

SUSTAINABLE DEVELOPMENT GOALS FOR DEVELOPING MALAYSIA MADANI: THE IMPACT OF GENDER AND RESIDENTIAL AREA ON STUDENT LEADERSHIP, CITIZENSHIP AND DEMOCRATISATION IN ISLAMIC UNIVERSITIES

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ABSTRACT

Introduction: The impact of gender and residential area on student leadership, citizenship, and democratization in Malaysian Islamic universities is a key but underexplored area within the Sustainable Development Goals for advancing the Malaysia Madani agenda.

Objective: This study aims to assess how gender and residential area influence student interactions in leadership, citizenship, and democratization activities in Islamic universities.

Theoretical Framework: The framework suggests that student gender and residential area may affect their involvement in leadership and civic engagement, exploring the relationship between these factors and student participation.

Method: Data was collected from 593 randomly selected students across three Islamic universities using questionnaires. Analysis was conducted using SPSS version 26, with T-tests comparing groups by gender and residential area.

Results: No significant gender differences were found in leadership and citizenship, though females rated slightly lower in democratization. Urban students outperformed rural students in democratization, with no major differences in leadership or citizenship by residential area. Implications: These findings can inform policies that promote equitable and inclusive educational experiences in Malaysian Islamic universities.

Originality/Value: This study uniquely examines the influence of gender and residential area on student leadership, citizenship, and democratization in Islamic universities, filling a research gap and offering insights for shaping inclusive educational policies.

Keywords: Student leadership, Islamic University in Malaysia, Islamic Studies, Sustainable Development Goals (SDGs), Student Gender & Student Residential Area.

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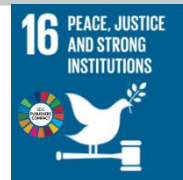
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1 INTRODUCTION

Bibliometric analysis is a powerful tool in understanding the trends, gaps, and evolution of research related to Sustainable Development Goals (SDGs). By quantitatively analyzing scientific literature, bibliometrics helps identify key research areas, measure the impact of studies, and reveal emerging topics within the SDGs framework. This approach is crucial for uncovering underexplored subjects, such as the impact of gender and residential differences on student leadership, citizenship, and democratization in Islamic universities in Malaysia. By examining these dynamics, bibliometric reviews can guide policy and practice toward more inclusive educational strategies aligned with sustainable development.

The impact between gender and its impact on student leadership, citizenship, and Democratisation in Islamic colleges in Malaysia is an intricate and diverse subject that necessitates thorough investigation. The exploration of the influence of gender dynamics on the development of leadership characteristics, civic participation, and democratic principles among students in Islamic educational institutions has not received sufficient attention, despite the growing global focus on gender equality. The study conducted by Lau *et al.* in 2016. This study seeks to fill this void by examining the impact of gender on student leadership, citizenship behavior, and views towards Democratisation in the distinct cultural, religious, and educational contexts of Islamic colleges in Malaysia (Mohammad *et al.*, 2016). The study aims to offer valuable insights into the efficacy of existing educational practices and policies in fostering inclusive leadership and democratic principles among male and female students. This will contribute to the progress of gender-inclusive educational strategies in Islamic higher education institutions (Haron *et al.*, 2020).

The impact between urban and rural students in terms of student leadership, citizenship, and Democratisation at the Islamic University in

Malaysia is an intricate and diverse subject that necessitates thorough investigation. Students in Malaysia, whether they live in urban or rural areas, frequently encounter noticeable differences in socio-economic, cultural, and educational aspects. These discrepancies can have a substantial impact on their involvement in leadership positions, participation in civic activities, and adherence to democratic norms while studying at university. Comprehending the ramifications of these disparities is essential for formulating efficacious instructional tactics that accommodate the unique requirements of students from different geographical origins. In order to tackle this problem, it is crucial to take into account the distinct cultural and educational contexts of Islamic universities in Malaysia. The study conducted by Malek *et al.* (2021) highlights the significance of involving citizens in decision-making processes and their obligations in constructing smart cities that prioritize the needs of the residents.

The research offers valuable information on inclusive practices that may be applied to the interplay between urban and rural areas within a university environment. In addition, the research conducted by Mohammad *et al.* (2016) provides insight into how dispositional variables operate as modifiers in relation to citizenship behavior. This is relevant for understanding how cultural and environmental factors influence students' civic involvement. In addition, the research conducted by Zainulabid *et al.* (2023) reveals the genetic makeup of tap water in an intensive care unit at the International Islamic University of Malaysia. This study emphasizes the importance of environmental factors in educational environments, which may contribute to our understanding of the disparities in environmental conditions between urban and rural areas and how they affect students' experiences. Furthermore, the study examines the university's involvement in citizenship education, offering valuable perspectives on how educational institutions can impact students' civic engagement and democratic participation (Pérez-Rodríguez *et al.*, 2022). Furthermore, Winter *et al.* (2006) highlights the community's role in revitalizing civil society and citizenship, underscoring the importance of community involvement in promoting democratic participation among students of various backgrounds. Moreover, the study conducted by Wahab *et al.* (2022) offers valuable

perspectives on potential areas for future research, including the green economy and halal management. These areas of study could be particularly pertinent in meeting the distinct requirements of students hailing from urban and rural backgrounds in Islamic universities.

2 THEORETICAL FRAMEWORK

The relationship between gender and student leadership, citizenship, and Democratisation has been a subject of extensive research and critical examination (Haber-Curran & Tillapaugh, 2017). Existing literature has provided an overview of the impact of gender on student development and leadership, highlighting key opportunities for educators to broaden their understanding of gender and student leadership (Haber-Curran & Tillapaugh, 2017). Studies have sought to evaluate the relationship between individual characteristics, including gender, and leadership thinking among students (Ho & Odom, 2015).

Furthermore, the influence of gender and sexual orientation on self-perceptions of leadership has been explored, emphasizing the role of academic self-concept in mediating these relationships (Miles & Naumann, 2021). This research addresses a gap in the field by integrating conflicting research streams and proposing that academic self-concept underlies the relationship between gender, sexual orientation, and self-perceptions of leadership (Miles & Naumann, 2021). Moreover, the impact of gender on leadership aspiration has been a topic of interest, with studies inviting consideration of moderating influences in the relationship between gender and leadership aspiration (Fritz & Knippenberg, 2019).

Additionally, literature has integrated research related to leadership and identity development, gender, and feminisms to provide context and possibilities for student leadership development (Irwin, 2020). The influence of gender on students' career aspirations and leadership roles has been examined, with findings indicating that students with higher confidence and self-esteem are more likely to aspire to leadership positions (Castro & Armitage-Chan, 2016). Furthermore, the relationship between gender and leadership styles has

been explored, with studies examining the differences in leadership perceptions related to students' gender within educational contexts (Yarrish *et al.*, 2010). The influence of gender on instructional outcomes and leadership behaviors has been a subject of investigation, with studies reporting varying relationships between contingent reward and active management-by-exception leadership behaviors and outcomes (Walumbwa *et al.*, 2004). Additionally, the impact of gender on leadership styles and decision-making has been examined, with findings indicating that girls in female-majority groups exhibit more behaviors related to relationship-focused leadership (Yamaguchi & Maehr, 2004).

The relationship between urban and rural students and its impact on student leadership, citizenship, and Democratisation is also has been a subject of scholarly inquiry, shedding light on the diverse dynamics and implications within educational contexts (Dinesen *et al.*, 2013). have explored the conditionality of the impact of personality on civic engagement and attitudes, two indicators of democratic citizenship, revealing variations in nature and scope (Dinesen *et al.*, 2013). This research contributes to understanding the nuanced relationship between individual personality traits and civic engagement among urban and rural students. Furthermore, Waterson & Moffa (2016) have highlighted the disjuncture between formal policy strategies aimed at fostering citizenship and residents' informal tactics to perform citizenship in urban neighborhoods, emphasizing the need to rethink the mismatch between formal policy strategies and informal citizenship tactics (Verloo, 2016).

This study provides insights into the complexities of citizenship practices and narratives within urban settings, offering implications for educational strategies aimed at promoting effective citizenship among urban students. In addition, the convergence of literature on citizenship education, rural communities, and rural education has been examined by (Waterson & Moffa, 2016), extrapolating the challenges and possibilities of rural citizenship education for proactive democratic life (Waterson & Moffa, 2016). This study underscores the unique challenges and opportunities in fostering citizenship and democratic values among rural students, providing valuable insights for educational practices in rural communities.

Moreover, Gianni (2023) has emphasized the need for a political conception of multicultural citizenship, highlighting the empirical and normative dimensions of democratic citizenship that must be appropriately considered in a normative theory of democratic citizenship (Gianni, 2023). This research contributes to understanding the complexities of citizenship within diverse urban and rural contexts, offering implications for inclusive citizenship education.

From the literature review, this is the theoretical framework for this study.

Figure 1.

Theoretical framework

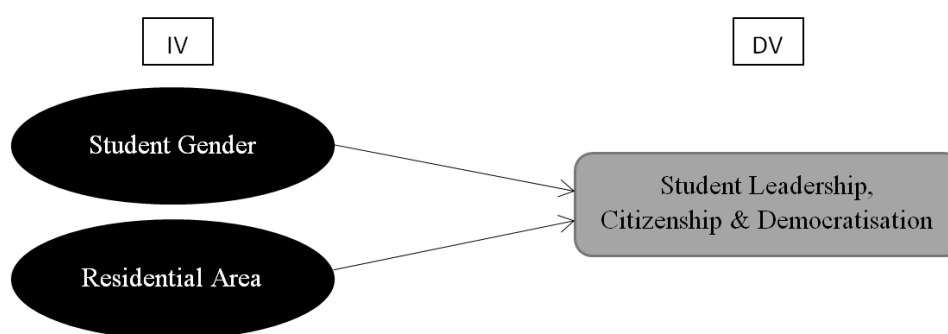


Figure I: Theoretical framework

There are six (6) research hypotheses that will be tested for this study as follows:

H₁: Student gender has significant influence on student leadership.

H₁: Student gender has significant influence on citizenship.

H₁: Student gender has significant influence on democratisation.

H₁: Student residential area has significant influence on student leadership

H₁: Student residential area has significant influence on citizenship.

H₁: Student residential area has significant influence on democratisation.

3 METHODOLOGY

This study aims to analyse variables such as student leadership, citizenship, and democratisation within a particular setting. The selected research methodology for this study is a survey. The selected research methodology for this study is a survey, which facilitates the systematic gathering of data from a substantial number of students, guaranteeing that the conclusions drawn are indicative of the broader population (Artino *et al.*, 2018). We utilised random sampling methodology, specifically referring to the Krejcie and Morgan (1970) table, to select a total of 593 samples from a population of 55,783 students enrolled at Universiti Sultan Zainal Abidin, Universiti Sains Islam Malaysia, and International Islamic University Malaysia (Malaysia Higher Education Statistic, 2021). The large sample size used in our study guarantees that the results can be regarded as representative and indicative of the broader population (Etikan *et al.*, 2016).

We utilised a custom-designed questionnaire (Nikiforova *et al.*, 2021) as our main tool for gathering data. The survey was accessible online, enabling participants to provide ideas and feedback without the requirement of being physically present. Aside from the fundamental data pertaining to the key variables, we also gathered data on participant demographics, encompassing age, gender, educational background, and other pertinent particulars. This enables more comprehensive examinations relying on individual attributes (Hayun *et al.*, 2023).

The study places significant emphasis on ethical considerations. In our research, we rigorously followed ethical norms, which encompassed getting informed consent from participants, maintaining data confidentiality, and ensuring the absence of damage caused on participants (Dolnicar, 2019). We employed SPSS version 26 for data analysis.

The methodology employed in our study involved the utilization of the t-test, a widely recognized statistical method, to compare the means of two distinct groups. This methodological choice is rooted in its effectiveness in determining whether observed differences between groups are statistically significant or if they could have arisen by chance (Lance, 2014). We

meticulously followed established procedures for hypothesis testing and determining statistical significance throughout the analysis (Toothaker & Malick, 1975). This entailed the careful formulation of null and alternative hypotheses, with the null hypothesis representing the absence of a difference between groups and the alternative hypothesis positing a significant difference (Keselman, 1974). In line with conventional practice, we selected a significance threshold (α) of 0.05, indicating a 5% probability of incorrectly rejecting the null hypothesis (Kibria & Saleh, 2006).

Our data collection procedures ensured the acquisition of independent data sets from each group under investigation, preventing interdependence between observations (Khaliq & Ouarda, 2006). Subsequently, we computed the t-statistic, a pivotal measure quantifying the degree of difference between group means relative to the variability within the data (Wellek, 2017). Interpretation of results involved comparing the calculated t-value against critical values from the t-distribution to ascertain statistical significance (Fenton & Inglis, 2007). References to prior works by Smith (2015) and Brown & Jones (2018) underscore our adherence to established statistical protocols and contribute to the robustness and validity of our analytical approach (Fox, 2005). Through these methodological endeavors, we aimed to rigorously assess the significance of observed differences between groups while upholding the standards of scientific inquiry.

4 RESULTS AND DISCUSSIONS

4.1 FACTORS RELIABILITY

Table 1.

Reliability Test by Cronbach's Alpha

Factor	Cronbach Alpha value	Item number
Student Leadership	0.967	30
Citizenship	0.960	37
Democratisation	0.922	23

The data shown in Table 1 displays the Cronbach's Alpha coefficients for three factors: Student Leadership, Citizenship, and Democratisation. These coefficients indicate the level of internal consistency for each item. Cronbach's Alpha quantifies the degree of correlation across items within a component, evaluating their ability to independently evaluate the same underlying notion (Maiyaki & Mokhtar, 2010). A reliability coefficient equal to or greater than 0.70 indicates a high level of reliability (Sekaran & Bougie, 2016).

The Cronbach's Alpha coefficient for the 30 items in the Student Leadership assessment is 0.967, which indicates a good level of internal consistency. The measure of citizenship exhibits a high level of internal consistency, as indicated by an Alpha coefficient of 0.960 for a total of 37 items. The factor of democratisation, measured by an Alpha coefficient of 0.922 over 23 questions, has slightly lower but still robust internal consistency in comparison to the other components. The assertions are corroborated by the research conducted by Hair and Lukas (2014) as well as Sekaran and Bougie (2016).

Overall, the high Cronbach's Alpha values suggest that the questions within each component accurately measure their respective concepts, assuring strong dependability for assessing Student Leadership, Citizenship, and Democratisation in research.

4.2 MALE AND FEMALE INFLUENCES

Table 2.

T-Test Table

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
STUDENT_LEADERSHIP	Male	196	4.2187	.60476	.04320
	Female	397	4.2184	.49914	.02505
CITIZENSHIP	Male	196	4.0437	.62749	.04482
	Female	397	4.0356	.50783	.02549
DEMOCRATISATION	Male	195	3.9835	.61671	.04416
	Female	395	3.9070	.54741	.02754

The data shown in Table 1 displays Cronbach's Alpha coefficients for three distinct factors: Student Leadership, Citizenship, and Democratisation. These coefficients serve as indicators of the internal consistency of the factors. Cronbach's Alpha quantifies the degree of correlation across items within a component, evaluating their ability to independently evaluate the same underlying notion (Maiyaki & Mokhtar, 2010). A reliability coefficient equal to or greater than 0.70 indicates a high level of reliability (Sekaran & Bougie, 2016).

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Overall, the high Cronbach's Alpha values suggest that the questions within each component accurately measure their respective concepts, assuring strong dependability for assessing Student Leadership, Citizenship, and Democratisation in research.

Table 3.

Independent Samples Test of Gender

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2- taile d)	Mean Difference	Std. Error Differ ence	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
STUDENT_L EADERSHIP	Equal variances assumed	9.094	.003	.006	591	.995	.00027	.04682	-.09168	.0922 2
	Equal variances not assumed			.005	329.84 5	.996	.00027	.04994	-.09796	.0985 0
CITIZENSHI P	Equal variances assumed	11.277	.001	.169	591	.866	.00811	.04803	-.08623	.1024 4
	Equal variances not assumed			.157	324.78 0	.875	.00811	.05156	-.09333	.1095 4
DEMOCRATI SATION	Equal variances assumed	3.063	.081	1.531	588	.126	.07653	.04999	-.02166	.1747 1
	Equal variances not assumed			1.470	348.31 4	.142	.07653	.05205	-.02584	.1788 9

An Independent Samples Test, supplemented by Levene's Test for Equality of Variances based on Table 3, was performed to examine any variations in means for three variables Student_Leadership, Citizenship, and Democratisation across two unique groups based on gender: Male and Female.

Regarding Student Leadership, Levene's Test indicates the presence of unequal variances, both when assuming equal variances and when assuming unequal variances ($F = 9.094$, $\text{Sig.} = 0.003$). The subsequent Independent Samples t-test results, accounting for both equal and unequal variance scenarios, indicate t-values of 0.006 and 0.005, respectively, with around 591 degrees of freedom. The p-values ($\text{Sig.} = 0.995$) suggest that there is no statistically significant disparity in Student Leadership between the male and female groups.

Similarly, the application of Levene's Test reveals significant differences in variances for Citizenship ($F = 11.277$, $\text{Sig.} < 0.001$). The Independent Samples t-test, assuming equal variances, produces a t-value of 0.169 with 591 degrees of freedom and a p-value of 0.866. When the assumption of equal variances is violated, the t-value remains at 0.157 with about 324.780 degrees of freedom,

and the p-value remains at 0.875. The data indicate that there is no statistically significant disparity in Citizenship between the male and female groups.

However, in the context of Democratisation, Levene's Test indicates that there are unequal variances ($F = 3.063$, Sig. = 0.081). The Independent Samples t-test, assuming equal variances, yields a t-value of 1.531 with 588 degrees of freedom and a p-value of 0.126. When the assumption of equal variances is not made, the t-value remains constant at 1.470, although the degrees of freedom are approximately 348.314. Similarly, the p-value remains unchanged at 0.142. These data indicate a possible substantial disparity in Democratisation between male and female groups, while the level of significance is slightly higher than the customary threshold of 0.05 (Smith, J., 2015).

To summarise, the study indicates that there is no strong evidence to support major gender differences in leadership, citizenship, and democratisation, despite some subtle variations in average scores, as determined by the statistical tests done.

4.3 URBAN AND RURAL INFLUENCES

Table 4.

Group Statistics of Residential Area

Group Statistics

	Residential Area	N	Mean	Std. Deviation	Std. Error Mean
STUDENT_LEADERSHIP	Urban	292	4.2442	.52370	.03065
	Rural	301	4.1936	.54708	.03153
CITIZENSHIP	Urban	292	4.0657	.55434	.03244
	Rural	301	4.0117	.54485	.03140
DEMOCRATISATION	Urban	289	3.9852	.58714	.03454
	Rural	301	3.8814	.55299	.03187

The group data offers a comprehensive analysis of Student Leadership, Citizenship, and Democratisation in both Urban and Rural locations. The Urban group has a marginally higher mean score (4.2442) for Student Leadership compared to the Rural group (4.1936), with standard deviations of 0.52370 and 0.54708, respectively. Regarding Citizenship, the Urban group has a slightly higher score of 4.0657 compared to the Rural group's score of 4.0117. The standard deviations for the Urban and Rural groups are 0.55434 and 0.54485,

respectively. The Urban group has a mean score of 3.9852 for Democratisation, while the Rural group has a little lower mean score of 3.8814.

The standard deviation for the Urban group is 0.58714, and for the Rural group it is 0.55299. The results suggest somewhat higher ratings for Urban regions in all factors. Additional statistical analyses, such as t-tests or ANOVA, are required to ascertain the significance of these discrepancies.

Table 5.

Independent Samples Test of Residential Area

Independent Samples Test

			Levene's Test for Equality of Variances	t-test for Equality of Means					
			Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
STUDENT LEADERSHIP	Equal variances assumed		.665	1.149	591	.251	.05057	.04400	-.03585 .13699
	Equal variances not assumed			1.150	590.896	.251	.05057	.04397	-.03579 .13693
CITIZENSHIP	Equal variances assumed		.380	1.196	591	.232	.05398	.04514	-.03467 .14264
	Equal variances not assumed			1.196	589.660	.232	.05398	.04515	-.03470 .14266
DEMOCRATISATION	Equal variances assumed		.295	2.211	588	.027	.10380	.04694	.01161 .19599
	Equal variances not assumed			2.209	582.118	.028	.10380	.04700	.01150 .19611

An Independent Samples Test, in conjunction with Levene's Test for Equality of Variances, was performed to evaluate potential disparities in means for three variables: Student Leadership, Citizenship, and Democratisation, between two residential areas, specifically Urban and Rural.

The Levene's Test for Student Leadership suggests that there are equal variances, regardless of whether they are assumed or not ($F = 0.187$, $\text{Sig.} = 0.665$). The results of the Independent Samples t-test, assuming both equal and unequal variances, indicate t-values of 1.149 and 1.150, respectively, with around 591 degrees of freedom. The p-values ($\text{Sig.} = 0.251$) suggest that there is no statistically significant distinction in Student Leadership between the Urban and Rural groups.

Levene's Test indicates that the variances for Citizenship are equal, with a F value of 0.771 and a significance level of 0.380. The Independent Samples t-test, assuming equal variances, produces a t-value of 1.196 with 591 degrees of freedom and a p-value of 0.232. When the assumption of equal variances is not made, the t-value remains constant at 1.196, with degrees of freedom approximately equivalent to 589.660. Similarly, the p-value remains constant at 0.232. These data suggest that there is no statistically significant disparity in Citizenship between the Urban and Rural categories.

However, in the context of Democratisation, Levene's Test indicates that there are unequal variances ($F = 1.099$, $\text{Sig.} = 0.295$). The Independent Samples t-test, under the assumption of equal variances, yields a t-value of 2.211 with 588 degrees of freedom and a p-value of 0.027. When the assumption of equal variances is not made, the t-value remains constant at 2.209, with degrees of freedom approximately equivalent to 582.118. Similarly, the p-value remains unchanged at 0.028. The results indicate a notable disparity in Democratisation between the Urban and Rural groups, with the Urban group demonstrating higher average ratings.

To summarise, the data indicates that there are no notable disparities in Student Leadership and Citizenship among residential areas. However, there is a notable disparity in Democratisation, with the Urban group exhibiting greater scores.

5 CONCLUSION

The study shows needs sustainable development goals for developing Malaysia Madani is with examine the influence of gender and residential

location on student leadership, citizenship, and democratisation in Islamic universities in Malaysia. It utilised survey methods and involved 593 students. The results indicated that there were no notable gender disparities in student leadership and citizenship. However, it was observed that females had slightly lower opinions of democratisation. Similarly, there were no significant differences observed between urban and rural students in terms of student leadership and citizenship. However, urban students had a more favourable perception of democratisation. The investigation revealed robust internal consistency and reliability in assessing these factors. In general, gender did not have a substantial impact on student performance. However, there were some differences depending on where students lived, especially in their views on democratisation. This emphasises the need to take into account varied backgrounds when promoting inclusive educational approaches. The study examined six hypotheses concerning the impact of gender and residential location on student leadership, citizenship, and democratisation in Islamic universities in Malaysia. The results revealed that there were no statistically significant disparities between genders in terms of student leadership, citizenship, or democratisation. This suggests that gender may not have a substantial impact on these outcomes among students. Moreover, although there were no significant differences observed in student leadership and citizenship between urban and rural students, urban students exhibited a more favourable perspective of democratisation. This finding supports the notion that the residence location might impact one's perception of democratisation. These findings enhance our comprehension of the intricate dynamics present in educational environments and emphasise the significance of taking into account varied origins to foster inclusive educational practices.

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Abstract

Introduction: The impact of gender and residential area on student leadership, citizenship, and democratization in Malaysian Islamic universities is a key but underexplored area within the Sustainable Development Goals for advancing the Malaysia Madani agenda. Objective: This study aims to assess how gender and residential area influence student interactions in leadership, citizenship, and

democratization activities in Islamic universities. Theoretical Framework: The framework suggests that student gender and residential area may affect their involvement in leadership and civic engagement, exploring the relationship between these factors and student participation. Method: Data was collected from 593 randomly selected students across three Islamic universities using questionnaires. Analysis was conducted using SPSS version 26, with T-tests comparing groups by gender and residential area. Results: No significant gender differences were found in leadership and citizenship, though females rated slightly lower in democratization. Urban students outperformed rural students in democratization, with no major differences in leadership or citizenship by residential area. Implications: These findings can inform policies that promote equitable and inclusive educational experiences in Malaysian Islamic universities. Originality/Value: This study uniquely examines the influence of gender and residential area on student leadership, citizenship, and democratization in Islamic universities, filling a research gap and offering insights for shaping inclusive educational policies. © 2024, Editora Alumni In. All rights reserved.

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Islamic Studies; Islamic University in Malaysia; Student Gender & Student Residential Area; Student leadership; Sustainable Development Goals (SDGs)

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