

**EXPLORING THE TEACHING OF VALUES IN SOKA
KINDERGARTEN: A CASE STUDY**

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KUALA LUMPUR**

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EXPLORING THE TEACHING OF VALUES IN SOKA KINDERGARTEN: A CASE STUDY

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ABSTRACT

The Malaysian Ministry of Education (MOE) has put so much attention into increasing the quality of preschool values education. However, when it comes to the teaching and implementation of values education in preschool, there are gaps existing between the aspiration and implementation in the preschool in our current system. The purpose of this study to explore preschool teachers' teaching of values education in a Soka Preschool. This study uses case study research design to discover strategies of teaching values education used by preschool teachers in Soka Preschool. This study also aims to understand how preschool teachers in Soka Preschool are motivated and trained to teach values education effectively to young children. Data was collected for descriptive analysis through the researcher's observation, interviews, and documents review. Seven participants from Soka Preschool were involved in this study. Participants revealed that values education in Soka Preschool is not being taught in a specific subject but integrating values into the preschool curriculum and classroom activities regardless of what subjects they taught. Majority of the participants also revealed similar teaching strategy of integration of values education into their teaching such as circle time, role-play, storytelling, teamwork activity, class discussion, class leader of the day, exchange programme, dialogue, real-life situation and wall decoration. In addition, this study revealed that preschool management plays an important role in enhancing the teaching of values education. The participants expressed that they increase motivation of teaching values education through strong collaboration between teachers and the preschool management. Observational analysis showed that the all the participants worked in a very positive and value-driven environment and were implementing the teaching of values education diligently. The practice of dialogue between teachers, children and parents that was adopted by

participants sustained the teaching of values education in Soka Preschool as well. The results illustrated that weekly training by the preschool management, teachers' exchange programmes and the promotion of teacher's self-study helped increase and enhanced the participant's professionalism of teaching values education. Therefore, this research suggests that preschool management needs to promote the integration of values education into preschool curriculum in order to provide quality teaching of values education to young children in the preschool. The role of preschool management is crucial in stimulating and motivating preschool teachers to enhance the teaching of values education effectively through creating a positive working environment in the preschool.

PENEROKAAN PENGAJARAN NILAI DI TADIKA SOKA : SATU KAJIAN KES

ABSTRAK

Kementerian Pendidikan Malaysia (KPM) banyak memberikan tumpuan kepada peningkatkan kualiti pendidikan nilai di prasekolah. Walau begitu, tetap wujud jurang antara aspirasi dan pelaksanaan polisi prasekolah di kalangan guru-guru prasekolah dalam sistem pendidikan hari ini. Kajian ini bertujuan untuk mengkaji pengajaran nilai guru-guru prasekolah di satu tadika Soka. Kajian ini menggunakan reka bentuk kajian kes untuk mengkaji strategi-strategi yang digunakan oleh guru-guru di tadika Soka dalam pengajaran pendidikan nilai secara berkesan kepada kanak-kanak. Di samping itu, kajian ini juga bertujuan untuk memahami bagaimanakah guru-guru di tadika Soka bermotivasi untuk melaksanakan pengajaran pendidikan nilai secara berkesan kepada kanak-kanak. Data yang dikumpulkan untuk analisis diskriptif adalah melalui pemerhatian penyelidik, temu duga, dan analisis dokumen-dokumen. Tujuh orang peserta dari tadika Soka terlibat dalam kajian ini. Peserta dalam kajian ini menyatakan bahawa pengajaran pendidikan nilai di Tadika Soka tidak terhad kepada mata pelajaran tertentu tetapi lebih kepada mengintergrasikan nilai-nilai murni ke dalam kurikulum prasekolah. Kajian ini juga menunjukkan kebanyakan peserta kajian menggunakan teknik yang serupa untuk menerapkan nilai-nilai murni ke dalam pengajaran mereka seperti *circle-time*, main peranan, bercerita, kerja kumpulan, pembincangan dalam kelas, ketua kelas sehari, program pertukaran kanak-kanak, dialog, situasi sebenar dalam kelas dan penghiasan dinding di kelas. Tambahan pula, kajian ini menunjukkan bahawa pihak pengurusan prasekolah memainkan peranan yang penting dalam meningkatkan pengajaran pendidikan nilai dalam kalangan guru-guru prasekolah. Peserta kajian ini melaporkan bahawa jalinan kerjasama yang erat

antara guru-guru dan pihak pengurusan prasekolah meningkatkan motivasi mengajar pendidikan nilai di prasekolah. Analisis pemerhatian menunjukkan bahawa semua peserta bekerja di dalam persekitaran yang positif dan didorong nilai-nilai murni malahan mereka melibatkan diri dalam pengajaran pendidikan nilai secara gigih kepada kanak-kanak. Pendekatan dialog dalam kalangan guru-guru dengan kanak-kanak serta ibu bapa juga menggalakkan peserta di tadika Soka melaksanakan pengajaran pendidikan nilai secara gigih dan berterusan. Dapatan kajian ini menunjukkan bahawa pendekatan kursus mingguan yang diadakan oleh pihak pengurusan prasekolah, program pertukaran guru-guru dan promosi amalan melanjutkan pembelajaran dalam kalangan guru-guru meningkatkan dan mempertingkatkan taraf profesionalisme peserta kajian dalam pengajaran pendidikan nilai kepada kanak-kanak. Namun begitu, kajian ini mencadangkan keperluan pihak pengurusan prasekolah untuk menerapkan pendekatan yang mengintegrasikan nilai-nilai murni ke dalam kurikulum prasekolah secara seluruh untuk memberikan pengajaran pendidikan nilai yang berkualiti kepada kanak-kanak di prasekolah. Peranan pihak pengurusan prasekolah amat penting dalam merangsangkan dan memotivasikan guru-guru prasekolah untuk mempertingkatkan pengajaran pendidikan nilai secara berkesan dan berkualiti dengan menghasilkan persekitaran bekerja yang positif dalam kalangan guru-guru prasekolah.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Today, values education has become a focus of high attention in preschools in Malaysia. Given the importance of values education in preschool, it was noted earlier that the Malaysian Ministry of Education (MOE) had embarked on a preschool policy in 2010. The policy aims at transforming preschool education in Malaysia to emphasize the importance of developing good personal traits, character and self-concept to be patriotic citizens.

In preparation for increasing of quality preschool education in the nation, the Malaysian Ministry of Education seeks to raise the qualifications of preschool teachers in 2016 to improve preschool teacher quality. The MOE made it compulsory for all preschool teachers to obtain a minimum qualification of a Diploma in Early Childhood Care and Education by 2020 (Ministry of Education Malaysia, 2016). Starting 2017, all preschool teachers in Malaysia have to fulfil this minimum requirement in order to ensure quality preschool education for children.

However, this situation has raised a number of critical questions with respect to the teaching of values education in the preschool. How can preschool teachers with a minimum qualification of a Diploma in Early Childhood Care and Education improve the values education in preschool? Are the preschool teachers adhering to the preschool policy that emphasize the importance of values education?

Despite various initiatives to restructure the preschool education to focus on values education since 2010, available research evidence reveals that many preschool teachers in Malaysia still give less attention to the teaching of values education in the

preschool after so many years. Various reasons are said to contribute to the gap between aspiration and implementation of values education in preschool.

According to Chiam (2012), many preschool teachers in Malaysia are not teaching children in an appropriate way and not creating a good learning environment for children in preschool. Evidence from the Performance Management and Delivery Unit, also known as PEMANDU (2013), reveal a high percentage of preschool teachers in Malaysia are not well trained. In addition, Rohaty (2013) pointed out that preschool teachers face several types of challenges, including the lack of guidelines in implementing approaches for improving the quality of education in preschool.

In fact, many research studies have shown that preschool teachers with academic qualification make a difference in improving young children's academic result, but the information about preschool values education in Malaysia is scarce at present. The extent to which the preschool values education is implemented in actual practice in Malaysia remains uncertain. Therefore, there is an urgent need for this study, which aimed at exploring the specific issues on teaching values education among preschool teachers.

There is evidence to prove that the teachers in Soka School potentially provide good impact on the values development of children. In an action research in Brazil, Toya (2014) found that the teachers in a private school, namely Brazil Soka School create a unique curriculum and learning environment that effectively provides values education to children.

Toya had conducted a study to compare Brazil Public School and Brazil Soka School in terms of learning environment, quality of teachers and quality of education. Based on Toya's finding, teachers in Brazil Soka School leave greater impact and influence on the children than teachers in the Brazil Public School. Toya (2014)

demonstrated that the unique way of teachers teaching in Brazil Soka School could be an effective tool in providing quality values education.

Another study by Swati (2014) aimed at exploring the problems and challenges of teachers in India. Results of the study suggested the need for Soka Education to facilitate in developing a pedagogical base of teachers in India for better quality in teaching. This study stimulates a unique idea in values education and provides new insight to improve preschool teacher teaching of values education in Malaysia.

Many articles based on the idea of values education in Soka School precisely expose the researcher into a broad and wide horizon of the teachers teaching of values education to the children (Iguchi, 2012; Ikegami 2015; Nagashima, 2016; Rohaty, 2013; Swati, 2014; Toya, 2014).

Hence, by looking into the teacher's teaching practices and implementation of values education in Soka Preschool the researcher can address the current gap of this study in understanding. In other words, teacher's practices in Soka Preschool is the context for providing new insight to improve teacher's teaching of values education in preschool.

1.2 Significance of the Study

Several empirical research studies highlighted and suggested that the teacher who works in Soka School has a positive impact in cultivating students into value-creating individuals (Ikeda, 2010; Indangasi & Odari, 2015; Inukai & Okamura, 2017; Okamura, 2015). This study seeks to explore the teaching module in values education conducted by the teacher in Soka Preschool. It attempts to examine the key success in teaching values education to preschool children that could provide an impetus to preschool teachers in the nation.

A great deal of discussion has occurred on the context of value-creation education in Soka School. An example is the study conducted by Ikegami (2015) exploring the quality early childhood education in Soka Preschool. Ikegami's study analyzed the sociocultural and education contexts of Soka Preschool in Japan (Sapporo), Hong Kong and Singapore. The results also indicated that the framework and concepts used by teachers in Soka Preschool have positively influenced the teaching of values education. The results showed that the teachers working in Soka Preschool demonstrated good quality of values education within the framework of value creation, individual happiness and humanity values.

Another study conducted by Nagashima (2016) investigated the graduates' experiences when they were students at Soka Schools, and examine how the childhood-experiences in Soka Schools influenced them to become value-creating teachers. The results of the study revealed that teachers who were the graduates from Soka Schools applied a teaching behavior that emphasizes values-creating education to children at present. The results of the study also indicated that the teachers were conducting values education through a unique values pedagogy and philosophy adopted by the founder of Soka School.

According to Mokuria (2016), the teachers working in Soka School have been able to demonstrate how to create a caring educational environment where students are able to cultivate compassion through caring relationships, along with developing critical thinking skills by having an enriched curriculum. Mokuria's finding also revealed that the Soka School philosophy is grounded in the idea that education should place the "lifelong happiness of the child" as the central goal.

The teachers in Soka School are making an impact by providing a quality values education to the children. Alankrita's (2016) study demonstrated how teachers

working in institutes that practice the pedagogy and philosophy of the Soka School founder impact children in the classroom. The results of the study suggested the concepts and principles of Soka School to be adopted into the teacher-training program in order to nurture “high quality” and “effective” teachers who are able to cultivate value-driven individuals in the classroom.

In addition, a study conducted by Henry and Masumi (2017) in Kenya examined the challenges and possibilities of creating values in a developing multi-ethnic and multi-cultural society. The study highlighted that the Soka Education Pedagogy is critical to be introduced and included in the educational setting and teacher training workshops, in order to foster teachers who are able to deliver value creating education to children.

These studies have shown that the practices and teaching module used by teachers in Soka Schools potentially serve as the basis of preschool values education in Malaysia. This has provided a significant insight for this research study.

Using the above findings, the researcher would further investigate the Soka Preschool in Malaysia to examine how the values education is inculcated. The exploration of this study could provide new input that enable preschool teachers in Malaysia to strengthen the teaching of values education.

1.3 Rationale of the Study

The Malaysian Ministry of Education (MOE) has proposed a preschool policy since 2010 to emphasize the importance of developing good personal traits, character and self-concept to be a patriotic citizen, and has made it compulsory for all preschool teachers to get a qualification of a Diploma in Early Childhood Care and Education in 2016.

Although the MOE has made tentative steps to introduce value-driven policy and qualified preschool teachers with academic qualification as an essential in the preschool educational setting, the impacts of values education on the preschool children remains unexamined.

Despite the importance of values education in preschool, there has been insufficient focus and attention in terms of research in this context to strengthen the links between aspiration and implementation. Indeed, several empirical research studies have investigated values education on secondary and primary school teachers in Malaysia (Chang, 2013; Nadarajan & Vishalache, 2014; Yusof et al., 2018; Narinasamy & Mamat, 2018; Vishalache, 2009, 2010, 2017).

However, it seems less investigation had been done on preschool teachers in the teaching of values education in Malaysia. With the scarcity of solid empirical evidence on preschool values education, it remains especially difficult for preschool teachers to move toward establishing a high quality preschool values education in Malaysia.

Apart from parents, preschool teachers are playing a vital role that leave impacts on children's values development (Kaur, 2015). It is because before the children start primary school at the age of seven, every child has to receive early childhood education in the preschool.

Moreover, children quickly learn attitudes through the action and words they perceived from people around them (Ramsey, 1982). The children learn values through observing people around them in various ways (Bandura, 1961). Thus, preschool values education is crucial as it is a head start that strongly impacts on a child's development.

Given the importance preschool values education has in any society, preschool teachers are expected not only to have qualification of a Diploma in Early Childhood Care and Education but also to be effective in teaching values education. Preschool teachers have to possess better teaching skills and methods in teaching values education.

With the growing demand by government and community for the teaching of values education to preschool children, there is an urgent need to investigate the teacher's teaching of values education in Soka Preschool in Malaysia in order to draw in-depth knowledge and insight that contribute to the teaching of preschool values education in the nation.

For such a reason, this study helps the researcher to have better understanding of the implementation and practices of how teachers in Soka Preschool in Malaysia teach values education to children in the preschool. Meanwhile, this study has provided the opportunity to suggest the context of values education in Soka Preschool in an attempt to explore something new for preschool teachers in teaching values education to preschool children.

1.4 Statement of Problem

Despite various initiatives made by MOE to restructure the preschool education to focus on values education since 2010, many preschool teachers still do not necessarily place values education on an equal footing as other academic subjects.

The available research evidence reveals that the preschool teachers in Malaysia are excessively emphasizing academic outcomes and less likely to emphasize on cultivating values in the preschool children (Abu Bakar et al., 2015; Ali & Mahamod, 2015; Chen & Chong, 2014; Ng & Yeo, 2014; Majzub, 2013; Puteh & Ali, 2013). In

other words, many preschool teachers in Malaysia still give less attention to emphasizing the teaching of values education in the preschool after so many years.

For example, a study conducted by Ng (2010) to examine the governance of education related ECCE policies in Malaysia found that most preschool teachers especially the private preschool teachers do not practice and implement the preschool policy that is now focused on fostering value-driven children.

According to Ali and Mahamod (2015), a significant number of Malaysian preschools are still adopting rote learning, memorization and “chalk and talk” methods as the main approach for teaching young children. Tee and Mariani (2018) also found that many preschools in Malaysia are more likely to emphasize on academic attainment especially writing, reading and arithmetic as the most important learning milestones for young children.

Ligaya (2016) pointed out that many preschool teachers are still engrossed in nurturing the children’s academic achievements and performance more than instilling children with positive values. The preschool teachers give especially less attention and focus in teaching values education because it is not included nor evaluated in the examination that affects the students’ academic performance.

Another study done by Aquino et al. (2017) aimed at exploring the preschool curriculum in Malaysia. The research was a comparison study on the preschool curriculum framework in Malaysia and the Philippines. Aquino et al. revealed several issues and challenges in Malaysian preschools, such as the lack of training for preschool teachers and teachers are teaching children using the wrong method and approach.

The findings revealed that the lack of preschool teachers competent to deliver quality values teaching to the preschool children is one of the problems facing

preschool values education. In addition, Nassira (2016) indicated that other than teacher qualification, the teacher's professional development programs alongside motivating environments are curial elements that impact the quality teaching in values education.

All of these scenarios reflect an urgent need to address how a diploma in teaching qualification is able to help preschool teachers in teaching values education effectively. Therefore, this study aims at exploring the teaching module and methods used by teachers in Soka Preschool in Malaysia to contribute to understanding the gap of aspiration and implementation of values education in preschool.

1.5 Research Objectives

The objective of this research study is to examine how teachers in Soka Preschool teach values education to the preschool children. The research objectives include:

1. To explore how teachers teach values education in Soka Preschool.
2. To examine what motivates the teachers in Soka Preschool to teach values education.
3. To investigate how teachers in Soka Preschool enhance their professionalism to teach values education.

1.6 Research Questions

Based on the research objectives, the research questions of this study are:

1. How do teachers teach values education in Soka Preschool?
2. What motivates teachers in Soka Preschool to teach values education?

3. How do teachers in Soka Preschool enhance their professionalism to teach values education?

1.7 Theoretical Framework

Considering the nature of this study, the researcher has utilized the lens of quality teaching theoretical perspective developed by the Committees of Cleveland State University (CSU) in 1997. With regard to teacher's teaching, the Committee of CSU (1997) emphasized that teacher as a reflective responsive professional and teacher is the partner in learning. This theory provides guidance for the researcher to evaluate and address the identified problem of this study.

Figure 1.1 describes the specific dimensions of a teacher's quality teaching.

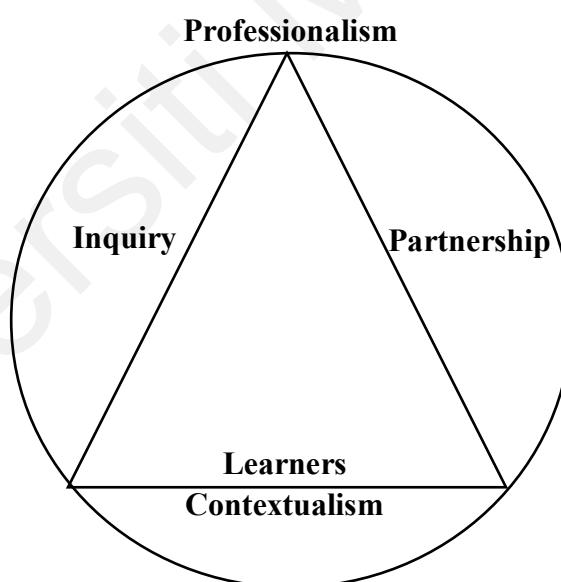


Figure 1.1 Teacher's Quality Teaching Theoretical Framework

According to the Committee of CSU (1997), four key elements are significant for teachers, namely inquiry, partnership, learner contextualism, and professionalism. These cornerstones are shown to have interrelationships. Besides, this theory

introduced a systems dimension to respective ideas that makes a great reference for teachers in teaching quality preschool values education today.

1.7.1 Professionalism

As manifest in this theoretical framework, professionalism is viewed as an overarching construct which further assumes that teachers can and should contribute most to better teaching quality.

Undoubtedly, professionalism is the quality of one's practice (Hoyle, 2012). It is very important for teachers to put effort to strengthen their professional accountability such as teaching disciplines, interdisciplinary connections, as well as the inquiry-based learning and teaching to address the quality teaching of values education to young children.

The theory also further explains that teachers need to constantly enhance their professionalism by understanding how inquiry, contextualism, and partnership relate to the teaching in the classroom would appear to be largely doomed as a crucial factor in the quality of teaching in the classroom. To understand the components of inquiry, contextualism, and partnership of this theoretical framework in detail, these three elements will be described:

1.7.2 Inquiry

According to Bullough and Gitlin (2001), teachers who understand and engage in inquiry are more likely to support student inquiry and hence provide a better quality of teaching. It is because the process of teachers' growth is important.

The Committee of CSU (1997) mentioned in the theoretical framework that teachers require to involve three different aspects of inquiry including constructivism, reflective practice, and sociocultural perspective. First, teachers need to posit the

student to construct knowledge through his or her own action in the world. Second, teachers must have reflective practice.

For example, they often conduct dialog with other teachers to review their classroom teaching and learning because sustaining self-evaluation can provide a genuine change rooted in questions and problems faced by teachers. Third, teachers need to understand the needs and backgrounds of each student in the classroom. This knowledge is significant for teachers to implement quality values education in their teaching.

1.7.3 Partnership

In the teacher's quality teaching theoretical framework of the Committee of CSU (1997), partnership constitutes two concepts, collaborative with students and collaborative relationships among teachers, parents and schools.

Both these collaborative relationships are important for teachers in order to achieve high quality teaching. It is because collaborative relationships can enhance teachers' moral understanding and professional development to produce better quality learning outcomes (Baker, 1994).

This partnership approach in this theory especially emphasize the importance of working together among teachers as a team toward the school goals resulting in a better quality of teaching (Black & Ammon, 1992).

1.7.4 Learner Contextualism

The Committee of CSU (1997) mentioned in the theoretical framework that teaching and learning do not occur in isolation. It is very important for teachers to have prior knowledge and understanding of the culture and background of each student. There are three major strands of content implied in this element of learner contextualism.

First, teachers must acquire an understanding of children development pedagogy, in order to construct the most appropriate teaching approach for better quality in nurturing the students.

Second, teachers need to understand the nature of diversity in all its multiple forms and pay careful attention to the implications of diversity for choosing curriculum objectives, classroom practices, and the ways of creating patterns of positive social interaction in classrooms. Teachers must comprehend how such diverse factors affect the decisions of educational policy and the quality in every classroom (Vygotsky, 1963).

Third, teachers must also understand how historical, political, economic forces and structures influence education in order to provide a better quality of teaching to children. With this contextualism teachers will be able to create positive interaction in classrooms and provide better quality of values education among the children.

Thus, it becomes very important to understand how the four key elements such as inquiry, partnership, learner contextualism, and professionalism can be used to enhance quality teaching of preschool values education. This study adopts these dimensions introduced in this theoretical framework as guidance.

1.8 Definition of Terms

Several terms are used throughout this study. The following are definitions of terms as they are used in the context of this study:

1.8.1 Preschool in Malaysia

In Malaysia, preschool provides education for young children at age four to six years old. The preschools seek to expose young children to the learning experience before they enrol into the primary school.

The Malaysian preschool provides education in all aspects of development, including physical, emotional, social, intellectual, and health, to master basic skills and to develop a positive attitude as preparation for primary school. Besides, there is another type of institution namely nursery or childcare center which caters for children aged below four years.

Despite the provision of preschools for young children provided by the private sector at most, the Malaysian Ministry of Education (MOE) is involved in exercising quality control by applying the national standard across all preschool programs (The Education National Review, 2016).

Every public and private preschool in Malaysian is required to register with the Ministry of Education since 1996. Later in 2003, every Malaysian preschool is made compulsory to follow the national preschool curriculum guidelines in order to develop quality preschool standard.

1.8.2 National Preschool Standard Curriculum

National Preschool Standard Curriculum was implemented in 2010. The quality standard also pertains to the standard of teacher qualification, parent-teacher interaction, health and safety environment.

The context has been revised to meet the demands of new policies under the Malaysia Education Blueprint (2013-2025) and the current needs include standard and qualified preschool teacher qualification, good quality of parent teacher interaction, as well as the health and safety environment of the preschool setting. The curriculum was reformed to ensure the quality of preschool curriculum implementation is on par with international standards.

Besides, the National Preschool Curriculum pays attention and focuses on promoting harmony, neighbourliness, unity, and nationalism among the preschool children from different ethnic backgrounds.

It is in a value-driven context. In 2017, the National Preschool Curriculum emphasis on one domain that consists of six core ideas, including communication, spirituality, attitudes and values, humanities, physical development and aesthetics, science and technology, and personal skills. These core ideas are interconnected and aimed at fostering preschool children to develop as value-driven persons.

1.8.3 The Overview of Soka School System

The underlying educational philosophy and curriculum perspective of the Soka School system is labeled as “Soka Education”. The word “Soka” is derived from the Japanese characters “sozo” (creation) and “kachi” (value). Literally, Soka Education can be defined as Value-creating Education (Ikeda Center, 2018).

The roots of the Soka School System can be traced to the pedagogical work of Tsunesaburo Makiguchi, who was a Japanese educator in the early 20th century. It was a period during which the tide of the liberal democratic movement receded, to be replaced by an increasingly powerful nationalism that grew in violence, resulting eventually in the emergence of militarism (Kumagai, 2000).

As an educator at the time, Makiguchi was concerned about every issue and was determined to seek a different kind of education when the Imperial Rescript on Education became the final authority on the fundamental goals of education in Japan (Kumagai, 2000).

In response to the numerous problems, Makiguchi determined to reform an educational system. Distinct from many other forms of educational reform, Makiguchi formed his idea for the education system on the theory of values that combined the

idea to attain happiness as the goal of education and with that to develop the unique personality of each child by teaching them to create values in any circumstances (Shiohara, 2008).

Later, the Soka School system was nurtured by a successor to Makiguchi, Josei Toda (1900 – 1958), and has been refined and given institutional form by Daisaku Ikeda (1928-), who is the successor to Josei Toda (Gebert and Joffee, 2007). Today, the Soka School system is being implemented in 18 schools from preschool level to university level globally.

1.8.4 The Soka Preschool System

Currently, the practices of Soka Preschool system or Soka Education in preschool level can be found in six different countries include Brazil, Hong Kong, Japan, Korea, Malaysia, and Singapore.

All these Soka Preschools emphasize the goal of strengthening the capacity of young children to create values and encouraging young children to lead contributive lives. There is also a strong emphasis on three forms of values formulated by Makiguchi. It includes “Value of Beauty”, which brings fulfilment to the aesthetic sensibility of the individual; “Value of Gain”, which advances the life of the individual in a holistic manner; and “Value of Good”, which contributes to the well-being of the larger human society (Ikeda & Kazanjian, 2010, p. 15).

1.9 Limitations of the Study

Although this research is carefully prepared, the researcher is aware of some limitations and shortcomings of this study. This research study only involved one Soka Preschool. Therefore, it does not intend to provide the generalization of Soka Preschool that implement Soka Education.

In this study, only teachers will be selected as participants. This study would have benefited by including survey on the parents. Obtaining data from the parents will elicit more information on the impact of teachers work in Soka Preschool.

Having voices from parents may also enrich the understanding of the teachers' teaching of values education in Soka Preschool to a much broader one.

1.10 Chapter Summary

In this chapter, the researcher has introduced the gaps of aspiration and implementation of values education in preschool in Malaysia and paid more attention on the teaching of values education in the Soka Preschool in Malaysia. Despite tentative steps made by the Malaysian Ministry of Education (2013) to introduce value-driven policy and qualified preschool teachers as essentials in the preschool educational setting, the preschool teachers still give less attention to teaching values education. Moreover, the focus and attention in terms of research in preschool values education in Malaysia to strengthen the links between aspiration and implementation are insufficient. The researcher sees the importance to bring the scope of this study to involve the teachers' teaching of values education in Soka Preschool that is pivotal in promoting values education to preschool children in the nation. This is a good opportunity to explore how preschool teachers in Soka Preschool implement the teaching of values education to preschool children effectively. This study also attempts to help provide new insights for preschool teachers into the teaching of values education in preschool. In the next chapter, the researcher will examine how this study was informed by the literature.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study is essential to the teaching of values education among preschool teachers. This literature review discusses the implementation of preschool teachers in teaching values education to young children to form a better understanding. This literature review also includes extensive research into the key factors affecting preschool teachers in teaching values education to young children. The researcher reviewed previous studies on motivations for preschool teachers to teach values education to young children. In addition, the researcher also reviewed literature and previous studies that helped further the knowledge on the teaching of values education in Soka School.

2.2 The Implementation of Preschool Teacher in Teaching Values Education

The teaching methods, approaches, strategies and classroom practices implemented by preschool teachers are crucial to conduct a high quality of values education. In fact, many approaches and implementations exist in teaching values education were found in previous studies to inculcate values among preschool children.

The general strategies that can be implemented in teaching values education to young children in preschool include create play-based learning, telling stories, group work activities, role modelling, and teacher-student interaction (Sushma & Daya, 2016).

2.2.1 Create Play-based Learning

In recent years, many studies have shown that play-based learning is an ideal approach to teach young children to engage in values learning. It is because when children play, they are fully involved.

According to Schrier (2014), play-based learning is being specifically used in teaching values education to young children. It is because play-based learning helps young children to be more focused in learning and motivates young children to improve their self-regulation (Ida, 2011).

Ismail et al. (2013) also highlighted that learning through play is natural for young children and it should be the core teaching method for preschool teachers. Thus, play-based learning is a good strategy for preschool teachers to teach values education. Play is a natural gesture of young children and play helps young children to integrate and comprehend values naturally in the aspect of mental, emotion, social and physical (Bredekamp & Copple, 1997).

Wood (2010) explained that play-based learning is adopting fun-play in preschool to motivate young children to develop their social-emotional skills. It is because play can encourage the experimentation with new perspectives, roles, and identities that enable young children to make choices in different circumstances (Paul & Elder, 2012).

In addition, Emily et al. (2016) also suggested that play-based learning is a good strategy in teaching values education in preschool because play-based learning provides an opportunity for young children to personalize their experiences, make decisions on their own, communicate with peers, and to engage in morality-related problem solving.

Based upon research reviewed, play-based learning helps preschool children to comprehend and integrate values better. The review of experts' theories and philosophies have provided many insights into play-based learning evident in the teaching of values associated with young children.

For example, Dewey (1957) asserted that play is the language of young children because play-based learning provides meaningful connections that contribute to create children's learning experiences that result in good social and behavioral values. Piaget and Vygotsky were also notable constructivists who contributed significantly to knowledge on how play enhances young children's learning.

In 1962, Piaget shifted the focus of learning on play toward cognitive development which can be seen as a necessary precursor for the children's development of later symbolic behaviors. In addition, the theory of Vygotsky (1978) stressed that play has the ability to supports children's development in all aspects and deepens children's understanding of the ethical values of social life.

With regard to teaching values education to preschool children, Maudho et al. (2007) pointed out that moral values are intangible and therefore when the children are exposed to such play experiences, they will assimilate the moral values unconsciously and these leave an impact in the children's character and personality development.

A study was done by Schrier (2017) on the teaching approach for young children to learn moral values. The findings indicated that decision-making and problem-solving occur in the play but the experiences applied to the real world.

Another study by Mustafa (2018) investigated the contribution of play and toys to young children's value education; it showed that play-based learning makes great contribution to children's personality and moral development. The study results indicated that play provides a suitable environment for moral development, and that

teachers should make playtime for formal teaching in the class to in order to teach values education to young children.

It appears that play-based learning has good impact in teaching values education in preschool. However, it seems not all types of play activities are appropriate to use in teaching values education.

Anna (2009) pointed out that the classroom reflects cultural sensitivity and respect for diversity, and therefore, preschool teachers should recognize the uniqueness of every young child by valuing the diversity of families and cultures in order to avoid using materials that shows bias related to culture, ethnicity, gender, language or religion in classroom teaching.

Taken as a whole, play-based learning demonstrated impacts in teaching values to preschool children, but preschool teachers have to be wise in designing the play activity or approach, such as making appropriate selection of materials and equipment in order to help young children to learn values correctly.

2.2.2 Telling Stories

Story telling is another common teaching strategy used by preschool teachers in teaching values education. According to Wasik and Bond (2001), stories offer valuable ways of contextualizing that is introducing new values for young children to comprehend and remember the values easily. Neuhauser (1993) also indicated that stories are useful in teaching because stories are believable, worth remembering and entertaining.

Husni et al. (2012) explained that stories provide opportunities to discuss moral dilemmas, variety of examples of good and bad deeds, regulations and punishments, as well as to learn reasoning and problem-solving knowledge for young children.

From Vygotsky's perspective (1978), young children are able to attain higher levels of moral reasoning and internalize the moral values as their habits gradually through storytelling. According to Vygotsky's Zone of Proximal Development (ZPD, 1978), what a child experiences and learns today from the stories is used to resolve his or her own issues later in other circumstances or scenarios.

In addition, Bruner (1986) indicated that storytelling is an effective way to transform moral experiences to moral knowledge. A study was done by Majid et al. (2012) on the integration of noble values into young children through multimedia demonstrated that storytelling and story reading were able to inculcate values among them.

Another study done by Nadarajan (2017) supported the idea. Nadarajan conducted a case study research on the use of storytelling in inculcating values among young children and the findings showed that storytelling and story reading are able to form morals and values among young children. In other words, storytelling has impacts in shaping young children's values perceptions as well as their behaviour and understanding.

Much of the literature demonstrated that the use of stories is a potential approach to contribute significantly to preschool values education. However, according to Tappan and Brown (1989), using story telling as an approach to teach values among children is slowly dying in our modern education system. It could be true that there is better and helpful teaching approach for preschool teacher in teaching values education.

2.2.3 Group Work Activities

Approaches in teaching values education in preschool have been concerned with the involvement of group work activities in the classroom. Eva (2014) pointed

out that group work activities provide opportunities for young children to interact with others, to allow the young children to inquire, share ideas, problem-solve, clarify differences, and construct new understandings.

In addition, Kamuran (2015) conducted an experimental research study to discover the positive impacts of group work activities in preschool and examine preschool teachers' opinions about implementing group work activities among preschool children. The findings of Kamuran's study demonstrated that the use of group work activities in the preschool has positive impacts on developing young children's positive attitudes.

Kamuran's study also showed that the preschool teachers changed their negative perceptions of group work activities for young children. It showed a positive impact of group work activities to reinforce young children positive learning experiences. This literature proves that using group work activities is a useful and effective approach to enhance young children understanding of values. Tarım and Artut (2004) supported the same idea that group work activities enhance children's values behaviour such as sharing mutual help, problem solving skills and social skills.

Other research and previous study discovered the interaction between teachers and children is crucial in teaching values education. According to Pianta (2006), group work creates the opportunity for young children to have more access to quality interaction with teachers. Darling-Hammond and Bransford (2005) explained that the more quality contact the young children have with teachers, the greater the positive impact it can have on learning and development.

Bases on Hansen's (2006) study, group work activities were used more often in higher-education settings. However, the findings of Hansen's study showed that the group work activities were relevant in other levels in educational systems as well. In

other words, group work was discovered to be a helpful approach in teaching values education in preschool.

Gillies and Boyle (2011) supported the idea that the benefits of group work activities were consistent irrespective of age. Thus, group work is able to result in positive experiences and enhanced the teaching of values education among preschool teachers.

2.2.4 Role Modelling

In preschool, the most common way to teach values education to young children is through the good example of teachers. Teacher modelling is perhaps the most powerful of all teaching strategies that affect values education among the young children in the preschool (DeRoche & Williams, 2001).

Several studies advanced the idea that role modelling contributes to the teaching of values education to preschool children. According to Johansson et al. (2011), role modelling is one of the effective ways to teach values education to children. Arweek et al. (2005) also claimed that role modelling by the teacher is necessary in developing values among young children.

Dale (1964) explained that the role modelling learning of young children has four different stages: First, children vicariously induce the skill by observing a model. Second, children imitate the model with assistance. Third, the children display the skill independently under structured conditions. Lastly, children are able to use the skill across changing situations and demands.

According to Klaassen (2010), preschool teachers should be good role models presenting good moral example to young children in order for children to learn values. Eliassen (2011) also pointed out that a teacher who demonstrates being a good role

model enables young children to develop their values that could impact on the children's adulthood in future.

Moreover, Squires (1999) indicated that teachers may not see themselves as role models, but it is unavoidable for young children to learn values from the teachers' actions and words. Brannon (2008) also claimed that young children need to see a role model of good character in a variety of situations within the family and school in order to receive consistent messages about the values of good character.

Much of the literature discovered that role modelling is a key approach in the teaching of preschool values education. For example, Pantic and Wubbels (2012) stressed that teacher modelling in the classroom such as how the teacher chose to allow or encouraged children in the classroom, how teacher addressed children and each other, the language that teachers used, and even where teachers stand while talking to children was critical in building young children's values.

It is because young children see teachers as a role model in shaping their behavior in preschool, relationships with people around, and in decision making, for both positive and negative influence (Sandeep, 2017).

According to Aleccia (2011), teacher modelling is still an essential component of good implementation for young children's learning in order for children to know intimately about the content knowledge of any topics. In addition, a study conducted by Lilian and Diane (1991) have found that teachers are the main pillars in developing young children's values and personality.

The findings of study demonstrated teacher modelling with essential values has an immense potential of bringing a change in the values development of young children. Thus, role modelling is perhaps a major factor and implementation for the success of preschool values education.

2.2.5 Teacher-student Interaction

In the teaching of values education, it is known that the teacher-student relationship tends to result in high quality of values education. George (2014) pointed out that the quality of teacher-student relationships has strong influence on both the development of children's academic and social values.

Collins and Repinski (1994) indicated that most of the children enhance their understanding of values through the social relationship with others. For many children, the interaction and relationships between teachers are the core experience fundamentally affecting the values development of children (Pianta et al., 2012).

A study conducted by Nidzam et al. (2017) to explore the teacher-student interactions in enhancing student learning in the classroom showed that the teacher-student interaction correlate significantly with the learning environment that promote effective learning in the classroom. The results of the study suggested that effectively learning always begins with positive and caring interaction between teachers and students.

The literature showed that the interaction between teachers and students in the preschool has significant influence on values development of young children. Hughes and Chen (2011, p. 278) explained that a positive and supportive relationship between teachers and students would ultimately promote a "sense of school belonging" of the child, and encourage the child to "participate cooperatively in classroom activities".

Downey (2008) also claimed that a good interaction and strong interpersonal relationships between teacher and student is critical to strengthening student learning in the school.

Based upon literature, the moment that teachers interact with young children in preschool provides a chance to develop good relationship that benefit in teaching and

inculcate value into children. According to Guthrie and Davis (2003), teachers have potential to instil values and influence young children's learning experiences through the interaction with them such as to give motivation and address children's need.

In addition, the positive relationship between teacher and children can motivate young children to spend extra time and more efforts in learning (Hamre & Pianta, 2001). The literature provide an important aspect that teachers should promote and emphasize on caring relationship with the young children in the school (Husu, 2003).

DeRoche and Williams (2001) indicated that being caring is one of the teaching behaviours that teachers should have exhibited during the interactions between young children in order to teach the values of respects and support.

Much of the literature showed that teacher-student interactions approach to be an important teaching strategy to be practiced by preschool teachers to teach values education. For example, Griggs et al. (2009) pointed out that the relationship between teacher and student matters in reducing the risk of negative behavioural outcomes.

Reviewing the literature leads to new insight that young children could feel appreciated, acknowledged and respected in the positive interactions with teachers. Thus, analysing the teaching strategies is crucial in this study to understand the teacher's teaching in Soka Preschool.

2.3 The Key Factors Affecting Preschool Teachers in Teaching Values Education

In order to increase the quality of preschool values education, factors and problems affecting the teachers teaching in the preschool need to be reviewed.

Several previous research evidence revealed the issues and challenges faced by preschool teachers in the teaching and implementation such as teacher's self-values, the management of preschool, teachers' professional development and parents'

involvement in preschool (Edi & Ali, 2015; Emine, 2010; Hamidah et al., 2017; Marcy, 2003; Rohaty, 2013; Subadrah et al., 2017; Frances et al., 2009; Thian, 2017).

2.3.1 Teacher's Self-values and Educational level

In reviewing previous studies, it is noticed that preschool teacher's self-values and educational qualifications have significant influence that affect the quality of values education teaching in the preschool.

According to Rekha et al. (2007), teachers are required to have a great deal of personal values in order to teach values education among the young children. Teachers' self-values are important because the set of ideas rooted in the teacher play a central role in guiding teacher teaching behaviour (Haney et al., 1996).

In addition, it is very important for preschool teachers to have healthy attitude and possess rich values to impart quality values education to young children (Yogini, 2014). It is because teachers' behaving is crucial in affecting young children in shaping their understanding of values (Wideen et al., 1998).

Heng (2014) pointed out that teachers need to strengthen their own self-values in order to teach young children the understanding of values. Hamidah et al. (2017) also stressed preschool teachers should first obtain good self-values to fulfil the mission of fostering value-driven young children in the preschool. Besides, preschool teachers should have established appropriate self-education and positive personalities especially in the ethical sense (Kovacic, 2013).

Apart from the teacher's self-values, the literature also discovered that the educational levels of preschool teachers significantly affect the quality of teaching provided to young children (Bowman et al., 2001). Jamal and Habis (2013) indicated that teachers with better educational background will be able to exhibit good teaching to their students in the classroom.

In fact, teachers need to have of a set of theory in order to teach values education effectively and correctly to the young children in the school (Menges, 1994). Barnett (2016) also supported the idea that teachers with better academic qualification can provide high quality teaching to the young children.

Reviewing the literature provides an important insight that teachers' self-values and educational levels are crucial to be addressed in promoting high quality of preschool values education.

2.3.2 The Management of Preschool

Something that is strongly recognized and highlighted throughout literature on high quality values education is the management of the preschool. Several studies stress the importance of preschool management in providing high quality of preschool values education (Emine, 2010; Paul & Elder, 2012; Printy, 2010; Rohaty, 2013; Thian, 2017; Katharina, 2016).

According to Katharina (2016), the management of preschool plays a big part in effecting teacher's quality teaching in the classroom. The role of preschool management is to create a supportive environment that promote teachers' growth and improvement in terms of professional practice among the young children (Printy, 2010).

A study conducted by Rohaty (2013) highlighted the necessity for proper supervision of the quality of teachers' teaching and self-evaluation. Preschool teachers need support and motivation from the preschool management for better implementation on young children (Emine, 2010). Without the preschool management support and assistance, teachers are unable to implement and enhance quality teaching to the young children in the classroom (Teberg, 1999).

In addition, Printy (2001) stressed that the quality of teaching to young children can be improved when parties such as the preschool management, teachers, staff and parents are involved. In other words, the preschool management and teachers' collaboration will lead to achieving better quality of values education in the preschool. Thian (2017) supported the idea that the responsibility of management in preschool to monitor and supervise teachers is crucial to ensure the quality of teachers' implementation.

With regard to preschool values education, the management of preschool is influencing the quality of teachers teaching in the preschool (Vallance, 2000). A study conducted by Thian (2017) found a correlation between preschool's management and teacher's effective teaching.

The findings of the study demonstrated efficiency in teaching on young children with the involvement of management. Therefore, it is crucial for preschool management to have an understanding of what actions and strategies to take to help enhance teachers in their teaching and implementation (Walsh, 2002).

2.3.3 Teachers' Professional Development

According to the OECD (2010), it is crucial to provide training consistently to preschool teachers because only well-trained teachers are able to provide enhanced quality teaching for young children. Rohaty (2013) also indicated that upgrading preschool teachers' professionalism through training is vitally important because with better skills and knowledge preschool teachers have better class implementations.

For quality teaching of values education in the preschool, there is considerable support for the necessity of continuous professional development for preschool teachers in teaching efficiency (Guskey, 2003; Hammond et al., 2010; Snezana, 2010; Michelle, 2017; Susan & Carolee., 2010). Many experts have stressed that professional

development of preschool teachers is one of the crucial conditions for improvement (Hammond et al., 2010).

Harrison et al. (2005) pointed out that the teachers' professional development is designed to increase their content knowledge and pedagogical content knowledge. A school that focuses on teacher professional development to increase teachers' pedagogical content knowledge continually is able to sustain the quality teaching of young children (Hamdi, 2017).

In addition, Talmor et al. (2005) indicated that professional development programs change teacher's negative attitudes to become positive and results in increasing the quality of education. According to Early et al. (2007), preschool teachers with high educational level are not sufficient to provide better implementation in the classroom; a broad range of professional development is the key factor to enhance the effectiveness of teaching young children.

Hence, it is crucial for preschool teachers to have professional development for better implementation of values education among young children (Lovat, 2011). Since the adoption of professional development of preschool teachers is a key element in the process to enhance values education among young children, it deserves further investigation.

2.3.4 Parents' Involvement in Preschool

Numerous studies have suggested a correlation between parent involvement and the development of young children. For example, a study was conducted by Lindsay (2018) to investigate the parental involvement for improving young children engagement in the preschool.

The findings of the study demonstrated that the experiences children have with parents to be involved in the learning revealed positive outcomes on the development of young children. In other words, parents' involvement in the preschool is significant.

According to Henderson and Berla (1994), parents' involvement affected the non-academic outcomes of young children in term of behaviors, attitude toward preschool and school attendance. Sheldon (2009) also indicated that parental involvement had positive impacts on non-academic outcomes in young children.

Frances et al. (2013) noted that parental involvement at preschool continuously correlated with learning achievement of young children. Parents' involvement is important in order to provide quality values education in preschool (Miquela, 2008). For example, a study was conducted by Andriano (2012) to examine the involvement of parents from communicating with teachers about children's progress, helping children with homework, and to participating in the school policy-making. The findings of study indicated that collaboration between parents and preschool teachers help young children in seeking better improvement in learning.

In addition, Gina and Ronel (2014) pointed out that the extensive involvement of parents always results in improved young children behaviour in preschool such as becoming more self-disciplined, gaining better self-esteem and showing higher motivation in learning. To improve preschool values education in Malaysia, parental involvement is necessary.

2.4 The Implications of Teachers Motivation in Preschool Values Education

According to Cristian (2015), many studies have shown that improvement in teachers' motivation is not only beneficial for the young children but for the teachers too.

In educational teaching contexts, teacher motivation is the most important factor in improving teachers' classroom implementation (Odden et al., 2001). Teacher motivation is a drive that moves teachers to expend effort into actions and behavior to provide a quality education to learners (Anna & Alabama, 2018).

George (2014) pointed out that motivation plays a significant role in teachers' performance in the school. Gibbs (2005) claimed that motivated teachers are considered as a cornerstone for a school in the success of implementation and practices. In other words, in the absence of motivation in preschool teachers, quality of values education among young children in the preschool is affected.

Given the importance of preschool teacher motivation for young children learning outcomes, Han and Yin (2016) stressed the importance of teacher motivation in enhancing the effectiveness of classroom teaching. A good example is the case in East Africa demonstrating that low teacher motivation is leading to the fall of quality education in the schools (Suslu, 2006).

In reviewing the literature pertaining to factors affecting teachers' motivation, there seems to be many influential factors. According to Eimers (1997), teachers' motivation are influenced by both intrinsic and extrinsic factors. Moran et al. (2001) explained that intrinsic factor is the joy and satisfaction of work in the school, while extrinsic factors are related to the benefits of teaching such as salary, vacations or other external rewards in relation with the teaching job in school.

With regard to teachers' motivation, Barmby (2006) conducted a study and found that teachers' motivation is influenced less by extrinsic factors than the intrinsic factor. Ololube (2006) indicated that when a teacher is satisfied with the work, the attitude toward the work and competence to do the work are positive.

Andrew (2011) supported the idea that teachers' commitment and motivation is based on the rewards and recognition in the school. Teresa (2012) also claimed that the lack of motivation in teaching is perceived to be determined by factors such as preschool working environment and the rewards for teachers.

2.4.1 Reward Systems to Motivate Preschool Teachers

According to Fairbank (2001), reward systems have major impact on organizations to motivate staff and as a result in getting the high levels of staff performance in the workplace. Ramkrishna (2002) also pointed out that recognition can lead to an outstanding performance and can be helpful to gain workers' loyalty toward their organization.

In the same view, Yamoah (2013) claimed that every organization adopts a reward system to recognize and motivate the employees' performance, as well as for teachers in the school.

In terms of motivation for preschool teachers to teach values education, Evelyn (2013) claimed that teacher rewards system is one of the largest benefits strategies. According to Decenzo and Robbins (2010), teachers reward system is a good strategy to show recognition to teachers and at the same time to motivate them to evaluate their performance in teaching.

Generally, teachers' teaching effectiveness in the school can be found in relation with the appreciation and recognition for teachers (Griggs, 2009). For example, a study conducted by Yamoah (2013) to examine the relationship between reward systems and teacher's performance demonstrated that the reward system serves as motivation for teachers' performance in the school.

Another study done by Kihara et al. (2018) examined the influence of appreciation of teachers on students' learning performance. The findings of the study

demonstrated that the strategy of appreciations such as offering rewards, praises and commendations as well as promotions and job advancement motivate teachers to improve the quality of content delivered to students.

In fact, when a teacher received praise and appreciation from the school administration, it motivates the teacher toward greater innovation in curriculum delivery.

2.4.2 Positive Work Environment to Motivate Preschool Teachers

According to Thiruchelvan (2017), it is crucial for the management's effort to create a working environment where everyone is highly motivated and feels valued. It is because the inherent satisfaction or the joy of working in the environment is the driving force towards quality teaching of values education in the preschool (Michaelowa, 2002).

Barnett and McCormick (2003) indicated that it is important to create a positive and healthy working environment that enables the staff to maintain good relationships and grow adequately. A study conducted by Asbill and Gonzalez (2000) found that good relationships among teachers and principal in the school motivate teachers to enhance the content delivery. In other words, with good relationships between teachers and management in the preschool, it can motivate teachers to provide better teaching to young children.

In addition, to sustain a successful and good quality of values education in the preschool, it is crucial for the management to create a motivated workplace (Martin, 2003). It is because the relationships between teachers and management could be a highly motivating factor for teacher performance (Martinez et al., 2016).

Jones and Egley (2004) also indicated that supportive working environment in the school such as positive principal-teacher relationship motivates better teacher

performance. Indeed, for preschool teachers to be motivated in teaching values education, it is important for teachers to develop positive relationships with peers and supervisors in the workplace (Urwick et al., 2005).

2.5 The Implementation of Values Education in Soka School

As this study explore the teaching of values education in Soka Preschool, there is a need to review literatures for better understanding of the implementation of values in Soka School.

The term “Soka” is a Japanese neologism for value creation and originates with the Japanese educator Tsunesaburo Makiguchi (1871–1944). His work of Soka Education was later interpreted and expanded after his death, principally by two other Japanese educators, Josei Toda (1900–1958) and Daisaku Ikeda (b. 1928).

Currently, 18 Soka Schools founded on the ideas of Soka Education around the world, from preschool setting to university setting. The Soka School setting include: six Soka Preschools in difference countries include Brazil, Hong Kong, Japan, Korea, Malaysia, and Singapore; Two Soka Primary School in Japan and one in Brazil; Three Soka Secondary Schools in Japan; Two Soka University include one in Japan and one in the United Sates (Ikeda Center, 2018).

From the literatures, the core practices and principles of Soka School emphasized on guiding students towards values creation (Gebert & Joffee, 2007; Ikegami, 2015; Ikeda Center, 2018; James, 2009; Nozomi, 2018). In fact, the concept of values creation implemented in Soka School was defined as a subjective process of meaning-making and creating positive outcomes (Nozomi, 2018).

In this study, the researcher focused to the teaching of values education in Soka Preschool. Thus, the researcher reviewed literature and previous studies that helped further the knowledge on values education from Soka perspectives.

2.5.1 Values Education from Soka School Perspective

The philosophy and theory of value creation in Soka School was founded by Tsunesaburo Makiguchi (Gebert & Joffe, 2007; Goulah et al. 2009). According to Makiguchi (1871-1944), knowledge becomes valuable and meaningful when the student can use the knowledge to create positive outcomes in their lives.

Okamura (2017) pointed out that values education is not an instructional practice that merely transmitted knowledge without real life applications from a Soka School perspective. A study conducted by Hayashi (2014) demonstrated that the teaching of values education in Soka School based on the philosophy and theory of Makiguchi.

The finding of Nozomi's study pointed out that Makiguchi's theory of values education stressed the important role of teacher in guiding students to develop abilities of reasoning and apply the knowledge for creating a meaningful life. In other word, the role of teacher is vital in teaching values education in Soka School.

According to Nozomi (2018), the key element in the implementation of values education in Soka School is in the good and positive teacher-student relationship. Makiguchi (2015) asserted that a teacher's attitude should be like that of a chrysanthemum grower who carefully observes the nature and needs of the chrysanthemums and nurtures them until beautiful flowers bloom.

Upon the literature, a new insight discovered teacher to practice continuously reflect on his or her own attitude and practice was significant.

Another study conducted by Ikegami (2015) demonstrated a brief overview of sociocultural and early childhood educational contexts of Soka Preschool in Japan, Hong Kong and Singapore. The findings of the study showed that both principals and teachers in the Soka Preschool emphasized that a few aspects, such as fostering students' happiness, displaying compassion and a belief in students' unlimited potential, cultivating both respect for others and self-respect in children, enacting dialogic student-child relationships, and helping students to never give up on their challenges.

Similarly, Takazawa (2016) conducted a study in examining teachers who self-identify as a graduate from Soka schools in Japan. The findings of the study showed that the teachers' teaching practice also emphasized on building caring and trusting teacher-student relationships through dialogue with students. This shows that dialogue between teachers and students is a significant method in teaching values education to children.

Several previous studies highlighted that the teachers in Soka School emphasized and practiced positive teacher-student relationship as an important context in teaching values education (Hayashi, 2014; Nozomi, 2018; Ikegami, 2015; Takazawa, 2016). Reviewing the literatures provided an important insight that teacher-student relationship, role of teachers and dialogue between teacher and children are crucial to be addressed in promoting values education in Soka Preschool.

2.6 Chapter Summary

The overall literature review provided a wide review of the implementation of preschool teachers in teaching values education to young children. From the review, the implementation of preschool teachers has been widely reported and identified five

key practices in implementing the teaching of preschool values education such as create play-based learning, telling stories, group work activities, role modelling, and teacher-student interaction. Previous research studies show that four significant factors affect preschool teachers in teaching values education to young children; these are teacher's self-values, the management of preschool, teachers' professional development and parents' involvement in preschool. The literature suggest that motivating preschool teachers is essential in implementing the teaching of values education among young children in the preschool. The literature review showed that preschool working environment and the rewards for teachers are influential factors to motivate teachers to contribute to the teaching of values education in the preschool. In addition, the literature review also showed the values education from a Soka School perspective. The next chapter will detail the research methodology for exploring and investigating the preschool teachers teaching of values education in Soka Preschool in order to answer the research questions of this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology adopted to achieve the objectives of this study. This chapter covers the research design, research participants, data collection methods, research instrument, data collection procedure, data analysis procedure, validity and reliability of this study, and the trustworthiness of this study in detail.

3.2 Research Design

In this research study, the researcher adopted qualitative research design. This research design was chosen based on the nature of this study that is to explore the implementation and teaching of values education among preschool teachers who work in Soka Preschool.

Creswell (2009) explained that in qualitative research the researcher and participants have freedom in expressing their own views and opinions without being restricted to quantity. Besides, qualitative research approach was fundamentally anchored in a concern for developing an in-depth understanding of a particular phenomenon (Jones et al., 2016). By using a qualitative research design, the researcher was able to collect data directly from the participants through face-to-face interaction and this allowed her to respond to the participants as insights emerged during the session.

The researcher also obtained details about the participants' behavior, emotion, and personality that quantitative studies cannot match. Qualitative design provided

opportunity for the researcher to look closely at the teachers' expression, body language and feeling, and this enabled the researcher to generate clearer pictures to fully understand the implementation of values education adopted by teachers in Soka Preschool.

In addition, the participants shared their ideas and comments in qualitative research without the feeling of fear. With this, the researcher obtained best understanding of certain factors or reasons that underpinned the participants' practices.

As this study required a close examination of how teachers teach values education in Soka Preschool, a case study approach was applied. Case study approach is flexible and able to produce diverse research outcomes (Darke et al., 1998), as it is an intensive, holistic description and analysis of a single phenomenon (Merriam, 2002).

With case study, the researcher obtained in-depth and best understanding of certain factors that underpinned implementation of values education by teachers in Soka Preschool. Thus, the use of case study approach helps the researcher to map and provide a critical analysis toward the topic of this study.

3.3 Research Participants

This study employed a purposeful sampling strategy as an approach in participant selection. Creswell and Clark (2011) suggested that a purposeful sampling strategy involved identifying and selecting individuals or groups of individuals that are especially knowledgeable about a phenomenon of interest.

Consequently, the researcher adopted the purposeful sampling strategy as the approach for participant selection in this study, to develop an information-rich and in-depth description of preschool teachers' teaching of values education in Soka Preschool.

Morse and Field (1995) highlighted that the sampling in qualitative research is a matter of information richness and adequacy. In addition, Emmel (2013) has suggested that with the qualitative research of purposive sampling, the researcher is reflexive and makes decisions on the sample size in response to empirical findings in the study. Creswell (2013) also suggested collecting extensive details about a few sites or individuals in qualitative sampling.

Therefore, a sample size of six participants was chosen in this research study. The researcher invited the five participants who were teaching at different age level and one participant at the preschool management level to determine a rich description to build better understanding toward this research study.

The participants were selected based on a few criteria including a) they must be permanent teachers; b) they must be teaching either lower or upper grade children (4 - 6 years old); and c) they must be teachers with more than 5 years teaching experiences in Soka Preschool.

In this case study research, the researcher involved a small number of important participants in order to "yield the most information and have the greatest impact on the development of knowledge" (Patton et al., 2015, p. 276). The research study considered that the participants with longer teaching experiences would be more likely to provide rich information and descriptions about the implementation of values education in Soka Preschool.

Besides, this research study invited the participants with different background such as subject taught (any subject), teaching different age level (4 years old, 5 years old or 6 years old) and role of participants in the preschool (class teacher and assistant teacher).

The rationale of selecting these categories was based on the criteria of closeness to this research study that was to discover an in-depth understanding about the implementation of values education in Soka preschool.

3.4 Methods of Data Collection

The most common method of data collection in qualitative research are interviews, observations, and document review (Thomas, 2011). In this research study, the researcher adopted interviews, observations, and document review to gain detailed information to answer the three research questions.

The researcher selected the method of interviewing participants as the primary method of data collection. Observations and document review were adopted too as the secondary tools of data collection.

3.4.1 Interview

Interview helps in describing the meanings of central themes of the subjects (Kvale, 1996). Dornyei (2007) indicated that a good personal interview consist of two key features including the natural flows and richness of detail. Hence, personal interviews were chosen for data collection in this study. It is because the researcher can obtain the first-hand experience of the participants in teaching values education in Soka Preschool.

The researcher will provide a brief information of this study to the participants before the interview, such as purpose of the study, the data collecting process and the purpose of collecting data. Upon the participants' agreement to participate in this study, a consent letter will be issued to them.

All the interviews will be conducted in English or Mandarin, based on the native language spoken by the participants. The researcher will do note taking and voice recording during the interview for ensuring data accuracy.

Next, the researcher will translate the interviews conducted in Mandarin for the purpose of this research study. Selected interviews that are helpful in answering the questions related to this research study will be transcribed in Word-format and extensive notes will be taken during the analysing work. Although an attempt is made to present an account from various perspectives and levels in the preschool, the data and information collected from these interviewees will remain subjective.

2.4.2 Observation

Bernard (1995) indicated that observation offers a better understanding of what is happening in the culture and gives credence to the researcher's interpretations of the observation. Thus, as this study aims at exploring the diverse teaching of values education adopted by the preschool teachers who work in Soka Preschool, classroom observation is used for data collection.

The researcher decides on classroom observation to gather better understanding of the teachers' teaching of values education in Soka Preschool, as Schmuck (1997) suggested that observation provides the researcher with ways to check for non-verbal expression of feelings and determine the interaction within the respondents on various activities.

The observation participants are randomly selected from each different class. The researcher chose participants who are teaching different level (four to six years old) to be observed. Observations are conducted during the schooling hours from Monday to Friday.

The researcher adopted observation to gain better understanding in a few areas, such as how values education is organized and prioritized among children in Soka Preschool, and how teachers and children interact, and what cultural parameters among the teachers are being implemented in the Soka Preschool.

The observation had been done before interviewing the participants, as observation will provide the researcher with opportunities to refine and review the interview questions.

3.4.3 Documentation Review

Documentation review is often used as the combination of methodologies in qualitative study of the same phenomenon as a means of triangulation (Denzin, 1970). In this study, the researcher examined documents such as teachers' record book, teachers' lesson plan, teacher's handbook, and curriculum plan for young children. Besides these items, the researcher also collected documents such as teachers' training syllabus and reports of the children's field trip. All these documents have been included in this study for data analysis.

3.5 Research Instrument

The research obtains the data of this study through interview, observations and documentation review. The instrument used in the interview is semi-structured interview and the field notes will be adopted as the instrument for classroom observation.

3.5.1 Semi-structured Interviews

In this study, semi-structured interview provides opportunities for the researcher to conduct interview prompts and probe deeper into the given situation. It allows the researcher to explore the views and opinions of the interviewees, and

gives opportunity to change the interview questions depending on the direction of the interview to gather sufficient amount of data on the teaching of values education in Soka preschool.

Open-ended interview questions will first be prepared covered by a list of key themes, issues, and questions in relation to the research topic. To ensure that important data is not missed, some interview questions that have not been anticipated in the beginning of the interview may be asked to get further explanation or clarification.

3.5.2 The Field Notes

The field notes in this study refer to the writings or text recorded by the researcher during the interview and observation. In this study, the descriptive field notes of the teaching, activities and records of teacher behaviors in the class will be taken. The reflective field notes consisting of the researcher narrative and personal thoughts and themes emerging during the observations, will be recorded as well.

3.6 Data Collection Procedure

Lawrence (2015) stressed that the procedure adopted in data collection must be able to detect the findings or phenomena in an appropriate context for it to be valid. In conducting this study, several steps and procedures are adhered to.

First, the researcher gets approval from the preschool principal by sending a formal email, with a copy given to the preschool administration office. The researcher seeks suggestion from the preschool principal to recommend experienced participants to involve in this research because the nature of this research study requires experienced teachers.

A clear statement had been made to the principal and teachers that the data from the study will be treated as confidential, will be protected and only to be used for

academic purposes. Pseudonym is applied for participants' names and other identifying information.

3.7 Data Analysis Procedure

As case study research gathers a large amount of data from multiple sources, systematic organization of the data collection is important to prevent the researcher from become overwhelmed by the data (Ruth, 1997). Creswell (2014) introduced steps of data procedure for qualitative study. The general analytic procedures as described by Creswell (2014) will be followed.

First, the researcher will prepare and organize the data collected through interview, observation and document review. The researcher will go through all the interview transcriptions carefully repeatedly to get a sense of the whole, organize the information into segments by taking the text data and segmenting sentences into categories. Next, the researcher will label the categories with terms based on the actual language from the participants.

The second step is to explore and code all the collected data. The researcher will begin detailed analysis with a coding process to build descriptions and themes. After generating codes and themes and categories, the researcher will analyze the themes that emerged and gather the various cases into a general description. The themes will appear as the major findings of this research study in the last stage.

Third, the researcher will advance how the description of the themes will be represented in the qualitative narrative. The researcher uses this approach to make up the themes into narrative passages to make the findings emerge logically from the participant responses. As the researcher is doing a case study research, tables and figures are presented to convey descriptive information on each participant.

Finally, the fourth step is to interpret the meaning of the data systematically. The researcher will interpret the data through a theoretical lens. The researcher will analyze the themes that emerge in the data to find the most descriptive wording for topics of this study and turn them into categories.

During the interpretation process of this study, the researcher will focus specifically on the participants' perceptions, including what they convey, what they say, the conclusions from participants, and the intention shared for future practice. The development of description and theme for this study emerged from the data collected, and from the researcher's documentary review.

3.8 Validity and Reliability of Study

Several steps will be taken to ensure the reliability and validity in this study. To maintain validity and reliability, the researcher uses the validity checklists recommended by Creswell (2014), including triangulation, member checking, as well as thick and rich description.

3.8.1 Triangulation

Stake (2000) explained that triangulating different data information by examining evidence from the sources and using it to build a coherent justification for themes adds validity to the study. To maintain the reliability and validity of the study, the researcher uses more than one method during data collection. The researcher adopts triangulation in data collection to increase the validity of the analysis in this study. By using multiple methods, the researcher took steps to strengthen the research study. The researcher will look for convergence among multiple and different sources of information to form themes or categories in a study.

3.8.2 Member Checking

Another strategy adopted by the researcher for improving the validity and reliability of this study is member checking. Richards (2003) explained that member checking is a form of validation to seek views of members on accuracy of the collected data, descriptions, and interpretations.

In this study, the researcher seeks participants to spend a substantial amount of time reading transcripts to check the validity of interpretations. In addition, the researcher also emphasised on whether the informants and translation of the participants' words or transcriptions match with their intended meaning. Member checking enables the researcher to enhance validity of the data collected from participants to be reported as it is.

2.8.3 Thick and Rich Description

To establish validity and reliability of this study, the researcher will engage in thick and rich descriptions in analyzing the setting and themes in this study. With the thick and rich descriptions, readers are able to transfer information into other setting or situation, to determine if the findings of the study can be transferred (Erlandson et al., 1993).

Besides, Denzin (1989) defines thick descriptions as deep and detailed accounts, where thin descriptions, in contrast, lack detail and simply report facts. Hence, the researcher will establish thick description with as much detail as possible by including describing interaction and actions of participants, convey the actual situations that have been investigated, describe the contexts surrounding the participants, bringing interaction between the participants and peers, and providing a detailed rendering of the participants' feeling.

3.9 Trustworthiness of Study

Seale (1999) highlighted that the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability. Thus, to produce high validity and credibility for this study, the researcher will first need to be good and trustworthy.

During the data collection, the participants are allowed to withdraw from this research study any time without any force, charges or penalties. Deyle et al. (1992) stressed a caution regarding how information is gained and collected. The researcher is explicit in describing the purpose of this study to all the participants during the data collection.

3.10 Chapter Summary

In chapter three, the suitable research methodology for this study has been reviewed. A discussion of the research design and procedure of data analysis for this study has also been made. The researcher adopts a qualitative methodology research design. Case study approach is used in this research study. The selection and criteria of participants in this study have been discussed. In addition, this chapter also provides the rationale for the data collection method used in this study. Data will be collected through interview, observation and documentary review. Triangulation, member checking, as well as thick and rich description are adopted to ensure the validity and reliability of this study. This chapter concludes with a discussion of the strategies to be used to enhance the validity and reliability of the findings. The researcher will also keep the practices of trustworthiness to ensure reliability and validity of this study.

CHAPTER 4

FINDINGS

4.1 Introduction

The purpose of this study is to explore the teacher's teaching of values education in Soka Preschool. In order to obtain in-depth understanding of how preschool teachers teach values education to children in Soka Preschool, data were collected from observation, interviews and document review. The data were analyzed to identify, describe and explore to answer the following research questions in this study: (a) How do teachers teach values education in Soka Preschool?, (b) What motivates teachers in Soka Preschool to teach values education?, (c) How do teachers in Soka Preschool enhance their professionalism to teach values education?

4.2 Demographic Analysis

Six participants were invited to participate in this research study. This demographic analysis had provided crucial findings for further discussion in this study. Pseudonyms are used to safeguard the privacy and confidential of the participants. The following Table 4.1 shows demographic analysis of participants.

Table 4.1

Demographic Analysis of Participants

ID	Gender	Position	Level Teaching	Subjects Taught	Highest Academic Qualification	Teaching Experience in Soka Preschool
T1PY	Female	Vice principal	-	-	Master Degree	22
T2NI	Female	Head Teacher	5 year old	English	Bachelor Degree	10
T3SB	Female	Class Teacher	6 year old	Bahasa	Bachelor Degree	8
T4LD	Female	Class Teacher	4 year old	Bahasa	SPM	5
T5NA	Female	Class Teacher	4 year old	Bahasa	Diploma	11
T6KO	Female	Class Teacher	6 year old	Mandarin	Certificate of PTM	21

Table 4.1 showed the demographic analysis of the six participants in this study. It included gender, highest academic qualification, position in the Soka Preschool, level and subjects taught in the Soka Preschool and teaching experience in Soka Preschool.

4.3 Observation Time and Activities

The following Table 4.2 shows the details of each observation session conducted by the researcher.

Table 4.2

Details of the Observation in Soka Preschool

Observation Time	Length	Activities			
		Participants Observation	Direct Observation	Interview	Collect Document
Day 1	6.5 hours	T2NI (English Class)	Morning Assembly Staffroom	Yes	Yes
Day 2	6.5 hours	T4LD (Bahasa Class)	Morning Assembly Children's Day Celebration	Yes	Yes
Day 3	6.5 hours	T6KO (Mandarin Class)	Morning Assembly Drama & Performing Time	Yes	-
Day 4	6.5 hours	T3SB	Morning Assembly Music Class	Yes	-
Day 5	6.5 hours	T5NA	Morning Assembly Art Class Water Play time	Yes	Yes
Day 6	6.5 hours	T1PY	Morning Assembly Library Time Staffroom	Yes	Yes

The researcher conducted six observations. The length of the observation shown in Table 4.2 included the participants' observation, direct observation, interview sessions and collection of documents. The researcher was only allowed to conduct three observation sessions at the preschool.

The researcher chose to observe three teachers who were teaching language subject at different age level. The direct observation shown in Table 4.2 involved events and activities happening in the preschool during the researcher's observation.

The researcher conducted direct observation to seek in-depth understanding of how the participants teach values education in Soka Preschool. The interview was conducted after observation of participants.

4.4 Research Question 1: How do teachers teach values education in Soka Preschool?

During the observation, the researcher observed that the participants did not teach values education in any separate subject such as Moral subject. Instead, the participants integrated values education into the preschool curriculum and other subjects.

Table 4.3 shows details of how teachers teach values education in Soka Preschool. Six experienced participants were selected. One participant was from preschool management level and five participants were teaching children. The researcher divided the findings of how teachers teach values education in Soka Preschool into three themes such as lesson planning, classroom practices and teacher's practices.

These themes were summed up from the interview transcription, observation and document review. The findings will be discussed in the subthemes.

Table 4.3

The Strategies of Teaching Values Education in Soka Preschool

Teaching Methods and Strategies	T1PY	T2NI	T3SB	T4LD	T5NA	T6KO
Lesson Planning						
Integrate values into teaching and activities	Yes	Yes	Yes	Yes	Yes	Yes
Perception of Values Education should not be taught in a specific subject	Yes	Yes	Yes	Yes	Yes	Yes
Instil values through every morning assembly session	Yes	Yes	Yes	Yes	Yes	Yes
Pre-plan the values to be taught in the preschool and classroom	Yes	-	-	-	-	Yes

Table 4.3 continued

Teaching Methods and Strategies	T1PY	T2NI	T3SB	T4LD	T5NA	T6KO
Classroom Practices						
Promote dialog and class discussion with children	N/A	Yes	Yes	Yes	Yes	Yes
Use positive words and rhymes	Yes	Yes	Yes	Yes	Yes	Yes
Decorate the classroom with positive quotes	N/A	Yes	-	Yes	-	Yes
Take real-life situation as an opportunity to teach values to children	N/A	Yes	Yes	Yes	Yes	Yes
Teacher's Practices						
Allow children to make mistake	N/A	Yes	Yes	Yes	Yes	Yes
Encourage children to be courageous in facing problems.	Yes	Yes	Yes	Yes	Yes	Yes
Be good example to children	Yes	Yes	Yes	Yes	Yes	Yes
Build mutual respect and good relation between teachers and children	Yes	Yes	Yes	Yes	Yes	Yes

4.4.1 Theme 1: Lesson Planning

During the observation and interview session, the researcher discovered that the values education in Soka Preschool was not taught in a specific subject, for example Moral subject. Through the observation, the participants were seen integrating values education across the preschool curriculum and activities.

Hence, the researcher paid attention to explore an in-depth understanding of how participants teach values education. Table 4.4 sums up the participants' teaching of values education in Soka Preschool. The themes were developed from interview transcripts and observation field notes.

Table 4.4

The Integration of Values Education across Curriculum

Teaching Methods and Strategies	T1PY	T2NI	T3SB	T4LD	T5NA	T6KO
Lesson Planning						
Integrate values into teaching and activities	Yes	Yes	Yes	Yes	Yes	Yes
Perception of Values Education should not be taught in a specific subject	Yes	Yes	Yes	Yes	Yes	Yes
Instil values through every morning assembly session	Yes	Yes	Yes	Yes	Yes	Yes
Pre-plan the values to be taught in the preschool and classroom	Yes	-	-	-	-	Yes

Based on Table 4.4, the values education in Soka Preschool was not taught in a specific subject. During the interview, every participant expressed the same perception that values education should not be taught in a specific subject. The participants further shared that the values education in Soka Preschool was integrated into the preschool curriculum and teaching.

The findings in Table 4.4 further elaborated that the values education in Soka Preschool was delivered the daily morning assembly session. During the interview, every participant shared that they had morning assembly every day before lesson began in the classroom. All the participants shared that the daily morning assembly was the session where teacher teach values to children in Soka Preschool.

The following excerpts collected from interview give evidence that values education was not taught in a specific subject but through the morning assembly every day.

Interview 1:

The Researcher : Is there a Moral subject in the school?

T2NI : No, we do not have Moral subject.

The Researcher : If in this case, how do teachers teach values education to children?

T2NI : Basically, the daily assembly is where we share and teach values to the children. For example, we will share the values of caring for society, values of be strong, righteous and lively, which is our preschool motto, all of these are the moral-related values that we share in the assembly.

(T2NI-APF)

Interview 2:

T1PY : ... we do not teach moral subject in the school. But we integrate the values education into our preschool curriculum. Every morning, we gather our children in the hall to have daily assembly. From there, we instil values to the children. We instil all kind of values include humanity values and moral values...

(T1PY-APE)

Interview 3:

T5NA : We usually teach values during the morning assembly time. We introduce all kind of values that the children [are] supposed to learn.

(T5NA -API)

These excerpts reveal a deep and clear understanding of how they teach values education in Soka Preschool. From the interview, T1PY indicated that the values

education was integrated into the preschool curriculum and the morning assembly session is used for teaching values to children.

Both T2NI and T5NA also shared that the morning assembly was where they taught values to children. The participants highlighted a few values that they taught during the assembly session, including the values of caring, values of being strong, righteous and lively, humanity values and other moral values.

From the interview excerpts, the researcher noticed that T5NA shared that there were values that need to be taught to children. Therefore, the researcher paid attention to how the participants prepared the lesson plans in looking at an in-depth understanding of how integrating values education was implemented in Soka Preschool.

Table 4.4 shows two participants would pre-plan values to be taught into their lesson planning. The following excerpts collected from interview give evidence.

T6KO : ... During the lesson plan, we will discuss among teachers to see which storybook to be used and what values to teach...

(T6KO-APJ)

T6KO was teaching Mandarin subject. During the interview, she shared that she would put in what values to be taught when she was doing her lesson plan for Mandarin subject.

From the interview excerpts, T6KO indicated that she integrated values for children through storytelling when she was teaching Mandarin subject in the classroom.

Based on the findings as shown in Table 4.4, T1PY also indicated that she would pre-plan the values to be taught when she was doing the lesson or curriculum plan. T1PY was from the preschool management level.

She had provided a curriculum planning that revealed the values education in Soka Preschool is being taught by integrating values into the preschool curriculum.

Table 4.5 shows the curriculum plan of Soka Preschool that emphasized the integration of values education provided by T1PY.

Table 4.5

The Soka Preschool Curriculum

Curriculum Focus	Aims	Learning Topics
	4 years old	
Observe and Imitate	To cultivate children's ability to observe, listen and follow.	Rules and norms in class. Greetings and manners. Health, hygiene, cleanliness. Social interaction. Problem solving.
	5 years old	
Improve and Practice	Encourage students to put the skills and abilities that had been learned in 4 years old into daily practices more independently.	Rules and norms in class. Greetings and manners. Health, hygiene, cleanliness. Social interaction. Problem solving.
	6 years old	
Discuss, Review and Reinforce	To be a good example for children in 4 and 5 years old.	Problem solving Class discussion Problem Review Discussion with teacher

Note. Documentation Note, Soka Preschool

The findings listed in Table 4.5 clearly illustrate that values education in Soka Preschool was integrated into the preschool curriculum. It has revealed that the curriculum planning in Soka Preschool for 4 years old to 6 years old children was a continuity plan.

Table 4.5 shows that the values of self-exploration was pre-planned into the curriculum for 4 years old children. The participants in Soka Preschool were seen

aiming to teach these children the ability of creating values and understanding of rules in the preschool environment.

Besides, the value of independence was pre-planned into the curriculum for 5 years old children. The participants in Soka Preschool were seen aiming to help and guide 5 years old children to put values into action independently.

Again based on Table 4.5, the value of being a good example was pre-planned into the curriculum for 6 years old children. The participants in Soka Preschool were seen aiming to teach children problem solving skills and social interaction skills so that these children can be a good example for younger age children.

During the interview with the participant in preschool management level, T1PY explained that the focus of the curriculum plan was to meet the needs of children accordingly. She elaborated that 4 years old children were new to the preschool environment and hence, they needed more help from the teachers.

The values teaching continued to be enhanced during 5 years old level. T1PY highlighted that as 6 years old children have been learning two years in the preschool, they aimed at teaching 6 years old children the values of being a good model for younger age children. T1PY stressed during the interview that the preschool curriculum planning in Soka Preschool was a series of steps in teaching values education.

However, from the interview, the researcher found that four participants did not pre-plan the values to be taught in their lesson plan. The following excerpts provided crucial findings to understand how values education was achieved in Soka Preschool even though the participants did not pre-plan the values to be taught when they were doing the lesson plan. Here are the examples:

T5NA : ... I set rules to them. It is very important to set the rules before lesson starts. I will tell them the consequences if they do not follow the rules. I will also include values, such as be patient...

(T5NA-API)

T5NA was teaching Bahasa Melayu subject. From the interview, she shared that she did not pre-plan the values to be taught when she was doing her lesson planning for Bahasa Melayu subject. However, she made rules and regulations in her classroom practices. From the interview excerpts, she indicated that she would also teach children to be patient in the classroom.

T2NI : ... hmm, as it is not in our lesson plan ... When I do my lesson plan for my English subject, I will try my best to design some teamwork activities for my class. Teamwork is my teaching technique and strategy. Through teamwork activity, as I said, it leaves many beautiful experiences for them and they can interact with their friends. Also, when conflicts happened, it helps to teach children how to solve problems. So, for me, teamwork is a good way to teach values....

(T2NI -APF)

T2NI was teaching English subject. Through the interview, she also shared that she did not pre-plan the values to be taught when she was doing her lesson planning in teaching English subject.

However, the researcher found that she would include teamwork activities into her lesson when she planned for the English subject. Based on the above interview

excerpts, T2NI indicated that teamwork activities provided opportunities for children to interact more with other children. She explained that the interaction in the class was helping children to strengthen problem-solving skills.

T3SB : For lesson plan, I focus more on the teaching contents of Bahasa Melayu. We do not pre-plan any values to be taught in the class, but when situations happened in the class, we take it as a chance to teach values.

(T3SB -APG)

T3SB was teaching Bahasa Melayu subject. From the interview, T3SB described clearly that she did not pre-plan any values when she was doing the lesson planning for Bahasa Melayu. However, she highlighted that she would instill and teach values to children in a practical way through the situations happening in the classroom.

Therefore, based on the findings collected from interview and observation, the researcher summed up that the participants teach values education through integrated values education into the preschool curriculum and activities. The research findings further elaborated that values education was integrated into different subject teaching in Soka Preschool too, including Bahasa Melayu subject, English subject and Mandarin subject.

The findings showed that not every participant pre-planned values to be taught. However, the findings demonstrated that participants pre-plan value-driven activities that were able to transmit values to children.

Hence, the researcher interpreted that the participants were doing a value-driven lesson planning unintentionally and implementing the integration of values into different subjects teaching imperceptibly.

4.4.2 Theme 2: Classroom Practices

The researcher found adequate findings on the unique classroom practices that interrelated to values education. From the interview and observation, the researcher discovered four core integration strategies the participants implemented in their lesson teaching regardless of what subject they taught, including dialog and class discussion with children, positives words and rhymes, wall decoration and real-life situation.

The researcher summed up all the findings on Table 4.6 to show the classroom practices in teaching values education in Soka Preschool.

Table 4.6

Classroom Practices in Soka Preschool

Teaching Methods and Strategies	T1PY	T2NI	T3SB	T4LD	T5NA	T6KO
Classroom Practices						
Promote dialog and class discussion with children	N/A	Yes	Yes	Yes	Yes	Yes
Use positive words and rhymes	Yes	Yes	Yes	Yes	Yes	Yes
Decorate the classroom with positive quotes	N/A	Yes	-	Yes	-	Yes
Take real-life situation as an opportunity to teach values to children	N/A	Yes	Yes	Yes	Yes	Yes

Table 4.6 shows three observations were done in three different classes. It included Bahasa Melayu class, English class and Mandarin class. Based on the findings shown in Table 4.6, every participant was implementing the same classroom practices to teach values education. The researcher discussed the findings shown in Table 4.6 under the following subthemes.

4.4.2.1 Subtheme 1: Dialog and Class Discussion with Children

Based on Table 4.6, every participant involved in the observation was using the strategy of dialog and class discussion with children to integrate values into subject teaching.

During the interviews, the participants expressed that they enhanced children's understanding of values education through one-to-one dialog. The following excerpts give evidence collected from interviews.

T2NI : ... I will have discussion in the class... through discussion, the children are able to learn values such as respecting people...if we found the children were having conflict, we would help and guide them with the ideas of how to resolve the problem. We would not give any solution to them directly but I would throw some questions to them. Through this question and answer technique, we teach them how to overcome problems... we usually use dialog. Sometimes, we will have class meeting with children, to involve all the children in the class discussion to come up with a better solution.

(T2NI-APF)

T2NI was teaching English subject. From the interview, she indicated that she conducted class meeting with the children. T2NI expressed that during the class discussion, she would not provide solutions directly to the children, as she would like to enhance their analytical skills through the discussion. T2NI elaborated that creating class discussion enabled her to teach values of respecting to the children.

Based on Table 4.6, the participant who taught Bahasa Melayu subject conducted dialog and class discussion with children too. Here is the excerpt:

The Researcher : What will you do when problems or issues suddenly happened in the classroom?

T4LD : Oh, we will bring the children to a corner. We will split him from the group and explain to him personally at one corner. Sometime, it depends on the situation too. If it is a serious matter, we will find another day to talk and discuss with all the children in the classroom. Although we noted that it might affect our teaching plan of the day, we will still bring up the issue or situation to class and discuss with all the children.

(T4LD-APH)

T4LD was teaching Bahasa subject. From the interview, T4LD shared that if children lost control during her teaching in the classroom, she would explain to the child personally at one side.

T4LD highlighted that she would conduct class discussion with the children if she found that the issue was important for every child to learn. She elaborated that she would conduct the class discussion although the discussion may interrupt her teaching plan.

In addition, the research findings in Table 4.6 revealed that the participant who taught Mandarin subject also conducted dialog and class discussion with children, as seen in this excerpt:

T6KO : ...When this situation happen, I usually encourage them to resolve problem through dialog. We want them to try solving problem with dialog... We use discussion method. We give them some time and leave them alone there so that they can

think what they can do. We will go back to talk to them again later. We use this kind of method...

(T6KO-APJ)

T6KO was teaching Mandarin subject. During the interview, T6KO shared that she encouraged children to resolve problems through dialog. T6KO elaborated that she could teach the problem solving skills and build analytical thinking skills in children through class discussion.

Another example collected from interview revealed that the participants in Soka Preschool integrated values into subject teaching through dialog and class discussion with children, as seen in the following excerpt.

T3SB : ... we noticed his problem since January and we began to have one-to-one dialog with him. Honestly, it is unable for us to have one-to-one dialog with him during the lesson time. Hence, we can only conduct the one-to-one dialog with him after the lesson. Happy to say that, he changed after a few sessions of dialog. He enjoys my Bahasa Melayu lesson so much now ... I felt that it is the result of having one-to-one dialog with him consistently...

(T3SB-APG)

Based on the interview excerpts, the strategy of dialog with children was revealed again. During the interview, T3SB was seen having confidence and enthusiasm in expressing her work of integrating values education with children through dialog.

T3SB indicated that she conducted one-to-one dialog with children consistently in order to instil the values of courage in facing problems and obstacles.

T3SB further expressed that through dialog, she witnessed the changes of the child's attitude in learning Bahasa Melayu.

4.4.2.2 Subtheme 2: Positives Words and Rhyme

Based on the findings displayed in Table 4.6, the three participants involved in the participant observation used the strategy of positive words and rhymes to integrate values into their subject teaching.

From the observation, the researcher noticed that the participants often used positive words and rhymes when they interacted with children in their teaching. Hence, the researcher paid attention to the words the participants used when giving instruction to children.

Through the observation, the researcher discovered that the participants often used the word "please" when they gave instruction to the children. The following excerpts illustrated the positive words used by the participants.

Participant Observation 1:

Two boys were quarrelling before teacher put children into a line to move to the drama classroom. T2NI spent a few minutes to observe the boys from afar. Later, T2NI walked toward the boys to stop them.

T2NI : Please do the right thing. (without raising voice)

The boys : (continue quarrelling)

T2NI : You sit here and you sit here. (pointing at the chair)

The boys : (stop talking and sit down on chair)

T2NI : Please calm down first. (without raising voice)

Children sat down. Teacher left the boys in the classroom and got other children to form into line. Five minutes later, the teacher came back to the classroom to explain and talk to the boys again.

(Details of Observation Session – Day 1, Table 4.2)

Participant Observation 2:

Before the water play session outside the classroom, T4LD asked children to drink water. Some children were not drinking water and playing around with friends.

T4LD : "*Sila duduk*" (Please sit down; Bahasa Melayu)

Children : (Sit back on their chair, but still not drinking water)

T4LD : "*Sila berusaha lagi*" (Please try your best; Bahasa Melayu)

(Details of Observation Session – Day 2, Table 4.2)

Participant Observation 3:

A boy is not paying attention while T6KO was teaching in front of the classroom.

T6KO : XXX, I have been noticing you for some time. Please sit properly. Please keep it up. You can do it. (without raising voice)

The boy : (move his body to face the teacher. Seated properly)

(Details of Observation Session – Day 3, Table 4.2)

Based on all the excerpts collected from observation, the researcher found that the participants often used affirmative commands such as "please sit down" , "please calm down", "thank you very much", "please do the right thing", "please respect your friends" "very good, keep it up" and "never give up".

In addition to the positive words, the researcher found another unique method used by the participants in giving instruction to children. The researcher observed that the participants used positive rhyme to get the children's attention to focus on their teaching.

One of the participants explained that every teacher in Soka Preschool used the same rhymes to give instruction to children. Here is the excerpt as evidence collected from interview:

T6KO : ...Sometime I use children rhymes to stop them from making noise. Many rhymes we use. For example (she sang), “*Come and follow me*”. We sign when we want them to line up. All teachers are using the same rhyme to ask children to form into line...

(T6KO-APJ)

During the interview, T6KO shared that using rhymes to give instruction to children was a culture practiced among all the teachers in Soka Preschool. T6KO elaborated that there were different rhymes for different instructions.

More findings showed that participants used positive rhymes when giving instruction to children. Here is an example:

Participant Observation:

T2NI was telling story in front of the classroom. Then T2NI took out a beautiful craft and told the children that they are going to do art craft. The children began to lose control and started making noise. T2NI stopped talking and looked at the children for a few seconds. Later, T2NI put down the craft and recited a short rhyme.

T2NI : Listen to me (with hands gesture)

Children : Listen to you (with hands gesture)

The class was under control again after the rhyme. T2NI continue her explanation to children.

(Details of Observation Session – Day 1, Table 4.2)

Based on the observation, T2NI was seen using a rhyme to instruct the children not to make noise. During the observation, the children revealed that they knew that T2NI was asking them to stop making noise when they heard T2HI reciting the rhyme.

Another participant revealed that she used rhyme in her teaching too. During the observation, the researcher found the participant sang a rhyme to make the children stop talking and making noise in the classroom. Here is the excerpt:

T4LD wanted to start teaching but the children were making noise. The children were listening to T4LD. T4LD started to sing a rhyme. The children sang along naturally when they heard T4LD was singing.

T4LD : “*Da Yui Lai Le, Di-di-di-di-di ...*” (heavy rain fall; Mandarin)

The Children : “*Seow Yui Lai Le, Da-da-da-da-da*” (drizzling now Mandarin)

T4LD and the Children: *Shhhhhhhhhhhh ...*

T4LD successfully controlled the class and children from making noise.

(Details of Observation Session – Day 5, Table 4.2)

The researcher observed that T4LD sang the rhyme to get the children’s attention to focus on her. From the observation, the researcher noticed that T4LD did not ask the children to sing along with her. However, she managed to control the children and stopped them from making noise through singing the rhyme.

Based on Table 4.6, the third participant involved in the researcher’s observation revealed she used rhyme in her teaching too. The following is the excerpt.

T6KO was giving explanation in front of the classroom but the children were not listening. She then recited a short rhyme.

T6KO : “*Shei de ar dor zui ban ling?*” (Who is good in listening; Mandarin)

The Children : “*Wo de ar dor zui ban ling.*” (I am good in listening; Mandarin)

The class was under control again after the rhyme. T6KO continued her explanation.

(Details of Observation Session – Day 3, Table 4.2)

Through observation, the researcher found that T6KO used rhyme to control the situation in the classroom too. T6KO was seen giving an instruction to children with the rhyme. During the observation, the researcher again noticed that the children responded to T6KO and were seen knowing that T6KO was asking them to listen to her.

In order to draw a clearer understanding of the use of positive words and rhymes, the researcher sought further clarification from the participants during the interview. The following excerpts illustrate the reason participants used positive words and rhymes.

T2NI : ...It is because when you ask children to stop making noise, they will actually make more noise...Some of them would even begin to say “keep quiet, keep quiet” in the class. When everyone do so, the class would take forever to stop from making noise. But when teachers sing, children will sing together with us naturally. Then they would keep quiet automatically...

(T2NI-APF)

Through interview, the participants explained that positive words and rhymes enable them to deliver instructions to children in a positive and comfortable way.

Another participant shared during the interview that the purpose of using positive words and rhymes was to integrate values education into the teaching. Here is the excerpt:

The Researcher : I noticed that you use many “magic words” during your teaching. What is the purpose of using the “magic words”?

T2NI : We hope that teachers can be the role model. If we want our children to have good manner and talk politely, we have to behave in a good manner way too.

(T2NI-APF)

From the interview, T2NI shared that using positive words was the responsibility of teachers in order to teach good values that impact children’s behavior. From the excerpts, T2NI elaborated that the objective of using of positive words was to show good example to the children.

4.4.2.3 Subtheme 3: Wall decoration

Based on the researcher observation, the participants decorated the empty walls in the preschool and class. The decoration on the wall was part one of the classroom practices the participants used to integrate values education into the teaching activities. The following is an excerpt collected from interview.

T1PY : ... We also fully used every corner and empty wall in the school. All of these are about the values education for our children.

(T1PY-APE)

The participant indicated that the wall decoration was one of the tools in teaching values education. Therefore, the researcher paid attention on the wall decoration to

understand the participants' efforts and works of integrating values education into teaching.

During the observation, the researcher found that the participants have similar classroom setting and wall decorations. The participants decorated the walls inside and outside the classroom. The researcher observed that every wall was decorated with many children's works. The following excerpts illustrated the use of decorating walls with children's works.

The Researcher : Why do you ask your children to display their work on the wall?

Teacher : This can actually help them to learn to appreciate other people's works. At the same time, they can exchange their ideas with their friends. Also, by displaying their works, it helps to build their self-confidence, encouraging them more to try and challenge on new things.

(Details of Observation Session – Day 5, Table 4.2)

Based on the observation and interview, the researcher noticed that the participants in Soka Preschool put attention on recording the children's learning process. During the interview, the participant indicated that she took every opportunity to display children's work on the wall in order to teach the values of self-confidence, courage, and appreciation to children.

In addition, during the observation, the researcher found that the participants not only decorated walls with children's works, but also put up some inspirational value-related quotes on the wall. The following excerpts collected from interview provide an understanding of using wall decoration to teach values education.

T4LD : ... another phrase is “Please don’t fight, we are family”. I have actually printed the phrase out and paste on the wall in my classroom. When they fight (with) each other, I will bring them to the wall and I will remind them if they still remember the phrase. I will ask them to read the phrase out together, and then later, they hug and forgive each other. I will also guide them to the corner of Mr. Ikeda (The preschool founder). I will ask them if they can see the children in the picture are holding hands and smiling happily. I will guide them to look at the hands of the children in the picture, and tell them children in the picture are holding hands, we shall learn from them. Yea, like this.

(T4LD-APH)

Based on the interview excerpts, the researcher found that T4LD utilized the inspirational quotes on the wall to deliver value-related message to the children when the children fight over each other. The interview revealed T4LD delivered and taught values of staying in harmony and peace with friends through the quotes and phrases that she pasted on the wall earlier.

From the observation, the researcher found little children’s works on the wall. During the interview, the participants explained that they took down some of the children’s work, as they needed to distribute for the children to bring back home.

However, during the observation T6KO’s class, the researchers found more decorative designs in the class. The researcher found a paper pasted behind the chairs in the class. The researcher observed that the words printed on the paper was “I can control myself”. T6KO was seen using the decoration in the classroom to deliver the value of well-behaved to children.

Thus, the researcher summed up that decoration on wall and objects in the classroom are one of the integration strategies participants used in teaching values education.

4.4.2.4 Subtheme 4: Real-life Situations

During the observation, the researcher observed that the teaching of values education by the participants was not a pre-scheduled learning agenda in the classroom. The work of values education was about how the participants deal with things that constantly happen in the classroom every day.

During the observation, one of the participants was seen using the real-life situation to teach children problem solving skills. The researcher noticed the teaching of values education was something that the participants would do in addition to their ordinary teaching in the class. Here is an example:

A 4 year old girl accidentally poured water on the floor. The girl looked at the teacher. The teacher did not show an angry face by staring at the girl. She also did not raise her voice at the girl. She consoled the girl immediately by explaining to the girl that it was fine to make a mistake. After that, she asked the girl to take the mop and clean the floor on her own. Meanwhile, she asked her whole class children to sing a rhyme with her when the girl was cleaning the floor. The rhyme went like that:

Teacher and Children : " *Tumpahlah air, Tumpahlah air, pergilah ambil mop, Gucigui-hutare*" (Water spilled, water spilled, go and take the mop; Translation of Bahasa Melayu).

(Details of Observation Session – Day 2, Table 4.2)

In order to teach children to practice values in action, the participant was seen putting attention in taking the situation as a good opportunity for children to strengthen

their problem-solving skills. The participant was seen calming down the children by telling them they need not to be afraid of making mistakes.

The action of participant in explaining to the child was seen as the strategy adopted to instill values to children. Meanwhile, the participant was seen giving support to the child by asking the whole class children to sing songs together. The following excerpt gives evidence collected from interview.

The Researcher : Why do you ask the girl to mop the floor on her own?
T4LD : Oh, it is because this can help them to build their self-care abilities. At the same time, it can also help to develop their responsibility. They learned it before. I taught them about this since from the first and second semester of the school.

(T4LD- APH)

Based on interview excerpts, the participant clearly described that she took the real-life situation as a good opportunity to develop the children's responsibility and ability in taking care of themselves independently. The participant also indicated that she had been consistently paying attention to the work of instilling values through real-life situation.

A few more examples showed that the participant used real-life example to teach values education to children in the classroom. Here are the excerpts giving evidence of this:

Interview 1:

T5NA : ... Values are everywhere. Even when children are fighting, we can teach them values too. For children, they need to learn how to share toys with friends. When they fight over each other, how can they resolve the problems, or what should they do when they fight with friends. These are all things that children should learn...

(T5NA-API)

Interview 2:

T2NI : hmm, as it is not in our lesson plan, so once the situation happens in our class, we will take it as a chance to teach values. For example, there is a smart boy in my class, he has another team member who is a slow learner. He used to complain to us that his team member is too slow. In this situation, we will teach and tell him, you have done a good job and you gain new knowledge. If you already know how to do, you can help more people with your new knowledge.

(T2NI-APF)

From the interview, both T5NA and T2NI expressed that they deal with the situation that happened in the classroom every day. During the interview, T5NA indicated that she would teach children the problem-solving skills when children fought over each other in the classroom.

Based on the interview excerpts, T2NA clearly described that values education was not a pre-scheduled learning agenda in the classroom. She further explained that engaging in real-life situation provided a good opportunity for her to teach children values in a practical way.

Therefore, the researcher summed up that the participants were integrating values education across the activities by using real-life situations.

4.4.3 Theme 3: Teachers' Practices

In order to gain a deep understanding of how teachers in Soka Preschool teach values education through integrating values into the preschool curriculum and activities, the researcher paid attention to how the participants help and encourage children in the learning.

The findings on Table 4.7 showed the teacher's practices in teaching values education in Soka Preschool.

Table 4.7

Teacher's Practices in Soka Preschool

Teaching Methods and Strategies	T1PY	T2NI	T3SB	T4LD	T5NA	T6KO
Teacher's Practices						
Allow children to make mistake	N/A	Yes	Yes	Yes	Yes	Yes
Encourage children to be courageous in facing problems.	Yes	Yes	Yes	Yes	Yes	Yes
Be good example to children	Yes	Yes	Yes	Yes	Yes	Yes
Build mutual respect and good relation between teachers and children	Yes	Yes	Yes	Yes	Yes	Yes

Based on Table 4.7, the majority of participants were implementing the same teaching practices in teaching values education. Because one of the participants was working in the preschool management level, therefore there are certain teaching practices not applicable for T1PY.

The researcher discussed the finding in detail in subthemes such as allowing children to make mistake and noise, encourage children to be brave, role modelling and share mutual respect.

4.4.3.1 Subtheme 1: Allow Children to Make Mistake and Noise

Through interview, the participants explained that the use of positive words and rhymes enable them to deliver instructions to children in a positive and comfortable way. The participant was seen enhancing the teaching of values through positive words and rhymes.

One of the participants in this research study revealed that she allowed children to make mistakes in the classroom. The following excerpts collected from observation give evidence.

A little girl accidentally poured water on the floor. T4LD did not say anything negatively, but she consoled the girl and taught her how to clean the floor instead.

The Researcher : You never scold the children when they make mistake?

T4LD : Errr... (frowned on)...we prefer to encourage children to face it and overcome the mistake courageously, because it is a good chance for them to learn to create good values.

(Details of Observation Session – Day 2, Table 4.2)

During the interview, T4LD was seen displeased as she frowned her forehead when the researcher asked why not scold children who made mistakes. T4LD was seen avoiding saying negative words or doing offensive things to children when teaching.

Through interview, T4LD expressed that she would encourage children whenever they were caught making mistakes. T4LD further explained that a mistake could be a good chance for her to instill values to children in a practical way.

Noise making is commonly seen as a negative behavior in the preschool. However, during the observation, the researcher found that the children were making noise but teachers did not ask the children to be quiet. Here is the relevant excerpt:

Interview:

T3SB : ... Haha (laugh), actually to be lively is one of our mottos. It is very natural for children to make noise and free to explore. Allowing children to explore actively in the school is important. We have to allow children to make some noise in school. This is the way they interact and communicate with their friends... Because they cannot talk with their friends when they are learning in the class, so the only time is the queueing time, that they can share their stories with friends... They just want to share with friends of what they have done over the weekend. They are actually interacting with friends...

(T3SB-APG)

Through the interview, T3SB showed good understanding of young children's behavior. She described that it was very natural for children to make noise. T3SB elaborated an understanding of the noise was the talking voices when children were communicating to each other.

In addition, T3SB highlighted that it was important to allow children to make noise and to explore in the preschool.

4.4.3.2 Subtheme 2: Encourage Children to be Courageous

One of the participants shared that they made great efforts to teach children the values of courage in a practical way through some preschool activities.

Here is the excerpt giving evidence:

T1PY : ... We use these stories to cultivate children the values of to be strong and courageous in facing the challenges of life. We teach them never give up no matter what happen in the future... We hope that through the whole process of preparing graduation, we are able to teach the values of to be strong as a big tree in the future...

(T1PY-APE)

Based on the interview excerpts, the researcher found that T1PY described clearly that during the interview, together with other teachers in Soka Preschool when they organized graduation event for the 6-year-old children, they made great efforts to instill the values of courage in facing the challenges of life.

T3SB : ... I always teach all my children, we must have strong mind and righteous heart in facing problems, and we have to stay lively every single day. When we found children face problems in learning, I would tell them to be strong in facing the challenge and do not give up easily...

(T3SB –APG)

4.4.3.3 Subtheme 3: Role Modelling

The teaching in values education through the strategy of role modelling can be found in the teachers' practice among the participants. Through the observation,

the researcher has noticed that the participants were integrating values education through role modelling strategy.

During the observation, the researcher found that the number of teachers teaching in the classroom is a significant practice that impact values education in preschool. Here is the example:

T5NA : *Selamat pagi murid-murid* (bow to students) (Good morning children; Bahasa Melayu)

Teachers and Children: *Selamat pagi Cikgu*. (bow to Teacher E) (Good morning teacher; Bahasa Melayu)

T5NA : Good Morning Teacher (body turn to face English teacher. Bow and greet the teacher)

Teachers and Children: Good Morning Teacher. (bow and greet English teacher)

T5NA : *Lao-se Zao An* (body turn to face Mandarin teacher. Bow and greet the teacher) (Good morning children; Mandarin).

Teachers and Children : *Lao-se Zao An* (bow and greet Mandarin Teacher) (Good morning teacher; Mandarin)

(Details of Observation Session – Day 5, Table 4.2)

From the observation, the researcher discovered that T5NA has two partners in her classroom. During the observation, the researcher noticed that before T5NA began to teach, she led the children to greet everyone in the classroom including her two partners and the children.

The research observed that T5NA's partners gave responses together with the children. T5NA and her partners were seen delivering the values of respect though showing good example by giving responses together with children.

Another example illustrated the numbers of teacher teaching in the classroom is a significant practice in the integration of values education at preschool. Here is the excerpt:

T4LD : Class, please listen to me.

The other two teachers and children: Listen to you. (together with hand gesture)

(Details of Observation Session – Day 2, Table 4.2)

During the observation, the researcher discovered that T4LD also has two partners in her classroom. T4LD and partners were seen helping each other in the classroom.

When T4LD gave instruction to children, the researcher found that her partners gave responses together with children to T4LD as if they are one of the students in the classroom. Again, T4LD and her partners were seen playing a role in demonstrating the correct manner of responding to the teacher in order to deliver the values of respecting each other to the children.

In addition, implementation of values education in Soka Preschool through role modelling strategy could be seen during the researcher observation at the morning assembly session as well. Here is the excerpt collected from observation:

During the morning assembly time, every child was dancing happily following the teachers' movements in the hall. The principal came in 5 minutes later. The principal saw children who greeted and waved at her. The principal waved her hand back at the children happily. The principal joined the children to dance

together later. After the dancing session, the principal gave her speech in front of the children.

Principal : Good morning children and all teachers.

Teachers and Children: Good Morning, Madam. (high spirits)

Principal : Thanks to all our teachers in preparing such wonderful song and dance to all of us. Do you all love it?

Teachers and Children: Yes! (everyone in the hall including teachers and children answered the principal in high spirits)

(Details of Observation Session – Day 2, Table 4.2)

From the observation, the children showed happy expression when they saw the principal walking into the hall. The researcher found that the principal waved her hand back to the children when she saw children waving at her, although she was walking.

As a preschool principal, she was seen being responsible showing good example into action through her behavior by showing positive and respectful courtesy to respond to the children.

In addition, the researcher found that every teacher in the hall showed positive and high spirit in responding to the principal's speech. When the principal sent greetings to children and teachers, all teachers in the hall were seen responding to the principal's speech as if they were children in the hall.

The research findings collected from observation showed that the teachers in Soka Preschool were showing good example through their action in order to teach values education to children.

4.4.3.4 Subtheme 4: Build Mutual Respect and Good Relationship

The findings in Table 4.7 showed that sharing mutual respect between teachers and children is one of the teacher's practices in teaching values education at Soka Preschool. Through the interview and observation, the researcher found that the participants shared mutual respect between teachers and children.

The following interview excerpt illustrates how participants teach values education through the strategy of sharing mutual respect.

T3SB : For me, I feel that we are like good friends. Of cause, they show respect to me, they know that they have to respect teachers. However, we can play and learn together; some of them they told me that I am their mother in the school (laughs). For me, I think that during the playtime with them, we can listen to them and we can gain better understanding of our children.

(T3SB-APG)

Through the interview, T3SB described that the relationship between her and her children were like good friends. She can play with children and the children showed respect to her too.

From the excerpts, T3SB revealed to show respect to the children by listening and playing with them. T3SB explained that she could understand better about the children when she played and talked with them. T3SB was seen sharing mutual respect with the children.

In addition, one participant revealed that she shared mutual respect with the children. Here is the example:

T6KO : ... We will leave the situation to the class leader of the day and give freedom to the class leader makes decision of what to do. We will respect their decision...

(T6KO- APJ)

During the interview, T6KO elaborated that she gave freedom to children in making decision. She explained that they respect the decision made by the children. She was seen instilling values to children through showing respect to them.

In addition, during the observation, the researcher observed that the teachers created a very positive learning environment that shared mutual respect. For example, the participants would initiate to greet children with bright smiles. They would hug the children in the morning. The children revealed happiness when coming to school.

Through the observation, the researcher observed that the teachers used a unique and effective line-up strategy to gather children in the queue. The teachers played music and started to dance in front of the hall.

The children dance and sing along with the teachers while forming the queue. In the end, the teachers successfully gathered children to stay in the queue without shouting and raising voice at children. The participants were seen delivering a mutual respect interaction between teacher and children.

4.5 Research Question 2: How are teachers in Soka Preschool motivated to teach values education?

Throughout the observation and interview session, the researcher found that the participants were motivated to teach values education through dialog, positive working environment and high collaboration among teachers. Table 4.8 showed the factors that motivated the participants in teaching values education in Soka Preschool.

Table 4.8

The Teachers' Motivation in teaching Values Education

Strategy of Motivation	Evidence	
	Interview	Observation
Dialog		
Dialog with vice principal	Yes	-
Dialog with teachers	Yes	-
Dialog with parents	Yes	-
Positive Working Environment		
Receiving Praise in Front of Children and Teachers	-	Yes
Decorate wall with inspirational quotes in the staff room	-	Yes
Strong collaboration between teachers	Yes	Yes
Founder Message		
Founder message and gifts	Yes	Yes

Table 4.8 summed up findings of the researcher through interview and observation. During the observation, the researcher found that the working environment in Soka Preschool was very positive.

From the interview, all participants indicated that they were motivated to teach values education through dialog and the preschool founder's message. The findings are discussed in detail in the themes and subthemes.

4.5.1 Theme 1: Dialog

During the interview session, the researcher noticed many times that the participants mentioned about the practice of dialog. Therefore, the researcher paid attention during the interview to seek in-depth understanding of how dialog motivated

participants in teaching values education. Table 4.9 shows the details of dialog between the teachers, the vice principals and the parents as well.

Table 4.9

Details of the Dialog

Strategy of Motivation	Evidence	
	Interview	Observation
Dialog		
Dialog with vice principal	Yes	-
Dialog with teachers	Yes	-
Dialog with parents	Yes	-

Table 4.9 shows the details of the dialog summed up by the researcher through interview and observation. The researcher discussed the findings in detail under the subthemes.

4.5.1.1 Subtheme 1: Dialog with Vice Principal

During the interviews, some of the participants indicated that the vice principal would conduct a one-to-one dialog with the new recruited teacher on the first week when they started to work in Soka Preschool. The following is the excerpt:

T5NA : ... she is our vice principal. She is the one who shared and explained to me what Soka Education is all about. For example, how should teachers show respect to the children, what is values education, and many more. She sat down with me every day after my class on the first week when I first started to work here. She talked to me one-to-one. We have dialog. I learned a lot from her and other teachers too.

(T5NA-API)

During the interview, T5NA shared that the vice principal spent time to have one-to-one dialog with her. Through the dialog, she increased her understanding about values education.

As shown in the excerpt, T5NA highlighted that she had dialog with the vice principal every day after lesson teaching in the classroom, and through the dialog T5NA pointed out that she learned more about values teaching for example sharing mutual respect between teacher and children.

Another participant shared that the vice principal spent time to have one-to-one dialog with new recruited teachers in Soka Preschool too. Here is the excerpt:

T6KO : ... Before we start teaching in the class, T1PY and supervisor will share with us the philosophy of Soka Education. They will take us to tour around the school before we start teaching. It took about one week the dialog...

(T6KO-APJ)

Again, T6KO shared the same too that the vice principal had dialog with newly recruited teachers in Soka Preschool.

T6KO also indicated that the vice principal took a week to deliver and teach teachers about the work of values education in Soka Preschool. These excerpts give evidence that the participants were enlightened to teach values education through having dialog with the vice principal.

In addition, the researcher found that the vice principal involved in the preschool management level was seen creating a culture of having dialog to stimulate teachers' dedication and motivation in teaching values education in Soka Preschool.

4.5.1.2 Subtheme 2: Dialog with Teachers

Based on Table 4.9, the participants promoted dialog among teachers and the dialog between teachers motivated the teaching of values education in Soka Preschool. The following excerpts give evidence collected from interviews.

Interview 1:

T5NA : ... We would find our free time to sit down to discuss among ourselves. For example, when our children go to the library or gardening time. We have other teachers there. Hence, three of us would sit down and discuss together. We would talk about the children's problem, who is facing problem now. We would discuss about that, then we come up with solution to help the children...

(T5NA-API)

Interview 2:

T3SB : Well, and I guess it also happens in our daily conversations among each other... we always share everything about our children to each other...

(T3SB-APG)

Interview 3:

T2NI : We often discuss among three of us. For example, we will discuss about the incidents that happened in the class. We would discuss and share our suggestions. For example, do we need to meet parents to understand why the child is behaving in this way recently? Or, maybe if one of us have problems in teaching, we

would open heart to discuss among each other too. We share ideas and solutions. We learn from each other.

(T2NI-APF)

Three participants in the research study expressed that they conducted dialog among the teachers to support to each other in teaching values education. Both T5NA and T2NI indicated that they would conduct dialog among the teachers to discuss and find solution to enhance their teaching of values education.

Again, both T5NA and T2NI elaborated that through the dialog with teachers, they helped and learned from each other. The dialog between the teachers was seen to impact in motivating T5NA and T2NI in delivering better quality of values education to children.

In addition, through the interview, T3SB shared that she got motivated through the daily conversation with other teachers. The interview with T3SB revealed a significant practice that the teachers in Soka Preschool are motivated to teach values education through the daily conversation between the teachers.

Daily conversation is just a common ritual that happened all the time. However, the daily conversation seems to be the significant factor that was motivating the participants dedicated to teaching values education. Thus, the researcher summed up that the dialog between teachers was one of the key practices that motivated the participants in teaching values education.

4.5.1.3 Subtheme 3: Dialog with Parents

In addition, Table 4.9 showed the participants were motivated in teaching values education through the dialog with parents. The following excerpts give evidences collected from interview.

T2NI : Through teacher-parents meeting. For example, if we found the child is not progressing well in the school, we will tell parents. From the conversation with parents, they will share with us the real situation at home. This information helps us to understand the child's family situation and enable us to know that there (are) reasons why is the child not behaving well in the school... All the experiences were actually motivating me to explore more on children's behavior, so that I can teach and help them according to their needs.

(T2NI-APF)

During the interview, T2NI indicated that she was motivated to teach values education to children through dialog with parents. T2NI elaborated that through the dialog with parents, she was able to understand the children's needs so that she could provide a holistic approach in teaching values education to the children. The teacher-parents dialog was seen to impact the participants' teaching in values education in Soka Preschool.

There are more examples that the participants were motivated through the dialog with parents. The following interview excerpts give the evidence:

Interview 1:

T6KO : Sometimes it is very difficult for us to continue too, but the feedback we received from parents make us to continue. From the parents sharing, we know that our children have actually absorbed the values that we have taught, and this is motiving us.

(T6KO-APJ)

Interview 2:

T5NA : ... we also organized parent-teacher day. We collaborate with parents. Usually we meet parents twice a year. But for children who have difficulty in learning, we will meet with their parents 3 to 4 times a year. We want to help the children...

(T5NA-API)

During the interview, T6KO elaborated that teaching values education was not easy but through dialog with parents, she was motivated to continue in teaching values education to children. She added that she felt motivated when the parents told her during their dialog that the children improved at home.

From the second interview excerpts, T5NA highlighted that they promote parental involvement in teaching values education in Soka Preschool. T5NA did not directly indicate that the teacher-parents dialog meet motivated her in teaching values education. However, T5NA was seen positive to meet parents when she found children having difficulty in learning.

4.5.2 Theme 2: Positive Working Environment

During the observation, the participants were seen feeling valued and enjoy coming to work. Therefore, the researcher paid attention to observe the working environment in Soka Preschool.

Through observation, the research findings revealed much evidence that the positive working environment was motivating the participants to teach values education in Soka Preschool. Table 4.10 showed the subthemes of positive working environment.

Table 4.10

Positive Working Environment in Soka Preschool

Strategy of Motivation	Evidence	
	Interview	Observation
Positive Working Environment		
Receiving Praise in Front of Children and Teachers	-	Yes
Decorate wall with inspirational quotes in the staff room	-	Yes
Strong collaboration between teachers	Yes	Yes

Table 4.10 sums up findings of the researcher through interview and observation. The findings discussed the details in the subthemes.

During the first observation session, the researcher received heart-warming and cheerful greetings early in the morning from people around, including teachers, children as well as the preschool cleaning staff. They were seen happy and positive.

During the observation, the researcher was given a table in the staffroom for research observation purpose. The researcher received a note on the researcher's table. The note was a paper about "developing a philosophy of education".

The researcher later found that the note was given by a teacher who was sitting next to the researcher. Here are excerpts.

Teacher : (Smile at the researcher) This is a note for you. A very inspiring note. I got this when I attended my course study in early childhood education last time. One of my lecturers shared it to me. Hope it helps you.

(Details of Observation Session – Day 1, Table 4.1)

The researcher's role at the site was unrevealed. The researcher was seen as a new teacher by the teacher. The researcher was surprised and impressed with the friendly gesture of the teacher.

Therefore, the researcher paid attention to look at the working environment in Soka Preschool. During the observation, the researcher found that the participants were working in a positive environment that involved receiving praise in front of children and teachers, unique wall decoration, and strong collaboration between teachers.

4.5.2.1 Subtheme 1: Receiving Praise in Front of Children and Teachers

From the research findings shown in Table 4.10, receiving praise in front of children and teachers was found to have positive effect on motivating the participants in teaching values education.

Based on Table 4.10, the researcher did not collect any findings that revealed public praising motivated the participants during the interview. However, during the observation, the researcher has noticed that the praising has motivated the participants indirectly. The researcher conducted observation in the hall during the morning assembly session in Soka Preschool.

Based on Table 4.2 mentioned earlier, the researcher conducted a direct observation during the celebration of Children's day at Soka Preschool. The following excerpts collected during observation.

Children and teachers were playing in the assembly hall. Music was played, the assembly session began. Children and teachers stopped playing. They began to form the queues in the center floor of the hall. Music stopped. The principal was invited to share speech in front of the hall. Before sharing her speech, the principal sent appreciation to thank the Music teacher for preparing

songs for children in the assembly every morning. Meanwhile, the principal explained to the children that the Music teacher has done great efforts behind the scene. The principal elaborated the hidden efforts of the Music teacher in front of the children and teachers in the hall. The principal later asked all children and teachers in the hall to give applause to the music teacher. The Music teacher stood up and bowed to everyone in the hall.

(Details of Observation Session – Day 2, Table 4.2)

Principal publicly thanks the music teachers for the efforts behind the scene and ask children to give applause to the music teacher. The principal was seemingly promoting a supportive and positive working environment in the Soka Preschool.

In addition, the Music teacher revealed to be happy and touched when she bowed at all the children and teachers in the assembly hall. Another example illustrated that receiving praise in front of children and teachers have positive effect on motivating the participants in teaching values education. Here is the example.

The preschool was having celebration of Children's Day. One of the participants involved in this researcher's study was invited to give a speech. Before the participant conveyed her speech, the participant announced to everyone that one of the teachers was leaving the school soon at the end of the school semester. The participant shared to everyone in the hall including teachers and children that the teacher who was going to leave was a good teacher. The participants elaborated on the efforts and contributions of the teacher at Soka Preschool in front of all the children and teachers. The participants also shared and highlighted the teacher was very good at composing songs. Later, the participants invited the teacher to perform a song in front of the hall. The teacher came up to the stage and performed a song in

front of all the children and teachers. After the song, one of the participants gave a present to the teacher. The teacher cried and hugged the participant. The participant asked all the children to say thank you to the teacher. The participant also asked the children to send best wishes to the teacher for her better future.

(Details of Observation Session – Day 2, Table 4.2)

Again, through observation, the researcher found that one of the participants involved in this study gave public praise to teachers in front of the children. The participants were seen displaying recognition of the teacher in front of the children.

Meanwhile, other teachers were touched and impressed when the participant shared about her efforts and working performances in front of all children and teachers. Based on the findings, the researcher summarized that receiving praise in front of children and teachers was positive motivation for the participants in teaching values education in Soka Preschool.

4.5.2.2 Subtheme 2: Wall Decorations

During the interview, the researcher did not collect any findings that revealed the participants were motivated through the decoration of the wall. However, during the observation, the researcher noticed that walls in the preschool especially the staffroom walls were all decorated with inspiring educational quotes.

Therefore, the researcher paid attention on the wall decoration to seek an in-depth understanding. During the observation, the researcher found that the walls in the staffroom were decorated with many inspiring educational quotes. These inspirational quotes included quotes on how to be good teachers and the purpose of education.

One example illustrated how the decoration on the wall has effect on teachers. Here is the example collected through observation:

A teacher was about to walk out the staffroom. She stared at a paper pasted on the door for about one minute. She then walked out the staffroom.

(Details of Observation Session – Day 1, Table 4.2)

The researcher paid attention on the decoration on the door. Through the observation, the researcher found that it was an educational quote to encourage the teachers.

The researcher found that, besides the wall and door in the staff room, the wall in the classroom was decorated with inspiring educational quotes as well. From the observation, the researcher discovered in a few classrooms in Soka Preschool that there was a wall designed for the children to leave messages for the teachers.

The researcher found a paper card written “Dear Teacher” was pasted on the wall of classrooms. Because the observation session was conducted by the researcher at the end of the semester, there were inadequate findings about the children’s words for teachers pasted on the wall. However, the researcher was able to seek further clarification during the observation. Here is the example.

The Researcher : What is this?

Teacher : Oh, that is a corner where children can leave message for us. They can write or draw picture for us. They can paste on the wall themselves. They can take blu-tac from us.

(Details of Observation Session – Day 1, Table 4.2)

From the excerpts, the researcher found that the classroom has wall decoration for children to interact with teachers. The “Dear Teacher” on the wall was seen as a place where children can leave messages for teachers.

The researcher found the idea of designing walls with inspiring educational quotes and teacher-children interacting wall were seen affecting the motivation of the participants in teaching values education.

4.5.2.3 Subtheme 3: Strong Collaboration between Teachers

Based on Table 4.10, the researcher collected findings that revealed strong collaboration between teachers from interview and observation. The strong collaboration between teachers was found to have positive effect on motivating the participants in teaching values education.

After a closer look at how the participants were positively motivated to teach values education in Soka Preschool, the researcher found that the high collaboration among the participants have positive influences. The following excerpts give evidence collected from interview.

T3SB : ... For example, I am currently teaching 6 years old children. I would keep close contact with the 5 years old's class teacher. Before we take over the 6 years old class, we would have a meeting with the 5 years old teachers. We would try our best to understand the performance and learning behavior of the children, or maybe the problem that the children were facing. We need to know all of these things so that we could continue giving the best help to the children when they come into the 6 year old class....

(T3SB- APG)

During the interview, T3SB indicated that before she taught the 6-year-old children, she would conduct a discussion meeting with teachers of the 5-year-olds.

From the excerpts, the researcher found that T3SB highlighted that she wanted a better understanding of the 6-year-old children's needs. Hence, she conducted meeting with their previous teachers.

Another example illustrated how the strong collaboration among the participants generated positive influences. Here is the excerpt:

T4LD : ... That is why it is important to have 2 or 3 teachers in the classroom. It is because the other teachers can support and help the teacher who is teaching in front of the classroom. When the teacher is unable to stop the boy from talking, or not able to get the boy's attention when she is teaching, the other teachers need to go forward to the boy, to remind the boy to pay attention to teachers who is teaching....

(T4LD- APH)

The excerpts elaborated the collaboration among the teachers provided positive support and influence on the participants.

The research findings revealed that the participants in Soka Preschool were being cultivated in an environment that promoted positive and high collaboration among teachers. The participants were found to engage actively in collaborating with each other in order to look for better actions or plans to teach the children.

4.5.3 Theme 3: Founder Messages

During the interview, the researcher found that the message from the preschool founder is essential in stimulating the participants' motivation in teaching values education too. Table 4.11 showed the subthemes of Founder Message.

Table 4.11

Founder Message

Strategy of Motivation	Evidence	
	Interview	Observation
Founder Message		
Founder message and gifts	Yes	Yes

Based on table 4.11, the participants were enlightened to integrate values education across the curriculum and activities through the gifts presented and messages written by the preschool founder. Here are the excerpts collected from interview provides evidence.

Interview 1:

T3SB : ... our preschool founder sends us congratulation message every year. In recent years, the value of friendships has been repeatedly mentioned in his congratulation message. Our preschool founder looks forward to seeing our children can make more friends. One of our preschool guidelines says that we are one family regardless of the ethnicity. We must stay harmony in diversity. This is a very important value.

The Researcher : Do you mean that teachers will study the founder's message?

T3SB : Yes, correct. We will read it. Our principal will share the founder's message with us too. We will first read and

study the message, and later we share the values that written by founder in the message with our children.

(T3SB-APG)

Interview 2:

T6KO : ... We will read and study the books written by our preschool founder...

(T6KO-APJ)

Both T3SB and T6KO indicated that they studied the founder's messages and books. T6KO did not clearly indicate that she was motivated to teach values education through the founder's message; however, she shared that she studied the founder's book together with other teachers in Soka Preschool.

During the interview, T3SB indicated that the preschool founder sends messages to the children every year. The researcher sought a clearer understanding through the interview. From the interview excerpts, T3SB was seen gaining new insights from the founder message of what values to teach to children. T3SB expressed that the preschool principal would study the founder message with the teachers in Soka Preschool.

In addition, one of the participants provided a curriculum planning for the researcher. From the document review, the researcher found that the preschool management team would study the founder's founding spirit with all teachers in Soka Preschool in order to enlighten and motivate teachers in teaching values education.

The following Figure 4.1 showed findings collected from document review.

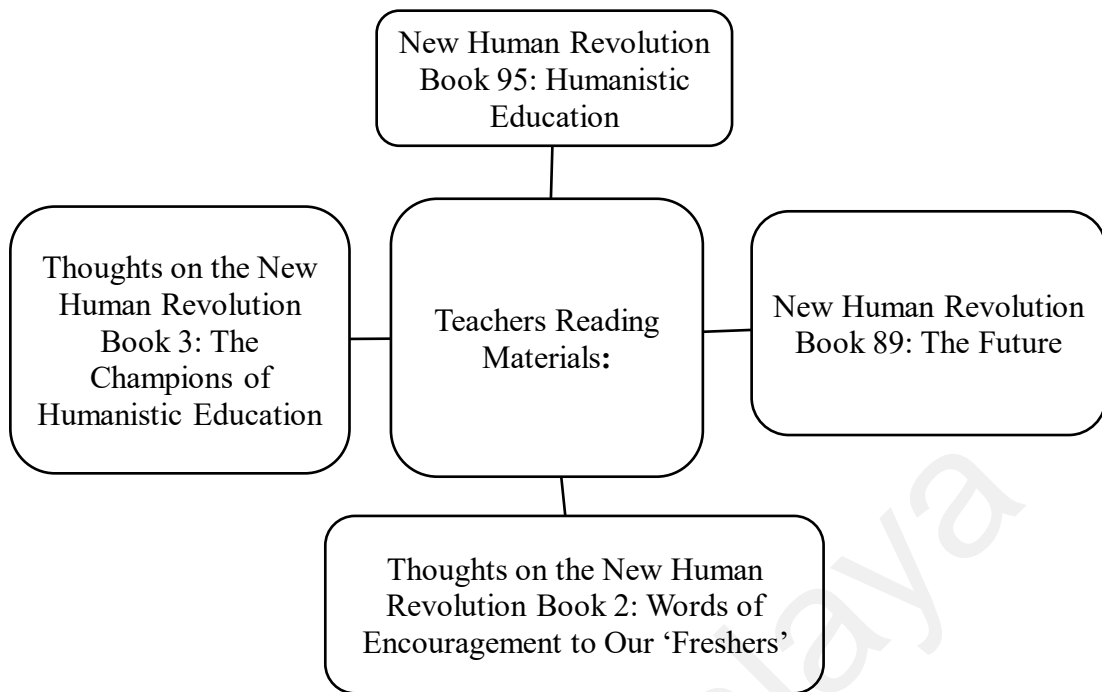


Figure 4.1 Details of Teacher's Reading Materials

Note. Documentation Note, Soka Preschool

Figure 4.1 showed the findings collected from document review. The researcher findings revealed that the participants grounded the understanding of values education based on the preschool founder's educational ideals and spirit through studying the founder's books.

One of the participants from the preschool management level further expressed that the founder message has influence on teachers' teaching too. Here is the excerpt:

T1PY : ... We also have a corner called "Founder & I". Many times, we received gifts and messages from the founder, we would display all the gifts and presents at the corner. Everything over the corner was presents for our children and teachers from the founder. Both children and teachers can visit the corner during any free time. We encourage teacher to bring children to the corner. Every book and doll over the

corner attached with its important message and meaning. We encourage teacher to share with children. Every gift and present was attached with a message from the founder. The messages were always value related. I always share the value-related message and significance of the gifts given by our founder with teachers. I hope all the teachers delivered the same message and encouragement to the children too.

(T1PY- APE)

The researcher found that T1PY was seen paying attention to motivate teaching through the founder's message and gifts. T1PY elaborated that the founder sent value-related message to the preschool and she hoped that the teachers would share the message to children too.

She also indicated that she encouraged teachers to bring children to the corner anytime. Thus, the researcher summed up that the founder's message and books have effects in stimulating and motivating the participants in teaching values education.

4.6 Research Question 3: How do teachers in Soka Preschool enhance their professionalism to teach values education?

In order to integrate values education across the preschool curriculum to teach values education effectively to the young children, the researcher discovered that the teachers working in Soka Preschool enhance their professionalism in teaching values education through three core practices.

Table 4.12 shows the details of core practices in enhancing professionalism for in-depth discussion.

Table 4.12

Details of Core Practices to Enhancing Professionalism

Core Practices	T1PY	T2NI	T3SB	T4LD	T5NA	T6KO
Weekly Professional Development Training	Yes	Yes	Yes	Yes	Yes	Yes
Teacher Exchange Program	-	-	-	Yes	-	Yes
Teacher Self-study	Yes	Yes	Yes	Yes	Yes	Yes

The researcher discussed the findings in detail in the three different themes, including weekly professional development training, teacher exchange program and teacher self-study.

4.6.1 Theme 1: Weekly Professional Development Training

Based on Table 4.11, the researcher found that the participants enhanced their professionalism in teaching values education through the weekly professional development training.

From the interview, the researcher found that all the participants shared that they increased many teaching skills through weekly professional development training. The following excerpts give evidence collected from interview.

T5NA : ... we also have professional development meeting in the afternoon time everyday. It is around 2 to 4 hours every time. Wednesday for English Teacher, Thursday for Bahasa teacher and Friday for Mandarin teacher. We have many training sessions. We do not only teach, we have to learn at the same time too...

(T5NA- API)

T5NA shared about the professional development during the interview. From the excerpt, T5NA clearly expressed that to engage in learning was important for teachers. She had also explained that the training session in Soka Preschool was on a weekly basis.

Another participant mentioned about the professional development during the interview too. Here is the excerpt:

T3SB : ... Oh ya, professional development. This training is to improve our teaching skills, to make us to be more professional in teaching. In the training, we learned about the better teaching skills, the philosophy of Soka Education, and how can we apply the philosophy and values into our teaching in the class...

T3SB- APG)

During the interview, 3SB further elaborated that the weekly professional development training was aimed at improving the teachers' teaching skills and to foster teachers to be more professional in teaching. The excerpts clearly show that the participants enhance their professional teaching skills through weekly training in Soka Preschool.

Another example was found during interview with one participant too. Here is the excerpt:

T4LD : ... Our vice principal will give us training too. Usually during the afternoon time, our vice principal gives training to teachers. Every day is difference. Someday she gives training to Bahasa teachers, someday she gives training to English teacher.

(T4LD- APH)

Again, T4LD indicated that the weekly professional development training helped in enhancing her teaching skills. T4LD elaborated that the weekly professional development was conducted by the vice principal to the teachers in Soka Preschool.

Therefore, the researcher sought in-depth understanding of how the weekly professional development training helped the participants in enhancing their teaching competency.

One of the participants involved in this research study provided the teacher training plan. The document copy provides a reliable evidence. Figure 4.2 illustrated the details of teacher professional training in Soka Preschool.

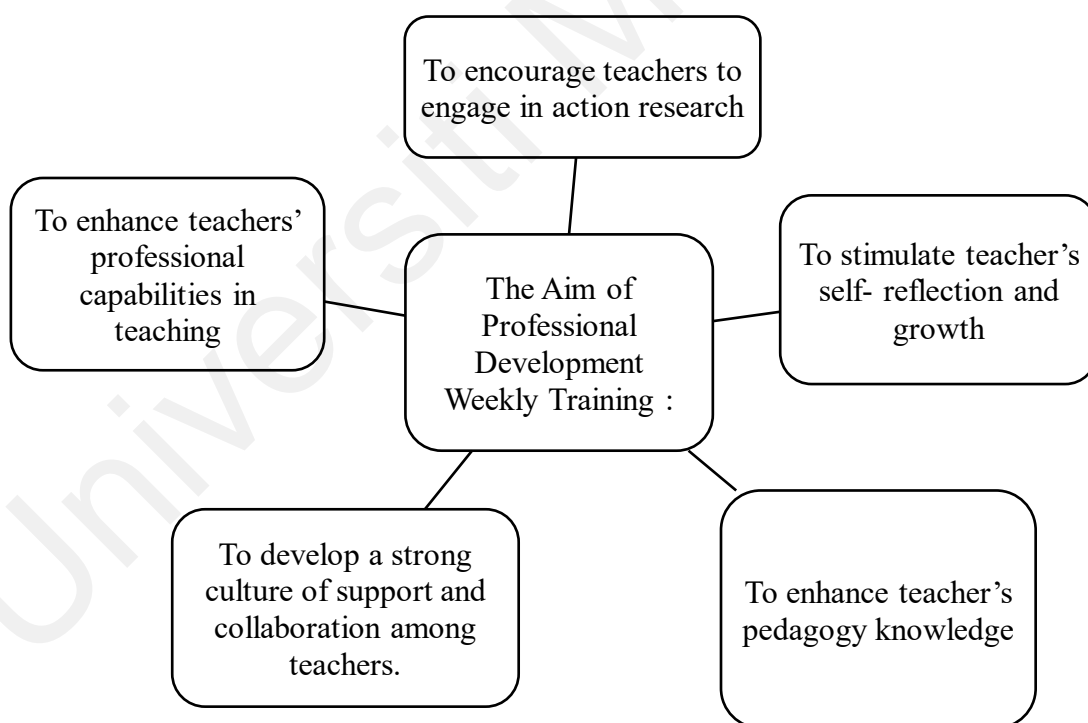


Figure 4.2 Objectives of Teacher's Professionalism Training Plan in Soka Preschool 2017

Note. Documentation Note, Soka Preschool

Based on Figure 4.2, the weekly professional development training was focused on five main objectives. The training aimed at stimulating teacher's self-reflection and self-growth, enhancing teacher's pedagogy knowledge, creating culture of strong support and collaboration among teachers, enhancing teachers' teaching capability, and encouraging teachers to engage in action research. The objectives of the weekly professional development training were not seen grounded much on the value-related practices.

However, from document review, the researcher discovered another finding that elaborated the learning contents during the weekly professional development training. Figure 4.3 showed evidence collected from document review.

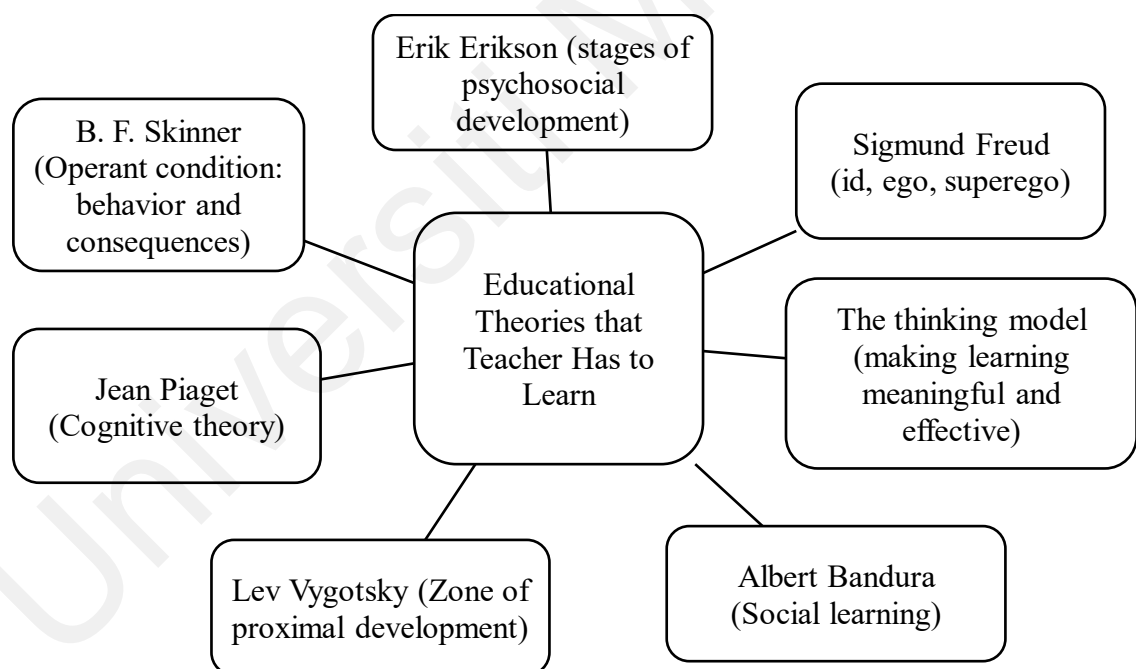


Figure 4.3 Details of Teachers' Training: The Educational Theories

Note. Documentation Note, Soka Preschool

Based on Figure 4.3, the researcher found that the participants in Soka Preschool studied and learned the scholars' theories of moral development during the weekly professional development training.

One of the participants expressed that learning these theories enhanced teacher's capability to integrate values education into teaching. The following excerpt provides evidence:

The Researcher : Why do you study these theories with the teachers?
T1PY : Of course, we have to. Otherwise, how can the teachers integrate the values into their teaching in the class, isn't it? This is a very important knowledge that our teachers have to know.

(T1PY-APE)

T1PY highlighted that the teachers were introduced to all the moral theories during the weekly professional development training in order to enhance the teacher ability of integrating values education into classroom teaching.

The excerpts revealed the participant was paying high to develop the ability of teachers in integrating values education across the curriculum and activities through the weekly professional development training.

4.6.2 Theme 2: Teacher Exchange Program

Based on Table 4.11, the researcher findings revealed that the teacher exchange program has positive effect on the participants in enhancing their professionalism in teaching values education.

During the interview, two participants involve in this research study mentioned that the teacher exchange program inspired them to improve their teaching of values education. Here are the examples:

Interview 1:

T5NA : Oh, we have a lot of training. Principal will arrange it for us, to attend to talk or seminar outside.

(T5NA – API)

Interview 2:

T3SB : ... Sometimes, we have workshops for teachers... it was arranged by the preschool... Hmm, so far we had twice before.

(T3SB – APG)

During the interview, both T5NA and T3SB mentioned that the preschool management would arrange for them to attend workshops or seminars outside the preschool. One of the participants elaborated that the workshops or seminars helped increase their teaching skill. In addition to the local workshop and seminar, two participants joined a teacher exchange program overseas too. The following examples illustrate how the exchange program had positive effect on the participants. Here are the excerpts:

T4LD : ... We have a suggested to use the method of teachers in Sapuro Soka Preschool. The teacher in Sapuro Soka Preschool paid a visit to children's house before the school opens... We learned from the teacher in Sapuro Soka Preschool. We made a card and give to them as a present during the visit. We printed our photos on the card as a welcome present for them to learn together with us in the preschool... This is the first time we do this home visit. And we found fewer children are crying

compared to last time. I think it is because they already meet us and know who we are. They are familiar with us.

(T4LD- APH)

From the interview excerpts, T4LD was seen gaining new ideas of teaching from the exchange program that she joined in the past. The findings revealed that she joined the interschool exchange program among the Soka sister school in Sapuro, Japan. The exchange program has provided a positive influence on T4LD.

A closer look at the interview excerpts showed that T4LD was seen enhancing the teacher-children bonding. T4LD described clearly that implementing the ideas that she learned from the exchange to Japan, she witnessed a positive change on the children. She expressed that the children were no longer crying or feeling insecure when they first attend school.

Another participant in this research study mentioned about the teacher exchange program too. Here is the excerpt:

T6KO : ... I joined an exchange program to Japan together with our preschool principal a few years ago. After the exchange program, we get a lot of new insights and knowledge....

(T6KO- APJ)

During the interview, the researcher has noted that T6KO indicated that exchange program has positive effects in enhancing her teaching skills and ideas. However, T6KO did not elaborate on the positive effects of the exchange program in her teaching.

4.6.3 Theme 3: Promote Teacher Self-study

In order to seek in-depth understanding of how teachers in Soka Preschool enhance the professionalism in teaching values education, the researcher paid attention on the participants' highest academic qualification. Table 4.13 showed the details of academic qualification of the participants.

Table 4.13

Details of Academic Qualification of the Participants

ID	Academic Qualification before worked in Soka Preschool	Academic Qualification after worked in Soka Preschool
T1PY	SPM	Degree in Early Childhood Education Master in Education Management and Leadership
T2NI	Bachelor Degree in Biochemistry	Diploma in Early Childhood Education
T3SB	STPM	Bachelor Degree in Early Childhood Education
T4LD	SPM	Diploma in Early Childhood Education Attending a Bachelor Degree in Early Childhood Education now
T5NA	SPM	Diploma in Early Childhood Education
T6KO	-	Certificate of PTM

Based on Table 4.13, most of the participants continue study after working in Soka Preschool. Through the interview, the researcher found the participants engaged in self-study to enhance their professionalism after working in Soka Preschool. The following excerpts collected through interview give the evidence.

Interview 1:

T1PY : I first started to work here without any knowledge in preschool teaching... to increase the knowledge in teaching children, I continue my study of bachelor degree and master degree.

(T1PY –APE)

Interview 2:

T2NI : I was actually a graduate in Biochemistry at UPM, but I took a Diploma in ECE after I worked here.

(T2N1 –APF)

Interview 3:

T3SB : Yes, I do. I worked here after my STPM. I worked and studied at the same time. I completed my Degree in Early Childhood Education and still thinking if to pursue a master in the future.

(T3SB-APG)

Interview 4:

T4LD : Well, I am attending a degree (course) now. I learn a lot in my university....

(T4LD-APH)

Interview 5:

T5NA : After SPM, I worked over other places. Few years later, I came to work here, and after that, I continue my study for diploma in early childhood teaching.

(T5NA-API)

Interview 6:

T6KO : I first started with nothing. But I attended course after that, I have a PTM certificate in education.

(T6KO-APJ)

The interview session between the researcher and the teachers revealed that all the participants engaged in self-study to enhance their teaching profession after work in Soka Preschool. One of the participants clearly described that she continued pursuing study in order to increase her knowledge in teaching children.

Another participant was also found furthering study in Diploma in Early Childhood Education although she already obtained a Bachelor in Biochemistry. The participant was seen to increase knowledge of preschool teaching.

The working environment in Soka Preschool was seen promoting teachers to engage in self-study in order to enhance their professionalism in teaching values education. Therefore, the researcher summed up that the participants enhanced their professionalism in teaching values education to young children through the practices of teacher self-study.

4.7 Chapter Summary

All the findings and analyses were extensively discussed in this chapter. The themes and subthemes that emerged from the data have all been discussed with supporting quotes from the interview excerpts, observation excerpts and document review sources. The main findings of the investigation were summarized in each section based on the research questions. The presented results are significant in the teaching of preschool values education. Conclusion of the findings will be presented in Chapter 5.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations based on the data analyzed in chapter 4. Some limitations have been identified. This study focuses on how preschool teachers teach values education to young children. Specifically, the researcher attempted to explore how preschool teachers teach values education in Soka Preschool in Malaysia.

5.2 Summary of the Study

The focus of this study is to determine how teachers working in Soka Preschool teach values education to young children. The researcher realized that teachers in Soka Preschool have been putting attention and great effort into teaching values education to young children.

On top of that, the researcher discovered that the teachers in Soka Preschool advocated an integrated approach to teaching values education. The lessons and activities were organized and systemized under a value-creating approach for children in Soka Preschool by the teachers.

This study explored the following central research objectives: (a) To explore how teachers teach values education in Soka Preschool, (b) To examine what motivated teachers in Soka Preschool to teach values education, (c) To investigate how teachers in Soka Preschool enhance their professionalism to teach values education.

The summary of the findings of this study is as shown in Figure 5.1.

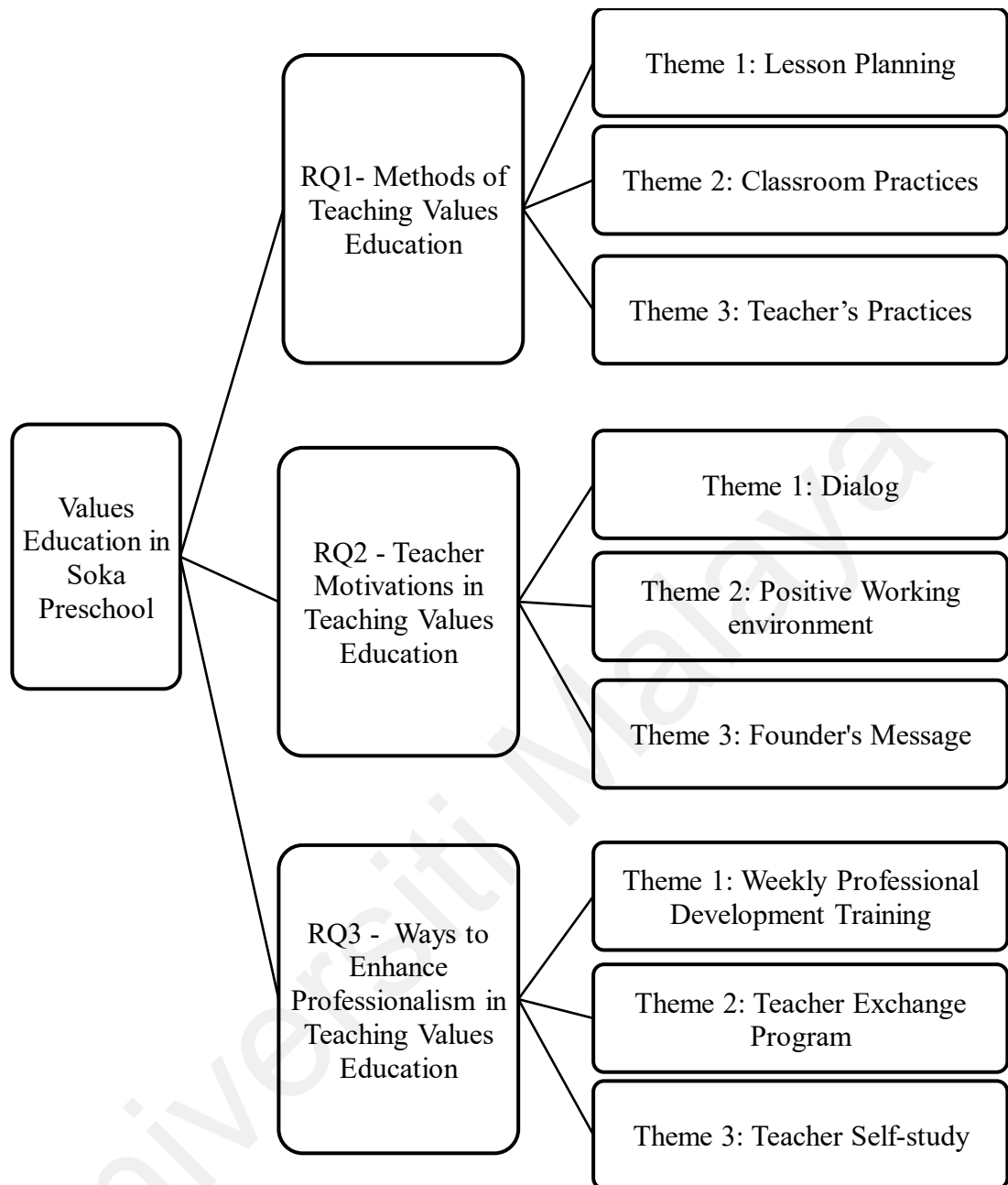


Figure 5.1 Summary of Findings

5.3 The Essence of Values Education in Soka Preschool

The first question in this study sought to determine how teachers teach values education to preschool children. Based on the findings of this study, the researcher can conclude that the essence of values education in Soka Preschool focused on integrating

values education into the preschool curriculum and classroom activities, regardless of the subject being taught.

All the participants overwhelmingly shared that they do not teach values education in separate subjects. In addition, the participants responded that the daily morning assembly is an important session for teachers to teach values education to the children in Soka Preschool. This result is little known in any study of preschool values education in Malaysia.

Based on the participant interviews, it can be concluded that the essence of values education in Soka Preschool is rooted in the teaching to children of how to create a life that meets practical needs. The teachers in Soka Preschool connected every different subject with different core values, such as values of being brave, respect and friendship.

The findings of this study also demonstrated that the Soka Preschool teachers emphasized on developing the ability of children in overcoming difficulties under any condition or circumstance. In other words, values education in Soka Preschool is connected with the humanistic-based approach.

The results of this study align with the prior research conducted by Ikegami (2015), that the teachers in Soka Preschool demonstrated good quality of values education within the framework of value creation, individual happiness and humanity values.

In addition, the results of this study tie well with the previous studies (Gebert & Joffe, 2007, 2009; Ikeda Center, 2018; Ikegami, 2015; Nozomi, 2018) wherein the processes of meaning-making and creating positive outcomes were cultivated among children by the teachers. The concept of values education implemented in Soka Preschool focuses on guiding children toward values creation.

Capturing the essence of values education in Soka Preschool also focused on dialog. The findings revealed that the motivation of teaching values education in the preschool come from dialogs with the different parties, including the preschool vice principal, their partner in the class, children and parents. In order to inculcate values, the teachers in Soka Preschool are practicing the dialog approach.

The result is consistent with what has been found in previous study conducted by Ikegami (2015). The teachers in the Soka Preschool emphasized on cultivating respect for others and self-respect in children through the dialog approach.

Moreover, this result is also in accord with the theoretical framework of this study; as stressed by The Committee of CSU (1997), often conducting dialog with other teachers to review classroom teaching and learning can provide a genuine change in challenges and problems faced by teachers.

5.4 Develop Positive Teacher-Student Relationship

It is always challenging for teachers to have children cooperate in lining up and staying in line properly. However, the teachers in Soka Preschool adopted a unique and value-based approach in order to have children cooperate to stay in line.

Based on the findings of this study, the teachers played music to attract the attention of children to stay in line without raising their voice or shouting at the children. All the children presented the feeling of being valued and respected by teachers. The findings of this study have demonstrated that yelling is not involved in Soka Preschool when teachers are teaching. It can be concluded that the teachers in Soka Preschool are nurturing children's discipline through the mutual respect approach.

The participants also shared that through organizing exchange events and activities in the Soka Preschool, they enhance the teaching of values education by

making the learning relevant to children's social consciousness. Most of the participants of this study expressed the importance of interactions among the children during the teaching of values education in Soka Preschool.

The teachers in Soka Preschool emphasized good relationship among children to stay harmonious like one big family. Based on the findings of this study, the participants in this study indicated that it is important to instill the spirit of unity, caring for others, friendly communicating of manners and respecting each other.

Another finding in this study demonstrated that the children can remember the names of all teachers and peers from other classes. The teachers must have been spending a lot of time nurturing children to actualize the values of good friendships among the teachers and friends. Thus, developing positive teacher-student relationship is significant in teaching high quality of values education in Soka Preschool.

5.5 Create Positive Learning Environment

Based on the observation, the teachers in Soka Preschool give strong support for children in learning values education in terms of learning environment. All teachers who participated in this study reported that the daily assembly is the key platform for delivering values to children. The teachers exhibited a high spirit and created a positive learning environment full of love and care to motivate children to kick start their day with fresh and high spirit.

In addition, teachers are also creating a positive atmosphere of "no fear of making mistakes" in Soka Preschool. Most of the participants expressed that they take every opportunity and real-life situation happening in the class to teach children values in action.

The findings of this study have demonstrated that the teachers in Soka Preschool enhance the teaching of values education by guiding the children on how to resolve problems through communicating with each other whenever accidents happened in the classroom. It can be concluded that teachers in Soka Preschool are teaching children to identify problems and take action in continuing to improve their own weaknesses.

The findings of this study also demonstrated that teachers in Soka Preschool use positive words and rhymes to give instruction to children. In the researcher's view these positive actions in Soka Preschool are significant in strengthening personal growth of the teacher and children.

Thus, it can be concluded that using positive words and creating a fear-free atmosphere improved the teaching of values education in Soka Preschool. Teachers in Soka Preschool teach children to embrace mistakes rather than try to avoid them and this is significant in developing a growth mindset in the children. These findings are little known in any study of preschool values education in Malaysia.

5.6 Practice the use of Positive Affirmation among Teacher and Children

Based on the experienced shared by the teachers, it can be concluded that consistently giving guidance and affirmation to teachers enable teachers to embrace a growth mind set to devote to the teaching of values education.

One of the important things to be shared about the values education in Soka Preschool is that the teachers received public praising from the principal. The findings of this study have demonstrated that the participants in this study received public praising and appreciation by the principal during the morning assembly time in front

of children. Besides, the participants would give positive affirmation to their colleagues as well.

The findings of this study show that giving affirmation to teachers is important and significant in Soka Preschool. Giving affirmation and public praising in front of all teachers and children could stimulate teachers to embrace a growth mind set to devote to the teaching of values education. Decenzo and Robbins (2010) highlighted that recognition is a good strategy to motivate and evaluate teacher performance. Thus, the finding is consistent with Decenzo and Robbins (2010).

It can be concluded that consistently giving positive affirmation to teachers is important in teaching values education because praising creates a positive impact on teachers' confidence and stimulates passion in teaching values education

On top of that, making use of all the preschool walls and classes by maximizing the output from the children is also one of the important practices in Soka Preschool. Based on the findings of this study, the participants expressed that displaying children's artwork on the walls provides opportunity to teach children how to discover the beauty of their friend's works.

Values cannot simply be captured or taught, but they are digested in the sense of being internalized and standardized as the inherent part of one's personal qualities through a learning process (Vishalache, 2017). The findings of this study showed that teachers in Soka Preschool put attention in recording the children's learning process and take this opportunity to guide children to learn how to appreciate other people's effort and work.

It is the view of the researcher that the effort of displaying children's works on the empty walls by the teachers encouraged children to become confident discoverers, explorers and creators.

It can also be concluded that by maximizing the output from the children and displaying children's works on the empty wall will allow children to explore the value-driven learning atmosphere besides providing important opportunities to internalize the values in children behavior, and finally develop children's positive personality.

5.7 Promote Continuous Learning among Preschool Teachers

In this study, the participants had reported that the motivation of teaching values was gained through the mandatory professional development training once a week. Most of the findings of this study stated that the weekly professional development training helped teachers to cultivate the passion of values teaching to children.

The participants also expressed that the weekly professional development training helps them to continuously reflect on their own classroom teaching. These findings are consistent with those in Nozomi's (2018) study that the teachers in Soka Preschool practice continuous reflection on their own attitude and practice.

These findings are also in accord with the theoretical framework of this study, as highlighted by The Committee of CSU (1997), that teacher's reflective practice will enhance quality of teaching.

In addition, most of the teachers expressed that they started to teach in Soka Preschool without having any academic qualification in education. The findings have highlighted that almost all of the teachers continue to pursue an education degree or master study after they worked in Soka Preschool.

Based on the findings of this study, the participant who works in the management level continues to obtain a master degree to increase level of knowledge in leading and training good teachers who are able to teach high quality values education in Soka Preschool.

It is the view of the researcher that Soka Preschool is enacting positive traditions and encouraging every teacher to do the same. Thus, it can be concluded that keeping teachers updated with knowledge and skills is significant in conducting high quality values education.

From these results, it is clear that having preschool teachers with a minimum qualification of a Diploma in Early Childhood Care and Education is not necessary, but the practice of continuous reflection and increased self-knowledge are significant.

5.8 The Challenges and Implications

5.8.1 Challenges

The first challenge of this study was the observation in the classroom. The teachers may be self-conscious or may have been concerned about how they teach would influence the relationship with the researcher. Their emotions or feelings may have affected how the teachers respond to children in the classroom.

The second challenge concerned the time constraints. During the observation, the researcher was only allowed to enter the class once. It was the last term of the school year and the teachers were involved in many activities and events in the preschool. The quality of time spent in observations limited the researcher in collecting more responses and outcomes of integration of values teaching in the classroom.

The third challenge was translation. During the interviews, some teachers could not express their thoughts or share their experiences effectively in English due to the language constraints. In order to collect in-depth responses for the research questions, the researcher allowed the teachers to use the language that they could command well, in particular, the Mandarin language and Malay language.

The researcher translated the data into English language and sent the transcriptions to the teachers to ensure accuracy of the translation. As such, the quality of the work may influence translation performance on the emotions or feeling to provide various degrees of components that adequately relate to the experiences of the teachers teaching values education.

5.8.2 Implications

Based on the findings of this study, the researcher concluded that teachers working in Soka Preschool draw out effectiveness in teaching values education to children. Values education cannot be taught as a separate subject or be boxed into a prescribed rule because values can only be caught by children when the contents of teaching relate to real-life situations.

Instead of delivering knowledge of values, it is more important for preschool teachers to help children to apply the knowledge of values education practically. There are many examples of how teaching transformed the real-life situation happening in the classroom into opportunity for children to learn values in action, including the values of courage, values of respecting people, values of discovering beauty and many more. Therefore, more preschool teachers in Malaysia should consider this teaching strategy as one of the main teaching strategies in values education.

This is evident in this study too; the teachers' knowledge of teaching is important but continually learning and updating knowledge is crucial and significant. The findings of this study have also provided the researcher with a better understanding of the strengths of having three teachers in a classroom in creating positive outcome when teaching values education. The support from each teacher in the classroom demonstrate a positive environment of sharing and mutual respect. This could enhance and leave great impact on children's values development.

All these points offer suggestive evidence that teachers working in Soka preschool are providing high quality teaching of values education, which can be used by other preschool teachers in Malaysia for effective teaching of values education.

5.9 Recommendations from the Study

Based on the findings of this study, the researcher would like to offer suggestions for preschool teachers that would promote an opportunity to enhance the teaching of values education among preschool children.

The preschool management plays a very important role in the teaching of values education in preschool. Most of the participants in this study expressed that they enhance their understanding of values teaching through dialog with the preschool principal. Therefore, preschool teachers should be provided with opportunity to have a dialog with the management to reflect and improve on the teaching of values education.

In addition, the preschool management should provide in-service collaborative experiences and teachers' professional development directed at improving teachers in teaching values education in preschool. Making it compulsory for all preschool teachers in Malaysia to obtain a minimum qualification of a Diploma in Early Childhood Care and Education is important.

However, to bridge the gap between aspiration and implementation of values education in preschool, it is more important for the universities or colleges in Malaysia to provide teacher education programs requiring mastery of knowledge on integrating values into different subjects.

For example, preschool teacher education programs offered in the universities or colleges in Malaysia should first ensure that the preschool teachers understood the

purpose of teaching the subject-matter contents, instead of only the pedagogy knowledge such as teaching strategy and method.

Teachers should be required to continuously share and guide children on how to integrate knowledge of subject-matter contents into children's daily practice. By telling children why they need to learn Malay Language, for example, teachers can relate the subject-matter contents with the child's daily life and enable children to discover the values of learning and eventually have great impact on both children's cognitive development and their personality.

5.10 Recommendations for Future Research

Since not much research has been carried out on preschool values education in Malaysia especially in the Soka Preschool that stressed on value-creating teaching, it would be useful to carry out more research in various areas of education in the Soka School context to obtain more insights helpful in improving the teaching of preschool values education.

Studies on children's view related to the teaching of values education in Soka Preschool are also recommended. The research can be related to the children and former students of Soka Preschool who can contribute in-depth understanding of how teachers working in Soka Preschool delivered values education that leave an impact on them. The researcher believes that involving children's view in research provide the opportunities for preschool teachers in Malaysia to know how to teach values to children effectively.

In addition, it would be valuable to study the perspective and support of parents. This is because, based on the interview with participants of this study, the teachers

shared they organized dialog meeting with the parents twice a year to enhance the strategies in delivering values to children.

According to the participants of this study, the support of parents to build a value-driven atmosphere in the house lead to better development of children's values education. Therefore, studies related to parents' support would add to the literature on values-education among preschool children

5.11 Conclusion

In conclusion, this study shows that teachers working in Soka Preschool bring positive and good teaching strategy of values education to preschool children. As shown in the findings of this study, the teachers reveal that teaching values education by integrating values into the preschool curriculum enhance children's understanding of values and improve the positive personality development of children.

If values education is being taught separately without integrating it in all subjects, it is unable to nurture and develop a holistic individual with integrity (Makiguchi, 2015). Therefore, the researcher believes that integrating values into all subject teaching and curriculum in the preschool is important for greatest impact in teaching values education to preschool children.

In addition, the focus and purpose of teaching values education in Soka Preschool is to guide children to apply the knowledge for creating a meaningful life. This provides a fresh perspective and insight to preschool teachers in teaching values education to children. The practice of sharing mutual respect and positive teaching environment in Soka Preschool should also be encouraged among preschools in Malaysia.

It would also be very encouraging if the preschool principals publicly show appreciation to teachers in front of the children. This study has provided an important insight that paying attention by appreciating the efforts and preparations that preschool teachers do will stimulate teachers in teaching values education.

The researcher has noted that it is significant for preschool teachers to continuously reflect on their own attitude and classroom practice. This study has also provided an insight that for preschool teachers to have minimum qualification of a Diploma in Early Childhood Care and Education is not necessary, but the practice of continuous reflection and increased self-knowledge is significant. Most important is to provide weekly training for teachers and keep teachers in updating knowledge and skills in teaching values education.

In fact, creating a positive working environment for the preschool teacher has to be the first priority in delivering high quality values education in preschool. This can be assisted by several strategies adopted by teachers in Soka Preschool. The strategies include promoting dialog among teachers, decorating the empty wall in the office with inspiring and motivating quotes and allowing teachers to be comfortable expressing their opinions during meetings.

“People are shaped by people. There is no genuine education without earnest life-to-life interaction and inspiration.” (Ikeda, 2010, p. 28). Thus, in order for preschool teachers to deliver high quality of values education in preschool, it is very important for them to create a sharing of mutual respect and positive environment in the preschool. In fact, building strong and good teacher-student relationship will help strengthen the quality of preschool values education too.

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