



**RELATIONSHIP BETWEEN FACILITIES PROVIDED,
PROGRAMMES OFFERED AND TEACHER'S
CHARACTERISTICS OF KINDERGARTEN TOWARDS
PARENTS' SATISFACTION**

SITI NAZIERA BINTI MOHD DAUD

2013914045

FACULTY OF BUSINESS MANAGEMENT

**UNIVERSITI TEKNOLOGI MARA
SARAWAK**

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ABSTRACT

Early childhood education is important to build good early experiences for child's growth with the understanding that all children's learning and development occur in the context of relationships with other children, parents, other family members, educators and broader environment. However, parents nowadays are not like the parents of yesteryears where time spent with their children is very limited due to workload and other responsibility that they cannot avoid. They have no choice but to send their children to kindergartens to get a proper education and to train them to be independent. So, the main purpose of this research is to help the guardians or parents to choose a better kindergarten. Self-administrated questionnaires were distributed to 200 of parents in Kuching area. This research examines the influences of facilities, teacher's characteristics, and kindergarten's programmes towards parents' satisfaction on kindergarten. From this research outcomes teacher's characteristics is the factor that give higher influence on Parents' satisfaction towards kindergarten. However, Facilities and Kindergarten's Programmes also give the positive results which also will influence in choosing a better kindergarten to their children.

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CHAPTER 1

INTRODUCTION

1.1 Preamble

As defined by Dudek (2001), a kindergarten means garden for children in German. It metaphorically means that the children unfold like plants. The first kindergarten was founded by Friedrich Wilhelm August Froebel and it was built in 1837. It was in a small region of Schwarzburg-Rudolstadt, Germany, at Bad Blankenburg in the mountains of Thuringia. Froebel, known as the most influential person behind the growth of kindergarten because he implemented educational philosophy into the system. Then, those who were influenced by Froebel migrated to other countries, bringing along the knowledge of the new progress in child education.

It has been stated by The Kindergarten Program (2016) that children who has early learning experiences have a thorough effect on their development. Early interactions affect how the brain make connections. It is very important for children to have early learning experiences for their own well-being, and to establish the foundation in gaining knowledge and skills that will later affect their learning and behavior. Children have been learning in different surroundings in their homes, in childcare and in public before they go to school. Those children come to school with different backgrounds and experiences, and they are also at different stages of their development. It is of utmost importance for young children to have positive early experiences with school. They thrive in classrooms, which meets their physical and also developmental needs and that gives them a secure, respectful and nurturing environment.