

Research on How the Youth Culture Affect Student's Academic Achievement in the Rural Area of Malaysia

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Abstract: This study investigates the influence of youth culture on academic achievement among students in rural Malaysia, utilizing Conflict Theory to examine three key dimensions: marriage values, employment aspirations, and academic goals. A questionnaire survey of 130 students from the University of Malaya reveals significant associations between academic performance (measured by CGPA) and factors such as marital status, anticipated salary, attitudes toward studying abroad, and criteria for selecting educational institutions. The findings highlight that rural youth encounter distinct challenges—including adherence to traditional marriage norms, limited employment prospects, and disparities in educational resources—that collectively impede academic success. To address these inequities, the study recommends policy interventions such as community-based educational support programs, localized vocational training initiatives, and improved access to educational resources. Although the study is constrained by its sample size, it emphasizes the importance of culturally sensitive strategies in advancing educational equity in rural Malaysia.

Keywords: Youth Culture; Academic Achievement; Rural Education; Conflict Theory

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1. Introduction

According to the Bakar (2023) ^[1], the education system in Malaysia had followed main goals of The Malaysia Education Blueprint since 2013, which mentioned five key purpose of the nation's future education, include: assessment, quality, equality, unity and efficiency. Aiming to facing the challenges of globalization and modernization in the 21th century, this blueprint mentioned several student's learning abilities in critical thinking, leadership, as well as encompassing knowledge, which required high quality teaching resources in school with favorable and convenient networking environment for learning, it is hard to be generalized to the total higher dimensional system (Bakar, 2023) ^[1].

Through the report of the Blueprint implementations in 2023 (Bush et al.) ^[2], education reforms follow this national outline may face several challenges in promoting education equity: 1), education policies are mainly from the up to down centralized decision-makings, without much operation spaces for executors, that may lead incompatibilities for regional educational institutions; 2), the compatibility of these common goals may be influenced by other profit issues, inside the educational bureaucracy in Malaysia, such as the allocations of education funds and related resources, etc.; 3), understandings for the policy among school leaders also could be influential factors in policy implementations. Besides, Closet (2013) ^[3]who had worked for a research team on Malaysia Education Blueprint 2013-2025, used to process a background investigation of this policy making, and highlight several potentially unreasonable factors for this

Blueprint, in: 1), current national examination system may not conform to the principle of education fairness, as it could be influenced by various complicating factors, and is hard to reconcile different education levels in all regions; 2) the allocation of educational funds might face issues of unfairness and inadequacy, to keep a balance between educational costs and retributions; 3), basic statistics of the Blueprint policy making may hold imperfections in sampling, because an exact standard was not be given publicly, which involved equal considerations for different regions and ethics.

It can be found that, although the educational equality had been one main goals in Malaysia education developments since the independence, specially aiming for the regional differences, it still holds faultiness in related educational policies which may show influence to the common goal of fairness, reference to continuing studies about the policy and its implementation effects (Sivalingam, 2020; Closet, 2013; Bakar, 2023) ^[4,3,1].

As for the development of Malaysia education among urban and rural area, under common policies from the government, in Sua's research in 2010 about the democratization of secondary education in Malaysia from 1990s, it mentioned that with the decision of national government in democratizing educations in secondary level, more opportunities had been provided to ensure the enrollment rate of students through expansions of local educational institutions through the education policies, which was considered as the horizontal expansion of educational democracy by scholar Sua, besides, vertical expansion was explained as the popularization of educational concepts among both rural and urban citizens, it would be more effectively to consider both vertical and horizontal issues in promoting democratizations (Sua, 2012) ^[5]. It means, without an improvement of the educational concepts among students and their families, students from rural areas and vulnerable groups might still face problems in being deprived of the education, even if they have opportunities to continue their study (Sua, 2012) ^[5].

Therefore, in order to address the imbalance at school level between different groups among rural and urban area in Malaysia, problems from the educational ideas should be highlighted, instead of just publishing supporting measures (Rahim & Chun, 2017) ^[6]. Studies of Marwan et al. (2012) ^[7] had pointed that one essential issues of the insufficiency in rural area are the lack of new bloods, especially for their economic system and school compositions. The brain drain was proved to be one crucial issue that hindering the economic development of Malaysia rural area, and similar situations could be found in their educational expansions, a lack of high-quality teacher resource had become one urgent problem for regional education reforms (Marwan et al., 2012; Rashid et al., 2019) ^[7,8].

In this research, the conflict theory will be used in identify influential youth culture issues inside the Malaysia educational among rural spaces, based a current situation of economic and school development in these areas. With considerations of supporting policies inside the national common goals and its implementations, problems of educational inequalities may be presented systematic with categories, supporting analysis from target questionnaire will be given to verify the correlation between student's academic achievements and influential issues we had detected about the rural youth cultures.

2. Argument of the Issues

Youth culture was considered refer to a complex of psychological features, spiritual needs, lifestyles, behavior patterns and values of youth, as a social group with certain context (Valentine et al., 1998) ^[9]. This cultural could be influenced by various factors, such as family atmosphere, school ethos, society ideology, economic development and education states, and mainly include concrete culture, which is characterized by reality and imitability, such as clothing, language, fashion, etc. (Valentine et al., 1998) The youth culture might dominate individuals' young lives through its conceptual components about aesthetics, value orientations, ideal pursuits, marriage and love, etc., and show long-term implications to youth's future life choices (Schwartz & Merten, 1967) ^[10]. Research from Heilbrunner (2008) ^[11] highlighted the close coherences between youth culture in certain nations and their social ideologies, involved the fashion trends, mass media, political, fashion, arts, and consumptions. Therefore, in order to a discussion of students' academic performance in Malaysia, features of their youth culture will be referenced as the main object in element excavations.

According to previous studies of the youth culture in Malaysia, Wider et al. (2021) ^[12] had mentioned the influences of

students' study attitudes from their ideas about marriage and family identities, it was stated that especially for the females in Malaysia, their preference of marriage may influence their choice in future studies, someone who prefer early marriage may lose chance of higher education enrolments because of their family responsibilities, and their value in marriage might also show influence in their school performance. Besides, employment outlooks inside the youth culture would also show influences to students' study records, mainly from the perspective of their learning motivations (Yusof et al., 2017) ^[13]. In Yusof et al.'s study (2017) ^[13], universities in Malaysia are facing a problem of gender imbalance, the proportion of their female students is gradually surpassing that of male students, one hypothesis inside this research is: males are more prefer to obtain employments, so they may not willing to working harder for their courses results; the other hypothesis for the phenomenon highlighted that males may have more privileges than females to get into the higher quality educational institutions or overseas universities. It shows that students' employment concepts and their academic pursuits related to the youth culture, could be considered as influential factors for their academic performance. As discrepancy of youth cultural issues could be found clearly among different regions in Malaysia, characteristics of rural paces' youth cultural can be identified through sociological theories, aims to the development of students' educational concept among these places, and a realize the educational equity in more appropriate ways (Wider et al., 2021) ^[12].

The Conflict Theory that developed by Karl Marx will be applicated to find effective issues of rural student academic states, through a review of the youth culture. The arguments will follow three basic categories that had been highlighted in the last part: 1) youth culture about marriage values, 2) youth culture about the youth's employment, and 3) youth culture about students' academic pursuits. Specific issues will be identified through this process, cooperating with supporting literatures, and will be verified through the questionnaire data analysis in the next part.

2.1. Issues from youth marriage values

Competition for scarce resources among different social groups could lead to social injustices in many areas, especially the competition for higher quality education and jobs with fat salaries, therefore, social stratification structure caused by this inequality, become one main research object of the Conflict Theory in sociological researches (Simon, 2016) ^[14]. With the context of Malaysia, social groups from the rural area were pointed to have less opportunities for higher quality educations and well-paid works, compared with most of the urban groups, from a case study among rural young woman (Gikonyo, 2006) ^[15]. A historical survey in 2006 (Gikonyo) ^[15] had showed that young woman from the countryside of Malaysia used to under lower levels of education attainment, and their contributions are mostly limited to unskilled and manual works, which might lead early marriage and more educational disenfranchisements, at that time.

This situation was gradually improved by women's empowerment activities and nation's emphasis on rural development, age of marriage for woman has risen in recent years, which means more female students become more accessible for higher educations than before (El-Mubarak & Ogunbado, 2017) ^[16]. However, the remains of traditional cultural norms and values may still show influences to young individuals, and shaping their attitudes and behaviors (Laksono et al., 2021) ^[17]. These cultural issues involved: 1), the early marriage norms from some youth cultural in rural space, that may lead a shifting of students' attentions from study to their marriage readiness (Kohno et al., 2020) ^[18]; 2), because of the rural area in Malaysia used to face limited educational opportunities, which may lead to norms about: the education is not useful enough for individual's future development, and could not fulfill the marriage expectations, this perception could affect students' learning motivations (Jones, 2017) ^[19]; 3), students in rural area may have more limited exposure to alternatives, as the regional development imbalance still exists, less new bloods has been added to rural constructions, it may be hard for students to deeply influenced by new concept of being educated inside this surrounding, but more traditional kinds, this situation may cause a narrower outlook on their future possibilities and goals (Rashid et al., 2019) ^[8].

Influenced by the youth culture about marriage choice in rural Malaysia, current researches had shown some possible connections between their marriage values and student's academic performance, this will be considered as an independent variable in the data analysis part.

2.2. Issues from youth employment ideas

Difference between regional economic industry structures among urban and rural areas in Malaysia, had influenced citizens employment ideas, especially for youth groups (Rashid et al., 2019) ^[8]. Through a research of Malaysia unemployment problem among graduates in 2018 (Azmi et al.) ^[20], comprehensive abilities of graduates involved language skills, communication skills, innovation abilities, etc., are considered to be the key to their employment rate, in order to the improvement of the employment rate, some schools trend to optimize their subject content system to suit the social needs under the modernization and globalization transforms.

As for student from rural areas, although the convenient transportation and popularization of internet had made the spread of culture no longer limited by regions, leading concepts followed the modern and global trends may not totally integrate into their cultural life, transformations among university subjects could not suit most employment posts in rural area, as well with the exist problem of unbalanced development (Azmi et al., 2018; Yusof & Jamaluddin, 2015; Esa et al., 2021) ^[20,21,22]. These maladaptive factors from youth employments reflected in university education models, may cause the mismatching between student under rural cultural surroundings and their academic evaluation criteria, and influence their academic performance.

Therefore, employment ideas among respondents could also be considered as independent variables in the questionnaire survey, and be identified more specifically in the data analysis part.

2.3. Issues from youth academic pursuits

As one influential part for youth academic achievement, academic pursuits was considered to shape individuals course arrangements, and be influenced by students' capital budget, growth environment, cognitive difference and informational differences, which could be reinforced by class differences reference to the Conflict Theory (Mensah & Nizam, 2016; Hassan & Al-Jubari, 2016; Simon, 2016) ^[23,24,14].

Reference to previous studies in Malaysia youth academic choices, Yusof et al. (2017) ^[13] pointed that with vigorous promotions of overseas study by the Malaysian government, more students in Malaysia especially the undergraduate trend to study abroad for higher education levels, and this decision was proved to lead a higher CGPA of their university courses. However, although Malaysia government trend to provide scholarships for overseas studies, supports from their parents and other heavy pay expenses of staying aboard also challenged many students, according to Azmi et al. (2018) ^[20], many students without high-quality family background need to followed their parents' requirement in earning money after their graduate, instead of continue studies. In addition, Yusof et al. (2017) ^[13] point that for Malaysia students, studying abroad required a lot financial supports and good English abilities, preferable internship experiences and extracurricular activities participations are also necessary for them to do applying works, which owned more opportunities by big cities, instead rural places, and show unfair factors among different social groups, in resource occupancy and information uses. According to features of the youth culture, numbers will show directly influences with each other in value judgement and action plannings, it means specific youth groups may have common academic pursuits, and students from different cultural groups which may be divided by territory characters (such as urban and rural) may show different academic pursuit (Halstead, 2005) ^[25].

In this research, financial conditions and plans about studying abroad will be considered in the questionnaire design, to see its consequence in students' academic performance.

2.4. Methodology

2.4.1. Participants

In this study, we purposely choose the students of University of Malaya as the research object, as they represent the thoughts and attitudes of the younger generation in Malaysia to a certain extent. The investigation and correlation analysis of their different personal value orientations will not only help us gain a deeper understanding of Malaysian youth culture, but also provide us with broader research conclusions. The number of participants was 130, a relatively large sample size to support the reliability and validity of the study.

2.4.2. Data collection method

Online questionnaire is a flexible and efficient method of data collection, which can effectively obtain opinions and feedback of participants on a national scale (Yarosh et al., 2014) ^[13]. For this research, a comprehensive 45-question questionnaire was designed to ensure that multiple aspects of information were covered. Three parts of the questionnaire are organically combined, from personal information, academic status to career planning, covering all aspects of the lives of youths in Malaysia, through this structured questionnaire design, we were able to systematically explore the associations among different factors.

2.4.3. Measurements

The choice of “Student CGPA” as the dependent variable was based on the objectivity and consistency of academic performance. At the same time, we pay attention to factors such as students’ concept of marriage, employment, and education, which may have a potential impact on academic performance. By exploring the relationship between these factors, we were able to reveal how Malaysian youth’s attitudes towards different life domains affect their academic achievement.

2.4.4. Statistical Techniques

After collecting all the questionnaires, data cleaning and preprocessing is a critical step to ensure the accuracy of the research. The number of valid questionnaires is 130, which shows the active participation of the participants and provides us with a sufficient data base. As a tool for data processing and analysis, SPSS software can help us explore the relationship between different factors more deeply and draw meaningful conclusions from it.

The application of statistical techniques such as percentage, frequency distribution, cross-tabulation and chi-square test provides us with a wealth of data description and analysis methods. Through cross-tabulation and chi-square test, we can quantify the correlation between different factors, so as to gain an in-depth understanding of the relationship between student achievement and students’ ideas of marriage, employment, and further education. At the same time, the analysis of percentage and probability distribution helps to present the preference distribution of participants for different choices and plans, and provides support for the comprehensiveness of the research conclusions.

3. DATA ANALYSE & DISCUSSION

Among all 130 respondents, their academic level will be showed in the form of their CGPA as the target variable. According to the **Figure 1**, its obvious that most respondents’ grade points above 3.0, and only 4.6% of them had grade points below 3.0 or were unable to obtain grades, 51.5% of the respondents had their GPA in 3.7 or above. As these sample are from University of Malaysia, which students were considered to hold good abilities in studying, and with supporting of good education resources, limitations in diversity of samples’ family background and study levels may be showed through this data analysis, in identifying the influences from different youth cultural issues, but independents with youth marriage values, youth employment ideas, and youth academic pursuits can be identified specifically with this certain group, culture’s factors in rural spaces will be used in the data explanations when correlations become apparent.

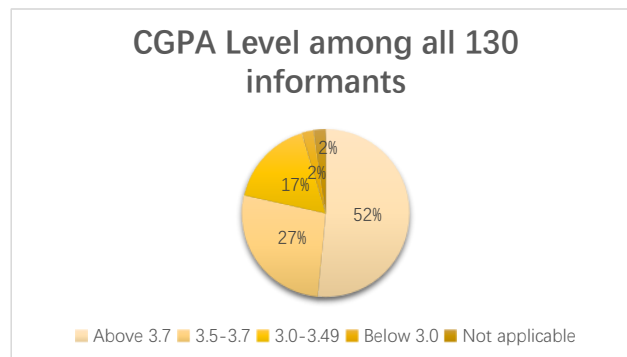


Figure 1. CGPA Level among all 130 informants

3.1. Issues of youth's marriage situations

Combing with related analysis in the argument part of this research, the marriage value among Malaysia students in their youth culture may show influence to their academic performance (Gikonyo et al., 2006) ^[22]. Although all these respondents are from the same academic level (same major in semester one), their marital status might also influence their GPA status, because of their attentions to studies and family responsibilities (Gikonyo et al., 2006) ^[22].

Table 1. the crosstab of students' marital status and their latest CGPT states.

Crosstab				
		Maritalstatus		Total
		Single	Married	
What is your latest CGPA?	Above 3.7	100.0%		100.0%
	3.5-3.7	100.0%		100.0%
	3.0-3.49	100.0%		100.0%
	Below 3.0	100.0%		100.0%
	Not applicable	33.3%	66.7%	100.0%
Total		98.5%	1.5%	100.0%

Through this Crosstab, 98.5% of the 130 respondents were single, and only 1.5% of the respondents were married. Among them, the students who can obtain accurate grade points are all single, and among the interviewees who cannot obtain personal grade points temporarily, 1/3 are single. Respondents' marital status distribution is extremely uneven, result through a Chi-Square Tests will be showed as follows.

Table 2. the Chi-Square Tests of students' marital status and their latest CGPT states.

Chi-SquareTests			
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	85.990 ^a	4	0.000
Likelihood Ratio	16.848	4	0.002
Linear-by-Linear Association	22.589	1	0.000
N of Valid Cases	130		

The results of chi-square test (P-value less than 0.05) showed that students' marital status has an impact on students' grades. Considering that the respondents' marital status distribution is extremely uneven, this correlation can be questioned and required future studies with other sample groups. What can be confirmed is that in the university states, students in Malaysia show low interests in getting marriage, which can not fit our assumptions about the early marriage, at this educational level.

3.2. Issues of youth employment ideas

In the detection of influential youth culture issues through their employment ideas, their attitudes in several questions about job opportunities, work plan, and expected salary, had been collected and highlighted to corresponds our analysis in youth employment ideas.

3.2.1. Result on: What type of job will you be looking for upon completing your study

Response to the employment needs of the economic students, question about: *What type of job will you be looking for upon completing your study?* Was added in this analysis to explore the correspondences between their job preference and their academic performances.

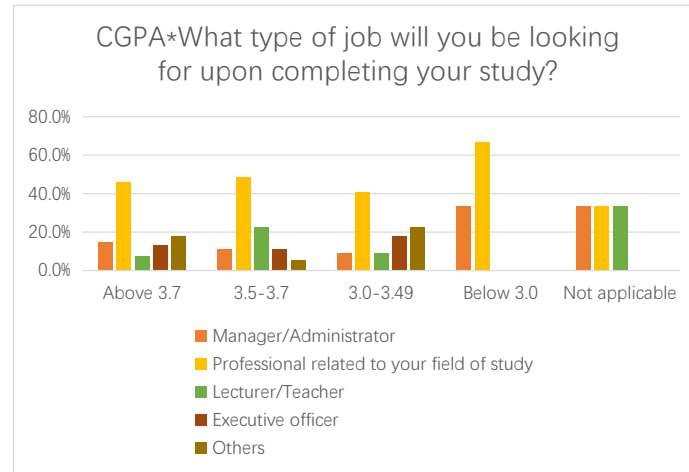


Figure 2. type distribution of students' CGPT and their ideal job types.

According to the chart two, nearly half (46.2%) of the respondents expressed interest in becoming professionals in their field of study, and across different GPA ranges, the respondents tended to have the largest proportion of such jobs, indicating that most students still tend to choose a career related to their major. Respondents with lower GPAs tended to be more interested in becoming professionals in their field or in becoming lecturers/teachers. Respondents with higher GPAs were more inclined to managerial and administrative positions, while those with intermediate GPAs were interested in professional roles and teaching positions. These data seem to indicate differences in the career aspirations of respondents with different grades. The Chi-Square result among students' academic performance and their job preference will be shown as follows.

Table 3. the Chi-Square Tests of students' academic performance and their job preference.

	Chi-Square Tests		
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	14.404 ^a	16	0.569
Likelihood Ratio	15.598	16	0.481
Linear-by-Linear Association	0.280	1	0.597
N of Valid Cases	130		

Reference to Table 3, these data seem to indicate differences in the career aspirations of respondents with different grades. However, the chi-square test results showed that there was no significant relationship between the two (P-value greater than 0.05).

3.2.2. Result on: student's Expected Salary after graduates

In order to detect the relation between student's academic achievement and their expected salary, question involved different salary degrees, to corresponds previous analysis about students' career expectations and their course grade.

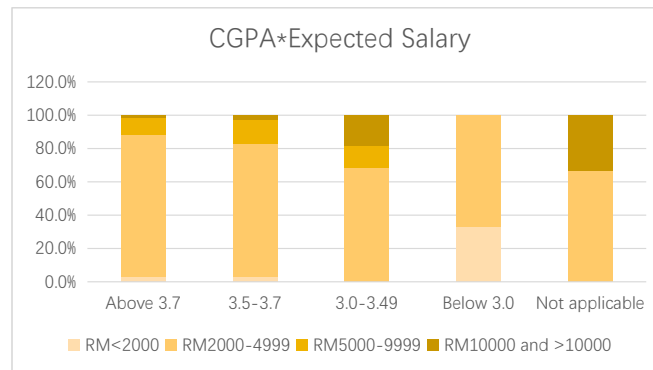


Figure 3. result of CGPA and students' Expected Salary.

Reference to the chart three, among all respondents, the majority (80.0%) expected a salary in the range of “RM2000-4999”, a smaller proportion expected a salary in the range of “RM5000-9999” (11.5%) and “RM10000 and >10000” (5.4%) category. Respondents with a CGPA higher than 3.7 expect their salary to be mainly in the range of “RM2000-4999” (85.1%), followed by “RM5000-9999” (10.4%), and a small part of them are in the range of “RM<2000” (3.0%) and “RM10000 and >10000” (1.5%) range. The expected salary of individuals with a CGPA between 3.5 and 3.7 is mainly in the range of “RM2000-4999” (80.0%), some people expect “RM5000-9999” (14.3%), and some people expect the salary to be in the range of “RM<2000” (2.9%) and “RM10000 and >10000” (2.9%) categories. The majority (68.2%) of respondents with a CGPA in the range of 3.0-3.49 expected a salary of “RM2000-4999”, while 18.2% expected salary is in the range of “RM10000 and >10000”, and the remaining 13.6% expect “RM5000-9999”. Among the respondents with a CGPA below 3.0, 66.7% expect the salary to be in the range of “RM2000-4999”, and the remaining 33.3% of people expect “RM<2000.” The data show that based on different expected salary distributions for different CGPA ranges, higher CGPAs are generally associated with higher salary expectations.

Table 4. the Chi-Square Tests of CGPA and students' Expected Salary.

	Chi-Square Tests		
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.014 ^a	12	0.015
Likelihood Ratio	16.548	12	0.167
Linear-by-Linear Association	4.788	1	0.029
N of Valid Cases	130		

The results of chi-square test further provide evidence for this corresponds. The P-value of 0.015 is less than 0.05, which indicates that there is a statistically significant relationship between salary expectations and student achievement at the 95% significance level.

3.2.3. Result on: Which country do you prefer to work?

According to the above analysis, students' choice of future employment location may also be influenced by youth culture and affect their grades (Rashid & Misnan, 2019) ^[8]. This question aims to identify the relations between student's grade and their ideal work places.

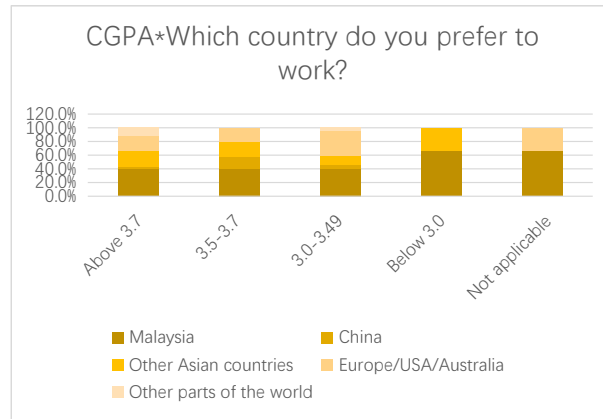


Figure 4. result of CGPA and students' ideal work place.

Table 4. the Chi-Square Tests of CGPA and students' ideal work place.

Chi-Square Tests			
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	18.260 ^a	16	0.309
Likelihood Ratio	20.983	16	0.179
Linear-by-Linear Association	1.062	1	0.303
N of Valid Cases	130		

Figure 4 shows that, among all respondents, the majority (41.5%) prefer to work in Malaysia, followed by Europe/US/Australia (23.1%), other Asian countries (21.5%) and other regions (6.9%). A smaller proportion (6.9%) expressed their preference to work in China. Although the results of the chi-square test showed no statistically significant relationship between country preference for future jobs and student achievement ($P\text{-value} > 0.05$), the respondents' data highlighted Malaysia as the most Favoured countries to work in, but there are some differences in preferences for other regions based on academic achievement. Europe/US/Australia also emerged as popular choices, especially among respondents with CGPAs between 3.0 and 3.49.

3.3. Issues of youth academic pursuits

Based on the arguments of youth academic pursuits, students' financial conditions, plans about studying abroad and their considers on schools' attractive will be specifically identified through analysis in several related questions with the dependent variable of their CGPA.

3.3.1. Result on: Why did you choose this program?

Reasons of why students choose a major, was considered to relate many factors of the youth culture, such as their motivation, and the expectations of their parents. This analysis of question: *why do you choose this program?* seeks to clarify the relationship between students' achievement levels and their motivations for choosing a major.

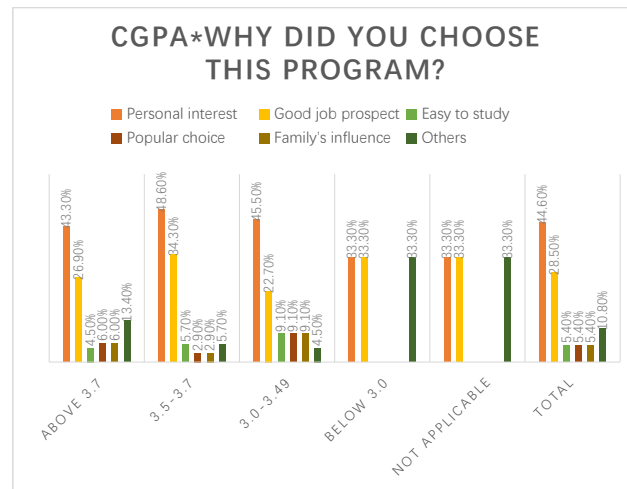


Figure 5. result of CGPA and why student choose their program.

The vast majority of respondents chose their majors because of personal interests, and nearly 50% of the respondents with average grade points above 3.0 chose their current majors because of personal interest, among the respondents with average grade points above among the respondents below 3.0, the proportion of this reason has decreased. The second main reason is professional employment prospects, nearly 30% of the students chose to choose the current courses for the reason of employment prospects. From the results of crossable, the reason for choosing a major does not seem to show a significant correlation with student performance, and the results of the chi-square test also verified this conjecture.

Table 5. the Chi-Square Tests of CGPA and why student choose their program

Chi-Square Tests			
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	9.683 ^a	20	0.974
Likelihood Ratio	9.880	20	0.970
Linear-by-Linear Association	0.000	1	0.990
N of Valid Cases	130		

3.3.2. Result on: Why did you choose this program?

As for student's attitudes to study abroad, most of the respondents show highly interested in working and studying abroad (about 50%), 28.5% of the respondents performs neutral, only around 30% of the respondents have no much interest in working and studying abroad. From the histogram (**Figure 6**), it can be seen that the higher the grade point of the students, the proportion of students who want to work and study abroad increases, and the proportion of students who do not intend to do so decreases significantly.

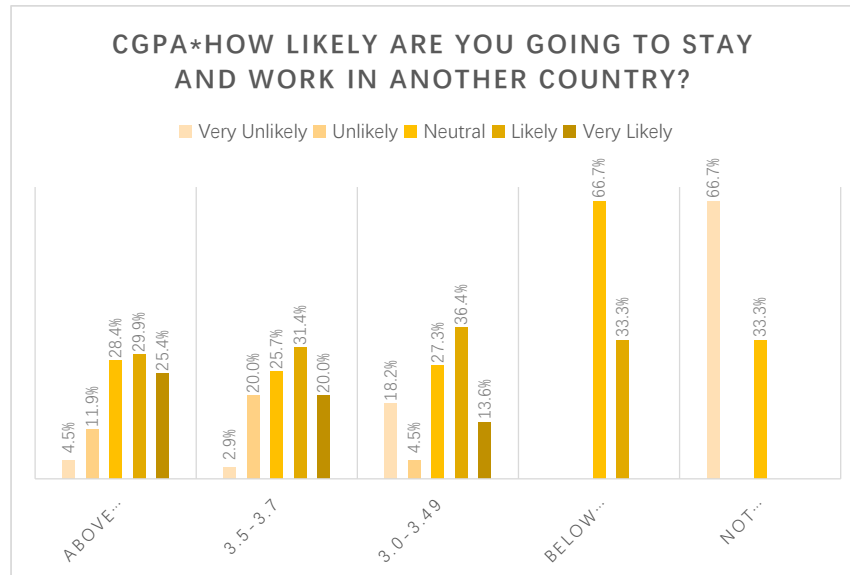


Figure 6. result of CGPA and students' attitude to study abroad.

The result of the chi-square test is that the P value is equal to 0.034 and less than 0.05, which means that the null hypothesis is rejected at the 95% significance level, that is, there is a statistically significant relationship between the willingness of students to work and study abroad and student performance.

Table 6. the Chi-Square Tests of CGPA and students' attitude to study abroad

	Chi-SquareTests		
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	27.734 ^a	16	0.034
Likelihood Ratio	21.697	16	0.153
Linear-by-Linear Association	5.979	1	0.014
N of Valid Cases	130		

3.3.3. Result on: How important are the following considerations in influencing your choice of the university to pursue higher studies?

For the issue: *Good reputation/highly ranked*, students' judgement values in their educational institution selecting process can be showed in this analysis about their school selection basis. The result shows that across all respondents, 53.1% of them rated a university's reputation/high ranking as "important", and 36.9% rated it as "very important". The majority of respondents (7.7%) rated it as "neutral", while a small minority (1.5%) rated it as "not important" or "not important at all". University reputation and high rankings are valued by a large proportion of respondents across all CGPA ranges, with a significant proportion of them rating it as "important" or 'very important'. This importance generally increases with CGPA, suggesting that academically better performers tend to prioritize university reputation and rankings when making higher education decisions. The results of the chi-square test also verified this conjecture, with a P-value of less than 0.01, indicating that at the 99% significance level, there is a statistically significant relationship between the importance attached to school reputation and rankings and student performance.

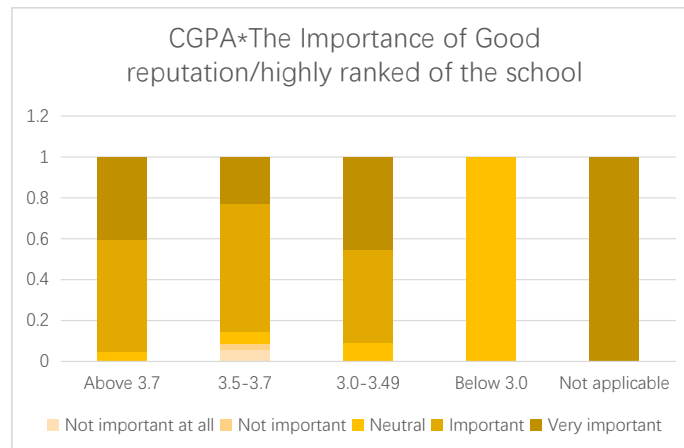


Figure 7. result of CGPA and The Importance of Good reputation/highly ranked of the school

Table 7. the Chi-Square Tests of CGPA and The Importance of Good reputation/highly ranked of the school

Chi-Square Tests			
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	53.709 ^a	16	0.000
Likelihood Ratio	33.957	16	0.006
Linear-by-Linear Association	0.538	1	0.463
N of Valid Cases	130		

In addition, considering another issue in their *cost* and their judgement values in selecting educational institutions. Among all the respondents, 43.1% of the students considered the cost of schooling to be “important”, and a large proportion (44.6%) considered the cost of schooling to be “very important”. A small percentage (10.0%) was neutral, while only a small percentage thought it was “not important” or “not important at all”. The data shows that the cost of schooling consideration is important to most respondents across the CGPA range. The emphasis on cost of education tends to increase with lower CGPA, suggesting that those with lower academic achievement tend to prioritize cost more when making higher education decisions. However, cost remains an important factor for students across all CGPA ranges, highlighting its pervasive influence on university choice as well as academic performance. The results of the chi-square test also verified this conjecture, with a P-value of less than 0.05, indicating that at the 95% significance level, there is a statistically significant relationship between the degree of emphasis on cost and student performance.

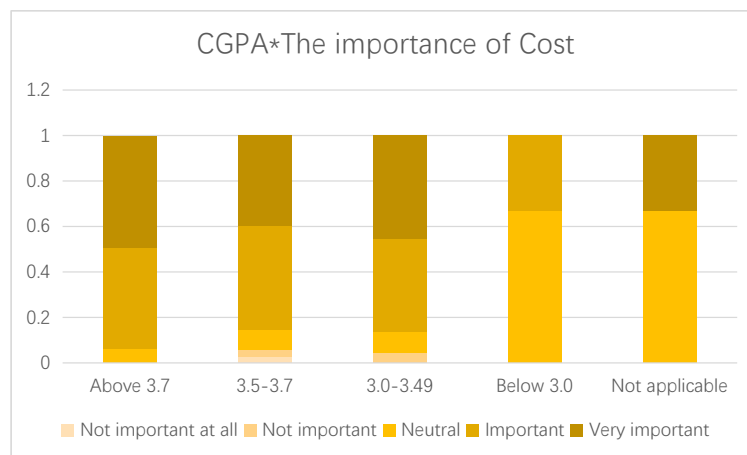


Figure 8. result of CGPA and The Importance of Cost.

Table 8. the Chi-Square Tests of CGPA and The Importance of Cost

	Chi-SquareTests		
	Value	df	AsymptoticSignificance(2-sided)
Pearson Chi-Square	29.372 ^a	16	0.022
Likelihood Ratio	21.814	16	0.149
Linear-by-Linear Association	6.246	1	0.012
N of Valid Cases	130		

4. Conclusion

To conclude the result of this questionnaire survey, three main issues in student's marriage, student's employment ideas, and academic pursuits was identified in through the Chi-square test, it shows correlations between student's academic performance (in CGPA style) and several sub-factors, include: 1) students' marital status, 2) their expected salary, 3) their ideal work place, 4) their motivations for choosing a major, 5) their attitude to study abroad, 6) their judgement values in selecting schools (in terms of school reputations and its costs), all these issues were considered to show differences among urban areas and rural spaces in Malaysia reference to the arguments with the Conflict Theory. Although this research sample hold obvious limitations in individual diversity, such as: in the question of marital status, there is a problem of uneven sample distribution. It still holds reference values in solution designs for unbalanced problems in regional education development in Malaysia.

Based on the findings we identified through this research, several suggestions can be concluded, to support the development of Malaysia education among urban and rural area:

- Aiming to the issues of youth marriage values, the government can publish more nuanced measures, to provide policies in cultivating educationally supportive marital with specific environment necessitates. Functions of the community organizations can be used to hold related publicity activities and mediation activities to deal with problems with contradictions between marital and academic plans among local students, and aiming to students' parents who may be deeply influenced by traditional ideas, community can adopt appropriate incentive measures, to guide them change their inherent ideas.

However, the government must be very cautious about the empowerment of the community, to avoid the unauthorized use of power by the community in this process.

- Reference to specific issues in youth employment concepts, that were highlighted in this research, and might

show influence to students' academic achievement in rural area. Reasonable solving strategies can be establishing localized vocational training centers, to support the economic restricting in rural areas, by encouraging rural entrepreneurship, and offering popular business ideas and techniques with the total modernization and globalization development. Students under these transformations could better suit to the employment-oriented education in modern universities, and gain more opportunities in high quality internships and social practices. All these consequences could benefit to students' academic development in rural Malaysia.

- In order to promoting students' motivations in studying, and better help them to establish better academic plannings, mobile libraries and learning centers can be provided to increase students' resource accessibilities. In addition, the government needs to provide more attractive talent policies, to ensure the quality of teachers in schools in rural areas, so as to improve the academic achievements of students in these places.

For future studies, researches on relations between youth culture and students' academic achievement in the Rural area in Malaysia, can involve more investigation samples, to ensure the diversity of the respondents. Besides, more potential elements of the youth culture can be identified through the Conflict theory except the marriage values, employment concepts and academic pursuits, to show contributions in solving the unbalanced education issues.

Disclosure statement

The author declares no conflict of interest.

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