

Teacher Quality-Parent's Decision Framework: A Proposition

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Abstract – The objective of the paper is to propose the Teacher Quality-Parent's Decision Framework to make preschools more successful in attracting parents to enrol their children. It is urgent to study the teacher quality – parent's decision framework because it will provide implications that highlight how teacher training, teachers experience, teacher's supervision and teacher's emotional intelligence affect parent's preschool decision in Malaysia. This is especially important because preschools in Malaysia are faced with difficulties in attracting parents and one of the main causative factors for this is matters concerning bad teacher quality. The main findings the researcher wishes to acquire from this conceptual paper is to show that factors like teacher training, teachers experience, teacher's supervision and teacher's emotional intelligence can result in better teacher quality and thus a more positive decision-making process of parents when it comes to choosing preschools. The theoretical implications involve the study providing rich literature that closes important research gaps. The practical implications involve allowing preschools to identify the factors that can result in improvements in teacher quality and thus better ability of the preschool to attract parents to send their children study at the preschool.

Keywords – Preschool Teacher Quality, Malaysian Preschools

I. INTRODUCTION

This article is about an investigation into the topic of preschool teacher quality and the factors that contribute to it. The notion of the quality of teachers in preschools is an element of importance because the quality of teachers is what makes a preschool to be attractive enough for parents to enrol their children to study at that particular preschool (Asad, 2019). Preschools that have low teacher quality are the kind of preschools that parents would shy away from and they would not send their children to study at that preschool because they know that their children will be given low-quality education (Kamarulzaman, et al., 2017). It is a fact that parents look for preschools that are capable of providing quality education and such preschools invariably have teachers of good quality (Tal et al., 2022). Therefore, preschools need to ensure that teacher quality is optimal and they need to understand the factors that contribute to better teacher quality (Chen et al., 2022).

There is a problem among many preschools in Malaysia and this is the inability to attract parents to enrol their children at a very great level (Chen et al., 2022). The competition among preschools in Malaysia is quite stiff. Preschools in Malaysia compete for market share just like any other commercial organisation (Kamarulzaman, et al., 2017). Preschools that are unable to attract parents to enrol their children are the kind of preschools that usually provide low-quality education to their students (Tal et al., 2022). In other words, such preschools are known to

employ teachers who are unable to provide superior teaching quality to the preschool children and as a result, the quality of the learning process is low as well (Beatson et al., 2022).

This study will examine the various kinds of factors that are likely to affect the quality of the teachers who teach at a particular preschool. The study will empirically investigate how these elements can contribute to better teacher quality and thus a more effective ability of the preschool to attract parents to enrol the children within such a preschool. The factors that will be investigated in terms of how they affect preschool teacher quality are teacher training, teacher experience, teacher supervision, and teacher emotional intelligence.

The main research gap here is that which surrounds the concept of teacher quality a lack of Malaysian studies on the topic. It is a fact that many preschools in Malaysia are experiencing teacher quality problems as they are not effective enough in implementing initiatives to improve teacher quality (Beatson et al., 2022). Many teachers in these preschools are simply not able to provide quality output and as a result, it affects the ability of preschools in Malaysia to attract parents to register their children there (Kamarulzaman, et al., 2017). Such a problem is mainly because the management of these organisations does not seem to understand the importance of factors that contribute to better teacher quality (Altenhofen, et al., 2016). The study will make a unique contribution by presenting findings that will overcome the research gaps in literature at present which involves a lack of studies about the precise factors that contribute to teacher quality in Malaysian preschools.

The study that will be carried out here involves making an analysis of the teacher quality – parents decision framework. The objective is to show how factors that can motivate better teacher quality can affect the decision-making process of parents. More precisely, the study aims to examine a number teacher quality-based factors such as researching how teacher training, teacher experience, teacher supervision and teacher emotional intelligence would help preschools to become successful in attracting parents to make a decision to enrol their children to study at a particular preschool (Beatson et al., 2022).

The research here is about teacher quality and understanding what factors affect the ability of preschools to enhance teacher quality. The study uses four independent variables which are teacher training, teacher experience, teacher supervision, and teacher emotional intelligence and an investigation is carried out into how this affects teacher quality and thus enabling preschools to attract parents to enrol the children more successfully. The study is done quantitatively and focuses on identifying the relationship between the independent and dependent variables. It is a study done about Malaysian preschools

and as a result, the location of the study would be Malaysia.

The theoretical significance of this study is that the findings made here will be able to close important research gaps that are presently existing in the literature and that will contribute to a more in-depth understanding of factors affecting teacher quality in Malaysia and how these factors can make the preschool more attractive to parents to send their children to study at. Students, researchers together with various business practitioners would benefit from the study because it will make this particular topic of study to become richer, more sound and important gaps will be filled.

Next is the practical significance and the study will help preschools in Malaysia better understand how they can take steps to improve the quality of the teachers and thus make the preschool attractive to parents. Malaysian preschools at present are facing challenges in maintaining competitiveness and one of the reasons is because they are unable to successfully attract parents to send their children study at preschools. Therefore, not all preschools in Malaysia are very successful and competitive. The study will show how these preschools can improve teacher quality by improving the effectiveness of teacher training, hiring teachers with a better experience, carrying out better supervision of teachers, and improving teacher emotional intelligence.

II. PROBLEM STATEMENT

Broadly speaking, EFL settings have very limited opportunities to engage in a real English context (i.e. Marwan, 2007). There are some studies which have discussed the difficulties encountered by EFL learners in practicing English conversation (Hosni, 2014). In Indonesia, for instance, a teacher reported that students readily mock anyone who tries to use English in public (Lamb, 2007).

The reluctance to use English on a daily basis is also found in several non-English-speaking countries. For example, in Turkey, it is found that EFL learners have fear of being negatively evaluated when making mistakes, particularly in front of their friends (Dil, 2009). Likewise, EFL learners in Oman also perceived that making mistakes in front of their classmates is very embarrassing (Al Hosni, 2014). Consequently, many EFL learners are afraid to use English in a real context (Lamb, 2007).

III. LITERATURE REVIEW

Motivation-Needs Theory

The theory that will underpin this study will be the motivation-needs theory. This is a theory that came about from the work of Abraham Maslow and states that individuals, which in this case would be parents, act in a way that would satisfy and fulfil their needs, which in this case would be the need to place their children in a quality preschool (Abera, 2020). According to Maslow, parents would like to satisfy their needs based on a strong system of five priorities of increasing importance and these are physiological, survival, safety, love, esteem and self-actualisation (Alsauidi, 2016). This kind of theory can be

applied to the choice of preschools as well. In this case, the needs of parents involve placing the children in a preschool that can provide them with the best quality education (Tal et al., 2022). Therefore, a preschool that can create a strategy that allows for the quality output to be produced by the preschool would be appealing to the parents (Lily & Mohamed, 2013).

Teacher Quality and Parent's Decision to Choose Preschools

The quality of teachers in a preschool can be described as involving the level to which the teachers can perform up to the expectations of the children, the school and the parents (Kamarulzaman, et al., 2017). The quality of teachers needs to be maintained at acceptable levels to ensure that the preschool is able to deliver superior preschool education to children (Ahmed & Sheikh, 2014). If the preschool is unable to hire teachers of good quality, it will result in the preschool experiencing low-quality output and this can have a detrimental effect on their image (Tal et al., 2022) (Beatson et al., 2022) (Chen et al., 2022). Parents obviously do not want to send their children to study at a preschool that is unable to teach the schoolchildren quality and excellence (Asad, 2019).

What is required is for preschools to have a set of teachers that are highly qualified and capable (Glenn-Applegate, et al., 2016). Preschools that have teachers of good quality are likely to produce high-quality output and this can make the preschools become more efficient at teaching students and thus improve the economic outcomes for these students (Kamarulzaman, et al., 2017). Researchers have found a correlation between teacher quality and preschool performance (Chen et al., 2022; Beatson et al., 2022). These researchers find that preschools that can hire quality teachers are those that perform very well because such preschools will be able to provide quality education and thus be given priority over other preschools that do not provide good quality teaching (Ahmed & Sheikh, 2014).

IV. METHOD

Concerning the methods of the research, the study is planned to be carried out using a qualitative research design using a semi-structured interview process, which will involve the researcher striving to collect textual data and then possessing it in a qualitative way. The first aspect of the research methodology which will be discussed here is the research design. The aim of this research is to provide comprehensive and in-depth answers to the research question and as a result, the researcher believes that it is ideal to use a qualitative research methodology. The objective is to show what factors that relate to parents' involvement in preschools that influence positively the learning activities of the child (Creswell & Creswell, 2017).

As for the research approach, the researcher will adopt an interview-based approach that will be carried out online. Such an approach is ideal for a qualitative research like this one (Creswell & Creswell, 2017). An interview process that is carried out online will enable the researcher to gain speed, efficiency as well as overall success in the

process of collecting qualitative data and the processing it (Sekaran & Bougie, 2019).

As for the research instrument, the researcher aims to use a semi structured interview that will assist in the purposes of primary data collection. The interview questions will be provided to the respondents online via instant messaging apps or even through Zoom or Skype. The interview process will involve the researcher asking semi structured interview questions. The interview questions will be created based on the research objectives and will provide an opportunity to the respondents to provide rich answers which can then be analysed comprehensively (Creswell & Creswell, 2017).

The research sample here will obviously comprise of parents who have experience when enrolling their children in preschools. These parents will be an ideal set of respondents who would be able to give their views, opinions as well as ideas about how their involvement can bring about greater productivity on part of their child at the preschool. The sample that is required for a qualitative study like this does not have to be too large and would ideally comprise of 10 parents from the target population (Creswell & Creswell, 2017).

The data analysis process will be done using content analysis. It involves the researcher collecting quality research data from the qualitative research process, and then assigning codes and then categorising them in accordance with themes. The output of the qualitative data analysis process will be research findings that are categorised around these themes and to provide answers to the research questions (Creswell & Creswell, 2017).

Provided below are the interview questions which the researcher asked the respondents:

Interview Q1: Please explain whether effective teacher training can make the preschool teach your child more effectively?

Interview Q2: Does effective teacher training attract you to enrol their children study at the preschool?

Interview Q3: Please explain whether effective teacher experience can make the preschool teach your child more effectively?

Interview Q4: Does teacher experience attract you to enrol their children study at the preschool?

Interview Q5: Please explain whether effective teacher supervision can make the preschool teach your child more effectively?

Interview Q6: Does effective teacher supervision attract you to enrol their children study at the preschool?

Interview Q7: Please explain whether effective teacher emotional intelligence can make the preschool teach your child more effectively?

Interview Q8: Does effective teacher emotional intelligence attract you to enrol their children study at the preschool?

V. FINDINGS

About the results of the qualitative study, the researcher obtained data from the respondents that was interpreted to show that the decision-making process of parents can be greatly affected by the quality of the preschool in question and that the quality of the preschools relies greatly upon the quality of teachers that are teaching in the preschool in question. The results were obtained by analysing the data that is collected using the qualitative interviews. The researcher carried out a qualitative study data analysis using the content analysis method in order to identify themes and code them. From these analysis, empirical results were obtained. The researcher identified important themes from the content analysis show that factors like teacher training, teacher experience, teacher supervision and teacher emotional intelligence are factors that can bring about better effectiveness of the preschool and that this will enable the preschools to be able to attract parents to enrol their children study at the organisation more effectively. The main findings made here highlighted important factors concerning teachers need to be taken the consideration by preschools and that they need to take positive steps towards improving teacher quality and thus be able to attract parents more efficiently. Provided below are the discussions of the results obtained in terms of the factors affecting teacher quality in preschools.

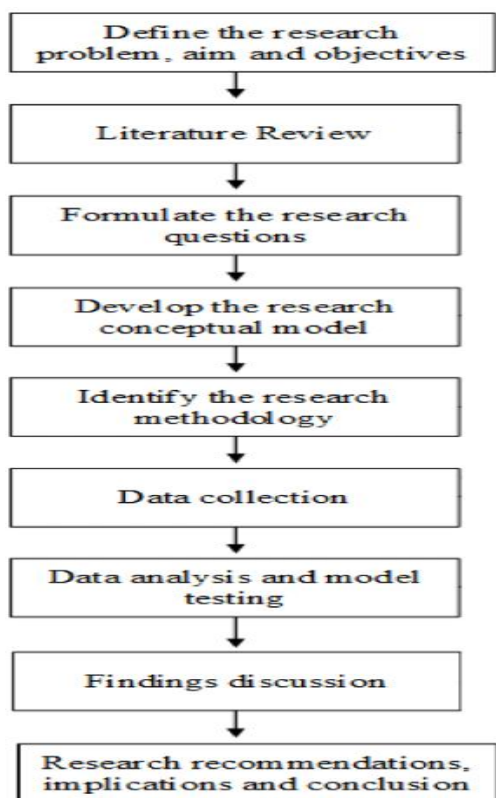


Figure 1: Research Process

Findings made about Teacher's Training Variable

Teacher training is defined as the initiatives taken to enhance the capabilities of preschool teachers by training and developing them so that they able to enhance their competencies, improve their skill sets as well as acquire better abilities (Altenhofen, et al., 2016). The findings made in this qualitative study has shown that teacher training is regarded to be a very important initiative that can affect the output quality of the teachers, and therefore, continuous and effective teacher training is very important in ensuring that teachers are able to perform optimally all the time (Abera, 2020). An untrained teacher is likely to be a teacher that is very incompetent and ineffective and as a result, they are not likely to produce high-quality teaching output (Asad, 2019).

This finding is justified based on the fact that the training of teachers has been documented in past research as being able to produce better quality teacher output and this makes the preschools to become of better quality as well (Asad, 2019).

This would result in parents being inclined to choose such a preschool to send a children to study at because they believe that they are getting good quality education at preschools that have highly trained and effective teachers (Ji Young, 2016). Therefore, most preschools make it essential that teachers undergo training in order to make themselves to become more equipped and better able to produce quality work output (Chen et al., 2022; Beatson et al., 2022). Although both teachers have to undergo essential training in order to perform competently in the preschool, nevertheless, the training programs differ from one preschool to another. Certain preschools have what is labelled as one-off training session for the teachers that allow teachers to equip themselves with new and improved skills as well as competencies that allow them to teach with better effectiveness (Tal et al., 2022).

The interview findings show that preschools that are known to implement continuous training and development for teachers so that such teachers are able to acquire and also maintain skills and competencies over a period of time (Chen et al., 2022). Continuous training is essential in ensuring that teachers do not become complacent and it also ensures that the skill sets and also their abilities are maintained and enhanced throughout their teaching at the preschool (Abera, 2020). The interview findings show that that training and development of teachers needs to be fashioned and moulded in a very effective way so that teachers are able to acquire very effective and beneficial training and development which can enable them to perform to the best of their abilities and therefore ensure that teacher quality is enhanced and also enhancing the quality of the preschool as well (Brighouse, et al., 2016).

The interview findings also suggest that preschools that experience the problem of low teacher quality are those that are usually known for not providing enough training and development to teachers (Beatson et al., 2022). These preschools usually experience very low-quality output because teachers are simply incapable of carrying out their roles and responsibilities with

effectiveness, and to the satisfaction of the preschool and the parents as well (Abera, 2020). According to the findings, many preschools make it a point to implement comprehensive and ongoing teacher training programs based on the performance appraisals of teachers and this allows them to identify the weak aspects of its features and customise a personalised training and development plan for each teacher (Chen et al., 2022), so that they able to improve themselves for the benefit of the preschool (Kamarulzaman, et al., 2017). This is a strategy that is implemented by many preschools to enhance training and development effectiveness and success because it enables teachers to become exposed to very effective and highly targeted training that allows them to acquire new skills, improve existing ones as well as fill any gaps in talents and competencies which may be affecting the quality of the teaching (Ji Young, 2016).

Dündar & Koç, (2018) support the findings of this study and they have suggested that the effective training of teachers does correlate positively with improvements in teacher quality and this contributes to better preschool performance. According to researchers, the quality of teachers can be enhanced greatly by providing them with effective and highly targeted training (Abera, 2020). Many studies show that preschools that initiate training workshops for teachers are usually those kinds of preschools that have very high-quality teachers that are performing very well in the preschool (Alsaudi, 2016).

A teacher is as good as the training they receive and if the teacher is provided with effective training, then they can provide better quality output (Brighouse, et al., 2016). This correlates positively with improvements in the preschool's ability to attract parents to enrol their students (Chen et al., 2022; Beatson et al., 2022). Ji Young, (2016) made findings that support the findings and they show that parents are inclined to register their children to study in preschools that have quality teachers. Researchers claim that effective and ongoing training which can enable teachers to have the competencies and capabilities required to make the preschool very efficient and thus attractive to parents (Altenhofen, et al., 2016).

Findings made about Teacher's Experience Variable

The concept of teacher experience is a concept defined as the total amount of experience accumulated which a teacher has in the process of teaching at a preschool (Beatson et al., 2022). The qualitative findings from the study have shown that teacher experience is an important factor for many preschools and preschools that are focused on achieving top quality are known to choose preschools teachers that have a high level of experience (Abera, 2020). Certain preschool teachers may be very well experience, some of them may have average experience whereas others may be low experienced teachers. The level and degree of experience exhibited by a teacher of preschools does affect the ability of the teacher to teach very productively and which affects the quality of output as well (Asad, 2019). Highly experienced teachers are the kind of teachers that know what they are teaching and are likely to utilise very effective teaching and learning strategies that work with the type of students

their teaching (Tal et al., 2022). Highly experienced teachers are the kind of teachers that are likely to produce quality teaching output and which can enable preschools to serve the students better (Dündar & Koç, 2018).

This finding is justified because teacher experience is a factor which is shown in past studies as a factor that is capable of helping to produce better quality teacher output and this makes the preschools to be of good quality (Kamarulzaman, et al., 2017). This would motivate parents to send their children to study at that preschool which has well experienced teachers who are able to better teach their children (Chen et al., 2022; Beatson et al., 2022). They are likely to choose a Malaysian preschool which has experienced teachers as opposed to a preschool that does not have experienced teachers (Abera, 2020).

According to certain researchers, preschools are known to choose teachers that are highly experienced and such teachers are very valuable because their experience would allow the preschool to ensure better teaching quality (Abera, 2020). This is because highly experienced preschool teachers are the kind of teachers that are able to exhibit superior talent and skills and also know when and how to implement and utilise teaching strategies to maximise the output quality (Chen et al., 2022). On the other hand, inexperienced teachers are the kind of teachers that are likely to produce low quality output because their low experience would prevent them from teaching in a very productive way (Dian & Aydi, 2018).

Inexperienced teachers are likely to be teachers that make mistakes, they are likely to have a high level of effectiveness in teaching preschool students and their overall output will be of low quality (Tal et al., 2022). The interview findings show it is very essential that teachers who teach at preschools are well experienced teachers that have the competencies, skill sets as well as know-how which they can use in order to provide quality teaching output to the students (Chen et al., 2022).

According to the interview findings, it shows that the more experienced a teacher is likely to be, the better the quality of their teaching and therefore the better the success of the school as well (Tal et al., 2022). Therefore, it is not surprising that both preschools make it a point to choose quality teachers who are very well experienced because they know their work (Chen et al., 2022), and such teachers will provide greater value to the students at the preschool as well (Kamarulzaman, et al., 2017).

The interview findings show that a well experienced teacher is a person who is capable of using their experience to enhance their teaching efficacy and thereby result in better learning efficiency on part of the student (Tal et al., 2022). Experience teachers are those with better skills and knowledge than those who are inexperienced (Abera, 2020). Therefore, preschools that have highly experienced teachers would result in a better ability among preschools to attract parents to register their children (Glenn-Applegate, et al., 2016). Research finds that preschools that have highly experienced teachers are the kind of preschools that have a higher attendance rate, lower turnover rate and higher enrolment rates (Altenhofen, et al., 2016).

Past studies support the findings of the research and it is shown that an experienced teacher will be more competent and more professional than an inexperienced one and they can make the learning process more successful (Chen et al., 2022). This is something that parents value a lot and therefore it is a fact that parents would send their children to preschools that have very experienced teachers who can provide quality teaching and learning to their children (Brighouse, et al., 2016).

Findings made about Teacher's Supervision Variable

Teacher supervision is defined as the supervision that is carried out by the management of the preschool to monitor teachers and ensure that they are performing well (Tal et al., 2022). The findings made in this qualitative study have shown that teacher performance is an important matter that needs to be given attention to and must be supervised (Abera, 2020). Preschools that supervise teacher performance are able to gauge the performance of the teachers and understand whether or not they are performing as they should (Dandan & Marques, 2017). The interview findings show that when teachers are unsupervised, it might result in the teacher lagging behind and not doing as well as they should (Brighouse, et al., 2016). Researchers find a positive correlation between teacher supervision by the management and teacher quality resulting in better preschool performance (Asad, 2019).

This finding can be justified because teacher supervision is a factor which is proven as being very effective in enhancing the efficiency and capabilities of teachers. This is because this supervision allows teachers of preschools to make sure that teachers are performing in the way that is required and are able to produce high quality work output (Abera, 2020). This can motivate Malaysian parents to choose a preschool that has effective teacher supervision function and this is because they know that teachers of such a preschool will always be monitored for their performance (Beatson et al., 2022), and for measures to be taken in the event that their performance does not meet the required standards (Glenn-Applegate, et al., 2016).

The interview findings show that that preschools that have a strong and dedicated management are the preschool to which parents are likely to choose to send their children (Chen et al., 2022). This supervising of teachers ensures that teachers are always competent and efficient and are capable of teaching in a way that signifies high quality (Abera, 2020). This has very positive implications on the preschool itself because it a supervised teacher is likely to be very efficient and is unlikely to lag (Tal et al., 2022). The output will be of good quality and this will drive up the performance of the preschool thereby making it very popular among parents (Alsauidi, 2016).

According to the interview findings, preschools are known to have a supervisory board that is responsible for supervising the actions and activities of teachers that are working for the preschool in question (Tal et al., 2022). These supervisory boards have the task of making sure that the teachers who are hired to teach at the preschool are able to teach in the way that is required and in accordance with the set standards at the preschool (Dündar

& Koç, 2018). In the event that the supervisory boards of the preschools find that the teachers are not performing as they should and are exhibiting low performance quality output, then disciplinary action can be taken on such teachers to ensure that the problem is solved and the productivity and quality of the teacher's output is enhanced (Chen et al., 2022). Teacher supervision is regarded to be a very important and essential function in a preschool because it is this sort of supervision that ensures that teachers are always held accountable for their actions and to ensure that teachers perform the way they are supposed to (Kamarulzaman, et al., 2017).

According to the interviews, teacher supervision can be quite stringent, while in other preschools, teacher supervision may be quite low or non-existent (Tal et al., 2022). In preschools whereby teacher supervision is high, studies show that the output of these teachers are usually quite high as well and they are likely to produce work that is of good quality (Alsaudi, 2016). This is because such kind of supervision would ensure that teachers are monitored for their performance and are reprimanded in the event that the performance does not meet the standards set by the preschool or the teachers behave in ways that are not acceptable (Abera, 2020).

On the other hand, in preschools where teacher supervision is low or non-existent, the teachers are likely to perform as they wish and as a result, there can be a propensity for certain teachers to perform below par and below acceptable standards (Asad, 2019). This can result in the output of the teachers becoming of low quality and also affecting the quality of the preschool as well (Chen et al., 2022; Beatson et al., 2022). The interview findings show that preschools that do not supervise their teachers are the kind of preschools that will have a propensity of having a higher number of teachers that perform inefficiently and the quality of the work will also deteriorate over time (Dian & Aydi, 2018). According to the findings, it is very essential that there be constant and effective supervision imposed upon teachers so that these teachers perform as expected and the quality of work output will be consistently high (Tal et al., 2022). Such kinds of supervision would ensure that teachers in these preschools are well disciplined and carry out their tasks and responsibilities in the way required (Abera, 2020).

Findings made about Teacher's Emotional Intelligence Variable

Emotional intelligence of the teacher is described as the ability of the teacher to make an identification and to be able to regulate their own emotions and to understand the emotions of others, such as their student (Abera, 2020). The findings of this qualitative research have shown that teachers that have a high level of emotional intelligence would be the kind of individuals that are very effective when it comes to building relationships, lowering stress, diffusing conflicts as well as enhancing job satisfaction (Tal et al., 2022). The interview findings show that teachers that are emotional intelligent are the kind of teachers which are known to produce better quality work output because their emotional intelligence will make them more self-aware, more self-regulated and better motivated as well (Asad,

2019). Besides, the findings have shown that teachers that are emotional intelligent are teachers that are more empathetic (Chen et al., 2022), and also have a better set of social skills which they can use to their advantage when interacting with students, thus allowing them to provide high quality work output (Dündar & Koç, 2018).

This particular finding is justified based on the fact that emotional intelligence of teachers is shown to be a factor which can result in more competent teaching and thus better teaching quality output (Chen et al., 2022). The interview findings show that emotionally intelligent teachers are likely to teach more efficiently and their work output would be of better quality thus resulting in the preschool performing well (Kamarulzaman, et al., 2017). This will then motivate Malaysian parents to choose a preschool that has emotionally intelligent teachers (Chen et al., 2022), because they know that such teachers will be able to teach the children in a very positive way and in a way that enhances the learning experience of their children (Abera, 2020).

Teachers are usually faced with all kinds of challenges while teaching in the classroom and the inability to overcome such challenges can result in the work output of these teachers deteriorating (Beatson et al., 2022). However, teachers who are emotional intelligent are the kind of teachers that are able to face such challenges with lower levels of stress, they are not very emotionally reactive and this will result in a lower level of unintended consequences (Altenhofen, et al., 2016). The interview findings show that teachers possessing a high level of emotional intelligence will be able to teach more productively and the quality of the work will also be very high (Tal et al., 2022). On the other hand, teachers that have a low level of emotional intelligence will be the kind of teachers that are always full of stress, they are unable to solve conflicts very effectively and besides, the level of job satisfaction will also be reduced (Chen et al., 2022; Beatson et al., 2022). All of this negatively affects work output quality of teachers (Dian & Aydi, 2018).

The interview findings suggest that teachers that are known to be most intelligent are usually known to outperform teachers that are known emotional intelligence (Tal et al., 2022; Chen et al., 2022; Beatson et al., 2022). Emotionally intelligent teachers will be able to understand, utilise and manage their own emotions in a positive way and this can bring better productivity to their teaching activities (Kamarulzaman, et al., 2017). According to interview findings. teachers who have a high level of emotional intelligence are known to produce better quality output because they are more conscious of their emotional state and are able to control it more effectively (Chen et al., 2022; Beatson et al., 2022). There are better able to identify and understand their feelings and the feelings of their students as well (Tal et al., 2022). This helps the teachers to manage their emotions and emotions of the students, thus providing a very conducive and positive environment for productive teaching (Chen et al., 2022). The interview findings show that such emotional intelligence in these teachers result in a high level of self-confidence within these teachers and it them produce better quality work output (Dündar & Koç, 2018).

The interview findings show that the emotional intelligence of teachers is also a factor that affects teacher quality and indirectly affects the performance of preschools and the ability to attract students (Dian & Aydi, 2018). Dündar & Koç, (2018) have shown that teachers who are labelled as emotionally intelligent are likely to perform better than teachers that have low emotional intelligence. The interview findings are supported by the study by Glenn-Applegate, et al., (2016) who find that teachers who exhibited high emotional intelligence were likely to perform more productively and produce teaching that is of better quality (Deacon & Van Rensburg, 2018).

Such findings support the notion that the emotional intelligence of teachers results in better teacher quality and this results in better performance of the preschool (Chen et al., 2022). Altenhofen, et al., (2016) made similar findings with this study and they show that emotionally intelligent teachers are more effective at understanding the emotions and feelings of the students and this enables them to teach more productively and ensure that students have a better understanding about the learning content (Ahmed & Sheikh, 2014). This will enhance the quality of the teaching experience and thereby improve the performance of the preschool (Beatson et al., 2022). All this makes such preschools very attractive to parents to send their children to (Tal et al., 2022).

VI. DISCUSSION

The purpose of carrying out the study is ultimately to show that the decision-making of parents when it comes to choosing a preschool for the children is dependent greatly on the quality of the preschool and that the quality of the preschool is directly correlated with the quality of the teachers working at the preschool (Tal et al., 2022). The entire ability of preschool to attract parents depends greatly on the type of teachers employed to work at the preschools (Ji Young, 2016). The aim of this study is mainly to show that when the quality of teachers in the preschool is very high, then the preschool performs very well and this would then result in parents becoming attracted to such preschools. It then follows that parents would enrol their children to study at such preschools which have quality teachers (Abera, 2020).

In this study, the aim is to show that it is very essential that preschools hire quality teachers to work at the organisation so that their work output would be of good quality and this can result in them being able to attract parents to enrol their children to study at these preschools at a greater level (Tal et al., 2022). More significantly, the purpose of the study is to show that there are a number of factors that affect the quality of teachers and these include teacher training, teacher experience, teacher supervision and teacher emotional intelligence (Abera, 2020). The results of this analysis are to show that all of these factors can play a significant and positive role in improving the quality of teachers of the preschool and this in turn will result in a better ability of the preschool to attract parents to enrol their children to study at such a preschool in question (Kamarulzaman, et al., 2017).

VII. CONCLUSION, LIMITATION AND SUGGESTION FOR FURTHER STUDIES

Conclusion

The quality of preschools in Malaysia is a factor which needs to be researched very thoroughly and, in this study, the researcher carried out an empirical quantitative study which will enable a better understanding about the concept of preschool teacher quality and more apparently, the researcher would like to show that teachers are the main players in preschools that can dictate the success or failure of the preschool. Therefore, it is very essential that preschools in Malaysia give attention to ensuring that teachers who teach at the preschools are competent and efficient enough and are capable of producing quality work output (Kamarulzaman, et al., 2017).

Studies have indeed shown that preschools that have a set of competent and highly skilled teachers that produce quality work output will be preschools that are preferred by parents because they are more confident that their children will have a better experience learning in such a preschool that has quality teachers (Abera, 2020). The study done here will show that parents are more inclined to choose a preschool that is capable of providing quality education to their children and that the main characteristics of such preschool are that they have teachers that are competent, efficient and productive (Dian & Aydi, 2018).

In this research paper, the aim was to determine how the factors of teacher training, teacher experience, teacher supervision and teacher emotional intelligence will be able to result in more competent and effective teachers that are able to produce better quality work output which can then result in the preschool performing very well (Tal et al., 2022). The aim is to show that all of these factors can result in the preschool achieving better competitiveness and better ability to attract parents to enrol the children at the preschool in question (Chen et al., 2022).

All research objectives were satisfied in the study. The researcher hopes to prove in an empirical way that these main factors can result in teachers becoming very effective and thus being able to produce superior work quality output in these preschools (Beatson et al., 2022). This will then provide better and more sophisticated learning experience that can compels parents to make a decision to enroll their children to study at that preschool and not at a competitor preschool (Tal et al., 2022).

Limitation

The researcher does believe that a study like this will have certain limitations and these limitations should be spoken about. Firstly, the limitation which the researcher believes to be present here is the scope limitations. The topic does have a scope that can be deemed to be quite wide. A narrower topic would have focused on one category of preschools in Malaysia and this would have presented results that are more precise and

targeted. Such a limitation makes the scope of the topic quite wide and therefore, the results that are would be obtained from the study are not very precise.

Suggestion for future studies

For the future study, the main suggestion made here is for the scope of the topic to be further narrowed down to focus on one category of preschools, such as the Montessori preschools in Malaysia. This will allow for a more well focused and well-defined scope of the research thus allowing for more precise findings and more effective addressing of the research problem. The second step in here is to utilise a mixed method study for the future research which employs the use of the quantitative and qualitative research designs. The intention is for the limitations of each of these research designs to be eliminated because of the fact that the mix method study will produce a combination of quantitative and qualitative findings that allow for higher generalisability and more depth of analysis.

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