Level of Implementation of Continuous Professional Development of Preschool Teachers in Classroom Management

Tan Jia Xin & Suziyani Mohamed
Faculty of Education Universiti Kebangsaan Malaysia
Email: jiaxin.tan97@gmail.com & suziyanimohamed@gmail.com

Abstract
Teacher Professionalism Development refers to the Continuous Professional Development Plan as a complementary effort to enhance the professionalism of teachers and school leaders, aiming to improve their quality in empowering the teaching profession to meet the needs of preschool students. This study seeks to identify the level of implementation of continuous professional development among preschool teachers in classroom management. The study focuses on five dimensions: organizational support, changes in student learning outcomes, changes in teacher practices, teacher reactions and teacher learning. A quantitative survey design was employed in Jasin, Melaka, involving a sample of 48 government preschool teachers selected through simple random sampling using Krejcie and Morgan's sample size determination table. Data were collected through an online questionnaire adapted from previous studies, comprising 25 items on the implementation of professional development using a four-point Likert scale. Data were analyzed descriptively using the Statistical Package for the Social Sciences Version 27. Findings reveal that the implementation of continuous professional development is at a high level with organizational support and positive teacher reactions playing a key role. School management support, including the provision of resources, time and moral encouragement for teachers to attend programs is essential. This study highlights the importance of organizational commitment to improving teacher professionalism and educational quality. It emphasizes the need for collaboration among educational institutions to strengthen continuous professional development, ensuring more effective classroom management and improved student learning outcomes.
Keywords: Preschool, Early Childhood Education, Continuous Professional Development, Classroom Management, Organizational Support, Student Learning

Introduction
The Professional Teacher Development refers to the Continuous Professional Development (CPD), which acts as a complement to the professional development efforts of teachers and school leaders. It was introduced in 2013 to improve the quality of teachers and school leaders in an effort to strengthen the teaching profession to meet the needs of preschool

students. Educational system improvement movements have taken place worldwide, aiming to further enhance teacher quality. Preschool teachers, as key figures, not only influence student learning practices but also enable students to actively acquire knowledge at school, beginning at the early stages of their education.

Towards the implementation period of the Malaysia Education Development Plan (PPPM, 2013-2025), professional development in preschool refers to the continuous process in which preschool teachers have the opportunity to enhance their skills, knowledge and competencies in delivering high-quality early childhood education (ECE). To elevate the teaching profession for preschool teachers, the government has developed the PPPM 2013-2025, which aims to improve the quality, welfare and career of teachers through teacher professional development programs.

Preschool education plays an important role in laying the foundation for children's future academic success and overall development. For example, preschool teachers have engaged in continuous professional development to deepen their understanding of child development theory, pedagogical approaches, behavior management, assessment methods, cultural competencies and ethical considerations. With this development, teachers are able to adapt their teaching methods for each child and create a conducive and enjoyable learning environment. Professional development is highly significant in the field of early childhood education as it encompasses educational policies and standards, child development research, child diversity and more.

Continuous professional development of teachers not only enhances the effectiveness of teaching and learning processes but also strengthens their ability to manage classrooms more effectively. This is because classroom management is one of the essential elements in teaching. Effective classroom management can be seen in the teacher's ability to make early class preparations, deliver learning content consistently, control student behavior and document all student development records accurately (Antin & Kiflee, 2018; Ariffin et al., 2021; Kamarudin & Taat, 2020; Lius & Mahamod, 2021).

In Malaysia, preschool teachers face several challenges related to professional development that affect their ability to provide high-quality ECE. Several key issues have been identified concerning teacher professionalism in preschool classroom management in Malaysia, including a lack of formal qualifications, limited access to continuous professional development, knowledge of preschool classroom management remaining at a moderate level and high work-related stress experienced by preschool teachers.

Lack of formal qualifications is one of the main issues faced by many preschool teachers in Malaysia. The Annual Report of the Malaysia Education Development Plan (2013-2025) showed that only 22,971 (44.4%) out of 51,725 preschool teachers had professional qualifications, at least in a diploma in early childhood education, while 28,754 other teachers (55.6%) had lower professional qualifications in 2017 (Brown et al., 2019; Cheong et al., 2022; Nordin & Samsudin, 2016). Although there are regulations and guidelines set by certain parties for preschool teacher qualifications, there are still discrepancies between theory and implementation, which lead to variations in teacher qualifications and competencies across different preschool settings. For example, preschool teachers may face challenges in

effectively managing children's behavior, such as handling disruptive behavior, building positive behaviors and teaching social skills. Effective professional development includes elements such as teaching content, active involvement of both teachers and students, duration and teaching design (Desimone, 2009). Research shows that teachers with professional identities, such as professional qualifications (Abdul Halim & Aznanche, 2015), experience (Amirafiza et al., 2017) and professional development (Sofiah & Kamarul, 2016), better understand and implement teaching and learning that aligns with the principles and objectives of the Curriculum Standards for Preschool Education.

In addition, limited access to continuous professional development is the second issue faced by preschool teachers in Malaysia. According to Silva and Herdeiro (2015), aspects of training and support in the professional development of preschool teachers are often underemphasized because they are mainly focused on in-service training through formal workshops and courses, which leads to low teacher commitment and involvement. The lack of access to training and ongoing support for preschool teachers may result in them facing difficulties in keeping up with the latest research, best practices, and pedagogical approaches in early childhood education.

According to the study by Kamisah et al. (2011) in Che Nidzam et al. (2013), the level of preschool teachers' knowledge in classroom management is still at a moderate level and insufficient to meet the needs of preschool teachers and children. This is because some preschool teachers still do not apply and utilize classroom management elements to effectively enhance the learning process. Fulton (1991) stated that some teachers may not be aware that the physical space can affect learning. Salime and Nik Ghazali (2016) listed elements that cause discomfort, such as space, furniture, air quality and lighting. Clearly, this issue is highlighted to examine the situation in the preschool context regarding how professional development programs for teachers can manage all these aspects to create a conducive preschool classroom.

The fourth issue is that preschool teachers experience high work-related stress. Muttalip et al. (2021) revealed that among the challenges faced by preschool teachers are long working hours, responsibilities that need to be carried out and routine and non-routine tasks that exceed their capacity and abilities within a certain period of time. Having professional commitment is important for preschool teachers to create a positive environment for children. Committed preschool teachers are capable of providing more positive support to children, creating high-quality early childhood education and viewing themselves as valuable members of the early childhood education community (Doherty et al., 2006; Lee & Mun, 2021; Thomason & La Paro, 2013).

Clearly, this study aims to measure the level of implementation of continuous professional development for preschool teachers in classroom management. The level of implementation of continuous professional development will be examined through the teachers' reactions, teacher learning, support and organizational changes, the use of new knowledge and skills and student learning outcomes.

Literature Review
Development of Teacher Professionalism
The Teaching Professionalism Division (2023) emphasizes that teachers need to demonstrate professionalism as defined by the Ministry of Education (MoE). Teacher professionalism has many different definitions and meanings from experts. For example experts such as Bloomfield (2006); Pitt and Briztman (2003); Sachs (2016) sees teacher professionalism as a reflection of the struggle and protracted dialogue between the old and new educational traditions as well as previous experiences and practices. Educators in early childhood education have to balance various challenging responsibilities throughout the working day such as providing learning experiences for children, responding and entertaining children, taking care of children's health and hygiene, curriculum planning, rearranging administrative tasks, communicating with guardians (Harrison et al., 2023).

Based on Brock's (2013) study that examines professionalism is not just having technical skills or academic knowledge but also involves aspects of a person's attitude and thinking. This includes an attitude that demonstrates competence, in-depth knowledge and professionalism. Apart from that, the definition of professionalism also involves aspects such as physical appearance or behavior consisting of the way of clothing, knowledge, skills and association with others. The goals, content, methods and organization of interrelated professional training activities are relevant in the context of the professional development of preschool teachers (Pham & Nguyen, 2020).

Teacher Professionalism Development is a program that can be implemented for the purpose of providing facilities for teachers to continue their learning in improving the quality of learning for teachers, schools and students. According to the statement from Muhammad Sani et al (2019), all teachers including early childhood education teachers and new teachers who are currently serving regularly and systematically can participate in the CPD program so that their knowledge is constantly updated from time to time simultaneously with the changes in the world now from in terms of learning and content or teaching approach. Parties related to learning management are encouraged to hold various types of training and staff development programs to improve skills, knowledge and ability. The program is to be carried out every year to ensure continuous growth and improvement in our country's education system. The CPD program aims to improve the professional skills of preschool teachers must be carefully designed as an educational program for students by naturally integrating legacy and visionary principles to ensure the continuous progress of the teaching profession (Ho & Nguyen, 2022).

In using this CPD model, Guskey has identified that there are five levels of evaluation that should be used to evaluate the effectiveness and impact of professional learning programs. The five levels of assessment are:
a. Level 1: Participant Reactions
b. Level 2: Participatory Learning
c. Level 3: Support and Organizational Change
d. Level 4: Use of Participants' New Knowledge and Skills
e. Level 5: Student Learning Outcomes

This model suggests different arrangements for the three main outcomes of professional development. It shows that significant changes in teachers' attitudes and beliefs tend to occur when there is evidence of improvement in student learning. Usually, this improvement comes from steps taken by teachers in classroom management such as the application of new teaching approaches, the use of renewed materials or curriculum as well as the adjustment of teaching procedures or classroom layouts.

NAEYC (2007) has set a standard for the ECE profession that requires teachers to master specific knowledge in order to be effective educators in the field of education. Therefore, the professional development of ECE teachers needs to be done continuously so that the effectiveness of teaching can be improved through sufficient skills and knowledge, in line with policy changes and the education system (Azahari & Mansor, 2018). Based on the fifth thrust in the Malaysian Education Development Master Plan (KPM 2015) which emphasizes increasing the dignity of the teaching profession while in accordance with the objective in the 9th Malaysia Plan which focuses on human capital development as the main focal point. The MoE also intends to produce skilled and high-quality preschool teachers such as experts in certain fields of knowledge, pedagogical practices, soft skills and clear to the national education vision set. In addition, high-quality teachers can apply best classroom practices in learning through strengthening teacher professionalism development programs.

Classroom Management
Classroom management is a responsibility that requires mastery of in-depth knowledge, high skills, an extraordinary level of patience and an unwavering commitment from the teacher to ensure that the educational objectives are fully achieved and provide an effective impact on the students. In order to ensure the effectiveness of the teaching process, each teacher needs to equip himself with knowledge and skills first related to classroom management and understand the background of the students under his care. In a previous study, classroom management expert Fred Jones (Tools for Teaching 2007), made a comparison between PBIS (Positive Behavioral Interventions and Supports) and RTI (Response to Intervention), two programs that are widely used to improve discipline and instruction. Both use an intervention pyramid where 80 percent of the effort used is showing a good effect with all students, 15 percent of the intervention against the target group (for students who did not succeed after level 1) and 5 percent intensive against individual students who are still not on the right track.

Jones stated that the room management model should be used regularly in handling both discipline and teaching in schools. However, he has two concerns in his model. First, neither PBIS nor RTI is very specific about what Tier 1 looks like in the classroom. Second, the two models have not been integrated. This is because PBIS and RTI are separate institutions housed in separate universities where they are run by separate groups of academics. The classroom is usually a physical place in school where the learning process takes place between teachers and students Based on a study from Nagro et al. (2019), the elements that make up the classroom environment include daily routines, lesson schedules and the physical arrangement of the room, along with the interaction between teachers and students. This interaction plays an important role in shaping the dynamics in the learning process.

According to a study by Zuriani Hanim and Mahaliza Mansor (2019), preschool teachers stated that professional development programs help improve their skills, knowledge

and professional attitudes. In addition, the study also found that preschool teachers are satisfied with the planning of the program because the objectives are clearly stated and include the goal of strengthening their skills, knowledge and attitudes. In the study of Sooyeon Byun and Lieny Jeon (2022), when teachers have a strong professionalism towards education, they are more likely to consider themselves to have a positive influence in the teacher professionalism development program in South Korea (Lee & Mun, 2021). In addition, when teachers report professional commitment, parents are more likely to be satisfied with the program (Kim & Park, 2019). Nevertheless, there is still great variation in teacher professionalism development programs among kindergartens and childcare centers (Cha & Park, 2019; Kim, 2022).

A study by Averill Obee, Katie Hart and Gregory Fabiano (2022) examining Professional Development Targeting Classroom Management and Behavioral Support Skills in ECE has stated that nearly one-third of United States children enter early care and education settings that display Challenging behavior further affects the level of stress and well-being of educators. It is not surprising, then, that classroom management and providing behavioral support need to be consistently identified where educators need advanced training upon entering the classroom.

Methodology
This study was conducted using a quantitative approach through a survey research design using a complete questionnaire to collect data on the level of implementation of continuous professional development of preschool teachers in classroom management. The design of this study was chosen because the survey research approach facilitates the implementation of the questionnaire. With that, data can be obtained quickly and analyzed efficiently in a short period of time.

Population and Sample of the Study
This study involved a population of preschool teachers working in Jasin district, Melaka with a total of 48 people. The researcher refers to the Krejcie and Morgan (1970) sample size determination table to determine the required sample size. Based on a population of 48 people, the suggested sample size is 43 people. However, this study involved all 48 people as a study sample.

This study uses a simple random sampling technique because the study population involves preschool teachers in Jasin district, Melaka which is a limited and specialized population. This technique ensures that every individual in the population has an equal chance of being selected as a respondent. In addition, this method avoids bias or favoring any particular respondent and this increases the validity of the study. Simple random sampling techniques are also suitable for use when the study population is homogeneous and there are no significant differences between individuals in the population (Creswell, 2014).

Table 3.1 is the demographic information in this study. In terms of age, there are 24 (50%) respondents aged 36-45, while the second highest respondent age category is 26-35 with a total of 14 (29.2%). The results of the study show that the teaching experience of respondents who have 11 to 15 years and 16 to 20 years is the mode in this study, which is 16 people each (33.3%).

Table 3.1
Demographic Information of Respondents

Code	Item		n	%
A1	Gender	Male	10	20.8
		Female	38	79.2
A2	Age	20-25 years old	2	4.2
		26-35 years old	14	29.2
		36-45 years old	24	50.0
		46-years and above	8	16.7
A3	School Type	Sekolah Kebangsaan (SK)	37	77.1
		Sekolah Jenis Kebangsaan Cina (SJKC)	8	16.7
		Sekolah Jenis Kebangsaan Tamil (SJKT)	3	6.3
A4	Teaching Experience	1-5 years	5	10.4
		6-10 years	3	6.3
		11-15 years	16	33.3
		16-20 years	16	33.3
		More than 21 years	8	16.7
A5	Academic Qualification	Diploma	1	2.1
		Bachelor's Degree	44	91.7
		Master's Degree	3	6.3
		Doctorate (PhD)	0	0

Study Instrument
This questionnaire instrument contains three parts which are Part A: Demographics of Respondents, Part B: Implementation Level of Professionalism Development and Part C: Classroom Management Practices. Part B aims to obtain relevant information about the level of implementation of continuous professionalism development among preschool teachers. This instrument is based on an adaptation of Guskey's Model (2000) and includes 25 question items involving five constructs where participant reaction, participant learning, organizational support and change, use of new knowledge and skills of participants and student learning outcomes. Each construct has five question items. Part C aims to obtain information on the level of classroom management practices practiced by preschool teachers. Questionnaire items were modified from Hematharshini Subramaniam and Intan Marfarrina Omar's study (2022). Part C contains 25 question items which include five constructs of classroom structure,

limit-setting through body language, say, see, do teaching, training through an incentive system and individual assistance. Each construct has five question items.

Therefore, the research instrument contains statement items and answer options arranged in a Likert Scale format, where respondents rate each item from a score of 1 to 4, namely (1) Strongly Disagree, (2) Disagree (3) Agree (4) Strongly Agree. This form was chosen because it is easy to manage for a large number of respondents, helps respondents to focus on the research subject and makes the process of tabulation and data analysis pleasant (Deobold, 1999).

Table 3.2
Likert scale

Likert Scale	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

Source: Four-point Likert scale (Brown 2010)

Data Collection and Analysis Procedures
Data collection for this study was conducted at a government preschool. As an initial step, the researcher requested permission from the Education Policy Planning and Research Division and the Malaysian Ministry of Education to carry out the study. Permission was also obtained from the Melaka State Education Department and the Jasin District Education Office before the study continued. In addition, the researcher requested permission from the school management involved to obtain the cooperation of preschool teachers to facilitate the data collection process. Preschool teachers are allotted around twenty minutes to answer the questionnaire with a questionnaire return rate of 100%.

The questionnaire data analyzed using the Statistical Package for The Social Science (SPSS) version 27 has involved descriptive statistical analysis to describe the characteristics of the variables studied. Descriptive statistical analysis was used in SPSS version 27 statistical tests such as frequency distribution, mean and standard deviation. The use of research analysis methods is to answer this research question. Furthermore, in order to measure the implementation level of continuous professional development of preschool teachers in classroom management, the interpretation of the minimum score was adjusted based on the views of BPPDP (2006).

Table 3.3
Interpretation of Min Score

Mean Score	Interpretation	Level of Implementation
1.00 hingga 2.33	Very Low	Never
1.90 hingga 2.69	Low	Rarely
2.70 hingga 3.49	Moderate	Sometimes
3.50 hingga 4.29	High	Often
4.30 hingga 5.00	Very High	Very Often

Source: BPPDP (2006)

Validity and Reliability

The validity of the research instrument has been validated by experts. Expert validity consists of a lecturer from the Penang Campus Teacher Education Institute with his expertise in education outside the classroom. In this study, the reliability value of the instrument was tested with Cronbach's Alpha value. The alpha value found for each variable has been shown in Table 4. The findings of the study show that Cronbach's Alpha exceeds 0.7 (Chua, 2020), so this has proven that the instrument used has a high reliability value. Clearly, the instruments of continuous professionalism development and classroom management practices are relevant to be applied in this study.

Table 3.4
Instrument Reliability Test Results

Instrument Dimension	Cronbach's Alpha Value
Continuous Professional Development	.968

A pilot study was conducted to ensure the validity and reliability of the questionnaire items developed by the researcher. This approach is supported by Merriam (2001) who emphasizes the importance of valid and reliable research results. Validity and reliability are critical aspects that should be paid attention to in the data collection process of this pilot study. Izadkhah and Hosseini (2005) suggest that a pilot study involves at least 30 respondents who have the same characteristics as the target population. Therefore, a pilot study was administered to 30 respondents in government preschools in districts other than Melaka to test their understanding of the questionnaire.

Results

Results show that the level of implementation of continuous professionalism development is analyzed based on key dimensions such as participant reaction, participant learning, organizational support, use of new skills and student learning outcomes (Guskey, 2002). The overall findings show that the level of implementation of continuous professionalism development is at an overall mean of 3.5917 with a standard deviation of 0.33, which is in the high category.

Based on Table 4.1, the construct for organizational support has recorded the highest level with a mean of 3.64 and a standard deviation of 0.22 and further shows that preschool teachers receive good encouragement from the school. This shows the importance of the organization's role in supporting the development of teacher professionalism. Teachers report satisfaction with program content, facilitators and materials used where it helps improve their knowledge and skills. The training provided also allows teachers to understand and apply new techniques in teaching. On the other hand, based on Table 4.1, it shows that the mean for the participants' reaction construct is 3.5 and it is found that the mean is lower when compared to other constructs. With this, has reflected the effectiveness of the implementation of continuous professionalism development on the reaction of the participants still needs improvement. This finding shows the need to ensure a more systematic and relevant training program with the needs of learning assessment implementation and facilitation.

The construct of the use of new knowledge and skills by participants together with the construct of student learning results recorded the same mean of 3.6417. This shows that preschool teachers are always relevant and actively develop new skills in the teaching and learning process. As a result, 62.5% of respondents strongly agree that they have seen an improvement in students' academic performance after using this new knowledge and 68.8% of respondents strongly agree that students are more interested in learning after the change in teaching approach.

Table 4.1
Implementation Level of Continuous Professionalism Development

Construct	Mean	Standard Deviation	Mean Score Interpretation
Participant Reaction	3.5	.52349	High
Participant Learning	3.5292	.46401	High
Organizational Support and Change	3.6458	.22309	High
Application of New Knowledge and Skills	3.6417	.21815	High
Student Learning Outcomes	3.6417	.20611	High
Overall	**3.5917**	**.32697**	**High**

In terms of organizational support and change, there are 62.5% of respondents who strongly agree with the school management providing sufficient support for the implementation of this program. 64.6% of respondents strongly agree that this program brings positive changes in their organization. 66.7% of respondents strongly agree that there are incentives or rewards for teachers who successfully apply new skills in the classroom. 70.8% of respondents strongly agreed that communication between teachers and management in supporting the program went smoothly. While 58.3% of respondents strongly agree with the school providing sufficient resources to support the development of continuous professionalism.

Table 4.2
Continuous Professionalism Development Implementation Level Instrument

Code	Item	Strongly Disagree	Disagree	Agree	Strongly Agree
			n (%)		
B1	I am satisfied with the content of this continuous professional development program.	0	3 (6.3)	18 (37.5)	27 (56.3)
B2	The facilitators delivering this program are knowledgeable and capable.	0	3 (6.3)	15 (31.3)	30 (62.5)
B3	The materials used in this program are very useful.	0	1 (2.1)	19 (39.6)	28 (58.3)
B4	The time allocated for each session is sufficient.	0	6 (12.5)	18 (37.5)	24 (50.0)
B5	The venue and environment of this program are conducive to learning.	0	6 (12.5)	12 (25.0)	30 (62.5)
B6	I understand the new concepts introduced in this program.	0	2 (4.2)	19 (39.6)	27 (56.3)

Code	Item	*n* (%)			
		Strongly Disagree	Disagree	Agree	Strongly Agree
B7	I have gained new knowledge through this program.	0	2 (4.2)	14 (29.2)	32 (66.7)
B8	The training and activities in this program help improve my skills.	0	1 (2.1)	21 (43.8)	26 (54.2)
B9	I am able to explain the information I learned to my colleagues.	0	0	24 (50.0)	24 (50.0)
B10	I am confident in my ability to apply this new knowledge in the classroom.	0	4 (8.3)	17 (35.4)	27 (56.3)
B11	The school management provides sufficient support for the implementation of this program.	0	0	18 (37.5)	30 (62.5)
B12	This program brings positive changes to my organization.	0	0	17 (35.4)	31 (64.6)
B13	There are incentives or rewards for teachers who successfully apply new skills in the classroom.	0	0	16 (33.3)	32 (66.7)
B14	Communication between teachers and management supports the smooth implementation of this program.	0	0	14 (29.2)	34 (70.8)
B15	The school provides sufficient resources to support continuous professional development.	0	0	20 (41.7)	28 (58.3)
B16	I have applied new classroom management techniques learned.	0	0	16 (33.3)	32 (66.7)
B17	This new knowledge helps improve the quality of my teaching.	0	0	16 (33.3)	32 (66.7)
B18	I use the learning strategies introduced in this program in my daily teaching.	0	0	17 (35.4)	31 (64.6)
B19	My colleagues also apply new skills gained from this program.	0	0	20 (41.7)	28 (58.3)
B20	These new skills help address classroom management challenges.	0	1 (2.1)	15 (31.3)	32 (66.7)
B21	I see improvements in students' academic performance after applying this new knowledge.	0	1 (2.1)	17 (35.4)	30 (62.5)
B22	Students are more interested in learning after I changed my teaching approach.	0	0	15 (31.3)	33 (68.8)
B23	Students exhibit more positive behavior in the classroom.	0	0	17 (35.4)	31 (64.6)
B24	Improvements in students' social skills are noticeable after implementing new techniques.	0	0	13 (27.1)	35 (72.9)
B25	Students respond better to the learning activities I conduct.	0	0	22 (45.8)	26 (54.2)

Discussion

This study was conducted to examine the level of implementation of preschool teachers' continuous professional development program in classroom management practices. In order

to achieve a solution to the implementation of continuous professionalism development, the research objective obtained in this study is to identify the level of implementation of continuous professionalism development among preschool teachers. This study shows that the level of implementation of continuous professional development of preschool teachers in classroom management is at a high level. This finding proves that the implemented program successfully improves the knowledge, skills and application of classroom management by preschool teachers, thus bringing a positive impact on student learning.

From a critical point of view, the effectiveness of this program can be linked to literature such as Guskey (2000) which asserts that the success of the development of professionalism depends on five main dimensions: participant reaction, learning, organizational support, changes in practice and student outcomes. The findings of the study by Zuriani Hanim and Mahaliza Mansor (2019) show that preschool teachers recognize the effectiveness of the implementation of continuous professional development, but challenges such as lack of resources and access opportunities still exist. This is in line with Cha and Park's (2019) study which shows that in some countries, more planned professional development programs produce positive results for teacher professionalism.

Factors that contribute to the effectiveness of implementation include institutional support and relevant program content. The respondent schools in this study have contributed efforts to the effectiveness of the implementation of continuous professionalism development. This study is consistent with the theory, where respondents report satisfaction with the content of the program and show confidence in applying new knowledge. Furthermore, good organizational support such as the provision of resources and rewards also strengthens the effectiveness of this program which is in line with Fullan's (2007) study on the importance of systemic support for educational change.

Support from the school management is essential to launch the implementation of the continuous professionalism development program. This support includes providing resources, time and moral encouragement to teachers to attend the program. Such support shows the organization's commitment to the professional development of teachers which ultimately improves the quality of education. The majority of teachers reported an increase in the support of the school management in this program which greatly helped the smooth implementation of the program. This is because the effectiveness of the continuous professionalism development program is also seen through positive changes in the organization as well as improved student performance to highlight the importance of the continuous professionalism development program in supporting learning outcomes.

Most teachers also reported satisfaction with the content of the continuing professional development program which reflects the effectiveness of the program in meeting their needs. The continuing professional development program provides content that suits the needs of teachers. Content presented in a relevant and practical way allows teachers to utilize new knowledge in classroom situations. Satisfaction with this content is important because it motivates teachers to continue to be involved in the program and apply the skills gained in their teaching. From the findings of the study, the researcher knows that new knowledge from the continuous professional development program is able to help teachers improve the quality of teaching. Teachers become more confident to use innovative

teaching strategies that have a positive impact on student motivation and achievement. This well-planned program has given teachers the opportunity to address challenges in the classroom.

Furthermore, the facilitators in the continuous professionalism development program were judged to be very knowledgeable, highlighting the good quality of delivery while the program materials were considered very useful and further showed relevance to teachers' needs. The majority of preschool teachers support that the facilitator's ability to deliver content plays an important role in the success of ongoing professional development. Skilled facilitators can clearly explain complex concepts, thus making the program more effective. Interactive training activities give teachers the opportunity to practice what they learn in real situations and increase their confidence in using new approaches. In addition, the time allocated in the program is seen as sufficient. However, there is room for improvement in terms of matching the schedule with the teacher's daily tasks.

In addition, the conducive location of the program also contributes to a positive learning atmosphere. The majority of teachers reported understanding of the new concepts introduced. This has shown the effectiveness of the strategy in delivering information. The new knowledge gained helps preschool teachers increase their self-confidence in order to apply learning in the classroom. However, the item to motivate teachers who successfully apply new skills is seen as an aspect that needs additional attention to encourage more active involvement. Incentives play an important role in ensuring the effectiveness of continuing professional development programs. Teachers who receive rewards or recognition are more likely to continue improving their skills. This reward not only appreciates their efforts but also inspires them to contribute more to the organization.

Next, the implementation of continuous professionalism development programs is also able to strengthen collaboration among teachers. Training that involves group discussion or sharing experiences allows teachers to exchange ideas, strategies and teaching methods. This process not only improves individual knowledge but also forms a stronger learning community in educational institutions. Collaborations like this support teaching practices based on research and innovation which are very important in preschool education.

Meanwhile, the implications of this study are significant. First, it suggests that the implementation of planned continuous professional development can improve the quality of teacher teaching and subsequently student outcomes. Second, it shows the need to involve various stakeholders such as school management in ensuring resource support and effective communication. Third, positive results for student learning such as increased interest and positive behavior reflect the successful application of new strategies by respondents.

For future studies, the main recommendation is to expand the scope of the study to evaluate the effectiveness of the program in different contexts such as rural and urban schools. Longitudinal research should also be carried out to understand the long-term effects of professionalism development on the teaching and learning practices of students. In addition, qualitative approaches such as interviews can be used to deepen the experiences and challenges of teachers in implementing this program.

In conclusion, the findings of this study prove that the development of continuous professionalism is an important element in empowering preschool teaching and brings a positive impact on the classroom. However, the effectiveness of this program requires a concerted effort from teachers, school administrators and policy makers to ensure continuity and sustainable impact.

Conclusion

The study findings indicate that the level of continuous professional development implementation among preschool teachers in classroom management is high. Key contributing factors include strong organizational support, systematic training content and teachers' positive reactions to the CPD program. The study highlights that preschool teachers actively apply new knowledge and skills gained through CPD, leading to noticeable improvements in classroom management and student outcomes, such as increased academic performance, better social behavior and higher levels of engagement. However, the findings also emphasize the need for improvement in certain areas. For instance, program content should align more closely with teachers' daily challenges and additional incentives or rewards could motivate teachers to further enhance their classroom practices. Additionally, organizational resources and consistent communication between school management and teachers remain critical for successful CPD implementation. Based on these findings, the study suggests tailoring training programs to address real-world classroom challenges and incorporating teacher feedback to ensure practical applicability, providing more resources, time and incentives to support teachers in attending CPD programs and applying new strategies, fostering a collaborative learning environment where teachers can share experiences and best practices and conducting longitudinal studies to assess the sustained impact of CPD programs on teaching quality and student outcomes. In conclusion, continuous professional development is a vital element in empowering preschool teachers, enhancing classroom management and fostering positive educational outcomes. By addressing existing challenges and building on the strengths of current CPD programs, stakeholders can ensure sustainable improvement in early childhood education.

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