

Formation of Human Capital through Quality Education and Lifelong Learning: A Systematic Literature Review

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Abstract

A systematic literature review on the formation of human capital through quality education and lifelong learning is presented in this paper. This article explores the common themes that run through the 26 different papers that can be found in the databases of Sage Journal and Web of Science. The Preferred Reporting Items for Systematic Reviews (PRISMA) technique, which is a comprehensive guideline for both the systematic review and the gathering of data, was utilized in the execution and execution of the research project. Research studies that were published between 2017 and 2022 were considered for the review. The topics were organized under these three headings: quality education, aspects of life-long learning, and obstacles faced by LPH implementations. This article contains in-depth discussions on the aforementioned subjects, which are also covered in the accompanying literature review. An approach was presented that focuses on an early valuation of formation of human capital through quality education and lifelong learning in order to educate graduates with the appropriate information and skills. This was done rather than reiterating the literature research and recognizing the issue. According to the findings of this study, the quality of education, the elements that contribute to life-long learning, and the difficulties associated with the implementation of LPH are all affected by a variety of different circumstances. In addition, the significance of this study cannot be overstated because it contributes to the improvement of academics' comprehension of scholarly literature reviews conducted by their peers. As they continue their studies, it is helpful for them to get a deeper understanding of the building of human capital through the pursuit of quality education and learning that continues throughout one's life, in addition to other things.

Keywords: Human Capital, Quality Education, Long-life Learning, Systematic Literature Review (SLR)

Introduction

In most nations, the expansion of educational opportunities is influenced in a roundabout way by rapid economic growth. The nation must not only concentrate on expanding the number of educational institutions available; rather, but it must also work to improve the

standard of instruction at those institutions. When they receive an education of sufficient caliber, humans have the capacity to absorb and retain knowledge throughout their whole lives. This capacity is referred to as learning throughout one's life (LPH). As a result, educational institutions need to have the capacity to train human capital that is capable of learning and adapting as soon as they reach the world of work. This is necessary so that educational institutions can keep up with the rapidly shifting social circumstances. To be able to train one's graduates to be high-quality lifelong learners is something that should be a priority for any educational institution that offers higher learning or any other type of education. This is particularly pertinent for developing countries like Malaysia, where we are still chasing to be on par with other developed countries in all sectors, regardless of whether or not they pertain to science or technology. This is very relevant for developing countries like Malaysia.

In order to raise the standard of higher education offered throughout a nation, a number of distinct educational strategies, each tailored to the nature of the educational establishments and the roles they play, have been developed. The quality of the services provided to pupils and the education they get has been regulated through the establishment of guidelines and standards. Among them are Quality Assurance, sometimes known as QA, and the International Organization for Standardization (ISO). This is significant because education is the single most important factor in determining the quality of life enjoyed by individuals in a nation. The fourth component of the Sustainable Development Goals (SDGs) aspires for all nations to be able to provide education that is both high-quality and equitable, as well as to promote opportunities for people to continue their education throughout their lives (UNESCO, 2017). Education will stimulate behavioral change toward the creation of a sustainable future in terms of environmental sustainability, economic growth, and community success, as stated by (Hanifah et al., 2016). Education is undergoing a period of tremendous expansion, as seen by the proliferation of higher education institutions, regardless of whether they are run by the public or private sectors. The course that an institution will take in order to become a quality educational institution is determined by a number of factors, including government and private support as well as economic stimulation. Graduates who have received an education of sufficient quality will be more marketable and competitive both on the local and global levels.

Students are essential respondents who are involved in a variety of facets of campus life, and this can provide insight into the quality of higher education services offered by each school. This insight can be gained by looking at students' perspectives. Customers' demands and requirements are in a constant state of flux and become increasingly distinct over the course of time. When providing a good or service, one of the most important considerations that must be given importance is showing sensitivity to the wants and preferences of clients (Mumtaz & Norzaini, 2016). Companies that manage services need to have a grasp of the expectations of their customers as well as the significance of those expectations in regard to the quality of the services they provide. In the context of higher education, factors that can influence customer expectations include spoken communication, the personal needs of students, previous experiences with the quality of service, and external relationships resulting from the supply of service (Hassan & Shamsudin, 2019). When it comes to judging the quality of education, the perspectives of students can be impacted by a variety of circumstances, both internal and external. Students are educational institutions' clients, and as such,

educational institutions have challenging responsibilities and tasks to fulfill in order to provide services that can satisfy those students. The rise in the number of students and higher education institutions all across the country has resulted in a tough competition between various study centers to entice students to continue their education at that particular institution. Therefore, one of the determining factors that affects student selection is the quality of the education that is provided.

In addition, the goal of Sustainable Development Agenda 4 (SDG) under Quality Education wants educational institutions to try to refocus on improving learning outcomes in order to fulfill the desire for the implementation of lifelong learning, particularly for women, girls, and people who are marginalized in society. Therefore, the lack of qualified teachers, deplorable school conditions, and the problem of unequal access to opportunities are some of the causes for the subpar quality of education that is available to students living in rural areas. To put it another way, getting a good education can actually affect how much you continue to learn throughout your life.

However, there are a lot of roadblocks to overcome in order to implement learning that continues throughout one's life into the educational system in Malaysia. Financial constraints are one of the challenges that must be overcome to successfully implement lifelong learning. Therefore, in point of fact, this financial difficulty does not often only arise at the highest level of learning, but it can even exist among students who are enrolled in secondary education. Students who are unable to graduate from high school on time may, for instance, be the cause of their own situation since they come from families with a history of having financial difficulties. People who live in rural areas with high poverty rates are most likely to experience this kind of thing. On the other hand, this limitation typically applies to students who are at the highest level of study since their high degree of dedication renders it impossible for them to pay tuition fees.

As a result, this comprehensive literature review will focus on the building of human capital through the pursuit of quality education and lifelong learning. This analysis will fill a void in the body of theoretical knowledge concerning the standard of education and continuing education opportunities. In addition, the existing studies that have been conducted on the subject of systematic reviews do not go into a great deal of information regarding the review methodology, which include the discovery of keywords, the screening of articles, and the eligibility of articles, among other things. The consequence of this is that future scholars will not be able to reproduce the review, verify the interpretation, or ascertain the breadth of the material that was covered by these investigations.

This research is also important because it enables researchers to read literature reviews that have been peer-reviewed. These reviews can assist researchers in gaining a better understanding of the formation of human capital through the pursuit of quality education and learning that continues throughout one's life, as well as other topics, as they conduct additional research. This all-encompassing analysis addresses the key research issue, which is, "What are the factors that influence formation of human capital through the pursuit of quality education and lifelong learning?" This thorough investigation has its foundation in the current research question that has been posed. In addition, this study examines the question of whether or not it is necessary to carry out an exhaustive analysis of the quality of

education. The following part will provide a more in-depth description of the methods that were utilized to answer the research objectives that serve as the primary focus of this investigation. The method of performing a systematic review and synthesis of scientific literature is going to be discussed in the following part. This method is used to determine, choose, and evaluate the study that has to be carried out, so keep reading for more information. The final section provides recommendations for initiatives and improvements that could be implemented in order to establish a more favorable balance between factors that influence the formation of human capital through the pursuit of quality education and learning that continues throughout one's life. These recommendations are presented in the final section. This report also offers several ideas and recommendations for further research, all of which have to be taken into account.

Methodology

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) will serve as the methodology for this systematic literature review. This method serves as a model for producing high-quality literature reviews since it is a meticulous and time-consuming process that involves a vast amount of data. PRISMA has the advantage of demonstrating openness, consistency, and high expertise in writing qualitative study reports through specific procedures, all of which are advantageous (Flemming et al., 2018). This process results in the creation of a detailed protocol and scope that other researchers who employ the same methodology to investigate a topic may use or copy (Okoli, 2015). Researchers can describe the constraints of their study using keywords as a consequence of doing literature reviews utilizing the PRISMA approach in the field of social science as opposed to wasting time and wondering if the body of literature supports their work. All researchers are of the opinion the works as being from high-quality sources of information (Okoli, 2015). PRISMA uses the four processes of identification, screening, eligibility, and inclusion to help researchers find the relevant literature for their study depending on the study's goals (Gilath & Karantzas, 2019).

Identification

The Web of Science (Wos) and Sage Journal online databases, which were utilized in the research, are the foundation for the discussions in this study. Both databases contain scientific and empirical studies on a wide range of topics, including social science and engineering, as well as environmental science and economics, which include accounting, development, medicine, law, and marketing (Shafrill et al., 2018). The approach is carried out until the principal keyword is located by starting with a search for it using the search string that is available in search capabilities and exclusive commands specified in the WoS and Sage Journal databases (Ab Malik et al., 2020). This process uses the keyword matching discovered in the thesaurus and is assisted by the Boolean Operator function (Xiao & Watson, 2019) in both databases as shown in Table 1

Table 1

The Search Strings

Sage Journal	TITLE-ABS-KEY (human capital OR human resource AND long-life learning AND quality education) AND (LIMIT-TO (OA, "all")) AND (LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2018) OR LIMIT-TO (PUBYEAR, 2017)) AND (LIMIT-TO (DOCTYPE, "ar"))
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Web Science	of human capital OR human resource AND long-life learning AND quality education (All Fields) and Articles (Document Types) and 2022 or 2021 or 2020 or 2019 or 2018 or 2017 (Publication Years)
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Screening

The first stage in screening was to find duplicate items and remove them from consideration. 90 articles were found in the search results for the keyword, 57 of which were located in Web of Science (WoS) and 33 in Sage Journal. A total of 41 overlapping articles from the two databases were found and sorted using Microsoft Excel software. After then, the screening procedure is completed in accordance with the selected criteria. First, publications consisting of book chapters, seminar articles, and sessions, as well as articles including literature reviews, were not included in the process; only journal papers in the form of studies were taken into consideration. Second, only English-language articles should be considered, as should topics related to psychology, business, the social sciences, and economics. Third, only 34 papers were accepted out of a total of 49 submissions between 2017 and 2020 after the screening process, with 15 being rejected. The missing publications will be used as extra references in the subsequent analysis even though they were not included in the study's analysis.

Eligibility

In order for the chosen articles to be more focused and lead to the research topics listed in Table 2, eligibility is determined at this step. 34 articles in total have been written. At this point, all article titles and important content were carefully examined to make sure they met the criteria for inclusion and complemented the current study's objectives. Eight papers were thus excluded since, according to empirical data, they were ineligible for use in this research. 26 articles are finally available for review.

Table 2

The selection criterion is searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2017-2021	< 2017
Literature type	Journal (only research articles)	Journal (book chapter, conference proceeding)
Subject Area	SS, B, E, AH	Besides SS, B, E, AH

Data Abstraction and Analysis

Figure 1's PRISMA flowchart illustrates and explains each step in the article selection process for systematic literature review (SLR). An inductive theme analysis was used to discover significant topics (Braun and Clarke, 2006). The analysis, which included three broad topic categories, revealed three key themes: quality education, factors of life-long learning, and challenges of implementations of LPH. Six processes made up this process: familiarizing oneself with the information, classifying and organizing it, identifying the key ideas, defining and labelling those concepts, and reporting the results.

Result and Findings

All 26 articles were subjected to in-depth reading, beginning with the abstract and progressing through the entire article, in order to discover elements that contribute to the formation of human capital through the pursuit of quality education and lifelong learning. All articles were classified based on three key topics derived from the reading, which include quality education which included 12 articles, factors of life-long learning which included 8 articles, and challenges of implementations of LPH which included 6 articles, as shown in Table 3.

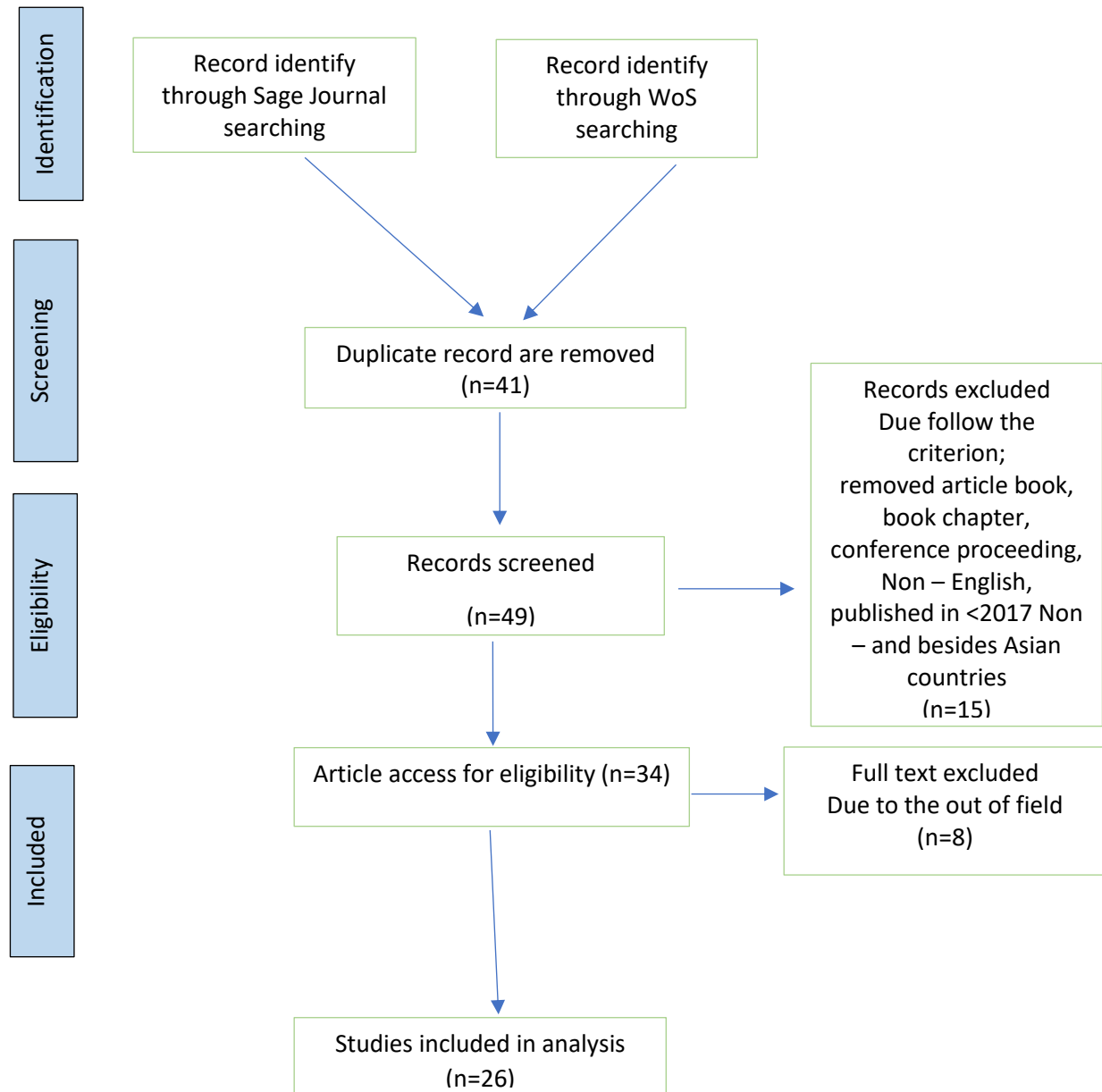


Figure 1: PRISMA Flowchart adaptation from (Moher et al., 2009; Shafrill et al., 2018).

Table 3

The research article finding based on the proposed searching criterion

No	Author	Journal	Title	WoS	Sage Journal	Remarks
1	Johana	(2017) Proceedings of the 11th International Conference on Business	A survey-based analysis of life-long learning patterns of young entrepreneurs	/		Factors of life-long learning

		Excellence, 312-321.				
2	Sitanggang et al	(2021), International Journal of Instruction, 14(4), 357-372.	Relationship between total person quality, service quality and student satisfaction on higher education system	/	/	Quality Education
3	Abidin	(2021), International Journal of Instruction, 14(3), 287-308.	Stakeholders' evaluation on educational quality of higher education	/		Quality Education
4	David	(2017), International Emerging Technologies in Learning (6):77-93.	A Life-Long Learning Recommender System To Promote Employability	/		Challenges of Implementations of LPH
5	Nur Angriani et al	(2017), Journal of Life Long Learning, 1(1), 72-84.	Level of Readiness for Lifelong Learning Among Final Semester Students of Tawau Community College, Ministry of Higher Education	/		Challenges of Implementations of LPH
6	Budiharso & Tarman	(2020), Journal of Ethnics and Cultural Studies, 7(1), 99-115.	Improving Quality Education through better working conditions of academic institutes	/		Quality Education
7	Minna et al	(2018), Procedia Manufacturing, 23(1), 189–194.	A concept and local implementation for industry-academy collaboration and life-long learning	/		Factors of life-long learning
8	Nguyen et al	(2020), International Journal of Educational Sciences, 28(1-3), 63-71.	Loa Students' Perceptions towards Quality Education Service in a Selected Higher Education Institution in Central Vietnam	/	/	Quality Education

9	Nurul Aisyah et al	(2019), Sains Humanika, 11(3),588-600.	Heutagogy Approach: Effectiveness of M-Learning for Lifelong Learning Education	/	Factors of life-long learning
10	Rudolf et al	(2019), Neural Computing and Applications, 34(1), 135-152.	Continually trained life- long classification	/	Challenges of Implementations of LPH
11	Noorhapizah & Amhar	(2020), Cypriot Journal of Educational Sciences,15(6), 1672-1684.	Investigating the role of governmental scholarships, technical training and R&D in the provision of better-quality education in Asia	/	Quality Education
12	Zurani & Mohamad	(2019), Online Journal for TVET Practitioners, 4(2), 105-113.	Collaboration and Communication in the Sustainability of Lifelong Learning.	/	Factors of life-long learning
13	Jamal@Nordin et al	(2020), Malaysian Journal of Society and Space, 16(1), 57-66.	Self-concept and institutional factors affecting students' interest to enrol in lifelong learning programmes	/	Factors of life-long learning
14	Rodboonsong et al	(2020), Journal of Security and Sustainability Issues, 9(3), 763-773.	Sustainable Development facets: Factors affecting quality of Education	/	Quality Education
15	Lan Nguyen et al	(2020), Journal of Asian Finance, Economics and Business, 7(10),909-918.	Factors Influencing Life- Long Learning: An Empirical Study of Young People in Vietnam	/	Challenges of Implementations of LPH
16	Ojat	(2018), Turkish Online Journal of Distance Education 19(1):75-88.	How are the results of quality assurance programs used to inform practices at a	/	Quality Education

			distance higher education?			
17	Simangunso & Eliot	(2019), Cakrawala Pendidikan 38(2): 215-227.	Factors determining the quality management of higher education: A case study at a business school in Indonesia	/		Quality Education
18	Hazwani & Nor Aishah	(2021), International Journal of Education and Pedagogy,3(4),131-141.	Requirements for Lifelong Learning Programme (LHP) for Instructors of Industrial Training Institutions (ILP)	/		Challenges of Implementations of LPH
19	Abdul Munir & Norhisham	(2019), Jurnal Islam dan Masyarakat Kontemporari, 20(2),1-15.	The Learning Challenges of Post Graduate Students of Islamic Studies in Malaysia.	/		Challenges of Implementations of LPH
20	Tanjung	(2020), Cypriot Journal of Educational Sciences, 15(6), 1720-1731.	Impact of Public Wellness, Competitiveness, and government effectiveness on quality of education in Asian Country.	/		Quality Education
21	Suganti et al	(2018), Journal of Life Long Learning, 2(1), 121-130.	Effectiveness of Lifelong Learning Courses with Risda Smallholders.	/	/	Factors of life-long learning
22	Hazwani & Nor Aishah	(2018), Jurnal Pendidikan Malaysia, 43(1), 36-45.	The Effectiveness of the Lifelong Learning Programme (PSH) Towards Knowledge and Skill Levels of Students Community College	/		Factors of life-long learning
23	Dewi et al	(2021), International Journal for Quality Research, 15(1), 89-106.	Nexus between quality education, student satisfaction and student loyalty: The Cases of Department of Education at	/		Quality Education

		Universitas Islam Negeri in Indonesia			
	Dewi et al	(2021), International Journal for Quality Research, 15(1), 107-120.	The usefulness of online learning on quality education during Covid 19 Pandemic: Evidence from the department of elementary school teacher education at Universitas Negeri Jakarta, Indonesia	/	Quality Education
25	Pawit & Encang	(2017) Jurnal Kajian Informasi Dan Perpustakaan, 5(1), 79-94.	Information Literacy Practices in The Process Of Lifelong Learning.	/	Factors of life- long learning
26	Ahmad Rosli et al	(2017) Journal of Life Long Learning, 1(1), 31-41.	The Influence of PSH in the Marketability of Community College Electrical Installation Certificate Graduates.	/ /	Quality Education

Theme and Discussion

The analysis of articles is categorized into three themes: quality education, factors of life-long learning, and challenges of implementations of LPH.

Quality Education

According to the findings of the study that was carried out, there are a number of different aspects that affect the quality of education. According to Dewi et al (2021), improving the quality of education, particularly in higher education, is helped by aspects of quality work culture and worker performance in institutions. This discovery is backed by a number of factors (Ojat, 2018; Budiharso & Tarman, 2020; Sitanggang et al., 2021). The findings of the investigation also indicate that there is a considerable connection between a high-quality work culture and the performance of the personnel at the research center. Researchers are of the opinion that quality work culture initiatives need to be properly performed in the higher education sector in order to improve the overall quality of the service. The research that was conducted by Farooq in 2015 looked at the quality of higher education from the point of view of students, who are the primary consumers of the service. A focus not dissimilar to this one is discussed by (Nguyen et al., 2020; Dewi et al., 2021; Fahrurrozi et al., 2021; Abidin, 2021). The findings of the study indicate that the quality of education has a substantial influence on the level of student satisfaction, and that student happiness in turn has a major influence on the degree to which students remain loyal to their educational institution. Policymakers are

able to make better judgments regarding the design of appropriate programs to improve the overall quality of education when they have a firm understanding of the relationship between program quality, industry relations, student satisfaction, image, and service quality. In the majority of countries, the standard of educational provision is also impacted by the role and policies played by the government. Indirectly improving the quality of education can be accomplished by means such as grants and scholarships provided by the government, participation in technical education programs, and increased spending on research and development inside educational institutions. Research backs up this fact, as may be shown here (Norhapizah et al., 2020; Saengchai et al., 2020; Rodboonson et al., 2020).

The findings of the analysis also indicate that the evaluation of the educational system's level of quality has had an effect on quality management and has made the teaching and learning process more effective. There is no correlation between governance improvements and a continuing improvement in the quality of higher education. This study investigates how the provision of a high-quality education affects both students and educational institutions. The findings that were discovered by Simangunsong and Eliot (2019) in their investigation were the identical ones that we discovered. The further research conducted by Rodboonson et al (2020) came to the conclusion that the factors human capital development, public investment on education, the availability of educated instructors, and literacy rates all have a substantial impact on the quality of education. Tanjung (2020) notes that factors such as public welfare, the role of the government, the literacy rate, and population growth all play a key effect in determining the quality of education in Asian countries. These two scholars investigated the influence that the standard of higher education had on the overall state of the nation. This finding is further confirmed by the research conducted by Darajot et al (2020), in which they discovered that increasing the quality of education has an impact on the economic growth of the population over the long run, but not over the short term. On the other hand, political steadiness and national wealth do not have a good influence in the immediate term but do have a positive effect over the long term. In conclusion, the provision of a quality education will have an effect on students in their capacity as customers, educational institutions, and even the nation (Dewi et al., 2021; Fakhurrozi et al., 2021; Abidin, 2021; Dhin et al., 2021). Both in the short term and the long term, one can observe the impacts. Every article agrees that having access to a good education has a favorable impact.

Factors of Life-long Learning

According to the findings of the study based on the articles, there are four primary characteristics that are factors in lifelong learning practices. Economic elements, organizational factors, government issues, and individual factors are included in this group of considerations. To begin, we may say that economic factors are the primary elements that have an impact on the process of continuous education throughout one's lifetime. This is the case due to the fact that economic considerations are typically linked to the primary drivers and output that contribute to mental and physical energy in the creation of a nation. It is possible to say that economic activity is a priority in the process of assuring the continuing development of a nation. According to the research conducted by Johana (2017), who stated in his study that life-long learning contributes mostly to the solving of economic problems, this assertion cannot be refuted in this context. The fact that continuing education is frequently connected to the employability of college graduates, the growth of a nation's economy in

response to the requirements of the labor market, and the advancement of a nation is evidence of this connection. One of the ways in which employee abilities can be improved and the national economy can be stimulated is through lifelong learning. Therefore, continuing one's education throughout one's life can really be beneficial to an individual in terms of increasing his skills as well as honing his talents and abilities. Rural institutions have successfully developed literacy; provided opportunities for continuing education; provided for the cultural, social, economic, and professional development of individuals; and created an experimental learning environment by developing programs for the protection and development of national values, according to a study that was carried out by (Suganti et al., 2018). In point of fact, the nation requires people who are knowledgeable, always ready to study in a self-directed manner, and who can integrate learning into their everyday lives, as well as online networks and social interactions that can be applied through learning. (Jamal@Nordin et al., 2020). The nation has achieved progress toward its goal of transforming the national labor market by generating a variety of work opportunities and ensuring that institutions continue to maintain full employment (Zurani & Mohamad, 2019).

Secondly, organizational variables are included in the category of job factors. In accordance with the shifting nature of the contemporary environment, the majority of businesses, both public and private, are looking for employees who are capable not only in terms of competence in their respective fields, but also in terms of extra talents. Because there are less options for graduates to find work, they have to take it upon themselves to acquire the skills that are required by a business. According to the findings of the study, the majority of companies believe that graduates who have recently completed their education are lacking in both hard and soft abilities. There are certain students who, for instance, have trouble communicating effectively, struggle to work well with others in a group setting, and have a limited command of Microsoft applications like Excel and Outlook. According to the findings of a study that was carried out by Zurani and Mohamad (2019), enhancing one's work skills can be accomplished by combining LPH with excellent education. The organization needs to be prepared at all times to deliver the appropriate training.

In addition to the intention of the government to carry out the Sustainable Development Goals (SDG), the administration also desires that the education system in the country be improved to the point where it is on par with that of other developed countries. In 2017, there were still 262 million children and adolescents between the ages of 6 and 17 who did not attend school, and more than half of children and adolescents did not meet the minimum proficiency standards in reading and numeracy. Despite significant progress in education access and participation, these statistics remain. If this is allowed to continue, it will make it more difficult for the country to achieve its goal of becoming a developed nation in terms of both its economy and its educational system. Therefore, it is no longer necessary for education to be provided in a face-to-face setting in the modern era; rather, it may be provided in any location and at any time through an online medium (Aisyah et al., 2019). In the interim, in order to ensure the success of the LPH implementation, academics and teachers are strongly urged to participate in advanced training programs and classes for lifelong learning on the weekends. This will allow them to strengthen their standing in the knowledge economy (Pawit & Encang, 2017). It differs from country to country in terms of the level of attention that the government places on this aspect of the lifelong learning goal. Several tenets of lifelong learning ring true in developing nations, notably the significance of

learning through one's place of employment and the unequal distribution of publicly funded educational opportunities. The difficulties surrounding continuous education are in need of support. Following some of the global difficulties that countries are facing at the end of this decade and indeed in this millennium, such as the need for new certifications and skills as well as population displacement, illiteracy, and economic inequality. In view of the increased worldwide emphasis on assessing the implicit relationships between development and areas such as education (SDG 4), health (SDG 3), and gender, the contributors to this issue hypothesize and examine their understanding of lifelong learning (SDG 5).

Last but not least, individual considerations play a role in determining whether or not students are interested in continuing with the PSH program. Individuals and students alike may be motivated to participate in a long-life learning program by the aspiration to increase the value they place on themselves, to improve their lives, and to reach the maximum possible level of success. As a result of the fast expansion of economies throughout Southeast Asia, Malaysia and other countries in the region are quickly becoming market integrated and more focused on foreign affairs. Education, as well as learning, is mainly what needs to be improved because of its significant influence on individual income. Nevertheless, it is essential that in order to obtain high income values, education and learning are what primarily needs to be improved. When an individual engages in lifelong learning, they are exposed to a variety of learning styles because this type of education encompasses all phases of a person's life. It is impossible to argue against the validity of this statement because lifelong learning happens at every step. As a result of this, it is possible to demonstrate that individual factors play a significant part in the development of LPH as a lifestyle choice in day-to-day living. LPH has the potential to be beneficial and has the power to both create and raise an individual's potential to their fullest capabilities.

Challenges of Implementations of LHP

According to the findings of the analysis of articles, there are several obstacles to be overcome in order to successfully execute high-quality lifelong education. The first problem is a lack of motivation. The individual's level of motivation is a significant factor in whether or not they really follow through with the implementation of behaviors that support lifelong learning. Both the concept of lifelong learning and motivation, more specifically achievement motivation, play a vital part in the process of motivating people to continue their education throughout their entire lives. Because it is such a crucial factor in understanding human behavior, motivation is one of the most extensively researched ideas in the field of psychology. Therefore, achievement actually leads to motivation, contrary to what other academics believe, who argue that motivation actually leads to achievement. The degree to which a person has succeeded in their own endeavors will have an impact on their desire to keep educating themselves. It is inevitable that the need to continue one's education throughout one's life will result in the development of success factors, just as the experience of achieving one's goals will have a psychological impact on a person. However, an individual can equip themselves with the skills necessary for lifelong learning and the motivation to achieve. Students have to have some amount of motivation in order to learn whatever it is that they need to study in order to deal with the challenges that they confront in school and in their life. However, in the vast majority of cases, they do not have their own intrinsic motivation, and instead require an external stimulus to act. The vast majority of educators acknowledge that it is their duty to inspire their pupils to succeed in the subjects they are

responsible for teaching. On the other hand, educators might not accept responsibility for assisting pupils in becoming learners who never stop acquiring new knowledge.

Additionally, environmental factors are one of the problems that play a role in determining whether or not a person is able to practice LHP. An individual will lack the willingness to adopt PSH practices if they are not encouraged to do so by their surrounding environment. This is due to the fact that a person's degree of motivation to continue learning is in fact impacted by the support they receive from their surroundings. On the other hand, the reason why some people and students do not want to continue learning in order to better their own talents is because they do not receive enough encouragement. People who originate from low-income homes, for instance, are more likely to face challenges, such as a lack of support for furthering their education to the maximum level. The implementation of PSH techniques is hindered in another way as well, and that is because there are not enough facilities. According to the findings of a study that was carried out by Abdul Munir and Norhisham (2019), adults who live in rural areas, particularly in East Malaysia, specifically in the states of Sabah and Sarawak, have a tough time obtaining a higher education. Those who have jobs have an organization to thank for the help and encouragement they receive from their employers to continue their education or take part in training that can improve their hard and soft skills. This support and encouragement comes from their employers. The ideal goal is to construct and finish a system of education that is intended to last a person's entire life, to produce a society that is full of education and education that is relevant to society, and to combine education received in schools with education received in the community. This system ought to construct a new model of open education as an alternative to the conventional educational system, which is constrained by both time and space. It is possible for a person to be granted permission to obtain education in accordance with his or her own capabilities, requirements, and time preferences.

The next reason is because of limited financial resources. There is a strong desire to accomplish lifelong learning, with the end goal being to include all residents in the learning process. It is almost always the case that graduates who are able to successfully complete their studies up to the level of a degree will continue to find employment in the industry, regardless of whether it is in the public or private sector. This is the case regardless of the fact that the degree was earned. In point of fact, there are other graduates who have already begun working while continuing their education to the master's level; however, they are doing it on a part-time basis. This specific matter. This is due to the fact that they typically continue their education on a part-time basis in order to both finance the costs of their education and keep themselves from having to take out student loans. Students are frequently unable to complete their education because of the high cost of tuition. It is one of the government's programs to continually increase the level of knowledge and abilities to a higher level that encourages post-graduate students to engage in lifelong learning, regardless of whether they are pursuing a master's degree or a Doctor of Philosophy degree at a local university (Nguyen et al., 2020). The rise in the cost of living has a significant impact on an individual's ability to continue living their life, regardless of whether they live in the city or the countryside. As a result, those individuals who have a high level of dedication in addition to a poor income will find it difficult to continue their education as a result of these circumstances. Because of this, many students are forced to put their education on hold, and some must even quit school before the allotted amount of time has passed. A small number of

postgraduate students are unable to complete their studies within the allotted time, which raises questions and causes difficulties for both people and the government in their efforts to realize the objectives of a developed nation (Angriani et al., 2017). This demonstrates beyond a reasonable doubt that students' monetary concerns have a significant impact on lifelong learning practices.

In moreover, difficulties arise from the limited amount of time available. The majority of those who are already employed will have trouble managing their time well when they are also learning. This is the case because students with part-time status typically have a more difficult time engaging in daily courses and completing the tasks that are handed out by their lecturers as a result of the tight working time commitment that they are required to fulfill. Because of this, the majority of them only have time to finish the tasks they have been assigned after their shifts have ended. In point of fact, this kind of restriction will have a negative influence, and it will have an effect on the degree of motivation that students have. A lower level of motivation will not only hinder a student's ability to study, but it will also affect their ability to do well in their task. In addition to this, the fact that pupils will have to make up for time lost in class will have a negative impact on the overall quality of their education. This will indirectly contribute to increased levels of stress among students. Additionally, it will have an indirect impact on the health of the students. According to the findings of a study that was carried out by Rudolf et al (2019), it is actually highly crucial for students to have the capability to adjust their learning tactics to diverse conditions in order to be successful in their academic endeavors. There is no question that studies can proceed without a hitch right up until the very conclusion of the program if a plan is implemented and adjustments are made in response to changing circumstances.

Conclusion

The importance of lifelong learning and high-quality education in developing human capital has been contested and studied for quite some time. High-quality education is a crucial factor in economic progress and is linked to it. The swift development of education is a favourable sign of economic growth and societal advancement. In order to better equip graduates with the knowledge and skills they need to increase their chances of building a more sustainable future, it is crucial to conduct an early assessment of the factors that influence the formation of human capital through the pursuit of quality education and lifelong learning. The three primary factors that contribute to the building of human capital through the pursuit of quality education and lifelong learning are quality education, factors of life-long learning, and challenges of LPH implementation, according to the analysis of the literature review that has been undertaken. The majority of the articles reviewed at revealed that , quality education were found to be the most significant factors that contribute towards the factors that influence formation of human capital through the pursuit of quality education and lifelong learning, followed by, factors of life-long learning and challenges of implementations of LPH.

On the other hand, there has not been a lot of research done on this topic yet. The analysis that has been carried out makes it possible to study a variety of issues and difficulties pertaining to practices of lifelong learning. Because people have varying educational requirements, coming up with an appropriate curriculum for all tiers of society calls for a variety of perspectives to be taken into consideration. Our research has revealed that the majority of rules governing continuing education institutes make no direct reference to the

concept of lifelong learning. Their rules are the legal texts that define their objectives and the ethos of their organization, and in this context, the fact that their rules do not contain any language pertaining to lifelong learning is a fundamental shortcoming. According to the research that was done, the programs that were funded by the centres that were included in our sample were grouped into three primary groups.

In general, the most well-liked programs for lifelong learning are those that focus on personal growth or are offered on a national scale and garner the interest of the community. Following that, there will be professional development classes as well as vocational training classes. The majority of the time, businesses or organizations will ask their staff to participate in some sort of professional development program. However, there are also a great number of professional development programs that are available for individual development through continuing education facilities. From one term to the next, it is possible to locate a diverse assortment of professional and vocational development programs. There was no discernible difference in the genders of the people who participated in these activities. It is for this reason that it is desired that additional research on this LHP will be carried out so that the ambitions of the government to accomplish the SDG targets can be realized.

Conflicts of Interest

The authors declare that they have no conflicts of interest to report regarding the present study.

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