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FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY
STUDIES
BACHELOR OF ADMINISTRATIVE SCIENCE (HONS)**

**A STUDY OF PARENTS' PERCEPTION TOWARDS PRIVATE
PRE-SCHOOL EDUCATION IN DUNGUN**

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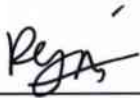
Declaration

We hereby declare that the work contained in this research proposal is original and our own except those duly identified and recognised. If we are later found to have committed plagiarism or acts of academic dishonesty, action can be taken in accordance with UITM's rules and academic regulations.

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CHAPTER ONE: INTRODUCTION

1.1 Chapter review

This chapter focuses on the background of the study about the perception of parents towards private pre-school education in Dungun. It highlights on the important of the children to go to pre-school education. Section 1.2 will be discussing about the background of the study and Section 1.3 is for research objective. It is continued with Section 1.4 on the research hypotheses and research questions in Section 1.5. As the problem statement will be discussed in Section 1.6, the significance of study continues in Section 1.7. Scope of study is in Section 1.8 and finally 1.9 will be the summary.

1.2 Background of study

Early education as the supports to the development of basic skills. It is to help children deal with tasks for example learns to read (M. Jensen, 2010). The programs include the importance of cognitive development, parental interactions and emotional growth. Early education programs can be privately or publicly funded. There are ministries involved in early childhood education which are Ministry of Education (MOE), Ministry of Rural and Regional Development as well as Department of Unity and Integration. It is focused on the four to six years old children. Developing positive social skills at an early age of children can help young children make friends and succeed in school more effectively. Another core strength at this age is affiliated, children begin to form the ability to join others and contribute to a group (Brandt et al., 2013). During this age, children also begin to experience self-awareness and tolerance. Self-awareness includes the capacity to begin, to recognize, value the abilities and to become strengths of others.

Tolerance builds on self-awareness as children begin to build the capacity to understand and accept others are different from them. The early years are a prime time for children to develop social emotional skills which are critical for all children. Cognitive, social emotional, language, and motor skills are developing at unprecedented rates during the preschool years. (Ortiz, 2015)

Besides that, they can learn how to manage their selves and not too depends on other people or parents. Bacanli (2007) stated that schools become the most effective source of children's learning as soon as they entered. So, apart from this statement, pre-school education is important to the children as it is the first step before they entered primary school which is we know it is more advanced. Also the children usually already know how to spell, reading, counting and writing.

The reason why we choose this topic is because of the education is important to all of us since the early the age especially from age of four years. However, there are still parents who are not aware about pre-school education for their kids. Apart from this, our research conducted is to know what is the perception of parents about pre-school education in Malaysia, especially among parents in Mukim Sura, Dungun, Terengganu.

1.3 Research Objectives

Main objective is to investigate the perception of parents towards early education whether they willing to send their children to pre-education school or not. Thus, the objectives of the study are as follows:

- 1) To determine direct relationship between parent's willingness with parent's perception.

- 2) To determine direct relationship between parent's awareness with parent's perception.
- 3) To identify other influence factors towards parents perception.
- 4) To determine difference in level of awareness between male and female.
- 5) To recommend other possible factors among parents towards private pre-school education.

1.4 Research Hypotheses

H1: There is significant relationship of parents towards willingness to send their children to pre-school education

None

H2: There is significant relationship of parents towards the awareness to send their children to pre-school education

None

H3: There is significant relationship of parents towards factors that influence parents to send their children to pre-school education

None

H4: There is no significant relationship between male students and female students towards the awareness of sending their children to pre-school education

There is no significant relationship.

1.5 Research Questions

- 1.5.1 Why should parents send their children to pre-school education before entering primary school?
- 1.5.2 What are the reasons parents aware with the important of pre-school education?
- 1.5.3 Does the factors that influence parents make decision for their children education?
- 1.5.4 Does the difference level of awareness between male and female affected parents to send their children to private preschool?
- 1.5.5 What is the recommendation or opinion of the parents towards private preschool in Dungun?

1.6 Problem Statement

From the past researches among the potential problems related to pre-school, parents perception are as detailed as below.

1.6.1 Expectation of parents

The pre-school years are characterized by phenomenal growth of children's capacities for communication, self-regulation, and internalization of behavior standards. General early education is not just about settlement in a program, but also dynamic participation in social interactions and the development of children's talents and skills. Based on the research, parents' perception today more ensure that pre-school can fulfill their expectations. According to Lily & Mohamed (2013), the parents' trends are to ensure the private preschool may fulfill their

expectation regarding their children's performance in academic and discipline. They want their children to be trained with the reading, writing and mathematical skill and the outcome in the form of test mark is important to them. This statement is supported by Heng (2008). He stated that Parents today are better informed and aware of the importance of the early education in their child's life. Rationally, parents demand for quality child care for their children. But for a small minority, parents are generally not too concerned about the quality of early child care.

1.6.2 Background of parents

N Vellymalay (2012) mentioned that parents' background has a great influence on parental involvement in their child's education. Parents' background gives a lot of influence on parental involvement in their child's education. Parents with higher social class level have greater involvement in their child's education to ensure their kids success at school. But, the influence of parents' background should not only be the one factor that enhances the success of child. The researchers suggest Involvement of parents in their child's education must be seen in various ways such as the school itself plays a role to encourage parents' involvement in child's education. It is supported by S. Mesut (2013), he explains that parents were more likely to perceive self-care skills as an important area for their children. Parents more concern about self-care as an important skills for their children. The main effect of socioeconomic status due to social-emotional development of parents itself. Parents with low socioeconomic status not perceived like higher socioeconomic status in term of socio-emotional development.

1.6.3 Negative perception towards teachers

According to N Vellymalay (2012), he explains that one of the main cause of differences in perception between school and parents are they blamed each other if the child fails to focus or learn in class. Other than that, teachers face problems when parents said teachers do not teach properly and they are unable to differentiate the importance of the relationship with family and teachers. The differences ways of viewing between parents and teacher gives the limitation to parents in order to involve in their children education. So, it is important to know the interaction of both parties in order to keep the flow of the child's pattern of learning. This will give a strong basis for children's behavior, and the value of the relationship.

According to Lee (2006), the analysis of the data found the parental perceptions regarding the important the teacher characteristics were, including items such as educational philosophy, educational degrees, religion, age, years of teaching experience, teacher and parent partnerships, relation to child, marital status, status as a parent, and the ratio of children to teach.

1.7 Significance of study

This study is to know the parents' perception towards early education whether it gives benefits or not to their children.

1.7.1 Parents

The parental attitudes about the early childhood education depend on their kids ability and talent in order to improve their kids ability. Parental involvement may physically occur at school, at home, or in both settings. They also will be influence to send their kids to the pre-school

education from words of mouth, neighborhood, caliphs and parents' background. Involvement of parents or known as parental engagement is parent participation in academic learning including a regular, two-way communication with educators.

1.7.2 Children

The important of early education to children are avoiding an abbreviation of Literacy and Numeracy Screening (LINUS). Also, the children will interact more with other children. Communication and good relationship will improve their style of communication and language proficiency.

1.7.2 Pre-School

The schools also play an important role to educate the children at early ages. It is a place to learn skills of learning to children before entering primary school which is Year 1. In pre-school, teachers will observe and teach children followed by the programmed and module that have been set up by the ministries. The combination of school and home is for the purpose of make best use of the educational goals of the children.

1.7.3 Teachers

Teacher or educational is a person who is responsible for curriculum planning, providing supervision, and application of activities for a group of children. Typically, the relationship between the both parties which are teacher and children is crucial. Teachers need to use developmentally and individually appropriate method that takes part into deliberation to children's diverse necessities, interests, skills, and capabilities. Early education teachers need to be prepared to communicate with all people around them. They must feel relaxed opening up, asking questions, seeking advice and sharing your experience. But, teachers with lack of qualified that run the schools make the problem become worse. There is only several pre-school teachers possess the formal qualifications placed by the Ministry. Apart from that, only on-the-job training or took pre-school education courses not recognized by the Malaysian Qualification Agency. By the right, the teachers should have at least an educational level such as diploma in early childhood education.

1.8 Scope of Study

This research will be focusing on the willingness of parents towards private pre-school education among private operation. Respondents that were inspected from the research is parents in Dungun. The proposed territory was located at Dungun, Terengganu because we want to know whether parents are concerned about early education or not. This research will be conducted which is in Dungun focusing on private pre-school. Over 157,792 people who live in Dungun and 1060 people in Mukim Sura. Expected duration for this research was within two semesters beginning from September 2015 until July 2016.

1.9 Definition of Terms

Terms used in this study are defining for ease our understanding.

1.9.1 Parents perception

By the definition of perception itself, it defines the ability to see, hear, or become aware of something through the senses. And according to Cambridge Dictionaries Online, belief or opinion, often held by many people and based on how things seem. The life of the children during and after the education depends on the parents' perception itself. This research was conducted to investigate parents' perception about sending children to get early education (Niaz et al, n.d).

1.9.2 Pre-school education

According to ECE Policy Review, early childhood education for the 4-6years old group falls under the responsibilities of the three Ministries which are Ministry of Education, Ministry of Rural and Regional Development under the Prime Minister Department. Ministry of Rural Development is the pioneer in setting up pre-school in Malaysia.

1.10 Chapter Summary

In this chapter, the information that could be summarized is the background of the study was focusing on parents' perception towards pre-school education in Dungun. The research objectives were identified to investigate the perception of parents towards early education whether they willing to send their children to pre-education school or not. The major challenge is parents expectation is affected students' performance. Besides that, the problem statement highlighted is about the demand of parents for quality child care for their children and their child's education depends on the parents' background that has a huge influence on parental involvement. This study explores and describes the perceptions of Malaysian parents concerning pre-school education. The proposed unit for this research to be conducted is in Dungun private pre-school education and begins on September 2015 until July 2016. Results of this research may assist and become significant towards parents.

CHAPTER TWO: LITERATURE REVIEW

2.1 Chapter Review

This chapter provides a review of the literature on teachers' challenges in teaching students with special needs. Section 2.2 explains on the definitions of pre-school education. Section 2.3 is the benefits of early education. The chapter continues with Section 2.4 discuss family background factors and motivation and in Section 2.5 explain parental awareness and involvement in children's education. Section 2.6 discuss role of parents and Section 2.7 explains about factor of communications between parents and teachers and Section 2.8 about conceptual framework. The final section will be the summary of all chapters.

2.2 Pre-school Education

Education nowadays has been characterized by increases in the provision of education programs for pre-school age children. Its help children overcome the cognitive, social, emotional, and physical deficits that frequently accompany growing up in economically deprived homes (Fegminiyyi, 2011). Early education in Malaysia is focusing the 4 to 6 years old group. Kemajuan Masyarakat (KEMAS) fall under the responsibilities of the Ministry of Rural Development is the pioneer in setting up pre-schools in Malaysia (Mustafa & Azman, 2013). There is also private preschool that set up by the government as an alternative to give quality education to children especially by higher income level of parents. Every private pre-school have their own specialty while promoting theirs to customers for example inclusive free additional music class. Choosing private pre-school will be the right decision when considered more about extended operating hours of pre-school.

There are factors that encourage operating hours and seven-day operations such as economic pressure from people. When parents are working or attending training on weekends, they need to send their children to the private pre-school that provided tuition and also day care services. So, parents will not worry who will take care of their children from all days. Also, economic incentives to improve asset utilization. The incremental cost of extending hours tends to be relatively modest and if it reduces crowding and increase revenues then it is economically attractive. Lack of pre-school education is one of the challenges that need to be overcome by the teachers. According to Sani and Idris (2013), research indicates that pre-school education could also contribute as a factor to master literacy. Pre-school education can avoid the problem of the failure of literacy. To avoid this problem, the government specifically Ministry of Education (MOE) is aware of the literacy issue and it has been highlighted in the National Key Result Area and First Wave Education development Plan (PPP). To make pre-school education more accessible for children from all backgrounds, whether it is ethnic, economic, social and government should take the action.

2.3 Benefits of Early Education

Qadiri and Manhas (2009) explain that the data reveals that majority of parents (43%) thought that children get multiple benefits from early childhood education. 25% of parent's emphasis on the need to develop pre-literacy skills. According to them, to face the later years with more confidence and ease, children must learn early literacy concepts as it could help them. Some parents felt that when children enter any preschool center they discover and experiment new things by exploring the environment and will develop different concepts. Significant differences

were found in the perception of parents sending their children to preschool centers with regard to benefit of preschool education. More preschool parents focus on development of concepts, exploration and experimentation and on learning communication skills.

Children and teaches explore new things when they participate in daily routines. Contact play and games are tools in learning the basics of communication. Under 3's require an environment that enables them to move freely and can encourage them for example, activities that organized in small groups in order to avoid noise and the need to wait for one's turn. The continuous development in the activities for the under 3's are important goal of early education. On the other hand, pre-school parents reported that children develop communication skill, eating habits, confidence and social skills (Fouziya & Sarika, 2009).

To succeed in school, young children need to develop their social skills by making a lot of friends in school. The preschool years are characterized by the phenomenal growth of children's capacities for communication, self-regulation, and internalization of behavior standards. A children's behavior depends on the parents and child relationship.

2.4 Family Background Factors and Motivation

There are more advantages between student of different races or religious backgrounds. The reform of school has reduced the gap between low income families and high income families. This gap can be seen when they combine all the children in various races and religion in one school. By this, they can share positive value between each other and develop social relationships. Apart from that, background of parents affects the achievement of the student. For example, educated families are more likely to rise their children's participate in activities that

can develop their talents but for uneducated families, children become much more interesting with negotiating societal institutions. Cognitive development in children can be seen as they are three months old. The learning process cannot be done by school alone but need cooperation and supportive from parents. There are many programs being introduced and parents also made supportive home environments, sharing plan, and try to show interest to children that academic achievement is important in their life.

Even though family environments are major forecast of children's skills, but the outcomes not been decided yet. This factor also has a disadvantage for people that lack of resources to develop their child's skills before entering school. Heckman (2011) suggested not blame the parents who lack of resources but come out by providing resources to them. By this way, the gap between both levels can be reduced. In order to solve the problem who do not have basic education, teachers need to meet their parents first. Besides, failure of children in mastering literacy may be the reason of lack of education among parents. Previous research proven that demographic or environmental factors such as family background, environment, parents' academic level may affect the personality development of the children. In children development, family background is the major influence that gives impact on children's development. Lack in education by parents could not be a role model for their children. This is because, they may not teach their child to read books and others skill. In the other hand, this child will lose their interest to improve their skills of reading as they did not get support and motivation from their parents.

Family with socio-economics status is other factor of students' academic success. Scholars verified that there is more problem in their early, school experience when they grow older if the children come from a low socio-economic background. According to Carom McDonald and Willms (2009) these children tend to drop out of school early and less likely to seek college

education. Besides that, student with higher income level do better at school and gain a lot of advantages if the parents involved.

2.5 Parental Awareness and Involvement in Children's Education

According to Menon (2013), parent involvement means when parent of family, school and community come together for the betterment of the child. The development of child depends on the parent involvement that plays the important role of the child development. Research has shown that greater the involvement of parents in children's learning will affect child performance in school including the academic achievement, social and emotional development of the children. Parent should have a better relationship with their children when they are in childhood and teenager. The studies shown that the higher involvement of parents that associated with high levels of academic, the higher the social-emotional competence level in their children behavior. Usually, parents anxious to know what their children did when they are in the school or apart from them. So, there need to be a good communication between parents and teachers. Students with strong academic support from parents will produce successful students. Parental involvement is the participation of parents in any activities or programs including school activities. The strongest assumption of child educational outcomes is the family involvement. It's related to motivation of children to learn, attention, task done and skills. There is research on effective schools that students were consistently learning and achieving gain support from their parents and face positive relationship between parents and school. Besides that, these schools made a real effort to provide the best resources for their students in order to reach their target.

According to L. Rang (2006), parents and family have a great influence on children's development and growth. As we know, children first learning from their own family. Therefore, parents and family have a huge influence to determine their children growth and development. Parents are the best teacher for their children since they are born. The behavior of parents should be a model for their children's development. Usually, parents' voluntary to participate in the activities with their children's at school. Mostly, parents want their children success in school. In order to know the achievement of their children in school, they made a relationship with the teachers to gain more information. Most of the students want their parents involved and familiar with their school activities whether in elementary or high school level. The result of participant of parents in their children academic schooling is giving higher impact to the academic achievement of the student. Therefore, there should be a strong relationship between schools and the family.

2.6 Roles of Parents

Parents play an important part in preparing their children for pre-school and elementary school (Jensen, 2010). According to Jensen, supporting children's play at home, and encouraging learning before any formal education program that will continue to prepare their children to succeed. Parents' willingness who understands play can recognize and support its use in the pre-school classroom. When they realize the importance of the environment to a child's development, we can better understand how the child is feeling, how we should educate them, and what may be causing difficulties in a child's learning. Every parent wants the best for their children. In addition, to establish what parents valued for their children in the immediate pre-

school year, the research made by the author addressed that parent's beliefs and knowledge about different forms of pre-school provision, as a means of gauging whether they felt their needs were more likely to be met in one form of provision than another. So, positive thinking of parents and their willingness to send children to pre-school will give benefits to them especially in development of the children.

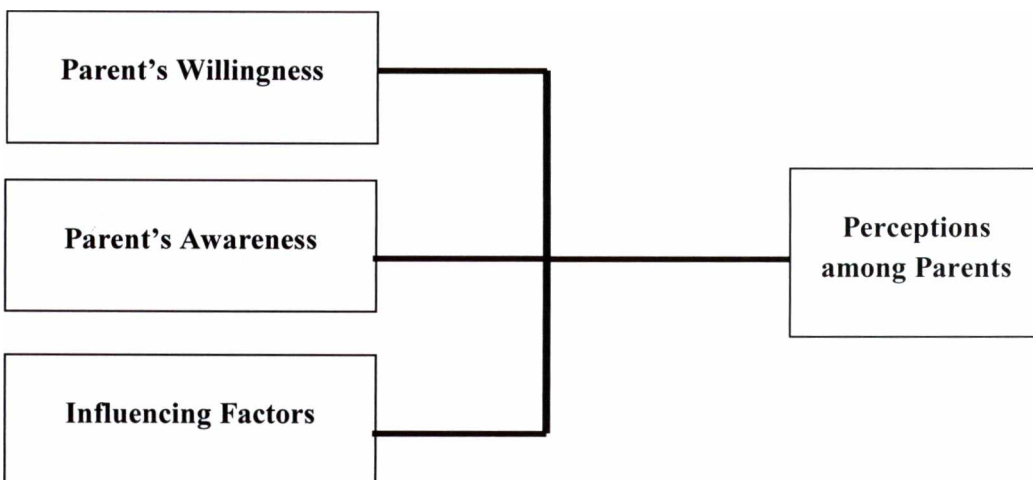
They try to consider what type of staff employed, cost of parents, weeks open and daily sessions in order to choose the best pre-school for their children. Besides that, they realized the need of pre-school education before entering Standard 1. This is because, the opportunity to mix with other children, exposure to a range of activities, independence is high than they learn at the house. When the parents consider the positive effects of the pre-school education, education programs can be understood. How far the belief and expectation from parents will influence the involvement of parents in school activities.

Parental involvement is also important for students' social and emotional development (Sanders and Sheldon, 2009). Parents that involved in their children education had shown the highest level of achievement in school and have a high level of school engagement. Therefore, this will affect their children performance through the influence on the development of student's attitude as well as their children's perception of their potential. By monitoring their homework, the student may become more successful in the future.

2.7 Communications between Parents and Teachers

Communication is the best way to communicate each other including school-to-home and home-to-school progress. So teachers need to cooperate with parents in order to enhance educational achievement of students and educators. The researcher and scholars supported the importance of positive interactions with teachers and peers for the success of a child in the school environment. Besides that, when there is a strong relationship among all teachers, students, community and family, the success of the school can be maintained. If the surrounding of environment at home is supportive, students tend to be more successful in academic. The benefit for students of a strong relationship between schools and homes is based on the development of trust between parents and teachers. Parents and teachers need to respect each other and believe they can responsibility given by both parties so that trust more in this relationship between parents and teachers.

2.8 Conceptual Framework



(Figure 2.8: Conceptual Framework)

Based on Figure 2.8, conceptual frameworks identify that perceptions among parents was determined by three independent variables. Willingness of parents became one of reason to go to pre-school education because this private pre-school education needs financial support. Family background can also result in contextual differences that may affect achievement and motivation. According to Jensen (2010), supporting children's play at home, and encouraging learning before any formal education program that will continue to prepare their children to succeed. Parents' willingness who understands play can recognize and support its use in preschool classroom. Parents' willingness is the one of the influence they send their children to pre-school education. The awareness of parents about the important of pre-school education. Parents are eager to know what their child has been doing during the time they are apart for example when they are in the school. Therefore there should be proper communication between the parents and school. Students with success academic usually gain support from their parents. Influencing factors includes friends and relatives play roles to influence parents to send their children or not. This is because they can know the positive and negative of pre-school education from others. This will contribute to the how important pre-school education and may influence the perception of the parents.

2.9 Chapter Summary

In this chapter, we can conclude that parent's involvement play an important part in the development of their kids. When parents care more about the performance of their children, the academic performance will be better, if the positive relationship builds between parents and teachers, it gives benefits for all especially children. For example, children may have strong relationship between school and family based on the development of trust by both parties. Besides that, parents will believe in the ability of another person to fulfill their responsibilities. Communication may give a lot of advantage to know about their behavior and children's progress. There are benefits of early education such as could help them to face the later years with more confidence and ease. Parent's background may influence their children result of achievement. There are theories to support this topic. Its introduce new levels of knowledge about how learning is different for younger children for example on a very young age, kids may only know how cats look like. As mention, parents play important role as they are the first educators in their child's life and can provide a supporter learning environment. Therefore, the best place for their kids to learn is in a pre-school. Pre-school may help children overcome emotional and physical arrears that frequently accompany growing up and to have a better quality of learning. Parents also can send their children in private school provided.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Chapter Review

The research methodology explained about how well study will be carried out in Section 3.2 discusses on research design, Section 3.3 explains on unit of analysis and Section 3.4 discuss a sample size. Section 3.5 discussing on sampling technique and measurement or instrumentation is discussed in Section 3.6. Data collection explains on Section 3.7. Data analysis explains in Section 3.8 and the final section is the summary of the entire chapter.

3.2 Research Design

Research design reflects the entire research process, from conceptualizing a problem with the literature review, research questions, methods, and conclusions, whereas in another study, research design refers only to the methodology of a study (e.g., data collection and analysis) (Harwell.R, n.d). According to Harweel.R, identifying a study's research design is important because it communicates information about key features of the study, which can differ for qualitative, quantitative, and mixed methods.

This study will be conducted based on qualitative research and quantitative research to determine the relationship between the independent variables and the dependent variable. Qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants. Qualitative research explores meaning, purpose, or reality (Hiatt, 1986). According to the Harweel, R, quantitative research methods attempts to maximize objectivity, replicability, and generalizability of findings, and is typically interested in prediction.

Quantitative research method will use in this study because the data of this research method were easily collected through questionnaire since it is common forms of data collection.

Also, it involves a series of rational decision making choices to decision regarding the purpose of study, location and type of research. According to Krejcie & Morgan (1970), there are sub sections specified in the research design namely as the instrumentation, proposed test, sampling design, and sample size. The research will be conducted in pre-school in Dungun and around 200 parents who have children are selected as the respondents for this research. A questionnaire is the use to response the questions listed in this research.

3.3 Unit/ Level of Analysis

Unit of analysis can be defined as the level of aggregation of the data collected during the subsequent data analysis (Hazman, 2010). In this study, the unit of analysis is based on individual. Here, means that the data collected are from each individual and treating each parent's response as an individual data source on parents perception towards private pre-school education. We want to determine the parents' background, awareness, willingness, and factors influence parents towards pre-school education.

3.4 Sample Size

The sampling size determination must also consider group that forms the basis of the analysis. It is important to select the most appropriate respondents in order to get a valid result when investigating the parent's perception towards pre-school education among private operators in Dungun. Parents in Dungun and Tadika Nur Raudhah, Tadika An Najmi and Tadika Bestari Cemerlang will be selected to become the respondents. A sample of table suggested by Krejcie and Morgan as below:

	PRE-SCHOOL (DUNGUN)	TOTAL PARENT
1	Tadika Nur Raudhah	45
2	Tadika An Najmi	30
3	Tadika Bestari Cemerlang	35
4	Parents in Dungun	90
	TOTAL	200

Sources: Tadika Nur Raudhah, Tadika An Najmi, Tadika Bestari Cemerlang and Unit Pembangunan Masyarakat, Pejabat Daerah Dungun.

This research study only selects 200 respondents. Too much statistical power will mean the result is significant because of the sample size and not because the relationships are significant. Too small and too large sample sizes prevent a true or good test of the hypotheses. Too small and too large sample sizes do not make a study a robust one. The trick is in deciding a sample size range that is appropriate for the study.

3.5 Sampling Technique

Sample refers to a segment or section of the population that is selected for study. Generalizations can be made about the population from the selected sample. The larger the sample size, the lower the sampling error. The more unbiased the sample selection, the less the error in extending the findings of the sample to the population (Hazman, 2010). According to Hazman (2010), sampling frame refers to a list of units in the population that is compiled by the researcher or available for use by the researcher in selecting the necessary sample.

In this study, random sampling will be used to select the sample size of respondents. When we talk of random sampling, students has a very simple and wrong understanding of what makes a sampling random. Students think that selecting the units with no pattern or scheme in mind is random. In fact, random sampling is very structured procedure that ensures all units in a sampling frame have an equal chance to be selected. Thus, there is no bias in selecting the units. To achieve this one must follow procedure. First, the unit must be assembled into a sampling frame. Then, the researcher must decide the number of unit or sample size that he wants. Once this is done, random numbers must be generated for all the units in the sampling frame. For our research, we approach parents in Dungun because we want to know their perception towards pre-school education whether parents are concerned about early education or not. The data will be collected based on the questionnaire and focusing on private pre-school.

3.6 Measurement / Instrumentation

The item chosen from this questionnaire is under Part A on "*Age of Respondents*" were change into "*Age*" for question number three. Besides that, the question number four for Part A on "*Education Qualification of Parents*" was change into "*Education Level*". The next item, "*Income Level/Per Family*" but the wording is change to "*Income.*" as to match with the demographic setting of our research.

Secondly, Menon (2013) explain the demographic information of parents who participated in the study is shown in the above table is majority (32%) of fathers were in the age group of 31-35 years where as majority (38.6%) of mothers were in the age group of 26-30 years. While for education level, it is seen that 41 fathers were primary school pass and only 6 parents are passed secondary school. Majority of the mothers were illiterates (38) and only 2 mothers had passed secondary school (Menon, 2013). There are few items were adopt from this questionnaires such as "*Gender*" and "*Occupation*" without any modification and were listed into our questionnaires on Section A of demographic.

Besides that, item Part B willingness of parents sending their children to pre-school education the questionnaire were modified from "*Teaching children religion is reckoned as one of the most important aspects of family life and its primarily the responsibility of parents as in*" to "*Islamic pre-school is your choice?*" , "*The cost of the parent*" to "*I am willing to pay more for private pre-school education?*" and "*Parents settle with pre-school that provide transport to their children because they do not have the time.*" into "*I am willing to send my children to pre-school even though it is far from my home?*" (Menon, 2013)

On Part C, the items for questions were selected from Guðlaug Erlendsdóttir (2010) which title as Effects of Parental Involvement in Education. A Case Study in Namibia. There are use of interviews for 7 respondents which all the parents have high expectations of their child's education. They all voiced their expectations that their children's education would open doors for them with regards to their future. His respondent mentioned that he works hard and all his money goes towards his children's education. The parents all expressed their desire, and their expectations, for their children to do well in school and to become something. They all want a better life for their children, than what they themselves had.

The questions from this questionnaire were modified under item number 1 for Part B. While 1, 2, 3 and 4 for Part C and number 4 for Part D. The question were modified from "*Do you assist your child with his/her homework*" into "*I am willing to spend time with my children's homework?*", "*Are you aware of school policies and programs?*" into "*I am aware of pre-school education?*", "*Do you believe your children is aware of that?*" to "*I believe my children can adapt the program/module in preschool?*", "*Do you find education to be important for your children?*" into "*I think pre-school education bring benefits to my children?*" and "*Do you try to gain information about what is available to your child, education vise? If so, where do you look for those information?*" into "*I find the information related to pre-school from either my friend or relative?*" (Guðlaug Erlendsdóttir, 2010)

The items for questions were selected from Libent. D. (2015) which title as Determinants of Parents' Satisfaction with the Quality of Pre Primary in Ilala District. The questions from this questionnaire were modified under item number 1 for Part C from "*Appropriate activities which are stimulating and developmentally appropriate are offered*" into "*Appropriate activities which are stimulating and developmentally appropriate important to them*" While 6 for part D from

“Does the surrounding influence you to make decision” into “Does the surrounding influence you to make decision?”

3.7 Data Collection

The study will be carried out to investigate the relationship between pre-school education and perception of parents. The applications of questionnaires will be used to distribute to parents. 200 questionnaires will be distributed directly to our respondents in Dungun. The reason of total number of questionnaires will be distributed as to make sure that the research represent in nature.

In order to ensure the factors are reliable to use, the pilot study will be performed. The analysis result from pilot study will determine either the factors are reliable or not. After pilot a study has been done, questionnaires will be distributed again based on sample size and it will be collected after respondents finish answered all questions. It will take 5 to 10 minutes to answer all questions. All data collected will be analyzed based on whether the objectives of the study are fulfilled or not.

The main purpose for the use of questionnaires as a data collections method is due to the reason that it is appropriate as it also less expensive and creates a good relationship with the respondent. Besides that, this method is also easy for the respondents to understand the question. The questionnaires are printed in white papers and English and Malay language will be used as a medium of communication in the questionnaires.

The questionnaires send directly by the researcher to the respondent to each. The researchers will ensure the questionnaires distributed to them are kept confidently and it only meant for academic purposes.

3.8 Data Analysis

The data obtained in the study were analyzed using predictive analytics software which is known as Statistical Package for the Social Sciences (SPSS). The version of the Statistical Package for the Social Sciences software used is on version 20. By applied this software to analyzed the data help us because it is convenience and easy to operate. Besides that, an accurate and detail outcome of data can be analyzing. To measure the perception of parents in Dungun mean or average is a measure of central tendency that offer a general picture of data without unnecessarily overwhelming one with each of the observations in a data set.

Descriptive statistics which involve transformation of raw data into a form that would provide information to describe a set of factors in a situation (Sekaran, 2003) were run on the data collected from the surveys. The results for each survey question were tabulated and displayed in tabular format. Chi square will be used to test the independence of variables.

3.9 Chapter Summary

In this chapter, the information that could be summarized is the data collection 200 questionnaires will be used to distribute directly to our respondent which is parents. The data obtained in the study were analyzed using predictive analytics software which is known as Statistical Package for the Social Sciences (SPSS) version 20. The research design expect for this research is comparative descriptive. On the measurement part, it was outline to be in the set of questionnaires constructed based on compilation of few questionnaires from other researchers. In questionnaire have five sections which are on demographic and independent variables of the research. Proposed test to be done is T-test, One Way, frequency test, comparing the percentages and means and reliability tests.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Chapter Review

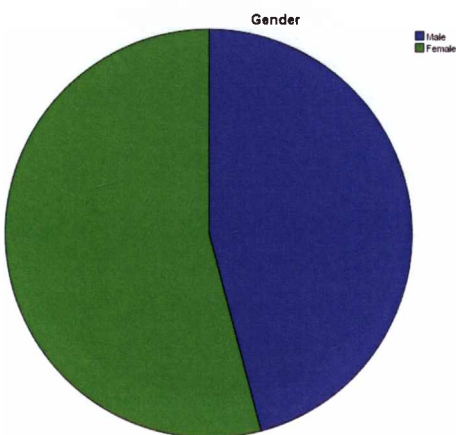
This chapter presents briefly the result and findings of analysis and test conducted in this study. Section 4.2 presents the respondent's profile. Next, section 4.3 presents the result of reliability analysis carried out during pilot study. Next, section 4.4 about data finding. Section 4.5 for simple regression and section 4.6 about chapter summary.

4.2 Respondent's Profile

This section will be presenting on the demographic details of respondents in this study. As what has been explained in previous chapter on data collection, the researchers used responsive sampling together with systematic sampling to collect the values.

Table 4.2.1

Gender

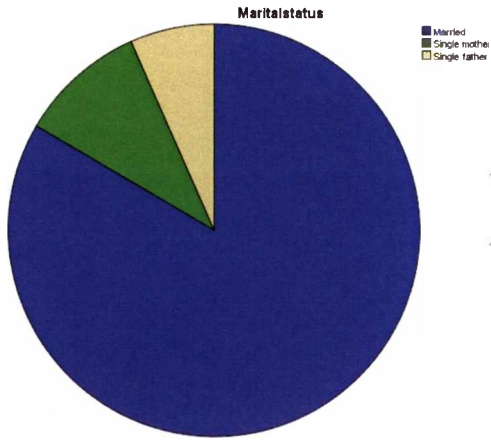


Gender	Frequency	Percent %
Male	83	45.9
Female	98	54.1
Total	181	100

Based on the result, the female respondents are more than male respondents which are 54.1% while male respondents are 45.9%.

Table 4.2.2

Marital Status

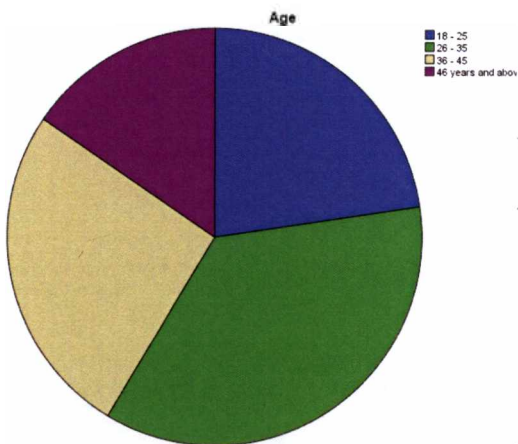


Marital Status	Frequency	Percent %
Married	151	84.3
Single Mother	18	9.9
Single father	12	6.6
Total	181	100

Based on the result, married respondents are higher than single mother and single father which is 84.3% while single mother and single father are 9.9% and 6.6%.

Table 4.2.3

Age

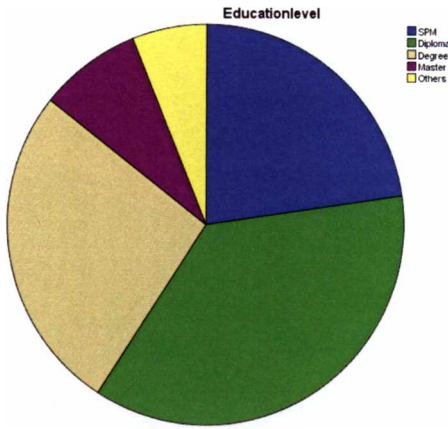


Age	Frequency	Percent %
18 – 25	41	22.7
26 – 35	65	35.9
36 – 45	47	26
46 and above	28	15.5
Total	181	100

Based on the result, 26 to 35 years old shows the higher percentage among the others which are 35.9%. Follow by 36 to 45 years old, 18 to 25 years old and 46 and above.

Table 4.2.4

Education level

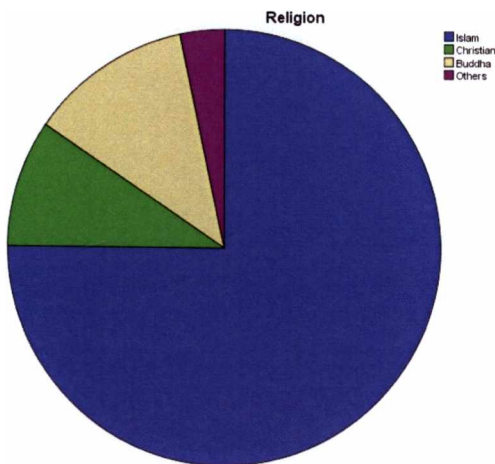


Education level	Frequency	Percent %
SPM	41	22.7
Diploma	66	36.5
Degree	48	26.5
Master	15	8.3
Others	11	6.1
Total	181	100

Based on the result, the respondents who have diploma holder is the highest compared to others which are 36.5%. Follow by degree holder, SPM, master and others.

Table 4.2.5

Religion

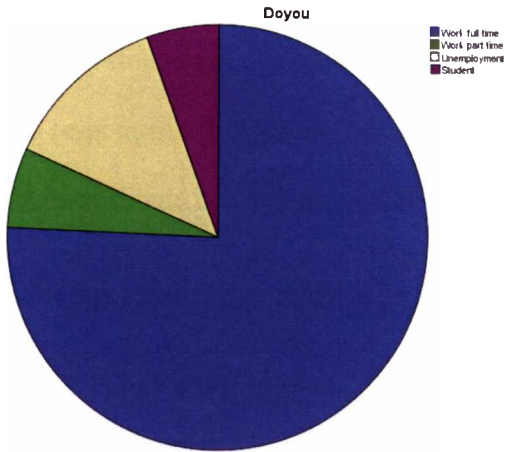


Religion	Frequency	Percent %
Islam	136	75.1
Christian	17	9.4
Buddha	22	12.2
Others	6	3.3
Total	181	100

Based on the result, Islam respondents are the high frequency for religion which are 75.1% while for the lower are from others which are 3.3%.

Table 4.2.6

Do You

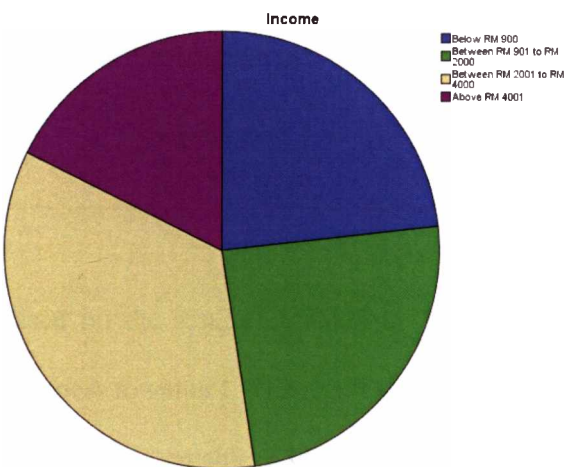


Do You	Frequency	Percent %
Work Full Time	137	75.1
Work Part Time	11	6.1
Unemployment	23	12.7
Student	10	5.5
Total	181	100

Based on the result, respondents who work full time are the highest percentages which are 75.1% while who are students is the lowest which are 5.5%.

Table 4.2.7

Income



Income	Frequency	Percent %
Below RM 900	42	23.2
Between RM 901 to RM 2000	44	24.3
Between RM 2001 to RM 4000	63	34.8
Above RM 4001	32	17.7
Total	181	100

Based on the result, the highest percentage of income is between RM2001 to RM4000 which are 34.8%.

4.3 Reliability Analysis

The researchers adopted the use of reliability analysis. This needs to be done to ensure that once the pilot study has been conducted, the questions must be reliable enough to be distributed to the real respondents at Dungun. Using reliability analysis, the questionnaire is tested where the result obtained should be close as possible to 1, the value that indicates the highest reliability

Table 4.3.1 Reliability analysis for Part B, C and D

Part B Parent's Willingness

Cronbach's Alpha	N of Items
0.751	6

Part C Parent's Awareness

Cronbach's Alpha	N of Items
0.802	6

Part D Influencing Factors

Cronbach's Alpha	N of Items
0.615	6

Based on the results obtained in Table 4.3.1, the Cronbach's Alpha of the questionnaires is close to value 1. The result shows that the questions that have been used in this questionnaire study are acceptable and can be used for the study. Therefore, given the result, it can be concluded that the scale provided in the questionnaires are indeed reliable to be conducted before distributed to the parents at Dungun.

4.4 Data Finding

4.4.1 Mean and standard deviation

The first objective of this study is to determine direct relationship between parent's willingness with parent's perception. To answer this objective, mean and standard deviation is utilized as in table 4.4.1.1 below.

Table 4.4.1.1 Parent's willingness with parent's perception

Mean	Standard Deviation
3.79	0.7021

Based on the result, the parent's willingness with parent's perception (M=4.13, SD= 0.869).

4.4.2 Mean and standard deviation

The second objective for this study is to determine direct relationship between parent's awareness with parent's perception. To answer this objective, mean and standard deviation is utilized as in table 4.4.2.1 below.

Table 4.4.2.1 Direct relationship between parent's awareness with parent's perception.

Mean	Standard Deviation
4.26	0.607

Based on the result, direct relationship between parent's awareness with parent's perception was (M=4.49, SD= 0.655).

4.4.3 Mean and standard deviation

Based on the third objective of this study is to identify other influence factors towards parent's perception. To answer this objective, mean and standard deviation is utilized as in table 4.4.3.1 below.

Table 4.4.3.1 factors that influence parents sending their children to private pre-school education.

Items	Mean	Standard Deviation
Is well-known pre-schools becoming your choice for your children's' pre-school education?	3.83	1.069

Based on the result, factors that influence parents sending their children to private pre-school education are is well-known pre-schools becoming your choice for your children's' pre-school education? (M=3.84, SD= 1.069).

Items	Mean	Standard Deviation
The attitude of teacher is one of the factors to send children to pre-school education	3.67	1.033

Follow by the attitude of teacher is one of the factors to send children to pre-school education (M=3.67, SD= 1.033)

Items	Mean	Standard Deviation
Location and distance from home are important reasons in choosing pre-school education.	3.62	1.045

Follow by location and distance from home are important reasons in choosing pre-school education (M=3.62, SD= 1.045).

Items	Mean	Standard Deviation
Does financial statement is one of the reasons to send children to pre-school education?	3.61	1.138

Follow by does financial statement is one of the reasons to send children to pre-school education? (M=3.61, SD= 1.138)

Items	Mean	Standard Deviation
Did you obtain the information related to the pre-school from either your friend or relative?	3.48	1.123

Follow by did you obtain the information related to the pre-school from either your friend or relative? (M=3.48, SD= 1.123)

Items	Mean	Standard Deviation
Does the surrounding influence you to make decision?	3.4	1.173

Follow by does the surrounding influence you to make decision? (M=3.40, SD= 1.173).

4.4.4 T-test (Gender)

The fourth objective for this study is to determine difference in level of awareness between male and female. To answer to this objective, independent sample T-test is utilized as describe in table below.

Table 4.4.4.1

	Gender	N	Mean	Standard deviation
Awareness	Male	83	4.289	0.6811
	Female	98	4.292	0.5383

Table 4.4.4.2

		Sig	t	df	Sig (2-tailed)
Awareness	Equal variances assumed	0.008	-0.701	179	0.484

In relation of awareness of parents towards the important of pre-school education, Levene's test was not significant and thus we interpret the equal variances estimates. Consulting our t-value, df and two-tailed significant, again no significant differences are apparent, $t = -0.701$, $p = 0.008$ ($p > 0.05$). That is, there is no significant difference in male and female on awareness of parents towards the important of pre-school education. This implies that there is no significant difference of male parents ($M = 4.28$, $SD = 0.6811$) and female parents ($M = 4.29$, $SD = 0.5383$) on the awareness of parents towards the important of pre-school education.

4.5 Simple Regression

Model summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.481	0.231	0.227	0.61734

a. Predictors: (Constant), factors

Simple regression was used to assess the strength among the variables. The regression value for independent variable which is factors that influence parents sending their children to pre-school education is 0.481 where it is weak relation in influencing the willingness of parents sending their children to pre-school education that the R value of the model is 0.481. Therefore, 48.1% of the factors have been significantly explained by willingness of parents sending their children to pre-school education.

4.6 Chapter Summary

In this chapter, types of analysis, measurement of scales and moderation used to analyze the outcome of the data collection and result generated are used f.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Chapter Review

This section summarized the result obtained by finding, highlighted the key result addressing specific research question and objective that explain in a Section 5.1 are discussed about discussion of the research and in this section have the implication of the study and recommendation from respondents and for future research. Section 5.2 explained on the limitation of the study. This chapter also provides suggestions from the respondents that explain on the section 5.3 as well as suggestion for the future researcher in the section 5.4.

5.2 Discussion

The discussion will explain about the implication in doing this research among parents in Dungun and some recommended ways from the respondent to willingness of parents to send their children to private preschool and also recommendation for future research to improve this study.

5.2.1 Implications

In order to know the parents' perception to be more understanding and alert of important to send their children to private pre-school as to avoid the wrong judgment of pre-school education. In this research, we want to identify the parents' perception towards private pre-school in Dungun. By doing this research, there are some implications that we can conclude:

The parents think that private pre-school give more benefit to their children but since they have to consider about financial statement, they need to send their children based on their financial statement. No matter what, they will send their children to pre-school education as they know the importance of education nowadays.

Besides that, based on the gender, female is more concern of private pre-school education more than the male gender. Children that rise by single father might left behind than rise by parents or single mother. This is because, female or a mother more concern of everything about their children education. If they are surrounded by positive people that know about private pre-school, they might be influence and get widely information about private pre-school.

Furthermore, the family is the most influential factor that can enhance the knowledge of the students regarding education at an earlier stage by determining that their children should be sending or not to preschool education. Parents should be important role in socializing their children in early education which is private preschool. Therefore, that parent may be enhanced by several educational and training programs for their children.

Moreover, the results indicated that female gender is highly affected on this issue than the male gender. Due to lack of proper knowledge, single father might not care about their children education. Therefore, if they interact more with school and teachers, they might be aware of it and more concern about benefit of sending children to a private pre-school.

5.2.2 Recommendations from Respondent

The opinion from respondent are getting from the open ended question in a questionnaire that are given to the respondent of parents in Dungun and from this suggestion is answer the last objective of this study. From the suggestion of the respondent, most of them that sending their children to preschool education is important no matter what issue arise such as lack of financial statement.

Another opinion is made by the respondents is they will send their children to a private pre-school because they know private preschool has a lot advantages to their children. Besides that, most of the respondent agreed that it is good for their children in order to get full information and education before entering Standard 1.

Other than that, parents in Dungun realized the importance of private pre-school and they try to send their children to private pre-school if they afford to pay the fees. Some of them already have the savings for their children in order to make their children have the best education.

5.2.3 Recommendations for Future Researcher

Despite the limitation, the researcher recommended that the future research should be carried out to investigate should be carried out to investigate the parents perception towards private preschool education in Dungun.

The first recommendation is the scope of the respondent is in a large number. Since the scope of this study is only concentrated on the parents in Mukim Sura only. Therefore, since this research is limited to the parents in Mukim Sura only, we suggested that the future research should bigger

the scope to other Mukim in Dungun so that the analysis data to identify the perception of parents is more accurate.

The next recommendation is future research should make the study that have a comparison of the awareness of students between public preschool and private preschool. By this way, it can make research more interesting and more have useful information.

The last recommendation is using a various theory to make research is more strong and accurate to use. This is because from the test of regression shows that the theory is using in this research is not strong enough to explain the perception of parents towards private pre-school in Dungun.

5.3 Conclusion

The purpose of this study is to know parents' perception towards private pre-school in Dungun. On the first objective of this study is to determine direct relationship between parent's willingness with parent's perception. After the test on the data analysis, the result shows that the willingness of parents is higher in the mean value. It can conclude that parents in Dungun willing to send their children to pre-school education. For the second objective which is to determine direct relationship between parent's awareness with parent's perception. Based on the result, it shows that parent in Dungun was aware of sending their children to preschool as the mean shown higher value. For the third objective which is to identify other influence factors towards parents perception. From the results, there was higher mean value that well-known preschool becomes their choice to send their children to receive the education. The fourth objective is to determine difference in level of awareness between male and female. From the result, there was no

significant difference of male parents on the awareness of parents towards the important of preschool education.

5.4 Limitations of Study

There are several limitations exist within this study. The researcher has encountered some problem in order to compute this research report. Firstly, lack of cooperation of the parents to answer the questionnaire. Some of the parents will be resisting answering the questionnaire and returning the questionnaire back to us. Moreover, the parents also not answer the questionnaire properly and not give a real answer due to laziness to read the entire question.

Secondly, data of measurement are not accurate. This is because of the laziness of the respondents to read the questionnaire. They do not give full attention when read the questionnaires and tick the questionnaire randomly.

Thirdly, limitation is this study is not representing to all the parents in Malaysia or Terengganu but its only restricted only for the parents in Dungun and it can cause the result are limited on the Dungun only and cannot use to represent to all the parents in Malaysia or Terengganu. There are small numbers of respondent to answer the questionnaire make the data become less accurate.

The last limitation in this study is there are more female respondent compare to male respondent that answering the questionnaire with the percentage between male and female is about 45.9% and 54.1%. Because of that, the researcher difficult to identify the gender inequality in this study. Therefore, it shows the limited of the respondent group because we could not gain more opinion from them.

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