

Factors Influencing Students Voting Behaviour: Pre and Post IIUM Students' Representatives Council's Election 2014

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Abstract

The objectives of the study are to identify and rank the factors that influence students' voting behavior before and after the International Islamic University Students' Representative Council election, 2014. The data are collected using survey questionnaires. First, this study is conducted by focusing on students at International Islamic University Malaysia (IIUM) prior to the students' representative council election 2014. The numbers of respondents are 206 students for pre-election survey and 230 students for post election survey. The methodologies used are descriptive statistics, factor analysis and non-parametric techniques using Kruskal-Wallis test. The results from factor analysis show four new factors which influence students' voting behavior for pre IIUM SRC election 2014. Those factors are being labeled as 1) Manifesto, 2) Group Affiliation, 3) Candidates and 4) Status-Qua. However, for post IIUM SRC election 2014, three new factors have been constructed which are 1) Candidate and direct manifesto, 2) Group Affiliation and 3) Indirect manifesto.

Keywords: Election, Voting behavior, Students Representative Council, Candidates, Campaign

INTRODUCTION

The aim of this paper is to distinguish between the factors that influenced the students to vote for candidates before and after the Students' Representative Council Election (SRC) 2014. Studying those factors is important in order to identify the students' interest to involve in the election. Furthermore, it can identify the qualified candidates that can represent them at the university level. Thus, since the university had the target of 70% turn out to be achieved, this study can help to explain partly why some candidates get more votes and some get less votes. By studying those factors, the study also hopes to explain part of the process of students' election at the university.

STUDENTS REPRESENTATIVES COUNCIL'S ELECTION

The election is an annual process conducted to elect the students leaders at the university level. The system of the election is based on the group representative constituencies where each kulliyah will have two representatives and for general seats should have five seats. The following is the seats for all kulliyah at International Islamic University, Malaysia.

Table 1: Kulliyah and Seats

KULLIYAH	Seats
Kulliyah of Architecture and Environment Design	2
Kulliyah of Economic and Management Science	2
Kulliyah Of Engineering	2
Human Science Division	2
Islamic Revealed Knowledge Division	2
Kulliyah of Information and Communication Technology	2
Kulliyah of Language and Management	2
Kulliyah Of Education	2
Ahmad Ibrahim Kulliyah Of Law	2
General Seats	5
TOTAL	23

Sources: Election Secretariat, Gombak Campus, 2014.

Candidates

Any qualified students can contest in the election. For the kulliyah seats, only the candidates from the kulliyah can contest. For general seats, any international students (non-Malaysians) can contest. However, those candidates must have the following qualifications; [1]

- a. Obtained a CGPA of not less than 2.70
- b. Has passed through at least one academic year and has yet to undergo at least one academic year to graduate from the university.
- c. Has a good moral character
- d. Has good leadership examples
- e. Has never been found guilty of any disciplinary offence with a minimum fine of RM200.00
- f. Free from any charges initiated by the disciplinary authority
- g. Has never been promoted on probation
- h. Has never been required to repeat one or more semester
- i. Has a good understanding of the university's expectation as well as appreciate the government's aspiration

In order to ensure they are qualified for the elections, the candidates must get the recommendations from the Deputy Dean (Students Affairs), the principal of mahallah and the Legal Adviser. The candidate must also be supported by a proposer and two seconders from the same kulliyah.

The candidates must present for the English proficiency test before qualifying to become the candidate. Furthermore, all candidates must present with all the seconders and the proposer during the nomination day which was conducted on November 15, 2014. The following are the list of candidates after the nomination day.

Table 2: Candidates and Kulliyah

No	Kulliyah	Numbers took form	Numbers recommended by Deputy Deans	Numbers submitted forms for nomination
1	AIKOL	8	5	5
2	KAED	7	3	5
3	KENM	13	8	3
4	KICT	3	3	3
5	KIRK	5	5	3
6	HS	6	6	5
7	KLM	2	2	2
8	KOE	9	6	3
9	KOED	5	5	4
10	INTERNATIONAL	8	8	8
	TOTAL	66	51	41

Table 2 shows the total numbers of candidates submitted their form for nomination. After the period of nomination the Election Commission decided that all 41 candidates qualified to contest after all objections were rejected by the Commission.

Campaign

All candidates were given four days for the campaign. During the campaign, the candidates were allowed to use poster which consists of the manifesto and their achievements to attract the voters. They may also organize rally with the approval from the university authority. Most of the campaigns are focused at the kulliyah since the candidates aimed to attract the voters from the kulliyah. However, for the general seats, the candidates have to campaign at the hostels, outside the library, cafeteria, kulliyah and many others since the voters are distributed at different kulliyah.

Voters

The election is decided by the registered and active undergraduate students who are qualified to become the voters. This definition exclude the students on leave of absent (study leave), pre-sessional and bridging programme, exchange students, part-timer, distance learning, Re-admissions and dismissed students, suspended, short term programme, and allied students (twinning programme) [2]. Thus for 2014 out of the

15,804 registered students, 13,552 are considered as eligible voters. Among those students, 1728 are international voters who also vote for general seats. The voters were given the ballot papers to cast their votes.

Table 3: Voters by Kulliyah

KULLIYYAH	ELIGIBLE VOTERS
KAED	1284
KENM	2199
KOE	3039
HS	2765
IRK	1338
ICT	981
KLM	192
KOED	403
AIKOL	1351
TOTAL	13552

Sources: AMAD for Election Secretariat, Gombak Campus, 2014

From the above voters, only 68% of the total voters turned out during the election. The following table shows the voters turn out.

Table 4: Overall Voters Turn Out

SEATS	ELIGIBLE VOTERS	TURN OUT	PERCENTAGE
LOCAL	11633	8319	71.51%
INTERNATIOANL	1728	857	49.59%
TOTAL	13361	9176	68.68%

Sources: Election Secretariat, 2014

Figure 1: Overall Voters Turn Out

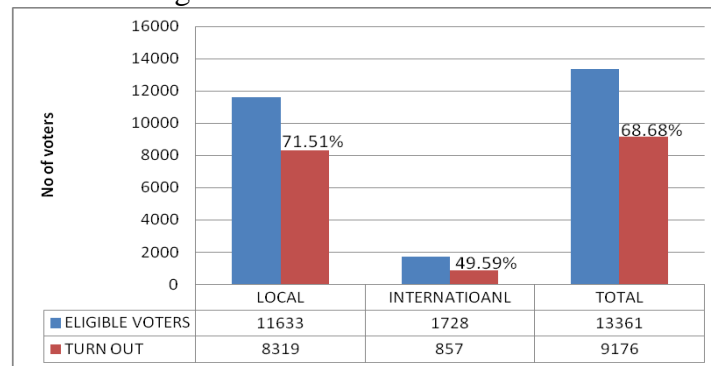


Table 5 shows the list of voters’ turn out based on the Kulliyah. In turn of numbers, the Kulliyah of Engineering has the highest followed by Human Sciences and then Economics. However, interm of percentage, KLM has the highest, followed by KOED and then IRK. For 2014, the university only provide star point of 5

and book voucher for 30% discount for any book bought at IIUM Book Store as an incentive to students to cast their vote.

Table 5: Voters Turn Out by Kulliyah

KULLIYYAH	ELIGIBLE VOTERS	TURN OUT	PERCENTAGE
KAED	1284	853	66.43%
KENM	2199	1504	68.39%
KOE	3039	1949	64.13%
HS	2765	1742	63%
IRK	1338	1092	81.61%
ICT	981	632	64.42%
KLM	1	1	100%
KOED	403	344	85.36%
AIKOL	1351	1059	78.39%
TOTAL	13361	9176	68.68%

Sources: Election Secretariat, 2014

The Results

The result was announced after the counting process which began after the polling station was closed at 5:00 p.m. The counting was done manually. The two candidates that score the highest were announced the winners. For the general seats, the first five candidates with the highest votes were the winners. The following table shows the result of the election;

Table 6: Candidates and Votes Obtained

KULLIYYAH/ CANDIDATES	VOTES	KULLIYYAH/CANDIDATES	VOTE
AIKOL AHMAD SYAFIQ AIZAT FATIN NABILA NUR ADLIN HANISAH AZZAN AZNAN AHMAD MUQRI SYAHMI	492 429 424 375 370	KOE AZIZUL HAFIZ HARON SHARIFAH ZULAIHA ABDULLAH MUHAMMAD AZAM ASRI	1424 1491 731
KENMS HANIF MAHPA MUHAMMAD ABID ZAIDAN FAUZI MOHAMAD FAKHRUL RADZI ZAINUDIN	1191 991 636	KOED MOHD SOLIHIN CHE ROZALI NOR FATEN BELINA NOOR SHUKRI ABDUL RAHMAN ABDUL RAHIM SITI HAJAR MOHD RAIS	227 161 156 136
KICT NUR FADHILAH MOHD AZHAR LEE BARIAH ROSMAWADI	453 354	HUMAN SCIENCES DIVISION WAN AIDA LIYANA WAN ABDILLAH MOHD HAFIZUDDIN MOHD	1039 848

MUHAMMAD ANWAR RAHMAT	349	YAHAYA MUHAMMAD YUSUF ALBAKRI ABD MANAP MOHD NAJMUDDIN AYOB NAZREENA MOHAMMED YASEN	649 478 309
KAED NUR AFIQAH ZULKIFLI MUHAMMAD IRFAN ZAINAL NURUL SHUHADA SHAMSUDDIN MOHAMMAD ZARIF MOHD ZAHARI NUR MUSRIFAH SAIFUL BAHARI	546 541 227 226 89	ISLAMIC REVEALED KNOWLEDGE DIVISION NIZAMUDDIN MOHD ARIF KAIYISAH NURULSYAKUR YUSOF NIK FATIMA AMIRAH NIK MUHAMAD	948 689 490
KLM NUR ADLINA ABD AZIZ SITI LAILATUL NUJWA SUHAIMI	WUC WUC		
INTERNATIONAL SEATS			
ABDUL MAJED AHMED NABILA AKHYAR MUHAMMAD ABDULLAH ALI MURAT AIDIN MOHAMMED KAMIL MUSAB	540 539 478 468 452	HAMZA BENZAZZI SHAIFULLAH UMAR B. QUSHEM	451 397 313

Sources: Election Secretariat, 2014

The result shows some improvement in form of the students' participations in the election. First, the total turns out increased from 57% to 68%. Second, only seats at the Kulliyyah of Language and management were won uncontested. There was an increase in the number of candidates for most of the seats. 2014's election also showed the highest number of candidates for the general seats participated by the international candidates. Thus after elaborating at the electoral system, process and the outcomes, this study now tries to analyze the possible factors influencing the students to vote. In order to get better results, the study is designed by comparing the possible factors identified by the students before the elections with the factors identified after the conduct of the election.

METHOD OF COMPARISON

Table 7 present the methodology that being used in this study. This study is based on a survey through questionnaire. The data is significant because it is distributed to quite a big sample and even more compare to what has being suggested by Coakes, J. C., and Ong, C. [3]. They state that one hundred sample sizes are acceptable. However, to run the factor analysis, the sample size must be more than two hundred respondents. For pre IIUM SRC election 2014, there are 206 students' while for post IIUM SRC election 2014, there are 230 students' respondents from International Islamic University Malaysia. The figures are more than what have

being suggested by Coakes, J. C., and Ong, C., [4]. SPSS is used to perform statistical analysis on the data collected from the survey forms. The methodologies used are descriptive statistics, reliability analysis, factor analysis and non-parametric technique using the Kruskal-Wallis test.

The reliability coefficient that always been used is more than 0.6 [5]. This suggestion also being mentioned by Kroz, M., Feder [6] who stated that the cronbach's Alpha value for questionnaire should be more than 0.65. Throughout this study, the cronbach's Alpha results for the pre IIUM SRC election 2014 is 0.844 for 30 items while the cronbach's Alpha for the post IIUM SRC election 2014 is 0.947 for 39 items, which indicates the internal consistencies of the scales.

Table 7: Methodology

Methodology	Pre IIUM SRC Election 2014	Post IIUM SRC Election 2014								
Method	Based on survey	Based on survey								
Number of respondents	206 students	230 students								
Focus group	Kulliyyah of Economics and Management Sciences and Kulliyyah of Islamic Revealed Knowledge and Human Sciences	Kulliyyah of Economics and Management Sciences and Kulliyyah of Islamic Revealed Knowledge and Human Sciences								
Reliability Statistics	<table border="1"> <tr> <td>Cronbach's Alpha</td> <td>N of Items</td> </tr> <tr> <td>0.844</td> <td>30</td> </tr> </table>	Cronbach's Alpha	N of Items	0.844	30	<table border="1"> <tr> <td>Cronbach's Alpha</td> <td>N of Items</td> </tr> <tr> <td>0.947</td> <td>39</td> </tr> </table>	Cronbach's Alpha	N of Items	0.947	39
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RESULTS

Factor Analysis for pre and post IIUM SRC election 2014

Table 8 below present the pre and post IIUM SRC Election 2014. There are two tests that can be used to measure the sampling adequacy in order to determine the factorability of the whole matrix. The two tests are Bartlett's test of Sphericity and the Kaiser-Meyer-Olkin. Table 8 reports the KMO and Bartlett's test respectively for pre and post IIUM SRC election 2014. For pre IIUM SRC election 2014 the value of Bartlett's test of Sphericity is significant ($p=0.000$) while, the Kaiser-Meyer-Olkin value is 0.857. For post IIUM's SRC election 2014, the value of Bartlett's test of Sphericity is significant ($p=0.000$) while, the Kaiser-Meyer-Olkin value is 0.906.

As being suggested by Coakes, J. C., and Ong, C [7], if the Bartlett's Test of Sphericity is significant ($p<0.001$) and if the Kaiser-Meyer-Olkin measure is greater than 0.6 then factorability exists. Based on this result, it is applicable to continue with the Factor Analysis in order to study the factors influencing students voting behaviour for pre and post IIUM SRC election 2014.

Table 8 also presents the total variance explained at four stages for factors influencing students voting behaviour for pre IIUM SRC election 2014. Four factors were extracted because their eigenvalues are greater than 1. Figure in Table 2 shows the scree plot for the factor analysis for pre IIUM SRC election 2014. By using the Catell's scree test, it is decided to retain four components for further investigation. For post IIUM SRC election 2014, the total variance explained at three stages for factors influencing students voting behaviour.

Three factors were extracted because their eigenvalues are greater than 1. Figure in Table 8 shows the scree plot for the factor analysis. By using the Catell, R. B. [8] scree test, it is decided to retain three components for further investigation.

In this rotated factor matrix, there are factor loadings that must be selected. The results show for the pre IIUM SRC election 2014, there are four new factors that are successfully constructed using factor analysis (Principal Component Analysis). These four new factors are the factors influencing students’ decision for voting. There are 18 items that belong to these four factors. According to Catell, R. B. [9] factor that loadings 0.32 and below is considered less good. While, variable with factor loadings equal 0.32 to 0.45 is considered average. So, the study removes items with loading less than 0.40.

To identify which items belong to what factor, the study performs the Varimax Rotation Method with Kaiser Normalization. After performing this method, Factor 1 comprised of four items with factor loadings ranging from 0.651 to 0.836. Factor 2 comprised of four items with factor loadings ranging from 0.753 to 0.853. On the other hand, Factor 3 comprise of six items with factor loadings ranging from 0.508 to 0.771. The last factor that loadings ranging from 0.559 to 0.792 are belong to Factor 4.

For post IIUM SRC election 2014, the results show that there are three new factors that are successfully constructed using factor analysis (Principal Component Analysis). These three new factors are the factors influencing students’ decision for voting. There are 18 items that belong to these three factors. To identify which items belong to what factor, the study performs the Varimax Rotation Method with Kaiser Normalization. After performing this method, Factor 1 comprised of ten items with factor loadings ranging from 0.516 to 0.805. Factor 2 comprised of six items with factor loadings ranging from 0.587 to 0.893. The last factor that loadings ranging from 0.688 to 0.767 are belong to Factor 3.

For the pre IIUM SRC election 2014, 17.751% of the variance would be explained for manifesto factor. So manifesto factor is the first factors influencing students voting behaviour followed by group affiliation factor, candidates’ factor and the last factor is status quo factor. On the other hand, for post IIUM SRC election 2014, 34.534% of the variance would be explained for candidate & direct manifesto factor. So candidate & direct manifesto factor is the first factor influencing students voting behaviour followed by group affiliation factor, and the last factor is indirect manifesto.

Table 8: Result for Pre and Post IIUM SRC Election 2014

Result	Pre IIUM SRC Election 2014			Post IIUM SRC Election 2014		
KMO and Bartlett’s test	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.857	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.906
	Bartlett's Test of Sphericity	Approx. Chi-Square	1641.510	Bartlett's Test of Sphericity	Approx. Chi-Square	2643.885
		Df	153		Df	153
		Sig.	.000		Sig.	.000
The Total Variance Explained	Factor	Rotation Sums of Squared		Factor	Rotation Sums of Squared	

	Loadings					Loadings																																																																								
	Total	% of Variance	Cumulative %			Total	% of Variance	Cumulative %																																																																						
	1	3.195	17.751	17.751		1	6.216	34.534	34.534																																																																					
	2	2.898	16.103	33.854		2	3.675	20.417	54.951																																																																					
	3	2.851	15.837	49.691		3	1.863	10.349	65.300																																																																					
	4	2.234	12.410	62.101																																																																										
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Rotated Factor Matrix	<table border="1"> <thead> <tr> <th rowspan="2">Items</th> <th colspan="4">Component</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Manifesto must be stated clearly</td> <td>.836</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The manifesto must be achievable</td> <td>.827</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I prefer a manifesto that is related to students need</td> <td>.783</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A good manifesto can influence the voters</td> <td>.651</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I prefer candidate that represent the Jamaah</td> <td></td> <td>.853</td> <td></td> <td></td> </tr> <tr> <td>I choose candidate that have strong Jamaah influence</td> <td></td> <td>.818</td> <td></td> <td></td> </tr> </tbody> </table>				Items	Component				1	2	3	4	Manifesto must be stated clearly	.836				The manifesto must be achievable	.827				I prefer a manifesto that is related to students need	.783				A good manifesto can influence the voters	.651				I prefer candidate that represent the Jamaah		.853			I choose candidate that have strong Jamaah influence		.818			<table border="1"> <thead> <tr> <th rowspan="2">Items</th> <th colspan="3">Component</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>I prefer a manifesto that is related to students need</td> <td>.805</td> <td></td> <td></td> </tr> <tr> <td>Manifesto must be stated clearly</td> <td>.803</td> <td></td> <td></td> </tr> <tr> <td>I prefer candidate that have good public speaking</td> <td>.802</td> <td></td> <td></td> </tr> <tr> <td>A good manifesto can influence the voters</td> <td>.792</td> <td></td> <td></td> </tr> <tr> <td>Candidate must have wide experience in activities and society level</td> <td>.790</td> <td></td> <td></td> </tr> <tr> <td>The manifesto must be achievable</td> <td>.788</td> <td></td> <td></td> </tr> </tbody> </table>				Items	Component			1	2	3	I prefer a manifesto that is related to students need	.805			Manifesto must be stated clearly	.803			I prefer candidate that have good public speaking	.802			A good manifesto can influence the voters	.792			Candidate must have wide experience in activities and society level	.790			The manifesto must be achievable	.788		
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	I vote for Jamaah that promote strong Islamic values		.807				I prefer a candidate that can influence the authority decision making	.767		
	I prefer Jamaah that have good connection with the university authority		.753				I prefer candidate with good personality	.764		
	I prefer candidate with good personality				.771		I prefer a candidate with free disciplinary action	.646		
	I prefer a candidate that have high academic achievement				.682		I prefer a candidate that have high academic achievement	.516		
	Candidate must have wide experience in activities and society level				.679		I choose candidate that have strong Jamaah influence	.893		
	I prefer a candidate with free disciplinary action				.614		I prefer candidate that represent the Jamaah	.865		
	I prefer candidate that have good public speaking	.442			.540		I vote for Jamaah that promote strong Islamic values	.754		
	I prefer a candidate that can influence the authority decision making	.406			.508		I prefer Jamaah that have good connection with the university authority	.714		
	I vote based on group interest				.792		Qualities of the candidates must be on group affiliation	.661		
	Qualities of the candidates must be on group affiliation				.726		I vote based on group interest	.587		
							I prefer manifesto that highlight the university policies			.767
							I have easy access to the content of the manifesto			.688

	I prefer manifesto that highlight the university policies				.632		
	I have easy access to the content of the manifesto				.559		
Name of New Factors with the % of Variance	Factor	Name	Percentage of Variance		Factor	Name	Percentage of Variance
	1	Manifesto	17.751		1	Candidate & Direct Manifesto	34.534
	2	Group Affiliation	16.103		2	Group Affiliation	20.417
	3	Candidates	15.837		3	Indirect manifesto	10.349
	4	Status Quo	12.410				

Demographic Variable and Factors Influencing Student Voting Behaviour

Pre Election Survey

Table 9: Statement of hypotheses for pre

No	Null Hypothesis
1.	There is no significant mean difference between year of study on factors influencing student’ voting behaviour
2.	There is no significant mean difference among students involvement in society on factors influencing students’ voting behaviour
3.	There is no significant mean difference among type of Kulliyah on factors influencing students’ voting behaviour

Year of Study and Voting Behaviour

The first null hypothesis statement suggests that there is no significant mean difference between years of study on factors influencing students’ voting behaviour. Table 10 represents the results of the non-parametric test using the Kruskal-Wallis Test for the four new factors influencing students’ voting behaviour.

From Table 10, it is shown that there is a significant mean difference between year of study and group affiliation (Factor 2), ($X^2 = 13.610$, $p < 0.05$, $p = 0.003$). On the other hand, the results also showed that there are no significant mean differences between years of study on all other factors other than factor 2 that influence students vote. ($p > 0.05$).

Table 10: Kruskal-Wallis Test between years of study

Factor	Chi-Square	Asymp. Sig.
Factor 1	2.395	0.495
Factor 2	13.610	0.003
Factor 3	1.370	0.713
Factor 4	2.876	0.411

Table 11 represents the mean rank for Factor 2; group affiliation factor. The mean rank for first year students on group affiliation factor is 114.83, second year students (83.65), third year (79.49) and fourth year (107.61). So students in first year had the highest mean rank compared to other years of study for group affiliation (Factor 2). This means that the first year students will vote based on the group affiliation compared to other level of students.

Table 11: Mean Rank between year of study for Group Affiliation

Factor 2		N	Mean Rank
Group Affiliation	First year	122	114.83
	Second year	31	83.65
	Third year	35	79.49
	Fourth year	18	107.61

Involvement in Society and Voting Behaviour

The second null hypothesis statement suggests that there is no significant mean difference among students involvement in society on factors influencing students' voting behaviour. Table 12 represents the results of the non-parametric test using the Kruskal-Wallis Test for the four new factors influencing students' voting behaviour.

From Table 12, it is shown that there is a significant mean difference among students involvement in society and candidates (Factor 3), ($X^2 = 11.847$, $p < 0.05$, $p = 0.001$). On the other hand, the results also showed that there are no significant mean differences among students involvement in society on all other factors other than factor 3 that influences students voting behaviour. ($p > 0.05$).

Table 12: Kruskal-Wallis Test between involvements in society

Factor	Chi-Square	Asymp. Sig.
Factor 1	0.224	0.636
Factor 2	2.606	0.106
Factor 3	11.847	0.001
Factor 4	0.030	0.862

Table 13 represents the mean rank for Factor 3; candidates' factor. The mean rank for students who active in society on candidates' factor is 116.85 compared to students who do not active in the society (88.20). Based on this finding, students who active in society or club will look at candidates' factor during the election compared to non-active students.

Table 13: Mean Rank between involvement in society for Candidates

Factor 3		N	Mean Rank
Candidates	Active	110	116.85
	Non-active	96	88.20

Kulliyah and Voting Behaviour

The third null hypothesis statement suggests that there is no significant mean difference among type of Kulliyah on factors influencing students' voting behaviour. Table 14 represents the results of the non-parametric test using the Kruskal-Wallis Test for the four new factors influencing students' voting behaviour.

From Table 14, it is shown that there is a significant mean difference among type of Kulliyah and group affiliation (Factor 2), ($X^2 = 13.278$, $p < 0.05$, $p = 0.000$). On the other hand, the results also showed that there are no significant mean differences among type of Kulliyah on all other factors other than factor 2 that influence students voting behaviour. ($p > 0.05$).

Table 14: Krukal-Wallis Test between Kulliyah

Factor	Chi-Square	Asymp. Sig.
Factor 1	3.406	0.065
Factor 2	13.278	0.000
Factor 3	1.066	0.302
Factor 4	0.769	0.381

Table 15 represents the mean rank for Factor 2; group affiliation factor. The mean rank for students in Kulliyah of Economics on group affiliation factor is 118.78 compared to students in Kulliyah of IRKHS (88.55). The findings show students at different Kulliyah may have different support to candidate based on group affiliation. Students from Kulliyah of Economics give more priority to candidates on group affiliation compared to IRKHS students.

Table 15: Mean Rank between Kulliyah for Group Affiliation

Factor 2		N	Mean Rank
Group Affiliation	Kulliyah of Economics	98	118.78
	Kulliyah of IRKHS	107	88.55

Post Election Survey

Table 16: Statement of hypotheses for post

No	Null Hypothesis
1.	There is no significant mean difference between voting experience on factors influencing student voting behaviour
2.	There is no significant mean difference between year of study on factors influencing student voting behaviour
3.	There is no significant mean difference between students intake on factors influencing students voting behaviour

Voting Experience and Voting Behaviour

The first null hypothesis statement suggests that there is no significant mean difference between voting experience on factors influencing students' voting behaviour. Table 17 represents the results of the non-parametric test using the Kruskal-Wallis Test for the three new factors influencing students' voting behaviour.

From Table 17, it is shown that there is a significant mean difference between voting experience and indirect manifesto (Factor 3), ($X^2 = 7.666$, $p < 0.05$, $p = 0.022$). On the other hand, the results also showed that there are no significant mean differences between voting experience on all other factors other than factor 3 that influence students vote ($p > 0.05$).

Table 17: Kruskal-Wallis Test between voting experience

Factor	Chi-Square	Asymp. Sig.
Factor 1	2.938	0.230
Factor 2	2.714	0.257
Factor 3	7.666	0.022

Table 18 represents the mean rank for Factor 3; indirect manifesto factor. The mean rank for first time voters on indirect manifesto factor is 104.71, many time voters (128.59) and students that never vote (99.70). So students that have voted for many time had the highest mean rank compared to other. This means that the indirect manifesto had influenced the many time voters compare to students that who voted for the first time.

Table 18: Mean Rank between voting experience for Indirect Manifesto

Factor		N	Mean Rank
Indirect manifesto	First Time	114	104.71
	More than one	106	128.59
	Never	10	99.70

Year of Study and Voting Behaviour

The second null hypothesis statement suggests that there is no significant mean difference between years of study on factors influencing students' voting behaviour. Table 19 represents the results of the non-parametric test using the Kruskal-Wallis Test for the three new factors influencing students' voting behaviour.

From Table 19, it is shown that there is a significant mean difference between year of study and group affiliation (Factor 2), ($X^2 = 7.375$, $p < 0.10$, $p = 0.061$). In addition, the results also shown that there is a significant mean difference between year of study and indirect manifesto (Factor 3), ($X^2 = 8.014$, $p < 0.10$, $p = 0.046$).

Table 19: Kruskal-Wallis Test between years of study

Factor	Chi-Square	Asymp. Sig.
Factor 1	1.817	0.611
Factor 2	7.375	0.061
Factor 3	8.014	0.046

Table 20 represents the mean rank for Factor 2 and Factor 3; group affiliation factor and indirect manifesto factor. The result shows that the first year students are more influenced by the group affiliation compare to other level of students. On the other hand, the third and fourth year students are more influenced by the indirect manifesto. This is also consistent with the findings which show that those who voted for more than one time are more influenced by the indirect manifesto.

Table 20: Mean Rank between years of study for Group Affiliation and Indirect Manifesto

Factor		N	Mean Rank
Group Affiliation	First year	113	126.38
	Second year	54	102.94
	Third year	38	98.87
	Fourth year	25	118.54
Indirect Manifesto	First year	113	104.59
	Second year	54	117.59
	Third year	38	137.71
	Fourth year	25	126.54

Students Intake and Voting Behaviour

The third null hypothesis statement suggests that there is no significant mean difference between students intake on factors influencing students' voting behaviour. Table 21 represents the results of the non-parametric test using the Kruskal-Wallis Test for the three new factors influencing students' voting behaviour.

From Table 21, it is shown that there is a significant mean difference between students intake and candidate & direct manifesto (Factor 1), ($X^2 = 8.112$, $p < 0.05$, $p = 0.000$). In addition, the result also showed that

there is a significant mean difference between students intake and indirect manifesto (Factor 3), ($X^2 = 5.269$, $p < 0.05$, $p = 0.022$)($p > 0.05$).

Table 21: Kruskal-Wallis Test between students intake

Factor	Chi-Square	Asymp. Sig.
Factor 1	8.112	0.004
Factor 2	0.009	0.924
Factor 3	5.269	0.022

Table 22 represents the mean rank for Factor 1 and Factor 3; candidate & direct manifesto factor and indirect manifesto factor. The results proposed that the Ex-CFS students are more influenced by the candidate & direct manifesto and indirect manifesto compare to direct intake students.

Table 22: Mean Rank between students intake for Candidate & Direct Manifesto and Indirect Manifesto

Factor		N	Mean Rank
Candidate & Direct manifesto	Ex-CFS	175	122.51
	Direct Intake	55	93.21
Indirect Manifesto	Ex-CFS	175	121.15
	Direct Intake	55	97.54

Summary for pre and post IIUM SRC Election 2014.

Table 23: Summary Relationship between Demographic Variable and Voting Behaviour

Pre- Election			
No.	Demographic Variable	Voting Behaviour	Results
1.	Year of Study	Group Affiliation	<ul style="list-style-type: none"> First year students will vote based on the group affiliation compared to other level of students.
2.	Involvement in Society	Candidate	<ul style="list-style-type: none"> Students who active in society or club will look at candidates' factor during the election compared to non-active students.
3.	Type of Kulliyah	Group Affiliation	<ul style="list-style-type: none"> Students from Kulliyah of Economics give more priority to candidates on group affiliation compared to IRKHS students.
Post-Election			
4.	Voting Experience	Indirect Manifesto	<ul style="list-style-type: none"> Indirect manifesto had influenced

			the many time voters compare to students that who voted for the first time.
5.	Year of Study	Group Affiliation and Indirect Manifesto	<ul style="list-style-type: none"> • First year students are more influenced by the group affiliation compare to other level of students. • On the other hand, the third and fourth year students are more influenced by the indirect manifesto.
6.	Students Intake	Candidate & direct Manifesto and Indirect Manifesto	<ul style="list-style-type: none"> • Ex-CFS students are more influenced by the candidate & direct manifesto and indirect manifesto compare to direct intake students.

CONCLUSION

Election is an importance element of democratic process which must be participated by as many as possible voters. Therefore, as future leaders of the nation, the young generation must be exposed to the real process of election. Other than party, the candidates are the main focus of the election. They must be able to attract the attention of the voters. Therefore, a better qualified candidate must be offered by party in order to ensure the good result for the election. Candidates must get proper trainings and skills to enhance their personality, leadership skills, communication skills, social media skills and most importantly the public speaking skill. Manifesto of the candidates are very crucial to represent the candidates. The manifesto must be direct. It must related closely to the voters. Thus, it must cater their concern like welfare issues. Manifesto should not be very indirect. It means very general. It focuses on big issues and less related to the voters. Thus a good and brilliant candidate will for sure design a very precise, up-to-date, and attractive manifesto to be used throughout the election campaign.

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