



# Towards Dynamic Policy for Early Childhood Development Enhanced the Growth of Self-Regulations

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## Abstract

Dynamic education policy and value system can change only with growth and development. This education plays a key role in enhancing about these changes, and the right time to initiate this process of education is better from early childhood. The study explores the issues and challenges of doing early childhood development (ECD) policy for growth of self-regulations along with Sarawakian Primary Schools in Malaysia. Recently the problems of early childhood providing primary schools at Bau district have been startling due to lack of instruments for pre-school services. These issues are now then become more tangled because of its multiracial education policy integration with students' self-regulations from cultural diversity conditions belonging to variety beliefs and attitudes. Quantitative and qualitative related data were obtained through field observation, interviews and field surveys while secondary data collected from diverse sources. Nearly 57% of the respondents agreed for improvement of ECD policy with sustainable mechanism of monitoring and implementation at each of developmental stages of child. The research has also shown that there are gaps between the aspired and implemented comprehensive education policies for more quality preschool classes and initiatives. The study suggests future research trajectories of a new collaborative alternative dynamic approach to drive the methodological agenda and recommendations on ways to further incorporate the demanding ECD policy instruments towards growth of self-regulations.

**Keywords:** Early Childhood, Self-regulations, Education Policy, Malaysia.

## 1. Introduction

Self-regulation is the ability to adaptively regulate one's own emotions, cognition, and behavior in order to respond effectively to internal as well as environmental demands [1, 2]. Early childhood is a sensitive stage for the development of self-regulation. In longitudinal studies, self-regulation increases substantially during infancy and the preschool years, with individual variability in growth rates [2, 3, 4, 5]. Inter-individual differences in self-regulation in early childhood are predictive of numerous outcomes across the lifespan [6, 7], including school readiness [8, 9], literacy and math skills [10, 11], behavioral problems in the classroom [12], and building as well as maintaining positive peer relationships [13]. Dynamic education policy and value system can change only with growth and development. This education plays a key role in enhancing about these changes, and the right time to initiate this process of education is better from early childhood. The study explores the issues and challenges of doing early childhood development (ECD) policy for growth of self-regulations along with Sekolah Kebangsaan Tringgis pre-school at Bau district in Sarawak, Malaysia. Early childhood is an epoch of prompt brain development that protects the system for growth of self-regulation skills. Therefore, early childhood is a sensitive phase for the growth of self-regulation which as shown in Figure 1.

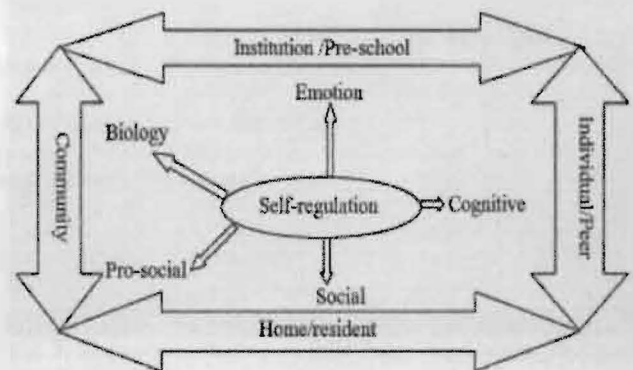


Fig. 1: Integrated Self-Regulation for early childhood development

Self-regulation has become familiar for its early personality [37] in promoting wellbeing across the lifetime including: (i) Physical, (ii) Social, (iii) Emotional, (iv) Dynamic health, (v) Educational achievement (Figure 2). Recently the problems of early childhood providing primary schools at Bau district have been startling due to lack of instruments for pre-school services. These issues are now then become more tangled because of its multiracial education policy integration with students' self-regulations from cultural diversity conditions belonging to variety beliefs and attitudes. Preschool students learn to regulate thoughts, feelings, behaviours and emotion by watching and responding to adults' self-regulation [14]. Meanwhile, sensitive and comforting support in reaction to preschool students' stress is a key to nurturing self-regulation [15].