Addressing The Nation's Needs: A Study of Community Colleges' Success Stories

Dr. Abdul Rahim Bin Ahmad*[1], Noorarizawaty Binti Aris [2]

[1] Ministry of Education , Malaysia
[2] Ministry of Education , Malaysia

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ABSTRACT

Background: The establishment of Community Colleges in 2001 supports the government's intention to democratize education and embedded lifelong learning as our culture. To date, community colleges have provided opportunities for the society to acquire basic skills, to provide them with suitable education and learning pedagogy, to upgrade proceeding qualification and experience, as well as to increase community involvement. Therefore the study was conducted to identify, measure and document the success rate of the graduates and short courses participants of Community College entering workforce environment and involving in private enterprise. **Objective: :** The study aims to investigate and document the key success factors of Community College into a Coffee Table Book. It details the success stories of the institutions from the points of view of the graduates, students, participants of the courses and staff. **Results:** One of the findings of this research is a success indicator for all respondents in the study. Due to the various goals and target groups of Community College, it is best to measure the success of each respondent through their goal settings. Our analysis shows that all respondents are successful as they have achieved the goals set during the registration. We identified and measured the success indicator of each respondent through a complete listing of what they wanted to be and their expectations upon enrolment. **Conclusion:** Family support, the effectiveness of teaching and learning system in community colleges and the experienced lecturers of Community College are the success factors outlined based on the analysis.

INTRODUCTION

Lifelong learning is not limited to the widening of economic opportunities but also would lead to a chance for personal growth and enrichment in an intellectual sense. Since it is an independent and self-directed learning, it provides the community with choices of what, how and when they want to learn [1]. As discussed by Longworth and Davies [2], lifelong learning is "development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments" (p.22).

Lifelong learning program which was proposed by the Ministry of Higher Education is to implement various types of learning activities. It is aimed to upgrade knowledge, individual skills, society and working environment and it can be done through formal or informal setting. Thus, seven action plans

were proposed by the [3] Ministry of Higher Education (MOHE) :

Basic Skills for All	
Inculcate innovative teaching and learning	Upgraded knowledge society
Improving ethnic integration	Acknowledge previous qualifications
Community College as the 'hub'	To become everyday practices

There are two main reasons why lifelong learning is becoming very important to Malaysia [4]. These can be attributed by : a) the pressures of globalisation and rapid technological changes; and b) Malaysia's changing demography.

One such initiative is the setting up of Community College (one in each parliamentary district) which provides a variety of formal and informal education and training to the people in the locality to achieve their maximum learning potentials. These include skills training (up skilling), worker retraining (re-skilling) customized courses, bridging courses, counseling, consultancy and other industry related services. Thus, community colleges provide greater access, wider participation and open up more options in education and training delivery in order to promote, support and provide lifelong learning. The graduates or the participants of the courses and programs offered may use the certificate as a requisite for admission of that individual to a higher level training or alternatively enter the job market with it.

The community college system provides for greater access, wider participation and opens up options in education and training delivery in Malaysia in order to provide, support and promote the activity and the process of learning and development throughout life (lifelong learning).

BACKGROUND OF THE RESEARCH

Malaysia is aiming to become a fully developed country and also to become a high income status country by 2020. To support these aims, Malaysia requires a large percentage of high-skilled workers and needs 1.3 million skilled workers in at least 21 industrial groups. Efforts have been made by the Malaysian government to increase the number of skilled workers through the establishment of polytechnics, community colleges and other technical training centres [5]. In fact, the provision of TVET in Malaysia is spread over several different ministries, agencies and state governments.

The establishment of Community Colleges in 2001 supports the government's intention to democratize education and embed lifelong learning as our culture. To date, community colleges have provided opportunities and facilities to enable the society to acquire basic skills, to provide them with suitable education and learning pedagogy, to upgrade proceeding qualification and experience, as well as to increase community involvement [6].

Courses and programs offered in the Community College

In line with the Economy Transformation Programme and 10th Malaysia Plan, Community College as the key player for lifelong learning work together with all economic corridors; the Northern Economic Corridor, Iskandar Malaysia, Eastern Economic Corridor, Sabah Economic Corridor and Sarawak Energy Renewal Corridor. This is to meet the demands of industries within the corridors as the institution provide education and technical-vocational training to the community. There are three types of courses offered:-

1) Short courses / Lifelong Learning Courses
2) Full time courses
3) National Modular Certificate Courses

STATEMENT OF PROBLEM

Given the rapid pace at which Malaysia will need to develop its human capital to achieve high income nation status, the 10th Malaysia Plan focuses the followings :-

1. Mainstreaming and broadening access to quality technical education and vocational training.
2. Enhancing the competencies of tertiary graduates to prepare them for entering the labour market.

Therefore the study is conducted in order to identify, measure and document the success rate of the graduates and short courses participants of Community College entering workforce environment and involving in private enterprise.

Among issues addressed in this study are: -

i) Do Community Colleges graduates possess the criteria required and accepted in the workforce ?
ii) Do participants of short courses able to upgrade their work skills and lifelong learning skills after attending the courses?
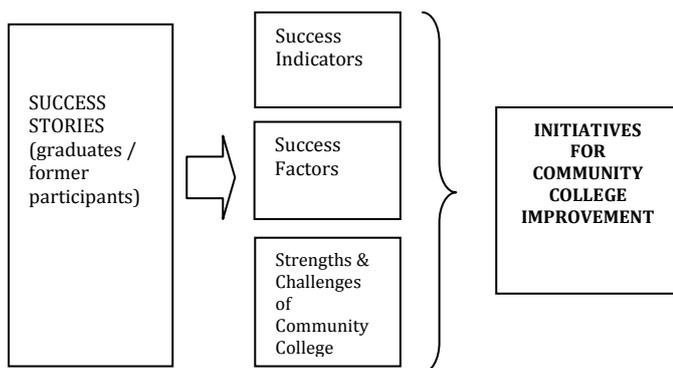iii) Do participants of short courses able to be successful entrepreneurs?

RESEARCH OBJECTIVES

The general objective of this study is to investigate and document the key success factors of Community College into a Coffee Table Book. It details the success stories of the institutions from the points of view of the graduates, students, participants of the courses and staff. Hence, the specific objectives are given as follows:

1) To identify the success factors of full-time graduates entering workforce environment, furthering studies and becoming entrepreneur.
2) To identify the success factors of lifelong learning program participants based on these indicators namely; entering workforce environment, involving in private enterprise, upgrading the entrepreneurship skills and improving their work skills.
3) To assemble the data on strengths and challenges of Community College.
4) To propose a guiding framework for community colleges success story.

It is hoped that the findings could assist the stakeholders; in a form of framework to formulate the initiatives to improve the effectiveness of Community College system to the nation.

RESEARCH CONCEPTUAL FRAMEWORK

The diagram shows the elements related to the present research of community college's success stories. The inputs of the data are gathered from the graduates of community college and former participants of short courses. The data gathered were then analyzed and the outputs are categorized into three such as:

i) success indicators ii) success factors iii) strengths and challenges of Community College.

Finally the outcomes of the present study are visualized into the initiatives for Community College improvement.

LITERATURE REVIEW

The Rebranding of Community College

During the National Implementation Task Force (NITF) Meeting on the 27 June 2006, chaired by the Prime Minister, the Government of Malaysia approved the implementation of the "Rebranding of Community Colleges, Ministry of Higher Education Malaysia"[7]. Serious emphasis was given on these initiatives by choosing it as one of the programmes categorized as a "High Impact Programme" under RMK-9. Thus, in order to operationalize this endeavor, the defining contents of the "Re-branding of Community Colleges" are:

1. Corporate Adoption programmes with Government Links Companies (GLCs) and other relevant organisations.
2. Conducting industrial-driven diploma level courses.
3. Introducing student allowance.
4. Developing new community colleges under RMK-9 (Development Budget) and establishing branches of Community Colleges using yearly Management Budget.
5. Establishing Policy Planning, Quality and Corporate Division under the Department of Polytechnic and Community College Education. (DPCCE)

The process of re-branding in Community Colleges context is done purposely as a result of a deliberate change strategy. The main purpose is to enhance the functions and contributions of Community Colleges towards the realization of the relevant policy thrusts under the Ninth Malaysia Plan (RMK-9: 2006-2010); Vision 2020; Proposal of Technical Policy Making of National Higher Education- Sector of

Polytechnic & Community Colleges; and the Third Industrial Master Plan (IMP3:2006-2020). This process involves changes in logo, image enhancement, marketing and promotion strategy and value-adding processes inside the organization but the main emphasis is on the value-adding processes. What distinguishes this initiative from other forms of re-branding is that the process does not entail the elimination of the original brand image.
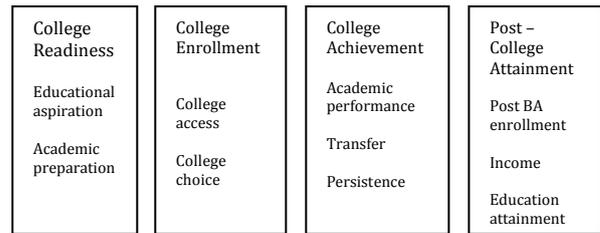
In line with the Malaysian education journey, students are given the opportunity to learn since the age of 5 years until they get their jobs. All the knowledge attained are used and applied during employment. Hence, learning at Community College enables students to identify their potential and focus on improving the skills in their preferred fields. Thus, the skills become a benchmark for students in securing jobs that fit their interests and commensurate with their qualifications. Below is a table comparing the traditional learning and lifelong learning approaches [8].

Traditional Learning	Lifelong Learning
The teacher is the source of knowledge	Educators are guides to sources of knowledge.
Learners receive knowledge from the teacher	People learn by doing
Learners work by themselves	People learn in groups and from one another
Tests are given to prevent progress until students have completely mastered a set of skills and to ration access to further learning	Assessment is used to guide learning strategies and identify pathways for future learning
All learners do the same thing	Educators develop individualized learning plans
Teachers receive initial training plus ad hoc in-service training	Educators are lifelong learners. Initial training and ongoing professional development are linked
'Good' learners are identified and permitted to continue their education	People have access to learning opportunities over a lifetime

Source: World Bank Report (2003)

Students' Success Factors

The members of a community college-department, student affairs, college administrators contribute to the holistic development of students through college activities, curricular and co-curricular for effective students development and success. Generally, the definition of students' success lies on the enrolment of college, persist to program or degree completion, enroll in and complete advanced degree program and earn high incomes [9].

College Readiness	College Enrollment	College Achievement	Post – College Attainment
Educational aspiration	College access	Academic performance	Post BA enrollment
Academic preparation	College choice	Transfer	Income
		Persistence	Education attainment

Source: Perna & Thomas,2006

Some of the more difficult to measure aspects of student success are the degree to which students are satisfied with their experience and feel comfortable and affirmed in the learning environment. As Astin [10] proposed that satisfaction should be thought of as an intermediate outcome of college. Taken together, students' impressions of institutional quality, their willingness to attend the institution again, and overall satisfaction are precursors of educational attainment and other dimensions of student success [11] , and are proxies for social integration [12], or the degree to which a student feels comfortable in the college environment and belongs to one or more affinity groups.

Student success is also linked with personal development outcomes that give benefits on individuals and society. These include becoming proficient in writing, speaking, critical thinking, scientific literacy, and quantitative skills and more highly developed levels of personal functioning represented by self-awareness, confidence, self-worth, social competence, and sense of purpose[13]. Although cognitive development and direct measures of student learning outcomes are of great value, relatively few studies provide conclusive evidence about the performance of large numbers of students at individual institutions (Association of American Colleges and Universities (AACU) 2005; National Center for Public Policy and Higher Education 2004; [14].

RESEARCH METHODOLOGY

Research Design

The study employs the qualitative technique and being supported by quantitative technique. While the qualitative technique is descriptive and elaborative in the setting of interview sessions; having the opportunity to observe and analyze the details of respondents during a series of fieldwork , the quantitative technique analyses the effectiveness of modular system of Community College through statistics.

The quantitative method was used to support the qualitative method whereby the questionnaires were distributed to students to see the effectiveness of the modular program.

A list of successful graduates according to the three indicators stated on the previous pages was obtained from the Department of College Community Education. The respondents were contacted for the appointment of in-depth interview sessions. As highlighted by Willis [15], case study is an approach of examination of a specific phenomenon such as program, and event, a person, a process, an institution, or a social group. He also suggests that case study is 'about real people and real situation' and outlines three specific attributes of case study research [15] :

1) It allows rich and detailed data gathering in an authentic setting.
2) It is holistic and thus supports the idea that much of what we can know about human behavior is best understood as lived experience in the social context.
3) Unlike experimental research, it can be done without predetermined hypotheses and goals.
4) The primary data which was obtained through qualitative method consists of characteristics namely natural setting, researcher as key instrument, multiple sources of data, inductive data analysis, participants' meaning, emergent design, theoretical lens, interpretive and holistic account [16]

The qualitative method was conducted using the semi structured interview protocol and enabled the respondents to provide their response to the researchers. Interview protocol was developed to identify respondents experience before, during and after taking a course in Community Colleges. The diagram below shows the design of an interview protocol.
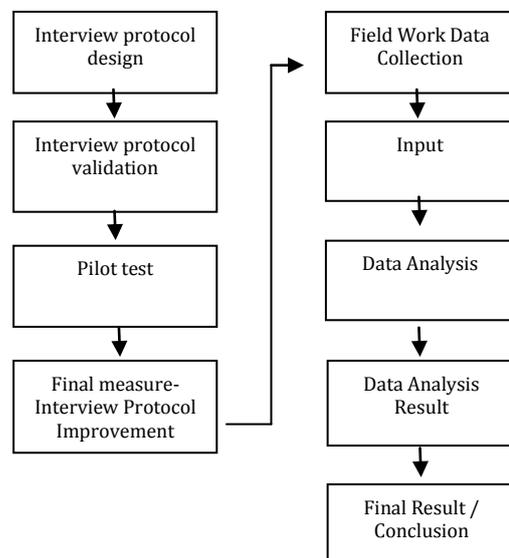
Interview Protocol Design

The execution of interview was designed as follows:-
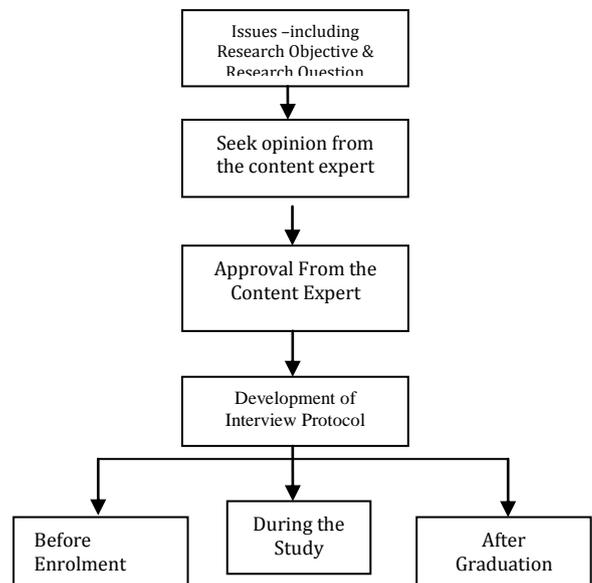
Details Of Interview Protocol Design Procedure

The execution of study was designed as follows:-

This study was conducted using the two main methods. The secondary data were obtained from the Department of Community College Education based on student enrollment and the frequency of students enrolled in each Modular Program. The SPSS software was used to

measure the frequency of registration students to the next module.

Questionnaire Design

The execution of questionnaire was designed as follows:-

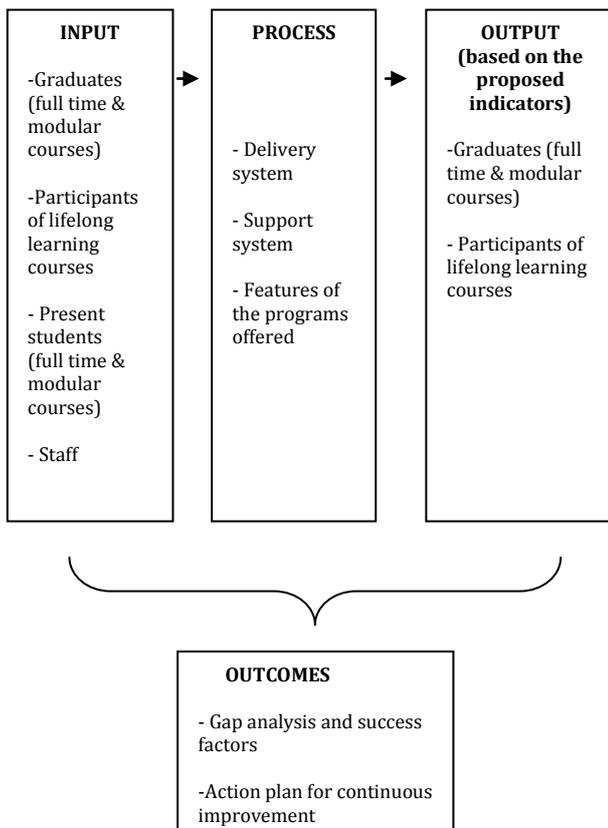**Step 1:** Issues to be identified were the effectiveness of Sijil Modular Kebangsaan (SMK) system.
Step 2: the team sought opinion from the content experts who are familiar with the SMK system.
Step 3: the issues to be included in the questionnaire were informed to the content expert for approval.
Step 4 : the questionnaire consisted of items such as : demography, quality of teaching and learning , facility and teaching aids and career path.

Study Design

The study is structured as follows:

INPUT	PROCESS	OUTPUT (based on the proposed indicators)
-Graduates (full time & modular courses) -Participants of lifelong learning courses - Present students (full time & modular courses) - Staff	- Delivery system - Support system - Features of the programs offered	-Graduates (full time & modular courses) - Participants of lifelong learning courses

OUTCOMES

- Gap analysis and success factors

-Action plan for continuous improvement

Non Probability Sampling

Non- probability sampling is commonly used in studies where the trait or behavior being investigated occurs so rarely in the general population that it becomes impractical to use a random selection process. Non-probability sampling represents a group of sampling techniques that help researchers to select units from a population that they are interested in studying. The study applies a purposive sampling method and the population of the study encompasses the successful Community Colleges:

1) graduates of full time courses
2) participants of lifelong learning courses
3) staff of the respective institutions.

The purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. It is a nonrandom technique that does not need underlying theories or a set number of informants [17] . The followings are the steps for fieldwork activity in obtaining the data:-

1. Obtain the list of successful graduates and participants of lifelong learning courses from the Department of College Community Education. The list is categorized into few categories such as:-

- entrepreneurs who have their own companies and income exceeding RM3000
- employers of government or private sectors of higher positions
- Contact the respondents to set the appointment.
- Conduct in-depth interview sessions.
- Conduct observation of the facilities, work places & private entrepreneur places.

2. The data obtained from the Department of Community College Education was then filtered and divided into categories as mentioned above.
3. Zone concept was created to ensure that data can be collected from all areas. Seven zones were identified as follows:-

i)Selangor
ii)Perak, Penang, Kedah and Perlis
iii)Negeri Sembilan and Melaka
iv)Johor
v)Kelantan, Terengganu and Pahang
vi)Sabah
vii)Sarawak

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Data Collection And Analysis

For the purpose of this research, both primary and secondary data were used. The secondary data contributed towards the formation of background information needed by the researchers in order to build the study constructively. This also enhanced better comprehension for readers.

The primary data was collected using the in depth interview techniques, it is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry. However it is not a specific set of questions that must be asked with particular words and in particular order. Ideally, the respondent does most of the talking and if the interviewer talks more than five percent of the time then it is too much [18].

Seven stages in the complete interviewing process which are used in this study are detailed by [19]:

1. **Thematizing**: clarifying the purpose of the interviews and the concept to be explored.
2. **Designing:** laying out the process through which you will accomplish your purpose, including a consideration of the ethical dimension.
3. **Interviewing:** doing the actual interviews
4. **Transcribing:** creating a written text of the interviews
5. **Analyzing:** determining the meaning of gathered materials in relation to the purpose of study.
6. **Verifying:** checking the reliability and validity of the materials
7. **Reporting:** telling others what you have learned. All these enabled the researchers to gather insights of the success paths taken by graduates of Community College as well as the former participants of Community College short courses and provided useful information to answer the research questions of this study.

Pilot study

The pilot study was conducted at Kolej Komuniti Selayang as the initial run-through of the interview protocol. The most important objective of the pilot study was to test and validate the usability of interview protocol designed for this study. Besides, it enabled the researchers to spot any ambiguities or confusion of the language, verify the flow, the comprehension of the question, the operation and the length of the task.

There were eight respondents identified by the administrative unit of Kolej Komuniti Selayang in the pilot test session. Each interview took at least 60 minutes to cover all items in the instrument. As the data obtained during the session is rich and useful, they were also analyzed and used as findings in the study.

Based on the analysis, several themes were identified and used as guide for the following in-depth interview sessions with the participants of real study. Hence, it enabled all researchers to be more natural and specific in the data collection sessions [16]

Analysis Summary

Research question 1: What are the vital factors that contributed to the success of Community College graduates namely in :-
i)   entering workforce environment ?
ii)   becoming entrepreneurs ?

The overall key success factor for the graduates who are employed and becoming entrepreneurs is resulted from family support. This can be concluded from the analysis done , most of the respondents expressed that supports from the family have influenced their success in securing jobs and established their career as successful entrepreneurs. This is also due to their family background , most of the respondents have early exposure on the field that they involve now. Indirectly, the role of the family provides a significant result in producing successful entrepreneurs as the respondents receive guidance and consultation in managing and establishing their business. For instance, the achievement of Zurie Faireez bin M.Zailan is positively correlated to his family background who owns a business in the field of Interior Design (ID). His previous resources, exposure and interest on ID have influenced him to be involved in the field and continue the family legacy.

The second factor is the effectiveness of teaching and learning system in community colleges. All respondents acknowledged that the teaching and learning process at the institutions have helped them to enter the world of employment or become entrepreneurs. They were taught and equipped with the skills that

match the industrial needs thus made them to be sought after by the industries. Besides, the learning experience also prepares them to become successful entrepreneurs. For example, one of the respondents , Mr. Mohd Fadzli bin Sa'ad, acclaimed that his success in business was due to hands-on learning experience that enabled him to perform his best once he stepped in the working environment. After quite some time, he was confident to use the skills acquired in his own company.

The third factor is the experienced lecturers of Community College, which play a big role on Community College graduates. All respondents acknowledged the significant knowledge and qualifications of Community College lecturers as they are competent in training the students to be highly skillful; most of the lecturers have industrial work experience. This has ultimately helped the graduates to be sought after and employed by the industries. Mohd Faizie bin Zainal Abidin, stated that the training conducted at community college made the students' skills to be relevant to the industrial needs.

Research question 2: What are the vital factors that contribute to the success of the participants of lifelong learning courses namely in :
i) entering workforce environment
ii) becoming entrepreneurs ?

The key success factor for lifelong learning participants is not much different from other community college graduates. These respondents also rely heavily on family support. This is because most of the participants of lifelong learning are those of aged 20 years and above who wish to upgrade their life or to upgrade and expand their business. The analysis shows that in the early participation of courses, most participants just wanted to fill their leisure time and increase knowledge. After the completion of courses, whereby they have acquired certain skills and knowledge, they sought for family support and encouragement to set up their own business. For example, Mrs. Hasina Bt Omar, received strong support from her husband and family thus enabled her to have better economic performance. She has successfully utilized her skills, knowledge and passion into the field of bakery and pastry on a small scale and managed to open her own company, Penawar Insan Bakery.

Input from the respondents explains that the initial participation in community college short courses led to the setting up of small scale business among participants. Started with the purpose to fill in their leisure time and to improve knowledge, all of them are now happy that they can use the knowledge and attained to generate income. This is because in addition to learn new skills, they were also taught how to start off businesses. Besides, the support from trainers and lecturers teaching also encouraged them to venture into business. This indirectly has provided opportunity for most participants to become small-scale entrepreneurs and some have become successful entrepreneurs. For example, Mrs. Syarifah Embi, who initially aimed to have extra income upon retirement has turned up to open his own company, Permata Anggun Enterprise accommodating the demand in fashion and clothing.

Next, there are participants who participated in lifelong learning courses to expand their business. This is because the course fees of other training providers are expensive as compared to community college. They can gain all kinds of knowledge and skills with qualified and experienced trainers and lecturers. As a result they are able to diversify their business by selling various products learnt at Community College. For example Ms. Fariza binti Yusof, a school canteen operator who managed to diversify the area of business. She successfully increased the sales and revenue of frozen food business after attending the short course at community college.

Research question 3: What are the strengths and challenges of Community College from the points of view of :-
  i. graduates of full time courses and modular courses?
  ii. participants of lifelong learning courses?
  iii. present students of full time courses and modular courses?
  iv. staff of Community Colleges?

The Strengths of Community College

The researchers conclude that from the data gathered, these are the strengths of Community College as well as the factors contributing to the success of their education system:

a) Courses Offered
b) Up- skilling / re -skilling
c) Work Based Learning
d) Dual system
e) Self - development program
f) Students' clubs and associations

g) Industrial support- attachments and collaborations

h) Lecturers with vast experience in their fields.

All findings for the strengths of Community College are illustrated in the following diagram:

The Challenges of Community College

Below are the challenges gathered from the present study, these are the areas that need further action for future improvement:

a) Career Counselling

The finding shows that the students need more information regarding their career pathway. Information about career related to the courses taken should be provided at the early stage to make them focus on the learning process. Early exposure can open their eyes and mind to be certain on the program enrolled for their future career undertakings.

b) Facilities and Equipment

The facilities at the college need to be maintained and upgraded regularly due to the frequent usage and the students should be provided with the equipment which are in line with the industry practice. With the routine used for class, the equipment need to be monitored wisely to overcome the situation of being broken and faulty.

c) Industrial Knowledge

The academia must be able to master their fields. Upgrading knowledge is essential for them in providing relevant knowledge and skills to the students. Being competent and having excellent teaching skills enable the lecturer to gain respect from the students. The lecturers also need to keep themselves updated with the current situation of industries so they can disseminate the latest information and details of the respective fields to the students.

Research question 4 : What are the initiatives that can be suggested to improve the effectiveness of Community College system?

In answering this question, some useful insights and valuable information relating to the improvement and effectiveness of Community College system were obtained during the analysis. The input can be used as a guiding framework for community colleges success story in the future.

a)   E-Tech Incubator

Community College through E-Tech Incubator Program aims to produce entrepreneurs with the target group of full time students and short course participants. Potential candidates are selected to participate in the program. Participants will be fully monitored by the lecturer and training will be provided as how to start business, prepare a business plan, how to market products, financial management and communication skills. Support from management and E-Tech Centre is necessary to ensure this program will be successful.

b)   Open Entry

In line with the National Higher Education Action Plan (Phase 2), the Open Entry program is introduced under the Community College Transformation Plan. The program will be strengthened and expanded throughout the Community College as to encourage and promote lifelong learning to all walks of life. Participants will be able to up-skill and re-skill their knowledge and ability through National Modular Certificate program.

c)   Career Path

A reason student attending to college is to gain the knowledge necessary to establish a successful career after graduation. Their need to prepare their own career paths based on knowledge. Career paths are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. The community colleges have to work hard to improve the employability of their graduates which consist of good self-image, good interpersonal skills, and good attitude.

d) **Modular System**

The modular system need to be revised. The guidance from the industry was a good approach to master the students with the skill required in entering the industries. The implementation of teaching and learning using block system has the pros and contras in our country. The level of acceptance in the community regarding this modular system is low. Majority of students who studied in the modular system keen to further study and the implementation of block system has hindered their planning to further study. The equipment and hand tool also need to be upgraded to overcome the shortage of equipment in the lab. There should be a full time syllabus that combines this modular approach in order to address the problems of education pathway.

e) **Success Indicators**

One of the findings of this research is a success indicator for all respondents participating in the study. It is important to measure the progress of graduates and short courses former participants are making along the pathway after college or short courses completion. Due to the various goals and target groups of Community College, we decided that it is best to measure the success of each respondent through their goal settings. Our analysis shows that all respondents are successful in a sense that they achieve the goals set upon the registration at college. We identify and measure the success indicator of each respondent through a complete listing of what they wanted to be and their expectations upon enrolment. For instance, Azlan Shah bin Abdul Hameed who graduated with a certificate of Electrical Technology, initially was interested in furthering the knowledge of technical field of electrical technology. He was not only succeeded in achieving his goal to master the knowledge in electrical technology but he was also successfully employed as a Charge man at Top Glove Sdn. Bhd. Besides, he has expanded his knowledge and ability in setting up his own part time business related to the field involved.

Recommendation

As for future improvement of Community College education system, the researchers would like to suggest some recommendations which should be looked over by the Department of Community College Education.

a) More researches on the graduates of SMK should be done in the future, the research should focus on the effectiveness of the syllabus and achievement of the students.

b) A portal for graduates to share their success stories – (pictures, details of business & success)

c) A framework as a guide for success pathway through Community College education system that will contribute to the projection of Community College as the institution of choice by school leavers and not only for low achievers

d) Career Counselling Unit of Community College should increase activities on interpersonal skills during studies as to motivate students for future success.

e) The curriculum should be consistently reviewed in line with the rapid change of technology in the industries.

f) The indicators of success for Community College graduates are projected through their level of self-esteem, leadership ability and income.

g) The collaboration with community and industry should be increased for identifying needs and also to respond effectively to the needs.

5.4.3 Conclusion

As a conclusion, the achievements of former full time students were no doubt to be questioned. They have shown their performance and become successful in their lives. The spectacular achievement in short courses activities has made the participants knowledge increases. The process of up-skilling and re-skilling activities for the community have shown the positive impact and the relevancy of the course offered is outstanding. With the effort from the Government, Ministry of Education and Department of Community College Education to improve the system will bring this new approach to be succeeded like the former full time students.

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