

PARTICIPANT'S ASSESSMENT TOWARDS HUMAN DEVELOPMENT ADULT EDUCATION PROGRAM IN MALAYSIA

Abdul Razaq Ahmad*

Norhasni Zainal Abiddin**

Wan Hasmah Wan Mamat***

Abstract

Adult education has been sidelined by mainstream educational researchers in Malaysia. The purpose of this article was to survey the effect of Society Development Department (KEMAS) adult education from the participants' perspectives. The focus was on the participants' achievements in cognitive, affective, and skill in the KEMAS programs especially in Human Development. Human intellectual is an important resource to develop a country. Thus, this study was used to focus on human development through continuous learning to fulfill the objectives. Based on Hammond theory (1973) that emphasized on the importance of participants' input in program evaluation. The total participants in this study comprised 1,563 adults who participated in the Civic Development Program in four states in Malaysia - Pahang (502 adults), Perak (512 adults), Negeri Sembilan (302 adults) and Johor (247 adults). The survey showed that the participants have higher achievement in skill in the Human Development Program. Human Development Program can also emphasize on universality issues which include the relationship between knowledge and social. Besides that, society accountability should take into account. It is suggested that a comprehensive assessment should be focus more on andragogy.

Key Word: *Human development program, adult education, program evaluation, course facilities, course management, cognitive, affective, skill*

INTRODUCTION

Adult education is an education which consist those who are mature from their age, emotion, thinking and career (Nor Azizah, 1997). On the other hand, Merriam et al. (1999) defined that adult education as a lifelong learning process which is not fastening by age, space and condition. According to Kim and Creighton (2000), adult education refers to different types of education activities which carried out by different department or unit to increase everyone knowledge in a society after their formal education. Mazanah & Associates (2001) defined that adult education refers to the learning opportunities that are undertaken by adults outside the formal schooling system. Haslinda (2000), adult education also happened during our daily life activities such as reading newspaper, watching television, communication and having sports.

Mazanah et al. (2001), the objectives of adult education are not only used to increase the career opportunities and skills. Adults are also intending to obtain new experiences, socialization and contribute to the society. A continuous education declaration which parallel with the needs involved the adults and

* National University of Malaysia

** Universiti Putra Malaysia

*** University of Malaya

importance of lifelong learning was approved in international level (UNESCO, 1999). Human intellectual modal is an important resource to determine the country development. To achieve the goals (Abu Hassan, 1991), suggested that continuous education have to pay more attention to human resource. The importance of human development can browse through 'budget with nation building' especially in adult education context which launched by Abdullah Ahmad Badawi, Prime Minister of Malaysia in the Ninth Malaysia Plan. Furthermore, adult education program which carried out by KEMAS is used to do an assessment to test the effectiveness and evaluate the objectives of the study, to fulfill the principle of adult education especially in the aspect of 'andragogy' teaching approach. This approach is important to determine the successfulness of the adult education program.

Human Development Education (PBI) is one of the adult education program that provided by Society Development Department (KEMAS) in Malaysia. The contents of the course are combined together with Islamic Education Program. The goals are: (a) to increase spiritual appreciation and giving awareness on muslim's responsible in their daily life, (b) inculcate the Islamic value among participants, such as self achievement, family, health, social and economy. The purpose of the program is for the adults from rural area who are not accept the education from Islamic schools (Bahagian Pendidikan Masyarakat, 2002). PBI charter in every program is to increase the self achievement, general knowledge such as reading skills and understanding the meaning in Al-Quran, reading and writing skills in Jawi.

The purpose of the study is to evaluate the effectiveness of the adult education program which provided by KEMAS. On the other hand, the objectives of the study were to (1) evaluate the participants' level of achievement in terms of cognitive, affective and skills in Human Development Program, and to (b) investigate the participants' perceptions towards the instructional dimensions in terms of every program which contribute towards participant's self behavior achievement from the aspect cognitive, affective and skills.

LITERATURE REVIEW

Kolb (1984) argues that effective experiential learning entails the possession of four different abilities: concrete experiments, reflective observation, abstract conceptualization and active experimentation. In this respect Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all. Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action which can be 'actively tested' in turn creating new experiences.

Teaching methods that proposed through adult education principle is different from teaching children (Knowles, 1972). The term of 'andragogy' comes from Greek which giving a definition of 'to lead or educate adults' (Hartree, 1984). Krajnc (1989), important of the term 'andragogy' giving awareness especially to specialist educator that there are not every principle and practice in education are suitable to every level of age. In Malaysia context (Nor Azizah, 1997), adult education is more emphasize on the human development especially for the adults from rural area. The goal of adult education is to improve self achievement from the aspect of individual knowledge and skills in order to increase quality of life. Human development programs in Malaysia are provided by three major groups: private sector, non-government organizations and government agencies.

There are many literacy classes that conducted by different groups in Malaysia after the establishment of Malaysia in 1963 and those classes develop to Sabah and Sarawak (Mazanah & Associates, 2001). The important period of time for adult education development was during Tun Abdul Razak be the Prime Minister in Malaysia (Sufean, 1993). With the increasing on the importance of education, there is growing awareness among ministries, government agencies, non-government organizations, voluntary

association, mass media and private sectors of the importance of lifelong education (Isahak & Doraisamy, 1982). Adult education is parallel with national education policy. Public sector is playing a crucial role to prepare the facilities and non-formal exercises for adults who have no chance to enroll themselves in formal education (Ministry of Education in Malaysia, 1979). According to Norzaini Azman (2006), government agencies, private sector and society awareness are playing an important role especially from the importance and contribution towards society and country development.

Since 1960, there are many agencies and government sectors which participated in adult education. For example, Malay for Indigenous People's Trust Council (MARA), Farmer's Organization Authority (LPP), Ministry of Rural and Regional Development (Syarifah Alwiah, 1980; Sufean, 1993). Society Development Department (KEMAS) was setting up at 1961 under Ministry of Rural Development which is focus on adult education development in rural area. To achieve the goals, KEMAS provided many programs and reformation to increase the standard of living in society especially in rural area from the aspect of social, economy, religion, skills and other aspects. This was showed in KEMAS adult education programs about background history, objectives and philosophy.

MATERIALS AND METHODS

The study examined the effectiveness of Human Development Program according to Hammond (1973) from the cognitive, skill and affective aspects. This research used a quantitative design carried out as a survey study by using questionnaire to collect the data from Human Development Program, KEMAS. The population of participants who participated in the Human Development Program were in four states in Malaysia - Pahang (502 adults), Perak (512 adults), Negeri Sembilan (302 adults) and Johor (247 adults). A random sample of 1,563 adult participants from the Human Development Program were involved in the study. According to Junor (1997) and Neuman (2000), participants able to give a useful feedback for future participants.

Simple random sampling was used during the questionnaire session to save the time and decreases the logistic problems. There are four states in Malaysia involved in the research, Pahang, Perak, Johor and Negeri Sembilan. Cluster sampling was carried out to select the respondents among all the participants who participate in Human Development Program (Alias Baba, 1992). The total participants in this study comprised 1,563 adults who participated in the Human Development Program in four states in Malaysia - Pahang (502 adults), Perak (512 adults), Negeri Sembilan (302 adults) and Johor (247 adults).

RESULTS AND DISCUSSION

The respondents in this study comprised 1,563 adults who participated in Human Development Program. In cognitive aspect, more than half (857 adults) of the participants scored high in the marks 65–79 (54.8%). This followed by the 430 participants who scored in the marks 50–54 (27.5%). Besides that, 119 participants (7.6%) obtained lower marks in between 41–49. However, there are about 157 participants (10%) who obtained the marks lower than 40.

Most of the respondents have the good achievement in skill aspect. There are 1,018 adults (65.1%) scored high in the marks 65–79. There are around 436 participants (27.9%) with 50–54 marks in middle level. 90 participants (5.8%) in lower achievement, 41–49 marks. There are only 19 participants (1.2%) scored below 40 marks. The affective achievement in Human Development Program showed that 750 adults (48.0%) scored a good result with the mean score 4.01–5.00. It followed by 573 participants (36.7%) who score a medium achievement with mean score 3.01–4.00. The participants who score the low achievement (1.00–2.00) are about 156 adults (10.0%). However, the least participants are about 84 adults (5.4%) who get the mean score 2.01–3.00.

According to Likert scale, mean in perception of participant's attitude (Human Development Program), 'attitude of desire to excel' is in medium level with the mean of 3.85 and standard deviation 0.85. This followed by 'higher self control attitude' with the mean of 3.70 and standard deviation 1.03. The lowest is the mean (3.65) of 'innovation aspect' and standard deviation 1.02. Aspect of 'attitude to succeed' showed the lowest mean 3.62 and standard deviation 1.02. Based on the above analysis, overall participants in Human Development Program have self motivation to succeed. However, there are not much differences in other aspects.

Table 1: Mean and Standard Deviation of the Participants' Perception regarding Gender in Human Development Program

Gender (N = 1,563)	Cognitive		Skill		Affective	
	Mean	SD	Mean	SD	Mean	SD
Male	2.95	1.05	3.15	1.21	3.16	1.01
Female	3.30	0.96	3.56	0.73	3.23	0.93
Total	3.27	0.98	3.52	0.79	3.23	0.94

Analysis in Table 1 showed that female participants have a better achievement compare with male participants in cognitive aspect, skill aspect and affective aspect. In cognitive aspect, female participants obtained the mean score of 3.30 and standard deviation is 0.98, male participants 2.95 and standard deviation 1.05. However, in skill aspect, female participants obtain higher mean score compare with male participants too. There are 3.56 and standard deviation 0.73 for female participants). Mean score 3.15 and standard deviation 1.21 for male participants. In affective aspect, female participants obtained mean score 3.23 and standard deviation 1.01 while male participants obtained mean score 3.16 and standard deviation 0.93.

In terms of age range, age group of 41-50 has a better achievement compare with other age group in every aspect. In cognitive aspect, participants in age group 41-50 obtained the highest mean score, 3.42. However, participants in age group 51 and above obtained the lowest mean score, 3.04. The average of mean score is 3.27 and standard deviation 0.98. According to socioeconomic status (SES), the participant's income in between USD\$430-USD\$570 has a better achievement in cognitive aspect with the mean score 3.90. For the participant's income between USD\$286-USD\$429, the mean score is 3.68. Participant's obtained mean score 3.31 (below USD\$140) and mean score 3.30 (above USD\$570). However, the lowest achievement in cognitive aspect is mean score 2.98 and standard deviation 1.17 (USD\$140-USD\$285).

Participants in the income group of USD\$430-USD\$570 obtained the highest achievement in skill aspect, the mean score is 3.90. The lowest achievement in skill aspect is the participants in the income group of USD\$140-USD\$285. The mean score is 3.18 and standard deviation is 1.21. In affective aspect for the Human Development Program, the result showed that the participants in the salary group of USD\$286-USD\$429 obtained the highest achievement if compared with the lowest achievement group of USD\$140-USD\$285 (mean score 2.86 and standard deviation 1.16).

Based on the education level, participants who from institute/Malaysian Higher School Certificate (STPM)/certificate obtained the highest mean score (3.75) in cognitive aspect. However, for the participants who from primary school/Standard 6 obtained the lowest mean score (3.10) compare with other level of education. The overall mean score in cognitive aspect is 3.27 and standard deviation is 0.98. The group of participants who from upper secondary school/Malaysian Certificate of Education (SPM) as a better achievement in skill aspect with the mean score of 3.62 and this followed by the participants who from lower secondary school/Lower Certificate of Education (PMR) with the mean score 3.54. However, the lowest

achievement mean score 3.46 obtained by the participants from institute/ Malaysian Higher School Certificate (STPM)/certificate.

In affective aspect, participants from institute/ Malaysian Higher School Certificate (STPM)/certificate obtained the highest mean score 3.80. This followed by the participants from upper secondary school/ Malaysian Certificate of Education (SPM) with the mean score 3.80 and standard deviation 0.90. Participants from primary school/Standard 6 obtained the mean score 3.27 and standard deviation 0.96. The lowest mean score obtained by the participants from lower secondary school/ Lower Certificate of Education (PMR), mean score 3.00 and standard deviation 0.93. There are differences in between the background of participants in cognitive, skill and affective aspects especially in term of age range and level of education. In cognitive aspect, the mean score is 3.35, F is 4.26 and significance 0.0001. Skill aspect, mean score is 2.79, F is 5.91 and significance 0.0001 while in affective aspect, the mean score 1.28, F is 1.64 and significance 0.098.

There are a significance differences in cognitive, affective and skill aspects based on age range and difference in skill and affective aspects based. ANOVA analysis showed that there are a significance relationship in between participant's background with cognitive, skill and affective aspects, $p < 0.05$. Therefore, ANOVA analysis also showed that there is a relationship between independent variable and dependent variable in this study.

Participant's perception towards teaching dimension for teaching method, course facilities and course management in Human Development Program

Table 2 : Mean and Standard Deviation for Teaching Methods used in the Human Development Program

Item	(N=1563)	Mean	SD
1. Instruction is easy to understand.		3.49	1.40
2. Instruction is suited to the participant experience.		3.31	1.20
3. Instruction includes self-access learning.		3.04	1.22
4. Instruction involves group work.		3.28	1.29
5. Instruction involves solving daily problems.		3.21	1.28
6. Instruction is delivered systematically.		3.26	1.27
7. Instructor uses variety of media.		3.23	1.28
8. Instructor is concerned about student's learning pace.		3.33	1.27
9. Instructor encourages students to think.		3.47	1.40
10. Instructor encourages the students to be creative.		3.32	1.39

Table 2 showed the participant's perception towards teaching dimension in Human Development Program. According to the mean score and standard deviation, the medium high is in between 3.04 to 3.49. Data also showed that the mean score of item 1 (3.49) is the highest and standard deviation, 1.40. The lowest

is item 3, mean score 3.04 and standard deviation is 1.20. This situation illustrates that the teaching methods are still in the level of unsatisfied.

Table 3: Means and Standard Deviation of the Participants' Perceptions regarding the Course Facilities in Human Development Program

Item	(N=1563)	Mean	SD
1. Number of rooms to implement the courses are enough.		2.79	1.38
2. The room design is suitable for education program and training.		2.89	1.33
3. Equipments and basic tools to carry out the teaching and learning process is adequate.		3.03	1.43
4. Equipments and basic tools used appropriately with current situation.		3.93	1.33
5. The reference books as textbooks help in understanding the courses that offered in a program.		3.01	1.46
6. The reference books are suitable with new issues.		2.99	1.44
7. Usage of computer software as teaching aid is in maximum level.		2.89	1.37
8. The teaching aids which used during the implementation of the program is in good condition.		2.60	1.39
9. Classroom environment is satisfy.		3.01	1.42
10. Situation in the classroom is highly satisfying.		2.89	1.39

According to Table 3, participant's perception in Human Development Program towards course facilities is in the lower medium level, in between 2.60 to 3.03. The standard deviation does not show much difference in every item. Mean score showed that the items are focus on course facilities.

Table 4: Means and Standard Deviations for Participants' Perception regarding Course Management in Human Development Program

Item	(N=1563)	Mean	SD
1. Time allocated for the course is appropriate for me.		3.04	1.42
2. The scheduling of classes is appropriate for me.		3.15	1.43

3.	The arrangement of classes is attractive for me.	3.01	1.35
4.	The period of the course is appropriate for me.	2.91	1.39
5.	Time allocated for discussion is adequate.	2.92	1.82
6.	Time allocated to meet the instructor after class is adequate.	2.87	1.41
7.	Time allocated to do the assignments is adequate.	2.85	1.37
8.	The sequence of courses offered is appropriate.	2.94	1.43
9.	The sequence of courses helps me to master the subject.	2.30	1.36
10.	The duration of program is appropriate.	2.86	1.35

Table 4 showed the mean for participant's perception regarding course management in Human Development Management. Data showed that participant's perception is in medium level, 2.86 to 3.15. This refers that they were satisfying of the KEMAS course management in implementing the administration. Besides that, data also showed that participant's perception towards program management is positive based on the differences of the standard deviation.

Table 5: Means and Standard Deviations for Participants' Perception towards Teaching Dimension in term of age range in Human Development Program

Age Group (N = 1,563)	Teaching Methods		Course Facilities		Course Management	
	Mean	SD	Mean	SD	Mean	SD
21-30	3.29	1.20	2.85	1.39	2.95	1.34
31-40	3.22	1.22	2.77	1.36	2.79	1.38
41-50	3.31	1.21	3.18	1.25	3.22	1.25
51 & above	3.25	1.28	2.78	1.33	2.82	1.36
Total	3.27	1.24	2.90	1.34	2.95	1.34

Age group of 41-50 obtained the highest mean score 3.18 and standard deviation 1.25 in course facilities aspect. This followed by the age group 21-30, mean score 2.85 and standard deviation 1.39. For the age group of 51 and above, the mean score is 2.78 and standard deviation is 1.33. The lowest mean score is the age group of 31-40 (2.77) and standard deviation 1.36. Overall mean score for course facilities aspect is 2.90 and standard deviation 1.34.

For course management, the highest mean score is 3.22 for the age group 41-50 and standard deviation 1.25. This followed by age group 21-30 with the mean score 2.95 and standard deviation 1.34. Age group of 51 and above obtained the mean score 2.82 and standard deviation 1.36. The lowest is 31-40 age group with the mean score 2.79 and standard deviation 1.38. The overall mean score for management course aspect is 2.95 and standard deviation is 1.34. Participants (age group 41-50) in Human Development Program

obtained the highest mean score compare with other age groups in the dimension of teaching method, course facilities and course management.

Table 6: Means and Standard Deviations for Participants' Perception towards Teaching Dimension in term of education level in Human Development Program

Education Level (N = 1,563)	Teaching Methods		Course Facilities		Course Management	
	Mean	SD	Mean	SD	Mean	SD
Primary School/ Standard 6	3.52	0.77	3.62	0.65	3.36	0.90
Lower Secondary School/PMR	3.29	1.20	2.85	1.39	2.95	1.34
Upper Secondary School/SPM	1.83	1.44	1.90	1.56	1.82	1.39
Institute/STPM Certificate	3.69	1.13	3.45	1.14	3.54	1.13
Total	3.08	1.14	2.72	1.45	2.92	1.19

Course facilities aspect in teaching dimension for the education level showed that the participants from primary school/Standard 6 obtained the highest mean score 3.62 and standard deviation 0.65. However, the lowest mean score, 1.90 obtained by the participants from upper secondary school/Malaysian Certificate of Education (SPM) and standard deviation 1.56. Participants from lower secondary school/ Lower Certificate of Education (PMR) obtained mean score 2.85 and standard deviation 1.39. Overall mean score for course facilities aspect is 2.72 and standard deviation 1.45.

For the aspect of course management, the group of participants from institute/ Malaysian Higher School Certificate (STPM)/certificate obtained the highest mean score, 3.54 and standard deviation 1.13. This followed by the participants from primary school/Standard 6 and lower secondary school/Lower Certificate of Education (PMR), mean score 3.36 and 2.95, standard deviation 0.90 and 1.34. Besides that, participants from upper secondary school/Malaysian Certificate of Education (SPM) obtained the lowest mean score, 1.81 and standard deviation 1.39. The overall mean score for course management aspect is 2.92 and standard deviation 1.19.

Table 7: Means and Standard Deviations for Participants' Perception towards Teaching Dimension in term of SES in Human Development Program

SES (N = 1,563)	Teaching Methods		Course Facilities		Course Management	
	Mean	SD	Mean	SD	Mean	SD
Lower SES						
USD\$140-USD\$285	3.27	1.22	2.86	1.33	2.92	1.34
Medium SES						
USD\$286-USD\$429	3.12	1.29	2.87	1.35	2.85	1.32
Higher SES						
USD\$430-USD\$570	4.09	0.87	3.82	1.10	4.04	1.06
Total	3.27	1.24	2.90	1.34	2.95	1.34

Table 7 showed the teaching methods aspect in term of SES. The income group of USD\$430-USD\$570 obtained the highest mean score, 4.09 and standard deviation 0.87. This followed by the income group of USD\$140-USD\$285, mean score 3.27 and standard deviation 1.22. The lowest mean score (3.12) obtained by the group of USD\$286-USD\$429 and standard deviation 1.29. The overall mean score for teaching methods aspect is 3.27 and standard deviation is 1.24. For the aspect of course facilities, the highest mean score is 3.82 and standard deviation 1.10 (USD\$430-USD\$570). This followed by the group of USD\$286-USD\$429, the mean score is 2.87 and standard deviation 1.35. The lowest mean score 2.86 and standard deviation 1.33 obtained by the group of USD\$140-USD\$285. For this aspect, the overall mean score is 2.90 and standard deviation 1.34.

The highest mean score in course management aspect is in the income group of USD\$430-USD\$570, mean 4.04 and standard deviation 1.06. This followed by the group of USD\$140-USD\$285 with the mean score of 2.82 and standard deviation 1.34. The lowest mean score (2.85) obtained by the group of USD\$286-USD\$429 and standard deviation is 1.32. Overall mean score for course management is 2.95, standard deviation 1.34. The salary group of USD\$430-USD\$570 obtained the highest mean score for three aspects, teaching methods aspect, course facilities aspect and course management aspect in Human Development Program which provided by KEMAS.

There is a significant relationship in between three aspects in teaching dimension and behaviour achievement in Human Development Program, $p < 0.05$. This refer that behaviour achievement has a significant relationship with teaching methods, course facilities and course management. The correlation score are 0.592 ($p < 0.001$), 0.366 ($p < 0.001$) and 0.450 ($p < 0.001$).

CONCLUSION

The analysis of 'Step-Wise' showed that the highest impact in Human Development Program is teaching methods which consisted of course facilities and course management from the skill aspect (9%). The impact of cognitive behaviour achievement in teaching dimension for participants in Human Development Program is 5.5%. However, the impact of affective behaviour achievement in teaching methods, course facilities and course management is 3.5%. In Human Development Program, the highest impact is skill aspect compare with cognitive aspect and affective aspect. This may due to the objective of the program is used to increase the participant's skills especially which related with religion and culture social compare with other aspects.

This study is limited to some aspects, dimension and scope which related with non-formal education among adults in KEMAS, but it can also looking for dynamic perspective and modern in further research. Dynamic perspective refers to the arrangement of the curriculum which must appropriate with the time, needs and technology nowadays (Mazanah Muhammad, 2001). According to the results, the curriculum which provided is not clear enough to produce an excellence and knowledgeable individual with technology. Even though Human Development Program is useful to produce a human with religion, moral and well discipline, it should include the universality issues such as relationship in between knowledge and social and accountability with society.

The improvement and reformation of KEMAS is important. Thus, KEMAS should co-operation with other government agencies, such as university and firm. All of the adults have experience, skills and thinking which capable to develop their knowledge and share with other institute to complete and further the tradition of knowledge. However, there still have a distance in between KEMAS with other institute because of less interest and certain factors. This study showed that there are a lot of attention pay on the level of school or university. However, there are not much attention that pay to the program which provided by KEMAS to share knowledge among adults.

On the other hand, there are no any research that evaluate the similar case, therefore researcher can only choose the model, theory, construct and research instrument based on the principle. A research can be more strong and extensive if the researcher able to work on the exploration with confidence. It is suggested that further research can focus on andragogy field because there still have other aspects that we should take into consideration. For example, effectiveness and acceptable methods. Some of the local researchers, Razali (1987) and Nor Azizah Mohd. Salleh (1997) emphasize on andragogy field. However, in Western country, Knowles (1972, 1984 and 1989), Hartree (1984), Krajne (1989) and Pratt (1993) are widely doing on this kind of research. Andragogy teaching theories which used in Western country should consist into the local research where the centering teaching methods, practicum and interactive should be tested and look appropriately to our country.

The information about andragogy should widely use among adults especially in the effectiveness of the teaching and learning process. Furthermore, instructors in andragogy field should carry out the responsibility to increase the credibility of adult education too.

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