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Foreword

Welcome to the June 2024 edition of our Compilation of Research Papers on Social Sciences & Humanities (SSH). This volume presents a diverse array of studies that explore critical issues and emerging trends within these fields. The selected papers reflect innovative and rigorous research aimed at advancing our understanding of complex societal dynamics and human behaviour, providing valuable insights and fostering meaningful discussions.

The topics covered in this compilation span a wide range of subjects, from organizational change and tax compliance to cultural preservation and youth media consumption. Each paper offers unique perspectives and employs various methodologies to explore the intricate factors shaping our societies. This diverse selection highlights the richness of SSH research and its relevance in addressing contemporary challenges and opportunities.

We hope you find the studies in this book both enlightening and thought-provoking. The insights presented here are intended to inspire further research, inform policy-making, and enhance educational practices. We are confident this compilation will serve as a valuable resource for academics, practitioners, and students, fostering a deeper appreciation of the social sciences and humanities' crucial role in understanding and improving the human condition.

Chapter 1
Building Bridges, Not Walls: Overcoming Obstacles to Organizational Change

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ABSTRACT
In the dynamic landscape of educational organizations, the pursuit of meaningful change and the cultivation of effective leadership stand as imperative endeavors. This abstract encapsulates a comprehensive exploration of organizational disturbances, effective leadership, and the preparation of aspiring leaders within educational contexts. Drawing upon a thorough literature review, this study illuminates the multifaceted challenges inherent in educational change, including resistance, ambiguity, resource constraints, and competing priorities. Moreover, it underscores the pivotal role of effective leadership in navigating these challenges, fostering collaboration, and inspiring collective action towards a shared vision of educational excellence. Additionally, the preparation of aspiring leaders emerges as a critical component in this transformative journey, emphasizing the need for comprehensive leadership development programs that instill moral purpose, resilience, relationship-building skills, and a commitment to continuous learning and knowledge sharing. Through a critical lens, the interconnectedness of knowledge sharing, effective leadership, and leadership development is elucidated, offering insights into fostering resilience, adaptability, and success in dynamic educational environments. As organizations endeavor to transcend barriers, build bridges, and pave the way for sustainable change, this paper calls for a collective commitment to embracing disruptions as catalysts for growth and fostering environments where innovation, collaboration, and continuous improvement thrive.

Key Words: *Organizational Change, Educational Leadership, Knowledge-Sharing*

1. INTRODUCTION

School improvement is a relentless pursuit within the education system, with its success heavily reliant on the ongoing development of both educators and administrators (Postholm, 2012; Timperley, 2008; Timperley et al., 2007). At its heart, these initiatives strive for a dual purpose: to elevate student learning outcomes and cultivate a more supportive learning environment (Hargreaves et al., 1998). Pioneering researchers like Michael Fullan and Andy Hargreaves have shed light on the crucial role of effective leadership in driving successful educational reform and innovation. They emphasize the importance of a shared vision and collaborative environments that nurture collective professional development within schools (Fullan, 2007; Harris et al., 2002). This paper aims to delve into the complexities of educational change in organizations, drawing upon Fullan's (2007) comprehensive framework. It highlights the multifaceted nature of innovation, encompassing the introduction of new materials, innovative teaching methods, and a shift in underlying beliefs about education. The importance of a holistic approach is emphasized, underscoring the limitations of superficial changes without a deeper transformation of practices and mindsets (Burner, 2015). To navigate this intricate dance of school improvement, this paper addresses the organizational disturbances and suggests strategies for overcoming "*organizational fortresses*" in initiating organizational change.

2. LITERATURE REVIEW

2.1 Organizational Disturbances

Change initiatives often face various disturbances despite the importance is acknowledged. Resistance, ambiguity, resource constraints, and competing priorities can impede progress and undermine change efforts (Yılmaz Kılıçoğlu & Kılıçoğlu, 2013). Resistance to change is a common phenomenon rooted in individuals' apprehension towards the unknown, fear of loss, or perceived threats to their interests. Resistance manifests in overt or covert forms, such as passive-aggressive behaviors, skepticism, or outright opposition. In the school context, teachers often encounter resistance from various stakeholders, including colleagues, students, parents, and administrators, when implementing changes in their instructional practices. For instance, a new curriculum or teaching methodology may face resistance from teachers who are comfortable with existing practices or fear the unknown. Resistance can manifest in various forms, such as reluctance to adopt new approaches, skepticism about the benefits of change, or outright opposition due to perceived threats to autonomy or job security.

Also, ambiguity arises when change initiatives lack clarity, direction, or defined outcomes (Rafferty & Griffin, 2006). Uncertainty about roles, responsibilities, or the overall vision of change can lead to confusion and hesitancy among stakeholders. In the school context, ambiguity surrounding the objectives, processes, or outcomes of change initiatives poses a significant challenge for school teachers. Unclear directives or insufficient communication about the rationale behind proposed changes can lead to confusion and skepticism among teachers (Li et al., 2021). For example, ambiguous guidelines for implementing new assessment methods may leave teachers unsure about expectations, leading to inconsistent implementation and dissatisfaction (Cullen et al., 2014). Moreover, resource constraints, including financial, human, or technological limitations, often hamper change initiatives. Inadequate resources hinder the execution of change plans, limit innovation, and exacerbate implementation challenges. For instance, insufficient funding may hinder the adoption of innovative teaching tools or professional development opportunities for teachers. Similarly, inadequate access to technology or support services may impede efforts to integrate digital resources into teaching practices, limiting educational effectiveness and equity. As a result, many schools needed help to fully leverage digital technologies for teaching and learning, impacting educational effectiveness and equity across the country (Fallon, 2023).

Additionally, organizations frequently grapple with competing priorities, where multiple initiatives vie for attention, resources, and leadership focus (Schudde et al., 2022). Conflicting objectives and divergent agendas dilute efforts, strain resources, and create decision-making dilemmas. School teachers often face competing priorities, such as administrative tasks, standardized testing requirements, and extracurricular responsibilities, which detract from their capacity to engage fully in change initiatives. For example, teachers may struggle to balance the demands of implementing new instructional methods while adhering to mandated curriculum standards or addressing students' diverse needs. Also, teachers often have extracurricular duties, such as coaching sports teams, advising clubs, or organizing events. While these activities contribute to students' holistic development, they also demand additional time and effort from teachers, limiting their availability for professional development and change initiatives. In short, these challenges underscore the complexities of educational reform and the need for well-defined plans, clear communication, and adequate support to navigate the intricate dance of school improvement.

2.2 Issues Faced in Organizations

In any organization, leaders encounter challenges in achieving the five components of leadership outlined by Fullan (2007). These challenges can significantly impact the effectiveness of change initiatives and hinder the cultivation of aspiring leaders. For the aspect of moral purposes, school leaders may need help to align change initiatives with ethical values and social responsibility due to cultural differences and conflicting priorities (Hyatt & Gruenglas, 2023). For example, school leaders may find it challenging to promote a shared moral purpose that resonates with stakeholders from various cultural backgrounds, impacting the effectiveness of change initiatives. In understanding change, school leaders face difficulties navigating dynamic educational landscapes and implementing changes due to bureaucratic hurdles, resistance from traditional stakeholders, and lack of resources (Hyatt & Gruenglas, 2023).

Furthermore, school leaders encounter challenges in fostering collaboration and trust among diverse stakeholders, including teachers, parents, and local communities, leading to communication breakdowns and conflicts (Han & Guo, 2015). For example, if hierarchical structures are prevalent, school leaders may struggle to establish inclusive decision-making processes that involve all stakeholders, hindering effective relationship-building and collaboration (Lee, 2023). School leaders face limited access to resources, inadequate professional development opportunities, and hierarchical organizational cultures that impede knowledge creation and sharing among school leaders and educators. Despite efforts to promote knowledge exchange through mentoring and peer-to-peer learning, disparities in access to training and development resources may exist among schools in rural and urban areas, exacerbating educational inequities (Pye & Aggett, 2009).

Lastly, school leaders may face challenges in aligning individual aspirations with organizational goals and fostering a sense of belonging and commitment among themselves, particularly in centralized educational systems (Akparep et al., 2019). For example, in a centralized education system, where schools enjoy the least degrees of autonomy, ensuring coherence in leadership development programs across different educational institutions poses a significant challenge for educational authorities (Brauckmann & Schwarz, 2014). Therefore, school leaders encounter multifaceted challenges in realizing the five components of effective leadership.

3. METHODOLOGY

The research methodology for this paper on educational change involves a review of existing literature utilizing systematic search strategies across various academic databases using the snowballing technique. The inclusion criteria encompass studies published within the last decade to ensure relevance and currency of findings. Keywords such as "educational change," "innovative pedagogy," and related terms will be employed to identify pertinent literature on strategies, issues, and disturbances. Additionally, snowball sampling will be utilized to supplement the search process by examining the reference lists of identified articles for additional relevant sources. This methodological approach aims to provide an understanding of the current landscape of educational innovation, offering insights into future research and practice.

4. RESULTS AND DISCUSSIONS

The review of educational change reveals several emerging themes. Firstly, the significance of knowledge sharing within organizations emerges as a crucial aspect for adapting to disruptions and fostering innovation. This theme highlights the importance of facilitating the exchange of information and expertise among individuals and teams to enhance organizational performance and competitiveness. Secondly, effective leadership stands out as a pivotal factor in harnessing disturbances as catalysts for learning and knowledge sharing among school teachers. Leaders play a crucial role in fostering a culture of openness, experimentation, and strategic decision-making, which enables teachers to navigate challenges and drive positive change in educational settings. Thirdly, the preparation of aspiring leaders emphasizes the integration of moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence-making into leadership development programs. This theme highlights the need for organizations to provide comprehensive support and opportunities for growth, particularly through effective mentorship, to cultivate a pipeline of effective leaders capable of driving sustainable change and success. These emerging themes highlight the interconnectedness of knowledge sharing, effective leadership, and leadership development in fostering organizational resilience, adaptability, and success in dynamic environments.

4.1 Organization Learning and Knowledge-Sharing

To minimize the disturbances, knowledge sharing is important for organizations to adapt and navigate disruptions (Han & Chen, 2016). It enables the transfer of knowledge between individuals, leading to innovation, development, and learning (Pinar, 2023). Through knowledge sharing, organizations can gather and utilize knowledge effectively, leading to improved performance and competitiveness. It also helps organizations respond to change, manage complexity, and improve productivity and delivery (Mwawasi, 2022). Knowledge sharing occurs at various levels within the organization. It entails the exchange of information and expertise among individuals, teams, and between individuals and the organization. Engaging in this knowledge sharing, whether through the sharing of tacit or explicit knowledge, encompasses a variety of activities and forms of communication (Ford, 2004). This process is widely recognized as a social phenomenon, as it involves individuals within organizations who are actively communicating knowledge (Nonaka & Takeuchi, 1995). Numerous organizations are implementing diverse methodologies and alternative approaches to facilitate information sharing to enhance their organizational challenges (Diab, 2021).

Despite the challenges posed by disturbances, they can also serve as catalysts for learning and knowledge-sharing among school teachers. Resistance can prompt teachers to critically examine their existing practices, leading to reflective learning and opportunities for peer dialogue and collaboration to address concerns and find innovative solutions (Suphasri & Chinokul, 2021). Effective leaders foster an environment where resistance is viewed as an opportunity for growth rather than a hindrance. By encouraging open dialogue and providing support, leaders empower teachers to critically evaluate their practices and collaborate to find innovative solutions. Ambiguity can stimulate curiosity and inquiry among teachers, fostering a culture of exploration and experimentation to better understand and adapt to change. To foster that culture, leaders play a pivotal role in guiding teachers through periods of ambiguity (April & Hill, 2000). By promoting a culture of inquiry and providing clear communication, leaders stimulate curiosity and enable teachers to navigate uncertainty with confidence (Bass, 1990). Clear communication helps to build trust (Ipe, 2003), and helps individuals to develop respectable behaviors and friendships (Nahapiet & Ghoshal, 1998). Mutual trust and reciprocity are identified as the most essential factors that have been mostly studied (Yeboah, 2023).

Next, resource constraints can encourage resourcefulness and creativity among teachers, leading to the development of innovative teaching methods and the sharing of best practices within professional learning communities. Effective leaders leverage resource constraints as opportunities for creativity and innovation (Bass, 1990). Sharing best practices in the educational field is important for promoting innovation and improving the quality of teaching and learning (Power & Handley, 2017). By encouraging experimentation and providing support, leaders should empower teachers to develop inventive teaching methods and share best practices among teachers. Apart from that, competing priorities can foster prioritization skills and strategic decision-making among teachers, enabling them to identify and focus on initiatives that have the greatest impact on student learning and well-being. Leadership is crucial in helping teachers prioritize initiatives effectively. By aligning goals, providing guidance, and fostering a culture of strategic decision-making, leaders enable teachers to focus on initiatives that maximize student learning and well-being. Therefore, effective leadership is essential in harnessing disturbances as catalysts for learning and knowledge sharing among school teachers.

4.2 Effective Leadership and Preparation of Aspiring Leaders

Leaders are not born; they are created via mentoring, life experience, skill building, and an appropriate organizational environment that encourages development and learning (Boerma et al., 2017). Effective leadership is pivotal in preparing aspiring leaders within organizations, particularly concerning moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence-making. School principals, both new and experienced, should receive ongoing leadership development, starting with teachers. Opportunities for coaching and mentoring can help school leaders impart their knowledge and experience while also acquiring fresh perspectives, and they can also be of great assistance to recently appointed school leaders. At the same time, they also promote knowledge sharing within organizations through mentorship (Bertrand et al., 2018).

Firstly, organizations foster moral purpose by aligning leadership development programs with ethical values and social responsibility. Leaders, through mentorship and example-setting, instill ethical behavior and a sense of purpose in aspiring leaders, emphasizing the importance of integrity and ethical decision-making (Bertrand et al., 2018). Mentoring can significantly enhance the professional development of aspiring leaders by fostering the development of management skills and encouraging reflective practice in various situations, including conflict resolution and decision-making processes. It provides leaders with cognitive and emotional learning opportunities, which are crucial for their overall development. Through mentoring, aspiring leaders can experience a reduction in professional isolation, aiding in the construction of their professional identity and the development of knowledge and skills.

Secondly, understanding change is crucial for aspiring leaders to navigate dynamic environments. Aspiring leaders must be resilient because disruptions are inevitable while bringing about changes in organizations. In line with that, organizations facilitate this by providing exposure to diverse challenges and promoting a culture of innovation and adaptability. Through experiential learning and targeted professional training, aspiring leaders develop the resilience and agility needed to lead change initiatives effectively. Mentoring can be a powerful tool in developing resilience among leaders by providing a supportive relationship that fosters personal growth and professional development. Through the process of mentoring, mentors can help leaders strengthen their management capacities, which is essential for navigating complex and challenging situations that require resilience. The reflective practice encouraged by mentoring allows aspiring leaders to critically evaluate their responses to conflicts and other stressful scenarios, thereby enhancing their ability to adapt and recover from setbacks.

Thirdly, relationship building is emphasized to cultivate effective leadership. Organizations create opportunities for aspiring leaders to engage with diverse stakeholders, fostering collaboration and empathy. By nurturing strong interpersonal skills and emotional intelligence, aspiring leaders learn to build trust and foster productive relationships. The psychological and personal support offered through mentoring relationships, particularly in the form of counseling, can bolster a leader's emotional skills, contributing to their ability to maintain composure and perseverance in the face of adversity (Bertrand et al., 2018). The sense of belonging and autonomy that arises from a successful mentoring relationship can also contribute to a leader's resilience by providing them with a secure base from which to operate and make decisions. Fourthly, knowledge creation and sharing are encouraged through continuous learning initiatives and knowledge-sharing platforms within organizations. Aspiring leaders are exposed to various learning opportunities, including formal training, mentoring, and peer-to-peer knowledge exchange, enhancing their expertise and capabilities. The professional guidance and tutoring aspects of mentoring can help leaders acquire specific know-how and integrate into their roles more effectively, which is crucial for building confidence.

Lastly, coherence-making involves aligning organizational goals with individual aspirations. Organizations provide aspiring leaders with a clear understanding of their roles and responsibilities, aligning them with the organization's vision and values. Supervision within the mentoring relationship, which includes performance assessment, can further reinforce leadership by helping aspiring leaders understand and learn from their professional acts, thereby preparing them to handle future challenges more effectively in line with the organization’s vision and mission. This coherence fosters a sense of belonging and commitment among aspiring leaders, driving their motivation and engagement. In short, organizations play a crucial role in preparing aspiring leaders by integrating moral purpose, change management, relationship building, knowledge creation and sharing, and coherence-making into their leadership development programs, particularly through effective mentorship. By providing comprehensive support and opportunities for growth, organizations ensure a pipeline of effective leaders capable of driving sustainable change and success.

5.0 CONCLUSION

The path to educational change is a labyrinthine one, fraught with challenges like resistance, ambiguity, and resource constraints. Yet, within these obstacles lies the potential for transformative growth. Superficial tweaks won't suffice; a profound restructuring of organizational cultures and mindsets is necessary. Effective leadership emerges as the linchpin, guiding the way through turbulent waters and fostering a collaborative spirit towards a shared vision of educational excellence. To navigate these complexities, the development of aspiring leaders must be prioritized. This requires comprehensive programs that cultivate moral purpose, resilience, and the critical skills of relationship-building and knowledge-sharing. This journey hinges on recognizing the interconnectedness of knowledge sharing, effective leadership, and leadership development. By embracing disruptions as catalysts for innovation and fostering a culture of collaboration, organizations can build resilience and thrive in dynamic educational landscapes. Investing in the holistic development of leaders is paramount, for they will be the bridge builders, connecting individuals, ideas, and aspirations. Ultimately, the pursuit of educational change transcends erecting walls against challenges; it is about fostering environments where innovation flourishes, collaboration thrives, and every stakeholder contributes to a collective journey towards educational excellence. As we navigate the intricate dance of organizational change, let us embrace the challenges with courage and conviction, paving the way for a future where every learner has the opportunity to flourish in an environment of continuous growth and transformation.

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Chapter 2
Factors Influencing Tax Compliance among Malaysian Online Business Owners

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ABSTRACT
E-commerce has been present for a while, but it was not widely adopted in Malaysia until Covid-19 struck in early 2020. The rapid growth of online business via social media platforms and the lack of physical presence have made it difficult for tax enforcement which open the opportunity for tax evasion. Thus, to better understand the tax compliance behaviour of online business taxpayers in Malaysia, this research intends to investigate the factors that influence tax compliance behaviour of individuals in the online business. Three independent variables were used in this study namely tax knowledge, tax morale and tax complexity. The result showed that online business owner has a poor level of knowledge that their income derived from the online business is taxable. As for tax morale and tax complexity, it shows that each online business owners knows their responsibility to pay tax if they declare. On average, they assume income tax declarations are complicated in terms of forms, computations, and procedures, but this does not lead to poorer tax compliance.

Key Words: Tax Knowledge, Tax Morale, Tax Complexity, Tax Compliance.

1. INTRODUCTION

Covid-19 has changed the business landscape from the traditional market to electronic commerce (Bartik et al., 2020). Electronic commerce or e-commerce is defined as a medium or platform for buying and selling goods and services over the internet, which transforms the traditional way of doing business. In the 2021 Malaysia Budget, the Minister of Finance announced a RM500 million budget for the development of Malaysia's digitalisation to help micro-businesses be involved in e-commerce since e-commerce has become increasingly important after Covid-19. E-commerce was targeted to make up for 20.8% of Malaysia's GDP in 2020 (MDEC, 2017). In a media statement released by the Department of Statistics Malaysia on the 6th of July 2021, Malaysia's e-commerce income by establishment recorded RM254.6 billion with an increase of 30% year-on-year in the first quarter of 2021. The splurge in the use of IT as a business platform in Malaysia has led to more and more individuals plunging themselves into online businesses and using social media such as Facebook, Instagram, and YouTube as platforms. This was driven by the huge advantages of reduction in the costs to conduct businesses such as rental and staff costs, service quality improvement, and creation of faster and easy routes for the distribution of products compared to carrying out businesses in the traditional way (Pham, Pham & Nguyen, 2011). In reference to Figure

1, according to Global Data's E-Commerce Analytics, the Malaysian e-commerce sector was estimated to register a 24.7% growth in 2020 and the market is expected to reach MYR51.6bn (US$12.6bn) by 2024, increasing at a compound annual growth rate (CAGR) of 14.3% between 2020 and 2024 (Plc, 2020).

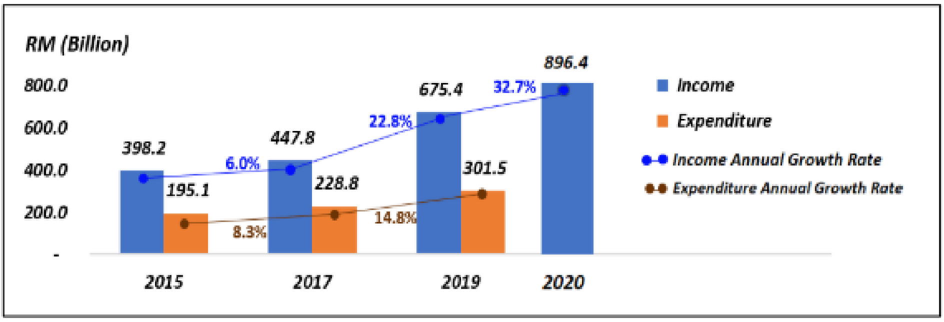

Figure 1: E-Commerce Performance, Malaysia, 2015-2020

With the huge amount to be spent on the development of digitalisation and the immense support given by the government, assurance over the government revenue income through taxation is needed. However, based on the study by Omar, Bhutta, and Sanchez (2009), the fast growth in e-commerce transactions has caused the government to lose billions of dollars via online transactions because the lack of physical presence between the seller and the buyer makes it difficult for tax enforcement, which opens the opportunity for tax evasion. In general, the impacts and challenges in e-commerce activities that tax authorities are dealing with are particularly related to taxpayers themselves because e-commerce seems to be the new way for taxpayers to avoid tax payments, which leads to a decrease in corporate income tax (Zainal & Mat Udin, 2015). Besides, Utusan Malaysia (2021) reported that RM800 billions of e-commerce revenue failed to be taxable due to the weakness in enforcement. E-commerce activities, like other businesses, are taxable; however, individuals seem to think that they can escape from being taxed or audited by the authorities simply because they conduct their businesses virtually on online platforms (Hamid et al., 2019).

2. LITERATURE REVIEW

2.1 Theory of Planned Behaviour

The theory of planned behaviour (TPB) is a psychological theory that links beliefs and behaviours in explaining human behaviour. This theory was first introduced by Ajzen (1991) whereby attitude, subjective norms, and perceived behavioural control were deduced as the three components of individual behaviour. In the current context, the TPB is an important theory for demonstrating tax compliance intention and behaviour not only in Western developed countries but also in developing countries because it may be utilised to enhance the tax systems of many countries (Taing & Chang, 2021). Based on the three components mentioned by Azjen (1991), this study seeks to investigate the intention of tax compliance among individuals conducting online businesses, and the factors examined include tax knowledge, tax morale, and tax complexity.

2.2 E-Commerce

Business operations through e-commerce are treated the same as traditional trading operations where they will be taxed on their profit from their annual trading. Thus, participators of e-commerce have the obligation to register, calculate, pay, and report the correct return as regulated in the tax regulations outlined by the IRBM. In this regard, the amount of taxes paid should be mediated by taxpayers in ensuring tax compliance as e-commerce itself may facilitate taxpayers to become obedient when making tax deposits online since the taxpayers are used to online transactions (Sitorus, 2018). E-commerce can be described as the seamless application of Information and Communication Technology (ICT) starting from a product's place to its endpoint in the entire value chain process. This is conducted electronically and was designed to enable the accomplishment of business objectives (Hashim & Abdullah, 2014)..

2.3 Tax Compliance Behaviour

The blooming e-commerce in the digital world nowadays has raised concerns about tax compliance as it may be used as a medium for tax avoidance, which negatively affects a nation's tax revenue (Effiong & Nwanagu, 2020). Hence, it is crucial to understand tax compliance and the factors behind it. There are many definitions and explanations given by previous researchers on the meaning of tax compliance. For instance, some scholars described tax compliance as the level of responsiveness of taxpayers in satisfying their tax obligations whether on a voluntary or forced basis (Yin et al., 2016), while another short but precise definition of tax compliance is that it refers to the readiness of taxpayers to spend their money on tax (Kirchler et al., 2008).

2.4 Tax Knowledge and Tax Compliance Behaviour

Tax knowledge is the information related to the tax used to make conclusions, develop certain strategies, and consequently fulfill taxpayers' rights and obligations (Carolina & Simanjuntak, 2011). Hasseldine et al. (2012) stated that tax knowledge can be defined as the process in which taxpayers become aware of tax legislation and other tax-related information. Carolina and Simanjuntak (2011) noted several characteristics of good tax knowledge that include an understanding of tax legislation, the appropriate and correct filling of tax forms, correct calculation of the amount of taxes to be paid, and knowledge regarding the submission of tax return deadlines. According to Damajanti and Karim (2017), tax knowledge denotes the awareness of tax reporting, knowledge of tax estimation, and knowledge of tax payment that will all significantly affect tax compliance.

2.5 Tax Morale and Tax Compliance Behaviour

Tax morale can be understood as the feelings of pride and positive self-infliction related to honesty, compliance with civic obligation, and consideration towards other people, which can lead to a desire to contribute to the public through taxation. Any act against these may cause taxpayers to feel guilty or shameful (Andreoni et al., 1998). This means that the relationship between tax morale and tax compliance is not direct as many factors may contribute to tax compliance (Henderson & Kaplan, 2005). The factors contributing to tax morale include the principle of personal and social values as well as trust in the tax authorities (Hamid et al., 2019). According to Alasfour et al. (2016), the level of morale and individual decisions on tax compliance is greatly influenced by age, educational level, gender, occupational status, and background. Besides, tax administration, tax system, tax awareness, compliance perceptions, trust in the officials, and the willingness to obey are also among the factors that have a strong impact on an individual's tax morale (Torgler et al., 2008). Torgler (2008) further explained that taxpayer perception of fairness and honesty of the tax system has a significant impact on tax morale, and the authorities responsible for the tax system are represented by the public institution.

2.6 Tax Complexity and Tax Compliance Behaviour

According to Saad (2014), the tax system is viewed by taxpayers as inherently complicated with vast volumes of paperwork to be done in complying with tax obligations, which leads to taxpayer non-compliance. This is contributedby numerous rules, regulations, and procedures in the tax system itself (Forest & Sheffrin, 2002). Tax complexity can include many forms such as the complexity of tax computation and the complexity of filling the tax forms (AICPA, 1992). On top of that, tax complexity can also include compliance complexity, rule complexity, and procedural complexity (Carnes & Cuccia, 1996; Cox & Eger, 2006). In this sense, complex and ambiguous tax laws will result in taxpayers' tendency to not comply as there will be a higher tendency of taxpayers to take questionable deductions compared to if the tax laws are precise and explicit (Nugent, 2013). Tax complexity is not only about the complex words in the authorities' tax brochures and tax returns, but it also includes the complicated steps in calculating the actual income tax return itself. Such a reporting activity is perceived to be very exhausting, complicated, and burdensome for taxpayers (Braniyyah & Rusydi, 2012; Hamid et al., 2019). Furthermore, to comply with the complex tax structures, taxpayers must also undergo additional training and seek professional advice from outside. As a result, tax complexity has direct and indirect effects (via compliance costs) on tax compliance (Musimenta, 2020).

3. METHODOLOGY

The present study focuses on taxpayers who conducted online business through social media platforms such as YouTube, Instagram, and Facebook. This study used a simple random sampling technique where individuals who carry out online business would be selected as samples in the study. The sample size is about 30 for each category of variables. As such, as the study examines four variables including one dependent variable, 120 samples are needed it to represent the population. This study is survey research using a standardized questionnaire to test the causal relationship between the variables tested. The questionnaires used were adopted from Taing and Chang (2021), Palil (2010) and Ghani et al. (2020), all of which measure the tax compliance behaviour of individuals using the same variable as the current study.

4. FINDING

The significance level of tax knowledge towards tax compliance behaviour was recorded as not significant. The possible explanation for this finding is that tax education might not affect tax compliance among individuals with online businesses. The respondents did not even know that they needed to pay taxes and, therefore, they did not know that they should comply with the tax laws. The relationship between tax morale and tax compliance behaviour is positive and significant. Tax morale in this study includes the components of honesty, under-reporting, evasion, and obligation. The possible explanation for this finding is that a sense of honesty, pride, and self-image among taxpayers and the fulfillment of civic duties through taxes contributes to a higher level of tax compliance (Andreoni et al., 1998). Based on several studies by Alm et al. (1992), Salawati et al. (2021), and Hantono (2021), tax morale has a favourable impact on tax compliance. This means that when taxpayers' morale increases, their tax compliance will also increase. Finally, the significant level of tax complexity towards tax compliance behaviour which indicates that the relationship between tax complexity and tax compliance behaviour is also positive and significant. The positive relationship between tax complexity and tax compliance behaviour suggests that simplification does not necessarily contribute to higher tax compliance behaviour. The possible explanation for this finding is that the taxpayers did not necessarily consider a complex tax system to be unfair, suggesting a high tax compliance level. This is in line with the empirical finding by Forest and Sheffrin (2002) in which simplifying the income tax system may not be an effective deterrence to income tax evasion (Forest & Sheffrin, 2002).

5. CONCLUSION

This study investigates the online business owners view on their level of tax knowledge, tax morale and tax complexity towards their behaviour of tax compliance. In conclusion, it was found that in this study, tax knowledge does not have a significant influence over tax compliance behaviour among online business owners as they did not know how to become a good taxpayers due to the less knowledge that is being possessed. In contrast, tax morale has a positive and significant influence over the tax compliance behaviour of the business owners suggesting that taxpayers with higher tax morale will contribute to a higher level of tax compliance. Taxpayers who have a higher sense of duty and responsibility tend to comply with tax regulations as they believe paying taxes could lead to the greater good of their welfare. It was also found from the study that tax complexity has a positive and significant effect on tax compliance behaviour. This means that complexity does not necessarily lead to lower tax compliance. Taxpayers who find taxation complex usually hire experts to file their tax return due to their intention to comply thus resulting in higher tax compliance instead of lower compliance. There are however some limitations in this study as the study uses a minimum number of questions to measure each variable in this study to ensure respondents do not find the questionnaire too extensive and answer casually instead of properly which could result in unreliable answers given. Secondly, the respondents selected are those who carried out online business on social media platforms only, specifically Facebook, Instagram and YouTube. If the respondents were extended to include respondent that has online business through official websites or other social media platforms, the result could have been different. The actual response could also be different from the responses given in the survey as a self-reporting survey may be less trustworthy particularly when sensitive or incriminating questions are asked.

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Chapter 3

Does the Work Environment and Organisational Commitment Contribute to the Job Performance of Employees at the University?

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ABSTRACT

This study aimed to investigate the influence of work environment and organisational commitment on the job performance of university employees. This study was conducted among the different types and levels of positions of university employees in Malaysia. A questionnaire with 18 items was designed for the university employees including administrative and academic staff. This study is a quantitative research using an offline survey. The number of respondents was 110 and the results show that work environment and organisational commitment influence employee job performance. Further research is needed to determine the details of the work environment and organisational commitment factors that can clearly determine the level of employees' job performance.

Key Words: Work environment, organisational commitment, job performance

1. INTRODUCTION

In Malaysia, the Ministry of Higher Education (MoHE), which is based in Putrajaya, is a Malaysian government ministry responsible for higher education institutions such as universities (public and private), polytechnics and community colleges (*MoHE Introduction*, 2023). Besides focusing on its customers and clients, such as student loans, student welfare, accreditation, student volunteering and the quality of the institutions, the MoHE is also responsible for its employees. One of the most important tasks is to monitor the performance of the employees who report to this ministry.

In the university, two main types of staff represent the image and status of the university. These are the academic and the administrative staff. Academic staff include professors, lecturers, tutors and English teachers (Hassan et al., 2020). Administrative staff includes the dean, associate dean, programme director, administrative officer, administrative assistant and others. All positions must serve their clients, i.e. the student, whether they are from home or abroad. Therefore, the university needs to know the performance level of the staff and what factors could help improve their job performance.

2. LITERATURE REVIEW

2.1 Job Performance

In this study, employee job performance refers to the performance of employees on a specific task and is measured by accuracy, completeness, cost and speed (Hayward, 2005). According to the author, employee job performance is related to the quality of output, quantity of output, attendance or presence at work, efficiency of work done and effectiveness of work done. This performance includes some tasks that are (1) linked to organisational strategy, (2) setting individual performance goals, (3) providing opportunities for improvement, (4) providing regular feedback on progress towards these goals, and (5) linking results to rewards (Adi, 2012).

2.2 Work Environment

A work environment is a place where a task or job is done and completed. The work environment includes the physical geographical location as well as the immediate surroundings of the workplace, e.g. a construction site or an office building.

Several key factors in the work environment affect employee productivity and performance. One of them is the design of the space, office, or factory (Vischer, 2007). To keep employees happy, the factors of the physical workplace must be applied to the entire work environment. This is because employee satisfaction can have an impact on employee performance and therefore reduce employee productivity.

2.3 Organisational Commitment

Organisational commitment is characterised by the willingness of employees to contribute to the goals of the organisation (Warsi et al., 2009). It refers to the emotional attachment of employees to the organisation, their identification with it and their commitment to it. Organisational commitment is also the degree of employee engagement that fulfills the organisation's mission, vision and goals.

Organisational commitment is the relative strength of a person's identification with and commitment to a particular organisation. The results of previous studies show mixed results on the relationship between organisational commitment and performance (Parveen, 2019) .

3. METHODOLOGY

The framework for the study is shown in Figure 1 below:

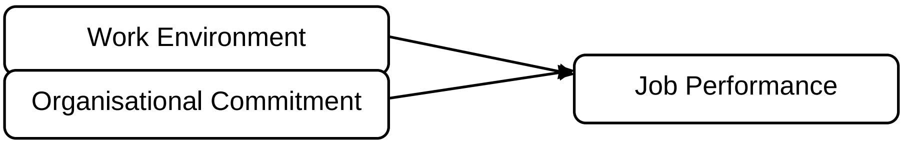

Figure 1: Research Framework

This study uses a quantitative approach. The population is the staff of a university in Malaysia. The sample consisted of 110 respondents comprising of administrative and academic staff.

4. FINDINGS

Table 1 summarises the descriptive statistics of the study.

Table 1: Descriptive Statistic of the Study

	Mean	Standard Deviation
Job Performance	3.9364	.50883
Workplace Environment	3.6667	.50431
Organisational Commitment	3.4530	.53144

The results show that the mean score for employee work performance was 3.9364 and the standard deviation was 0.50883. The mean score for work environment was 3.6667 with a standard deviation of 0.50431. The mean score for organisational commitment was 3.4530 with a standard deviation of 0.53144.

Table 2: Regression Analysis of the Study

Variables	Sig.t
Workplace Environment	.045
Organisational Commitment	.000

Table 2 shows the result of the regression analysis of the study. It shows that the work environment is significantly related to employee performance (.045). In addition, organisational commitment shows a significant relationship with employee work performance with a significance level of .000.

5. CONCLUSION

The workplace environment is significantly related to employee performance. This means that the performance of employees in an organisation increases when they can work in a pleasant university environment. A pleasant university environment minimises the stress and pressure that employees face to complete their tasks. In addition, organisational commitment has also been found to have a significant impact on employee performance. When employees are fully committed to the organisation, they can also perform well.

Further research is needed to identify the details of the workplace environment and organisational commitment that might influence employee performance at the university.

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Chapter 4
Preserving Heritage: Language Minority Dynamics in The Chetty Community of Melaka

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ABSTRACT
The Chitty, also known as the Chetty or Chetti Melaka, constitute a distinctive group of South Indian origin, primarily residing in Malacca, Malaysia, where they settled in the 16th century, and in Singapore, where they migrated during the 18th and 19th centuries. Referred to as the "Indian Peranakans," they have integrated numerous Malay and Chinese cultural practices while maintaining their Hindu faith and heritage. The predominant language spoken is Chetty Creole, which is regarded as a minority language due to the increasing migration away from the settlement. Chetty creole a significant legacy and heritage bequeathed by the distant Indian traders to Malaysian history. The loss of this heritage would be a profound tragedy, impacting not only Malaysians at large but also the small community in Malacca.

Key Words: Malacca Chetty, Heritage, Minority Language

1. INTRODUCTION

The Chetty represents a community predominantly located in Melaka and Singapore. Known variably as Chetty, Chetin, Chati, Chatin, Chettijn, or Sittya, these individuals are also identified as Peranakan Hindus or Hindus born in the Melaka Straits. This community emerged from the intermarriages between Hindu traders from the Coromandel Coast of South India and local populations including Malays, Javanese, and Bataks in Melaka (Moorthy, 2009; Noriah, 2009). Upon their arrival, these traders married local Malay women, fostering the development of the Chetty community. Throughout history, this group has successfully navigated the challenges posed by the Malacca Sultanate and subsequent colonial dominions of the Portuguese, Dutch, and British (Mohamed, 2009). Today, the community is predominantly found in Gajah Berang, Melaka as most of the Chetty's are unaware of their forefather's origin (Roots, 2021).

A key feature of the Chetty community is their profound cultural assimilation with the native Malay populace. This is evidenced by the similarities in language, culinary practices, and physical appearance between them and the Baba Nyonya. Despite the influence of Islam and Christianity during the era of the Malacca Sultanate, the Chetty's have consistently maintained their Hindu faith (Moorthy, 2021) but can be considered Malay in terms of language and culture (Raghavan 1977). The persistent non-conversion of the Chetty community to Islam suggests either that not all Malays had embraced Islam at the time this hybrid group emerged, or that interreligious marriages were historically perceived as less problematic in the Malay World compared to contemporary views (Raghavan, 1977).

The Chetty language are undeniably intriguing and distinct, capturing the attention of linguists who have dedicated significant efforts to document them. These scholars aim to preserve and analyse the unique linguistic structures of the language, which have emerged as elemental by-products of the assimilation and interaction of diverse languages and cultures throughout Melaka's rich history. Researchers Grimes (1996) and Noriah Mohamed (2009) have identified what they call Chetty Creole, a unique blend of the dominant languages of the Straits, which includes Bazaar Malay, Tamil, and Chinese. The Malay language is integral to Chetty Creole, as evidenced by Chetty Melaka's use of Malay in their prayers, while still incorporating traditional Sanskrit and Tamil religious terms from their Hindu heritage (Roots, 2021). Based on the interviews held, the Chettys are also proficient in English perhaps to accommodate their children who are studying in local schools.

In writing this paper, we seek to preserve the language before it fades into obsolescence. Documenting languages can aid in the development of educational resources for minority language communities. This supports literacy and education in the native language, fostering greater community empowerment and self-determination.

2. LITERATURE REVIEW

2.1 Minority Language

For many years, researchers worldwide have been intrigued by the phenomena of language decline, maintenance, loss, and revitalization. The nature of these processes, particularly their underlying conditions, remains a subject of ongoing exploration (Schmidt, 2008; Ayan, 2015; Effiom & Agba, 2023; May, 2023) to name a few. The notion of 'minority' poses challenges across various disciplines. Defining what qualifies as a minority is contingent upon the perspective of the definer and the recipients of minority rights (Gorter,2006). A comprehensive definition of the term 'minority' necessitates extensive exploration, encompassing various disciplines such as anthropology, sociology, linguistics, and history (Toso, 2008). However, for a concise categorization of a minority language, two primary criteria can be considered. Firstly, a minority language is distinct from the major, official, and national language (Toso, 2008). Secondly, it includes scenarios where the language is either spoken by individuals not concentrated in a specific region of the State or by a group of people who, although concentrated in a particular area of the State, are numerically smaller than the population in that region speaking the majority language of the State (Lonardi, 2022).

Grenoble and Singerman (2014) opine that a ‘minority language is spoken by fewer than 50 percent of the population in that specific region’ and while ‘it is evident that the extinction of a language may not inherently pose a threat to life, the demise of a minority language is comparable to the passing of a human being’ (Zabrodskaja, 2012). The expanded Graded Intergenerational Disruption Scale (EDIGS) developed by Lewis and Simons (2010) measures a language's status in terms of endangerment or development. Despite being more clearly structured than the UNESCO scale, the EGIDS is inherently less precise and more general, as it does not account for the number of speakers, language attitudes, existing language policies, and documentation (Coluzzi,2017). Table 1 shows the various levels on the EDIGS scale.

Table 1 Expanded EDIGS

Level	Description
1	The language is used in education, work, mass media, and government at the nationwide
2	The language is used for local and regional mass media and governmental
3	The language is used for local and regional work by both insiders and outsiders
4	Literacy in the language is transmitted through education
5	The language is used orally by all generations and is effectively used in written form throughout the community
6	The language is used orally by all generations and is being learned by children as their first language
7	The child-bearing generation knows the language well enough to use it with their elders but is not transmitting it to their children
8	The only remaining speakers of the language are members of the grandparent generation

Source: Lewis & Simons (2010)

Based on (EDIGS), the Chetty language can be placed at the 6 and 7 levels where the language though is being used only by the older generation but the need to improve and seek outside opportunities by the younger generations leaves the language at a vulnerable state. The younger children attend normal schools where the Chetty language is not taught as a subcourse which means the language is only used among the community members. Language serves to convey various aspects such as nationality, race, gender, education, etc. Studies indicate that language shift, ultimately resulting in language loss, is a global phenomenon observed across various societies, particularly prevalent in immigrant communities (Nambiar, 2011). Communities, particularly immigrant minorities, cease using their native languages, where they had previously employed them, over time due to various factors, leading them to favour the languages spoken by the dominant communities. Ethnic issues are closely connected to language, providing a means for ethnic minorities to maintain their identity even in the face of persecution. As stated by Fasold (1984), language shift refers to a community completely abandoning one language in favour of another. Over the past half-century, significant efforts have been made to identify the crucial variables influencing language maintenance or shift. It is important to note that there is no foolproof formula for ensuring language maintenance or predicting a shift, as various elements intertwine uniquely within each social context, making the outcomes challenging to foresee (Holmes 2001).

Governments or opposing groups may use language policies to restrict minority languages, causing anxiety among minority populations who see language as a crucial symbol of their identity. Spolsky (1999) argued that ethnic movements often arise around language issues, and conflicts between ethnic groups are frequently rooted in disputes over languages. Therefore, the preservation or revival of language is considered a crucial aspect of ethnic movements. Research conducted in multilingual and multiracial environments, such as Malaysia (Polamarachetty and Riget, 2023; Adam et.al.,2020; David et.al., 2020; Bradley,2019; Noorashid and McLellan, 2018) indicates that minority communities are constantly undergoing language shift. These findings align with Fishman (1989) that the transition is inevitable, evolving from the language of social and economic stability to eventually becoming the language spoken in the home.

2.2 Language Policy

When delving into the study of minority languages, language policy emerges as a predominant subject. As English extends its global influence, other languages face the risk of extinction. Mukherjee and David (2011) contend that language policy poses challenges in developing countries characterized by multilingualism and multiethnicity. They assert that a successful language policy plays a crucial role in fostering national unity, which in turn contributes to economic development. Minority communities are often underrepresented in the political scene and are therefore socially at a disadvantage when it comes to preserving their language (May,2011).

When examining the dual dimension of language, namely its role as a means of communication and as a vessel for cultural identity, it becomes evident that a language facing limitations in its applicability across societal domains is unlikely to be acquired, spoken, or transmitted to succeeding generations (Robichaud, De Schutter and Spolsky, 2012). With the technological advances that are sweeping the nation, without immediate and concerted preservation efforts, minority languages in Malaysia may face the threat of extinction (Stokhalf, 2012).

2.3 Chetty Language

The table presented below constitutes a segment of the Chetty lexicon, meticulously documented by the Chetty community to safeguard against language erosion. These lexical items were compiled from an interview conducted with the Village Chairperson and Secretary. The Chetty vocabulary bears a striking resemblance to the commonly spoken Bahasa Melayu among Malaysians. Much like the community it represents, the Malay dialect spoken among the Chetty is a fusion of diverse cultural influences. Grimes (1996) categorizes this language as a type of creole and identifies it as Chetty Creole Malay or Malacca Malay Creole.

Table 2 puts forward the difference between the standard Chetty language compared to the standard Malay language to show the fusion of how the languages has intertwined. The words gathered below are from the interview session conducted by the researchers with local Chetty members who are in the process of documenting their language for fear of language death soon.

Table 2 Collection of Chetty language

	Kitchen utensils		
	Standard Chetty Language	**Standard Malay Language**	**Standard English Language**
1	*Cangkeh*	*Cawan*	Cup
2	*Piso*	*Pisau*	Knife
3	*Poci*	*Teko*	Kettle
4	*Ceret*	*Cerek*	Kettle for Boiling Water
5	*Chentong*	*Sudu lauk*	Eating/Cooking Utensils
	Fruits/food		
	Chetty Language	**Malay standard**	**English standard**
1	*Kepitang*	*Ketam*	Crab

2	*Lehmo*	*Limau*	Orange
3	*Lehmo Jambuah*	*Limau Barli*	Pomelo
4	*Buah Melikeh*	*Tembikai*	Watermelon
5	*Buah Kemolah*	*Belimbing*	Carambola

Miscellaneous words

	Chetty Language	Malay standard	English standard
1	Kepok	Kotak	Box
2	Berlehgeng	Tidak memakai baju	Not Clothed
3	Menjela	Tingkap	Window
4	Tukeri	Cilaka	Watermelon
5	Hawar	Hawau	Silly/Stupid
6	Behja	Cerewet	Frugal
7	Kecik	Kecil	Small
8	Mentadarah/Cekik	Makan	To Eat
9	Mengaru	Pengacau	Disturbance
10	Kaco	Kacau	To Disturb
11	Titek/Sehsah	Pukul	To Hit
12	Chiwan	Tandas	Toilet
13	Kopiah	Topi	Hat
14	*Bimpo*	*Tuala kecil*	Small Towel
15	*Perok*	*Simpan*	Keep
16	*Auta*	*Bohong*	To Lie
17	*Kutong*	*Keluarga*	Family
18	*Tunggu tangga*	*Menanti*	To Wait
19	*Hahmis*	*Hanyir*	Burnt
20	*Bekanjah*	*Bermain*	Playing
21	*Jerki*	*Rezeki*	Blessing
22	*Rumah Pahsong*	*Balai Polis*	Police Station
23	*Kalaserah*	*Selekeh*	Messy
24	*Pokak*	*Buruk*	Ugly
25	*Kecuak*	*Lipas*	Cockroach
26	*Thendong*	*Sujud*	To Bow
27	*Teleku*	*Berlutut*	Kneel
28	*Terenan*	*Papan Mencincang*	Cutting Board
29	*Kirap*	*Kipas*	Fan
30	*Semonyek*	*Sembunyi*	To Hide
31	*Kelat*	*Pahit*	Bitter
32	*Kerbo*	*Kerbau*	Buffalo
33	*Seraim*	*Percuma*	Free
34	*Tohpeh*	*Moyang*	Great Grandparents

According to Mohamed (2009), the Chetty language is considered a creole because it serves as a mother tongue and is more complex than a pidgin language. The language stands out from other Malay dialects due to several distinct linguistic features. One notable difference is the pronunciation of the phoneme /a/ as [a] at the end of words, whereas it is typically pronounced as /ə/. Other differences include the omission of the phoneme /r/ at the end of words and the deletion of /h/ in words. Additionally, the diphthongs /ai/ and /au/ are transformed into /e/ and /o/ in words such as /pʌkai/ to /pʌke/ and /hʌlau/ to /hʌlo/, respectively. This is also supported by (Mohamed 2006: 93) who states phonologically, several features typical of pidgin-derived Malay varieties are evident, including the monophthongization of /au/ to /o/ and /ai/ to /e/, as well as the deletion of /h/. Nonetheless, the glottal stop is preserved in Chitty Malay. Like Baba Malay, a word-final glottal stop, denoted as <k>, is appended to a limited number of words.

Additionally, Uthaya Sankar SB (2007) noted that some Tamil words used by the Chetty people have experienced semantic and phonological changes to the extent that they no longer resemble Tamil words such as *annan to aneng* (elder brother), *archanai to arjanai* (religious ritual) *kolam to kolem* (figures drawn using rice flour). Thus, it can be concluded that the Chetty language is a marriage between different languages that were predominant during the Malacca Sultanate and unless used widely among the community, the chances of the language being obsolete soon are at a high risk.

3. CONCLUSION & RECOMMENDATION

Language assimilation of the Chetty language in Melaka is a complex process influenced by historical, social, and cultural factors. From the list in Table 2, it is evident that the language has incorporated the Malay, Tamil and Chinese language to diversify their communication among one another. It should also be noted that the findings presented in Table 2 do not encompass the entire language used within the community; rather, they include only the words collected during the data-gathering process. The rationale for documenting a portion of our research findings is to highlight the limited research and updates available in this community. Given the sparse remnants of the village and the community resulting from migration, there is a pressing concern that the language may soon face extinction. Mohamed and Abd Karim (2005) discovered in their research that members of the Chetty community generally hold a positive perception of their creole and express a desire to learn and use it in their daily lives. To quote Rita Mae Brown; '*Language is the map of a culture. It tells you where its people come from and where they are going*'.

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Chapter 5
Commentary Paper: Youth News Consumption Pattern in Malaysia

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ABSTRACT
News holds a heavy role in public life and is pivotal in keeping people up-to-date with current happenings. While the news is a powerful tool, today, people have access to almost all news around the world, using it as a tool to be informed. Furthermore, in this era of globalisation, the citizens of every nation must keep abreast of happenings in and around the world. The Malaysian government is aware that youth are important players in the well-being of the country in their current capacity, not only in their future adult roles. The role of the media is very important in shaping the lives of youth in urban and rural areas. The vast potential of information and communication innovation such as satellite and telecommunications systems and the computer-based communication network support the development of media. Consuming the news plays a significant role in participation in social, cultural, and political life. Informational news media consumption can bring about civic-oriented behaviours by spearheading reasoning and civic discussion, thus promoting an individual's sense of civic responsibility.

Key Words*:* Youth, Media, News Consumption Patterns

1. INTRODUCTION

The youth are termed as any nation's future leaders as their role is to be the next generation with opinions and decisions that will be pivotal in developing the nation. According to The United Nations definition, youths are individuals falling with between the ages of 15–24 years old. On the other hand, the Commonwealth definition regards youth as anyone in the 15–29 age bracket. The current Malaysia National Youth Development Policy (NYDP) defines youths as individuals aged 15-40 years old. Hon. Mr Khairy Jamaluddin, the former Minister of Youths and Sports (Malaysia), implemented the new Malaysia Youth Policy (MYP) in 2018 with modifications made to the definition by referring to youth as anyone between the ages of 15 and 30 years. This was done as part of the improvements geared at aligning with the requirements of the current youth population (The Borneo Post, 2015).

This age range is bigger than most other countries and international bodies, such as the United Nations, which defines the youth as between 15 to 24 years and the Commonwealth Youth Program, which uses 15 to 29 years as its official youth age range (Commonwealth Secretariat, 2019). According to the Department of Statistics Malaysia (2019), youth comprise more than 45% of the total population of Malaysia. Based on this figure, Malaysian youth are a highly important group in steering and shaping Malaysia's future.

The Malaysian government is aware that youth are important players in the well-being of the country in their current capacity, not only in their future adult roles.

The first nine 5-year national development plans prioritised Malaysia's youth as an important target population. This resulted in steady growth in funding and youth development programs. Programs were developed within three contexts: formal learning, informal learning, and non-formal learning. Formal learning is conducted through the formal school system comprising primary and secondary schools, tertiary institutions, vocational institutions, and professional bodies where students acquire accredited professional qualifications in knowledge, competency and skills training (Idris, Hassan, Ya'acob, Gill & Awal, 2012).

Informal learning is carried out through activities that are unscheduled and unstructured in their approach and is delivered through the Malaysian government's flagship and other leisure-based programs, as well as those by various voluntary organisations and non-governmental organisations (NGOs) in field volunteerism, welfare and social development (Krauss, Ortega, Abdullah, Hamzah, Turiman, Ismail & Ahmad, 2013). Likewise, non-formal learning, which is delivered outside of the formal education system but remains but retains a fixed structure, is also delivered by governmental, private sectors, religious leaders and NGOs, but in the form of short courses and seminars that are extension-based in nature (Yasunaga, 2014).

Nonetheless, Malaysia tertiary education plays a part in contributing to shaping youth social skills development (Ong, Shang, Chandra, Hamidi & Wahab, 2020). Obviously, education has a very important role in transmitting and fostering values that determine, in turn, behaviours, attitudes, reactions specific to responsible citizens. Tapsir (2019), stated that almost 1.3 million Malaysian youths are pursuing education in tertiary education in Malaysia. Since more youth population is in tertiary education. Therefore, higher education in Malaysia not only produces youth who are knowledgeable and competent, at the same time has to seed the youth who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to harmony and betterment of the family, the society and the nation at large (Salihu, 2020).

2. LITERATURE REVIEW

2.1 Media in Malaysia

The role of the media is very important in shaping the lives of people in urban and rural areas. The vast potential of information and communication innovation such as satellite and telecommunications systems and the computer-based communication network support the development of media. Furthermore, the media is an incredible resource for the public in that it can provide much useful information efficiently and accurately. Developing countries like Malaysia always has been very responsive to the latest developments in the media and the government has implemented various technological advancement plans to bear with current changes in the environment social and economic. Malaysia is attentive to the rapidly changing world of information and communication technology but is also aware of the impact of the information gap among the citizens.

The media is often seen as the key to educating and entertaining the societies. Nowadays, the role of media has become prominent not only in disseminating information to the public but also in increasing the degree of literacy and enhancing civic responsibility (Omar & Ahrari, 2020). The role of the media helps the public to understand the transition of economic and social in the country because it is a powerful tool to shape public opinions. This mechanism of level of public consideration towards media is largely dependent on the magnitude of media infrastructure acquitted by the particular country.

Furthermore, the media (print media, broadcasting media and digital media) in Malaysia have undergone tremendous growth and become the central source of information. Undeniably, using these media helps Malaysian society to be kept informed by watching foreign and local educational and entertainment news (Samani, Maliki, Rahim, Rahman & Mustaffa, 2015). Like many other countries, Malaysian media can be divided into three parts: print, broadcast and digital. All this media plays significant roles in shaping public interest as well as national development in Malaysia.

The print media has the longest history, beginning with the earliest newspaper, the Penang Gazette in 1938 (Othman, 2018). Today there are about 50 newspaper dailies and weeklies in the various languages of the main ethnic groups in Malaysia – Malay, English, Mandarin and Tamil (Sani, 2014). News Strait Times Group, the Utusan Melayu Group, Star Publications and the Karangkraft Group are the major publishers of print newspapers and magazines in Malaysia (Othman, 2018).

The most significant media development in Malaysia is in broadcasting, especially radio and television. In the 1950s the introduction of solid-state technology resulted in the proliferation of cheap portable radio receiving sets and in 1963 the introduction of the first black and white television in Malaysia (George, 2007). There is a total of 24 private and 44 government radio stations. Six major television stations are operating in the country: TVI, TV2, TV3, NTV7, 8TV and TV9. Of these, TV1 and TV2 are directly controlled by the government, further TV3, NTV7, 8TV and TV9 are private and commercial television stations. In 1996, Malaysians were able to join satellite broadcasting with the introduction of the pay TV channel (ASTRO) (Kim, 2001). This development able Malaysians to receive, exchange and enjoy one another’s messages, news, entertainment and culture instantly from their homes.

The growing awareness of the importance of new communication, multimedia technologies and internet penetration in Malaysia transit towards the era of digitalisation (Ding, Koh, Surin, Dragomir, Thompson, & Watts, 2013). Telekom Malaysia is responsible for providing Internet infrastructure to enable users to get connected to the digital world such as Tmnet, Bluehyppo, Tmnet Streamyx and many more. Currently, Malaysia has more internet providers like MAXIS, DIGI, CELCOM and many. Not only that Malaysian are able to watch online TV and radio such as Netflix, Amazon Prime, and others. Social media platforms like Facebook, WhatsApp, Instagram, TikTok, YouTube and others make people’s lives more interactive, exciting and convenient.

Different media provide people with various information, ideas and entertainment. Most important media create opportunities for people to engage in the political, socioeconomic and cultural context of society through news consumption (Baharin, Waheed & Hellmueller, 2017). Media not only entertain the public but update people with the daily news. News consumption from a variety of media makes people create awareness about environmental and social issues (Soon, 2020).

2.2 News Consumption

During the early 1980s, the news was consumed through the mainstream media relevant at that time i.e. radio, print, and television. However, a dramatic shift occurred in the mid-1990s with the emergence and rapid popularisation of online news consumption. News is a tool for mass communication that can positively influence society and the government.

The various definitions of the news posted by different scholars point to the fact that there is no standard definition for the term. People could define news based on what they see or view as a news item. News consumption can keep people informed and completely aware of everything going on around them. Once people become aware of a major news event, they also can learn more about it.

According to Burton (2010), the news is regarded as a specific kind of media material. Ruggenberg (2007) defined news as “information about political, historical, social or cultural events that recently happened in the world, considered interesting enough to be distributed to the public via different news media”. The *Oxford Dictionary* defines news as “a repost of recent events that appear in newspapers or on television or radio” or “a person, thing, or event that is considered to be interesting enough to be reported as news” (p. 993).

There are two channels to get news — mainstream media and non-mainstream media. Mainstream news media is government-regulated media that governments significantly invest in and have poured many resources into. Moreover, this type of media is heavily influenced and controlled by the government. The mainstream media consists of traditional newspapers, radio, and television while non-mainstream media is associated with the Internet such as online news portals and socio-political blogs. The Internet helps to pave the way for new connections by offering individual alternatives to get updated news (Edgerly, Thorson, Vraga, & Bode, 2018).

News consumption can be operationalised by looking at audience exposure and the attention that the news media – regardless of the Internet, television, or the newspaper – receives. Audience exposure to each medium is formulated differently for television, newspapers, and the Internet. For the first two, it is the time spent (in minutes) per day. To calculate audience exposure for the Internet, it is the time spent (in minutes) per week. Attention paid to the news media is viewed differently as the resulting focus that is paid while one is watching the television, surfing the Internet or reading the newspaper. Consequently, media consumption i.e. television consumption, internet consumption, and newspaper consumption is derived from audience exposure to each medium whilst paying attention to a particular medium. Consuming the news plays a significant role in participation in social, cultural, and political life.

2.3 Platforms For Consuming News in Malaysia

News consumption in now a day’s media environment is quite easy because of the existence of multiple platforms to get news such as newspapers, radio, television, web, social media and communication apps. Each individual has their preference of platforms to get news. The preferences are basically towards traditional news platforms or digital news platforms. Thus, traditional news platforms are physical newspapers, radio and television. Further, digital news media are web-based news, social media and communication apps news.

However, in Malaysia, traditional news platforms are pioneers and have been the most influential medium since before independence. The traditional news platform still exists and provides updated news to the public (Makaruddin, 2018). Most importantly traditional news plays a crucial role in this pandemic (COVID-19) to provide reliable news to the public. Undoubtedly, the newspaper is the traditional news platform that still serves the public and affordable medium to get news (Azlan, Rahim, Basri & Hasim, 2012). There are daily, weekly and weekend physical newspapers in Malaysia to provide updated news to the public. The prominent newspapers are The Stars, News Strait Times, the Sun, Berita Harian, Utusan Malaysia, Sin Chew Daily and Nanban.

Following newspapers, radio and television also provide updated news to the public. Radio channels will broadcast quick news every hour and television channels such as TV1 and TV2 will feature news in Malay, English, Chinese and Tamil news every day to cater the news to multi-ethnicity people. Especially TV1 telecast news with a sign language translator, which enables special needs people to get and understand the current news. ASTRO – pay TV run Astro Awani and BERNAMA news channels, this channel not only telecasts local and international news and also has discussion programs regarding current affairs, lifestyle and documentaries. Besides, there are international news channels like CNN, BBC, Al Jazeera, Sky News and many more. These channels feature nonstop breaking news.

Correspondingly, digital news platforms deliver the breaking news immediately to the public compared to traditional news platforms. Malaysiakini and Free Malaysia Today are web-based news sites, and the content of the news most discusses local issues. There are existing of more than 50 international news sites discussing news around the world (Makaruddin, 2018). Social media like Facebook, Twitter and Instagram become popular digital platforms for sharing and getting news. Along with that, communication apps like WhatsApp, Telegram, Line, Snapchat and others available on mobile devices and computer desktops provide versatile news to users. In addition, prominent physical newspapers transit the news delivery towards online news (Salman, Ibrahim, Abdullah, Mustaffa & Mahbob, 2011). The Star News was the first newspaper to offer online news and was followed by another news aggregator (Ruolan, 2019).

On top of that, advancements in technology have enabled ordinary people to report any incident immediately, this is termed citizen journalism. Citizen journalism become a powerful weapon to publish current news (Wall, 2015). Moreover, there are many platforms for people to get updated news. Traditional news platforms always become reliable news aggregators compared to digital news platforms. Fake news moves faster in digital news platforms like social media and communication apps. Age factor play a vital role in news consumption and the selection of platforms for consuming media. The pattern of youth consuming news is most important to observe because they are the future leader and they must obtain the right news to advance positive thinking style.

2.4 Youth and News Consumption

The current environment for developing youth includes attention and exposure to news in the media (Boyd, 2010), as news consumption is regarded as a salient source of information, a socialising agent, and a resource for development. The relationship between youth and news consumption has been studied for many years (Livingstone & Markham, 2008). Observations show that younger people look less to mainstream forms of news and are less inclined than older people to engage with traditional news sources (Elareshi & Gunter, 2012; Freeman, 2013; Ghazali, Omar, Bolong, Osman, & Mansor, 2012; Livingstone & Markham, 2008). In general, youth have been observed to be reliant on the TV as their main source of news (Boulianne, 2015; Cho, Keum, & Shah, 2014; Freeman, 2013).

This assertion also supports the findings of the Pew Research Centre (2016), which revealed that television (TV) continues to cast the widest net as a news platform among US adults. The TV reigns highest, followed by the Web, with radio and print at the bottom. However, TV consumption demographics illustrate the fragility of TV-based news consumption. To wit, while a heavy proportion of those aged 50+ often obtain news on the TV, it commands a much smaller share among younger adults. The study findings also revealed that more than seven in ten U.S. adults followed national and local news.

In current times, the youth uses the Internet more than TV and newspapers as a source of news information (Edgerl et al., 2018; Molyneux, 2017). It seems that the youth feel reluctant to access and share traditional news but are quick to turn to online news through newer models of information delivery. Supporting the findings of other researchers on the youth's preferred use of the Internet, Sparks et al. (2016) pointed to the fact that the Internet has been very successful in attracting young people to consume news.

Since the rise of online television and digital newspapers, the youth are now relying on multiple forms of media to obtain information. Young people are heavily dependent on the Internet for an increasing number of purposes, including gathering news and information.

Freeman (2013) posited that young adults are not a passive audience but instead make active choices on media particularly when it concerns the type of news and media they prefer to access. The innovativeness that comes with the use of the Internet has led to a lot of university students adopting the Internet and using it for all manner of activities including news consumption.

According to Grijalva Verdugo and Izaguirre Fierro (2014) in their study, they discovered that communication sciences, law and social sciences, public administration and marketing students in the university are interested in watching newscasts to stories about the political, cultural and social environment. Tertiary education students are influenced by the online media. This group of people gets the breaking news from social media and communication apps, further that will lead them to get additional news from traditional news media (Elsass, Schlidkraut & Stafford, 2014; Tandoc & Johnson, 2016; Antunovic, Parsons & Cooke, 2018). The students believe that traditional news media is more credible compared to social media or communication app news.

Indubitably, news holds a heavy role in public life and is pivotal in keeping people up-to-date with current happenings. While the news is a powerful tool, today, people have access to almost all news around the world, using it as a tool to be informed. Furthermore, in this era of globalisation, the citizens of every nation must keep abreast of happenings in and around the world.

3. CONCLUSION

The news media in Malaysia has been functioning as an agent and a partner in nation-building since the country gained independence (Tamam, Raj & Govindasamy, 2012). Past studies found that news media plays a key role in national development and positively impacts society. Despite much evidence highlighting the young people's lack of apparent interest in news, this group is now displaying a growing awareness of news issues and an increased inclination to consume news as they shift to adulthood.

Wok et al. (2011) found that the youth in Malaysia would most likely get their news from the TV. The research also revealed that 40.8% of Malaysian youth did not rely on the Internet for news and 27.4% were reported to not obtain news from the Internet. Interest in the news was observed to increase in line with the student advancement in the university year (Ghazali et al., 2012). Amirfarhangi et al. (2015) found that university student viewers watched satellite and local TV channels at different times for separate purposes of gratification. Compared to Americans, Malaysian Higher education students are keen on entertainment news, followed by sports news, crime news and news of events taking place in their community (Freeman, 2013; Hui & Li, 2018).

Most engaged citizens comprise young people (aged 15 to 25) who are active monitors of the news, disregarding the medium, be it the newspaper, television, radio, magazine, and the Internet (Boyd et al., 2011). To drive this point, they had a higher inclination towards being members of a group (e.g., society development) and would be more open to working on a problem within the community relative to those who do not keep up with the news.

Civically active young people hold higher awareness of their fellow citizens and would willingly contribute to their well-being out of concern for society. This faction of youth deeply understands the concept of 'self-in-society' and would take a more proactive and responsible role in being members of civil society. Informational news media consumption can bring about civic-oriented behaviours by spearheading reasoning and civic discussion, thus promoting an individual's sense of civic responsibility.

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Chapter 6

Psychological Well-Being of Doctoral Students: A Conceptual Paper

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ABSTRACT

Doctoral students often face greater challenges in life than undergraduates. These include social and emotional challenges and well-being. In addition, the prevalence of mental health is higher among doctoral students than undergraduates. Therefore, this conceptual paper aims to provide a better understanding of the literature on the psychological well-being of doctoral students in higher education.

Key Words: Psychological well-being, doctoral student, higher education

1. INTRODUCTION

One of the most important concepts for good mental health today is psychological well-being (Kotera et al., 2021). Since its development, the great benefits of this positive psychology have been reported time and again (Kotera & Ting, 2021). Although it is still nascent, positive psychology has been introduced in Malaysian higher education and recommended to promote students' well-being. These positive psychology approaches, which aim to promote thriving mental health (i.e. high levels of psychological well-being), are a cost-effective preventative measure against mental health problems.

The Ministry of Higher Education expects postgraduates to contribute as future researchers and scientists to realise Malaysia's vision of becoming a knowledge-based economy and a high-income nation (Azman et al., 2016). Apart from this, promoting the psychological well-being of university students (especially doctoral students) is necessary for students to perform well in their studies and graduate (Kotera & Ting, 2021).

2. LITERATURE REVIEW

2.1 Definition of Psychological Well-Being

The construct of psychological well-being was introduced by the scientist, Carol D. Ryff in 1989 (Ryff, 1989). The model emphasises how important it is for individuals to have a sense of meaning and fulfillment in their lives (Gao & McLellan, 2018). It assumes that certain needs or qualities are essential for a person's psychological growth and development which could enable them to realise their full potential.

In developing a consistent and reliable construct of psychological well-being, Ryff analysed that indicators of well-being with only one dimension are less effective than scales with multiple scales (Babnik et al., 2019; Ryff, 1989). The scientist therefore proposed a theoretical model of psychological well-being that comprises six core dimensions: Purpose in life, personal growth, self-acceptance, environmental mastery, autonomy and positive relations (Gao & McLellan, 2018; Ryff, 1995).

Purpose in life means having a purpose in life, a holiday, and a meaningful direction (Ryff & Singer, 2008). Personal growth means the need for personal development and the desire to realise one's potential. Self-acceptance means having a positive attitude towards oneself and accepting who we are, with all its positive and negative aspects. Environmental mastery means the perception of competence in dealing with the environment, coping with daily activities and independently adapting the environment to personal needs. Autonomy means being independent, self-determined and able to make personal decisions. Positive relations means being able to build and maintain satisfying relationships and showing empathy towards others.

2.2. Previous Studies on Psychological Well-Being

Many studies address psychological well-being in higher education in the undergraduate group or in the combination of all levels of study (undergraduate and postgraduate). For example, the study on the psychological well-being of students at Price Sattam bin Abdulaziz University in Saudi Arabia (Alkhatib, 2020), the study on the impact of psychological well-being on physiotherapy students in Mumbai, India (Akulwar-Tajane et al., 2020) and the research study on various degree programmes in 15 universities in China (Liu et al., 2019).

Furthermore, much of the previous research on the psychological well-being of doctoral students has focussed on the international context, as opposed to studies in Malaysia (Ch'ng et al., 2023). For example, a study was conducted among Australian doctoral business students (Nielsen et al., 2017) and among sport and non-sport doctoral students in Lithuania (Dumčienė, 2020). There is also a study on Indonesian doctoral students (Selian et al., 2020). Only a few studies have been conducted with Malaysian doctoral students in Malaysia (Yusli et al., 2021).

2.3 Research Gap

In reviewing the literature on psychological well-being, several research gaps were identified. Firstly, the selection of participants used as a sample for the study on psychological well-being focused only on some groups of university students (i.e. a fixed group of undergraduate students or a combination of all groups – undergraduate and postgraduate students). Second, fewer studies have been conducted on the psychological well-being of postgraduate students, especially doctoral students. Thirdly, there are only a limited number of studies on psychological well-being in higher education in Malaysia.

3. METHODOLOGY

Psychological well-being according to Ryff was measured using the Ryff's Psychological Well-Being Scale (RPWBS) (Babnik et al., 2019). It comprises six subscales that describe different characteristics of what it means to feel well. The original RPWBS consisted of 20 items for each of the subscales (and thus 120 items for the entire instrument). More recently, the shortened versions of the RPWBS have been tested and used, with the 14-item, 9-item, 7-

item and 3-item versions per subscale being the most commonly used (Ryff, 1989; Ryff et al., 1995; Sirigatti et al., 2009).

The sample items are: “I have confidence in my own opinion, even if it differs from the opinion of most other people” (autonomy), “The demands of daily life often get me motivated” (environmental mastery), “Some people wander aimlessly through life, but I am not one of them” (purpose in life), “Life for me is a continuous process of learning, change and growth” (personal growth), “People would describe me as a giving person, willing to share my time with others” (positive relations), and “I like most parts of my personality” (self-acceptance) (Ryff et al., 1995).

4. RECOMMENDATION AND CONCLUSION

The review of the literature led to some further recommendations. Firstly, it is recommended that research on psychological well-being in doctoral students should be expanded. Secondly, there is a need to increase the amount of literature on this construct in doctoral students. Thirdly, the number of literatures on psychological well-being among doctoral students in Malaysian higher education should be increased.

In conclusion, further research is needed on the psychological well-being of doctoral students, in Malaysian higher education.

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Chapter 7

Factors Affecting Student's Purchasing Intention Towards Instant Food Products: A Case Study in UiTM Kota Bharu, Kelantan

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ABSTRACT
The appeal of instant food products lies in their ability to meet the demands of modern lifestyles by offering convenience, time-saving benefits, affordability, and diverse culinary experiences. The popularity of instant food products among university students can be attributed to their convenience, time-saving nature, affordability, availability, variety of flavours, ease of storage, cultural familiarity, and influence from peers. That's why this study focuses on student's purchasing behaviour intention towards instant food products. The questionnaire was distributed to 100 UiTM Kota Bharu students who were sampled by convenience sampling. The demographic characteristics of respondents are summarized by the descriptive analysis. Five important factors are being evaluated using Multiple Regression Analysis such as marketing and advertising, convenience, durability and availability, pricing, brand attributes and also perceived value. It was found that the factor of convenience, durability and availability had the most decisive influence on student's purchasing intention toward instant food products.

Key Words: instant food product, student's purchasing intention, marketing and advertising, convenience, durability and availability.

1. INTRODUCTION

People nowadays are increasingly drawn to consuming instant food products due to several compelling reasons that cater to modern lifestyles. The globalization of food products has introduced consumers to a variety of instant foods from different cuisines and cultures. This diversity allows people to enjoy flavours and dishes from around the world conveniently. Shifts in eating habits, such as an increase in snacking or on-the-go eating, have contributed to the popularity of instant food products especially among university students. They fulfill the need for quick, portable, and satisfying food options in today's lifestyle.

The issue of factors influencing students' purchasing intentions toward instant food products is multifaceted and significant for several reasons. Instant food products, characterized by their convenience, quick preparation times, and often low cost, appeal strongly to student populations who may have limited time, cooking skills, or budget constraints. The purchasing intention towards consuming products refers to their inclination or willingness to buy and consume these products. Apart from looking at the demand made by students for instant food products, this study focuses on their intention and desire to buy instant food products. In this context, a survey study is presented to explore the key factors affecting consumers, especially among UiTM students regarding the buying behaviour of instant food products in Kota Bharu.

2. LITERATURE REVIEW

A survey study was conducted by J. Y. Liew et al (2021) to identify key factors influencing consumer purchasing decisions in Kota Bharu. The study used a validated questionnaire distributed to 384 respondents from Kota Bharu. The result showed that marketing and branding attributes emerged as the most influential factor affecting consumer choices.

The research study by A. Anuradha et al (2022) aims to identify the factors influencing consumers' choices of instant food products in Bangalore. The rapid growth of the instant food sector is primarily driven by changes in lifestyles and technological advancements. Key factors contributing to the increased demand include improved taste, ease of access, convenience, and widespread availability. With proactive measures from industry stakeholders, India has the potential to capitalize on processed and instant cooking foods, potentially boosting foreign currency earnings and creating jobs.

A study by Chaudry R. (2010), the popularity of ready-to-eat foods has surged in recent years, thanks to advancements in food storage and packaging technologies. This growth is driven by modern trade and a growing workforce with higher disposable incomes. Understanding consumer needs and expectations is crucial in this context. This research explores consumer decision-making behaviours related to ready-to-eat foods. This study reveals that consumers are motivated to purchase these foods due to sensory appeal, convenience, mood, and price. Brand visibility also strongly influences consumer behaviour, as greater visibility increases the likelihood of consumers choosing a particular brand.

3. RESEARCH METHODOLOGY

A survey using a questionnaire was performed to explore the key drivers. Note that the study is restricted only to the consumers of instant food products amongst students in UiTM Kota Bharu Kelantan. The sample size for this study is 100. The samples were sampled by convenience sampling from a conveniently available pool of UiTM Kota Bharu Kelantan students. Convenience sampling is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand.

This study uses a quantitative research method where data is collected from a survey through the distribution of questionnaires. In this study, the survey was conducted in dual languages (i.e., English and Malay). The 5-point Likert Scale is adopted to allow respondents to express how much they agree or disagree with a particular statement. It ranges from “strongly agree = 1” to “strongly disagree = 5”.

Regarding the analysis of the data, Analysis of Toolpak of Excel was used. Analysis of the data only used Microsoft Excel by applying Analysis of ToolPak. Excel’s Analysis ToolPak is an add-in program that provides data analysis tools. It includes tools for statistical analysis, such as descriptive statistics and multiple regression analysis.

4. RESULT AND DISCUSSION

The survey sample has 100 respondents who dwelled in UiTM Kota Bharu students, of which 82% are female, and only 18% are male. It shows that the age group under 21-23 years old takes up 76%, the highest percentage group. Above 62% of the respondents are from Part 3 students. This survey involved 5 different programmes in UiTM Kota Bharu and the majority come from BA242 students (Bachelor Degree in Finance).

Table 1 Demographic Factors

Parameter	Category	Percentage
1. Gender	Male Female	18% 82%
2. Age	18-20 years old 21-23 years old	24% 76%
3. Semester	Part 1 Part 2 Part 3 Part 4 Part 5 Others	13% 2% 62% 9% 11% 3%
4. Program	BA250 (Bachelor degree in Business Economic) BA280 (Bachelor degree in Business Economic) CS241 (Bachelor degree in Statistics) BA242 (Bachelor degree in Finance) BA249 (Bachelor degree in Islamic Banking)	32% 10% 9% 36% 10%

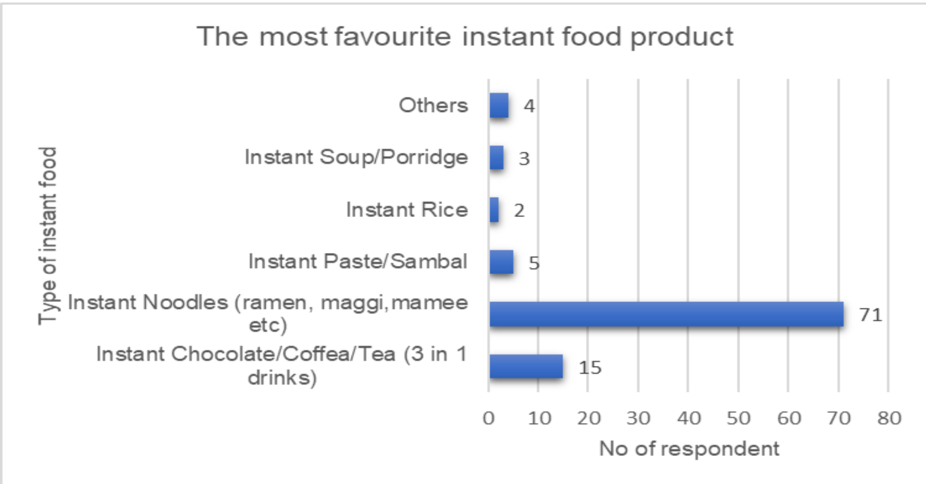

Figure 2 The most favourite instant food product

Figure 2 above shows the most favourite and choices of instant food products by respondents. Based on the data, instant noodle is the most favour followed by 3 in 1 drinks and instant paste/sambal. R. Keerthanan and R. Amsaveni (2022), students often choose to eat instant noodles for several reasons, making them a popular choice among this demographic.

Table 2 Descriptive Statistics

Variables	Mean	Standard Deviation
Marketing & advertising	4.201	0.634
Brand Attributes	4.308	0.622
Perceived Value	4.148	0.647
Pricing	4.066	0.735
Convenience, durability & availability	4.131	0.661

Table 2 shows the mean and the standard deviation for all variables involved in this study. The respondents were asked to rate the variables statement from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = mixed feeling/neutral, 4 = agree, and 5 = strongly agree). The mean for brand attributes is the highest, 4.308 followed by marketing & advertising at 4.201 and perceived value is 4.148. The mean value for convenience, durability &availability is 4.131 and the last pricing factor is 4.066. From these figures, it indicate that the respondents agreed about the factors that influence students' purchasing intention towards instant food products.

Table 3 R Square

Regression Statistics	
R Square	0.567
Observations	100

According to Table 3, the R square for the model is 0.567 that indicates 56.7% of the student's purchasing intention can be explained by marketing & advertising, brand attributes, perceived value, pricing and convenience, durability & availability

Table 4 ANOVA

	df	*SS*	*MS*	*F*	*Significant F*
Regression	5	34.90246	6.980491	24.66239	0.00000
Residual	94	26.60594	0.283042		
Total	99	61.5084			

*Significant at 0.10 significant level

Refer to Table 4 above, this is the Analysis of Variance (ANOVA) shows that the significant F value is 0.0000 with a 0.10 significance level. Thus, the regression model for the five independent variables (marketing & advertising, brand attributes, perceived value, pricing and convenience, durability & availability) has statistically significantly explained the variation in students' purchasing intentions towards instant food products.

Based on the coefficients in Table 5, a one percent increase in marketing and advertising is associated with a 6.79% rise in students' intention to purchase instant food products. Similarly, a one percent increase in brand attributes correlates with a 10.8% increase in students' purchasing intentions for instant food products. However, perceived value shows a different relationship as it negatively affects students' purchasing intention; specifically, a one percent increase in perceived value leads to a decrease of 25.6% in purchasing intention. Regarding pricing, RM1 increase in price results in an 8.15% increase in students' purchasing intention. Finally, a one percent increase in convenience, durability, and availability increases students' purchasing intention towards instant food products by 91.4%.

Table 5 Summary of Regression Coefficient

	Coefficients	*t stat*	*P-value*
Intercept	-0.0596	0.1372	0.8910
Marketing& advertising	0.0679	0.5547	0.5803
Brand Attributes	0.1087	0.8892	0.3761
Perceived Value	-0.2526	-1.8848	0.0625*
Pricing	0.0815	0.8221	0.4130
Convenience, Durability & Availability	0.9140	7.7258	0.0000*

*Significant at 0.10 significant level

Referring to Table 5, the individual t-test by using p values, two variables (perceived value and convenience, durability & availability) statistically significant influence student's purchasing intention towards instant food products when all the p values are less than 10% significant level. Unfortunately, the other variables (marketing & advertising, brand attributes and pricing) are not statistically significant influence student's purchasing intention towards instant food products when the p-value is more than 10% significant level. Besides that, the most influential factor that influences students' purchasing intention towards instant food products is the convenience, durability & availability variable because the coefficient value is 0.914 is the highest compared to others.

5. CONCLUSION AND RECOMMENDATION

This study presents vital insights to the instant food consumers concerning the underlying factors of instant food products buying behaviour among UiTM students in Kota Bharu. Convenience, durability and availability were found to be the most influential factors that contributed to the student's purchasing intention. The combination of convenience, durability and availability makes instant food products appealing to students who prioritize efficiency and practicality in their daily lives while managing academic and personal responsibilities.

Consolidating the study's findings by considering a larger sample size would be an interesting topic. The research can be explored by comparing the main drivers affecting consumer buying behaviour towards instant food products from a few different generations, considering that today's globalized world is chasing time and commitment.

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