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TABLE of CONTENTS

A BIBLIOMETRIC ANALYSIS ON WORKING CAPITAL MANAGEMENT IN SME Nor Razuana Amram ^{1*} , Noor Hidayah Zainudin ² , Nazihah Wan Azman ³ & Nuur Atikah Ghazali ⁴	1 -15
LEVERAGING BLOCKCHAIN FOR ENHANCED SOCIAL AND ENVIRONMENTAL ACCOUNTABILITY: A CONCEPTUAL FRAMEWORK Roshidah Safeei ^{1*} , Nor Asni Syahriza Abu Hassan ²	16 -29
PENEROKAAN FAKTOR-FAKTOR PENGETAHUAN TEKNOLOGI PEDAGOGI KANDUNGAN YANG MEMPENGARUHI AMALAN STRATEGI PENGAJARAN KREATIF DALAM PENDIDIKAN ISLAM Jahidih Saili ^{1,2*} , Muhamad Suhaimi Taat ² & Nurul Hamimi Awang Japilan ³	30 - 45
STRATEGI PEMBELAJARAN UNTUK PENGUASAAN KOSA KATA BAHASA ARAB: SATU KAJIAN DI SALAH SEBUAH SEKOLAH MENENGAH DI DAERAH KUALA NERUS TERENGGANU, MALAYSIA Syahirah Amni Abdull Aziz ¹ & Mohammad Taufiq Abdul Ghani ^{2*}	46 - 59
HOW CONSUMPTION EXPENDITURE AND EXPORT CAN AFFECT MALAYSIA ECONOMIC GROWTH Noorazeela Zainol Abidin ^{1*} , Nuraini Abdullah ¹ , Ummi Naiemah Saraih ^{1,2} & Hafirda Akma Musaddad ¹	60 - 72
COMICS USING PROBLEM-BASED LEARNING IN SCIENCE SUBJECT: A SYSTEMATIC LITERATURE REVIEW Nur Farha Shaafi ^{1*} , Sabariah Sharif ² , Mohammad Mubarrak Mohd Yusof ³ & Mohd Jusmaime Jumi ⁴	73 - 86
THE ROLE OF VIRTUAL INFLUENCERS IN SHAPING FASHION PREFERENCES AMONG MALAYSIAN GENERATION ALPHA: PERCEPTIONS, ENGAGEMENT AND CONSUMER TRUST Normaziana Hassan ^{1*} , Juaini Jamaludin ² , Syahrini Shawalludin ³ & Asrol Hasan ³	87 - 105
EXPLORING ONLINE MONEY TRANSFER HABITS AMONG UITM MERBOK STUDENTS: A STUDY ON PREFERENCES, SPENDING PATTERNS, AND CHALLENGES Ida Normaya Mohd Nasir ^{1*} , Shahirah Amanisa Shapuranan ² , Nur Fatimah Muhammad Hirman ³ & Athirah Radzali ⁴	106 - 121
SOCIAL MEDIA AND LOCAL TOURIST INTENTIONS: COMMUNITY-BASED TOURISM IN KOTA BELUD, SABAH Nur Fikri Jainol ^{1*} , Boyd Sun Fatt ² & Spencer Hedley Mogindol ²	122 - 135
THE COLLISION OF TRADITION AND MODERNITY: INTERPRETING THE CULTURAL CHARACTERISTICS OF CHINESE ANIMATED PUBLIC SERVICE ANNOUNCEMENTS Li YiXuan ^{1*} , Azahar Harun ² & Rao DongYu ³	136 - 150
EXPLORING UNIVERSITY STUDENTS' PODCASTING KNOWLEDGE AND PODCAST PRODUCTION INTENTION AND MOTIVATION: A COMPARATIVE STUDY BY GENDER AND AGE Noraziah Mohd Amin ^{1*} , Anwar Farhan Mohamad Marzaini ² , Che Nooryohana Zulkifli ³ & Nur Afiqah Ab Latif ⁴	151 - 165
A SURVEY ON STUDENTS' KNOWLEDGE ON EMPLOYABILITY SKILLS Noor Zahirah Mohd Sidek ^{1*}	166 - 179
DESIGNING AND VALIDATING THE STUDY ON THE INFLUENCE OF SOCIAL MEDIA INFLUENCERS SCALE Jiayu Wu ^{1*} , Noor Mayudia Mohd Mothar ² & Anuar Ali ³	180 - 202

TABLE of CONTENTS

A REVIEW OF THE EFFECTS OF ANTHROPOMORPHIC DESIGN ON CONSUMER EMOTIONS Tian Yuyang ^{1*} , Siti Farhana Zakaria ²	203 - 213
ASSESSMENT OF CYBERSECURITY AND PRIVACY AWARENESS AMONG NON-COMPUTER SCIENCE STUDENTS IN HIGHER LEARNING INSTITUTIONS Satria Arjuna Julaihi ^{1*} , Norizuandi Ibrahim ² , Lenny Yusrina Bujang Khedif ³ & Neelam Amelia Mohamad Rejen ⁴	214 - 228
DIGITAL COMPETENCY FRAMEWORK IN DIGITAL TECHNOLOGY TOWARDS FUTURE INDUSTRIAL REVOLUTION IN MALAYSIA Asnidatul Adilah Ismail ^{1*} , Razali Hassan ² & Azura Ahmad ³	229 - 237
ENHANCING STUDENT SATISFACTION: EVALUATING ON-CAMPUS HAIRCUT AND GROOMING SERVICES WITH A FOCUS ON INCLUSIVITY AND SUSTAINABILITY AT UiTM Noor Azli Affendy Lee ^{1*} , Suria Sulaiman ² , Mohd Ikmal Fazlan Rozli @ Rosli ³ , Kay Dora Abd Ghani ⁴ , Anas Ibrahim ⁵ & Intan Rabiatalainie Zaini ⁶	238 - 250
INTEGRATING ACADEMIC AND PRACTICAL SKILLS IN TAHFIZ EDUCATION: AN EVALUATION OF THE ASSETS 2024 PROGRAM Noor Azli Affendy Lee ^{1*} , Nor Hanim Abd Rahman ² & Wan Muhammad Nurhabis Wan Pazilah ³	251 - 261
EXPLORING THE RELATIONSHIP AMONGST CORPORATE GOVERNANCE MECHANISMS, HUMAN GOVERNANCE CHARACTERISTICS, COMPANY RESOURCES, RISK DISCLOSURE, AND SSCM DISCLOSURE: A SYSTEMATIC LITERATURE REVIEW APPROACH Nur Zharifah Che Adenan ^{1*} , Roshima Said ² & Corina Joseph ³	262 - 294
ENHANCING MENSTRUAL HYGIENE MANAGEMENT: AN EVALUATION OF KNOWLEDGE, PRACTICES, AND UNIVERSITY SUPPORT AMONG FEMALE STUDENTS AT UiTM Noor Azli Affendy Lee ^{1*} , Kay Dora Abd Ghani ² , Mohd Ikmal Fazlan Rozli @ Rosli ³ , Suria Sulaiman ⁴ & Intan Rabiatalainie Zaini ⁵	295 - 306
KELESTARIAN KENDIRI PENGURUSAN REKOD KEWANGAN DALAM KALANGAN USAHAWAN ASNAF Zuraidah Mohamed Isa ¹ , Nurul Hayani Abd Rahman ² , Azyyati Anuar ³ , Norhidayah Ali ^{4*} , Suhaida Abu Bakar ⁵ & Dahlia Ibrahim ⁶	307 - 315
PERCEPTIONS AND MANAGEMENT OF STRAY CATS ON UNIVERSITY CAMPUSES: A CASE STUDY OF UiTM Noor Azli Affendy Lee ^{1*} , Kay Dora Abd Ghani ² , Mohd Ikmal Fazlan Rozli @ Rosli ³ & Intan Rabiatalainie Zaini ⁴	316 - 326
BALANCING CONVENIENCE, AFFORDABILITY, AND NUTRITION: AN EVALUATION OF READY-TO-EAT MEAL PREFERENCES AMONG UiTM STUDENTS AND THE EFFECTIVENESS OF THE MENU RAHMAH INITIATIVE Noor Azli Affendy Lee ^{1*} , Mohd Ikmal Fazlan Rozli @ Rosli ² , Kay Dora Abd Ghani ³ , Suria Sulaiman ⁴ & Intan Rabiatalainie Zaini ⁵	327 - 337
BODY SHAMING: BELIEFS AND AWARENESS AMONG MALAYSIAN TERTIARY STUDENTS AND THE ROLE OF INSTITUTIONAL INTERVENTION Huzaifah A Hamid ¹ , Norlizawati Ghazali ² , Naginder Kaur ³ , Siti Sarina Sulaiman ⁴ , Amizura Hanadi Mohd Radzi ^{5*} & Yang Salehah Abdullah Sani ⁶	338 - 351

EXPLORING UNIVERSITY STUDENTS' PODCASTING KNOWLEDGE AND PODCAST PRODUCTION INTENTION AND MOTIVATION: A COMPARATIVE STUDY BY GENDER AND AGE

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ARTICLE INFO	ABSTRACT
<i>Article history:</i> Received Feb 2025 Accepted April 2025 Published July 2025	Podcasts provide diverse information, encompassing personal narratives, cultural assessments, and conversations on contemporary issues. Podcast users have been consistently rising, including various age demographics such as university students. Considering the increasing prevalence of podcasts in everyday life, it is essential to investigate whether the younger generation is aware of podcasts and exhibits interest in podcasting. Moreover, the current literature reveals that most research on podcasts has predominantly concentrated on reasons for listening to podcasts rather than general understanding of podcasts and interest in producing their own podcasts. To bridge the gap in the literature, the present study quantitatively investigates local university students' knowledge about podcasts and their intention as well as motivation to create their own podcasts by using gender and age as elements of comparison.
<i>Keywords:</i> <i>Age; Children; Gender; Podcast Knowledge; Podcast Production</i>	
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1. Introduction

Podcasts have become a significant medium for education and entertainment, including academic discourse, personal narratives, and cultural commentary (Markman, 2015). According to Craig et al. (2021), podcasts have been embraced by young adults on a wide basis due to their flexibility and accessibility, through smartphones and other digital devices. The widespread availability of podcasts, coupled with their broad range of topics, has facilitated their swift and extensive adoption (Craig et al., 2021). This indicates that podcasts are prevalent in the current age and thus investigating issues concerning them is imperative. Besides, the personalised nature of podcast engagement renders it a significant medium for scholarly investigation (Craig et al., 2021). Podcasts play an active role in fostering key 21st-century skills such as collaboration, communication, and critical thinking, while also helping students build the digital skills needed to succeed in a job market that increasingly prioritises technological expertise (Hernandez-Lopez & Mendoza-Jimenez, 2025).

University students use podcasts for entertainment, learning, and personal development purposes (Edison Research, 2020). The study by Craig et al. (2021) identified three primary motivations for podcast usage: entertainment, escapism, and information and subsequent analysis indicated no significant gender differences in these motivational factors. According to Craig et al. (2021), numerous researchers have examined the role of podcasts in enhancing listening skills within educational contexts (e.g., Cross, 2014; Gonulal, 2020; Şendağ et al., 2018). This suggests that podcast use in learning has received more research attention than other aspects of podcasting. Although the rise in podcast usage within higher education is well documented (Flanagan & Calandra, 2005), limited research has specifically investigated if university students in Malaysia have any intention and motivation to produce their own podcasts.

In addition, research indicates that the leading podcast listeners comprises young, affluent, educated white males (Edison Research, 2020). In a national literacy survey, 23.7% of young people accessed more podcasts and audiobooks during lockdown, with greater access from boys than girls (Best et al., 2020). Based on such findings, it is unclear if male students from local universities in Malaysia are also the dominating users of podcasts, thus making it possible for them to have knowledge about podcasts and interest in creating their own podcasts. Besides, podcasting requires expertise in several recording and publishing programmes, making it possible for students to learn significant technical skills (Goldman, 2018). Clearly, producing podcasts can improve the skill acquisition and knowledge development of students. Despite this, it is uncertain whether Malaysian university students have any intention and motivation to create their own podcasts. Based on the above-mentioned uncertainties, the objectives of this study are:

1. To identify if there are any significant differences between male and female local university students in terms of knowledge about podcasts and their intention as well as motivation for podcasting.
2. To examine if there are any significant differences between two age groups of local university students in terms of their knowledge about podcasts and their intention as well as motivation for podcasting.

Theoretical Framework

Piaget's Theory of Cognitive Development

Constructivist Learning Theory, grounded in the works of Jean Piaget (1952) and Lev Vygotsky (1978), emphasises that learners actively construct knowledge through experience, exploration, and interaction with their environment. Learning is seen as an active, contextualised process of

constructing meaning rather than acquiring information. In this view, knowledge is built upon the learner's prior experiences and cognitive structures. In the context of podcast usage, this theory aligns particularly well with both the listening and production aspects of podcasting in education. Listening to podcasts encourages learners to connect new content with prior knowledge, reflect on the material, and internalise concepts in meaningful ways. When students produce their own podcasts, they engage in higher order thinking processes such as synthesizing information, organizing ideas logically, and articulating thoughts clearly for an audience. This experiential learning promotes deep understanding and reinforces knowledge construction. Furthermore, podcasts foster social learning, another key tenet of Vygotsky's theory, especially when used in collaborative projects or peer feedback activities. Through the co-construction of podcasts, students develop communication, teamwork, and problem-solving skills in an authentic context. These elements make podcasting a valuable pedagogical tool that aligns with constructivist principles, supporting active engagement, reflection, and the co-creation of knowledge.

Piaget's Stage	Age Range	Key Cognitive Ability
Concrete Operational Stage	7 to 11 years old	Logical thinking about concrete events and tangible objects
Formal Operational Stage	11 years old to adult	Abstract thought and hypothetical reasoning

Figure 1. Jean Piaget's Cognitive Development Theory 1950

Gender Schema Theory

Canevello (2020) notes that psychologist Sandra Bem (1981, 1983) introduced gender schema theory to explain the mechanisms and effects of sex typing, which involves how children come to adopt gender-linked characteristics such as preferences, skills, personality traits, behaviours, and self-perceptions. The theory seeks to describe how gender-related cognitive frameworks form during childhood and how they subsequently influence attention, motivation, social perception, impression formation, and behaviour (Canevello, 2020). Piekarska (2022) in explaining gender schema theory states that this theory identifies four gender schemas (psychological genders) which are masculine, feminine, androgynous, and undifferentiated (Bem, 1981). According to Starr and Zurbriggen (2017), gender schema theory has effectively engaged a broad audience, both globally and across several disciplines. Canevello (2020) argues that the theory has become increasingly prominent in scholarly discourse, as evidenced by a growing number of academic papers citing Bem's foundational research. In this study, gender schema theory is used to account for potential differences in how boys and girls respond to items related to podcast knowledge and podcasting interest.

2. Literature Review

Podcasts as a Personalised Medium of Knowledge Acquisition

Podcasts are digital audio recordings that are distributed over the internet and are typically available as a series of spoken-word content episodes (Wolpaw & Harvey, 2019). These recordings can be streamed online or downloaded for offline listening, offering users the flexibility to access content at their convenience. The term "podcast" is derived from a combination of "iPod" (a popular digital music player by Apple) and "broadcast" (Havrylenko, 2023). Despite its etymological origins, podcasts are no longer tied to specific devices and can be accessed through a wide range of platforms and applications (Hermosa-Ramírez & Reviers, 2023). According to

Moore (2022), podcasts are highly accessible due to their minimal technological requirements, typically needing only a smartphone or a computer with internet connectivity. Podcasts' on-demand nature makes them a popular choice for learners seeking flexible and engaging learning experiences (Moore, 2022). Although podcasts may not become the most dominant medium, they cultivate strong and loyal audience engagement by offering a more intimate and personalised experience compared to radio (Perks & Turner, 2019). Craig et al. (2021) also share this view as they state that podcasts have established themselves as a medium that offers more personalised and tailored user experience. Unlike traditional radio broadcasts, podcasts are not bound by fixed schedules, allowing for asynchronous consumption (Moore, 2022). This characteristic makes them particularly suitable for self-directed and mobile learning (Moore, 2022).

Podcast Use and Knowledge about Podcasts among University Students

The use of podcasts exemplifies the transformation of the media landscape over the past decade, reflecting consumers' preference for concise content that is accessible on demand and tailored to their preferred modes of media engagement (Craig et al., 2021). Young adults engage with new media with a sense of ease and self-assurance (Albarran et al., 2007). According to the Infinite Dial 2021 report, 73% of individuals in the United Kingdom aged 16 to 34 were reported to be familiar with podcasts (Edison Research, 2021). According to Edison Research (2020), younger adults represent the most frequent podcast users, with 49% of individuals aged 12 to 34 having listened to a podcast within the past month (Edison Research, 2020). Craig et al. (2021) claim that the ability to individually control content consumption may foster greater podcast loyalty and facilitate the development of parasocial relationships with podcast hosts, as highlighted in previous studies (Pina et al., 2019; Vickery & Ventrano, 2020).

The use of podcasts among university students has gained significant attention due to their convenience, flexibility, and compatibility with contemporary digital learning environments (Yeh et al., 2021). As digital natives, university students often prefer media formats that align with their lifestyles and learning preferences (Yeh et al., 2021). Galán-Aribas et al. (2022) conducted a study involving 410 young university students and found that their audio consumption is primarily guided by personal preferences, with social media being their main access point.

University Students' Creation and Production of Podcasts

The creation of diverse podcasts and the expansion of podcasting services have continued to grow, with companies such as Amazon, Spotify, and Apple increasing their investments and offerings in the podcast sector during the COVID-19 pandemic (Ofcom, Media Nations, 2021). As for university students, podcast production demands that students acquire a range of skills, such as researching and analysing information, developing an outline, composing and revising a script, and engaging in repeated rehearsals to enhance pronunciation and fluency (Phillips, 2015). According to Al-Jarf (2021), at King Saud University's English Department, a lecturer established a Speaking Center on Twitter where students voluntarily record and upload weekly podcasts via the SoundCloud app. These extracurricular podcasts, created on topics chosen by the students, currently total 17 entries (Al-Jarf, 2021). Galindo et al. (2020) conducted a study in which engineering students individually produced a video explaining the solution to a homework assignment. After completing the video, the students were provided with feedback based on an assessment rubric (Galindo et al., 2020). Student podcasting tasks hold significant potential for enhancing language production abilities, as they engage learners in complex cognitive processes inherent in podcast creation (Phillips, 2017). The study by Hernandez-Lopez and Mendoza-Jimenez (2025) explores the educational impact of student-produced podcasts among 190 university students in Spain, revealing that creating podcasts as part of coursework significantly enhances

academic performance and classroom engagement. The findings highlight that student-generated content not only supports subject mastery but also fosters a more dynamic and immersive learning environment (Hernandez-Lopez & Mendoza-Jimenez, 2025). The participants in the study by Galón-Arribas et al. (2022) expressed their interest in and perceived value in creating their own podcasts.

3. Methodology

Research Design

A quantitative approach was adopted to examine university students' understanding of podcasts and podcasting, as well as their level of interest in producing podcasts. The respondents evaluated their agreement with each item related to podcast knowledge using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The questionnaire items for knowledge about podcasts were adapted from Amin et al. (2025), while the items for intention and motivation for podcasting were adapted from Amin et al. (2025) and Markman and Sawyer (2014).

Sample and Sampling Method

Although college students constitute just a subset of the young adult population, they are a significant group to study due to their rising podcast usage and expanding demographic presence (Craig et al., 2021). Based on this fact, it is justifiable that the present study focuses on local university students as its sample in examining knowledge about podcasts and intention in producing own their podcasts. The respondents were chosen through convenience sampling based on their accessibility and willingness to participate in the study. This method offered practical advantages, including easier recruitment and reduced time and cost requirements.

Data Collection and Analysis Procedures

Data were collected through an in-person, face-to-face administration of a questionnaire, which was shared with participants via a Google Form link. Before completing the survey, respondents were briefed on relevant technical terms and provided with clear instructions to ensure accurate responses. The quantitative data were subsequently analysed using SPSS, employing descriptive statistics including frequencies, percentages, and means to summarise the primary findings.

4. Results of the Study

Demographic Data

Table 1
Respondents' Demographic Profiles

Demographic details	Frequency	%
Gender		
Male	66	31
Female	147	69
Age		
18	7	3.3
19	164	77

20	12	5.6
21	5	2.3
22	16	7.5
23	3	1.4
24	5	2.3
25	1	0.5
Ethnicity		
Malay	207	97.2
Bajau	3	1.4
Kadazan Dusun	1	0.5
Sino Kadazan	1	0.5
Kenyah	1	0.5
Religion		
Islam	210	98.6
Christian	3	1.4
Educational Level		
Foundation	16	7.5
Pre-diploma	1	0.5
Diploma	172	80.8
Bachelor's degree	24	11.3
Educational Programme		
Civil Engineering	3	1.4
Electrical Engineering	15	7
Mechanical Engineering	7	3.3
Foundation of Engineering	4	1.9
Foundation of Law	4	1.9
Foundation of Science	9	4.2
Health Sciences	14	6.6
Hotel & Tourism Management	141	66.2
Pharmacy	8	3.8
Others	8	3.8
Total	213	100

Table 1 shows a total of 213 respondents participated in the study. Of these, 66 (31.0%) identified as male, while a majority of 147 (69.0%) identified as female. The participants' ages ranged from 18 to 25 years. The largest age group was 19 years old, representing 77.0% of the sample (n = 164). Other age groups included 18 (3.3%), 20 (5.6%), 21 (2.3%), 22 (7.5%), 23 (1.4%), 24 (2.3%), and 25 (0.5%). Most respondents were Malay (97.2%, n = 207), while the remaining 2.8% comprised Bajau (1.4%), Kadazan Dusun (0.5%), Sino Kadazan (0.5%), and Kenyah (0.5%). Most respondents identified as Muslim (98.6%, n = 210), with a small minority identifying as Christian (1.4%, n = 3). Most

respondents were diploma students (80.8%, $n = 172$), followed by bachelor's degree (11.3%), foundation (7.5%), and pre-diploma (0.5%) students. Most participants were enrolled in Hotel and Tourism Management programme (66.2%, $n = 141$), followed by Electrical Engineering (7.0%), Health Sciences (6.6%), Foundation of Science (4.2%), Pharmacy (3.8%), and other programmes.

Knowledge about Podcasts Data

Table 2
Knowledge about Podcasts Questionnaire Item Reliability

Reliability Statistics		
Cronbach's Alpha .711	Cronbach's Alpha Based on Standardised Items .730	No. of Items 5

The internal consistency of the measurement scale was assessed using Cronbach's alpha. The analysis yielded a Cronbach's alpha of 0.711 for the five-item scale, with a slightly higher value of 0.730 when standardised items were considered. According to Hair et al. (2019), a Cronbach's alpha value of 0.70 or above is generally deemed acceptable, indicating satisfactory internal consistency reliability. Therefore, the obtained alpha values suggest that the scale items reliably measure the underlying construct.

Table 3
Knowledge about Podcasts Descriptive Data

No	Items	Scale					Mean (M)	Std. Dev (SD)	Skewness	Kurtosis
		Strongly Disagree (%)	Disagree (%)	Not Sure (%)	Agree (%)	Strongly Agree (%)				
1	I know what podcasts are.	0	1.4	0	62.4	36.2	4.33	0.555	-0.563	2.362
2	I know what podcasts are used for in general.	0	9.4	0	64.8	25.8	4.07	0.795	-1.265	1.924
3	I know how podcasts are created.	3.3	28.2	0	51.6	16.9	3.51	1.164	-0.552	-1.004
4	I know the steps involved in producing a podcast.	5.2	42.3	0	43.2	9.4	3.09	1.198	-0.033	-1.472
5	I can give some examples of podcasts that I know.	2.3	19.2	0	62.4	16	3.7	1.029	-0.981	0.033

The analysis of respondents' knowledge about podcasts was measured using five items. For Item 1, "I know what podcasts are," 62.4% of respondents agreed and 36.2% strongly agreed, with a mean score of 4.33 and a standard deviation of 0.555. Item 2, "I know what podcasts are used for in general," recorded 64.8% agreement and 25.8% strong agreement, with a mean of 4.07 (SD = 0.795). In Item 3, "I know how podcasts are created," 3.3% strongly disagreed, 28.2% disagreed, 51.6% agreed, and 16.9% strongly agreed. The mean for this item was 3.51 (SD = 1.164). For Item 4,

"I know the steps involved in producing a podcast," 5.2% strongly disagreed, 42.3% disagreed, 43.2% agreed, and 9.4% strongly agreed ($M = 3.09$, $SD = 1.198$). Item 5, "I can give some examples of podcasts that I know," showed 2.3% strongly disagreed, 19.2% disagreed, 62.4% agreed, and 16% strongly agreed, with a mean of 3.70 ($SD = 1.029$).

Table 4

t-Test Results of Knowledge about Podcasts between Male and Female Students

Variable	Gender	N	M	SD	SE	t	df	p	Cohen's d
Knowledge about Podcasts	Male	66	3.73	0.66	0.081	-0.213	211	.832	-0.03
	Female	147	3.75	0.67	0.055				

An independent samples t-test was conducted to compare the level of knowledge about podcasts between male and female respondents. Levene's test for equality of variances was not significant, $F(1, 211) = 0.06$, $p = .810$, indicating that the assumption of homogeneity of variances was met. The results showed no statistically significant difference in knowledge between males ($M = 3.73$, $SD = 0.66$) and females ($M = 3.75$, $SD = 0.67$), $t(211) = -0.213$, $p = .832$ (two-tailed). The effect size was small and non-significant, Cohen's $d = -0.031$. These results suggest that gender does not play a significant role in podcast knowledge levels. Table 4 presents the group statistics.

Table 5

t-Test Results of Knowledge about Podcasts between Two Age Groups of Students

Variable	Age group	N	M	SD	SE	t	df	p	Cohen's d
Knowledge about Podcasts	18–21 years	188	3.73	0.67	0.049	-0.592	211	.554	-0.13
	22–25 years	25	3.82	0.64	0.128				

An independent samples t-test was conducted to compare the level of knowledge about podcasts between two age groups: 18–21 years old and 22–25 years old. Levene's test for equality of variances was not significant, $F(1, 211) = 1.07$, $p = .302$, indicating that the assumption of homogeneity of variances was met. The results showed no statistically significant difference in knowledge between the younger group ($M = 3.73$, $SD = 0.67$) and the older group ($M = 3.82$, $SD = 0.64$), $t(211) = -0.592$, $p = .554$ (two-tailed). The effect size was small and non-significant, Cohen's $d = -0.13$. These results suggest that age does not significantly affect podcast knowledge. Table 5 presents the group statistics.

Intention and Motivation in Podcasting Results

Table 6

Intention and Motivation in Podcasting Questionnaire Item Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No. of Items
.928	.927	10

Based on Table 6, the internal consistency of the ten-item scale was evaluated using Cronbach's alpha. The analysis produced a Cronbach's alpha value of .928 and .927 based on standardised items, both of which indicate excellent internal reliability. According to Hair et al. (2019), a Cronbach's alpha value of 0.90 or higher reflects a high level of internal consistency, suggesting

that the items are consistently measuring the same underlying construct. Therefore, the scale demonstrates strong reliability and is suitable for subsequent analyses.

Table 7
Intention and Motivation in Podcasting Descriptive Data

No	Items	Scale					Mean (M)	Std.Dev (SD)	Skewness	Kurtosis
		Strongly Disagree (%)	Disagree (%)	Not Sure (%)	Agree (%)	Strongly Agree (%)				
6	I am interested in producing my own podcast.	16.4	46.5	0	28.6	8.5	2.66	1.281	0.424	-1.204
7	I feel motivated to try producing a podcast in the near future.	11.7	48.8	0	31.5	8	2.75	1.24	0.364	-1.264
8	I intend to learn more about how to produce a podcast.	9.9	47.9	0	34.7	7.5	2.82	1.223	0.268	-1.351
9	I believe that producing a podcast is a manageable task.	5.6	27.7	0	56.3	10.3	3.38	1.158	-0.598	-0.968
10	I think creating podcasts could become an enjoyable hobby for me.	10.3	33.3	0	46.9	9.4	3.12	1.259	-0.252	-1.373
11	I find the idea of producing a podcast very engaging.	8.9	42.7	0	40.8	7.5	2.95	1.224	0.043	-1.449
12	I believe that speaking on a podcast can boost my confidence in communication.	7	17.4	0	59.2	16.4	3.61	1.159	-0.966	-0.16
13	I think that podcasting can help improve my speaking skills.	6.1	13.6	0	58.7	21.6	3.76	1.122	-1.155	0.458
14	I see podcasting as a means for self-expression.	5.2	20.2	0	56.3	18.3	3.62	1.149	-0.864	-0.363
15	I want to generate income through podcasting.	10.3	45.5	0	37.1	7	2.85	1.227	0.182	-1.401

Table 7 present the data for items measuring intention and motivation for podcasting. The items were measured using ten items. For Item 6, "I am interested in producing my own podcast," 16.4% strongly disagreed, 46.5% disagreed, 28.6% agreed, and 8.5% strongly agreed (M = 2.66, SD = 1.281). Item 7, "I feel motivated to try producing a podcast in the near future," recorded 11.7% strong

disagreement, 48.8% disagreement, 31.5% agreement, and 8% strong agreement ($M = 2.75$, $SD = 1.240$). In Item 8, "I intend to learn more about how to produce a podcast," 9.9% strongly disagreed, 47.9% disagreed, 34.7% agreed, and 7.5% strongly agreed ($M = 2.82$, $SD = 1.223$). Item 9, "I believe that producing a podcast is a manageable task," had 5.6% strong disagreement, 27.7% disagreement, 56.3% agreement, and 10.3% strong agreement ($M = 3.38$, $SD = 1.158$). For Item 10, "I think creating podcasts could become an enjoyable hobby for me," 10.3% strongly disagreed, 33.3% disagreed, 46.9% agreed, and 9.4% strongly agreed ($M = 3.12$, $SD = 1.259$). Item 11, "I find the idea of producing a podcast very engaging," showed 8.9% strong disagreement, 42.7% disagreement, 40.8% agreement, and 7.5% strong agreement ($M = 2.95$, $SD = 1.224$).

For Item 12, "I believe that speaking on a podcast can boost my confidence in communication," 7% strongly disagreed, 17.4% disagreed, 59.2% agreed, and 16.4% strongly agreed ($M = 3.61$, $SD = 1.159$). In Item 13, "I think that podcasting can help improve my speaking skills," 6.1% strongly disagreed, 13.6% disagreed, 58.7% agreed, and 21.6% strongly agreed ($M = 3.76$, $SD = 1.122$). Item 14, "I see podcasting as a means for self-expression," recorded 5.2% strong disagreement, 20.2% disagreement, 56.3% agreement, and 18.3% strong agreement ($M = 3.62$, $SD = 1.149$). Lastly, for Item 15, "I want to generate income through podcasting," 10.3% strongly disagreed, 45.5% disagreed, 37.1% agreed, and 7% strongly agreed ($M = 2.85$, $SD = 1.227$).

Table 8

t-Test Results of Intention and Motivation for Podcasting between Male and Female Students

Variable	Gender	N	M	SD	SE	t	df	p	Cohen's d
Intention and Motivation for Podcasting	Male	66	2.87	1.03	0.127	-3.02	211	.003	-0.45
	Female	147	3.28	0.87	0.071				

An independent samples t-test was conducted to examine gender differences in intention and motivation to produce podcasts. Levene's test was not significant, $F(1, 211) = 2.45$, $p = .119$, supporting the assumption of equal variances. The test showed a statistically significant difference between males ($M = 2.87$, $SD = 1.03$) and females ($M = 3.28$, $SD = 0.87$), $t(211) = -3.02$, $p = .003$. The mean difference was -0.41 with a medium effect size (Cohen's $d = -0.45$), suggesting that females demonstrated significantly greater motivation and intention towards podcasting compared to males. Table 8 presents the group statistics.

Table 9

t-Test Results of Intention and Motivation for Podcasting between Two Age Groups of Students

Variable	Age group	N	M	SD	SE	t	df	p	Cohen's d
Intention and Motivation for podcasting	18–21 years	188	3.13	0.92	0.067	-0.972	211	.332	-0.21
	22–25 years	25	3.32	1.08	0.217				

An independent samples t-test was conducted to examine age differences in intention and motivation to produce podcasts. Levene's test indicated no significant difference in variances, $F(1, 211) = 1.20$, $p = .274$. The test showed that the difference between 18-21-year-olds ($M = 3.13$, $SD = 0.92$) and 22-25-year-olds ($M = 3.32$, $SD = 1.08$) was not statistically significant, $t(211) = -0.972$, $p = .332$. The effect size was small and non-significant, Cohen's $d = -0.21$. These findings suggest that age does not significantly influence motivation and intention to podcast. Table 9 presents the group statistics.

5. Discussion and Conclusion

In terms of gender, the analysis revealed no significant gender differences in knowledge about podcasts. The absence of gender differences in podcast knowledge suggests equal access to and familiarity with digital media. As stated by Wilcox et al. (2025), podcasts are widely available on social media platforms due to their low cost, continuous accessibility, and ease of portability. However, females were found to have significantly higher levels of intention and motivation to produce podcasts compared to their male counterparts. These findings highlight a potential gender-based inclination toward podcast production engagement that could be explored in future studies. According to Kumar (2025), gender stereotypes are reductive concepts regarding the characteristics and functions of men and women. Such presumptions can influence views of competence, leadership capacity, and emotional traits (Kumar, 2025). Based on these ideas, if podcast production is perceived more as a communicative task than a technical one, female students perhaps perceive themselves as more competent or confident in this domain due to internalised gender schemas. Psychological characteristics, including self-confidence and self-efficacy, may vary by gender because of social norms and experiences (Kumar, 2025). This may help explain why female students showed more interest in producing their own podcasts than their male counterparts. Podcast production is commonly known as a creative and communicative endeavour. Gender socialisation may encourage females more than males to engage in communicative and relational activities, which align with podcasting's core attributes such as storytelling, emotional expression, and dialogue.

As for age, the analysis showed no significant differences between the two age groups in either knowledge about podcasts or intention and motivation to engage in podcast production. Both younger and older age groups reported comparable levels of podcast-related knowledge and motivational readiness, indicating that age is not a strong determinant in these domains among the sample studied. These findings suggest that podcast awareness and general knowledge are relatively stable across demographic groups within the university student population. According to Jalan (2025), individuals aged 12 to 34 account for 47% of podcast listeners, positioning Millennials and Generation Z as the predominant audience segments. This data can perhaps explain why there are no significant differences with respect to knowledge about podcasts since both age groups compared in the present study fall under the category of active podcast listeners. The non-existence of significant differences in terms of age is probably because all respondents are 18 years old and above who have no issues with age restrictions when accessing online podcasts or producing their own.

6. Limitations and Suggestions for Future Research

This study is not without limitations. Firstly, the reliance on self-reported data through closed-ended questionnaires may not fully capture the depth of students' motivations, experiences, or contextual interpretations related to podcast use and production. Additionally, the study focused primarily on descriptive and inferential statistical analysis and did not include any qualitative data, which could have provided richer insights into student perceptions and the pedagogical value of podcasting. For future research, it is recommended that mixed-method approaches be employed to triangulate findings and offer a more comprehensive understanding. Longitudinal or experimental designs could also be used to examine how podcasting impacts learning outcomes over time. Furthermore, exploring discipline-specific differences or expanding the sample across multiple institutions could enhance the robustness and applicability of the results.

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Authors Contributions

Noraziah Mohd Amin led the research design, including data collection, analysis, problem statement formulation, research objectives, and literature review. Anwar Farhan Mohamad Marzaini and Che Nooryohana Zulkifli contributed to refining the theoretical framework and expanding the literature review. Nur Afiqah Ab Latif provided critical insights for the discussion and conclusion. Their contributions strengthened the overall content and coherence of the paper.

Conflict of Interest

The authors confirm that there are no competing interests influencing this research.

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