

Access of Malaysia's higher education organization: Malaysia Education Blueprint (2015-2025)

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Abstract

The study aimed to identify the total number of Students' Intake, Enrolled, and Graduates in ten study levels and three categories, especially in the first wave in Malaysia Education Blueprint 2015-2025 (Higher Education). In the period from 2015 to 2020. The study relied on secondary data issued by the Malaysian Ministry of Higher Education. The study assumes increasing Access to a higher education institution due to the implementation for the first wave.

There has been a fluctuation in the number of students Intake, Enrolled and graduates in Malaysian higher education institutions, ending with a decrease in the bachelor's and master's programs and a rise in the doctoral program. In the same context, the study also showed fluctuation in the number of international students enrolled in public universities over the period. However, there is fluctuation in the number of international students in private universities in the first three years and a significant decrease in the last two years. The study also illustrated that the ratio of males to females was 1.22, while the ratio of local students to international students was 9:1, while the ratio of faculty members to students was 1:20 approximately. The study recommended that Responsible parties take some measures after the Corona Virus crisis to support the Access of local and international students to higher education institutions, and urges the Malaysian Government to encourage males to complete their education and complete university and post-graduate education to achieve a balance in demand for jobs between males and females.

Keywords: Malaysia Education Blueprint 2015-2025, Access, Enrolment, higher education, participated.

INTRODUCTION

Higher education fulfils several objectives for society. The space of exploration and instructing makes an educational space to get ready for what is to come. It gets ready understudies for their further private and expert turn of events, which will be dependent upon extensive elements(Orr et al., 2020)

As strategic management developed as an area of academic study, interest in companies' strategic planning practices waned(Grant, 2003). So, managers should closely monitor, analyze, and assess developments in both environments and formulate an appropriate strategy (i.e., apply strategic management) so that their

organization can survive and prosper (Chletsos and Saiti, 2019).

Therefore, The National Higher Education Strategic Plan 2020 was launched, and the National Higher Education Action Plan, 2007–2010 were launched in August 2007. Higher education experts assessed whether these plans embody "a clear vision" and "appropriate action" to respond to the global challenges in international higher education. These plans underlying and paramount aim to trigger higher education transformation so that Malaysia's higher education system is in sync with the transformations occurring in the global higher education landscape (Sirat, 2010).

Higher education understudy numbers have been consistently expanding for a long time. Consequently, it is essential to distinguish between expanding Access and what we call starting here on, sped up Access, which we characterize as a rate of Access significantly more significant than the previous short-term normal (Pitman, Koshy and Phillimore, 2015). Hence, the issue of admittance to higher education (HE) possesses a focal spot in each HE framework. The set-up access approaches in a given nation reflect how HE is seen as a public and private good (Ilieva-Trichkova and Boyadjieva, 2014). However, in the pursuit of mass higher education, fears are often expressed that 'quantity' increases at the expense of 'quality' (Hawkins and Neubauer, 2011). While participation in HE from lower financial gatherings has expanded throughout the most recent couple of years, their interest rates stay low, compared with their partners from different groups (Authority, 2015).

Thus, to achieve the ten strategic shifts mentioned in Malaysia Education Blueprint 2015-2025 (Higher Education)" fig.1. what conceptualized that there must be a move from the conventional university paradigm toward a new paradigm of higher education. The new academia is to move the foci as follows: job seekers to job creators; academic university education to academic and TVET pathways, equally valued and cultivated; inputs to outcomes; highly centralized to a model of earned autonomy for institutions; reliance on

government resources to shared responsibility for resources by all stakeholders; mass production delivery model to technology-enabled (Bajunid and Wong, 2016). Hence, Malaysia Higher Education Blueprint, released in 2015, set numerous measurable targets to be achieved by 2025, including improving tertiary enrolment rates from 36% to 53%, increasing international students by more than 100% to 250,000 (Bajunid et al., 2017). On the other hand, the development in higher education support among non-traditional students has been lopsided across kinds of organizations and courses of review, and class holds a significant impact on educational strategies and on the probability of fostering a more expressive, less utilitarian demeanour toward university education (Connor et al., 2001).

The organization of an enterprise must be so planned as to make it conceivable to react to changed conditions expanded worldwide rivalry. Changes are an impetus for progress (Einarsson and Óladóttir, 2021). The MEB spreads out 10 SHIFTS animating execution towards accomplishing greatness in the advanced education framework through three (3) stages starting from 2015, 2016-2020 lastly, in 2021-2025. The initial four Shifts focus on results from fundamental partners in our HE training framework. In comparison, another six Shifts centre around empowering influences in the HE biological system, particularly monetary steadiness, enabled Government, development environment, worldwide conspicuousness, globalized internet learning, and changed HE conveyance. The Higher Education Ministry anticipates that the change should be acquired in the long haul, yet effects and changes will be noticeable in the temporary structure of future greatness (Kamaruddin, 2021).

These days, higher education institutions ought to consider different ideas to oversee in an incorporated way, for example, system, quality, process and so forth, to face the difficulties. Mainly, vital and process the executives in the advanced education have been considered in numerous colleges worldwide. Vital administration fills in as an instrument to give long haul heading of the higher education

institutions and simultaneously to a portion of assets following this course. Besides, the executives' interaction gives the fundamental components to accomplish the vision of the advanced education foundations and scatter the methodologies through the entire endeavour (Kahveci and Taşkın, 2013).

In the study context, Malaysia needs to enhance its internationalization strategies to become an internationally recognized centre of learning and knowledge dissemination and achieve greater global recognition in higher education. Therefore, a new approach to international engagement and cooperation what needed for Malaysian higher education in the face of current complexities and challenges. Several international, intergovernmental, and interregional organizations such as the World Bank (WB), Association of Southeast Asian Nations (ASEAN), the Asia-Europe Meeting (ASEM), and the Asia-Pacific Economic Cooperation (APEC) are dynamically involved in higher education internationalization activities (Munusamy and Hashim, 2020).



Figure 1: *Ten Shifts as Strategies in Achieving Students' and System Aspirations.*

Source: (Blueprint, 2015)

Higher education has become much more accessible. In 2012, Malaysia's gross higher education enrolment rate was %48. Over the previous decade, 1.2 million students have enrolled in public and private Higher Learning Institutions (HLIs), including public universities, polytechnics, community colleges, private

universities, and private colleges. Bachelor's degree enrolment increased sixfold between 1990 and 2010, while Masters and PhD enrolment increased tenfold. Malaysia presently ranks third among ASEAN countries in terms of Masters and PhD enrolment, after only Singapore and Thailand. ((MoHE), 2015). therefore, human resources advancement (HCD) conceptualized individuals as a vital asset to create to accomplish the general objectives and goals of the organization (Martinez, 2014).

In the exact words, The Ministry of Higher Education has classified the degree of enrollment of students in universities into ten levels as follows (Bachelor Degree, Master, PhD Postgraduate Diploma, Advanced Diploma, Diploma, Certificate, Professional, Matriculation & Foundation, Others) Based on the academic degree awarded to students as we can see in fig.2. Moreover, four groups are as follows (Public universities - Private HEIs - Polytechnics - Community Colleges) according to the receiving institution (Education, 2020).

On the other hand, financing and keeping up with educational institutions are significant on the supply-side of higher education access strategy and arranging. Supply-side higher education approaches focus on and energize specific kinds of action in schools and colleges through subsidizing and resources. As far as Access, supply-side variables incorporate the quantities of foundations accessible alongside their conveyance by type, level, area. Likewise included here is the net expense of participation for understudies. One more essential element on the inventory side is that of educational quality, which might be addressed by a few capacities of resources (like the proportion of personnel to understudies or number of library possessions), supports to improve and guarantee significant degrees of scholarly accomplishment, virtual offices and framework, and so forth to satisfy the need for higher education, arranged and moderate development in Supply should be guaranteed (Kirby, 2010).

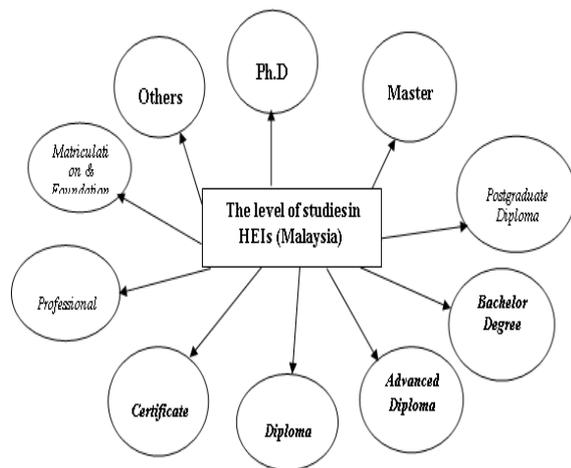


Figure 2: *The level and degrees of studies in higher education institutions in Malaysia, the researcher created it.*

Methodology:

We analyze data from 2016 to 2020, the period for the first wave of Malaysia's education blueprint 2015-2025 (higher education). What drawn data are from the Higher education ministry website, The recourse we got all student numbers in five years, from 2016 to 2020 and disturbed over the years, each year separately. Furthermore, each year disturbed into ten levels as follows, (Bachelor's Degree, Master's, PhD Postgraduate Diploma, Advanced Diploma, Diploma, Certificate, Professional, Matriculation & Foundation, Others). After getting the research data, we analyzed it using (Spss and excel programs); we got all the graphs in the results.

Study purpose:

- I. Identify the total number of Students' Intake, Enrolment, and Graduates by Level of Studies in HEIs (Malaysia) from 2016- 2020.
- II. Identify the number of students Intake, Enrolment and Graduates; who participated in Bachelor, Master, and PhD degree programs in HEIs (Malaysia) during the same period.
- III. Identify the ratio between the number of local students' Enrolment and international students, the number of students and academic staff, the number of male and female students at the same period.

Research question:

Is the access rate to higher education institutions increased in Malaysia after implementing the first stage for Malaysia Education Blueprint 2015-2025 (Higher Education)?

Significance of the study:

The Malaysian higher education system has undergone many reforms in the last two decades. These reforms have had radical implications for all aspects of the professional lives of university academics, particularly in their teaching and research as well as in their relations with institutional governance, infrastructure and facilities, and remuneration (Azman et al., 2014). This study driver its importance from identifying the strategic plan of the Ministry of Higher Education, what was launched in 2015 in general, and what was achieved in the first wave, especially in Accessing higher education institutions?

Assumptions:

The study assumes increasing Access to higher education institutions. as a result of implementing the first wave in Malaysia Education Blueprint 2015-2025 (Higher Education).

Data collecting:

The strategic planning document is the critical document that begins redirection and integration of the planning, management, and decision-making processes that campus executives should use to formulate missions and objectives. The policies and strategies to reach them; and the methods to ensure these strategies are used to reach the objectives from those institutions willing to share strategic management documents, and the study is then able to determine which ones were engaged in strategic management and which were not. According to (Dooris and Lozier, 1989). strategic management did not occur at all institutions.

According to (Clough, 2001), "If strategic management is present, it may occur at several

levels and in several different places throughout the institution. What are secondary data means P. Vartanian says that "secondary data can include any data that are examined to answer a research question other than the question for what are the data were initially collected".(Vartanian, 2010).

In This study, we will measure increasing and decreased Access to higher education institutions. Based on, Secondary data issued by the Ministry of Higher Education in Malaysia. The study relies on data issued by the Ministry of Higher Education in Malaysia related to the number of local and international students who access higher education institutions.

Findings:

For the first purpose, we analyzed all the data at all the period from 20016- 2020) in all HELs categories. Which are (Public universities, Private HEIs, Polytechnics, Community Colleges), and all Level of Studies, which are (Bachelor Degree, Master, PhD Postgraduate Diploma, Advanced Diploma, Diploma, Certificate, Professional, Matriculation & Foundation, Others) for the total number of Students' Intake, Enrolment, and Graduates. As for the second goal, the data has been analyzed in three levels only (Bachelor, Master, and PhD); and three categories (public, privets, and Polytechnics) at all periods the total number of Students Intake, Enrolment, and Graduates.

The total number of Students' Intake, Enrolment, and graduation, by Level of Studies.

The bottom graph shows access distribution in higher education institutions in Malaysia, divided into three categories, see Fieger 3. Intake, Enrolment, and graduates in five years from 2016 to 2020. The number of students in all categories is dropped slightly with each passing year. However, the data for the year 2020 shows fell steadily in the percentage 10% - 8.1 % - 21% of students for Intake, Enrolment, and Graduates respectively

of student's participation in HEIs of Malaysia. This significant decrease in that year might be due to Covid-19 if we compared that decrease with the previous years. Therefore, the widespread epidemic worldwide caused internal and external transportation to stop. Hence, the students cannot access both international and local universities. The epidemic has caused many people to lose their jobs, thus, unable to pay the university fees.

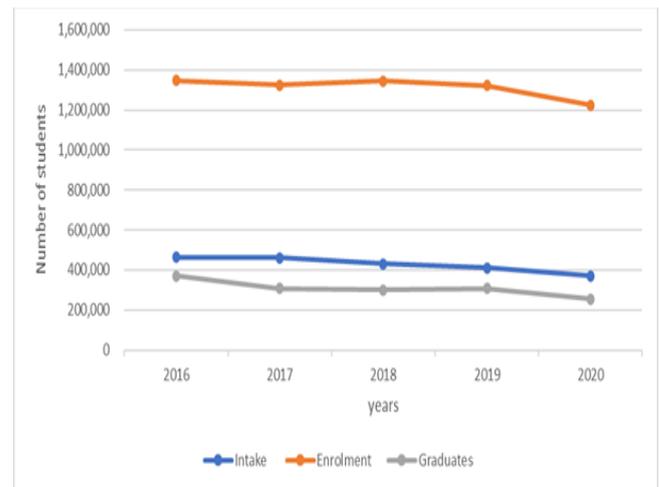


Figure 3. *The total Number of Students' Intake, Enrolment, and Graduates by Level of Studies in HEIs, 2016- 2020.*

The second purpose, the data has been analyzed for the number of students Intake, Enrolled, and Graduates; who participated in Bachelor, Master, and PhD degree programs only, in HEIs (Malaysia) at the same period.

The number of students who participated in the Bachelor program:

As shown in Fig.4, the graph illustrates that the most significant number of students who intake a bachelor degree in the higher education institutions in Malaysia in 2017 was 220,128 students. The most significant number of undergraduate students enrolled was 696,899 in 2016. The most notable undergraduate graduates were 192,424 students in 2016 as well. In general, there has been a fluctuation in the number of undergraduate students in Malaysian higher education institutions in the past five years. Political instability and the spread of the Coronavirus significantly

impacted the economic situation and the ability to join the university.

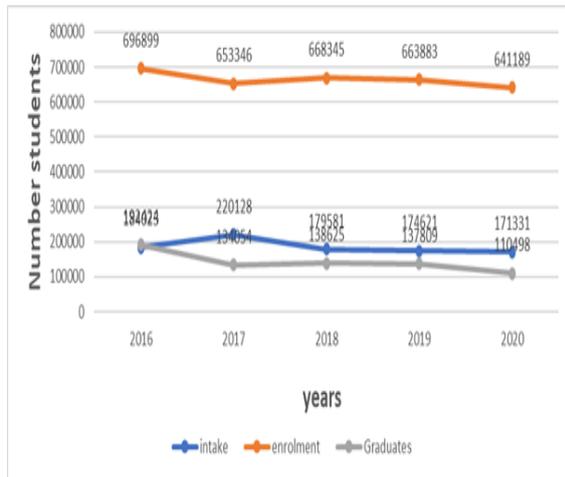


Figure 4. the Number of Students' Intake, Enrolment, and Graduates by Bachelor degree in HEIs from 2016- 2020.

The number of students who participated in the Master program:

As we see in Fig. 5, there are slight fluctuations in the number of master's students in Intake, Enrolment, and graduation, starting from 2016 to 2019. However, in 2020, the decline in the number of master's students was more significant than in the previous years. Last year, the percentage decline was 14%, 13.5%, and 25% in Intake, Enrolment, and graduation, respectively. Therefore, the pandemic spread has caused many problems in all sectors.

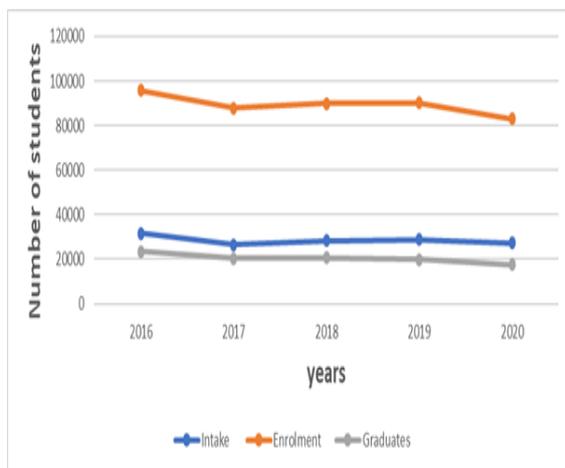


Figure 5. the Number of Students' Intake, Enrolment, and Graduates by Master degree in HEIs (2016- 2020).

The number of students who participated in the PhD program:

The vital part of objective three is to know the number of students who participate in PhD degree programs in HEIs. Based on the secondary data provided on the Ministry of higher education website.

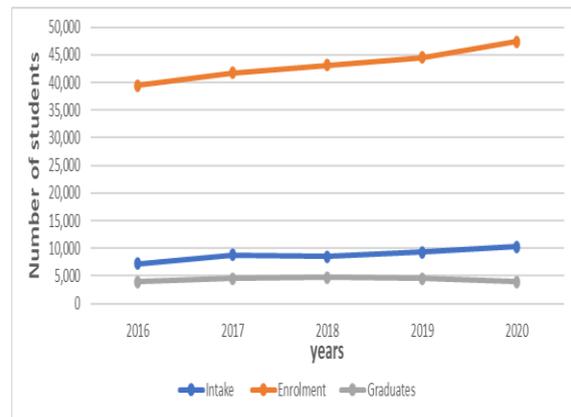


Figure 6. the number of Students' Intake, enrolment, and Graduates by PhD in HEIs, 2016- 2020.

The graph. Six has been drawn; the diagram shows that the number of students intakes into PhD programs in higher education institutions has gradually increased. Whereas the number of students in 2016 was 7,190, increasing until it reached 10,328 students in 2020. Furthermore, there is an increase of approximately 45% in five years. The number of students enrolled in PhDs at higher education institutions has gradually increased, starting from 39,474 students in 2016 to 47,424 students in 2020, increasing nearly 20%.

As for the number of students who graduated from doctoral programs at higher education institutions, there was a slight increase in the first three years, and then in the last two years, it decreased slightly. Whereas in 2016, the number of PhD students was 4,003, in 2020, it was 3,976 students. Through this above, it is clear that the number of Students' Intake and Enrolment has increased with each passing year, but the number of graduate students in the last two years has decreased. Accordingly, the number of graduate students from doctoral programs in higher education institutions will increase in the coming years;

because of the increase in intake and Enrolment and the decrease in graduates in the past five years.

The student's enrollment number in Bachelor, Master, and PhD programs.

As we see in Fig. 7, there are slight fluctuations in the number of master and Bachelor students at all periods. For the number of PhD students, there is a slight decrease over the years at all periods. For instance, the Bachelor degree student numbers in 2016, 653346 students; is the same number in 2020. Thus, Master students' number in 2019 is higher than in 2017, but there are decries in 2020. For PhD students, the students' number in 2018 was higher than in 2017, but there was a slight decrease in the following two years. We can say that the past year was affected by the epidemic events; in the first four years, the students' number enrolled in the three degrees was usually by the Supply and demand for higher education in the world.

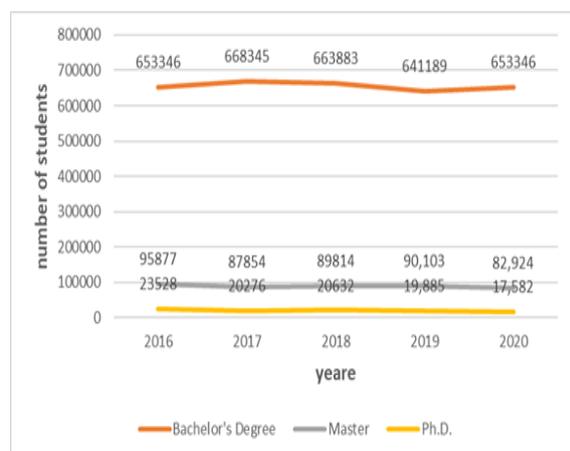


Figure 7. Number of Students' Enrolment by Bachelor, Master, and PhD in HEIs, 2016-2020.

The third purpose, the data has been analyzed for the number of enrolled international

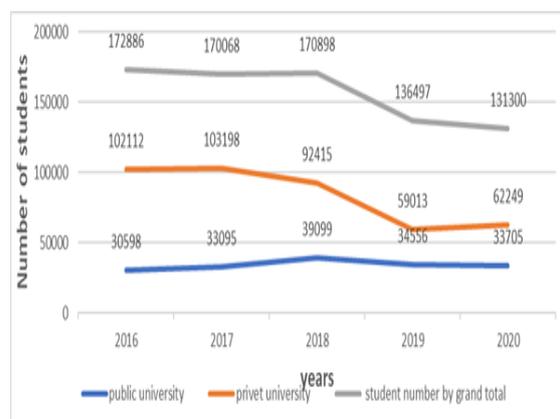
Table 1. The number and Ratio of Students enrollment by Gender in HEIs, 2016- 2020.

Years	2016		2017		2018		2019		2020	
Gender & ratio.	Male	Female								
S. N	609,087	737,771	617,811	707,888	607,727	736,103	585,909	737,540	536,105	687,993
S. R.M. F. 1	1	1.21	1	1.15	1	1.21	1	1.26	1	1.28
S. R.M.F.5	M	1				F	1.22			

students, local Students' enrollment by Gender, a ratio of local and international students' Enrolment, Ratio of Academic Staff to students.

The number of international students enrolled in institutions of higher education.

Fig. 8 illustrate the following; there is a fluctuation in the number of international students enrolled in public universities in general at all period. While there is a fluctuation in the number of international students in private universities in the first three years, there is a moderate decrease in the last two years. As for the total number of international students, which includes (public universities, private universities, Polytechnics, School, Language Centers, Skill Centers, Accredited Centers, Public universities Mobility, and Private HEIs Mobility), There is a slight fluctuation in the first three years of the period, followed by a moderate decrease in the last two years.



Figier 8. A number of international students in Malaysia by institutions, 2016- 2020.

Students' enrollment by Gender:

We present the secondary data obtained from the Ministry of higher education website (Table 1 and Fieger 9). Table.1 compares the ratio of number students' Enrolment to higher education institutions in Malaysia through five years by Gender. The table shows that the number of female students and their percentages exceeded the number of males in every five years with similar percentages. In another way, we can be seen this in the graph (See Fig.9). The diagram shows, average the general ratio of females exceeded the average of the general ratio of males in the five years. The ratio of 1 male to 1.22 females approximately.

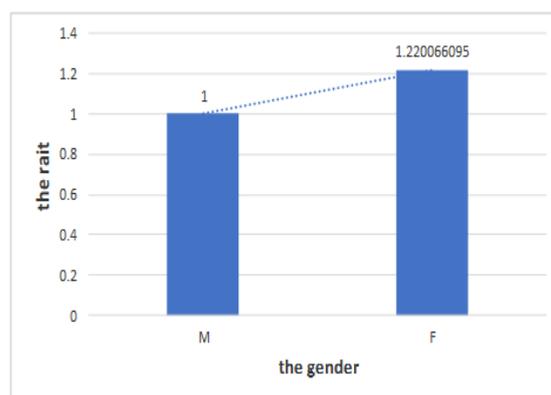


Figure 9. *The Ratio of Students Enrolment by Gender in HELs.*

The ratio of local and international student enrollment.

Table 2. *The number and ratio of local and international students' Enrolment in HEIs, 2016- 2020.*

Years	2016	2017	2018	2019	2020	Total
N. L. S	1,346,858	1,325,699	1,343,830	1,323,449	1,224,098	6,563,934
N. I. S	172,886	170,068	170898	136497	95955	746,304
B. I. S %	88.6	88.6	88.7	90.7	92.7	89.8
B. I. S %	11.4	11.4	11.3	9.3	7.3	10.2
R	local	89.8		International	10.2	

N. L. S= A number of local students. N. I. S= Number of international students. B. I. S = Percentage of local students. B. I. S= Percentage of international students. R= ration

Source: HELs (2016-2020).

Thus, it is displayed the analysis for secondary data about the number and ratio for local and international students in HLEs (Table 2 and Figure 10). In 2016, it ranked first in the number of enrolled students, whether international or local, while in 2020, it was ranked last. Therefore, this significant decrease in the last year, especially in international students, many HEIs campuses is closed due to the Movement Control Order (MCO) enforced by the Malaysian Government. Many programs and activities for 2020 were scaled down and postponed in Malaysia around the world. In another way, we can see this in the graph in Figure 10, showing that the ratio between

domestic and international students was approximately 9:1. Thus, there is one international student for every nine local students, with an average of five years.

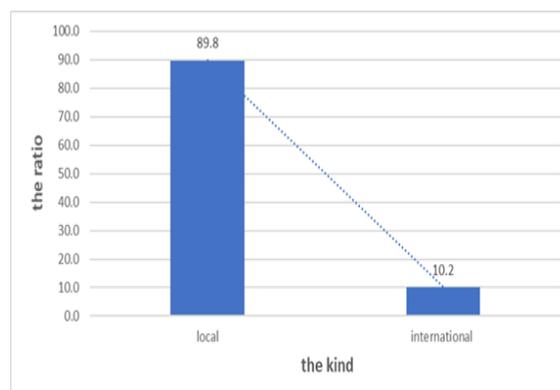


Figure 10. *The ratio between local and international students.*

The ratio of Academic Staff to students in general.

Table 3. *The number and ratio of student and Academic Staff in HELs, 2016- 2020.*

Years and numbers.	2016	2017	2018	2019	2020	Total
N. L. I. S	1,519,744	1,495,767	1,514,728	1,459,946	1,320,053	7,310,238
N. A. S	70,269	87,759	64,551	67,616	66,388	356,583
R	students	20.50		Academic staffs	1	

N. L. I. S= number of local and international students. N. A. S= number of academic staff. R= ration

Source: HELs (2016-2020).

As illustrated in table 3 and Fig.11, it what found that the most significant number of academic staff was in the year 2017, and the lowest number of academic staff was in the year 2020. Also, the most significant student number was Enrolment in his, which was in 2016, and the lowest student number enrolment in HLIs was in the year 2020. Table 3 shows that. The graphs in Figure 11 show that the ratio between the number of faculty and the number of students, averaged over the five years, was 20:1. Hence, for every twenty students, there is one academic staff.

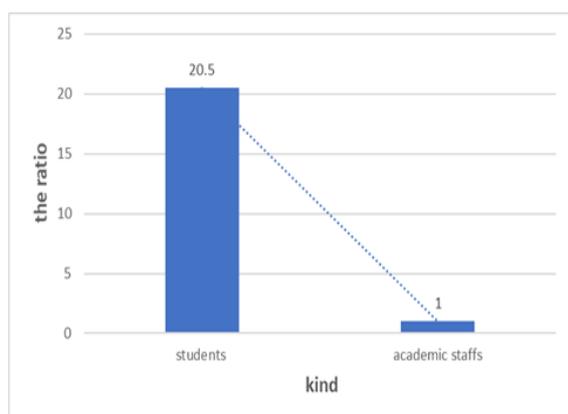


Figure 11. *The ratio of students per academic staff in HELs (2016-2020).*

Discussion and conclusions:

Overall, our study supports our argument that increasing Access to higher education institutions resulted from implementing the first wave in Malaysia Education Blueprint 2015-2025 (Higher Education). The study expected an increase in the number of students joining Malaysian universities and institutes based on implementing the first phase of the Malaysian Ministry of Higher Education's plan, which begins in 2016 and ends in 2020. see (James, Busher and Suttill, 2015) despite the diversification of the student population in higher education, there has been little empirical research on the impact of Access to Higher Education (AHE) courses, on mature students' learning identities, and of the changes in higher education policy on their chances to participate.

As we have shown in Figure 3. The second notable finding from our study is that the number of students in all categories is dropped slightly with each passing year, in private and public universities and at all levels of study. This indicates the significant impact of the spread of the Corona virus in that period in the world in general and in Malaysia in particular, and its economic repercussions and the ability to move as a result of some laws regulating this. A social value contention keeps on giving a convincing motivation to extend Access to higher education; notwithstanding, the issue of

extended admittance has acquired significant significance considering continuous changes in the make-up of the Canadian populace and difficulties to the public economy. Canadian work market projections reliably propose that around two-thirds of the new positions to be made over the following ten years will require some type of additional education (Kirby, 2010).

The results are also shown in Figure 9 and Table 1. Average, the general ratio of females exceeded the average of the general ratio of males. Mainly because the males consider the study walk to be slow, therefore, males prefer to work rather than study, and maybe they try to help their families. Demand is impacted by an assortment of demographic, social, and financial elements that set out the imperatives and open doors limiting or giving admittance to higher education. From the exciting side, higher education access strategy and arranging centres around the beneficiaries of the schooling, the people who benefit from it and bear its expense. This incorporates understudies, guardians, bosses, and networks. Since they are personally associated, it is not unexpected impractical to independently distinguish and evaluate the express effect of interest side factors and supply-side variables in higher education (Mountford-Zimdars and Sabbagh, 2013).

It can see in Figure 10 that the ratio between domestic and international students was approximately 9:1. Thus, there is one international student for every nine local students, with an average of five years. Strategic planning has often focused on internationalizing the curriculum at home. Moreover, this involves internationalizing content and internationalizing learning and teaching practices (Arkoudis, 2006).

The analysis of the data issued by the Ministry of Higher Education in Malaysia regarding the accessibility of higher education institutions in the last five years allows us to conclude that (Malaysia Education Blueprint (2015-2025) was negatively affected by the spread of the Coronavirus. However, most universities developed their strategy out of the

general strategy The Ministry, which was expected to increase the percentage of students' Access to Malaysian universities and institutes, whether they are in the under graduation or postgraduation stage, because all the axes of the Ministry's strategic plan support this trend.

Looking at the individual's strategy that aims at lifelong education is an objective necessity now, as stated in the Ministry's plan; This requires providing the necessary resources in most Malaysian universities and institutes.

Therefore, the study recommended the Ministry of Higher Education in Malaysia to take some exceptional measures, especially after the Coronavirus crisis, to support the Access of local and international students to higher education institutions. Moreover, the study urges the Malaysian Government to encourage males to complete their education and complete university and post-graduate education and achieve a balance in demand for jobs between males and females. According to each scientific discipline, the ratio of faculty members to students needs to be re-adjusted to be consistent with international standards.

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