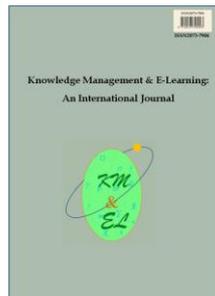

Knowledge Management & E-Learning



ISSN 2073-7904

Factors influencing the intention of Malaysian working adults towards lifelong learning

Abdullah Sarwar
David Gun Fie Yong
Nasreen Khan
Vincent Kim Seng Oh

Multimedia University, Cyberjaya, Malaysia

Recommended citation:

Sarwar, A., Yong, D. G. F., Khan, N., & Oh, V. K. S. (2016). Factors influencing the intention of Malaysian working adults towards lifelong learning. *Knowledge Management & E-Learning*, 8(2), 227–242.

Factors influencing the intention of Malaysian working adults towards lifelong learning

Abdullah Sarwar*

Faculty of Management
Multimedia University, Cyberjaya, Malaysia
E-mail: abdullah.sarwar@mmu.edu.my

David Gun Fie Yong

Faculty of Management
Multimedia University, Cyberjaya, Malaysia
E-mail: gfyong@mmu.edu.my

Nasreen Khan

Faculty of Management
Multimedia University, Cyberjaya, Malaysia
E-mail: nasreen.khan@mmu.edu.my

Vincent Kim Seng Oh

Faculty of Management
Multimedia University, Cyberjaya, Malaysia
E-mail: ksoh@mmu.edu.my

*Corresponding author

Abstract: Lifelong learning is an option to fulfil societal needs in order to create a dynamic society. The rising in participation in lifelong learning programmes contributed due to the pressure of globalization and technologies in Malaysia's changing demography. Therefore, this study aimed at identifying the factors that influence the intention of the Malaysian working adults towards lifelong learning and to develop marketing strategies for Malaysian education providers. The foundation of this study is based on the Theory of Planned Behaviour. However, two additional variables were included as the extension to the current model which is trust and perceived usefulness. This research was designed as a cross-sectional field survey, where questionnaire were used for data collection. The target population for this study were the Malaysian working adults who are working in different organizations within the Klang Valley area. The sample size for this research is 210. The hypothesized path analysis was conducted through the Structural Equation Modelling (SEM). All the hypotheses were accepted due to the fact that they were statistically significant. The study provides the management of lifelong education centre an insight to develop effective marketing strategies to satisfy that value of potential customers. The findings will also be beneficial to government agencies, policy maker and higher education practitioner by creating insight into adult learner perception and building intentional behaviour to purchase the

product. Finally, limitations were discussed and future study direction is proposed.

Keywords: Attitude; Perceive behavioural control; Subjective norms; Trust; Perceive usefulness; Lifelong learning; Malaysia

Biographical notes: Abdullah Sarwar has obtained his Ph.D degree in business administration (marketing) from International Islamic University Malaysia. He is currently working as a lecturer in marketing at Multimedia University, Cyberjaya, Malaysia. He has published more than 25 articles in various international journals in the field of marketing and management. His research interest covers medical tourism, consumer behaviour and international marketing.

David Gun Fie Yong is an associate professor in management at Multimedia University, Cyberjaya, Malaysia. He has published more than 15 articles in various international journals in the field of marketing and management. He has a particular interest in Business, Management, Econometrics and Social Sciences.

Nasreen Khan is a senior lecturer in marketing at Multimedia University, Cyberjaya, Malaysia. She has published more than 15 articles in various international journals in the field of marketing and management. She has a particular interest in Marketing and Social Sciences.

Vincent Kim Seng Oh is an assistant lecturer in marketing at Multimedia University, Cyberjaya, Malaysia. He is currently pursuing his Ph.D degree at HELP University, Malaysia. He has published more than 5 articles in various international journals in the field of marketing. He has a particular interest in Marketing and Social Sciences.

1. Introduction

Traditionally, education has been considered as a means for providing community with new socialized members, transmitting the social value to children and youths and preparing them for the future to undertake a social role in the form of a profession (Macfarlane, 1998). This is where the formal education ended with the context that education and learning process is all about optimal social reformations and is meant to be ended after it is no longer necessary (Crowther, 2004; Ladson-Billings & Tate IV, 1995). However, education is not yet successful as a new role to empower and support people in facing the new world. White and Selwyn (2012) identified that the failure of formal education manifest itself every time they encounter people unprepared for new challenges in post-school life due to difficulties in transforming knowledge in the new domains or in complex problem solving. The massive failure allowed for new elite knowledge workers to dominate the knowledge and information society (Zoogah, 2010). By making appropriate selection in lifelong education, society can consider under certain circumstances that new knowledge adoption will make the difference in influencing its future rather than merely wait for the inevitable to occur (Head, Hoeck, & Garson, 2015).

Time is changing and we are living in radical technological changes especially in the area of informational technology and information system which makes radical reforms of the whole working structure of social communities and family (Jarvis, 2009, p. 12). The previous notion of education where specific education is completed and then

followed by real work is no longer tenable (White, 2012). Education is now made available to all levels of community and widen to population to include and if possible equip everyone with skills and attitudes necessary to cope with the changes (Yildiz, 2008). The direction of education has also experienced certain shift for the last few decades. Jarvis (2009) explained in their findings that some of them included a shift from childhood to adult and lifelong education, from teacher-centred to student-centred learning education, from face to face education to distance and online education and from education to learning experiences. All these shifts reflect the tendency to strictly designed education for more practical and skill oriented, self-directed and self-managed learning which may occur at any time during a person's life through and allow the person to effectively respond to the changing of world discipline. Hence, a person who is willing to admire new knowledge can consider lifelong learning process as a mechanism to acquire more and more knowledge especially specialized knowledge that was not available during the formal schooling (Cronin & Messemer, 2013).

To optimize education and create effective citizen, the Malaysian government also encourages its human capital towards upgrading their skills and knowledge (Ali, 2015). In fact, the Economic Transformation Programme (ETP) (2010, p. 7) has included the country's goal "to become a high income nation through increasing the supply of highly skilled manpower to support the knowledge development based economy by 2020." Furthermore, to develop highly talented human capital base, the government has included human capital development in their 11th Malaysian Plan 2016-2020 (11th Malaysian Plan, 2015). However, Malaysia is still affected heavily by the challenging demand of the 21st century. The important thing to be aware of is a good supply of local human capital that is equipped with proper knowledge for domestic and global arena. Malaysia has to push and move further in developing knowledge base intensive economy by considering education and training as core competencies in facing any challenge ahead.

Lifelong learning is now an option to fulfil societal needs in order to create a dynamic society and anyone can choose learning opportunities that are available domestically to obtain proper recognition in achieving learning requirement (Thompson, 2011). The concept of lifelong learning is widely accepted and practiced across many different levels in Malaysia. According to Ministry of Higher Education Malaysia (MOHE) (2011), the enrolment at certificate and diploma levels amounted up to 430,000 peoples who represented students from public and private institutions, colleges and polytechnics. The rising in participation in lifelong learning programmes contributed due to the pressure of globalization and technologies in Malaysia's changing demography (Ali, 2015). Hence, with the population increasing every year, it implies new Malaysian demography that needs more employment and training opportunities that could increase the demand for lifelong learning (Mohamad, Husin, Zakariah, & Abu, 2014). Therefore, this study aimed at identifying the factors that influence the intention of the Malaysian working adults towards lifelong learning and to develop marketing strategies for Malaysian education providers.

2. Literature review

The foundation of this study is based on the Theory of Planned Behaviour which was introduced as a modification of the Theory of Reason Action (Ajzen, 1991). The Theory of Planned Behaviour has been widely used in the study of consumer behaviour. This states that purchase intention is the main forecaster of a person's actions. A person's intention is governed by his/her attitudes, subjective norms and perceived behavioural

control. For example, if a person has a positive attitude towards something, as well as an acceptable social norm and a high level of behavioural control perception, this will lead to a firmer intention of doing something. If intention is present, it is highly likely that the behaviour will be carried out (Ajzen, 1991).

In this study, two additional variables were included as the extension to the current model which is trust and perceived usefulness. Past literatures have revealed that these two variables have also significant impact on consumer's purchase intention and explain consumer purchase behaviour. In this study, the dependent variable is the Malaysian working adults' intention to purchase lifelong learning. The independent variables are attitude, subjective norm, perceived behaviour control, trust and perceived usefulness that influence Malaysian working adults' intention to purchase lifelong education.

2.1. Intention to purchase lifelong learning

Consumer behaviour is one of the fields of study that greatly evolved over the past decades as understanding how consumers behave has become an essential criterion and a necessity for businesses to survive in the competitive marketplace (Blackwell, Miniard, & Engel, 2006). Traditionally, the term intention has been defined as the antecedents that stimulate and drive consumers' purchase of products and services (Hawkins, Best, & Coney, 2010). One of the most common approaches that are usually undertaken by marketers in gaining an understanding about consumer's actual behaviour is through studying their intentions (Blackwell, Miniard, & Engel, 2006). Ajzen and Fishbein (1991) have mentioned that intention is the factor that motivates consumers and in turn influences their behaviour. According to them, the probability that a particular behaviour will be actually performed by individuals largely relies on the strength of their intention. When the intention of performing certain behaviour is strong there is a higher likelihood that the respective behaviour will be performed.

Many researchers have noted that consumers purchase intention is reflected in how willing they are in making a purchase of certain product (Chang, Wu, & Lin, 2012). Haque, Anwar, and Sarwar (2015) further stated that purchase intention is a consequence of two aspects namely consumers perception along with their emotional feelings. Hence, it is a common behaviour among consumers to base their intention of purchasing products or services by associating the products with feelings they have. Consequently, a person's willingness to admire new knowledge through lifelong learning can be considered as his/her emotional feelings towards acquire more and more knowledge (Haque, Anwar, Yasmin, Sarwar, Ibrahim, & Momen, 2015). However, it should be noted that the importance of each behavioural construct could change with respect to specific features of the behaviour that is predicted. Thus, all behaviour constructs should be measured at the same level of specificity to maximize the power of behaviour prediction.

2.2. Attitude

Attitude is the belief in performing the behaviour (Ajzen, 2001). These behavioural beliefs involve a combination of evaluations of behavioural consequences (Blackwell, Miniard, & Engel, 2006). The evaluation of consequences can be either positive or negative (e.g., good or bad). Ajzen, Czasch, and Flood (2009) stated that if a consumer has a positive attitude towards an activity than the consumer is most likely to participate in the activity. Attitude is seen as an important predictor when it comes to the study of

consumer behaviour (Kotchen & Reiling, 2000). A number of studies have been conducted that indicated that when consumers have a positive attitude towards something, their intention to purchase increases (Ajzen, 1991; Ajzen, Czasch, & Flood, 2009).

Intention is the result of consumers' attitude. It has been mentioned by Ajzen and Fishbein (1991) that intention is in fact a function of perceptions as well as attitudes. Theoretically, these perceptions and feelings are considered to be the cognitive and affective components of attitude (Hawkins, Best, & Coney, 2010). While the definitions of behavioural intentions vary across literature, researchers generally agree that behavioural intentions are one's readiness/likelihood to conduct a specific behaviour (Han, Hsu, & Sheu, 2010). As such, attitude towards intention can be referring to as a person's favourable or unfavourable intention to purchase (Davis, 1989). In other words, people evaluate by their own self by suggested behaviour as positive manner (Xu & Lin, 2011). Hence, attitude differs person to person and it depends on the belief of individual towards an issue. This is direct determinant of self-evaluation whether he or she needs to perform intention or not to perform (Kim & Choi, 2005). Haque et al. (2015) indicated that if consumers had a positive attitude towards a certain product or activity than this will increase their intention to purchase that product or activity. Beckford, Jacobs, Williams, and Nahdee (2010) also found that consumer's attitude did in fact have a significant effect on their purchase behaviour.

In this study, attitude can be related to attitude towards obtaining lifelong learning. Currently, working environment has been changed in knowledge based process, where employees are expected to be flexible, multi tasked, IT literate, multi-skilled, educated and business literate. Given on above situation, many jobs are now has strong skill element and changing skill mix. At this point of disjuncture, the person's attitude may influence him/her to the enrolment to lifelong learning education or in which he/she may obtain new knowledge through other types of learning which can be considered a positive consequence of the behaviour (Chang, Wu, & Lin, 2012). If the individual believes in this positive consequence, it is very likely; the person has formed a strong favourable attitude towards lifelong learning. Thereby, the relationship to be tested is as follows:

H1: There is a significant positive relationship between Malaysian working adults' attitude and intention to purchase lifelong learning

2.3. Perceived behavioural control

The relationship between the ability to control a behaviour and behavioural achievement has been investigated in various contexts and the interaction between ability and intention is usually suggested as an influence on behavioural achievement (Ajzen, 1991). An individual will perceive high control over the behaviour when he/she thinks that he/she possesses enough resources and opportunities and faces few obstacles to perform the behaviour (Jahangir & Begum, 2008). This also increases their confident level and their perception that affect their increase in behavioural intentions (Kim & Choi, 2005). Perceived behaviour control is a function of internal control on individual perceives over behaviour performing in which the extended individual feel and tends to be engaged in such behaviour (Hawkins, Best, & Coney, 2010). Individual self-image is a concept in mental gesture ability in response of resistance to change that potentially investigation to objective by others for instant the forces to be known as intelligent, educate, score and etc. Al-alak and Alnawas (2011) stated that people intend to stereotype others in group which is less likely to negatively encode if their own self-image is bolstered with the procedure

of self-affirmation, threatened by negative feedback and they would likely to do stereotype the others.

The needs of job promotion (Ali, 2015) and self-satisfaction in getting higher education and certification (Tuijnman & Boström, 2002) also forces working adults to choose lifelong learning. For example, if an individual perceives that he can afford to pay for his lifelong learning and is confident in the education quality, the person holds high perceived behavioural control (assurance on the lifelong learning quality) in terms of purchasing lifelong learning. Thereby, the relationship to be tested is as follows:

H2: There is a significant positive relationship between Malaysian working adults' perceived behavioural control and intention to purchase lifelong learning

2.4. Subjective norm

Subjective norm refer to individual perception about others in their communities in performing such behaviour on which one should be performed (Colley, 2012). This is about thinking on community pressure on performing certain behaviour in dilemma whether to perform or not to perform. It refers to a person's perceived normative expectations of others in the social environment. This perception may or may not be consistent with others' actual opinions regarding what the person should do. Similar to attitude, subjective norm is formed by several sets of normative beliefs. These beliefs are concerned with the person's perception regarding the likelihood of approval or disapproval from important individuals or groups with respect to performing a given behaviour. These others can be the person's parents, friends or members of social groups that the person wants to join. Although, research findings have supported the significant influence of subjective norm on constructs of behavioural intention, several researchers have pointed out that its influence is weak, especially in the presence of attitude (Jackson, 2005). However, researchers have also found that subjective norms influence both behavioural intention and behaviour (Thompson, 2011).

Mohamad, Husin, Zakariah, and Abu (2014) have noted that due to limited family financial resources, many students in Malaysia did not further their studies in colleges or universities to obtain higher education. After finishing secondary school, most of them step into working environment in several industries. However, pressure of community and family as well as their children also motivates them to further their studies. Hence, to equip with higher education, these individuals choose lifelong education to be consistent with others' opinions regarding what the person should do. In Malaysia, the expectations of reference people (subjective norm) play an important role as people are closer relationship with their family, friends and colleagues which has strong referral point. Thereby, the relationship to be tested is as follows:

H3: There is a significant positive relationship between Malaysian working adults' subjective norm and intention to purchase lifelong learning

2.5. Trust

This variable is added in this study due to its significant influence on intention. Glaeser, Laibson, Scheinkman, and Soutter (2000) noted that, trust is an important element in any relationships that diminishes threat in the relationship. According to Shim, Morris, and Morgan (1989), trust represents reliability, honesty and confidence. Trust is a direction relationship between one individual in which people hold any valuable things and certain duties in protect it for others benefit (Castaldo, Premazzi, & Zerbini, 2010). Hence, trust

is important in building good relationship with others (Glaeser, Laibson, Scheinkman, & Soutter, 2000). Lee (2008) found a significant positive relationship between trust and intention to purchase. Thus, this variable can be used to explain the relationship between both. To communicate further, in maintaining with competitive environment in knowledge based education domain, the trust in individual would increase as well as the urgency in getting higher knowledge. However, another question arises on how to increase knowledge? The simple answer is putting trust in lifelong education and performs the education in order to increase knowledge. Thereby, the relationship to be tested is as follows:

H4: There is a significant positive relationship between Malaysian working adults' trust and intention to purchase lifelong learning

2.6. Perceived usefulness

Perceived usefulness is the degree of individual belief on performance enhancement (Jahangir & Begum, 2008). Particularly, a person believes in something would result some beneficial benefit for their future enhancement (Al-alak & Alnawas, 2011). Social status is about rank position of people or group in the society by individual achievement. A person can earn better social status in the community by earning of certain degree of knowledge achievement. Previous study did not investigate the factors that affect customer intention to continue lifelong education course thoroughly. The success of lifelong education is focused on quality satisfaction association which is interpreted as user perception of usefulness, usability and task fit. Perceived quality of usefulness is a major determinant that affects the intention to use or reuse (Ahmad, Shah, & Ahmad, 2010).

In this study, perceived usefulness is about their belief on lifelong education would create future benefit. The perceived usefulness can quantify intention and behaviour towards lifelong learning and e-learning. This antecedent has been widely used by previous literatures; usefulness factor is a determinant factor for student in making their decision (Lewicki, McAllister, & Bies, 1998). The usefulness factor is related in which a student consider lifelong education e-learning course as a factor in considering as a better value compared with other courses and become as predictor of intention to purchase lifelong education course. Due to difficulties in measuring the quality of lifelong education system, in this study perceived usefulness is used to evaluate the quality of the system as predictors of customer satisfaction by integrating the measures from the Technology Acceptance Model (TAM). Davis (1989) found that perceived usefulness is a successful primary driver of usage intention. Thereby, the relationship to be tested is as follows:

H5: There is a significant positive relationship between Malaysian working adults' perceived usefulness and intention to purchase lifelong learning

3. Methodology

This study identifies the factors of Malaysian working adults' intention towards lifelong learning with the relevant attributes of attitude, subjective norms, perceived behaviour control, trust and perceived usefulness. This research was designed as a cross-sectional field survey, where questionnaire were used for data collection at one point in time (Hair, Black, Babin, & Anderson, 2010). The method is handy, characterized by its wide coverage in terms of outreaching the intended respondents in a relatively shorter time and

cost savings. The questionnaire items were adapted from the existing scales (Ajzen, 1991; Davis, 1989; Glaeser, Laibson, Scheinkman, & Soutter, 2000; Jahangir & Begum, 2008) which were further modified and adjusted to the study context.

For this study, both primary data and secondary information were used. At the beginning stage, secondary information was obtained in order to formulate the hypotheses, later on primary data were collected in order to test the hypotheses and answer the research questions. The target population for this study were the Malaysian working adults who are working in different organizations within the Klang Valley area. The main reasons for selecting these locations are that they have a large gathering of well educated Malaysian working adults. Respondents from various sectors were randomly selected as this helps to generalize properties or characteristics of the particular population elements (Sekaran & Bougie, 2010). The sample size that was selected for this research is 210. Finally, AMOS software was used to conduct SEM analysis to test the hypotheses.

4. Results and discussion

In the beginning stage, demographic analysis such as gender, age, race, religion, monthly income and sector was conducted. The first category was gender where it shows that male consist of 109 respondents (51.9%) and female represent for 101 (48.1%). This indicates that both gender distributions are almost equal. The respondent's age are categorized by four different age group, for age below than 20 years is 45 respondents (21.4%), for 26 to 30 years of age 80 respondents (38.1%), 31 to 45 years of age 65 respondents (31%) and above than 45 years only 20 respondents (9.5%). Third category is race, where more than half of respondents are Malay with 127 respondents (60.5%), followed by Indian, 39 respondents (18.6%), Chinese represented by 34 respondents (16.2) and others races comprised of 10 respondents (4.8%). In terms of income, income less than RM3,000 is 17 respondents (8.1%), RM3,001 to RM5,000 is 27 respondents (12.9%), third by income of RM5,001 to RM7,000 is 81 respondents (38.6%), fourth for income RM7,001 to RM10,000 is 48 respondents (22.9%) and income more than RM10,001 is 37 respondents (17.6%). Main occupations are private field for 167 respondents (79.1%), followed by government sector for 41 peoples (19.5%) and others sector is 2 respondents (1%).

Later, Confirmatory Factor Analysis (CFA) was conducted for each of the latent constructs of the model individually which are attitude, subjective norm, perceived behaviour control, trust, perceived usefulness and Malaysian working adults' intention to purchase lifelong education (Zainudin, 2012). Cronbach alpha was measured to see the reliability as well as to achieve unidimensionality and discriminant validity, a measurement model was re-specified (Byrne, 2010). A Cronbach alpha value of 0.871 was achieved which shows high reliability (Hair, Black, Babin, & Anderson, 2010). Besides, the covariance of the structure with each of the latent variable involved (dependent and independent variables) did not show any violation of the rule of thumb for SEM (Sarwar, 2013; Zainudin, 2012) which confirms the discriminant validity and the unidimensionality of the model. CFA results for the measurement model are presented below (Table 1).

Finally, the hypothesized path analysis was conducted through the Structural Equation Modelling (SEM). The fitness of the structural model has been analyzed in accordance to the goodness of fit statistics (Fig. 1). A total of five hypotheses were considered in this study, all of which have been base on literature that was done on the

respective variables. All the hypotheses were accepted due to the fact that they were statistically significant ($p \leq 0.05$).

Table 1
CFA results for the measurement models

Name of Category	Required Value	Comments
Unidimensionality	Factor loading for each item ≥ 0.60	The required level is achieved
Validity		
Convergent Validity	Average Variance Explained (AVE) ≥ 0.50	The required level is achieved
Construct Validity	All fitness indexes for the models meets the required level	The required level is achieved
Discriminant Validity	Correlation between exogenous constructs is ≤ 0.85	The required level is achieved
Reliability		
Internal Reliability	Cronbach alpha ≥ 0.70	The required level is achieved
Construct Reliability	CR ≥ 0.60	The required level is achieved
Average Variance Explained (AVE)	AVE ≥ 0.50	The required level is achieved

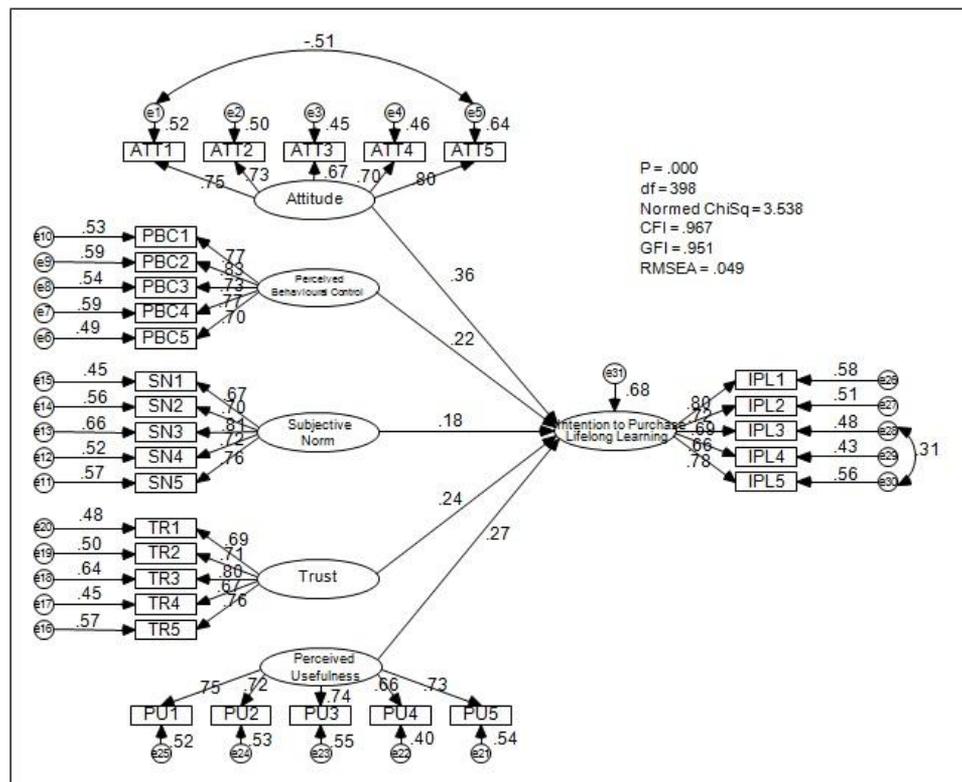


Fig. 1. Hypothesized path model

It is important to evaluate the fitness of the proposed model, by identifying whether the data fits the model or if modifications need to be done in order to achieve the required fitness. Three main type of model fitness statistics were used namely absolute fit, incremental fit and parsimonious fit (Byrne, 2010). Each represents a different type of indices with their own rule of thumb on the minimum requirement that need to be achieved.

Table 2
Regression weights

			Estimate	S.E.	C.R.	P
Perception towards Lifelong Learning	<---	Attitude	.358	.089	4.022	***
Perception towards Lifelong Learning	<---	Perceived Usefulness	.267	.079	3.380	***
Perception towards Lifelong Learning	<---	Trust	.241	.074	3.254	***
Perception towards Lifelong Learning	<---	Perceived Behavioural Control	.215	.066	3.245	***
Perception towards Lifelong Learning	<---	Subjective Norm	.183	.052	3.111	.034

Table 2 shows the acceptable values for each of these indices. Root Mean Square Error of Approximation (RMSEA), values less than 0.05 is achieved that indicates good fitness (RMSEA is 0.049) (Byrne, 2010). In order for a good fitness to be achieved for comparative fit indices (CFI), the value needs to fall between 0 to 1, however, the closer the value to 1 the greater the acceptable level of fitness and anything greater than 0.95 indicates good fitness (Byrne, 2010). In this study, the CFI value is 0.967 which also indicates a good fit. The final indices Chisq/df (Chi Square/Degree of Freedom) should range from 3 to 5 in order to achieve an acceptable level. In this study, the value is 3.538 that indicate the value falls within the acceptable range.

An analysis of this survey's results on the student's intentional behaviour has shown that the five elements in independent variables are good predictors of the adult learners' intentional behaviour. Therefore, this implies that the adult learners' level of intentional behaviour can be improved if the attributes of these dimensions are met.

4.1. H1: There is a significant positive relationship between Malaysian working adults' attitude and intention to purchase lifelong learning

Consumer's attitude towards product has been known to have impact on their intention to purchase a product or services (Shim, Morris, & Morgan, 1989). There is rich literature on consumer's intention to purchase products most of which support the idea that when a consumer has a positive attitude, they are more willing to buy the products (Høie, Moan, & Rise, 2010). The hypothesis at hand, states that there is significant positive relationship between Malaysian working adults' attitude and intention to purchase lifelong learning. The structural path shows that standardized regression weight is 0.358 that is statistically significant at 0.05 level. Thus, H1 is accepted.

Past studies also agreed with the results (Ajzen, Czasch, & Flood, 2009; Haque et al., 2015; Kim & Choi, 2005) that show the existence of positive attitude in performing the intention to purchase. Even internal attitude response in performing lifelong education by affective nature, person's reflecting feelings, that perform own behaviour in nature and reflecting act on one particular interest (Ajzen, 1991). This is simply because the internal factor that play a major role in predicting attitudes towards intention to purchase.

In this study, the attitudes of respondents are significant in producing lifelong learning as proven to changing the respondent better life position. They insist to further study, putting an attitude because of better life forces which fulfil the requirement of occupation.

4.2. H2: There is a significant positive relationship between Malaysian working adults' perceived behavioural control and intention to purchase lifelong learning

Perceived behavioural control is seen as a very important variable when it comes to understand Malaysian working adults' intention to purchase lifelong learning. This is because; perceived behavioural control can influence people in building confidence in making intentional behaviour (Ali, 2015). According to Shiffman (2011), education has to become more accessible for better meeting student's needs and achieving greater satisfaction. After the data analysis stage, the structural path estimate reveals that there is significant positive relationship between Malaysian working adults' perceived behavioural control and intention to purchase lifelong learning. The structural path shows that standardized regression weight is 0.215 that is statistically significant at 0.05 level. Thus, H2 is also accepted.

However, few researchers found that the perceived behaviour control associated with mental concern with influence to performing of behaviour control about performing in intention to purchase (Thompson, 2011; White, 2012). But in this research found that the lower the own ability in controlling his or her perceived behaviour control the higher successful of intention to purchase.

In this study, perceive behaviour control is a significant effect to intention which indicates that the respondent has more intention to stereotype other that is more educated as pressure to increase their own self-image to other. Thus, consumers are willing to pay for enhance their education and committed to do so as increasing their self-image in the eyes of other people.

4.3. H3: There is a significant positive relationship between Malaysian working adults' subjective norm and intention to purchase lifelong learning

Subjective norm refers to the consumer's perceived normative expectations of others in the social settings (Thompson, 2011). Researchers have supported the idea that there is an existing relationship between subjective norm and consumers purchase intention. Subjective norm can apply to consumers emotional attachments to the society and may or may not be consistent with others' actual opinions regarding what the person should do (Xu & Lin, 2011). When it comes to the study at hand, it was hypothesized for that there is significant positive relationship between Malaysian working adults' subjective norm and intention to purchase lifelong learning. It was discovered that there is a significant positive relationship exists between these variables. The structural path shows that the

standardized regression weight is 0.183 that is statistically significant at 0.001 level. Therefore, H3 is also accepted.

These findings are similar to research done by Jarvis (2009) where they found that subjective norms influence both behavioural intention and behaviour. Cronin and Messemer (2013) stated in their study that information sources influence customers satisfaction and will directly affect belief of respondents. This will also influence people to make decision behavioural and spread information to other in decision on purchasing of lifelong education services.

In this study the respondent believe that the social pressure towards themselves in their own education make them think that performing the lifelong education is a way in solve the pressure and the same time would increase the family development towards the community perceived about their family. In seeking of family development especially in increasing of the family standard of living in total beyond the community requisites, the family head (husband or father) will put in certain interpersonal competencies with the family needs and wants. These will go beyond their own emotional maturity in maintaining the success of their own family, thus they will put aside egos and go to ground in performing lifelong education study to be par with community.

4.4. H4: There is a significant positive relationship between Malaysian working adults' trust and intention to purchase lifelong learning

Consumers go through a decision making process before finally buying the product, one of the most important aspects is Trust. Trust is an important element in any relationships that diminishes threat in the relationship (Zoogah, 2010) that represents reliability, honesty and confidence (Shim, Morris, & Morgan, 1989). This study was about identifying the relationship between Malaysian working adults' trust and intention to purchase lifelong learning. Therefore, this study was developed to predict that customer's trust have significant intentional behaviour. The result shows a positive significant relationship between these variables where the path coefficient is 0.241. Hence, the H4 is accepted.

Several studies showed that trust have stronger influence of intention to purchase (Hawkins, Best, & Coney, 2010; Lee, 2008). Trust plays a central role in helping customer overcome such perception and intention; applying in lifelong education context, which indicate that when the lifelong education showing trust in producing quality of education services, competence, integrity and benevolence in engaging and interact with customer since trust makes customer feel being appreciated and comfortable. In this study, the trust variable showing significant relationship towards intention to purchase and that indicates the respondent has been trusted in increasing knowledge for their future benefit.

4.5. H5: There is a significant positive relationship between Malaysian working adults' perceived usefulness and intention to purchase lifelong learning

The hypothesis at hand, states that there is significant positive relationship between Malaysian working adults' perceive usefulness and intention to purchase lifelong learning. The structural path shows that standardized regression weight is 0.267 that is statistically significant at 0.05 level. Thus, H5 is also accepted.

This is one of the most important and desired qualities between a brand and its customers (Han, Hsu, & Sheu, 2010). The result shows that when customers have gained

knowledge, information, benefit and experience on the quality of perceived usefulness, they will make intentional behaviour towards lifelong education services. They would have more intention to buy it. This is consistent with Castaldo, Premazzi, and Zerbini (2010) that mentioned trust on perceived usefulness has significant positive influence on belief. That indicates intention to purchase depends on perceived usefulness by student through the courses available and certificate issued by lifelong education provider. Study showed that lifelong education student perceived usefulness factor effect student satisfaction and intention to further study in lifelong education (Desjardins & Rubenson, 2013).

This study produces significant result from respondent that showing their confident level about lifelong perceived usefulness towards developing of increase social status among society. For instant, a person study in higher education institution or graduated from higher education institution produces some talent, high values and popularity which showing credibility and expectations on growing up. Therefore, this type of people has been taught many important roles as they are now socially position in the community. Achieving the highest social status mean of acquires particular individual during their lifetime as results of skill, perseverance, ability and knowledge that has been going thru. In working environment, with acquire of certain degree of skill and knowledge will become more socially positioned into higher position in job rank.

5. Recommendation

Traditionally, people learn about tertiary education starting from primary school, secondary school and further study to colleges or universities before beginning a long journey as adult in working environment. But some people are unable to perform proper education because of some limitation in education, social and financial needs. These people are demanding for further studies in higher education to fulfil their needs and wants.

The study provides the management of lifelong education centre an insight to develop effective marketing strategies to satisfy that value of potential customers. This study significantly provides lifelong education provider with some insights and valuable information in improving and understanding their current position on how to target more working adults to pursue their studies. This will also help the service providers with some knowledge and information in understanding their students' needs and wants to be more competitive.

The findings will also be beneficial to government agencies, policy maker and higher education practitioner by creating insight into adult learner perception and building intentional behaviour to purchase the product. It would help them to address the weaknesses in the quality of services, and guide management decisions about the development and improvement of these local services, which would contribute to the significant impact of development toward lifelong learning to be the world class level.

6. Conclusion and future study directions

Today, higher management of lifelong education centre should use creativity and new technique in terms of approaching lifelong education centre to compete with others higher education provider. Besides, focusing on the customers' preferences will show to customer that the product or services has function more specific and customized. However, due to time constraint and some other limitations, the coverage of this research

was a small sample size of 210 respondents and few areas in Kuala Lumpur. Therefore, the finding may not be so accurate and less representative. In order to improve this, the scope of physical coverage be widened and aspect of representation should be taken into consideration. In aspect of collection methods, the present research only utilizes quantitative method where questionnaires are used in the collecting data. The research of this nature may require a more rigorous method because it involves subjectivity in opinions, perceptions and feeling towards lifelong education of which the questionnaire did not fully capture. The researcher needs to complement it with other method including interviews and focus group discussions in order to get a better insight of response. By doing this, the credibility of the findings and discussions will be more effective and can be enhanced.

Finally, in the era of global economy, knowledge and skill continuously play in advance career development. Today most higher education institutions are adopting e-learning for learning society and development of innovative human capital for building of knowledge society. This is simply because e-learning are most efficient and more effective way rather than conventional learning available in the market (Conte, 2012). e-Learning provides speedy access and convenient to learning tools that believed to be key feature of solution to engage the population in lifelong learning in the near future. In fact, there are many working adults showing interest at beginner level to see lifelong education as an option to further and obtaining formal education recognition for professional experience. Particularly, the programmes offered through e-learning, professional education, skill upgrading and training programmes will allow them to further their study on part time basis.

References

- 11th Malaysian Plan. (2015). *11th Malaysian plan 2016-2020: Anchoring growth on people*. Kuala Lumpur: Percetakan Nasional Malaysia Berhad.
- Ahmad, H., Shah, I. A., & Ahmad, K. (2010). Factors in environmental advertising influencing consumer's purchase intention. *European Journal of Scientific Research*, 48(2), 217–226.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational behaviour and human decision processes*, 50(2), 179–211.
- Ajzen, I. (2001). Nature and operation of attitudes. *Annual review of psychology*, 52(1), 27–58.
- Ajzen, I., Czasch, C., & Flood, M. G. (2009). From intentions to behavior: Implementation intention, commitment, and conscientiousness. *Journal of Applied Social Psychology*, 39(6), 1356–1372.
- Ajzen, I., & Fishbein, M. (1991). *Understanding attitudes and predicting social behaviour*. Englewood Cliffs, NJ: Prentice Hall.
- Al-alak, A. B., & Alnawas, I. A. M. (2011). Measuring the acceptance and adoption of e-learning by academic staff. *Knowledge Management & E-Learning*, 3(2), 201–221.
- Ali, E. A. (2015). *The role of lifelong learning in human capital development: The Malaysian blueprint*. Paper presented at the ASEM Lifelong Learning Hub Forum. Bali, Indonesia.
- Beckford, C. L., Jacobs, C., Williams, N., & Nahdee, R. (2010). Aboriginal environmental wisdom, stewardship, and sustainability: Lessons from the Walpole Island First Nations, Ontario, Canada. *The Journal of Environmental Education*, 41(4), 239–248.
- Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). *Consumer behaviour* (10th ed.). South Western: Thomson Learning.

- Byrne, B. M. (2010). *Structural equation modelling with AMOS: Basic concepts, applications, and programming* (2nd ed.). New York: Routledge.
- Castaldo, S., Premazzi, K., & Zerbini, F. (2010). The meaning(s) of trust. A content analysis on the diverse conceptualizations of trust in scholarly research on business relationships. *Journal of Business Ethics, 96*(4), 657–668.
- Chang, D. F., Wu, M. L., & Lin, S. P. (2012). Adults engaged in lifelong learning in Taiwan: Analysis by gender and socioeconomic status. *Australian Journal of Lifelong Learning, 52*(2), 310–335.
- Colley, H. (2012). Not learning in the workplace: Austerity and the shattering of illusion in public service work. *Journal of Workplace Learning, 24*(5), 317–337.
- Conte, N. (2012). First-time-users' impressions of continuing education using the Internet. *Quality Assurance in Education, 20*(4), 372–386.
- Cronin, D. P., & Messemer, J. E. (2013). Elevating adult civic science literacy through a renewed citizen science paradigm. *Adult Learning, 24*(4), 143–150.
- Crowther, J. (2004). In and against' lifelong learning: Flexibility and the corrosion of character. *International Journal of Lifelong Education, 23*(2), 125–136.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340.
- Desjardins, R., & Rubenson, K. (2013). Participation patterns in adult education: The role of institutions and public policy frameworks in resolving coordination problems. *European Journal of Education, 48*(2), 262–280.
- Economic Transformation Programme (ETP). (2010). *Economic transformation programme: A roadmap for Malaysia*. Putrajaya, Malaysia: Performance Management and Delivery Unit (PEMANDU).
- Glaeser, E. L., Laibson, D. I., Scheinkman, J. A., & Soutter, C. L. (2000). Measuring trust. *Quarterly Journal of Economics, 115*(3), 811–846.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis: A global perspective* (7th ed.). Upper Saddle River: Pearson Prentice-Hall.
- Han, H., Hsu, L. T. J., & Sheu, C. (2010). Application of the theory of planned behavior to green hotel choice: Testing the effect of environmental friendly activities. *Tourism Management, 31*(3), 325–334.
- Haque, A., Anwar, N., & Sarwar, A. (2015). The effect of country of origin image, ethnocentrism and religiosity on purchase intention: An empirical investigation on Bangladeshi consumers. *Indian Journal of Marketing, 45*(10), 23–35.
- Haque, A., Anwar, N., Yasmin, F., Sarwar, A., Ibrahim, Z., & Momen, A. (2015). Purchase intention of foreign products: A study on Bangladeshi consumer perspective. *SAGE Open, 5*(2), 1–12. doi: 10.1177/2158244015592680
- Hawkins, D. I., Best, R. J., & Coney, K. A. (2010). *Consumer behaviour: Building market strategy*. Boston, MA: McGraw-Hill.
- Head, A. J., Van Hoeck, M., & Garson, D. (2015). Lifelong learning in the digital age: A content analysis of recent research on participation. *First Monday, 20*(2): 2. doi: <http://dx.doi.org/10.5210/fm.v20i2.5857>
- Høie, M., Moan, I. S., & Rise, J. (2010). An extended version of the theory of planned behaviour: Prediction of intentions to quit smoking using past behaviour as moderator. *Addiction Research & Theory, 18*(5), 572–585.
- Jackson, T. (2005). *Motivating sustainable consumption: A review of evidence on consumer behaviour and behavioural change*. London: Policy Studies Institute.
- Jahangir, N., & Begum, N. (2008). The role of perceived usefulness, perceived ease of use, security and privacy, and customer attitude to engender customer adaptation in the context of electronic banking. *African Journal of Business Management, 2*(1), 32–40.

- Jarvis, P. (2009). *The Routledge international handbook of lifelong learning*. London: Routledge.
- Kim, Y., & Choi, S. M. (2005). Antecedents of green purchase behavior: An examination of collectivism, environmental concern and PCE. *Advances in Consumer Research*, 32, 592–599.
- Kotchen, M. J., & Reiling, S. D. (2000). Environmental attitudes, motivations, and contingent valuation of nonuse values: A case study involving endangered species. *Ecological Economics*, 32(1), 93–107.
- Ladson-Billings, G., & Tate IV, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47–68.
- Lee, K. (2008). Opportunities for green marketing: young consumers. *Marketing Intelligence & Planning*, 26(6), 573–586.
- Lewicki, R. J., McAllister, D. J., & Bies, R. J. (1998). Trust and distrust: New relationships and realities. *Academy of Management Review*, 23, 438–458.
- Macfarlane, A. (1998). Information, knowledge and learning. *Higher Education Quarterly*, 52(1), 77–92.
- Ministry of Higher Education Malaysia (MOHE). (2011). *Blueprint on enculturation of lifelong learning for Malaysia 2011-2020*. Seri Kembangan, Selangor: Univision Press Sdn. Bhd.
- Mohamad, W., Husin, W. R. W., Zakariah, Z., & Abu, N. Z. (2014). *Lifelong learning in reality: The perception of the community*. Paper presented at the National Seminar on Lifelong Learning (LLL). Kuala Lumpur, Malaysia.
- Sarwar, A. (2013). Medical tourism in Malaysia: Prospect and challenges. *Iranian Journal of Public Health*, 42(8), 795–805.
- Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill-building approach* (5th ed.). Haddington: John Wiley & Sons.
- Shiffman, C. D. (2011). Making it visible: An exploration of how adult education participation informs parent involvement in education for school-age children. *Adult Basic Education and Literacy Journal*, 5(3), 161–170.
- Shim, S., Morris, N. J., & Morgan, G. A. (1989). Attitudes toward imported and domestic apparel among college students: The Fishbein model and external variables. *Clothing and Textiles Research Journal*, 7(4), 8–18.
- Thompson, M. (2011). Adult education in a technological society. *PAACE Journal of Lifelong Learning*, 20, 51–71.
- Tuijnman, A., & Boström, A.-K. (2002). Changing notions of lifelong education and lifelong learning. *International Review of Education*, 48(1), 93–110.
- White, P. (2012). Modeling the ‘learning divide’: Predicting participation in adult learning and future learning intentions, 2002–2010. *British Educational Research Journal*, 38(1), 153–175.
- White, P., & Selwyn, N. (2012). Learning online? Educational Internet use and participation in adult learning, 2002 to 2010. *Educational Review*, 64(4), 451–469.
- Xu, K., & Lin, Z. (2011). Participation in workplace employer-sponsored training in Canada: Role of firm characteristics and worker attributes. *Contemporary Economic Policy*, 29(3), 416–430.
- Yildiz, A. (2008). Popular ideas, attitudes, and value patterns affecting participation in adult literacy programs in slum communities in Turkey: The case of Nato Yolu neighbourhood. *Adult Basic Education and Literacy Journal*, 2(2), 74–83.
- Zainudin, A. (2012). *A handbook on SEM: Structural equation modelling using Amos graphics* (4th ed.). Kelantan: University Technology MARA Press.
- Zoogah, D. B. (2010). Why should I be left behind? Employees’ perceived relative deprivation and participation in development activities. *Journal of Applied Psychology*, 95(1), 159–173.