UNIVERSITI TEKNOLOGI MARA

STUDENTS’ EVALUATION ON THE EFFECTIVENESS OF THE DIPLOMA OF EARLY CHILDHOOD EDUCATION PROGRAMME IN A PRIVATE HIGHER LEARNING INSTITUTION

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Thesis submitted in fulfillment of the requirements for the degree of Master Education (Educational Management and Leadership)

Faculty of Education

July 2012
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## CHAPTER 1

### INTRODUCTION

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1.1 Background of the study
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## CHAPTER 2
DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of University Technology MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as references work. This thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis is found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of University Technology MARA.

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Signature of Candidate

Date 30 July 2012
ACKNOWLEDGEMENT

‘In the name of Allah, Most Gracious, Most Merciful’

The research presented in this dissertation could not have been conducted without the support, encouragement and cooperation of many people. Firstly, I would like to express my deepest gratitude to my supervisor, Prof. Dr. Khadijah Rohani Bt Mohd Yunus, who has always given valuable advice and encouragement throughout in developing this project successfully. I would like to thank her for giving the opportunity to learn and work under her guidance in writing this thesis and her thoughtful suggestions at each stage in preparation of this project, which has been the most memorable experience. Also thanks to all my lecturers, who gave me support from the first day I started this master program until the end of the program.

I especially thank my entire family for their encouragement; knowledge and their constant prayer for me especially to my beloved father Abd Hamid bin Halil, mother Saminah bte Buang and all my siblings. Last but not least, I am thankful to my friends and associated for their encouragement and support for this research project.

‘May Allah bless all of us forever’

-Amin-
In the course of teaching early childhood education field, teachers for early years must be trained and qualified academically at least at Diploma level in early childhood education. The demand for academic qualification in diploma level for early childhood education (DECE) seems to be increasing from time to time and it was introduced in 2006 with the aim of training early childhood teachers to meet the increasing needs of teachers in this field. The study aims to examine the perception of students in Cohort 8,9,10 and 11 from one private institution on the effectiveness of the diploma in early childhood education programme. The methodology used was a mixed method i.e. using both quantitative and qualitative approaches. The study focuses on the strength and weakness of the programme offered, students’ views with regard to teachers’ knowledge in the subject matter, teachers’ pedagogical knowledge and teachers’ personality.

Some of the findings that deserve attention and consideration are: the students have comparatively high ratings of the lecturers’ knowledge in the subject taught in terms of their preparation, presentation and adequate assignment and covering all topics in the syllabus. On the pedagogical knowledge, high ratings are given to lecturers’ competency in handling teaching and learning process, lecturers use proper teaching aid when teaching in class, lecturers completed all the topics in the syllabus in time given and lecturers are well prepared for the lesson. On the personality traits, high ratings are given to lecturers’ strong interpersonal skills in handling teaching and learning process, punctuality of lecturers in attending classes. Fair and low rating is given to lecturers’ enthusiasm in caring, helpful and approachable to students and lecturer’s capability to gives students motivation and creates students’ interest for learning. The implication emphasizes on teachers’ responsibility on creating conditions for effective learning environment. On the relevancy of subject offered: students give high ratings on subjects offered and are relevant to their career and personal development. All these factors need to be considered by college management for better improvement in teaching effectiveness and quality of programme offered.

Key words: Teaching effectiveness, Lecturer’s content knowledge, Lecturers’ pedagogical knowledge, Lecturers’ personality traits, Subject relevancy.