

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

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LIFELONG LEARNING**

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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

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