

Youth Leadership Development of Student Project Leaders: A Case Study of The Pemudahcara Mahasiswa Programme at Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya
(Pembangunan Kepimpinan Belia Dalam Kalangan Ketua Projek Pelajar: Satu Kajian Kes Program Pemudahcara Mahasiswa Di Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya)

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ABSTRACT

Youth leadership development has become an essential part in higher education, particularly preparing students for developing leadership roles within organisational and community settings. Despite the growing implementation of student led-leadership programmes in Malaysian universities, empirical evidence examining their effectiveness remains limited. This study examines the effectiveness of the *Pemudahcara Mahasiswa* leadership programme at Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya in enhancing transformational leadership skills among student project leaders. The Pemudahcara Mahasiswa programme at Universiti Malaya is a student-led initiative coordinated by the Student Affairs Department, designed to facilitate the orientation of new students during UM's Week of Welcome (UM-WOW). Selected students undergo leadership training, including modules on group management, games, recreation, and moral guidance to prepare them as role models and peer mentors. These facilitators function as liaisons between the university administration and freshers, helping to coordinate information dissemination and build a supportive, inclusive residential community. A quantitative pre-test and post-test design was employed involving 21 students from the *Pemudahcara Mahasiswa* leadership programme. Data were collected using a structured questionnaire using throughout the Google Form which involves the instrument measures four dimensions that is Intellectual Stimulation, Individual Consideration, Inspirational Motivation, and Idealised Influence. Descriptive statistical analysis was conducted to examine the leadership development outcomes. The findings reveal that participation in the *Pemudahcara Mahasiswa* programme foster creativity, collaboration and self-efficacy, which are core elements that enhance leadership capacity and interpersonal effectiveness. This study shows provides empirical evidence supporting the relevance of transformational leadership theory in student-led residential college programmes and highlights the role of structured leadership initiatives in youth leadership development.

Keywords: Leadership, Pemudahcara Mahasiswa, Student Project Leaders, Transformational Leadership, Universiti Malaya

ABSTRAK

Definisi asas kepimpinan adalah keupayaan untuk memimpin, membimbing, atau mempengaruhi orang lain dalam sesebuah organisasi. Tujuan kajian ini adalah untuk meneroka pelbagai gaya kepimpinan, menghuraikan kemahiran dan ciri-ciri yang mungkin dimiliki oleh seorang pemimpin, membincangkan pelbagai cara pasukan membuat keputusan dalam menangani isu dalaman atau luaran, dan aspek lain yang berkaitan. Kepimpinan boleh digambarkan sebagai pengaruh interpersonal yang dilaksanakan dalam sesuatu situasi dan diarahkan melalui proses komunikasi ke arah pencapaian matlamat tertentu (Tannenbaum, Weschler & Massarik, 1961). Berdasarkan asas ini, James MacGregor Burns (1978) memperkenalkan konsep kepimpinan transformasional yang menekankan inspirasi dan tujuan moral dalam kalangan pemimpin. Kajian ini bertujuan untuk meneliti keberkesanan program kepimpinan Pemudahcara Mahasiswa di Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya dalam meningkatkan kemahiran kepimpinan transformasional dalam kalangan ketua projek pelajar. Program Pemudahcara Mahasiswa merupakan satu inisiatif yang diterajui pelajar dan diselaraskan oleh Jabatan Hal Ehwal Pelajar, yang berfungsi untuk memudahcara orientasi pelajar baharu semasa Minggu Haluan Siswa Universiti Malaya (UM-WOW).

Pemudahcara ini berperanan sebagai penghubung antara pihak pentadbiran universiti dan pelajar baharu, membantu menyelaras penyebaran maklumat serta membina komuniti kediaman yang menyokong dan inklusif. Selain itu, mereka turut mengambil bahagian dalam latihan berkaitan kelestarian, menunjukkan bahawa peranan mereka bukan sahaja terhad kepada orientasi tetapi juga mempromosikan nilai komuniti jangka Panjang. Kajian ini menggunakan reka bentuk kuantitatif pra-ujian dan pasca-ujian yang melibatkan 21 orang pelajar daripada program kepimpinan Pemudahcara Mahasiswa. Data dikumpulkan melalui soal selidik berstruktur yang diedarkan menerusi Google Form, yang mengukur empat dimensi kepimpinan transformasional iaitu (Intellectual Stimulation, Individual Consideration, Inspirational Motivation, and Idealised Influence). Dapatan kajian menunjukkan bahawa penyertaan dalam program Pemudahcara Mahasiswa berjaya memupuk kreativiti, kerjasama dan efikasi sendiri, yang merupakan elemen teras dalam meningkatkan keupayaan kepimpinan serta keberkesanan interpersonal. Kajian ini menyediakan bukti empirikal yang menyokong kerelevanan teori kepimpinan transformasional dalam konteks program kolej kediaman yang diterajui pelajar, serta menekankan kepentingan inisiatif kepimpinan yang berstruktur dalam pembangunan kepimpinan belia.

Kata Kunci: Kepimpinan, Pemudahcara Mahasiswa, Pemimpin, Kepimpinan Transformasional, Universiti Malaya

INTRODUCTION

In the rapidly evolving context of the 21st century, the development of leadership skills is essential for individuals in their ages of youth, as these competencies play an important role in shaping future societies. Leadership is an ability to influence and guide a group of people to achieve collective goals. Merriam-Webster's Dictionary, (2025) describes leadership as a series of actions that produce something or that lead to a particular result, reflecting the view of leadership as a dynamic and process-driven construct. Previous studies have shown that the effective leaders empower others by delegating autonomy and responsibility, which enhances individual and organisational performance (Sproun (2011), Zhang and Bartol (2010), Kirkman and Rosen (1997).

Universities play a critical role in shaping holistic students not only academically but also by providing a platform to foster leadership development. In recent years, Universiti Malaya has introduced various programmes to enhance personal and social growth among students. One of the biggest initiatives in Universiti Malaya is the *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya. This programme engages the students through projects, workshops, and organisational events. These experiences have brought many opportunities for

students of Kolej Kediaman Ketujuh (Za'ba) to develop their leadership competencies and enhance personal growth. Leadership development in this context can be conceptualized as "identity work" where students gradually construct their leadership identity through specific experiences and supportive environments (Ibarra, Snook and Ramo, 2010).

To examine leadership development systematically, leadership theories provide a useful analytical framework. Leadership literature broadly categorises leadership approaches into trait, behavioural, contingency and transformational theories. Among these, transformational leadership theory is particularly relevant in educational and youth leadership contexts due to its emphasis on inspiration, motivation, and personal development. Alongside this, transformational leadership theory (Bernard M. Bass, 1985), expanded the concept into four components: idealized influence, inspirational motivation, intellectual stimulation, and individualised consideration. All these four dimensions can be one of the parts in transformational leaders for students in *Pemudahcara Mahasiswa* programme.

These four dimensions of transformational leadership have been empirically validated through the Multifactor Leadership Questionnaire (MLQ) developed by (Avolio and Bass (2004), supporting the quantitative research. The studies demonstrate that transformational leadership enhances motivation,

creativity, and innovation in educational settings (Subhaktiyasa, 2024). The *Pemudahcara Mahasiswa* programme in Kolej Kediaman Ketujuh (Za'ba) at Universiti Malaya provides students great opportunities and platforms to highlight their talents and demonstrate their leadership skills.

Despite the recognised importance of leadership programme in higher education, empirical research shows that the effectiveness of student leadership initiatives remains limited particularly in residential colleges in Malaysia. Despite these opportunities, these student project leaders face challenges such as time-management, decision making, collaboration, communication and many more that have become underexplored in the organisation. Therefore, leadership theories provide a framework to understand the experiences emphasizing different aspects of leadership characteristics, behaviours and decision-making. Examining leadership qualities within the *Pemudahcara Mahasiswa* programme enables the practical application of leadership theories and the development of competencies among student project leaders.

According to the research methodology, this study examines the effectiveness of the *Pemudahcara Mahasiswa* programme in enhancing transformational leadership skills among university students. It was guided by transformational leadership theory; this study employs a quantitative pre-test and post-test design involving 21 student participants to measure changes across the four dimensions of transformational leadership. By providing the evidence based on leadership outcomes, this study shows a clearer understanding of how structured student leadership programmes can foster youth leadership development in higher education contexts.

BACKGROUND OF THE STUDY

Youth leadership development has become one of the important components in students' life where it shapes their futures by equipping them with professional skills such as teamwork, communication and decision-making. Loreley Lyn Smith (2020) also have mentioned that "few organisational leaders focus on leadership development to prepare youth for life situations". Institutions such as Universiti Malaya provide not only academic training but, a great place providing platforms for students to develop their leadership qualities. One initiative is the *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya which engages student leaders collaborate to gain experiential

learning. This programme is a beneficial and remains as quantitative evidence assessing the impact of student's leadership development particularly in Malaysian higher education context. The studies tend to emphasise qualitative descriptions of leadership experiences rather than measuring changes in leadership competencies before and after programme participation. In addition, a few studies also examines that youth leadership development using the transformational leadership framework, which emphasises idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Therefore, it is clear need for a quantitative investigation to evaluate the effectiveness of the *Pemudahcara Mahasiswa* programme in enhancing transformational leadership skills among universities students,

ISSUE

Although the *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba) is widely regarded as an important platform for student leadership exposure, the actual process in which student project leaders develop their leadership identity remains unclear. While the *Pemudahcara Mahasiswa* programme offers numerous opportunities for students to manage events, coordinate teams, and engage in decision-making, many project leaders continue to struggle with challenges such as uneven delegation of tasks, limited confidence when leading peers, difficulty balancing academics and organisational responsibilities, and inconsistent communication styles within their committees. These challenges indicate a gap between the leadership experiences provided by the programme and the students' ability to translate these experiences into sustainable leadership competencies. In particular, there is a lack of quantitative research examining how the four dimensions of transformational leadership such as idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration and change before and after students participate in the *Pemudahcara Mahasiswa* programme. The studies on youth leadership development focus on quantitative descriptions of experience using a pre-test and post-test design to assess the leadership outcomes. Therefore, the core issue addressed in this case study is the lack of empirical, quantitative evidence on the effectiveness of the *Pemudahcara Mahasiswa* programme enhancing transformational leadership skills among student project leaders. This study utilizes involving a total of 21 respondents from the *Pemudahcara Mahasiswa* programme. As table 1 shows, the total of amount

respondents has been analysis based on the gender demographics information. By identifying a pre-test and post-test quantitative design, this study

seeks to measure changes in in students' leadership competencies and provide some objective evidence from the programme's contribution.

TABLE 1. Gender distributions of Respondents

Gender	Frequency (n)	Percentage (%)
Male	2	9.5%
Female	19	90.5%
Total	21	100%

THEORY OF ANALYSIS

In this case study, transformational leadership theory was employed as the primary framework for analysing and interpreting the experiences of student project leaders in the *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba). This theory was chosen because it focuses on four core aspects which provide a comprehensive lens to understand the behaviours, decisions, and interpersonal interactions of student leaders in a peer-led environment. The term "transformational leadership" refers to a leadership style that has the power to transform individuals and entire communities (Davis.K & Thilagaraj, 2022, p. 152). Its development occurs gradually and continuously through consistent efforts to empower others, not only through direct speech or action but also through subtle moral guidance and support. The change it inspires originates internally, as student leaders can influence their peers effectively only when those peers recognise their own potential and are willing to act upon it.

For young individuals, the role of community and social influence is particularly significant in shaping decision-making and leadership development. By fostering an environment where student leaders feel supported emotionally and physically, the programme encourages participants to express their opinions, make strategic decisions, and assume leadership responsibilities with confidence. The four dimensions of transformational leadership are evident in these experiences. Idealised Influence is reflected in how student leaders' model ethical behaviour and integrity, establishing credibility and trust within their teams. Inspirational Motivation emerges as leaders articulate goals, provide encouragement, and maintain optimism during challenges, guiding their peers toward shared objectives. Intellectual Stimulation is apparent when leaders foster creative thinking and problem-solving by valuing diverse perspectives and encouraging

team members to propose innovative ideas. Finally, Individualized Consideration is demonstrated through the attentive support and mentorship provided to team members, ensuring that each individual feels valued, empowered, and included. Collectively, these components illustrate how transformational leadership enables student leaders to develop personal skills, strengthen interpersonal relationships, and effectively navigate the responsibilities of their roles within the *Pemudahcara Mahasiswa* programme.

The analysis of the effectiveness of youth leadership development among student project leaders in the *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya is guided by the Transformational Leadership Theory. This theory emphasises the ability of leaders to inspire, support influence first year students during orientation week. Therefore, in this study case, the four dimensions of leadership theory has been insights into how leadership skills are developed in real-world contexts. This research design provides a structured and rigorous framework to investigate how the *Pemudahcara Mahasiswa* programme fosters leadership competencies among student project leaders, highlighting the interplay between theory, practice, and personal development within a peer-led university context.

METHODOLOGY

Transformational leadership was operationalised using a structured questionnaire adapted to the Multifactor Leadership Questionnaire (MLQ) developed by (Avolio and Bass (2004). The instruments measures into four dimensions which are Idealised Influence, Inspirational Motivation, Intellectual Stimulation, and Individualised Consideration. This study employs a quantitative case study which explores the effectiveness of joining before and after becoming *Pemudahcara Mahasiswa*. The

data were collected from 21 responders from becoming as (PM) *Pemudahcara Mahasiswa* who completed the questionnaire through Google Form. The responses were recorded using a five-point Likert scale ranging from 1 (strongly agree) to 5 (totally agree), with higher scores showing that stronger leadership attributes. The first section was collected respondents' demographic information which includes the gender, year of study, previous leadership experience to provide contextual background for the analysis. The second section measured respondents' transformational leadership competencies before joining as the *Pemudahcara Mahasiswa* programme (pre-test) using (MLQ). Moreover, the third section assessed respondents'

transformational leadership competencies after becoming the *Pemudahcara Mahasiswa* using the (post-test) in (MLQ). Therefore, this structured enable a direct comparison of leadership development before and after programme involvement. Then, the data was collected and compiled in Google Sheets to get the analysis quantitatively using statistical software. Prior to completing the survey, participants were informed about the purpose of the study and provide their consent voluntarily through the Google Form. Participants were entirely voluntary and respondents were assured that their responses would be always remain confidential and used for academic purposes.

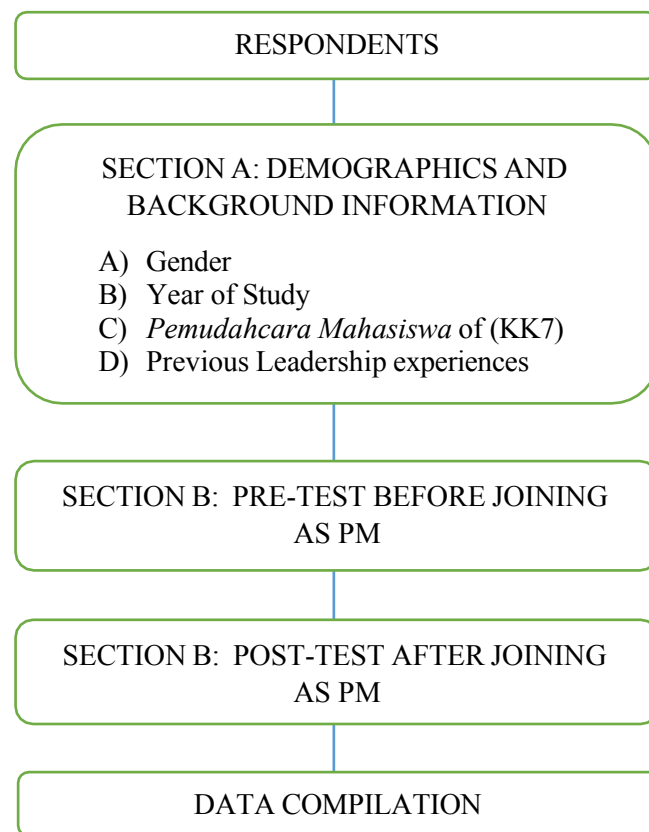


FIGURE 1. The section of Google Form

Figure 2 shows the chart pie of distributions of Participants by Year of Study among *Pemudahcara Mahasiswa* from KK7. The majority of respondents were undergraduate students which are (71%) from Year 2, while (24%) from Year 3 students and the (5%) are from year1 student. This indicates that the *Pemudahcara Mahasiswa* programme primarily involves undergraduate students aligns with their

focus and managing their leadership and orientation facilitation.

Figure 3 shows all the respondents (100%) were members of *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba). This is shows that the sample is suitable for evaluating the leadership development outcomes of the *Pemudahcara Mahasiswa* initiative.

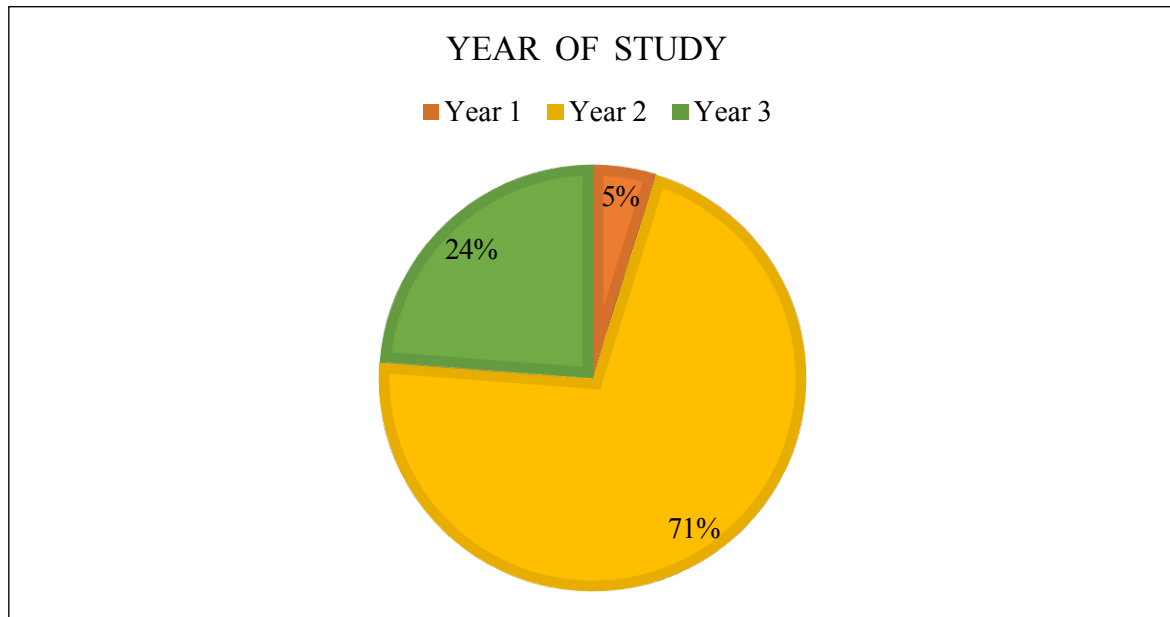


FIGURE 2. Distributions of Participants by Year of Study

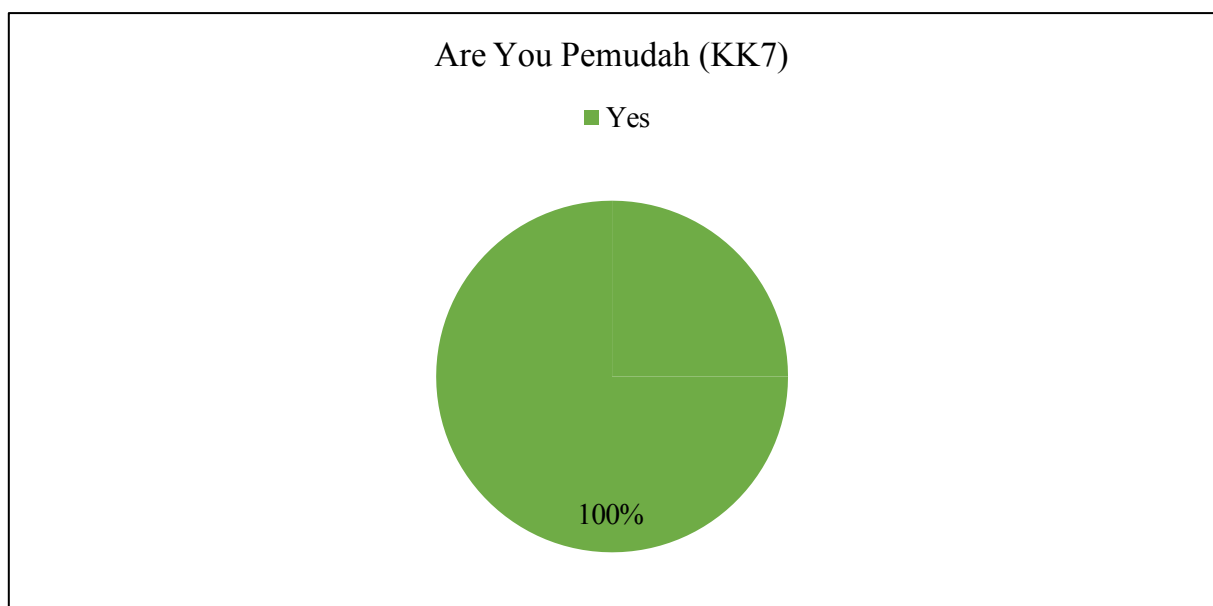


FIGURE 3. Responders *Pemudahcara Mahasiswa* from KK7

Figure 4 shows the responders of *Pemudahcara Mahasiswa* from KK7 from previous leadership experiences. A majority of respondents (86%) have reported having prior leadership experience, while (14%) have no previous experience in leadership involvement. This result shows that; this programme promotes the students to learn and develop leadership skills to have experience levels.

Based on these demographics' characteristics provide their essential contexts for understanding the leadership development outcomes which measured in the pre-test and post-test analysis. These shows how structured leadership programme influence students with varied educational backgrounds and leadership experiences.

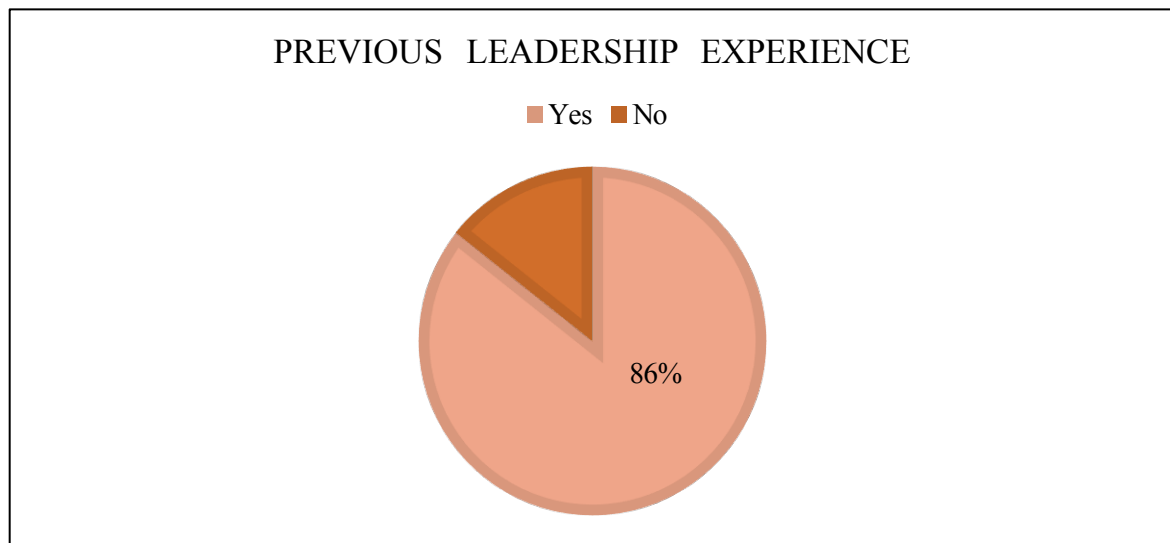


FIGURE 4. Responders of *Pemudahcara Mahasiswa* from KK7 from previous leadership experiences

TABLE 2. Structed question following the section

No	Question
Section A: Demographic Information	
A)	Name
B)	Gender
C)	Year of Study
D)	<i>Pemudahcara Mahasiswa</i> (Yes/No)
E)	Previous Leadership experience
Section B: Transformational Leadership dimension question (Before joining as PM)	
Idealised Influence (Role Modelling)	
Q1	Before joining as (PM), I acted as a role model to among the group.
Q2	Before joining as (PM), my groupmates trusted my leadership decisions.
Intellectual Stimulation (Ideas & Critical Thinking)	
Q3	Before joining as (PM), I am open to different opinions during discussions.
Q4	Before joining as (PM), I helped my team think creatively when solving problems.
Individualized Consideration (Support & Empathy)	
Q5	Before joining as (PM), I support and listened carefully to my other's concerns.
Q6	Before joining as (PM), I become a pillar of moral and emotional support to my teammates.
Inspirational Motivation (Encouragement & Vision)	
Q7	Before joining as (PM), I love to motivate myself and my teammates to work towards the goals.
Q8	Before joining as (PM), I ttry to communicate my goals to my teammates.
Section C: Transformational Leadership dimension question (After joining as PM)	
Idealised Influence (Role Modelling)	
Q9	After becoming as (PM), I started to play as a role model and guide my teammates.

- Q10 After becoming as (PM), my peers trust my leadership decisions.
Intellectual Stimulation (Ideas & Critical Thinking)
- Q11 After joining as (PM), I encourage my teammates to share new ideas and different opinion during discussions.
- Q12 After joining as (PM), I helped my team think creatively when solving problems.
Individualised Consideration (Support & Empathy)
- Q13 After joining as (PM), I support and listen carefully to others' concerns.
- Q14 After joining as (PM), I became a moral and emotional support to my teammates.
Inspirational Motivation (Encouragement & Vision)
- Q15 After joining as (PM), I always motivate myself and my group mates to achieve the goals.
- Q16 After joining as (PM), I try to communicate my goals and share my ideas with my teammates.

TABLE 2. Pre and Post Test Scores of Idealised Influence Questions

Question	Pre-test M(SD)	Post-test M(SD)	Mean Difference
Q1 Role Model behaviour	3.86(0.66)	4.43(0.60)	+0.57
Q2 Guiding Teammates	3.90(0.75)	4.38(0.67)	+0.48

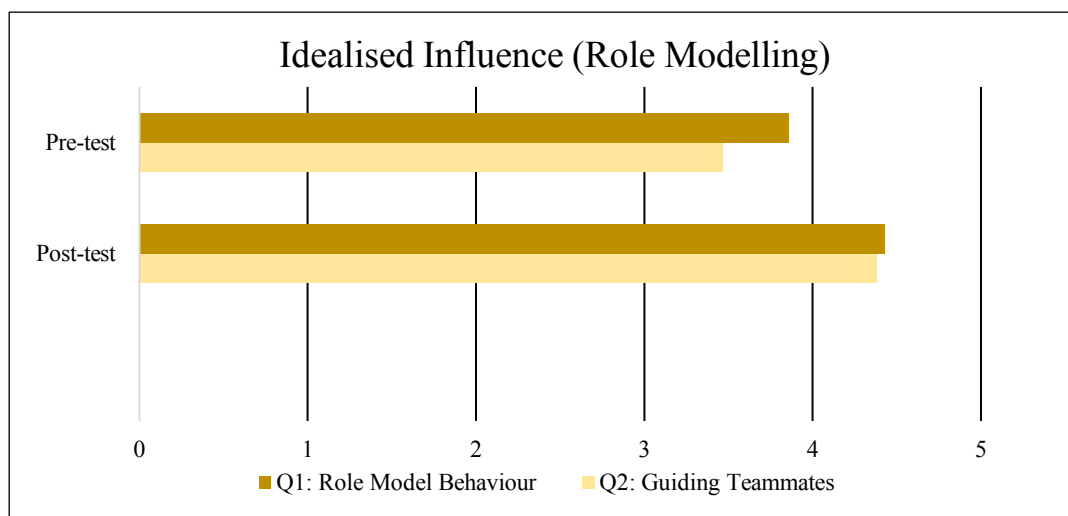


FIGURE 5. Comparison between pre and post-test of Idealised Influence

Mean Scores Interpretation of Idealised Influence (Role Modelling)) (N= 21)

The analysis of this section focuses on responders' perceptions of idealised influence, specifically for role modelling behaviours and guidance of teammates. The results were measured using a five-point Likert scale which is (1= Strongly Disagree to 5= Totally Agree). Overall, the Mean scores (M) ranged from 3.86 to 4.43, which shows a positive perception (above the neutral midpoint 3.0.)

Strongest Areas (Highest Mean Scores):

The highest mean score was observed in Q1: Role Model Behaviour in the post-test Mean was (M=4.43, SD = 0.60), shows that the responders strongly believe the important of role modelling by showing the improvements following the intervention.

Similarly, for Q2: Guiding teammates shows the high post-test Mean was (M= 4.38, SD=0.67), suggesting that the leadership influence and guidance among participants shows a massive result.

Pre- to Post-Test Improvements:

The comparisons between pre-test and post-test results show a positive Mean difference for both questions. For Role Model Behaviour it increased by (M= +0.57), while it for Guiding Teammates, it increased to (M=

+0.48) demonstrating noticeable improvements after the intervention. In conclusion, the results suggest that the intervention was effective in strengthening Idealised Influence behaviours, which increased the consistency of responders as their responses as reflected by the reducing standard deviations (SD).

TABLE 3. Pre and Post Test Scores of Intellectual Stimulation Questions

Question	Pre-test M(SD)	Post-test M(SD)	Mean Difference
Q3 Leadership Influence	4.43(0.74)	4.52(0.60)	+0.09
Q4 Team Guidance	4.19(0.85)	4.43(0.67)	+0.24

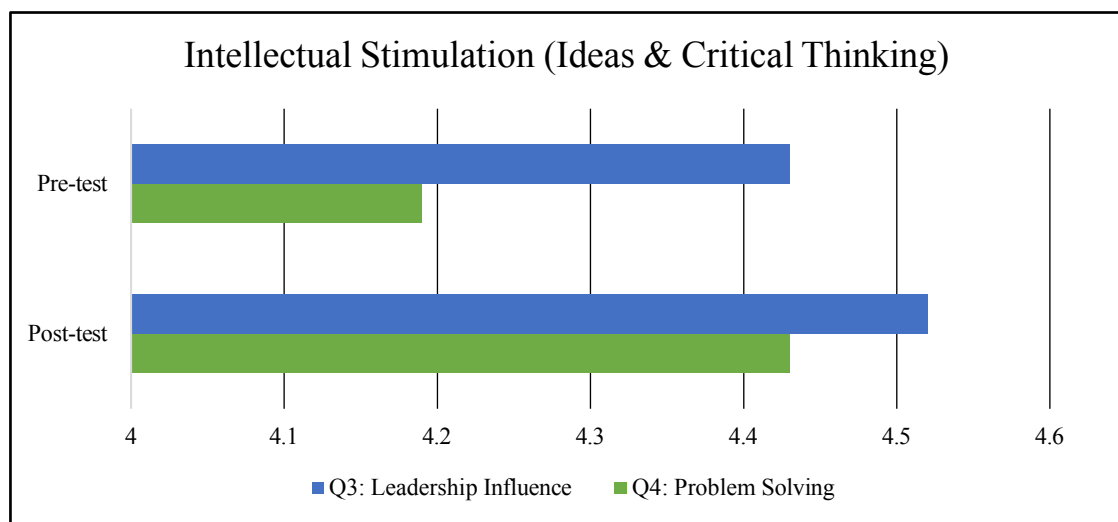


FIGURE 6. Comparison between pre- and post-test of Intellectual Stimulation

Mean Scores Interpretation of Intellectual Stimulation (Ideas & Critical Thinking) (N= 21)

The analysis of this section focuses on the responder's perceptions of Intellectual Stimulation in Leadership Influence and Team Guidance. The results were measured using a five-point Likert scale which is (1= Strongly Disagree to 5= Totally Agree). The findings in these results shows that, the Mean scores (M) ranged from 4.19 to 4.52, which shows a positive perception (above the neutral midpoint 3.0.) for pre and post-test.

Strongest Areas (Highest Mean Scores):

The highest mean score was observed in Q3: Leadership Influence was (M: 4.52, SD: 0.60) in the post-test. It shows that the responders highly believe and follow the

Leadership Influence maintain optimism.

Whereas, for Q4: Problem Solving, the highest mean score in the post-test was (M: 4.43, SD: 0.67). It suggests that all the responders were guided and inspired to achieve their goals.

Pre- to Post-test Improvement:

The comparisons between pre-test and post-test results show a positive Mean difference for both questions. For Leadership Influence, it increased by (M= +0.09), while for Problem Solving, it increased to (M= +0.24) demonstrating noticeable improvements after the intervention. Overall, the results suggest that the intervention was effective by showing the improving leadership qualities and problem-solving abilities.

TABLE 4. Pre and Post Test Scores of Individualized Consideration Questions

Question	Pre-test M(SD)	Post-test M(SD)	Mean Difference
Q5 Supportive listening	4.43(0.74)	4.67(0.57)	+0.24
Q6 Moral and Emotional support	4.24(0.77)	4.47(0.74)	+0.23

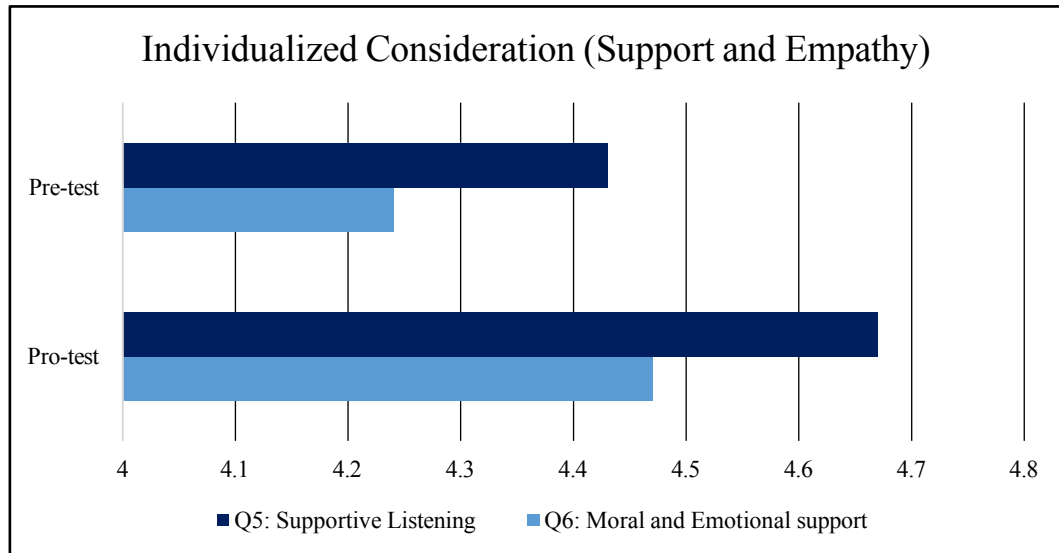


FIGURE 7. Comparison between pre- and post-test of Individualized Consideration

Mean Scores Interpretation of Individualized Consideration (Support and Empathy) ($N = 21$)

The analysis of this section focuses on responder's perceptions of Individualized Consideration in Supportive Learning and Moral and Emotional support. The results were measured using a five-point Likert scale which is (1= Strongly Disagree to 5= Totally Agree). The findings in these results shows that, the Mean scores (M) ranged from 4.24 to 4.67, which shows a positive perception (above the neutral midpoint 3.0.) for pre and post-test.

Strongest Areas (Highest Mean Scores):

The highest mean score was observed in Q5: Supportive Learning was (M: 67, SD: 0.57) in the post-test. It shows

that the responders highly believe the personal growth and development.

Moreover, for Q6: Moral and Emotional support, the highest mean score in the post-test was (M: 4.47, SD: 0.74). It shows that all the responders were guided and provided emotional reassurance and ethical guidance.

Pre- to Post-test Improvement:

The comparisons between pre-test and post-test results show a positive Mean difference for both questions. For Supportive Learning it increased by (M= +0.24), while for Moral and Emotional Support, it increased to (M= +0.23) demonstrating noticeable improvements after the intervention. Overall, the results suggest that the dimensions reflect leaders' provision of individualized emotional and moral support to others.

TABLE 5. Pre and Post Test Scores of Inspirational Motivation Questions

Question	Pre-test M(SD)	Post-test M(SD)	Mean Difference
Q7 Encouragement	4.19(0.81)	4.57(0.59)	+0.38
Q8 Vision communication	4.14(0.79)	4.57(0.59)	+0.43

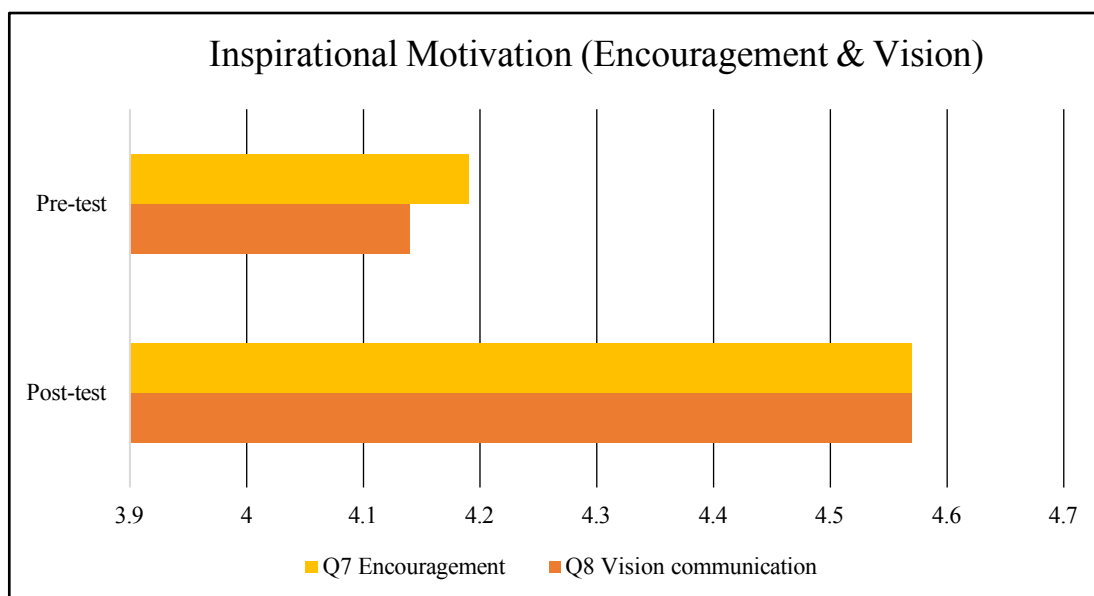


FIGURE 8. Comparison between pre- and post-test of Inspirational Motivation

Mean Scores Interpretation of Inspirational Motivation (Encouragement and Vision) ($N = 21$)

The analysis of this section focuses on responder's perceptions of Inspirational Motivation in Encouragement and Vision communication. The results were measured using a five-point Likert scale which is (1= Strongly Disagree to 5= Totally Agree). The findings in these results shows that, the Mean scores (M) ranged from 4.14 to 4.57, which shows a positive perception (above the neutral midpoint 3.0.) for pre and post-test.

Strongest Areas (Highest Mean Scores):

The highest mean score was observed in Q7: Encouragement and Q8: Vision communication was (M: 4.57, SD:0.59). For these results, the post-test for this question is exactly same Mean and SD. It shows that the responders have demonstrated inspirational encouragement and effective vision communication.

Pre- to Post-test Improvement:

The comparisons between pre-test and post-test results show a positive Mean difference for both questions. For Encouragement it increased by (M= +0.38), while for Vision communication, it increased to (M= +0.43) demonstrating noticeable improvements after the intervention. Overall, the results suggest that the dimensions reflect responders tend to emulate leaders who show confidence, commitment and clarity in conduct.

IMPLICATIONS AND RECOMMENDATIONS

The studies show that, the student-led leadership programmes such *Pemudahcara Mahasiswa* programme play a significant role in enhancing the transformational leadership competencies among university students in Kolej Ketujuh (Za'ba) Universiti Malaya. The consistent was increased in pre-test and post-test mean scores across all four dimensions which do not innate, but it can be developed through guidance, reflection and responsibilities. This supports transformational leadership theory, which emphasises the role of inspiration, ethical role modelling and individual support in shaping effective leaders (Bass (1985), Avolio and Bass (2004). Moreover, the results show that, the residential college-based leadership initiative a meaningful context for leadership identity formation peer-led environments where authority is informal and relational credibility is essential (Ibarra, Snook, & Ramo, 2010).

Additionally, the demographic shows imbalance with significantly lower male participation which highlights the need for more inclusive leadership engagement strategies that encourage balanced participation and ensure the leadership development need to have a lot of opportunities for all students (Smith, 2020). Overall, the study reinforces the relevance of transformational leadership theory within youth and student leadership contexts and underscores the value of structured leadership programmes in fostering holistic student development (Bass & Riggio,

2006; Smith, 2020).

Based on some research, there were some recommendations are proposed to encourage and enhance the effectiveness of student leadership development programmes. The first initiative that can be done is strengthening Leadership Training Modules. It is because, it can be recommended to the *Pemudahcarac Mahasiswa* programme which can be aligned the activities with the four dimensions of transformational leadership. There are some workshops can be conducted such as role modelling, motivational communication which can reinforce leadership behaviours observed in this study.

Secondly, to enhances the leadership identity development, structed reflection sessions and peer-mentoring systems should be introduced. It is because, some reflective discussions after a conducting major activity can help the students to understand and connect with the leadership concepts. It also a better opportunity to learn and understand their capabilities which leads and motivates them to become a great leader.

Thirdly, the *Pemudahara Mahasiswa* programme needs to include recruitment strategies to encourage balanced participation across genders inclusive recruitment strategies to encourage the balanced participation across genders. This may include tailored outreach, peer encouragement, and visibility of male role models within leadership programmes to ensure equitable access to leadership development opportunities (Smith, 2020).

Overall, the findings and recommendations highlight the importance of intentional, well structed student leadership programme can prepare the students for their future organisational and societal roles. It is important that all the students need to have leadership qualities skills to enhance their career and prepare them for the future.

CONCLUSION

This study explored the effectiveness of the *Pemudahcara Mahasiswa* programme at Kolej Kediaman Ketujuh (Za'ba), Universiti Malaya in enhancing transformational leadership skills among student project leaders. By using, open-ended questions through Google Form, the participants leadership qualities have been analysed according to the four dimensions of Transformational Leadership Theory. The four dimensions are Idealised Influence, Inspirational Motivation, Intellectual Stimulation, and Individualised

Consideration. These findings show that, student leaders can enhance their professional competencies such as teamwork, communication and problem solving. Although, the study involved a small number of participants from the *Pemudahcara Mahasiswa* Programme. The insights into how transformational leadership skills can be developed through programmes such as *Pemudahcara Mahasiswa* helps university students become effective and responsible leaders in the future. A better understanding of having leadership skills can leads to a great leader in future.

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