

COMPARISON OF REGISTRATION STATUS OF INSTITUTIONAL TASKA SERVICES IN EAST COAST MALAYSIA

Azrul Fazwan Kharuddin¹, Zaida Mustafa², Norazura Azid³, Darvinatasya Kharuddin⁴, Ku Faridah Ku Ibrahim⁵, Lee Yoon Hong⁶, Sharifah Omhani Syed Mohmad⁷, Zety Akhzar Zahri⁸

Graduate School of Business, Universiti Tun Abdul Razak (UNIRAZAK)¹, School of Education & Humanities, Universiti Tun Abdul Razak (UNIRAZAK)^{2,5,6,7,8}, SMK Jeram³, School of Mathematics, Universiti Sains Malaysia⁴

azrulfazwan@unirazak.edu.my¹, zaida@unirazak.edu.my², zurazid@yahoo.com³, eshmaalzahara@gmail.com⁴, kufaridah@unirazak.edu.my⁵, l.y.hong193@ur.unirazak.edu.my⁶, s.omhani193@ur.unirazak.edu.my⁷, z.akhzar193@ur.unirazak.edu.my⁸

Received: 01 Ogos 2019; Accepted: 24 December 2019; Published: 27 December 2019

ABSTRACT

The analytical comparative profile of the nursery services of TASKA in three states on the east coast of Malaysia namely Pahang, Kelantan and Terengganu is the main idea of this study. Survey method using questionnaire was conducted on 37 TASKA selected based on three registration status. The questionnaire was modified from the SERVQUAL Model. The data were analyzed using statistical chi-squared exact test. The findings show that there is no significant difference in the safety aspect shown by the institutional TASKA whether registered or unregistered. Nevertheless, the analysis shows that there is a significant difference in the nutritional aspect based on several items from the perspective of the caretaker. An independent sample t tests also found no significant difference between the registration statuses in all aspects. In conclusion, the difference in terms of the TASKA category can be assessed through different perspectives where safety and nutrition factors are the key indicators in this study.

Keywords: Institutional TASKA, chi-square exact test, nutritional aspect, caretaker

INTRODUCTION

There are various studies on the different types of TASKA implemented in Malaysia. Among them is the study on institutional TASKA services. These studies are divided into three findings of a relationship study. The first significant study was related to the relationship between the institutional TASKA and the outcome of the child's behavior. The findings show that the relationship is negative where the children in the institutional TASKA show a problematic behavior. Harrison (2008) found that behavioral problems were less when compared to other TASKA types. There are several factors that influence this finding, such as the tendency of many institutional TASKA to exist, thus affecting the findings. Furthermore, negative relationships are also shown between institutional TASKA with health factors (Abner et al., 2013; Dmitrieva et al., 2007; Loeb et al., 2007; Rovers, Zielhuis, Ingels, & van der Wilt, 1999). The studies show that many health problems occur in the institution's TASKA premises. The findings are further reinforced in the long-term study by NICHD-ECC (2005), indicating an increase in health problems among children aged 2 to 3 years at institutional TASKA. This is related to the long duration of children in the institutional TASKA and the number of children who are exposed to

various diseases. Positive relationships are seen between the institutional TASKA and the effects on children's language and cognition (Kohen, Hertzman, & Willms, 2002). Loeb et al. (2007) for example found that children ages 2 to 3 performed well in mathematical subjects and reading skills. In conclusion, it is suggested that the TASKA comparative study was based on the status of the premises's registration. In addition, since the findings are inconsistent, more in-depth studies are needed.

LITERATURE REVIEW

Innovation and creativity in education is a very important skill. The ability to solve problems effectively is important for the educational profession. It has been reported that teaching methods do not necessarily succeed in improving their problem-solving skills regardless of registration status (Steiner et al., 2011). There are diverse and conflicting proposals to study the comparison of the two statuses of this group to evaluate the best service quality performance. The first step in solving a problem is to encode the given elements (e.g., Newell & Simon, 1973). Encoding involves unifying the most informative feature of the problem, storing these features in working memory and retrieving from long term memory the information is relevant to these features. The process helps the solver determine what he knows, what he unknowns', and what is being asked in the problem situation. The prevalent confusion and inability to comply by ECCE practitioners towards the regulative impositions by multi agencies has bring forth the recognition of opportunities in the need to transform the forsaken and unclear platform by these agencies into a much more comprehensible, practical and applicable one. Henceforth, 6 major areas have been identified as being pivotal to this opportunity to transform would be:

- a) Analysing what constitute ECCE
- b) Integrating and Collaborating the administrative agencies
- c) Addressing Human Resource issues
- d) Accessing Funding
- e) Recognising the various applicative agencies
- f) Reviewing the goals and functions of the EECE service and issues impeding its success

The importance of creative and cultural education should be explicitly recognized and provided in schools' policies for the whole curriculum and in government policy. The other hand, teachers and other professionals should be trained to use methods and materials that facilitate the development of young people's creative abilities and cultural understanding. Two patterns of philosophy, if understood in extreme, can implicate the existence of differences in parenting patterns towards children. First, the patterns that tends to be extreme right that is a very dominant parenting and too forcing children. Second, tend to be extreme left, ie far too much. The pattern of coercion and bias seems to be similar in life in today's society. How not, little parents are very authoritative in educating children (Sameroff, 2010).

Quality of service is a great factor for customer satisfaction. There is a direct association between the perception of service quality and customer behavioral intentions indicating that there are strong relationships between them (Lee, 2013; Cronin and Taylor, 1992; Zeithaml et al, 1996; Cronin et al, 1997; Cronin et Al, 2000). However, many studies in the field of service determine the difference between customer satisfaction and service quality, but the confusion on

these two cases is still ongoing (Bitner, 1990; Cronin and Taylor, 1992; Oliver, 1993). Oliver (1980) recommends customer satisfaction as a result of comparison with initial expectations with actual experience of service quality. There are conflicting researchers on the relevance of customer satisfaction and their continuity with the quality of service. Cronin and Taylor (1992) suggested that the quality of service is related to customer satisfaction. Continue to get the services in the future is desired while the customer satisfaction is a factor in the quality of services offered by the caretaker. According to Kim (2011), although Cronin and Taylor (1992) have proven that customer satisfaction has a greater effect on customer loyalty than service quality, he (Kim) still thinks that both factors (customer satisfaction and service quality) is a significant impact on customer loyalty. The search for good quality physical education for our youngest school children leads to consideration of physical literacy, developmental movement and movement play with the emphasis on enjoyment, participation and building self esteem. In order for children in their early years to receive good quality physical education, there is a need to develop a new model which is inclusive, holistic and aligned with early-years pedagogy (Doll-Tepper, G., & Scoretz, D., 2001). Transformation required six major issues to be fully addressed: what constitutes early childhood: administrative integration; staffing; funding; the type of early childhood services that the UK needs; and identifying critical questions about early childhood and the purposes of early childhood services (Moss, 1999).

METHODS AND STUDY DESIGN

This research is using survey questionnaire adopted from SERVQUAL model as the instrument of study (Moon & Lee, 2010). The aim of this study is to recognize the existence of significant differences in the satisfaction of the institutional TASKA service from the caretaker perspective. Therefore, demographic factors are taken into account in determining the determinants of service satisfaction. The main factors assessed in this study were TASKA type, premise location, registration status and level of consent for safety and food preparation. The questionnaire was distributed based on stratified random sampling of 37 TASKA in the east coast of Malaysia. The sample size for this study consists of 37 different type of institutional TASKA with three different statuses; 29 have already registered, one center is still in the registration process and 7 have not registered yet. For a descriptive statistics test of the level of agreement, the caretaker has provided feedback in 5 different Likert scale; 1 = strongly disagree, 2 = disagree, 3 =less disagree, 4 = agree and 5 = strongly agree. This feedback was obtained from a questionnaire to test the level of the caretaker's consent on the safety and nutritional factors provided by TASKA in East Coast of Malaysia.

RESULT AND DISCUSSION

Table 1 shows the mean value of the registration status variable for the institutional TASKA at the east coast of Malaysia. Of the 37 selected TASKA, 29 or 78.4% were registered, 1 or 2.7% in the registration process status and 7 or 18.9% were still not registered yet. The most common pattern in this study is registered status, but since the sample size of the study is moderate, we

cannot conclude that this registered status is the norm in terms of enrollment among institutional TASKA throughout Malaysia.

Table 1: The frequency of the Institutional TASKA Total Number According to the Registration Status in East Coast of Malaysia

Status		Registered	In Progress	Unregistered
State	Pahang	13	0	1
	Terengganu	6	0	5
	Kelantan	10	1	1
Total		29	1	7
Percentage		(78.4%)	(2.7%)	(18.9%)

Practically, the level of caretaker agreement is assessed on two independent variables namely safety and nutrition factors. The cross tabulation of the agreement level according to the registration status is statistically analyzed using the chi-squared exact test. Analysis shows that there is no significant level of agreement between security aspects and TASKA registration status. However, significant differences can be seen between nutrition factors and registration status. The caretaker provides different feedback in terms of preparation of food practiced in TASKA respectively. In conclusion, there is no significant relationship between the significance of the registration status and the safety aspect ($p = 0.085$) through the feedback provided by the caretaker. Nevertheless, they agreed that there was a significant difference in the level of agreement between registration status and nutritional factors ($p = 0.000$). Collectively, the caretakers responded that the nutritional diet ($\mu = 4.18$, 45.5%) according to the correct pyramid system ($\mu = 4.05$, 40.9%) was important for TASKA. This is supported by the consent of all respondents on the preparation of food according to the suitability and allergies ($\mu = 4.05$, 40.9%) experienced by the children. However, there are several factors that encourage entrepreneurs to disagree with the method of preparatory work. Among them are the treated water supply ($\mu = 3.05$, 4.5%), behaviour when eating ($\mu = 3.04$, 13.6%) and the food measure given ($\mu = 3.18$, 14.5%). Overall, we assume that the analysis of the role of this agreement can provide a better exposure in terms of understanding in the aspect of TASKA services in a beneficial manner.

Table 2: The Cross-Tabulation Frequency of the TASKA Services Based on the Registration Status

	Level of agreement for safety				
	Strongly disagree	Disagree	Less agree	Agree	Strongly agree
Registered	0	5	0	12	12
In Progress	0	0	0	1	0
Unregistered	0	1	0	3	3
Exact test	Chi-squared = 4.915 df = 2 p = 0.085				
	Level of agreement for food serving				
	Strongly disagree	Disagree	Less agree	Agree	Strongly agree
Registered	1	4	1	11	12

In Progress	0	0	0	1	0
Unregistered	0	1	0	3	3
Exact test	Chi-squared = 27.459 df = 4 p = 0.000				

ACKNOWLEDGEMENT

The authors thanked for the remarks and ideas received from the editor in the making of this article were completely ready for publication.

REFERENCES

- Abner, K. S., Gordon, R. A., Kaestner, R., &Korenman, S. (2013). Does Child-Care Quality Mediate Associations Between Type of Care and Development? *Journal of Marriage and Family*, 75(5), 1203-1217.
- Bitner, M. J. (1990). Evaluating service encounters: the effects of physical surroundings and employee responses. *the Journal of Marketing*, 69-82.
- Cronin Jr, J. J., & Taylor, S. A. (1992). Measuring service quality: a reexamination and extension. *The journal of marketing*, 55-68.
- Cronin, J. J., Brady, M. K., &Hult, G. T. M. (2000). Assessing the effects of quality, value, and customer satisfaction on consumer behavioral intentions in service environments. *Journal of retailing*, 76(2), 193-218.
- Cronin, J. J., Brady, M. K., Brand, R. R., Hightower Jr, R., &Shemwell, D. J. (1997). A cross-sectional test of the effect and conceptualization of service value. *Journal of services Marketing*, 11(6), 375-391.
- Dmitrieva, J., Steinberg, L., & Belsky, J. (2007). Childcare history, classroom composition, and children's functioning in kindergarten. *Psychological Science*, 18(12), 1032-1039.
- Doll-Tepner, G., & Scoretz, D. (2001). World summit on physical education. In *Proceedings*.
- Harrison, L. J. (2008). Does childcare quality matter? associations between socio-emotional development and non-parental childcare in a representative sample of Australian children. *Family matters*, (79), 14.
- Kim, H. S. (2011). Consequences of parental divorce for child development. *American sociological review*, 76(3), 487-511.
- Kohen, D. E., Brooks-Gunn, J., Leventhal, T., & Hertzman, C. (2002). Neighborhood income and physical and social disorder in Canada: Associations with young children's competencies. *Child development*, 73(6), 1844-1860.
- Lee, K. (2013). Little liars: Development of verbal deception in children. *Child development perspectives*, 7(2), 91-96.
- Loeb, S., Bridges, M., Bassok, D., Fuller, B., &Rumberger, R. W. (2007). How much is too much? The influence of preschool centers on children's social and cognitive development. *Economics of Education review*, 26(1), 52-66.
- Moon, S., & Lee, J. M. (2010). Analysis of childcare services of Seoul-type childcare facilities using SERVQUAL: A comparative study of national and public, and private childcare facilities. *Journal of Early Childhood Education & Educare Welfare*, 14(14), 29-55.
- Moss, P. (1999). Renewed hopes and lost opportunities: early childhood in the early years of the Labour Government. *Cambridge Journal of Education*, 29(2), 229-238.
- Newell, A. (1973). You can't play 20 questions with nature and win: Projective comments on the papers of this symposium.
- Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of marketing research*, 460-469.
- Oliver, R. L. (1993). Cognitive, affective, and attribute bases of the satisfaction response. *Journal of consumer research*, 20(3), 418-430.

- Rovers, M. M., Zielhuis, G. A., Ingels, K., & van der Wilt, G. J. (1999). Day-care and otitis media in young children: a critical overview. *European journal of pediatrics*, 158(1), 1-6.
- Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child development*, 81(1), 6-22.
- Steiner, T., Belski, I., Harlim, J., Baglin, J., Ferguson, R., & Molyneaux, T. (2011). Do we succeed in developing problem-solving skills-The engineering students' perspective? In *Australasian Association for Engineering Education Conference 2011: Developing engineers for social justice: Community involvement, ethics & sustainability 5-7 December 2011, Fremantle, Western Australia* (p. 389). Engineers Australia.
- The National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network. (2005). Childcare and common communicable illnesses in children aged 37 to 54 months. *Archives of Pediatrics & Adolescent Medicine*, 157(2),196-200.
- Zeithaml, V. A., Berry, L. L., & Parasuraman, A. (1996). The behavioral consequences of service quality. *the Journal of Marketing*, 31-46.