and based on related government-agency statistics (MOE, 2007). ECCE Review also designed sub-category of level of participation, equity in access to quality ECCE, distribution of public resources as well as quality of physical and materials support (MOE, 2007).

MOE's ECCE study shows that accessibility measured through the Gross Enrolment Rate is not so satisfactory but instead accessibility to healthcare is satisfactory. MOE (2007)

notes that Gender Parity Index (GPI) shows that slightly more female participation than male participation. MOE (2007) also notes that equity is promoted through programs for the disadvantaged especially the indigenous children and children with special needs. Quality of the care and education is monitored under a standardized curriculum, training of teacher and assistants and supply of learning materials (MOE, 2007).

As I have mentioned earlier this study will seek parents' satisfaction towards preschool education, which MOE's ECCE Review does not include this aspect. We refer to MOE's ECCE Review instruments which mainly focus on preschool curriculum implementation but with modification to our objectives in order to get parents, school administrators and teachers perception towards access to preschool education, quality and adequacy of learning materials, facilities and financial resources for Malaysian preschool.

My argument is that although the preschool sector receives the lowest allocation compared to other education sector, there is still positive outcome for the enrollment rate and access to preschool education in rural and sub-urban areas in Malaysia. From the extensive literature, it can be deduced that public provision increased access to preschool education and enrollment rate and equip students with school readiness and basic knowledge before entering formal or primary education.

### III. METHODOLOGY

#### A. Research Methodology

Research Objectives and method to investigate hypothesis as indicated in Table 4.

Table 4: Research Methodology

Generic Category	Sub-category	Research Objectives	Method
Access	Level of participation	1. To determine the Gross Enrolment Rate (GER)	Statistics collected from the relevant agencies
		2. To investigate perception on participation rate at public preschools.	Questionnaire (23 principals, 143 teachers & 803 parents)
Quality	Physical and material support	3. To investigate the perceived quality and adequacy of physical and material support for preschool education.	Questionnaire (23 principals, 143 teachers & 803 parents)
Resource	Distribution of public resources	4. To determine the trend of budget for pre-school education and its impact to enrolment rate.	Questionnaire (23 principals, 143 teachers & 803 parents)
Note: Survey through questionnaire form has been conducted in 50 preschools in urban and rural area in north, south and central region of Malaysia.			

This research went through a quantitative study by self-administered survey with questionnaire as a research instrument (see Appendix A). The survey aims to have collective views from parents, school administrators and teachers. MOE consists of 16 State Education Departments and 5,756 preschools (2011 data). I used primary data that is questionnaires that has been sent out to 1500 parents, 50 school administrators and 200 teachers from 50 schools at 6 states in Malaysia. I chose convenience sampling method due to limited time and resources. Respondents from state of Kedah of northern region

represent rural populations, respondents in Selangor represent sub-urban household in central region, respondents from Kuala Lumpur and Putrajaya represent urban area in central region and respondents in Negeri Sembilan and Malacca of southern region represent rural populations. The secondary data are based on MOE's statistics on preschools budget and enrolment data. I applied descriptive frequency analysis as data analysis technique and analyzed using Statistical Package of Social Sciences (SPSS 20.0).

## **B. Study Design**

This paper study on how the government has prioritized the public provision to reach the target to make preschool opportunities available for all Malaysian children regardless of their family background, location and gender. The data described in this study were from three sets of survey items; one for the principals, one for the teachers and the other for the parents. For the principal questionnaire items, there were six sections. The first section corresponded to the demographic of the principals such as gender, years of teaching experiences and school location. The second, third, fourth, fifth and sixth of the principals' questionnaires corresponded to access to preschool education, quality of physical facilities and services, teaching and learning materials, distribution of public resources and number of preschool students under their administration. For the teacher questionnaire items, there were five sections. The first section corresponded to the demographic of the teachers such as gender and years of teaching experiences. The second, third, fourth and fifth of the teachers' questionnaires corresponded to access to preschool education, quality of physical facilities and services, teaching and learning materials, and distribution of public resources. The parents, however, had to respond to four sections. The first section corresponded to the demographics while the rest dealt with access, quality and funding for preschools. The

second, third, and fourth of the parents' questionnaires corresponded to access to preschool education, quality of physical facilities and services and distribution of public resources.

In total, principals responded to 21 items, teachers responded to 18 items while parents answered 12 items of separate questionnaire (see Appendix B, C and D). No pre-or post test was undertaken as the objective of the study was not to investigate parents' and teachers' development or use with the financial /budget allocation but rather to describe how budgets has been adequate to the respondents with reference to the governmental allocation of the budget. The following sections describe the design with regard to the questionnaires given to principals, teachers and parents as respondents in the northern (Kedah), central (KL/ Putrajaya/ Selangor), and southern area (Melaka/ Negeri Sembilan) of the Peninsular Malaysia.

a) Research questions

- i. What is the GER among pre-school students?
- ii. What is the perception on participation rate at the preschools?
- iii. What is the trend of Malaysian Budget for pre-school education and Its impact to enrollment rate and equity?

b) Sample and population

Out of 406 preschools in northern Kedah, 13 were chosen. In Kuala Lumpur and Selangor, out of 618 no of preschools, 20 preschools were sampled, while out of 11 of preschools in Putrajaya, 6 preschools were chosen as principal-respondent, teacher-respondent and parent-respondent to the questionnaires. In south region of Melaka and Negeri Sembilan, 11 preschools were chosen from 347 preschools. Surveys were given based

on convenience sampling. Therefore, surveys were given to those who were available on the day of survey-administering day. A total of 23 principals, 143 teachers participated in the survey while 803 parents responded to the items. Out of 50 forms for principals, 23 (46%) surveys were returned, out of 200 forms for teachers, 143 (71.5%) surveys were returned and out of 1500 forms for parents, 803 (53.3%) surveys were returned. For principals, teachers and parents, they were given one week to respond to the questionnaire and the surveys were picked up the following week. The rationale behind such move was to allow time for the respondents to reflect over the concerned budget given.

There were important steps to giving the surveys. First, authorization from the government was applied and consent form was administered (attach official letter from the states stating the permission) and the letter(s) can be found in Appendix E, F, G, H, I and J). Then, the teachers were first contacted as to the setting of the day and time for meeting and distributing of the questionnaire as shown in Table 5.

The following highlight the schedule:

Table 5: Survey schedule

<b>State</b>	<b>Day, time, and location of meeting</b>	<b>Day, time, and location of questionnaire pick-ups</b>
Kedah	25 April 2013	2 May 2013
Melaka	3 May 2013	10 May 2013
Selangor	8 May 2013	15 May 2013
Kuala Lumpur	23 April 2013	30 April 2013
Putrajaya	24 April 2013	31 April 2013
Negeri Sembilan	19 April 2013	26 April 2013

After meeting the teachers, the parents were solicited. Meaning from the teachers themselves, the parents were asked to respond to the questionnaires and the students were asked to hand in the questionnaire to their parents. This way, the parents would have time to respond to the items.

### c) Instrumentation

The instrument used to collect the data for this study was a self-report questionnaire that asked respondents to provide ratings on Likert scale items addressing parents, school administrators and teachers perception towards access to preschool education, quality and adequacy of learning materials, facilities and financial resources for Malaysian preschool. The constructs for the sections were adapted from Malaysia's Ministry Of Education. Curriculum Development Centre. Early Childhood Care and Education Policy Implementation Review. 2007. Demographic items asking about gender, years of experience, and location were asked from the principals and teachers, while gender, schools, and income of the parents were solicited. There were differences in the sections of the teacher- and parent- respondent questionnaires.

For the principals, there were six sections. The first section looked at demographics, the second, third, fourth, fifth and sixth examined to access to preschool education, quality of physical facilities and services, teaching and learning materials, distribution of public resources and number of preschool students under their administration respectively. The specific items are as follows:

- The number of intake of students has increased
- The participation rate is satisfactory
- Preschool is gender-equal
- Preschool could increase enrolment of first year students at primary school
- The school buildings are enough
- The class condition are comfortable
- The services offered at preschool are enough
- Renovation on the school buildings are needed
- Improvements to the services are needed

- Public preschools help students to attend primary schools
- Teaching/learning materials are adequate
- Improvements to teaching and materials are needed
- Preschools able to produce an active student
- Preschools help students to develop communication skills
- Preschools develop students' curiosity
- Preschools help students' language development
- Preschool improve students' general knowledge
- Budget for preschool is adequate
- There is a sufficient fund to buy teaching materials
- The meals allocation for students should be increased
- Number of student per preschool class

For the teachers, there were five sections. The first section looked at demographics, the second, third, fourth and fifth examined to access to preschool education, quality of physical facilities and services, teaching and learning materials, and distribution of public resources. The specific items are as follows:

- The number of intake of students has increased
- The participation rate is satisfactory
- Preschool is gender-equal
- The school buildings are enough
- The class condition are comfortable
- The services offered at preschool are enough
- Renovation on the school buildings are needed
- Improvements to the services are needed



- Public preschools help students to attend primary schools
- Teaching/learning materials are adequate
- Improvements to teaching and materials are needed
- Preschools able to produce an active student
- Preschools help students to develop communication skills
- Preschools develop students' curiosity
- Preschools help students' language development
- Preschool improve students' general knowledge
- Budget for preschool is adequate
- There is a sufficient fund to buy teaching materials

While the parents had to answer demographics sections and remaining three sections to access to preschool education, quality of physical facilities and services and distribution of public resources. The specific items are as follows:

- The number of intake of students has increased
- The participation rate is satisfactory
- Preschool is gender-equal
- The school buildings are enough
- The services offered at preschool are enough
- Renovation on the school buildings are needed
- Improvements to the services are needed
- Public preschools help students to attend primary schools
- My children gains basic reading skills in preschools
- My children gains basic mathematical skills in preschools
- My children gains basic writing skills in preschools

- Budget for preschool is adequate

This way, they cover the main points concerning the research content itself. They were analyzed using Statistical Package of Social Sciences (SPSS 20.0) to verify the scale reliability and frequencies of the survey.

d) Pilot instrumentation

In an attempt to show the validity of the instrumentation, the 18-item teacher-respondent and 12-item parent-respondent questionnaires were first piloted using convenience sampling. 60 teachers from the middle region of peninsular Malaysia and 150 parents from the same region participated in the pilot tests as indicated in Table 6. The resulting reliability was considered excellent with an acceptable level of Cronbach's Alpha value if it was more than 0.7 (Streiner & Norman, 2008). In this research, specific values recorded were:

Table 6: Reliability Test for Pilot Study

<b>Respondents</b>	<b>Number of respondents</b>	<b>Number of items</b>	<b>Cronbach's Alpha</b>
<b>Teachers</b>	60	18	0.911
<b>Parents</b>	150	12	0.887

Therefore, extreme care was taken to ensure that the questionnaire was valid and reliable and that it could be used across all regions in Malaysia, using the same parameters of the study.

#### IV. ANALYSIS AND DISCUSSION

##### A. Introductions

Table 7 provides information on public expenditure for education sector and ECCE for year 2010 until 2012. More attention needs to be focused on preschool because of its importance for subsequent education level. So there could be higher allocation in future rather than spending only 1.18% of total education expenditure for preschool segment.

Table 7: Percentage Expenditure Spent on ECCE by the MOE

Year	Public Expenditure on Education (RM)	Public Expenditure of ECCE (RM)	% Expenditure spent on ECCE
2010	30,519,112,700	196,097,000	0.64%
2011	35,762,962,700	248,997,300	0.69%
2012	37,280,783,100	439,041,700	1.18%

Source: Finance Division, MOE

Table 8 presents data for the number of preschools, classes, teachers and enrolment rate for year 2009 until 2011 in Malaysia.

Table 8: Number of Pre-schools, Classes, Teachers and Enrolment 2009 – 2011

Year	2009	2010	2011
Pre-schools	5503	5510	5756
Classes	7187	7443	8099
Teachers	6223	6794	7361
Enrolment	154161	162368	176822

Source: EPRD-MOE, Quick Facts 2011

There are additional 912 public preschool classes has been set up in 253 primary schools compound nationwide within two years (2009 until 2011). A total of 1,138 new teachers' appointment has been made to entertain additional 22,661 students in the same period.

## B. Principal-Respondent

### PRINCIPAL-RESPONDENT BACKGROUND

Table 9 shows that this study has employed principals from 11 schools in urban area and 12 schools located in rural areas since MOE has focused on more preschools development in rural areas.

Table 9: Principal-Respondent by school location

<b>School location</b>	<b>Frequency</b>	<b>Percent</b>
Urban	11	47.8
Rural	12	52.2
Total	23	100.0

Table 10 indicates that principals from four states out of total sixteen State Education Departments have been participated in this study.

Table 10: Principal-Respondent by state

<b>State</b>	<b>Frequency</b>	<b>Percent</b>
Kedah	8	34.8
FT Kuala Lumpur	4	17.4
Melaka	6	26.1
FT Putrajaya	5	21.7
Total	23	100.0

Table 11 shows that 56.5% of respondents were female principals and another 43.5% are male principals.

Table 11: Principal-Respondent by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	10	43.5
Female	13	56.5
Total	23	100.0

As can be seen in Table 12, most principals, 69.6% of respondents have more than 30 years of teaching experience while only seven principals have less than 30 years of experience.

Table 12: Principal-Respondent by teaching experience

Teaching Experience	Frequency	Percent
10-19 years	2	8.6
20-29 years	5	21.7
more than 30 years	16	69.6
Total	23	100.0

## PRINCIPAL -RESPONDENT FEEDBACK

### Access: Level of participation

Table 13 tells us that all principals verified that there was no gender bias in preschool and majority of respondent agreed that participation rate of preschool was good and had contributed to first year enrolment of primary schools.

Table 13: Principals' responses to access to preschool education

		Disagree		Neutral		Agree	
		Frequency	%	Frequency	%	Frequency	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	1	4.3	2	8.7	20	87
B2	The participation rate is satisfactory	1	4.3	0	0	22	95.7
B3	Preschool is gender-equal	0	0	0	0	23	100
B4	Preschool could increase enrolment of first year students at primary school	2	8.7	1	4.3	20	86.9

### Physical facilities and services at public preschools

Table 14 provides information on principals' views on the quality of physical facilities and services at preschools which all of them agreed that public preschool helped with school readiness. Regarding the facilities, 82.6% of principals perceived that the

preschool classes are comfortable and 78.3% responded that the school building were adequate for preschools.

Table 14: Principals' responses on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1.1	The school buildings are enough	3	13	2	8.7	18	78.3
C1.2	The class condition are comfortable	2	8.7	2	8.7	19	82.6
C1.3	The services offered at preschool are enough	0	0	1	4.3	22	95.7
C1.4	Renovation on the school buildings are needed	3	13	3	13	17	74
C1.5	Improvements to the services are needed	2	8.7	3	13	18	78.3
C1.6	Public preschools help students to attend primary schools.	0	0	0	0	23	100

#### Teaching and learning materials at public preschools

Table 15 indicates principals' perception on quality of teaching and learning materials at public preschool. Almost all principal believed that preschools were able to produce an active students and developed students' curiosity, communication skills, general knowledge while helps with language development.

Table 15: Principals' responses on quality of teaching and learning materials at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Teaching and learning materials at public preschools</b>							
C2.1	Teaching/learning materials are adequate	3	13	3	13	17	74
C2.2	Improvements to teaching and materials are needed	0	0	1	4.3	22	95.7

C2.3	Preschools able to produce an active student	0	0	1	4.3	22	95.7
C2.4	Preschools help students to develop communication skills	0	0	1	4.3	22	95.7
C2.5	Preschools develop students' curiosity	0	0	1	4.3	22	95.7
C2.6	Preschools help students' language development	0	0	1	4.3	22	95.7
C2.7	Preschool improve students' general knowledge	0	0	1	4.3	22	95.7

### Distribution of public resources

Table 16 indicates that principal response on distribution of public resources whereby only 56.6% agree that the allocation for preschool is adequate and there is a sufficient fund to procure teaching materials.

Table 16: Principals' responses on distribution of public resources

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of publicresources</b>							
D1	Budget for preschool is adequate	6	26	4	17.4	13	56.6
D2	There is a sufficient fund to buy teaching materials	6	26	4	17.4	13	56.6
D3	The meals allocation for students should be increased	1	4.3	5	21.7	17	74

Table 17 provides information on the number of preschool students per class under respondents' administrations. Maximum student per class was twenty-five students and 91.3% of preschool classes had this amount of students.

Table 17: Number of student per preschool class

Student per class	Frequency	Percent
6-9 students	1	4.3
10-19 students	1	4.3
20-29 students	21	91.3
Total	23	100.0

## SUMMARY OF PRINCIPAL-RESPONDENT FEEDBACK

The study tells us that most principals propose for higher allocation for preschool in terms of meals allocation since schools need to provide good and healthy breakfast and morning break for preschool students. Other principals (78.3% respondents) requested for services improvement such as building maintenance as well as class renovation (74% respondents). This is essential to cater to the increasing preschool application by the public despite limited space offered. Some primary schools have more than one preschool classes, but most schools now have one class with maximum of twenty-five students per class. Therefore, parents need to find other schools should the schools near to their place are already full or alternatively register at private preschool. However, should more preschool class being provided, this will definitely help the low income household to access the preschool education and enjoy the benefits as discussed.

### C. Kedah (Northern Region)

#### INTRODUCTION

Table 18 provides information on budget for year 2010 until 2012 and preschool's enrolment in Kedah. This shows that every year, government allocates more for increasing enrolment rate.

Table 18: Financial allocations and preschool enrolment for state of Kedah 2010-2012

Particulars Year	Financial allocations (RM)	Preschool enrolment		
		Male	Female	Total
2010	19,659,950	5833	5611	11444
2011	20,393,180	6035	5999	12034
2012	25,321,140	6347	6175	12522

Source: Malaysia Educational Statistics 2010, 2011 and 2012



## PARENT-RESPONDENT

### Parent-Respondent Background

Table 19 tells us that there is a balanced respondent in Kedah with 99 male and 101 female that participated in this survey.

Table 19: Parent-Respondent by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	99	49.5
Female	101	50.5
Total	200	100.0

Table 20 clearly shows that most respondents in Kedah are working in various private sector and self-employed while only 20% are civil servant and 5% retired parents or guardians.

Table 20: Parent-Respondent by occupation

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Government	40	20.0
Private	73	36.5
Self Employed	77	38.5
Retiree	10	5.0
Total	200	100.0

### Parent-Respondent Feedback

#### (a) *Access: Level of participation*

Majority of parents in Kedah says that the level of participation in preschool is satisfactory as seen in Table 21.

		<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
		<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>
<b>Access: Level of participation</b>							
B1	The number of intake of students has	2	10	14	7	178	89

	increased						
B2	The participation rate is satisfactory	3	1.5	3	1.5	191	95.5
B3	Preschool is gender-equal	4	2	10	5	176	88

(b) *Physical facilities and services at public preschools*

Table 22 shows that 96.5% parents in Kedah says that preschool help their children to attend primary school and 71% view that there is enough physical facilities for preschool.

Table 22: Parent- respondents' feedback on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1	The school building are enough	12	6	39	19.5	142	71
C2	The services offered at preschool are enough	1	0.5	15	7.5	177	88.5
C3	Renovations to school building are needed	13	6.5	40	20	137	68.5
C4	Improvements to the services are needed	2	1	20	10	165	82.5
C5	Public preschools help students to attend primary schools.	1	0.5	2	1	193	96.5
C6	My children gains basic reading skills in preschools	7	3.5	16	8	173	86.5
C7	My children gains basic mathematical skills in preschools	7	3.5	23	11.5	165	82.5
C8	My children gains basic writing skills in preschools	3	1.5	16	8	176	88

(c) *Distribution of public resources*

Table 23 shows that 67.5% of parents in Kedah agreed with current budget for preschool.

Table 23: Parent-respondents' feedback on financial resources at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is enough	14	7	47	23.5	135	67.5

### Summary of Parent-Respondent Feedback

This study has collected fair view from mix composition of respondent in terms of gender and occupational sector. There is a need to increase budget for preschool in order to improve student's basic writing, mathematical and reading as well as to boost parents' confidence in public preschool.

### TEACHER-RESPONDENT

#### Teacher-Respondent Background

There are 15 teachers from rural area and 3 from urban schools in Kedah had participated in this survey as seen in Table 24.

Table 24: Teacher-Respondent by school location

School location	Frequency	Percent
Urban	3	16.7
Rural	15	83.3
Total	18	100.0

Table 25 tells us that 15 female teachers and 3 male teachers has correspond to this survey.

Table 25: Teacher-Respondent by gender

Gender	Frequency	Percent
Male	3	16.7
Female	15	83.3
Total	18	100.0

Table 26 tells us that 10 of 18 preschool teachers in Kedah has less than 10 years of teaching experiences.

Table 26: Teacher-Respondent by teaching experience

Teaching Experience	Frequency	Percent
0 - 5 years	3	16.7
6 - 9 years	7	38.9
10-19 years	4	22.2
20-29 years	4	22.2
more than 30 years	0	0
Total	18	100.0

### Teacher-Respondent Feedback

#### (a) Access: Level of participation

All preschool teachers in Kedah respond positively to preschool participation rate and gender-equal treatment in preschool can be as seen in Table 27.

Table 27: Teachers' responses on access to preschool education

		Disagree		Neutral		Agree	
		Frequency	%	Frequency	%	Frequency	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	0	0	1	5.6	17	94.4
B2	The participation rate is satisfactory	0	0	0	0	18	100
B3	Preschool is gender-equal	0	0	0	0	18	100

#### (b) Physical facilities and services at public preschools

Teachers in Kedah agree that public preschool is important to prepare student for primary school while 72.2% says that the physical facilities are enough and 83.3% believe that the class condition are comfortable as shown in Table 28.

Table 28: Teachers' responses on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1.1	The school buildings are enough	2	11.1	3	16.7	13	72.2
C1.2	The class condition are comfortable	1	5.6	2	11.1	15	83.3
C1.3	The services offered at preschool are enough	0	0	2	11.1	16	88.9
C1.4	Renovation on the school buildings are needed	2	11.1	6	33.3	10	55.5
C1.5	Improvements to the services are needed	0	0	4	22.2	14	77.8
C1.6	Public preschools help students to attend primary schools.	0	0	0	0	18	100

*(c) Teaching and learning materials at public preschools*

Every preschool teachers agree that preschool are able to produce an active student with general knowledge and enhance curiosity as well as helps in language and communication skills development as stated in Table 29.

Table 29: Teachers' responses on quality of teaching and learning materials at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Teaching and learning materials at public preschools</b>							
C2.1	Teaching/learning materials are adequate	3	16.7	3	16.7	12	66.6
C2.2	Upgrading of teaching and learning materials are essential	1	5.6	0	0	17	94.4
C2.3	Preschools able to produce an active student	0	0	0	0	18	100
C2.4	Preschools facilitate students' communication skills development	0	0	0	0	18	100

C2.5	Preschools enhance students' curiosity	0	0	0	0	18	100
C2.6	Preschools help students' language development	0	0	0	0	18	100
C2.7	Preschool improve students' general knowledge	0	0	0	0	18	100

(d) *Distribution of public resources*

Table 30 tells us that only 50% of preschool teacher believe that budget for preschool are sufficient.

Table 30: Teachers' responses on distribution of public resources

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is adequate	4	22.2	5	27.8	9	50
D2	There is a sufficient fund to buy teaching and learning materials	6	33.3	4	22.2	8	44.5

Summary of Teacher-Respondent Feedback

The study tells us that it is very crucial to upgrade teaching and learning materials in order to attract many students from rural areas to attend preschool. According to respondents, there is not enough fund for this purpose and this will hamper their motivation to teach young children.

## SUMMARY OF KEDAH FINDINGS

State of Kedah is situated in the northern region and agriculture is the main economic activity. It is surprising to learn from the study that less than 90% of parents believe that their children are able to acquire basic reading, writing and calculation skills at public preschool. In addition, teachers are giving poor response on allocation for teaching and learning material, and this may affect students' motivation. Therefore I would like to suggest for more fund made available to facilitate fun learning and increase preschool enrolment especially in rural areas in Kedah.

### D. Selangor (Central Region)

## INTRODUCTION

Table 31 provides information on public funding and enrolment rate for preschool in Selangor whereby higher allocations compensate increasing student intake annually.

Table 31: Financial allocations and preschool enrolment for state of Selangor in year 2010-2012

Particulars Year	Financial allocations	Preschool enrolment		
		Male	Female	Total
2010	19,283,110	8948	8574	17522
2011	27,148,970	10332	10115	20447
2012	47,425,250	11038	10776	21814

Source: Malaysia Educational Statistics 2010, 2011 and 2012

## PARENT-RESPONDENT

### Parent-Respondent Background

Table 32 shows those 25 female respondents and 3 male respondents participated in this survey.

Table 32: Parent - Respondent by gender

Gender	Frequency	Percent
Male	3	10.7
Female	25	89.3
Total	28	100.0

Table 33 provides information on respondents occupation and 85.7% of respondents worked in government sector and the rest were either private and self employed.

Table 33: Parent - Respondent by occupation

Occupation	Frequency	Percent
Government	24	85.7
Private	3	10.7
Self Employed	1	3.6
Total	28	100.0

### Parent-Respondent Feedback

*(a) Access: Level of participation*

Table 34 indicates feedback on access to preschool education by parents in Selangor. The majority agreed that preschool intake and participation rate were increasing and there was no gender discrimination at public preschool.

Table 34: Parent-respondents' feedback on access to preschool education

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	0	0	3	10.7	25	89.3
B2	The participation rate is satisfactory	0	0	3	10.7	25	89.3
B3	Preschool is gender-equal	0	0	1	3.6	27	96.4



*(b) Physical facilities and services at public preschools*

Table 35 illustrates that each parents in Selangor admitted that their children gained basic skills such as mathematics, reading and writing at public preschool and were satisfied with services available.

Table 35: Parent-respondents' feedback on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1	The school building are enough	3	10.7	7	25	18	64.3
C2	The services offered at preschool are enough	0	0	0	0	28	100
C3	Renovations to school building are needed	0	0	6	21.4	22	78.6
C4	Improvements to the services are needed	0	0	4	14.3	24	85.7
C5	Public preschools help students to attend primary schools.	0	0	1	3.6	27	96.4
C6	My children gains basic reading skills in preschools	0	0	0	0	28	100
C7	My children gains basic mathematical skills in preschools	0	0	0	0	28	100
C8	My children gains basic writing skills in preschools	0	0	0	0	28	100

*(c) Distribution of public resources*

Table 36 shows that 60.7% of parents agreed that budget for preschool was enough and 25% disagree and demanded for more financial resources for preschool.

Table 36: Parent-respondents' feedback on financial resources at public preschools by parents in Selangor

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is enough	7	25	4	14.3	17	60.7

### Summary of Parent-Respondent Feedback

Being a populous state as mentioned in ECCE Review (MOE, 2007), Selangor has to develop more preschools to cater the public demand. This matter is reflected in parents' views where only 64.3% showed that there was enough space and 78.6% suggested for preschool building or class renovation. This justifies the need to allocate more resources for preschool in order to accommodate more children from low income household in industrial state of Selangor.

## TEACHER-RESPONDENT

### Teacher-Respondent Background

Table 37 shows the mix composition of teachers from 14 urban schools and 18 rural schools in Selangor that responded to this survey.

Table 37: Teacher-respondent by school location

School location	Frequency	Percent
Urban	14	43.8
Rural	18	56.3
Total	32	100.0

Table 38 indicates that 31 female teachers and a male teacher in Selangor participated in the survey.

Table 38: Teacher - Respondent by gender

Gender	Frequency	Percent
Male	1	3.1
Female	31	96.9
Total	32	100.0

Table 39 provides information on teaching experience of teacher-respondent in Selangor. 21 of total 32 respondents had less than 10 years teaching experiences and the rest were senior teachers.

Table 39: Teacher-Respondent by teaching experience

Teaching Experience	Frequency	Percent
0 - 5 years	9	28.1
6 - 9 years	12	37.5
10-19 years	6	18.8
20-29 years	4	12.5
more than 30 years	1	3.1
Total	32	100.0

#### Teacher-Respondent Feedback

(a) *Access: Level of participation*

Table 40 shows that 90.6% of Selangor teachers' respondents agreed that the preschool participation rate is satisfactory and that enrolment rate is increasing.

Table 40: Teachers' responses on access to preschool education

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	0	0	3	9.4	29	90.6
B2	The participation rate is satisfactory	0	0	3	9.4	29	90.6
B3	Preschool is gender-equal	0	0	1	3.1	31	96.9

(b) *Physical facilities and services at public preschools*

Table 41 illustrates that 96.9% of teachers in Selangor agreed that public preschool helped student to prepare for primary school while 90.6% said that services offered at preschool were enough.

Table 41: Teachers' responses on quality of physical facilities and services

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1.1	The school buildings are enough	5	15.6	8	25	19	59.4
C1.2	The class condition are comfortable	4	12.5	9	28.1	19	59.4
C1.3	The services offered at preschool are enough	0	0	3	9.4	29	90.6
C1.4	Renovation on the school buildings are needed	1	3.1	7	21.9	24	75
C1.5	Improvements to the services are needed	0	0	4	12.5	28	87.5
C1.6	Public preschools help students to attend primary schools.	0	0	1	3.1	31	96.9

(c) *Teaching and learning materials at public preschools*

Table 42 indicates that majority preschool teachers in Selangor believed that preschools were able to produce an active student and improving general knowledge as well as communication skills development.

Table 42: Teachers' responses on quality of teaching and learning materials

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Teaching and learning materials at public preschools</b>							
C2.1	Teaching/learning materials are adequate	2	6.3	11	34.4	19	59.4
C2.2	Upgrading of teaching and learning materials are essential	0	0	2	6.3	30	93.7
C2.3	Preschools able to produce an active student	0	0	1	3.1	31	96.9
C2.4	Preschools facilitate students' communication skills development	0	0	1	3.1	31	96.9
C2.5	Preschools enhance students' curiosity	0	0	1	3.1	31	96.9
C2.6	Preschools help students' language development	0	0	2	6.2	30	93.8
C2.7	Preschool improve students' general knowledge	0	0	1	3.1	31	96.9

(d) *Distribution of public resources*

Table 43 tells us that less than half respondents agree that there is an adequate budget for teaching and learning process in public preschool in Selangor.

Table 43: Teachers' responses on distribution of public resources

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is adequate	6	18.8	12	37.5	14	43.8
D2	There is a sufficient fund to buy teaching and learning materials	5	15.6	12	37.5	15	46.9

## Summary of Teacher-Respondent Feedback

Majority of teachers in Selangor suggest for more budget for preschool in order to upgrade teaching and learning materials as well as for preschool renovation (75% respondents agree with this).

## SUMMARY OF SELANGOR FINDINGS

The study in Selangor finds that both parents and teachers request for better physical facilities in public preschools. In addition, only 59.4% of teachers are with agreement that adequate infrastructure and comfortable class condition while 64.3% of parents says that current space are enough for preschools. Perhaps higher allocation could increase education access to rural households and increase preschool enrolment as targeted by government's NKRA.

### E. Kuala Lumpur (Central Region)

## INTRODUCTION

Kuala Lumpur is the capital city of Malaysia. Table 44 presents data on preschool enrolment rate and funding for public preschools in Kuala Lumpur which additional financial support correlate with increasing preschool enrolment.

Table 44: Financial allocations and preschool enrolment for Federal Territory of Kuala Lumpur 2010-2012

Year	Particulars	Financial allocations (RM)	Preschool enrolment		
			Male	Female	Total
2010		6,089,350	1425	1293	2718
2011		8,683,010	1703	1608	3311
2012		10,732,300	1805	1780	3585

Source: Malaysia Educational Statistics 2010, 2011 and 2012

## PARENT-RESPONDENT

### Parent-Respondent Background

Table 45 shows that there were 82 female and 58 male respondents.

Table 45: Parent-Respondent by gender

Gender	Frequency	Percent
Male	58	41.4
Female	82	58.6
Total	140	100.0

Table 46 offers a mix composition of occupation sector for respondents in Kuala Lumpur. Private sector employees' account for 22.9%, while 22.1% of parents were self employed and the rest were civil servant and retiree.

Table 46: Parent-Respondent by occupation

Occupation	Frequency	Percent
Government	71	50.7
Private	32	22.9
Self Employed	31	22.1
Retiree	6	4.3
Total	140	100.0

### Parent-Respondent Feedback

#### (a) Access: Level of participation

Most parents in Kuala Lumpur agree with gender-equal and satisfactory preschool participation rate as shown in Table 47.

Table 47: Parent-respondents' feedback on access to preschool education

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	3	2.1	15	10.7	121	86.5

B2	The participation rate is satisfactory	3	2.1	14	10	122	87.1
B3	Preschool is gender-equal	4	2.8	11	7.9	124	88.6

(b) *Physical facilities and services at public preschools*

Table 48 brings us to parents' perception on facilities and services offered by public preschool in Kuala Lumpur. Majority 92.2% of respondents confident that preschools help their children to prepare for elementary school level and 80.7% were satisfied with services available at preschools.

Table 48: Parent-respondents' feedback on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1	The school building are enough	21	15	27	19.3	90	64.3
C2	The services offered at preschool are enough	5	3.5	20	14.3	113	80.7
C3	Renovations to school building are needed	4	2.8	27	19.3	109	77.9
C4	Improvements to the services are needed	2	1.4	10	7.1	127	90.7
C5	Public preschools help students to attend primary schools.	6	4.2	5	3.6	129	92.2
C6	My children gains basic reading skills in preschools	7	5	23	16.4	110	78.6
C7	My children gains basic mathematical skills in preschools	6	4.3	16	11.4	117	83.6
C8	My children gains basic writing skills in preschools	6	4.3	20	14.3	114	81.5



(c) *Distribution of public resources*

Table 49 tells us that 53.5% parents in Kuala Lumpur agreed with the current allocation for public preschool.

Table 49: Parent-respondents' feedback on financial resources at public preschools

		<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
		<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>
<b>Distribution of public resources</b>							
D1	Budget for preschool is enough	23	16.4	40	28.6	75	53.5

### Summary of Parent-Respondent Feedback

The study tells us that respondents in Kuala Lumpur demand for more financial resources to improve services and made more space available students from low income families or urban poor households. This is very important for those who cannot afford for private preschools in high cost of living metropolitan city of Kuala Lumpur.

### TEACHER-RESPONDENT

#### Teacher-Respondent Background

The respondents in Kuala Lumpur comprises of 47 female teachers and 13 male teachers shown in Table 50.

Table 50: Teacher-Respondent by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	13	21.7
Female	47	78.3
Total	60	100.0

Table 51 tells us that 23 of total 60 respondents had more than 10 years teaching experiences.

Table 51: Teacher-Respondent by teaching experience

Teaching Experience	Frequency	Percent
0 - 5 years	18	30.0
6 - 9 years	19	31.7
10-19 years	17	28.3
20-29 years	6	10.0
more than 30 years	0	0
Total	60	100.0

Teacher-Respondent Feedback

(a) Access: Level of participation

Table 52 indicates that majority respondents agreed that there was no gender bias and preschool participation rate was satisfactory.

Table 52: Teachers' responses on access to preschool education

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	4	6.7	4	6.7	52	86.6
B2	The participation rate is satisfactory	2	3.3	6	10	52	86.7
B3	Preschool is gender-equal	1	1.7	4	6.7	55	91.6

(b) Physical facilities and services at public preschools

Table 53 illustrates that 85% of teachers believed that preschool could help student before entering primary schools; however 83.4% suggested for service improvements in schools.

Table 53: Teachers' responses on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1.1	The school buildings are enough	6	10	11	18.3	43	71.7

C1.2	The class condition are comfortable	4	6.7	12	20	44	73.3
C1.3	The services offered at preschool are enough	1	1.7	11	18.3	48	80
C1.4	Renovation on the school buildings are needed	3	5	12	20	45	75
C1.5	Improvements to the services are needed	2	3.3	8	13.3	50	83.4
C1.6	Public preschools help students to attend primary schools.	3	5	6	10	51	85

(c) *Teaching and learning materials at public preschools*

Table 54 shows that most of teachers believed that preschool could enhance students' curiosity (95%) and communication skills development (86.7%).

Table 54: Teachers' responses on quality of teaching and learning materials at public preschools

		<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
		<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>
<b>Teaching and learning materials at public preschools</b>							
C2.1	Teaching/learning materials are adequate	6	10	17	28.3	37	61.7
C2.2	Upgrading of teaching and learning materials are essential	3	5	12	20	45	75
C2.3	Preschools able to produce an active student	1	1.7	13	21.7	46	76.6
C2.4	Preschools facilitate students' communication skills development	2	3.3	6	10	52	86.7
C2.5	Preschools enhance students' curiosity	2	3.3	4	6.7	54	90
C2.6	Preschools help students' language development	2	3.3	7	11.7	51	85
C2.7	Preschool improve students' general knowledge	3	5	6	10	51	85

(d) *Distribution of public resources*

Table 55 indicates that only 55% respondents assumed that public fund for preschools were adequate.

Table 55: Teachers' responses on distribution of public resources

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of publicresources</b>							
D1	Budget for preschool is adequate	5	8.3	22	36.7	33	55
D2	There is a sufficient fund to buy teaching and learning materials	4	6.7	23	38.3	33	55

Summary of Teacher-Respondent Feedback

The study finds that most of teacher in Kuala Lumpur demanded for more financial means for teaching and learning materials that can support fun learning process at public preschools.

**SUMMARY OF KUALA LUMPUR FINDINGS**

It is an alarming message to learn that many parents and teachers are in doubt with preschool benefits. Less than 84% of parents admits that their kids gain basic skills for calculation, reading and writing at public preschools. On the other hand, less than 77% teachers believe that preschool could produce an active student and 85% or less teachers trust preschool could improve students' general knowledge and language development. Therefore authority could spend more on upgrading the teaching and learning materials in order to meet stakeholders' expectations of providing essential basic knowledge before students' entering primary schools.

## F. Putrajaya (Central Region)

### INTRODUCTION

Table 56 provides information on public provision and preschool enrolment rate for Putrajaya whereby resources increases as well as increasing student intake in year 2010 until 2012.

Table 56: Financial allocations and preschool enrolment for Federal Territory of Putrajaya 2010-2012

Particulars Year	Financial allocations (RM)	Preschool enrolment		
		Male	Female	Total
2010	608,300	348	317	665
2011	1,628,900	397	358	755
2012	2,295,200	383	391	774

Source: Malaysia Educational Statistics 2010, 2011 and 2012

### PARENT-RESPONDENT

#### Parent-Respondent Background

Table 57 shows that 51.7% of respondents were female and another 48.3% were male respondent in Putrajaya.

Table 57: Parent-Respondent by gender

Gender	Frequency	Percent
Male	116	48.3
Female	124	51.7
Total	240	100

Table 58 shows that most parents (84.6%) were civil servant because Putrajaya is the federal administrative centre.

Table 58: Parent-Respondent by occupation

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Government	203	84.6
Private	22	9.2
Self Employed	14	5.8
Retiree	1	.4
Total	240	100.0

Parent-Respondent Feedback

(a) *Access: Level of participation*

Majority parents in Putrajaya gave a positive feedback on level of participation and gender-equal public preschool as can be seen in Table 59.

Table 59: Parents-respondents' feedback on access to preschool education

		<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
		<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	1	0.4	19	7.9	218	90.8
B2	The participation rate is satisfactory	1	0.4	14	5.8	224	93.4
B3	Preschool is gender-equal	1	0.4	14	5.8	224	93.4

(b) *Physical facilities and services at public preschools*

Table 60 indicates that 95.9% of parents agree that preschool help their children to prepare for elementary school and 87.5% applauded services offered by public preschool.

Table 60: Parents-respondents' feedback on quality of physical facilities and services at public preschools by parents in Putrajaya

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1	The school building are enough	16	6.7	43	17.9	180	75
C2	The services offered at preschool are enough	2	0.8	28	11.7	210	87.5
C3	Renovations to school building are needed	23	9.6	72	30	139	57.9
C4	Improvements to the services are needed	4	1.7	35	14.6	200	83.4
C5	Public preschools help students to attend primary schools.	1	0.4	8	3.3	230	95.9
C6	My children gains basic reading skills in preschools	7	2.9	40	16.7	192	80
C7	My children gains basic mathematical skills in preschools	5	2.1	40	16.7	194	80.9
C8	My children gains basic writing skills in preschools	2	0.8	33	13.8	204	85

(c) *Distribution of public resources*

Table 61 tells us that only 50.4% of parents agreed that there is a sufficient fund for public preschool in Putrajaya.

Table 61: Parents-respondents' feedback on financial resources at public

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is enough	40	16.7	78	32.5	121	50.4

## Summary of Parent-Respondent Feedback

From the study, we can see that most parents assumed the physical facilities in Putrajaya were adequate with only 57.9% suggesting class renovation. However more support are needed to improve basic reading, writing and mathematical skills for preschool students in Putrajaya.

## TEACHER-RESPONDENT

### Teacher-Respondent Background

Table 62 tells us that 14 of total 15 respondents were female preschool teachers.

Table 62: Teachers-Respondent by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	1	6.7
Female	14	93.3
Total	15	100

There were 13 teachers with less than 10 years of teaching experiences correspond to this survey as per Table 63.

Table 63: Teachers-Respondent by teaching experience

<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percent</b>
0 - 5 years	6	40.0
6 - 9 years	7	46.7
10-19 years	0	0
20-29 years	1	6.7
more than 30 years	1	6.7
Total	15	100.0

### Teacher-Respondent Feedback

#### (a) *Access: Level of participation*

Table 64 shows that all teachers agreed with increasing student intake, satisfactory participation rate and no gender bias at public preschool in Putrajaya.



Table 64: Teachers' responses on access to preschool education

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	0	0	0	0	15	100
B2	The participation rate is satisfactory	0	0	0	0	15	100
B3	Preschool is gender-equal	0	0	0	0	15	100

(b) *Physical facilities and services at public preschools*

Table 65 indicates that all teachers believed that preschool provided basic knowledge before entering primary school and most of them are comfortable with the class condition and services available at public preschool in Putrajaya.

Table 65: Teachers' responses on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1.1	The school buildings are enough	3	20	1	6.7	11	73.3
C1.2	The class condition are comfortable	3	20	0	0	12	80
C1.3	The services offered at preschool are enough	0	0	3	20	12	80
C1.4	Renovation on the school buildings are needed	0	0	1	6.7	14	93.3
C1.5	Improvements to the services are needed	0	0	3	20	12	80
C1.6	Public preschools help students to attend primary schools.	0	0	0	0	15	100

(c) *Teaching and learning materials at public preschools*

Every respondents believed that preschools were able to produce an active student,

enhancing curiosity, general knowledge, communication skills and language development as can be seen in Table 66.

Table 66: Teachers' responses on the quality of teaching and learning materials at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Teaching and learning materials at public preschools</b>							
C2.1	Teaching/learning materials are adequate	1	6.7	3	20	11	73.3
C2.2	Upgrading of teaching and learning materials are essential	0	0	0	0	15	100
C2.3	Preschools able to produce an active student	0	0	0	0	15	100
C2.4	Preschools facilitate students' communication skills development	0	0	0	0	15	100
C2.5	Preschools enhance students' curiosity	0	0	0	0	15	100
C2.6	Preschools help students' language development	0	0	0	0	15	100
C2.7	Preschool improve students' general knowledge	0	0	0	0	15	100

(d) *Distribution of public resources*

Table 67 tells us that 60% of teachers agreed that there was a sufficient fund for public preschool in Putrajaya.

Table 67: Teachers' responses on distribution of public resources

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is sufficient	3	20	3	20	9	60
D2	There is a sufficient fund to buy teaching and learning materials	2	13.3	5	33.3	8	53.4

## Summary of Teacher-Respondent Feedback

The study finds that the teachers in Putrajaya requested for more allocation for upgrading the teaching and learning materials as this could facilitate a more creative and conducive fun learning environment in preschools.

## SUMMARY OF PUTRAJAYA FINDINGS

From the study, we are surprised to find that despite modern and new physical facilities in Putrajaya school complexes, 85% or less parents believe that their children were able to acquire basic skills of calculation, reading and writing at public preschools. Therefore it is timely to give priority on procurement of latest teaching and learning equipments as this may improve both teachers and students motivations in class.

### G. Negeri Sembilan (Southern Region)

## INTRODUCTION

State of Negeri Sembilan is situated in the south region and has a mixed service and industrial based economy. Table 68 gives information on financial resources and enrolment rate for preschools in Negeri Sembilan. Student intake is increasing every year to justify higher fund for preschools.

Table 68: Financial allocations and preschool enrolment for state of Negeri Sembilan 2010-2012

Particulars Year	Financial allocations (RM)	Preschool enrolment		
		Male	Female	Total
2010	7,774,900	2518	2431	4949
2011	8,888,740	2608	2544	5152
2012	17,025,930	2886	2934	5820

Source: Malaysia Educational Statistics 2010, 2011 and 2012

## PARENT-RESPONDENT

### Parent-Respondent Background

Table 69 shows that 62.5% father or male guardian and 37.5% of female responded to the survey.

Table 69: Parent-Respondent by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	5	62.5
Female	3	37.5
Total	8	100

Table 70 illustrated that 87.5% of respondent whose parents in Negeri Sembilan work in government sector while only one respondent parents works with private sector.

Table 70: Parent-Respondent by occupation

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Government	7	87.5
Private	1	12.5
Total	8	100.0

### Parent-Respondent Feedback

#### (a) Access: Level of participation

As can be seen from Table 71, all respondents agree that the student intake had increased and there was a good level of preschool participation. 75% of Negeri Sembilan parent believed that public preschool was gender-equal and this condition could be improved by diversification of learning materials.

Table 71: Parent –respondents’ feedback on Access to Preschool Education

		<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
		<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	0	0	0	0	8	100
B2	The participation rate is satisfactory	0	0	0	0	8	100
B3	Preschool is gender-equal	0	0	2	25	6	75

(b) *Physical facilities and services at public preschools*

Table 72 indicates that only 62.5% parents assume that the infrastructure for preschool is enough and 87.5% respondents tell that renovation to school building are needed. All of them demand for service improvement while totally agree that public preschools help students to attend primary schools. Almost all respondent in view that their children are gaining basic reading, mathematical and writing skills in preschools.

Table 72: Parent – respondents’ feedback on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1	The school buildings are enough	0	0	3	37.5	5	62.5
C2	The services offered at preschool are enough	0	0	1	12.5	7	87.5
C3	Renovations to school building are needed	1	12.5	0	0	7	87.5
C4	Improvements to the services are needed	0	0	0	0	8	100
C5	Public preschools help students to attend primary schools.	0	0	0	0	8	100
C6	My children gains basic reading skills in preschools	0	0	1	12.5	7	87.5
C7	My children gains basic mathematical skills in preschools	0	0	1	12.5	7	87.5
C8	My children gains basic writing skills in preschools	0	0	1	12.5	7	87.5

(c) *Distribution of public resources*

Since only 50% of respondent perceived that there was enough budget for preschool as

shown in Table 73, I would then like to suggest for more allocation for preschools in Negeri Sembilan because of the positive feedback on preschool that benefit the students.

Table 73: Parent–respondents’ feedback on financial resources at public preschools by parents in Negeri Sembilan

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of publicresources</b>							
D1	Budget for preschool is enough	0	0	4	50	4	50

## SUMMARY OF NEGERI SEMBILAN FINDINGS

From the survey, we find that most parents demand for improvement for services and renovation to school building and at the same time are satisfied with the basic skills provided at preschool. Continuous support to preschoolers in Negeri Sembilan is a good strategy to implant strong foundations for quality human capital for the state and nations services sector as per 10th Malaysia Development Plan blueprint.

### H. Melaka (Southern Region)

#### INTRODUCTION

Table 74 provides data on preschool enrolment and financial resources which is positively related.

Table 74: Financial allocations and preschool enrolment for state of Melaka 2010-2012

Particulars Year	Financial allocations	Preschool enrolment		
	(RM)	Male	Female	Total
2010	5,813,100	2136	2111	4247
2011	7,612,170	2354	2266	4620
2012	13,192,650	2445	2487	4932

Source: Malaysia Educational Statistics 2010, 2011 and 2012

## PARENT-RESPONDENT

### Parent-Respondent Background

Table 75 shows that 187 parents in Melaka has participated in this study; 96 were male respondents while 91 were female.

Table 75: Parent-Respondent by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	96	51.3
Female	91	48.7
Total	187	100

Table 76 tells us that respondents in Melaka consisted of civil servants (42.8%), private sector employees (28.3%), self employed (26.7%) and retiree (4%).

Table 76: Parent-Respondent by occupation

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Government	80	42.8
Private	53	28.3
Self Employed	50	26.7
Retiree	4	2.1
Total	187	100.0

### Parent-Respondent Feedback

#### (a) *Access: Level of participation*

Most parents in Melaka agreed that preschool participation rate was satisfactory and preschool was gender-equal as shown in Table 77.

Table 77: Parent-respondents' feedback on access to preschool education

		<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
		<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>	<b>Frequenc</b>	<b>%</b>
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	1	0.5	21	11.2	164	87.7

B2	The participation rate is satisfactory	3	1.6	9	4.8	173	92.5
B3	Preschool is gender-equal	4	2.1	13	7	164	87.7

(b) *Physical facilities and services at public preschools*

Majority 96.3% of parents in Melaka admitted that preschools helped in students' preparation for primary school as indicated in Table 78.

Table 78: Parent-respondents' feedback on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1	The school buildings are enough	16	8.6	47	25.1	121	64.7
C2	The services offered at preschool are enough	2	1.1	21	11.2	162	86.6
C3	Renovations to school building are needed	8	4.3	33	17.6	143	76.5
C4	Improvements to the services are needed	0	0	19	10.2	165	88.2
C5	Public preschools help students to attend primary schools.	3	1.6	4	2.1	180	96.3
C6	My children gains basic reading skills in preschools	4	2.1	22	11.8	160	85.6
C7	My children gains basic mathematical skills in preschools	5	2.6	17	9.1	164	87.7
C8	My children gains basic writing skills in preschools	3	1.6	18	9.6	165	88.2

(c) *Distribution of public resources*

Table 79 shows that 64.1 agree on the current allocation for preschools while 12.3% was in disagreement with the resources.



Table 79: Parent- respondents' feedback on financial resources at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of publicresources</b>							
D1	Budget for preschool is enough	23	12.3	43	23	120	64.1

#### Summary of Parent-Respondent Feedback

The study finds that most of parents in Melaka requested more fund for preschool whereby 76.5% go for school building renovation since only 64.7% respondents believed that the school building were adequate to facilitate fun learning process in preschools.

### TEACHER-RESPONDENT

#### Teacher-Respondent Background

All respondents are female teachers from rural areas in Melaka. Table 80 indicates that 14 of total 18 preschool teachers that participated in this study had less than 10 years teaching experiences.

Table 80: Teacher-Respondent by teaching experience

Teaching Experience	Frequency	Percent
0 - 5 years	3	16.7
6 - 9 years	11	61.1
10-19 years	3	16.7
20-29 years	1	5.6
Total	18	100.0

#### Teacher-Respondent Feedback

##### (a) Access: Level of participation

Almost all teachers agree that there was no gender bias and preschool participation rate is satisfactory as shown in Table 81.

Table 81: Teachers' responses on access to preschool education

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Access: Level of participation</b>							
B1	The number of intake of students has increased	1	5.6	2	11.1	15	83.3
B2	The participation rate is satisfactory	0	0	1	5.6	17	94.4
B3	Preschool is gender-equal	0	0	1	5.6	17	94.4

(b) *Physical facilities and services at public preschools*

Table 82 shows that all respondents agreed that public preschool helped student before entering primary school. However, only 66.7% agreed that there was enough infrastructure and 72.2% says that the class condition were comfortable.

Table 82: Teachers' responses on quality of physical facilities and services at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Physical facilities and services at public preschools</b>							
C1.1	The school buildings are enough	0	0	6	33.3	12	66.7
C1.2	The class condition are comfortable	0	0	5	27.8	13	72.2
C1.3	The services offered at preschool are enough	0	0	0	0	18	100
C1.4	Renovation on the school buildings are needed	1	5.6	3	16.7	14	77.7
C1.5	Improvements to the services are needed	0	0	5	27.8	13	72.2
C1.6	Public preschools help students to attend primary schools.	0	0	0	0	18	100

(c) *Teaching and learning materials at public preschools*

In Melaka, all preschool teachers that participated in this study agree that preschool

benefits students by improving general knowledge, communication skills, enhance curiosity and helps in language development as well as producing an active student as stated in Table 83.

Table 83: Teachers' responses on quality of teaching and learning materials at public preschools

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Teaching and learning materials at public preschools</b>							
C2.1	Teaching/learning materials are adequate	1	5.6	5	27.8	12	66.7
C2.2	Upgrading of teaching and learning materials are essential	0	0	3	16.7	15	83.3
C2.3	Preschools able to produce an active student	0	0	0	0	18	100
C2.4	Preschools facilitate students' communication skills development	0	0	0	0	18	100
C2.5	Preschools enhance students' curiosity	0	0	0	0	18	100
C2.6	Preschools help students' language development	0	0	0	0	18	100
C2.7	Preschool improve students' general knowledge	0	0	0	0	18	100

(d) *Distribution of public resources*

Preschool teachers in Melaka response on distribution of public resources can be seen in Table 84. There were 12 of total 18 respondents who were in agreement on the adequacy of preschool budget.

Table 84: Teachers' responses on distribution of public resources

		Disagree		Neutral		Agree	
		Frequenc	%	Frequenc	%	Frequenc	%
<b>Distribution of public resources</b>							
D1	Budget for preschool is adequate	1	5.6	5	27.8	12	66.6
D2	There is a sufficient fund to buy teaching and learning materials	0	0	4	22.2	14	77.8

## Summary of Teacher-Respondent Feedback

Majority of preschool teachers in Melaka request for more resources for better teaching and learning materials and renovation for preschool classes in order to expand access to preschool education especially to rural dwellers.

## SUMMARY OF MELAKA FINDINGS

From the survey in Melaka, we find that less than 89% of parents trust that their children obtain basic reading, mathematical and writing skills at preschool. On the other hand, this situation could be overcome should there is more provision for upgrading teaching and learning materials as requested by 83.3% of teachers. Both teachers and parents demands for class renovations to provide a more comfortable learning process in achieving NKRA's preschools enrolment target.

### H. Summary of Study Findings

Based on the official statistics, all six states under study records increment in preschool enrolment rate and there is a balanced male and female students composition. In fact, there are more female students in preschools registered in Melaka, Negeri Sembilan and Putrajaya in year 2012. The financial allocation for all states under study as well as at national level tends to jump up in year 2011 since government decided to fully subsidized public preschool under NKRA initiatives.

There are constant request for higher allocation to provide student with better meals, improvise teaching and learning materials and upgrading the preschool class condition and decoration to facilitate delivery of basic knowledge through fun learning process in preschools. However, this study could not determine of what more suitable and up-to-date materials to make preschools classes more enjoyable and effective.

From the teachers' perspective, only 77 or 53.8% believed that the preschool budget is enough and 78 or 54.5% agreed that there is sufficient fund to buy teaching and learning materials. On the other hand, 136 or 95.1% of teacher-respondents trust that preschool is gender-equal and 133 or 93% teachers responded that public preschools help students to attend primary schools. Regarding the preschool participation rate, 91.1% or 131 of total 143 teachers agreed that it is satisfactory and 128 or 89.5% believed that the number of intake of students has increased annually. Hence there is a need to increase the allocation for preschool because it has benefit preschoolers school readiness as more than 93% or 133 teachers trust that preschools are able to enhance students' curiosity and general knowledge as well as develop communication skills and language development.

Meanwhile, parents on the grassroots may think slightly different from the educationists whereby less than 698 or 87% parent-respondent believed that their kids are gaining basic reading, writing and calculation skills at preschools. There are 714 or 89.5% parent-respondent that agreed on increasing rate of preschool students' intake because it may stem of limited space available for public preschool. In addition only 472 of total 803 parent-respondent or 58.8% that agreed with the current public provision for preschool education. However, 767 or 95.5% of parent-respondent admitted that helped their children to prepare for formal schooling and 743 or 92.5% of parents trust that the preschools participation rate is satisfactory.

From the study, we find that all principals and majority of parents thinks that pre-school in Malaysia is gender equal in line with global moves. According to the UNESCO EFA Report 2007, access to early childhood programs is relatively gender-equal in a majority of countries and it is important to preserve this equality. The differential impact of ECCE programs on the disadvantaged, whether poor children or girls, is an important argument for targeting programs, especially when resources are constrained (UNESCO, 2007). UNESCO

EFA 2007 also reported that a well-designed early childhood programs can eliminate gender stereotypes; for example preschools in France and Sweden have relatively gender neutral toys and games (creative games and construction blocks).

Overall, we can summarize that the continuous governments financial support have benefited the preschoolers in terms of school readiness and ready schools as highlighted by UNESCO (2012) pre-primary education plays a key role in preparing children for school and beyond because early experiences are crucial in facilitating their learning. Malaysia’s initiatives of extending access to the poorest and most vulnerable children can boost their education and livelihood opportunities later in life as mentioned by UNESCO (2012).

Table 85 provides information on the progress from 2000 to 2005 in terms of Gross Enrolment Ratio, GER and Gender Parity Index, GPI (MOE, 2007). GER is calculated using enrolment of public preschools divided by actual population of the particular age group which obtained from the national census (MOE, 2007). ECCE Review 2007 reports that GPI for the 4-6 years old is more inclined towards female with the common combination of preschool classes are 49.72% male and 48.38% female. This shows that in Malaysia, the girls has equal opportunity to schooling in the preschool level where there is no discrimination against female students in terms of legislation, policy, mechanisms, structures or allocation of resources as mentioned in ECCE Review 2007.

Table 85: GER for ECCE 4 – 6 Years Old by Gender

Progress between 2000 to 2005 (National Level) 4-6

	GER for ECCE (%)			GPI for GER
	Male	Female	Total	
2000	47.38%	45.02%	46.24%	0.950
2001	47.91%	51.70%	49.75%	1.079
2002	50.63%	47.86%	49.29%	0.945
2003	49.35%	56.13%	52.64%	1.137
2004	52.52%	60.36%	56.33%	1.149
2005	59.38%	59.75%	59.56%	1.006

Source: MOE, 2007

MOE (2008) notes that operational and development priorities in the Malaysian education system have been supported by substantial financial resources for their realisation. The sum of material support for students was more than USD182 million in 2005 to enable even the poorest students to participate in education (MOE, 2008). MOE (2008) recorded that a total annual education expenditure expressed in Malaysian Ringgit in the 2000 to 2005 period averages about 100 percent greater than total annual education expenditure in the mid-1990s (1995). In 1995, MOE spent USD847 per student while the average in the 2002-2004 period was approximately USD1,180 per student – a nearly 40 percent increase in USD equivalent expenditure per student over the 10 year period as reported in Malaysia Education For All Mid Decade Assessment 2000-2007.

#### J. Policy Implications

Based on the statistics, it is clear that the public provision contribute to the improving access to preschools education by increasing enrollment rate on yearly basis. Gender bias has also been eliminated from the basic level and this is a good news for Malaysia for achieving UNESCO's EFA goals (MOE, 2007). However, there is still room for improvement to achieve near full enrollment rate, so additional fund may help to attract more parents to register their children for preschool. With extra fund, MOE could built more preschools to cater to the need for rural and suburban and low income household, provide better meals for students, purchase high quality teaching and learning materials and provide training courses for teachers. This will eventually contribute to reducing illiteracy, improve school readiness as per literature.

Some may argue that preschool is not compulsory so it does not need much fund, but in reality preschool education is important as discussed by scholars and supported by international organization research and reports. Malaysians could see improvement in

public examination results year by year and this perhaps come from the strong foundation for basic skills in preschool.

Certain proponents may argue that there is sufficient fund for preschool but if Malaysia is to reach full enrollment rate and quality human capital, more funds are needed to help more classroom to address overcrowding in suburban area where urban poor dominates and limited space available in town as well as limited preschools are available in rural areas. Others may argue that there is a need to focus on other sectors but early intervention helps for school readiness, better life and competitive human capital. Strong foundation will pave way for smooth teaching and learning processes in primary schools and beyond.



## V. CONCLUSION

### A. Summary of Main Findings

The most important thing that I found out is that all principal-respondent and 133 or 93% teachers responded that public preschools helped students to attend primary schools while 767 or 95.5% of parent-respondent admitted that preschools helped their children to prepare for formal schooling and this proved that attending a good quality pre-school can lay the foundations for learning and help children make a smooth transition to primary school as mentioned in UNESCO, 2012.

With 58.8% of parent-respondent, 53.8% of teacher-respondent and 56.6% of principal-respondent trusted that the current provision for preschool education was enough, the authority should be convinced that ECCE programs was regarded as investments in human capital; studies of the costs and benefits of specific programs in the United States proved that the returns to investment in ECCE programs were positive (UNESCO, 2007).

MOE should continue aggressively to expand more preschools because 92.5% of parent-respondent, 91.6% of teacher-respondent and 95.7% of principal-respondent agreed that the preschools participation rate was satisfactory and UNESCO (2007) also highlighted that investing in early childhood pays off which ECCE programs can help to improve health, nutrition and education outcomes in the long run.

### B. Policy Recommendations

Based on the survey results, the government allocation for ECCE should be increased in order to equip Malaysian children with school readiness before they start compulsory education age and primary schools at age 7 years old. This focus is important to offset the increasing pressures for spending on other levels of education as stressed by UNESCO

(2007). According to UNESCO EFA 2007 Report, increasing public spending and focusing better on ECCE are critical because many governments are not providing enough public provision on good-quality basic education and ECCE.

From my point of view, Malaysian government could provide more fund to preschool education by revising the education budget such as reducing allocation for post secondary education (Upper and Lower Form Six) because it has less demand nowadays due to many other attractive opportunities for tertiary education. On the other hand, Federal Budget has much fund for higher education sector such as Community Colleges, Polytechnics and various skills training institutes that could produce more skilled graduate and marketable compared to Form Six establishments with Malaysian Higher School Certificate (which is a pre-university examination). Malaysian students could also enter university through other admission requirements such as diploma from Polytechnics and matriculation program.

More funds are needed to improve physical condition, teaching and learning materials to facilitate fun learning processes as well as to provide better meals for the preschool students. Conducive classroom environment may boost students' and teachers' motivation as well as to attract more parents to send their children to public preschool, and indirectly increase the enrollment and literacy rate at national level. More preschool classes should be built in suburban areas because it has to accommodate more students due to space limitation and demand from low income households. Government could revise its priority since preschool education is a very important stage to develop human capital. Thus it is timely to give greater attention to ECCE as UNESCO (2007) argues that it is a powerful means of promoting equity besides potentially enriching the lives of all young children, good early childhood programs can compensate for disadvantage and hardship.

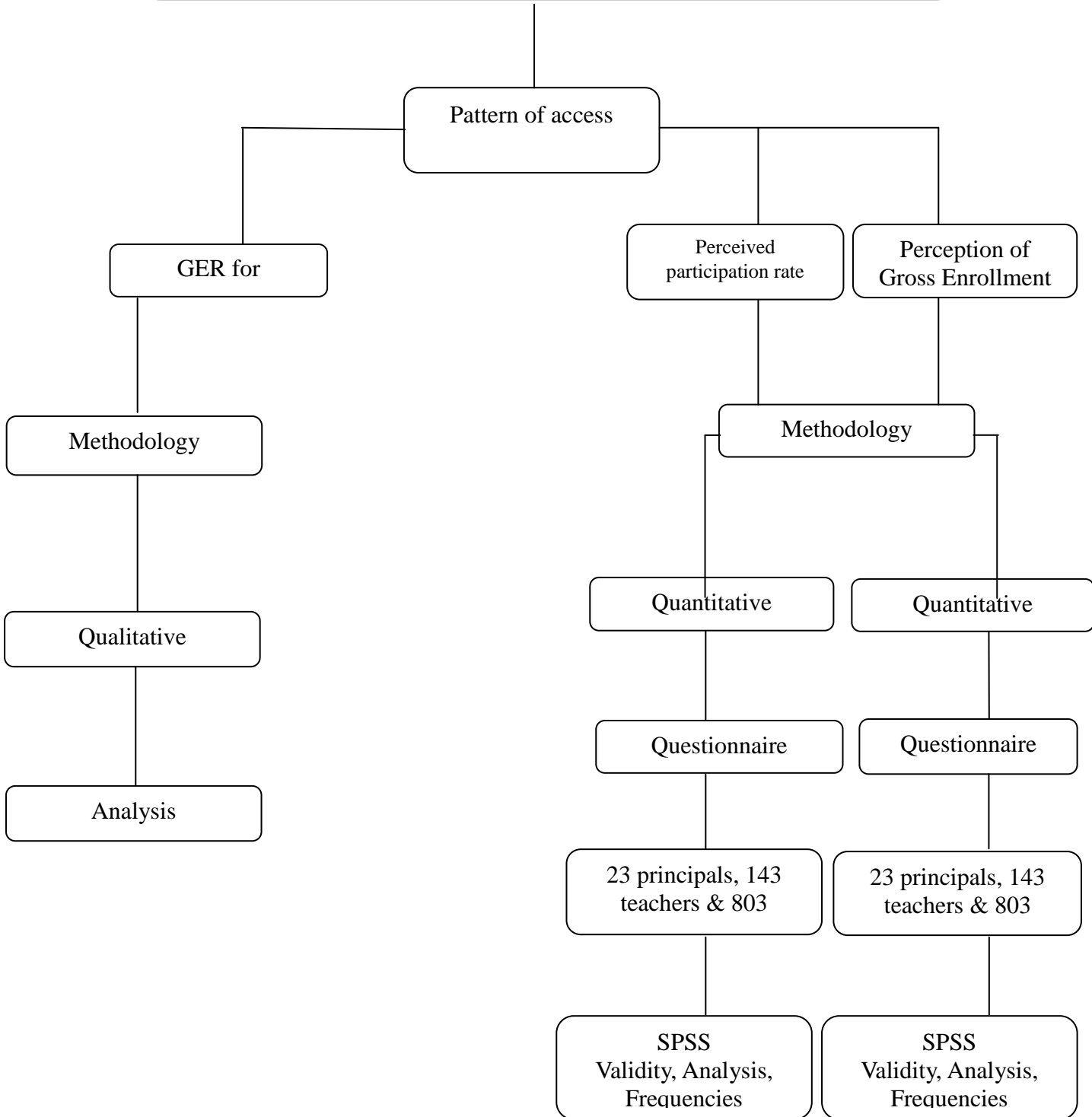
Malaysians awareness on the preschool significance should converge with a Nobel-winning economist (James Heckman, 2006) point on benefit of funding ECCE are higher than other educational interventions: the horizon over which the returns to ECCE investments are reaped is longer than for those targeting older children, youth or adults; and the skills acquired through participation in ECCE programs are a foundation for further learning (UNESCO, 2007).

Further research is recommended to cover other areas, more schools, and teachers and parents view and suggestions. The preschool environments should be enjoyable and further study could be conducted to find better and updated teaching and learning materials. The impact of NKRA GTP program that begins in year 2010 could also be a future research since it is a new initiative and not much scholarly literature are available in the context of peninsular Malaysia.

## **APPENDICES**

**APPENDIX A**

**Analysis of GER in Malaysian Preschools:  
A Study of Pattern of Access**



## APPENDIX B

### A STUDY ON PUBLIC PROVISION FOR PRESCHOOL

#### Principals Questionnaire

#### Section A: Particulars of respondent

For the following questions, please write the selected code in the space provided

A1. Location of School:

Code:  1 = urban  
           2 = rural

A2. State:

Code:

1 = Perlis	6 = FT Kuala Lumpur	11 = Terengganu	16 = FT Putrajaya
2 = Kedah	7 = Negeri Sembilan	12 = Pahang	
3 = Pulau Pinang	8 = Melaka	13 = Sabah	
4 = Perak	9 = Johor	14 = Sarawak	
5 = Selangor	10 = Kelantan	15 = FT Labuan	

A3. Gender

Code: 1 = male  
          2 = female

A4. Experience in teaching: How many years have you been in teaching profession?  
(including experience as temporary teacher and teaching of other subjects)

Code: 1 = 0 – 5 years  
          2 = 6 – 9 years  
          3 = 10 – 19 years  
          4 = 20 – 29 years  
          5 = 30 years and above

**Please answer the following questions. Please give honest answers to ensure that the findings are valid and could enhance public policy planning. Your identity is not required for this instrument.**

**Please mark (/) in ONE box only for every statement guided by the following scales:**

**Scale**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral/ No Opinion</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>

**B: Access to Preschool Education**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Access: Level of participation						
B1	The number of intake of students has increased					
B2	The participation rate is satisfactory					
B3	Preschool is gender-equal					
B4	Preschool could increase enrolment of first year students at primary school					

**C1: Quality**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Physical facilities and services at public preschools						
C1.1	The school buildings are enough					
C1.2	The class condition are comfortable					
C1.3	The services offered at preschool are enough					
C1.4	Renovation on the school buildings are needed					
C1.5	Improvements to the services are needed					
C1.6	Public preschools help students to attend primary schools.					

**C2: Quality**

		1	2	3	4	5
Teaching and learning materials at public preschools						
C2.1	Teaching/learning materials are adequate					
C2.2	Improvements to teaching and materials are needed					
C2.3	Preschools able to produce an active student					
C2.4	Preschools help students to develop communication skills					
C2.5	Preschools develop students' curiosity					
C2.6	Preschools help students' language development					
C2.7	Preschool improve students' general knowledge					

**D: Resource**

		1	2	3	4	5
Distribution of public resources						
D1	Budget for preschool is sufficient					
D2	There is a sufficient fund to buy teaching materials					
D3	The meals allocation for students should be increased					

E. Number of student: How many students in a preschool class under your administration?

- Code: 1 = 0 – 5 students  
 2 = 6 – 9 students  
 3 = 10 – 19 students  
 4 = 20 – 29 students  
 5 = more than 30 students

**Thank you for taking the time to fill in the form, you are not required to write your name in this form**



APPENDIX C

A STUDY ON PUBLIC PROVISION FOR PRESCHOOL

Teacher Questionnaire

**Section A: Particulars of respondent**

For the following questions, please write the selected code in the space provided

A1. Location of School:

Code:  **1** = urban  
 **2** = rural

A2. State:

Code:

1 = Perlis	6 = FT Kuala Lumpur	11 = Terengganu	16 = FT Putrajaya
2 = Kedah	7 = Negeri Sembilan	12 = Pahang	
3 = Pulau Pinang	8 = Melaka	13 = Sabah	
4 = Perak	9 = Johor	14 = Sarawak	
5 = Selangor	10 = Kelantan	15 = FT Labuan	

A3. Gender

Code: **1** = male  
**2** = female

A4. Experience in teaching: How many years have you been teaching in preschool(s)?  
(Including experience as temporary teacher and teaching of other subjects)

Code: **1** = 0 – 5 years  
**2** = 6 – 9 years  
**3** = 10 – 19 years  
**4** = 20 – 29 years  
**5** = 30 years and above

Please answer the following questions. Please give honest answers to ensure that the findings are valid and could enhance public policy planning. Your identity is not required for this instrument.

Please mark (/) in ONE box only for every statement guided by the following scales:

Scale

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neutral/ No Opinion	Somewhat Agree	Strongly Agree

**B: Access to Preschool Education**

		1	2	3	4	5
Access: Level of participation						
B1	The number of intake of students has increased					
B2	The participation rate is satisfactory					
B3	Preschool is gender-equal					

**C1: Quality**

		1	2	3	4	5
Physical facilities and services at public preschools						
C1.1	The school buildings are enough					
C1.2	The class condition are comfortable					
C1.3	The services offered at preschool are enough					
C1.4	Renovation on the school buildings are needed					
C1.5	Improvements to the services are needed					
C1.6	Public preschools help students to attend primary schools.					

**C2: Quality**

		1	2	3	4	5
Teaching and learning materials at public preschools						
C2.1	Teaching/learning materials are adequate					
C2.2	Improvements to teaching and materials are needed					
C2.3	Preschools able to produce an active student					
C2.4	Preschools help students to develop communication skills					
C2.5	Preschools develop students' curiosity					
C2.6	Preschools help students' language development					
C2.7	Preschool improve students' general knowledge					

**D: Resource**

		1	2	3	4	5
Distribution of public resources						
D1	Budget for preschool is sufficient					
D2	There is a sufficient fund to buy teaching materials					

**Thank you for taking the time to fill in the form, you are not required to write your name in this form.**

## APPENDIX D

### A STUDY ON PUBLIC PROVISION FOR PRESCHOOL

#### Parent Questionnaire

#### Section A: Particulars of respondent

For the following questions, please write the selected code in the space provided

A1. School Name:

A2. State:

Code:

1 = Perlis	6 = FT Kuala Lumpur	11 = Terengganu	16 = FT Putrajaya
2 = Kedah	7 = Negeri Sembilan	12 = Pahang	
3 = Pulau Pinang	8 = Melaka	13 = Sabah	
4 = Perak	9 = Johor	14 = Sarawak	
5 = Selangor	10 = Kelantan	15 = FT Labuan	

A3. Gender

Code: **1** = male  
**2** = female

A4. Occupation:

Code: **1**=Government  
**2** = Private Sector  
**3** = Self Employed  
**4** = Retiree

Please answer the following questions. Please give honest answers to ensure that the findings are valid and could enhance public policy planning. Your identity is not required for this instrument.

Please mark (/) in ONE box only for every statement guided by the following scales:

**Scale**

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neutral/ No Opinion	Somewhat Agree	Strongly Agree

**B: Access to Preschool Education**

		1	2	3	4	5
Access: Level of participation						
B1	The number of intake of students has increased					
B2	The participation rate is satisfactory					
B3	Preschool is gender-equal					

**C1: Quality**

		1	2	3	4	5
Physical facilities and services at public preschools						
C1	The school building are enough					
C2	The services offered at preschool are enough					
C3	Renovations to the school buildings are needed					
C4	Improvements to the services are needed					
C5	Public preschools help students to attend primary schools.					
C6	My children gains basic reading skills in preschools					
C7	My children gains basic mathematical skills in preschools					
C8	My children gains basic writing skills in preschools					

**D: Resource**

		1	2	3	4	5
Distribution of publicresources						
D1	Budget for preschool is enough					

Thank you for taking the time to fill in the form, you are not required to write your name in this form

## APPENDIX E



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
KEMENTERIAN PELAJARAN MALAYSIA  
ARAS 1 - 4, BLOK E - 8,  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT Pentadbiran Kerajaan Persekutuan  
62604 PUTRAJAYA  
Telefon: 03-88846591. Faks: 03-88846579

Rujuk. kami : KP(BPPDP)603/5/JLD.10 ( )

Tarikh : 19/04/2013

Nurhidayah Binti Idrus  
39, Jalan Seri Putra 5/6, Bandar Seri Putra, Bangi, 43000 Kajang, Selangor  
Kajang Selangor 43000

Tuan/Puan,

***Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran Malaysia***

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

**A STUDY ON PUBLIC PROVISION FOR PRESCHOOL** diluluskan.


2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian / laporan dalam bentuk elektronik berformat *Pdf* di dalam CD bersama naskah *hardcopy* setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

  
**(Dr ZABARI BIN DARUS)**  
Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pelajaran Malaysia

## APPENDIX F



### JABATAN PELAJARAN NEGERI WILAYAH PERSEKUTUAN

PERSIARAN DUTA, OFF JALAN DUTA

50604 KUALA LUMPUR

Tel : 03-6203 7777

Laman Web : <http://www.moe.gov.my/jpwpki>

Faks : 03-6203 7788



Ruj.Kami : JPNWP. 900-6/1/7 Jld.5/57

Tarikh : 23 April 2013

Nurhidayah binti Idrus,  
39, Jalan Seri Putra 5/6,  
Bandar Seri Putra,  
Bangi, 43000 Kajang,  
Selangor.

Tuan,

#### KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, PEJABAT PELAJARAN WILAYAH DAN JABATAN PELAJARAN WILAYAH PERSEKUTUAN KUALA LUMPUR TAHUN 2013

Dengan segala hormatnya perkara di atas dirujuk. Surat tuan bil. () dalam bertarikh 19 April 2013 dan surat kebenaran dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia bil. () dalam KP(BPPDP)603/5/JLD.10 bertarikh 19 April 2013 adalah berkaitan.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk "**A Study On Public Provision For Preschool**" diluluskan dan tuan adalah tertakluk di bawah syarat-syarat seperti berikut:-


- 2.1 Kelulusan ini adalah tertakluk dalam kandungan cadangan penyelidikan yang telah diluluskan oleh Kementerian Pelajaran Malaysia.
- 2.2 Mendapatkan kebenaran daripada Pengetua/Guru Besar terlebih dahulu.  
(Sila kemukakan surat kebenaran ini ketika berurusan dengan Pengetua/Guru Besar sekolah berkenaan).
- 2.3 Kelulusan ini untuk sekolah-sekolah di bawah pentadbiran Jabatan Pelajaran Wilayah Persekutuan Kuala Lumpur sahaja.
- 2.4 Tuan hendaklah mengemukakan senaskhah hasil kajian kepada Jabatan ini sebaik sahaja ia siap sepenuhnya.

3. Kebenaran ini untuk tujuan dipohon sahaja dan luput selepas **31 Disember 2013**.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "

Saya yang menurut perintah,

  
( **RUSNI BINTI AB JALIL, KMW** )  
Ketua-Sektor Pengurusan Sekolah,  
b.p. Pengarah Pelajaran,  
Jabatan Pelajaran Wilayah Persekutuan Kuala Lumpur.

- s.k. - Pengarah Pelajaran, Jabatan Pelajaran Wilayah Persekutuan Kuala Lumpur.  
- Timbalan Pengarah Pelajaran, Pejabat Pelajaran Wilayah Bangsar/Pudu, Kuala Lumpur.  
- Timbalan Pengarah Pelajaran, Pejabat Pelajaran Wilayah Keramat, Kuala Lumpur.  
- Timbalan Pengarah Pelajaran, Pejabat Pelajaran Wilayah Sentul, Kuala Lumpur.



CERTIFIED TO ISO 9001:2008  
CERT. NO.: AR4166

"GEMILANG DALAM KALANGAN YANG CEMERLANG"

(Sila catatkan no. Rujukan Jabatan ini apabila berurusan)



CERTIFIED TO ISO 9001:2008  
CERT. NO.: AR4166

## APPENDIX G



### JABATAN PELAJARAN WILAYAH PERSEKUTUAN PUTRAJAYA

Jalan P16, Presint 16, 62150 Wilayah Persekutuan Putrajaya  
Tel : 03-8888 8922, 03-8890 3069, 03-8890 3070 Faks : 03-8890 3085/87  
Laman Web : <http://www.moe.gov.my/jpwpp>



Ruj. Kami : KPM.PPWPP.620-1/5 Jld.37(93)

Tarikh : 24 April 2013

Nurhidayah binti Idrus,  
39, Jalan Seri Putra 5/6,  
Bandar Seri Putra, Bangi,  
43000 Kajang, Selangor.

Tuan,

#### **KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT PERGURUAN, JABATAN PELAJARAN NEGERI DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA**

Dengan hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa pihak Jabatan Pelajaran Wilayah Persekutuan Putrajaya tiada halangan dan mengizinkan tuan menjalankan kajian bertajuk "**A Study On Public Provision For Preshool**" di sekolah-sekolah rendah Putrajaya seperti yang terkandung di dalam surat tuan kepada kami.
3. Sehubungan itu, pihak tuan dikehendaki menghubungi guru besar sekolah sebelum menjalankan kajian dan mematuhi syarat-syarat yang terkandung dalam surat Bahagian Perancangan dan Penyelidikan Dasar Pendidikan KP(BPPDP)603/5/Jld.10( ) bertarikh 19 April 2013.
4. Pihak tuan dimohon mengemukakan senaskhah laporan akhir kajian setelah selesai untuk simpanan Jabatan ini. Kebenaran ini hanya untuk tujuan yang dipohon dan luput selepas 10 Mei 2013.

Sekian, terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**(HAJI JAMALUDDIN BIN YUSOFF)**  
Pegarah Pelajaran  
Jabatan Pelajaran Wilayah Persekutuan Putrajaya

s.k. 1. Fail



## APPENDIX H



جَابَاتِنَ پَلَاڠَرَانِ نَغَرِي كَدَاهِ دَارُ اَمَانِ

JABATAN PELAJARAN NEGERI KEDAH DARUL AMAN  
KOMPLEKS PENDIDIKAN, JALAN STADIUM  
05604 ALOR SETAR  
KEDAH DARUL AMAN

No. Telefon : 04 740 4000  
No. Faks : 04 740 4342  
Laman Web : www.kedah.edu.my

Ruj Tuan:  
Ruj Kami : JPK03-07/3212 Jld 10(28)  
Tarikh : 25 April 2013  
14 J' Akhir 1434

Puan Nurhidayah bt Idrus  
39 Jalan Seri Putra 5/6  
Bandar Seri Putra, Bangi  
43000 Kajang, Selangor

Tuan/Puan,

**Kebeneran Untuk Menjalankan Kajian/Soal Selidik di Jabatan Pelajaran Negeri /  
Pejabat Pelajaran Daerah dan Sekolah – Sekolah di Negeri Kedah Darulaman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian/ soal selidik, mengumpul dan mengutip data di Sekolah-Sekolah di Daerah Kuala Muda/Yan, Kedah bertajuk "A Study On Public Provision For Preschool" *telah di luluskan.*

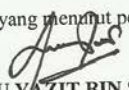
3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan/puan kemukakan ke Kementerian Pelajaran Malaysia. Tuan/Puan dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.

4. Kebeneran ini adalah tertakluk kepada persetujuan Pengetua sekolah berkenaan dan adalah sah sehingga 30 November 2013 sahaja.

Sekian, terima kasih.

“ BERKHIDMAT UNTUK NEGARA “  
“ PENDIDIKAN CEMERLANG KEDAH TERBILANG “

Saya yang menandatangani perintah,

  
( ABU YAZIT BIN SAAD )  
Penolong Pengarah  
Unit Perhubungan dan Pendaftaran  
Sektor Pengurusan Sekolah  
b.p. Pengarah Pelajaran Negeri Kedah Darul Aman.

/ina/ppps/kajian2013

## APPENDIX I



جایتن فاریجن ساریغور  
**JABATAN PELAJARAN SELANGOR**  
Jalan Jambu Bol 4/3E, Seksyen 4, 40604 Shah Alam,  
Selangor Darul Ehsan



Rujukan Kami : JPNS.PPN 600-1/49 JLD.23(80)  
Tarikh : 8/05/2013

**NURHIDAYAH BINTI IDRUS**  
39, JALAN SERI PUTRA 5/6  
BANDAR SERI PUTRA  
43000 KAJANG  
SELANGOR

Tuan,

### A STUDY ON PUBLIC PROVISION FOR PRESCHOOL

Perkara di atas dengan segala hormatnya dirujuk.

2. Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian/penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.
3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.
4. Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan dan Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan/kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

  
**(HAJI MOHD MAHMUDI BIN BAKRI)**  
Penolong Pendaftar Institusi Pendidikan dan Guru,  
Jabatan Pelajaran Selangor,  
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru,  
Kementerian Pelajaran Malaysia.

s.k. 1. Fail



(Sila catatkan nombor rujukan apabila berurusan dengan kami)

**JABATAN PELAJARAN SELANGOR - TERBILANG**

No. Telefon:  
03-551 86500  
No. Faksimili:  
03-551 02133  
Email:  
jpn.selangor@moe.gov.my  
Laman Web:  
<http://www.moe.gov.my/jpn.selangor>

## APPENDIX J



JABATAN PELAJARAN MELAKA  
JALAN ISTANA,  
PETI SURAT No. 62,  
75450 MELAKA

Pengarah : 06-2323782  
Timbalan : 06-2323781  
Pejabat Am : 06-2323777  
: 06-2323778  
: 06-2323779  
Peperiksaan : 06-2323780  
Fax : 06-2320500

JPM.SPS.UPP.100 -2/5/2 Jld 10(42)  
Tarikh : 03 Mei 2013

Nurhidayah Binti Idrus,  
39, Jln. Seri Putra 5/6,  
Bandar Seri Putra,  
43000 Kajang,  
Selangor.

Tuan,

### **KEBENARAN MENJALANKAN KAJIAN KE SEKOLAH-SEKOLAH DI NEGERI MELAKA**

Adalah dengan hormatnya, merujuk kepada surat tuan yang bertarikh 19 April 2013 mengenai perkara di atas.

2. Sukacita dimaklumkan bahawa Jabatan ini tiada halangan bagi pihak tuan untuk menjalankan aktiviti seperti yang dinyatakan. Dimaklumkan juga di sini bahawa kajian ini adalah semata-mata untuk memenuhi syarat kursus yang diduduki sahaja dan bukan untuk tujuan lain.

3. Walau bagaimanapun, pihak tuan adalah dinasihatkan menghubungi pihak Pengetua/ Guru Besar terlebih dahulu untuk berbincang dan mendapatkan persetujuan. Sebarang pertanyaan, sila hubungi En. Razale Bin Abdul Rahman di talian 06-2325922 (Unit Perhubungan dan Pendaftaran). Sekian untuk makluman tuan. Terima kasih.

**"MELAKA MAJU NEGERIKU SAYANG, NEGERI BANDAR TEKNOLOGI HIJAU"  
"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**(ABDUL HALIM BIN ABDUL MALEK)**  
Ketua Sektor Pengurusan Sekolah  
b.p. Pengarah Pelajaran Melaka

s.k

1. Fail Penyelarasan

(Sila catatkan nombor Jabatan ini bila berhubung)

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