

INCULCATING LEADERSHIP SKILLS THROUGH MAHALLAH LEADERSHIP TRAINING (McLEAD 2015)

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ABSTRACT

The purpose of this paper is to explain the nature of the Mahallah Leadership Programme (McLead) as a means to inculcate the leadership values to the student leaders at International Islamic University, Malaysia. The analysis was done based on the programme which was conducted at Akademi Pembangunan Belia, Batu Gajah Perak on February 6 to 8, 2015. About 192 Mahallah representative committees from all Gombak Mahallat participated in the programme. However, only 162 participants gave their feedbacks for the programme. Several analyses were conducted based on their feedback to the programme. The results shows that there are three major reasons why the students are interested to be members of MRC; opportunity to conduct programme; ability to polish their leadership skills and lastly to develop their potential as leaders at higher levels. In another analysis the students also expressed their satisfactions with the conduct of the programme. Lastly the analysis also identified the major skills acquired by the students throughout the activities of the programme.

KEYWORDS

Mahallah Representative Committee, leadership skills, Mclead, soft skills, Mclead.

INTRODUCTION

Mahallah Leadership Training or McLead is an annual programme organized by Council of Principals in collaboration with Student Affairs Division or STADD of International Islamic University, Malaysia. The programme involved all newly appointed Members of Mahallah Representative Committee or MRC of all residential colleges or *mahallat*. The main objectives of the training are to provide the students with the managerial skills for organizing programmes, to

disseminate the information on rules, regulations and guidelines for programmes, to equip the members with some basic leadership skills while performing their duties as representatives of the mahallah residents (Proposal on McLead 2014/15). Thus based on the content and conduct of the programme, this paper aims to analyze the conduct of the programme and the participants' feedbacks from the content of programme.

MAHALLAH REPRESENTATIVES COMMITTEE

The residential institution at International Islamic University of Malaysia is known as Mahallah. There are sixteen *mahallat* which can accommodate more than 17,000 students at the campus in Gombak. However, students are not obliged to stay inside the campus due to the increase in the number of students. Those Mahallat can be divided into three categories. The male, female and mix or coexist mahallah. The following list is the name of the *mahallat*.

Table 1: Mahallah at IIUM

No	Mahallah
1	Ali
2	Farouq
3	Bilal
4	Uthman
5	Siddiq
6	Zubair
7	Aminah
8	Asiah
9	Halimah
10	Asma
11	Nusaibah
12	Sumayyah
13	Safiah
14	Habsah
15	Salahuddin
16	Ruqayyah

In order to ensure administrative efficiency especially to be a link between the students and the staff and to support the mahallah administration, the MRC has been established. The MRC comprises of 12 members who are selected among the residents through different practices. In general they are appointed by the principals and fellows based on the nominations from the residents. The following are the main position of the MRC.

Table 2: Main Position of MRC

No	Position
1	President
2	Vice-President
3	Secretary
4	Treasurer
5	Sport and Recreation
6	Dakwah and Tarbiyyah

7	Community Service
8	Entrepreneurship
9	Education and Trainings
10	Welfare and Residential Affairs
11	Culture and Arts
12	Media and Publications

Demographic Information and Participants of McLead 2015

There are 161 respondents who gave their feedbacks for the programme. Table 3, provides the general background of those respondents.

Table 3: Profiles of the respondent

Demographic factor		Frequency	Percentage
Gender	Male	61	37.9
	Female	98	60.9
	Missing	2	1.2
Status	Single	155	96.3
	Married	4	2.5
	Missing	2	1.2
Age	18	0	0
	19	1	0.6
	20	14	8.7
	21	40	24.8
	22	65	40.4
	23	25	15.5
	24	2	1.2
	26	1	0.6
	Missing	13	8.1
Mahallah	Male	55	34.2
	Female	81	50.3
	Mix	21	13.0
	Missing	4	2.5
Year of study	First year	24	14.9
	Second year	66	41.0
	Third year	58	36.0
	Fourth year	8	5.0
	Missing	5	3.1
CGPA	3.5 to above	25	15.5
	3.00 to 3.49	78	48.4
	2.5 to 2.99	37	23.0
	2.00 to 2.49	9	5.6
	Below 2.00	1	0.6
	None	6	3.7
	Missing	5	3.1

Intake	Ex-Cfs	118	73.3
	Direct Intake	40	24.8
	Missing	3	1.9
Membership of group	Active	117	72.7
	Non-Member	39	24.2
	Missing	5	3.1
Kulliyah	Economics	44	27.3
	IRKHS	54	33.5
	ICT	7	4.3
	Education	11	6.8
	Engineering	23	14.3
	Aikol	7	4.3
	KAED	7	4.3
	ENCOM	1	0.6
	KLM	2	1.2
	Missing	5	3.1

The respondents for the study are 161 students of International Islamic University Malaysia (Table 3). A total of 61 (37.9%) males and 98 (60.9%) females responded to the questionnaires distributed. The respondents' age ranges between 19 to 26 years old. Most of the respondents are 21, 22 and 23 years old, respectively with 24.8%, 40.4% and 15.5%. 24 (14.9%) respondents are first year students, while the second year students are 66 (41%) students and third year students are 58 (36%) students. The fourth year students are only 8 (5%) students. From this study, it has shown that overall performances of the respondents' academic achievement are between 2.5 to 3.49 CGPA. Only 0.6% of them are getting CGPA less than 2.00. However, there are 3.7% or 6 students that do not have the CGPA. This is because there are still in the first year and first semester of their study.

Most of the respondents are the intake from the Center of Foundation (73.3%) and only 24.8% of them are from the direct intake. Amongst the respondents, 117 (72.7%) students are active in society compare to 40 (24.8%), who are not active in society.

Why Do They Join MRC?

This study is based on a survey through questionnaire on 161 students' respondents from the participants of McLead 2015. 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 data is significant because it is distributed to quite a big sample and even more compare to what has being suggested by Coakes and Ong¹. In this study, the main focus is to look at the factors influencing students to join the MRC. The reliability analysis results in Table 4 shows that the cronbach's Alpha is 0.961 for 44 items.

¹Coakes and Ong states that one hundred sample size are acceptable. According to them, to run the factor analysis, the sample size must be more than two hundred respondents. For this study there are 206 respondents that more what have being suggested by Coakes and Ong.

Table 4: Reliability Statistics

Cronbach's Alpha	N of Items
0.961	44

The reliability coefficient that always been used is more than 0.6 (Mohd Salleh Abu and Zaidatun Tasir, 2001). This suggestion also being mentioned by Kroz et al, (2008) who state that the cronbach's Alpha value for questionnaire should be more than 0.65. Throughout this study, the reliability analysis result is 0.961 which indicates the internal consistencies of the scales.

In this study, factor analysis is being used to construct the new factors influencing students to join the MRC. The study used the factor analysis to explore the nature of the independent variables that affect students to join the MRC. Study by Hogarty et al. (2005) stress that this method is commonly used in the fields of psychology and education. The purpose of factor analysis is to summarize the information in a large number of variables into a smaller number of components. According to Chua (2009) factor analysis is the procedure that has always been used by researchers to identify big items from the questionnaire.

Factor analysis

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 5 reports the KMO and Bartlett's test respectively. The value of Bartlett's test of Sphericity is significant ($p=0.000$) while, the Kaiser-Meyer-Olkin value is 0.914.

As being suggested by Coakes and Ong (2011), 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 to join the MRC.

Table 5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.914
Bartlett's Test of Sphericity	Approx. Chi-Square	1825.063
	Df	136
	Sig.	.000

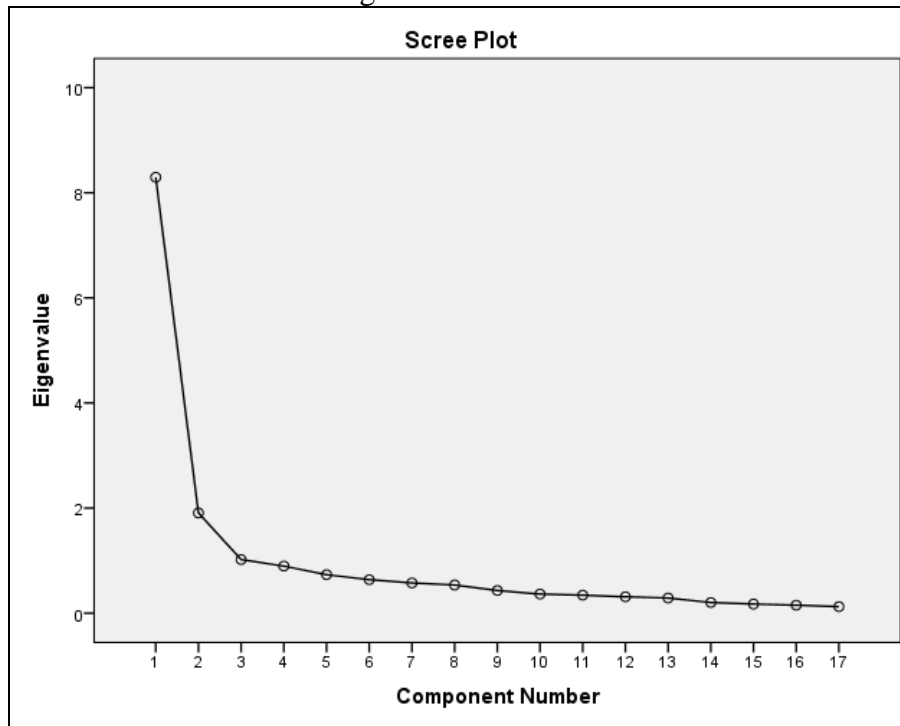
Table 6 represents the total variance explained at three stages for factors influencing students to join the MRC. Three factors were extracted because their eigenvalues are greater than 1. Figure 1 shows the scree plot for the factor analysis. By using the Catell's (1966) scree test, it is decided to retain three components for further investigation. As can be seen in Figure 1, there are three numbers of factors that are greater than 1. This is consistent with the result in Table 6 that shows the three factors that can be extracted using the Principal Component Analysis method. Overall, three factors are extracted, and then 66.018 percent of the variance would be explained.

Table 6: The Total Variance Explained

Factor	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	4.343	25.546	25.546
2	4.158	24.457	50.003
3	2.723	16.015	66.018

Extraction Method: Principal Component Analysis.

Figure 1: Scree Plot



In this rotated factor matrix, there are factor loadings that must be selected. 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’ to join MRC. There are 17 items that belong to these three factors.

According to Tabachnick and Fidell (2001) 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 0.45.

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 six items with factor loadings ranging from 0.536 to 0.823. Factor 2 comprised of seven items with factor loadings ranging from 0.562 to 0.795. The last factor that loadings ranging from 0.666 to 0.785 are belong to Factor 3. Those items are listed below in Table 7.

Table 7: Rotated Factor Matrix

	Component		
	1	2	3
I want to collaborate with other department through mahallah activities.	.823		
I want to organize programme that have big impact on students.	.794		
I want to ensure more students participate in programme	.789		
Mahallah activities can enhance brotherhood among students	.774		
I like to join mahallahprogramme	.692		

I like to help others	.536	.520	
I want to improve my communication skill with others		.795	
I can easily work with others		.758	
I want to improve my leadership skill		.753	
I believe entrepreneurship skill is very crucial to be a good graduate		.636	
I like to find solution for other students' problem		.625	
I want to contribute providing solution to university on students' issues		.617	
There are many students who need attentions from other students		.562	
I have easy access to the university services through MRC.			.785
MRC is a platform to make myself known by others			.770
I can get more support from others through MRC			.721
In future I want to be a SRC candidate			.666

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

The first factor shows the highest percentage of variance explained with 25.546% when it is extracted. From Table 8, 25.546% of the variance would be explained for programme based factor. So programme based factor is the first factors influencing students to join MRC followed by soft skills factor and the last factor is platform factor.

Table 8: Name of New Factors with the Percentage of Variance

Factor	Name	Percentage of Variance
1	Programme based	25.546
2	Soft skills	24.457
3	Platform	16.015

Demographic Variable and Factors Influencing Student to Join MRC

In this section, the researcher tests the mean difference on the demographic factors on factors influencing students to join MRC. The researcher use Kruskal-Wallis Test to determine whether there are statistically significant differences between the independent variable on a continuous or ordinal dependent variable.

The variables analyzed in this study include the Mahallah, involvement of society and type of Kulliyah. Table 9 specifies the relevant hypothesis for this analysis.

Table 9: Statement of hypotheses

No	Null Hypothesis
1.	There is no significant mean difference between Mahallah on factors influencing student to join MRC
2.	There is no significant mean difference among students involvement in society on factors influencing students to join MRC
3.	There is no significant mean difference among type of Kulliyah on factors influencing students to join MRC

Mahallah and Factor Influence Student to Join MRC

The first null hypothesis statement suggests that there is no significant mean difference between mahallah on factors influencing students to join MRC. Table 10 represents the results of the non-parametric test using the Kruskal-Wallis Test for the three new factors influencing students' voting behaviour.

From Table 10, it is shown that there are significant mean difference between mahallah and programme based factor (Factor 1), ($X^2 = 30.566$, $p < 0.10$, $p = 0.010$) and platform factor (Factor 3), ($X^2 = 23.120$, $p < 0.10$, $p = 0.082$). On the other hand, the results also showed that there are no significant mean differences between mahallah and soft skills factor (Factor 2).

Table 10: Kruskal-Wallis Test between Mahallah

Factor	Chi-Square	Asymp. Sig.
Factor 1	30.566	.010
Factor 2	13.027	.600
Factor 3	23.120	.082

Table 11 represents the mean rank for Factor 1 and Factor 3; programme based factor and platform factor. The result shows that students from Mahallah Sumayyah joined the MRC purposely to get the chance to conduct programme. Mahallah Sumayyah is also being followed closely by Mahallah Habsah and Nusaibah. The result also showed that Mahallah Ali had the lowest rank for the first factor.

On the other hand, students from Mahallah Asma, Hafsah, Farouq, Siddiq and Bilal indicated that their main reasons to join the MRCs were to promote themselves in the future.

Table 11: Mean Rank between mahallah for programme based and platform

		N	Mean Rank
Programme based	Ali	10	36.50
	Uthman	8	81.44
	Farouq	9	81.44
	Siddiq	10	67.30
	Bilal	9	86.22
	Zubair	9	82.22
	Salahuddin	11	83.64
	Ruqayyah	10	86.50
	Aminah	11	86.59
	Asiah	10	88.60
	Asma	10	81.15
	Halimah	11	40.64
	Sumayyah	9	115.22
	Nusaibah	9	97.44
	Safiyyah	10	57.00
Hafsah	11	99.86	

Platform	Ali	10	83.50
	Uthman	8	78.81
	Farouq	9	98.56
	Siddiq	10	95.70
	Bilal	9	94.11
	Zubair	9	66.11
	Salahuddin	11	81.45
	Ruqayyah	10	60.90
	Aminah	11	66.23
	Asiah	10	76.40
	Asma	10	106.45
	Halimah	11	71.36
	Sumayyah	9	54.00
	Nusaibah	9	91.89
	Safiyyah	10	42.10
Hafsah	11	97.32	

Involvement in Society and Factor Influence Student to Join MRC

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

From Table 12, it is shown that there is a significant mean difference among students involvement in society and platform factor (Factor 3), ($X^2 = 3.653$, $p < 0.10$, $p = 0.056$). 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 influence students to join MRC.

Table 12: Kruskal-Wallis Test between involvements in society

Factor	Chi-Square	Asymp. Sig.
Factor 1	.056	.812
Factor 2	.279	.598
Factor 3	3.653	.056

Table 13 represents the mean rank for Factor 3; platform factor. The mean rank for students who active in society on candidates' factor is 82.49 compared to students who do not active in the society (66.53). Based on this finding, students who active in society or club want to join the MRC mainly because they want to promote themselves.

Table 13: Mean Rank between involvement in society for platform

Factor 3		N	Mean Rank
Platform	Active	117	82.49
	Non-active	39	66.53

Kulliyah and Factor Influence Student to Join MRC

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

From Table 14, it is shown that there is a significant mean difference among type of Kulliyah and programme based factor (Factor 1), ($X^2 = 13.665$, $p < 0.10$, $p = 0.091$). 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 1 that influence students to join MRC.

Table 14: Kruskal-Wallis Test between Kulliyah

Factor	Chi-Square	Asymp. Sig.
Factor 1	13.665	.091
Factor 2	12.340	.137
Factor 3	12.436	.133

Table 15 represents the mean rank for Factor 1; programme based factor. The finding showed that the students from Kulliyah of Aikol, Economics, Engineering, ICT and IRKHS joined the MRC purposely to conduct programme compared to other Kulliyah. Based on the finding also it can be recommended that the mahallah authority can appoint more students from those Kulliyah if they want to increase the numbers of programme at mahallah.

Table 15: Mean Rank between Kulliyah for programme based

Factor 2		N	Mean Rank
Programme based	Kulliyah of Economics	44	90.14
	Kulliyah of IRKHS	54	76.17
	Kulliyah of ICT	7	77.71
	Kulliyah of Education	11	57.64
	Kulliyah of Engineering	23	79.98
	Kulliyah of Aikol	7	102.86
	Kulliyah of Kaed	7	43.36
	Kulliyah of Encom	1	42.00
	Kulliyah of KLM	2	42.00

NATURE OF MCLEAD PROGRAMME

McLead comprises of several activities. The previous McLead showed that the programme consist of several activities. First, the ice-breaking which aim to introduce themselves to others. Then several activities which are related to management games. The purpose is to strengthen the relationship among the members. Third, the briefing. The briefing comprises of the introduction to the type of programme organized by the mahallah, the residential management and other units. Fourth, the religious activities like performing the congregational prayers, qiamullail and Quranic recitation programme.

The 2015 McLead is based on the experimental education. The programme aims to engage more the students' participations throughout the programme. It has been designed to achieve the major objectives. Therefore, the content of the programme are mainly the group activities. There

are ten group activities that have included in the programme. The following are the programme and the expected outcomes from them.

Objectives of the Program

There are several main objectives of the programme. First, to provide intensive training on leadership skills. Second, to provide managerial skills for organizing programs. Third, to disseminate information on rules, regulations, future direction and guidelines for the MRC in organizing programs and plays the function as the mediator between the college residents and the Principal-Fellow system. Fourth, to instill the importance of Islamic principles and ethic in performing duties and responsibilities. Fifth, to prepare the MRC physically and mentally to the challenges in performing their duties and responsibilities.

Theme

The proposed theme for MCLEAD 2014/2015 is *“Together, We Lead A Better Future”* it is hoped that by the end of this MCLEAD program, we would be able to inculcate into ourselves, some of the good leadership qualities, focusing on the development of key areas to fulfill the university’s aspirations: preparing the leaders of tomorrow and enhancing the quality of life for all.

Expected Outcomes

It is expected that the participants will be able to conduct and anticipate the nature of program best needed and suited by the students. They are also will be able to affirm their knowledge on the rules and procedures in organizing activities/program under the purview of MRC. They also can improve the skills in leadership, teamwork and communication. In addition, they can enhance self confidence to face challenges in daily life as the student of IIUM. Lastly, they can strengthen the relationship amongst the MRC members either from the same or different Mahallah, Residential Management Department, Principals, Fellows and University authorities.

Content of the programmes

The content of the programmes can be divided into several parts. First is the briefing, second the group activities and third, the religious activities. Several briefings throughout the programmes. First, the briefing on the nature of programmes at the beginning of the programme. The purpose of the briefing is to ensure the students are well informed about the content and the conduct of the programme. Second, briefing by the SPEC committee. The purpose of the briefing is to provide the general understanding about the procedures of preparing the proposal, getting the approval, conducting the programme and submitting the programme and financial reports. The group activities are the main content of the programme for this Mclead 2015. The aims are to inculcate various values to the students through their direct participants. The following table shows the activities and the expected values.

Table 16: Group Activities

No	Name	Content	Expected lessons
1	Wonder Widget	Create product based on materials given	Communication skills, creativity, confidence, planning, delegation of tasks, time management
2	Initial Group meeting/Objectives	Setting goals for programme using S.M.A.R.T	Team work, communication, team identity, time management
3	Futurama	To plan for a community engagement programme to help the flood victims	Community service, communication skills, good manner,
4	X-Treme Brand Makeover	Designing marketing strategy and doing presentation	Communication skills, meeting skills, art of convincing.
5	Inspiring Ideas	Analyzing different case studies based on S.T.A.R analysis	Critical thinking, team work, preparation, team decision making.
6	Time to change	<ol style="list-style-type: none"> 1. Transform from an “egg”, “Chicken”, “dinosaur” and a “king” 2. Captain and players 	Lear to grab the opportunity, get out from the comfort zone, task distribution, be optimistic, confidence, understanding instruction, communicate, make alliances with others.
7	Outdoor Team Activities	<ol style="list-style-type: none"> 1. Egg throwing competition 2. Transfer balloon 3. All for one , one for all 	Communication skills, team works, creativity, always prepare, team decision making, time management
8	Entrepreneurial skills	Planning, designing and devising a proposal to market product	Planning process, entrepreneurship skills, identify challenges in organizing programme,
9	Pitching yourself	Design the business ideas and presence the audience a little bit about the company and the product	Planning in advance, confidence, engagement and enthusiastic,
10	Together, We lead a Better Future	Making origami ship and to sell the ship. To calculate the profit and loss.	The important of take charge, Time and planning, Practical in planning, Quality rather than quantity, Leaders role, Delegation of tasks, Creativity and thinking outside box, Time management

Satisfaction on the Mclead Programme

Table 17 below shows twenty items included in the questionnaire to measure the students' satisfaction during the programme. A seven-point Likert-scale is applied in the questionnaire with level 1 indicates that the respondents strongly disagree while level 7 indicates that the respondents strongly agree with the statement. Those items are stated in statements as follows; "Ice Breaking", "Group Activity 1 (Wonder Widget)", "Group Activity 2 (Initial Group Meeting /Objective setting)", "Group Activity 3 (Futurama)", "Management Game/Treasure Hunt/Explorace", "Group Activity 4(X-treme Brand Makeover)", "Group Activity 5 (Inspiring ideas)", "Group Activity 6 (Time to change)", "Group Activity 7 (Outdoor team activities)", "Group Activity 8 (Entrepreneurial skill)", "Group Activity 9 (Pitching yourself)", "Group Review 1,2 and 3", "Briefing by SPAC Committee", "Food", "Accommodation", "Facilities", "Related to my daily task", "Helps me to increase knowledge", "Motivates me to improve my performance" and "Contributes to the improvement the MRC of my mahallah".

Table 17: Items representing students' satisfaction during programme

Activity	Mean	Std. Deviation
Helps me to increase knowledge	5.82	1.183
Motivates me to improve my performance	5.76	1.143
Contributes to the improvement the MRC of my mahallah	5.74	1.217
Group Activity 6 (Time to change)	5.65	1.241
Group Activity 7 (Outdoor team activities)	5.62	1.355
Accommodation	5.60	1.352
Facilities	5.57	1.404
Group Activity 1 (Wonder Widget)	5.47	1.135
Group Activity 3 (Futurama)	5.47	1.240
Group Activity 4(X-treme Brand Makeover)	5.47	1.290
Group Activity 5 (Inspiring ideas)	5.43	1.254
Group Activity 2 (Initial Group Meeting / Objective setting)	5.42	1.088
Related to my daily task	5.40	1.324
Ice Breaking	5.39	1.328
Management Game/Treasure Hunt/Explorace	5.39	1.411

Activity	Mean	Std. Deviation
Group Review 1,2 and 3	5.37	1.309
Briefing by SPAC Committee	5.37	1.263
Food	5.32	1.477
Group Activity 8 (Entrepreneurial skill)	5.26	1.417
Group Activity 9 (Pitching yourself)	5.25	1.415

The whole content of the programme based on the means. More particular the higher means are for the overall conduct of the programme where the students believed that the programme had helped them to increase their knowledge, motivating them and also helping them to improve their performance. In term of the content they also show a very high satisfaction based on the means of the study except for the activity 8 (Entrepreneurial skill) and 9 (Pitching yourself) which scored the lowest mean. In addition to that students also indicated very low mean for the food provided throughout the programme. Perhaps, the organizers can improve on the activity 8 (Entrepreneurial skill), 9 (Pitching yourself) and briefing by the Spec committee in future. The hotel management also must also give more attention to the food services rather than the accommodation.

Skills Acquired

Table 18 below shows seven items included in the questionnaire to measure the students' soft skills during the programme. A seven-point Likert-scale is applied in the questionnaire with level 1 indicates that the lowest level while level 7 indicates that the higher level. Those soft skills are stated in statements as follows; "Teamwork", "Spirit of life-long learning", "Leadership skills", "Ethics and professional Morality", "Critical Thinking and problem solving", "Communication Skills", and "Entrepreneurship skills".

Table 18: Items representing the means for soft skills

Skills	Means	Std. deviation
Teamwork	5.89	1.176
Spirit of life-long learning	5.81	1.081
Leadership skills	5.81	1.138
Ethics and professional Morality	5.80	1.073
Critical Thinking and problem solving	5.74	1.022
Communication Skills	5.64	1.052
Entrepreneurship skills	5.60	1.131

The study shows that the organizer had achieved the objectives to ensure the seven soft skills are obtained by the participants from the programme. The highest skill is the teamwork, followed by life-long learning, leadership and professional morality. Even though the programme aimed to promote more entrepreneurship activities but the entrepreneurship skills are still the lowest obtained

by the participants. Perhaps more effective content of entrepreneurship should be highlighted in the future programme.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it is suggested that the position of the Mahallah Representative Committee should be offered more to senior students who have been exposed to some basic procedures of the programmes. The first year students should be encouraged to participate as Bloc Representative Committee which will enable them to gain some basic experience from the seniors. Furthermore, since majority of the participants would use their position as MRC to organize programme, the organizer should make clear to them the basic procedures of organizing programme. They should be exposed to the different categories of student activities like community services, entrepreneurship, sport, leadership and etc. In addition, they must be educated on how to make prudent budget and reporting for programme. Other than that, those student leaders should also be guided on how to inculcate the element of soft skills to the participants of their programme. This is very crucial in order to ensure the programme they organized have good impact to them. Lastly, a wider participation from different categories of students should be encouraged. Those students from Engineering, KAED, and Law should also be part of the MRC teams. This type of activities is very crucial for them in order to develop their soft skills especially leadership skills which is very important for their future career.

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