

UNIVERSITI TEKNOLOGI MARA

**MANAGING PRESCHOOL
TEACHING AND LEARNING
ACTIVITIES IN PRESCHOOL:
TEACHERS', HEADMASTERS' AND
PARENTS' PERSPECTIVES IN
KANOWIT DISTRICT**

ELIA BINTI HASIMI

Dissertation submitted in partial fulfillment of the requirements
for the degree of

MEd. Educational Management and Leadership

Faculty of Education

June 2013

DECLARATION

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

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

Name of candidate : Elia Binti Hasimi

Candidate ID No : 2009976169

Pogramme : Master of Education (Management and Leadership)

Faculty : Education

Dissertation title : Managing Preschool Teaching and Learning Activities:
Teachers', Headmasters', and Parents' Perspectives in Kanowit
District.

Signature of candidate: *Elia*

Date : 25 May 2013

ABSTRACT

This study is conducted to investigate various perspectives among teachers, headmasters and parents regarding children development in social and interpersonal skills, communication skills, emerging mathematical skills, emerging literacy skills, large and small motor skills and emerging independence. Apart from that, the study is showing preschool teachers' performance in managing teaching and learning activities. This study is important to see if there is any relationship between children's development with preschool teachers' performance. Therefore, frequencies, descriptive analysis and correlation coefficient are used to analyze the data. The results show positive respond by high score of mean and standard deviation in children development and also preschool teacher performance. The other results indicated good performance of preschool teachers towards children development by significant value is $p < .001$, two-tailed.

TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES, FIGURES AND PLATES	ix
LIST OF SYMBOLS, ABBREVIATIONS AND NOMENCLATURE	x

CHAPTER	page
CHAPTER 1 INTRODUCTION	
1.0 Introduction	1
1.1 Background of Study	3
1.2 Problem Statement	4
1.3 Rational of Study	6
1.4 Purpose of Study	7
1.5 Research Questions	7
1.6 Significant of Study	8
1.7 Limitations	9
1.8 Operational Definitions of Terms	10

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

Education is important to build the evolution of society. Generally, many believe that children grow with formal education. Few are aware of the purpose and content of the learning process in preschool. Nowadays, preschool curriculum is designed according to the children's needs and capabilities. Therefore, preschool education involving early social skills, including interpersonal interaction and being part of a group members and classroom skills such as following simple instructions. The other skills are applied in preschool education are writing, listening, speaking, and reasoning. In addition, children also able to learn through exploration of the environment in child-initiated and teacher selected activities.

Thus, growth and development of children associated with physical, mental, emotional and social aspects of individuals. Those aspects influence by "heredity factor" and "environmental factor" (Myo Tint, 2008). The content of preschool curriculum is choosing Piaget's Theory (1972) to define the characteristics of preschool children from pre-operational stage. Through this stage, preschool curriculum emphasizes the use of teaching aids to the children's learning. Moreover, children think based on their previous experience (Mok Soon Sang, 2006).

Nevertheless, all children have different capabilities. According to Illinois State Board of Education (2002), level of children's capabilities are different even though the children at same age. Several aspects need to be highlighted include physical presence, during