The Role of the University in Fulfilling Individual Needs and Promoting a Better Society: A Malaysian Students' Perception

Jin Kuan Kok and Phaik Kin Cheah

Abstract—The role of the university has become increasingly important in meeting individuals' needs and determining the wealth of a country. However, there were some fervent debates in western countries on the role of the university. This paper aims to discuss the different perceptions of university students in Malaysia on the roles played by the university. Qualitative and quantitative methods are employed in the collection of data. Sets of questionnaires are distributed to undergraduates from different universities in Malaysia.

The findings have shown that most of the current undergraduates in Malaysian universities tend to have positive perspective on the roles of the university. The major role of the university in the perception of the undergraduate is to keep themselves abreast of latest development in information and knowledge. Besides, the role of the university is perceived as preparing students for their future careers and promoting a dignified and civilized society. This study has also discovered some students' aspirations about the role of higher education. Those aspirations will be argued against the backdrop of the Malaysian context.

Index Terms—component; Role of the universities, students' perception on the role of universi, universities in Malaysia.

I. INTRODUCTION

A. Roles Of The Universities

The European tradition of higher education focuses on the two main roles of research and teaching as identified by Humblodt (1810) [1] which refer to the furtherance of conservation of knowledge. In Markwell's [2] term, research is for the furtherance or extension of knowledge, teaching and conservation of knowledge. Humboldt continued to stress the search for new knowledge through research. Forty years later Newman [3], wrote about the idea of a University, he further elaborated on the idea of the role of universities encouraging, "collision of mind with mind, and knowledge with knowledge". The collision of mind with mind and knowledge with knowledge give a picture of fervent debates and even possible arguments among intellectuals. University is thus a place for free expression, embracing differences, a place for experiment, trial and error. It is in the collision of minds that endless possibilities of new knowledge can be discovered. Thus the role of the university does not delineate only the functions of university, but also depict how those functions can be achieved. In Humboldt's and Newman's

terms, it is the atmosphere of openness, humility of listening to other subjects of investigation, the "living voice" [1]. Therefore the discussion on the role of the university should include the descriptions of the role and how those descriptions can be achieved.

To cope with globalization and the rapid changes in the new world, the European Union expanded its definition of university roles. The concept of innovation has been added whereby universities are encouraged to exploit the "knowledge triangle of research, education and innovation" [1] Florida and his associates [4] described the university's role in the creative economy through the lens of the "3T"s, namely technology, talent and tolerance. The "tolerance" aspect advocated by Uyarra [5] refers to a tolerant society which embraces differences. The civilized society in Uyarra's article has a specific local context in which a free exchange of ideas is advocated, including peaceful dialogue on thought-provoking debate and contentious issues such as the topic of abortion. Uyarra's research outcome [5] reveals that even in a highly developed society such as Canada, most of the students are not comfortable in expressing themselves.

Hence, universities are inevitably linked to the innovation potential of nations according to Uyarra [5], and the role of the university should include the building of a more tolerant society. Therefore, the roles of the university have been changed rapidly from a teaching centre for the generation and preservation of knowledge, to a corporate entity which acts as an economic and innovative institution which would promote a civilized society.

However, the meaning of a civilized society is rather ambiguous and unclear both from the perception of individuals and from different strands of communities. It is bound to be different if we compare western and eastern countries due to the different social structure and political ideation. According to Kaviraj [6], it refers to a systemic entity to describe a set of human capacities and modes of conduct, which is based on a "liberal position" whereby "rights might be freely exchanged". So in a civilized society, there is tolerance of diversity and there is freedom of speech and freedom of expression for different thoughts. However, this definition is established according to western values. Malaysia is located in the east and it is still a developing country. The perspectives of the students as to the way they think education can be beneficial in promoting a civilized society would be quite different.

B. The Educational Development In Malaysia

The Malaysian National Higher Education Strategic Plan (2007-2010) asserts that institutions of higher learning in

Malaysia must transform and play the important role of supplying "human capital" for the country [7]. The Ministry of Higher Education (MOHE) oversees all 20 public universities, 21 polytechnics and 37 community colleges, as well as 32 private universities and university colleges, four branch campuses of foreign universities and 485 private colleges in Malaysia [7]. The National Higher Education Strategic Plan (2007-2010) states that the government aims to produce 21,000 Ph.D. holders by 2010, 100,000 Ph.D. holders in 15 years in the areas of science, technology and medicine (60%), humanities and applied literature (20%) and other professional fields (20%). The concern is not the number of graduates in Malaysia but that an unemployment problem among graduates has persisted since the 1990s [8] The Malaysian Association of Private Colleges and Universities stated in its policy that the association will strive to make higher education in Malaysia affordable "while helping the Government reduce the outflow of funds for education overseas" (10). This is proven in the numerous branches of foreign universities which have set up their campuses in Malaysia. They are Monash University, University of Nottingham, Curtin University of Technology and Swinburne University of Technology. Furthermore, many local institutions also offer foreign undergraduate and postgraduate degrees. Therefore, it is undeniable that the roles of universities in Malaysia are not limited to meeting the market demands for education but also to make contributions to the country's economy.

The above figures also show that the role of the university is critical and the Ministry of Higher Education is in a crucial position, and processes an enormous capacity, to provide a close to mass production of university graduates. However, the concern faced at the moment is not the number of graduates in Malaysia but that an unemployment problem among graduates that has persisted since the 1990s [8]. . The role of Higher Education has to keep up with the changes of society to develop the future work force. Hence, the problem faced in Malaysia, is not the enormous number of graduates the country is able to produce, but whether or not the graduates have the necessary skills to meet the needs of the economy. Economy is still the driving force and the education system is a tool for economic growth.

Education and Entrepreneurship are identified as keys to beat poverty and to build the country's economy [9] It is acknowledged that the transformation of Malaysia into a developed, high-income, economy by 2020, actually depends upon improving the abilities of its people. The importance of entrepreneurship for economic development is repeatedly mentioned by the Prime Minister in the NEM (New Economic Model). As well as entrepreneurship, considerable effort has been focused on the development in Malaysian education system of scientists and technologist. Strategies are in place to increase the enrolment of science and technology courses in order to reach the level of more than 60 percent in those fields (Education development).

Therefore the training of manpower for the globalized economies whose characteristics involve uncertainty, rapid and frequent change, insecurity and risk taking, is important in Malaysia. The training of entrepreneurial skills and the development of entrepreneurial qualities in our university students will equip them to cope with the challenges of this increasingly competitive and forever changing society. This is why the Malaysian government has allocated 150 M to retrain unemployed graduates. The investment and development of the people has become increasing important as a response to the country's development needs. Besides the highlighted entrepreneurial skills, Sulaiman and Burke [10], after studying the unemployed graduates in Malaysia have identified many other soft skills which are desperately lacking in our graduates. They assert that as well as knowledge "good soft skills, problem-solving skills and employable value added skills" are essential for Malaysian graduates to secure good jobs. Thus to prepare graduates to meet the needs of future employment, especially in equipping them with soft skills is a critical concern

With this mass production of university graduates and the quality of graduates produced under the enormous force of economy, what is the university experience for the Malaysian university students? What are their perceptions about the role of universities? Are their dreams being fulfilled and how do they view the role of the university in benefiting themselves and society as a whole?

II. METHODOLOGY

This study employed a combination of quantitative and qualitative approach. The data presented in this study is the qualitative part of a larger research project. A survey was carried out at 10 universities in Malaysia and 485 students volunteered to answer the questionnaire. The locations of the universities are from six states in Malaysia - Penang, Kedah, Perak, Kuala Lumpur, Johor and Sabah. The questionnaire consisted of both structured and open-ended questions. There was a group researchers involved in the data collection and data analysis process. Semi-structured interviews were conducted to collect in-depth qualitative data from 20 volunteer respondents. Each interview session lasted from half an hour to one and a half hours. Frequency count and thematic approach were used to analyze the open-ended questions. All the interview sessions were tape recorded with the permission from the respondents and were transcribed and analyzed using constant comparison approach, an adapted grounded theory approach developed by Strauss & Corbin (12). Respondents were informed of their right and were assured that materials made public would not reveal their personal identity.

The sampling consists of a total of 485 students from 10 universities in Malaysia were involved. There was a good balance of different ethnicity which included Chinese, Malay and Indian. The ages of students were from 19 to 22 years old; 480 students were doing a degree programme, 5 students were doing a masters programme; female (54.84%, n=266) male (45.16, n=219). The three tables below show the different faculties from both the public and private universities.

III. FINDINGS

A. The role of the university in meeting my needs

The answers of the respondents were grouped under

several categories:

TABLE I: PARTICIPANTS

Total number of participants		
Type of university	*Frequency*	*Percentage*
Public Universities	M 75 F 110	40.54% 59.46%
Private Universities	M 144 F 156	48% 52%

TABLE II: FACULTIES FROM PUBLIC UNIVERSITIES

Faculty	*Frequency*	*Percentage*
Business & Finance*	51	27.57%
Science	37	20.00%
Social Science	12	6.49%
School of Medicine**	8	4.32%
Engineering & Technology***	54	21.19%
Others****	23	12.43%
Total	185	100%

TABLE III: FACULTIES FROM PRIVATE UNIVERSITIES

Faculty	*Frequency*	*Percentage*
Business & Finance*	37	12.33%
Science	30	10.00%
Social Science	109	36.33%
School of Medicine**	59	19.67%
Engineering & Technology***	5	1.67%
Creative Arts	60	20.00
Total	300	100%

Note: * Including Marketing, Accounting and Economics
** Including Medicine, Dentistry and Pharmacy
*** Including Faculty of ICT
**** Including Education, Environment science and Industrial Statistics

TABLE VI: UNIVERSITY MEETS MY NEEDS

Needs	*Frequency*	*Percentage*
Knowledge	312	61.66%
Social Needs	76	15.02%
Doesn't meet/ Negative comments	6	1.19%
Uncertainty/ Don't know	114	22.53%
Total	506	100%

Most students (61.66%, n=312) wrote that the university fulfils their educational needs. The descriptive answers include the following: (1) acquiring knowledge to be a professional; (2) gaining knowledge in their field of study, and (3) learning about how to do research.

About 15% of the students (n=76) mentioned learning social skills which include: (1) making friends; (2) working with each other, and (3) connecting with others. They mentioned that the university serves as a place to develop the following skills: (1) communication; (2) problem-solving; (3) conflict resolution and (4) critical thinking.

There were quite a number of students (22.53%, n=114) who were unsure or answered "I don't know" as to how they could gain benefits from the university education. It could be a worrying sign as students were not sure about the purpose of education. It is identified by Haji [13] that there were unmatched expectations between the employers and local graduates. Perhaps this group of students was not motivated to take initiatives or they are not informed about the career prospects of their courses.

B. The role of university in promoting a better society

There were some repeated themes emerging from the data. The various themes were grouped and displayed in the table below:

TABLE V: THE UNIVERSITY MAKE CONTRIBUTION TO THE SOCIETY

Contribution	*Frequency*	*Percentage*
Provide a knowlegeble society	113	23.25%
Provide interaction/ relational aspect	138	28.39%
Build a civilized society	86	17.69%
Doesn't contribute / Negative comments	11	2.26%
Uncertainty/ Don't know	138	28.39%
Total	486	100%

More than a quarter of the students (28.39%, n=138) mentioned the relational dimensions of university education whereby the university serves as a small society, providing them with many interactions and learning opportunities. Some of the sub-groups under this category are: (1) learning how to work with different students in assignment groups; (2) interacting with different students from different backgrounds, and (3) building long lasting friendships.

Close to a quarter of the students (23.25%, n=113) mentioned that the contributions of the university to society are (1) educating the citizens; (2) training future leaders; (3) producing more professionals, and (4) improving social capital for the country.

There were 86 students (17.69%) who wrote about the cultural aspects, which include (1) educating the staffs and students about humanity by doing charity, fund-raising; (2) encouraging communication; (3) promoting understanding among different races so that there will be respect among people; (4) building a civilized society with a low crime rate and high moral standards and (5) reducing political issues. Students aspire to have a civilized society when most of the citizens are well-educated, able to care about and understand each other.

However, there were more than 30% of students who either give negative comments or were unsure about how university education can contribute to a better society (30.65%, n=149). It could be an indication that students were not comfortable in presenting their views as this question relates to a broader society.

The above findings are further echoed by the respondents during interview sessions. There were three over-arching

themes emerged from the data collected from the in-depth interviews.

C. Knowledge & Future Career

Students normally relate their university education with future career.

"I am here for a better life in the future, in terms of salary and job choice. Or what can I do after high school? I can choose to repair air condition. But I didn't have any skills to repair anything. All my life has been studying. I don't want to do a skilled based job like my parents. I attend university and I hope I can do at least a professional job in the future." (Male, private university, Business course, Year 1)

"The medicine course is very difficult. Every time in the lecture, I feel myself very small as I seem do not know a lot of thing. I actually need to prepare for the lesson, or I will not be able to follow the course. All the subjects are new to me, medical line very difficult and stressful to study.

My course mates study very hard, the whole library is full when it is exam time so to get a seat in the library during exam period is not easy. We all are very scared in case we are not able to complete this study as those who fail will be dropped off from the course. I am very grateful to be able to gain knowledge so that I will be prepared and well-equiped in the future to help people.(Female, private university, Medicine, Year 2)

"University helps to specify our goals. For example, specify our specialty such as, in medicine, biotechnology or in my case a psychologist" (Female, private university, Psychology & Counselling course, Year 3).

D. Interpersonal & Social skill

From a life span development perspective, university students are in their young adulthood stage where the development of interpersonal skill is crucial. According to a report done by Haji [13] the mismatch and lacking of skills are the two main problems faced by current university students. As a result, government ends up heavily investing in graduate retraining schemes solving the problems faced by unemployed graduates

"The university is very competitive…it is the first time I left home and the first time I learnt that people jealous if I perform well and I struggled coping with uncooperative group members there were students never contribute to the group assignments but they manage to get by. I thought it was unfair, but I cannot tell the lecturers because they were my friends. So l learnt that the society is much more complicated than I thought and the future society will be like that." (Female, public university, Accountant course, Year 4)

"I am very unfortunate to have group mates who did not do their work. They didn't even care if the group assignment scored 8 out of 20. But I care, so I have to do all the work by myself. It is all by rare, so I always prayed to have good group members each term, and for all subjects....now I have learnt to be smart, to join the group members who do the homework, otherwise, it will be difficult to finish the work all by myself as there are 6 subjects for one semester." (Female, public university, Accountant course, Year 3)

Perhaps, the above mentioned scenario explained the reasons for some students who never get to develop some

necessary skills due to the mutual reliance when doing group assignments in the university. Due to the cultural setting of Malaysia where by the value of relationship is always treasured by most students. It is not uncommon that students would cover the work of other group members in order to maintain a harmony relationship.

Most students agreed that the University lives prepare them for the future, in terms of working with different people.

"I have learnt a lot, like know who are the real true friends. I have learnt human being are capable of back stabbing and they can twist and turn the meanings. I experienced I said something, but other people change my meanings and that hurt ….so I have learnt a lot…and this is very helpful because next time in the society will be like that. So I would say University trains us to prepare for the society in the future [Female, private university, Pharmacy, Year 3)

E. Development of a civilized society

University is always a place to discover, maintain and transmit knowledge. Since the beginning of the knowledge based era, knowledge has been identified as a principal of growth, and has been intimately related to the development of the wealth of a country.

However, many students mentioned the cultural formation in their interviews. This is quite different from the ideation held by Galbraith et al [14] that the role of the university has moved away from the ideals of cultural formation as the result of economic development

Kaviraj [6] and his associates advocate that economy, society and culture each has its own importance in a civilized society and it should be portrayed "by its respective advocates as a domain of special authenticity" rather than allowing one to dominates another. The diversity of cultural aspects mentioned by the students need to be highlighted. It is rather comforting that some of the students in this study are not disproportionately preoccupied with economic development. They care about a civilised society which is harmonious and peaceful. They disagree with the uni-dimension of cultural expression, they prefer to embrace the rich and diversity of Malaysian culture.

"University trains up citizens with good attitude towards lives, good manners, speak well, behave less violence more knowledgeable, more professionals and the society will be more civilized" (Female, public university, MBA Course, Year 1).

"I never use chopsticks before because I am an Indian. I have fun learning how to use chopsticks from my Chinese friend. .. because there are such mixtures of people in the university, differences in religion become more acceptable for the society. Students of different culture interact with one another and we learn to understand their values without much prejudice as our parents might have taught us" (Female, private university, Social Science, Year 3).

"With more students attending university, there will be less crime and higher moral standard of moral….the society will be better." (Female, public university, MBA)

F. Students' aspirations

However, there were some heart-pouring moments. A

Student lamented the theoretical approach and low standard of education received.

"I do not think university prepared me well for the job market. After graduated from a Multi-media course, I worked in a company. I found out that the course I studied before was too theoretical and I had to be put on probation training for half a year. I was not able to do the practical job. I ended up doing another Master degree now" (Male, previous Multi Media course in a public university. At the moment doing MBA Course in another public university)

"Previously I did a degree in Physic. I have tried to write articles and the feedback I got from various Journal editors were, 'your points are there, but English needs improvement'; my friends from Chemistry, Bio-Chemistry department or other courses in Science faculty also told me the same thing that the overseas examiners or professors always made comments during their viva that 'since Malaysia is a developing country, it is okay, but actually the standard not quite there' I was really upset about those comments" (Male, public university, Crypeography PhD programme, final year)

There were some students hesitant about sharing about some sensitive issues, they harboured a hope for a more open and multi-dimensional system There yearned for a more open system to "embrace multicultural aspect and values, since Malaysia is a multicultural society, the general courses designs during the first year of university education shouldn't be so uni-dimensional, I found limited perspective was taught in the university"(Female, public university, Home Science Education Course, Year 3).

The "uni-dimensional" and "limited perspective" referred to the compulsory Tamadun Islam course (Islamic Civilization) for public and private universities.

"University doesn't only create professionals; university nurtures students as well in terms of culture, religion and diversity" (Female, private university, Psychology course Year 3)

"I think there shouldn't be a coda system based on race, the opportunity of education should be open to all. Most of us didn't get to study our dream course, we ended up in a private university. The tuition fee here is much higher. Fortunately, my parents are supportive, or I won't be having an opportunity to study" (Female, private university, Year 1)

There was one student who aspired to be able to integrate cross disciplined learning but the system does not allow for it.

"I think the university does prepare me for a job in the future. But I do not think the university is contributing to the society. I feel that the university is a system link too closely to the industrial world. So university is not in a leading position, it is just a tool for the job market. Just like my IT course, I feel that each term we have to take 23 credit hours courses. If I want to choose one more course, it is not possible. Every module of course has been fixed and the system is very rigid…I want to choose some cross-discipline courses relate to Art & Humanity such as how to combine story writing with IT skills, but there is not such flexibility. I feel like the university is a factory to rigidly produce the fixed kind of man power for the society…" (Male, public university, Computer Science Course, Year 3)

The aspiration of students can be summarized as (1) to receive education that will equip them with high standard of knowledge and skills to face the challenges in a working world; (2) to have a more open and neutral system that offers multi-dimensional education in terms of values and culture; (3) to have an education that enable them to do integration.

IV. DISCUSSION

The findings revealed that university students in Malaysia are very pragmatic. They are concerned about getting a career, pursuing a better life in terms of finance and life quality. They also value the interpersonal learning in the university as described rightly by one student, "University is a place where people grow and mature. It is also a place where people transform their development from adolescent to adulthood I will never forget my university experience and I will always cherish and treasure it." (Female, private university, Psychology course, Year 3)

Though Malaysian university students think knowledge is important, they link the acquisition of knowledge to practical aspects.

The dream civilized society as portrayed by Malaysian university students is a society that has a more open and neutral system so that multidimensional education would allow students to do some form of integrated cross-discipline studies. They also aspired to learn skills and knowledge that would equip them for the working world in the future. These two aspirations are closely related to pragmatism. These pragmatic dreams of the students are in-line with the government's economic approach in policy making.

Brown & Lauder [15] agree that education has been seen as a means of upward mobility for individuals to upgrade themselves, get better jobs and improve their quality of life. Also, Bartell [16] further claims that the role of the university has been "revolutionary" as a means for countries to increase the quality of human capital, which is the basic driving force for economies.

The interpersonal and social dimension is another overarching theme that emerged from the survey of descriptive and interview data. This relational aspect is probably an important one for an oriental society which is very community based. Livesey [17] observes that universities function as Networks in a World of Networks.

Education is first and foremost a public asset and it is for the public good [18]. This public good is not limited to the short term but also for the many generations to come. The long term gain of the cultural aspect is for history to witness. Universities are now being considered as critical national assets in producing valuable human capital and this human capital is going to determine the wealth of a country. However, education should not be used solely as a tool for economic development, nor a tool for nation building or any form of hegemony or totalitarianism (19). The Malaysian educational system has evolved from a pattern of educational pluralism to one of national centralization. Therefore the educational system has been used to accomplish some national development agenda. Perhaps, the "transcendent mission" of education according to Boulton & Lucas (1) refers to its enduring element of seeking after truth and knowledge should be emphasized. The respondents in this study have identified a few areas in which education can help

to build a civilized society in the context of Malaysia.

We educators acknowledge the role of the "learning subject" who are our students. The students in this study are the product of the environment. They are aspired and are capable of transforming the environment. We strongly discourage the distortion of the goals of universities when they are solely valued on the basis of their contribution to economic growth, instead of the common good of humanity as stated in ancient Chinese literature: Education in a civilized society is for the purpose of having good relationship with people, understanding of values and for the ultimate good of people [20].

The world is fast changing. Are our students well-equipped to face the challenges in the future? Malaysia is gearing towards globalization and building world class academic universities. But perhaps the habitus of a uni-dimensional purpose, which is viewed by some of the respondentts in this study as hegemony and a reductionalistic approach need to be changed. Another dimension, perhaps, is for our educators to think about the implementation of Liberal Arts Education, and cross-disciplinary programmes which encourage the integration of various disciplines and focuses on a more broad based learning to achieve a deeper sense of appreciation of what is meant by living as a human, instead of merely a tool of the economy.

V. CONCLUSION

Education does not exist on its own. It has its own context. The role of university is always as a place to discover, maintain and transmit knowledge, and knowledge has been identified as a principal drive of growth. This paper highlights the aspirations and values held dear by Malaysian university students. It is hoped that in the process of discussion and re-defining the role of the university, universities in Malaysia will be able to better serve its customers, the students and the parents, in fulfilling their dreams and creating a better society which is culturally rich and embraces differences. Future research may be needed to further explore some of the contextual factors that give rise to perceptions of the students.

REFERENCES

[1] Boulton, K. G. & Lucas, L. (2008). What are Universities for?. Amsterdam: League of European Research Universities.

[2] Markwell, D. (2008) Working together to become "world class" universities. Retrieved Oct 10, 2010, from http://www.uwa.edu.au/university/governance/executive/education-archive/speech_on_world_class_universities

[3] Newman, J.H. (2001). The Idea of a University. Retrieved Jan 14, 2011, from http://www.newmanreader.org/works/idea/

[4] Florida, R., Gates, G., Knudsen, B., & Stolarick, K. (2006) The University and the Creative Economy. Retrieved Oct 28, 2010, from http://www.creativeclass.com/rfcgdb/articles/University_and_the_Creative_Economy.pdf

[5] Uyarra, E. (2010). "Conceptualizing the Regional Roles of Universities, Implications and Contradictions," European Planning Studies, vol. 18(8), 2010, pp.1227, document ID: 2099142221

[6] Kaviraj, S & Khilnani, S (2001) Civil society . History and Possiblility. University of London Press.

[7] Ministry of Higher Education Malaysia. (2007). Institutional Pillars: Strengthening the institutions. Retrieved on Oct 10, 2010, from http://www.mohe.gov.my/transformasi/images/2_bi.pdf

[8] Lim, H. E. (2008). "Feasibility of Early Identification of Low Employability Graduates in Malaysia," Malaysian Journal of Economic Studies, vol 45 (2), Dec 2008, pp. 95, document ID: 1742046041.

[9] Prime Minister of MalaysiaDatuk Seri Najib Tun Razak' talk 30 Mar[2010]. Retrieved on 1 Feb 2011. http://www.pmo.gov.my/?menu=speech&page=1676&news_id=227&speech_cat=2

[10] Sulaiman, N. & Burke, M. (2009). "A case analysis of knowledge sharing implementation and job searching in Malaysia," International Journal of Information Management, vol. 29(4), 2009, pp. 321, document ID: 1743569401.

[11] Malaysian Association of Private Colleges and Universities. (2009). Title. Retrieved date from http://www.mapcu.com.my/about.htm#roles

[12] Strauss, A. L. & Cobin, J. (1977). Grounded Theory in Practice:. Thousand Oaks, CA, USA: Sage Publisher

[13] Haji Shamsuddin Bardan. (2009). Governance and Government: Employer's perspective of graduates employability. Kuala Lumpur:: Malaysian Employers Federation.

[14] Galbraith, L. et al (2010). University Students' Perceptions on the Role of the University in 2009: An International Survey. Retrieved Oct 10, 2010, from http://www.univforum.org/univ2009/Canada.pdf

[15] Brown, P. & Lauder, H. (2004). Education, Globalization, and Economic Development. In A. H. Halsey, H. Lauder, P. Brown, A. S. Wells (Eds) Education: Culture, Economy, Society. Oxford University Press.

[16] Bartell, M. (2003). Internationalization of Universities: A University cultural-based framework. Higher Education Vol 45 (1): 43 – 70.

[17] Livesey, D. (2008). The Reform of Universities in Europe: autonomy, diversity and excellence, The Euroscientist, June.

[18] University of Western Australia. (June 2002). Response to Higher education at the crossroads: An overview paper. Perth: UWA.

[19] McLaren, P. (2004). Multiculturalism and post-modern critique: Toward a pedagogy of resistance and transformation. In A. H. Halsey, H. Lauder, P. Brown, A. S. Wells (Eds) Education: Culture, Economy, Society. Oxford: Oxford University Press.

[20] Da Xue. One of the classic literature on Confucianism.