A STUDY OF PERFORMANCE IN SOCIAL LEARNING CENTRE IN MALAYSIA

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ABSTRACT

The total of active elderly in Malaysia acquire knowledge or information and skill towards being independent or self-reliance to survive, and able to contribute to their family and society. Similar to the concept of raising a child where it acquires skillful yet knowledgeable on parental roles that includes redefining life patterns on many areas. (Wilson, 2014) Malaysia promote social learning centre and programme activities for active elderly including U3e (Long life learning), Pusat Aktiviti Warga Emas or PAWE (Social activities) and other private centre that serve their own purpose in providing places for developing skills, knowledge or information. This study is to identify the determinant factors contribute to the performance of social learning centre. The target group for quantitative study would be the operator of U3e, PAWE and private care that runs similar programme or activities for active elderly. There are 250 operators targeted as sample size of population. A minimum of 150 sample size (Krejcie, 1970) were involved in this study. This study has selected PAWE, u3e, private day care centre in Klang Valley and Selangor through a stratified simple random method. A cross sectional quantitative research method used within operators for the purpose of data collection. The reliability test on Technology, 0.792, Learning Elderly, 0.816, Tools (Medium), 0.863, Division of Labor, 0.883 and Rules and Regulation, 0.801, Informative Elderly, 0.877, Friends, family and community, 0.867, performance, 0.857. The validity test on the same variables is 0.877, 0.807, 0.802, 0.883, 0.898, 0.837, 0.827 and 0.817. The correlation value of tools (medium) on productive and info elderly, division of labor on productive and info elderly, rules and regulation on informative elderly, productive and informative elderly on performance and informative elderly and community on performance would be 0.732, 0.701, 0791, 0.861 and 0.801. In conclusion the direct effect of productive and informative elderly on performance has significant relationship meaning that the number of informative elderly specifically the skills, knowledge, talent in the community created significant circle of influence within the community. It contributes to increase the performance of the centre and determines the factors in the development of proposed model.

Key words: social learning centre, programmable activities, U3e (Longlife learning), PAWE, (Social activities), stratified simple random method, cross sectional quantitative research, reliability test and validity test

INTRODUCTION

This study begins from the issues in day care activities, describe in problem statement, identify theory and model supported and developing the research questions; identify the study objectives, significant of study. The study is promoting theory of activity and long life learning pillars, following the development of conceptual framework of study. Next is explanation on the stratified simple random method and stratified sample characteristic (quantitative). The study is preparing the research instrument and method, questionnaires section. The essential needs values in social learning centre which is personalized instructor and facilitator, human technological tools (medium) and labor division and high quality, practical courses and manual. Data collection begins on this phase with data analysis and end up with finding and conclusion.

SOCIAL LEARNING CENTER IN OTHER PART OF THE WORLD

Lifelong learning is the self-motivated and social sponsorship pursuit of knowledge for personal or professional reasons. It is training and development with social inclusion for elderly or disability and self-reliance and employability. Social activity in social learning aspect on social occasion considered activity in social interaction within the community. The concept of learning is the availability in accessing learning hub at your own pace. Below are the example of long life learning, social activities and online activities for elderly shown in Table 1 below:

Table 1: Long life learning, social activities and online activities for elderly

Countries	Long life learning	Social Activities	Online Activities
United States of America		**Waterford Carl Haines, California** Bria Communities provide new skills to keep mind sharp for example arts and languages to fitness and cooking.	
Burlington, US	**City of Burlington Parks, Recreation & Waterfront,** New skill of technological, music, meditation, martial arts to improve senior lives.		
North Carolina,			**The university of North Carolina**

US			Following several formats from at Chapel Hill via Coursera. Udacity – entrepreneurship. Udemy – professional adult; Coursera – online learning platform develop by Stanford professor.
Brisbane, Australia			English courses for seniors. Communication and Written. Source: Languagecourse.net
Europe	Learning phase from early childhood until adult. For mature student they provide part-time, open, e-learning or distance learning for courses like Business management until work skill program.		
India			**Indira Gandhi National Open University** Distance learning for senior. Paid courses. Source: timesofindia.com
Singapore	**Lifelong Learning Institute.** Event hall, lecture theatre, Thematic rooms, Training room and theatre lounge. Business management until work skill program.		

Source: (Horton, 09 Jul 2018)

PROBLEM STATEMENT

The long life learning introduced by u3a is to promote healthy ageing, active and productive through courses introduced. Malaysian Research Institute on Ageing (IPPM), Universiti Putra Malaysia (UPM), held a lifelong learning program to empower senior citizens and the womenfolk. (UPM, 2019) Pusat Aktiviti Warga Emas or PAWE promote social wellbeing activities among active elderly within communities in rural and remote area places. (Masyarakat, 2013) Previously outreach program would share experience, knowledge and information among community in rural and remote area. (Masyarakat, 2013) The mechanism to organize and sharing would be the issues among community and society. (Masyarakat, 2013) For example expertise in physiotherapy; hand craft; agriculture; religious and recreational skills required physical strength could assist them to earn extra income. Furthermore only sixteen (16) PAWE are available with tight restriction during registration. Government should provide more PAWE equipped with tool (medium) or equipment accordingly; restore the needs of care, rehabilitation for poor people and elderly to ensure their well-being and quality of life. (Masyarakat, 2013) The development of an integrated system to manage courses and potential student is significant since the number of active elderly and relevant courses is increasing. Presently, managing potential active elderly and programe activities offered is done manually in PAWE and private centre. There is no comprehensive, timely and reliable system able to fairly manage elderly and courses, locate experience, talent, skill and knowledgeable elderly in Malaysia. There are challenges in monitoring, managing courses, rollout new courses, feedback and listing existing courses online.

RESEARCH QUESTIONS

    i.   What is the division of labor in the context of social learning center?
    ii.   What is the rules and regulation in the context of social learning center?
    iii.   What determine the criteria of informative elderly and community and the criteria of productive and informative elderly?

STUDY OBJECTIVES

Polarized among race in a multiracial country shows the government failed to integrate among their citizen. The Ministry of Women Development, Family and Community has not yet develop the current and updated database for elderly specifically active and productive elderly in Malaysia. (UPM, 2019) Activities in PAWE, private day care and u3a required a preparation on a division of labor. Furthermore it acquire in preparing rules and regulation accordingly in line with the mission being a productive and informative elderly and informative elderly and community. This study required to determinant factors contribute to the performance of social learning centre. With an intervention of technology, it would have been improvising accordingly to the delivery system of learning, managing the groups of elderly, analyzed the participant and achievement, effective and efficiency of activities. With new rules, act and regulation related to the concept of learning for active elderly in Malaysia which contribute to the performance of the social learning centre. Therefore, a study acquire further investigate on this issue which leads to the primary objectives of this research as stated below:

    i.   To identify the division of labor in the context of social learning center.
    ii.   To prepare the rules and regulation in the context of social learning center.
    iii.   To determine criteria of informative elderly and community and to determine criteria of productive and informative elderly.

SIGNIFICANT OF THE STUDY

U3e (Longlife learning), PAWE (Social activities) and private day care centre nationwide practicing common practical workshop by facilitator whereby instructors who applying chalk and talk rules and practice to participant is outdated learning method. This type of programme activities do not impress outsiders and public, it is bored and common way of learning. With new technological intervening concept of learning and management, u3e, PAWE and private centre will emerge and impress the long life learning centre in Malaysia. The technological embedded in the development of comprehensive database of elderly and courses with centralized management would contribute an effective performance management towards becoming an efficient performance organization of social learning concept. Ministry of Women Development, Family and Community has to draft new rules; act and policies towards the new transformation way of learning and managing the social learning concept. Due to these, policymakers, academician, politician and practitioner and researcher could draft out new act and policies, new rules and regulation, standard of procedure as a source of future references.

## THEORY OF ACTIVITY AND LONGLIFE LEARNING PILLARS

The main proponent for activity theory with the inclusion of technology demonstrates the potential of activity theory in a form of conceptual framework with a new methodological instrument. (Wilson, 2014). Emphasizing on aspects of the context of activity, the concept of tool will be searchable (Wilson, 2014). The concept of context in information science research is provided by the framework of activity theory. (Allen D. e., 2011) The framework assist in guiding the development of research instruments, providing a framework for data analysis, user behavior consideration in designing the systems, thus widen up the understanding of contextual issues that affect systems use and usability (Wilson, 2014) In the context of this study, a mix methodology specifically quantitative requires a development of software application to provide a framework for new concept of learning and centre managerial, customer satisfaction analysis of data and courses related issue. Finally the outcome of the study generates an informative elderly and knowledgeable family and community.

Over six (6) pillars of long life learning (Freebody, 2017), this study pertain formal learning (FL-Mental) including adult participation in formal learning including education attainment and gauge of paper chase with essential need to high quality and practical course content, manuals and materials, social learning (SL-Interaction) including volunteering, racial or religious discrimination and participation in communities organized by the community, personal learning (PL-Physical) including learning through culture, non-work related learning and health orientation, technologies for learning (TL-Tools) including use of internet for learning, use of internet to access information and frequency of ICT skills. This study evades two (2) other pillars including workplace learning including work related training, informal learning at works and employer support and learn to learn including learning strategy and self directed learning. As we age, our physiological and cognitive functions deteriorate, making it difficult to learn something new and this may impede our willingness and ability to participate in learning. (al., 1996)

THE CONCEPTUAL FRAMEWORK OF STUDY

In the context of this study, learning elderly and technological are resources thus an independent variable of the conceptual framework. Tools (medium), division of labor, rules and regulations mediates the effect of the study which basically an informative elderly, family and community as a whole. The facilities are referred to as tools (medium), instructor, facilitator; staff and operator represented by subject involved in common goal and carrying out activity. Both subject and object above determine the requirement of the centre development. (Allen D. e., 2011) The connection through teach elderly (object) emphasizes or connection with a person or teach elderly (object) explained in theory of activity. The outcome of this study is to generate an informative elderly and knowledgeable family and community which lead to the performance of the centre. According to Wilson (2006), the hierarchy of activity is valuable in research into information seeking behavior as shown in figure 1 below:

Figure 1: The primary model of social learning centre: Theory of activity
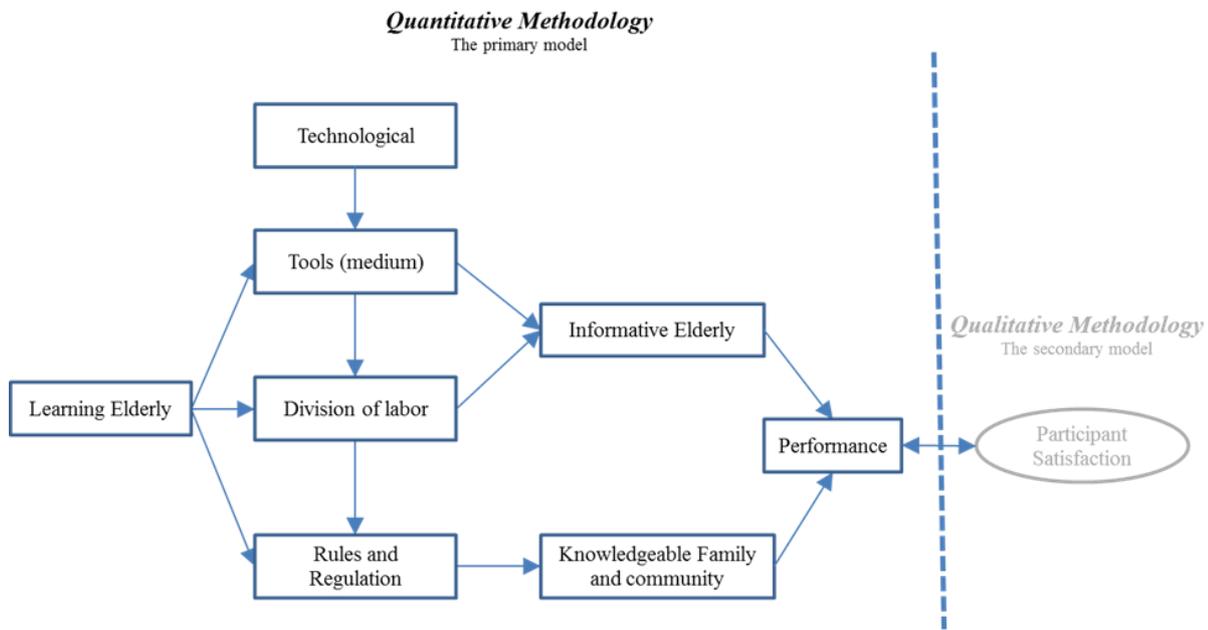
An Activity, actions and operations (Wilson, 2014) of complex model of an activity system (Engeström, 2001) has underpinned framework of this study. It comprises of six (6) item including motivate, activity, goal, actions, conditions and operation. Goals of this learning centre mediates between motivate refer to facilitator and instructor and condition where the system applied whereby motivates generates activity of learning; goal result in action and condition determines operation. The distinction between activity, actions and operations could give a broader perspective to the role of information behavior in human life. (Wilson, 2014) The role of information seeking could be more realistic when it is not understood as an activity, but a set of actions that support some higher level activity (Allen D. e., 2011) as shown in figure below:

Figure 1: Activity, actions and operations (Wilson, 2014)
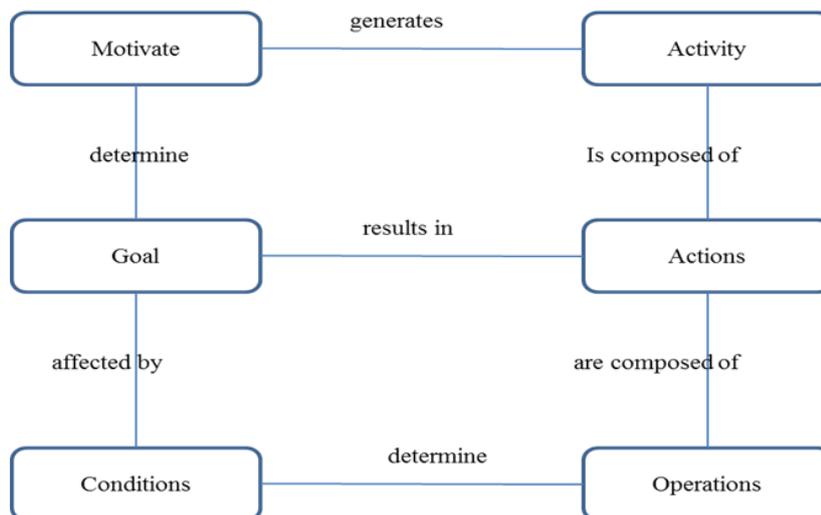
THE STRATIFIED SIMPLE RANDOM METHOD

In partitioning population into relatively homogeneous groups of strata and a simple random sample is selected from each stratum, which then results from strata aggregated for inferences purposes. There are 250 operators targeted as sample size of population. A minimum total of 150 sample size (Krejcie, 1970) were involved in this study. This study considered PAWE, u3e and private centre activities as variant of agencies in stratum. They were chosen through the stratified simple random method from variant of agencies in Klang Valley and Selangor. The relatively homogenous group of Klang Valley and Selangor fairly representing all agencies with 80 and 70 simple size required.

THE STRATIIED SAMPLE CHARACTERISTIC (QUANTITATIVE)

The fairly distributed of Chinese, Malay and Indian population exhibits in both groups of Klang Valley and Selangor. A 100 per cent response rate was achieved from 150 questionnaires distributed to the officer's of u3e, PAWE and private centre namely Klang Valley group and Selangor group. The stratified sample characteristics of each state will be analyzed next.

There were five (5) sample characteristics observed in this study i.e. Race (Malay, Chinese and Indian); age group (Below 50 years; 51 to 60 years; and more than 61 years old); agency or sector (Public, Private, NGOs), yearly and monthly income level (less than RM60K/RM5K; RM60K-RM120K/RM5K-RM10K; and RM120K/RM10K and above) and operators' level of Education (Bachelor; Master; and PhD or equivalent). They were analyzed according Klang Valley and Selangor of the stratified sample characteristics analysis in generalizing to all day care in Malaysia. There were:

1. 80 samples collected in Klang Valley. Overall, typical characteristic of operator for Klang Valley found is Chinese and Malay within aged 41-60 years old; Type of agency or sector is more private than government located in city and urban area.

2. 70 samples collected in Selangor. Overall, typical characteristics of operator for Selangor found is Malay within aged 41-60 years old; Type of agency or sector is more government than private which is located in urban and remote area.

Finally, the total sample of the Klang Valley and Selangor (i.e. 150 samples) was analyzed. Overall, the total sample characteristics for the Klang Valley and Selangor showed typicality in several demographic levels: race (Malay, Chinese and Indian); age (from below 50 years; 51 to 60 years; and more than 61 years old); agency or sector (Public, Private and NGOs), yearly and monthly income level (less than RM60K/RM5K; RM60K-RM120K/RM5K-RM10K; and RM120K/RM10K and above) and operators' level of Education (Bachelor; Master; and PhD or equivalent) as shown in table 2 below:

Table 2: Sampling characteristic of operator in Klang Valley and Selangor area (Questionnaires)

Characteristic	Details	Participant	Percentage (%)
Race	M=Malay	60	42%
	C=Chinese	60	38%
	I=Indian	30	20%
Age group	Below 50	30	30%
	50-60	23	23%
	61-above	47	47%
Agencies	Public	39	39%
	Private	43	43%
	NGOs	18	18%
Monthly income level	Less RM60K/RM5K	15	10%
	RM60K-RM120K/ RM5K-RM10K	85	57%
	RM120K/RM10K and above	50	33%
Education background	Low Edu = Diploma, SPM and below	6	6%
	High Edu = Degree and above	94	94%

RESEARCH INSTRUMENT AND METHOD

Data collection took place in early October 2019 until end of December 2019. The quantitative method of this study uses questionnaires for data collection. Questionnaires survey to operator required a set of questionnaires to determine the factor involved in the development of social learning centre. Thirty (35) questionnaires for 150 responses are on demographic; learning elderly, technological, tools (medium), division of labor, rules and regulations, informative elderly, family and community, performance of the centre. Data are collected thru mobile esurv.org online survey. By means, a set of questionnaires was ideally prepared for this research with its objective which sets to answer 30 research questions in online survey aimed to be concluded within five (15) minutes. Responses should indicate level of influence accordingly to the statement given with circle. It requires single circle only for each question. Five (5) scale of answer form Not influence = 1; slightly influence = 2; somewhat influence = 3; Very influence = 4; extremely influence = 5 applied.

QUESTIONAIRES SECTION

The tools (medium) and technology, division of labour, rules and regulation were measured through (Spangenberg & Theronon Development of Thepi, 2006) questionnaire. Demographic question including all characteristic of operator which is race, age group, agencies, monthly income level and education background. A cross sectional quantitative research method has been used within operators in two (2) groups for the purpose of data collection. Eight (8) variables is including Learning elderly (LE) 2Qs, technological (T) 4Qs, tools (medium) (TM) 4Qs, division of labor (DL) 4Qs, rules and regulations (RR) 4Qs, informative elderly (IE) 3Qs, friends, family and community (FC) 3Qs, performance (P) 6Qs of the centre.

ESSENTIAL NEEDS VALUES IN SOCIAL LEARNING CENTRE

The essential needs values in social learning centre embedded in some variables including personalized instructor or facilitator, human technological tools (medium) and labor division for e-learning and face to face mode of learning and finally the high quality and practical courses, materials and manuals has been explain below:

PERSONALIZED INSTRUCTOR / FACILITATOR

The need of personalized or expert Instructor or facilitator is crucial to enable student able to follow classes, workshop or seminars. Technology facilitates personalized learning environments as teaching model based on that premise. (Mandernach, 2009) Students work with their teachers to set both short-term and long-term goals. This process helps students take ownership of their learning. On this model student's learning needs, interests, abilities, and aspirations, personalized learning creates more engaging and dynamic classrooms that drive academic achievement and personal growth. (Mandernach, 2009) Two (2) mode of learning including face to face and e-learning were introduced in handling physical or virtual classes' concept of learning as shown below in table 3:

Table 3: Method of learning and subject involved

Lesson / Subject	Method of learning	No of participant
TL-Tools - e-learning	e-learning	1 to many
FL-Mental Face to face classes	Physical Class	1 to many
SL-Interaction - Motivation	Physical Seminar	1 to many (big group)
PL-Physical - Mentoring class	Physical Workshop	1 to many (small-big group)

HUMAN TECHNOLOGICAL TOOLS (MEDIUM)

The required tools (medium) for e-learning and face to face seminar, class or workshop depends on size of the class, seminar or workshop. The physical and technological presentation facilities are including lecture or tutorial room equipped with internet connection, projector and screen or smart board. According to Wilson (2006), the hierarchy of activity is very valuable in research into information seeking behavior. Technical support is required to be available during the presentation for assistance. Participants are encouraged to communicate with mobile phone to facilitator or instructor to get updated.

LABOR DIVISION ACCORDING RULES AND REGULATION

Below are the labor divisions according to the lesson or subject and method of learning as shown in Table 4 below:

Table 4: Labor division according method of learning

Lesson / Subject	Method of learning	Division of labor
TL-Tools - e-learning	e-learning	e-Instructor
FL-Mental Face to face classes	Physical Class	Personalized Facilitator
SL-Interaction - Motivation	Physical Seminar	Personalized Motivator
PL-Physical - Mentoring class	Physical Workshop	Personalized Mentor

Rules and regulation setting up by the learning centre according to lesson / subject, method of learning and division of labor. Rules regulated by the learning centre are base on method of learning whereby:

1. E-learning required group of student to be in a class or each of student have to be at home with excellent connection and at least personal computer.
2. Physical class required group of student to be in a class or each of student have to be in a class, seminar or small room accommodate more than 10 less than 15
3. Physical seminar or workshop required group of student to be in a class or each of student have to be in a class, seminar or small room accommodate more than 5 less than 10

HIGH QUALITY, PRACTICAL COURSES AND MANUAL

The high quality and practical courses should have a maximum interaction with participant during the presentation. Participants are encouraged to have an interaction with the society during on or off the classes or seminar. In the context of this study media social is used as skill development within social interaction courses. Table 5 exhibit the lesson / subject, requirement and social involvement:

Table 5: Courses with class requirement

Lesson / Subject	Requirement	Society Involvement
Mental skill	Indoor	Family and friends
Skill development	Indoor	Family and friends
Theoretical	Indoor	Family and friends
Practical hands on	Indoor or outdoor	Industry environmental

According to Wilson (2006), each lesson or subject is subject to curriculum organized and standard manuals online and offline. The subjects thought are in the category of mental skill, development skill, theoretical and Practical hands on. Emphasizing on aspects of the context of activity, the concept of tool is particularly helpful in information searching (Wilson, 2014). The main proponent for activity theory which complies with information science and technology is whereby; it demonstrates the potential of activity theory in a form of conceptual framework with a new methodological instrument. According to Wilson (2006), the hierarchy of activity is very valuable in research into information seeking behavior. Figure 2 above demonstrates the activity, actions and operations (Wilson, 2014) in both two (2) modes of learning concept involved rules and regulation mediated between learning elderly and community, tools and medium mediated between learning elderly and informative elderly and finally division of labor mediated between learning elderly and informative elderly. Division of labor is mediated by tools and medium and rules and regulation.

DATA COLLECTION
Quantitative data collection took place in early march 2020 until end of March 2020 within centers in Klang Valley and Selangor. A cross sectional quantitative research method has been used within operators for the purpose of data collection. E-surv internet database engine has been selected to organize the data collection from email and "whatsapp" mobile phone. Data from e-surv will be transformed into Microsoft Excel mode of data file or SPSS data.

DATA ANALYSIS
In path analysis and confirmatory factor analysis AMOS demonstrates the result of covariance or causal modeling below explanation. The result of path analysis or multiple regressions performed by AMOS will be discussed here. Result demonstrates the effect of one on another after running the regression. In testing hypotheses, confirmatory data analysis (CFA) the level of precision, regression analysis, and variance analysis will also examine here. Test the multi Co-linearity relationship between independent variable. Test the Cronbach Alpha of variable and test the correlation between variable.

FINDINGS
Results of validity and reliability are presented accordingly to in Table 6 below:

Table 6: Validity and Reliability test result

Variables	Validity Test	Cronbach Alpha	Co linearity & coefficient	
			Tolerance	VIF
Technology	0.877	0.792	0.830	1.229
Learning Elderly	0.807	0.816	0.948	1.055
Tools (Medium)	0.802	0.863	0.819	1.219
Division of Labor	0.883	0.883	0.916	1.046
Rules &Regulation	0.898	0.801	0.825	1.213
Informative Elderly	0.837	0.877	0.889	1.099
Family & community	0.827	0.867	0.875	1.113
Performance	0.817	0.857	0.901	1.071

The relationship between tools (medium) on productive and info elderly, division of labor on productive and info elderly, rules and regulation on informative elderly, productive and informative elderly on performance and informative elderly and community on performance would be 0.732, 0.701, 0791, 0.861 and 0.801 as shown in Table 7 below.

Table 7: The relationship between variables

The relationship	Correlation Value
Tools (medium) on productive and info elderly,	0.732
Division of labor on productive and info elderly,	0.701,
Rules and regulation on informative elderly,	0.791
Productive and informative elderly on performance	0.861
Informative elderly and community on performance	0.801

In conclusion the direct effect of productive and informative elderly on performance has significant relationship meaning that the division of labor that mediates between tools (medium) and informative elderly. Therefore the division of labor (valued personalized instructor) acquired necessary tools (medium) towards becoming informative elderly in the learning process accordingly. The rules and regulation mediated between division of labor and knowledgeable elderly and community. Therefore the division of labor (valued personalized instructor) acquired rules and regulation (rules and regulation of elderly and

community as participant) towards becoming knowledgeable elderly and community. Labor division according rules and regulation as explain in above segment. In the end the criteria of informative elderly and community will be as followed:

1. Productive and informative elderly – excellent in using computer, mobile phone and internet. Able to do simple write for processes and method. Able to manage classes and handle a group of participant. Able to deliver subject and handle classes.
2. Informative elderly and community – moderate in using mobile phone including whatsapp application and social media. Able to use youtube in making live video and social interaction including answering question.

CONCLUSION

The rules and regulation mediated between learning elderly and community. Tools (medium) mediated between learning elderly and informative elderly. The division of labor mediated between learning elderly and informative elderly. Division of labor is mediated by tools (medium) and rules and regulation. The independent variables are free of co linearity between variable. The IV and DV's validity and reliability are significant in this study. The relationship between productive and informative elderly on performance has significant value meaning that the number of informative elderly specifically the skills, knowledge, talent in the community created significant circle of influence within the community. Operator or person in charge of the programme activity mostly dominated by Malay 42% and Chinese 38%, within the age 61-above 47%. Personalized class or special attention class is the factor contributed to the performance of the activity programme centre mostly Interaction or Motivation in Physical Seminar between 1 presenter to big group of class and Mentoring class or workshop between 1 to small-big group.

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