

**MARA UNIVERSITY OF TECHNOLOGY**

**DUNGUN TRERENGGANU**

**The Year One Teachers' Readiness Towards the Implementation of  
The Transitional Programme**

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## **ACKNOWLEDGEMENT**

I wish to thank my supervisor, Cik Mazni bt Muslim for her criticism, guidance and painstaking care she has shown in the arrangement and organization of the materials in the research.

Special thanks to the supervisor teacher of Year One of Sekolah Kebangsaan Rantau Petronas, Cik Maznani bt Ahammu, who has provided me with beneficial information and materials related to my research.

I also wish to thank all the respondents who promptly answered the questionnaire and all those graciously allowed themselves to be interviewed during the research.

I would also like to thank everyone who has contributed to the completion of this research.

## ABSTRACT

The pre-school to Year One Transitional Programme is a new programme introduced by the Malaysian Ministry of Education to prepare for the change from informal learning at home and kindergarten to the formal learning in Year One. It was first implemented in January 2001. It is hoped that this programme will be able to help children from different background of socio-economic, environment and knowledge to begin their formal learning at almost the same performance.

Since this is a new program, the teachers involved are not ready to implement the program. They are lack of knowledge about the program and some of them are not well trained for the program. Only briefing had been given to them. In order to implement the program successfully, it involves personnel from different levels in the Ministry of Education, especially the teachers teaching Year One classes due to their direct involvement with the children. Besides having the skills in planning and carrying out the fun activities, they also need to be loving and caring in their duties. The research is focused on their readiness towards the implementation of the programme. It is believed that if the teachers are ready and fully equipped, it would guarantee the success of the programme.

## TABLE OF CONTENTS

CONTENTS	PAGE
Acknowledgement	i
Abstract	ii
CHAPTER I	
Introduction	1 – 6
CHAPTER II	
Literature Review	7 – 15
Summary of Literature Review	15 – 16
CHAPTER III	
Research Design and Methodology	17 – 20
CHAPTER IV	
Presentation and Analysis of Data	21 – 31
CHAPTER V	
Summary	32 – 34
Conclusions	35 – 37
Recommendations	37 – 40
Appendices	
Bibliography	

## **CHAPTER 1**

### **INTRODUCTION**

#### **STATEMENT OF THE PROBLEM**

The pre-school to Year One Transitional Programme is a new programme introduced by the Malaysian Ministry of Education to prepare the pupils for the change from informal learning at home and kindergarten to the formal learning in Year One. It was first implemented in January, 2001. It is hoped that the three-month programme is able to help pupils from different background of socio-economic, environment and knowledge to begin their formal learning at almost the same level of performance.

Since this is the new programme, the teachers involved are not ready to implement the programme. They lack of the knowledge about the programme and some of them are not well trained for the programme. Only a briefing had been given to them.

In order to implement the programme successfully, it involves personnel from different levels in the Ministry of Education, especially the teachers of Year