Sejarah: Journal of History Department, University of Malaya;
No. 30 (1) 2021: 143-171; ISSN 1985-0611.

MALAYSIA'S PRIVATE HIGHER EDUCATION SECTOR AS PROVIDER OF ACCESSIBILITY: A WIDER VIEW OF ITS HISTORICAL GROWTH AND ROLES *VIS-À-VIS* THE PUBLIC HIGHER EDUCATION SECTOR

Aishah Bee Ahmad Tajudeen*
Sivachandralingam Sundara Raja**
History Department, Faculty of Arts and Social Sciences,
University of Malaya (UM), Kuala Lumpur, Malaysia

Abstract

Existing studies relating to the complementary functions of Malaysia's private higher education institutions (PHIEs) to public higher education institutions, especially in terms of accessibility to tertiary studies, often suffer from a lack of comprehensiveness. While most of the previous works generally address the subject in a politico-economic and policy-making context, this paper discusses as extensively as possible the role of PHIEs in supplementing public higher education institutions from a historical perspective. It reconstructs the evolution of PHIE's roles as an alternative-provider from the promulgation of the Private Higher Education Act in 1996 to the first decade of the 2000s, primarily by using government official statistics from 2002 to 2010. Focus is put on the educational opportunities provided by private institutions; opportunities for studying courses not offered by public universities; opportunities for furthering study abroad through twinning programs and; the industrial relevance of the courses. Much of the discussion is in the form of qualitative analyses of statistical data.

Keywords: Privatization, Malaysia, Tertiary Education, 1996 Private Higher Education Act, Accessibility, Professional Training

Introduction

The advent of private higher educational institutions (PHEIs) as an alternative to public higher education institutions is a recent phenomenon in Malaysia. The country's tertiary education was greatly restricted under British colonial rule, and only began to expand, although gradually, in the era of independence after 1957. After independence, the country had only one public university, namely the University of Malaya, which was tarted with the transfer of 285 first year Arts Students from Singapore in 1957. The 1970s saw the founding of many other public universities including the UniversitiSains Malaysia (USM), Universiti Kebangsaan Malaysia (UKM), Universiti Pertanian Malaysia and Universiti Teknologi Malaysia. Such institutions sought to meet the educational needs of the growing middle class, but problems emerged when the New Economic Policy's strategy, a major national socio-economic reform program, began to specifically favor the admission of students from the native Malay community at the expense of the minorities, primarily the Chinese and the Indians.

From the 1980s until the mid-1990s, Malaysia's public tertiary institutions were unable to cope with the surplus of students, especially those from the minority community and some Malays themselves.[1] Soon enough, the Malaysian government saw that its own policy of restricting the entry of non-Malay applicants into public universities was in jeopardy, as many of them were seeking educational opportunities abroad, resulting in increased money outflows. Most of the students did not return to work in Malaysia, which

resulted in a local shortage of skilled labour. The rising tuition rates at higher-learning institutions abroad was another problem affecting those with doubtful financial viability. Furthermore, the slow economic growth of only 1% per annum during the economic downturn between 1985 and 1986 significantly slowed the development of the public education sector.[2]These were the major shortcomings which needed to be addressed in order to increase the employability of Malaysian graduates. But it became more important to provide local citizens with alternatives to public higher education institutions that were increasingly unable to accommodate students, largely due to a racial-based quota system and partly due to practical constraints such as the lack of physical resources and personnel to serve a greater number of students.

These developments contributed to the need for increased private sector involvement, which was boosted as a result of the privatization policy of Prime Minister Dr. Mahathir Mohamad, not only to promote capital inflows but also to foster the growth of local professionals. Therefore, a new impetus was infused into the growth of private higher education institutions between 1985 and 1990.[3] The Malaysian government announced that some 250 private sector training institutions were set up to train 16,000 students in commerce, agriculture and engineering during this time.[4]According to Wenco Career Consultancy, PHEIs were specializing in a number of major courses in multidisciplinary, design, business, business, computer studies, hotel and catering, engineering, management, linguistics, and law, Media and communications, education, graduate studies and more. In other words, the expanding private education sector in Malaysia provided an avenue for local higher education, and this shifted the country's direction to knowledge-based economic growth.[5] However, public higher education institutions were still struggling to accommodate larger student intakes, due to policy preference or otherwise. As a result, the government started formulating measures from the early 1990s to approve the establishment of PHEIs, and through which to boost local human resource growth by reducing the outflow of high school students abroad to continue their education.[6] One statement issued in 1992 by the Minister of Education (1991-1995), Tan Sri Amar Dr. Sulaiman bin Hj, illustrates this situation:

> The government cannot accommodate the shortage of about 150,000 higher education institutions, and for every 100 eligible people, higher education centers in the country can offer only 33 or 34 students.

This issue raised considerable concerns among parents, students and the government on how to position graduates of the Certificate of Education Malaysia (SPM) and Malaysian Higher School Certificate (STPM) in public tertiary institutions.[7] Admission to the degree course, for example, amounted to only 14% in 1990.[8]Further acknowledging the government's inability to increase its capacity and capital to cater for more students, Dr. Fong Chan Onn, Deputy Minister of Education, also supported the value of creating a private university in 1993, as seen in his assertion that:

> With this strong demand for education, the government finds itself unable to cope and we want them (the private sector) to build more colleges and other institutions of higher learning.[9]

This ultimately contributed to the restructuring of private education policies to encourage capital investment and the development of high-quality PHEIs. As Malaysia experienced sustained economic growth in the early 1990s, PHEIs were pursued to help public universities train professionals and qualified workers to meet the needs of the

industrial sector. Therefore the 1996 Private Higher Education Act was enacted to promote the development of more private institutions in the country, signaling the advent of democratization and liberalization of the higher education sector.[10] It led the private sector to play an important role in providing a great many local students access to higher education.[11] In his speech while promoting the Multimedia Super Corridor (MSC), Dr. Mahathir stressed that the Malaysian government's goal of reforming the tertiary education system was to enable more students to pursue higher education. Eventually, private higher education institutions not only functioned to accommodate higher number of local students, but were also more able to deliver commercial and academic courses in line with global economic demands. In time, Malaysia's private education sector was deemed more efficient than the public sector in producing highly-skilled graduates to enter the workforce. The degree to which this observation can bestatistically proven using official government sources by comparing both educational sectors form the gist of the article.

Recent works on tertiary education growth in Malaysia have largely not fully exploited statistical evidence from official sources to prove or disprove the effectiveness of the local private education sector in accommodating the public sector, especially with regard to the distinctive features of the former and the common concerns between the two. For example, Tan uses a multilayered approach to examine key changes that took place in Malaysian private higher education prior to 1996, using data sources from legislative policy papers, official statements and key stakeholder interviews.[12] With only limited use of statistical evidence from official sources, Bajunid and Wong primarily use the qualitative approach to inform us about the potential issue of institutional autonomy and the need for policy refinement in a variety of areas.[13] Wan, who combines qualitative and quantitative methods using only a small amount of official statistics to research the complementary relationship between the clientele, programs offered and the faculty, contributes broadly to this paper.[14] In investigating how the expanding private higher education sector has increased or excluded access of the so-called "equity-groups', meaning in general those who are unable to afford university education. Tham, uses some official data to supplement the argument that there was indeed a significant increase in access made possible through considerable government intervention.[15] The only work with the closest relevance to the article is that of Mukherjee et al, who rely heavily on government records, including census reports and Labor Force Surveys, to evaluate access to the PHEI, but more on the effect of the Malaysian government's affirmative racial policy in the framework of a socioeconomic analysis.[16] The present article focuses on accessibility in a wider historical and educational context.

The method used in this study could well be called a qualitative statistical data analysis, since the study uses small and oriented samples collected from official statistics in Malaysia, rather than large random samples. These are the data sets officially published in two major collections from 2002 to 2007 by the Malaysian Ministry of Education, namely the Statistics of Higher Education of Malaysia and the Higher Education Indicators. The reliability of using official statistics is convincing enough, given that the Malaysian government clarified of its own incapacity and the ability of the private higher education sector to meet the country's higher education demands.

The divisions of the article serves to evaluate the overall effectiveness of the private educational sector in accommodating the public sector, mainly in terms of an access provider and contribution in increasing the employability of graduates. Firstly, an overview of post-1996 developments is given, in particular to examine the initial responses of the parties concerned to the first major private higher education legislation in the country. The second

section discusses how much more commercially gainful are the courses and programs offered at private institutions than those provided at public institutions. This then brings to the second and third parts of the article, addressing the private institutions' unique positions as an alternative platform and training ground for qualified professionals respectively.

Post-1996 Legislation Developments

The situation changed as soon as the 1996 Private Higher Education Act was introduced, when the rapid establishment of private higher learning institutions opened up opportunities for students to pursue tertiary education locally. This is consistent with the goal of the Ministry of Education to increase access to tertiary education by 40% through the establishment of higher education institutions for local students.[17] As of 1997, Malaysia was reported to have more than 400 private colleges and the majority were located in major commercially bustling cities, including the nation's capital, Kuala Lumpur, Penang and Johor In addition, several private universities and institutes were also opening branch campuses in other states. In 1998, the Ministry of Education authorized the establishment of 524 private educational institutions offering certificate and diploma programmes.

The government also took fiscal measures to deter parents from sending their children to higher education overseas to choose local private choices instead. For instance, Finance Minister Anwar Ibrahim announced the revocation of the tax rebate, including immigration tax, for parents who sent their children abroad in the 1998 National Budget. This interventionist action by the government was clearly aimed at increasing Malaysian parents' tendency to send their children to a local PHEI. It also supported private and public companies in setting up private colleges and implementing twin programs with foreign universities. The fields of study offered in private colleges, such as engineering, accounting, business management, communication, and computer science, were officially endorsed, offering official recognition to the courses and thereby increasing the ability for graduates to secure jobs.

Following the implementation of government legislation and new regulations, the number of private educational institutions in various categories saw a sharp increase. For instance, the total number of private institutions at the end of 1999 was 611, compared with 280 private colleges in 1995.[18] Though the number of student registrations to public educational institutions was higher compared to private institution registrations, there was a much higher rate of increase in the latter. For example, 122,340 students attended public institutions in 1990, while 35,600 attended private institutions. In 2000, while public institutions led the private sector with a total of 203,391 students, private institutions received 167,507 students, or an increase of 79% from 1990, compared with an increase of 40% for public institutions.[19] By investing an additional RM1 billion in the National Higher Education Fund, the government raised a total of RM2.3 billion to be awarded as study loans to improve student access to private institutions.[20]

This situation clearly shows not only that the ability of public universities to accommodate students was becoming limited, but also that the private sector's growing ability to increase its student capacity. By the end of 2000, 29,000 students were able to continue their education at private institutions.[21] The growth of private higher education institutions in the 2000s continued to show high prospects when the number of graduate students in 2005 reached 111,000 and rose to 228,000 in 2010. Gross enrollment increased

from 9.6% to 19.6% between 2000 and 2010. Table 1 presents the number of private higher education institutions by category and the number of local students enrolled in 2010.

Table 1: Number of PHEIs by Category and Local Student Enrolment until 2010

Category	Number of Institutions	Local Student Enrolment
University (including Online Distance Learning (ODL)) *Open University Malaysia (OUM), Wawasan* *Open University (WOU), Asia e - University (AeU), Al - Madinah International University* *(MEDIU), Universiti Tun Abdul Razak (UNITAR) dan Pusat Pendidikan Kewangan Islam Antarabangsa (INCEIF)*	23	135,389
PHEI branches with University Status	24	57,697
PHEI with University Status (Branches from Foreign Universities) *(University of Nottingham in Malaysia (UNIM), Monash University Malaysia (MUSM), Curtin University of Technology, Swinburne University of Technology (SWINBURNE), Newcastle University Medicine Malaysia (NUMed)*	5	13,280
PHEI with College University Status	21	77,343
PHEI without University Status	403	195,215
Total	476	478,924

Source: Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 136.

Courses and Programs at PHEIS

The liberalization in the provision of education allowed private institutions to inject considerable capital into the tertiary education business in order to provide courses and educational programs that were of high quality and, as commonly believed, more commercially viable than those provided in public institutions. Local students who were unable to find their way to public institutions due to inadequate high school grades, and in particular non-Malays whose intake was limited, were given the opportunity to take pre-university post-secondary courses and diplomas in private institutions.[22]This democratic move aimed to increase the number of students who pursued tertiary education based on their preferences and abilities.[23]From the 1990s until the 2000s, the rapid growth of private education business led to the offering of various commercial courses and study programs, including in particular, the twinning program that received overwhelming response from

SPM and STPM graduates. High-demand areas include business, computer science, language and linguistics, engineering and commerce, most of which were often offered in public institutions but could only cater for a small group of students with insufficient resources including instructors.

In particular, PHEIs centered in Kuala Lumpur met the needs of the urban community for unhindered access to higher education to produce qualified graduates by providing specialized courses. For example, accounting courses were offered at Star Academy, Accountancy Tutorial Center, Associated Accounting School, Guan Institute, and Goon Institute, among others. The Goon Institute, Perkim-Goon Institute, Regent School of Economics, School of Marketing, and Systematic Business Training Center offered banking and finance-related courses. For business courses, among the participating PHEIs were Star Academy, Goon Institute, Rima Professional Center and the TL Management Center. Computer Science courses were monopolized by the Associated School of Accounting, Star Computer Center, Goon Institute, ICL training, IDS Institute of Computer Science, Informatics Institute of System Science, Perkim-Goon Institute and Rima Professional Center.[24]

The educational disciplines offered by the PHEIS were diversified since the early 2000s, and generated positive public feedback. The provision of diploma programs in different majors proved to be major distinguishing factor when compared to public educational institutions, as this provided a clear route for local students to degree studies. This allowed the private sector to produce skilled graduates in a variety of specialties to fulfil the country's economic and industrial needs. PHEIs' roles in this respect can be analyzed by the number of students enrolling at the diploma level in commercially-oriented courses. In 2002, the highest number was for the administration and business courses, tolling 21,897.This figure rose to 30,348 in 2008, an increase of 28% over the nine years.[25] But the number of admissions shows a downward trend from 2009 to 2010, from 11,217 to 9,645 (Table 2).In comparison with the enrolment to diploma courses with public institutions, a significant difference was seen when only 6,576 students enrolled in 2002 and 10,109 enrolled in 2007.[26]

Meanwhile, computer and technology majors earned the second-highest PHEI enrollment, with 20,185 students in 2002. However, by the end of 2007 this figure decreased to 11,029 students and continued to decline until 2010, with 5,134 students enrolled. The main factor leading to the decline was the people's perception that field was better pursued in a country with a tradition of research and development in science and technology. In Malaysia the sector was still very much in its infancy.[27] Nonetheless, statistical enrollment data indicates that private educational institutions were better able to achieve higher rates of participation than public institutions. By comparison, in 2002 the latter managed to accommodate only 969 students and in 2007 1,225. Table 2 shows field-by-field statistics of PHEI diploma students from 2002 to 2010.

Table 2: Number of Diploma Entrants to PHEI by Field of Study, 2002 – 2010

FIELD	2002	2003	2004	2005	2006	2007	2008	2009	2010
ARTS									
Art, Design and Music	2,841	4,109	4,981	1,496	1,888	1,533	1,095	2,599	2,840
Administration and Business	21,897	24,369	27,337	14,806	18,677	23,473	30,348	11,217	9,645

Education	228	321	326	141	178	1,488	2,069	1,708	1,990
Humanities	1,644	1,327	1,081	753	949	869	1,543	4,017	3,772
Law	117	222	245	54	69	756	1,243	94	170
Services	3,599	3,907	4,249	2,904	3,664	1,961	1,843	6,203	6,169
Social Science	1,534	1,958	2,590	1,758	2,218	2,158	3,115	2,215	1,488
Language	160	248	386	183	231	308	508	280	119
Total	32,020	36,461	41,195	22,095	27,874	32,546	41,764	28,333	26,193
SCIENCE AND TECHNOLOGY									
Agriculture	15	10	7	209	263	132	571	192	62
Computer and Technology	20,185	17,489	16,006	11,384	14,367	11,029	12,769	7,178	5,143
Health and Welfare	-	-	-	550	664	9,350	19,641	20,305	15,770
Medicine	734	1,163	1,740	2,548	3,234	4,863	5,496	633	145
Science and Mathematics	73	206	266	241	310	1,220	394	277	178
Total	21,007	18,868	18,019	14,932	18,838	26,594	38,871	28585	21298
TECHNICAL & VOCATIONAL									
Engineering and Technical Skills	7,582	8,965	8,921	7,265	9,166	8,679	8,469	7,468	5,973
Aviation and Maritime	296	213	153	135	171	525	697	-	-
Manufacturing and Construction	1,796	1,055	1,285	575	725	1,423	1,682	614	689
Total	9,674	10,233	10,359	7,975	10,062	10,627	10,848	-	-
Grand total	62,701	65,562	69,573	45,002	56,774	69,767	91,483	8,082	6,662

Source: Ministry of Higher Education (MOHE), *Private Higher Education Institution Data, 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009, p. 50 & Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 124.

The role of PHEIS in providing access to local students can be explored further by analyzing the number of graduates pursuing post-diploma higher education.[28] As of 2007, 48.5% of students pursued higher education at the public university while 28.9% of students pursue higher education at the public institutions. Of the 692 graduates studying abroad, the majority are graduates of a diploma from local private institutions. In 2008, there were a total of 49.8% of diploma graduates from public institutions of higher learning and 41.5% from PHEIs, thereby clearly showing the complementary roles of the latter.[29] In 2009, graduates who were pursuing their studies accounted for 38%.[30] Many of them, as in previous years, chose PHEIs as their main destination for furthering their education. For example, 88.4% of the total number of private institute graduates entered degree courses. Similarly, in 2010, 29.5% made it to the first degree.

Private higher-learning institutions also competed with the public sector to create opportunities at the undergraduate level in commercial courses. Administration and business courses – which were among the top choices of Malaysian students – in 2002 saw 13,097 students enrolling, and in 2010, this figure rose to around 14,824.[31] While admission data showed a small fluctuation, the percentage increase in admission of students between 2002 and 2010 – about 11.7% – reflects the positive response of students at the PHEIs to these

fields. By contrast, the total number of student enrolments at public institutions for a bachelor's degree in management did not meet the 10,000 mark during that span.[32] The same pattern can be seen in PHEI engineering and technical studies, where student enrollment grew to 6,241 in 2010, out of a total of 2,873 enrolled in 2002. That is an increase of around 54 %.

Overall, students seeking undergraduate studies had two primary fields of interest, namely the arts and science and technology. Surprisingly, the most significant increase was among the non-commercial majors, from only 11 students in 2002 to 992 by the end of 2010. This can be taken to mean that not only did the PHEIs take steps to offer job-oriented courses, but also academic courses in their efforts to diversify the educational landscape. The following table shows the enrollment of undergraduate students in the private sector from 2002-2010.

Table 3: Number of First Degree Entrants to PHEI by Field of Study, 2002 – 2010

FIELD	2002	2003	2004	2005	2006	2007	2008	2009	2010
ARTS									
Art, Design and Music	447	448	574	1,043	1,372	1,042	452	1,390	1,255
Administration and Business	13,097	16,554	17,843	14,379	17,471	16,476	16,288	13,284	14,824
Education	2,420	3,716	3,172	3,276	3,980	6,151	5,940	8,264	7,977
Humanities	444	374	344	436	529	195	223	4,346	3,677
Law	1,105	999	908	1,267	1,539	1,185	2,005	1,043	453
Services	91	96	60	207	273	15	33	1,180	1,198
Social Science	417	769	982	1,785	2,169	2,148	1,516	1,842	2,323
Language	11	26	42	71	93	657	779	1,155	992
Total	18,032	22,982	23,925	22,464	75,012	27,869	27,236	32,504	32,699
SCIENCE AND TECHNOLOGY									
Agriculture	-	-	-	119	145	-	19	90	-
Computer and Technology	5,607	8,082	9,241	6,301	8,294	5,303	4,349	5,705	5,648
Health and Welfare	-	-	-	257	338	518	1,093	3,816	4,688
Medicine	777	1,193	1,586	2,019	2,659	2,073	2,486	1,536	2,355
Science and Mathematics	965	565	954	1,137	1,496	2,831	1,705	1,016	1,008
Total	7,349	9,840	11,781	9,833	12,932	10,725	9,652	12163	13,699
TECHNICAL AND VOCATIONAL									
Engineering and Technical Skills	2,873	3,320	4,864	1,945	2,560	4,922	5,321	6,747	6,241
Aviation and	86	-	-	-	-	-	1051	-	-

Maritime									
Manufacturing and Construction	286	137	172	434	572	109	398	851	1,376
Total	3,245	3,457	5,036	2,379	3,132	5,031	6,373	7,598	7,617
Grand total	28,626	36,279	40,742	34,676	91,076	43,894	43,261	52,265	54,015

Source: Ministry of Higher Education (MOHE), *Private Higher Education Institution Data, 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009, p. 51 & Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 124.

A key factor contributing to the expanding role of IPTS in catering for more students was the 1996 Act, which elevated the status of local PHEIs, which previously had no government approval to grant a bachelor's degree, to degree-conferring institutions. Within four years of its enactment, undergraduate enrollment exceeded 60,000. The number grew steadily to 111,000 in 2005, and to 228,000 in 2010. Gross enrollment at PHEIs increased from 9.6% to 19.6% between 2000 and 2010.[33]The affirmative action program under the New Economic Policy (NEP) since its introduction in the 1970s was also the reason why the number of student admissions to PHEIs increased dramatically during the 2000s. It prompted the extension of the *Bumiputera* (meaning sons of soil, typically referring to the Malays) policies to matriculation level from which only students in that group were eligible to undertake degree-level studies at public universities.[34] The subsequent 10% quota that was imposed for non-*Bumiputera* students was highly restrictive, leading them to select alternative local PHEIs.[35]

As demands increased, most PHEIs strove to deliver market-oriented courses that suited contemporary needs, such as engineering, technical skills, science, technology, and social science. Furthermore, these institutions were seen as providing more advanced and specialized research programs in every field of study than public universities in line with the goal of developing qualified professionals. This is demonstrated by the course offered by the Limkokwing University of Creative Technology (Limkokwing), which held and continues to hold a unique position among the many PHEIs for specializing in providing creative technology courses to local students.[36] Since its establishment in 1991 the university has been notable for the courses offered are not available at public universities and other institutions in Malaysia.[37] Some of the most unique courses offered by Limkokwing are as follows.

1. Bachelor of Arts (Hons) in Games Design
2. BSc. (Hons) in Business Intelligence System
3. BSc. (Hons) in Technopreneurship
4. Bachelor of Communication (Hons) in Digital Media
5. Bachelor of Arts (Hons) in Business & Quality Management
6. Bachelor (Honours) in Recording Arts
7. Bachelor of Design (Hons) in Transport Design

This clearly shows that the university has the potential and resources to provide its own areas of specializations. It also reflects its role in opening up post-industrial fields and new

employments in the field of creative arts and technology. Many of the courses offered have been approved by the Malaysian Certification Agency, which was set up to accredit programs delivered by educational institutions under the Malaysian Qualifications Act 2007. As a result, this recognition has provided confidence to local students to pursue research in their field of interest at Limkokwing due to increased employability chances after graduation. More significantly, the availability of creative and technology-related courses has given students considerable access to pursue their field of interest locally, thus proving to be an alternate platform especially for those who could afford only local education.

MAHSA University, like Limkokwing, also holds a distinct position in Malaysia, being the first private university to offer a full degree in nursing and physiological education. Founded in 2005, for its course offerings and the pedagogy that the institution practiced, it has earned positive recognition among students.[38] MAHSA courses are conducted by trained and experienced instructors, who help students understand the theory and practice of practical nursing in a well-equipped campus with simulation wards. The Faculty of Nursing and Nursing, for example, produced more than 10,000 graduates in 2005.

PHEI as an Accessibility Provider

The rapid growth of PHEIs in Malaysia between 1990 and 2010 opened up a new dimension for the higher education market, allowing Malaysia to realize the concept of educational democratization. This is because to a very large degree most public universities were perceived as being academically oriented, with greater emphasis on research and development rather than employability. Only academically successful students were placed in public universities, assessed by their grade scores in public secondary school examinations.[39] However, the Private Higher Education Act of 1996 emerged as a ray of hope to improve the accessibility of local students to private tertiary education. That the private sector was beginning to overtake the capacity of the public sector in meeting the higher educational needs among the locals is most evident in the 2000s. A total of 165,763 student were enrolled in the PHEIs in 2000, while public universities were only able to accommodate 64,061 students.[40] A similar difference can be seen in the years that followed, as public institutions did not reach PHEIs' 100,000 mark, especially between 2002 and 2010.

The provision of certification programs in PHEIs is a key aspect that distinguished PHEIs from public universities in terms of accessibility to higher education. The pre-university program provided was a gateway for SPM graduates who did not have the necessary qualifications to continue their tertiary studies. Through certification, private institutions emerged as the only opportunity for the non-*Bumiputera* group to continue their studies at the bachelor's level.[41] In 2002 alone, PHEIs offered this opportunity to a total of 72,344 students.[42] Over the period 2002-2010, the total enrollment reached approximately 453,631 students. Table 4 below shows clearly that the number of students in PHEI diplomas is higher than in public schools.

Table 4: Total Student Entrants to Tertiary Education Institutions by Level of Study, 2002 – 2007

INSTITUTION AND LEVEL	2002	2003	2004	2005	2006	2007	2008	2009	2010
PUBLIC									
Diploma	18,052	16,861	17,539	18,918	19,599	25,109	26,255	33,633	38,366
Bachelor	35,734	43,162	45,856	51,517	58,304	76,597	75,127	80,006	82,296
Post-certificate Diploma	454	75	185	456	97	2,159	1,779	4,557	3,696
Masters	8,993	9,280	14,773	8,114	9,697	12,398	16,158	18,886	19,691
Doctorate	828	1,103	2,722	1,880	1,936	3,125	3,644	4,150	4,799
Others						9,451	1,260	1,241	1,108
Total	64,061	70,481	81,075	80,885	89,633	128,839	124,223	141,232	149,956
PRIVATE									
Certificate	72,344	59,994	57,961	31,577	40,860	52,197	47,875	45,793	45,030
Diploma	62,701	65,562	69,573	45,002	56,774	69,767	91,483	64,443	53,750
Bachelor	28,626	36,279	40,742	34,676	43,490	43,625	43,261	52,034	55,320
Masters	2,035	1,602	1,497	1,680	3,301	1,895	2,924	5,036	4,866
Doctorate	57	43	61	170	350	304	303	792	864
Total	165,763	163,480	169,834	113,105	144,775	167,788	185,846	168,098	159,830

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009, p. 10 & Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 16.

The total enrollment of students in public and private higher learning institutions from 2001 to 2010 further confirms that the latter were more able to fulfill its role with great

success in delivering tertiary education. Analyzing Table 5, PHEI clearly managed to draw more students than public institutions from 2001 to 2010. Although public universities saw steady increases in enrollment, there was no dramatic decline in the private sector over the period. The largest gap was in 2010 when the PHEIs reported a total of 541,629 admissions compared to 462,780 in public universities.[43] This massive difference of 78,849 students is indicative of an increase in the accessibility of local students to private institutions. The table below shows data on student enrollment in both institutions for the period 2001-2010.

Table 5: Total Student Enrolment in Higher Education Institutions, 2001-2010

Year	Private	Public
2001	304,628	270,904
2002	281,839	294,600
2003	294,359	314,344
2004	293,978	322,891
2005	307,121	258,825
2006	331,025	323,787
2007	382,997	365,800
2008	419,334	399,897
2009	437,420	484,377
2010	462,780	541,629

Source: Adapted from Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008.

One of the main reasons that led PHEIS to increase accessibility is that there were no strict entry requirements for most of these institutions operating in Malaysia. The courses offered were also oriented towards the development of technical skills and did not require any exceptional grades from school exams. Generally, the minimum requirement for admission to a private university was that of only 5 credits in SPM. In an interview with the authors, Mr. Mohd Hafiz Bin Ahmad, a student at Selangor University (UNISEL) from 2007 to 2010, stated that his SPM results were not very promising (due to the lack of minimum grades in some subjects such as English, Mathematics and History), affecting his chances of pursuing higher education at a public university. However, with only a minimum of 4 credits Mr. Mohd Hafiz still had the opportunity to continue his studies at UNISEL in the Diploma in Children's Education.[44]

Sunway College, an IPHE based in Bandar Sunway in the township of Subang Jaya, for example, had its own loose admission requirements especially for early-stage twinning-studies courses ever since it was established in 1987. A year after its establishment, it sent 273 local students under its twinning programs to Leicester University, Western Michigan University, Curtin University of Technology, the University of Western Australia and Monash University (Table 6). For twin courses with the University of Manchester, United

Kingdom (in Engineering and Foundation Economy courses) in the 2000s, students seeking to pursue higher education at the college only needed to fulfill one of the following conditions.[45]

1. SPM: At least pass 6 subjects and have a C4 grade in Mathematics and Physics. (Engineering)
2. O 'Level: At least pass 6 subjects and have a B grade in Mathematics and at least a B grade in Physics.
3. MICSS: At least pass 6 subjects with grade A in Mathematics with grade B in other subjects (Economics). At least pass subjects with grade A in Mathematics and Physics, Grade B in Additional Mathematics and other subjects (Engineering).
4. English: GCE O Level (including English 119 or 121).

For the twining program with the University of Western Michigan, the requirements are as follows:

1. SPM: Grade 1, Grade 2 and good results in English, the scores on aggregate to at least 27 and under.
2. STPM: 3 principals and at least Grade 2 in SPM.
3. English: TOEFL Scores are 550 and above.

Table 6: Number of Students in Sunway College Pursuing Twining Programs by Course and University in 1988

University	Course	Number of Students
Western Michigan University	Computer Science	12
	Communication	12
	Administration and Management	41
	Total	65
Leicester University	Engineering	25
	Law	37
	Economy	7
	Total	69
Curtin University of Technology	Tertiary Entrance Examination (TEE)	53
University of Western Australia	Economy	7
	Commerce	4
	Computer Science	6
	Total	17
University of Monash	Economy	20
Total		273

Source: Draft Report of Visit to Sunway College, Taylor's College and KolejDamansaraUtama, JPA (S) 130/26/2 (270), 1998.

The opportunity to conduct a part of study in highly reputable institutions abroad proved to be a major draw. By 2010 the institution had attained more than 5,000 student

registrations, suggesting Sunway College's twinning programs and loose admission requirements were, so to speak, a form of attractive accessibility.[46] (Table 7)

Table 7: Students Admission to Sunway University by Academic Level, 2007, 2009 and 2010

Year	Certificate	Diploma	Bachelor	Master	Doctorate	Total
2007	1,430	165	453	29	-	2,077
2009	1996	166	453	118	-	2733
2010	2622	351	1878	98	-	4976

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), 2010; *Statistics of Higher Education of Malaysia 2009*, Putrajaya: MOHE, 2010, p. 96; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 136.

In addition to Sunway College, Kolej Damansara Utama (KDU), founded in 1983, is also seen as having loose admission requirements for local students.[47] Students wishing to pursue their studies in a diploma program at KDU must meet common eligibility requirements including a minimum of 3 credits at the STPM level. KDU's Diploma in Law program was a twin program and graduate students were able to pursue LLB degree studies at many universities abroad, such as Murdoch University and Australia's The University of Tasmania, which are partners of KDU.

Whereas the requirement for admission to the Foundation Program courses were 5 credits in SPM including in mathematics and English. In the case of a student who wanted to continue his/her education in this program but did not earn credit for mathematics and English subjects, KDU still offered the opportunity provided the students took the IELTS exam and the SPM exam in mathematics again. It is clear that KDU came up with an alternative, as admission terms were less rigorous and more high school graduates were allowed to continue their studies.

The ability of KDU College to attract large numbers of students and create opportunities for them to pursue tertiary education can be seen through the 2005-2010 average student enrollment (Table 8). Over the course of these six years, the number of students at the institution remained within the range of 4000-5000. Paramount, the parent company of KDU, stated in its 2007 annual report that this achievement was due to KDU's commitment to providing quality academic programs with a high number of qualified educators. Not only that, the institution also attracted local students thanks to KDU's collaboration with overseas universities that were internationally recognized. During the year under review, the institution added the '3 + 0' program and began offering a 'double major' program.[48]

Table 8: Average Enrolment of Students to KDU College, 2005-2010

Year	Number of Students
2005	4066
2006	4714
2007	5035

2008	5217
2009	5150
2010	5163

Source: Paramount Corporation, Various Annual Reports, 2005-2010.

Taylor's College, established back in 1969, also offered students a great opportunity to continue their education at the institution. In fact, its Foundation Study Programs only required SPM certificates as a condition of entry.[49] The institution's openness was praised for providing broad access to tertiary education for local students, ensuring that those who did not achieved good results in the SPM were not left out. In addition to the degree program at the foundation level, Taylor's College also imposed loose admission requirements for twin university studies programs with the University of Technology, Sydney (UTS), Sheffield University (UK), and the United Kingdom Universities Consortium, such as 3 credits in STPM including grade C in any subject.

Table 9: Students Admission to Taylor's College by Academic Level, 2007, 2009 and 2010

Year	Certificate	Diploma	Bachelor	Masters	Doctorates	Total
2007	3,333	58	675	-	-	4,066
2009	1696	148	1230	84	-	3158
2010	2198	691	2314	28	-	5,231

Source: Ministry of Higher Education (MOHE), *Private Higher EducationData, 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2009*, Putrajaya: MOHE, 2010, p. 96; Ministry of Higher Education (MOHE), *Statistics of Higher Education Malaysia 2010*, Putrajaya: MOHE, 2011, p. 136.

Due to the open policy of Taylor's University College, the high number of students selecting this institution did not experience a dramatic decline until 2010. In fact, in view of Table 9, the decline in the category of certificates was offset by a sharp increase in the category of diplomas, which saw a 92% increase from only 58 students in 2007 to 691 in 2010. In other words, both programs appeared as options for students to enter the bachelor's degree. As declared by Pradeep Nair, the rationale for the unrestricted access was as an attempt to uphold the educational democratization policy of the government.[50] In fact, Taylor's College was seen as playing a leading role in addressing the issue of restricted non-Malay access to tertiary education.

Founded in 1986, Sedaya College or the USCI University since 2008, also offered twining programs as a major strategy of providing accessibility to local students across a wide range of fields. However, there was a slight difference in the course structure. Selected year one UCSI students were sent to renowned universities around the world, such as Havard University, Imperial College Landon, The University of Chicago, Tsinghua University, The University of British Columbia, and The University of Queensland, to attend undergraduate

programs. The list of many foreign universities that were collaborating with USCI clearly indicates that apart from accessibility for local students, the latter also prioritized internationalization of higher education (Table 10). In addition, the number of colleges affiliated with UCSI was the highest when compared to other public universities.

Table 10: List of Foreign Universities Collaborating with USCI

Country	University
Australia	The University of Queensland, RMIT University, Griffith University, Queensland University of Technology, Deakin University, The University of Melbourne
New Zealand	Auckland University of Technology
Canada	University of Manitoba
Myanmar	Myanmar International Business Academy
Turkey	ABHorizon
Nepal	Institute of International Management & Science
Morocco	Al Akhawayn University

Source: UCSI, *Programmes Guide*, 1998.

Table 11: Students Admission to Taylor's College by Academic Level, 2007, 2009 and 2010

Year	Certificate	Diploma	Bachelor	Masters	Doctorates	Total
2007	1,284	421	3,208	45	129	2,616
2009	1,464	614	5,758	84	-	7,920
2010	1,703	903	5,109	92	566	8,373

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education, *Statistics of Higher Education of Malaysia 2009*, Putrajaya: MOHE, 2010, p. 97 & Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 138.

As shown in Table 11, UCSI reported a steady increase in the admission of students in almost all of the study levels offered. The success of the institution in this regard can be seen as the number of students rose from 2,616 in 2007 to 8,373 three years later, representing a nearly 70% increase. Looking at the undergraduate category, UCSI received a large average student enrollment of 4,692 persons in 2007, 2009 and 2010. The main contributor to student enrolment is the institution's twinning program, offering students the flexibility to transfer courses to various international universities. In addition to this option, the program also allowed students to obtain a bachelor's degree from any UCSI partner university. Accessibility was, therefore, provided not by the mere loosening of entry requirements, but also by the provision of career-oriented twinning programs which would, in many ways, contribute to employment.

In that regard, there is no denying the role of Limkokwing University in increasing the accessibility of higher education for local students. Since its inception, the institution has established strategic relationships with internationally renowned universities and colleges such as the United Kingdom, the United States, Canada, Australia and New Zealand. One of the strategies of Limkokwing University to encourage the admission of local students is to ensure that its curriculum and programs are globalized and internationally relevant. To ensure that this is achieved, it has partnered with the International Consortium of Partner Universities to facilitate the development of industrial relations with renowned universities in their respective fields around the world. Limkokwing, for example, offered the '3 + 0' program in collaboration with Curtin University of Technology from 1998 to 2000. In addition to this effort, Limkokwing provided local students with direct access to higher education through the 'Associate Degree' programme. The objective of the program was to give them the opportunity to learn the basic skills of arts and technology as well as transferable skills. As a result of this effort, Limkokwing managed to attract a large number of students.

Table 12: Students Admission to Limkokwing University by Academic Level, 2007, 2009 and 2010

Year	Certificate	Diploma	Bachelor	Masters	Doctorates	Total
2007	1,088	900	1,599	-	-	3,587
2009	677	393	983	84	-	2,137
2010	987	650	1311	140	4	3,088

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; *Statistics of Higher Education of Malaysia 2009*, Putrajaya: MOHE, 2010, p. 96; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE: 2011, p. 136.

In view of the fact that Limkokwing offered highly specialized courses that could only cater to a limited number of students, its average enrolment of 1,298 undergraduate students is an achievement to be noted (Table 12). A major highlight, however, is the ability of the institute to offer certification level courses to 2,752 students from 2007 to 2010. It is also important to mention the role of MAHSA in providing local students with access to higher education. The Foundation for Science and Foundation Business Programs provided students with access to first degree programs. Both programs were designed specifically for students who completed SPM and thus shows that MAHSA clearly took on the role of providing access for local applicants. This is evident when, in 2010 alone, 7,825 student enrolments were registered for the diploma program.[51] In the same year, 1705 undergraduate enrollments were recorded.

PHEI as Training Ground of Professionals

As a result of their achievement in providing access to many local students adequate resources as well as educational and professional development facilities, PHEIs are poised to assist the Malaysian government in complementing public universities by training qualified graduates to meet the demands of the fast-growing industrial and commercial sectors. Malaysia had long needed skilled graduates to supply the human resources needed for its economic development. For example, it needed about 300,000 trained laborers in the manufacturing sector alone from 1990 to 1997.[52] According to the Second Long-Term Plan Framework 1991-2000, Malaysia required 30,100 additional engineers, 122,900 engineers and 600 others health and medical officers. On the basis of the above scenario, almost all private educational institutions established in Malaysia were expected to train professional and skilled workers to support the public sector. Although most of the PHEIs surveyed in this article offered to relax their entry requirements and provided certification and diploma programs to facilitate entry to the bachelor's level, the accessibility of local graduates was extended mainly due to their preference to enroll in commercial and market-oriented courses.

Students at Sunway College, for example, are trained as potential industry professionals by exposing them to various study programs offered through twinning programs at universities abroad. They have the opportunity to pursue studies in commercial fields such as intercultural trade, marketing, management and innovation, logistics management, accounting with Victoria University, Melbourne, Australia through the Bachelor of Business (3 + 0/2 + 1/1 + 2).[53] Additionally, Sunway College also offers courses for undergraduate students in business management and human resources management. Sunway College also offers several other industrial-based courses of study covering the following professional fields:

I. Accounting, Actuarial, Business, Entrepreneurship, Finance
II. Computer science
III. Hospitality and Culinary
IV. Communication & Creative Arts
V. Psychology and Bioscience

The food industry, for example, appears to be in need of qualified professionals, and therefore it is possible that culinary courses at the institution could produce the necessary labour force. It should also be noted that of the 574 graduates, 170 undergraduate students had the professional qualifications necessary to serve in the country's economic sector from 2002 to 2010.[54] During this period, Sunway College produced an average of 700-800 graduates with professional skills across all levels of study.

Taylor's College also offers courses in the fields of trade and industry. For example, it offers courses such as accounting, banking, economics, finance, information technology, international business, management, marketing and tourism within its twin program of studies with the University of Technology, Sydney (UTS).[55]In addition, courses in the professional field through collaboration with the University of Sheffield are also considered to meet the need to generate workforce in commerce and industry. From Table 13, the increase in the number of graduates between 2007 and 2010 reflects Taylor's College's desire to create as many graduates as possible, many of whom have contributed to the industrial development of the country.

Table 13: Graduate Output from Taylor's College by Academic Level, 2007-2010

Year	Certificate	Diploma	Bachelor	Masters	Doctorates	Total
2007	2,644	-	-	-	-	2644
2009	2034	26	273	-	-	2333
2010	1960	396	677	54	-	3087

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 140.

The fact that UCSI also plays a vital role in producing high-caliber graduates in their respective fields is undeniable. Its mass communication program, for example, provides an opportunity for students to understand the dynamics of the field, by exposing them to ways of synthesizing theory, conducting research, and fostering practical and intellectual skills on critical issues.[56] The UCSI Bachelor's Degree in Hospitality Administration is a work-based program, which equips students with modern operations and management knowledge and skills.[57] In addition to this course, UCSI is also active in the field of mobile computing, creating highly qualified professionals in specialized technologies such as software management, operating systems, databases and programming.[58] The ability of the university to produce a large number of highly qualified graduates for the country's economic sector is evident as more than 900 graduates entered the workforce from 2007 to 2009.[59] UCSI had a record high output of 1,655 graduates, including medical graduates and majors in mobile computing, in 2010.[60]

KDU plays an equally important role in producing high quality graduates for the use of national industries by successfully engaging them through connections and learning opportunities abroad. Its programs include business consulting modules to provide students with challenging real-world work experience.[61] Additionally, the Professional Accountancy program also allows students to network with major industry chains.[62] The ability of KDU to produce as many professional graduates as possible in terms of gross annual output is enormous, with an average of 2,444 students per year between 2005 and 2010.[63]

Limkokwing University is most certainly sensitive to market and industrial demands. Improvements are constantly being made to upgrade its programs, ranging from graphics, electronics, interior design, multimedia, information, communication and animation, so as to keep up with the evolving nature of the fields in the industrial context.[64]It is also forming business collaborations with major restaurants, production firms, newspapers, humanitarian causes, health groups, public relations agencies and non-governmental organizations for students to demonstrate and bring their creative minds into action in real work situations. Limkokwing's graduate output provides a glimpse into how many unique potentials it contributed to the growth of the industrial sector in the country (Table 14).

Table 14: Graduate Output from Limkokwing University by Academic Level, 2007-2010

Year	Certificate	Diploma	Bachelor	Masters	Doctorates	Total
2007	-	584	267	-	-	851
2009	10	278	662	-	-	940
2010	33	225	532	-	-	790

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009, p. 98; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 140.

Although the output is seen as not many, it should be noted that from 2007 to 2010 the average output of 487 graduates were highly trained professionals in their unique area of creativity and technological know-how. Graduates of MAHSA University also possess specialized skills especially in the fields of medicine, nursing and science education. In 2010, it formed strategic collaborations with the University of Northumbria, enabling students to gain experience in close collaboration with academics and industry professionals.[65] In 2009, a total of 211 undergraduate students emerged as qualified practitioners who contributed their services to the national healthcare industry. In 2010, a total of 248 undergraduate students were produced to serve the health and medical sector in Malaysia.[66]

The overall output data of undergraduate students from PHEIs highlight the ability of PHEI to generate the highest number of graduates as skilled professionals to meet the needs of the country's industrial sector (Table 15). Between 2002 and 2010, a total of 70,469 graduates in administration and business were produced. In the field of computer and technology, there was an average output of 5,975 graduates per year. 2,621 professionals in the engineering and technical fields were produced in 2002.[67] By the end of 2010, there were 4,224 graduates in these fields, an increase of 61.2% over nine years. Differences in quality between graduates of PHEIs and those from public universities are noticed when employability rates are compared.[68] For example, in 2002 the unemployment rate among 20,255 graduates of PHEI was only 17% compared to 78% among 36,802 graduates of public universities.[69]

Table 15: Graduate Output (Bachelor's Degree) from PHEI, 2002 - 2010

FIELD	2002	2003	2004	2005	2006	2007	2008	2009	2010
ARTS									
Art, Design and Music	293	372	380	527	497	571	390	946	670
Administration and Business	9,603	9,382	9,585	7,015	9,071	7,270	9,177	9,366	6,388
Education	124	-	-	-	2,644	5,376	341	11,79	3,324

								0	
Humanities	404	136	140	103	322	73	246	1,793	1,699
Law	607	230	234	598	335	228	851	207	224
Services	32	71	72	29	73	30	27	384	592
Social Sciences	269	116	120	600	493	671	1,080	780	804
Language	6	33	34	1	60	3	1,314	729	975
Total	11,338	10,340	10,565	8,873	13,495	14,222	13,426	25,995	14,676
SCIENCE AND TECHNOLOGY									
Agriculture	-	-	-	59	-	-	-	-	-
Computer and Technology	5,065	4,674	4,815	7,472	7,636	4,063	4,818	7,265	4,598
Health and Welfare	-	-	-	-	-	30	184	1,225	1,332
Medicine	782	366	376	483	1,417	908	1,158	650	655
Science and Mathematics	201	143	148	30	180	1,260	3,031	774	246
Total	6,048	5,183	5,339	8,044	9,233	6,261	9,191	9,914	6,831
TECHNICAL AND VOCATIONAL									
Engineering and Technical Skills	2,621	2,060	2,263	3,377	4,249	3,103	3,743	3,944	4,224
Aviation and Maritime	78	57	59	-	39	-	-	-	-
Manufacturing and Construction	170	146	159	-	160	62	120	397	993
Total	2,869	2,263	2,481	3,377	4,448	3,165	3,863	4,341	5,217
Grand total	20,255	17,786	18,385	20,294	27,176	23,648	26,480	40,250	26,724

Source: Ministry of Higher Education (MOHE), *Private Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009, p. 48; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 122-128.

Conclusion

Indeed, PHEIs have most definitely played an important complementary role in resolving public university deficiencies. The vitality of locally-established private institutions was first felt when the Malaysian government became aware in the 1970s and 1980s that the latter were increasingly unable to accommodate students and provide sufficient educational resources, and also that its own racial-based limitation policy, which disadvantaged the non-Malays, was now misfiring in terms of increased money outflow. The issue was eventually

addressed by embarking on a privatization spree in higher education under the pretext of educational democratization, albeit without any changes made to its racial policy as regards access to tertiary education. The growing inaccessibility to higher studies among non-Malays and Malays was nevertheless a major concern for the government, which then introduced the Private Higher Education Act in 1996, signaling a nod to private sector entry as a means of resolving the problem. Since then, PHEIs have been the primary alternative for students who are unable to continue their higher education in public institutions. While financial inability may not be the primary factor in choosing PHEI as an alternative – given that the fees were much higher than in public universities – most post-secondary graduates are compelled to opt for it as an alternative for other reasons.

The data analyzed from official sources from the post-1996 legislation until 2010 is a revelation in that regard. Accessibility in the private sector was, initially, seen more in terms of the provision of certificate and diploma courses. Such pre-university programs, to which PHEI reported the largest number of enrolments, were preferred in view of pursuing degree-level courses, which, by comparison, saw the largest enrollment in public institutions. Nevertheless, the bachelor programs offered in the former began to gain considerable support from local students, particularly as the courses offered were industrial and market-oriented compared to the more academically-based tradition at public universities. Of specific importance was the provision of twinning programs at PHEIs with internationally renowned varsities. It not only spurred the internationalization of higher education in Malaysia, but also ensured that graduates produced were highly qualified in their professional areas to support the country's industrial and commercial sectors. It is undeniable that PHEIs played crucial complementary roles to public higher education in more than one aspect. But as a further remark, while government involvement was a significant turning point, it was largely the PHEIs own policies and initiatives that propelled its status as Malaysia's primary alternative for tertiary education, or perhaps the only choice in some cases.

Notes

*__Aishah Bee Ahmad Tajudeen__ (aishahbee72@gmail.com) is currently pursuing Ph,D in Malaysian History in History Department, Faculty of Arts and Social Sciences, University of Malaya (UM).
** __Associate Prof. Dr. Sivachandralingam Sundara Raja__ (siva@um.edu.my) is an Associate Professor in History Department, Faculty of Arts & Social Sciences, University of Malaya (UM).

[1] Tan, et al., "An examination of the factors influencing the green initiative and competitiveness of private higher education institutions in Malaysia", *Jurnal Pengurusan*, Vol. 51, 2017, p. 87.
[2] Ministry of Finance, Malaysia, *Economic Report, 1986/1987*, Kuala Lumpur: Government Printer, 1987.
[3] K. Krishnan, *Your Guide to Education in Malaysia*, Klang: ARK Publication, 1985, p. 14.
[4]*Fifth Malaysia Plan, 1986-1990*, Kuala Lumpur: National Printing Department, 1986, p. 377.
[5] Lee Hock Guan, "Globalisation and Ethnic Integration in Malaysian Education", in Saw Swee-Hock & K. Kesavapany, eds., *Malaysia: Recent Trends and Challenges*, Singapore: Institute of Southeast Asian Studies, 2005, p. 232.
[6] W. Welch, *Higher Education in Southeast Asia: Blurring Borders, Changing Balance*, London: Routledge, 2011. p. 59.
[7] Tam Seong Chee, "Issues in Malaysian Education: Past, Present, and Future", *Journal of Southeast Asian Studies*, Vol. 10, No. 2, 1979, p. 321.
[8] J. Knight & Hans de Wit, eds., *Internationalisation of Higher Education in Asia Pacific Countries*, Amsterdam: European Association for International Education, 1997, p. 109.
[9]Shahril @ Charil bin Marzuki & Habib Mat Som, *Isu pendidikan di Malaysia: Sorotan dan cabaran*, Kuala Lumpur: Utusan Publications & Distributors, 1999, p.102.
[10] R. Wilson & I. Yussof, "Public and Private Provision of Higher Education in Malaysia: A Comparative Analysis", *Higher Education*, Vol. 50, No. 3, 2005, p. 361; E. Sengupta, "Malaysian Higher Education: A Case

Study", in Patrick Blessinger& John P. Anchan, eds., *Democratizing Higher Education: International Comparative Perspectives*, London: Routledge, 2015, p. 184.
[11] Mohani Abdul, et al.,"Perceptions on Differences of Customer Services between Public Universities (UAs) and Private Higher Education Institutions (IPTSs) in Klang Valley, Malaysia", *Journal of Advanced Research in Social and Behavioural Sciences*, Vol. 1, 2016, p. 12.
[12] Tan Ai Mei, *Malaysian Private Higher Education: Globalisation, Privatisation, Transformation and Marketplaces*, Subang Jaya: Asean Academic Press, 2002.
[13] I.A. Bajunid& W.C.K. Wong, "Private Higher Education Institutions in Malaysia", in Mahsood Shah & Chenicheri Sid Nair, eds., *A Global Perspective on Private Higher Education*, Hull: Chandos Publishing, 2016, p. 131.
[14] Wan Cheng Da, "Public and Private Higher Education Institutions in Malaysia: Competing, Complementary or Crossbreeds as Education Providers", *Kajian Malaysia*, Vol. 14, 2007, p. 10.
[15] Tham Seong Chee, "Issues in Malaysian education", p. 321.
[16] Hena Mukherjee, et al., "Access and Equity Issues in Malaysian Higher Education", in Suseela Malakolunthu & Nagappan C. Rengasamy, eds., *Policy Discourses in Malaysian Education: A Nation in the Making*, London: Routledge, 2017, p. 45.
[17]Tan Ai Mei, *Malaysian Private Higher Education*, p. 98.
[18] Lee Hock Guan, "Ethnic Politics, National Development and Language Policy in Malaysia", in Lee Hock Guan & Leo Suryadinata, eds., *Language, Nation and Development in Southeast Asia*, Singapore: Institute of Southeast Asian Studies, 2007, p. 137.
[19]Ibid.
[20]SitiAlida J. Abdullah, *Kewangan & Pelajar IPT*, Kuala Lumpur: Utusan Publications & Distributors, 2007, p. 51.
[21]*Eight Malaysia Plan, 2001-2005*, Putrajaya: National Printing Department, 2001, p. 91.
[22] G. Sivalingam, "Privatization of Higher Education in Malaysia", *Forum on Public Policy: A Journal of the Oxford Round Table*, 2007, p. 20.
[23]Sufean Hussin, *Pendidikan di Malaysia: Sejarah, Sistem dan Falsafah*, Kuala Lumpur: Dewan Bahasa & Pustaka, 1993.
[24] K. Krishnan, *Your Guide to Education in Malaysia*, Klang: ARK Publication, 1985, p. 40.
[25] Ministry of Higher Education (MOHE), *Private Higher Education Institution Data, 2002-2007*, Putrajaya: MOHE, 2008.
[26] Ibid.
[27] Mun-Chow Lai & Su-Fei Yap, "Technology Development in Malaysia and the Newly Industrializing Economies: A Comparative Analysis", *Asia-Pacific Development Journal*, Vol. 11, No. 2, 2004, p. 55.
[28] *Profile of Diploma Graduates continuing Education after Graduation 2007*, in Ministry of Higher Education (MOHE), *Graduate Tracer Study 2007*, Putrajaya: MOHE, 2008, p.154.
[29] *Profile of Diploma Graduates continuing Education after Graduation 2008*, in Ministry of Higher Education (MOHE), *Graduate Tracer Study 2008*, Putrajaya: MOHE, 2009, p. 181.
[30] *Profile of Diploma Graduates continuing Education after Graduation 2009* in Ministry of Higher Education (MOHE), Graduate Tracer Study 2009, Putrajaya: MOHE, 2010, p. 47.
[31] Ministry of Higher Education (MOHE), *Private Higher Education Institution Data*, 2002-2007, Putrajaya: MOHE, 2008.
[32] Ibid.
[33] Futao Huang, *Transnational Higher Education in Asia and the Pacific Region*, Hiroshima: Research Institute for Higher Education, Hiroshima University, 2006, p. 10.
[34] Lee Hwok-Aun, "Affirmative action in Malaysia: Solid grounding, long arms, shallow roots", in Ockert Dupper & Kamala Sankaran, eds., *Affirmative Action: A View from the Global South*, Singapore: Sun Press, 2014, p.147.
[35] Lee Hock Guan, "Globalisation and Ethnic Integration", p. 250.
[36] A. Mathe, *Limkokwing, The Man who designed the Future*, Kuala Lumpur: Limkokwing University of Creative Technology, 2011.
[37]Limkokwing University of Creative Technology, *The Future is Coming: Transform Now*, 2012, https://www.limkokwing.net/malaysia/news/publications_inside/the_future_is_coming_transform_now. Retrieved on 25 October 2020.
[38] MAHSA University, *Programmes Guide*, 1998.
[39] Norasmah Othman, et al., "Tahap Daya Saing Pelajar Institusi Pengajian Tinggi di Semenanjung Malaysia", *Jurnal Pendidikan Malaysia*, Vol. 40, No. 2, 2015, p. 140.
[40] Ministry of Higher Education (MOHE), *Malaysia Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008.

[41] C. Joseph, "Education Politics in Postcolonial Malaysia: Ethnicity, Difference and Inequalities", in Cynthia Joseph & Julie Matthews, eds., *Equity, Opportunity and Education in Postcolonial Southeast Asia*, London: Routledge, 2014, p. 162.
[42] Ministry of Higher Education (MOHE), *Malaysia Higher Education Data 2002-2007*.
[43] Ministry of Higher Education (MOHE), *Higher Education Indicator, 2009-2010*, Putrajaya: MOHE, 2011, p. 7.
[44] Interview with Mr. Mohd Hafiz Bin Ahmad, student of Selangor University (UNISEL) from 2007 to 2010, University of Malaya, 20 October 2019.
[45] *Draft Report of Visit to Sunway College, Taylor's College and KolejDamansaraUtama*, JPA (S) 130/26/2 (27), 1998.
[46]*The Star*, "Sunway Rising", 7 December 2014.
[47] Wan Chang Da, "Public and private higher education institutions".
[48] Paramount Corporation, *Annual Report 2006*, pp. 6-7.
[49] S.C. Ng, *Handbook on Tertiary Education Opportunities in Malaysia*, Shah Alam: Federal Publications, 1999, pp. 105-109.
[50] Interview with Prof. Dr. Pradeep Nair, former CEO of Taylors University, Taylors University, 8 August 2019.
[51] Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011, p. 136.
[52]Rasaih Rajah, et al.,"Industrialization and Labour in Malaysia", *Journal of the Asia Pacific Economy*, Vol. 20, 2015, pp. 77-79.
[53] Sunway College, *Programmes Guide*, 2010.
[54] Ministry of Higher Education (MOHE), *Private Higher Education Institution Data, 2002-2007*.
[55] S.C. Ng, *Handbook on Tertiary Education*.
[56] UCSI, *BA (Hons) Mass Communication*, (n.d), https://www.ucsiuniversity.edu.my/programmes/ba-hons-mass-communication/. Retrieved on 26 October 2020.
[57] UCSI, *Bachelor of Computer Science (Hons) Mobile Computing and Networking*, (n.d), https://www.ucsiuniversity.edu.my/programmes/bachelor-computer-science-hons-mobile-computing-and-networking. Retrieved on 26 October 2020.
[58] UCSI, *UCSI University Offers Concrete Work-based Learning Modules with Key Industry Partnerships*, (n.d), https://www.ucsiuniversity.edu.my/ucsi-university-offers-concrete-work-based-learning-modules-key-industry-partnerships. Retrieved on 26 October 2020.
[59]*Private Higher Education Institution Data, 2002-2007*; Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009, p. 98.
[60]*Statistics of Higher Education of Malaysia 2010*, p. 140.
[61]UOWMKDU, *Bachelor of Arts (Honours) International Business Management*, (n.d), https://www.uowmkdu.edu.my/programme/bachelor-of-arts-hons-international-business-management/. Retrieved on 26 October 2020.
[62] UOWMKDU, *Optional Pathway for ACCA: Bachelor of Science (Hons) in Applied Accounting*, (n.d.), https://www.uowmkdu.edu.my/programme/bachelor-of-science-hons-in-applied-accounting/. Retrieved on 27 October 2020.
[63]*Private Higher Education Data 2002-2007*; *Statistics of Higher Education of Malaysia 2008*, p. 98; *Statistics of Higher Education of Malaysia2010*, p. 140.
[64]Limkokwing University (n.d.), *Limkokwing History*, https://www.limkokwing.net/malaysia/about/history. Retrieved on 2 November 2020.
[65]*Evening Chronicle*, "Training New Generation of Nurses in the Far East", 28 June 2010. https://www.chroniclelive.co.uk/news/health/training-new-generation-nurses-far1416476. Retrieved on 1 November 2020.
[66]*Statistics of Higher Education of Malaysia 2010*, p. 140.
[67]*Private Higher Education Data 2002-2007*.
[68] Abdul Malek Abdul Karim, et al.,"A Nationwide Comparative Study between Private and Public University Students' Soft Skills", *Asia Pacific Education Review*, Vol. 13, No. 3, 2012, p. 541.
[69]Marila Puteh, et al., "Quality Issues facing Malaysian Higher Learning Institutions: A Case Study of Universiti Teknologi Malaysia", in Arun Patil & Peter Gray, eds., *Engineering Education Quality Assurance: A Global Perspective*, New York: Springer, 2009, p. 155.

References

Primary Sources

Reports

Draft Report of Visit to Sunway College, Taylor's College and KolejDamansaraUtama, JPA (S) 130/26/2 (27), 1998.

Eight Malaysia Plan, 2001-2005, Putrajaya: National Printing Department, 2001.

Fifth Malaysia Plan, 1986-1990, Kuala Lumpur: National Printing Department, 1986.

Ministry of Finance, Malaysia, *Economic Report, 1986/1987*, Kuala Lumpur: Government Printer, 1987.

Ministry of Higher Education (MOHE), *Graduate Tracer Study 2007*, Putrajaya: MOHE, 2008.

Ministry of Higher Education (MOHE), *Graduate Tracer Study 2008*,Putrajaya: MOHE, 2009.

Ministry of Higher Education (MOHE), *Graduate Tracer Study 2009*, Putrajaya: MOHE, 2010.

Ministry of Higher Education (MOHE), *Higher Education Indicator, 2009-2010*, Putrajaya: MOHE, 2011.

Ministry of Higher Education (MOHE), *Malaysia Higher Education Data 2002-2007*, Putrajaya: MOHE, 2008.

Ministry of Higher Education (MOHE), *Private Higher Education Institution Data, 2002-2007*, Putrajaya: MOHE, 2008.

Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2008*, Putrajaya: MOHE, 2009.

Ministry of Higher Education (MOHE), *Statistics of Higher Education of Malaysia 2010*, Putrajaya: MOHE, 2011.

Paramount Corporation, various annual reports, 2005-2010.

INTERVIEWS

Interview with Mr. Mohd Hafiz Bin Ahmad, student of Selangor University (UNISEL) from 2007 to 2010, University of Malaya, 20 October 2019.

Interview with Prof. Dr. Pradeep Nair, former CEO of Taylors University, Taylors University, 8 August 2019.

SECONDARY SOURCES

BOOKS

Ai Mei, Tan, *Malaysian Private Higher Education: Globalisation, Privatisation, Transformation and Marketplaces*, Subang Jaya: Asean Academic Press, 2002.

Arun Patil & Peter Gray, eds., *Engineering Education Quality Assurance: A Global Perspective*, New York: Springer, 2009.

Cynthia Joseph & Julie Matthews, eds., *Equity, Opportunity and Education in Postcolonial Southeast Asia*, London: Routledge, 2014.

Harun M. Hashim, *Legal Education in Malaysia: The Role of the Law School and Private Institution of Education*, Kuala Lumpur: Faculty of Law, University of Malaya, 1993.

Huang, Futao, *Transnational Higher Education in Asia and the Pacific Region*, Hiroshima: Research Institute for Higher Education, Hiroshima University, 2006.

Knight, J & de Wit, Hans, eds., *Internationalisation of Higher Education in Asia Pacific Countries*, Amsterdam: European Association for International Education, 1997.

Krishnan, K., *Your Guide to Education in Malaysia*, Klang: ARK Publication, 1985.

Lee Hock Guan & Leo Suryadinata, eds., *Language, Nation and Development in Southeast Asia*, Singapore: Institute of Southeast Asian Studies, 2007.

Mahsood Shah &Chenicheri Sid Nair, eds., *A Global Perspective on Private Higher Education*, Hull: Chandos Publishing, 2016.

Mathe, A., *Limkokwing, The Man who designed the Future*, Kuala Lumpur: Limkokwing University of Creative Technology, 2011.

Ng, S.C., *Handbook on Tertiary Education Opportunities in Malaysia*, Shah Alam: Federal Publications, 1999.

Ockert Dupper& Kamala Sankaran, eds., *Affirmative Action: A View from the Global South*, Singapore: Sun Press, 2014, pp. 137-167.

Patrick Blessinger& John P. Anchan, eds., *Democratizing Higher Education: International Comparative Perspectives*, London: Routledge, 2015.

Saw Swee-Hock & K. Kesavapany, eds., *Malaysia: Recent Trends and Challenges*, Singapore: Institute of Southeast Asian Studies, 2005.

Shahril @ Charil bin Marzuki& Habib Mat Som, *IsuPendidikan di Malaysia: SorotandanCabaran*, Kuala Lumpur: Utusan Publications & Distributors, 1999.

SitiAlida J. Abdullah, *Kewangan&Pelajar IPT*, Kuala Lumpur: Utusan Publications & Distributors, 2007.

SufeanHussin, *Pendidikan di Malaysia: Sejarah, SistemdanFalsafah*, Kuala Lumpur: Dewan Bahasa &Pustaka, 1993.

SuseelaMalakolunthu&Nagappan C. Rengasamy, eds., *Policy Discourses in Malaysian Education: A Nation in the Making*, London: Routledge, 2017.

Welch, W., *Higher Education in Southeast Asia: Blurring Borders, Changing Balance*, London: Routledge, 2011.

Wenco Career Consultancy, *Malaysian Higher & Vocational Education 1994*, Kuala Lumpur: WENCO Career Consultancy, 1995.

JOURNAL ARTICLES

Abdul Malek Abdul Karim, Nabilah Abdullah, Abdul Malek Abdul Rahman &SidekMohd Noah, "A Nationwide Comparative Study between Private and Public University Students' Soft Skills", *Asia Pacific Education Review*, Vol. 13, No. 3, 2012.

Chang Da, Wan, "Public and Private Higher Education Institutions in Malaysia: Competing, Complementary or Crossbreeds as Education Providers", *Kajian Malaysia*, Vol. 14, 2007.

Cheng Ling ,Tan, Yen-Nee, Goh, Soon Fern, Yeo & Sock Lee, Ching, "An Examination of the factors influencing the Green Initiative and Competitiveness of Private Higher Education institutions in Malaysia", *JurnalPengurusan*, Vol. 51, 2017.

Guan, Lee Hock, "Affirmative action in Malaysia", *Southeast Asian Affairs*, 2005.

Lai, Mun-Chow & Yap, Su-Fei, "Technology development in Malaysia and the newly industrializing economies: A comparative analysis", *Asia-Pacific Development Journal*, Vol. 11, No. 2, 2004.

Mohani Abdul, AzmawaniAbd Rahman, Bulrafa, B.A., &Wah, T.K., "Perceptions on Differences of Customer Services between Public Universities (UAs) and Private Higher Education Institutions (IPTSs) in Klang Valley, Malaysia", *Journal of Advanced Research in Social and Behavioural Sciences*, Vol. 1, 2016.

Norasmah Othman, Hariyaty Ab Wahid &KhairulKahiriyahKhasbullah, "TahapDayaSaingPelajarInstitusiPengajian Tinggi di Semenanjung Malaysia", *JurnalPendidikan Malaysia*, Vol. 40, No. 2, 2015.

Rasaih, Rajah, Crinis, V., & Lee, Hwok-Aun, "Industrialization and Labour in Malaysia", *Journal of the Asia Pacific Economy*, Vol. 20, 2015.

Seong Chee, Tham, "Issues in Malaysian Education: Past, Present, and Future", *Journal of Southeast Asian Studies*, Vol. 10, No. 2, 1979.

Sivalingam, G., "Privatization of Higher Education in Malaysia", *Forum on Public Policy: A Journal of the Oxford Round Table*, 2007.

Wilson, R., & I. Yussof, "Public and Private Provision of Higher Education in Malaysia: A Comparative Analysis", *Higher Education*, Vol. 50, No. 3, 2005.

NEWSPAPER

Evening Chronicle, "Training New Generation of Nurses in the Far East", 28 June 2010. https://www.chroniclelive.co.uk/news/health/training-new-generation-nurses-far 1416476. Retrieved on 1 November 2020.

The Star, 7 December 2014.

WEBSITES

Limkokwing University (n.d.), *Limkokwing History*, https://www.limkokwing.net/malaysia/about/history. Retrieved on 2 November 2020.

Limkokwing University of Creative Technology, *The Future is coming: Transform Now*, 2012, https://www.limkokwing.net/malaysia/news/publications_inside/the_future_is_coming_transform_now. Retrieved on 25 October 2020.

UCSI, *BA (Hons) Mass Communication*, (n.d), https://www.ucsiuniversity.edu.my/programmes/ba-hons-mass-communication/. Retrieved on 26 October 2020.

UCSI, *Bachelor of Computer Science (Hons) Mobile Computing and Networking*, (n.d), https://www.ucsiuniversity.edu.my/programmes/bachelor-computer-science-hons-mobile-computing-and-networking. Retrieved on 26 October 2020.

UCSI, *UCSI University Offers Concrete Work-based Learning Modules with Key Industry Partnerships*, (n.d), https://www.ucsiuniversity.edu.my/ucsi-university-offers-concrete-work-based-learning-modules-key-industry-partnerships. Retrieved on 26 October 2020.

UOWMKDU, *Optional Pathway for ACCA: Bachelor of Science (Hons) in Applied Accounting*, (n.d.), https://www.uowmkdu.edu.my/programme/bachelor-of-science-hons-in-applied-accounting/. Retrieved on 27 October 2020.

UOWMKDU, *Bachelor of Arts (Honours) International Business Management*, (n.d), https://www.uowmkdu.edu.my/programme/bachelor-of-arts-hons-international-business-management/. Retrieved on 26 October 2020.

MISCELLANEOUS

MAHSA University, *Programmes Guide*, 1998.

Sunway College, *Programmes Guide*, 2010.

USCI, *Programmes Guide*, 1998.