

**THE EXPERIENCE OF WORK: A CASE STUDY
OF KINDERGARTEN TEACHERS
IN PENANG**

NURSHAKIRIN BINTI SULAIMAN

UNIVERSITI SAINS MALAYSIA

2017

**THE EXPERIENCE OF WORK: A CASE STUDY
OF KINDERGARTEN TEACHERS
IN PENANG**

by

NURSHAKIRIN BT SULAIMAN

**Thesis submitted in fulfillment of the requirements
for the Degree of
Master of Social Science**

July 2017

ACKNOWLEDGEMENTS

Firstly, I would like to express my deepest appreciation to my supervisor, Dr Ong Beng Kok, for always listening, giving me words of encouragement and for pushing me farther than I thought I could go throughout this research. I am particularly indebted to Dr. Ong for spending many hours reading, commenting and editing the drafts of my thesis. Without his persistent help and enthusiasm, this research would not have been possible.

Secondly, I would like to express my sincere gratitude to all the participants who have involved in this research. To other people who have indirectly helped me in this research, I would like to say thank you.

Last but not least, I would like to thank my family and friends for their words of motivation in helping me survive all the challenges throughout the years and not letting me give up. Their understanding and patience are much appreciated.

CONTENTS

Acknowledgements	ii
Contents	iii
List of tables	viii
Abstrak	ix
Abstract	xi

CHAPTER 1 INTRODUCTION

1.1 Research Problem	1
1.2 Aims and significance of the study	3
1.3 Objective and Research Questions	4
1.4 Methodology	5
1.4.1 Research Method	6
1.4.2 Research Site	7
1.4.3 Participants	8
1.4.4 Data Sources, Types and Forms	10
1.4.5 Selection of Data	10
1.4.6 Data Collection	11
1.4.7 Data Analysis	13
1.5 Thesis Structure	14

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction	16
2.1 Introduction	16

2.2	Transformation of Work	18
2.3	Factory Work and Its Sociological Issues	20
	2.3.1 Labour Process	21
	2.3.2 Surplus Value and Exploitation	21
	2.3.3 Alienation	22
	2.3.4 Self-alienation and Teachers	24
2.4	World of Teaching	26
	2.4.1 The Work of a Teacher	29
	2.4.2 The Work of Kindergarten Teachers	30
	2.4.3 Processes of Work of Kindergarten Teachers	32
	2.4.4 Motivation and Teachers	33
	2.4.5 Job Satisfaction and Teachers	35
	2.4.6 Job Stress and Teachers	36
	2.4.7 Impacts of Job Stress	39
2.5	Services Work and Its Sociological Issues	40
2.6	Strength and Limitations of the Previous Study	41
2.7	Conclusion	43

CHAPTER 3 THE WORK OF KINDERGARTEN TEACHERS

3.0	Introduction	45
3.1	Kindergarten Teachers and Work	46
3.2	Daily Work Routine of Kindergarten Teachers	47
	3.2.1 Meet and Greet	50

3.2.2 Teaching	52
3.2.3 Playtime	53
3.2.4 Breakfast and Lunch Hour	55
3.2.5 Supervision and Cleanliness	56
3.2.6 Lessons Plans	57
3.2.7 Administration	59
3.3 Social Relationship	59
3.3.1 Teachers and Students	59
3.3.2 Teachers and Parents	60
3.3.3 Teachers and Colleagues	61
3.3.4 Teachers and School Principal	63
3.4 Challenges at Work	64
3.4.1 Children Misbehaviour	65
3.4.2 Parents' Attitude	67
3.4.3 Schools' Management	69
3.4.4 Limited Break Time	70
3.5 Work Motivation and Teachers	70
3.5.1 Students	71
3.5.2 Colleagues	71
3.5.3 Interest	72
3.5.4 Motivation Strategies	72
3.6 Conclusion	74

**CHAPTER 4 SOCIOLOGICAL ISSUES RELATED TO EXPERIENCE OF
WORK OF KINDERGARTEN TEACHERS**

4.0	Introduction	76
4.1	Job Satisfaction	76
4.1.1	Passion	77
4.1.2	Society Contribution	78
4.1.3	Work Autonomy	80
4.1.3 (a)	Teaching	80
4.1.3 (b)	Lesson plan and Teaching Material	82
4.1.3 (c)	Creativity	83
4.2	Job Dissatisfaction	84
4.2.1	Workload and Working Hours	85
4.2.2	Salary	90
4.2.3	Recognition	96
4.3	Other Sociological Issues related to Kindergarten Teachers' Work Nature	98
4.3.1	Alienation from Work	98
4.3.2	Self- Alienation	100
4.3.2 (a)	Kindergarten Teachers' Role and Principal	101
4.3.2 (b)	Kindergarten Teachers' Role and Parents	102
4.3.2 (c)	Kindergarten Teachers' Role and Students	102
4.3.4	Gender Exploitation	102
4.4	Conclusion	103

CHAPTER 5 CONCLUSION

5.0	Introduction	105
5.1	The Experience of Work of Kindergarten Teachers	105
5.2	Process of Work	106
5.3	Work of Motivation of Kindergarten Teachers	107
5.4	Job Satisfaction	108
5.5	Job Dissatisfaction	110
5.6	Discussion on Job Satisfaction and Job Dissatisfaction	111
5.7	Sociological Issues	113
	5.7.1 Alienation	113
5.8	Limitations of the Research	114
5.9	Suggestions for Future Research	115

REFERENCES	116
-------------------	-----

APPENDIX A

LIST OF TABLES

		Page
Table 1.1	Teachers' Age Range	9
Table 1.2	Years of Working in Kindergarten Field	9
Table 1.3	Teachers' Working Experience in other Fields of Work (before entering kindergarten)	10

PENGALAMAN KERJA: SATU KAJIAN KES GURU-GURU TADIKA DI PULAU PINANG

ABSTRAK

Thesis ini mengkaji tentang pengalaman kerja guru-guru tadika di Pulau Pinang. Kajian ini bertujuan untuk menerokai dan memahami pengalaman kerja guru-guru tadika tentang bagaimana perasaan mereka melalui proses kerja harian sebagai seorang guru tadika. Penyelidikan tertumpu pada persoalan sejauh manakah isu-isu sosiologikal, seperti kepuasan dan ketidakpuasan kerja, alienasi kerja, eksploitasi gender, proses buruh, tekanan kerja serta motivasi kerja, yang dibincangkan dalam kajian pekerjaan kilang berhubungkait dengan kerja guru tadika di Pulau Pinang. Kajian ini menggunakan kaedah analisis data kualitatif dan mengaplikasikan pendekatan interpretasi yang melihat realiti sosial itu dibina oleh manusia melalui interaksi dan perundingan antara satu sama lain. Ilmu pengetahuan saintifik ini diperolehi melalui kefahaman makna-makna subjektif dalam rutin kehidupan sosial harian seseorang. Semua data dikutip dalam kalangan kumpulan guru tadika yang berkhidmat di negeri Pulau Pinang. Seramai 30 responden terlibat dalam kajian ini. Kajian ini menggunakan “semi-natural setting” untuk mendapatkan data primer iaitu melalui kaedah temu bual dan pemerhatian ke atas responden. Kaedah pengkategorian dan hubungkait (categorizing and connecting) yang dirumuskan oleh Dey (1993) digunakan untuk menganalisis data kualitatif. Penemuan-penemuan kajian bermula dengan membincangkan proses kerja harian para guru tadika dari pelbagai aspek seperti proses pengajaran, persiapan bahan pengajaran, sambut pelajar, supervisi, penjagaan makan dan minum pelajar,

kebersihan serta kerja – kerja kerani. Proses-proses in membabitkan para guru tadika berinteraksi dengan kumpulan sosial lain seperti para ibu bapa, penjaga, pelajar, penyelia, rakan sekerja serta majikan. Guru tadika menceburi bidang ini disebabkan oleh motivasi minat yang tinggi terhadap dunia pengajaran yang melibatkan pendidikan awal kanak kanak serta sifat semulajadi kanak kanak sendiri yang ceria membangkitkan lagi semangat guru untuk terus berbakti. Responden juga menyenaraikan beberapa kriteria yang perlu ada pada seseorang guru tadika, seperti penyayang, penyabar, ceria, minat yang tinggi, berpengetahuan tentang dunia pendidikan awal kanak-kanak, mempunyai kekuatan mental dan fizikal, mempunyai sifat ingin tahu serta dapat membentuk hubungan sosial yang baik dengan kumpulan sosial lain semasa proses kerja berlangsung. Seseengah guru tadika menghadapi isu-isu sosiologikal seperti alienasi dan ketidakpuasan kerja yang berbeza daripada pekerjaan kilang. Bebanan kerja, gaji yang kecil serta kurangnya pengiktirafan terhadap kerjaya guru tadika adalah antara sumber ketidakpuasan utama yang disuarakan oleh para guru tadika di Pulau Pinang. Manakala sumber kepuasan guru tadika pula berasal daripada autonomi kerja, minat mengajar, hubungan sosial yang mantap, berupaya mengembangkan potensi diri serta dapat memberi sumbangan kepada masyarakat. Tahap penyesuaian diri serta motivasi kerja yang tinggi menyebabkan guru tadika berpuas hati. Isu gender bukan halangan kepada wanita dalam kajian ini bahkan sebagai kelebihan bagi mereka berinteraksi dengan para pelajar dan ibu bapa.

THE EXPERIENCE OF WORK: A CASE STUDY OF KINDERGARTEN TEACHERS IN PENANG

ABSTRACT

This thesis investigates the experience of work of kindergarten teachers in Penang. The research explores and understands how the teachers feel about their work. The study focuses on the extent to which sociological issues, such as work satisfaction and dissatisfaction, alienation of work, exploitation of gender, labor process, work stress and motivation of work, which have been discussed widely in the studies of factory work, are related to the work of the kindergarten teachers in Penang. This study employs qualitative methods to analyze data and it also adopts an interpretive approach. Thus, this study views social reality as constructed by people through their daily interaction. The scientific knowledge is constructed through an understanding of the subjective meaning of social actors in their daily life routines. Data are collected from the kindergarten teachers in Penang. This study uses a “semi-natural setting” for primary data. Data are collected from 30 respondents through the techniques of participant observation and particularly an in- depth interviewing. Categorizing and connecting method is used to analyze the qualitative data (Dey, 1993). The findings of the study are illustrated through the daily processes of work of kindergarten teachers – such as teaching, greetings students, supervision, nurturing, cleanliness and clerical work. These processes involve the teachers to interact with other social groups such as the parents, guardian, students, supervisor, co-workers as well as the owner of the company. The natures of the cheerful kindergarten students as well as deep passion in teaching are some of motivation factors that have

propelled kindergarten teachers continue to work in kindergarten field. Respondents have listed some of the basic criteria that a kindergarten teacher must possess; such as caring, patience, cheerful, high interest and deep passion in teaching, knowledgeable, physically and mentally healthy as well as a good social relationship skill. Some teachers deal with some sociological issues, such as alienation and work dissatisfaction, differently from the factory workers. Work load, low salary and less recognition are mostly highlighted to be the main sources of job dissatisfaction among the kindergarten teachers. In the other hand, sources of job satisfaction are from the autonomy in work, deep passion and interest, establishing a good social relationship as well as ability to develop self-potential and contributions to the society. However, level of job satisfaction is dependent on kindergarten teachers' work orientation and their motivation. Gender is not an issue for female kindergarten teachers in this study. However, it has indeed worked to their advantage because they could communicate more comfortable with the students and parents as some of them are mothers and women teachers in general have a motherly touch and bonding.

Chapter 1

INTRODUCTION

1.1 Research Problem

This current research will investigate the work experience of kindergarten teachers in various in Penang. A great deal of research has demonstrated that production-line factory work is alienating and produces a low level of job satisfaction (Clark, 1994). This is because factory work is repetitive, wages are low, and workers have very little autonomy and control over their work procedures (Ong, 2005:1). Administrative or office work has been argued to be routine in some levels and, therefore, also produce a low level of job satisfaction (Prandy, Stewart, and Blackburn, 1982). In contrast, the nature of other kinds of work such as sales work (Ong, 2005), antique work (Maria, 2014) and service work have greater autonomy, receive higher wages and have less repetitive work, hence workers in these types of work have demonstrated higher job satisfaction and lower levels of alienation. Teaching shares some of these aspects, and it is therefore expected to produce a higher job satisfaction. According to Liu (2007), research conducted on job satisfaction among teachers has showed that job satisfaction affects teachers' commitment. Kyriacou (2001) found that teachers experienced dissatisfaction and job stress (Kyriacou, 2001). Therefore, the central question to be examined is whether kindergarten teachers also experience low job satisfaction or job stress. Most research on the work experience of kindergarten or school teachers is quantitative. Thus, the current study seeks provide further understanding of the work experience of kindergarten teachers by conducting a qualitative study.

The majority of studies focusing on kindergarten teachers are largely from western countries and their findings may not be applicable to the Malaysian situation. Even though there are research on kindergarten teachers conducted in Malaysian context, the sources are limited and the research do not focus on the work experience of the kindergarten teachers as a whole; these include studies by Hizrian (2006), Pei Fern (2010), Ruziana (2012), Priya (2015) and Akhyar (2015).

As for example, Pei Fern (2010) discussed the work of kindergarten teachers in terms of their belief and practices on early literacy instruction. The main focus of her study emphasized on the curriculum and how teachers perceived opportunities and challenge in this context. Hizrian (2006) conducted the study in Penang, Malaysia context. Even though the study is within the early childhood field, but the study aim to investigate the parents' satisfaction towards kindergarten service. It does not focus much on kindergarten teachers' satisfaction rather than the service that the teachers provide.

In addition, Priya (2015) conducted a research on the role of kindergarten teachers' behaviour and strategies in managing a classroom. This study does focus on the challenge that teachers undergone, but it is only applicable to one particular domain which is within the classroom. As for this it is hard to observe teachers overall experience due to limited domain being tested. As for Ruziana (2012), the study conducted was similar to this research. It focuses on the challenge and teachers work experience. However, this research only applicable to new teachers. It aims to investigate how the challenge and work experience affect the new kindergarten teachers during their probationary period.

All of the listed past research are related to kindergarten teachers work experience, but majority of the research focus on specific type of work experience while some are too general. As for my research, the focus area are on the kindergarten teachers overall work experience in terms of how they feel about their work. This research analyzes the kindergarten teachers' experience of work by observing and understanding the experience of the teachers. Thus, it is predicted to produce a clearer understanding on the work of kindergarten teachers. Besides, the world of childhood education is getting much attention nowadays as it serve as a platform that educate and nurturing the young generations of tomorrow. It is also one of the fields that have the potential to contribute to the country development in the near future.

In addition, majority of the past research was conducted in the west. Thus, this differences in culture caused the past research was not applicable in Asian context, especially Malaysia that consist of a much diverse society. The research conducted in Malaysia was limited and scarce. Thus, this research would be able to support this limitation.

1.2 Aims and significance

The main aim and significance of this study is to explore the experience of work of kindergarten teachers in Georgetown City, Penang. The study will focus on the question of to what extent do kindergarten teachers experience some of job satisfaction, job dissatisfaction and job stress. By understanding this, it will help us to find ways to increase the quality of work of kindergarten teachers.

Secondly, extensive researches on this related topic were heavily emphasized on western culture which is not really applicable to eastern culture, mainly Malaysian context. Even though there is some research conducted in a local context, still the focus area is not widespread and the sources are scarce. This study emphasized on a bigger scope of kindergarten teachers work experience and with the aim of to give additional information for the previous research being conducted locally.

Sociological issues such as alienation, job satisfaction and job dissatisfaction also were broadly discussed in previous research, mainly in the context of factory work. Thus, it is important to know whether these issues are related to the work nature of kindergarten teachers and to what extent do these affect kindergarten teachers.

There are a few aims and motive that leads me to choose this topic. Besides the aims mentioned above, other reason is to fulfill my personal motive. I have a deep interest in education especially in early childhood education as it touches on the life of the young children. I personally believe that education starts from the roots which are the early childhood education, thus broad research on this topic is important as it will help to shapes our future generation. This deep interest and passion in me leads me to conduct a research on this topic.

1.3 Objective and Research Questions

The objective is to achieve the above aims as well as to explore and understands the nature of work of kindergarten teachers in Penang. There are four main research questions were constructed as follows:

Research Questions

1. What are the experiences of work of kindergarten teachers in Penang?

In order to answer this question, it is important to answer the sub – questions below:

- a) What is the nature of work of kindergarten teachers in Penang?
- b) What processes do kindergarten teachers employed to do their work?
- c) What strategies do kindergarten teachers use to continue feeling excited about work?

2. To what extent do they experience some form of job satisfaction, job dissatisfaction and job stress?

3. What are the differences in the types or level of job satisfaction, job dissatisfaction and job stress of kindergarten teachers?

4. If the kindergarten teachers experience job dissatisfaction and job stress, why is this?

5. What are the challenges the teachers faced throughout their work process?

6. In what ways do these kindergarten teachers react to the job dissatisfaction or stress they experience?

1.4 Methodology

This section begins with an explanation on the selection of research method on qualitative study. Then, it was followed by the explanation on the process of selecting research area and participants. Next, this chapter will highlight on the sources of data collection. Details on the process of interview and data recording techniques were entails

within this section. Lastly, this chapter will focus on the analysis of the data collection. The analysis of the data are discussed and summarized at the end of this chapter.

1.4.1 Research Methods

This research used the interpretive approach as well as qualitative data analysis suggested by Dey (1993). Interpretive paradigm views human social reality through interaction and discussion among each other. Interview and observation was used to get a clearer picture of the nature of work of kindergarten teachers. The researcher observed the teachers at work through their daily routine. Then, an interview was conducted to get a much more details information on kindergarten teachers work nature. The interview has used open-ended questions. In addition to that, probing questions were added in between the interview session.

The purpose of the study was to explore and understand the kindergarten teachers work experience in terms of how they feel about their work through their daily work nature. Thus, a face-to-face interview with the kindergarten teachers is expected to provide a clearer picture on the topic being study. According to Merriam & Associates (2002), the concepts of the interactions with the participants from the interviews that related to their social world can be considered as a basic interpretive qualitative.

Qualitative research aim to generate an in-depth understanding of human behavior and the reasons they govern such behavior. The qualitative method investigates the WH- Questions of what, why and how the decision is made or certain emotion occurs. In this study, I investigated the experiences of work of kindergarten teachers, thus through

qualitative research method, I can explore on how do they feel, what cause them to feel in the way they expressed and why are they taking the decision to be in the line despite the feelings that they expressed. Qualitative research method is seems to be the best approach in understanding the experience of work of kindergarten teachers as they can interpret what they experience in their own best way.

According to Cresswell (2002), researcher should collaborate and being positive through out the interview rather than being intrusive or negative. By doing this, I could gain in-depth information that I need by just listening attentively to the response from my participants without interrupting them with too much questions or my points of view. By engaging in qualitative research, I can increase understanding on the research topic through the interview sessions with the kindergarten teachers.

1.4.2 Research Site

This research was conducted in Georgetown city of Penang, Malaysia. The city was chosen as it fulfills various characteristics as follows:

- a. Large geographical area;
- b. High population
- c. Kindergarten of three categories: public, private and Religious
- d. Varied economic potential: City with diverse residential areas which range from upper middle class to informal settlements.

The site selection in the state of Penang gave me a variety of choices in terms of kindergarten centre. This wide range of kindergarten gave me the opportunity to have an easy access in getting a widespread of information on the research topic. Another reason for choosing Penang state as site selection is due to its small size. If I needed more information from the participants, I can easily contact and met them at any time. The study location that is nearby with one another made it easy to meet the participants whenever necessary.

1.4.3 Participants

The target population for the study consisted of Kindergarten teachers from various kindergartens in Georgetown city. Thirty kindergarten teachers employed within selected three categories of education system in the urbanize area of Georgetown City, Penang were invited to take part in the study. The kindergarten teachers involved in this research are women. All of them are between the ages of 18 years old to 46 years old. These teachers have a teaching experience of a year up to 15 years. The number of the participants involved in the study was considered appropriate for this method of data collection.

In the total of 30 respondents, 15 of them are degree holder, 8 of them are with diplomas while the other 7 are with Sijil Pelajaran Malaysia (SPM) holder. 27 out of 30 are Malay respondents, 2 Chinese respondents and 1 Indian respondent. The respondents involved in the study have multiple work background. 3 out of 30 used to work as administrative clerk, 7 of them used to be in factory line worker, 15 are fresh graduates and 5 of them are from the same line which is early childhood education.

It is important to note that the name use in this analysis is not the real name of the teachers. This is to respect the respondents credential and to maintain confidentiality as their name is promised to be anonymous.

The table below shows the segregation of age of the kindergarten teachers and their work experience in kindergarten line as well as their previous work experience:

Table 1.1: Teachers' Age Range

Age Range	Total
< 20	1
21 – 25	5
26 – 30	15
31 – 35	5
36 – 40	2
41 – 45	2

Table 1.2: Years of Working in Kindergarten Field

Experience (years)	Total
< 1	2
1 – 5	20
6 – 10	4
11 – 15	2
16 – 20	2

Table 1.3: Teachers' Working Experience in Other Fields of Work (before entering kindergarten)

Field of Work	Total
Factory	7
Administrative (clerk)	3
Fresh Graduates	15
Pre – school	5

1.4.4 Data Sources, Types and Forms

Semi natural setting is used in this research in order to get the primary data through interview and observation of the respondent (Blaikie, 2010). This research is conducted by selecting a group of specific people (kindergarten teacher) as respondent. Research on the experience of teachers begins with distributing the consent form to the respondents. Then, it was proceed by recording the demographic characteristics of respondents such as age, gender and level of education through the interview. The next step were focus on the kindergarten teacher work orientation towards their job such as their knowledge in this early childhood education area, perception, their daily routine and how do they feel about the work.

1.4.5 Selection of Data

The sources of data collection for this research were collected from a group of kindergarten teachers in Georgetown, Penang. The teachers are from various selected kindergarten within Penang, especially in the city area of Penang.

This research is aim to explore and understand the experience of work of kindergarten teachers through interview and observation of the respondent while they are performing their daily work routine. Through the observation, researcher will interpret the meaning of social reality of the kindergarten teachers' life.

Purposive sampling is used to get the acquired respondents. This type of sampling will prioritize the potential respondents to take part in the study. From the start, researcher plays a crucial role in finding the potential candidate to be the respondents for the research. As this research involves kindergarten teachers, the researcher begins the field work by exploring various potential kindergartens around Georgetown city, Penang. The researcher then meets the potential respondents in selected kindergarten and makes an appointment with them for the interview session.

In addition to purposive sampling, snowball sampling is also used in this research. During the interview session, the researcher used the snowball sampling techniques by asking the respondents on other potential candidate that can cooperate and become part of the research. Then, the respondents help in giving suggestion on potential kindergarten teachers that they know who can be the respondents for the research.

1.4.6 Data Collection

The researcher used the techniques of interview and observation in the process of data collection. According to Neuman (2006), the concept of in-depth interview and observation can help the researcher to understand the social reality of the respondents in

certain context. Through this field work, the researcher observes the character and attitude of the respondents within the natural setting.

The researcher made a routine observation on the respondents at work while recording the natural setting of the work place. The researcher used the techniques of Non-Participant Observation in observing the respondents at work. In this context, the researcher will be within the same environment as the respondents, but the researcher will only observe the daily routine of the kindergarten teachers at work without involving in the work task.

Before the interview was conducted, the researcher has met the respondents and made the appointment with them on the schedule time and date for the interview. Once the researcher and respondents agree with the specific date and time, an interview session was schedule. On the day of the interview, the respondents were given a consent form to be filled up. The researcher informed the respondents on the aim of the research and explained to them about the safety and privacy level of the respondents. Researchers briefed the respondents regarding personal information such as name that will be kept anonymous and information given will be kept confidential. In addition, the researcher also explained the procedures and risks involved in the study to the respondents before they sign the consent form. The respondents were given choices whether to be part of the study or to withdraw from the study after the briefing of the procedures involved.

The schedule interview was then conducted once the respondents agree to participate in the study by signing the consent form. The interview session was started by researcher

asking ice-breaking questions to the respondents in order to create a great rapport between researcher and the respondents as well as to achieve a mutual understanding. Then, the researcher proceeded by asking some demographic questions on age, race and level of education. After that, the researcher begins to ask the kindergarten teachers on questions related to the topic study such as their work experience, nature of work, satisfaction level and other topic related questions. Probing technique was used in asking further questions to the respondents based on the response given by them. In order to make a clarification on the response given by the respondents, the researcher asked a question like “What do you mean by that statement?” and can you further explain the statement made?” to the respondents. Examples of the interview questions can be referred to appendix A. The time frame for the interview was on the average of 1 hour to two hours per interview session.

The language used during the interview was based on the respondents’ preferred language. Majority of the respondents are of Malay race, thus these teachers preferred to speak in Malay language with some English language. However, for the Chinese and Indian respondents, they preferred to respond fully in English language.

1.4.7 Data Analysis

Interviews with the respondents were recorded by jotting down the information collected from the interview in researcher own journal. The information collected was then analyzed. All the data collected were in the form of qualitative texts. Thus, categorizing and connecting approach formulated by Dey (1993) was used to analyze qualitative data. This approach involves three processes of data analysis which are description,

classification and connection. According to Geertz (1973), description techniques are used to give an in depth and compact explanation about a specific phenomenon of the research. Next, is the process of classification. This is an important process in data analysis as it creates a few categories based on the response given by the participants in the interview. These categories created were then connected with the data. Final part is the process of classification. This is not a neutral process as it will always be influenced by the rational thinking of the researcher. This final step in data analysis connected the entire category that was created earlier. According to Dey (1993), the main aim of completing this stage is to form standardization and variation in the data collected. This was then lead to forming a related theory

1.5 Thesis Structure

This thesis consists of 5 main chapters starting with an introduction chapter that introduces the research area. This introduction chapter covers a few the topics as follows:

- Research problem
- Aim and significance of the research
- Objective and research questions
- Methodology
- Thesis structure

Next, chapter 2 reviewed the past literature on the research topic. This was done to expand the scope and knowledge of the researcher on the topic of study. Chapter 3 and chapter 4 focused on the findings of the study. Chapter 3 focused on the nature of work of kindergarten teachers by the discussion of their process of work, social relationship as

well as motivation of work. Chapter 4 in the other hand focus on the discussion of sociological issue faced by the kindergarten teachers, job satisfaction challenges at work as well as the strategy that they used in overcoming the challenges.

The final chapter, chapter 5, is the conclusion part. This chapter concludes the overall research, stating the limitation of the research as well as proposed a few suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the importance of work in human life by defining the meaning of work and the main aim of why people work. Next, it looks into the transformation of work from pre-industrial society till modern society on how they view work in daily life. In addition, this chapter also reviews the past research on services work and its sociological issues as well as factory work that is classified as exploitative towards human well-being. Issues such as division of labour, surplus value, gender exploitation as well as alienation that benefits the capitalist (Braverman, 1974) have been reviewed briefly in this chapter. Then, this chapter discusses the teaching world and the experience of the work of kindergarten teachers as well as services work and its sociological issues in terms of emotional labour that are related to the world of teaching.

2.1 People and Work

Work plays an important role in a human's life. It has become part and parcel in human life. Back in history, work has been described as labor. It is more as a form of torture and burden in comparison to current world where work has become a need in human life and to some extent a pleasure for some groups of people. Every single individual depends on work to maintain life for survival. In the current world, work has become the main part of human life and it uses the majority of human time in comparison to any other activity. In the sociological perspective, work is defined as the carrying out of tasks which require a great deal of effort physically and mentally. The main aim of work

in the sociological perspective is that it can produce great products which are important to human life. In addition to this, work is also performed for an exchange with salary and this has become the basic economic system for every culture worldwide.

According to Grint (1991), work is seen as a world phenomenon that is socially built, cared for and constructed. In another view, Clair, McConnell, Bell, Hackbarth and Mathes (2008) have defined work as a messy business. Grint (1991), Muirhead (2004), and Edgell (2006) have argued that an understanding of work should start with the historical evidence and factors as well as the work experience of the human themselves.

Humans achieve satisfaction by being productive as well as by utilizing their self-capability in order to solve the difficulties and challenges facing their lives. Humans are not passive users, but are active producers (Sayers, 2005). In this modern era, the relationship between the concept of work and life is getting weak. This leads to the question of the main purpose of why people work. Are we working for life or do we live to work? According to Anthony (1977), if a man in such a job is asked why he works, the answer is he works in order to live. However, men have not always given this answer and some who do not have to work in order to live are among those who work hardest.

In another point of view, Strangleman and Warren (2008), defined work as an activity that people perform for life survival in order to gain basic life necessities such as food, clothes and accommodation. Furthermore, people can get self-recognition and self-identity from family members and the society through the work they do. In addition, Watson (1987) also stressed that people work hard to produce products and give the best

services in order to fulfill society needs. In this perspectives, it can be seen that people are not only working for their survival but for the society as a whole.

As for Kelly (2000), work has been reviewed as the concept of ‘money-making’. In the western industrialization era, one is honored if he has a job. This work evolution in western culture has brought a broad term defining ‘work’. Thus, Kelly (2000) has classified 5 concepts of work as follows:

- Instrumental/utilitarian – work is mainly for survival, personal necessities, and security.
- Individual – work as a symbol of power, creativity and personal affirmation.
- Ethical – work as a spiritual obedience and devotion to God.
- Social – Work as a symbol of one social identity in the process of socialization.
- Institutional – work as a symbol of authority and control.

In the next section of this literature review we will discuss the transformation of work.

2.2 Transformation of Work

In general, work is defined as an activity that plays an important role in human life especially the survival aspects. However, nowadays the work structure has been changed into a regular salary payment to the employee. Thus this concept of work has been described as a modern social construction resulting from industrial capitalism. There are a few aspects of work within this new concept, firstly work has been described as a productive activity that involves machines. The second part indicates that work involves payment of salary and labor is paid for their work. Under this second part, employees agree to the terms and conditions of the workforce.

The main purpose of work in the pre-historic era starts with hunting and gathering for life. People in this era hunted when they feel hungry and wherever there are chances available. They assumed that work was a natural process as a human needs oxygen for life. This condition of work shows no difference in term of free time and working life (Neff, 1968; Grint, 1998). However, according to Erikson (1986), people in the pre-historic era have indirectly undergone self-realization through their process of work. As an example, the wooden sticks that they gathered were used to make firewood as well as warm their body and threatened the wild animals around. In this situation, it can be seen that people in this era started to realize the need of safety.

Next is the revolution of work into agrarian society or agriculture society. In this era, people started to be more knowledgeable in farming. This era has been seen as an innovative era where the establishment of crafts started. This establishment has led to the formation of the early community that shares the benefits together (Neff, 1968). The emergence of early civilization signified people's achievements in the process of adaptation towards the environment as well as their capability to carry on economic activity (Neff, 1968). Society in this era recorded the process of trade and religious activity. Besides that, they also produced enough food and raw materials for the use of their family. In addition, the society in this era started to have special posts in the community such as leaders and pastors (Neff, 1968).

The emergence of the industrial revolution then brought lots of changes in the economic system and work transformation in society. The increase in population caused the demand for the sources of food to increase. Industrialization brought a new work force in this era with a work place called the factory where mass production and mass

consumption took place. This is also the era where technological innovation emerged. According to Edgell (2006), capitalist society defined the concept of work as an activity that is of noble value and assumed that time is gold: as for that people were encouraged to work hard to gain wealth. The main purpose of work in the capitalist society was to maximize profits, remunerations, and income.

In conclusion, the aims and purpose of work are the results of human work history, belief as well as culture. Work in prehistoric times seemed to be not as complicated as in the revolution era. When people started to work for survival, work became a challenge. This can be seen during the development of civilization era. This was due to the influence of religious belief and culture that impacted the work cycle of human life. According to Maslow's (1970) theory of needs, the purpose of work for the human is to fulfill life needs. Physiological needs are the main needs required by humans, which consists of food, drink, oxygen and shelter. Next, humans move to other needs, which are protection and safety, as well as social needs, where sense of belonging applied. As a result, people wanted to be appreciated and were encouraged to fulfill their potential (Maslow, 1970).

The following section will discuss factory work and its sociological issues.

2.3 Factory Work and Its Sociological Issues

During capitalism, the factory is an early institution that separates home activity from outdoor activity. The factory is defined as a technical unit in an industry. The factory revolution attracted the migration of the rural workers into the city (Probert, 1989:17). In another view, Jamilah (1994) explored the migration of a group of young woman from