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

# EXPLORING THE SUSTAINABILITY OF INSTITUTION-BASED PRIVATE CHILDCARE CENTRE IN KLANG VALLEY

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

CHAN YI BING

SULTAN IDRIS EDUCATION UNIVERSITY

2022

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

# EXPLORING THE SUSTAINABILITY OF INSTITUTION-BASED PRIVATE CHILDCARE CENTRE IN KLANG VALLEY

CHAN YI BING

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

DISSERTATION PRESENTED TO QUALIFY FOR A
MASTER OF EDUCATION
(RESEARCH MODE)

NATIONAL CHILD DEVELOPMENT RESEARCH CENTRE (NCDRC)
SULTAN IDRIS EDUCATION UNIVERSITY

2022

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



UPSI/IPS-3/BO 32
Pind : 00 m/s: 1/1

UNIVERSITI PENDIDIKAN SULTAN IDRIS
SULTAN IDRIS EDUCATION UNIVERSITY

**Sila tanda (√)**

| | |
|---|---|
| Kertas Projek | |
| Sarjana Penyelidikan | ✓ |
| Sarjana Penyelidikan dan Kerja Kursus | |
| Doktor Falsafah | |

**INSTITUT PENGAJIAN SISWAZAH**

**PERAKUAN KEASLIAN PENULISAN**

Perakuan ini telah dibuat pada 14 (hari bulan) APRIL (bulan) 2022

**i. Perakuan pelajar** :

Saya, CHAN YI BING, M20161000745, NCDRC (SILA NYATAKAN NAMA PELAJAR, NO. MATRIK DAN FAKULTI) dengan ini mengaku bahawa disertasi/tesis yang bertajuk EXPLORING THE SUSTAINABILITY OF INSTITUTION BASED PRIVATE CHILDCARE CENTRE IN KLANG VALLEY

adalah hasil kerja saya sendiri. Saya tidak memplagiat dan apa-apa penggunaan mana-mana hasil kerja yang mengandungi hak cipta telah dilakukan secara urusan yang wajar dan bagi maksud yang dibenarkan dan apa-apa petikan, ekstrak, rujukan atau pengeluaran semula daripada atau kepada mana-mana hasil kerja yang mengandungi hak cipta telah dinyatakan dengan sejelasnya dan secukupnya

chanyibing

Tandatangan pelajar

**ii. Perakuan Penyelia:**

Saya, Mazlina Che Mustafa (NAMA PENYELIA) dengan ini mengesahkan bahawa hasil kerja pelajar yang bertajuk

Exploring the Sustainability of Institution-based Private Childcare Centre in Klang Valley

(TAJUK) dihasilkan oleh pelajar seperti nama di atas, dan telah diserahkan kepada Institut Pengajian Siswazah bagi memenuhi sebahagian/sepenuhnya syarat untuk memperoleh Ijazah MASTER of EDUCATION (RESEARCH MODE) (SLA NYATAKAN NAMA IJAZAH).

13/6/2022

Tarikh

Assoc. Prof. Dr. Mazlina Che Mustafa
Department of Early Childhood Education
Faculty of Human Development
Universiti Pendidikan Sultan Idris

Tandatangan Penyelia

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



UPSI/IPS-3/BO 31
Pind.: 01 m/s:1/1

**INSTITUT PENGAJIAN SISWAZAH /**
***INSTITUTE OF GRADUATE STUDIES***

**BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK**
***DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM***

Tajuk / *Title*: EXPLORING THE SUSTAINABILITY OF INSTITUTION BASED PRIVATE CHILDCARE CENTRE IN KLANG VALLEY

No. Matrik /*Matric's No.*: M20161000745

Saya / *I* : CHAN YI BING
(Nama pelajar / *Student's Name*)

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Kedoktoran/Sarjana)* ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-
*acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-*

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.
   *The thesis is the property of Universiti Pendidikan Sultan Idris*
2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan dan penyelidikan.
   *Tuanku Bainun Library has the right to make copies for the purpose of reference and research.*
3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.
   *The Library has the right to make copies of the thesis for academic exchange.*
4. Sila tandakan ( √ ) bagi pilihan kategori di bawah */ Please tick ( √ ) for category below:-*

| | | |
|---|---|---|
| ☐ | **SULIT/*CONFIDENTIAL*** | Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / *Contains confidential information under the Official Secret Act 1972* |
| ☐ | **TERHAD/*RESTRICTED*** | Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / *Contains restircted information as specified by the organization where research was done.* |
| ☑ | **TIDAK TERHAD / *OPEN ACCESS*** | |

chanyibing

(Tandatangan Pelajar/ Signature)

Assoc. Prof. Dr. Mazlina Che Mustafa
Department of Early Childhood Education
Faculty of Human Development
Universiti Pendidikan Sultan Idris

(Tandatangan Penyelia / *Signature of Supervisor*)
& (Nama & Cop Rasmi / *Name & Official Stamp*)

Tarikh: 13/6/2022

Catatan: Jika Tesis/Disertasi ini **SULIT @ TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

*Notes: If the thesis is CONFIDENTAL or RESTRICTED, please attach with the letter from the organization with period and reasons for confidentiality or restriction.*

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



## APPRECIATION

May all glory be to God!

This dissertation could not have been completed without the contributions, support, and encouragement from whom I am truly indebted. I would like to take this opportunity to acknowledge them one by one. My utmost gratitude to my supervisor, Professor Madya Dr. Mazlina binti Che Mustafa for your constructive comments and insights, continuous support, and encouragement. You have been guiding me and constantly providing critical suggestions and comments which motivated me to move on in this journey. You trusted me when I was in doubt and further encouraged me when I was at the edge of giving up. My sincere appreciation and gratitude to you. I would also like to acknowledge my ex- supervisor, Professor Dr. Sopia Md Yassin for your unconditional kindness in sharing yourknowledge and skills in preparing me for the proposal defense at the beginning of my study.I wish to acknowledge all the participants of my study for your time and effort in sharing your experience and feelings by participating in my study. I would also like to thank my research team for constantly providing critical comments and suggestions to improve my research and analysis. Thank you for tolerating with me for the countless meeting and discussion in order to produce the best outcome from this research. Last but not least, I would like to thank my husband, Chi Yuan and my two children, Yuet Qian and Zi Qian, my parents and my parents-in-law for your understanding and support throughout my journey.

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



# ABSTRACT

With the increased number of women participating in the labour force and the encouragement from the Malaysian government to the private sector in setting up preschool and early childcare centres, there is a high demand for the number of institution-based private childcare centres. However, the literature has shown that the number of childcare centres closing is on the rise and in a worrying state. Hence, the purpose of this study is to explore the possible factors affecting the closing of the institution-based private childcare centres in Klang Valley and to learn the best practices from the sustaining childcare centres. This study utilized multiple case studies methods in researching the success factors of those sustainable childcare centres as well as identifying the factors that lead to the closing of some childcare centres. Two institution-based private childcare centres that have operated for more than ten years and two centres that have recently closed after operating between two to four years in the Klang Valley area were selected in this study. This study used semi-structured interviews to collect qualitative data from the operator, one teacher, and one parent from each centre, together with the field observation and document analysis. Thematic analysis was used to analyse the data deductively. The themes emerged were organised to answer the research questions. Complexity in managing employees, cautiousness in managing finance, empathetic leadership style, supportive and positive working and learning environment, the ineffectiveness of related policies and implementation were among the findings of this study. In conclusion, the operator needs to have early childhood care and education background, related working experiences and coupled with good financial management, strong and empathetic leadership abilities, good in marketing and recruitment, and to have policy literacy to comply with the constant changing of the laws and regulations of the country. The implication of this study highlights the need from the authority to look into the implementation and monitoring of childcare centres and the need to increase the awareness of the community towards ECCE in this country.

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



# MENEROKAI KELESTARIAN TASKA INSTITUSI SWASTA DI LEMBAH KLANG

## ABSTRAK

Peningkatan wanita berkerjaya serta dorongan daripada pihak kerajaan untuk penubuhan TASKA oleh pihak swasta telah menghasilkan permintaan yang tinggi kepada perkhidmatan TASKA. Namun, senario penutupan TASKA institusi swasta semakin membimbangkan. Oleh itu, kajian ini bertujuan untuk meneroka faktor-faktor yang mempengaruhi penutupan dan amalan terbaik bagi TASKA institusi swasta yang masih beroperasi di Lembah Klang. Kajian ini menggunakan pendekatan kualitatif dan rekabentuk kajian kes dalam mengenalpasti faktor-faktor yang menyebabkan penutupan dan meneliti faktor kejayaan TASKA institusi swasta. Dua TASKA institusi swasta yang telah ditutup setelah beroperasi antara dua hingga empat tahun dan dua TASKA institusi swasta yang beroperasi lebih dari sepuluh tahun dipilih dalam kajian ini. Kaedah kajian menggunakan temu bual separa berstruktur, pemerhatian dan analisis dokumen. Peserta kajian melibatkan seorang pengusaha, seorang guru dan seorang ibu bapa dari setiap TASKA institusi swasta yang terlibat dalam kajian ini. Pengkaji telah menggunakan kaedah analisis tematik untuk menganalisa dapatan kajian dan beberapa tema telah terhasil bagi menjawab persoalan kajian. Dapatan kajian menghasilkan tema iaitu kerumitan dalam pengurusan staf, berhati-hati dalam pengurusan kewangan, gaya kepimpinan empati, persekitaran kerja and pembelajaran yang menyokong dan positif, ketidakberkesanan dasar dan pelaksanaan polisi. Kesimpulannya, pengusaha TASKA institusi swasta haruslah mempunyai latar belakang dalam Pendidikan awal kanak-kanak, mempunyai pengalaman bekerja yang berkenaan serta mempunyai pengurusan kewangan yang baik, keupayaan yang tinggi dan menunjukkan gaya kepimpinan empati, bagus dalam pemasaran dan pengambilan staf, mempunyai literasi polisi untuk menangani perubahan berterusan pada undang-undang and polisi di negara ini. Implikasi kajian menunjukkan keperluan daripada pihak kerajaan untuk memeriksa pelaksanaan and pemantauan TASKA institusi swasta serta keperluan untuk meningkatkan kesedaran and pengetahuan komuniti terhadap bidang Pendidikan awal kanak-kanak di negara ini.

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



# CONTENTS


| | | Page |
|---|---|---|
| **DECLARATION OF ORIGINAL WORK** | | ii |
| **DECLARATION OF DISSERTATION** | | iii |
| **APPRECIATION** | | iv |
| **ABSTRACT** | | v |
| **ABSTRAK** | | vi |
| **CONTENT** | | vii |
| **LIST OF TABLES** | | xiii |
| **LIST OF FIGURES** | | xiv |
| **LIST OF ABBREVIATIONS** | | xv |
| **CHAPTER 1 INTRODUCTION** | | |
| 1.0 | Preface | 1 |
| 1.1 | Background of the study | 4 |
| 1.1.1 | Types of Childcare Centres in Malaysia | 7 |
| 1.1.2 | Policies for Early Childhood Care and Education | 12 |
| 1.2 | Problem Statement | 18 |
| 1.3 | Objective of the study | 27 |
| 1.4 | Research Questions | 28 |
| 1.5 | Conceptual Framework of Research | 29 |
| 1.6 | Importance of Research | 31 |
| 1.7 | Study Limitations | 32 |


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 Operational Definitions 33

1.9 Summary 35

**CHAPTER 2 LITERATURE REVIEW**

2.0 Introduction 36

2.1 Bronfenbrenner's Ecological Systems Theory 37

2.1.1 Microsystem 38

2.1.2 Mesosystem 39

2.1.3 Exosystem 40

2.1.4 Macrosystem 41

2.1.5 Chronosystem 41

2.2 Social System Theory 42

2.2.1 External Environments 43

2.2.2 Culture 44

2.2.3 People 44

2.2.4 Structure 45

2.2.5 Processes 46

2.2.6 Outcomes 46

2.3 Strategic Management 47

2.3.1 Strategic Management Process 48

2.4 The Iron Triangle 50

2.4.1 Full Enrollment 51

2.4.2 Full Fee Collection 52

2.4.3 Revenues Cover Per-Child Cost 52

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


2.5 Quality Childcare 53

2.6 Policies, Regulations and Legislation 56

2.7 Leadership and Management 60

2.8 Qualifications and Training 62

2.9 Summary 64

**CHAPTER 3 METHODOLOGY**

3.0 Introduction 66

3.1 Research Design 67

3.2 Sampling Method 69

3.3 Instruments 72

3.3.1 Interview Protocol 73

3.3.2 Observation (Field Notes) 78

3.4 Data Collection Methods 79

3.4.1 Data Collection Method Through Interview 80

3.4.2 Data Collection Method Through Observation 83

3.4.3 Data Collection Method Through Document Analysis 84

3.5 Preliminary Study 85

3.6 Methods of Analysing Data 87

3.7 The Researcher's Role 90

3.8 Ethical Considerations 93

3.9 Trustworthiness 95

3.10 Summary 97

**CHAPTER 4 RESEARCH FINDINGS**

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



| | | |
|---|---|---|
| 4.0 | Introduction | 98 |
| 4.1 | Respondents' Background | 99 |
| 4.1.1 | Operators' and teachers' backgrounds | 100 |
| 4.1.2 | Parents' background | 106 |
| 4.2 | Complexity in Managing Employees | 111 |
| 4.2.1 | Emphasising attributes over academic qualification | 111 |
| 4.2.2 | Hiring above ratio | 113 |
| 4.2.3 | Time-Consuming in providing consistent and continuous supervision | 115 |
| 4.2.4 | Meeting individual needs ensure staff retention | 117 |
| 4.2.5 | Handling difficult staff | 118 |
| 4.2.6 | Lack of motivation in staff professional development | 120 |
| 4.3 | Cautiousness in Managing Finance | 123 |
| 4.3.1 | Prudent in managing finance | 124 |
| 4.3.2 | Selective in enrolment | 126 |
| 4.3.3 | Unexpected high building expenses | 128 |
| 4.3.4 | Profit to ensure sustainability | 130 |
| 4.3.5 | Effective Marketing Strategies | 130 |
| 4.4 | Passionate Operators | 136 |
| 4.4.1 | Law-abiding and Ethical | 137 |
| 4.4.2 | Enthusiastic and Multitasking | 139 |
| 4.4.3 | Available and Easily Accessible | 141 |
| 4.5 | Empathetic Leadership Style | 143 |


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



4.5.1 Respectful, understanding, and knowledgeable leader 143

4.5.2 Considerate leader 147

4.5.3 Visionary 149

4.5.4 Clear job distribution to trusted staff 151

4.6 Supportive Learning Environment 152

4.6.1 Positive Social-Emotional Environment 153

4.6.2 Low adult-child ratio 157

4.6.3 Developmentally appropriate curriculum and lesson planning 161

4.7 Positive Working Environment 163

4.7.1 Effective communication 163

4.7.2 Mindfulness and empathy 165

4.7.3 Friendly and trusting relationships 166

4.7.4 Staff Benefits 167

4.8 Ineffective Early Childhood Education Related Policies and Implementation 168

4.8.1 Superficial policy and regulations 169

4.8.2 Lack of Monitoring 170

4.8.3 Hiccup in license renewal and claiming procedures 171

4.8.4 Lack of coordination between departments and officers 172

4.8.5 Questioning the quality of KAP 174

4.9 Conclusion 175

**CHAPTER 5 DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**


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



| | | |
|---|---|---|
| 5.0 | Introduction | 177 |
| 5.1 | Operational Management | 178 |
| | 5.1.1 Human Resource Management | 180 |
| | 5.1.2 Finance Management | 185 |
| | 5.1.3 Empathetic Leadership Style | 188 |
| 5.2 | Factors Contributing to Sustainability of Institution-based Private Childcare Centres | 192 |
| 5.3 | Opportunities and Challenges | 197 |
| 5.4 | Effectiveness of Governmental Policies/Regulations/Legislation | 199 |
| 5.5 | Recommendations | 204 |
| 5.6 | Significance of the Study | 206 |
| 5.7 | Conclusion | 208 |
| **REFERENCES** | | 209 |
| **APPENDIX** | | 221 |


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 TABLES


| Table No. | | Page |
|---|---|---|
| 1.1 | Types of childcare centres and description of each | 8 |
| 1.2 | Caregiver to child ratio | 13 |
| 1.3 | Child per square feet based on the types of childcare centre | 13 |
| 1.4 | Number of Registered Childcare Centre with Department of Social Welfare, 2016 | 19 |
| 1.5 | Number of Registered Childcare Centre & Number of Children by State, 2016 | 22 |
| 1.6 | The operation duration of childcare centres that have closed down | 23 |
| 4.1 | Summary of operator and teacher from C1 | 104 |
| 4.2 | Summary of operator and teacher from C2 | 105 |
| 4.3 | Summary of operator and teacher from C3 | 107 |
| 4.4 | Summary of operator and teacher from C4 | 108 |
| 4.5 | Summary of parent from C1 | 110 |
| 4.6 | Summary of parent from C2 | 109 |
| 4.7 | Summary of parent from C3 | 111 |
| 4.8 | Summary of parent from C4 | 113 |


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 FIGURES


| Figure No. | | Page |
|---|---|---|
| 1.7 | Types of childcare centres in Malaysia | 7 |
| 1.8 | PERMATA Curriculum Scope | 18 |
| 1.9 | Number of Childcare Centre VS Operation Duration | 25 |
| 1.10 | Conceptual Framework of the research | 33 |
| 2.1 | Bronfenbrenner's Ecological Systems Theory | 40 |
| 2.2 | Childcare centre as organizations: A Social Systems Perspective | 45 |
| 2.3 | Strategy Management Process | 50 |
| 2.4 | The Iron Triangle | 53 |
| 3.1 | Research Procedures | 71 |
| 3.2 | Development of Interview Protocol | 77 |
| 3.3 | Data Collection Procedure Through Interview | 86 |


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 ABBREVIATIONS

| | |
|---|---|
| EPP | Entry Point Project |
| GNI | Gross National Income |
| KAP | Kursus Asuhan & Didikan Kanak-kanak Permata |
| MOE | Ministry of Education |
| MWFCD | Ministry of Women, Family and Community Development |
| NAEYC | National Association for the Education of Young Children |
| NCDC | National Child Data Centre |
| NGO | Non-Governmental Organisation |
| NKEA | National Key Economic Areas |
| OECD | Organisation for Economic Co-operation and Development |
| TASKA | Taman Asuhan Kanak-kanak |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |

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

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



# APPENDIX LIST


| | |
|---|---|
| A1 | Introductory Letter: Operator (Success centre) |
| A2 | Introductory Letter: Teacher (Success centre) |
| A3 | Introductory Letter: Parent (Success centre) |
| A4 | Introductory Letter: Operator (Closed centre) |
| A5 | Introductory Letter: Teacher (Closed centre) |
| A6 | Introductory Letter: Parent (Closed centre) |
| B1 | Informed Consent Document: Operator (Success centre) |
| B2 | Informed Consent Document: Teacher (Success centre) |
| B3 | Informed Consent Document: Parent (Success centre) |
| B4 | Informed Consent Document: Operator (Closed centre) |
| B5 | Informed Consent Document: Teacher (Closed centre) |
| B6 | Informed Consent Document: Parent (Closed centre) |
| C1 | Demographic Information: Centre 1 Operator |
| C2 | Demographic Information: Centre 2 Operator |
| C3 | Demographic Information: Centre 3 Operator |
| C4 | Demographic Information: Centre 4 Operator |
| C5 | Demographic Information: Centre 1 Teacher |
| C6 | Demographic Information: Centre 2 Teacher |


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




| | |
|---|---|
| C7 | Demographic Information: Centre 3 Teacher |
| C8 | Demographic Information: Centre 4 Teacher |
| C9 | Demographic Information: Centre 1 Parent |
| C10 | Demographic Information: Centre 2 Parent |
| C11 | Demographic Information: Centre 3 Parent |
| C12 | Demographic Information: Centre 4 Parent |
| D1 | Interview Protocol: Success Centre: Operator |
| D2 | Interview Protocol: Success Centre: Teacher |
| D3 | Interview Protocol: Success Centre Parent |
| D4 | Interview Protocol: Closed Centre: Operator |
| D5 | Interview Protocol: Closed Centre: Teacher |
| D6 | Interview Protocol: Closed Centre: Parent |
| E | Sample of transcribed transcript |
| F | Sample of contact summary sheet |
| G | Sample of field notes |
| H | Sample of Expert Validation Feedback Form |
| I | Evident of Member's Checking |


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

# CHAPTER 1

# INTRODUCTION

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

## 1.0 Preface

The Organisation for Economic Co-operation and Development (OECD, 2010) recognised the importance of early childhood education as a phase of education and services in its contribution to the social, economic, and educational aims. Especially towards the young children from low-income and second-language backgrounds, its significant contribution is being recognised widely (Chiam, 2008; OECD, 2006).

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



Early childhood was defined as the period from birth to eight years old and it is a prime time for brain development, according to the United Nations Educational Scientificand Cultural Organization (UNESCO, 2016). The early years becomes the foundations for future development, not just preparing young children for formal schooling but rather playsa vital role in their development and growth.

One of the five outcomes in Malaysia Education Blueprint 2013-2025 was to ensure every Malaysian child deserved equal access to an education that would enable that child to achieve his or her potential. In achieving this outcome, the Ministry of Education has set one key outcome which is to achieve 100% enrolment in preschool by 2025. On another hand, the Ministry of Education saw the positive relations of hiring qualified teachers and improving the quality of education in Malaysia and therefore has raised the entry bar for future educators from 2013 in which only the top 30% of graduates would be recruited as educators in both public and private higher education institutions (Ministry of Education, 2013).

The former Deputy Prime Minister who was also the former Minister of the Ministry of Women, Family and Community Development, Wan Azizah Bt Wan Ismail, in her opening speech in conjunction with the National Childcare Centre Day 2018 themed “Equality”, on the 12th August 2018, has identified three main issues pertaining the childcare centres in Malaysia: Accessibility, Ability and Quality & Safety. According to her, childcare centres act as a supporting role for the working mothers which was also supported by Chiam (2008). However, due to

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



the low number of centres being registered with the said ministry as well as the under-qualified caretakers, it brought worries to the community about the accessibility of the childcare centres in Malaysia. It was worrying to hear that there are 80.19% which was equivalent to 13,700 caretakers not meeting the minimum educational qualification as required by the ministry (Ministry of Women, Family and Community Development, 2018). It is believed that the lack of qualified caregivers and the number of registered nurseries will have implications on the quality of care and safety of our children. In addition, she also recognised the challenges faced by the childcare operators, especially on the financial aspect. Besides fulfilling the 2016 Minimum Wage Regulation, operators also need to pay the other fees related to the registration and operations of the childcare centres and the stress going through all the registration procedures which resulted in a lot of unregistered childcare centres operating actively in Malaysia. This might be one of the main reasons as to why many childcare centres closed down and were not able to sustain their business in the long run. Related government ministries, departments, agencies, and officers need to look into the policies and regulations of childcare centres to ensure the quality of early childhood education in Malaysia as well as in ensuring the safety of the young children in this country.

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



## 1.1 Background of the Study

In the 2016 Annual Report of Malaysia Education Blueprint, it was reported that the overall preschool enrollment increased to 85.6%, in tandem with the increase in private preschools to 51.9%. The number of public preschool classes increased to an overall total of 49,851. The number of public preschools increased by 125, while the number of private preschools rose by 2,240 classes. Private preschools providers were continuously encouraged and supported to open more preschools to meet the high demand, especially in rural areas to increase children's readiness for formal schooling (Ministry of Education, 2017). This report showed that though the enrollment has not reached its target in achieving 92% in Wave 1 (2013-2015), the figure is showing positive signs in achieving the target slowly in Wave 2 (2016-2020) of 100% enrollment in preschool.

One of the twelve National Key Economic Areas (NKEAs) is Education and the Entry Point Project (EPP) One is on scaling up early private childcare and education centres. It was targeted by 2020, the Gross National Income (GNI) from these early childcare and education centres is RM2,400 million and it was able to offer up to 78,000 jobs by then (PEMANDU, 2013). To achieve the targets, the government has encouraged active participation from the private sector in setting up preschool and early childcare centres all over Malaysia. They hope by the year 2020, the enrolment to preschool and early childcare centres will be increased to 97% and 25% respectively.

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



Early childhood care and education in Malaysia is now a very commercialised industry according to Ong (2010) whereby the government, private sector, religious groups, non-governmental organisations, or interested individuals can set up nurseries and preschools so long as they fulfil the requirements from various governmental agencies. In Malaysia, early childcare and education are divided into two different age groups. Under the jurisdiction of the Ministry of Women, Family and Community Development (MWFCD), the childcare centres, or better known as *Taman Asuhan Kanak-Kanak* (TASKA) is to provide early childcare and services to children from birth up to four years of age; whereas the TADIKA or also known as preschool comes under the jurisdiction of the MOE which provides early childcare and services to children from four to six years of age (Foong, Veloo, Dhamotharan, & Carynne, 2014). The division of auspices between two ministries not only created a split governance system for preschool education services but also a view that "care" and "education" of young children are separate aspects of early childhood development. On one hand, the MOE's responsibility for kindergartens focused on meeting the educational needs of children with the key priority set for enhancing the quality of classroom teaching and learning. On the other hand, the MWFCD's priority for childcare centres focused on meeting social and family needs through improving the affordability and accessibility of custodial care services. These fundamental differences in policy aims for the two ministries resulted in policy initiatives that were developed and run in parallel, which can at times create unevenness in operational and regulatory procedures such as funding and subsidy streams, and staff training and qualification requirements for childcare

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



centres and kindergartens (Tan, 2017).

The first three years in a child's life are very critical, especially in forming the personality, building sensory-motor skills, and intellectual ability. (National Permata Curriculum, 2013). Therefore, according to Tan (2017), a quality TASKA plays a vital role as it was proved in connecting the early years' experiences to the holistic development of children. In Malaysia, anyone including an individual, Non-Governmental Organisation (NGO), or companies can set up TASKA under the jurisdiction of the Social Welfare Department as long as they fulfil the requirements. The requirements include operation under the licensure, adopting the national curriculum, hiring trained teachers, operating in a suitable building or entity as well as having a clear vision and mission. (National Permata Curriculum, 2013). From January 2013, the requirement for registration as a childcare provider with the Department of Social Welfare was the completion of Kursus Asuhan & Didikan Kanak-kanak Permata (KAP) (Foong et al., 2014).

Looking at the various reasons for the increased demand for childcare centres, the business of childcare centres should be better as the demand is higher than the supply. However, it is not as such in reality. The number of childcare centres closing down is on the rise and it is vital to investigate the factors leading to the closing down of the childcare centres to ensure equality and accessibility of such services to all young children we have in this country.

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



### 1.1.1 Types of Childcare Centres in Malaysia

In Malaysia, a legislative-approved childcare centre is defined as a premise at which four or more children under the age of four years from more than one household are received to be looked after for reward (Lembaga Penyelidikan Undang-undang, 2016). Childcare centres in Malaysia fall into four categories: Community-based childcare centres (Taska dalam komuniti since 2006), Workplace-based childcare centres, Institution-based childcare centres, and Home-based childcare centres. The table below shows the descriptions of each type of childcare centres in Malaysia.

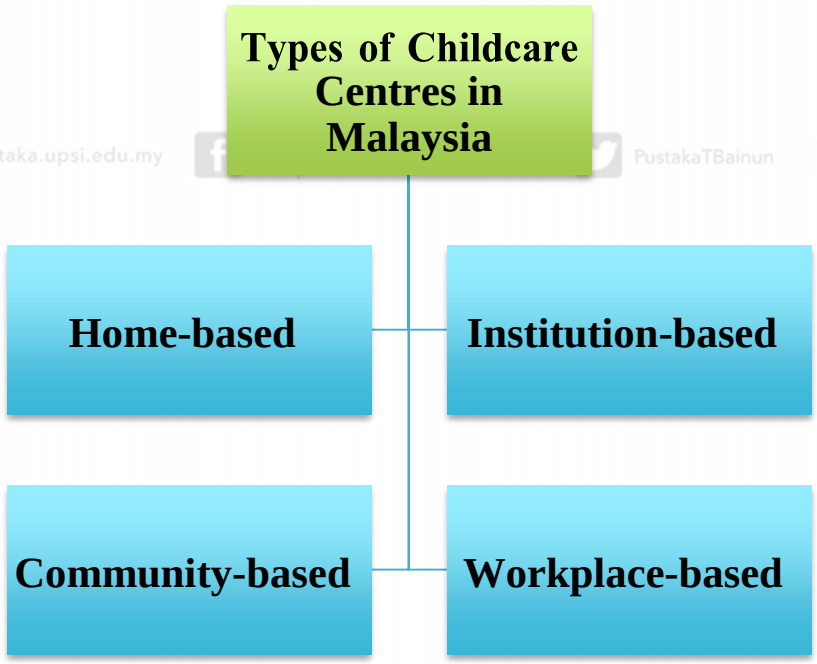


*Figure 1.1*. Types of childcare centres in Malaysia

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



Table 1.1

*Types of childcare centres and description of each*

| Types of Childcare Centre | Description |
|---|---|
| Home-based | Receives less than ten children into the house of the person registered under Section 7 of Childcare Centre Act 1984 |
| Workplace-based | A childcare centre at a workplace that receives ten or more children |
| Community-based | Receives ten or more children in a particular area which receives aid from the Federal Government or a State Government |
| Institution-based | A childcare centre other than a childcare centre as above three and which receives ten or more children |

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

**Home-based Childcare Centres**

These are the ones that number the most, but they are also the ones that are more likely to not be registered, mentioned Datin P. H. Wong, the past president of Registered Childcare Providers Malaysia (PPBM) (Brigitte, 2017; Liew, 2007). Many parents prefer home-based childcare centres due to the affordability and flexibility, however, it is a great concern that many of this type of Taska is not registered. Chiam (2008) identified this type of operator who offered their services in their homes without making many alterations to accommodate young children's needs.

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



On the other hand, there was also a need for childcare centres to operate after dark especially catering to parents who are needed to work on a shift basis or throughout the weekends (Sheila, 2018). The need for home-based childcare centres is on the rise because most of the other types of childcare centres only operate in the daytime and could not meet the needs of parents who are working outside the normal working hours. Ended up, these parents mostly have no choice but to rely on unregistered home-based caregivers. However, many abuse cases happened in the home-based childcare centres in Malaysia due to the unqualified caregivers and because these are unregistered centres (Aliza Shah, October 2018), the authority did not have the authority to monitor what was taking place in their centres.

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

**Workplace-based Childcare Centres**

MWFCD encouraged setting up childcare centres at the workplace when more and more women are engaged in active employment. To encourage more women to the labour force, the government is giving a subsidy of RM180 per month for the government servants with monthly salaries below RM2000 who send their children to the workplace childcare centres. In addition, the government is also providing an RM80,000 grant for setting up childcare centres within government offices for their renovation and furnishing purposes. As for the private sector, the government is providing a 10% tax exemption on the cost of building a childcare centre for ten years.

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



The Companies Commission of Malaysia is working with United Nations Children's Fund (UNICEF) on setting up workplace-based childcare centres. "This is really a win-win. A win for the private sector, a win for its employees, and actually, a win for children too," says UNICEF Representative to Malaysia, Wivina Belmonte. The collaboration aims to urge more companies in Malaysia to adopt child-focused corporate social responsibility measures, including offering childcare services. This will better enable working parents to thrive and develop their full potential at work while entrusting their children in good hands, which eventually helps the companies to be more competitive and sustainable (Hema, 2012).

**Community-based Childcare Centres**

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

Community-based childcare centres were set up in both urban and rural areas to provide quality childcare services that are more accessible and affordable to the local community. It aims to set up 10 new community childcare centres throughout the country every year. The centres use a curriculum set by the MWFCD and are based on the active participation of the local community, parents, children, governmental agencies as well as private organisations. MWFCD has also proposed that every parliamentary area set up a community-based childcare centre. Families who send their children to community-based childcare centres would receive a monthly subsidy of RM180 per child if the family's income is below RM2000 or RM1200 in urban and rural areas respectively. A grant of RM55,000 will also be given to those interested in setting up a community-based childcare centre.

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



As compared to our neighbouring country, Singapore, Suriana Welfare Society Malaysia chairman, James Nayagam highlighted that the community-based childcare centres were managed by trained individuals. Most of the factory workers who work on a shift basis send their children to community-based childcare centres. It benefits the families from the lower socioeconomic status in the country. As many parents with young children travel long hours to work, especially in the Klang Valley area, such centres are greatly in need (Sheila, 2018).

**Institution-based Childcare Centres**

Or they are better known as the private childcare centres which are commonly found and seen in the single or double-storey houses in the neighbourhood area. It is a requirement for childcare centres to be registered with the Department of Social Welfare, or more commonly known as Jabatan Kebajikan Masyarakat Malaysia (JKM), under the MWFCD. MWFCD is responsible for the approval and establishment of childcare centres in Malaysia whilst JKM serves as the main regulator and coordinator of early childhood care and education (ECCE) programmes. In this research, the researcher will be focusing on this type of childcare centre, to identify the factors and challenges faced by the operators in contributing to the sustainability of the private childcare centre.

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



### 1.1.2 POLICIES FOR EARLY CHILDHOOD CARE AND EDUCATION

**Childcare Centre Act 1984 (Act 308)**

The Childcare Centre Act 1984 and Childcare Centre Act (Amendment) 2007 (Act 308) is an act to provide for the registration, control, and inspection of childcare centres and for purposes connected therewith (Rojanah & Najibah, 2011). It contained information related to the registration of childcare centres, cancellation of registration, the appointment of authorized officers, directions, and others such as offences and penalties, power to enter and inspect premises, etc. The Department of Social Welfare under the MWFCD, with the support from Health Department, Fire and Safety Department, and the Local Authority monitor the administration of childcare centres in Malaysia (Rojanah & Najibah, 2011).

The Childcare Centre Act 1984 and Childcare Centre Act (Amendment) 2007 (Act 308) states that: “The Act stipulated that every Childcare Centre must be registered with the Department of Social Welfare, MWFCD. All Childcare Providers and Childcare minders must undergo and obtain the basic Childcare Certificate accredited by the Department of Social Welfare”. It established a set of minimum quality standards, referring to cognitive development, nutrition, safe and healthy environments, and regulations about obtaining proper staff for the operation of childcare centres for children younger than four.

The Table below shows the minimum standard set by the Social Welfare

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



Department for the caregiver to child ratio.

Table 1.2

*Caregiver to Child Ratio*

| Age range | Caregiver: Child |
|---|---|
| Below one year old | 1: 3 |
| 1 - 3 years old | 1: 5 |
| 3 - 4 years old | 1: 10 |

Besides, the caregiver must be Malaysian and above 18 years old after attending and passing the Kursus Asuhan Kanak-kanak (KAAK) or Kursus Asuhan dan Didikan Awal Kanak-kanak PERMATA (KAP) recognised by the Social Welfare Department within the 12 months of work. It is also important for the operators of different types of childcare centres to comply with the child per square feet requirement set by the ministry.

Table 1.3

*Child per square feet based on the types of the childcare centre*

| Child per square feet | Types of childcare centre |
|---|---|
| 2.5 meters per square feet per child | Home-based |
| 3.5 meters per square feet per child | Institution-based, Workplace-based, and Community-based |

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



Childcare centres are required to prepare and display the balanced diet menu as well as the daily activity schedule according to the age group of children in respective centres. They need to prepare the appropriate, safe, and adequate materials, facilities, and furniture for the children. They are to prepare and maintain records in the centre, to take care of the hygiene and safety in and out of the early childcare centre, to install Closed-Circuit Television (CCTV) in the centre and any other requirements that are appropriate and approved by the Head Director or the Director of Community Welfare of each state.

In Malaysia, if one is interested in registering a childcare centre, he/she needs to undergo the following procedure:

(1) Get the consultation and application from the Social Welfare Area Office(PKMD) in which the childcare centre is located

(2) Centre name search through *Suruhan Syarikat Malaysia* (SSM) and get confirmation from Social Welfare Department

(3) Getting approval from the technical agencies mentioned above

(4) Online application of TASKA registration or manual registration

(5) Full application will take 14 working days to process

(6) Registration fee according to the type of childcare centre: RM50.00 for Home-based Childcare centre whereas RM250.00 for Institution-based, Workplace-based and Community-based Childcare centre.

(7) The Certificate of TASKA Registration will be issued by the Director of State Social Welfare Department (PKMN). Any changes on the certificate must be done within 14 days and the validity of the certificate is 60 months, which is five years.

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



**Childcare Centres Regulation 2012**

The Childcare Centres Regulation 2012 provides the guidelines for the registration of a childcare centre, the duties, and qualifications of an operator, manager, supervisor, childcare provider, employee, parent, and guardian; premises and equipment; safety and prevention of fire; maintenance of records. It also detailed and described the regulations of childcare centre activities; health and food, nutrition, and water.

**National Early Childcare and Education Policy 2008**

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

It is a comprehensive policy to ensure holistic development for all children from birth to four years. It becomes the solid foundation in developing children's potential according to Malaysia's mold. This policy serves as complementary to the existing National Education Policy. Its objectives are as followed:

(i) provides the basis for the development of a balanced and optimum human potential based on individual acuity, taking into account local values and internationally wise practices;

(ii) encouraging children under the age of four to receive quality care and education to stimulate their early development according to physical, language, cognitive, sociocultural, and spiritual life in a safe, healthy and fun environment;

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



(iii) developing a comprehensive curriculum for early childhood development as well as education, care, nutrition, and health;

(iv) creating infrastructure and learning environments including quality learning tools to enable positive learning outcomes;

(v) promoting strong involvement and relationships between parents, governments, the private sector as well as non-governmental organizations, and the local community in early childhood care and education;

(vi) raising public awareness of the need to provide early childhood education from birth to four years as the basis of their holistic development before entering the formal schooling; and

(vii) ensuring that the availability and implementation of a monitoring system and evaluation of the effectiveness of early childhood care and education programs can be preserved.

PERMATA Curriculum was developed and implemented to all childcare centres, namely KEMAS, JPNIN, Community-based Childcare Centres, Institution-based Childcare Centres, Workplace-based Childcare Centres, Malaysian Armed Forces Childcare Centres, and YPKT Childcare Centres with effective from the year 2009 (Bahagian PERMATA, 2013).

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



**Permata Curriculum: Early Childhood Care and Education 0-4 Year**

The term “PERMATA” refers to the children who are precious and are gifts from God. “Setiap Anak PERMATA Negara” simply means every child is like the gems of the country, therefore the country needs to provide quality education to the children which later brings benefits to the country. It is the country’s goal in providing early education opportunities for all children and to help every one of them to develop their potential from a young age.

The goal of the PERMATA Curriculum is to provide an integrated care and education program for children aged 0-4 years. This curriculum also provides children with the opportunity to gain a quality early learning experience to create a human capital that has a noble character, a strong spirituality, high intellectual intelligence, respecting culture, patriotism, and adopting a healthy lifestyle. This PERMATA Curriculum consists of four basic care aspects and six learning aspects for children’s development.

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



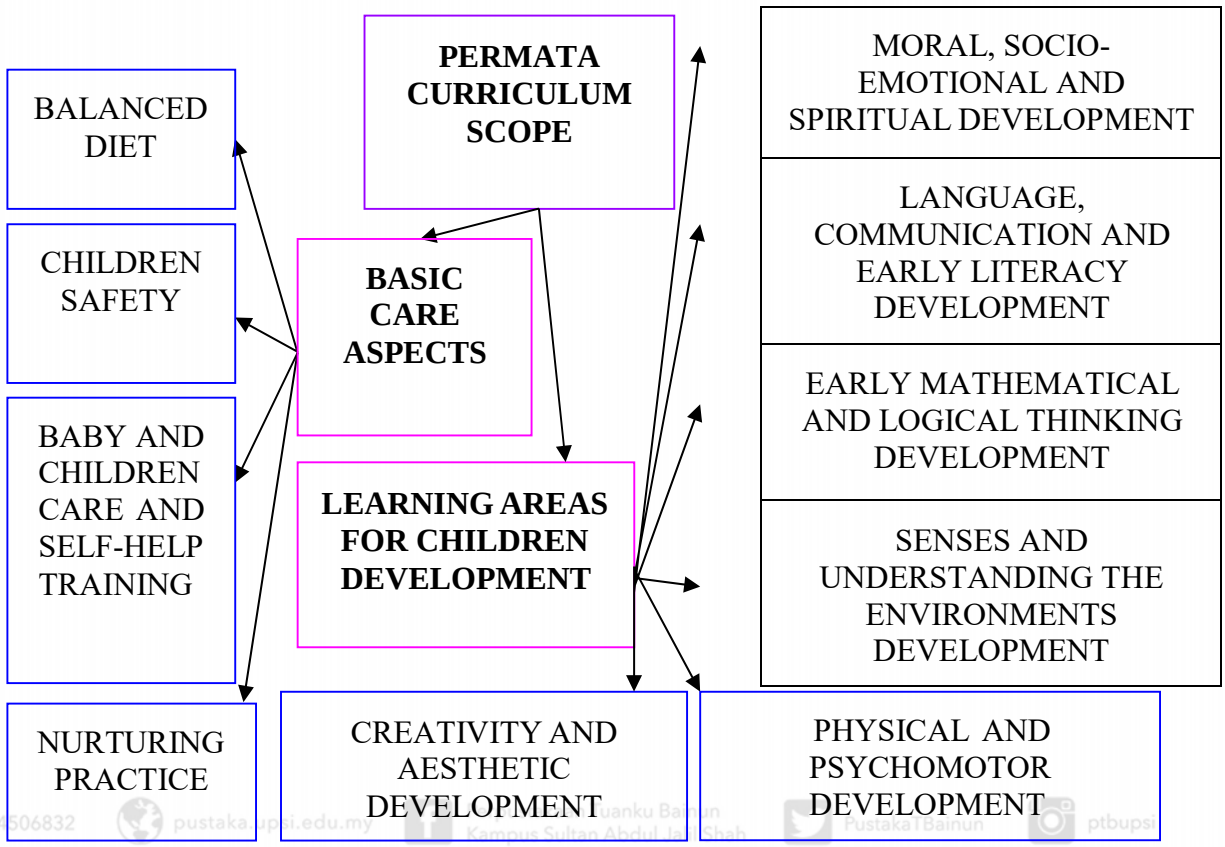


*Figure 1.2.* PERMATA Curriculum Scope

## 1.2 Problem Statement

National Child Data Centre (NCDC) is a database that collects the data and children's profile (age range from zero to three plus), childcare centre or also known as TASKA, caretaker and monitor children development according to the PERMATA developmental checklist. From NCDC (2017), there are altogether 49,737 children all over Malaysia but only 4,787 childcare centres in total. Looking at the small number of childcare centres to cater to the big number of children, there

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



are insufficient childcare centres in Malaysia and therefore, there is an urge and support from the government, especially to the private sector to set up more childcare centres (Ministry of Education, 2017).

Table 1.4

*Number of Registered Childcare Centre with Department of Social Welfare, 2016*

| CHILDCARE CENTRE | | WEST MALAYSIA | SABAH | SARAWAK | FEDERAL TERRITORIES |
|---|---|---|---|---|---|
| INSTITUTION-BASED | | 2,807 | 233 | 110 | 243 |
| WORK PLACE-BASED | GOVERNMENT | 81 | 13 | 6 | 44 |
| | PRIVATE | 26 | - | - | 8 |
| | TOTAL | 107 | 13 | 6 | 52 |
| COMMUNITY-BASED | | 28 | 4 | 6 | 6 |
| HOME-BASED | | 477 | 21 | 34 | 93 |
| **TOTAL** | | **3,419** | **271** | **156** | **394** |

05-450683

From the table above, it is clear to notice that the Institution-based Childcare Centres outnumbered the other types of childcare centres in Malaysia. It consists of 82% (2807 out of 3419) of the total centres in West Malaysia and 66% (2807 out of 4240) of the total centres in whole Malaysia. Therefore, it is important to make sure that the institution-based childcare centres are operating appropriately as it affects the majority of the young children in Malaysia. In addition, most of the institution-based childcare centres are located in urban areas and not in rural areas.

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



It leads to the overflowing childcare centres in urban areas but seriously lacking childcare centres in the rural areas which causes children flooding in childcare classrooms in rural areas. As institution-based childcare centres are operated by the private sector, and most individuals, therefore it is often more ideal to set up centres in urban areas as the socio-economic status of parents will be higher than those who are staying in rural areas. The unequal distribution of childcare centres between the urban and rural areas is another major concern which the related ministries need to look into.

There is overwhelming evidence that out-of-home care and education have becomea widespread phenomenon in the last few decades and are continuing to expand worldwide. Among many factors explaining this is the working mother phenomenon and the striving for equality between men and women. After centuries of being solely a family responsibility, early care, learning and socialisation have become a vital public matter. Today, a new generation in OECD countries is the first in which the majority are not cared for only in the home during the day (UNICEF, 2008). The participation of women in the labour force further increases the needs of childcare centres in our country. Statistics on Women Empowerment in selected domains, Malaysia (2018) by the Department of Statistics Malaysia reported an increase in the percentage of women participation in the labour force from 54.1% in the year 2015 to 54.7% in 2018. Foong et al., (2014); Liew (2007) suggested that when the participation rate from women has increased in the labour force, along with the rising cost of living that has required both parents to work, the

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



need for childcare centres have also increased dramatically. The low female participation rate in the Malaysian labour force is due to, among other reasons, inflexible working arrangements and a lack of appropriate means to allow women to return to the workforce after leaving, for example, to attend to family commitments. This is especially applicable to our country when we are looking at the needs for childcare centres in the rural areas where mothers or adults in the family need to spend long hours in a day to be involved in a farming activity which resulted in children at home not being well taken care of. The benefits to Malaysia's economy from making better use of women's talents by improving female participation in the labour force are potentially very large. The government could institute policies to, among other things, reduce the inflexibility of working arrangements for females, and encourage the setting up of arrangements that make it easier for females to remain in the workforce and to return to the workforce after tending to family commitments.

Soon, not only was daycare seen as an intervention program for the poor but also as a form of social support for working parents from all backgrounds. Needless to say, these changes caused growing concern as children were spending a substantial amount of time out-of-home and being cared for by non-parents and in groups (Celina, K., Sylva, K.,& Reeves, B., 1998).

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



Table 1.5

*Number of Registered Childcare Centre and Number of Children by State, 2016*

| STATE | NUMBER OF CENTRE | NUMBER OF CHILDREN | | |
|---|---|---|---|---|
| | | 0-3 | 3-4 | 4-6 |
| JOHORE | 320 | 2,519 | 2,121 | 433 |
| KEDAH | 295 | 2,664 | 2,064 | 259 |
| KELANTAN | 208 | 1,462 | 909 | 138 |
| MALACCA | 109 | 1,695 | 892 | 373 |
| NEGERI SEMBILAN | 202 | 2,008 | 831 | 539 |
| PAHANG | 326 | 3,304 | 1,853 | 384 |
| PERAK | 357 | 3,147 | 2,696 | 738 |
| PERLIS | 51 | 508 | 268 | 68 |
| PENANG | 160 | 1,986 | 2,494 | 0 |
| SELANGOR | 1,263 | 10,342 | 8,143 | 3,249 |
| SABAH & SARAWAK | 451 | 5,024 | 5,156 | 684 |
| TERENGGANU | 283 | 2,866 | 1,621 | 191 |
| FEDERAL TERRITORIES | 438 | 5,696 | 4,846 | 553 |
| TOTAL | 4,463 | 43,221 | 33,894 | 7,609 |

From the table above, it is obvious that Selangor has the greatest number of childcare centres in Malaysia. 1,263 childcare centres were registered with the Department of Social Welfare under the jurisdiction of the MWFCD in 2016, and serving 18,485 children from zero to four years of age.

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



Out of 5,143 childcare centres that registered in NCDC, 1,085 (21%) centres had closed down and stopped their operation between the year 2015 to April 2018. The operation duration of the closed down centres ranges from three days to 33 years. Out of the 1,085 centres that closed down, 216 (20%) of the centres closed down after operating for four years, 207 (19%) of the centres closed down after operating for two years and 172 (16%) of the centres closed down after operating for three years, which in conclusion thereare 55% of the centres closed down after operating between two to four years.

Table 1.6

*The operation duration of childcare centre that has closed down*

| Operation Duration | Number of Childcare Centre |
|---|---|
| Less than 1 month | 47 |
| Less than 1 year | 99 |
| 1 year | 141 |
| 2 years | 207 |
| 3 years | 172 |
| 4 years | 216 |
| 5 years | 102 |
| 6 years | 39 |
| 7 years | 13 |
| 8 years | 9 |
| 9 years | 5 |
| 10 years | 1 |
| 11 years | 4 |
| 12 years | 3 |
| 13 years | 1 |
| 14 years | 4 |
| 15 years | 1 |
| 16-20 years | 9 |
| 21-30 years | 1 |
| 31-40 years | 3 |

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



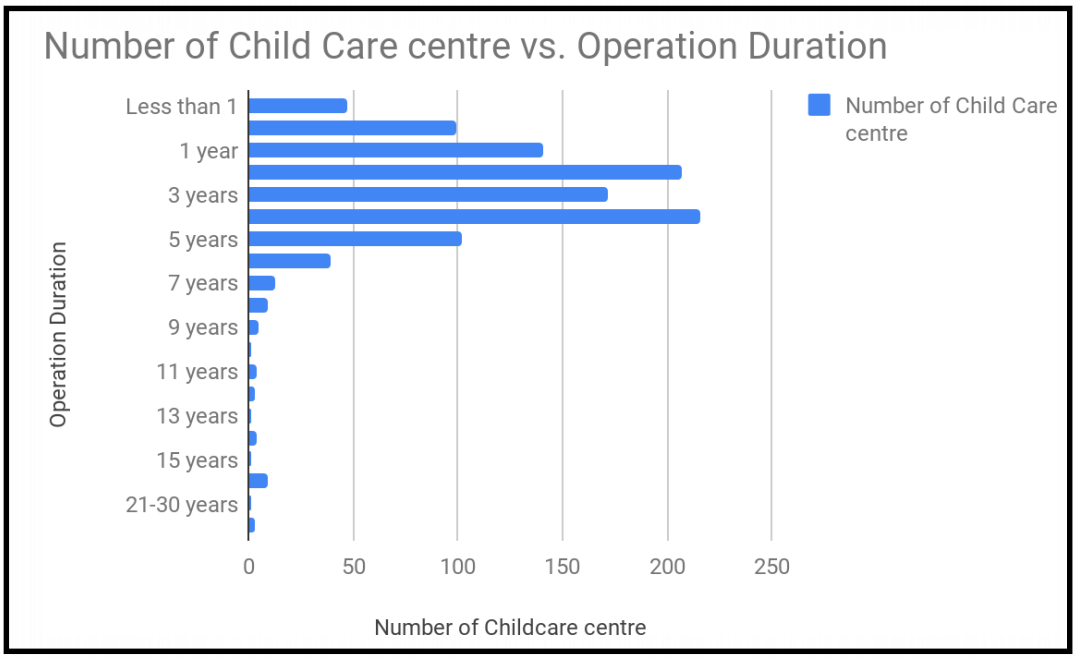


*Figure 1.3.* Number of Childcare Centre VS Operation Duration

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

Looking at the data from NCDC, it is important to learn about the sustainability of childcare centres to make sure all Malaysian children are enrolled in a quality centre. It becomes vital to identify the factors leading to the closing down of childcare centres in Malaysia so that this will help sustain this industry to cater to the huge needs. Various childcare researches seem to be clear: early high-quality care and education can make a significant, positive impact on child development, both short and long term (Celine et al., 1998; Lily & Mohamed, 2013).

Chiam (2008) suggested that though there were amendments made to the Childcare Centre Act 1984 in the year 2007, the amendments were focusing more on the administration aspects such as the different categories of childcare centres, the issuance of childcare centre license as well as the display of it in the centre, it

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



was not much on the assertion of quality childcare which was supposed to be more important and hence, leaving it as a gap in running childcare centres as a business enterprise or should it be more of the community responsibility in taking good and quality care for the young children in our country. This was later supported by Rojanah and Najibah (2011), Mashitah, Nik, and Arasy (2017) and Tong, Chan, Dhamotharan, and Mazlina (2021) on the review of child-related policy in Malaysia.

Liew (2007) found out that only a small proportion of childcare centres are registered. This is due to the fact of lack of compliance with legal requirements and weak enforcement. Liew further disclosed that there were a large number of unregistered care providers and they had not fulfilled the minimum requirement, which was to attend the three weeks training provided by the National Association of Registered Care Providers or the state associations or with local institutions of higher learning. In the professional and compulsory course for childcare providers in Malaysia which is also known as Kursus Asuhan PERMATA, it is understood that operator, centre management personnel and childcare provider are to follow the same module which covers the subject areas such as PERMATA national curriculum, related regulations and legislation, nurturing the babies and children, learning and development of babies and children, planning and implementation of the teaching and nurturing activities in childcare centre, observation and assessment on children's development, daily log, management and administration of childcare centre, parental and community collaboration, professionalism and ethics of

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



educator as well as some specific topics such as health and cleanliness of babies and children, first aid, oral health and others (Bahagian PERMATA, Jabatan Perdana Menteri, 2013). However, as compared with neighbouring country, Singapore, it is noticeable that the management personnel and educators are to follow different sets of modules to cater to the different job specifications and expectations (Tharman, 2003; Tan, 2017). When examined closely on the local module, it was observed that the management and administration part was just a basic knowledge sharing and it might not be sufficient in providing the operators and management personnel in childcare centres in managing their centres and hence, led to the unsustainability of childcare centres.

In addition, challenges faced by the childcare operators especially on the financial aspect was great. Besides fulfilling the 2016 Minimum Wage Regulation, operators also need to pay the other fees related to the registration and operations of the childcare centres and the stress going through all the registration procedures which resulted in a lot of unregistered childcare centres operating actively in Malaysia. Without having equipped with the knowledge in business management and marketing, this might be one of the main reasons as to why many childcare centres closed down and were not able to sustain their business in the long run. Related government ministries, departments, agencies, and officers need to look into the policies and regulations of childcare centres to ensure the quality of early childhood education in Malaysia as well as in ensuring the safety of the young children in this country.

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



In conclusion, there are many factors leading to the unsustainability of childcare centres in Malaysia, such as the insufficient of childcare centres, the unequal distribution of childcare centres between the urban and rural areas in Malaysia, the short operation period of childcare centres which might due to the incompetency of operators and centre management personnel, impractical regulations and legislation of childcare centre as well as the basic knowledge of management and administration module of Kursus Asuhan PERMATA. Therefore, it is really necessary to look into these issues and to come up with possible and realistic solutions to avoid more childcare centres closing down in the future.

## 1.3 The Objective of the Study

The main objective of this study is to explore the operational management of the institution-based private childcare centre in Klang Valley, Malaysia. Through the identification of factors and challenges faced by the operators in contributing to the sustainability of the institution-based private childcare centres, with this research, it could help others in the same industry to sustain their business and at the same time, to offer quality early childhood care and services to the community. In the meantime, this research also aims to identify the challenges faced by the institution-based private childcare centre operators that have recently closed down their childcare businesses. This research also aims to identify the effectiveness of current

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



government policies or legislations or regulations in sustaining the institution-based private childcare centre business.

The specific objectives include:

(1) To explore the operational management of institution-based private childcare centre,

(2) To identify the factors contributing to the sustainability/non-sustainability ofthe institution-based private childcare centre,

(3) To explore the opportunities and challenges in operating an institution-based private childcare centre,

(4) To analyse if the current governmental policies/legislations/ regulations have been effective in sustaining the institution-based private childcare centre

(5) To give recommendations pertaining to the sustainability of institution-based private childcare centre based on operators, parents, and teachers' perspectives

## 1.4 Research Questions

(1) How does an institution-based private childcare centre human resource management look like?

(2) How does an institution-based private childcare centre resource management look like?

(3) How does an institution-based private childcare centre financial management look like?

(4) What are the factors contributing to the sustainability of an institution-based private childcare centre?

(5) What are the challenges in operating and sustaining an institution-based childcare centres?

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



(6) Are the current government policies/legislation/regulations effective in sustaining the institution-based private childcare centre?

(7) What are the recommendations pertaining to the sustainability of institution-based private childcare centre from the operators, teachers, and parents' points of view?

## 1.5 Conceptual Framework of Research

Conceptual framework refers to the understanding of the researcher on how the research problem will best be explored, the specific direction the researcher is about to take, and the relationship between the different variables in the study (Grant & Osanloo, 2014). It provides a logical structure of concepts connected and provides a diagram or a picture of how the ideas in the study relate to one another. It allows identifying concepts within problems. Maxwell (2013) further explained that the conceptual framework helps the researcher to assess and refine the goals of the study, develop realistic and relevant research questions, selecting appropriate research methods and identify the threats in the conclusions. A conceptual framework is constructed, not found, not something that exists ready-made (Maxwell, 2013).

The diagram below shows the conceptual framework of this research. It recognizes that a childcare centre is like a social system that includes a set of interrelated and interdependent parts within a context in which individuals engage for various purposes, for example, workplaces (Nupponen, 2010). It carries the concept that change within one part of the system may have a ripple effect and

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



impact on the other parts of the system. This system provides an understanding of how a change in one part affects all other parts of the system.

In this study, the researcher wants to explore the impact of external environmental factors such as cultural, political, and economical factors which may affect the operation of an institution-based private childcare centre. From the cultural aspect, the researcher may want to explore the implications of the overall community and especially the parents' perception of early childhood education on the centre's teaching approaches and philosophies. For example, the 'kiasuism' culture among parents which is similar to our neighbouring country, Singapore; further influenced the childcare centres and preschool, especially from the private sector, to be focusing on children's performance in academics and discipline (Gullo & Hughes, 2010; Lily & Mohamed, 2013; Nyland & Ng, 2015).

From the political aspect, the researcher wants to explore the implications of the changes of policies and regulations by the governmental bodies on the operation of institution-based private childcare centres in Malaysia. For example, when the Ministry implemented the minimum salary and wages, how does this impact the management, specifically on the financial management aspect of the institution-based private childcare centre. From the economical aspect, the researcher wants to explore the current economic situation in our country and its impact on the setting up and closing of institution-based private childcare centres. Besides, it also looks into the centre's goals, vision, and mission in affecting its

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



management strategies in managing its financial, human as well as resources in contributing to the sustainability of the institution-based private childcare centre.

When the centre operators can manage both the external and internal influencing factors in their respective centres, it is believed that their centres will then be able to produce expected outcomes, which is offering services to the children and community and able to sustain their centre business for a long run.

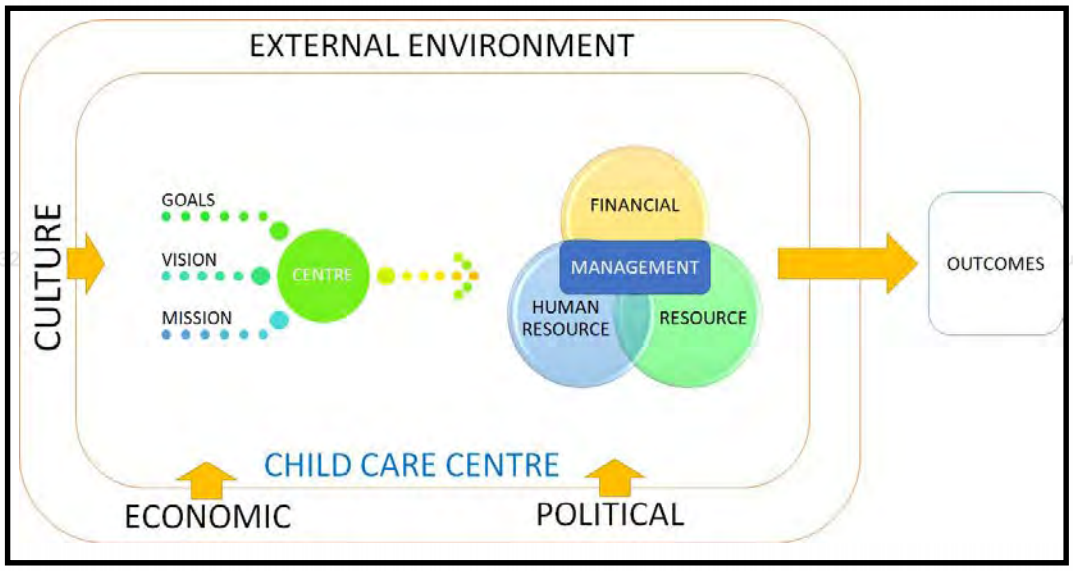


*Figure 1.4*. Conceptual Framework of the research

## 1.6 Importance of Research

The study is significant to all the stakeholders as the findings will be helping in decision-making from different perspectives. From the government aspect, the

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



findings will be helpful in terms of examining the effectiveness of various departments or ministries that deal with the institution-based private childcare centre and at the same time, being able to provide quality childcare and education services to the public. From the policy makers' aspect, the findings will be helpful to examine the effectiveness and practicality of the current policies, legislations, and regulations in sustaining the institution-based private childcare centre operation. It is also essential to examine if there is a need to relook the practicality and realistic of the PERMATA curriculum. From the operators' aspect, the findings will be helpful especially to those who are still struggling in their institution-based private childcare business, to look into the factors as well as to learn from the best practices from those who can sustain the institution-based private childcare centre business. As for the parents, the findings will be helpful for them as a guideline in choosing a quality childcare centre for their children. Nevertheless, the findings will be helpful to those who plan to set up an institution-based private childcare centre in the future, to look into the factors and the challenges as an operator of an institution-based private childcare centre.

## 1.7 Study Limitations

As this study only focuses on the institution-based private childcare centres in Malaysia, the findings may not be relevant to the other types of childcare centres in Malaysia. Besides, the samples are only taken from a specific area, which is Klang

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



Valley, the findings may not be relevant to the other states in Malaysia. In addition, as this is adopting a case study approach, the findings may not be generalised to all but would be able to provide helpful insights to the different stakeholder, such as the authority, operators, teachers, parents and community in general.

## 1.8 Operational Definitions

Sustainability, according to the online Oxford Dictionary, is defined as the ability to be maintained at a certain rate or level (Oxford University Press, 2017). Brundtland Commission defined sustainable development as "development to meet the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987). In the year 2007, Crane and Matten have further defined sustainability as "the long-term maintenance of systems according to environmental, economic and social considerations." From the environmental aspect, sustainability refers to the effective management of physical resources and requires assessing problems. Economic sustainability looks into the long-term economic performance of the organization and the approach which the organization is taking and how the organization operates. Social sustainability refers to social justice, concentrating on the values (Bonn & Fisher, 2011). The operators must ensure sustainability is integrated into the strategy process from the beginning and being stressed throughout the process. The number of centres opening up and closing down has come to a worrying state whereby more attention is needed to

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



help the centres sustain and to bring benefits to more children in Malaysia. Sustainability (Neuman et al, 2014) refers to the availability of the financial, human, and material resources of childcare centres for three to six years old in the rural communities to their operation. Therefore, sustainability in this research refers to the ability of childcare centres in maintaining their operation by effectively managing their resources.

An institution-based childcare centre is a childcare centre that can receive ten or more children. It comes under the jurisdiction of the MWFCD in Malaysia. It adheres to the Childcare Centre Act 1984 and Childcare Centre Act (Amendment) 2007 or also known as Act 308 and Childcare Centres Regulation 2012. In this research, the researcher focuses only on this type of childcare centre operated by the private sector in Klang Valley, Malaysia.

Management refers to the action of gathering people to achieve its company objectives and missions with the resources available efficiently and effectively. It usually consists of the four processes, namely planning, organizing, directing, and controlling in achieving its company goals and targets (Lumen, n.d.). Human resource management refers to the process of recruiting and developing the staff so that they become more valuable to the company (Business Dictionary, 2019). This research, human resource management refers to staffing procedures where each operator would take in hiring teachers, assistant teachers, and other staff who work in a childcare centre, which includes the intake requirements, expectations, and

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



others. Resource management refers to managing the other resources of an institution-based private childcare centre besides human resources, such as materials, maintenance of a building, and others. Financial management refers to the process of budgeting and managing the money of its centre. It is believed that operators need to monitor the centre's finances to stay on track and to make sure it generates enough income to sustain the business (Stoney, 2010).

## 1.9 Summary

Early childhood education plays a vital role in the lives of children and this has been proven in much research over the years. The childcare centres in Malaysia have been growing rapidly but the closing down rate is also catching up. It is important to identify the factors that lead to the closing down of those centres as it not only benefits the country economically but on top of all, the wellness of the children. Therefore, this study is to research the field of institution-based private childcare centre in Malaysia, specifically the Klang Valley area, and to compare with those institution-based private childcare centres that have been sustaining for a long time and learn from their success stories.

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