



**UNIVERSITI PUTRA MALAYSIA**

***IMPLEMENTATION OF LIFELONG LEARNING  
POLICY IN COMMUNITY COLLEGES IN MALAYSIA***

**AMER HAMZAH JANTAN**

**GSM 2012 17**

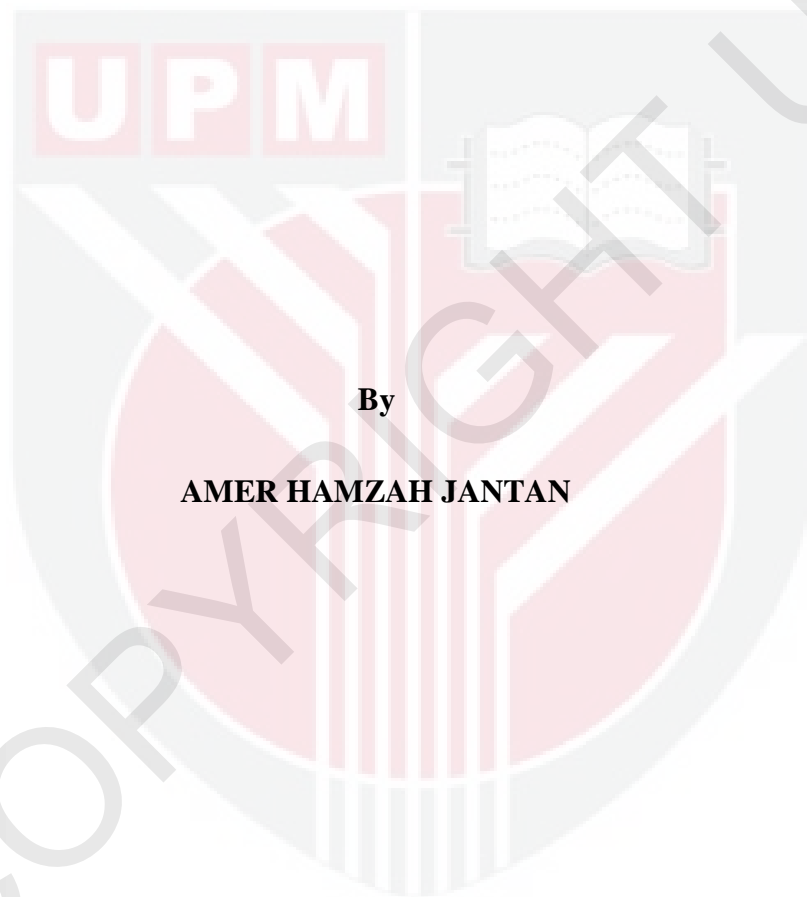
**IMPLEMENTATION OF LIFELONG LEARNING  
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**AMER HAMZAH JANTAN**

**DOCTOR OF PHILOSOPHY  
UNIVERSITI PUTRA MALAYSIA**

2012

**IMPLEMENTATION OF LIFELONG LEARNING POLICY IN COMMUNITY  
COLLEGES IN MALAYSIA**



**By**

**AMER HAMZAH JANTAN**

Thesis Submitted to the Graduate School of Management, Universiti Putra Malaysia, in  
Fulfilment of the Requirements for the Degree of Doctor of Philosophy

March 2012

This thesis is dedicated to:

My late father, Jantan bin Nyamat, who had in so very few words, given me love and encouragement.

My late mother, Asmah binti Ali, who was always there for me, through thick and thin; who always loved me regardless of the things that I did that broke her heart. This thesis is a promise that I made to her before she passed away in June 2000. The only thing that I can do for you now mum is to pray for you and dad every day till the day I die – something I promised you too.

My wife, Maszlinda binti Mustaffa, who is always an inspiration and greatest supporter. Thank you for your love, understanding and patience. This is a birthday gift that has spanned so many years my love.

Amer Hamzah Jantan

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

**IMPLEMENTATION OF LIFELONG LEARNING POLICY IN COMMUNITY COLLEGES IN MALAYSIA**

By

**AMER HAMZAH JANTAN**

**March 2012**

**Chair: Arfah binti Salleh, PhD, FCPA (Aust)**

**Faculty: Graduate School of Management**

This study looks at the implementation of the lifelong learning policy and its practice in Malaysia. The Malaysian Government has identified Community Colleges as hubs of lifelong learning in 2005. This was done through a Cabinet decision under the Premiership of Tun Abdullah Ahmad Badawi. As hubs of lifelong learning, the role being played by community colleges is crucial in the success of the lifelong learning agenda. Lifelong learning is also one of the main thrusts of the Higher Education Strategic Plan launched by the Ministry of Higher Education. It is also in line with the New Economic Model as espoused by the Government of Malaysia that stresses the importance of the human capital. This study is a qualitative look at the implementation.

It looks at the understanding and experiences of lifelong learning among Directors of Community Colleges throughout Malaysia. The directors are policy implementers. Thus, it is of utmost importance that these Directors understand the lifelong learning policy as espoused by the government. The study is an analysis of how policy is understood and how it is being implemented at the community college level. There are

12 informants in this study. Data were gathered through interviews with the informants. One of the informants did not want to be interviewed and chose to reply to the questions via email. Each interview lasted between 20 to 50 minutes. The interviews were conducted in Bahasa Malaysia and were later transcribed verbatim by the researcher. The informants were asked questions related to their understanding of the lifelong learning concept. These include (i) understanding of lifelong learning; (ii) formal, informal and non-formal learning; (iii) the implementation of lifelong learning in Malaysia; (iv) involvement of the people in lifelong learning; (v) motivation to learn; (vi) availability of lifelong learning opportunities; (vii) financial support; and (viii) policy decisions. Findings were clustered into different themes and sub-themes which emerged from the data. These themes and sub-themes show differing views among these Directors on the understanding of lifelong learning and how to implement lifelong learning programs in their respective colleges. These may be due to their different understanding of the lifelong learning concept itself. This study is a first hand account of how first level policy implementers put the lifelong learning policy into practice. The findings reveal constraints in their own understanding of the policy. Thus, the Ministry of Higher Education would need to equip its Directors with the necessary know-how to ensure the success of the lifelong learning agenda. Implications of the findings include the need for a lifelong learning plan; the need to revisit the Cabinet decision in 2005; the coordination of programs and initiatives of various ministries and agencies; the proper selection of the directors as policy implementers; as well as the need for continuous training for the directors. These would be a basic foundation that would be needed to contribute towards the success of the lifelong learning agenda.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PELAKSANAAN DASAR PEMBELAJARAN SEPANJANG HAYAT DI  
KOLEJ KOMUNITI DI MALAYSIA**

**Oleh**

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Kajian ini melihat pelaksanaan dasar pembelajaran sepanjang hayat dan amalannya di Malaysia. Kerajaan Malaysia mengenal pasti Kolej Komuniti sebagai hab pembelajaran sepanjang hayat dalam tahun 2005. Ini dibuat melalui keputusan Jemaah Kabinet di bawah kepimpinan Perdana Menteri Tun Abdullah Ahmad Badawi. Sebagai hab pembelajaran sepanjang hayat, peranan yang dimainkan oleh kolej komuniti penting dalam menentukan kejayaan agenda pembelajaran sepanjang hayat. Pembelajaran sepanjang hayat juga merupakan salah satu teras utama Pelan Strategik Pendidikan Tinggi yang dilancarkan oleh Kementerian Pengajian Tinggi. Ia juga sejajar dengan Model Ekonomi Baru yang dihasratkan oleh Kerajaan Malaysia yang menekankan kepentingan modal insan. Kajian ini melihat pelaksanaan ini dari sudut kualitatif. Ia melihat kefahaman dan pengalaman pembelajaran sepanjang hayat dalam kalangan Pengarah Kolej Komuniti di seluruh Malaysia. Pengarah merupakan pelaksana dasar. Justeru, adalah sangat penting semua Pengarah ini memahami dasar pembelajaran sepanjang hayat seperti yang dihasratkan oleh kerajaan. Kajian ini merupakan analisis tentang bagaimana dasar difahami dan bagaimana ia dilaksanakan di peringkat kolej komuniti. Seramai 12 orang pemberi maklumat (*informant*) terlibat dalam kajian ini. Data diperoleh melalui temubual bersama pemberi maklumat.

Salah seorang pemberi maklumat memilih untuk tidak ditemubual dan memilih untuk menjawab soalan melalui e-mel. Setiap temubual berlangsung selama 20 hingga 50 minit. Temubual ini dikendalikan dalam Bahasa Malaysia dan kemudiannya ditranskripsikan oleh penyelidik. Pemberi maklumat ditanya soalan berkaitan kefahaman mereka mengenai konsep pembelajaran sepanjang hayat. Ini termasuk: (i) kefahaman mengenai pembelajaran sepanjang hayat; (ii) pembelajaran formal, informal dan bukan formal; (iii) pelaksanaan pembelajaran sepanjang hayat di Malaysia; (iv) penglibatan rakyat dalam pembelajaran sepanjang hayat; (v) motivasi untuk belajar; (vi) ketersediaan peluang pembelajaran sepanjang hayat; (vii) bantuan kewangan; dan (viii) keputusan mengenai dasar. Dapatan telah dikelompokkan ke dalam tema dan sub tema yang muncul daripada data. Tema dan sub tema ini menunjukkan pandangan dan pendapat yang berbeza dalam kalangan Pengarah mengenai pembelajaran sepanjang hayat dan bagaimana untuk melaksanakan program pembelajaran sepanjang hayat di kolej masing-masing. Ini mungkin disebabkan oleh kefahaman mereka yang berbeza mengenai konsep pembelajaran sepanjang hayat itu sendiri. Kajian ini adalah perkongsian pengalaman sendiri bagaimana pelaksana dasar menjadikan dasar pembelajaran hayat sebagai amalan. Dapatan menunjukkan kekangan dalam kefahaman mereka mengenai dasar ini. Kementerian Pengajian Tinggi perlu melengkapkan para Pengarah dengan pengetahuan yang diperlukan untuk memastikan kejayaan agenda pembelajaran sepanjang hayat. Implikasi dapatan termasuk keperluan pelan pembelajaran sepanjang hayat; keperluan untuk melihat semula keputusan Jemaah Kabinet dalam tahun 2005; penyelarasan program dan inisiatif pelbagai kementerian dan agensi; di samping keperluan latihan yang berterusan bagi para pengarah. Ini akan merupakan teras asas yang diperlukan untuk menyumbang ke arah kejayaan agenda pembelajaran sepanjang hayat.



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I certify that a Thesis Examination Committee has met on **15 March 2012** to conduct the final examination of **Amer Hamzah Jantan** on his thesis entitled "**Implementation of Lifelong Learning Policy in Community Colleges in Malaysia**" in accordance with the Universities and University Colleges Act 1971 and the Constitution of Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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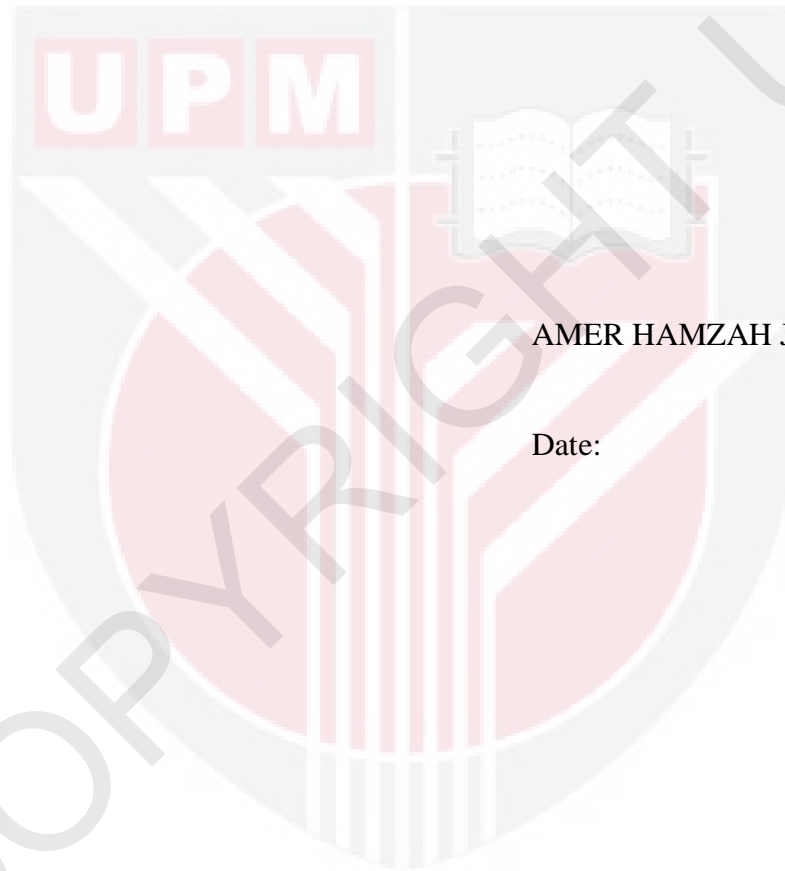
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**Date:**

## DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or any other institution.



AMER HAMZAH JANTAN

Date:

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