



SCIREA Journal of Economics

<http://www.scirea.org/journal/Economics>

August 29, 2021

Volume 6, Issue 3, June 2021

THE ROLE OF UNIVERSITY AND BUSINESS LINKAGES IN FOSTERING LIFELONG LEARNING OF THE COMMUNITY

Le Thai Phong¹, Nguyen Thu Thuy², Nguyen Thi Hanh³, Vu Thi Kim Oanh⁴, Dang Kim Thinh⁵

¹ lecturer at Faculty of Business Administration, Foreign Trade University, Hanoi, Vietnam, T: +84975055299; Email: lethai phong@ftu.edu.vn

² Ministry of Education and Training, Vietnam; E: thuy.nt@ftu.edu.vn

³ lecturer at Faculty of Business Administration, Foreign Trade University, Hanoi, Vietnam, T: +84886226688, E: hanhnt@ftu.edu.vn

⁴ Scientific Research Office, Foreign Trade University, E: oanhv tk@ftu.edu.vn

⁵ Advance Program Student, Batch 57, ID: 1812280103

Abstract

Knowledge is infinity that no matter how much a person learns, it will never be enough. However, it is through lifelong learning, a human can acquire the valuable asset of knowledge. This paper explores the role of university-business linkage in fostering the lifelong learning of the community. By collecting data through survey, using descriptive statistics and regression model for analysis, the research observes a positive effect of university-business linkage and the lifelong learning's standpoint on the community's lifelong learning abilities. This positive relationship implies the need to extend the university-business

cooperation and to shape an appropriate standpoint about lifelong learning that will help the community stay competitive in the workplace, engage in community civic life, enrich and fulfill personal life.

Keywords: university and business linkage, university and business cooperation, lifelong learning, community

Introduction

For years, knowledge is considered to be the most valuable asset that humans can acquire, and only by lifelong learning that a human can achieve that precious asset. The lifelong learning process illustrates a learning journey with no ending point in which “Once you stop learning, you start dying” (Albert Einstein). Lifelong learning helps people to be aware of their pride, self-confidence, and a sense of self-worth that encourages them to continue to learn and develop. In contemporary society, lifelong learning is a crucial factor in promoting personal career success.

“... promoting the lifelong learning has become of extreme importance since the changes in economy and society call for people with better education, higher qualification and continuously up-dated competences in order for respond to challenges brought by increased globalization and competition world-wide. In that context, it has been recognized that education must ceased to be viewed as an event, but rather as a process that takes place throughout the people’s lives” (Josip Župarić 2009, pp.255).

In general, “The reasons to continue learning are many, and the weight of the evidence would indicate that lifelong learning isn’t simply an economic imperative but a social, emotional, and physical one as well. We live in an age of abundant opportunity for learning and development. Capturing that opportunity — maintaining our curiosity and intellectual humility — can be one of life’s most rewarding pursuits” (John Coleman 2017).

Individual learning is the nuclear for community learning that is a sign of national prosperity and wellbeing. However, it takes great effort to achieve the goal of lifelong learning for a community on large scale. While the lifelong learning process can be affected by an

abundance of factors, the linkage between university and business is considered to be an incentive in fostering the lifelong learning of a community. The university and business linkage plays an important role in building up new lifelong learning approaches in all aspects of society and helps transfer education, innovation, and incubation to the community.

Reviewing the literature reveals that the linkage between university and business education has not been clarified and emphasized hard enough to be an independent factor in fostering lifelong learning of the community. When investigating the research topic with numerous studies, the lifelong learning process of community is commonly considered with either university or business education, implying the weak connection between university and business education in affecting the community's lifelong learning. Especially in Vietnam, university-business collaboration is observed to be a new sector in the context of community lifelong learning. The research will take into account the relationship between university-business linkage and lifelong learning of community, seriously consider university-business linkage as an independent factor when investigating the effect of this linkage on lifelong learning of the community.

This paper sets out to explore the impact of university and business linkage on fostering the lifelong learning of the community. The research will answer the question of "What is the role of the university and business linkage in fostering lifelong learning of the community?" by examining the university-business cooperation model with the lifelong learning ability of the community in general. The findings of the study bear the implications for the practice of university and business linkage within the last 12 months and some intervention policies to nurture the university and business collaboration, contributing to the sustainable and continuous learning of the community in the future.

Conceptual Framework and Literature Review

1. University and Business Linkage

Brimble (2007) categorized the University - Industry linkage into three main groups in correspondence with three major missions of the university sector, which are training and education-related activities, the provision of services and consulting activities, and research-related activities. In terms of training and education-related activities, this group of activities can be divided into four sub-groups. The first one comprises visits by students to enterprises and career orienting talk shows hosted by industrialists for university graduates (Suraweera,

1985). The second sub-group mentions the internship programme, in which students can have real experience in the real workplace for a specific period of time under the supervision of industry (Goosen et al., 2001; Hamdan et al., 2011; Alpert et al., 2009). The third sub-group of activities involve industrial practitioners in teaching assignments through part-time assignments (Goosen et al., 2001). Lastly, the organization of short refresher courses for industry personnel can be categorized as the fourth sub-group (Suraweera, 1985).

The provision of services and consulting group consist of initiatives providing faculty staff with industrial experience through sabbatical arrangements or lecturers spending short periods working in the industry (Oyebisi et al., 1996; Suraweera, 1985). In this group, the universities will provide basic support in terms of technology to firms (Vega-Jurando et al., 2008; Suraweera, 1985), or conduct feasibility reports and analytical assignments (Oyebisi et al., 1996; Hamdan et al., 2011).

Research-related activities can be seen in activities such as contract research, joint research or the interchange of research employees (Hamdan et al., 2011; Vega-Jurando et al., 2008), which illustrates the cooperation between university scientists and partners in the industry (Suraweera, 1985). In addition, sharing physical assets or facilities can also be listed in this group (Oyebisi et al., 1996; Suraweera, 1985).

The university and business relationship is considered as a transaction between university and business for mutual benefits. Promoting and exploiting university and business cooperation values would help university overcome financial difficulties, and help business sustain its competitiveness in the current dynamic market, and simultaneously contribute to the national economic growth and satisfy labor market demands (Gibb & Hannon, 2006; Razvan & Dainora, 2009). According to the research, there are eight forms of university-business cooperation:

1. *Cooperation in Research.*
2. *Commercialize Research Results*
3. *Promoting Students' Exchange*
4. *Promoting Academia' Exchange*
5. *Business's Involvement in Building University's Training Program*

6. *Lifelong Learning*
7. *Entrepreneurship Support*
8. *Business's Involvement in Administrating University*

Lifelong Learning is among eight different forms for university and business to develop their cooperation, illustrating a close relationship between university-business cooperation and lifelong learning process. By perceiving the fact that lifelong learning is an approach for university and business to strengthen their collaborating status, this research will investigate the impact of university-business linkage on the lifelong learning of the community.

2. Lifelong Learning of Community

There are various definitions of the term "lifelong learning". Lifelong learning refers to an approach which offers equal opportunities to people by eliminating limitations related to location, time, age, socio-economic status and education (Dinevski, 2004). Another definition states that lifelong learning includes learning acquired in formal and informal education processes and subsequently provides the opportunity to complete the learning that was unfinished or deficient during formal education (Kaplan, 2017). The lifelong learning can be understood as the activity of learning throughout life with the goal to improve knowledge, skills and competences within personal, civil, social and business perspective. On other hand, lifelong education is defined as a set of organizational, administrative, methodological and procedural measures which accept the importance of promoting lifelong learning (Ly Pham, 2016). For the learning sources, "There are three types of LLL –(i) formal - organized around determined curriculum (e.g. courses at the University); (ii) non-formal – advancement of skills necessary for a job) and (iii) informal – based upon conversation and exchange of knowledge within family, friends, etc" (Josip Župarić 2009, pp.256).

Lifelong learning plays an essential role in the employment and education system. The forms of lifelong learning are varied from country to country: learning through courses, work-based learning, experience gained through leisure activities and volunteer work, etc. (Camacho, 2016). The concept of lifelong learning was first introduced in 1929 by Basil Yeaxlee, and it has evolved over time (Smith, 2001). Due to the rapid transformation of the world, the importance of lifelong learning has increased significantly, and it began to appear in the educational system in the 1970s (Karaman, 2012).

Characteristics of lifelong learning approach When examining the general traits of lifelong learning approach, there are several studies showing similar expressions. The lifelong learning approach possesses these following characteristics:

- It is considered as a guide for educational and instructional information resources.
- It is an approach based on learning through “doing and experiencing”.
- It supports learning of individuals from each in groups.
- It takes a guiding role for evaluation and learning strategies and contributes to the discovery of the learning methods in further processes.
- It contributes to the development of educational and individualized learning strategies.
- It emphasizes that learning is a constant process.
- It supports the view that people have access to opportunities to learn facilities during their lives (World Bank, 2003; Hürsen, 2012)

Benefits of lifelong learning

Lifelong learning is about offering second chances to update basic skills and also offering learning opportunities at more advanced levels (European Commission, 2007). Hence, it is undoubtable that lifelong learning method brings about numerous advantages to each individual, including his or her career growth. Several benefits of lifelong learning approach can be named as below (Laal, 2012):

- Lifelong learning enriches our wisdom by increasing our understanding of previous successes and failures, and helping us understand ourselves better.
- Lifelong learning improves reasoning, imagination, natural skills that conventional education does not always shape
- Lifelong learning enables us to adapt to the changes, especially the technological ones.
- Lifelong learning keeps us involved as active contributors to society by taking part in educational programs, traveling all over the world, etc.

3. University-industry linkages in fostering lifelong learning of community

There is a sizable research that has provided fundamental information about lifelong learning and the role of the university in fostering lifelong learning in the community. Unfortunately, the role of business and university-business linkage in fostering lifelong learning of community is not deeply discussed. The literature emphasises the importance of university in fostering lifelong learning, however, not so many papers analyse the importance of the linkage in helping the community to access to knowledge. For example, Župarić (2009) just states shortly “Business community should also increase their role in promoting lifelong learning by developing capacity as well as to motivate employees to continue with learning activities in order to achieve competitive advantage both individuals and firms as whole” (p.259). The relationship between university and industry could facilitate lifelong learning via the following mechanism. Firstly, university-industry linkages would generate more courses with higher quality for the community to access to. Firm would help increase the quality of training courses by offering suggestion and recommendation to the syllabi and structure of the training program. Secondly, Firm would provide online platform that can carry the courses to a wider community, more people can be able to take the course at their wish. Thirdly, Firm would advertise the courses, therefore, it help to increase the visibility of the training program for the community.

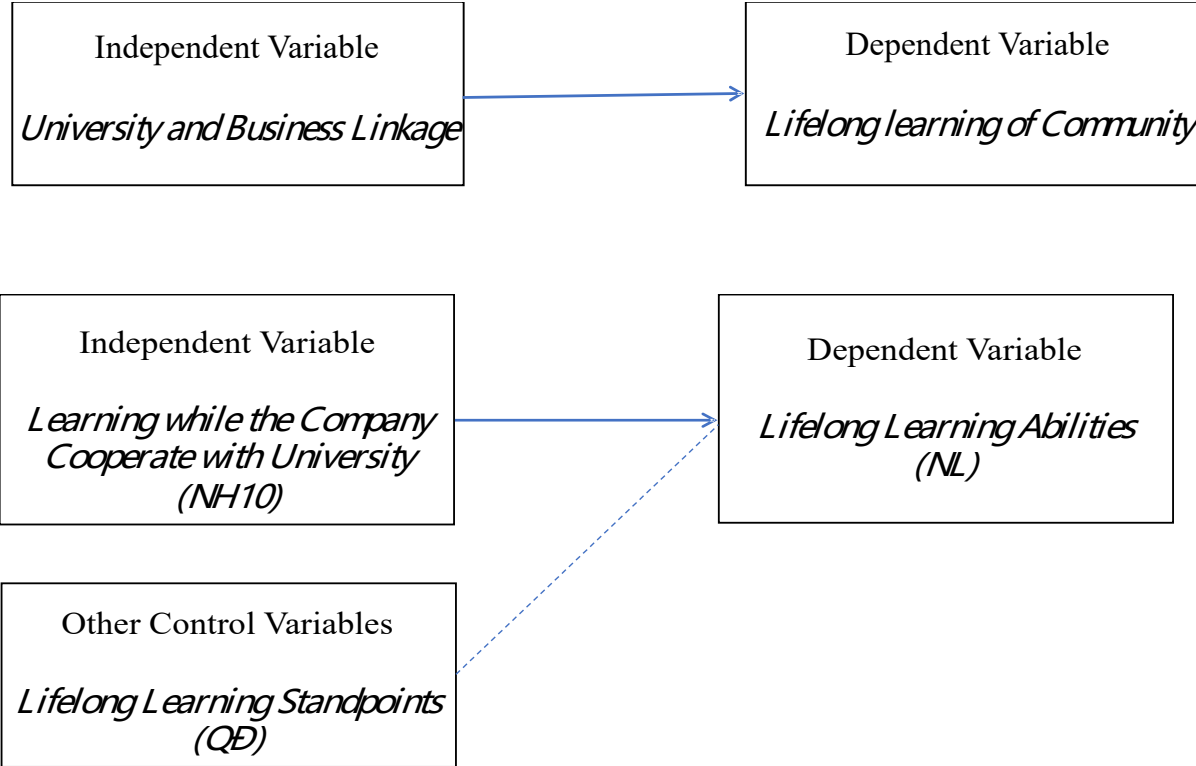
Methodology

The data collection process is conducted by the Foreign Trade University research group. The data is collected through respondents’ answers of the survey. The survey is designed with 9 questionnaires divided into two primary parts. The first part of the survey contains questions about demographic information of the respondents: highest degree, the age range in years, working experience, gender, nature of work. The second part of the survey contains the questions about lifelong learning opinion: skills needed for lifelong learning, sources of learning in the last 12 months, lifelong learning’s motivation, lifelong learning ability. In each question section, the respondents will evaluate the issue by a 5-point Likert scale.

For data analysis, the research uses Descriptive statistics and Regression models in the SPSS program. To answer the research question and figure out the role of university and business linkage in fostering lifelong learning of community, the research takes *the business and university collaboration* (NH10) as the *independent variable* and takes *lifelong learning ability* in section 9 as the *dependent variable*. For the dependent variable of lifelong learning

ability, all the learning abilities mentioned could be considered to be good signs of lifelong learning except the ability number 4 “I feel uncomfortable in a volatile environment.” Therefore, the research excludes learning ability number 4 (NL4) and creates a proxy variable for the rest of the abilities, generating the general dependent variable and note as lifelong learning ability (NL). The research also takes the 3 *lifelong learning standpoints* (QD1, QD2, QD3) and converts those 3 standpoints into a proxy variable, and uses it as the *control variable* (QD) when examining the relationship between business and university collaboration and lifelong learning ability.

Figure 1: Research Model



Findings and Discussions

There are 270 valid respondents answering the survey. The most group of respondents are in the age range from 18-25 years old with 33% and the least group of respondents are in the age group of above 55 years old. The number of female respondents is slightly higher than that of male, accounting for 51.1% and 48.9% respectively. The group of 0-1 year working experience has the largest number of respondents, about 24.8%, while the group of 3-5 years working experience accounts for the least, only 7%. For the highest degree, the number of respondents with university as the highest degree is 37.8%, and the number of respondents

with PhD as the highest degree is only 3%. For the nature of work, most of the respondents are pupils, students which is about 38.5%, the group working in business and organization is 21.9%, and the least respondents are working in government-related agencies, 12.6%.

Table 2: Demographic characteristics of the respondents

	Frequency (N)	Percentage (%)
Age		
< 18 years old	37	13.7
18-25 years old	89	33.0
25-35 years old	19	7.0
35- 45 years old	47	17.4
45-55 years old	68	25.2
> 55 years old	10	3.7
Gender		
Male	132	48.9
Female	138	51.1
Working experience		
0-1 year	67	24.8
1-3 years	59	21.9
3-5 years	19	7.0
5-10 years	47	17.4
10-15 years	34	12.6
>15 years	44	16.3
Highest degree		
High school	67	24.8
Vocational	18	6.7
College	40	14.8
University	102	37.8
Master	35	13.0
PhD	8	3.0
Nature of work		
Pupil, student	104	38.5

Government-related	34	12.6
Business, organisation	59	21.9
Farmer	38	14.1
Unemployed	35	13.0

Table 3 reports people’s opinion about lifelong learning according to the 3 standpoints. The second standpoint “lifelong learning is for all ages” gains most of the respondents’ agreement ($M = 3.80$, $SD = 1.190$), followed by the third standpoint of “lifelong learning serves economic and social purposes” ($M = 3.79$, $SD = 1.250$). The first standpoint is the least agreed by the respondents ($M = 3.67$, $SD = 1.120$) that states “lifelong learning is necessary”.

Table 3: Lifelong learning standpoints

	Noted	Mean	St.D
Lifelong learning is necessary	QĐ1	3.67	1.120
Lifelong learning is for all ages	QĐ2	3.80	1.190
Lifelong learning serves economic and social purposes	QĐ3	3.79	1.250

Table 4 shows the respondents’ evaluation about the level of importance and level of supplement for each skill. Technical Equipment and Tools Using Skill stands in the first place with the highest level of importance among 12 skills ($M = 4.43$, $SD = 0.767$), followed by Computer and Internet Using Skill which have the same mean equal 4.42. Meanwhile, Self-expression Skill is considered to be the least important skill according to the respondents ($M = 3.60$, $SD = 0.946$). General knowledge is the skill that people need supplement most ($M = 4.15$, $SD = 0.914$), while Internet Using skill is the skill that people need supplement least ($M = 1.53$, $SD = 0.840$), implying most of the people can now learn to use internet as a skill and do not require further training for supplement.

Table 4: Level of importance and supplement for skills

	Noted	Level of importance		Level of supplement	
		Mean	St.D	Mean	St.D
General knowledge	QĐ4	3.76	1.159	4.15	.914

Self-expression Skill	QĐ5	3.60	.946	3.19	.393
Cooperating Skill	QĐ6	4.00	1.121	3.05	2.236
Learning Skill	QĐ7	4.21	.906	2.51	1.199
Situation Evaluating and Problem-solving Skill	QĐ8	4.12	.996	3.61	.778
Initiative Taking Skill	QĐ9	4.11	1.068	3.63	1.262
Task Organizing Skill	QĐ10	4.04	.997	3.52	1.186
Human Managing Skill	QĐ11	3.81	.955	3.71	1.246
Computer Skill	QĐ12	4.42	.910	1.75	1.045
Internet Using Skill	QĐ13	4.42	.767	1.53	.840
Technical Equipment and Tools Using Skill	QĐ14	4.43	.767	3.65	1.050
Language Skill	QĐ15	4.12	.962	2.94	1.435

Table 5 shows the sources that people have been learning for the last 12 months. Most of the people gain knowledge from College/University/Academy ($M = 4.26$, $SD = 1.046$), while Training Courses Not Organized by the Company is the learning source that provides the least knowledge for people in the last 12 months ($M = 3.65$, $SD = 1.252$).

Table 5: Learning sources in the last 12 months

	Noted	Mean	St.D
Learning at Home	NH1	3.71	1.205
Learning with Others	NH2	4.06	1.110
Learning while Entertaining	NH3	3.89	1.300
Learning while Working	NH4	4.03	1.111
Learning in Library/Local Information Center	NH5	3.93	.975
Learning while Traveling/Studying/Working Abroad	NH6	3.71	1.257
Learning while Participating Political Work or Union	NH7	4.17	.824
Training Courses Not Organized by the Company	NH8	3.65	1.252
Learning at College/University/Academy	NH9	4.26	1.046
Learning while the Company Cooperate with University	NH10	3.79	1.192

Table 6 reports the lifelong learning's motivation for people. Maintain and Improve Current Work is the most rated motivation for lifelong learning ($M = 3.96$, $SD = 0.844$), while Set up

Own Company/Business is considered to be the least rated motivation for lifelong learning ($M = 2.54$, $SD = 0.729$).

Table 6: Lifelong learning's motivation

	Noted	Mean	St.D
Maintain and Improve Current Work	MT1	3.96	.844
Improve Personal Life	MT2	3.78	.975
Promotion	MT3	2.66	1.060
Learn New Language	MT4	3.20	1.071
Set up Own Company/Business	MT5	2.54	.729
Gain New Knowledge as Hobby	MT6	3.72	.893
Further Job Opportunities	MT7	2.80	.923
Certificate	MT8	3.73	1.020
Salary Raising	MT9	3.29	1.162
Prepare for Retirement	MT10	2.64	.952
Gain New Knowledge in Certain Field	MT11	3.86	1.024
Come back to Labor Market	MT12	2.57	1.094

Table 7 provides information about respondents' lifelong learning abilities. Most respondents agree on their lifelong learning ability of "I think a problem can have various solutions" ($M = 4.28$, $SD = 0.858$), while just a small number of people think that they are the type of "I like learning" ($M = 3.35$, $SD = 1.116$). All of these learning abilities show a lifelong feature, a great attitude to head into continuous learning process through a lifetime except the fourth ability.

Table 7: Lifelong learning ability

	Noted	Mean	St.D
I like building my own learning schedule	NL1	4.21	.890
I think a problem can have various solutions	NL2	4.28	.858
I can detect and fix problems when they occur	NL3	4.21	.835
I feel uncomfortable in a volatile environment	NL4	3.43	1.045
I can see positive points when others see	NL5	3.76	1.003

I usually think about learning and ways to improve it	NL6	3.94	.972
I am active in my own learning	NL7	3.84	1.014
I can make judgements of learning myself	NL8	3.47	1.004
I like learning	NL9	3.35	1.116
I always try to relate knowledge with practice	NL10	3.88	1.047
I know where to find information when needed	NL11	3.58	1.124
I am responsible to apply my knowledge into practice	NL12	3.90	.972
When learning new thing, I try to learn in general instead of detail	NL13	3.67	1.078

In the next part, the research uses Regression Model to investigate the relationship between university-business linkage and lifelong learning of community. The factor *Learning while the Company Cooperate with University* (NH10) is taken as the *independent variable*. After creating a proxy variable for 12 lifelong learning abilities (except NL4), we have the *lifelong learning abilities* in general (NL) as the *dependent variable*. The control variable is the *lifelong learning standpoint* (QĐ) which is a proxy variable conducted by the 3 *lifelong learning standpoints*.

Table 8 shows the fact that the independent variable and control variable explain 31.9% of the dependent variable's changing. The value of Sig. is smaller than 0.05 implying this regression model is suitable for the relationship explanation. In the Coefficients section of Table 8, the Sig. of independent and control variable are all smaller than 0.05. Therefore, we can see there is a relationship between *Learning while the Company Cooperate with University* (NH10) and the *lifelong learning abilities* in general (NL) while considering *lifelong learning standpoint* (QĐ) as the control variable. The Beta is also a positive number, as a result, the university-business linkage has a positive impact on the lifelong learning of community.

Table 8: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
<hr/>							

1 (Constant)	2.807	.096		29.187	<.001		
NH10	.118	.022	.319	5.281	<.001	.694	1.442
QĐ	.156	.029	.327	5.415	<.001	.694	1.442
Adjusted R2	.319						
F	64.069	Sig =0.000					

As we can see the relationship between *Learning while the Company Cooperate with University* (NH10) and the *lifelong learning abilities* in general (NL) with the control variable *lifelong learning standpoints* (QĐ), the 3 tables below show the effect of control variable to the dependent variable in individual factor (QĐ1, QĐ2, QĐ3). The independent variables explain 33.3% of dependent variables' changing (Table 9). Table 9 reports the Sig. of the independent and control variables, showing that among 3 lifelong learning standpoints, only *the second standpoint "Lifelong learning is for all ages"* has the close relation with the *lifelong learning abilities*. (Sig. <.001). This second standpoint also has the highest mean as the most chosen opinions by respondents shown in Table 3.

Table 9: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	2.801	.096		29.306	.000		
NH10	.115	.022	.310	5.175	.000	.691	1.447
QĐ1	.043	.023	.109	1.882	.061	.742	1.347
QĐ2	.104	.022	.280	4.719	.000	.704	1.420
QĐ3	.014	.021	.041	.698	.486	.718	1.392
Adjusted R2	.333						
F	34.509	Sig = 0.000					

It is observed a relationship between *Learning while the Company Cooperate with University* (NH10) and the *lifelong learning abilities* (NL) while considering *lifelong learning standpoint* (QĐ) as the control variable. The result shows that *the university-business linkage*

and the lifelong learning standpoints do have an impact on the lifelong learning ability of the community. These are positive relationships, the more linkage between university and business and the better understanding about lifelong learning, the higher the lifelong learning ability community can have. Therefore, to foster the lifelong learning of the community, we must pay attention to not only the university-business cooperation but also the community's standpoints about lifelong learning. University and business would bring out various collaborating activities to support the lifelong learning of the community, but those cooperating activities only work when the community has appropriate viewpoints about the concept of lifelong learning. While the university can provide theoretical knowledge, the business can supply practical information, the community must stay in the mindset of an active learner who is willing to learn anywhere, anytime, and at any age. By creating more sources of learning that involve university-business linkage and are suitable for different ages, the people will be encouraged to keep learning, developing throughout their life and also be able to stay competitive in the workplace, engage in community civic life, enrich and fulfill personal life.

Suggestion and Recommendation

The cooperation between university and business should be increased and diversified in ways that benefit lifelong learning of the students, employees, and the whole society. This research only considers *Learning while the Company Cooperates with University* as the representative of university-business cooperation. However, cooperation can take various forms of either formal or informal learning activities. For the formal cooperation, university and business can have: Cooperation in Research, Commercialize Research Results, Promoting Students' Exchange, Promoting Academia' Exchange, Business's Involvement in Building University's Training Program, Lifelong Learning, Entrepreneurship Support, Business's Involvement in Administrating University as stated earlier in the research. These types of cooperation show a more active role of business in interfering in the university's work, meanwhile, the university can play a more active role by providing training program for employees, sharing recent knowledge for the working people, collaborating with business to offer free educational programs for community. University and business should also learn experiences from countries that are successful in building up university-business relationship such as Switzerland, England, Ireland to apply the knowledge suitably in the practical situation in

Vietnam. Moreover, when making the collaboration, the university and business should take the community's lifelong learning viewpoint into account, and spend great effort in shaping an appropriate mindset of lifelong learning for all ages.

Fostering the lifelong learning of community should not only focus on some typical groups such as students or employees but should also pay attention to the excluded group in the society like the poor people, the disabled, disadvantaged children, and the elderly. As the community is large and it is hard to have equal learning opportunities for everyone, supporting from the government who acts as the third party in the university-business relationship is necessary. Having open teaching programs, free sharing lessons on both online or offline channels will spread the knowledge to different groups of people, giving them chances to get in touch with advance information to increase people's awareness about the power of knowledge and encourage them to have continuous learning mindset. As a result, the effect of university-business linkage in fostering lifelong learning of community can be intensified, contributing to the overall well-being and sustainability of the community.

Further researches should be conducted to investigate the relationship of other forms of university-business cooperation and the community's lifelong learning ability. As this paper only considers the *Learning while the Company Cooperates with University* as the representative of university-business cooperation, it cannot report the real effect of other university-business cooperation forms. Therefore, to conclude which university-business cooperation models suits best for the community to be developed in the future and which cooperation models have the greatest effect on the community's lifelong learning ability, other cooperation forms should be considered for deeper analysis.

Conclusion

The university-business linkage and the community's viewpoint about lifelong learning do have positive impact on fostering the lifelong learning of the community. The more cooperation of university-business and the more appropriate of community's viewpoint about lifelong learning, the better community lifelong learning abilities. The university and business cooperating activities can take various forms, but all groups of people in the society

should be involved in for equal learning opportunities. Obviously, the influences of lifelong learning are undeniable that lifelong learning is going to enrich a country by enriching its people's competencies, leading to not only personal development but also the nation's sustainable growth. Therefore, if any factors that potentially contribute to the lifelong learning of community are recognized, such as the university and business linkage, we should make a supreme effort to cultivate that factor into the lifelong learning process as Albert Einstein stated: "Wisdom is not the product of schooling but of the lifelong attempt to acquire it".

Reference

- [1] Alpert, F., Heaney, J.-G. and Kuhn, K.-A. (2009), "Internships in marketing: goals, structures and assessment – student, company and academic perspectives", *Australasian Marketing Journal*, Vol. 17 No. 1, pp. 36-45.
- [2] Ankrah, S.N., Burgess, T.F., Grimshaw, P. and Shaw, N.E. (2013), "Asking both university and industry actors about their engagement in knowledge transfer. What single-group studies of motives omit", *Technovation*, Vol. 22 No. 2013, pp. 50-65.
- [3] Ayarkwa, J., Adinyira, E. and Osei-Asibey, D. (2012), "Industrial training of construction students: perceptions of training organizations in Ghana", *Education and Training*, Vol. 54 Nos 2/3, pp. 234-249.
- [4] Brimble, P. and Doner, R.F. (2007), "University-industry linkages and economic development: the case of Thailand", *World Development*, Vol. 35 No. 6, pp. 1021-1036.
- [5] Camacho, D.J. and Legare, J.M., 2016. Shifting gears in the classroom—movement toward personalized learning and competency-based education. *The Journal of Competency-Based Education*, 1(4), pp.151-156.
- [6] Coleman, John (2017) "Lifelong Learning Is Good for Your Health, Your Wallet, and Your Social Life", *Harvard Business Review*, 7 February. Available at: <https://hbr.org/2017/02/lifelong-learning-is-good-for-your-health-your-wallet-and-your-social-life> (Accessed: 9 June 2021)
- [7] Dinevski, D. & Dinevski, I. V. (2004). The concepts of university lifelong learning provision in Europe. *Transition Studies Review*, 11(3), 227-235.

- [8] European Commission (2007). Lifelong Learning Programme. Retrieved 2011 Nov.15, from: http://ec.europa.eu/education/programmes/llp/index_en.html.
- [9] Goosen, M.F.A., Al-Hinai, H. and Sablani, S. (2001), "Capacity-building strategies for desalination: activities, facilities and educational programs in Oman", *Desalination*, Vol. 14 No. 1, pp. 181-189.
- [10] Hamdan, H., Yousef, F., Abdullah, F., Nasruding, N. and Abullah, I.C. (2011), "University industrial linkages: relationship towards economic growth and development in Malaysia", *World Academy of Science, Engineering and Technology*, Vol. 5 No. 10, pp. 785-792.
- [11] Hürsen, Ç. (2011). Öğretmenlerin Yaşam Boyu Öğrenme Yaklaşımına Yönelik Görüş, Tutum ve Yeterlik Algılarının Değerlendirilmesi. Doktora Tezi, Yakın Doğu Üniversitesi, Eğitim Bilimleri Enstitüsü, Lefkoşa.
- [12] Intarakumnerd, P. and Schiller, D., 2009. University-industry linkages in Thailand: Successes, failures, and lessons learned for other developing countries.
- [13] Ishengoma, E. and Vaaland, T.I. (2016), "Can university-industry linkages stimulate student employability?", *Education + Training*, Vol. 58 No. 1, pp. 18-44. <https://doi.org/10.1108/ET-11-2014-0137>
- [14] Kaplan, A., 2017. Lifelong learning: conclusions from a literature review. *International Online Journal of Primary Education (IOJPE)* ISSN: 1300-915X, 5(2).
- [15] Karaman, B. (2012). Yaşam boyu öğrenme bağlamında, ülkemiz milli eğitim sisteminde yeralan sanat eğitimcilerinin mesleki gelişim olanakları. Yüksek Lisans Tezi, Ondokuz Mayıs Üniversitesi, Eğitim Bilimleri Enstitüsü Güzel Sanatlar Eğitimi Anabilim Dalı, Samsun.
- [16] Laal, M. and Salamati, P., 2012. Lifelong learning; why do we need it?. *Procedia-Social and Behavioral Sciences*, 31, pp.399-403.
- [17] Ly, Pham (2016) "University Business Cooperation - UBC", Nha Trang University, 1 March. Available at: <http://pdsaudaihoc.ntu.edu.vn/bai-viet-chon-loc/n/ve-quan-he-hop-tac-giua-nha-truong-va-doanh-nghiep> (Accessed: 9 June 2021)
- [18] Oyeibisi et al. (1996). Industry-academic relations: an assessment of the linkages between a university and some enterprises in Nigeria. *Technovation*, 16(4), 203-209.

- [19] Oyebisi, T.O., Ilori, M.O. and Nassar, M.L. (1996), “Industry-academic relations: an assessment of the linkages between a university and some enterprises in Nigeria”, *Technovation*, Vol. 16 No. 4, pp. 203-209.
- [20] Razvan, Z. & Dainora, G. (2009), challenges and opportunities faced by entrepreneurial university. Some lesson from Romania and Lithuania, Available at https://www.researchgate.net/publication/46533492_Challenges_And_Opportunities_Faced_By_Entrepreneurial_University_Some_Lessons_From_Romania_And_Lithuania/link/024c38fb0cf29c215b6ab566/download
- [21] Smith, M. K. (2001). Lifelong Learning, the Encyclopaedias of Informal Education. <http://www.infed.org/lifelonglearning/blife.htm>. (17.12.2014)
- [22] Suraweera, F. (1985), “A framework for university-industry interaction in computing in developing countries”, *Computer Education*, Vol. 9 No. 2, pp. 135-139.
- [23] Vega-Jurando, J., Fernández-de-Lucio, I. and Huanca, R. (2008), “University-industry relations in Bolivia: implications for university transformations in Latin America”, *Higher Education*, Vol. 56 No. 2, pp. 205-220.
- [24] World Bank (2003). Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries. http://siteresources.worldbank.org/INTLL/Resources/Lifelong-Learning-in-the-Global-KnowledgeEconomy/lifelonglearning_GKE.pdf (21.14.2014)
- [25] Župarić, Josip (2009) “The Role of Universities in Promoting Lifelong Learning: European Experience and Croatian Perspective”, *Interdisciplinary Management Research*. Available at: <https://core.ac.uk/download/pdf/6255799.pdf> (Accessed: 9 June 2021)