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RELATIONSHIP BETWEEN SERVICE QUALITY DIMENSIONS AND PARENTS' SATISFACTION IN KEMAS PRESCHOOL

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DISERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION (BUSINESS MANAGEMENT) (MASTER BY MIXED MODE RESEARCH)

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ABSTRACT

This research aimed to identify the relationship between six dimensions of service quality with the parents' satisfaction in Community Development Department (KEMAS) preschool in Tanjong Malim district. The population of this study was the parents who send their children to the ten selected of KEMAS preschools. 125 parents as the respondent to answer the questionnaires regarding the service quality provided. The research design chosen SERVQUAL instrument and added one new dimension; Islamic values. All these six dimensions; tangibility, reliability, responsiveness, assurance, empathy and Islamic values being analysed to identify the level of service quality in KEMAS preschool and the relationship towards the customer satisfaction. Correlation analysis found that all dimensions except Islamic values have significant relationship with the overall service quality. The multiple regression analysis found only responsiveness and Islamic values have significant impact towards the overall service quality. The findings can be used to enhance the service quality of KEMAS preschool to compete with other private preschool and public preschool. The exposure of the importance of Islamic values being explained to give awareness towards parents, preschool managers and teachers about the benefits for children at the early age. Thus, recommendations to the parents, KEMAS preschool institutions and academicians to help the increasing service quality with the additional new dimension; Islamic values.

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HUBUNGAN ANTARA DIMENSI KUALITI PERKHIDMATAN DAN KEPUASAN IBU BAPA DI PRASEKOLAH KEMAS

ABSTRAK

Penyelidikan ini bertujuan menentukan hubungan antara enam dimensi kualiti perkhidmatan dengan kepuasan ibu bapa di prasekolah Jabatan Kemajuan Masyarakat (KEMAS) di sekitar Tanjong Malim, Perak. Populasi kajian ini ialah ibu bapa yang menghantar anak-anak di sepuluh buah prasekolah KEMAS terpilih. Terdapat 125 orang ibu bapa dipilih sebagai responden bagi menjawab soal selidik. Reka bentuk kajian ini menggunakan soal selidik SERVQUAL dan ditambah satu dimensi baru iaitu nilai-nilai Islam. Keenam-enam dimensi iaitu ketaraan, kebolehpercayaan, bertindakbalas, jaminan, empati dan nilai-nilai Islam ini digunakan untuk menentukan tahap kualiti perkhidmatan di prasekolah KEMAS dan hubungannya dengan kepuasan ibu bapa di prasekolah KEMAS tersebut. Analisis korelasi mendapati semua dimensi kualiti perkhidmatan kecuali dimensi nilai-nilai Islam mempunyai hubungan dengan keseluruhan kualiti perkhidmatan. Analisis regresi pelbagai mendapati hanya dua dimensi iaitu bertindakbalas dan nilai-nilai Islam memberi kesan terhadap perubahan dalam kualiti perkhidmatan. Implikasi kajian ini dapat meningkatkan kualiti prasekolah KEMAS agar dapat bersaing sihat dengan pelbagai prasekolah swasta dan prasekolah kerajaan yang lain. Pendedahan kepentingan nilai-nilai Islam dinyatakan agar memberi kesedaran kepada ibu bapa, pengusaha dan guru tentang kesan kebaikan terhadap kanak-kanak pada awal usia. Cadangan dikemukakan kepada ibu bapa, institusi prasekolah KEMAS dan ahli akademik bagi meningkatkan kualiti perkhidmatan dengan penambahan dimensi baru iaitu nilai-nilai Islam.

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TABLE OF CONTENTS

		Page
DECLARATION		ii
ACKNOWLEDGEMENTS		iii
ABSTRACT		iv
ABSTRAK		v
TABLE OF CONTENTS		vi
LIST OF TABLE		xii
LIST OF FIGURE		xiv
LIST OF APPENDICES		xvi
CHAPTER 1	**INTRODUCTION**	1
1.1	Research Background	1
1.2	Problem Statement	5
1.3	Research Questions	9
1.4	Research Objectives	10
1.5	Research Hypotheses	11
1.6	Significance of Research	12
1.7	Limitation of Study	15
1.8	Operational Definition	16
1.8.1	Preschool	16
1.8.2	Early Childhood Education	17
1.8.3	Service Quality	17
1.8.4	Tangibility	17

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.8.5 Reliability 18

1.8.6 Responsiveness 18

1.8.7 Assurance 18

1.8.8 Empathy 18

1.8.9 Islamic Values 19

1.8.10 Parents 19

1.8.11 Children 19

1.8.12 Preschool Managers or Operators 20

1.8.13 LINUS 20

1.8.14 KEMAS (Ministry of Rural and Regional) 20

1.8.15 JPNIN (Department of National Unity and Integration) 21

1.8.16 JAIN (State Islamic Religious Department) 21

1.8.17 ABIM (MuslimYouth Movement of Malaysia) 21

1.9 Summary 22

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction 23

2.2 Servie Quality in Education 25

2.3 Culture and Region 29

2.4 SERVQUAL Dimensions and Hypothesis Development 31

2.4.1 Tangibility and Overall Service Quality 31

2.4.2 Reliability and Overall Service Quality 33

2.4.3 Responsiveness and Overall Service Quality 34

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.4.4 Assurance and Overall Service Quality 35

2.4.5 Empathy and Overall Service Quality 36

2.4.6 Islamic Values and Overall Service Quality 37

2.5 Parents' Satisfaction and Overall Service Quality 38

2.6 Preschool Education Development 40

2.6.1 PreschoolDevelopment in Malaysia 41

2.6.2 Preschool Development in Hong Kong 44

2.6.3 Preschool Development in Europe 45

2.6.4 Preschool Development in Turkey 48

2.7 Summary 50

CHAPTER 3 RESEARCH METHODOLOGY 52

3.1 Introduction 52

3.2 Theoretical Framework 53

3.3 Hypothesis Testing 54

3.3.1 Definition of Hypothesis 54

3.3.2 Hypothesis Formulated 55

3.3.3 Hypotheses 55

3.4 Data Collection Method 56

3.4.1 Primary Data 55

3.4.1.1 Questionnaire 58

3.4.2 Secondary Data 59

3.5 Scaling Technique 60

3.6 Location of the Study 61

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.7 Population and Sampling 62

3.7.1 Population 62

3.7.2 Sample Size 63

3.7.3 Sampling Technique 63

3.8 Research Design 64

3.8.1 Quantitative Research 64

3.8.2 Descriptive Research 66

3.9 Pilot Study 66

3.10 Data Analysis 67

3.10.1 Frequency Analysis 68

3.10.2 Descriptive Analysis 69

3.10.3 Reliability Analysis (Cronbach Alpha) 69

3.10.4 Pearson Correlation Analysis 71

3.10.4.1 Interpretation of the size of a correlation 72

3.10.5 Multiple Regression Analysis 73

3.11 Summary 74

CHAPTER 4 DATA ANALYSIS AND FINDINGS 75

4.1 Introduction 75

4.2 Frequency Analysis on Demographic Factors 76

4.2.1 Age of Children 77

4.2.2 Quantity of Children Studied in KEMAS 78

4.2.3 Family Monthly Income 80

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	4.2.4	Age of Parents	81
	4.2.5	Parents' Gender	83
	4.2.6	Parents' Occupation	84
	4.2.7	Parents' Highest Education Level	85
4.3	Descriptive Analysis of the Main Variables		87
4.4	Reliability Analysis		88
4.5	Pearson Correlation Analysis		89
4.6	Multiple Regression Analysis		93
4.7	Discussion		98
	4.7.1	Relationship of Tangibility and Overall Service Quality in KEMAS preschool	98
	4.7.2	Relationship of Reliability and Overall Service Quality in KEMAS preschool	100
	4.7.3	Relationship of Responsiveness and Overall Service Quality in KEMAS Preschool	102
	4.7.4	Relationship of Assurance and Overal Service quality in KEMAS preschool	103
	4.7.5	Relationship of Empathy and Overall Service Quality in KEMAS preschool	105
	4.7.6	Relationship of Islamic Values and Preschool	107
	4.7.7	Relationship of SERVQUAL Dimensions and Customer Satisfaction	111
4.8	Comparison previous researchers regarding service quality and customer satisfaction		112
4.9	Summary		116
CHAPTER 5	**DISCUSSION, CONCLUSION AND RECOMMENDATIONS**		117

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

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5.1	Introduction		117
5.2	Summary of the Study		118
5.3	Implication of the Study		119
5.4	Contribution		121
	5.4.1	Academician	121
	5.4.2	Parents as Muslim Consumer	121
	5.4.3	KEMAS preschool institution	122
5.5	Recommendations		123
5.6	Summary		124

REFERENCES 125

APPENDICES 139

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

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LIST OF TABLE

No. Table		Page
1.1	Number of Preschool in Malaysia, 2012	4
1.2	Comparison Among the Preschools Performance	6
3.1	5-points Likert Scale	60
3.2	Research Design	65
3.3	Cronbach's Alpha and Indication	70
3.4	Cronbach's Alpha Value for each Dimension	71
3.5	Pearson's Correlation Coefficient	73
4.1	Frequency Analysis based on Age of Child	78
4.2	Frequency Analysis based on Quantity of Children	79
4.3	Frequency Analysis based on Family Monthly Income	81
4.4	Frequency Analysis based on Age of Parents	82
4.5	Frequency Analysis based on Parents' Gender	83
4.6	Frequency Analysis based on Parents' Occupation	84
4.7	Frequency Analysis based on Parents' Highest Education Level	85
4.8	Demographic Profile of 125 Respondents	86
4.9	Descriptive Analysis of the Main Variables	87
4.10	Cronbach's Alpha Values	88
4.11	Correlations Result Analysis	89
4.12	Relationship between Tangibility and Overall Service Quality of KEMAS preschool	90

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.13	Relationship between Reliability and Overall Service Quality of KEMAS preschool	91
4.14	Relationship between Responsiveness and Overall Service Quality of KEMAS preschool	91
4.15	Relationship between Assurance and Overall Service Quality of KEMAS preschool	92
4.16	Relationship between Empathy and Overall Service Quality of KEMAS preschool	92
4.17	Relationship between Islamic Values and Overall Service Quality of KEMAS preschool	93
4.18	Model Summary of Multiple Regression Analysis	94
4.19	ANOVA	95
4.20	Coefficient of Multiple Regression Analysis	95
4.21	Summary of the Research Objectives	97
4.22	Correlation Coefficient Value (Tangibility)	99
4.23	Coefficient (Tangibility)	99
4.24	Correlation Coefficient Value (Reliability)	100
4.25	Coefficient (Reliability)	101
4.26	Correlation Coefficient Value (Responsiveness)	102
4.27	Coefficient (Responsiveness)	103
4.28	Correlation Coefficient Value (Assurance)	104
4.29	Coefficient (Assurance)	104
4.30	Correlation Coefficient Value (Empathy)	105
4.31	Coefficient (Empathy)	106
4.32	Correlation Coefficient Value (Islamic Values)	108
4.33	Coefficient (Islamic Values)	109
4.34	Comparison among previous researchers related service quality.	114

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

LIST OF FIGURE

No. Figure		Page
1.1	Number and type of preschools in Malaysia, 2012	7
1.2	Number of Children Registered in each Preschool with Ministry of Education, Malaysia (2012)	8
3.1	Theoretical Framework of the Service Quality Dimensions and Overall Service Quality	53
4.1	Age of Children	77
4.2	Quantity of Children Studied in KEMAS preschool	78
4.3	Family Monthly Income	80
4.4	Age of Parents	81
4.5	Parents' Gender	83
4.6	Parents' Occupation	84
4.7	Parents' Highest Education Level	85

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

LIST OF APPENDICES

A *Surat Lantikan 1: Pakar Penilai Instrumen*

B *Pengesahan Kandungan Instrumen*

C *Surat Lantikan 2 : Pakar Penilai Instrumen*

D *Pengesahan Kandungan Instrumen*

E SERVQUAL Instruments

F *Surat Permohonan Data Tabika KEMAS*

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CHAPTER 1

INTRODUCTION

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1.1 Research Background

The characteristic 'Early Childhood Care and Education' (ECCE) may describe a diversification processes and mechanisms that sustain and support the holistic development of young children from birth to age 8 years (UNESCO, 2012).

ECCE programmes are divided into preschools institutions for children aged 4+ to 5+ years old and daycare centres for younger children in the range of after birth to 4 years old. Child's psychological and intellectual development may have effect when ECCE programmes applied in this both institutions. The Education Ministry is setting goals towards universal enrolment for 5+ year old children register in

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preschool that will help to provide each children with an equal preparation education through access to preschool (Malaysia Education Blueprint, 2013). In addition, it has been proved that ECCE can have positive effects towards child's holistic development in term of physical , intellectual and socio-emotional development (ARNEC, 2011b).

Nowadays, in the era of contemporary business childhood education, service quality plays important roles for parents to make right decisions regarding the best choice for their young children to learn and play in the preschool. Parents attempt to think rationally and choosing wisely have enabled children to receive a quality childhood education in the early stages. Some parents seemed not to understand the value of choosing the right preschool for their children.

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Preschool managers have a role in promoting the quality of early childhood education through examining the issues and challenges involved. The main concern is the responsibility of preschool managers following the quality of service specifications being provided by the government. A high quality preschool education system improves children's health and promotes their development and learning environment.

There are a lot of preschools operating in Malaysia such as preschool under Ministry of Education (MOE) which is located in the same area of primary school, preschool known as Kemajuan Masyarakat (KEMAS) which is under the supervision of Ministry of Rural Development, preschool under Department of National Unity and

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Integration known as PERPADUAN preschools (JPNIN), preschool organized by the State Islamic Religious Department(JAIN), ABIM preschool which known as Angkatan Belia Islam Malaysia (ABIM) and private preschool institution managed by individual operators or some famous company name such as Genius Aulad, Smart Reader and others branded private preschool.

There are approximately 19,159 preschools serving 546,517 children every day in licensed settings across the state. From the given data 2012 by Department of Malaysian Statistics, Table 1.1 KEMAS preschool had established 53% number of preschools in Malaysia. The second ranking preschool established is private preschool with 34% which include all the branded company preschools and individual preschool managers.

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Next, PERPADUAN preschool with 9% number of preschools which monitoring under Jabatan Perpaduan Negeri Integrasi Nasional (JPNIN). JAIN preschool and ABIM preschool with small percentage, 3% and 1% number of preschool respectively. Thus, KEMAS had monopoly the number of preschools in Malaysia with 10,119 classes out of 19,159 registered preschools in Malaysia.

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Table 1.1

Number of Preschools in Malaysia, 2012

Preschools	**Number of Classes**	**Percentage(%)**
KEMAS	10,119	53
PRIVATE	6,505	34
JPNIN	1732	9
JAIN	562	3
ABIM	241	1
Total	**19,159**	**100**

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Source: Ministry of Education, Malaysia (2012).

The existence of many pre-schools in the education market has created a buyers' market; means students are now in the position to choose the pre-school they wish to study (Moss, 2009). Given the highly competitive education market, KEMAS pre-school institutes need to overcome two challenges in order to maintain their existence. The purpose of this study is to measure the service quality of KEMAS preschool from the parents' satisfaction.

This study is to help the government to make decision regarding the quality of preschool education institution. Although KEMAS preschool is facing a very though

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competition, the role of KEMAS preschool in developing early childhood education program must continuously remain relevant. Thus, the purpose of this study is to achieve a better understanding of the extent to which service quality permeates KEMAS preschool and what is the relationship between the service quality with customer satisfaction. Increased service quality means increased customer satisfaction.

1.2 Problem Statement

Despite the growth, KEMAS preschool institution is also facing obstacles and problems. According to Nordin (2014), quality achievement in every preschool is related to the practices and performance towards producing children capable to read, write and calculate. Nowadays, the LINUS (Literacy and Numeracy Screening) test performance of standard 1 student in a primary school become one of the preschool quality assessment. There exist a statement that private preschool is more quality compare to the other preschool institution since the performance of graduated private preschool children exceeded the performance of graduated Ministry of Education preschool children in the LINUS test (PADU, 2014).

This institution provides education services to the children age four until six years old. Every preschool institution should provide quality services towards the development of every children academic and attitude performance. However, every

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year, there are still numbers of children who failed to achieve the LINUS test in a primary school as shown in a Table 1.2.

These children will leave behind compare to the other student who success. Even worse, the children being left behind until they are secondary school. As shown for KEMAS preschool performance, the percentage of student can read is 69%, the percentage of student can write is 43% and the percentage of student can count is 50%. Unfortunately, KEMAS preschool performance is the lowest among the other preschool children.

Table 1.2

Comparison Among the Preschools Performance

KPI	**Target Performance**	**KPM**	**KEMAS**	**JPNIN**	**SWASTA**
Class size	15 students	21.4	19.7	22	12.8
% Students can read	100%	85	69	83	77
% Students can write	100%	63	43	56	61
% Students can count	100%	65	50	60	57
LINUS BM	87%	63.4	-	-	73.2
LINUS BI	87%	42.7	-	-	70
LINUS Numerasi	87%	73.7	-	-	85

Source : Ministry of Education Research Report (2014).

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Besides that, when comparing between the Figure 1.1 and the Figure 1.2, an issue about the number of KEMAS preschool and the number of students registered in KEMAS seemed not parallel. In terms of quantity of preschools in Malaysia, KEMAS is the highest number of preschools. However, in terms of quantity of students registered in preschool, KEMAS preschool turned into second ranking with number of students is 199,958 representing 100,891 male students and 99,067 female students. The highly chosen of preschools by parents in Malaysia is private preschool with the total number of students is 271,549 representing 138,933 male students and 132,616 female students.

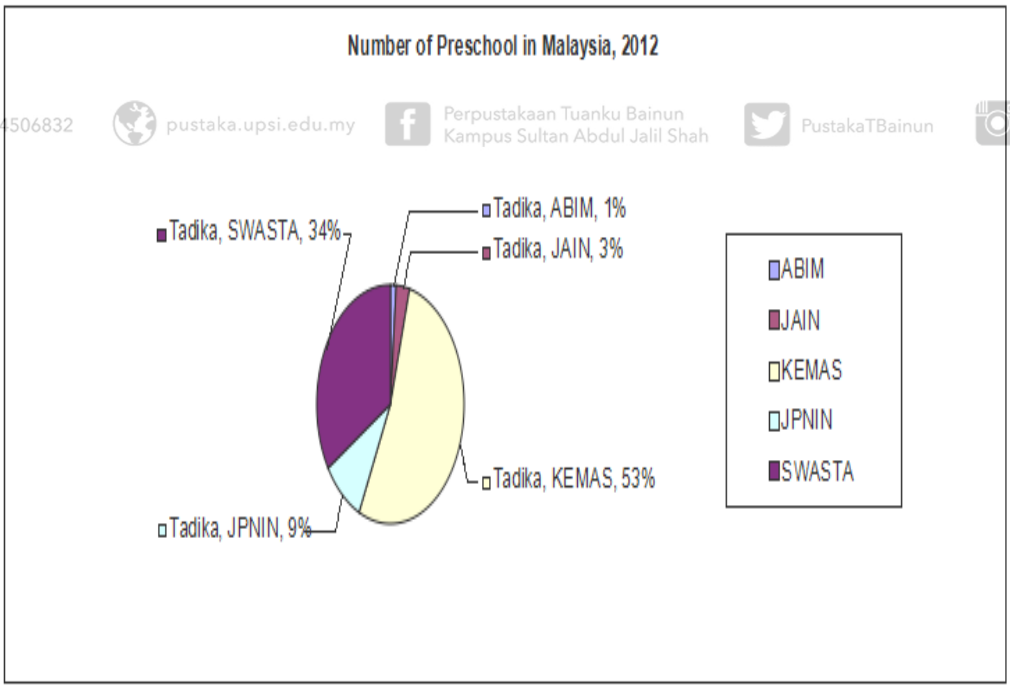


Figure 1.1. Number and type of Preschools in Malaysia, 2012

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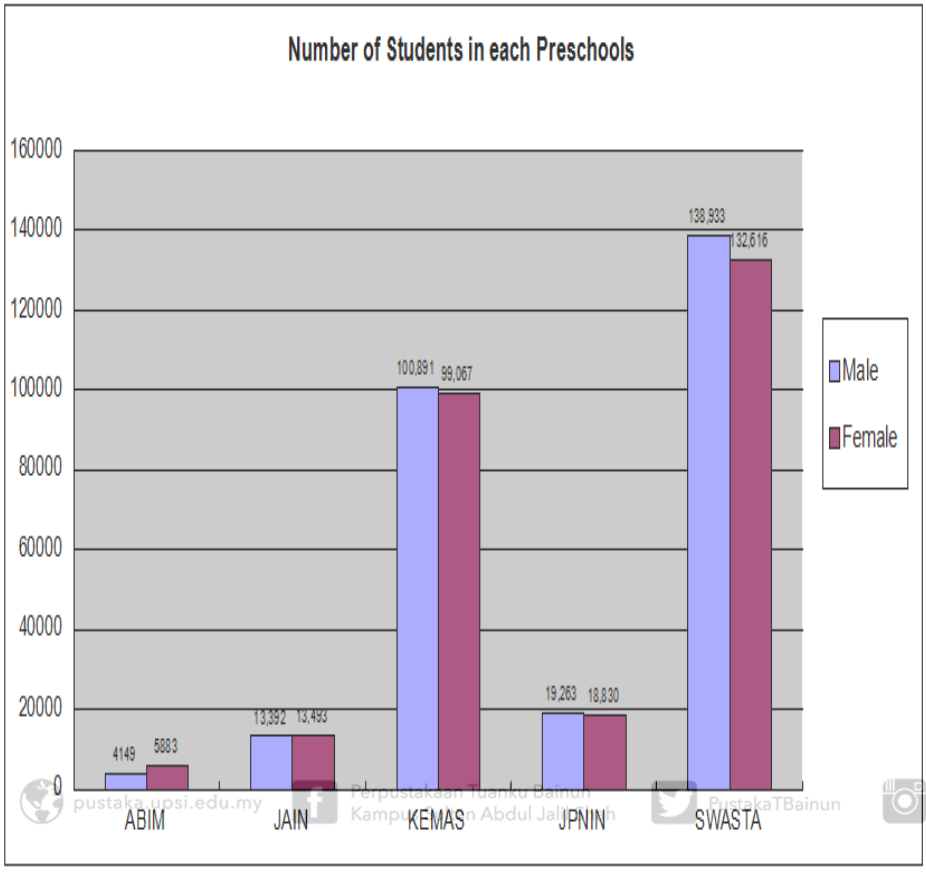


Figure 1.2. Number of children registered by type of preschool with Ministry of Education, Malaysia.

From the data provided, although KEMAS preschool highest number of classes in Malaysia but it is not necessarily KEMAS being the first choice for parents while registering their children for preschool education. Base on the growth of private preschool, KEMAS may emphasize the needs of Islamic values in the curriculum education program as it is one of the demand nowadays among parents (Dahari & Ya, 2012) .Thus, this study is to identify the service quality from parents perception. The parents' perception towards the overall service quality can be determine by analysing the six dimensions from independent variables such as tangibility, reliability,

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responsiveness, assurance, empathy and Islamic values. This result help to provide insight for people to understand the role of those variables to increase the quality of KEMAS preschool services.

Therefore, this study is conducted in order to identify the level of service quality towards KEMAS preschool institutions in Tanjong Malim district and to determine whether there are relationship between the overall of service quality dimensions and parents' satisfaction.

1.3 Research Questions

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Seven research questions are formed and shown as below:

1. What is the relationship between tangibility and overall quality towards KEMAS preschool services?

2. What is the relationship between reliability and overall quality towards KEMAS preschool services ?

3. What is the relationship between responsiveness and overall quality towards KEMAS preschool services?

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4. What is the relationship between assurance and overall quality towards KEMAS preschool services ?

5. What is the relationship between empathy and overall quality towards KEMAS preschool services?

6. What is the relationship between Islamic Values and overall quality towards KEMAS preschool services?

7. What is the relationship between overall quality and parents' satisfaction towards KEMAS preschool services?

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1.4 Research Objectives

The general objective of this research is to assess the quality of service that KEMAS preschool provides to parents and to evaluate their satisfaction level with the preschool's service delivery. Three specific objectives are formed and shown as below:

1. To identify the relationship between each dimensions of service quality ; tangibility, reliability, responsiveness, assurance, and empathy with the overall service quality of KEMAS preschool.

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2. To identify the relationship between Islamic values as the new dimension of service quality with the overall service quality of KEMAS preschool.

3. To identify the relationship between overall service quality of KEMAS preschool with parents' satisfaction.

1.5 Research Hypotheses

H1 : There is a significant relationship between tangibility and overall quality towards KEMAS preschool services.

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H2 : There is a significant relationship between reliability and overall quality towards KEMAS preschool services.

H3: There is a significant relationship between responsiveness and overall quality towards KEMAS preschool services.

H4: There is a significant relationship between assurance and overall quality towards KEMAS preschool services.

H5: There is asignificant relationship between empathy and overall quality towards KEMAS preschool services.

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H6: There is a significant relationship between Islamic values and overall quality towards KEMAS preschool services.

H7: There is a significant relationship between overall quality and parents' satisfaction towards KEMAS preschool services.

1.6 Significance of Research

SERVPERF apply direct measurement of service quality from the customers point of view. There is no need to measure the gap between expectation and perception in the SERVQUAL model (Daniel & Berinyuy, 2010). Since this study examines only the perception of parents towards the KEMAS preschool service quality, the researchers have chosen to use Cronin & Taylor (1992) SERVPERF scales as the measuring instrument.

During the process of pilot study, the SERVPERF scales and contents are easier to understand compare to the SERVQUAL scales. In addition, the respondents do not have to answer the same questions in the different contexts of expectation and perception in the questionnaires. Providing same questions even in different situation of respondents such as expectation and perception may confused them while answering the questionnaires.

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There are many models derived from a western context such as the disconfirmation of expectations model by Oliver (1977), the Nordic model by Gronroos (1982), the SERVQUAL model by Parasuraman et al. (1988), SERVPERF model Cronin & Taylor (1992), the three components or the tri-component model by Rust & Oliver (1994), and the integrated model by Brady and Cronin (2001). Unfortunately, those models are limited in an assessment of service quality from the other cultural and religious perspectives (Gayatri & Chew, 2013).

The instrument of SERVQUAL is to measure the service quality by comparing the expectation and perception by using five dimensions as measured in the SERVQUAL such as tangibility, reliability, responsiveness, assurance and empathy. In this study, religious context are being discussed as an additional dimensions in the service quality of the selected KEMAS preschool institution as an extended literature towards the importance of Islamic values in the Early Childhood Education environment. In addition, Muslims consumer is the majority population among the parents of children in KEMAS preschool institution.

From the finding of this research, the level of service quality of KEMAS preschool is expected to be determine. The level of service will be responed from parents perception through six dimensions of service quality; tangibility, reliability, responsiveness, assurance, empathy and Islamic values.

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It is hoped that the results in this study will be able to help the Jabatan Kebajikan Masyarakat under preschool department to increase their quality services in every branches of KEMAS preschool in this sample. KEMAS need to realize the importance of providing good quality of service towards their customer as KEMAS is one of the pioneer preschool in Malaysia. Hopefully, KEMAS preschool will be a good model for all preschool institutions in Malaysia. Last but not least, this research may help KEMAS to increase their services from those six dimensions approach.

Children need support from the teachers and operators to develop their higher order thinking skill and knowledge since early childhood stage. Preschool is the important place for them to fulfill their children brain development. When KEMAS operator delivered a good quality services to the parents, thus the children academic and attitude performance may give good impact. This research also to clarify the limited option of services by KEMAS preschool compare the variety options of private preschool.

Besides, the preschool department of Jabatan Kebajikan Masyarakat should providing a few solutions to enhance more quality services after notice the level of quality services from the parents perception. Anyway, the authority officer from KEMAS preschool department able to use the results as one of measurement reference while monitoring the services of KEMAS preschool.

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1.7 Limitation of Study

In this study a few limitations has been identified where the results could only be summarized via this particular population. The location of preschools selected as follows :

i. TBK Kg Pauh, Behrang Stesen,

ii. TBK Behrang 2020 (K1),

iii. TBK Behrang 2020 (K2),

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iv. TBK Behrang 2020 (K3),

v. TBK Kg Kelawar

vi. TBK Balai Polis Tg Malim

vii. TBK Kota Malim Prima

viii. TBK Proton City

ix. TBK Taman Sekiah Makmur

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x. TBK Jakoa Kg Chinggung, Behrang Ulu

In addition, this research only survey the relationship of service quality between the six dimensions chosen such as tangibility, reliability, responsiveness, assurance, empathy and Islamic values.

1.8 Operational Definition

In this research, there are some terms used to clarify the research. Hence, the definition of each term is explained as follows :

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1.8.1 Preschool

Kindergarten Association of Malaysia (1979), stated that preschool is an institution where parents send their children for education before entering the primary school. Parents expect the preschool to help their children acquire the basic foundation in language, reading, writing and arithmetic so that they will be ready in formal education of primary school. The preschool institution may be privately operated or under government supervision which cost is subsidized.

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1.8.2 Early Childhood Education

Early childhood education (ECE) is consists of education theory which covers educating young children (formally and informally) up until the age of seven.

1.8.3 Service Quality

Service quality is known as perceived quality which means a customer's judgement about a service being provided by the operators. Parasuraman, Zeithmal and Berry (1985) as the authors of SERVQUAL which has been widely used in measuring the quality of service from multiple service providers including banks, hospitals, airports and other public or private services. In addition, the quality evaluations are not made solely on the outcome of a service but they also involve evaluations of the process of service delivery.

1.8.4 Tangibility

Appearance of a service preschool facilities, teachers, operators, equipment and communication materials.

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1.8.5 Reliability

The ability of teachers and preschool operators to perform services as their promises to the parents on the registration day of their children.

1.8.6 Responsiveness

Customers received immediate services. The reaction from the teachers and preschool operators is the vital role.

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1.8.7 Assurance

Knowledge, politeness, and trustworthiness of the staf towards parents may enhance the ability of a service preschool to increase trust and confidence in the preschool.

1.8.8 Empathy

The willingness and ability of teachers and preschool operators to deliver full attention to the parents.

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1.8.9 Islamic Values

The main values being judged by the Muslim customers are the preschool management understand the Islamic rules and the operators shows that they accommodate the needs of Muslim customers. In terms of facilities provided, the preschool operators provided purifying facilities and tools for worship such as sajadah and Quran.

1.8.10 Parents

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The caretaker of the children who learn in the preschool. The most common types of parents are mothers, fathers, and grandparents.

1.8.11 Children

Generally, children is define as between birth and puberty. In the context of preschool children, it is only refers to the student age 4 to 6 years old.

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1.8.12 Preschool Managers or Operators

Preschool managers and operators as the top management is to coordinate the efforts of teachers and employees to achieve goals by using the resources efficiently.

1.8.13 LINUS

Literacy and numeracy screening (LINUS) test performance of standard 1 student in a primary school is one of the preschool quality assessment. The assessment covers students performance in terms of reading, writing and counting.

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1.8.14 KEMAS (Community Development Department)

The early childhood education programme monitored by Community Development Department (KEMAS) is familiar as Taman Bimbingan Kanak-Kanak (Tabika). ‘Tabika’ is a public preschool programme that contains early childhood education for children aged between 4 to 6 years old under Ministry of Rural and Regional.

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1.8.15 JPNIN (Department of National Unity and Integration)

The early childhood education programme supervised by Department of National Unity and Integration (JPNIN) is well-known as 'Tadika Perpaduan'. It is a public preschool programme that provides early childhood education environment for children aged between 4 to 6 years old under Ministry of Prime Minister.

1.8.16 JAIN (State Islamic Religious Department)

The early childhood education programme managed by State Islamic Religious Department (JAIN) is widely known as 'TASKI'. It is an Islamic public preschool programme that provides early education program for Muslim children aged between 4 to 6 years old under the State Government.

1.8.17 ABIM (Muslim Youth Movement of Malaysia)

The early childhood education programme organised by ABIM or widely known as Muslim Youth Movement of Malaysia is familiar as 'TASKI'. It is a private preschool programme that provides early childhood education program for children aged between 4 to 6 years old under non-government organizations ABIM.

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1.9 Summary

Thus, every preschool managers should take precautions the quality assessment under their monitoring. In the service education organizations, quality is a benchmark for the preschool managers to evaluate the existing performance with the standard quality of early childhood environment rating scale given by authorities. Although, the managers should fulfil their customers satisfaction, their organization should provide standard quality of specifications to ensure excellent services and follow the standard operating procedure. The quality services determined the level of competition among service providers. Indeed, each preschool managers must increase their competitive advantage to purchase customer confidence towards their services. The quality services is a key to increase the profits in an organizations or institutions.

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

The focus of this study is to explore the service quality of preschools by using the SERVPERF model by Cronin and Taylor (1992). The selected area is 10 KEMAS preschools in Tanjong Malim, Perak. This research helps the preschool operators to deliver more quality services to parents and children. Thus, by increasing the quality will increase the sales and profits of the preschool institutions. Previous researchers have indicated that organizations may increase profit, sales, and cost savings by monitoring their customers satisfaction through service quality (Parasuraman et al., 1988; Kassim & Abdullah, 2010; Gayatri & Chew, 2013).

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Parasuraman et al. (1988) has introduced the foundation of the service quality assessment by using a tool called SERVQUAL. This tool is represented as a gap between service expectations and the actual service performance. If the service perception is equal to or more than the service expectations, then the quality is sufficient (Brady et al., 2002).

There are many models derived from a western context such as the disconfirmation of expectations model by Oliver (1977), the Nordic model by Gronroos (1982), the SERVQUAL model by Parasuraman et al. (1988), SERVPERF model Cronin &Taylor (1992), the three components or the tri-component model by Rust and Oliver (1994), and the integrated model by Brady & Cronin (2001). Unfortunately, those models are limited in an assessment of service quality from the other cultural and religious perspectives (Gayatri & Chew, 2013).

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In this study, religious context are being discussed as an additional dimensions in the service quality of the selected KEMAS preschool institution as an extended literature towards the importance of Islamic values in the Early Childhood Education environment. In addition, Muslims consumer is the majority population among the parents of children in KEMAS preschool institution.

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2.2 Service Quality in Education

A service is an act or performance delivered by one party to another. Services are economic activities that create value and provide benefits for customers at specific times and places (Lovelock & Wright, 2002; & Habtamu, 2015). SERVQUAL model was developed by Parasuraman, Berry, and Zethaml to measure perceptions of service quality in the services organizations and subsequently has been widely used in many other fields. The SERVQUAL model is to recognize the gaps possesses between expectations and perceptions from customers. The definitions of quality as conceptualized in the previous study and as measured by SERVQUAL involves perceived quality. Perceived quality is the consumer's judgement about an organizations overall excellence (Zeithaml, 1987). Anyway, it is quite differs from the objective quality (as describe by Garvin 1983 & Hjorth-Anderson 1984). The service quality is a response of customers attitude which is related but not really equivalent to satisfaction. In addition, satisfaction results may cover many other aspects and not only measure in a short moment of assessment. The results explained from a comparison of expectations with perceptions of performance. (Parasuraman, Zeithaml & Berry, 1988).

Service quality is important for all types of an organization which is in public or private sector. Thus, service quality also knowing as a product of service dimensions comprising of employee related behaviours and organisational practice that will influence the service performance and customer satisfaction. In fact, Parasuraman et al. (1988) have found that customers considered five dimensions in their assessment of quality (i.e.,

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tangibles, reliability, responsiveness, assurance, and empathy) and known as SERVQUAL Model (Service Quality Model).

Service quality has since emerged as a pervasive strategic force and a key measurement for the institutions' performance. Many practitioners and academics are keen on improving measuring service quality in order to understand better its essential antecedents and consequences by establish various methods. Thus, competitive advantage and customer loyalty can be achieved (Abdullah, 2005). Interest in the measurement of service quality had increasing recently. Unfortunatelty, the problem inherent in the implementation of service measurement is different among various industries. Although previous researchers have devoted a great deal of attention to service quality, there are still some unresolved problems that need to be solved, and the most controversial is how the measurement instrument being selected. Thus, the measurement instrument apply in the education services may differ with the other context of service industry and the culture of society..

Service can be measure as an intangibles thing and are not easily to duplicate. Voon, et al., (2012) agreed that the customer-perceived service quality is an important component of customer services management because it is an antecedent to customer's satisfaction. Service quality and satisfaction have a high correlated. Indeed, when a company targeted to achieve high customer satisfaction, thus the company should develop a high perception level of quality about the service provided (Sureshchandar, 2002). In this study, the focus is towards parents satisfaction. Every parents have their own demand when

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sending their children to a preschool. Thus, the demand for every parents may become various compare to the other parents. Even their children is in the same class, every parents have their own understanding regarding the children development. It depends to the preschool managers or operators to provide the proper service education to the children and parents.

Providing good quality service in education institution may boost the best performance towards students. Parent decision may affect the quality performance in terms of academic and attitude of their young children. The stress and worrisome about child's well-being will definitely disturbed parents' focus and concentration at work. However, high-quality preschool service enhance parents' confidence that their children are in a safe place and good learning environment, thus will help parents work comfortably.

The importance of the establishment of preschool education is the place for children preparation into the real life competition. The children will be more matured and able to manage their daily life at the early age. Besides comparing the monthly fees or distances, parents' have responsibilities to determine the right preschool which includes higher quality of services in terms of teaching quality and facilities provided by the preschool operators. In addition, the parents' expectation on their children to perform confidently and efficiently required to be equipped with new skills and updated information through new technologies provided in the preschool such as computer, android and internet. As such, the infusion of measuring service quality in preschool education is seen essential and relevant for the preparation children into the real world.

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In the development of choosing the suitable instruments for preschool assessment quality, there are few of scholars using SERVQUAL (Service Quality) as their instruments to achieve parents' satisfaction. Thus, by receiving the higher satisfaction means the higher quality of preschool will be established. The instrument of SERVQUAL is to measure the service quality by comparing the expectation and perception by using five dimensions as measured in the SERVQUAL such as tangibility, reliability, responsiveness, assurance and empathy.

A study on performance service quality and Montessori characteristics towards parents' satisfaction for Montessori preschool had used the SERVQUAL instrument (Ahmad Moghni, 2006). The aim of the study is to improve Montessori preschool service quality in giving excellent education service to the children and identify level of parents' satisfaction. The method chosen is by distributing questionnaires to 225 parents in Montessori preschool. The result tests found that perceived sservice quality and perceived Montessori characteristics were partially supported in relationship with parents' satisfaction. In perceived sservice quality such as effectiveness and reliability are positively related to parents' satisfaction. In perceived Montessori characteristics such as corporate image, teachers'cooperation and core competencies are also positively related to parents'satisfaction.

Another kind of approach via measuring service quality is SERVPERF (Service Performance) which is an improvement over SERVQUAL. SERVPERF apply direct

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measurement of service quality from the customers point of view. There is no need to measure the gap between expectation and perception in the SERVQUAL model (Daniel & Berinyuy, 2010). Since this study examines only the perception of parents towards the KEMAS preschool service quality, the researchers have chosen to use Cronin & Taylor (1992) SERVPERF scales as the measuring instrument. SERVPERF scales essentially measure the overall service quality performance of the preschool service provider in comparison to the Parasuraman et al. (1988).

2.3 Culture and Religion

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Cultural influence on service quality perception is an important field of research for services marketing. Empirical evidence suggests that customers' cultural backgrounds influence their assessments of service quality (Mattila, 1999).The application of cultural dimensions within service quality has been exhibited, for instance, in the research by Donthu & Yoo (1998) & Mattila (1999) who highlight the differences in behavioral characteristics between asian and western customers.

For example, customers who are low on power distance and high in individualism, as in Western societies, have high expectations of assurance as well as responsiveness and reliability fromservices (Donthu & Yoo, 1998; Gayatri & Chew, 2013). In the context of a luxurious hotel, Mattila (1999) has found that customers from Western region are more concerned with the tangible cues available in the physical environment in order to

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minimize the uncertainty of intangible services, compared to Asian customers who are more concerned with the quality of provider-customer interaction. In another study (Wan, 2011), one's degree of embarrassment from the service delivery failure is likely to encourage collectivists (who would otherwise not complain) than individualists to complain.

However, the role of religious philosophies in shaping consumer behavior has been discussed lately. For instance, some service quality studies in Asia suggest that Confucian philosophy consistently influences the way consumers perceive service quality (Imrie et al., 2002; Lam, 2002; Stanworth, 2009; Gayatri & Chew, 2014).

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Confucian philosophy is known as a platform for the shared culture in East Asia, especially in China. Some people even classify the Confucian philosophy as a religion for its distinct impact on the individual belief processes in this region (Jensen, 1997). The influence of Confucian philosophy on the service quality perceptions raises the question of how other religious and philosophical traditions might influence service quality. In Asia context, there are many religious apart from the Confucian philosophy such as the Buddhism, Judaism, Christianity, Islam and other minor sects including paganism influencing consumer decisions (Bakar, 2006).

Among the sensitive characteristics in the cultural elements is religions. Religion issues may have its own influence towards customer behaviour. (Delener, 1994; Assadi, 2003). It can also helps to set how the customers making their decisions regarding services

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offered directly or indirectly and also guides purchasing behavior (Heiman et al., 2004 & Delener, 1994). In business organization, failure to appreciate religion's significance may give big impact to the operators or managers. Mittelstaedt (2002) supported that the significance of religion is delivering impact on people's habits, perceptions and customers consumption style.Some previous studies have established that religion has important roles on a consumer's behavior (Gayatri & Chew, 2013; Lord & Putrevu, 2005; Esso Dibb, 2004;). Muslim consumers are very commit of a concept God willing which means all things are subject to the will of Allah. Thus, Islamic values differ from the Western context cultures which in general promote individualism Hence, this research focuses on investigating the service quality particularly on Muslim (Islamic follower) customer perceptions and behavior because of the majority religion in Malaysia is Islam.

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2.4 SERVQUAL Dimensions and Hypothesis Development

The hypotheses developed from the six dimensions of service quality and the overall service quality from the parents' satisfaction.

2.4.1 Tangibility and Overall Service Quality

Tangibles refer to the appearance of physical facilities, equipment, personnel, and communications materials of a business. (Parasuraman, Zeithaml & Berry 1988). Tangibility is the evidence of facilities, personnel, and communication materials used by

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the company while offering services to customers. Tangibles are includes modern equipment, visually appealing facilities. Employee also who have a neat and wearing the professional appearance. The visually also appealing materials associated with the service.

The tangibles dimension refers to the quality of physical infrastructure, the equipment available to make the service a delightful experience, the outward show of people providing the service (Khan, 2010).

In this study, tangibility refers to the infrastructure, attractiveness and decorations of preschools outside and inside the building. The measurement of the physical conditions is a tangible evidence provided by the preschool operators. The customers will look for the conduciveness environment, tidiness and appropriateness of physicals facilities during the service delivery at the service provider institutions. In addition, children is susceptible to viral disease. Every preschool operators should take precautions towards the hygiene of their preschool building.

The condition of the physical surrounding is tangible evidence of the care and attention to detail that are exhibited by the service provider (Habtamu, 2015). Thus, the first hypothesis is to identify if there is a significant relationship between tangibility and overall service quality by KEMAS preschool.

H1: There is a significant relationship between tangibility and overall quality towards KEMAS preschool services.

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2.4.2 Reliability and Overall Service Quality

The dimension of reliability entails provision of service accurately and dependably (Sandhu et al., 2013). Parasuraman et al. (1988), described reliability as the ability to accurately perform and deliver a service as promised. For example, error-free record, reliable service performance and reliability in transactions. If performed well, they assured the customer and increased confidence towards the store.

Reliability service performance is a customer expectation which means that the service will deliver on time, in the same manner without error every time as mention by Parasuraman, Zeithaml & Berry (1988). This service provider are demanded to provide a zero mistakes, accurate service delivery and deliver the services as promised. Andaleeb & Conway (2006), the most important factor for customers is the price and quality of food in the restaurant.

According to Mahmoodi, et al., (2015), reliability dimension which means the ability to perform safe and reliable service in a way that the customer's expectations are met. In other words, reliability means fulfilling obligations practices in each preschool. Thus, the second hypothesis is to identify if there is a significant relationship between reliability and overall service quality by KEMAS preschool.

H2: There is a significant relationship between reliability and overall quality towards KEMAS preschool services.

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2.4.3 Responsiveness and Overall Service Quality

The viewed of responsiveness is to see the willingness to help the customers in case of any problem. Responsiveness can be viewed as the willingness of employee to help and provide prompt service to customers (Parasuraman et al., 1988 & Habtamu, 2015). They also state that its concern the readiness and timeliness with which employees provide a service. According to Andaleeb & Conway (2006), the responsiveness views as one of determinants of service quality.

The responsiveness dimension which is related to the institution contribution and willingness to help the customers. In addition, most of the key performance of customer service department is emphasized on the awareness and sensitivity towards the customers' demands, enquiries and complaints (Mahmoodi, et al., 2015).

Parents are very concern about their children development progress especially able to read fluently. Teachers and staf should alert every questions delivered by the parents. An immediately respons determined the quality services provided by the preschool operators. Thus, the third hypothesis is to identify if there is a significant relationship between responsiveness and overall service quality by KEMAS preschool.

H3: There is a significant relationship between responsiveness and overall quality towards KEMAS preschool services.

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2.4.4 Assurance and Overall Service Quality

Assurance refers to the knowledge and courtesy of employees including their ability to deliver trustworthiness and full confidence to customers (Parasuraman et al., 1988 & Habtamu, 2015). The accuracy will help to determine the capability to provide correct information to parents, record information correctly such as children names, allergic issues and any inquiries arise. This will increase confidence level among the staff and parents, thus making feel safe while doing the transaction.

Assurance focuses on the expertise of the teachers and operators about the knowledge of the service offering, courtesy, and their ability to instil faith and dependence in the service provider's competence (Sandhu et al.,2013). On other hand, assurance consists of soft skills of the teachers, politeness and gratitude for the parents and enhance confidence in them about the service being provided (Parasuraman et al., 1988).

The assurance dimension which expresses a sense of capability in the operators is motivating the trust and confidence in the parents and also children towards the preschool institution. For example, Mahmoodi, et al. (2015) stated that in healthcare services where the life of the people is very important, so this dimension becomes very important to the young children.

Children is an assets to their parents. Indeed, excellent children in attitude and academic development from certain preschool institution may become the positive word

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mouth which can increase the assurance percentage of parents themselves. Thus, the fourth hypothesis is to identify if there is a significant relationship between assurance and overall service quality by KEMAS preschool.

H4: There is a significant relationship between assurance and overall quality towards KEMAS preschool services.

2.4.5 Empathy and Overall Service Quality

Empathy is delivering an extra care and full attention to individual customer every time. Empathy can be viewed as the caring and individualised attention that the institutions provides to its customers (Parasuraman et al., 1988). Empathy includes approachability, sense of security and the effort to understand the customers demand. The teachers may really understand the parents needs when they assumed the children are as their own children. Thus, it will help to know how the parent's felt and think toward the preschool.

Empathy is seemed to understand the customer's personal needs, taking care of them individually and showing the sympathy (Mohammad & Mohamad Alhamadani, 2011). The empathy which means treating people based on their special characteristics, so that customers can be satisfied that the organization appreciate them and they are important for the organization (Gorgi, Siami, & Nouraei, 2011; Mahmoodi, et al., 2015).

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Asking parents views and ideas may help to give chances for parents making contribution to their children preschool and help to solve the needs among parents. Good communication skills between teachers and parents can solves many issues arise during their children development. Thus, the fifth hypothesis is to identify if there is a significant relationship between empathy and overall service quality by KEMAS preschool.

H5: There is a significant relationship between empathy and overall quality towards KEMAS preschool services.

2.4.6 Islamic Values and Overall Service Quality

In this current study, the Islamic Values dimensions explains the characteristics of preschools that are providing purifying facilities, al-Quran, and mat prayer. Apart from that, the preschool management well understand the Islamic rule and shows the effort to accommodate the needs of Muslims' customers. This dimensions had been added in this research as nowadays parents more concerned to choose the preschool which provide reciting Quran and performing salat (Dahari & Ya, 2011).

Besides that, among the issues that have to be taken into considerations by parents when choosing a preschool for their children such as curriculum, language of instruction, qualified teachers, quality of teaching, facilities, transportation, hygiene, friendly staff, safety, class size, nutrition, and location . It involves between planning of getting all the

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benefits and achievement for their children's future and the total cost they must pay (Dahari & Ya, 2011).

Dahari and Ya (2011) quoted Islamic branded preschool covered most of the importants factors concerned by parents, so the demand of Islamic branded preschool nowadays is increased. Thus, this study will help KEMAS institution to improve their facilities and services quality in every branch of KEMAS preschool by adding Islamic values. As discussed earlier, KEMAS preschool mostly attended by the Muslim children. In development of private preschools nowadays, Dahari & Ya (2011) outcome research is that parents' demand to teach their children performing salat and reciting Quran at the early age. Thus, the sixth hypothesis is to identify if there is a significant relationship between Islamic values and overall service quality by KEMAS preschool.

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H6: There is a significant relationship between Islamic values and overall quality towards KEMAS preschool services.

2.5 Parents' Satisfaction and Overall Service Quality

Oliver (1981) argues that satisfaction or dissatisfaction is determined by the impression that customers have following a purchase. Customer satisfaction is viewed as an objective outcome of the magnitude and direction of the differences existing between expectations and perceived level of performance experienced (Voon, Douglas, & Baljinder, 2012).

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Generally, the customer satisfaction as tend to maintain their consumption pattern and will consume similar product or services.

Customer's satisfaction can only be achieved by providing quality services and quality in services can be improved when all the dimensions of the quality services are taken into account, which include "Physical aspect", "Assurance", "Responsiveness", "Empathy", "Reliable", "Price fairness", "Technical quality" and "Image" (Sandhu, Mahasan, Rehman, & Muzaffar, 2013). All these dimensions will have direct relationship between service quality and customer satisfaction.

Although SERVQUAL heightened the interest of many researchers, some arguments against its validity also exist (e.g. Brown et al., 1993; Cronin & Taylor, 1992, 1994; Teas, 1993, 1994). Based on a literature review (e.g. Bolton & Drew, 1991a, 1991b; Churchill & Surprenant, 1982; Woodruff et al., 1983), Cronin & Taylor (1992) argued that SERVQUAL confounds satisfaction and attitude. They stated that service quality can be conceptualized as ``similar to an attitude", and can be operationalized by the ``adequacy-importance" model. In particular, they maintained that ``performance" instead of ``performance ± expectation" determines service quality and that developed an alternative measurement tool, SERVPERF, which concerns only performance.

Performance-based measures of service quality explain more of the variation in service quality than does the difference between expectation and performance. Service managers should therefore emphasize the performance perceived by customers, rather

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than the difference between perceived performance and customers' prior expectations. In addition, performance-based measures help to indicate the overall service quality from the satisfaction level of customers. Thus, the final hypothesis is to identify if there is a significant relationship between overall quality and parents' satisfaction towards KEMAS preschool services.

H7: There is a significant relationship between overall quality and parents' satisfaction towards KEMAS preschool services.

2.6 Preschool Education Development

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Early childhood care and education (ECCE) has become popular issues in the preschool development quality debate. Furthermore, a lot of benefits impact for long-term effects of positive early experience and education, such as lower negative attitudes among teenagers, increased number of graduate staudents, and increased family income (Reynolds, Temple, Robertson, & Mann, 2001) and (Wong, Wang & Li, 2010). Huge growth of economy in Asia region has brought deeply interest in the service quality of early childhood education environment. Thus, a few countries being selected in this research to explain the development of early childhood education institutions.

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2.6.1 Preschool Development in Malaysia

Preschool education was incorporated into the national education system following the institution of the Education Act 1996. In 2002, the Act was amended to enable the implementation of compulsory education at primary school level. The provision of preschool education in Malaysia is monitoring by the government and complemented by the private sector. Government-operated preschools are run by the Social Development Division (KEMAS), National Unity and Integration Department (JPNIN) and Ministry of Education (MOE).

The ~~The~~ preschool classes inspected under Ministry of Education (MOE), which cover for children aged five and six years old only. The classes are conducted within the area of existing primary schools. ~~T~~However, the ~~operation quality of~~supervision of ~~*Tabika*~~ KEMAS preschool and ~~*Tabika*~~ PERPADUAN preschool do not come under the direct monitoring of the MOE and are inspected under their respective Ministries. Nonetheless, the provision of preschool education by all three Ministries is based on the National Preschool Curriculum. The general aim of all the government-run preschools is to provide children with learning experiences to develop their potential in all aspects of growth, master basic skills and ~~instill~~instil positive attitudes as preparation for entry into the primary schools.

KEMAS (The Community Development Department) is the abbreviation for ‘Kemajuan Masyarakat' (Community Development). Adult Education Division is normally

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known for KEMAS. It was formally function in 1961 by the previous Prime Minister of Malaysia, Tun Abdul Razak Bin Hussien. The aim of the establishment of the Adult Education Division is due to a total of 1,868,948 adults and 2,379,213 children aged between 10 to 14 years old were illiterate (KEMAS, 2015). This fact has delivered positive reaction from the goverment.

Thus, the collection of findings helps the government to run out Malaysia development program. In 1953, the First Community Development Conference held in Taiping and continued after 5 years by the Second Community Development Conference held in Kuala Lumpur. Consequently,after the conference through the Adult Education Plan, the contents of the cabinet paper was aimed to delivering priority to basic education for the illiterate society.

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Teaching Methodology and Adult Classes Curriculum is created as a worksyop for the teachers to improve skills. The module syllabus includes teacher observation by qualified supervisors designated through practical training, applied curriculum in stages as well as teaching and learning methods such as the 3M learning by Zaaba Method simplified by Embong Yahya.

In 1970, the Adult Education Division was reconstructed and familiar known as the Community Development Division (KEMAS). The New Economic Plan (NEP) was given responsibility to improve the understading of the rural communities and to ensure their acceptance of change towards new environment facilities provided by government.

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Thus, this will help rural communities to be actively adapted in the efforts to improve the family income level of their own selves, family and community.

Among the programmes provided by KEMAS institutions were Taman Asuhan kanak-kanak (Nurseries – TASKA), Pendidikan Kesejahteraan Keluarga (Family Prosperity Education – PKK), Functional Literacy Education (PLF), Taman Bimbingan Kanak-kanak (Kindergarten – TABIKA), and Pendidikan kecemerlangan Kanak-kanak (Children's Education Excellence – PEKA).

KEMAS as one of the foundation organization which practically help the rural area society to develop their skills and knowledge. There are a lot of facilities in the urban area but not being provided for the rural community groups of people. Preschool located in the village area may help to boost the awareness among parents with low and middle income level. Indeed, KEMAS under education department success to deliver the importance of early childhood education to most of the parents in the rural region.

However, KEMAS responsibilities are not only focusing preschool education, but KEMAS also provide various of services for the convenience of community. Anyway, even though KEMAS is a multiple provider services towards Malaysian society, KEMAS need to monitor the quality for every services being delivered so that the expenses involved are worthwhile to the country and society. The outcome of every projects under KEMAS supervision should provide a good solution for the society.

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2.6.2 Preschool Development in Hong Kong

The government of Hong Kong compulsory education to all children from Primary One to Secondary Three where provides nine years of free education fee. Thus, pre primary provides early childhood education and care services for age two (2) to five (5) year olds. In early 1999, the Education Commission has conducted a comprehensive review of the overall education system in Hong Kong and was completed in September 2000 (Hong Kong Education Commission, 2000). There are five (5) main focused field: improving the quality assurance mechanism, enhancing professional competence, reforming the monitoring mechanism, the mode of subsidy and enhancing the interface between early childhood and primary.

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Education Department (kindergartens) and child-care centres under the responsibility of the Social Welfare Department are the two (2) separate types of institutions offer provisions for early childhood education in Hong Kong. In 1999, there were 221,700 children younger than the age of six (6) years enrolled (Hong Kong Government, 2000).

In the 21st century was proposed a blueprint for the development of education to provide all-round and balanced learning opportunities for the life-long learning. The changes was drastic in order to reforms the educational domain where involved in the curriculum, the academic structure, the assessment mechanism of various stages of education. In the first time, early childhood education has been given a status of education

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acknowledged where involved significant changes in the education reform and build the foundation of life- long learning.

Three (3) age groups of kindergartens are divided into: three (3) year olds (nursery classes), four (4) year olds (lower kindergarten classes), and five (5) year olds upper kindergarten classes. The Education Ordinance and Education Regulations (Education Ordinance, 1999), and adhere to the Manual of Kindergarten Practice (Hong Kong Education Department, 1994) must be comply by all kindergartens.

All kindergartens in Hong Kong are run by the private sector with tough challenges issues where the government provide a little financial support. Besides, the arrangements between the last year of kindergarten education and Primary One become highly problematic where involved in terms of learning environment, curriculum, learning and teaching approaches and staffing. All these problems can be cater by concerned the welfare and best interests of young children in Hong Kong (Chan & Chan, 2010). Meeting these circumstances is not only the responsibilities of early childhood operators and the parents, but also involved the role play of the government and the society.

2.6.3 Preschool Development in Europe

During recent decades, East European countries have high poverty rates in European countries and early childhood is especially impotent to poverty. Poverty in young children

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can have irreversible negative consequences for behavioural adjustment, social and emotional development, cognitive and academic achievement. The most effective means to break the cycle of poverty is to have high quality of Early Childhood Education and Care (ECEC) but there are still many circumstances to overcome. Currently the numbers of ECEC in European countries is insufficient and ECEC needs to be improved the quality and curricula in order to meet the basic requirements and cultural perceptions of publics living in poverty (Leseman & Slot, 2014).

The quality of the education and care provided will contribute the beneficial impact to ECEC. In the UK the Effective Pre-school and Primary Education (EPPE) project has demonstrated the beneficial role of ECEC in social development and the longer-term educational for all children, but more focus for children who involved with low income families. However, the effects are moderated by the quality of the requirements, with higher quality necessities being associated with greater benefits for early childhood (Sylva et al., 2011).

United States studies shows the evidence of high quality ECEC leads to controls the negative effect on social-emotional development of long term effects and increased cognitive outcomes and (NICHD ECCRN 2006; Dearing et al., 2009; Vandell et al., 2010; Votruba-Drzal et al., 2010; Leseman & Slot, 2014). Furthermore, studies illustrate that only high quality of ECEC can avoid the children against the negative effects of low quality home environments and the negative output from the poor homes (Watamura et al. 2011). ECEC can make an important cost-effective contribution to breaking the cycle

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of poverty but with the family support services that can provide a strong base of ECCE good quality. Several challenges need to be overcome in order to increase the impact and to meet the high expectations in this ECCE regard.

First, many European countries in the capacity of ECEC is still below the targets where there need to increase the coverage. Secondly, expanded along with the provision of family support services under the ECEC. Third, the quality and impact of ECEC should be improved. Fourth, to reach out to the most disadvantaged in Europe, including immigrant people and highly aware the culture-sensitivity of ECEC is needed. Providing support to first language development and responding to the needs of linguistic minorities will contribute to the better partnerships with the maternities and to child development. Finally, parents dialogue based on mutual respect is needed to produce a quality concept that can lower participation thresholds and receives broad support (Leseman & Slot, 2014).

As the conclusion, in order to decrease the number of poverty there is a need improving the quality and curriculum of ECEC to increase the positive impact of European ECEC systems. The current research result based on evidence is still inconclusive and there are still lacking on the clear standards that integrate the opinions of parents and professional knowledge.

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2.6.4 Preschool Development in Turkey

In the year 2000, Turkey has a rapidly growing population with 66,493 million (US Bureau of the Census, 2000). The largest demographic group in Turkey is young children below age 14 years old (29.1% of the total population), and children under five years of age constitute 10% of the total population (United Nations International Children's Emergency Fund Statistics, 1999).

The system education in Turkey is organized under preschool education, primary education and secondary education. Preschool education is optional for parents to choose which includes the education of children between three and six years old. Primary education is compulsory includes the education of children between 6 and 14 years old. The central government in Turkey controlled the national education policy which has traditionally been a State issue every year. Only a few steps have been taken to remodel and rearrange the education system (Gunduz, 1981; Gol-Guven, 2014).

In 1998, the Basic Educational Program designed by the World Bank has some objectives such as increasing the enrollment rate in primary schools to 100%, increasing the enrollment rate in preschools to 16%, increasing the number of classrooms in schools, and decreasing the number of children in classrooms to 30 students. Unfortunately, the intended enrollment in preschools has not yet been reached (Gol-Guven, 2014).

The Turkish educational system confront several issues regarding the importance

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of education awareness . First, many children drop out of school early. In 1994, Turkish children stayed in school for an average of only 9.5 years [United Nations Educational Scientific and Cultural Organization (UNESCO), 1999]. Anyway, the comparative figure for the United State population was 15.5 years (UNESCO, 1999). In addition, in the year of 2004, school expectancy was 11 years for Turkey, 16 years for the USA, and 12.9 years for Central and Eastern Europe (UNESCO, 2004).

Second, the funding provided for the educational system is low. There are still less priority given by the political leaders in Turkey regarding education investment. In addition, the Organization for Economic Co-Operation and Development report (OECD, 1997) explained the percentage of total public expenditure on education program in Turkey was 2.2% of the Gross Domestic Product in 1995 (the increase in 2003 was 3.7%). Menwhile in the United States, the percentage of total public expenditure on education spent about 5.0% of Gross Domestic Product (5.7% in 2003). The average for OECD countries was 5.5% in 2003. When referring to the statistics figure by the OECD report, there are differences in percentage between Turkey and United States regarding the public expenditure on education.

Third, the teacher–student ratio is normally 1:25 in Turkish preschools or kindergarten. The National Association recommended ratio is 1:15 for the Education of Young Children and assistant teacher is needed when the quantity of children increase to 25 in each class. (Bredekamp & Copple, 2000).

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Research indicates that every parties involved should give comittment regarding the quality of preschool. Thus, the commitments requires more frequent interactions between teachers and parents, which in turn can help children succeed. Preschool operators and managers should provide more opportunities for parents to become involved in their children activities. All these issues are vital in improving the quality of Turkish preschool programs.

2.7 Summary

The importance of assessing quality especially in the early childhood education institutions have been given much emphasis. Changing the way of thinking regarding the importance of education since early childhood, thus increase the development of preschool establishment in Malaysia as developing country. Discussing about concept of quality in education services requires a new lifestyle of every family in Malaysia that is need to be practice. Nowadays, more parents select private preschool than public preschool to fulfil their satisfaction regarding the quality assessment. Thus, this research is to enhance the quality of KEMAS preschool as pioneer public preschool in Malaysia by using the SERVPERF instruments.

When parents making right decision to choose the best quality services among many preschools in their house or working area, the children may easily adapt and adopt to changes and challenges during their primary school education environment. The need

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for preschool education in today's condition society is relevant to foster the development of children. Teaching of thinking skills in the educational process not only to prepare individuals to communicate meaningfully but also to capitalize their potentials in as to promote intellectual growth (Greenberg, 2003).

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CHAPTER 3

RESEARCH METHODOLOGY

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3.1 Introduction

The previous chapters have explained the aim of the research and previous theories which related to the topic of this study. When referring to chapter one, the main objectives of this research is to identify service quality by using SERVQUAL instrument in KEMAS preschool education institution. Chapter two explained more details about the KEMAS history and SERVQUAL model. Therefore, this chapter discusses a plan for selecting the sources and types information used to answer the research questions. It includes the primary data, secondary data, sampling, population, questionnaires construct and the process on how the data was measured and analyzed.

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3.2 Theoretical Framework

Dependent variable for this study is the level of service quality determined by parents. Hence there are independent variables in this study which are tangibility, reliability, responsiveness, assurance, empathy and Islamic values. The theoretical framework of dependent variable and independent variable is presented in Figure 3.1.

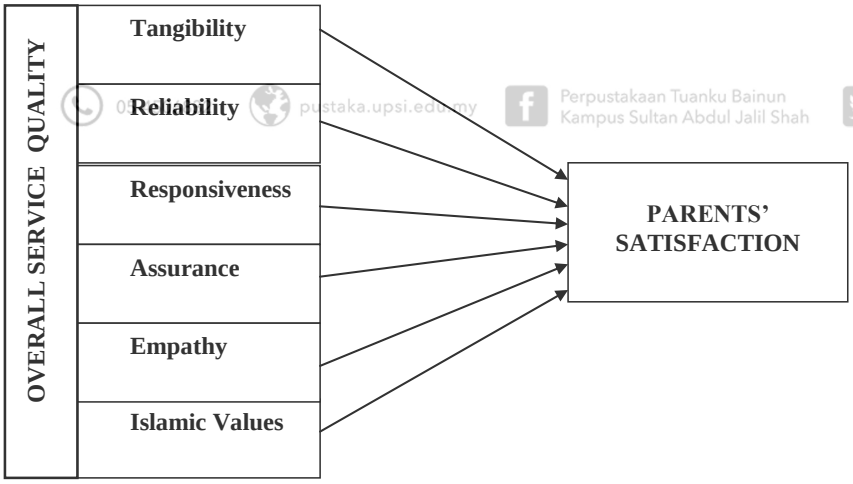


Figure 3.1. Theoretical Framework of the Service Quality Dimensions and Parents' Satisfaction

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3.3 Hypothesis Testing

Hypothesis testing helps to correct the problems that have arisen. This hypothesis explains the relationship or differences between variables. Thus, a test is need to identify whether they have a significant relationship between independent and dependent variable. Therefore, in this research, the hypotheses are related between dependent variable (service quality) and independent variables (reliability, responsiveness, tangibility, assurance, empathy, and Islamic values).

3.3.1 Definition of Hypothesis

Hypothesis is a logically assumed relationship between two or more variables delivered in the context of a testable facts. Relationships are assumed depend to the network designed in the theoretical framework formulated for the study. After apply a few tests to the hypothesis and confirming the relationship, it is expected that research questions can be solved (Sekaran , 1998).

3.3.2 Hypothesis Formulated

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The hypothesis applied in this research is alternate one. The opposite of the null hypothesis is alternate hypothesis whicht consists of a relationship between two variables. The research objectives are to identify whether the overall quality of KEMAS preschool services among parents has significant or insignificant relationship between reliability, responsiveness, tangibility, assurance, empathy and Islamic values. The overall service quality also being identify with the parents' satisfaction to show the significant relationship. Thus, there are seven hypotheses that have been designed for this research.

3.3.3 Hypotheses

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These seven hypotheses have been designed to identify whether each dimensions of service quality have a significant relationship with the overall service quality. The overall service quality result may determine the level of parents' satisfaction who registered their children in KEMAS preschool.

H1: There is a significant relationship between tangibility and overall quality towards KEMAS preschool services.

H2: There is a significant relationship between reliability and overall quality towards KEMAS preschool services.

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H3: There is a significant relationship between responsiveness and overall quality towards KEMAS preschool services.

H4: There is a significant relationship between assurance and overall quality towards KEMAS preschool services.

H5: There is a significant relationship between empathy and overall quality towards KEMAS preschool services.

H6: There is a significant relationship between Islamic values and overall quality towards KEMAS preschool services.

H7: There is a significant relationship between overall quality and parents' satisfaction towards KEMAS preschool services.

3.4 Data Collection Method

Data collection methods are one of important process in research design. There are list of advantages and disadvantages in each type of various data collections method. When problems occurred, it should apply an accurate and appropriate methods to help increase the contributions of the research. Reading journal article, reviewing number of student registered in every preschool in Malaysia, and distributing questionnaire are the three

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main data collection methods in research. Data can be taken from two sources such as primary and secondary (Sekaran, 1998). Data which obtained itself by the researcher with a related topic of study is defined as primary data. The primary data are categorized under individuals, focus groups and selected of respondents that answer the questionnaire given by the researcher. Meanwhile, the secondary data is the information collected from existing sources such as the website from KEMAS preschool institution. The documents statistics report, government research publications, web sites, blogs and many more. Most of secondary data in this study obtained from the Ministry of Education department, Malaysia.

The literature review information had been taken from the multiple sources which is mostly comes from journal publish write by the researchers from all around the world. The objective of the literature review from journal was to get review about independent variables which is supported by the classic financial theory as well as more recent study result before proceed to the next step which is analyzing the data. This stage gives the reader a deeper picture about the theoretical framework of the related topic of study.

In this study, the method use is primary data or direct method to obtain data. This type of method are using the respondent answer collected through questionnaire distribute as a data. The secondary data also had been used in this study such as journals and books that related on this field of study.

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3.4.1 Primary Data

As noted by Malhotra (2002), primary data is defined as data that are original by the researcher for a specific purpose of addressing the research problem. The data obtained is the final stage of the collection process. In this study primary data had been used are questionnaire.

3.4.1.1 Questionnaire

A questionnaire is a pre formulated written set of questions to which respondents record their answers (Sekaran, 1998). Questionnaire is an efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interest. The questionnaires which have been validated and being distributed as a pilot study on the registration desk during the preschool convocation from 9.00 am until 12.00 pm (Appendices 1).

Open-ended questions allow respondents to answer them in any way they choose. An example of an open-ended question is asking the respondent the suggestions to improve the preschool institution in order to increase preschool service performance quality. A close-ended question, in contrast, would ask the respondents to make choices among a set of alternatives given by a researcher. All items in a questionnaire using an ordinal scale or widely known as 5-points Likert scale.

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Through an empirical test, Parasuraman et al. (1988) developed SERVQUAL from a modification of the ten dimensions proposed in 1985 to 22 items/five dimensions in 1988: tangibles, reliability, responsiveness, assurance, empathy. In their study, the data on the 22 attributes were factor- analyzed and resulted in five dimensions. Parasuraman's instrument always being used as a reference in determining the quality measurement. Multiple industry involved such as tourism, communication, transportation and others which related about services (Gayatri & Janet, 2013).

3.4.2 Secondary Data

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Secondary data defined as an information gathered by someone other than researcher conducting the current study. Such data can be internal or external to the preschool institutions and obtained through the internet. In addition, there are also several sources of secondary data, including books regarding preschool management and government publications from bulletin statistics department. In this study, for literature review articles, most of the secondary data are obtained from various journals, reports and books.

3.5 Scaling Technique

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The methods of scaling to obtain the attitudinal responses of subjects toward objects or persons is necessary to determine. Two main types of scale classified as the rating scale and the ranking scale. Rating scale is used to bring out response with regard to the object or person studied. In addition, ranking scales help to make comparison between or among object or person. Then, selected the preferred choices and ranking all of them (Sekaran, 1998). This research is applying the Likert scale in order to rating the scale of the research. The Likert scale is construct to identify how strongly subjects or people decide to strongly agree until strongly disagree with the statements on a 5-points scale as illustrated in Table 3.1.

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Table 3.1
5 points Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3.6 Location of the Study

To conduct this research, the target respondents are randomly selected from parents who registered their children in the preschool area of Tanjong Malim district. According to Ali et. al (2014), researchers rarely commit themselves in research an entire population due to the high cost and its dynamic variables. Thus, the questionnaires will be distributed to the 10 selected KEMAS preschool in Tanjong Malim, Perak. The

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preschool location as follows :

1) TBK Kg Pauh, Behrang Stesen
2) TBK Behrang 2020 (K1)
3) TBK Behrang 2020 (K2)
4) TBK Behrang 2020 (K3)
5) TBK Kg Kelawar
6) TBK Balai Polis Tg Malim
7) TBK Kota Malim Prima
8) TBK Proton City
9) TBK Taman Sekiah Makmur
10) TBK Jakoa Kg Chinggung, Behrang Ulu

3.7 Population and Sampling

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Surveys method are helpful in finding answers to research questions through data collection and statistical analysis. Unfortunately, the results may become questionable if the population is not correctly targeted. Thus, when data collected from the people or subjects did not provide the correct answers to solve the problem, the survey would be unsuccessful (Sekaran, 1998).

3.7.1 Population

Population is the entire group of parents that related to the KEMAS preschool institutions. These research target samples are from parents who attending their children Graduation Day 2014 of KEMAS Preschool.

3.7.2 Sample Size

According to Sekaran (1998), sample is a subset of the whole population selected by the researcher. In this research, 125 respondents answered the survey questions. The respondents of the study is parents from KEMAS preschool located in Tanjong Malim district areas.

3.7.3 Sampling Technique

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The sampling design is divided into probability and non-probability sampling. In probability sampling, the elements in the population have higher probability of being selected as sample subjects (Sekaran, 1998). Every unit in the population has a positive chance to be selected in the sample, and this probability can be accurately obtained. It may help to produce unbiased estimates of population totals, by weighting sampled units referring to their probability of selection. The sample method chosen for this study will be based on simple random sampling technique which is one of probability sampling technique. The objective of simple random sampling is to ensure the sample being select may represent the population. In this study, the population of students in KEMAS preschool is 200 and the sample is 125.

Comment [M2]: **Purposive sampling**, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique.

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3.8 Research Design

Research design helps to specify the methods for collecting data then analyzing the results by using statistical tests (Zikmund, 2003; Siong. 2012). Three types of business research are exploratory, descriptive and causal. The selection of research such as exploratory, descriptive or causal are depends which knowledge about the research topic related. The research designs that are used in this research are quantitative and descriptive research. Quantitative research is applied to identify problems and to gain better understanding about the roots of the problems. Descriptive research is chosen to explain

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the characteristics of variables that are affected or significant relationship towards the research.

This research involves KEMAS preschools in Tanjong Malim which provide childhood education services for children aged 4 until 6 years old. The main focus of the research is to identify the impact of service quality towards the six dimensions of services in terms of tangibility, reliability, responsiveness, assurance, empathy and Islamic values. The flow of the research begins by selecting the research objectives and the problem statement with the supervisor.

The proposal is as a guide for the research to explain the research framework during 1 year research study. The research questionnaires only used in this research are being distributed to the parents of KEMAS preschool to obtain the quality level of services provided to their young children. Table 3.2 shows a list of procedures step that should be follow before collecting sample data among parents.

Table 3.2

Research Design

Date	Procedures	Descriptions
1 November 2014	3 January 2015	25 January 2015

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	weeks to fill in the questionnaires, only 125 of questionnaires being returned.	The experts had involved in childhood education field for more than 10 years.
The questionnaires content being validated by the 2 experts in childhood education background.		The questionnaires being distribute by the teachers to the parents.
		A few parents neglected to answer the questionnaires because of busy and lost the questionnaires.
The questionnaires being distributed to the 200 parents from the 10 selected KEMAS preschool in the area of Tanjong Malim.		
After given 2		

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3.8.2 Descriptive Research

According to Sekaran (1998), a descriptive research seeks to understand characteristics of individuals or organizations by offering a profile to describe relevant aspects of the phenomena of interest.. Through descriptive research, the researcher is able to describe the characteristics of the variables such as children's age, quantity of children studying in the preschool, parents' demographic factors such as gender, age, type of occupation, education level, and level of income that might influence the service performance in the preschool education institution. The objective of a descriptive research is to provide the researcher a background of demographic factors or to explain related context of the phenomena of interest from an individual, institution, and industry.

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3.9 Pilot Study

Pilot study is a process of few questionnaires being disribute to the parents for collecting data for the research to be firstly tested. The main objective is to revise the questionnaire's design, define any weaknesses and correct them before the actual survey apply. The number of respondents recommended for a pilot study is depended by many factors and is less straightforward compare determining the sample size needed to get the desired result for the statistical analysis. Social science literature expressed a few sample size recommendations for pilot studies (Johanson and Brook, 2009).

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Hill (1998) recommended 10 to 30 respondents for pilot study in survey research. In addition, Van Belle (2011) suggested that researchers use minimum 12 observations in designing a confidence interval. However, in the medical faculty, Julious (2005) suggested that at least 12 subjects per group can be considered for pilot studies. Treece and Treece (1982), agreed that for a project with 100 people as the sample, a pilot study participation of 10 subjects should be a reasonable quantity.

During the research process, the researcher has distributed 10 questionnaires to the prospective respondents. Then, when the questionnaires which have been validated, successully answered with the majority of respondents understood the questionnaire clearly and it was proved that the questionnaire was accepted and reliable base on the result of reliability Cronbach Alpha.

3.10 Data Analysis

Once survey has been completely done, all data were gathered for the next step which is data analysis. Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains. The analysis should be described in simple and non-technical terms, and in a very professional manner.

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Data collection from the survey will be processed using the Statistical Package for Social Science (SPSS) Version 21.0 and the results are reported in written form. The data tested in Frequency Analysis, Descriptive Analysis, Reliability Analysis, Pearson Correlation Analysis and Multiple Regression Analysis.

3.10.1 Frequency Analysis

Frequency analysis is one of the most common methods used to describe a single population. It is particularly useful for describing discrete categories of data having multiple choices or yes-no response formats. It examines the data of one variable at a time and provides counts of the different responses for the various values of the variable. The objective of frequency analysis is to display the number of response associated with each value of variable.

In this research, the frequency analysis was used to report the respondents' demographic factors such age of children, quantity of children, parents' highest education level, parents' age, parents' gender, family monthly income, and parents' occupation. Results from frequency analysis were performed in tables and pie charts.

3.10.2 Descriptive Analysis

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Descriptive analysis is used to elaborate the basic features of the data in a research. It provides simple summaries about the sample and the measures. It is specifically used to present quantitative descriptions in a manageable form and enable the data to be understood and interpreted. The descriptive statistics involve transformation of raw data into a form that would provide information to describe a set of factors in a situation. This was done through ordering and manipulating the raw data collected. With descriptive statistics the researcher is simply described what the data are showed. Descriptive analysis was employed to obtain mean and standard deviation for the variables available identified in the research.

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3.10.3 Reliability Analysis (Cronbach Alpha)

Cronbach alpha is one of the most commonly reported reliability estimates in the language testing literature. To put it simpler, Cronbach alpha is used to estimate the proportion of variance that is systematic or consistent in a set of test scores. It can range from 00.0 (if no variance is consistent) to 1.00 (all variances are consistent) with all values between 00.0 and 1.00 also being possible.

The most common method of evaluating internal consistency reliability estimates is through the use of coefficient alpha. Though there are three different measures of coefficient alpha, the most widely used measure is Cronbach's coefficient alpha. Cronbach alpha is actually an average of all the possible split-half reliability estimates of

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an instrument (Crocker & Algina, 1986; DeVellis, 1991; Gregory, 1992; Henson, 2001). Cronbach's alpha is a reliability coefficient that measures inter-item reliability or the degree of internal consistency/homogeneity between variables measuring one construct/concept i.e. the degree to which different items measuring the same variable attain consistent results. From Table 3.3 coefficient varies from 0 to 1 and a value of 0.6 or less generally indicates unsatisfactory internal consistency reliability (Malhotra, 2002).

Table 3.3

Cronbach's Alpha and Indication

Cronbach Alpha	**Indication**
>0.90	Excellent
>0.80 – 0.90	Good
>0.70 – 0.80	Acceptable
>0.60 – 0.70	Questionable
>0.50 – 0.60	Poor
<0.50	Unacceptable

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From Table 3.4, all the items have Cronbach's alpha value more than 0.70. Two dimensions which are tangibility and Islamic value have Cronbach's alpha value within 0.70 - 0.80 which is acceptable. The other five dimensions which are overall service quality, reliability, responsiveness, assurance, and empathy have Cronbach's alpha value lie within range 0.80 - 0.90 which is good indication.

Table 3.4

Cronbach's Alpha Value for each Dimension

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Variables	Items	Cronbach Alpha	Indication
Overall Service Quality	6	0.863	Good
Tangibility	5	0.744	Acceptable
Reliability	5	0.888	Good
Responsiveness	4	0.863	Good
Assurance	5	0.850	Good
Empathy	4	0.805	Good
Islamic Values	4	0.726	Acceptable

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3.10.4 Pearson Correlation Analysis

The Pearson Correlation Analysis or also known as Pearson Product-moment Correlation Coefficient is the most common and most useful data measurement in statistics. It is a single number that describes the degree of relationship between two variables that are related. It is also to see the strength and direction of the relationship between two variables and how well the predicted values from a forecast model "fit" with the real life. The correlation coefficient can either be negative or positive depending of the direction of the relationship between two variables while the size of the correlation coefficient can be used to quantitatively describe the strength of the association between two variables (Hair F.J. Jr., Bush R.P. and Ortinau D.J, 2009).

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The correlation coefficient can be +1 or -1. A positive correlation indicates that as one variable increase, the others variables will also increase. Contrast to positive correlation, negative correlation indicates that as one variable increase the others variables will decrease. A perfect fit gives a coefficient of 1.0. It explains that the value of one variable can be determined exactly by knowing the value of the variables. If the correlation is 0, that means there is no relationship between the two variables. The Pearson Correlation Analysis was implemented in this research to analyze the relationship between dependent variable and independent variables which are overall service quality and six dimensions in the service quality of KEMAS preschool; tangibility, reliability, responsiveness, assurance, empathy and Islamic values.

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3.10.4.1 Interpretation of the size of a correlation

Several authors have offered guidelines for the interpretation of a correlation coefficient. However, all such criteria are in some ways arbitrary and should not be observed too strictly. The interpretation of a correlation coefficient depends on the context and purposes. Referring Table 3.5, a correlation of 0.9 may be very low if one is verifying a physical law using high-quality instruments, but may be regarded as very high in the social sciences where there may be a greater contribution from complicating factors.

Table 3.5

Pearson's Correlation Coefficient

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Correlation	Negative	Positive
None	−0.09 to 0.0	0.0 to 0.09
Small	−0.3 to −0.1	0.1 to 0.3
Medium	−0.5 to −0.3	0.3 to 0.5
Strong	−1.0 to −0.5	0.5 to 1.0

3.10.5 Multiple Regression Analysis

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In statistics, multiple regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modeling and analyzing several variables (Chua, 2009). In this research, multiple regression analysis were applied to assess the relationship between service quality dimensions and customer satisfaction.

3.11 Summary

As a conclusion, questionnaire method being chosen to identify the relationship between tangibility, reliability, responsiveness, assurance, empathy and Islamic values with customer satisfaction of KEMAS preschool. Primer and secondary data are obtained from the parents to analyze by using quantitative method. In addition, this chapter also explained the test being selected such as descriptive analysis, correlation test and multiple

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regression analysis. Every test is conducted to ensure the research objectives and hypotheses can be answered.

The quality-satisfaction relationship has been the subject of a broad debate about which one precedes the other, whereas other researchers maintain that quality is a precursor of satisfaction. Thus, until today judging about quality is always related with satisfaction (Bitner, 1990; Bolton & Drew, 1991; Habtamu , 2015).

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CHAPTER 4

DATA ANALYSIS AND FINDINGS

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4.1 Introduction

This chapter evaluates and interprets all data that have been collected in the survey earlier. The data was evaluated using Statistical Package for Social Science (SPSS) Version 21.0 software. Statistical analyses that have been used in this research are frequency analysis, descriptive analysis, reliability analysis, Pearson correlation analysis and Multiple Regression Analysis.

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4.2 Frequency Analysis on Demographic Factors

Frequency analysis was held to analyze demographic factors of the respondents which are age of children, quantity of children, highest education level of parents, age of parents, parents' occupation, parents' gender and family monthly income. The Table 4.1 until Table 4.7 are the frequency analysis of each demographic factors. Total respondents involved in the survey were 125 respondents.

The first task when beginning any analysis is to simply look at the data. One of the best ways to do this is to create a histogram, which is a graph that shows the measured value on the x-axis and how many observations of each value on the y-axis. This is also known as a frequency distribution, because it shows the distribution of the frequency of occurrence for the values and summary statistics, like means and standard deviations. These are the essential steps in single sample estimation.

Histograms, bar plots of the data grouped by frequency of observation, are excellent first summaries of the data. These figures show us immediately what the most frequent values are, and also which values are least frequent; this is what is meant by a frequency distribution. In addition, a sense of where the center of the data is (the mean), and how much variance there is around that center. In statistical terms, these are called measures of central tendency and dispersion, or "location and spread". Below Figure 4.1 until Figure 4.7 are the histograms for demographic factors that involved in this research. Each histograms is normal distribution because it consists mean and standard deviation value and a symmetric shape.

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4.2.1 Age of children

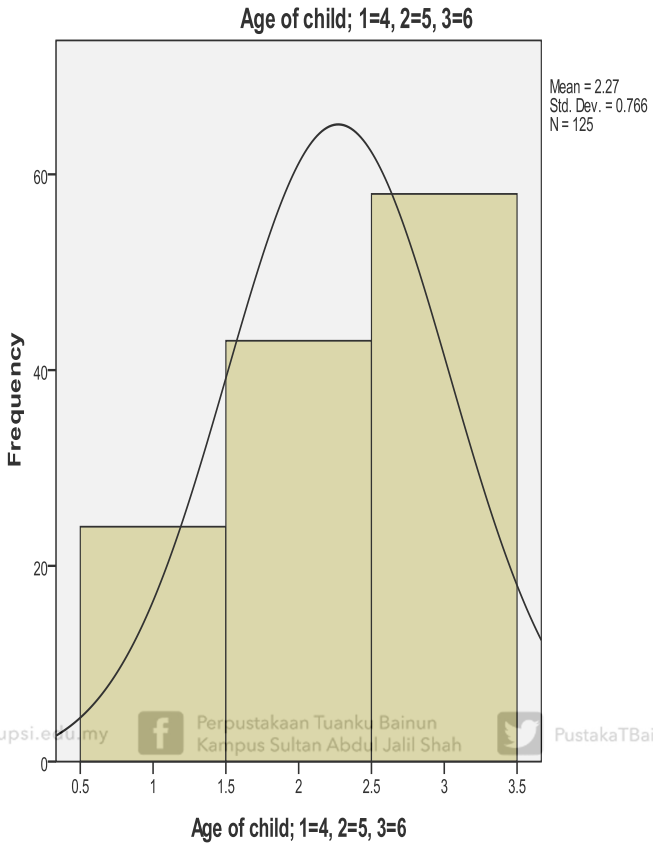


Figure 4.1. Age of children

Figure 4.1 and Table 4.1 represent the histograms and frequency analysis of children who involved in this research. Out of 125 respondents involved, 24 of the children aged 4 years old which is represented 19.2% from the total percentage. 34.4% of the children aged 5 and 46.4% are 6 years. KEMAS preschool give priority registration for 6 years old. However, KEMAS still gives chances for 4 years and 5 years children to learn in their institutions but in a small number of quota compare to 6 years old.

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Table 4.1

Frequency Analysis based on Age of Child

Age of children	Frequency	Percent	Valid Percent	Cumulative Percent
4 years	24	19.2	19.2	19.2
5 years	43	34.4	34.4	53.6
6 years	58	46.4	46.4	100.0
Total:	125	100.0	100.0	

4.2.2 Quantity of children studied in KEMAS preschool

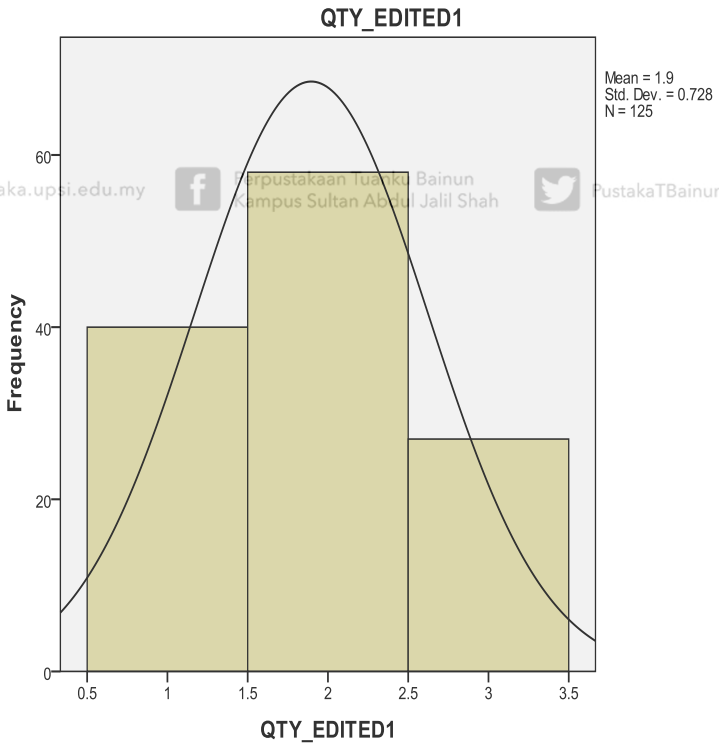


Figure 4.2. Quantity of children studied in KEMAS preschool

Figure 4.2 and Table 4.2 represent the histograms and frequency analysis of children based on the quantity of their children studied in this KEMAS preschool. Out

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of 125 parents involved, 68% of parents registered two children and more to KEMAS preschool. KEMAS preschool fees is among the lowest compare other preschool institutions. The fees structure is one of the parents consideration when making decision regarding their children registration in preschool.

Table 4.2

Frequency Analysis based on Quantity of Children

Quantity of children	Frequency	Percent	Valid Percent	Cumulative Percent
1	40	32.0	32.0	32.0
2	58	46.4	46.4	78.4
3	27	21.6	21.6	100.0
Total:	125	100.0	100.0	

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4.2.3 Family monthly income

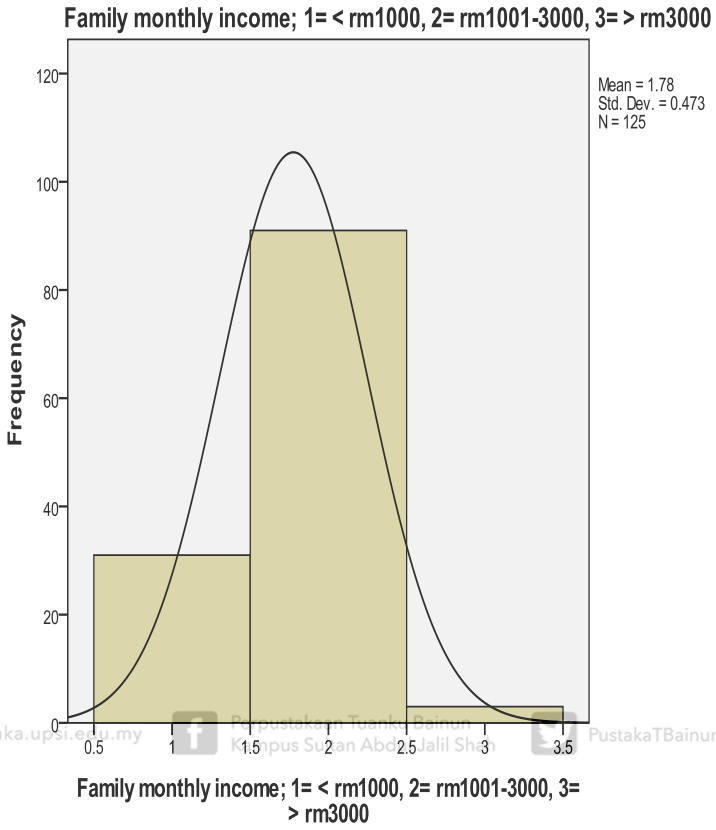


Figure 4.3. Family monthly income

Figure 4.3 and Table 4.3 explain the frequency analysis and percentage based on family monthly income. A total of 97.6% parents who send their children to KEMAS preschool is income below RM3000.00. A level in a society made up of people consider themselves equal due to similarities in family background, level of education, occupation, race, and attitudes toward social issues. Referring the eligibility requirements of Bantuan Rakyat 1 Malaysia (BR1M) 2015, the household monthly income should be below RM3000.00. Thus, this range of income is one of the government initiative to help family with lower income group. Only 2.4% of the respondent with a family income more than RM3000.00.

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Table 4.3

Frequency Analysis based on Family Monthly Income

Family monthly income	Frequency	Percent	Valid Percent	Cumulative Percent
Below than RM1000	31	24.8	24.8	24.8
RM1001 - RM 3000	91	72.8	72.8	97.6
More than RM3000	3	2.4	2.4	100.0
Total:	125	100.0	100.0	

4.2.4 Age of parents

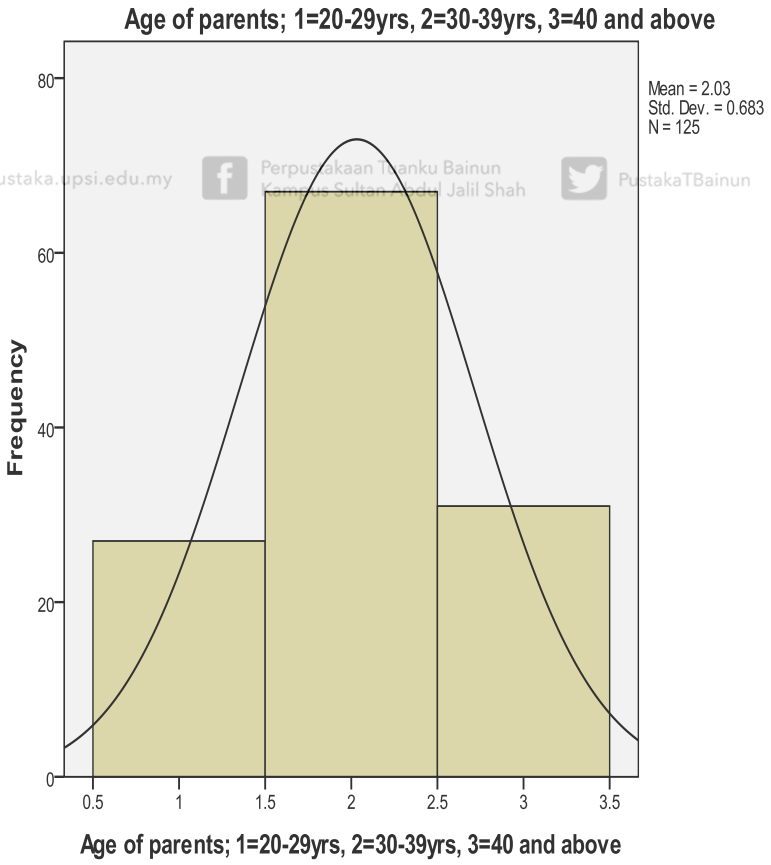


Figure 4.4. Age of parents

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Figure 4..4 and Table 4.4 interpret the histograms and frequency analysis of respondents based on their age. Most of the respondents were aged between 30 to 39 years old which is represented 53.6% from the total percentage. Respondents aged between 40 to 49 years old were 31 respondents which are comprised 24.8% of total percentage. There were a small percentage with 21.6% for parents aged between 20 to 29 years old.

Table 4.4

Frequency Analysis based on Age of Parents

Age of parents	Frequency	Percent	Valid Percent	Cumulative Percent
20 – 29 years old	27	21.6	21.6	21.6
30 – 39 years old	67	53.6	53.6	75.2
40 years old and above	31	24.8	24.8	100.0
Total	125	100.0	100.0	

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4.2.5 Parents' gender

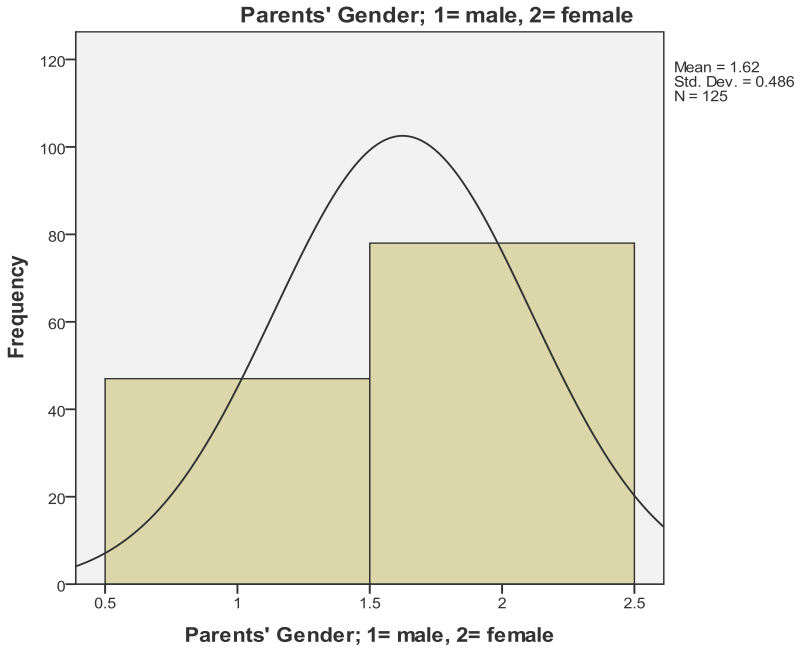


Figure 4.5. Parents' gender

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Figure 4.5 and Table 4.5 describe the histograms and frequency analysis of respondents' gender. As a result of survey being done, female respondents were 62.4% and male respondents were 37.6%. Female respondents more commitment while interviewed compare to male respondents.

Table 4.5

Frequency Analysis based on Parents' Gender

Parents' gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	47	37.6	37.6	37.6
Female	78	62.4	62.4	100.0
Total:	125	100.0	100.0	

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4.2.6 Parents' occupation

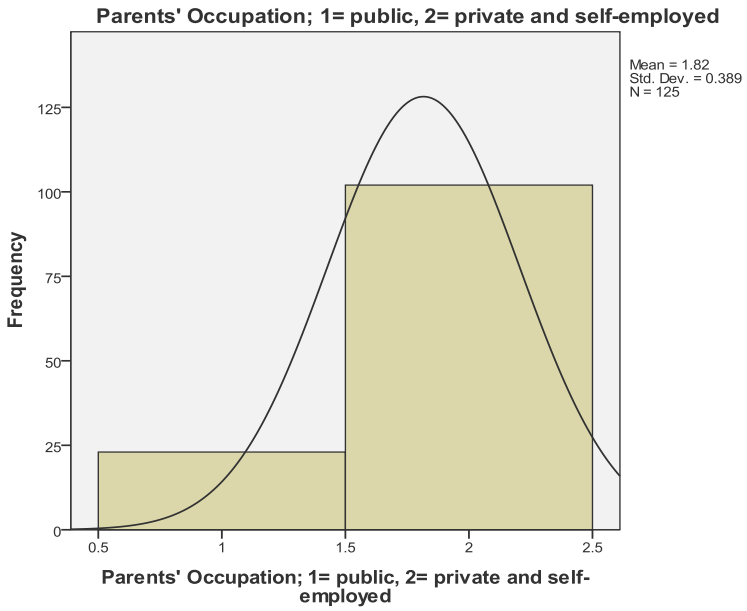


Figure 4.6. Parents' occupation

Figure 4.6 and Table 4.6 explain the histograms and frequency analysis of respondents' occupation. Out of 125 respondents, 81.6% respondents majority working in private sector or self-employed. The public sector only 18.4% from the overall parents who send their children in KEMAS preschool.

Table 4.6

Frequency Analysis based on Parents' Occupation

Parents' occupation	Frequency	Percent	Valid Percent	Cumulative Percent
Public	23	18.4	18.4	18.4
Private	102	81.6	81.6	100.0
Total	125	100.0	100.0	

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4.2.7 Parents highest education level

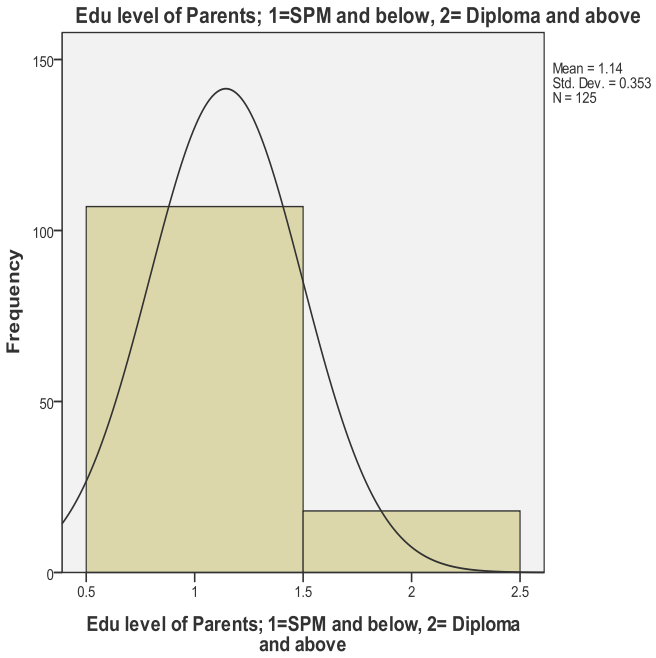


Figure 4.7. Parents' highest education level

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Figure 4.7 and Table 4.7 illustrate the histograms and frequency analysis of respondents based on their highest education level. 107 of respondents with SPM and below qualification only 18 of parents have Diploma certificate and above.

Table 4.7

Frequency Analysis based on Parents' Highest Education Level

Highest education level	Frequency	Percent	Valid Percent	Cumulative Percent
Spm and below	107	85.6	85.6	85.6
Diploma and above	18	14.4	14.4	100.0
Total:	125	100.0	100.0	

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Table 4.8 below summarized the frequency and percentage of all demographic factors in the research.

Table 4.8

Demographic Profile of 125 Respondents (Frequency and Percentage)

Factors	Frequency (n)	Percentage (%)
Age of Child		
4 years	24	19.2
5 years	43	34.4
6 years	58	46.4
Quantity of the Children		
1 child	40	32.0
2 children	58	46.4
More than 3 children	27	21.6
Family Monthly Income		
Less than RM1000.00	31	24.8
RM1001.00 – RM3000.00	91	72.8
RM3001.00 and above	3	2.4
Age of parents		
20 – 29 years	27	21.6
30 – 39 years	67	53.6
40 years and above	31	24.8
Gender of parents		
Male	47	37.6
Female	78	62.4
Parents Occupation		
Public Sector	23	18.4
Private Sector & Self-employed	102	81.6
Highest Education level		
SPM and below	107	85.6
Diploma, Degree, Master, PHD	18	14.4

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4.3 Descriptive Analysis of the Main Variables

This descriptive analysis was practiced in order to describe mean and standard deviation of all main variables in the research. The purpose of descriptive analysis is also to provide better understanding on the result obtained from the research. Five – point Likert Scale was used to measure all variables involved; overall service quality, tangibility, reliability, responsiveness, assurance, empathy and Islamic values . Table 4.9 below described the mean and standard deviation of the variables.

Table 4.9

Descriptive Analysis of the Main Variables

Variables	N	Mean	Std. Deviation
Overall Service Quality	125	3.4676	0.52241
Tangibility	125	3.9520	0.45607
Reliability	125	3.9200	0.54121
Responsiveness	125	3.9520	0.48950
Assurance	125	4.0112	0.49141
Empathy	125	3.8000	0.50502
Islamic values	125	3.8220	0.43743

Table 4.9 describes the mean and standard of all variables involved in this study. Assurance indicated the highest mean at 4.0112, followed by responsiveness and tangibility with equal mean result at 3.9520, reliability at 3.92, Islamic values at 3.8220, empathy at 3.80 and overall service quality at 3.4676.

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4.4 Reliability Analysis

Reliability analysis was implemented to test the consistency of each item that belongs to each variable. Table 4.10 below shows the Cronbach Alpha values for the measured variables.

Table 4.10

Cronbach Alpha Values

Variables	Items	Cronbach Alpha
Overall Service Quality	6	**0.869**
Tangibility	5	**0.801**
Reliability	5	**0.906**
Responsiveness	4	**0.835**
Assurance	5	**0.872**
Empathy	4	**0.828**
Islamic Values	4	**0.750**

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Based on the table above, the highest Cronbach Alpha was recorded by reliability at 0.906, followed by assurance at 0.872, overall service quality at 0.869, responsiveness at 0.835, empathy at 0.828, tangibility at 0.801, and Islamic values at 0.750. Since the Cronbach Alpha value for all variables had exceeded the acceptable reliability coefficient of 0.70, none of the items were deleted. Therefore, it can be concluded that all items were reliable and consistent to measure the studied variables.

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4.5 Pearson Correlation Analysis

According to Hair et al. (2009), this Pearson Correlation analysis was normally conducted to examine the relationship exists between two or more variables. This analysis was meant to test the relationship between all variables in this research. Table 4.4.1 below shows the correlation between variables using Pearson Correlation Analysis. The Table 4.11 basically summarizes the correlation among variables. The correlation results help to show the hypotheses are rejected or not. Correlation test may determine the relationship each dimensions of service quality; tangibility, reliability, responsiveness, assurance, empathy and Islamic values with the overall quality of KEMAS preschool services. From the table we can see that all variables have positive relationship and significantly correlated with every dimensions in the SERVQUAL instruments except Islamic values. The correlation between variables is significant but lower value.

Table 4.11

Correlations Results Analysis

		TAN	REL	RES	ASS	EMP	IV	Overall SQ
TANGIBILITY	Pearson Correlation	1	.636**	.596**	.657**	.546**	.347**	.341**
	Sig. (2-tailed)		.000	.000	.000	.000	000	.000
	N	125	125	125	125	125	125	125
RELIABILITY	Pearson Correlation	.636**	1	.617**	.687**	.477**	.275**	.392**
	Sig. (2-tailed)	000		000	000	000	002	.000
	N	125	125	125	125	125	125	125
RESPONSIVENESS	Pearson Correlation	.596**	.617**	1	.731**	.593**	.263**	.461**
	Sig. (2-tailed)	.000	.000		.000	.000	003	.000
	N	125	125	125	125	125	125	125

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Table 4.11 *(continued)*

		TAN	REL	RES	ASS	EMP	IV	Overall SQ
ASSURANCE	Pearson Correlation	.657**	.687**	.731**	1	.679**	.326**	.444**
	Sig. (2-tailed)	.000	.000	.000		.000	000	.000
	N	125	125	125	125	125	125	125
EMPATHY	Pearson Correlation	.546**	.477**	.593**	.679**	1	.369**	.367**
	Sig. (2-tailed)	.000	.000	.000	.000		000	.000
	N	125	125	125	125	125	125	125
ISLAMIC VALUES	Pearson Correlation	.347**	.275**	.263**	.326**	.369**	1	.018
	Sig. (2-tailed)	.000	.002	.003	.000	.000		.840
	N	125	125	125	125	125	125	125
Overall Service Quality	Pearson Correlation	.341**	.392**	.461**	.444**	.367**	.018	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	840	
	N	125	125	125	125	125	125	125

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 below shows the relationship between tangibility and overall quality of KEMAS preschool services with coefficient r values is 0.341. There is a significant positive relationship between two variables but only medium correlation. When the p<0.01 value is 0.00, there is a significant relationship between tangibility and overall service quality. Therefore, the hypothesis between tangibility and overall service quality is accepted. This supported by Wong, Wang, and Li (2010) stated that higher preschool quality was associated with better physical and cognitive development.

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Table 4.12

Relationship between Tangibility and Overall Quality of KEMAS Preschool Services

Dimensions	N	Overall Service Quality	Significant (P)
Tangibility	125	0.341	0.00

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Table 4.13 below shows the relationship between reliability and overall quality of KEMAS preschool services with coefficient r values is 0.392. There is a significant positive relationship between two variables but only medium correlation. When the p<0.01 value is 0.00, there is a significant relationship between reliability and overall service quality. Therefore, the hypothesis between reliability and overall service quality is accepted.

Table 4.13

Relationship between Reliability and Overall Quality of KEMAS Preschool Services

Dimensions	N	Overall Service Quality	Significan(P)
Reliability	125	0.392	0.00

Table 4.14 below shows the relationship between responsiveness and overall quality of KEMAS preschool services with coefficient r values is 0.461. There is a significant positive relationship between two variables but only medium correlation. When the p<0.01 value is 0.00, there is a significant relationship between responsiveness and overall service quality. Therefore, the hypothesis between responsiveness and overall service quality is accepted.

Table 4.14

Relationship between Responsiveness and Overall Quality of KEMAS Preschool Services

Dimensions	N	Overall Service Quality	Significant (P)
Responsiveness	125	0.461	0.00

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Table 4.15 below shows the relationship between assurance and overall quality of KEMAS preschool services with coefficient r values is 0.444. There is a significant positive relationship between two variables but only medium correlation. When the $p < 0.01$ value is 0.00, there is a significant relationship between assurance and overall service quality. Therefore, the hypothesis between assurance and overall service quality is accepted.

Table 4.15

Relationship between Assurance and Overall Quality of KEMAS Preschool Services

Dimensions	N	Overall Service Quality	Significant (P)
Assurance	125	0.444	0.00

Table 4.16 below shows the relationship between empathy and overall quality of KEMAS preschool services with coefficient r values is 0.367. There is a significant positive relationship between two variables but only medium correlation.

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Table 4.16

Relationship between Empathy and Overall Quality of KEMAS Preschool Services

Dimensions	N	Overall Service Quality	Significant (P)
Empathy	125	0.367	0.00

When the $p < 0.01$ value is 0.00, there is a significant relationship between empathy and overall service quality. Therefore, the hypothesis between empathy and overall service quality is accepted.

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Table 4.17 below shows the relationship between Islamic values and overall quality of KEMAS preschool services with coefficient r values is 0.018. There is no significant relationship between two variables because the p value is more than 0.05. When the $p < 0.01$ value is 0.840, there is insignificant relationship between Islamic values and overall service quality. Therefore, the hypothesis between Islamic values and overall service quality is rejected.

Table 4.17

Relationship between Islamic values and Overall Quality of KEMAS Preschool Services

Dimensions	N	Overall Service Quality	Significant (P)
Islamic Values	125	0.018	0.840

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Thus, all the hypotheses test are accepted except Islamic values dimensions. Thus, only five dimensions correlated with the overall service quality by the parents perception. All accepted dimensions obtained p value with medium correlations.

4.6 Multiple Regression Analysis

Multiple regression analysis is a set of statistic procedure to forecast the value of one or more independent variables. The purpose of this test is to establish relationship between one continuous dependent variable and a number of continuous independent variables (Samat et. al, 2006). In this research, the dependent variables is overall

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service quality , and the independent variables are tangibility, reliability, responsiveness, assurance, empathy and Islamic values. From the research, Table 4.18 below shows the R^2 square value is 0.272 which means that service quality dimensions account for 27.2 percent towards overall service quality. The result obtained that the combination of service quality dimensions (tangibility, reliability, responsiveness, assurance, empathy and Islamic values) explained 27.2% of the variance in overall KEMAS preschool service quality. It means that 72.8% of overall KEMAS preschool service quality was explained by something other than the service quality dimensions.

Table 4.18

Model Summary of Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
	0522[a]	0.272	0.235	0.45690

a. Predictors: (Constant), ISLAMIC VALUES, RESPONSIVENESS, RELIABILITY, EMPATHY,TANGIBILITY, ASSURANCE

b. Dependent Variable: OVERALL SERVICE QUALITY

Table 4.19 shows the F value is 7.351 and P value = 0.000 ($P < 0.05$). Thus, it proved that the model is significant and the combination of independent variable is accepted. The ANOVA test in regression help to identify is the model designed may forecast a good significant of predictors.

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Table 4.19

ANOVA [b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.208	6	1.535	7.351	.000
Residual	24.634	118	.209		
Total	33.841	124			

a. Predictors: (Constant), ISLAMIC VALUES, RESPONSIVENESS, RELIABILITY, EMPATHY,TANGIBILITY, ASSURANCE

b. Dependent Variable: OVERALL SERVICE QUALITY

The Table 4.20 below explain the standardized coefficients that help to identify the significant variables. The two variables shows significant are responsiveness and Islamic values services.

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Table 4.20

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.612	.458		3.519	.001
Tangibility	.022	.131	.019	.165	.869
Reliability	.116	.113	.120	1.025	.307
Responsiveness	.260	.130	.243	1.998	**.048**
Assurance	.155	.153	.146	1.017	.311
Empathy	.126	.116	.122	1.086	.280
Islamic Values	-.213	.103	.178	-2.069	**.041**

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The regression coefficient can be simplified in the equation as follows:

$$Y = \alpha + TAN + REL + RES + ASS + EMP + IV + \varepsilon \quad (1)$$

From the equation (1), the independent variable tangibility, reliability, assurance, and empathy are not statistically significant (Sig. T < 0.05). Only responsiveness and Islamic values are statistically significant. Two dimensions remained in the equation explaining overall service quality. The higher the beta co-efficient, more is the contribution of factors in explaining overall service quality. As shown in the Table 4.20, the overall perceived service quality was influenced by the responsiveness and Islamic values dimensions. Thus, the results of Table 4.20 can be summarized as regression equation given below:

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The Overall service quality forecast = 1.612 + (0.022xTangibility)+(0.116xReliability)+(0.260xResponsiveness)+(0.155x Assurance)+ (0.126xEmpathy)+ (- 0.213xIslamic values)

The Overall service quality forecast = 0.272

Thus, the analysis shows the linear combination between independent variables (overall service quality) and independent variables (tangibility, reliability, responsiveness, assurance, empathy and Islamic values) is 27.2%. The remaining percentage is 72.8% of overall KEMAS preschool service quality was explained by something other than the service quality dimensions. From the analysis, Islamic values dimensions is significant but negative value. It means, every 1% increase of

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Islamic values will decrease 21.3% of the overall service quality. However, responsiveness dimensions is also significant and positive value means when every 1 % increase of responsiveness will increase 26.0% of the overall service quality.

Among the six dimensions of service quality, only responsiveness and Islamic values give impact towards the overall quality of KEMAS preschool services as referring in Table 4.21.

Table 4.21

Summary of the Research Objectives

No.	Research Objectives	Findings (Significant result)
1.	To identify the relationship between tangibility and service quality of KEMAS preschool.	Not significant (0.869)
2	To identify the relationship between reliability and service quality of KEMAS preschool.	Not significant (0.307)
3.	To identify the relationship between responsiveness and service quality of KEMAS preschool.	Significant (0.048)
4.	To identify the relationship between assurance and service quality of KEMAS preschool.	Not significant (0.311)
5.	To identify the relationship between empathy and service quality of KEMAS preschool.	Not significant (0.280)
6.	To identify the relationship between Islamic values and service quality of KEMAS preschool.	Significant (0.041)
7.	To identify the relationship between service quality dimensions and overall service quality of KEMAS preschool.	Significant (0.000)

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Therefore, the KEMAS preschool operators should concern towards the responsiveness and the needs of Islamic values because the value is small as referring in Table 4.20. A small value means small significant effect to the overall service quality. KEMAS preschool management must ensure each dimensions able to contribute the significant towards the overall service quality.

4.7 Discussion

The discussion will include the relationship between every six dimensions of service quality with overall service quality with the previous research supported. Thus, to identify the relationship between dependent variables and independent variables, seven hypotheses are designed in this research.

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4.7.1 The Relationship of Tangibility and Overall Service Quality in KEMAS preschool

Tangibility are described with five characteristics physical aspect. Below are Table 4.22 obtain from this research:

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Table 4.22

Correlation Coefficient value

No.	Tangibility characteristics	Coefficient (Sig.)
1.	The pre-school has a suitable modern looking equipments.	0.249(0.01)
2.	Visually appealing facilities.	0.227(0.01)
3.	The teachers and the assistant teachers appearing neat.	0.369(0.00)
4.	Visually clearing and appealing informative board.	0.140(0.12)
5.	Convenient hours of operation.	0.280(0.00)

Each item characteristics are significantly positive with the overall service quality by parents perception except item 4 with coefficient value the lowest among physical characteristics. However, in Table 4.23, Multiple Regression Analysis, the relationship is not significant between tangibility and the overall service quality. The beta coefficient is only 0.022. This result help to support that other dimensions or factors giving impact towards the overall quality of KEMAS preschool services. Parents possibility have their own judgments in terms of quality services.

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Table 4.23

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Tangibility	0.022	0.131	.019	.165	0.869

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Visually clearing and appealing informative board is not priority to the parents. In addition, all the correlation coefficient item are low value means the physical aspect doesn't help to increase the parents perception towards overall service quality in KEMAS preschool. Gita and Janet (2013) supported that most of Asean parents do not highly demand the physical aspect as Western parents. The Asean more concerned judging quality about teachers communication skills and the teachers responsiveness when parents request. Thus, this condition of Asean culture impact towards lacking of awareness towards preschool operators in providing highly advanced facilities and updated information through the informative board.

4.7.2 The Relationship of Reliability and Overall Service Quality in KEMAS preschool

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Reliability are described with five characteristics. Below are Table 4.24 Correlation Coefficient values obtain from this research. Each item characteristics are significantly positive with the overall service quality by parents perception. All the correlation coefficient item are middle value obtained.

Table 4.24

Correlation Coefficient value

No.	Reliability characteristics	Coefficient (Sig.)
1.	Providing service as promised.	0.361(0.000)
2.	Sincere in handling parents problem.	0.322(0.000)
3.	Performing service right the first time.	0.338(0.000)
4.	Performing services at the promised time.	0.343(0.000)
5.	Keeping their records accurately.	0.308(0.000)

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Reliability defined by Parasuraman et al. (1988), the ability to accurately perform and deliver a service as promised. Reliability can be defines as the key driver of service quality because they will positively influence customer satisfaction (Muslim Amin & Zaidi Isa, 2013).

The reliability dimensions result from four characteristics still weak in providing good service quality to the parents in KEMAS preschool as the value did not achieved 50% of coefficient value. The management of KEMAS preschool should provide training towards teachers to ensure all promises must be taken seriously. When KEMAS operators enhance their promises to provide good service and on time, the overall service quality will enhance more by the parents perception. In addition, in Table 4.25, Multiple Regression Analysis, reliability is not significant with the overall quality of KEMAS preschool services. The results of beta coefficient is 0.116.

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Table 4.25

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Reliability	.116	.113	.120	1.0	0.307

Dahari and Ya (2011) stated 12 factors contribute to the parents' choice towards preschool institutions. The factors include curriculum, medium language, qualified teachers , quality of teaching, friendly staff, transportation services, infrastructures, cleanliness and hygiene, safety, class size, nutrition and location. Thus, service quality

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dimensions should have improvement to be adapted in Early Childhood Education and Care institutions.

4.7.3 The Relationship of Responsiveness and Overall Service Quality in KEMAS preschool

Responsiveness are described with four characteristics. Below are Table 4.26, Correlation Coefficient values obtain from this research. Each item characteristics are significantly positive with the overall service quality by parents perception. All the correlation coefficient item are middle and small value obtained.

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Table 4.26

Correlation Coefficient value

No.	Responsiveness characteristics	Coefficient (Sig.)
1.	Prompt service to parents.	0.435(0.000)
2.	Willingness to help parents.	0.348(0.000)
3.	Readiness to response to parents' request.	0.274(0.002)
4.	Courteous teachers and assistant teachers.	0.439(0.000)

Every parents concerned regarding their children education and care services. The responsiveness characteristics include prompt service, readiness, and willingness to the parents request. Another item related teacher attitude is courteous teachers. Each item is significantly positive but middle value of correlation coefficient. In Table 4.27, the Multiple Regression Analysis, responsiveness is the only dimensions with significantly positive value of beta coefficient. The results of beta coefficient is

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0.260. Previous researchers highlighted the importance judgments of Asean customers is the quality of provider-customer interaction (Mattila, 1999; Gita and Janet, 2013).

Table 4.27

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Responsiveness	.260	.130	.243	1.998	.048

4.7.4 The Relationship of Assurance and Overall Service Quality in KEMAS preschool

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Assurance are described with five characteristics. Below are Table 4.28 Correlation Coefficient values obtain from this research. Each item characteristics are significantly positive with the overall service quality by parents perception. All the correlation coefficient item are middle and small value obtained.

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Table 4.28

Correlation Coefficient value

No.	Assurance characteristics	Coefficient (Sig.)
1.	Teachers who instill confidence in parents.	0.372(0.000)
2.	Making parents feel secure in their transaction with the pre-school.	0.392(0.000)
3.	Teachers who are knowledgeable to answer parents' questions.	0.409(0.002)
4.	Teachers who are giving full attention towards students' performance education.	0.307(0.000)
5.	Keeping records of the students background secretly.	0.327(0.000)

However, in Multiple Regression analysis the result in Table 4.29 is not significant. The results of beta coefficient is 0.155.

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Table 4.29

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Assurance	.155	.153	.146	1.017	0.311

Assurance including teachers ability to convey trustworthiness and confidence to customers (Parasuraman et al., 1988). Customers in this research means parents who registered their children in KEMAS preschool. 107 parents out of 125 parents are SPM qualifications level which may affect the consistency of answering the questionnaires. Some items have similar meanings even different dimensions. As

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example keeping the students record accurately (reliability) and keeping the students record secretly(assurance) may become confusing to this group of parents SPM qualification level. This two words contribute vice versa definition when the parents answered carelessly.

4.7.5 The Relationship of Empathy and Overall Service Quality in KEMAS preschool

Empathy are described with four characteristics. Below are Table 4.30 Correlation Coefficient values obtain from this research. Each item characteristics are significantly positive with the overall service quality by parents perception. All the correlation coefficient item are middle and small value obtained.

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Table 4.30

Correlation Coefficient value

No.	Empathy characteristics	Coefficient (Sig.)
1.	Teachers who have the parents best interest at heart.	0.240(0.007)
2.	Teachers who deal with parents in a caring fashion.	0.300(0.001)
3.	Teachers who really understand the needs of parents.	0.351(0.000)
4.	Teachers should give individual attention to the parents.	0.301(0.001)

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However, in Table 4.31, Multiple Regression analysis the result is not significant. The results of beta coefficient is 0.126.

Table 4.31

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Empathy	.126	.116	.122	1.086	.280

Empathy can be viewed as the caring and individualised attention that the firm provides to its customers (Parasuraman et al., 1988). Empathy includes approachability, sense of security and the effort to understand the customers need. The parents perception may help to deliver their needs to ensure their children in a convenience condition during the learning operation. Sometimes, every children has different needs, depends to their family background. Thus, every preschool operators should alert with the various needs of the students as it will affect the parents perception of services provided by the preschool.

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4.7.6 The Relationship of Islamic values and Overall Service Quality in KEMAS preschool

Islamic values are described with four characteristics. Below are Table 4.32, Correlation Coefficient values obtain from this research. Each item characteristics are not significant with the overall service quality by parents perception. From the value obtain, Islamic values did not give impact towards the service quality from parents perception. Each item of this Islamic value dimensions taken from a research by Gita and Janet (2013), base on the research objective identifying Muslim perceived service quality.

This research study supports the argument that religious and cultural background can potentially influence a customer's assessment of service quality. Muslim consumers are more likely to pay attention to service providers that are sensitive to their religion. Anyway, this research is not likely supported the previous research regarding Muslim customers perceived service quality. However, there are other literatures that may supported the results regarding parents educational background which affect the results.

Nowadays parents more concerned to choose the preschool which provide reciting Quran and performing salat (Dahari & Ya, 2011) .Out of 162 participating Malay parents, 95.1% parents decided on Islamic-based pre-school as their choice of pre-school for their children. Majority of Malay parents preferred the Islamic-based pre-school because they believe good moral will help their children succeed in this world and hereafter.

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In addition, multiple previous researchers agreed about the importance of educating good moral value and practising religious value since early stage of childhood. A Turkish researcher Kagitcibasi (1996), highlighted the benefits of taking a cross-cultural perspective in research, to emerge what is the importance within each culture and enables examination of the universatility of concepts. There are two additional reasons encourage more researchers and experts to conduct more international comparative early childhood education and care research (McMullen et al. , 2005). First, there is increasing recognition that the early years of a child's life contribute to life-long outcomes. Studies within the past 10 years (McMullen et al., 2005) have increased awareness of the rights of young children as citizens, resulting in the widespread global adoption of the Convention of the Rights of the Child. Second, social and economic demographic trends throughout the world (both industrialized and developing nations) have resulted in increased employment of women thus giving impact a rising demand for early childhood education and care services.

Table 4.32

Correlation Coefficient value

No.	Islamic values characteristics	Coefficient (Sig.)
1.	The preschool provide a purifying (Wuduk before prayer) facilities.	-0.031 (0.735)
2.	The preschool provide tools worship such as 'sejadah' and Quran.	0.110(0.220)
3.	Preschool management understand the Islamic rule.	0.002(0.980)
4.	Preschool management shows the effort to accommodate the needs of Muslim customers.	-0.034(0.707)

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In Table 4.33, Multiple Regression analysis result is significant but negative value. The results of beta coefficient is - 0.213. Thus, the value represents that when value of Islamic values decreased, the overall service quality is increased. The Islamic values did not give positive impact towards the parents perception of service quality. The situation may described the parents perception towards the needs of practical Islamic values among their children at KEMAS preschool.

Table 4.33

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Islamic Values	-.213	.103	-.178	-2.069	.041

Most of the parents' attitudes toward preschools are positively influenced by schools' different programs. This represents that, if the comprehensive programs are encouraged in the schools and the parents' involvement and their opinions regarding decision making is encouraged, then more parents are effectively involved in their children's education in various ways.

The negative response towards the needs of Islamic values is probably due the misunderstanding concept of program offered by the preschool. The Islamic values in the preschool as in the questionnaires focus four main component. The first and second item are about providing facilities to the children while applying the Islamic

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values. The third and fourth item are about preschool management towards understanding the Islamic rules itself and the effort to accommodate the needs of Muslim's parents.

Most of the parents know very little about school course offerings, the consequences of special school programs for student advancement or remediation, and requirements for promotion, graduation, or post-secondary education and are, therefore, less equipped to be effectively involved in their children's learning. This is especially true for parents who have less formal education (Samal, 2012; Mavis G. Sanders, Joyce L. Epstein and Lori Connors-Tadros, 1999).

The reason behind the not-so- favorable attitude towards religious values among the respondents might be due to their low socio-economic status and parent's labor market position. There are 97.6% respondents with average income less than RM3000.00 and their main livelihood was based on self-employed or private sector. They had little knowledge about facilities of the urban and developed environment. Their existing environment might have created a narrow mentality towards schooling where they fail to perceive a direct relationship between their children's education and a better future. The second aspect is the parent's labor market position. Parents who are in salaried employment are expected to be more aware of the importance of education and hence are more likely to invest in their children's education than people in dependent employment since their thrust is to feed for their families rather than providing education to their children (Samal, 2012).

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McLoyd's (1998) seminal literature reviews also have documented well the relation of poverty and low socioeconomic status to a range of negative child outcomes, including low IQ, educational attainment and achievement, and social-emotional problems. Parental education is an important index of socioeconomic status, and as noted, it predicts children's educational and behavioral outcomes.

Unfortunately, in preschool only reciting dua' before eating is consistently applied. The impact of less exposure of religious program by preschool management may reflects negative perception about Islamic values definition. Preschool management less emphasized the benefits while implementing the Islamic values in the KEMAS preschool. Parents may assume the children are not ready to apply the Islamic practices in a preschool.

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It shows that the Islamic value should be more practicing towards Muslim children in KEMAS preschool to give exposure to the parents the importance of religious value. Every religious emphasize the importance of educating good moral value since early childhood will produce a better social life in society. The investment since early childhood education help parents to produce their young children with consistent good attitude.

4.7.7 The Relationship of SERVQUAL dimensions and Customer Satisfaction

The relationship between the independent variables and dependent variables has been identified more clearly with percentage value added in the Multiple Regression

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Analysis. Based on this research design, the customer satisfaction depends to the six dimensions of service quality such as tangibility, reliability, responsiveness, assurance, empathy and Islamic values. From the finding, ANOVA test in regression shows that the multiple independent variables is significant with the customer satisfaction by parents perception.

Table 4.19 shows the F value is 7.351 and P value = 0.000 (P < 0.05). Thus, it proved that the model is significant and the combination of independent variable is accepted. However, the independent variable tangibility, reliability, assurance, and empathy are not statistically significant (Sig. T < 0.05). Only responsiveness and Islamic values are statistically significant. Two dimensions remained in the equation explaining overall service quality. The higher the beta co-efficient, more is the contribution of factors in explaining overall service quality. As shown in the Table 4.20, the overall perceived service quality was influenced by the responsiveness and Islamic values dimensions.

4.8 Comparison previous researchers regarding service quality and customer satisfaction

Table 4.34 shows list of previous researchers in terms of measuring service quality and customer satisfaction in a various industry. From the seven journals or articles shown, the first and second articles discussed about the new dimensions; religion and cultures which have relationship towards the customer satisfaction. The current study also added religions as the new independent variables. In the multiple regression

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analysis, the Islamic Values resulted negative due to less awareness regarding the importance of Islamic practices in KEMAS preschool. A qualitative method should be implemented to ensure the items in the Islamic Values are really understand by the respondents and help to support the criteria of new dimensions. The third, fourth and fifth articles discussed the level of service quality dimensions by using SERVQUAL instruments in the education institutions.

The current study is also using the service quality instruments as the previous literatures. Anyway, there are other factors of parents' choice in the preschool institutions which were discussed in the sixth and seventh articles. The similar objectives of all the seven articles with the current study is to identify the customer satisfaction towards service provided. The previous literatures help to establish new dimensions and investigate the role that Islamic service quality plays in affecting various important in education institutions.

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No.	Title	Research Objectives	Respondents	Methodology	Findings
1.	Asia Pacific Journal of Marketing and Logistics Vol.25 No.3, 2013. Gita Gayatri and Janet Chew (2013) How do Muslim consumers perceived service quality?	The development of an Islamic service quality scale that is derived from the literature, verbal protocol method interviews, and survey.	Indonesian Muslims from the island of Java and they were recruited through a theoretical and snowball-sampling process.	A mixed method approach that involved verbal protocol interviews and a survey was employed Exploratory factor analysis and reliability analysis (n ¼ 200) and confirmatory factor analysis (n ¼ 607) were used to examine the factor structure and reliability of the scale.	The results indicate a robust measure of Islamic service quality: general Islamic values, Halal/Haram, attention to Islamic religious activities, honesty, modesty, and humaneness and trustworthiness.
2.	Journal of Services Marketing Vol. 27/6 2013 Emerald Group Chinho Lin, Conghoang Nguyen & Binshan Lin (2013) Impact of Cultural Differences on Foreign Customers' Perceived Local Services	This study aims to investigate and explain the influence of cultural differences on foreign customers' perceptions of the local service marketplace	70 foreign customers were selected to take part in our semi- structured face-to-face interviews during the three months of March, April and May of 2011.	A qualitative approach using the critical incident technique (CIT) employing content analysis methods was employed.	The results found 286 critical incidents in four main categories of the physical environment, employee behavior, value, and functionality. The participants were likely to mention positive arguments. The results also provide evidence that Western customers were more likely than their Asian counterparts to have a negative perception of local services.
3.	Google Scholar - Roslilee Ab Halim - Hazlin Hasan - Sharifah Zannierah - Noor Dalila Musa (2012) Investigation on Expectations of Working Parents towards Childcare Service Quality in Bandar Tun Abdul Razak Jengka.	To investigate the expectations of working parents towards childcare service quality in Jengka and to determine the relationship between service quality and working parents satisfaction.	92 working parents in Bandar Tun Abdul Razak, Jengka, Pahang.	Questionnaires using SPSS analysis.	The "responsiveness" which represents the willingness of the childcare centers to help customers and provide prompt service was rated the highest by the respondents. All five SERVPERF dimensions also were found to be significantly correlated with working parents' overall satisfaction.
4	Tesis UPSI Shamsida Binti Mohd Nor (2009)	The objective is to identify the gap between students' perception and students' expectation	Students secondary public school.	Questionnaires using SPSS analysis.	The mean score for gap service quality is -1.35 compare the expectation service quality mean is 6.12. The finding shows level of service quality more lower compare the

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	Kualiti Perkhidmatan Pendidikan dari Ekspektasi dan Persepsi pelajar Berbanding Pencapaian Akademik di sekolah-sekolah menengah daerah Hulu Selangor.	compare students' academic performance.			students expectations level.
5.	Tesis USM Library -Hizrian Nazeefah Bt Ahmad Moghni (2006) A Study on Perceived Service Quality and Perceived Montessori Characteristics Towards Parents' Satisfaction For Montessori Kindergarten in Penang.	To improve Montessori kindergarten service quality in giving excellent education service to children and parents achieve their level of satisfaction.	Sampel questionnaires 225 parents in Montessori kindergarten.	Data collected, analyzed hierarchical multiple regression.	The perceived service quality and perceived Montessori characteristics were partially supported in relationship with parents' satisfaction.
6.	International Journal of Business and Social Science - Dr Zainurin bin Dahari, - Mohd Sabri bin Ya (2011) Factors that Influence Parents' Choice of Pre-Schools Education in Malaysia : An Exploratory Study.	To identify the important factors contribute most to parents' choice of pre-school for their children.	The sample consisted of 162 parents who have pre-school children.	Data was collected using a survey questionnaire.	The main factors that influence parents' choice of pre-schools are branding, private - run institutions, safety and security, quality of teaching and hygiene. English medium and religion-based pre- schools are the preferred pre-schools chosen by these parents.
7.	Persidangan Antarabangsa, UMS. -PM Dr Azizi Hj. Yahaya, Jamaludin Ramli, UTM Skudai Johor. (2001) Keberkesanan Pendidikan Prasekolah KEMAS dan Swasta : Perbandingan Mengikut Persepsi Ibu Bapa	The objective is to identify parents perception towards private preschool and KEMAS preschool.	90 parents who registered their children at KEMAS preschool and private preschool.	Data was collected using a survey questionnaire.	There are a small significant impact in terms of facilities and environment of both preschool. However, in terms of teacher quality there are equal result or no significant impact.

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4.9 Summary

From the analysis, the research objectives and research questions can be answered. Moreover, the seven hypotheses able to identify from the inferential analysis test applied in this research. This shows that there are significant relationship between independent variables (service quality dimensions) with dependent variables (overall service quality).

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CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

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5.1 Introduction

This chapter discusses summaries the findings from the previous chapter and makes conclusion and recommendation for this study. It also illustrates the conformance of the objectives and overall summary of the study. This chapter is divided into four sections whereby summary of the study, implications, recommendations of the study for future research and conclusion of the chapter.

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5.2 Summary of the Study

In this study, the overall service quality in KEMAS preschool institutions involved all types of services such as tangibility, reliability, responsiveness, assurance , empathy and Islamic values. The respondents chosen are parents who registered their children at KEMAS preschool in Tanjung Malim district. KEMAS preschool is chosen since KEMAS preschool is the highest number of branches in Tanjong Malim compared to the other preschool institutions.

This research has been conducted to achieve the objectives which are to identify ~~What~~ is the relationship between tangibility and overall service quality of KEMAS preschool, to identify the relationship between reliability and overall service quality of KEMAS preschool, to identify the relationship between responsiveness and overall service quality of KEMAS preschool, to identify the relationship between assurance and overall service quality of KEMAS preschool, to identify the relationship between empathy and overall service quality of KEMAS preschool, to identify the relationship between Islamic values and overall service quality of KEMAS preschool, to identify the relationship between every service quality dimensions and overall service quality of KEMAS preschool.

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About 125 respondents have been involved in the survey and 10 respondents involved in pilot study. The data was analysed using Statistical Package for Social Sciences (SPSS) version 21.0. Descriptive analysis (frequency, percentage and mean)

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were used to get a clear explanation on the respondent's demographic background. Besides that, the descriptive statistics such as family income level and parents education level help to describe the findings in the inferential statistics. Pearson correlation test were applied to test the relationship each dimensions of service quality with the overall service quality. Moreover, the Multiple Regression test is also being chosen for identifying the relationship of combination dimensions of service quality with the overall service quality.

5.3 Implications of the Study

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Implication of the study includes implications for management and contribution of knowledge through education to the citizens especially parents about the preschool institutions and the importance of implementation Islamic values since early childhood. This research proposes several recommendations to the KEMAS preschool. From the viewpoint of the parents, this study recommends that the services provided by KEMAS preschool should be monitoring consistently to ensure the quality keep on increasing. In addition, the KEMAS preschool management should manage the schedule of monitoring in every aspect of services being provided. The students performance should also be checked by the preschool operators to compete with other brand of preschool institutions. From the perspective of the parents, teachers and preschool management should help each other to produce good quality services during children learning environment. Besides that, the instruments of services quality also

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involved teachers or preschool management performance towards parents enquiries. All parents should have the right to receive good customers services from teachers and staf management of KEMAS preschool.

As what have been discussed previously, The previous research was supported by Parasuraman et al. (1985;1988;1991). The same research regarding service quality continued by Cronin & Taylor (1992;1994). In the correlation test, the result shows all dimensions except Islamic value are significant with the overall service quality. However, referring by Gita and Janet (2013), the religious and culture value are one of the importance view in judging service quality. The results indicate a robust measure of Islamic service quality: general Islamic values, Halal/Haram, attention to Islamic religious activities, honesty, modesty, and humaneness and trustworthiness. In spite of growing interests in the use of Westernized service quality frameworks in different cultural and religious contexts (Parasuraman et al., 1988; Rust & Oliver, 1994; Mattila, 1999; Gita & Janet, 2013), little attention has been given to the assessment of service quality in this market segment.

This research contributes to the extant literature by developing a service quality measurement that is relevant to the Muslim consumers. It shows the Islamic value should be more practicing towards Muslim children in KEMAS preschool to give exposure to the parents the importance of religious value. The education investment since early childhood education help parents to produce their young children with consistent good attitude. Every religious emphasize the importance of

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educating good moral value since early childhood will produce a better social life in society.

5.4 Contribution

5.4.1 Academician

This research may help the academician and researchers to increase knowledge and ideas regarding the service quality of preschool institution. Tremendous economic growth in Asia has brought about growing interest in the quality and accountability of early childhood programs. As a result, researchers in this region have actively engaged in investigation in this area. The articles in this special is- sue represent their efforts. One common theme among these articles is the borrowing of Western beliefs and practices as the frame of reference. The spreading of Western ideas about quality and accountability into Asian contexts has led to some education practices that cohere with the Western model and others that are more culturally specific

5.4.2 Parents as Muslim Consumer

Religion is one of the cultural elements that have the most sensitive characteristics and influence on customer behaviour (Delener, 1994; Assadi, 2003; Gita & Janet,

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2013). In business terms, failure to appreciate religion's significance can easily cause the marketer to offend the customer. The research may provide exposure towards parents about the importance of religion. Religion may help to reflect the people's habits, perceptions, and consumption patterns (Mittelstaedt, 2002).

Every teacher who practically teaching Islamic values to the children, can create positive behaviour environment at the early age. In relation to consumer behaviour, some studies have supported that religion has a significant influence towards consumer behaviour (Esso and Dibb, 2004; Lord and Putrevu, 2005).

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5.4.3 KEMAS preschool institutions

KEMAS preschool should study and amend the existing standard service quality to provide better quality services to the parents and children. In order to compete with the private preschool that promote the module of Islamic values, KEMAS preschool management should increased teacher training to prepare the implementation of Islamic values in their institutions.

Therefore, the low and middle family income had chances to register their children in a preschool which provide Islamic values practices. As explained before, the fees structure or private preschool can reached until RM1000.00 and above. This fees structure is not affordable for parents with low income level.

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5.5 Recommendations

This research effort could be viewed as an early stage for measuring service quality towards KEMAS preschool. The research conducted had an aim of determination of relationship and significant dimensions towards overall service quality in preschool institutions. The findings in this study will serve as a benchmark for future study in order to achieve highest service quality by KEMAS preschool institutions. In this chapter, the research proposed five recommendations are made to future studies for the benefits of children while learning in KEMAS preschool.

First ,the samples used in this study might not reflect the real situation faced by the parents. Thus, comprehensive study should be conducted by taking the whole population to be used as data analysis.

Second, the respondents will answer as a parents perception. However, the view of children perception also can be one of contribution factors while measure service quality. According to Tiller (1988), in many cases it is both relevant and necessary to obtain information about the situation of children from children themselves.

Third, the future study should focus to the quality of services during the learning operation. The teaching quality services may help to increase the children skills and produced excellent attitude and academic performance.

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Fourth, engage in more collaborative research projects with industry associations such as Malaysia Islamic Preschool Association (PERTIM), National Children Development Research Centre (NCDRC) and other colleagues or universities related early childhood courses. the research effort should engage a team of researchers to lead the study while getting input from professionals.

Lastly, focused roundtable discussions should be utilized as a more prominent information gathering method. Discussion among experts has long been implement by profesional futurists.

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5.6 Summary

This study aims to identify the relationship of six dimensions of service quality which includes tangibility, reliability, responsiveness, assurance, empathy and Islamic values with the overall service quality. From the findings, all the objectives have been achieved. This study is hoped that the KEMAS preschool institutions will have a clear description on parents perception towards the service quality. With the solution proposed, it is also hoped that the institutions can increase the service quality provided and upgrade the standard of service quality.

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APPENDICES

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APPENDICE A

Lily Muliana Binti Mustafa
No.15, Susur Tamarinda, Proton City,
35900 Tg Malim,
Perak

28 Oktober 2014

Melalui;

Dr Mohd Abdullah Bin Jusoh
Fakulti Pengurusan Perniagaan,
Universiti Pendidikan Sultan Idris,
35900 Tg. Malim, Perak.

KEPADA :

Dr Abdul Halim Bin Masnan
Fakulti Pendidikan dan Pembangunan Manusia,
Universiti Pendidikan Sultan Idris,
35900 Tg. Malim, Perak.

السلام عليكم ورحمةالله وبركاته

Tuan,

LANTIKAN SEBAGAI PAKAR PENILAI KANDUNGAN INSTRUMEN KAJIAN PENYELIDIKAN IJAZAH SARJANA

Dengan segala hormatnya perkara di atas adalah dirujuk. Saya Lily Muliana Binti Mustafa merupakan pelajar sarjana Pengurusan Perniagaan (Pendidikan) di Universiti Pendidikan Sultan Idris di bawah penyeliaan Dr Mohd Abdullah Bin Jusoh. Saya sedang menyiapkan instrumen kajian bertajuk 'Measuring Service Quality Towards KEMAS Preschool in Tanjung Malim'

2. Sehubungan itu, berdasarkan kepakaran sebagai pensyarah dalam bidang pendidikan awal kanak-kanak di UPSI , saya memohon jasa baik Tuan menjadi salah seorang pakar penilai bagi mengesahkan instrumen yang akan digunakan dalam kajian kelak. Adalah diharapkan pihak Tuan sudi memberikan komentar, pembetulan, ulasan dan cadangan penambahbaikan kepada draf instrumen tersebut supaya lebih sesuai dan releven. Bersama ini dilampirkan contoh soal selidik untuk semakan.

4. Kerjasama pihak Tuan untuk menerima permohonan ini amat saya hargai.

Sekian, terima kasih.

.....

Lily Muliana Binti Mustafa
Sarjana Pengurusan Perniagaan (Pendidikan)
Universiti Pendidikan Sultan Idris

PENGESAHAN KANDUNGAN INSTRUMEN (Bahagian A)

1. Sila nyatakan persetujuan anda tentang kesesuaian item berdasarkan skala berikut;

5	4	3	2	1
Sangat Setuju / ***Strongly Agree***	**Setuju /** ***Agree***	**Neutral/** ***Neutral***	**Tidak Setuju/** ***Disagree***	**Sangat Tidak Setuju/** ***Strongly Disagree***

No	Pernyataan/ *Statements*	Jawapan / *Responses*	Komen/ Comment
1.	Kezahiran / *Tangiblity* :		Ada maksud lain bagi meaning kezahiran (kurang difah
	a) Prasekolah ini menyediakan kemudahan dan peralatan moden yang bersesuaian. *The pre-school has a suitable modern looking equipments.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	Sesuai
	b) Kemudahan fizikal yang menarik. *Visually appealing facilities.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	//
	c) Guru dan pembantu guru memakai pakaian yang kemas. *The teachers and the assistant teachers appearing neat.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	//
	d) Paparan papan informasi yang jelas dan menarik. *Visually clearing and appealing informative board.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	//
	e) Waktu operasi yang ~~selesa~~ bersesuaian. *Convenient hours of operation.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	//

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2.	Kebolehpercayaan / *Reliability* :		
	a) Menyediakan servis seperti yang dijanjikan. *Providing service as promised.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	Sesuai
	b) Menyelesaikan ibu bapa permasalahan waris dengan ikhlas. *Sincere in handling parents problem.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sedikit permasalahan
	c) Menyediakan servis dengan betul. *Performing service right the first time.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	Sesuai
	d) Menyediakan servis pada waktu yang dijanjikan. *Performing services at the promised time.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	Sesuai
	e) Menyimpan rekod dengan tepat. /sekurat *Keeping their records accurately.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	4
3	Bertindakbalas / *Responsiveness:*		
	a) Servis yang segera kepada waris. ibu bapa / waris *Prompt service to parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	4
	b) Sentiasa membantu setiap waris. ibu bapa / waris *Willingness to help parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	4

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	c) Bersedia untuk bertindakbalas terhadap permintaan waris. *Readiness to response to parents' request.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sesuai
	d) Guru dan pembantu guru yang sopan. *Courteous teachers and assistant teachers.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	4
4	Jaminan / *Assurance* :		
	a) Guru yang memupuk keyakinan terhadap waris. *Teachers who instill confidence in parents.* membuat ibu waris	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sesuai
	b) ~~Waris yang~~ merasakan selamat semasa pembayaran yuran prasekolah. *Making parents feel secure in their transaction with the pre-school.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sedikit pembahan
	c) Guru ~~yang mampu~~ menjawab soalan-soalan waris. *Teachers who are ~~knowledgeable~~ to answer parents' questions.* perpanjangkan dpn	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sedikit pembahan
	d) Guru yang memberi sepenuh perhatian terhadap perkembangan pendidikan ~~pelajar-pelajarnya~~. kanak2 *Teachers who are giving full attention towards ~~students~~ performance education.* children	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sesuai
	e) Menyimpan rekod latar belakang ~~pelajar~~ dengan selamat. kanak2 *Keeping records of the ~~students~~ background secretly..* children	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	4

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5.	Empati / *Empathy:* kepentingan		
	a) Guru yang sentiasa memberi sepenuh perhatian kepada waris. ? *Teachers who have the parents best interest at heart.* ?	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	agak agak kurang perlu sedikit pencambahan.
	b) Guru yang mengambil berat terhadap waris. ? *Teachers who deal with parents in a caring fashion.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	apa kurang JS boleh mencabar minda dan Efg.
	c) Guru yang benar-benar memahami keperluan waris. *Teachers who really understand the needs of parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sesuai
	d) Guru yang memberi perhatian khusus kepada waris. *Teachers should give individual attention to the parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sesuai
6.	Nilai Islam / *Islamic Values* Kepentingan nilai Islam		
	a) Prasekolah menyediakan kemudahan mengambil wudhuk. / solat *The preschool provide a purifying (Wudhuk before prayer) facilities.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sedikit tambahan
	b) Prasekolah menyediakan peralatan ibadah seperti Sejadah dan kitab al-Quran. *The preschool provide tools worship such as 'sajadah' and Quran.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	sesuai

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	c) Pengurusan prasekolah memahami peraturan dan hukum Islam. *Preschool management understand the Islamic rule.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	Scorer
	d) Pengurusan prasekolah menunjukkan usaha menyediakan keperluan (pelanggan Muslim.) wanita/ibu bapa Muslim *Preschool management shows the effort to accommodate the needs of Muslim customers.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	Item scorer yg keperluan tdkt. konsistensi istilah wanita/ibu bapa or pelanggan

ULASAN DAN KOMEN TERHADAP ITEM BAHAGIAN A

A) Cadangan item-item yang perlu ditambah di dalam bahagian A

Beberapa item memerlukan perubahan kecil. Dimana item2 yg diberikan dapat mengukur soalan kajian yg dibuat.

B) ULASAN KESAHAN INSTRUMEN (bahagian A)

Instrumen kajian ini. diterima sepenuhnya digunakan dalam kajian ini

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Yg benar

DR HASNIC HARUN MASNAN

APPENDICE C

Lily Muliana Binti Mustafa
No.15, Susur Tamarinda, Proton City,
35900 Tg Malim,
Perak.

28 Oktober 2014

Melalui;

Dr Mohd Abdullah Bin Jusoh
Fakulti Pengurusan Perniagaan,
Universiti Pendidikan Sultan Idris,
35900 Tg. Malim, Perak.

KEPADA :

Puan Siti Ruzita Binti Ramli
Setiausaha Persatuan Tadika Islam Malaysia (PERTIM),
No. 52A, Jalan Seri Sarawak 19, Taman Seri Andalas,
Klang, Selangor.

السلام عليكم ورحمةالله وبركاته

Puan,

LANTIKAN SEBAGAI PAKAR PENILAI KANDUNGAN INSTRUMEN KAJIAN PENYELIDIKAN IJAZAH SARJANA

Dengan segala hormatnya perkara di atas adalah dirujuk. Saya Lily Muliana Binti Mustafa merupakan pelajar sarjana Pengurusan Perniagaan (Pendidikan) di Universiti Pendidikan Sultan Idris di bawah penyeliaan Dr Mohd Abdullah Bin Jusoh. Saya sedang menyiapkan instrumen kajian bertajuk 'Measuring Service Quality Towards KEMAS Preschool in Tanjung Malim'

2. Sehubungan itu, berdasarkan kepakaran sebagai pengusaha dalam bidang pendidikan awal kanak-kanak di beberapa cawangan Tadika Al-Fikh dan merangkap Setiausaha Agung PERTIM , saya memohon jasa baik Puan menjadi salah seorang pakar penilai bagi mengesahkan instrumen yang akan digunakan dalam kajian kelak. Adalah diharapkan pihak Puan sudi memberikan komentar, pembetulan, ulasan dan cadangan penambahbaikan kepada draf instrumen tersebut supaya lebih sesuai dan releven. Bersama ini dilampirkan contoh soal selidik untuk semakan.

4. Kerjasama pihak Puan untuk menerima permohonan ini amat saya hargai.

Sekian, terima kasih.

.....

Lily Muliana Binti Mustafa
Sarjana Pengurusan Perniagaan (Pendidikan)
Universiti Pendidikan Sultan Idris

PENGESAHAN KANDUNGAN INSTRUMEN (Bahagian A)

1. Sila nyatakan persetujuan anda tentang kesesuaian item berdasarkan skala berikut;

5	4	3	2	1
Sangat Setuju / SS *Strongly Agree* SA	**Setuju /** S *Agree* A	**Neutral/** N *Neutral* N	**Tidak Setuju/** TS *Disagree*	**Sangat Tidak Setuju/** STS *Strongly Disagree*

No	Pernyataan/ *Statements*	Jawapan / *Responses*	Komen/ Comment
1.	Kezahiran / *Tangiblity* :		
	a) Prasekolah ini menyediakan kemudahan dan peralatan moden yang bersesuaian. *The pre-school has a suitable modern looking equipments.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	b) Kemudahan fizikal yang menarik. *Visually appealing facilities.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	c) Guru dan pembantu guru memakai pakaian yang kemas. *The teachers and the assistant teachers appearing neat.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	d) Paparan papan informasi yang jelas dan menarik. *Visually clearing and appealing informative board.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	e) Waktu operasi yang selesa. *Convenient hours of operation.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	

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2.	Kebolehpercayaan / *Reliability* :		
	a) Menyediakan servis seperti yang dijanjikan. menepati prgam. *Providing service as promised.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	b) Menyelesaikan permasalahan waris dengan ikhlas. ? o *Sincere in handling parents problem.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	c) Menyediakan servis dengan betul. (baru) = *Performing service right the first time.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	d) Menyediakan servis pada waktu yang dijanjikan. menepati waktu yg ditetapkan. *Performing services at the promised time.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	e) Menyimpan rekod dengan tepat. *Keeping their records accurately.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
3	Bertindakbalas / *Responsiveness:*		
	a) Servis yang segera kepada waris. Segera me ? o *Prompt service to parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	b) Sentiasa membantu setiap waris. ✓ *Willingness to help parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	

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Sendiri

* waris – adalah anak / yg berkaitan dgn ~~anak~~ dengan anak di tadbir?

	c) Bersedia untuk bertindakbalas terhadap permintaan waris. *Readiness to response to parents' request.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	d) Guru dan pembantu guru yang sopan. *Courteous teachers and assistant teachers.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
4	Jaminan / *Assurance* :		
	a) Guru yang memupuk keyakinan terhadap waris. *Teachers who instill confidence in parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	b) Waris yang merasakan selamat semasa pembayaran yuran prasekolah. *Making parents feel secure in their transaction with the pre-school.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	c) Guru yang mampu menjawab soalan-soalan waris. *Teachers who are knowledgeable to answer parents' questions.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	d) Guru yang memberi sepenuh perhatian terhadap perkembangan pendidikan pelajar-pelajarnya. *Teachers who are giving full attention towards students' performance education.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	e) Menyimpan rekod latar belakang pelajar dengan selamat. *Keeping records of the students background secretly..*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	

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5.	Empati / *Empathy:*		
	a) Guru yang sentiasa memberi sepenuh perhatian kepada waris. *Teachers who have the parents best interest at heart.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	b) Guru yang mengambil berat terhadap waris. *Teachers who deal with parents in a caring fashion.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	c) Guru yang benar-benar memahami keperluan waris. *Teachers who really understand the needs of parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	d) Guru yang memberi perhatian khusus kepada waris. *Teachers should give individual attention to the parents.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
6.	Nilai Islam / *Islamic Values*		
	a) Prasekolah menyediakan kemudahan mengambil wudhuk. *The preschool provide a purifying (Wudhuk before prayer) facilities.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	b) Prasekolah menyediakan peralatan ibadah seperti Sejadah dan kitab al-Quran. *The preschool provide tools worship such as 'sajadah' and Quran.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	

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	c) Pengurusan prasekolah memahami peraturan dan hukum Islam. *Preschool management understand the Islamic rule.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	
	d) Pengurusan prasekolah menunjukkan usaha menyediakan keperluan pelanggan Muslim. *Preschool management shows the effort to accommodate the needs of Muslim customers.*	SS S N TS STS 5 4 3 2 1 SA A N D SD 5 4 3 2 1	

ULASAN DAN KOMEN TERHADAP ITEM BAHAGIAN A

A) Cadangan item-item yang perlu ditambah di dalam bahagian A

Perlu sediakan justifikasi yg jelas terhadap pemarah yg digunakan. contoh moden itu bagaimana. kemas bagaimana, dan gadget yg ditetapkan

B) ULASAN KESAHAN INSTRUMEN (bahagian A)

Perlu nyatakan dari awal tujuan soal selidik untuk mencapai dari aspek apa / perkhidmatan yg bagaimana. Adakah untuk perkhidmatan sahaja / atau keseluruhan. Tajuk service awak

Secara keseluruhannya instrument ini boleh digunakan untuk mengenalpasti multi servis sekolah tadika

SEKSYEN A : PERNYATAAN KUALITI SERVIS
SECTION A: SERVICE QUALITY STATEMENT

Senarai di bawah adalah pernyataan-pernyataan yang mewakili enam dimensi kualiti perkhidmatan terhadap pra sekolah. Berdasarkan persepsi anda sendiri terhadap prasekolah tersebut, sila nyatakan tahap persetujuan anda pada setiap pernyataan yang disenaraikan. Sila bulatkan persetujuan anda mengikut skala-Likert yang telah disediakan.

Listed below are series of statements that represent five dimensions service quality towards pre-school. With respect to your own perception of the pre-school, please indicate the degree of your agreement for each statement. Based on the five-point Likert-scale given below, please circle the appropriate number.

5	4	3	2	1
Sangat Setuju / ***Strongly Agree***	**Setuju /** ***Agree***	**Neutral/** ***Neutral***	**Tidak Setuju/** ***Disagree***	**Sangat Tidak Setuju/** ***Strongly Disagree***

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No	Pernyataan/ *Statements*	Jawapan / *Responses*
1.	Ketaraan / *Tangibility* :	
	a) Prasekolah ini menyediakan kemudahan dan peralatan moden yang bersesuaian. *The pre-school has a suitable modern looking equipments.*	5 4 3 2 1
	b) Kemudahan fizikal yang menarik. *Visually appealing facilities.*	5 4 3 2 1
	c) Guru dan pembantu guru memakai pakaian yang kemas. *The teachers and the assistant teachers appearing neat.*	5 4 3 2 1
	d) Paparan papan informasi yang jelas dan menarik. *Visually clearing and appealing informative board.*	5 4 3 2 1
	e) Waktu operasi yang bersesuaian. *Convenient hours of operation.*	5 4 3 2 1

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2.	Kebolehpercayaan / *Reliability* :	
	a) Menyediakan servis seperti yang dijanjikan. *Providing service as promised.*	5 4 3 2 1
	b) Menyelesaikan permasalahan ibu bapa dengan ikhlas. *Sincere in handling parents problem.*	5 4 3 2 1
	c) Menyediakan servis dengan betul. *Performing service right the first time.*	5 4 3 2 1
	d) Menyediakan servis pada waktu yang dijanjikan. *Performing services at the promised time.*	5 4 3 2 1
	e) Menyimpan rekod dengan selamat. *Keeping their records safely.*	5 4 3 2 1
3	Bertindakbalas / *Responsiveness:*	
	a) Servis yang segera kepada ibu bapa. *Prompt service to parents.*	5 4 3 2 1
	b) Sentiasa membantu setiap ibu bapa. *Willingness to help parents.*	5 4 3 2 1
	c) Bersedia untuk bertindakbalas terhadap permintaan waris. *Readiness to response to parents' request.*	5 4 3 2 1
	d) Guru dan pembantu guru yang sopan. *Courteous teachers and assistant teachers.*	5 4 3 2 1
4	Jaminan / *Assurance* :	
	a) Guru yang memupuk keyakinan terhadap waris. *Teachers who instill confidence in parents.*	5 4 3 2 1
	b) Membuatkan ibu bapa merasakan selamat semasa pembayaran yuran prasekolah. *Making parents feel secure in their transaction with the pre-school.*	5 4 3 2 1

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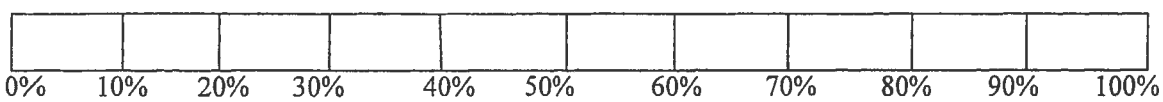
	c) Guru yang berpengetahuan dalam menjawab soalan-soalan waris. *Teachers who are knowledgeable to answer parents' questions.*	5 4 3 2 1
	d) Guru yang memberi sepenuh perhatian terhadap perkembangan pendidikan kanak-kanak. *Teachers who are giving full attention towards children's performance education.*	5 4 3 2 1
	e) Menyimpan rekod latar belakang kanak-kanak dengan selamat. *Keeping records of the children background secretly.*	5 4 3 2 1
5.	Empati / *Empathy:*	
	a) Guru yang sentiasa memberi sepenuh perhatian kepada keperluan ibu bapa. *Teachers who have the parents best interest at heart.*	5 4 3 2 1
	b) Guru yang mengambil berat terhadap ibu bapa. *Teachers who deal with parents in a caring fashion.*	5 4 3 2 1
	c) Guru yang benar-benar memahami keperluan ibu bapa. *Teachers who really understand the needs of parents*	5 4 3 2 1
	d) Guru yang memberi perhatian khusus kepada ibu bapa. *Teachers should give individual attention to the parents.*	5 4 3 2 1
6.	Amalan nilai-nilai Islam / *Islamic Values Practices*	
	a) Prasekolah menyediakan kemudahan mengambil wudhuk / solat *The preschool provide a purifying (Wudhuk / prayer) facilities.*	5 4 3 2 1
	b) Prasekolah menyediakan peralatan ibadah seperti Sejadah dan kitab al-Quran. *The preschool provide tools worship such as 'sajadah' and Quran.*	5 4 3 2 1
	c) Pengurusan prasekolah memahami peraturan dan hukum Islam. *Preschool management understand the Islamic rule.*	5 4 3 2 1

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	d) Pengurusan prasekolah menunjukkan usaha menyediakan keperluan kanak-kanak Muslim. *Preschool management shows the effort to accommodate the needs of Muslim children.*	5 4 3 2 1

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Keseluruhan kualiti perkhidmatan / ***Overall service quality***
(Sila tandakan X / Please tick X)



Sangat kurang puas hati ⟶ **Sangat puas hati**

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Cadangan / ***Suggestions*** **:**

_____

_____

_____

_____

Terima kasih atas kerjasama anda / Thank you for your co-operation.

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SEKSYEN B : FAKTOR DEMOGRAFI
SECTION B : DEMOGRAPHIC FACTOR

Sila tandakan (/) jawapan yang sesuai.
Please tick (/) the appropriate answer.

No.	Item	
1	Umur anak yang belajar di pra sekolah ini/ *Age of child studying in this pre-school*	☐ 4 tahun / 4 years ☐ 5 tahun/ 5 years ☐ 6 tahun / 6 years
2	Bilangan anak tuan/puan yang pernah belajar di pra sekolah ini/ *Quantity of children studying in this pre-school*	☐ Satu/One ☐ Dua/ Two ☐ Tiga dan lebih/ Three and more
3	Peringkat pengajian tertinggi waris / *Parents' highest education level*	☐ SPM and below ☐ Diploma, Degree, Master or PHD
4	Umur waris / *Parents' age*	☐ 20 - 29 tahun /years ☐ 30- 39 tahun /years ☐ 40 tahun dan ke atas / 40years and above
5	Jantina Waris / *Parents' gender*	☐ Lelaki/ Male ☐ Perempuan/ Female
6	Pekerjaan waris/ *Parents' occupation*	☐ Sektor Awam/ Public sector ☐ Sektor Swasta / Private sector atau / or Bekerja sendiri/ Self-employed
7	Pendapatan bulanan keluarga/ *Family monthly income*	☐ RM 1,000.00 dan ke bawah ☐ RM 1,001.00 – RM 3,000.00 ☐ RM 3,001.00 dan ke atas / RM 3,001.00 and above

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APPENDICE F

JABATAN KEMAJUAN MASYARAKAT (KEMAS)
NEGERI PERAK DARUL RIDZUAN.
KEMENTERIAN KEMAJUAN LUAR BANDAR DAN WILAYAH
(MINISTRY OF RURAL AND REGIONAL DEVELOPMENT)
Blok C, Tingkat 2C3-1,
Bangunan Persekutuan Greentown,
Jalan Dato' Seri Ahmad Said,
30450 Ipoh.

Telefon : 05-253 5321 *(Pengarah)*
Faks : 05-255 7003
Pejabat : 05-253 5322, 05-253 5323, 05-241 8575
05-254 5558, 05-242 4625, 05-253 5677

Ruj. Kami : KEMAS.PK.100/11/01.JLD.53 ( )

Tarikh : 10 Mac 2015

Lily Muliana binti Mustafa
No.15, Susur Tamarinda, Proton City
35900 Tanjung Malim, Perak

Puan,

PERMOHONAN DATA TABIKA KEMAS UNTUK KAJIAN PRASEKOLAH DI UPSI

Dengan hormatnya saya merujuk kepada surat puan bertarikh 27 Februari 2015 berkaitan perkara di atas.

2. Sukacita dimaklumkan, pihak Jabatan bersetuju meluluskan pelaksanaan kajiselidik yang melibatkan TABIKA KEMAS Parlimen Tanjung Malim Negeri Perak.

3. Sehubungan itu, puan diminta untuk mengemukakan senaskah laporan akhir kajian dalam bentuk elektronik berformat *pdf* di dalam CD bersama senaskah hardcopy setelah selesai kelak. Pihak puan juga perlu diingatkan supaya mendapat kebenaran terlebih dahulu daripada pihak kami sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan dimana-mana forum, seminar atau diumumkan kepada media masa.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"
'Komuniti Berdaya Desa Berjaya'

Saya yang menurut perintah,

(HUSSIN BIN SIDEK)
b.p Pengarah Kemajuan Masyarakat Negeri
Perak Darul Ridzuan.

S.K : Pengarah KEMAS Negeri Perak

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