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Exploring the dimensions for preschool service management: Teaching with love and care

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ABSTRACT

The preschools need to be well-managed and improved continuously to serve their preschoolers better as the young kids are future leaders of nations. Excellent early childhood educational services and pupil-oriented service are instrumental in developing greater learners and thereafter individuals with the right attitudes and morality for sustainable development. Qualitative research was done to explore the underlying quality attributes of the teachers and employees for excellent preschool service management. Focus Groups technique was employed. More than ten teachers were interviewed to know the best practices and continuous service improvement. The dimensions of loving and caring preschool service include: 1. Build up a team of true passion, patience and dedicated preschool staffs, 2. Attitude of the preschool teacher, 3. Attitudes towards the children, 4. Parent and local community involvement, cooperation and collaboration, 5. Provide them a safe, clean and healthy environment, 6. Wholesome curriculum, 7. Well-balanced planning teaching and learning activities, 8. Outdoor play or free play – expose children to different outdoor environments, 9. Food safety and health, 10. Pupil's health management, and 11. Children with special needs. Relevant suggestions are provided for further improvement.

1.0 INTRODUCTION

Following the rapid economic and societal progression, the rising standard of living has followed suit. Due to this ease of living in the modern day, children of this generation grew up with the mentality where minimal effort is needed to live comfortably. Hence, the younger generations will lack the capacity to sympathize and care for others. It is agreed upon that childhood is one of the crucial stages of growing up, therefore, “Education by Love and care” is essential during this phase of their lives. Preschoolers are like tender seedlings just unearthed, and they need the care and cultivation of the gardener (teachers and parents). This ideal learning condition can be attained through multiple methods. Stakeholders need to work hand in hand because the necessary strategic collaborations ought to be helpful (Verheijen-Tiemstra et al., 2024)

Love is an element of social action, and its meaning differs within different structures (Goode, 1959). Amazingly, love and care give life meaning and purpose. Mahatma Gandhi emphasized the vitality of love by saying, ‘Where there is love, there is life’ (Regan, 2020). This suggests that love is not just an emotion or a sentiment but a force that sustains and nurtures life. At the personal level, love is a person’s strong and positive feelings for someone or something. Hence, it is a service to the served. In education, this element of social action is necessary to facilitate teaching and learning as well as other processes to serve the learners and other stakeholders for mutual benefits. It is even more profound in preschool education settings where the preschool teachers and staff are very loving to lead and connect the preschoolers from a multicultural environment (Ropenen et al., 2024). By showing love and care to the preschoolers, they will be able to reflect positivity into one another, close the gap between one another and finally achieve the mutual goal of a happy learning environment.

2.0 LITERATURE REVIEW

Leading and managing early childhood education service is essential for greater professionalism in serving preschoolers. A study in Finland (Ropenen et al., 2024) supported that leading early childhood education (ECE) centres as professional bureaucracies will be instrumental. They found that the organizational structure of the ECE centre follows the organizational configuration of a professional bureaucracy. Nevertheless, the roles of the members of the organization and the processes for shared decision-making lack clarification. Besides, the shortage of qualified ECE teachers disrupts the function of the organization and the work of ECE leaders.

Understanding and meeting the differentiated needs and wants of the targeted individuals are always essential for service providers such as preschools. The leaders, as well as administrative and teaching staff, must consistently and continuously think, co-create, co-design and deliver the desired values (Clarke et al., 2021). The service providers must put the interests of the pupils or parents first. Their service experience can play a crucial role in ensuring the service success of the preschools in the competitive and dynamic environment. Good and customized knowledge about their experiences can most probably help to build and manage a good relationship. Besides, a conducive environment can benefit the various stakeholders of the preschool (Sheng et al., 2016). The school’s leadership is also crucial in ensuring strategic and good directions and educational service innovations for educational excellence. Ndwandwe (2024) argued that the leaders played a very important role in peace education.

3.0 RESEARCH METHODOLOGY

The main purpose of this exploratory research was to identify the importance of teaching preschoolers with love and care among preschool teachers in Malaysia preschool. Qualitative research techniques were used. The case of a well-managed preschool in Sarawak was referred. The teacher shared some of the best practices.

A focus group discussion was carried out and participated by ten preschool teachers. The group discussion lasted for about two hours. The questions asked by the Moderator in the focus group discussion were: What are your best practices in teaching and learning in your preschools, how did you help the problematic pupils for more effective learning? What are the challenges that you faced in helping them? How can teachers improve their love and care for preschool students? How can the preschool improve to help the students become happier and excellent? How can the concept of 'Love, Care & Learn' be promoted and practiced in preschool? What are your suggestions for providing loving and caring service to preschool students? The process of transcribing the recorded discussion involved the identification of keywords, which were then grouped and interpreted accordingly. The research process involved the identification of the various related dimensions of activities and services from the preschool. The reliability of the analysis was checked through interrater reliability (80% accuracy).

4.0 FINDINGS AND DISCUSSIONS

Based on the focus group discussion and case study of a preschool in Sarawak, the findings are presented in Table 1. Among the common dimensions of preschool service management that involve care and love are as follows:

4.1 To build a team of true passion, patience and dedicated preschool staff

As preschoolers often mimic the people in their surroundings, providing a team of patient, compassionate and loving preschool staff members will no doubt lay the groundwork for healthy growth. In addition, a team of preschool staff that comes from a good spiritual and religious background may also instill love into the hearts of children. Before the preschool staff can show love, though, they must first love themselves. This allows them to love others no matter what. Lucille Ball (n.d.) stated, "Love yourself first, and everything else falls into line. You really must love yourself to get anything done in this world."

To effectively convey information to someone, one must know in which way that someone best understands information, which is to say, the teaching staff should make an intentional effort to get to know each of the preschoolers. Understanding a child's needs and wants while treating each of them equally will foster a sense of belonging and provide a level of comfort like a second home.

A true passion is defined as the burning desire to make a real difference in the lives of preschoolers. Aside from providing children with a comfortable learning environment, a true passion at work is essential for an effective and efficient teaching experience. This is said as it not only drives the teaching staff to enjoy their work but also compels them to work towards overcoming obstacles that may appear in the workplace. Not only that, it also builds up the foundation for the kids to love learning and inspires them to work toward their ambitions. The passion will propel the younger generation forward into achieving greater goals. This passion will assist those pupils who may be slow learners, having different developmental skills, and lacking in other aspects. Hence, the teaching staff need to cooperate with the administrations and parents of those pupils to allow them to study, learn and grow at their own pace while still being treated with respect and equality.

As previously mentioned, preschoolers are highly affected by their environment, particularly on an emotional level, as they are still in the early stages of development. Therefore, it is important to constantly be happy and wear a friendly smile to not influence their mental state negatively. A warm greeting in the morning and a hug goodbye will go a long way in building positive relations between them and the classroom. It is crucial that the teaching staff leave personal problems at the door before approaching children as it is not their burden to bear, and they are still very vulnerable to such troubles. Only emotionally stable teachers can bring the feeling of love and security to the preschoolers.

Table 1. The dimensions of teaching preschoolers with love and care

<p>1. A team of staff</p> <ul style="list-style-type: none"> - Leader, administrative staff, and teachers - Qualified, trained and less experienced working together - With the loving spirit - Passion, patience and dedication. 	<p>2. Attitudes of the staff</p> <ul style="list-style-type: none"> - Respect one another - Listen to their needs. - Understanding their thoughts - Be happy - Always having sincere smile - Warm greetings (morning or afternoon) - Good hugs (e.g. goodbye) 	<p>3. Attitudes to preschoolers</p> <ul style="list-style-type: none"> - Good listener - Show Enthusiasm, appreciation - Positive attitude - Tolerate mistakes - Guide them to reflect - Feeling Safe and free to interact - Hand love sign - Speak kind words - Show interest and ask questions
<p>4. Parents and local community</p> <ul style="list-style-type: none"> - Sustained love - Work together for same goal - Participate in different activities - Show Mutual respect - Two ways communication (Facebook, Telegram class group) 	<p>5. Environment</p> <ul style="list-style-type: none"> - Clean and safe space, furniture, equipment, and materials. - Appropriate lighting and ventilation. - A safe natural environment - Security guard on the watch - Fenced gates and locked - Enter only with permission - Specified person to pick up 	<p>6. Preschool standard-based curriculum</p> <ul style="list-style-type: none"> - Six strands - Integrated and comprehensive - 60 minutes learning activities - Different teaching approaches to meet different needs of preschoolers.
<p>7. Well-balanced</p> <ul style="list-style-type: none"> - Different ability and cognitive level - More opportunities - Use of realia - Diverse activities - Read story - Research together - Project Approach sample 	<p>8. Outdoor activities</p> <ul style="list-style-type: none"> - Physical & free play - 30 min and 20 min per slot - Physical touch - Freedom to make decision and interact. 	<p>9. Healthy food</p> <ul style="list-style-type: none"> - Low-income families - Assistant teacher cooks 2 meals - Training and courses to improve - Typhoid doses of vaccination - Pray before meal - Quality of food is checked
<p>10. Sick policy</p> <ul style="list-style-type: none"> - Sick preschooler is isolated - Always stay with - Medication from teacher not permitted. - Temperature checking 	<p>11. Special needs</p> <ul style="list-style-type: none"> - Performance differently assessed. - Document for observation and further action. - Diversify activities and modify learning 	

The care and words from the teachers affect the cognition and hearts of the children, bend down as they enter their worlds and let love interact and affect every little heart. As stated before, children are easily influenced by their surroundings. Thus, we can use this to our advantage and encourage them to influence one another in a positive mental state, as it is always easier for them to communicate with one another rather than an adult.

4.2 Attitudes towards the preschoolers

The attitude towards children goes a long way in expressing love and care. For example, being a good listener will express respect towards the children and allow for uninhibited interactions with them. In addition, expressions of enthusiasm, appreciation and positive attitude should be presented during these interactions. In conversations, the children are referred to by name and show sincere interest in them.

When the children need these interactions, the staff can monitor the behaviour of children during activities and provide them with positive interactions whenever necessary. These interactions include practicing positive body language, which includes making eye contact with a smile, which sends the message of acceptance and love and giving hugs when they are insecure. Other moments where these interactions are required are when they make mistakes. Allow the children to make mistakes, then proceed to guide them and allow them to learn from their mistakes while asking for their opinion and not judging.

Make up an original sign for “I love you” (i.e., a hand love sign) together and use it to tell each other how much you love each other. This will create a conducive learning environment. By creating a safe and positive environment for the children, they will be more willing to open up and express themselves. This form of freedom will reinforce the idea that the preschool is a second home where all their peers are trustworthy and interactable.

Speaking kind words is helpful. Teachers are encouraged to speak love into their preschoolers’ lives. Be mindful of the way we speak our words and the tone we choose to use in daily conversation with them. The right and soft tone can create an atmosphere of kindness and love in the classroom. Speaking the love language is a way to fill their emotional tank. This is their emotional need for acceptance, respect, safety, and security. It is especially important during the early stage of schooling, in which they become emotionally stable first before they are ready for learning. Words of affirmation are powerful (Chapman & Campbell, 2016). Languages like ‘I love you’, ‘you are great’, ‘Wow, u did it!’ can lift the spirit of our preschoolers, build their sense of worth, and help them feel positive about themselves. It is also an expression of appreciation, encouragement, and positive guidance.

Be interested and ask questions. Get to know your preschoolers. Ask them questions about their hobbies, favourite things to do at home and others. The preschoolers feel they are closer to the teacher once they know that the teacher shows a genuine interest in their lives, and we truly care for them. Besides, it is good to have a special routine. Celebrating their birthday together and being supportive of their performance are ways to show our love to them. Physical touches like hugging and kissing them throughout the day can make a difference because all humans need loving physical touch to feel safe and loved.

4.3 Parent and local community involvement- cooperation and collaboration

The first feeling of love that a child receives comes from their parents. Therefore, the love from home must be sustained in the classroom. When schools, families, and community groups work together to support learning, children tend to do better in school, love to stay longer and like to go to school more. By setting up a parents’ committee, parents can contribute to both the children’s education and the preschool’s progression throughout the school year.



Fig. 1. Acts of service: Parents' committee help children practice for shared reading performance

Acts of service contributed by the parents are about doing things for the preschoolers to help them feel special and cared for. Parents are grouped into several smaller groups, where they will be tasked with a different responsibility. For example, a group can be assigned the role of committee during field trips, or another group can be assigned to assist the staff during graduation ceremonies. Another group can be responsible for acting as remedial readers to the preschoolers early in the morning. This form of involvement between children and parents will act as a positive reinforcement for the parents to build a healthy relationship based on trust and harmony with their children. In addition, this will allow the families to be involved in their children's education with love in some form or another.



Fig. 2. With mutual help, the preschool environment becomes cleaner and safer for the children to learn and play

Acts of service provided by the parents help the preschoolers feel unconditionally loved and valued. They are happy to see their teachers and parents work hand in hand to help them. This feeling will have a lasting impact on their self-worth and sense of identity.

Education is a shared commitment between dedicated teachers, motivated preschoolers, and enthusiastic parents with high expectations. Therefore, mutual respect and care between parents and teachers are important for the growth of preschool education. The staff must build up mutual respect with love by greeting the parents with a smile. Apart from that, sharing positive experiences about their children with them goes a long way to provide a common topic to bond with. In addition to that, being a good listener and listening to their concerns and feelings allows the staff to better understand the psychology behind the child's setbacks and the capabilities of the family. It is crucial to show respect by recognising their role,

respect their parenting choices, and not show or voice out judgment. These will help the parents to view us as professionals, which is built based on how we present ourselves and the things we say. On that note, using formal and appreciative words such as “please” and “thank you” will show that they are not taken for granted, and apologizing when mistakes are made will not lower their views on you. Instead, they will see you with more respect.

At the beginning of the year, the parents are given a brief explanation on the implementation of the curriculum. They need to understand the reasoning behind providing their fullest cooperation and, at the same time, apply some of the concepts in their day-to-day interactions. Goals will be set up throughout the year in the guise of programs, which will be run by parents as committee while the teachers monitor the progression and coordinate the parents with one another. This aims to build a strong bond between parents in the community through the preschool programs. By including the parents in such programs, they will be trained to act as mentors, readers, and tutors or help them with their homework, be it in class or at home. Children come across various relationships in their lives, but the first will always be the one with their parents.

Understanding each other is a two-way communication. Therefore, teachers can set up home visits to better understand what the family is going through. This builds up empathy, which will benefit the staff to know which form of education is best suited for each child. Putting parents in touch with each other through a Facebook group, App or telegram and daily interactions to make it easier for the parents and the preschool to keep in touch with each other.

To reach their full potential, preschoolers need interrelated nurturing care: good health, adequate nutrition, safety, and security for early learning. The participation of the local community plays a paramount role in supporting children to develop a feeling of security and authentic relationships between the preschoolers and the outside world. It helps the preschoolers to understand shared values and how society works.

School dental nurses educate preschoolers on the importance of dental health and the proper ways to brush and take care of their teeth. The preschoolers are trained to brush their teeth after taking their meals in the class daily. The nurses also help the preschoolers make good food choices by showing them food that is good or bad for their teeth. Proper oral hygiene will support the healthy tooth development. Healthy teeth help preschoolers eat and talk better, leading to happy smiles, which in turn improve their self-esteem. Medical doctors from the Ministry of Health will regularly visit to conduct health checkups. The services provided by the Ministry become the supportive, positive, uplifting foundation of a child’s life. It helps them to learn about themselves, the importance and their responsibility of taking care of themselves well.

4.4 Provide them a safe, clean, and healthy environment

Safe, clean, and healthy environments are essential to prevent early adversity, including child abuse and neglect, and to assure that all preschoolers reach their full potential. They feel relaxed, loved, and comfortable, like “at home.” Hence, it is crucial to ensure the safety of the children by having a security guard on watch. In addition, the classroom itself is surrounded by a fenced gate, and the gates will be kept locked during school hours. Outsiders are not permitted to enter the classrooms. The staff will greet and pick up the students at the gate in the morning, and during leaving hours, only specific guardians are allowed to pick up the children.

A teaching syllabus and activities can include caring for their safety, avoiding dangerous areas, sexual education, and avoiding talking to strangers. The classrooms are implemented with basic safety features, such as covered sockets, locked storage of dangerous chemicals and equipment, and safe toys are prepared.

Regular cleaning from the parents is conducted, where the parents are to enter the classroom and wipe away the dust and dirt that may be on the surface of the furniture. In addition, the Fire Department will also regularly do sanitization of the classroom to ensure that the students are safe from viruses. Besides, the

Education Ministry will do regular checkups to ensure that the classroom is properly ventilated and lit up to ensure that the students are comfortable during lessons. Ideally, the preschool building is a separate building which is isolated from the crying, screaming and chaos of the other classes.

4.5 The National Preschool Standards-based Curriculum

The National Preschool Standards-Based Curriculum and Assessment Document has been developed based on developmentally appropriate practices and child development theories. The contents of the document encompass six strands, namely Communication, Spirituality, Attitudes and Values, Humanity, Physical Development and Aesthetics, Science and Technology and Personal Competence.

A preschool education with love can develop the potential of the preschoolers in a comprehensive and integrated manner concerning their physical, emotional, spiritual, intellectual, and social development in a safe and enriching learning environment through fun, creative and meaningful activities. This is to improve skills, cultivate confidence and develop a positive self-concept in pupils to prepare them to face challenges and participate in further learning.

Aside from the basic strands, such as Mathematics and languages, the preschoolers are allocated 60 minutes of learning activities per day, in which all strands are integrated into a singular session. This is to ensure that the students can correlate each topic in the real world with other topics that have already been covered individually. It is noted that the activities and topics covered are suited to the age group of the preschoolers. Learning activities provide opportunities for teachers to choose appropriate teaching strategies to allow pupils to carry out exploration and experiment, problem-solving and promote critical thinking. Various approaches are being carried out, and they include thematic approach, project-based learning, mastery learning, integrated approach, and others.

A thematic approach in teaching involves integrating all the strands under one theme. For example, under a plant theme, the topic of vegetables can include an early Science lesson about getting to know different types of vegetables (the preschoolers bring their vegetables from home) and where an activity on picking the vegetables takes place and write about a story on the topic. When the same theme occurs across the curriculum, the children revisit the same ideas and apply them in different ways, resulting in a deeper understanding of the theme.

We respect their natural curiosity to dive deep into topics which is able to motivate them to find out more on their own. They become active learners. We help the preschoolers to make deeper connections from one experience to another. Our task as a teacher is to make it organized to support their interests and harness their interests to encourage learning. The preschooler learns about vegetables, and the learning becomes meaningful and fun. We love the preschoolers by making the choices of themes that are based on pupils' level, situation or current happening. It is interrelated with existing and new experiences obtained consistently and systematically which will enhance expansion and reinforcement of knowledge and skills.

Mastery learning -Slow learners need a lot of patience and love from adults. Mastery learning ensures all pupils have acquired the expected learning objectives before moving on to the next lesson. Nobody will be left behind. The preschoolers are allowed to progress according to their abilities and rate of learning as well as improve their level of mastery.

Enrichment and remedial activities are carried out through parents with their kids, peer learning by little leaders, and teachers with the preschoolers individually. This quality time is considered dedicated time where we provide our weaker learners with our focused, undivided attention. It sends a clear message that we love, value and enjoy guiding them. Tell the preschoolers regularly that we are a family, and we need to lift each other. Tell them we believe they can achieve their goals.

Praise the learner for demonstrating even little improvement. Teachers monitor their progress closely and provide guidance when preschoolers work collaboratively, whereby preschoolers take responsibility for each other's progress and help each other move forward. Whereas for enrichment preschoolers, different types of challenging activities can help them move forward better. Teachers are also able to vary the way to guide the weaker learners, such as using audiovisual methods or simplifying instruction.



Fig. 3. Preschoolers experience planting corn and leading friends

4.6 Well-balanced planning of teaching and learning activities

Planning of caring timetables and activities should be based on pupils' development and implemented flexibly. Planning teaching and learning activities that show love and care to the pupils consider the following factors:

- Different ability and cognitive development of pupils.
- Provide opportunities for pupils to make choices during activities and provide sufficient time and opportunities for pupils to carry out explorative activities.
- Use of realia in teaching and learning to assist pupils in acquiring concepts and knowledge.
- Teaching and learning activities should be balanced and varied so that effective and meaningful learning takes place, such as outdoor and indoor, active and passive, individual, group and whole class activities, as well as activities initiated by pupils and planned by teachers.

There is no one method or strategy which is deemed the best implemented for teaching and learning in the classroom for pupils of various abilities. Teachers must make the best choices when planning lessons using various teaching and learning strategies appropriate to the development, needs, abilities, talents, and interests of pupils for effective and meaningful learning.

A well-balanced teaching and learning strategies should be diverse. Diversified strategies stimulate preschoolers' interest in learning and make learning more fun. Apart from role-modelling acts of love to the preschoolers, we can also incorporate lessons on love through age-appropriate activities that promote this essential life value. Read stories on love to the preschoolers during circle time and make love-themed crafts during special occasions such as Father's Day.

Besides, encourage and provide opportunities for the pre-schoolers to contribute or donate to the less fortunate in the community, donate their toys to help needy families. Talk to them about how they feel to spread love and happiness to those in need. Research together is interesting and useful. Do not be afraid to admit when the teacher does not know the answer, invite the children to do the research together by providing them the skills. Activities which fulfil the needs of the pupils are always loved by the pupils. One of the preschoolers' favourite learning activities is – the project approach, as shown below.

During phase 1 of the project, one way to spark up our love for the preschoolers is by helping them to discuss the topic that they like the most for the project. Children have their unique learning styles. The preschoolers are allowed to determine their style, which suits them best. The teacher just guides them to collect more information about the topic- “Blue” through investigation and exploration through sensory-motor and hands-on experiences.

To love them is to believe and trust they can do it. Accept all their ideas and findings about “Blue.” Make learning an adventure. Then, respect all their ideas about the topic by listing them based on a mind map or drawings. When the preschoolers feel free to express and talk about their ideas, they will be more creative, dare to solve problems and learn from mistakes.

- Teaching and learning, which incorporate movement, interaction, and tactile experiences with love and care in the preschool classroom throughout the project, can involve the preschoolers actively. To make the learning more meaningful, they are guided to create a storyline based on their ideas and give a title for their stories. They work together to create a big book and their mini story books. Then, they can turn the storylines into a game or song. Throughout the process, make learning and teaching a conversation that your preschoolers can actively participate in. When the preschoolers demonstrate curiosity by asking all sorts of questions, expand the conversation by asking open-ended questions to them. Even if we as teachers do not know the answer, discovering the answer together with the preschoolers can be a memorable experience.

Learning more about the process of the project, the efforts of the preschoolers that they put into their work, and their sense of responsibility and belonging will help them to be proud of their outcome. They will be confident in sharing their outcome with others. They also learn that success comes from persistence, practice, hard work, and many failures. Give the preschoolers room for error and experimentation, and make learning an interactive conversation between the preschoolers, parents, and teachers, you will be surprised to see how much love and care grows among them. The teacher plays a role as a facilitator and is supportive and encouraging throughout the project.

4.7 Outdoor activities

Children have a natural affinity for the outdoors. They are fascinated by it, attracted to it, and eager to explore it. They love nature. They would not want to do anything to harm nature. Nature has been proven to reduce depression, anxiety, stress, and anger, as well as generally boost psychological well-being. Therefore, teaching them to love nature is the purest and sweetest way for them to love themselves.

Love comes in many forms, from the love of the teachers to the preschoolers, by trusting them and supporting their curiosity, allowing them to choose their adventure and making their own decisions in the outdoors. Every day, preschoolers are allocated 20 minutes of outdoor activities in which they are allowed to play outside the classroom and interact. Teachers are not to interfere with their adventure and creativity unless necessary.

The outdoor activities are carried out as follows:

a. Physical Activity

Physical activity in preschool involves physical touch, which refers to expressing and receiving affection through touch, physical closeness, and other forms of physical connection, which are showing love while they are doing physical activities.

Physical activity promotes body fitness, dexterity, and coordination as well as cognitive development, social competence (patience with other friends while waiting for their turns to play in the playground) and emotional maturity. Love is spread by close attention to their moods, facial expressions, and even tone of voice while they are participating in the activities, especially conflicts among the preschoolers.

b. Free Play

Free play provides opportunities for pupils to make their own decisions about what, when and how to play. They are also free to determine rules and their roles in play. During free play, pupils benefit in terms of physical, emotional, cognitive, and social skills. Besides having fun during play, pupils learn to interact and negotiate effectively, can share and collaborate with others, as well as develop problem-solving skills.

They love nature. They would not want to do anything to harm nature. Nature has been proven to reduce depression, anxiety, stress, and anger, as well as generally boost psychological well-being. Therefore, teaching them to love nature is the purest and sweetest way for them to love themselves.



Fig. 4. Doing research together based on a project and developing personal relationship with nature

Through this interaction between the preschoolers and nature, the preschoolers will realize firsthand the beauty of nature. This will grow into an appreciation for nature and slowly develop into love and care for it. Developing awareness towards the love of nature should be nurtured through teaching and learning from the young. Knowledge and awareness of the importance of the environment help shape pupils' ethics in appreciating nature.

4.8 Food Safety and Health

Providing healthy food to the government preschoolers from low-income families, is another way to love them. And a healthy body leads to a healthy mind. To ensure optimal growth and development for the preschooler, assistant teachers are tasked with cooking nutritious meals for both breakfast and lunch using fresh materials.

In addition, the assistant teachers need to acquire healthy food preparation skills through training and courses in addition to regular doses of typhoid vaccines. The meals are prepared according to the Education Ministry-approved standard menu. Outside food is not allowed within the classroom due to health, religious and allergy reasons. They are trained to say their prayers before taking their meals. An officer in collaboration with the Health and Education Ministry will regularly visit to ensure the good quality of the food being prepared and fed to the students.

4.9 Sick policy

Caring for the preschoolers means trying to ensure their happiness whenever possible. Be there with your sick preschooler. They need to feel cared for. Preschoolers who show symptoms of sickness, such as coughing and fever, are isolated to rest while waiting for the guardians to pick them up.

Teachers are to follow a procedure to take care of ill children while protecting those who are infected and the others who are not. Teachers are not permitted to provide preschoolers with any form of medication.

Every morning, students are checked with a thermometer to check for their temperature before entering the class and interacting with other preschoolers. Preschoolers who are sick (such as fever, rash, conjunctivitis, diarrhea) are not allowed to attend classes. They need to stay at home.

4.10 Children with special needs

All children need love, encouragement, and support. Such reinforcement can help to ensure that they emerge with a strong sense of self-worth, confidence, and the determination to keep them going. If the preschoolers are noticed to be performing differently regularly, teachers need to plan strategies to address learning difficulties by identifying and taking appropriate actions to assist pupils with special needs.

Actions that can be taken are as follows:

- Identify pupils' levels, differences in learning and their needs to plan suitable teaching and learning strategies.
- Prepare portfolios to compile works and to record pupils' development and learning progress for further diagnosis.
- Diversify learning content and activities for effective teaching and learning.
- Modify learning resources based on pupils' needs.

Teachers use the Special Needs Children Placement Instrument to identify pupils with learning difficulties. This is a tool used to identify pupils who may have learning difficulties. Teachers need to discuss with parents/guardians if they identify pupils who show traits.

5.0 CONCLUSION

Preschool service management is multi-dimensional, with the spirit of love and care. The preschoolers are most probably different and offering customized service to them is good. The different needs and wants of preschoolers must be well-understood from time to time. The children should feel the love first, and then they will be ready to learn. Preschool education without love is like a pond without water. A pond without water cannot be called a pond. Preschool education without love is not preschool education, and the students will not be able to grow in a healthy and loving environment, and this will lead to the meaning of becoming a teacher.

6.0 CONTRIBUTION OF AUTHORS

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8.0 CONFLICT OF INTEREST STATEMENT

The author agrees that this exploratory research was conducted in the absence of any self-benefits, commercial or financial conflicts and declares the absence of conflicting interests with the funders/organizations/individuals.

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