Globalization and Higher Education in Malaysia

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Abstract

This study reviews previous study related to globalization in Malaysian tertiary education in creating innovative learning environment. A systematic literature review (SLR) research technique is utilized to identify and analyse previous studies related to the topic. Based on the SLR, five most relevant studies are identified and an analysis of how globalisation has affected private tertiary education in Malaysia is carried out. This paper offers a new and thorough viewpoint on the varying landscape of higher education in context of globalisation which could be a foundation for future advancements of higher education in Malaysia. Higher education is undoubtedly faced with new opportunities, threats, and problems as a result of globalisation. However, this study explains how globalisation and private tertiary education interact intricately in Malaysia, providing policymakers and educators with actionable knowledge. It contributes to the scholarly discussion on the topic while offering practical advice for overcoming obstacles and seizing possibilities posed by globalisation. This study adds to our knowledge of the topic and offers useful recommendations for policy and practise in Malaysian private tertiary education.

Keyword:

INTRODUCTION

Globalization is an exchange of reformed things from politics, economics, or culture (Bartelson, 2000). According to Bartelson (2020), globalization removed the existing boundaries between units and systems. Malaysia faces several difficulties in the age of globalisation. Malaysia must become more competitive and raise the standard of its top-notch education if it is to reach full development. According to this definition, globalisation is the process of reducing national government prohibitions on cross-border travel in order to establish an open and borderless global economy.

Malaysia's higher education system has gone through several trends and arrangements as a measure to revamp and improve education quality. Malakolunthu and Rengasamy (2012) explained that the advanced education organization in Malaysia has been redesigned to better meet the government's goals for socioeconomic growth. The Malaysian economy was mostly driven by agricultural activities between 1960 and 1980, but from 1980 to 2000, economic activity switched towards industrial expansion in response to developments in modern finance. This situation occurred prior to the knowledge-based economy's rise, which calls for a workforce that is highly competent and knowledgeable about the year 2000 and the future (Singh et al., 2010).

Issues with the economy, ecology, health, social conditions, or education that arise in one nation today have the potential to spread quickly to affect the entire globe. The world was unprepared for what transpired as soon as the COVID-19 disease was initial revealed in December 2019; yet, it did. By the conclusion of January 2020, the virus reached Asia, Europe, and America and had changed into a pandemic that affected the whole world. Since then, a protracted period of closure has been imposed on the contemporary socio-economic ecology. The COVID-19 worldwide epidemic has a direct influence on education, notably higher education.

EDUCATION GLOBALIZATION ERA

In the era of globalisation, knowledge is becoming a more multinational commodity. The development of the knowledge-based economy has fuelled competition for the best brains among businesses across the world and among the colleges that train them. One of the significant shifts in Malaysia's private higher education system in recent years where Malaysia serves as educational hub. In order to achieve this hub status, many strategies have to be implemented to transform the entire nation into an "education hub" (Munusamy & Hashim, 2019). The development of specialised education zones which contribute to the country's hub position, is a crucial approach. Other initiatives include branch campuses, international joint degree programmes, and a strategic plan for recruiting foreign students.

According to Munusamy & Hashim (2019) global partners interested in cooperating closely with private educational organizations to find a win-win solution see Malaysia as an "educational centre." The phrase "globalising higher education" has several meanings. Moreover, phrases like "cross-border" higher education, "borderless" higher education, and "multinational" higher education are frequently used interchangeably with this phrase. Malaysia's higher education system is on the right track to achieve that goal desired to produce graduates who are competitive in the global market. Even so, Malaysia still needs students and graduates who acquire thinking and solving skills problems independently to lead the country to achieve Malaysian Vision (Nawi, 2021).

In order to satisfy the needs of the new globalisation period, Nawi (2021) also noted that Malaysia's higher education system is increasingly becoming worldwide. This education policy's reorganisation gives foreign stakeholders the chance to run programmes that partner with local colleges and universities and build foreign branch campuses in Malaysia.

Higher Education Sector Privatization

Malaysia's higher education sector is dominated by government-funded institutions such as public universities, polytechnics, community colleges, and teacher training programmes, as well as privately funded institutions such as private universities, private university colleges, foreign branch campuses, and private colleges. There are also hybrid models in which the government contributes financing to entities that operate as private businesses (Aziz & Abdullah, 2013).

According to Edwards (2017), Thatcher personally powerfully reinforced privatisation. She declared that the key to "reclaiming territory for freedom" and "reversing the corrosive and corrupting impacts of socialism" remained privatisation. The Keynesian model states that effective aggregate demand limits economic development. Thus, state-sponsored redistribution policies could quicken the pace of economic activity if they give extra money to households with relatively high marginal propensities to spend. Also, according to the human capital

theory, such redistribution schemes contribute to the quality of the work force and, in turn, the economy's capacity for development when they are focused on health and education (Crouch, 2009).

Crouch (2009) also added that there had been a long-standing intellectual challenge to Keynesianism. The proponents of a comeback to "real" markets have never stopped being active, and several proposals are ready. The main goal was to get governments to stop taking on overall economic responsibility. Table 1 shows the expansion of public and private offerings created a very varied higher education sector that includes polytechnics, community colleges, private higher education institutions, and public universities. in 2023, there are 20 PUs, 434 Private Higher Institutions, 36 Polytechnics, and 105 Community Colleges.

Table 1: Number of Higher Education Institution in Malaysia

Category of Institution	Number of Institution
Public University	20
Polytechnic	36
Community College	105
Private Institution	434

Source: Higher Education Institution Statistics retrieved from MOHE

The deteriorating capacity of public institutions to fulfil the growing demand for postsecondary education is one factor driving the expansion of private higher education. The "overcrowding" hypothesis states that when public services are used excessively, unsatisfied demand shifts to the private sector. As was already said, there are a number of factors contributing to the growth of private education. However, in the instance of Malaysia, private higher education institutions are seen as a means of absorbing the excess of the country's unmet demand for tertiary education. However, this does not mean that the population is declining.

In Malaysia, education has always been delivered by the private sector. In 1993, there were around 53 Chinese independent secondary schools, 118 private secondary schools, and 20 international schools, in addition to the new private higher education institutes (Ziguras, 2003). These schools were mostly for the children of foreign employees.

Ziguras (2003) also added that, private colleges and universities that have been asked to apply must register with the Ministry of Education before requesting authorisation to offer each course of study or training programme from the Ministry of Education. The *Lembaga Akreditasi Negara* (LAN) evaluates these applications to determine whether the courses fulfil basic requirements. Institutions are required to provide separate paperwork for each course of study that includes comprehensive details on the instructors, courses, facilities, management system, and the justification for offering the course.

After graduation, tertiary education pays off financially well as a significant investment made in students' life. The significant advantages of higher education extend beyond the students to include parents, governments, and whole societies. More taxes are paid to the government due to rising levels of education and higher earnings as a result. These taxes are later returned to society in the form of public services courses of study that include comprehensive information about the instructors, subjects, facilities, management system, and justification for offering the course (Taskinsoy, 2012).

Challenges in Higher Education

Higher education is seen as a vital basis for executing the intricate process of globalisation. Higher education services have already begun to grow across territorial bounds, either electronically or through physically located campuses, as a result of globalisation, enhanced information technology, and more transnational travel. While there are still a lot of frightened parents, colleges and universities, governments, for-profit and non-profit organisations, and the general public now see tertiary education as a substantial investment in a student's life. After buying a house, it became the second-largest investment (Zusman, 2005).

The entire educational system, including tertiary education in Malaysia, is not so much viewed as an investment but rather as a serious and ongoing effort to develop. Students are strongly pushed to gain the requisite skill sets to be completely prepared to compete for the few employment openings available right after graduation in this highly spiritual environment (Lomas, 2004). The essential elements of Malaysia's education system, which fosters advantages for people, families, societies, and the country, include devotion, excellent ethics, moral behaviour, high spirits, personal dedication, firm religious beliefs, and striving for perfection.

As the primary sources of increased opportunity, new institution types, such as community colleges, technical schools, and non-degree issuing institutions, are widely used. Most wealthy nations had universal higher education by the turn of the 20th century, and many developing nations are presently doing the same. These are the requirements put out by Shin & Harman (2009). However, enrolment rates vary based on the sociocultural and/or economic situations.
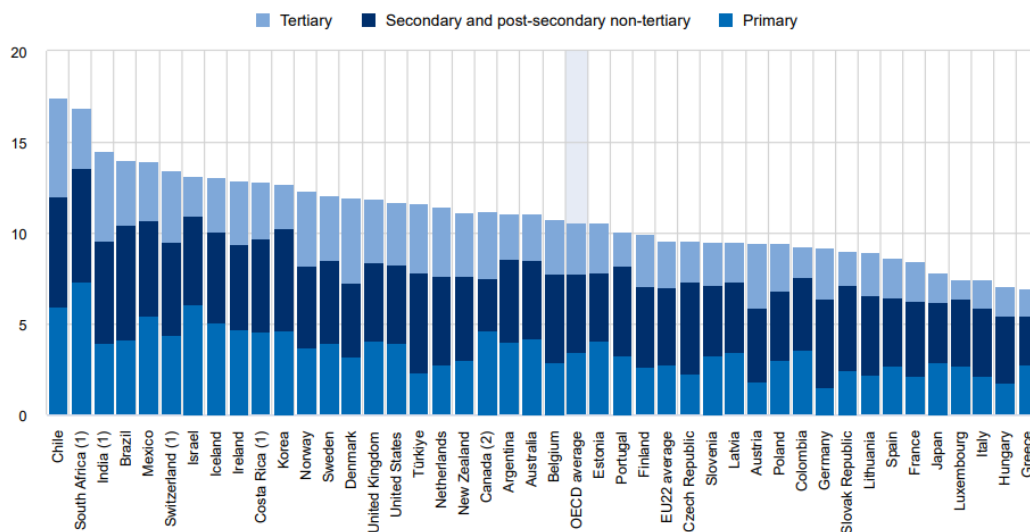

Figure 1: Composition of total public expenditure on education as a percentage of total government expenditure (2019)

Figure 1 shows that composition of total public expenditure on education as a percentage of total government expenditure in 2019. The figures show Chile marks the highest public expenditure compare to other OECD countries. According to OECD data, post-secondary education receives over one-third of total OECD spending on educational institutions. One key strategy for facilitating access to tertiary education is to allow students to

enrol part-time. Due to a variety of duties, such as caring for children or working to fund their education, many part-time students are unable to study full-time.

Innovative Learning Environment

Reconstructing the idea of knowledge, comprehending what innovation truly entails, and enhancing human capital via higher rates of education are the quickest approaches to integrate educational systems into the knowledge economy given the current state of the world and global knowledge economy. Individuals should actively participate in embracing technology as it is unlikely that curricula, which are barely produced on an annual basis and to which it is not very customary to make any modifications during the year, would contain every newly released instructional technology or ICT (Siew-Eng & Muuk, (2015).

In particular, the area of education has been significantly impacted by the development of information and communication technology. The use of this technology in teaching and learning has resulted in a major shift in teacher pedagogy (Adeoye, Adanikin, & Adanikin, 2020). Recent studies have shown that the use of technology has revolutionised student learning methods, teacher teaching approaches, and overall, how education is managed in the modern period (Fndkolu & Lhan, 2016). The time has also come for information and communication technology (ICT) to be used to transform the culture of schools into one that emphasises education, creativity, critical thinking, and compassion.

The character of education should be in line with the demands of the information society and globalisation given the shifting needs of society and the wider globe. Case studies that illustrate instructional failure or content delivery issues would be particularly helpful in making the distinction between innovation and ICT use (Fındıkoğlu & İlhan, 2016).

Creativity is more important than ever in education. The development of the so-called "knowledge society," the transformation of information and media, and the growing specialisation of organisations all call for high skill profiles and levels of knowledge, and there is broad consensus that a country's educational system will have an ever-increasing impact on the social and economic well-being of its citizens (Serdyukov, 2017). In other words, modern educational institutions must fulfil their objectives while making the most use of the resources at their disposal. They must be successful and efficient. Universities are increasingly using e-learning as a substitute to in-person education, which enables them to cover any gaps in their academic schedule that the pandemic could cause (Adeoye, Adanikin, & Adanikin, 2020).

According to Serdyukov (2017), in order to innovate, we must think outside the box and generate a fresh concept that allows us to tackle our problem in a creative way. Each discovery must accomplish this in order to build something new that is separate from what we have been doing, whether in terms of quality, quantity, or both. To have a major, transformative influence, the innovation must be use, which calls for wide acceptance and quick distribution (Ong, Chan Cho, & Koh, 2013).

METHODOLOGY

An organised review of the literature is the research methodology adopted. The examination of research literature that employs standardised and clear accounting techniques is known as systematic literature review (SLR). Finding concise, logical, and responsible procedures is the goal of the systematic review. In order to address certain research topics, a thorough evaluation of the literature was done. In this example, the topic of interest was open education, and the

SLR discovers, examines, and interprets research findings of items available in each time period connected to that topic. This study analyses the globalisation in the tertiary education in Malaysia. The data was collected and interpreted in the for of tables and figures and then were analysed descriptively.

The SLR locates, assesses, and evaluates research findings from materials relating to the topic of interest where in this case; an open education that were available within a certain time period. The study included five phases. Figure 2 illustrate the five phases of a SLR (Ramirez-Montoya, 2020).
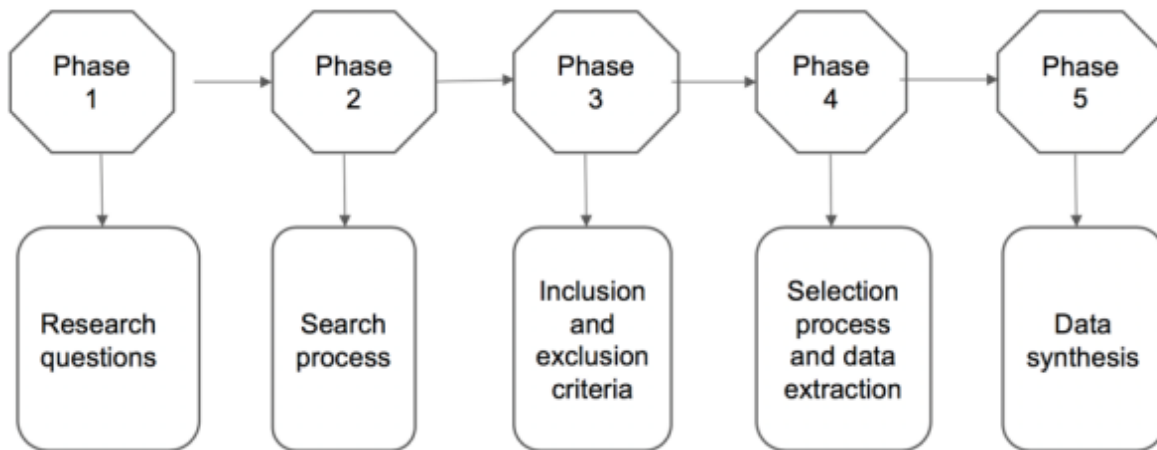

Figure 2: The SLR phases

FINDINGS

The literature review search was conducted in mostly used research articles databases including SCOPUS and WoS. Based on the predetermined criteria of article selection, this study identified five studies most relevant to answer the research question. These studies are Peow (2011), Arokiasamy (2011), Mohd Adnan, Abd Karim, Mohd Tahir, Mustafa Kamal and Yusof (2019), Azman and Abdullah (2021), and Horta (2023), as shown in Table 2.

The article by Peow (2011) discussed on the change in face-to-face globalization. This is where change in policy to produce human capital to support the national competitiveness especially on the education purpose. The scholar review on the ICT enhancement to reduce digital gap. ICT is also used as a learning tool and make the management system to be efficient. There is also language policy been implemented as it will be required to meet with the IT market. However, Maths and Science had been offered in Malay and English to accommodate the Malaysian education policy. This is also to bring all subjects into one national system and Malay as national language.

On the other hand, Arokiasamy (2011) showed how the consequences of globalisation and the expansion of the knowledge-based economy had caused a huge and drastic upheaval in Malaysia's higher education system. The main trend is Malaysia's private higher education system being reorganised and improved to make it more competitive on the global stage. If Malaysia is serious about becoming an "education hub," policies and procedures must be put in place to entice international students to enrol in courses at a local university that meets the highest requirements.

Table 2: Summary of findings

Title / Author / Year	Theory / Model	Methodology	Variables	Results
Globalization and the Malaysian experience: Upsides and downsides (Peow, 2011)	Globalization theory	Grounded Theory	Economy, Media, Education, Culture, Religion	The article shows how Malaysia and Malaysians react to globalisation, particularly with regards to problems of identity, education, and culture.
Globalization And Higher Education Analysis In Malaysia (Arokiasamy, 2011)	Globalization theory	Case study	Impact of globalisation	The result shows these tremendous advancements served as the foundation for crucial reforms in Malaysia's higher education system. For higher education, globalisation undoubtedly brings new opportunities, difficulties, and hazards.
Education 4.0 Technologies, Industry 4.0 Skills and the Teaching of English in Malaysian Tertiary Education (Mohd Adnan, Abd Karim, Mohd Tahir, Mustafa Kamal & Yusof (2019)	Learning Technologies	qualitative empirical inquiry	Learning Skills, Technologies	Based on three main study topics, this article explores the challenges faced by a small number of English teachers at public institutions in Malaysia who are urgently attempting to implement Education 4.0 learning technology to teach this foreign language to Malaysian students.
A Critical Analysis of Malaysian Higher Education Institutions' Response Towards Covid-19: Sustaining Academic Program Delivery. (Azman & Abdullah, 2021)	Online learning	Narrative Non-Systematic Review Method	Teaching and Learning, Online Learning	Despite all the difficulties, the Malaysian HEIs' reaction during the era of uncertainty and contestation may be seen as positive. HEIs faced a hard learning curve at first, but they quickly adjusted, and it is suggested that they overcame the epidemic to survive and transform them.
Emerging and Near Future Challenges of Higher Education in East Asia (Horta, 2023)	Globalization theory in Education	Case Study	Education And Economy	The new system must readjust and resize to deal with the declining enrolments, as well as change their teaching methods and organisational structure, take a second look at the students' jobs and goals, adopt new technologies, and keep working to produce knowledge that can guide their nations through the rest of the twenty-first century.

This article by Mohd Adnan, Abd Karim, Mohd Tahir, Mustafa Kamal and Yusof (2019) showed that the English educators used and developed technologies from Education 4.0. The effort enables to showed a few aspects that highlights on educators in English language at Malaysia public universities. Members of Team Virtual Reality, Team Mobile Learning, and Team Chatbot Programme all realise the need to create and employ Education 4.0 technologies for the teaching and learning of English, as seen by the experiences and tales they have all shared. It is encouraging to see that the three teams are continuing their travels despite the obstacles they confront in seeking to extend and share their efforts with other Malaysian educators and take their work to the next level (Carmichael, 2015).

Azman and Abdullah (2021) explained that COVID-19 pandemic had really influenced the teaching and learning in higher education as this pandemic is still new. The urgent adoption of online learning and other types of technology-enabled learning will unavoidably hasten this process. However, the key findings have shown that Malaysia still has a digital gap, which is the biggest obstacle to Malaysia's post-COVID-19 recovery. The MoHE and HEIs collaborated on administrative procedures to protect the educational delivery of courses through remote online learning while also offering emergency help to students and support for institutions.

Besides that, Horta (2023) added that systems of higher education and society in East Asia have improved significantly and are, for the most part, on level with those in sophisticated countries in Europe and North America. Although these civilizations have reached a new level of development from an economic and sociological standpoint thanks to this growth, it is also confronting new difficulties, such as an ageing population. During the massification process, higher education systems grew quickly and were successfully embraced; however, now, given that enrolments are inevitably going down and budgetary constraints are anticipated, these systems are confronted with fresh difficulties. To address the declining enrolments, these systems must readjust and downsize, update their instructional practises and organisational structure, re-evaluate the professions and goals of the students, adopt new technology, and proceed.

DISCUSSION AND IMPLICATION

By offering current and context-specific insights on the effects of globalisation on Malaysian private tertiary education, this research fills gaps in the literature. It provides a more complete understanding of the intricate interactions between globalisation and higher education by bringing complexity to already existing ideas and models.

The study's findings are an important source for higher education policymakers in Malaysia. For well-informed decision-making, it is essential to comprehend the practical effects of globalisation on student experiences, institutional tactics, and policy development. It may be used by policymakers to create programmes that support innovation and competition in the world of higher education. The policymakers in Malaysia's higher education industry can guide the creation and revision of new policies. Policymakers may develop plans that are in line with the evolving nature of education with the aid of the practical insights into the effects of globalisation.

The study's conclusions can be used by educational professionals, such as administrators and teachers, to modify teaching strategies, curriculum design, and student support systems. The human-centered viewpoint offered by the qualitative narratives makes it easier to adapt educational practises to students' changing demands in a globalised society. The study makes suggestions to improve the competitiveness and innovation of private tertiary

education in Malaysia. Private tertiary institutions in Malaysia are improving the country's reputation as they become more well-known internationally. International cooperation and investments in education might be attracted by a solid worldwide reputation.

CONCLUSION

 It seems unlikely that these major patterns will change in the foreseeable future. The ramifications of the new global environment must be understood by academic institutions, departments, and people. Naturally, strategies and plans may be developed to address the requirements and impacts of globalisation on higher education. The issues associated with the impact of globalisation on higher education in Malaysia are significantly impacted by the penetration of transnational education service providers into the Malaysian tertiary education ecosystem. In the 1990s, globalisation offered opportunities and challenges for Malaysia's higher education system. It must be acknowledged that these for-profit higher education institutions pose a threat to some extent to the traditional "monopoly" of local (public) higher educational institutions in the delivery of tertiary education.

East Asian academic research systems should likewise think about changing the emphasis of their scientific research output from quantity to quality. There are claims that a growing number of publications are being published primarily for statistical purposes and career advancement (or career survival), while fresh knowledge that has an impact is becoming less and less obvious. Insights into creative pedagogical approaches that have evolved to meet the needs of a globalised education landscape, tactics for fostering international collaboration, and a deeper comprehension of how globalisation has impacted curriculum development in higher education institutions are some of the key findings our research anticipates revealing.

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