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**A QUALITATIVE STUDY ON THE EFFECTIVENESS OF THE
LEADERSHIP AND MANAGEMENT SKILLS COURSE
AMONG IIUM STUDENTS**



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MASTER OF HUMAN RESOURCE MANAGEMENT

UNIVERSITI UTARA MALAYSIA

APRIL 2016

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LEADERSHIP AND MANAGEMENT SKILLS COURSE
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
In Partial Fulfillment of the Requirement for the
Master of Human Resource Management**



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SCHOOL OF BUSINESS MANAGEMENT

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ABSTRACT

This qualitative study was carried out to study the effectiveness of the Leadership and Management course which contributed to the development of skills among a group of students in IIUM. It was aimed to examine significant learning methods, the knowledge, skills and aptitude (KSA) that students acquired from the learning experiences, and the effectiveness of the course. The study was conducted using semi-structured interviews. Data were immediately transcribed after each interview and analysed by comparing each interview data to find common themes that emerged. Data collected were analysed manually using Excel. Results showed that the most significant learning method which students learned to develop their leadership and management skills was through their group projects. The most cited KSA which they acquired from the course included communication skills, teamwork and thinking skills. The students agreed that the course was very effective in developing their characters and self-confidence, among other impacts. Future studies should be conducted amongst all students undertaking this course to determine the effectiveness of the course as a whole.

Keywords: Effectiveness, learning methods, KSA (knowledge, skills & aptitude)

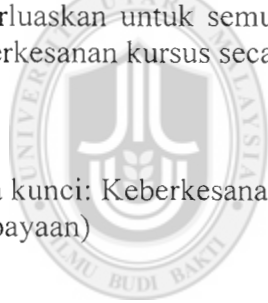


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ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengkaji keberkesanan Kursus Kepimpinan dan Pengurusan dalam menyumbang kepada pembangunan kemahiran di kalangan satu kumpulan pelajar IIUM. Kajian ini juga bertujuan untuk menyelidik kaedah pembelajaran yang signifikan, pengetahuan, kemahiran dan keupayaan (KSA) yang diperolehi pelajar, dan keberkesanan kursus yang dijalankan. Kajian dijalankan melalui temubual “*semi-structured*”. Data yang dikutip dimasukkan terus dalam computer selepas setiap temubual dan analisis dijalankan dengan membandingkan data dari setiap temubual yang dibuat sehingga tema tertentu terbentuk. Data dianalisa melalui Excel secara manual. Hasil kajian menunjukkan pelajar mendapati kaedah pembelajaran yang paling signifikan dalam membangunkan kemahiran kepimpinan dan pengurusan mereka adalah melalui projek secara berkumpulan. Manakala dapatan menunjukkan KSA yang diperolehi pelajar yang paling banyak dinyatakan adalah kemahiran komunikasi, kerja berpasukan dan kemahiran berfikir. Pelajar bersetuju bahawa kursus ini sangat berkesan dalam membangunkan diri mereka sendiri dan keyakinan diri, selain impak-impak yang lain. Cadangan yang diusulkan adalah agar kajian seperti ini diperluaskan untuk semua pelajar yang mengambil kursus ini untuk memastikan keberkesanan kursus secara menyeluruh.

Kata kunci: Keberkesanan, kaedah pembelajaran, KSA (pengetahuan, kemahiran & keupayaan)



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Not forgotten my lovely students for our sharing moments throughout our course together, my friends, officemate and my family... ..

May Allah Bless Us, Insya 'Allah...



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TABLE OF CONTENT

ITEM	PAGE
DISCLAIMER	ii
PERMISSION TO USE	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLE	xi
LIST OF FIGURE	xii
ABBREVIATION	xiv
CHAPTER 1 : INTRODUCTION	
1.1 Introduction	1
1.2 Background of the Study	2
1.3 Problem Statement	7
1.4 Research Question	11
1.5 Research Objective	12
1.6 Significance of Study	12
1.7 Scope and Limitation of Study	13
1.8 Organisation of the Thesis	13

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction	15
2.2.	Learning Methods	18
2.3	Competencies	23
2.3.1	Knowledge	23
2.3.2	Skills	24
2.3.3	Aptitude	28
2.4	Learning Outcome/ Impact	30
2.5	Effectiveness of Learning	30
2.6	Competency Model	32
2.7	Chapter Summary	33

CHAPTER 3 : RESEARCH METHODOLOGY

3.1	Introduction	34
3.2	Research Design	34
3.3	Population & Sampling Size	36
3.4	Research Instrument	36
3.5	Data Collection Procedure	37
3.6	Data Saturation	38
3.7	Data Analysis	39
3.8	Chapter Summary	42

CHAPTER 4 : RESULTS

4.1	Introduction	43
4.2	Background of the Respondents	43
4.3	Results of the Study	44
4.3.1	Learning Methods/ Activities	46
4.3.2	Specific K.S.A (Aptitude/ Skills/ Knowledge) Acquired	52
4.3.3	Effect of the Course	57
4.4	Chapter Summary	60

CHAPTER 5 : DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1	Introduction	61
5.2	Overview of the Study	61
5.3	Summary of Findings	62
5.3.1	Significant Learning Methods which contributed to the development of K.S.A. (Aptitude/ Skills/ Knowledge)	66
5.3.2	Specific K.S.A. (Aptitude/ Skills/ Knowledge) Acquired	64
5.3.3	Impact of the Course	65
5.4	Recommendation	66
5.5	Suggestions for the Future Research	70
5.6	Conclusion	71

BIBLIOGRAPHY

LIST OF TABLE

NO.	DESCRIPTION	PAGE
Table 1.1	Trainer Handbook, Leadership and Management (CCLM 2051)	6
Table 1.2	Assessment Breakdown	7
Table 1.3	Rubric Assessment by MOHE	7
Table 1.4	Seven (7) Thrust in the NHESP	9
Table 1.5	Transferable Skills	11
Table 3.1	Leading Questions Outlined of the Interview	42
Table 3.2	Manual Data Analysis	47
Table 4.1	Demographic Information	50
Table 4.2	Coding According to Most Frequent Answer	51-52
Table 4.3	Learning Methods that Contributed to the Development of K.S.A.	53
Table 4.4	Specific K.S.A. Acquired by students	59
Table 4.5	Impact of the Course	63
Table 5.1	Modern Methods of Cooperative Learning	69

LIST OF FIGURES

NO.	DESCRIPTION	PAGE
Figure 1.1	IIUM Strategic Plan 2007 – 2015	11



LIST OF ABBREVIATION/NOTATIONS/GLOSSARY OF TERMS

IIUM	International Islamic University Malaysia
OIC	Organization of the Islamic Conference
MOHE	Ministry of Higher Education
NHESP	National Higher Education Strategic Planning
CCAC	Co-Curricular Activity Centre
S-DEV	Student Development Division
CCLM 2051	Leadership and Management Skills



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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This qualitative study was carried out to examine the effectiveness of the Leadership and Management course (CCLM2051) in the development of skills among students in IIUM.

Advanced technology in education, for instance, impose some changes in the learning process. The changes were needed especially among the younger generations. Teaching and learning methods require continuous improvement to keep abreast with the changes and to meet the needs for the new generations. The example of learning methods used in IIUM includes problem-solving based activities, group discussion, games and group project activities.

Students acquire knowledge through various methods to satisfy various learning style. Some learners hear and learn best by seeing while somehow better through acting and reflecting; cognitive rationally and instinctively; remembering and imagining and drawing analogies and building mathematical models; steadily and in fits and starts.

Pask (1977) stated that knowing one's learning style or methods in learning is important. Trainers should, therefore, make learners aware of their learning styles. Learners often take for granted that their ways of learning as habitual. They may not even recognize their own styles and not to mention others styles of learning. By

making learners being aware of their ways of learning, trainers may encourage them to realize the importance of appropriate learning styles in different disciplines or subjects, and that such style can be changed to suit with the changing learning environment.

According to Brewer *et al.* (1999), effective learning methodology ensures the development of a robust learning environment, where training activities reflect the perspectives of three critical contributors: the developers of the tools (programmers), the subject matter experts of the content knowledge to be learned (the users), and those who have the most scientific understanding of how people learn.

The authors also stated that learning methodology is based upon accepted theories as to how people learn. Over the years, diverse learning theories have been examined, evaluated, demonstrated, and/or applied in a variety of operational and laboratory settings connected with military training. There are differences among the basic theories, and there are many of those theories, which focus on different aspects of the learning process.

1.2 Background of the Study

Incorporated by the government of Malaysia, International Islamic University Malaysia (IIUM) was set up in 1982 to fulfill one of the major aspirations of the contemporary global Muslim community to attain the leadership of the Ummah in the quest for knowledge as encapsulated in its vision statement:

"To be an international centre of educational excellence which integrates Islamic revealed knowledge and values in all disciplines and which aspires to the restoration of the Ummah's leading role in all branches of knowledge."

Established under Company Act and with registration no 101067-P which uses English as its medium of instruction for undergraduate and postgraduate programmes in every Kulliyahs (known as faculty at other higher institutions).

In order to achieve the vision, IIUM managed to recruit scholars from all over the world for its academic faculties. It also supported by professional and dedicated administration.

Through its different educational model of integration and Islamization of knowledge, IIUM unifies reason with revelation, science with religion and ethics with professional courses. Undoubtedly this is one place where great leaders of the future are being trained and nurtured to hone their potentials. It tempers the spirit of optimism with moderation. A part from that, students will be trained with basic knowledge on how to have well-rounded *Akhlaq* with quality leadership and management skills.

Therefore, in order to prepare the students, the establishment of the Co-Curricular Activity Centre had been approved in the University Senate Meeting No. 256 held on 25 May 2001 and formally established in July 2001.

The main objectives of the centre are:

- 1) Cultivating specific identifiable skills that suit the needs and demands of the student.

- 2) Offering courses that are beneficial for the development of student's personality.
- 3) Giving credit hours for the students' co-curricular activities.
- 4) Providing a platform (training ground) for the students to continuously develop their leadership skills and talents.
- 5) Equipping students with the basic training skills that are required for every Individual *Muslim* i.e. the integration between *Iman, Ilm* and '*Amal*.

The course of Leadership and Management (CCLM 2051) consist of 0.5 credit hours with the following objectives as the followings:

1. Prepare well-rounded students personality equipped with knowledge and morals (*akhlaq*).
2. Prepare students with qualities of leadership and relevant soft skills.
3. Prepare students to be a multitasking, innovative and adaptative.
4. Produce responsible, capable and accountable persons who can lead and be led.

In general, the implementation of this programme would enable the University to prepare their graduates who are able to face the challenges posed by new millennium with the emergence of the borderless world; graduates who are continually interacting with their environment, who are perpetually striving for excellence, in pursuit of the true meaning of *Ihsan*.

The students also provided with hands on experience further enhancing their leadership skills and relevant soft skills while being trained on developing

leadership vision, professionalism, confident and performance at highest level of leadership and management.

Currently, all the trainers are provided with the followings planning for the whole semester (Table 1.1):

Table 1.1

Trainer Handbook, Leadership and Management Skills (CCLM 2051)

WEEK	TOPIC/ ACTIVITIES/ PRESENTATION	REMARKS
WEEK 1	<ul style="list-style-type: none"> Ice Breaking (Biodata form) – 20 mins Communication Skills 	Individual
WEEK 2	<ul style="list-style-type: none"> Leadership Skills Basic Organizational Skills 	Individual
WEEK 3	<ul style="list-style-type: none"> Public Speaking & Presentation Skills Strategic Planning 	Individual
WEEK 4	<ul style="list-style-type: none"> Self – Development Individual Presentation 	Individual
WEEK 5	<ul style="list-style-type: none"> Documentation Skills Individual Presentation 	Individual
WEEK 6	<ul style="list-style-type: none"> Time Management Skills Motivational Skills 	Individual
WEEK 7	<ul style="list-style-type: none"> Intercultural Management Individual Presentation 	Individual
WEEK 8	<ul style="list-style-type: none"> University Community Engagement (UCE) 	Mass
WEEK 9	<ul style="list-style-type: none"> Preparation for UCE 	Mass
WEEK 10	<ul style="list-style-type: none"> UCE Exhibition 	Mass

Source : Trainer Handbook, Leadership and Management Skills (CCLM 2051)

All trainers of the CCLM 2051 are provided with the handbook for them to deliver the course. For example as stated in Table 1.1, every week, students will be taught different topics for the whole semester. Students will be assessed based on the assessment breakdown as shown in Table 1.2.

Table 1.2*Trainer Handbook, Leadership and Management Skills (CCLM 2051)*

PARTICULAR	MARKS (%)
CAM	80%
Punctuality	10%
Dress Code & Adab	5%
Class Participation • Assessment (during presentation & other classes)	10%
Group Project • University Community Engagement (UCE) • Exhibition	35%
Individual Presentation	20%
FINAL	20%
Weekly Reflection (Final Individual Reflection)	20%

*Source : Trainer Handbook, Leadership and Management Skills (CCLM 2051)***Table 1.3***Trainer Handbook, Leadership and Management Skills (CCLM 2051)*

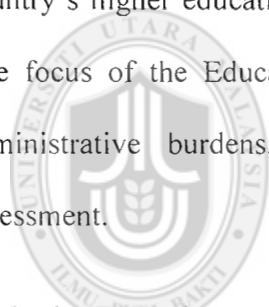
Punctuality = 10% (Affective Domain - EM)				
Receiving	Responding	Valuing	Organising	Internalising
2%	4%	6%	8%	10%
Come to class before/on time 1-2 times only	Come to class before/on time 3-4 times only	Come to class before/on time 5-6 times only	Come to class before/on time 7-8 times only	Never late or come to class before/on time up to 9 times
Dress Code & Adab = 5% (Affective Domain - EM)				
Receiving	Responding	Valuing	Organising	Internalising
2%	4%	6%	8%	10%
Oblige to the dress code of the University, yet not willing to be good to others	Oblige to the dress code of the University and be friendly to others	Oblige to the dress code of the University, be friendly and willing to help	Oblige to the dress code of the University, be friendly and helpful	Oblige to the dress code of the University, be friendly, helpful and respectful to others
Class Participation = 10% (Affective Domain - TS)				
Receiving	Responding	Valuing	Organising	Internalising
2%	4%	6%	8%	10%
Just to be present in class	Agree to work as a team once instructed	Agree to cooperate willingly and appreciate the teamwork	Appreciate the importance of teamwork and consistently promoting it	Feeling of remorse if not able to work and participate in team
Group Project = 35% (Psychomotor Domain – LS & CTPS)				
Receiving	Responding	Valuing	Organising	Internalising
7%	14%	21%	28%	35%
Just to be included in the team without providing any idea	Be able to relate the needs of leadership and contribute idea for the success of the project	Be able to coordinate activities with the help of team members and practising the new idea	Be able to manage the organization within the team and be able to resolve any problem occurred using the new idea	Be able to enhance the organization and management within the team by developing new model

Source : Trainer Handbook, Leadership and Management Skills (CCLM 2051)

The assessments above are based on the rubric marking scale provided by the Ministry of Education (MOHE) of Malaysia. In short, the importance to provide IIUM students with the Leadership and Management Skills is a crucial process. The details are highlighted in Table 1.3.

1.2 Problem Statement

Ministry of Higher Education of Malaysia (MOHE) announced its Higher Education Blueprint 2015-2025 which highlighted a bold statement on how the country's higher education sector would be transformed over the coming decade. The focus of the Education Blueprint was improving teacher quality, reducing administrative burdens, broadening access, and reforming curriculum and assessment.



In the Executive summary of the Malaysian Education Blueprint 2015 – 2025 (Higher Education) stated the followings statement:

“..Preparing Malaysian youth to thrive in this complex and ever-changing future will require an equally fundamental transformation of how the higher education system and higher learning institutions (HLIs) currently operate..”

(Malaysian Education Blueprint 2015 – 2025)

It also supported by The National Mission as announced in the Ninth Malaysia Plan (9th MP) on 31st March 2006, emphasised the second phase of the government's effort to achieve Vision 2020. The MOHE has the main role of

initiating the mission to raise the capacity for knowledge and innovation, as well as encouraging a first class mind set to the nation.

In line with the second thrust of the National Mission, Malaysia needs to produce human capital with a first class mind set in order to face developmental challenges in knowledge and innovation based economy. The desired human capital should be knowledgeable, skilful and possess a superior personality.

Table 1.4

Seven (7) Thrust in the National Higher Education Strategic Planning

Thrust 2	<p>Improving the Quality of Teaching and Learning</p> <ul style="list-style-type: none"> • A national policy on industrial internship for students and industry attachment for lecturers • Periodical improvement of the curriculum, an interactive learning methodology and the widening usage of the English Language • Versatility and marketable graduates • 100,000 PhD holders or equivalent
-----------------	--

Source : National Higher Education Strategic Planning

MOHE's Thrust 2 (Improving the Quality of Teaching and Learning) emphasise to what extent does the improved learning methodology affect to the students.

In line with the MOHE aspiration, student development is included as one of the pillars in the IIUM Strategic Plan 2007 – 2015. The University intends to transform itself into an Islamic-based international university known for its excellence in research activities. The University develop itself into powerful force

in the global section sector, the IIUM must move one step further from where it has been standing all this while to become a global and Muslim world model of excellence, and this strategic plan is testimony to that.

There are eight (8) pillars that stated in the IIUM Strategic Plan 2007 - 2015 in order to achieve the vision of IIUM as discussed before. The details of the IIUM Strategic Plan 2007-2015 as stated in Figure 1.1 below.

Figure 1.1
IIUM Strategic Plan 2007 - 2015



Source : IIUM Strategic Plan 2007-2015

Figure 1.1, Student Development is one of the pillars in order to achieve the University's vision.

The Student Development Division (S-Dev) was established on 22nd August, 2003 after the endorsement in the Executive Management Meeting by the Office of the Rector. The Student Development Division (S-Dev) plays the important role of

assisting students in their personal and professional development in accordance with the vision and mission of the IIUM.

The Credited Co-Curricular Activity Centre is a part under the purview of the Student Development. The Centre offered the Leadership and Management Skill (CCLM2051) course since 2001 with the aim to prepare well-rounded students personality equipped with knowledge and morals (*akhlaq*). It also aims to produce a responsible, capable and accountable person who can lead and can be led.

Table 1.5 emphasise on transferable skills which students should possess by taking the CCLM2051.

Table 1.5
Transferable Skills

<i>Transferable Skills</i>	<i>Skills</i>	<i>How They Are Develop</i>	<i>Assessment Method</i>
	<i>Ethical & Morale (EM)</i>	<i>Role Play</i>	<i>Role Play</i>
	<i>Leadership Skill (LS)</i>	<i>Presentation</i>	<i>Presentation</i>
	<i>Teamwork Skills (TS)</i>	<i>Role Play</i>	<i>Role Play</i>
<i>Source : Course Outline, Leadership and Management Skills (CCLM 2051)</i>	<i>Lifelong Learning (LL)</i>	<i>Demonstration</i>	<i>Presentation</i>

Therefore, in a process of learning for the CCLM 2051, the trainers have to use various methods in their class in order to deliver the topic every week. In order to produce creative students, the trainer also has to be creative in using the methods while delivered the module.

Azam, Mohaida and Zainurin (2013) agreed with Shulman (1986) who stresses the notion of 'pedagogical knowledge' and 'subject knowledge' as root of educator professional knowledge that enables educators to understand the conditions of teaching and learning in the classroom.

Since its implementation in year 2001, no study has been done to examine on the effectiveness of the learning methods used in delivering the CCLM2051 course. Therefore, this is an attempt to identify the effectiveness of the blended learning of this course towards skills development of IIUM's students.

This exploratory study was designed to gather student's perception on the effectiveness of the course.

1.4 Research Questions

Based on the deliberation above, this study was designed to answer this question: How effective was the course from students' perspective?

To answer that question, several major questions were developed:

- a) Which significant learning method/s contributed to the development of K.S.A (Knowledge/Skills/Aptitude)?
- b) What K.S.A (Knowledge/Skills/Aptitude) did they acquire from this course?
- c) What were the effects of the course from the students' perspectives?

1.5. Research Objectives

The primary objective of this study was to examine the effectiveness of the course from the students' perspectives. The following major sub-objectives were developed as a guide to answer the primary objective in this study:

- a) To examine significant learning method/s which contributed to the development of K.S.A (Knowledge/Skills/Aptitude).
- b) To identify specific K.S.A (Knowledge/Skills/Aptitude) students acquired from this course.
- c) To explore the effects of the course from the students' perspectives.

1.6 Significance of the study

This study is focused on the effectiveness of the blended learning methods in delivering the Leadership and Management (CCLM 2051) course. The study was conducted to identify how the course contributed to the development of soft skill among IIUM students. This study is also expected to have both theoretical and practical implications. From the theoretical point of view, the study of key elements will provide guidance for future research to develop a comprehensive conceptual framework of blended learning methods in Leadership and Management (CCLM2015). From the practical point of view, a better understanding of the best methods in the process of learning for Leadership and Management (CCLM2051) will benefit all trainers involved in improving the delivery of the course.

1.7 Scope and Limitations of the Study

The study was carried out at the International Islamic University Malaysia (IIUM) among IIUM students undertaking course of Leadership and Management (CCLM2051), session semester 2014/2015 who are mostly second year undergraduate students. The study focused on the effectiveness of the blended learning methods on their learning process throughout the semester.

Due to time and cost constraints, this qualitative study with a selected group of students was selected.

1.8 Organization of the Thesis

In order to give a clear picture of the study, the thesis is separated into five (5) chapters.

Chapter 1 provides the background of the study, problem statement, research questions, research objectives, research significant, and definition of terms and organisation of the study.

Chapter 2 contains the literature review and the summary of previous research related to the qualities of the students especially in their knowledge, skills, and aptitude.

Chapter 3 describes the research framework and methodology employed in this study. Research design, sample, data collection, research instrument, and methods of data analysis are also discussed in this chapter.

Chapter 4 discusses the findings and testing results. The discussion starts with the profile of the respondents, followed by the presentation of results of the analysis of variables using the descriptive analysis.

Chapter 5 discusses major findings of this study. Implications of the findings were introduced. Suggestions for improving students' qualities were also presented. Recommendations for further research were presented. Finally this study ends the chapter with conclusion of the study.



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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Felder (1988) stated that learning in a structured educational setting may be thought of as a two-step process involving the reception and processing of information. In the reception step, external information (observable through the senses) and internal information (arising introspectively) become available to students, who select the material they will process and ignore the rest. The processing step may involve simple memorization or inductive or deductive reasoning, reflection or action, and introspection or interaction with others.

It also supported by other author stated that the knowledge base for some professions may be found in case books, handbooks of practice, precedents of law, and so on. In recent times, both nursing (see, e.g., Newton, 2000; Rolfe, 1998) and teaching (see, e.g., Clandinin & Connelly, 1995; Lytle & Cochran-Smith, 1992) have sought to better develop and articulate those aspects of practice that might be described as being a part of their knowledge base.

Bonk and Graham (2001) stated that the term “blended learning” is being used with increased frequency in both academic and corporate circles. In 2003, the American Society for Training and Development identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry (cited by Rooney, 2003).

Before discussing issues of blended learning, it is important to understand the concept of learning process toward student's skill development. Moore's three types of interaction (Moore, 1989) may be the most frequently used typology. This framework, focusing on learning events, includes three types of interaction: (a) learner–content interaction, (b) learner–instructor interaction, and (c) learner–learner interaction. The interaction between learner and content takes place when learners gain content knowledge through one or more forms of media such as tutorials, CD-ROMs, or web-based courses.

The learner–instructor interaction happens when an instructor delivers content knowledge, provides appropriate scaffolding, clarifies misunderstanding, and increases student motivation. Lastly, the learner–learner interaction occurs when learners in different geographical areas interact with each other to achieve a certain goal. While promoting collaboration among learners has been regarded as a challenging instructional strategy, recent advances in computer-supported collaborative learning (CSCL) technologies have made online collaborative learning more effective and ubiquitous (Koschmann, Hall, & Miyake, 2002).

Leadership is defined by the dictionary as “the position or function of a leader, a person who guides or directs a group” or simply said as having the ability to lead. One of the great definitions is “the art of leading others to deliberately create a result that wouldn't have happened otherwise.” Most people associate leadership with seniority or titles but it is actually not. Bill Gates believes that leaders are the one who empowers others while John Maxwell mentions that “Leadership is influence – nothing more, nothing less.”

One should be able to distinguish between leading and bossing. Some of the leadership characteristics highlighted by Forbes (2012) are honesty, communication skills, ability to delegate and inspire creative and confidence. Not everyone has the ability to lead but some believe that leadership skill is not born with but it can be built within any individuals. The leadership skills can be nurtured from in time.

Leading is a function held and carried out by leaders and thus managers in organisation Good leaders (managers) are made, not born. If one has the desire and willpower to take on the role of a leader, one can become an effective leader. Good leader develop through a never-ending process of self-study, education, training and experience.

To inspire people to aim at higher levels of performance and teamwork, there are certain aspects one should take into consideration and they may be referred to as the “be”, “know”, and, “do”. These aspects do not come naturally, but are acquired through continuous work and study. The best leaders are constantly working and studying to enhance their leadership skills.

Mills (2005) stated that leadership is a process by which one person influences the thoughts, attitudes, and behaviors of others. Leaders set a direction for the rest of the employees. Leadership is the ability to get other people to do something significant that they might not otherwise do.

According to the management innovations’s website stated that the Management is the process of reaching organizational goals by working with and through people and other organizational resources. The management can be described as below:

1. It is a process or series of continuing and related activities.
2. It involves and concentrates on reaching organizational goals.
3. It reaches these goals by working with and through people and other organizational resources.

2.2 Learning Methods

Doyle.T. (n.d) stated that there is no rule on which teaching methods match up best to which skills and/or content that is being taught. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just “a method” or simply the method with which the teacher was most comfortable.

The differences may manifest itself in ‘life styles’ and even in personality types (Zhang & Sternberg 2005). Kolb (1984) and Honey and Mumford (1992) describe learning style as an individual preferred or habitual ways of processing and transforming knowledge. According to Kolb (1984), psychological attributes, resulted from individual differences, determine the particular strategies a person chooses while learning.

On the other hand, Keefe (1987) emphasizes learning styles as cognitive, affective, and psychological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Moreover, Dunn and Dunn (1986) hold that each individual’s concentration on, mental processes, internalization and retain of new and difficult information stem from his specific learning style.

For Felder and Henriques (1995), the criterion for classifying learners is their perceptual behaviour. They make two categories: sensing and intuitive learners. 'Sensing' learners are concrete and methodical; they are good at memorising facts and doing hands-on work and are more comfortable with following rules and standard procedures. On the other hand, 'intuitive' learners tend to be abstract and imaginative; they like innovation and dislike repetition. As to the ways in which learners prefer input information to be presented, they can be either visual or verbal learners. Visual learners are those who prefer to receive in the form of pictures, diagrams, films and demonstrations while verbal learners prefer words as a medium for information transfer.

Moreover, with respect to the ways of knowledge can be processed, learners can be put into two categories, namely 'active' and 'reflective'. An active learner, as suggested by the name, is someone who prefers to be actively involved in examining and employing knowledge with others. He does so in group discussions and interactions with others. Reflective learners tend to employ their introspection. Active learners benefit the most in dialogue, role-play and team work learning activities while reflective learners are more inclined to ponder on perceived information. Learning styles were found to affect learners' learning behaviours. Learners having different learning style preferences would behave differently in the way they perceive, interact, and respond to the learning environment (Junko 1998).

Since learners differ in their preferences to certain learning styles, it will be important for teachers to examine the variations in their students on the features of their learning styles, because the information about learner's preference can help

teachers become more sensitive to the differences students bring to the classroom (Felder & Spurlin 2005). Adjustments can then be made to accommodate the students' varied needs. This study, therefore, aims at depicting the relationship of learners' learning style preference.

There have been many attempts made to enhance students' academic achievements. It has always been the main concern of many dedicated teachers and parents that their students and children be as much successful as possible. In relation to this, many teachers are convinced that students need the positive attitude to succeed academically. Often, one's learning style is identified to determine strengths for academic achievement. Dunn, Beaudry and Klavas (1989) assert that through voluminous studies, it has been indicated that both low and average achievers earn higher scores on standardized achievement and attitude tests when they are taught within the realm of their learning styles.

Chuah Chong-Cheng (1988) discusses the importance of learning styles as being not only necessary, but also important for individuals in academic settings. Most students favour to learn in particular ways with each style of learning contributing to the success in retaining what they have learnt. As such, studies carried out conclude that students retain 10% of what they read, 26% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do something (Chuah Chong-Cheng 1988). These facts reveal that each learning style has its own strengths and weaknesses. Some students learn in many ways, while others might only favour one or two. Those

students with multiple learning styles tend to gain more and obtain higher scores compared to those who rely solely on one style (Dunn, Beaudry & Klavas 1989).

Additionally, the differences in learning styles have also been reported between gifted and the underachievers; between the learning disabled and average achievers; among different types of special education students; and among secondary students in comprehensive schools and their counterparts in vocational education and industrial arts (Dunn & Dunn 1986). Some special students favor kinesthetic instruction, such as experiential, active and hands-on, while many others are more auditory and visually oriented (Dunn 1991).

Dunn and Dunn (1986) also believe that low achievers tend to have poor auditory memory. Although they often want to do well in school, their inability to remember information through lecture, discussion, or reading causes their low achievement especially in traditional classroom environment where teachers dominate and students mostly listen or read. It is not only the low achievers learn differently from the high achievers, they also vary among themselves. Impulsive students for instance, when compared to reflective ones, show poor academic achievement (Kagan and Kagan, 1970). Other studies show that Field Independent students achieve more than Field Dependent ones (Chapelle 1995).

Studies also reveal that matching teaching and learning styles can significantly enhance academic achievement at the primary and secondary school levels (Smith & Renzulli 1984). According to Felder (1995), students learn more when information is obtainable in a variety of approaches than when only a single approach is applied. Much experiential research indicates that learning styles can

either hamper or increase academic performance in several aspects even though not much research has been conducted on the relationship between instructional design of learning materials and learning styles (Riding & Cheema 1991). In general, a rich data have been obtained through studies on learning styles; however, the data have rarely been exploited by designers of instructional programs thereby a greater understanding of learners' approaches to learning can be obtained.

One of greatest aspirations of any country is to become a centre of excellence in education at the global level, Malaysia is no exception. Generally speaking, although teachers in school have three major tasks to accomplish, that is, to select and formulate achievable objectives, to plan effective learning experiences to attain objectives, and to evaluate the extent to which the objectives have been achieved for the success of the school educational programme (Della-Piana 1965), many a time most teachers fail to achieve their mission to enhance students' achievements. This might be due to the differences in learning styles that students bring into the classroom and may play a significant role in creating opportunities in students' learning experiences. Moreover, this can bring to the surface issues that help administrators think more deeply about their roles and the organizational structure in which they carry out their responsibilities (Claxton & Murrell 1987).

Although learning styles has not received full consideration in the local educational context, it is certainly the time that learning styles be fully incorporated into the teaching services. However, without proper research in this area, it is difficult to illustrate the contribution and positive intervention of learning styles with students' overall academic achievements. As such, the concept of learning

styles will challenge teachers to rethink of their methods to improve students' academic achievement. After all, as (Guild & Garger 1985) assert effective educational decisions and practices must derive from an understanding of the ways that individuals learn.

2.3 Competencies Aptitude/ Skills/ Knowledge (K.S.A)

2.3.1 Knowledge

Many researchers have carried out several studies on this area. Porter and McKibbin (1988) found that most accounting programs follow a pedagogical model developed decades ago where students are taught business concepts through functional areas such as, accounting, management, marketing, finance, and others. It is said that these students are therefore inadequately prepared for a cross-functional world. They contend that accounting graduates, while are technically prepared, are not equipped to meet the challenges of the accounting profession. They suggest that accounting education must be based on a strong interdisciplinary foundation.

Albrecht and Sack (2000) undertook a study on this subject sponsored by the American Accounting Association (AAA), the American Institute of Certified Public Accountants (AICPA), the Institute of Management Accountants (IMA), and the Big 5 CPA firms. They suggest that three major changes in business environment (technology, globalisation, and investor concentration) necessitate a more broadly educated accounting student. They argue that current accounting curricula do not expose students to a broad business education nor do they teach

global perspectives. They further suggest that accounting education should be integrated and students should only be taught relevant things.

Many researchers have studied graduates' perceptions toward curriculum and the importance of skills. These studies conclude that as an important stakeholder in accounting programme, graduates should provide feedback to their universities on the relevance of their accounting program. Gabbin (2002) suggest that alumni CPAs and accounting educators should have a reciprocal relationship. This is important because accounting practitioners know better than anyone else what the profession has to offer students, and expert insight about the changing nature of the profession and employer needs.

Gabbin (2000) further suggest that accounting educators should get regular and systematic feedback from the alumni about the changing business environment and their assessment of an accounting program's strengths and weaknesses. This feedback can help program improvement. Smith and Demichiell (1996) emphasised the importance of surveys of stakeholders in designing new curriculum. According to them, this will help institutions to continuously improve their curriculum.

2.3.2 Skills

There have been several studies undertaken across industries that reflect the views of employers. Lloyd (2008) suggested that in the UK current skills policy is centred on the need to drive up qualification obtainment and make the system more employer-led. This study also found that social skills are generally found to be of importance and are often claimed to be lacking in the labour market (LSC 2006).

However, social skills are very difficult to define (Grugulis, 2007) and are often difficult to meet these through qualifications.

Kryder (1997) identified five core skills vital for students. They include written and oral business communication, team work, computer competency, and multicultural communication. Messmer (1997) also stressed the importance of communication skills, teamwork, and interpersonal skills. Thornburg (1997) has suggested a similar set of skills for success: written and oral communication, computer knowledge, human relations, problem solving, leadership and delegation.

Researchers such as Hodges and Burchell (2003) suggest that students need to possess a combination of cognitive skills (technical knowledge, expertise and abilities) and personal or Behavioural characteristics (principles, attitudes, values and motives) which are a function of individual personality. In recent years, it was suggested that a skill such as emotional intelligence (the ability to recognize, use and manage emotions) is critical for engaging with the world and that emotions are central in all rational decision making processes (McPhail, 2004). Others have suggested that emotional intelligence has become a skill that may allow accountants to perform better in a variety of areas such as leadership, client relations, and even decision making (Bay & McKeage, 2006).

Demands from employers that new recruits should be 'job ready' are common. However, this is difficult given that most jobs require some element of organisational and workplace specific skills (Gleeson & Keep, 2004). Further Grugulis, Warhurst, and Keep (2004) argue that by classifying such attitudes and Behaviour as "motivation" as a skill, employers have been able to shift

responsibility for the creation or reinforcement of some of these attitudes and traits away from their role as managers and motivators of their employees and onto the education system.

Gabric and McFadden (2000) investigate students' perceptions of the expected marketable skill foundation and found that students agree in developing 'personal transferable skills'. The skills such as communication and time management which can be used in a "wide variety of career-related situations" is not only important for making them more employable but is also a "fundamental part" of achieving "a good education" (Haigh & Kilmartin, 1999). As far as future career prospects were concerned, students rated teamwork and public presentation skills as the most important learning outcomes of the course and emphasised the development of skills to equip graduates for learning, work and life. This view is supported by Candy, Crebert, and O'Leary (1994) and developed further by Jones and Sin (2003), who emphasise that students must be prepared to be lifelong learners with a focus on developing attributes and skills over a lifetime of professional, social and cultural experience. The focus change, and renew skills and knowledge throughout life (Crebbin, 1997). Although universities have responded to the challenge of the 'skills agenda' in a variety of ways, Athiyaman (2001) finds that students felt that universities were still not delivering in terms of the development of those skills and attributes they considered important to their careers.

Many researchers have recommended abandoning a wholly procedural (technical) approach to financial accounting (Bonk & Smith, 1998; Albrecht & Sack, 2000; Herring & Williams, 2000). Hunton (2002) argues that many traditional

accounting tasks can be reliably automated, supporting claims that an accountant's worth is now increasingly reflected in higher-order skills, such as critical-thinking, problem-solving and analytical skills. In contrast, some feel that it is unrealistic for universities to attempt to guarantee that graduates will possess the necessary generic skills to meet the demands of employers especially across a range of disciplines (Cranmer, 2006). However, Albrecht and Sack (2000, p. 55) stress the importance of skill development during courses and state that:

“Students forget what they memorize. Content knowledge becomes dated and is often not transferable across different types of jobs. On the other hand critical skills rarely become obsolete and are usually transferable across assignments and careers.”

Using Dephi Technique, Ismail and De Souza (2002) identified 10 skills needed by business management graduates, from the perspectives of 140 managers in Malaysia. The results show that most important skills include communication, presentation, analytical and human affairs.

Ulinski and O'Collaghan (2002) compared the students and employers perception towards the importance of 13 oral communication skills as identified in study by Maes, Weldy dan Icenogle (1997). 73 MBA graduates were selected as the respondent in the study. The results show that listening and speaking skills are the most important skills perceived by native-English-speaking MBA graduates and employers. This is also found to differ from the ability to listen and followed

clients' orders, giving order and interview, when the respondents perceived that these skills are less important.

2.3.3 Aptitude

Competitive pressures, technology and global environment have led to changed expectations in terms of the aptitude that new accounting graduates should demonstrate from the outset. Different stakeholders have different expectations. Researchers suggest that students need to possess a combination of cognitive aptitude and personal or Behavioural characteristics (principles, attitudes, values and motives) which are a function of individual personality (Hassall, et al., 2005). In recent years, researchers have suggested that an ability such as emotional intelligence (the ability to recognize, use and manage emotions) is critical for engaging with the world and that emotions are central to all rational decision making processes (McPhail, 2004). Others have suggested that emotional intelligence has become an ability that may allow accountants to perform better in a variety of areas such as leadership, client relations, and even decision making (Bay & McKeage, 2006).

Bridges (2000) and Holmes (2001) emphasise students need to be able to function in the workplace, be confident communicators, good team players, critical thinkers, problem solvers and, in addition, to be adaptive, adaptable and transformative people capable of initiating and responding to change (Harvey, 1999). Even though the desirable graduate attributes in these lists are similar to those of 20 years ago (Harvey, 1999), the lists are getting longer and more complex.

Researchers began to question what are the important specialised aptitudes of students (Cohen, Crain, & Sanders, 1996; Harris & Brown, 2000, Messmer 2004, Ramaswamy, 2005), and their experience levels (Grippio & Ibex, 2003). DeGabriele (2008) extended these studies by surveying accounting academics, forensic accounting practitioners and users of forensic accounting services to further define the relevant aptitude and characteristic of accountants. DeGabriele (2008) identified nine competencies for three major stakeholder groups and had the participants rate their agreement/disagreement with the importance of those competencies. DeGabriele (2008) was able to group the competencies into those related to knowledge and ability and those related to performance. DeGabriele (2008) results suggest that the three major stakeholder groups differ on all of the knowledge and ability items but agree on all of the performance items. His results also suggest that academics and practitioners have more agreement over the importance of skills.

Blanchard and Thacker (1999) argued that aptitude can hardly be distinguished from knowledge and skill. Aptitude, which originates from hereditary and experience, can be developed over time. Similarly, Henderson (2000) described ability as a general trait or quality acquired by an individual, which is useful in performing a range of tasks. Unlike skills, ability is less likely to change over time because it is applicable across various tasks of different jobs. Aptitude can be categorized into cognitive aptitude, psychomotor aptitude, physical aptitude, and sensory aptitude (Henderson, 2000).

2.4 Learning Outcome/ Effect

This study focused on the Leadership and Management Skill (CCLM 2051) which offered to second year's undergraduate students of IIUM. The university required course that needs to be taken by every students which incorporate Ministry of Education (MOE) soft skills elements in students' competencies. The objectives of this course are to prepare well rounded personalities among the IIUM students.

2.5 Effectiveness of Learning

Assessing training effectiveness often entails using the four levels model developed by Kirkpatrick (1994). According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.

Level 1 Evaluation - Reactions

Just as the word implies, evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? This type of evaluation is often called a "smile sheet." According to Kirkpatrick, every program should at least be evaluated at this level to provide for the

improvement of a training program. In addition, the participants' reactions have important consequences for learning (level two). Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

Level 2 Evaluation – Learning

Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude. Measurement at this level is more difficult and laborious than level one. Methods range from formal to informal testing to team assessment and self-assessment. If possible, participants take the test or assessment before the training (pretest) and after training (post test) to determine the amount of learning that has occurred.

Level 3 Evaluation – Transfer

This level measures the transfer that has occurred in learners' behavior due to the training program. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? For many trainers this level represents the truest assessment of a program's effectiveness. However, measuring at this level is difficult as it is often impossible to predict when the change in behavior will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate.

Level 4 Evaluation- Results

Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can understand - increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. From a business and organizational perspective, this is the overall reason for a training program, yet level four results are not typically addressed. Determining results in financial terms is difficult to measure, and is hard to link directly with training.

2.6 Competency Model

Lucia and Lepsinger (1999) stated that a competency model describes the particular combination of knowledge, skills, and characteristics needed to effectively perform a role in an organisation and is used as a human resource tool for selection, training and development, appraisal, and succession planning. Dubois et al. (2004) defined a competency model as a written description of the competencies required for fully successful or exemplary performance in a job category, work team, department, division, or organisation. Boyatzis (1982) and Ley (2006) defined competencies as cognitive (e.g. knowledge and skills), affective (e.g. attitudes and values), behavioural and motivational (e.g. motivation) characteristics and dispositions of a person which enables him or her to perform well in a specific situations (Ley, 2006; Boyatzis, 1982).

Competency models typically include a list of competencies and behavioural indicators that make the competency come alive in terms of what it looks like in the

context of an organisation (Dubois & Rothwell, 2000; Lucia & Lepsinger, 1999). Competency models are used to align individual capabilities and human resource functions with organisational strategy.

2.7 Chapter Summary

This chapter discussed the significant of learning methods and also the importance of K.S.A and other studied variables. Next chapter, Chapter three discuss the research design and methodology that is employed in this study.



CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter provides the methodology use in this research. This chapter begins with research design, data collection procedure, instrumentations and data analysis procedures.

3.2 Research Design

This qualitative research examined student's perception regarding the significant learning method/s or activities which contributed to the development of K.S.A., specifically factors that influenced them in developing their skills. In-depth interview was seen as the most common way of executing qualitative research and the assumption was that the people are the experts of their own experiences and consequently the most proper conveyers of their perspectives of a certain phenomenon (Creswell, 2013; Darlington & Scott, 2002).

Semi-structured interviews (sometimes referred to as focused interviews) consist a series of open ended questions based on the topic areas the researcher wants to cover. The open ended nature of the question defines the topic to be probed further but provides opportunities for both interviewer and interviewee to discuss some other topics in more detail as well. If the interviewee has difficulty to answer a question or provides only a brief response, the interviewer can use examples or prompts to encourage the interviewee to consider the question further.

In a semi structured interview, the interviewer also has the opportunity to probe the interviewee to further elaborate on the original response or to follow a line of inquiry introduced by the interviewee (Creswell, 2013).

Unstructured interviews (sometimes referred to as "depth" or "in depth" interviews) have very minimum structure. Unstructured interviews allow the researcher and participants to casually talk with one another and share information in an informal atmosphere. Participants were given the opportunity and freedom to say what they felt was important pertaining to the subject matter in their own words. The interviewer conducted the interview with the aim of discussing a limited number of topics, sometimes as little as one or two, and summarized the questions on the basis of the interviewee's previous response. Although only one or two topics were discussed, they were covered in great details. The interview might begin with the interviewer saying: "I'd like to hear your thoughts on the management of the organization". The probing questions would depend on how the interviewee responded. The difference between unstructured interview and semi structured interviews is that in a semi structured interview the interviewer has a set of broad questions to ask and may also have some prompts to help the interviewee but the interviewer has the time and space to respond to the interviewee's responses (Creswell, 2013).

One of the common sources of data collection in qualitative research is individual interview (Creswell, 2013; Silverman, 2013). Interviews can include individual interview or focus group and it can be done via highly structured, semi structured or unstructured ways (Patton, 2014). Structured interviews consist of the

interviewer asking each participant the same questions in the same way. An in-structured set of questions is used, similar to a questionnaire. The questions may even be phrased in such a way that a limited range of responses can be obtained. For example: "Do you think that this course will give you an effect in term of your skills development?". Interviews enable a lot of data relevant to the subject matter to be collected semi-structured and un-structured. The data gathered will be coded, analysed and verified to identify thematic interpretations guided by the research questions (Patton, 2002). In this study, a semi-structured interview method was applied.

3.3 Population and Sampling Size

This qualitative study involved a selected group of students from the Leadership and Management Skills (CCLM2015) semester 2014/2015 session class. Thirty (30) students represented the population and the sample of the study. Due to the small number of students, the population and sample of the study included all students from the credited course of Leadership and Management Skills (CCLM2015) semester 2014/2015 session class.

3.4 Research Instrument

This qualitative study approach is carried out via semi-structured interview in which the researcher was guided by a set of questions with all respondents.

In this study, the respondents are experts of their own experiences in which they are able to convey their perspectives of a certain matter (Darlington & Scott 2002).

Several questions covering a wide spectrum on the research topic can be posed to guide respondents to reveal their opinions, whilst allowing them the opportunity and freedom to say what they feel is significant and important to them and the organization as a whole (Hesse-Biber & Leavy, 2006).

Researcher outlined the basic questions prior to meet the respondents. The main questions to be asked are as Table 3.1. Other probing questions and information needed will be asked during of the interviews depending on the students' responses.

Table 3.1:

Leading Questions Outlined of the Interview

Questions
1. Can you brief which learning method/s contributed to the development of your K.S.A. (Knowledge/ Skills /Aptitude)?
2. Please identify specific K.S.A. (Knowledge/ Skills /Aptitude) did you acquired from this course?
3. Based on your own perspective, what is the effect of the course from student's perspective?

3.5 Data Collection Procedure

In this study, semi-structured interviews were conducted to gather depth data (Rubin & Rubin, 1995). In May, 2015, the data collections via interview were carried out with the students from Section 38, CCLM2051. The participants agreed to be interviewed with the understanding that all information provided would be

kept confidential. A set of questionnaires were given to them on week 7th before the interview.

Researcher personally briefed each of the participants to explain the objective of the research. Researcher started transcribing the interview data immediately after each session.

3.6 Data Saturation

The aim of data collection is to stop when data has saturated. Data saturation occurs when the next respondent interviewed would be reciting what others have described (Lofland & Lofland, 1984). A number of sufficient respondents must be interviewed for data to saturate (Strauss & Corbin, 1990; Robson, 2002; Richards, 2005; Hesse-Biber & Leavy, 2006).

Systematic collection and objective evaluation of data related to past occurrences in order to test hypotheses concerning causes, effects, or trends of these events that may help to explain present events and anticipate future events. (Gay, 1996).

Data collection approaches for qualitative research usually involves:

1. Direct interaction with individuals on a one to one basis
2. Or direct interaction with individuals in a group setting

Qualitative research data collection methods are time consuming, therefore data is usually collected from a smaller sample than would be the case for quantitative approaches - therefore this makes qualitative research more expensive.

The benefits of the qualitative approach are that the information is richer and has a deeper insight into the phenomenon under study. The main methods for collecting qualitative data are:

1. Individual interviews
2. Focus groups
3. Observations
4. Action Research

As the target group was small, researcher collected all 30 students of CCLM2015 in IIUM via individual interview. These students represented different faculties/ kulliyahs in IIUM.

3.7 Data analysis

The researcher continued with data analysis with ten respondents. As mentioned earlier, the researcher started transcribing the interview data immediately after at the end of semester. After transcribing the second interview data, the researcher started comparing the data between Respondent 1 and Respondent 2. This comparative method was done thoroughly after each interview to identify common categories and based on the respondents' perceptions on the subject matter.

Analysis of data in this study involved summarizing the data gathered. These data were then categorized and classified according to the researcher's interpretations. Data were analysed and organized "to bring order, structure, and meaning" (Marshall and Rossman, 1995). In doing so, the researcher search for common words from each transcript and categorized the accordingly.

Due to the small number of respondents, the researcher decided to use manual analysis by using Microsoft Excel. The interview data were initially keyed in using Microsoft Word. The pages were divided into four (4) columns. On the left was the Research Objective, second column consist of the open coding, third column consist of answer from respondents and the forth column consist of number of similar answer by respondent..

After all the data were copied to Excel spread sheet. The process was done and repeated several times until the researcher was satisfied that all common words and phrases were covered.

Patton (2002) stated that one of those challenges was to make sense of huge amounts of data gathered. He (2002:432) suggested that this could be done by “reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal”. Maxwell (1996) and Merriam (2002) conceded that data analysis should begin immediately after the first data was collected. This process should continue one by one until all the date go through the same process.

The information analyse in this study was based on Cresswell's (1998) techniques of general information investigation and information diminishment. Huberman and Miles (1994) expressed that general information examination included assessing all data assembled, memoing and coding the information to start the sorting process, and creating codes and classes, trailed by examples and topics. The procedure of dissecting information was done in deliberately to distinguish and

figure subjects rising up out of the information. The analyst inspected subjects by recognizing critical and important components from the members' reactions.

Data collection, transcribing, coding, analysing and writing were undertaken concurrently throughout the study. Each in was conducted and transcribed by the researcher.

The researcher went through the common words and phrases to identify certain patterns and began categorising them accordingly, themes and categories that emerged. Patton (2002) stated that “through imaginative variation, the researcher develops enhanced or expanded versions of the invariant themes” (p.486). In most cases the respondents repeated certain words or phrases a few times in their respective interviews. These words or phrases were combined to unveil the respondents’ true experiences.

All the respondents’ responses were summarized according to the keywords and categorized accordingly.

Table 3.2 :
Manual Data Analysis

Research Objective	Open Coding	Answer From Respondent	Number Of Similar Answer
Learning Method	Group Project (UCE Programme)	Group Project (UCE Programme)	20 times
		Presentation	10 times
		Exhibition	9 times
		“When you send my message...sent it CORRECTLY” @ ‘Broken Phone’ Activity	6 times
		“Bursa Saham” A Value Of The Coins	6 times
K.S.A	Inner-self enhancement Communication skills Teamwork	Communication Skills	24 times
		Teamwork	19 times
		Skills	10 times
		Problem Solving	7 times
		Public Speaking	5 times
		Creative Thinking	5 times
		Inner-Self Enhancement	1 time
Effect	Learning from experience Multi-tasking Innovative and adaptive	Build The Character/ Self- Development	18 times
		Self-Confidence	14 times
		Recognition For Other’s KSA/ Expertise	6 times
		Multi-Tasking	1 time
		Innovative And Adaptive	1 time
		Leadership Learning From Experience	1 time

3.9 Chapter Summary

This chapter has briefly explained and elaborated the research design, design of questionnaire, data collection method, and data analysis. The methods discussed in this chapter will be used throughout of the study.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter presents the findings of this study. The discussion starts with the descriptive of the profile of the respondents. It is followed by the findings of the study based on the research objectives. In this study, the interview data were collected, transcribed, sorted and summarized into an understandable format before they were coded and reported. Data analysis involved the act of repeating a process over and over again with the aim of making sense of the phenomenon under study. Large amounts of data were coded and categorized into significant features to develop specific patterns or themes.

4.2 Background of the Respondents

A total of 30 interviews were conducted with a total of 30 (thirty) students from CCLM2015 of IIUM. All respondents were interviewed according to their schedule.

Nineteen (19) of the respondents were female compared to eleven (11) male participants (Refer Table 4.1). Most of them were from Kulliyyah of Islamic Revealed Knowledge and Human Science, Kulliyyah of Information Communication Technology; and Kulliyyah of Economics and Management Sciences.

Table 4.1
Demographics Information

RESPONDENT	GENDER	NATIONALITY	PROGRAMME/KULLIYAH
LM01M	Male	Malaysia	BIT/KICT
LM02F	Female	Sudan	BBA/KENMS
LM03M	Male	Malaysia	HS/KIRKHS
LM04F	Female	Malaysia	HS/KIRKHS
LM05M	Male	Afghanistan	BCS/KENMS
LM06F	Female	Malaysia	HS/KIRKHS
LM07F	Female	Malaysia	HS/KIRKHS
LM08M	Male	Malaysia	ENGINE/KOE
LM09M	Male	Malaysia	BIT/KICT
LM10F	Female	Malaysia	HS/KIRKHS
LM11F	Female	Malaysia	BECS/KENMS
LM12F	Female	Malaysia	BACC/KENMS
LM13F	Female	Malaysia	BACC/KENMS
LM14F	Female	Malaysia	BACC/KENMS
LM15F	Female	Malaysia	BECS/KENMS
LM16F	Female	Malaysia	BBA/KENMS
LM17F	Female	Malaysia	BBA/KENMS
LM18F	Female	Malaysia	ISFIN/KENMS
LM19F	Female	Malaysia	BBA/KENMS
LM20F	Female	Malaysia	BACC/KENMS
LM21F	Female	Malaysia	BECS/KENMS
LM22F	Female	Malaysia	ISFIN/KENMS
LM23M	Male	Malaysia	ENCO/KLM
LM24F	Female	Malaysia	ISFIN/KENMS
LM25M	Male	Malaysia	BIT/KICT
LM26M	Male	Malaysia	BCS/KICT
LM27M	Male	Malaysia	RK/KIRKHS
LM28M	Male	Malaysia	BIT/KICT
LM29M	Male	Malaysia	RK/KIRKHS
LM30F	Female	Malaysia	RK/KIRKHS

Descriptions :

- BIT/KICT = Bachelor of Information Technology/ Kulliyah of Information Communication Technology
- BCS/KENMS = Bachelor of Computer Science/ Kulliyah of Information Communication Technology
- BBA/KENMS = Bachelor of Business Administration/ Kulliyah of Economics and Management Sciences
- BACC/KENMS = Bachelor of Business Administration/ Kulliyah of Economics and Management Sciences
- BECS/KENMS = Bachelor of Economics/ Kulliyah of Economics and Management Sciences
- ENGINE/KOE = Bachelor of Engineering/ Kulliyah of Engineering
- ISFIN/KENMS = Bachelor of Islamic Finance/ Kulliyah of Economics and Management Sciences
- RK/KIRKHS = Bachelor of Revealed Knowledge/ Kulliyah of Revealed Knowledge and Human Sciences
- HS/KIRKHS = Bachelor of Human Sciences/ Kulliyah of Revealed Knowledge and Human Sciences
- ENCO/KLM = Bachelor of English for International Communication/ Kulliyah of Language Management

4.3 Results of the study

The interview data in this study reported based on the Research Objectives as the followings :

(RO) 1 : to examine significant learning method/s which contributed to the development of K.S.A

(RO) 2 : to identify specific K.S.A students acquired from this course

(RO) 3 : to explore the effects of the course based on student's perspective

Table 4.2
Coding According to Most Frequent Answer

<i>CODING ACCORDING TO MOST FREQUENT ANSWER</i>		
<i>Research Objective</i>	<i>Open Coding</i>	<i>Number Of Similar Answer</i>
Learning Method	Group Project (UCE Group)	20 times
	Think Outside the Box Activity	12 times
	Presentation	10 times
	Exhibition	9 times
	"When you send my message...sent it CORRECTLY" @	6 times
	'Broken Phone' Activity	6 times
	"Bursa Saham" A Value Of The Coins	3 times
	'Find And Match' Activity	3 times
K.S.A (Aptitude/Skills/ Knowledge)	Knowing Your Strength And Weakness Activity	3 times
	Communication Skills	24 times
	Teamwork	19 times
	Thinking Skills	13 times
	Leadership Skills	10 times
	Presentation Skills	8 times
	Problem Solving	7 times
	Motivational Skills	6 times
	Critical Thinking	6 times
	Public Speaking	5 times
	Creative Thinking	5 times
	Time Management	5 times
	Stress Management	4 times
	Self-Development Skills	3 times
	Basic Organization Skills	3 times
	Listening skills	3 times
	Soft Skills	3 times
	Dress Code (Grooming)	3 times
Documentation Skills	2 times	
Be Creative	2 times	

	Effective Meeting Skills	2 times
	Organizational Skills	2 times
	Negotiate Skills	1 time
	Inner-Self Enhancement	1 time
	Management Skills	1 time
	Attitude Or Manner	1 time
	Planning Skills	1 time
	Decision Making	1 time
	Inter-Cultural Management	1 time
	Persuading Skills	1 time
	Interpersonal Skills	1 time
Effect	Build the Character/ Self- Development	18 times
	Self-Confidence	14 times
	Recognition For Other's KSA/ Expertise	6 times
	Discipline	3 times
	Manner	2 times
	Be Knowledgeable	2 times
	Be a great listener	2 times
	Learning From Experience	1 time
	Multi-Tasking	1 time
	Innovative And Adaptive	1 time
	In still Effective Sense Of Brotherhood	1 time
	Learning From Experience	1 time
	Multi-Tasking	1 time
	Innovative And Adaptive	1 time
	Patience	1 time
	Tolerance	1 time
	Courage And Brave	1 time
	Aesthetic Development	1 time
	Kindness	1 time
	Creative And Innovative	1 time
	Changing The Mind Set	1 time
	Overcome Nervousness	1 time
	Friendship	1 time
	Akhlaq	1 time

4.3.1 Learning Methods/Activities

Research Objective (RO) 1: To examine significant learning method/s this contributed to the development of K.S.A (Knowledge/Skills/Aptitude).

Researcher started with the following questions in line with the research objectives:

QUESTION ONE: Can you brief which learning method/s contributed to the development of your K.S.A. (Knowledge/ Skills /Aptitude)?

From the interviews, the study found the following themes of methods that contributed to the development of K.S.A. (Refer Table 4.3). The themes were

‘Group Project’, ‘Think Outside the Box’, ‘Presentation’, ‘Exhibition’, ‘Broken Phone Activities’, ‘Value of the Coins’ and ‘Knowing the ‘Strength and Weakness Activities’.

Data were reported based on coding done, starting with open coding, selective coding and repetition mentioned by respondents. It is shown in Table 4.3.

Table 4.3
Learning Methods/Activities that Contributed to the Development of K.S.A.

<i>CODING ACCORDING TO MOST FREQUENT ANSWER</i>		
<i>Research Objective</i>	<i>Open Coding</i>	<i>Number Of Similar Answer</i>
Learning Method	Group Project (UCE Programme)	20 times
	Think Outside the Box Activity	12 times
	Presentation	10 times
	Exhibition	9 times
	“When you send my message...sent it CORRECTLY” @	6 times
	‘Broken Phone’ Activity	6 times
	“Bursa Saham” A Value Of The Coins	6 times
	‘Find And Match’ Activity	3 times
Knowing Your Strength And Weakness Activity	3 times	

The most frequently quoted learning method/s by the respondents was the Group Project. The group project was scheduled in week 8 and 9 every semester and carried 35% of marks. The group project is a programme introduces to expose students with the industry. For the purpose of this study, the programme was held at the Pediatric Ward, Selayang Hospital. Group project assist students to apply their teamwork and good communication skills in solving the problem and completing the given task. Students learned that group project is the best activity to enhance their quality. It is proven by the response from most students such as follows:

Respondent #LM01M : *"In order to make our motto "Putting Smiles on the Face of Children" really comes true, we put all of our effort to collect as much as we can to generate money. For instance, we conducted car wash activities, fan cleaning, and ironing services and ask for the donation from IIUM communities itself. It was a very fascinating experience where all of us were together in order to make the job done. Surprisingly, we were able to collect RM2228.00 solely for UCE program. I was moved and shocked with the amount that we managed to collect.*

This subject has taught me many things, which is not only cover about the outer-self enhancement but also the inner-self enhancement. The UCE programme should be continued by the next generation in order to let them feel the experience that I have felt before".

Respondent #LM04F : *This subject has taught me many things, which is not only cover about the outer-self enhancement but also the inner-self enhancement. The UCE programme should be continued by the next generation in order to let them feel the experience that I have felt before". "I have got many worthy lessons during the activities, especially when we organised the 'University Community Engagement (UCE)' programme that was placing in the hospital Selayang. From the experience, I learned in the UCE programme that the team work and communication used to be particular skill to complete the job assigned by, we together can solve the problem clearly just because of the team work, we helped each other's, we complete each other's, not because of the obligation of the program, but we feel that 'we are here as a family', because the leader was made me and others feel the same feeling to do so."*



Respondent #LM06F : *"Our community service (UCE) run smoothly and there are a lot of lessons we learned there, as for myself, I learned on how to be a grateful person."*

Respondent #LM07F : *"We also learn on how to overcome our weakness like what I have done during the UCE programme, where I don't like clown but I overcome it when I ushering the clown from ward to ward."*

Respondent #LM09M : *"Teamwork :
Community Service (UCE) is the best part in leadership class.*

What I've learnt from this program are :

- *If you have passion on something, volunteer yourself*
- *If there are many opinions on discussion, don't interrupt it*

with emotion but find help from those who have experience to get advice

- *Always get in your team when they need help*
- *Du'a hoping that everything will under control and go well.*

Eventually, teamwork is the principle to get successful”.

Respondent : *“The lesson we had in class really help us in various ways in developing skills that are needed to be a good leader, how to manage our stress and time and improve our confidence to talk in front in order to have good presentation.*
#LM15F

“I believe that this course also gives us the clue on what is real meaning of teamwork. We had been through thick and thins together to make our program under UCE and exhibition successful”.

Respondent : *“Then my organizational, motivation and documentation skills absolutely have been improved during handle a big program of ‘Putting Smile on the Faces of Children’ for University Community Engagement (UCE). These skills really need for me to upgrade my life and benefits for future”.*
#LM16F

Respondent : *“A part from that, I had gain new experience and knowledge through our UCE program which is “putting smiles on the faces of children”. This program had taught me a lot of things especially to appreciate my health and respecting the other regardless whose they are”.*
#LM20F

Respondent : *“Aktiviti yang memberi impak paling hebat sepanjang mengikuti 10 sesi kelas CCLM 2051 pastinya dua aktiviti terakhir iaitu 'UCE Programme' dan 'Exhibition.'*
#LM28M

Other activity was ‘Thinking Outside the Box’. This activity allows students to think beyond their normal thinking. This activity was important and was believed to contribute to students K.S.A. some of the feedback from the interview are as follows:

Respondent #LM08M : *"The activity called 'think outside the box' where we have given task to make a star shape by connecting 9 dots. Even though I didn't manage to complete the task, but you have teach us to think from different perspective. I have obtain a valuable knowledge which is we have to think outside the box."*

Respondent #LM09M : *"The input from this game is about the problem of people just limit their ideas only inside the box without knowing that the ideas can be expand outside the box. So we can know every problem can be solved if we can think wider."*

Respondent #LM10F : *"This game was called as 'thinking outside the box. It was my first time on doing it, and I can't even imagine how to join them all. Then I know what the purpose of this game."*

Respondent #LM13F : *"The activity 'think outside the box' we are learned to think differently, unconventionally and not to stick to the same perspective all the time. There some situations that need our creative thinking especially to solve critical problems."*

Respondent #LM18F : *"Thinking outside the box (also thinking out of the box or thinking beyond the box) is a metaphor that means to think differently, unconventionally, or form a new perspective."*

Next, other important activity is 'Presentation'. Students were given the task to present their topic where the topic is only given on the day of presentation. This activity was found to be among the important activities that can contributed to the K.S.A. Students enjoyed during the activities and they agreed that the activity was good and important. It is proven when the students replied as follows:

Respondent #LM06F : *"The most memorable activity for me was on fourth week of our class, we all have to gather near the river side. We have our picnic there together with other section also. There, I got to know more friends and I also entertain with their superb presentation from them about creative thinking, leadership skills, how to make good presentation, effective communication and about self-confident".*

- Respondent #LM09M : *"We are given only short time to get prepared. Otherwise, the discussion and debate improve my confident level and give opportunity to me sharing my knowledge".*
- Respondent #LM12F : *"I also gain knowledge about how to get out from my comfort zone and be confident when doing a presentation".*
- Respondent #LM13F : *"We learned some value through video that had been presented by some group entitled "who moved my cheese" and "rabbit and turtle". Through these two presentations, value that we can get is that we need to think another way instead of waiting some miracles to happen. We ourselves need to put an effort in order to make dream become reality and not put too high expectation on others. In addition to that, we are required not to be proud of ourselves as everyone has their own strength and ability".*
- Respondent #LM15F : *"The lesson we had in class really help us in various ways in developing skills that are needed to be a good leader, how to manage our stress and time and improve our confidence to talk in front in order to have good presentation".*
- Respondent #LM16F : *"There are many skills of mine that have been improved during this class. For examples, communication skill was enhanced while doing the activities in this class such group presentation".*
- Respondent #LM17F : *"Students were assigned to do presentation to polish our presentation skill on a selected topic given by instructor. Presentation taught me time and stress management as we were only given 30 minutes for the preparation.*
With the limited time, students have to think creatively on how to present the topic to make the presentation interesting and memorable".
- Respondent #LM21F : *"To be honest, I learnt too much tings and inputs in this course as I cannot get them in any other course.*
I managed to overcome my nervousness and pretend to be cool during the presentation. The lesson on how to deliver the message effectively is one of the criteria to be a good leader, also gives some effect to me."
- Respondent #LM23M : *"Presentation (Debate), first is having a discussion under time constraint where you need to really focus on the flow of discussion and stating down all important points that the groups produce. Secondly, our leadership skills is tested here where the leader need*

to make sure the discussion is on the right track and everyone are clear on what is going on. I was the leader for the group and that activity equipped me with some important leadership skills which I need to emphasize on”.

Other important methods and activities as can be found from the interview were ‘Exhibition’, ‘Broken Phone’ activity, ‘A Value of the Coins’, ‘Find and Match’ activity and ‘Knowing the Strength and Weakness’ activity. Among the responds from the students were as follows:

Respondent #LM03M : *“We do activities at the riverside, a ‘broken phone’ module which leader need to passing the messages to the subordinates and the last person need to read the message. The leader needs to give the order clearly, and give the message directly”.*

Respondent #LM06F : *“Actually there are numerous kind if activities made up by miss, for example miss using coins to teach us to appreciate each other. The lesson I got from this activity is that we have to tolerate and cooperate with each other, the most important appreciate people as who they are and not condemned them. Different people have different nice side”.*

Respondent #LM07F : *“The game about cent money, where in this game we have to make the amount enough followed by the instruction given by madam”.*

Respondent #LM20F : *“In the coins game, it clearly shows that everyone is very important regardless who he or she is”.*


4.3.2 Specific K.S.A (Knowledge/Skills/Aptitude) Acquired

RO2: To identify specific K.S.A (Knowledge/Skills/Aptitude) students acquired from this course.

Second objective of the study is to identify specific Aptitude, Skills and Knowledge acquired by the students during the course.

Aptitude is an acquired or natural ability, for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest, and is reflected in current performance which is expected to improve over time with training. While knowledge is defined as a body of information that can be applied directly to the performance of tasks (Lindner, 2001). Next, skill refers to the proficient manual, verbal or mental manipulation of tools, techniques, methods ideas, or things (Lindner, 2001).

Table 4.4:
Specific K.S.A. Acquired by Students

<i>CODING ACCORDING TO MOST FREQUENT ANSWER</i>		
<i>Research Objective</i>	<i>Open Coding</i>	<i>Number Of Similar Answer</i>
 <p><i>K.S.A (Aptitude/Skills/Knowledge)</i></p>	Communication Skills	24 times
	Teamwork	19 times
	Thinking Skills	13 times
	Leadership Skills	10 times
	Presentation Skills	8 times
	Problem Solving	7 times
	Motivational Skills	6 times
	Critical Thinking	6 times
	Public Speaking	5 times
	Creative Thinking	5 times
	Time Management	5 times
	Stress Management	4 times
	Self-Development Skills	3 times
	Basic Organization Skills	3 times
	Listening skills	3 times
	Soft Skills	3 times
	Dress Code (Grooming)	3 times
	Documentation Skills	2 times
	Be Creative	2 times
	Effective Meeting Skills	2 times
	Organizational Skills	2 times
	Negotiate Skills	1 time
	Inner-Self Enhancement	1 time
	Management Skills	1 time
	Attitude Or Manner	1 time
	Planning Skills	1 time
	Decision Making	1 time
	Inter-Cultural Management	1 time
Persuading Skills	1 time	
Interpersonal Skills	1 time	

It is indicated in Table 4.4 that five most important K.S.A. acquired by the students during the course are ‘Communication Skills’, ‘Teamwork’, ‘Thinking Skills’, ‘Leadership and Presentation Skills’. Other important K.S.A. are ‘Problem Solving’, ‘Motivation Skills’, ‘Critical Thinking’, ‘Public Speaking’, ‘Creative Thinking and Time Management’.

Interviews showed that the most important K.S.A is ‘Communication Skills’. Communication Skill is important not only during the course but also in daily life and at the working area. Students replied the importance of communication skills as follows:

Respondent #LM01M : *“In Week Three, the students will be exposed about the skills of effective communication and this was my first time coming to the class basically. The components during this week were the student will be taught about effective communication, communication process, communication styles and enhancing communication skills”.*

Respondent #LM02F : *“Moreover, there are many skills improved throughout the course. For example, skills of effective communication, as we were working in teams so, I was communicating with my classmates according to the topic or activity assigned to us. As the beginning I could not get adapted to them, because I was the only foreigner sister in class who does not speak and understand Malay well. But, when I worked with them in groups, I got to know them better, and they also got to know me. Now, we built a strong relationship and the communication process between us is much easier than earlier”.*

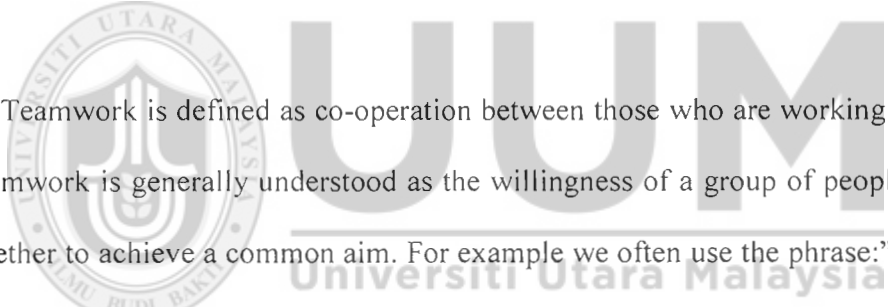
Respondent #LM11F : *“Communication is very crucial. Fail in communication will lead to serious problem like misunderstanding, wrong information and worsen can make other people fight over”.*

Respondent #LM12F : *“Communication also plays a big role when we were conducting the program”.*

Respondent #LM14F : *“Through the activities conducted I also understand now that having good communication skills is pivotal in human interaction. I realise now that the base for communications is to be able to listen well. Once we have the correct facts and figures and good communication skills, we can convince people and get things done the way they should be for the sake of our society”.*

Respondent #LM16F : *“There are many skills of mine that have been improved during this class. For examples, communication skill was enhanced while doing the activities in this class such group presentation”.*

Respondent #LM17F : *“The major lesson I get in this class was that, I learnt and experienced to handle a program. My friends and I went to meet staffs at Selayang Hospital and we need to communicate with the higher authority. This was my new experience as for me, to communicate with the higher authority in a big organization is not an easy task. We need to learn a proper communication”.*



Teamwork is defined as co-operation between those who are working on a task. Teamwork is generally understood as the willingness of a group of people to work together to achieve a common aim. For example we often use the phrase:” he or she is a good team player”. This study found that teamwork also the important skills that acquired during the course. Respondents stated that:

Respondent #LM03M : *“The most important lesson that I learned is, you can go far when you do it with your team. The bonding between all of the teammates is very important. That makes us enjoy the work and share the dream together. I look myself and my friends as a team that should complete each other, and never underestimate anyone. I even become more concern with my responsibilities; it is because when you left your work, there is other person that need to carry on the work and burdened him.”*

Respondent #LM08M : *“We also had given a task to organise charity work so we have decided to visit a paediatric ward at hospital selayang. This event show us how important teamwork is, without teamwork, we cannot*

manage to complete the event successfully.”

Respondent #LM09M : *“Eventually, teamwork is the principle to get successful.”*

Respondent #LM17F : *“Lastly, I found that teamwork is the secret to our success in this project group work. Without cooperation from all students, things will not come out this way. Teamwork leads to better decisions and enhance our performance.”*

Respondent #LM20F : *“Teamwork is important especially when there are group projects or group activities.”*

Leadership skills are an essential component in positioning executives to make thoughtful decisions about their organization's mission and goals, and properly allocate resources to achieve those directives. Valuable leadership skills include the ability to delegate, inspire and communicate effectively. Students perceived that leadership skill is among the important skills gained during the course. For example, they stated as follows regarding the leadership skills.

Respondent #LM04F : *“Leadership class has given me a lot of knowledge and lesson about ethic in the society and how to become a good leader. Interestingly, it helped to develop student basic skills in a person, which are communication skills, creative thinking and problem solving, leadership skills public speaking and presentation skills, motivational skills, self-development skills and documentation skills.”*

Respondent #LM06F : *“I also was given hands and chance to experience further upgrading the leadership abilities and applicable soft skills while being prepared on creative thinking, polished methodology and execution at the most excellent amount of leadership and management.”*

Respondent #LM08M : *“When you read this, I am no longer your students. But you have teach me a lot of important things in how to become a good leader. For me I have achieved the objective that I want with your help.”*

4.3.3 Effect of the Course

RO3: To explore the effect of the course from students' perspective

Last objective of the study is to explore the effect of the course from the perspective of students. The findings show the most important effect of the course to the students is able to build character/self-development. It is followed by self-confidence, recognition of other KSA or expertise and builds self discipline. Other effects are good manner, be knowledgeable and be a great listener. Other effect can be found in Table 4.5.

Table 4.5:
Effect of the Course

<i>CODING ACCORDING TO MOST FREQUENT ANSWER</i>		
<i>Research Objective</i>	<i>Open Coding</i>	<i>Number Of Similar Answer</i>
<i>Effect</i>	Build the Character/ Self- Development	18 times
	Self-Confidence	14 times
	Recognition For Other's KSA/ Expertise	6 times
	Discipline	3 times
	Manner	2 times
	Be Knowledgeable	2 times
	Be a great listener	2 times
	Learning From Experience	1 time
	Multi-Tasking	1 time
	Innovative And Adaptive	1 time
	In still Effective Sense Of Brotherhood	1 time
	Learning From Experience	1 time
	Multi-Tasking	1 time
	Innovative And Adaptive	1 time
	Patience	1 time
	Tolerance	1 time
	Courage And Brave	1 time
	Aesthetic Development	1 time
	Kindness	1 time
	Creative And Innovative	1 time
Changing The Mind Set	1 time	
Overcome Nervousness	1 time	
Friendship	1 time	
<i>Akhlaq</i>	1 time	

Self-development is taking steps to better individual, such as by learning new skills or overcoming bad habits. Majority of the respondents revealed that by taking the course, they were able to build their self-characteristics and developed themselves. Among the responds from the participants are as follows:

Respondent : *“This course (Leadership and Management) have taught me many thing that I can surely use it in the future. This course covers entirely on how to enhance the students’ soft skills before entering the job environment. This course will prepare the students with well-rounded personality with qualities of leadership and relevant soft-skills that of course can be used later. Students also will be taught to be a multi-tasking, innovative and adaptive which are the most sought-after skills needed in the organization nowadays. This subject has taught me many things, which is not only cover about the outer-self enhancement but also the inner-self enhancement. The UCE programme should be continued by the next generation in order to let them feel the experience that I have felt before.”*

#LM01M

Respondent : *“Leadership and management class has taught me a lot and developed my personality. I managed to recognize my strength and weaknesses in life throughout this course. It helped me to enhance my strengths and control my weak points. Moreover, there are many skills improved throughout the course. For example, skills of effective communication, as we were working in teams so, I was communicating with my classmates according to the topic or activity assigned to us. As the beginning I could not get adapted to them, because I was the only foreigner sister in class who does not speak and understand Malay well. But, when I worked with them in groups, I got to know them better, and they also got to know me. Now, we built a strong relationship and the communication process between us is much easier than earlier. One important thing that has been developed in my personality is self-confidence. Having the abilities recognised by others is empowering, and the work I do in a leadership role is likely to be recognized. Also public speaking or presentation has a big role in self-confidence”.*

#LM02F

Respondent : *“Leadership class has given me a lot of knowledge and lesson about ethic in the society and how to become a good leader. Interestingly, it helped to develop student basic skills in a person, which are communication skills, creative thinking and problem solving, leadership skills public speaking and presentation skills, motivational skills, self-development skills and documentation skills. I have got*

#LM04F

many worthy lessons during the activities, especially when we organised the 'University Community Engagement (UCE)'' programme that was placing in the Hospital Selayang''

Respondent : *"I also get a chance to build myself-confidence. Before this, I am very shy to present in front of people but after taking this subject, I am improving and start to have confident to present on stage and talk comfortably with others".*
#LM13F

Respondent : *"Personally, co-curricular activities are very good to improve ourselves in many perspectives through different ways. By participating in these activities, I have developed higher confidence level in communicating with others which also improve my communication skills. I also get to develop more strong critical thinking and problem solving skill. The class has helped producing a better me. A few months being in the class exchanging ideas and views has made me a more confident person who has a strengthen opinion now on how a leader should carry himself/herself. Personally, I am a better person with an improved outlook towards life and its reality due to the syllabus and the hands on implementation of this course."*
#LM14F

Respondent : *"Co-curricular activities really help me in my social development. I also built a new network with society and this is good for me for my future. My intellect also growing as I get more and more knowledge. My thoughts, feelings and behaviours also develop. Self-confidence as well as my internal strength slowly increasing".*
#LM17F

To be self-confident is to be secure in yourself and your abilities. When you are giving a presentation or a speech, it helps to be self-confident or at least to pretend that you are. Confidence is a feeling of trust in someone or something. By taking the course, students found that they can increase their self-confidence. They stated as follows when were asked about the effect of the course:

Respondent : *"The most memorable activity for me was on fourth week of our class, we all have to gather near the river side. We have our picnic there together with other section also. There, I got to know more friends and I also entertain with their superb presentation from them about creative thinking, leadership skills, how to make good*
#LM06F

presentation, effective communication and about self-confident”.

Respondent : *“When you read this, I am no longer your students. But you have teach me a lot of important things in how to become a good leader. For me I have achieved the objective that I want with your help.*

#LM08M

From this class, I am now have more self-confidence, thanks to the first session we meet is Taaruf session. The activity on find the same. This activity have their effect on me where we have to meet someone for the first time and share some interest”.

Respondent : *“I also get a chance to build myself-confidence. Before this, I am very shy to present in front of people but after taking this subject, I am improving and start to have confident to present on stage and talk comfortably with others”.*

#LM13F

Respondent : *“Personally, co-curricular activities are very good to improve ourselves in many perspectives through different ways. By participating in these activities, I have develop higher confidence level in communicating with others which also improve my communication skills”.*

#LM14F

Respondent : *“Co-curricular activities are very good to improve ourselves in many perspectives. For instance, after entering and participating in many activities, I found that I have more confidence to talk to others. This slowly can improve my communication skills and develop more strong critical thinking and problem solving skill”.*

#LM15F

Respondent : *“My intellect also growing as I get more and more knowledge. My thoughts, feelings and behaviours also develop. Self-confidence as well as my internal strength slowly increasing”.*

#LM17F

4.4 Chapter Summary

In this chapter, the analysis of the data and results were presented as proposed in the previous chapter. Findings showed that the course was effective from the students’ perspectives.

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

In this final chapter, the major findings of study were discussed with regard to previous findings in the other studies. This study aims to better understand the significant learning methods and activities that contribute to K.S.A among IIUM's students. The findings of the study were further discussed based on the research questions and the literature reviewed. This chapter also discusses how learning methods contributed to the development of K.S.A. and highlights the relationship of this study with other studies. Suggestions for improving students' qualities were also presented. Implications of the findings were introduced. Recommendations for further research were presented. Finally, the chapter ends with conclusion of the study.

5.2 Overview of the Study

This study focused on learning methods that contribute to K.S.A in IIUM. The other objective was to identify specific K.S.A. students acquired from this course and also to explore what is the effect of the course from student's perception.

This study used a sample from the students from credited package of Leadership and Management Skills (CCLM2015), in IIUM. A total of 30 students were

involved in this study. The transcripts of the interviews were then described according to the research objectives.

5.3 Summary of Findings

Statistical finding from the exploration of variable were described in Chapter Four of this study. Presented below are the main findings of the study that are considered most important for subsequent discussion.

5.3.1 Significant learning method/s which contributed to the development of K.S.A (Knowledge/Skills/Aptitude).

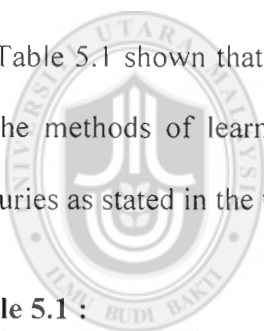
The first research objective was to identify the significant learning methods that contributed to the development of K.S.A. Results indicated that students perceived the Group Project (UCE Programme) as the most significant learning methods. Other significant methods and activities were ‘Think Outside the Box’, ‘Presentation’, ‘Exhibition’, ‘Broken Phone Activities’, ‘Value of the Coins’ and ‘Knowing the Strength and Weakness Activities’.

The Group Project introduces to expose students with the industry and the activity was held in Pediatric Ward, Selayang Hospital. The programme allows students to integrate with the industry and experience the actual working environment. The programme was important as students were able to learn, develop specific skills such as teamwork and communication skills that are vital for students (Chen et al., 2008; and DiGabriele, 2008). Other activities such as ‘Think Outside

the Box’ and ‘Presentation’ allow students to enhance their presentation skills and self-confidence in completing the task.

The findings were similar to studies conducted by David W. Johnson, Roger T. Johnson, and Mary Beth Stanne (2000). It is supported by Johnson & Johnson, (1999) stated that cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals each student can then achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962).

Table 5.1 shown that since Mid-1960s there are a lot of studies done discussed on the methods of learning. The methods are keep on changing throughout the centuries as stated in the table below.



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Table 5.1 :
Modern Methods of Cooperative Learning

Researcher-Developer	Date	Method
Johnson & Johnson	Mid 1960s	Learning Together & Alone
DeVries & Edwards	Early 1970s	Teams-Games-Tournaments (TGT)
Sharan & Sharan	Mid 1970s	Group Investigation
Johnson & Johnson	Mid 1970s	Constructive Controversy
Aronson & Associates	Late 1970s	Jigsaw Procedure
Slavin & Associates	Late 1970s	Student Teams Achievement Divisions (STAD)
Cohen	Early 1980s	Complex Instruction
Slavin & Associates	Early 1980s	Team Accelerated Instruction (TAI)
Kagan	Mid 1980s	Cooperative Learning Structures
Stevens, Slavin, & Associates	Late 1980s	Cooperative Integrated Reading & Composition (CIRC)

Source : David W. Johnson, Roger T. Johnson, and Mary Beth Stanne (2000), *Cooperative Learning Methods: A Meta Analysis*

5.3.2 Specific K.S.A (Knowledge/Skills/Aptitude) Acquired

Second objective of the study was to identify the specific K.S.A. acquired by students during the course. Aptitude is an acquired or natural ability, for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest, and is reflected in current performance which is expected to improve over time with training. While knowledge is defined as a body of information that can be applied directly to the performance of tasks (Lindner, 2001). Next, skill refers to the proficient manual, verbal or mental manipulation of tools, techniques, methods ideas, or things (Lindner, 2001).

Communication skills were the most hit skills acquired by students during the course. During the course, students learned the affective communication, communication process and communication style to develop and enhance their communication skills. Communication skills were the most important skills needed by students, not only during college but also needed during their employment. Borzi and Mills (2001) found the importance of communication skills for the graduates. Chen et al. (2008) stated that Taiwanese companies preferred candidates who showed the greatest match between goals and values of the candidate and those of the organisation and posed the highest generic qualities.

Other important K.S.A gathered by students was teamwork and thinking skills. These generic skills also important to be poses by students. Students with the skills would be more favorable in class as well as in the workplace. Chiu and Chen (2005) revealed a significant influence of skills variety and supervisory-ratings on

performance which are attributable to the perception and evaluation made by the employers. Employers perceive employees who use different skills as more efficient and conversant in performing their task (Chiu & Chen, 2005).

Apart from these skills, leadership and presentation skills were also the important K.S.A acquired by students. These generic skills were important for students to show their ability in managing sub-ordinates, ability to apply theoretical knowledge, perform technological assessment and re-evaluation, able to work in group and integration of technology and business strategy.

5.3.3 Effect of the Course

The third objective was to explore the effect of the course from student's perspective. Most important effect of the course from the perspective of students was self-development and self-confidence. Self-development is taking steps to better individual, such as by learning new skills or overcoming bad habits. Majority of the respondents revealed that by taking the course, they were able to build their self-characteristics and developed themselves. From the course taken, students were able to identify and gained the new soft skills that were not taught in the class. Students were able to developed these skills and able to identify their strength and weakness that were important for them.

This finding is parallel with Chiu and Chen (2005) which stated strong relationship between qualities of the students with job performance. This indicates that the variety of qualities is perceived as a favourable job performance attribute

because employees have more opportunities to utilise their knowledge, skills, abilities and other characteristics at work. Those who use different K.S.A at work may also have performed a wide range of tasks and this would be recognised by the employers (Chiu and Chen, 2005). Furthermore, students performing multiple tasks would be highly skilled and efficient in completing their task and their job (Chiu & Chen, 2006). This would yield a better level of job performance evaluation given by the teachers and employers.

Based on the results, the learning methods used were effective in developing the KSAs and providing the effects/outcomes based on the students' perspectives.

5.4 Recommendation

The implications arising from the results of the data analysis for research question are that additional research would be required to determine the areas of specific K.S.A that the academicians should emphasise when developing the curriculum for in university programme. In addition, such responsibilities fall on professionals and practitioners to provide educators with necessary valuable information that the individuals would need in order to compete and be successful in their study and career.

The result of the research supports the 'Competency Theory'. Competency model describes the particular combination of knowledge, skills, and characteristics needed to effectively perform a role in an organisation and is used as a human resource tool for selection, training and development, appraisal, and succession

planning (Lucia & Lepsinger, 1999), written description of the competencies required for fully successful or exemplary performance in a job category, work team, department, division, or organisation (Dubois et al., 2004), and the cognitive, affective, behavioural and motivational characteristics and dispositions of a person which enables him or her to perform well in a specific situations (Ley, 2006).

In this case, without the specific and the combination of the qualities listed in the theory, students could not perform well in the career as demanded and expected by the employers. The demands from the college and university programs would not be relevant to its industry, and therefore, individuals entering the industry with these students would not be rewarded financially or otherwise. For example, to ensure value of these programs in the industry, educators must rely on practitioners to provide input in the development of the competency areas required for the students, prior to the development of any programmes. Also, without the support of the practitioners and professionals, the college and university will be ineffective as predicted by the Competency Theory which ultimately will result in failure. In addition, if the industry does not acknowledge the students because the competencies do not satisfy or meet their needs, individuals will not be rewarded for their efforts which will create an even bigger challenge to educational institutions for the survival of the programs.

Another challenge to practitioners and professionals is their willingness to articulate their competency needs or requirement and work closely with educators so that the competencies provided in the curriculum of these graduate programs aligns with their needs and demands. The close relationship between practitioners

and professionals and educators in this process would indicate true commitment to the industry which, ultimately, would benefit both the industry and educational institutions.

Historically, individuals interested in becoming professional developed their exceptional knowledge and skills by participating in apprenticeship programs and working closely with and mirroring the professionals, an approach that dominated the industry for many years. However, the global competitive nature of the industry today and the knowledge society we are competing in requires constant update of our qualities in order to compete. As Mazarr (2005) eloquently articulated, the fates of individuals and nations are determined by education in a knowledge society and that learning is crucial to the fate of mankind today.

Lastly, researcher anticipates that this study would potentially:

- a) Add to the knowledge base of competencies needed in for students;
- b) Contribute to early literature and research on learning methods; and
- c) Provide educators with valuable insight in developing the curriculum for future programme.

The findings of this study are expected to be of significant value to all stakeholders of the industries. Particularly, the findings of this study will be valuable to academicians who are interested adding such degree program to their offerings. In addition, these findings would be valuable to practitioners and professionals who would have the burden of determining the usefulness of the programs and the value of individuals entering the industry. This study was

intended to trigger dialogue about issues pertaining to students, and the expectations of stakeholders in the industry about the competencies provided in the curriculum.

Therefore, the researcher anticipates that this study is the beginning of several future investigations and recommends future scholarly studies to be pursued. Further investigations are required into the specific qualities needed for each of the broad categories of competencies identified. Also, an examination into the competencies provided in the college and university programs and the lack of specific qualities or insufficient emphasis in specific areas may help strengthen the argument for the development of the program.

The results of the study suggest that the perspectives of individuals and students would provide valuable insight into additional K.S.A needed to succeed. Therefore, these individuals should be included in future studies. However, what would be unique to the students would be the specific K.S.A identified and assigned to each of them. This finding is consistent with some of previous studies (Chen et al., 2008; Bennett et al. 2002; Bridges, 2000 and Holmes, 2001) which indicated that managers placed highest importance competency areas such as communication and presentation skills.

It is recommended that the curriculum of any programs should include all of the broad competencies provided in the study. However, it is recommended that further investigation be conducted on specific qualities areas. It is also recommended that an examination of international programs may be useful in determining additional qualities.

5.5 Suggestion for Future Research

Based on the research results and discussion, this study has paved several suggestions for future research.

- a) The sample of the study could be extended to a larger population, for instance other types of classes, programme and universities. This could possible be more meaningful to grasp some understanding and knowledge of the empirical linkages of all variables of interest in this study.
- b) Expanding the population to different groups of students. This could enhance the understanding on how the posses possessed the qualities and how they perform their job in comparison to various group.
- c) Future studies also should incorporated other predictors of effect of learning because this Behavioural outcomes is attributed to many factors, not limited to the qualities of the students. In fact, there are many other situational predictors of learning outcome that should be scrutinised in future studies, such as participant, satisfaction, involvement and role identity.
- d) Future research should also take into account the role of intervening variables that could play the role in the relationship between students qualities (K.S.A) and effect of learning. For instance, future research might incorporate the mediating variable (eg, training) or moderating variable (eg, gender) that might enhance and increase the effect of learning.

5.6 Conclusion

Based on data analysis and the research objective, the following conclusions were drawn:

- a) Students indicated that the methods and activities in the courses were important and able to enhance their generics and soft skills that could not be thought in class.
- b) Students acquired most important K.S.A during the course. Among them were communication, presentation, creative thinking, presentation skills and problem-solving.
- c) The course gave the specific effect for students, especially to enhance their self-development and self-confidence.



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