

**PERCEPTION OF LIFELONG LEARNING ---
PRIORITY, EXPECTED VALUE AND CONTINUATION OF
LIFELONG LEARNING**

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**PERCEPTION OF LIFELONG LEARNING --- PRIORITY,EXPECTED VALUE AND CONTINUATION OF
LIFELONG LEARNING**

**A dissertation Submitted to the Othman Yeop Abdullah Graduate School of Business,
In Partial Fulfillment of the Requirements for the
Degree of Master of Science Economics
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Abstract

The purpose of this study is to estimate the effects continuation of LL (lifelong learning), expected benefits of LL, and priority of LL, on the LL participant's perception of the role of government, employer, university, family, and self in promoting LL and also the access, quality and cost of LL. A cross-section data were collected from the Universiti Utara Malaysia MBA programme's adult learners through self-administered questionnaires. Descriptive statistics and correlation analysis was used to examine the relationship between the perceptions of LL and continuation, expectation and priority of LL. In addition, the multiple regression models are used to estimate the effects of the continuation of LL, expected benefits of LL, and priority of LL, on the LL participant's perceptions of LL. Results of descriptive and correlation shows there is a positive relationship between the perception of LL and the continuation of education, expectation and priority of LL. Nevertheless, results of multiple regression models, after controlling the influence of socio-demographic variables, it is only the continuation of LL has positive and significant effect on almost all the perceptions except the role government and employer; whereas, the priority of LL has only a positive effect on the perception of government. On the other hand, expected benefit of LL has no significant effects on all the perceptions. Policy implications, discussions and recommendations have been discussed in enhancing government's role in promoting LL in Malaysia.

ABSTRAK

Tujuan kajian ini adalah untuk menganggar kesan sambungan LL (pembelajaran sepanjang hayat), faedah yang dijangka daripada LL, dan keutamaan LL, ke atas persepsi peserta LL mengenai peranan kerajaan, majikan, universiti, keluarga, dan diri sendiri dalam mempromosikan LL dan juga akses, kualiti dan kos LL. Data keratan rentas telah dikumpulkan daripada pelajar dewasa program MBA, Universiti Utara Malaysia, melalui soal selidik yang diuruskan sendiri. Statistik deskriptif dan analisis korelasi digunakan untuk memeriksa hubungan di antara persepsi LL dan sambungan, jangkaan dan keutamaan LL. Di samping itu, model regresi berganda digunakan untuk menganggar kesan sambungan LL, jangkaan manfaat LL dan keutamaan LL ke atas persepsi peserta LL. Hasil dapatan korelasi dan deskriptif menunjukkan bahawa terdapat hubungan positif antara persepsi LL dan sambungan, jangkaan dan keutamaan LL. Walau bagaimanapun, hasil dapatan model regresi berganda, selepas mengawal pengaruh pemboleh ubah sosio-demografi, hanya sambungan LL mempunyai kesan positif dan signifikan terhadap hampir kesemua persepsi kecuali peranan kerajaan dan majikan; manakala, keutamaan LL hanya mempunyai kesan positif ke atas persepsi peranan kerajaan. Sebaliknya, faedah yang dijangka daripada LL tidak mempunyai kesan yang signifikan ke atas kesemua persepsi. Implikasi dasar, perbincangan dan cadangan dalam meningkatkan peranan kerajaan dalam mempromosikan LL di Malaysia turut dibincangkan.

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List of Abbreviation

LLL	Lifelong Learning
OECD	Organization for Economic Cooperation and Development
MoHE	Ministry of Higher Education

CHAPTER 1

INTRODUCTION

1.0 Introduction:

This chapter starts with a brief introduction to the definition of Lifelong learning, and followed by problem statement of the study. Based on the problem statement, the research questions and objectives are identified. Finally, the research significance, limitation and the organization are briefly discussed .

1.1 Background of the Study

In the process of internationalization, modernization and increasing aging population, skills and knowledge have become more and more important in determining individual's capability to get a job, gain an employment, promotion and mobility in the labor market (Thi 2012)

There is a general agreement that in the new era of rapid development of knowledge and technology, individuals, institutions and communities need to learn on a continuous pace in this modern age, hence generating a growing demand for lifelong learning (LL) education.

Delors (1996) had categorized lifelong education into four fundamentals of learning namely; learning to know, learning to do ,learning to live together and learning to be. These fundamentals

of lifelong learning LL are aimed to promote active citizenship, achieving personal fulfillment, gain employment and achieve competitiveness by embracing formal, non-formal and in-formal learning.

Learning is a lifelong journey; it begins from cradle to tomb as it was defined by the Organization for Economic Co-operation and Development (OECD, 1996). Learning activities undertaken in the whole course of human being's life whether traditional or modern is considered as lifelong learning (The Scottish Parliament, 2001). Lifelong learning is very much related with lifelong education and continuing human development, under the objective of generating knowledge, skills and life experiences (Europe, 2003). In modern era, with the development of global economy and the trend of internationalization, in order to cope with this scenario, it is a must for people from all walks of life to pursue the lifelong Learning, so is to Malaysian people.

In 1989, Malaysia government has introduced a policy which is named the National Education Philosophy (NEP), in 1989, the agenda of this policy is to provide a good platform and environment to let Malaysians to be well educated, In order for them become the better citizens who will be living in a more harmonious society. It seems that the NEP aims not only focusing on better education of Malaysia citizen, but also to let it match with nation's objective of becoming a developed nation by 2020. However, as to other nations, the 21st century seems an era with a lot of challenges to Malaysia in order for Malaysia to be a competitive nation in the global market, well educated, highly skillful and experienced labor force can be the great asset to the nation. The nation has to be competitive ever before to cope with the trend of globalization.

In order to achieve this aim, Malaysia has to transform it from its resource intensive economy to a technology and knowledge intensive economy. Hence the training and educating current generation has become the nation's first priority. A knowledge equipped nation can be a prosperous nation economically and socially. So under this mission, the lifelong learning has become a milestone which can facilitate nations to be a competitive nation in 21st century.

In some countries, the promotion of lifelong learning has been the main policy long time ago, Learning is not considered as individual's task, but as a nation's responsibility need to be fulfilled. (UNESCO, Institute for Education, 2002). However, there are still many governments that have not put enough emphasis on lifelong learning, mainly because of lacking of awareness and ideas. These governments always allow lifelong learning to be managed by private organizations. So under this situation, to promote the lifelong learning through enhancing government's role has become a big solution to the problem of current Lifelong learning, (UNESCO 2002).

Hence, the objective of this research is to have a general look at the current lifelong learning in a global basis. At the same time to gain some knowledge and understanding on lifelong learning policy and practices in Malaysia.

1.1.2 Concept of Lifelong Learning.

Lifelong learning is an old concept (Jarvis et al. 1998, pg. 2-3) that has gained new value in terms of both professional development and personal achievement and fulfillment (Bentley,

1998; Jarvis et al., 1998). The concept of lifelong education was first elaborated at the end of the 50s and the beginning of the 60s of the last century in relation to the introduction of education for adults. The concept has moved from one that focuses on economic concern and employability, to broad objectives; learning activities to promote active citizenship, social inclusion, personal fulfillment and employment.

Unlike traditional learning, lifelong learning involves all citizens across lifestyles and cross individuals. According to international labor organization (ILO), lifelong learning ensures that individuals' skill and competencies are maintained and improved at work, ensures the personal and career development of workers that would result in increasing in aggregate productivity and improves social equity (ILO, 2000).

In Malaysia, LL is generally defined as learning engaged by everyone of age 15 and above except professional students (Thi 2012). Professional students are those who are enrolled full-time in school, college and University with the aim of acquiring academic qualification or skills (MoHE, 2011). Fundamentally, lifelong education involves continuous learning from the cradle to grave, engaging in formal learning (via college or University), informal learning (experiential learning on the job) and also learning in personal, social and professional capacity.

1.1.3 Significance of Lifelong Learning.

Many countries around the globe have placed strong emphasis on lifelong learning because of the benefit that it brings to individuals, businesses, communities and nations. For individual, lifelong learning improves the chances of getting jobs; for business lifelong learning is an investment that adds values and generating ideas to firms; for communities, lifelong learning promotes social cohesion and, for the nation, lifelong learning means a strong economy in a global marketplace. Countries such as Japan, South Korean, Singapore and New Zealand had a head start in making lifelong learning a reality with specific framework and policies to implement LL.

Japan, Republic of Korean, Hong Kong, China, Singapore, Thailand and the Philippines have initiated LL with the enactment of various legislations and government policies (ILO,2003), for example, Singapore and China have launched strategic plan namely “manpower 21” and educational blueprint for 21st century’s respectively to development LL in order to meet the demand for knowledge and skilled manpower. In Singapore, the Ministry of Education has also entered partnership with Ministry of Manpower. While in the Republic of Korea; Ministry of Education has been transformed into Ministry of Education and Human Resources and Development, reflecting the government commitment to promote LL in these countries.

A growing number of countries including Malaysia have initiated policies and programs to make lifelong learning a reality However, against the background of lofty statements such as lifelong learning for all, developing human capital and knowledge workers, and creating learning and

inclusive society, the reality in terms of government's effort and participation in lifelong learning and to promote LL among working adults in Malaysia remains succinct.

1.2The need for Lifelong Learning in Malaysia

Malaysia's changing demography, pressure of globalization and rapid technological change have attributed to the importance of lifelong learning. Increase globalization and interdependency of national economies, removal of trade barriers have inevitably affected Malaysia. As response to those changes, Malaysia is moving towards knowledge-intensive economy (K-economy) and away from the traditional labor-intensive industries. The nation is currently experiencing slow growth after the Asian financial crisis 1997-1998. Forty percent of Malaysia household still earns about RM 1200 per month (NEAC, 2010). This is way below government target of achieving 18000 USD annual per household income by year 2020.

In order for the nation to achieve the status of an advanced nation with high income, there is a need to transform our labor intensive and low skilled economy to knowledge-based or high skill economy. However, only a small percentage of the Malaysia labor force is highly skilled or multi-skilled or possesses a tertiary education and qualification (RMK10). hence, LL learning can play an important role in the nation's development.

1.3Lifelong Learning Blue Print of Malaysia

Globalization presents several challenges to all countries, particularly developing nations, including Malaysia. To overcome such challenges, Malaysia needs to formulate its plan and strategies appropriately. The new economic model stipulates that for Malaysia to attain the status of a developed nation by 2020, it must achieve three goals—a high-income economy, inclusivity and sustainability. (Thi 2012)

Lifelong learning expands life choices and enhances people's quality of life. Thus, it is a critical thrust in ensuring the success of the nation's economic development. To achieve vision 2020, it is imperatively that lifelong learning be adopted as a new national agenda in achieving the nation's human capital development.

With an expanding population reaching 34.3 million and a working age (15-64 years) of 26.2 million in 2020.(MoHE 2010). There is a critical need for more employment and training opportunities. While formal education at universities and colleges remains an important component of the country's education system, the development of human capital can be further enhanced through lifelong learning, as it will provide the working population and those who had before missed the opportunity to pursue higher education with a “second chance” to enhance their education levels.

However, for Malaysia to realize its full potential of lifelong learning, it needs to address the following issues and challenges:

- (1) Absence of a full- fledged lifelong learning policy
- (2) Lack of monitoring
- (3) Lack of awareness and participation
- (4) Inadequate financial support

- (5) Inadequate mechanism and infrastructure
- (6) Overlapping lifelong learning activities and programme
- (7) Recognition issues.

The national higher education strategic plan: Beyond 2020 of the ministry of higher education prescribes four strategies for the enculturation of lifelong learning in this country. Namely, to upgrade mechanisms and infrastructure for lifelong learning: to enhance public awareness and participation in lifelong learning; and to provide financial support for lifelong learning.

To implement all the above initiatives, an adequate amount of funding is required to ensure the successful implementation of the initiatives. This amount may represent either a review or reallocation of existing allocations made to various ministries and agencies currently implementing lifelong learning activities and programs or an additional amount deemed necessary based on new requirement.

1.4 Problem Statement

In Malaysia, there are many public and private educational institutions, namely, public Universities and colleges, private universities colleges, foreign universities and college branches, community colleges were built to facilitate Malaysia citizens to pursue their lifelong learning. Malaysia local state and federal government has implemented various policies to help all eligible citizens with their lifelong learning. Employers have big awareness in supporting their employees to gain better knowledge and skill through lifelong learning. More and more

Malaysian people have been able to access to different lifelong learning institutions in different educational institutions.

Table 1.1

Number of higher education institutions in Malaysia:

Total	594
Public	118
Private	476

(Source: Ministry of Higher Education Malaysia 2008)

Despite the high number of higher education institutions, it is claimed that access to LL still insufficient. For instance, according to Ivanova (2002), schools and higher institutions where formal learning takes place are no longer adequate to equip an individual to face the challenges of the fast moving world. There is a need to continue learning throughout one's life to keep pace with what is happening in and around the world (American Association of Retired People 2000).According to the ministry of higher education of Malaysia (MHoE),for Malaysia to realize its full potential of lifelong learning, it needs to address the following issues and challenges (LL blue print, page 1.MoHE):

According to the Ministry of Higher Education of Malaysia, There are many potential barriers for lifelong learners, namely:

- (1) Government's does not implement appropriate and effective policies in facilitating and practice lifelong learning.

- (2) Employers do not have enough awareness in supporting their employees for pursuing lifelong learning.
- (3) Potential lifelong learners and their families seems not fully understand the importance of lifelong learning.
- (4) The accessibility, cost and qualities of various educational institution has be another big barriers for potential lifelong learners.

In the context of Malaysia, where LL is gaining increasing importance, it is very important to examine whether the above barriers exist among the lifelong learners. In particular, the lifelong learners' perception on the barriers. The problem is to examine this perception; it requires empirical data and academically sound methodology. The barriers, if exists, could render the efforts of government in promoting LL in vain, and the noble aim of cultivating a competitive human capital might not achieved as targeted. Moreover, without knowledge the perception of LL learners on the barriers, government policies on promoting LL will generate low return in investment.

For Malaysia to realize its full potential of lifelong learning, there are several issues need to be addressed, such as absence of a full- fledged lifelong learning policy: lack of monitoring; lack of awareness and participation inadequate financial support.(MoHE 2011).Malaysia needs to increase the number of skill workers in its labour force. If the participation of lifelong learning is hindered due to inappropriate perceptions on the LL, Malaysia might not able to achieve the targeted of increasing skill workers and its aims to be developed nations by year 2020 might not

realized easily. In addition, in order to formulate a better LL, understanding of historical and current state of LL initiative in Malaysia is crucial.

1.5 Research Questions

Q1: What is the perception of lifelong learning participants on the role of the government, employer, universities (training providers), self and family for promoting lifelong learning?

Q2: What is the perception of lifelong learning participants on access, quality and cost of the program they are currently pursuing?

Q3: How the perceptions are related and influenced by the lifelong learning participants' expected benefit, continuation and priority of lifelong learning?

Q4: What is the historical and current state of implementation of lifelong learning in Malaysia?

1.6 Research Objectives

In general, the objective of this study is to investigate the relationship between people's perception of LL and their continuation of study, expectation and priority towards lifelong learning. Specifically, it's particularly aims to examine the following:

1. To estimate the perception of lifelong learning participants on the role of the government, employer, university(training provider), self and family for promoting lifelong learning
2. To estimate the perception of lifelong learning participants on access, quality and cost of the programme they are currently pursuing
3. To estimate the effects of the lifelong learning participant's' expected benefit, continuation and priority of lifelong learning on their perceptions of LL
4. To review briefly the historical and current state of lifelong learning implementation in Malaysia

The present study also aims, based on the findings, to give the recommendations to government and LL policy makers, employers and Universities to enhance their roles to promote LL in Malaysia.

1.7 Significance of the Study

This study is important because it provides the empirical evidences on the perception of LL learner on the barriers (such as role of government, employer, access, quality and cost) that they face during their study; how continuation, expectation and priority of LL affect these perceptions and also a brief review on the LL implementation in Malaysia. By knowing these facts, the Malaysia government will have a benchmark to improve and modify its LL programmes. The result of the study can be used to:

1. As a reference for government ,employers and LL institutions to promote and modify LL policies and practices in Malaysia
2. Help the researchers to do further study on this topic
3. Enhance the understanding of the LL learner's perception about the role of the government, employer, university, students themselves and their family for promoting lifelong learning. The result can be taken if necessary to boost the level and effectiveness of LL policies implemented by Malaysia government.

In short, the outcomes of the present study could assist the Malaysia government and other parties to have a clear picture about the current lifelong learning in Malaysia. In addition to generate more knowledge in the field of lifelong learning, the process of identifying problem is utmost in this study. Thus, the second importance of the present study is to give the recommendations to all parties involving in lifelong learning based on the findings.

1.8 Scope of the Study

Since there are 1.1 million of Malaysian (MoHE 2011) are participating in Lifelong learning program in different levels, so it is very difficult to carry out a survey on such a large scale. Under this situation, there are 300 hundred local Malaysia UUM MBA students are selected as the research correspondents, they are UUM based lifelong learning participants students. For the reason, the respondents of this study is UUM MBA based LL participants. So no other MBA

students would better represent as a lifelong learning participants as UUM MBA do for the present research to carry out this study.

1.9 Organization of the Thesis

Chapter 1: An introduction on research problems, research objectives, research questions, research objectives and significance and scope of the research. All these will give readers a general picture about the research. Also gives a general view of the research framework.

Chapter 2: A review of lifelong learning in Malaysia.

Chapter3: A literature reviews the concept and definition of lifelong learning in different literature, also review some findings of previous empirical studies in the field of lifelong learning. Inciting the most contemporary and authorized definition of “lifelong learning”, list down the conceptual frame work on field of lifelong learning, finding the previous empirical study findings. Base on conceptual theory and empirical findings, identifying the gap between the previous lifelong learning findings and current problems.

Chapter4 I: Description of the research design is address. The work is divided into data collection, conceptual model development, and model validation. Basically, this chapter gives a general structure on research methodology, the quantitative method as the main approach for the analysis of the data. The data source is from second source as secondary data, one hundred data will be analyzed by using SPSS.

Chapter 4 II: discusses the data analysis and its outcomes using content analysis technique.

Chapter 5: have a further analysis and modeling.

Chapter 7: Concludes with a discussion on the research questions summarizing how they were addressed in this thesis. The limitations of this work are also discussed as well as recommendations for future research.

CHAPTER 2

REVIEW OF LIFELONG LEARNING IN MALAYSIA

2.0 The Need for Lifelong Learning in Malaysia

Malaysia has a population of about 29 million and a working force of about 12 million in 2009, only 23.2 percent of the workforce has tertiary education, 55.3 percent has only secondary education, 17.5 percent of the country's workforce has primary while 4 percent has no formal education (Table 2.0)

Table 2. 0

Malaysia labor force education level

	2007	2008	2009
Total working population	10.9	11.0	11.6
Tertiary education	20.3	21	24.2
Secondary	56.3	56.0	55.3
Primary	19.3	18.3	17.5
No formal education	4.0	4.4	4.0

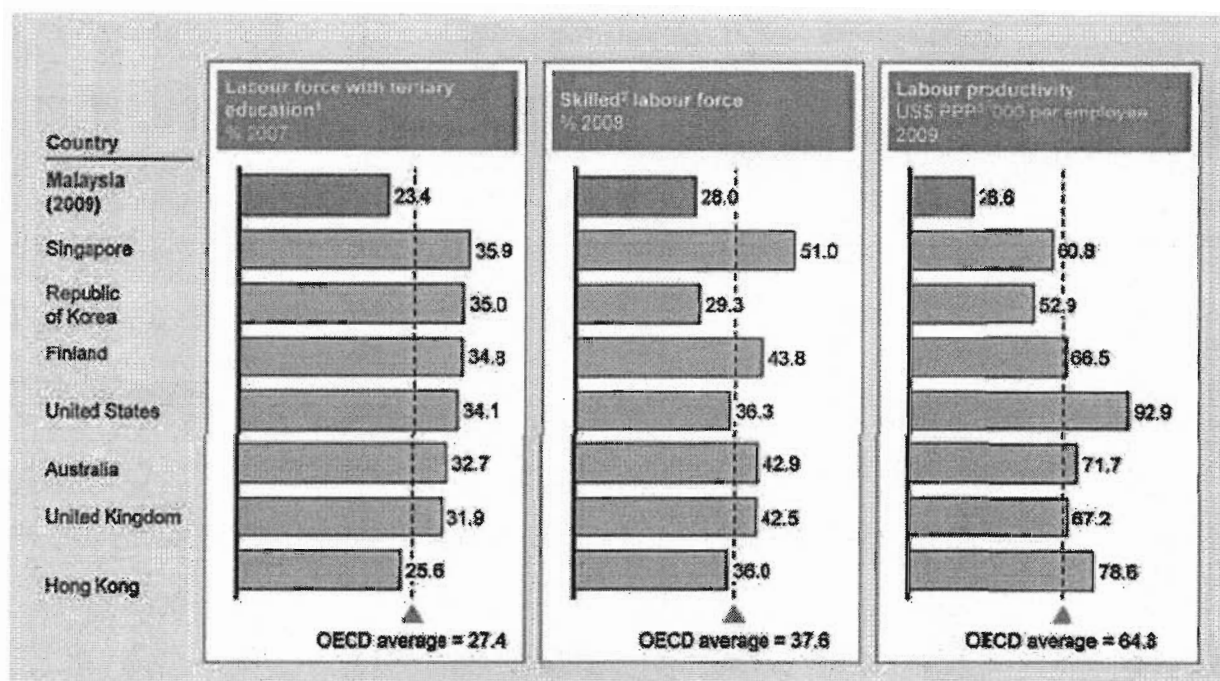
Source: Ministry of Higher Education, MoHE (2011)

Many of the nation's work force is unskilled and semi-skilled. This is insufficient to meet the needs of a knowledge –based economy. Low skilled or semi-skilled workforce needed to be retained to become high or multi-skilled workers. Working adults in Malaysia need to further their education and undergo training to upgrade their skills and knowledge.

Malaysia has a knowledge on the fact that the human capital is the big asset of nation, To generate more human capital is to let more and more labour force to become well educated and highly skilled. This statement is clearly appeared in nation's Tenth Plan. The Tenth Plan is to let the nation become to a developed nation with better and better qualified labour force to transform the nation to a knowledge intensive country (10th Malaysia Plan 2011-2015). In order to fulfill nation to achieve the goal of becoming developed nation, the economy has to be reform to a knowledge intensive one, More well educated ,highly skilled, better qualified labored force have to be educated and trained through lifelong learning programme. So Malaysia need to take those developed nations as examples.

Based on Figure 1, Malaysia's labour force with higher education is 4 points lower from these western (OECD) countries in 2007. But Malaysia is much lower compare with other Asian countries such as Singapore, Korea and the Hong Kong the gap is standing at 12.5 point. 2.2 points and 11.6 points. Respectively, The second chart in Figure 1 tells us that the well-educated labour force in the field of management, professional and other job sectors. So in general the Malaysia is already lagging behind in terms of its education level and training. From the third bar in Figure 1 the average value of Malaysia is still very low compare to the countries in OECD, Malaysia is standing 32.8 lower to those nations mentioned in 2008. From the figures, we can see, Malaysia is already lagging behind from those OECD nations. In order to achieve the goal of becoming a developed nation, Malaysia still has a long journey to go.

Figure 1: Tertiary, skilled and productivity of Labour force



Note:

1. Tertiary education is the educational level following the completion of secondary education i.e. 11-12 years of basic schooling. Colleges, universities, institutes of technology and polytechnics are the main institutions that provide tertiary education

2. Management, professional and other skilled occupations

3. Adjusted to Purchasing Power Parity

Source: World Bank Education Statistics, Economic Intelligence Agency, Internal Labor Organization, Republic of Korea's Ministry of Labor, Singapore's Ministry of Manpower, US Bureau of Labor Statistics(2010)

2.1 Current LL Policies and Practices in Malaysia

Fundamentally, LL has already being practiced in Malaysia. However there are differences in emphasis in terms of the approach to lifelong learning in the context of pursuing economic and social equity objectives, ranging from one that focus on basic learning to learn skills, to a much more instrumental tightly focused on vocational orientation and the social and equity objectives.

In the Malaysia context, lifelong learning also plays a key role in pursue for equality of opportunity in remedying school failures and in contributing to cultural .economic and social development. While many policies identify socio-economic equity as an aspiration, there is some evidence that the advantages to be gained from participation in lifelong accrue to those who have already been most advantaged in their early life education.

However, towards the end of the last century, LLL is often used as a strategic tool to foster a knowledge-intensive economy by many developing nations. The concern by Malaysia government in the rapid globalizing economies is to maintain the competitiveness of its workforce. It cannot be denied that the key for survival of both Malaysia private and public sector enterprises in the era of digital economy and globalization is the training of knowledge and skilled workers. Hence, LLL is imperative for the survival of Malaysia. The nation needs chart out a road map for LLL and continuous training of Malaysia citizens and nurture a pool of multi-skilled workers with state-of –the –art knowledge that is current and relevant.(Thi 2012)

To a larger extent, lifelong learning is also viewed as the responsibility of Malaysia government. However due to the constraint on public expenditures, financing lifelong learning or cost sharing have become a major issue and policy debates among decision makers and practitioners of lifelong learning. The national wants to preserve its heritage, and values, democratic way of life and economic production; educating the adults is imperative. If effort to enhance knowledge, skills and learning abilities are not renewed, the capacity of individuals, communities and nation to adapt to the new environment will be reduced (Dhanarajan, 2010). Democratization of higher

education has since taken place with more private education institutions participate in providing education to Malaysia since the year 1990's.

The role of LLL is further enhanced and acknowledged as a critical agenda for the nation to move towards developed and high-income nation by year 2020 (MoHE, 2007). It is critical that specific LLL policies be drafted to show nation's commitment have been formulated to lay the groundwork and address various issues related to LLL implementation. LLL initiatives undertaken by LLL providers have disarrayed and could not achieve its full potentials. The awareness on the opportunities for LLL, access to programme, quality, costs, program recognition and related prior learning are some of barriers towards the enculturation of LLL among adult learners in Malaysia.

Although there was no explicit policy to promote LLL in Malaysia since the nation gain independence, as early as in the year 1990's, legislations were drafted and existing ones were amended for the purpose of massification and democratization of education. The government aims to make higher education more access to Malaysia.

Five bills related to higher education were passed by the parliament in 1996. These include the "education act", the "University and University Colleges (amendment) Act" Private Higher Education Institution Act (amendment) 2009", the "National Council of Higher Education Act" and the "the Malaysia Qualification Agency Act 2007(replacing the previous Act namely, the national accreditation act board 1996 which has been repealed).

The Education Act (1997) allows the establishment of branch campuses of foreign universities and the creation of private universities in Malaysia .the aim is to allow more Malaysia to have access and to pursue tertiary education. Another impact of this act is the reduction of outflow of about RM 2.5 billion annually for overseas education by Malaysia students (Leong 1997).

Amendments to the University and University colleges Act, has allowed corporation of public universities in Malaysia. Universities that have been corporatized such as University of Malaya would have greater autonomy to manage and operate in a more proactive manner meeting the demands of the rapidly changing market.

The Private Higher Education Act 1996 later amended in 2009 paved the way for private sectors to set up universities and colleges. This act provides for the establishment, registration, management and supervision of, and the control of the quality of education provided by private higher educational institutions. To expedite the formation of private universities, the government had proposed the national utility and resource companies such as Tenaga National, Telekom Malaysia, Petronas to establish Tenaga National University, Multimedia University and Petronas University respectively.

As a result, tertiary education is more accessible for school leavers as well as working adults. The monitor quality of programmes being offered, the National Accreditation Act allows the setting up of an Accreditation board to ensure the quality of programmes offer by private and foreign universities. The national council of higher education is being set up to plan, formulate

and determine future national policies and strategies for the development of higher education in Malaysia.

Some of the important documents that inferred Malaysian government policy positions on LL are cited in the Third Outlook Policy Plan (OPP3), the Eighth Malaysia Plan (RMK8 2001-2005), Ninth Malaysia Plan (RMK 9, 2006—2010) and Tenth Malaysian Plan (RMK 10, 2001—2015). These plans have made references to the strategic importance of lifelong learning as below.

Lifelong learning will become increasingly important in the knowledge-based Economy where knowledge and skills need to be continuously updated and upgraded new skills and expertise will be required to improve employability and productivity.

(OPP3, Malaysia, 2001b, p.162)

During the plan period the principal thrust of Human Resource Development will Be the creation of a strong human resource base to support the development of a Knowledge-based economy and enhance productivity and competitiveness.

(8MP, Malaysia, 2001, p.15)

For the Ninth and Tenth Malaysian plan, effort was to steer the national transformation process towards knowledge-based economy whereby total allocation for human resource development is RM45.15billion.

During the ninth plan period, capacity building will be accorded high priority. Towards this end, comprehensive improvement of the education, training and Lifelong learning delivery systems will be undertaken. Lifelong learning programmes Will be expanded to provide greater opportunities for individuals to improve and Add values to themselves through continuous acquisition of acknowledge and skills.

(9MP Malaysia, 2006, p249)

The above policies put the case for promoting lifelong learning in terms of providing training for Malaysia workforce to gain better qualifications, enhancing their knowledge, skills and to face the challenges of knowledge economy. Nonetheless, the nation still requires comprehensive guidelines for developing and promoting LLL in Malaysia.

2.2 Malaysia New Economic Model

As result of Asia financial crisis that hit the region in 1997-1998, Malaysia is trailing behind in terms of slower economic growth. The nation annual growth prior to the financial crisis was averaging about 9%. Post crisis economic growth rate has plummeted to about 5%. For the past consecutive 15 years, Malaysia government has resorted to deficit budget. The nation is also said to be caught in the middle income trap. The nation has also deviated from its path to become a developed nation by year 2020. To bring the nation back to its original growth path. A radical change is needed in the approach to develop Malaysia economy. A relatively low education attainment was single out as the main barrier for nation transformation to a developed nation.

In 2010, the new economic model (NEM) was launched by the government to drive the nation economic transformation in order for it to attain the advanced nation status by year 2020. Eight strategic reforms initiatives were targeted by NEM namely; to reenergize private sector; developing quality workforce; competitive domestic economy; strengthen public sector; transport market friendly affirmative action; building knowledge based infrastructure; enhancing source of growth and, ensuring sustainability of growth.

The National Economic Advisory Council (NEAC) has identified twelve national key economic areas (NKEAs) to support the eight strategic reform initiatives. Two strategic NEM initiatives namely developing quality workforce and building knowledge infrastructure point to the need for LLL. The aim is to enable the nation to leverage on its human capital in order to spur nation's economic growth.

To support this vision, MoHE (Ministry of Higher Education) had include lifelong learning as one of the seven strategic thrusts to strengthen Malaysia's human capital development and nurture "first class mentality" among Malaysia in the Higher Education Strategic Plan (NHESP). MoHE's NHESP outlines the sixth thrust "enculturation of lifelong learning" that implied lifelong learning must become part of culture and lifestyle among Malaysian. NHESP also proposed four strategies to achieve the objective of the sixth thrust namely: recognition of LLL based on Malaysia quality framework MQF, recognition of prior learning, enhances public awareness and involvement in LLL and, alternative route and mobility programmes to ensure continuity and appreciation for LLL to inculcate LLL as a way of life (MoHE 2007).

In line with the commitment of the government towards LLL in Malaysia, MoHE has launched a blueprint for LLL in 2011. Blueprint on Enculturation of LLL for Malaysia (2011-2012) laid the groundwork for future development of LLL in Malaysia. It is the first comprehensive LLL blueprint, similar to primary and secondary schooling and tertiary education, LLL is the other mainstream of the nation's education system to promote human capital development. LLL is recognized as the third pillar of the nation's education system after school system and tertiary education system.

2.3 Lifelong Learning Practices in Malaysia Prior Year 2012

Lifelong learning is not a new phenomenon because in the early 70s. public institutions of higher learning such as Universiti Sains Malaysia, Universiti Putra Malaysia(Agriculture college), University Technology Malaysia (Technical college), institute technology Mara and Institute Kemahiran Mara had offered various programmes catering for the working adults to upgrade their knowledge and skills. Private colleges such as Stamford College and goon institute had also offered programs for adults who failed to gain the minimum entry requirement for admission into institution of higher learning. Programmes offered by the London Chamber of Commerce and Industries (LCCI) and city and guilds are some of the popular qualifications that attracted many adult learners to upgrade themselves.

2.4 Formal Lifelong Learning

Open University Malaysia (OUM) is the first institution of higher learning to offer distant learning programmes to Malaysia. Though distance learning is not uncommon because such model is already being offered by Universiti Sains Malaysia through its Center for Distant Learning (Pusat Pengajian Jarak Jauh) and University of London .

In recent years, MoHE has also granted open distance learning status to Wawasan Open University (WOU), Asian e-University (AeU), Al-Madinah International University (MEDIU), International Center for Education in Islamic Finance (INCEIF) and University Tun Abdul

Razak (UNIRAZAK). Similarly, many private education training centers have partnered with public universities to offer short term education training centers have partnered with public universities to offer short term executives training programmes and post-graduate degree such as MBAs and Doctor in business administration. These LLL centers include Angkasa Training centre, Rezzen, Progressive heritage Co Ltd., Tan Chong Education service and IKIP.

The growing awareness of continuous education and the flexible entry system provides leeway for adults who did not completed formal education but with relevant working experience to gain entry into various lifelong learning to obtaining some form of qualification that include certificate, diploma, degree or post graduate degree is still the preference of lifelong learners (Khairuddin, 2004). Learning programmes are structured with clearing outcomes and objectives which are conducted in institution such as Universities, Polytechnics or community Colleges.

2.5 The Role of the Universities

Public universities have played an important role as LLL providers with various short and long term courses being offered to adult learners. These programmes ranging from certificate level to post-graduate degree such as MBA, MSc and doctor degree. Research universities namely Universiti Sains Malaysia (USM), Universiti Kebangsaan Malaysia (UKM), Universiti Putra Malaysia (UPM), Univesiti Teknologi Malaysia (UTM) and International Islamic University Malaysia (IIUM) are actively promoting formal LLL programmes to Malaysia Public. These

universities have set up respective centres such as UMCCed, UTM-SPACE, UTM-BATC, USM-SDE, UUIM-CPD and ICCE to conduct LLL program at certificate and diploma levels

Table 2.1

Research Universities in Malaysia which provide various lifelong learning programs

number	Name of the institution
1	UNIVERSITI MALAYA (UM)
2	UNIVERSITI SAINS MALAYSIA (USM)
3	UNIVERSITI KEBANGSAAN MALAYSIA (UKM)
4	UNIVERSITY PUTRA MALAYISA (UPM)
5	UNIVERSITY TEKNOLOGI MALAYSIA (UTM)
6	INTERNATIONAL ISLAMIC UNIVERSITY MALAYISA (IIUM)

Non-research public universities also promote formal LLL programmes to Malaysian (table2.1). The programmes being offered are identical to those being offered by the research Universities. In other words, duplications of LLL programmes are common in the context of LL education in Malaysia.

Among non-research universities, UUM is active in promoting executive diploma and certificate programmes are being offered in collaboration with private institutions such as Advanced Continuous Education (ACE), VS management consultancy, Angkasa Training Center (ATC), supply chain professional academy, progressive heritage Co,Ltd. Professional and executive management services, Shingo U and fine Art lifelong learning academy. Non-degree courses are also being offered by University Malaysia Pahang (UMP), Islamic science University of Malaysia (USIM). University of Technical Malaysia (UTeM), Universiti Teknologi Mara (UiTM)

and University Tun Hussein Onn Malaysia (UTHM).Overall, the focus of all public universities is also offering both degree and post-graduate degrees to adult learners in Malaysia.

Table2. 2

Non-research Public universities and LL education.

NO.	NAME
1	UUM
2	UniMAS
3	UMS
4	UPSI
5	UITM
6	UMT
7	UTHM
8	UTeM
9	UMP
10	UniMAP
11	UDM
12	UMK
13	UPNM
14	UniMAP
15	UPNM

Private Universities such as University Tun Abdul Razak (UNITAR) and University Tunku Abdul Rahman(UTAR) offer non-degree programmes via college of open learning (UNIRAZAK) and center for extension Education (UATR) (Table 2.4).

Table 2.4

Private Universities which offering LL programs

NO.	NAME
1	UTP
2	UNITAR
3	UTAR
4	MMU

2.6 The Roles of Polytechnics and Community Colleges.

The setting up of community colleges and polytechnics are aimed to provide opportunities for high school graduates who have completed the Malaysian Certificate of Education (SPM) to further their education. Both certificate and diploma programmes are being offered in these two types of institution.

Table 2.3

Number of participants in lifelong learning programmes at community colleges 2009-2010.

NO	Community	2009	2010
1	Kolej Komuniti Arau Perlis	6396	6571
2	Kolej Komuniti Bandar Darul aman ,Kedah	5144	5665
3	Kolej Komuniti Sungai Petani Kedah	3582	2902
4	Kolej Komuniti Langkawi Kedah	1693	1102
5	Kolej Komuniti Kulim Kedah	652	1308
6	Kolej Komuniti Baling Kedah	2308	326
7	Kolej Komuniti Kepala batas Kedah	5082	3028
8	Kolej Komuniti Bayan Baru , Pulau Pinang	2584	2503
9	Kolej KomunitiTelukIntan ,Perak	2336	2659
10	Kolej Komuniti Chenderoh Perak	2496	2117
11	Kolej Komuniti Gerik Perak	2496	2117
12	Kolej Komuniti Sungai Siput Perak	1298	2090
13	Kolej Komuniti Pasir Salak	3262	3576
14	Kolej Komuniti Sabak Bernam ,Selangor	2812	2102
15	Kolej Komuniti Kuala Langat Selangor	2487	5702
16	Kolej Komuniti Hulu Selangor Selangor	2112	1989
17	Kole Komuniti Hulu Langat Selangor	2944	5380
18	Kolej Komuniti Selayang Selangor	2541	2364
19	Kolej Komuniti Jempol Negeri Sembilam	1256	2100
20	Kolej Komuniti Jelebu Negeri Sembilam	3643	3131
21	Kolej Komuniti Rembau Negeri Sembilam	1020	
22	Kolej Komuniti Tampin Negeri Sembilam	996	
23	Kolej Komuniti Bukit Beruang Melaka	4507	3574
24	Kolej Komuniti Masjid Tanah Melaka	3046	4131
25	Kolej Komuniti Selandar Melaka	3046	2256
26	Kolej Komuniti Jasin Melaka	2131	2634

27	Kolej Komuniti Segamat Johor	4141	3732
28	Kolej Komuniti Ledang Johor	4680	3014
29	Kolej Komuniti Bandar Penawar Johor	2762	4484
30	Kolej Komuniti Semagat 2 Johor	2228	3395
31	Kolej Komuniti Pasir Gudang Johor	5109	3492
32	Kolej Komuniti Kuatan Pahang	4507	4058
33	Kolej Komuniti Bentong Pahang	3513	3011
34	Kolej Komuniti Temerloh Pahang	6582	3938
35	Kolej Komuniti Paya Besar Pahang	3645	4254
36	Kolej Komuniti Rompin Pahang	3556	3160
37	Kolej Komuniti Kuala Terengganu Terengganu	4406	3910
38	Kolej Komuniti Kok Lanas Kelantan	1942	877
39	Kolej Komuniti Kuching Sarawak	1224	1876
40	Kolej Komuniti Mas Gading Sarawak	1254	1791
41	Kolej Komuniti Miri Sarawak	348	
42	Kolej Komuniti Tawau, Sarawak	2089	2356
	total	123,061	121,003

(Source: Thi 2012)

Although, community colleges are considered potential lifelong learning hubs, however, these colleges mainly offer short courses ranging from several days to a year to school leavers or working adults. Currently, there are 27 polytechnics and 64 community colleges located at various parts of the country (MoHE). However, not all community college are offering LLL programmes to local community (table 2.3). The community colleges are mainly providing conduit for school leavers especially those students who failed to gain entry into polytechnics and matriculation colleges.

2.7 The Roles of Private Higher Educational Institutions (private HEIs)

Two major developments that promote private higher educational institutions (private HEI) to actively participate in LL education are the call by the government to promote lifelong learning among Malaysia citizens and the inability of public Universities to provide enough flexibility

such as scheduling , entry requirements and shorter study duration which are needed by working adults. These adults require flexibility of having classes in the evenings and during weekends, sudden change in time scheduling, shorter study duration and also taking into account of their related prior learning.

Table 2.4

Private higher education institutions in Malaysia.

NO.		2009	2010
1	Private HEI with University status (inclusive of online distance learning institutions(ODL) Open University Malaysia(OUM), Wawasan Open University, University Tun Abdul Razak (UNITAR) danpusatpendidikanKewanganislamAntarabangsa (INCEIF)	23	20
2	Private HEI branches with University Status / different entities	24	22
3	Private HEI with University status (branches from foreign Universities University of Nottingham in Malaysia(UNIM), Monash University Malaysia(MUSM) Curtin University of technology, Swinburne University of technology (SWINBURNE) Newcastle University medicine Malaysia(NUMed)	5	5
4	Private HEI with college University status	21	20
5	Private HEI without University status	403	393
	TOTAL	476	460

(Source: Thi 2012)

Currently they are about forty-five private universities, twenty university-college and 393 private colleges in Malaysia. Similar to public universities and college universities are offering certificate, diploma and post-graduate degrees such as masters and PhD programmes. Private HEI is more flexible, understand this category of adult learners as well as able to develop and deploy good marketing and push strategies to bring education to adult learners. Arokiasamy and Ong (2008) have also highlighted reasons private institutions are favored by adult learners. Firstly, the lower the entry qualification as private HEIs generally accepts adult learners who generally are academically weak. Private HEIs have provided a second chance for adult learners

to further their study while a programme is diverse for adult learners to choose. Thirdly, the ability to learn and earn since courses and programmes are offered on a part-time basis with flexible schedule. Fourth, flexible study duration enable adult workers to choose either a short duration programmes or can opt for a longer study duration. Fifth, private HEIs offer flexible route leading to degree as students can choose to study a degree directly or through certificate, diploma and higher diploma at their own pace. Sixth, flexible medium of instruction and English is mainly used for conducting the programmes. Seventh, private HEIs provide easy access and favorable locations because many they are located at towns and major cities in Malaysia. Eighth, the programmes offered by many private HEIs are internationally recognized and readily accepted by multi-national companies. This enable upward mobility and provide job opportunities in other countries for adult learners and, tenth, blurring of distinction between education and training since many LL programmes are considered as both training and formal educations.

2.8 Non-Formal Lifelong Learning

In Malaysia, non-formal lifelong learning programmes do not lead to the conferment of formal qualifications (Khairuddin, 2004). These non- formal programmes are mainly carried out by the various government ministries and agencies and appear predominately in the context of community learning. According to Ahmad (2004), prevailing development success of Malaysia today is also attributed to the concerted effort in implementing non formal LLL programmes. LLL was regarded as a strategy for correcting socio-economical imbalance and eradicating

poverty especially among urban poor and rural dwellers. One of the most successful non formal programme was those undertaken by the Community Development Division (KEMAS) set up 1961 by the ministry for rural development. Together with the Institute for Rural Advancement (INFRA), both agencies play an important role in addressing the needs of target groups and empower the rural community to take full responsibility for the planning and operation of non-formal LLL and community learning centers.

Opportunities for non-formal of lifelong learning also take place in the workplace and the on the job training .The ministry of human resource development council (HRDC) and human resource development fund (HRDF) play a key role in promoting this form of LLL among Malaysia workforce.

Besides, National Skills Development Council (NSDC) was set up to promote skills development among Malaysia via its 877 training centers and 534 private training institutions. others ministries such as Ministry of Rural Development , Ministry of Youth and Sports, Ministry of Agriculture and Agro-Based Industry, Ministry of Education and Majlis Amanah Rakyat (MARA) also conduct LLL programs for government employees and general public.

2.8.1 Informal Lifelong Learning

Informal lifelong learning does not have any structure and set objectives in terms of learning outcomes or leading to formal recognition. It usually initiatives of individuals from their interest and individuals from their interest and involve participants of all ages and across all levels of

society. According to Gan (2004), informal LLL are community based programmes that meet the needs of community in terms of career training. Community interest, self-improvement, basic education and literacy. Among the active informal LLL providers are Malaysia Grid for learning (MyGfL) which is a one stop center for country's LLL agenda. Besides the Ministry of Rural and Regional Development through its agencies such as RISDA, IKBN, KEMAS promote LLL to rural communities to be knowledgeable and self-reliance. Malaysia Chinese association (MCA) is also actively promoting informal LLL among local Chinese communities.

2.8.2 Malaysia Grid for learning (myGfL)

MyGfL aims to promote and support the lifelong learning agenda in Malaysia. It is a platform that enables anyone to learn, unlearn and relearn from anyway at any time using the web. The critical components of MyGfL framework are addressed in terms of content, standard and technology. The content of MyGfL has targeted a wide range of learners from all ages ranging from children, teenagers and adults. The platform consists of a portal, leaning support system and various tools to support leaning activities. MyGfL provides guidelines for content development. The standard adopted are to enable interoperability, reusability, manageability, accessibility and discoverability of MyGfL content and systems (Zailan and Azmi, 2006).

It is expected through MyGfL, lifelong learning can be promoted to rural community and to all levels of society in Malaysia. Including physically disadvantaged community such as hearing impaired learners. Unfortunately there is a significant shortage of content in Malay language and the issues of the racial and multi- racial audience of learners in the Malaysian society.

Furthermore, the e-readiness of Malaysians namely; the ability to make use e-learning resources and multimedia technologies effectively among various learner groups differ based on geographical regions. Also digital divide in terms of broadband penetration that is the key to enable multi-media rich content that demand for high speed infrastructure for e-learning to be effective is yet to be put in place. However, the government has pledged to boost the country broadband penetration rate promises for promoting LLL via e-learning.

2.8.3 MCA Lifelong Learning Initiatives

Aware of the importance of lifelong learning, Malaysian Chinese associations (MCA) had taken the initiative to launch a nationwide campaign in promoting lifelong learning.

The objective of the campaign is to nurture a progressive Malaysian citizen and instill a learning culture in the communities and the nation to embrace lifelong learning with various strategies including a positive learning mindset, promoting the reading habit and encouraging adults to attend short courses. Lifelong Learning Centers (LCCs) at the community level were set up and focusing on the short courses and non-formal programmes. The LCCs are operating under a standard model that can be replicated to develop more learning opportunities for local communities. Among the programmes, conducted include public talks, leisure activities, voluntary and charitable activities and reading clubs. However, the number of activities has been reduced due to the lack of fund.

CHAPTER 3

LITERATURE REVIEW

3.0 Definition of Lifelong Learning

Generally, lifelong learners comprised mainly of adults who are working full time while pursuing their education on a part-time basis. Lifelong learning also includes learning beyond the formal setting especially those who have reached adulthood or who are no longer remain in the formal education system, namely; the school system and tertiary education systems.(MoHE 2000) Various LLL programmes are being developed to meet the demand of adult learners who encountered a limitation duo to work commitment and the need to upgrade themselves continuously. The traditional school system is not structured to cater for the needs of this category of learners. Hence a new architecture of education and training system are to be developed to carter these lifelong learners.

OECD (1996) defines LLL as all purposeful learning activity from cradle to grave that aims to improve knowledge and competencies for all individuals who wish to participate in learning activities. The European Commission defines LLL as all learning activities undertaken throughout life with the aim of improving knowledge, skills and competence within personal, civil, social and employment perspective. Lifelong learning is also about providing second chance and opportunities to learn and update the basic skills to potential adult learners (ESAE, 2007).

Fundamentally, lifelong learning education involves continuous learning from the cradle to the grave, engaging in formal learning (via college or University), informal learning (experiential learning on the job) and also learning in personal, social and professional capacity.

Traditional learning practices stereotypically involved learning in formal education and training undertaken while young. This was found to be insufficient for the individuals to cope with the advent of the information era and the digital revolution. Modernization, globalization and the emergence of knowledge –based economy had compelled individuals to learn continuously in order to face with new challenges and gain new knowledge to cope with the rapid changing world.

Unlike traditional learning, lifelong learning involves all citizens across lifestyles and across individuals. According to the International Labor Organization (ILO), lifelong learning ensures that individual's skills and competencies are maintained and improved at work, ensures the personal and career development of workers that would increase in aggregate productivity, income and improve social equity.(ILO 2000).

Thus, here is my own definition of LLL, in the present study, the lifelong learning is defined as. Learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places.

3.1 Concept of Lifelong Learning

Lifelong learning development is a very crucial aspect in the livelihood of every individual in society. According to Ivanova (2002), the traditional education institution, such as schools, universities where the formal education is practicing cannot cope to educating people to be competitive in this rapidly changing world. So one's learning has to catch up with the trend of development and change in this dynamic world (American Association of Retired People, 2000). In this 21st century, it is become more and more important for people to learn in a day by day basis, in addition, the government has a big role and responsibility to facilitate its citizen to be well educated people. So the government has to provide resource, infrastructure and opportunity for people to pursue their lifelong learning.

The definition of lifelong learning has been variously defined by different nations; hence, the practice of lifelong learning is largely diversified. Different government has different priority in lifelong learning followed by different lifelong learning policies. However, in 21st century, more and more nations have put a bigger and bigger role in promoting lifelong learning. Those developed nations are looking for better ideas, this lagged behind nations has started learn from developed nations. The Scottish Executive (2004) different definitions has a similarity, which is the understanding of lifelong learning, all definitions have emphasize not lonely on formal and informal education, but also in the working environment. The definition of lifelong learning also include the people's attitude towards their life, their daily experience, their vales and experience and skills which absorbed from daily life.

According to Commission for European Countries, lifelong learning is a continuous learning process, which should be practices in the whole course of one's life. The lifelong learning activities range from updating skills, expanding knowledge, gaining experience and improving competence. In European union , the member state are required to impose the sattigic lifelong learning policies to well educate and train their labour force in order for them to match with the competitive global market in the world. These are the main targets set by European commission in 2010. It says all capable citizens should have an upper secondary education certificate at their age of 22. There must be 12.5% of whole population of EU participate in lifelong learning which are very highly recognized by European governments, societies and NGOs.

In 1997, Delor wrote a report, it says that Learn to do, learn to be ,learn to know and learn to live together has been the four main pillars of lifelong education in 21st century (UNESCO Institute for Education, 2002). The report says all human beings need to gain knowledge, skill and experience to cope with the changing nature and environment. The report also says that the encouragement among people to learn, and think and do in a creative way is also a very good way to pursue the lifelong learning. The concept of lifelong learning has provided a general review to individual, society and nation to fully involve into all forms of learning, the objective is to let all human beings to be better citizens of the earth.

In reality, many people are misunderstood and confused; they always think that lifelong learning is always related only with adult education. On one hand, this is because many people are not yet able to distinguish the definition of informal learning and formal learning in institutions. (UNESCO Institute for Education, 2002). In general, many people might do not have enough

understanding towards Lifelong learning, many people are not able to distinguish between formal learning and informal learning. In order to let these people have a basic understanding, here, the Delor (1996) have decided Learning in to four categories

1. Formal learning (learning in a very traditional way, we call it as schooling. Normally it is taken place at formal education institutions. Like school and universities. After the completion of study, learners are granted with a certificate and qualifications)
2. Non-formal learning (learning activities which is out of formal learning environment, for purpose of learning a new skill, like swimming, driving.),
3. Occupational and personal related learning activities for job promotion and self-development (taking music class, foreign language learning, on job training, communities services)
4. Informal learning which do not have any clear and structured objective normally are very practical in daily life. Learn from what we see, learn from what we hear, learn from our experience, learn from social life, and learn from our family members, friends and relatives.

3.2 Empirical Studies on Perception of Lifelong Learning

Lifelong learning refers to learning across the lifespan, and it encompasses the personal, cultural, social and environmental context that relate to, and impact on the nature of the education in general and learning in particular. As Plomp, Anderson, Law and Quale (2003) point out,

lifelong learning is a direct response to the need to equip people to live and work successfully within today's rapidly changing society. It is particularly concerned with improving access to learning opportunities and encouraging people to take greater responsibility for their own learning. Ellyard (1992) argues the education system needs to create both a system and a culture of lifelong learning as one of its missions if we are to prosper in 21st century. We need, he says, to be as broadly educated as possible, so that we can adapt to the changes we will experience throughout our lives. Dewar (2004) considers ongoing learning a vital element of a successful, healthy, vibrant, democratic society for the future. Thus, the importance of LL has been clearly pointed out in literature.

In line with these considerations, Chapman and Aspin (1997) documented reasons a group of adult learners gave for undertaking further education from two perspectives. The first is the extent to which the reasons accord with the concept of lifelong learning, as it is commonly understood in the literature. The second is the extent to which these reasons align with reasons generally put forward as to why adults engaged in ongoing learning.

There is no doubt that we live in a world that is rapidly changing, which certain work skills being made redundant and modern products and services being dependent on the synthesis of knowledge from all Ares. As Ellyard (1992) observes, people rarely stay in the same career or jobs for their entire working life. They are expected to up skill and retain as an ongoing part of being employed. New jobs are constantly being created, and new skills are required for these. We can no longer, Ellyard argues, pack into a brief and busy period of formal education. Most of the knowledge that is needed for success in today's society. People must, therefore, be encourage leave school with a desire to be lifelong learner, and to have the skills needed to sustain lifelong learning .these skills include high levels of literacy and numeracy and knowledge of how to

access and synthesis information. People, Ellyard says, should also be supported to attain the confidence to be a lifelong learner and the opportunities to take up lifelong learning. He also argues that lifelong learning provides people who fail in our school system with “second chance learning”. He concludes that a lifelong learning system of education, in which the focus is on the process of learning rather than on content, must be our destination.

Hicks and Slaughter (1998) cite building, who conducted futures workshop with groups of adults. Building aimed, in this workshop, to help participants visualize their preferred future worlds. Amongst the first seven themes regularly emerging from her workshops was “education taking place on the job”. In a subsequent study (also cited in Hicks and Slaughter), building reported that 30% of her workshop participants wanted education for all, ongoing for life, holistic and community-based. Her findings suggest that a good number of people perceive some form of lifelong learning-whether on the job or throughout life – as necessary for a desirable future.

Tough, cited in Hicks and Slaughter (1998), considers what future generations might ask us to prioritize for an ideal world. He suggests their answers would include providing futures-relevant education for all ages, fostering learning about “big questions” and offering widespread learning opportunities for all from early childhood to late adulthood. He contends that they would ask for a wide array of methods and environments for people of all ages to learn about the future prospects of their civilization and their regions. This range of learning opportunities would help people of all ages understand global issues, think skeptically and critically when appropriate and encourage them to engage in learning throughout their lives.

These findings give an implicit indication of why adults in today’s society participate and engage in forms of lifelong learning. But do their stated reasons tally? A cross-national study involving

Norway, Great Britain and Spain looked at what motivates adults to participate in adult learning (Sargant, 2001). The motivators identified related to work, personal development and acquisition of formal educational qualifications. Comments such as “to develop myself as a person” and “I am interested in the subject or topic” were prevalent. The need to develop self-confidence, an intrinsic interest in learning for learning’s sake and recognition of the extrinsic utility of learning were particularly evident in the participants’ response.

In his study of factor facilitating adult learning in the United State, Justice (1997) found that 80% of adults attending the school for new learning reported personal change and growth and the opening up to them of new areas of knowledge and experience as the most significant outcomes of their studies. He suggests most adults in their 30s come to learning with a need to produce and contribute, with a second area of concentration centered on a personal or family agenda, beyond the age of 40, the need for learning as a path to personal growth and development is especially evident.

Nunn’s (1998) investigation in Britain of motivational differences between Open University (OU), mature, and traditional university students revealed that OU and mature respondents were more likely than the traditional students to rate intrinsic approaches to learning (gaining personal satisfaction, developing the mind, stretching oneself mentally) as very important factors in their education. The difference in rating scores between these students and the traditional students was statistically significant. For example, 25 of the 34 OU students, 29 of the 36 mature and 4 of the 35 traditional students gave a high rating to intrinsic motivation.

In a new Zealand study by Stewart, Cartner and Gibson(2004), the learning stories of adult learners enrolled in adult and community education course were researched for two reasons; (1)

to gain an insight into the learning pathways of adult learners; and (2) to explore the motivations for and challenges of participation in adult learning. Both intrinsic and extrinsic factors were investigated. The researchers concluded from their findings that adults participate in adult learning for many reasons that tend to be interconnected and difficult to separate out. However, opportunities to engage in learning at a time the learners found convenient and relevant to their present work/personal needs, and the ease with which they could access the learning, appeared vital in encouraging the study participants to take up learning. The benefits the participants saw accruing from their learning –enhanced employment prospects, greater work satisfaction, personal confidence and self-esteem, and a new love of learning – suggested those factors would see them continuing to access lifelong learning opportunities.

The fact that adult learners use experiences from their past when faced with new learning situations is also not new in the research literature (Burns 1995a, Knowles 1990, Merriam & Brockett 1997a), whereas specific research about the impact of past experiences upon the development of adult self-perception are difficult to find.

The effects of self-perception upon adults entering new learning situations are also not explicit within existing research, but researchers have noted that intrinsic motivation prompts many adults to learn. This research highlighted the possible links that motivation is influenced by perception of self as a learner.

Burns suggested that results of learning experiences become permanent knowledge or change only when ‘adults receive intrinsic reward with the discoveries they make’ (Burns 1995a:256),

highlighting the need for research about self-perception. Burns also suggested that adult educators must be aware of learners' attributes if they are to encourage meaningful and active participation (Burns 1995b).

A Canadian study (Zhang and Palameta 2011) showed that among adult workers who participated in LL, there were clear wage effects for those who not participate in LL, but minimal returns for those who did not. This study also found that the wage benefits from LL learning were clear for men of all ages and younger women, but that older women workers experienced higher hourly wages combined with static overall earning; the researchers attribute this to job-switching by women who were able to maintain earnings through shorter term LL.

One recent study has examined the combined effects of LL on earnings and employability. The authors argue that previous studies have tended to examine each in isolation. Their work, based on longitudinal labour force data, shows evidence of an employability effect; people who are LL learners are more likely to be in work, especially if they have been out of the labour market for some time. When taken together with wage effects, the employability benefits help produce quite significant increases in overall earnings (Dorsett, Liu and Weale, 2010).

In a review of LL, Veronica McGivney reported that participation in LL has positive consequences for mental health (McGivney 2009). One British study of people short-listed for LL awards found that almost nine out of ten reported positive emotional or mental health benefits, albeit among what is clearly a rather skewed sample (Aldridge and Lavender 2007). In one study, four-fifths of learners aged 51 -70 reported a positive impact on such areas as

confidence, life satisfaction or their capacity to cope (Dench and Regan 1999; see also Schleiter2008). There is also some evidence from projects involving health providers in referring selected patients to LL opportunities (James 2004)

Survey data demonstrate a close association between participation in LL and engagement in a variety of social and civic activities, though as these are cross-sectional survey findings they cannot show causation (Field 2011). Participation in learning tends to enhance social capital, by helping develop social competences, extending social networks, and promoting shared norms and tolerance of others (Schuller et al 2009).

3.3 Conclusion

Based on the reviews in Chapter 2 and 3, we can conclude that to study the perception of lifelong learning, there are eight dimensions, namely, lifelong learning participants' on the roles of government, employers, Universities, family, self, access, cost and quality . In conclusion, most of the researchers have highlighted the importance of the LL. Some says the importance of LL in terms of enhancing the roles of government, employers and Universities to promote LL in a social and national basis, some also emphasis the cost, quality and access of LL, in terms of letting them not be a burden for the whole society to participate in LL. A general agreement has come out, in order to promote the perception of LL, there are some works have to be done by government, employer, universities, family and LL participants themselves.

CHAPTER 4

RESEARCH METHODOLOGY

4.0 Introduction

This chapter primarily outlines the overall research methodology, detailed development of hypothesis, sampling procedure used for this survey and sources of data. The method that was used to collect the data for statistical analysis is discussed in this chapter.

4.1 Sampling Design

Sampling design is a master plan specifying the methods and procedures for collecting and analyzing the information. The design is to ensure that all information gathered is appropriate for solving the research problem.

4.2 Population and Sample

The population of the study comprised of 300 adult students who were enrolled in 2011/2012, MBA programmes offered by College of Business, University Utara Malaysia. Based on Sekaran (p.87, 2000)'s table for determining a representative sample size, for a given population of 300, a sample size of 169 would be needed to represent a cross section of the population. Thus, the present study's targeted sample size is set at 169. The MBA students were approached and participation in this survey is voluntary. A census approach is designed for the present study.

Data collection of the present study is described in the following section. There are 100 completed questionnaires are returned, The return rate of the completed questionnaire is 59.1%”

4.3 Data Collection Method

A survey has been conducted to gain better understanding of LL learners’ perceptions for their participation in LL; specifically the aim is to examine LL learner’s perception towards the role of the government, employers and training providers in promoting LLL. Students’ perception towards quality, cost and accessibility to LLL programs in general were also examined. Finally the motivations for LL learners who had participated in LLL were also explored. For this purpose, a self-administrated survey was conducted on adult MBA students (who are pursuing LLL programmes). A questionnaire has been designed specifically for the purpose of the present study.

According to the Bell (1997) the aims of a survey is to obtain information which can be analyzed and patterns extracted and comparison made. All respondents were asked the same questions in, as far as possible, the same circumstances. This study will be focusing on the Lifelong learning participants’ perception in relation with government policies towards lifelong learning. The questionnaire is used as the main tool to collect data from the respondents, the advantage of using questionnaires are this tool is relatively low in cost and the closure of respondent’s name will lead to more openness and truthful responses (Schermerhorn, 2000)

A self-administered survey is conducted for adult students who are pursuing their MBA programs in Universiti Utara Malaysia. All MBA students are enrolled in 2012 academic years

are the targeted sample. Participation is voluntary and the students are approached to participate. A total of 300 sets of questionnaires were distributed to all MBA students before the class and they were asked to return the questionnaires at the end of their class 12-16 July 2012. A total of 100 or 33.33% sets of questionnaire were successfully collected. Since the participation of survey is voluntary, this response rate of 33.33% can be considered acceptable. As pointed out by Sekaran (2000), voluntary survey is normally has low response rate. The data entered into the software (SPSS, version 19) and a screening (using frequency distribution of all variables) is performed to the data to minimize data entering errors.

4.4 Design of the Questionnaire:

The questionnaires are in English because the UUM MBA program is conducted in English and thus, the students have no problem in answering questionnaires in English. The questionnaire has five (5) sections as detailed below:

Section A: **background information** ---obtain information about the programme and training Centre that respondents pursuing their study.

Section B: **perception measurement**—to measure the perception of respondents on the role of government, employer, University, family and self.(Meyer, Gamast and Guarino 2006)

Section C: **perception measurement** – to measure the perception of respondents on access, quality and cost of the programme they are currently pursuing (Meyer, Gamast and Guarino, 2006)

Section D: **expected program outcome** – learn about the benefits that respondents get from the programme they are currently pursuing.(Meyer, Gamast and Guarino, 2006)

Section E: personal background information and plans.

The five-point liker scale is used to measure the level of agreement as shown in Table 3.2 except for section A. section A involves respondents demography. Hence, the scale is in a form of categorical. In order to answer the questionnaire, respondents have to select their choice of answer based on the five –point scale according to their opinion on each question. The Appendix 3 presents the questionnaire.

Table 4.0

Measure the level of agreement

Five –point scale	Choice score
Strongly disagree	1
disagree	2
Neutral	3
Agree	4
Strongly agree	5

4.5 Data Analysis

The data collected will be analyzed by using the Statistical Package for Social Science Program (SPSS) version 19.

4.6 Pilot Study

The purpose of performing pilot study is to ensure that the respondents are understood with the items in the questionnaire. By doing a pilot study, the feasibility of the study was investigated (the reliability of the measuring tools and its acceptability). So that potential problems could be identified and resolved before commencing the actual study. The information gained was used to improve the items in questionnaire where applicable. This procedure is necessary before the collecting the data. The pilot study was conducted based on a group of ten respondents in UUM from 6th—8th February 2012.

The findings of the pilot study assist the researcher in the improving questions that are considered to be vague or unclear to the participants. Necessary changes and improvements have done on questionnaire to ensure that the questionnaire is fully understood by respondents.

4.7 Reliability Test

For constructs which are measured by multiple items (such perceptions on the role of government), in order to ensure that the items are measuring the underlying construct consistently, the reliability of the items in questionnaire was tested by using Cronbach's Alpha or called Alpha coefficient to show the internal consistency of the items According to Sekaran

(2003), the closer the reliability coefficient to 1.00 is the best and as a rule of thumb, the acceptable alpha coefficient should more than 0.7.

Besides reliability test, validity test is a test to identify whether the items measure the underlying constructs as they should measure, for instance, in face validity, the items was referred to the experts in order to confirm the items asked were measuring the underlying constructs. However, since the items in the present study are taken from literature, no validity tests are needed.

4.8 Descriptive and Correlation Analysis

Descriptive statistics such as frequency distributions, mean, standard deviations and cross-tabulation tables are performed to the categorical and discrete (or continuous) variables respectively. These provide a quick feel about the perceptions of LL participants and how it relates to expected benefit, priority and continuation of LL.

Correlation analysis is performed to examine the linear relationship between variables under studied in particular how the perceptions are correlated with the expected benefit, priority and continuation of LL. Pearson correlation coefficients are estimated for these variables. The symbol of a correlation coefficient is r , and it ranges from -1.00 to +1.00. Mathematically, the formula of Pearson correlation coefficient is:

The mathematical formula for computing r is

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

When n is the number of pairs of the data

A correlation coefficient tells two things about the relationship between two variables: the direction of the relationship and its magnitude. The interpretation of the strength of correlation according to Meyer et al (P89, 2006) is as follows:

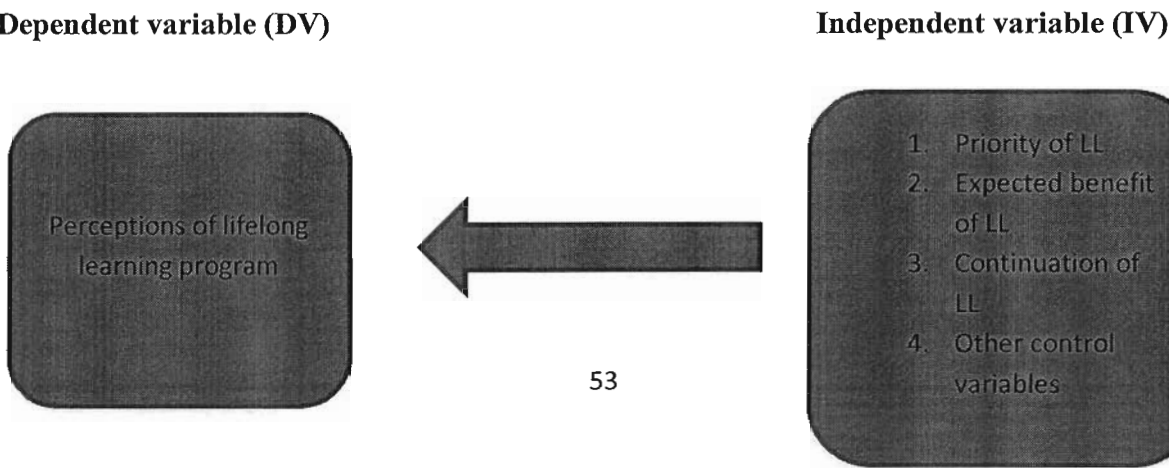
Table: 4.1

Interpretation of strength of correlation coefficient

Value of coefficient	Relation between variables
0.5	Large
0.3	Moderate
0.1	Small

4.8 Econometric Modeling

Based on the literature reviews, the following framework is formulated:



The perception of LL participants on the role of government, employer, university (training provider, family, self, access, quality and cost are the dependent variables which are influenced by the independent variables (priority on LL, expected benefits of LL, continuation of LL and other control variables such as age, income and education levels). Based on this framework, multiple regression model could be estimated with the following specification:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \alpha_1 C_{1i} + \dots + \alpha_j C_{ji} + e_i \dots(1)$$

Where

$i=1, \dots, n$ (sample size)

$j=1, \dots, j$ (number of control variables)

Y =perception of LL participants

X_1 =expected benefits

X_2 =priority of LL in life

X_3 =continuation of LL

C =control variables (priority of Lifelong Learning, Expected outcome and Continuation of Study)

e = error term

The multiple regression model (1) is estimated using the Ordinary Least Squares (OLS) method which minimize the sum of squared error (SSE), as below:

$$\min \sum_{i=1}^n \hat{e}_i$$

and the OLS estimators in matrix notation are:

$$\hat{\beta}_{OLS} = (X'X)^{-1}X'y$$

4.9 Conclusion

This chapter has described the development of the research model for this study. The research methodology and the research design have been explained following the research framework and econometric modeling. Different statistical tests, such as data screening, factor analysis and correlations analysis are used to examine the relationship among the variables of interests. Multiple regression models is also used to further explore into the relationship of perceptions of LL to the variables of interests , i.e., expected benefit of LL, priority of LL and continuation of LL, while controlling the influence of other variables such as age, income and education level.

CHAPTER 5

RESULTS AND ANALYSIS I

5.0 Introduction

This chapter presents the findings of the study. All data were analyzed using statistical package for the social sciences (SPSS) version 19.0 for windows. Frequency and percentage distributions, mean and standard deviations were utilized in analyzing the respondents' demographic characteristics, such as gender, age, qualification and years of schooling, age and positions. The Pearson correlation coefficient was used to determine the existence of any relationship between the variables.

5.1 Profile of Respondents

5.11 Gender

Both male and female respondents are well represented as 58.0 percent of respondents are male and 42.0 percent are female. The result shows there is a good balance between male and female in terms of participation in LLL .(See table 5.0).

Table 5.0

Respondent's gender

Gender	Frequency	Percent
Male	58	58.0
Female	42	42.0

5.12 States of residence:

The respondents who have completed the questionnaires mainly come from six states in Malaysia. The majority of the respondents come from Federal Territory KL (71.0 percent), Kedah and Perak (1 percent each), Penang (15 percent), Sabah (1 percent) (See Table 5.1).

Table 5.1

Origin state of the respondents

State	Frequency	Percent
KL	71	71.0
Kedah	1	1.0
Pulau Penang	15	15.0
Sabah	11	11.0
Perak	1	1.0
Selangor	1	1.0

5.13 Ethnic group

Table 5.11 shows more than half of the student sample are Malay (67 percent), this is followed by India (16 percent), Chinese (13 percent), and other ethnic group.

Table 5.11:

Respondents ethnic origin

Ethnic origin	Frequency	Percent
Malay	67	67
China	13	13
India	16	16
Other	4	4

5.14 Respondent's age

Table 5.12 shows that more than half of the respondents come from the age group of 30-39 years old; this age group comprised of 53 percent of the sample. This is followed by students who are in the 20-29 age groups (28 percent). A total of 17 percent of the respondent is between 40-49 years old, while it is only 2 percent of the respondents are above 50 years old.

From Table 5.12, it can be seen that when the age group increases from 20-29 to 30-39 years old, the number of respondents who are pursuing lifelong learning education increased. As the age group increases from 40-49 to above 50 years old, the number of respondents who are pursuing lifelong education decreased. This result implies that participation of LLL among senior citizens is relatively low. One possible reason is the UUM MBA program is a formal LLL programme which is targeting at mostly the working adults.

Table 5.12 :

Age group.

Age	Frequency	Percent
20-29	28	28.0
30-39	53	53.0
40-49	17	17.0
Above 50	2	2.0

5.15 Respondents marital status

From Table 5.13, it is found that more than half (62 percent) of the respondents are married and 33 percent are single. The remains are either widow (2 percent) or divorce (3 percent).

Table 5.1*Respondent's marital status*

Marital status	Frequency	Percent
Single	33	33.0
Married	62	62.0
Window	2	2.0
Divorced	3	3.0

5.2 Education level and employment related characteristics

5.2. Education level

Table 5.20 indicates that majority of the respondents have completed bachelor degree education , 27 percent of respondents have master degrees. It is only 4 percent of respondents have diploma degree.

Table 5.20*Respondents' education level*

Education level	Frequency	Percent
Diploma	4	4.0
Degree	69	69.0
Master	27	27.0

5.2.2 Employment status

From a total of 100 respondents, 43 percent of the respondents work in the public sector, 49 percent of them work in the private sector, 1 percent is self-employed. We can see that employees both from the public and private sectors have almost similar high initiative in participating lifelong learning (see table 5.21).

Table 5.21*Respondents employment status*

Employment status	Frequency	Percent
Government	44	44.0
Private	51	51.0
Self	5	5.0

5.2.3 Employment sector

In terms of employment sector, Table 5.22 indicates that 21 percent of the respondents are employed by public sector; 17 percent are employed by manufacturing sectors; 24 percent are employed by business and finance sectors; 9 percent are in education sector; 6 percent are in transport sectors.

Table 5.22*Employment sector*

Sector	Frequency	Percent
Agriculture	2	2.0
Mining	1	1.0
Electricity	2	2.0
Transport	6	6.0
Manufacturing	17	17.0
Construction	4	4.0
Business	11	11.0
Financial	13	13.0
Education	9	9.0
Public	21	21.0
Others	14	14.0

5.2.4 Current position

From Table 5.23, as expected, the majority of the respondents are from the middle-upper management, executive or supervisory positions in their organizations.

Table 5.23

Current position

Current position	Frequency	Percent
Senior manager	16	16.0
Administrator	17	17.0
Executive	22	22.0
Supervisor	29	29.0
Analyst	16	16.0

5.2.4 Monthly income

From Table 5.23, we can see that a total of 7 percent of the respondents earns less than RM 2,000 per month; whereas more than half of respondents earn RM2, 000-RM4, 000 per month. This is followed by RM 4,000-6,000 per month (23 percent), and above RM 6,000 per month (11 percent).

Table 5.23

Level of respondent's salary

Salary (RM)	Frequency	Percent
Less than 2000	7	7.0
2000-4000	59	59.0
4000-6000	23	23.0
Above 6000	11	11.0

5.3.0 Sources of financing of LL

Nearly half (43 percent) of the respondents self-financed their LL. A total of 26 percent of the respondents are sponsored by their employers; 23 percent of the respondents obtained EPF withdrawal for their LL; 5 percent of the respondents have study loan from banks; 2 percent of respondents are supported by their families; and one percent of the respondents paid their LL tuition through HRDF.

The result infers that self-paying is the main source of financing, while the employer sponsored are the second source of the finance for LL learners. On the other hand, it is found that there is very little finance assistances were obtained from HRDF to pursue these programs. Incentive in terms of providing affordable financial assistance to adult learners were also clearly lacking from banking institutions in Malaysia.

Table 5.3.0
Respondents' sources of finance

Sources of financing	Frequency	Percent
Self	43	43.0
Family	2	2.0
Bank loan	5	5.0
Employer	23	23.0
EDF	13	13.0
HRDF	1	1.0

5.3.1 Priority for Pursuing Lifelong Learning:

Slightly more than half (51 percent) of the respondents perceived lifelong learning is a important priority in their life, while 39.0 percent of them perceived lifelong learning has a high priority in

their life. However, about 10.0 percent of the respondents perceived that LL is not yet a priority in their life. This result implies that there is a strong demand for education in general and lifelong education in particular because lifelong education has been a high or important priority in 90 percent of respondents.

Table 5.3.1

Priority for pursuing LL

Level of priority	Frequency	Percent
High	39	39.0
Important	51	51.0
Not yet	10	10.0
No priority	0	0

5.4 The Role of Government, Employers and Universities, Family and Self in Promoting Lifelong Learning:

The roles of government, employers and universities in promoting LLL among working Malaysia were also examined. Five items were developed and measured with scale of “1” indicates strongly disagreed while scale of “5” indicates Strongly Agreed. The results are shown as (Table 5.4).

Table 5.4

Mean for government perception

ITEM	MEAN
Perception on the role of the government in promoting LLL among Malaysia	4.30
Perception on the role of the employer in promoting LLL among Malaysia	3.18
Perception on the role of the university in promoting LLL among Malaysia	3.97
Perception on the role of the family in promoting LLL among Malaysia	4.47
Perception on the role of the self in promoting LLL among Malaysia	4.01

The respondents had agreed that the government has created awareness on the importance of LLL among Malaysians as it was ranked relatively high with a mean score of 4.30, however, compared to family roles, the government was ranked slightly lower in promoting awareness of LLL among Malaysia.

Although many employers are aware of the importance of LLL and encourage their staff to participate in LLL, but it was ranked the lowest compared to other items (3.18). The respondents also agreed that LLL providers such as universities have played a key role in promoting awareness of their LLL programmers to adult learners (3.97).

Among all items, the family and self has played the best role in promoting lifelong learning, with each scored a mean of 4.47 and 4.01.

5.5. The Issue of Quality, Costs and Access on Lifelong Learning Programs.

An analysis of LL learners' perception on the quality, costs and accessibility of the LLL programs which is stated as follow:

1. Perceived quality of the program (quality),
2. Perceived cost of the program (cost)
3. Perceived accessibility of the program (access).

Table 5.5

Perception on access, quality and cost of LL

Item	Mean
Quality of programs being offered	3.70
Cost of programs being offered	3.86
Access of programs being offered	3.90

From the Table 20, the respondents rated favorably on the quality of LLL programs provided by the university with a mean value of 3.70.The cost of the program scored a mean of 3.86, which is much higher than the midpoint of the 5-point Likert scale. In terms of costs and affordability of the programs, generally the respondents agreed the programs are affordable, value for the money and cheap compared to similar programs conducted by training centers.

In short, accessibility to the program (access) is seen by the respondents as the most important factor (3.90), followed by the cost of the programmes (mean 3.86) and quality of the programmes (mean 3.70). Lifelong learning providers need to take note of these facts when designing new programmes as these factors play a role in students’ decision to enroll in lifelong programmers.

5.6 Expected Program Outcome:

Based on Table 23, the respondents acknowledged the main motivation to participate in LLL is to enhance their knowledge and skills (mean values of 4.53 and 4.47 respectively). This is followed by improve their self-esteem (4.46), to continue their study at a higher level (4.44) and, to motivate their family members (4.36). These expectations are non-tangible in nature. On the other hand, the tangible expectations for pursuing LLL are ranked as follow: enhance my current job security (4.23), get a job in another organization (3.89), have a better working environment (3.73), obtain salary increment (3.30), and secure a promotion in organization (3.32).

The study indicates the main motivation for respondent's participation in LLL is non-tangible in natural compared to tangible motivations, this auger well for the enculturation of LLL among Malaysia. Lifelong learning can be internalized as a continuous journey to gain new knowledge and skills through an individual life.

Although LLL has been in existence, Malaysia working adults have yet to take advantage of the benefit of lifelong to develop their self-potential. There are several issues that need to be addressed for the enculturation LLL among citizens of Malaysia to be successful.

Table 5.5

Respondents expected study outcome:

Item	Mean
Increase my knowledge	4.53
Improve my skill	4.47
Secure a promotion in my organization	3.32
Obtain the salary increment	3.30
Get job in other organizations	3.89
Have a better working environment	3.73
Enhance my current job security	4.23
Improve my self-esteem/ self-confidence	4.46
Further my study	4.44
To motivate my family members	4.36

5.6.1 Continuation of the Education:

Table 5.6: Continuation of the education

Continuation of the study	Frequency	Percent
YES	86	86.0
NO	14	14.0

Approximately two thirds of the respondents said that they would like to continue their LL education after the current LL study, only 14 percent of respondents said that they will not continue their LL education.

5.7 Reliability tests

Table 5.7 : Cronback Alpha for various constructs

Cronbach's Alpha	N of Items and Constructs
.714	10 (expected outcomes)
.719	5 (perceptions on government)
.814	5 (perception on Employer)
.829	5 (perception on Universities)
.774	5 (perception on family)
.739	5 (perception on self)

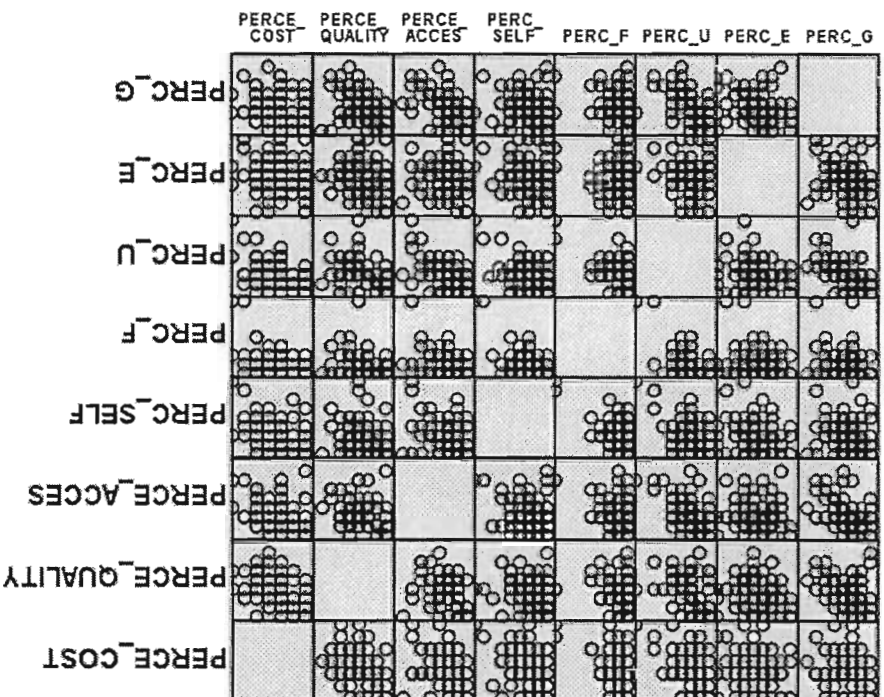
In reliability test for learning expectation, the Cronbach Alpha value for items on transformational learning expectation is .714. Thus the variable is reliable to be executed for further analysis. For other constructs such as perceptions government, employers, universities, family, self. The Cronbach Alpha also more than 0.7. Thus, there are no issues of reliability in combining the items as it is.

5.7.1 Linearity and normality tests

Data screening is performed to ensure the gathered data are linear, normal and homogenous. To test the linearity, the researcher has performed scatter Plot. In addition, normality was tested by measuring the values of skewness and Kurtosis. M-box plot must be not significant at $p < 0.001$.

Table 5.7.1 below is the scatter plot grafts showing the linearity pattern between dimensions, from the diagram, it shows that all scatter plots graphs are linear.

Table 5.7.1 Scatter plot of variables



To test the normality, skewness and kurtosis values are referred. The following table is indicators for for skewnes and kurtosis.

Table 5.7

Skewness and kurtosis values.

Perception	Skewness	Kurtosis
Government	-0.570	-0.192
Employer	-0.221	-0.90
University	-0.96	1.932
Family	-2.425	8.814

Self	-0.915	1.213
Access	-0.829	0.719
Quality	-0.142	-0.657
Cost	-0.168	-0.507

Table 5.7, it shows that the Skewness and Kurtosis values for all dimensions are between ± 1.96 .

Hence, the data are normally distributed.

5.8 Correlations and cross tabulation analysis

Correlation analysis is performed to examine the relationship between independent and dependent variables .

Table 5.8

Relationship between perceptions and expected outcome.

	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Government	0.314 (0.001)	0.351 (0.000)	0.282 (0.004)	0.172 (0.087)	0.154 (0.127)	0.346 (0.000)	0.081 (0.424)	0.187 (0.062)	0.306 (0.002)	0.272 (0.006)
Employer	0.129 (0.200)	0.047 (0.644)	0.468 (0.000)	0.542 (0.000)	0.141 (0.162)	0.259 (0.009)	0.079 (0.433)	0.155 (0.124)	0.098 (0.333)	-0.28 (0.783)
University	0.512 (0.000)	0.553 (0.000)	0.270 (0.007)	0.119 (0.240)	0.262 (0.009)	0.392 (0.000)	0.253 (0.011)	0.471 (0.000)	0.551 (0.000)	0.366 (0.000)
Family	0.559 (0.000)	0.572 (0.000)	0.152 (0.130)	0.300 (0.766)	0.359 (0.000)	0.344 (0.000)	0.165 (0.000)	0.536 (0.000)	0.578 (0.000)	0.503 (0.000)

ess	0.441	0.475	0.261	0.142	0.492	0.328	-0.014	0.493	0.551	0.329
	(0.000)	(0.000)	(0.009)	(0.159)	(0.000)	(0.000)	(0.891)	(0.000)	(0.000)	(0.000)
lity	0.430	0.568	0.344	0.181	0.340	0.344	0.237	0.390	0.366	0.392
	(0.000)	(0.000)	(0.000)	(0.072)	(0.000)	(0.000)	(0.018)	(0.000)	(0.000)	(0.000)
t	0.205	0.341	0.364	0.302	0.259	0.197	-0.022	0.188	0.263	0.253
	(0.041)	(0.001)	(0.000)	(0.002)	(0.009)	(0.049)	0.824	(0.062)	(0.008)	(0.011)
	0.317	0.405	0.370	0.325	0.042	0.191	0.129	0.381	0.432	0.426
	(0.001)	(0.000)	(0.000)	(0.001)	(0.000)	(0.057)	(0.201)	(0.000)	(0.000)	(0.000)

Note: D1=expected benefit of knowledge ; D2=EB skill;D3=EB promotion;D4=EB salary;D5 EB job;D6=EB environment; D7=EB job security;D8=EB self-confidence,D9=EB future study;D10=EB motivation The values in parenthesis represent p-values.

Table 5.8 above indicated that perceptions are positively and significantly correlated with expected study outcome. The correlation coefficient value (r) indicates that the relationship is strong. For these correlation coefficient value (r) which are not significant at value 0.05, they are considered has very small minor effects to the study in the simply analysis, in the next chapter, we will add more variables to have a more precise analysis.

- (1) From Table 5, perception of government support is significantly and positively correlated with the expected benefits except D4 (EB salary), D5 (EB of job) and D7 (EB of job security).
- (2) Perception of employer support is significantly and positively correlated with the expected benefits except D1 (EB of knowledge), D2 (EB of skill),D7 (EB of job security),D8(EB of self-esteem).
- (3) Perception of University support is significantly and positively correlated with the expected benefits except D1 (EB of knowledge) D2 (EB of skill) and D7 (EB of job security).D8 (EB of self-esteem), D9 (EB of further study),D10 (EB of family members)..

- (4) Perception of family support is significantly and positively correlated with the expected benefits except D3 (EB of Promotion), D4 (EB of salary increment)
- (5) Perception of self-support is significantly and positively correlated with the expected benefits except D7 (EB of job security).
- (6) Perception of access is significantly and positively correlated with all the . Expected benefits
- (7) Perception of quality is significantly and positively correlated with all the expected benefits except D 7(EB of job security) and D8 (EB of self-esteem).
- (8) Perception of quality is significantly and positively correlated with all the expected benefits except D7 (EB of job security).

Table 5.9

Relationship between Perceptions and priorities in lifelong learning.

Perception	Priority 1	Priority 2	Priority 3	Priority 4
Government	4.189	3.6569	3.2222	3.830
Employer	3.0946	3.2157	3.1111	3.1750
University	4.3108	3.7843	3.5000	3.9700
Family	4.7432	4.2843	4.1667	4.4650
Self	4.3108	3.8431	3.7778	4.010
Access	4.1486	3.8431	3.0556	3.8950
Quality	3.9054	3.6373	3.2778	3.7050

Cost	4.1081	3.6765	3.8333	3.8550
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Note: the values represent the mean value scored in the perception items.

Table 5.9 , it shows that in general, respondents who have high priority in LL have a higher mean value of perceptions (on the role of government, employer, university, family, self, access, quality and cost) than respondents who have low priority in LL. Nevertheless, the mean value of the perceptions is more than 3 (above the mid-point of the 5-point likert scale). In short, there are positive relationship between the perceptions and priority of LL in life.

Table 5.9.1

Relationship between perceptions and continuation of the education:

Perception	Yes	No
Government	3.9244	3.2500
Employer	3.1919	3.0714
University	4.0470	3.5357
Family	4.5116	4.1786
Self	4.0640	3.6786
Access	3.9709	3.4286
Quality	3.7733	3.2857
Cost	3.8779	3.7143

Note: the values represent mean value scored in the perception items.

Table 5.91 indicated that in general, respondents who express their willingness to continue in their LL have higher mean values of perceptions compared to respondents who do not wish to continue their LL. Perceptions are positively and significantly correlated with continuation of the

education. In another words. Those with higher perception has higher initiative to further their education.

4.8 Conclusion

Results of descriptive, cross-tabulation and correlation analysis reveal that in general, there are significant relationships among the variables in particular the perceptions of LL, priority of LL, expected benefit of LL and continuation of LL.

CHAPTER 5

RESULTS AND ANALYSIS II

6.0 Introduction:

This chapter is specifically designed to do the further and in-depth analysis by using multiple regression models which estimate the effect of continuation of LL, expected benefits of LL and priority of LL on the perceptions. Goodness of fit tests are performed on the estimated models as well.

6.1 Basic Models

First of all, the multiple regression models are estimated without any control variables. This enables us to have a quick feel about the effects of the continuation of LL, expected benefit of LL and priority of LL on the perceptions.

Table 6.1

The estimated basic models (without control variables)

Variable	Model 1 Government	Model 2 Employer	Model 3 university	Model 4 family	Model 5 self	Model 6 access	Model 7 quality	Model 8 cost
Priority	0.3809177 (0.024)	-.2330017 (0.286)	.3119447 (0.026)	.2162428 (0.030)	.2162428 (0.030)	.1755692 (0.264)	.1772552 (0.352)	.2944757 (0.077)
Expectation	-0.4679095 (0.022)	-.1454073 (0.482)	-.2692325 (0.108)	-.1133692 (0.650)	-.1133692 (0.650)	-.3678137 (0.101)	-.3739724 (0.099)	.0163281 (0.933)
Continuation	0.2614427 (0.039)	.1968549 (0.092)	.4486877 (0.000)	.5091052 (0.005)	.5091052 (0.005)	.3998957 (0.000)	.1831712 (0.052)	.2735913 (0.012)
Cons	3.038142 (0.000)	2.535222 (0.000)	2.12895 (0.001)	2.207984 (0.019)	2.207984 (0.019)	2.437819 (0.000)	3.235979 (0.000)	2.488061 (0.000)
Goodness of fit tests								

multicollinearity(VIF)	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13
General specification(link test)	0.805	0.472	0.001	0.000	0.008	0.022	0.780	0.113
Heteroscedasticity tests (BP test)	0.5432	0.7729	0.6232	0.0000	0.8980	0.6350	0.0397	0.324
F-test	0.0002	0.2971	0.0000	0.0005	0.0005	0.0000	0.0352	0.0020
R square	0.2001	0.0304	0.3269	0.3381	0.2275	0.2312	0.0808	0.1335

Note: The values in parenthesis and the values of goodness of fit tests (except VIF) represent p-values

6.2.0 Goodness of Fit:

From the table 5.1, we can see the value of VIF is between 1.07 and 1.13. The value is much lower than 5. That means there is no mild or serious multi-collinearity problem. There are some problems in other goodness of fit tests such as normality, for instance, as indicated by the p-value which are less than 0.01, some of the estimated models are not correctly specified. These are expected as the model is basic model without control variables.

6.2.1 Priority

From table 5.1, Model 1 to 8, we can see that, in general, the priorities of LL have a positive and strong relationship with all perceptions (Model 1-8). The LL learner's priority has the strongest effect on perception of government and university; it is followed by the perception on cost, family and self. Perception on access and quality also almost equally affected by priorities. However, the priority has a negative effect on perception on employers.

In general, the LL learner's priorities in LL have a positive effect on their perceptions in promoting LL. In another words, those LL participants with higher priority always have higher perceptions except perception on employers.

6.2.2 Expected value of LL

From the Table 5.1, we can see, only the LL learners priority has a positively affect to the perception on cost (Model 8).The rest seven models tell us the there is a negative effect of expected value of LL on other perceptions (Model 1-7). However, these effects are insignificant at 5% level except perception on government. In another words, those LL participants with higher expected value have lower level perceptions on government.

6.2.3 Continuation of the education

From Table 5.1, it is shown that the continuation of education has a positive and significant effect on perception of the roles of all parties in Malaysia in promoting LL. In other words, those LL learners have initiative to continue their study always have a good or a higher perception compared to those LL learners who are not planning to continue their LL study.. The strongest effect of continuation of education on the perceptions are the perception on family and self; this is followed by perception towards the role of the university and access.

6.3 Further Model

Variable	Model 1 Government	Model 2 employer	Model 3 university	Model 4 family	Model 5 self	Model 6 access	Model 7 quality	Model 8 cost
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6. 3.1 Goodness of the Fit

From Table 5.2, we can see that the value of VIF is between 1.07 and 1.13 .The value is much lower than 10. That means there is no multi-con-linearity. In terms of the general specification test, there are no evidences that there are specification errors in the estimated model except Model 4 and 5; a similar finding is found for heteroscedasticity test. However, the F-test shows that the estimated models are a significant model on overall including Model 4 and 5. This shows that the specification error is related to the heteroscedasticity problem and thus, for these two models, the models are estimated with heteroscedasticiy robust standard errors (robust standard error).

Table 6.2:

The estimated further models (with control variables)

ty	.4353529 (0.013)	-.3061119 (0.063)	-.222846 (0.092)	-.1999112 (0.122)	-.1726422 (0.266)	.139949 (0.317)	-.0877094 (0.627)	-.2063124 (0.162)
ected value	.0547294 (0.731)	-.4327255 (0.075)	-.1268741 (0.512)	-.0918077 (0.627)	-.0717541 (0.753)	-.1559792 (0.449)	-.3677781 (0.169)	.1868036 (0.389)
nuation	.2204896 (0.062)	.1879635 (0.110)	.4111033 (0.000)	.4935419 (0.000)	.5143763 (0.000)	.4859937 (0.000)	.3104384 (0.018)	.3610393 (0.001)
y	.3610208 (0.044)	.3223046 (0.078)	.2940767 (0.046)	-.0070956 (0.960)	-.040505 (0.813)	.2701691 (0.084)	.1722825 (0.390)	.3184224 (0.054)
	-.2774837 (0.308)	-.2484368 (0.362)	.0400928 (0.855)	.0376558 (0.860)	-.3298074 (0.203)	.1836497 (0.431)	-.1838951 (0.541)	-.0561269 (0.819)
	-.1623343 (0.455)	-.0914186 (0.672)	.0698774 (0.687)	.2710675 (0.113)	-.2902747 (0.158)	.1944197 (0.294)	-.0508942 (0.831)	-.0746223 (0.701)
e	.3190666 (0.111)	.3108327 (0.119)	.0673776 (0.672)	-.0049273 (0.975)	.1400457 (0.457)	.1960068 (0.249)	.0013885 (0.995)	.145714 (0.415)
oma	.3679942 (0.379)	.3378254 (0.423)	-.3720846 (0.274)	-.0156016 (0.962)	-.4421173 (0.270)	.0839889 (0.596)	.0248012 (0.957)	.195639 (0.606)
ernment	.2193989 (0.246)	.1852563 (0.318)	-.0865198 (0.561)	-.2198433 (0.133)	-.2267833 (0.198)	.0839889 (0.596)	-.3502596 (0.089)	-.2336431 (0.163)
ager	-.2508983 (0.204)	-.213937 (0.280)	-.0028613 (0.986)	.2120783 (0.174)	.2544226 (0.176)	-.1974883 (0.244)	-.1865155 (0.393)	-.05033 (0.777)
cialist	.1072913 (0.622)	.0888166 (0.684)	.0974761 (0.579)	-.1534973 (0.372)	.1896514 (0.360)	-.0277945 (0.882)	-.0342455 (0.887)	.2633953 (0.182)
ylist	.0194618 (0.963)	-.0339984 (0.936)	-.4374562 (0.199)	-.3299793 (0.321)	-.3377696 (0.399)	-.4607618 (0.203)	-.1086406 (0.816)	.1532242 (0.686)
ge	-.0219581 (0.944)	-.0405431 (0.897)	.5108593 (0.046)	.3072741 (0.216)	-.3116885 (0.297)	-.1144867 (0.671)	-.0520103 (0.881)	.2734042 (0.336)
ployer	.228936 (0.279)	.273462 (0.202)	.1263833 (0.462)	-.1522966 (0.365)	-.3765163 (0.065)	-.0153899 (0.933)	.1911939 (0.418)	-.1700378 (0.377)
OF	1.473262 (0.074)	1.414623 (0.088)	.5955042 (0.369)	.5580169 (0.389)	-.2860113 (0.714)	.1697361 (0.809)	1.049022 (0.250)	.9579977 (0.198)
s	2.262269 (0.000)	3.29558 (0.000)	2.101223 (0.000)	2.41949 (0.000)	2.268874 (0.001)	1.44412 (0.017)	2.888519 (0.000)	1.992919 (0.002)
Goodness of the fit test								
F)	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13	1.07-1.13
neral ecification(link t)	0.779	0.600	0.065	0.000	0.185	0.812	0.1408499	0.556
ttest	0.1625	0.3978	0.7825	0.0000	0.0382	0.9899	0.4076	0.9952
est	0.0030	0.0037	0.0000	0.0000	0.0002	0.0000	0.0000	0.0044
quare	0.3168	0.3123	0.4407	0.4368	0.3724	0.4121	0.1950	0.3079

6.4.0 Priority

From table 5.2, we can see, among all the eight estimated models, it is only Model 1 show a positive and significant effect (at 5% level) of priority on perceptions. This means that the LL learner's LL priorities have a positive and significant effect on the perceptions on roles of government. The Model 2, 3, 4 5, 7.8 have negative effects and Model 6 has a positive effect on perceptions; however, these effects are not significant at 5% level.

6.4.1 Expected value of LL

From Table 6.2, the effects of the expected benefit of LL are all insignificant on all perceptions.

6.4.2 Continuation of the Education:

From table 5.2, column 3, it shows us the continuation of study or not have significant (at 5% level) and positive effects on the perceptions except Model 1 and 2. From model 1 to model 8, all the eight models have a positive partial coefficient of continuation of LL study. In other words, those LL learners who have initiative to continue their study always have higher degree of perceptions. Among all, the perception on self, access and family are strongly affected by the continuation of the LL education.

5.6.0 Conclusion

Results of econometric modeling indicate that after controlling the influence of the socio-demographic variables, it is only the continuation of LL has positive and significant effect on almost all the perceptions except government and employer; whereas, the priority of LL has only

positive on perception of government. On the other hand, expected benefit of LL has no significant effects on all the perceptions.

CHAPTER 6

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

7.0 Introduction

Previous chapter discussed the results of the data that were acquired to test of the research model, in this chapter, the empirical tests are summarized and discussed in the practical and theoretical implications 'point of view. In addition, limitations and suggestions for future research are also provided. Furthermore, the chapter also attempts to discuss the research framework to confirm the relationship between perception of LL and continuation, priority and expectation of the LL

7.1 Discussions

Nine million out of the 12 million Malaysian workforce have less than 11 years of schooling (MoHE, 2011). Malaysia has been talking about lifelong learning (LLL) for a long time. The Malaysian government has highlighted LLL as a priority in order for the nation to face the highly competitive world. It is acknowledged that despite of the initiatives undertaken by our government to promote lifelong learning, the responses from the Malaysian public felled below expectation. This will inhibit efforts to transform Malaysia's economy towards knowledge-intensive economy (K-economy).

Past leaders have highlighted the importance for the need for a first world mentality to match with the first world infrastructure .the need to transform the Malaysia economy to K-economy is no longer an option but a necessity. LLL is the fundamental pillar in this transformation. The desire

to engage in learning can occur at any point during an adult's lifetime. It is unlikely that a single type of course and method in delivery LLL will fit an adults entire life periods. The fundamentals of lifelong learning are being highlighted by Delor (page 27 1996):

"There is a need to rethink and broaden the notion of lifelong education, not only must it change In the nature of the work, but must also constitute a continuous process of forming whole human beings: their knowledge and aptitudes as well as the critical faculty and ability to act, it should also enable people to develop awareness of themselves and their environment and encourage them to play their role at work and in the community".

7.2 General issues and challenges of Lifelong Learning in Malaysia

Although LL has been in existence, Malaysia working adults have yet to take advantage of the benefit of lifelong to develop their self-potential. There are several issues that need to be addressed for the enculturation LLL among citizens of Malaysia to be successful.

Major concern related to lifelong education in Malaysia is limited access to lifelong learning opportunities due to various reasons ranging from lack of physical access, limited programmes, and lack of recognition of skills gained earlier formally and informally or the financial means to pay for lifelong education. Until year 2011, there are no specific guidelines that provide the direction for the development of LL education in Malaysia.

The absence of a comparative lifelong learning policy has resulted in proliferation and disarray development of LLL initiatives in both public and private education institutions, duplications in

terms of the types of programme being offered by LLL providers, especially among public universities resulted in non-optimization usage of learning resources.

Although many adults' learners are satisfied with the programme quality, competency of facilitator and classroom infrastructure provided by public universities due to stringent quality control, however, programme quality, facilitator's qualifications, classroom facilities and infrastructure provided by private LLL providers are being compromised due to the lack of standard guidelines and monitoring mechanism. The issue of recognition of LLL programmes arises due to the lack of clear guidelines or standards. As a result, qualifications attained from LLL programmes obtained from private LLL providers cannot be used to gain entry for further education at public universities.

Hence improving the assessment and recognition of learning outcomes represent a key challenge to the promotion of lifelong learning. Malaysian Qualification Agency (MQA) has provided framework for the accreditation and recognition of qualification, nonetheless, due to the lack of stringent regulatory control and monitoring. Many lifelong learning programmes quality reminded doubtful and unrecognized that inhibit the promotion of lifelong learning in this country.

Financial resources for individual to pursue LLL in Malaysia are also limited. Currently for mostly lifelong learners, the main sources of financing is obtaining study loans from financial institutions and withdrawer from employee provident fund. More recently, adult learners can obtain assistance from Perbadanan Tabung Pendidikan Tinggi Nasional (PTPTN).

Generally, employers in Malaysia have yet to play proactive role to provide financial non-financial support such as time off for employee to further their study. Financial institutions have

yet to provide competitive interest rate for education loans. The burden of providing financial support still shoulder by adult learners. Alternative financing mechanism and tax rebate by the government need to be considered to promote LLL among working adults.

Apart from the financing principles and mechanisms, the recognition and certification of prior learning is critical for promoting lifelong learning. The introduction of reform to recognize prior learning (RPL) result in major transformation of the lifelong learning landscape. For example, the credit bank system in republic of Korea that converts formal and non-formal learning experience in to credits that can be used for higher education qualifications. RPL provides individuals opportunity to validate skills and competencies irrespective of how and where they learned them.

Moreover, in the knowledge economy where competencies are much fluid, it is argued that assessment, recognition and qualification need to be flexible and must involve other partners notably the employers. Acknowledging the multidimensional nature of learning and the diversity of providers new arrangements to define assess and certified competences where importance is more on process and outcomes need to be considered in order to further promote lifelong education. For example, in Australia, a statement of attainment can be issued when part of a qualification is completed. Similarly mechanism called the “record of learning” in New Zealand by assigning credits transfer to adult learners has contributed to greater mobility and progress onto the next higher level for adult learners.

The recognition of prior constitutes a powerful reform to promote lifelong education. Together with the development of qualification framework and the recognition of prior learning. The

design of new financing principles and tools constitute the basis of lifelong learning revolution for Malaysia.

While governments in the Asia Pacific region have provide governance and policy-making role in promoting lifelong learning policies and programmes, however the private sector is increasingly playing key role in providing training activities in the region. Many lifelong learning programmes are conducted through partnership between government and the social partners or between social partners. This has resulted huge variation in standard/ criteria for levels of learning skill obtained. Malaysia was not exclude from facing such issue, subsequently an agency was entrusted to develop a national qualification framework namely Malaysia qualification (MQF).

Lifelong learning targeting elderly citizen in Malaysia cannot be overlooked .the united nations population division highlighted that by 2050, the estimated global elderly population will be more than doubled from current 10 percent to 20 percent. In addition the number of persons aged 60 years or over will be tripled. The institution of gerontology to the Malaysian society. Malaysia will not be excluded to face challenges as a result of aging population. According to government census in year 2000, by year 2020, almost 9.5 percent of Malaysian population will be aged 60 and above. In other words, more than 3 million of Malaysian population will be categorized as elderly citizens (Gavrilov and Heuveline, 2003). Ying-Fah et al (2010) also revealed that majority of elder working adults in Malaysia stopped their jobs at the age of 55 and they are not looking for new jobs due to health reasons or unable to find other jobs. Move towards accommodating this group of citizens is to ensure that activities and opportunities are available to fulfill their needs. Hence, it is imperative that measures to be taken to ensure elderly

citizens will lead quality productive lives either through formal, non- formal or informal lifelong education.

7.3 Limitation of the Study

The present study has a few limitations: Firstly, the research is confined to adult MBA students of University Utara Malaysia. Hence the findings thereof are not generalizable to the whole adult student's population of UUM. Secondly, the sample size is only 100. It is considered as a small size. Therefore, the future research should employ a much larger sample size and collect it from various lifelong learning institutions instead of only one. Thirdly, a cross sectional strategy was employed when doing the survey distribution; Future studies could look into longitudinal strategy to enable for future findings.

7.4 Recommendation:

It is becoming crucial to educate and train the people in order for them to become the human capital of the nation. Whether a nation can become a developed nation or not? It can be largely depend on how much effort has government put into the Lifelong learning for sake of a prosperous nation in the near future. Also depends on whether the government takes the lifelong learning as a national priority and initiative to make their labour force more qualified and productive. In order to make a good lifelong learning plan and get it implemented successfully. Lawmakers, policy makers and other involved parties has to have a better knowledge and understanding of lifelong learning in Malaysia. All Malaysian from all walks of life should have

awareness and personal ideas about lifelong learning. All citizens have the right to be equally provided with educational opportunities in different forms of lifelong learning. Malaysia in a whole should learn from those countries where good policy towards lifelong learning has. Regardless who you are, what your ethnic is, all people should be given opportunities to be well educated through all forms of lifelong learning.

Currently, in Malaysia, this multi-cultural south eastern nation. The lifelong learning has been highly promoted by government, NGOs and societies, especially its citizens. Comparatively, the government still plays a bigger role in promoting its lifelong learning. If the government plays a good role, it will attract more and more people to participate in LL. Through various types of lifelong learning, people are provide with information and new ideas to change their mindset, let more and more people are well educated to be the real labour capital of the nation. Better roles, better participation and better outcome of lifelong learning can make the nation prosperous both economically and politically.

7.5 Conclusion

Active participation in all forms of lifelong learning surely grant all citizens with equal opportunities to be well educated, more and more well educated people will have more and more contribution to its nation's social and economy development. With more and more well educated and highly skilled labour capital, Malaysia can become more competitive in the global market.

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