



# Factors Influencing Parents' Choice of Private Preschool in Johor Bahru, Malaysia

Noorlia Ab. Hamid<sup>a</sup>, \*Siti Nor Bayaah Binti Ahmad<sup>b</sup>, Aida Binti Shaari<sup>c</sup>,  
Munira Binti Saaidin<sup>d</sup>, <sup>a</sup>Faculty of Education and Social Science, SEGI  
College, Subang Jaya, <sup>b,c,d</sup>Faculty of Business and Technology, UNITAR  
International University, Malaysia,  
**\*Corresponding Author Email:** [ctnor11@unitar.my](mailto:ctnor11@unitar.my)

All families become partners in their children's education in ways that will contribute to their children's success and usually consider what is best for their children. Families from all strata, from diverse social economic, cultural and ethnic backgrounds are concerned and involved in supporting their children's learning and development. In view of the diversity of children's background, parents are the primary caregivers who are responsible and hold a significant role in their children's wellbeing. Parents generally often wait for guidance from educators before interacting with the school. Therefore, a constructive partnership between parents and preschool providers needs to be established based on a clear understanding of parents' needs, wants and expectations. Survey questionnaires were distributed to 225 parents from 10 different types of preschool in Johor Bahru area. Information concerning factors influencing parents' choice on preschool provision related to parents' preferences, satisfaction and involvement in social network were elicited. Results shows that parents' concern was most with health and safety of their children above all other factors when choosing suitable preschool provision for their children as dependents upon the relative value they attached to education, settings, convenience and meeting parents' needs. Results are consistent with the theory of planned behaviour that predicting actual choice of preschool provision depends upon parents' knowledge, beliefs, attitudes and the strength of desire to place their child, social support and perceived control over available options.

**Key words:** *Pre-School choice, parent's choice, parent's preference, parent's satisfaction.*



## Introduction

Under the NKRA agenda, support from the private sector will be required significantly in order to achieve a higher percentage in preschool enrolment from 67% in year 2009 to 87% by the year 2012 as targeted by the MOE. The provision enables women to return to enter the workforce (ETP, A Road Map for Malaysia, p.483, undated). In the Malaysian context, investment in Early Childhood Care and Education (ECCE) is seen as an investment for a better future for the nation's infrastructure. The provision of childcare services including preschools would enable adults or parents especially women who wish to work outside home to enter the workforce and sustain employment. Thus, safe childcare provision allows education continuity among women, enhances parenting and introduces new skills addressing the intersecting needs of women and children hence improving children's education performance as a preventive measure compared to remedial services later in life. Nobel Laureate Heckman (1999) found that investments in low skill adults contributes a lower rate of return compared to investments in early childhood sector or young children.

ECCE is indispensable in any successful strategy in developing quality education. In Malaysia, quality of care and education for pre-schoolers is monitored and measured by formulation of a standardised curriculum, training of preschool teachers and staffs, provision of learning materials, standard healthcare procedure and acquisition of cooperation and supporting activities from the private sectors and NGOs (Curriculum Development Centre, MOE Malaysia, 2007). Therefore, children deserve the best start to help their future development and maximise their potential as quality human capital. In Chinese culture, Hsieh (2004) stated that parents believe children who are highly educated with appropriate social manners and interactions will have greater access to future success. Malaysian parents are more concerned with their children's academic excellence in reading, writing and mathematics as their primary goal is to prepare their children for primary school or standard one, alongside goals for their safety and religious education. Most parents send their children to preschool before reaching 6-year-old even though preschool education is not compulsory. The preschool enrolment rate for 5- and 6-year olds has reached to 75.5% in October 2011 (ECCE National Conference Proceedings, 2011).

School and the learning contents are important for the four to six-year olds. Going to school is the big step away from home towards living in the outside world. What can parents do to make sure that this new world is friendly and that their child's time at school passes happily and usefully? Choosing a quality preschool which suits your child is a good first step. The success or failure of a family organisation is in the hands of the parents as they are the manager of the family (Robbins and Coulter, 2005). The need for preschool provision has increased as mothers enter the workforce. Choosing the best quality preschool is of great concern to parents who believe that early childhood is the most important stage of human



development towards building up quality human capital for the next generation, preparing children for life-long learning. Assessment and judgement, the process of evaluating the different options and deciding about which option to choose is defined as choice. Hastie and Dawes (2001) agreed that different people in different situations have gone through the same process in decision making which reflects the fact that human beings have a common set of cognitive skills. The Theory of Planned Behaviour was introduced: perceived control over the intended behaviour which is influenced by the internal factors such as skill, ability, information and emotions and external factors such as opportunity to engage in the behaviour and the extent to which performing the behaviour depends on the cooperation of others. For example, parents who have sent their children to preschool will be guided by that experience which will influence the future choice of a preschool for the next child. On the other hand, for the first-time parents the information that they receive from other experienced parents whom they trust may influence their choice or decision-making behaviour.

## **Literature Review**

### ***Ecce in Malaysia***

Most Malaysian households consist of a dual income family, therefore alternative childcare and preschools are essential for the wellbeing of the child since the outcomes of good or poor childcare affect us all directly and indirectly. Research has shown that Quality early childhood care and education results in reduction of crime rates, cost of social benefits, healthcare services thus criminal justice administration and security (Calman & Tarr-Whelan, 2005; Heckman and Masterov, 2007; Karody et al., 1998; and Myers, 1991). As observed by Krumenauer & Deller (2009), “First, parents, particularly women, refrain from entering the labour force if a lack of high quality, affordable early childhood care and education exist. Second, parents concerned about the welfare of their child in a sub-optimal childcare facility experience compromised productivity and concentration”. The target to increase participation of women in the workforce may not be achievable if we fail to produce high-quality facilities in childcare and preschools. Childcare and preschool support have been found to improve productivity when parents at work seem to have peace of mind, knowing that their child is being taken care of by reliable educators or teachers who are well trained. Trail and Wohl (2003) found that productivity can also come from higher morale employees have because they are not having to cover for their absent co-workers. Therefore, the objective of this survey is to find out and identify parents’ preferences in choice of private preschool in Johor Bahru using the Theory of Planned Behaviour (TPB).

### ***Parents’ Choice on Preschool***



Preschool providers need to pay attention to parental choice and demand to meet parents' and children's expectations of a quality preschool to stay competitive within the ECCE industry. Gorard, (1997) and Woods et al., (1998) found that in a competitive market, educational providers will attempt to improve their standards and service to meet consumers' criteria. Therefore, introducing parental choice plans to educational market is one of the ways to promote competition and increase accountability of schools to parents (Maddaus, 1990; Wikeley, 1998; Woods et al., 1998). Students' performance can also be improved (Murnane 1984 cited in Maddaus, 1990). Inadequate sources of information, difficulty in measuring educational quality and the infrequency of educational choices appear in the process of parental choice and need to be considered by policy analysts (Maddaus, 1990; Gamba, 2017).

In Malaysia, preschool education is not compulsory and the Ministry of Education (MOE) aims to increase preschool enrolment from 67 percent in 2009 to 87 percent by the year 2012. The provision of preschools in Malaysia is diverse and parents can choose different teaching approaches or physical facilities according to their preferences, having the right to freedom to decide on choice of preschool for their children. With various choices in the process of decision making, parental preferences and expectations of preschool education may influence the kind of preschools they choose in the available market and may shape preschool provision and affect the preschool quality in Malaysia. This research will also look into the issues of how parental choices affect and link to the quality of preschool in Malaysia, specifically Johor Bahru (Dori, 2018; Zandi and Haseeb, 2019).

In the effort of maintaining the quality of ECCE programmes so that the interest and safety of the child is taken care of, the government of Malaysia has continuously provided support and guidelines to ECCE providers. In 2003, the National Preschool Curriculum (NPC) was formulated and introduced under the Education Act 1996. This curriculum was revised and improved in the year 2010 and the National Preschool Curriculum Standard (NPCS) was introduced and implemented to ensure standards in order to provide a preparatory foundation for primary school taking consideration progression and the holistic development of a child (Khair, M. Y. MOE 2011; Gencer, 2018).

### ***Parents' Preferences***

Research by MORI (2004) found that parents rate good staff, warm and caring atmosphere, quality buildings and health and safety as priorities. Highest criteria ranked by parents is trust (Speight, 2009; Ghanney, 2018). Parents using childminders have cited trust as the principle determinant in choosing a childcare centre (Kazimirski et al., 2008; Hadebe & Khumalo 2018). Care and safety have emerged as the most important factors to parents' preference of preschool followed by educational progression and the quality of a preschool setting.



Convenience such as travelling distance, cost and convenient hours thus attention to parents' needs such as provision for under 3's or parental involvement were the least important amongst the criteria (Foot H. et al. 2000). However, parents who place a high value on education and convenience as well as needs were found to likely have their children in a nursery than in other kind of provision, especially when both parents are working. Parents from the rural areas were found to value education as much as parents in the urban areas. Lower usage of preschool in the rural areas was found due to a paucity of preschool or nursery provision in rural areas (Foot et al. 2000; Hamza & Kommers 2018).

### ***Parents' Satisfaction.***

Smith S.M. (2007) defined satisfaction as a measure to see how well a company's service or product meet or exceeds customers' expectation, an overall psychological evaluation that is based on customers' lifetime of product or service experience. Leonard B. (2002) refined 10 dimensions of satisfaction which includes: Quality, Value, Timeliness, Efficiency, Ease of Access, Environment, Inter-departmental Teamwork, Front line Service Behaviours, Commitment to the Customer and Innovation. The gap between customers' expectation of performance and their perceived experience of performance measures customers' satisfaction of a service received or a product used.

Parents' evaluation concerning the perceived benefits of preschool provision which was evaluated primarily by parents' reactions on 7 key functions of staff in relation to parents showed that 'parents' views considered', 'face to face communication' and 'making special arrangements for parents in choosing a preschool' are the three most important factors that will contribute to parents' satisfaction (Foot H. et al. 2000; Hassan & Kommers 2018; Afthanorhan et al., 2019). Parents' feeling of satisfaction revolved around their contact and communication with teachers and staff which is the central to parents' thinking. While parents' expectation and satisfaction related to their child's physical and emotional needs, indicated that parents' thoughts are focused upon their children's general wellbeing and adjustment to new classmates, new teachers and new environment preparing them for primary school, helping the children to settle into standard one. Social interaction and learning a routine or discipline is also featured by parents as the most important benefits of preschool education to prepare the child as transition into primary school (Foot H. et al. 2000).

Hsieh C.Y. (2008) through her research has found that parents in Taiwan will be satisfied with the preschool provision if their children enjoy going and being in school, improved in socialisation and increased their independence where children begin to be able to express their emotions effectively, have improved powers of expression and demonstrate good

sleeping and eating habits. Parents aim in sending their children to preschool is seen as being to improve their children's behaviour, becoming independent and obeying adults' order or obedience thus the preference is for a teacher with good discipline.

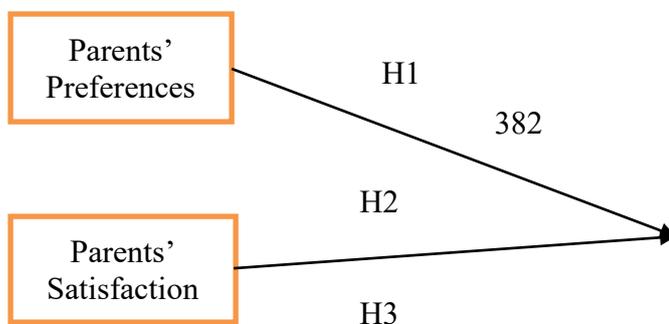
### ***Parents and Social Network***

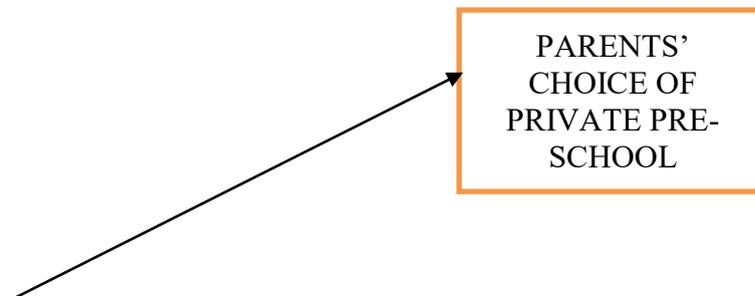
Parents are also influenced by social networks in the decision-making process such as choice of preschool for their children when selecting the best childcare provision. There are two types of social networks to gain information about their children's childcare centre or preschool. Firstly, information can be gathered from people they know and trust either from their neighbourhood or other social groups which are identified as "Interpersonal networks". The second source of information are called the "formal networks" where parents rely on publicly available information such as published results of test scores by school, school and district websites, public meetings, brochures and pamphlets etc. (Goldring E. & Rawley K.J. 2006). According to Foot H. et al. (2000), parents need social support to reinforce their beliefs which affect and influence their decision-making behaviour (Fatula, 2018). Thus, through his research, they found that family and friends and less markedly, professional resources such as health visitors and doctors are influential in guiding parents' decision making on choice of preschool provision. Parental beliefs about preschool reputation, the advantages and disadvantages of any specific type of provision are guided by these sources most probably because of their uncertainty or unawareness about other sources of information (Sanchez, 2018).

### ***Theory of Planned Behaviour***

According to Francis J.J. et al. (2004), a person's intention can be predicted in 3 ways. First is attitude, second the degree of intention in doing it that is influenced by the social pressure related to subjective norm and third is the feeling of being in control of the action to be taken that is related to perceived behavioural control. In this study of parents' intentional behaviour in choosing a pre-school, focus will be on the two (2) basic predictors that are the Parents' Attitude and Subjective Norm. Theory of Planned Behaviour can be helpful in guiding parents and designing strategies for a quality pre-school selection (Dolgoplova, Hye & Stewart, 2014; Olkiewicz, 2018).

**Figure 1.** The Conceptual or Theoretical Framework





The model proposed is TPB where human action is guided thus it helps to predict the occurrence of a specific behaviour related to intentional behaviour of a person. A brief explanation of the variable names used in this model which reflects the psychological constructs that give special meaning to the theory are as follows:-

### Research Design

The research to be performed in this study is cross-sectional in nature where the research design in this study is a one-time study involving the data collection effort at a single period. The benefit of a cross-sectional design is that it provides a snapshot of variables at one point in time and is deemed to be representative of some known sample (Churchill & Iacobucci, 2004; Horzum & Izcı 2018). The research fulfils the criteria of analysing a one-time data collection effort to analyse parents' choice of a preschool in Johor Bahru using the TPB. A descriptive analytical research design using quantitative approach is considered as the most appropriate method for data collection in this study as it is fast and economical. A self-completed questionnaire will be developed to obtain the required information from the parents. Sampling procedure is Probability, Stratified sampling while the respondents or subject will be the parents of preschool age children, 4 to 6 years who are using private preschool provision. Data will be analysed using the Simple Linear Regression.

Sampling: Johor State (8 districts)

**Figure 2.** Johor State



Total No. of Children 0-6 years	No. of Preschools 4-6 years	No. of Preschool Classes	No. of Preschool Children	No. of Preschool Teachers	No. of Preschool Parents
387,000	1,303	4,925	59,585	3,080	119,170

Through Probability sampling technique, each element of the population has the chance to be selected using random selection (Kumar, Talib and Ramayah, 2013; Asnawi et al., 2019). The subject or respondents in this study are the parents of preschool children aged 4 to 6 years who use private preschool provision. Here, sampling frame will be divided into a number of strata or subsets according to attributes or geographical area such as parents from different types of preschool, religious or non-religious based preschool, socio-economic status and ethnicity using Stratified Random sampling technique. According to Saunders, Lewis and Thornhill (2012) p. 276, population that is divided into a series of relevant strata will ensure that the sample is more representative since each of the strata is represented proportionally within the sample.

### Data Analysis

The demographic profile and characteristics of respondents were derived from questionnaires responses which were categorised into five areas as shown in Table 4.6. From gender, we can conclude that 68% of respondents are working mothers and in 69.8% of cases they were Malays which is an analysis of data for the ethnic origin since Malays are majority in Malaysia. 53.3% of parents are in the age range of 26 to 35-year olds where this is the most productive age for working parents thus a childcare and preschool for children become a

necessity. This is aligned with the participation of women workforce in Malaysia whereby the proportion of female workforce aged 25 to 34 years in 2008 was 62.5%, representing an increase from 58% in the year 2001. Thus, in the same year 11% of the total Malaysian population are children below 5-year olds (Department of Statistics – Key Indicator of the Labour Market Malaysia, 2001 – 2008). Majority of the parents' highest level of education holds a Diploma, 32.4% of respondents followed by 29.8 % of parents owns a bachelor's degree. In terms of Socio-economic status (SES) 56.9% of respondents earns more than RM3001 monthly household income. According to Hsieh (2008), parents who are knowledgeable and aware of child development may choose a high quality preschool for their children and women will refrain from entering the labour force if a lack of high quality, affordable early childcare provision exists Krumenauer and Deller (2009). As proven in Table 4.7, this study has shown that the most important indicator for a quality preschool suggested by parents is health, safety and nutrition followed by qualified teachers, two way communication with parents, continuous evaluation and religious affiliation. Whilst the least important factors are reasonable fees, low child – adult ratio and convenience. This study supports findings by Foot et al. (2000) who found that parents who place a high value on education are more concerned with choosing a high-quality preschool for their children.

**Table 1:** Model Summary<sup>d</sup>

MODEL	R Square	Sig. F Change	Sig
1. Preference	.298	.000	0.000
2. Preference & Satisfaction	.385	.000	0.000
3 Preference, Satisfaction & Networking	.388	.275	0.275

The hierarchical multiple regression as shown in Table 1 indicates that when more variables or blocks are entered, the value of R Square will increase. It shows that when the variables in Block 1 (Preferences) have been entered, the overall model explains 29.8% of the variance. After Block 2 variables (Satisfaction) have been entered, the overall model explains 38.5% of the variance. This second R Square value includes variables from both blocks Preferences and Satisfaction. Thus, the model explains 38.8% of variance in perceived stress or dependent variables after Block 3 (Networking) have been entered. The value of the third R Square includes variables from all the 3 Blocks: Preferences, Satisfaction and Networking.

The significant value of each variables is shown in the Sig. column. The significant value for each of the variables from Preferences and Satisfaction is .000 which indicates that each of these variables is making a statistically significant unique contribution to the equation. Therefore, H<sup>1</sup> and H<sup>2</sup> are accepted. As for networking, the significant value is .275 which is

more than .05 thus indicates that the variable is making a statistically insignificant unique contribution to the equation. Therefore,  $H^3$  is rejected.

Based on the findings as discussed above, analysis of variance (ANOVA) has proven that there is a statistically significant result somewhere among the groups of variables, preferences, satisfaction and social network on parental choice of preschool. However, when a test was carried out using the coefficients to compare the contribution of each independent variables using Beta values, the results were as follows: -

1. Both variables, preferences and satisfaction make a statistically unique contribution to the equation. This means that there is a significant relationship between preferences and satisfaction with parents' choice on preschool provision.
2. On the other hand, networking is making a statistically insignificant unique contribution to the equation, hence there is no significant relationship between parents' involvement in social networking and parents' choice on preschool provision.

Hypothesis testing was used to acquire the results as shown in Table 2 below: -

**Table 2:** Result of Analysis- A Summary

No	Hypothesis	Statistical Test	Findings
H <sup>1</sup>	There is a relationship between parents preferences on the choice of preschool provision	Simple Regression	Accepted
H <sup>2</sup>	There is a relationship between parents' satisfaction on preschool personnel on the choice of preschool provision.	Simple Regression	Accepted
H <sup>3</sup>	There is a relationship between parents' involvement in social networking on their choice of preschool provision.	Simple Regression	Rejected

## Discussion

The results of this survey with parents produced considerable support for the theory of planned behaviour in predicting parental choice on preschool provision for their children. Parents want to give the best to their child, investing towards the development of quality human capital in producing the next generation. Parents' preferences, satisfaction and



involvement in social networking, knowledge and beliefs are the determinants of parents' choice on preschool and contribute collectively. The theory of planned behaviour provides a systematic and clear pathway between the variables that connect to parents' intention and the attitude to action in making a decision when there are options. Most parents believe that a child's first experience entering education or preschool must be filled with enjoyable and challenging yet fun learning activities in a positive environment (Chun, 2007, p.1). To expand this analysis, our study begins with parental intention to choose a quality preschool and focuses on how parents perceived quality preschool provision. From the results of this study, it was found that parents agreed that the most important determinant or factors which contribute to a quality preschool provision are health and safety followed by continuity for children and qualified teachers in a placement.

Choosing a quality and suitable provision for their children amounts to 98% as this represents the initial desire and attitude of parents in providing the best education opportunity for their children (Foot et al., 2000). Parents from any background acquire certain beliefs about preschool provision in terms of their preferences and expectations. These beliefs derived from different sources are based on the theory of planned behaviour as follows:

**Attitude or behavioural beliefs** includes the set of values as discussed earlier in chapter 2 and chapter 4 refers to parents' preferences which were prioritised as healthy eating habits, age appropriate activities and protect children from abuse to be the most three important elements that will influence parents' choice on preschool provision. These preferences were found to be relatively common across all parents from diverse background based on their demographic profile. While health, safety and healthy eating habits or nutrition is an ever-present high priority throughout the school years, preferences shift as the child grows and progresses. When the child approaches primary school, parents are more concerned with their child's ability to adapt to the new changes and environment during the early primary years and with them making educational progress especially in literacy and numeracy, reading and mathematics.

**Attitude or behavioural beliefs** as discussed in this study also include parents' level of satisfaction towards their relationship with preschool personnel, teachers and staffs. Our findings shows that parents' needs and expectations are met when there is two way communication between parents and teachers, parents receive a continuous report about the wellbeing and their child's progress in academic and all areas of development hence increase satisfaction and loyalty. Parents' satisfaction level will increase when teachers enhance and help children to develop friendship through an appropriate group work or activities which creates the sense of belonging among children and teachers at the preschool provision, the existence of emotional wellness.



**Normative beliefs** tell us about how other people especially those who are close to us can influence decision-making behaviour. Thus, parents sometimes do need social support to reinforce their beliefs towards choosing a preschool for their children. From western research, the results show that social networks, through family and friends are influential in guiding their decision making (Foot et al. 2000). Nevertheless, the result of this study shows that parental involvement with social networking does not make any impact on parental choice of preschool provision in Johor Bahru. Since most of the respondents are parents who have experience with their child in preschool, their choice might be influenced by their own perceived behavioural control which is based on their trust hence their long term relationship with the care providers him or herself. Our data also revealed that parents living in rural, sub urban and urban areas shared the same expectation and preferences for their children despite their economic status.

### **Implications of Study**

In today's reality, parents in Malaysia can individually choose preschools based on their personal values of preschool education since most of preschool provisions in Malaysia specifically the private preschools are operating within a free and active market. Assuming that parents will want to choose the "best" preschool provision to maximise the benefits for their children, choosing the correct or appropriate criteria for a preschool is crucial and would improve the quality of preschool provision in Malaysia. The aim of this study was to identify factors that influence parents' choice on preschool provision in Johor Bahru.

There is a possibility that some parents might not be able to choose a preschool provision that meet their needs due to unavoidable factors. Nevertheless, the general outcome of this research is the identification of factors that influence parents' preferences and satisfaction on the choice of preschool provision within the theory of planned behaviour (TPB), leading them to formulate a clearer and more stable behavioural intention about placing their child through planned action. If parents are satisfied with their choice of action with regard the type of preschool provision selected, these informal sources of information that are being passed to other parents are based on a realistic idea of what to expect.

From a practical perspective, if parents fail to see parental involvement as a need to improve the quality of a preschool provision as was found and proven in this study, steps and actions need to be taken to improve parents' knowledge about local preschool facilities. Certainly, as proven by Howe et al. (1998), to provide a high quality preschool provision, it is important and crucial for parents to be involved and participate with staff and teachers as fellow providers of early years' services. Thus, parental involvement should be encouraged and



therefore the issue of partnership between parents and the stakeholders should be addressed. Hence, the preschool providers should keep a close contact with parents' needs and preferences to deliver the best quality service which satisfy the parents. For policy purposes, as to increase the accuracy of information that will be shared with others in the community, parental involvement should be emphasised.

Healthcare and safety have been proven through this study to be a common agreement among parents as indispensable or major factors that will influence parents' choice on preschool provision, while there are subtle but significant differences among parents related to factors such as education and setting, age and activity appropriateness to the level of each child's development and features of convenience such as parents' needs. The balance between parents' perception of their needs and parents' perception of their child's needs can be achieved when the primary needs of parents are universally met by most kinds or types of available preschool provision.

### **Suggestions for Future Study**

Inconsequent with Malaysian parents today, from this simple research we found that parents made their choices on preschool within their own terms and beliefs or understanding hence their criteria for choice did influence the pathway of preschool provision in Johor Bahru. Though Western approaches emphasised the importance of play in the process of teaching and learning and a child-centred with freedom of choice as the most appropriate pedagogy or teaching techniques for young children (Abbott, 1994; Curtis, 1998; Nutbrown, 1999) whilst teachers need to use appropriate teaching materials (Curtis, 1998), our study found that parents belief was in traditional pedagogy which is subject based and teacher-directed approach. Freedom of choice or child-centred teaching was of the least concern among parents when related to parent's knowledge and beliefs about quality preschool. Therefore, it is suggested, in this context, that it is best to find ways to help preschool practitioners to apply 'play' and child-centred approach confidently and objectively and that further research to explore how teaching pedagogy can be improved in Johor Bahru preschools is needed.

Our study also found that parents individually had different expectations and preferences for preschool education, some parents were more concerned with physical development than literacy and numeracy whilst on the other hand, some parents preferred academic skills and competency. Future research could focus on probing certain questions as follows "Do parents' expectations for preschool education affect their children's outcome"? "Does a first child's outcomes change parents' expectations of preschool education for their younger children"?



## Conclusion

In Malaysia, parents send their children to a preschool from as early as four-year-old while compulsory education, begins at primary one for seven-year olds. Therefore, children will spend almost three years to complete their preschool education in the provision chosen by their parents with tuition fees are paid by them. From the analysis of data collected through this study, there are three reasons, why parents sent their children to a preschool. One of the reasons is for childcare. Most parents, from our survey would prefer a preschool which is attached with a nursery or day care so that they will feel safe and secure when their children are being taken care of by the care providers while both parents are occupied working.

Secondly, parents will be satisfied if their children are being taught to socialise. The research findings are that parents expect preschool personnel or teachers to emphasise social development by developing friendship among children through group work activities. Being good with people has always been recognised as a strength in people's work and personal lives. By the age of four, a child can easily be taught to dealt with peer friendships (Dowling, 2000). Many parents surveyed agreed and shared the same concept as Dowling that parents' satisfaction and expectations will be met through preschool provision that improves their children's personal social development and prepares them for the transition to primary school.

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