

A Case Study Approach to Measure the Effectiveness of Youth Leadership Program.

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Abstract

Youth leadership programs can bring youth towards leadership, by means of equipping them with leadership skills. It is significant for these programs to be effective in order to promote better skills enhancement and knowledge development among youth. This paper examines a case study approach on a youth leadership program in Brunei, particularly the Students Leadership & Development Programme (SLDP) of Universiti Teknologi Brunei, with the objective to assess its effectiveness on the basis of the first two levels of Kirkpatrick's model, which is the reaction and learning aspects of the program. A quantitative method of approach in the form of questionnaire is used to gather the data and descriptive statistics were performed for data analysis of this study. Also, simple linear regression analysis was used to test the hypotheses of the study and it was found that both the aspects of reaction and learning have significant impact on effectiveness of youth leadership program. The findings of the study also suggested that the program was effective, in such a way that both reaction and learning aspects of the program revealed positive results of evaluation. The outcomes further provide a great value to the stakeholders, particularly the program educators and designers as well as adding contributions towards the literature related to youth leadership program and the measure of its effectiveness in Brunei.

Keywords: Youth Leadership Program, Youth Leadership, Leadership, Brunei.

1 Introduction

Leadership programs has now becoming a common type of development training program that is currently being practiced in schools, universities and even in institutions, and there is no denying that the number of these programs have grown rapidly since the last decade (Rohs & Langone, 1993), even in Brunei. Moreover, it has been carried out in various forms including workshops, forums, camp, extracurricular activity and even full degree scholarship programs (Karagianni & Jude Montgomery, 2018). By definition, a formal leadership program in general is made up of a compilation of various experiences that an individual experienced towards various leadership activities (Komives, Dugan, Owen, Wagner & Slack, 2011, p.232). These individual leadership experiences, in this case, refers to a constituent of a leadership program being made deliberately to build the whole leadership package and it can be encompassed of just a single experience or even multiple experiences upon many leadership

programs (Komives et al, 2011). Following that, leadership activities represent those activities that are included in the leadership program, which further produce those leadership experiences. Self-assessment, problem-solving, skill-building, outdoor activities, mentoring and student acknowledgement are some of the most common activities being integrated into majority of successful leadership programs (Zimmerman-Oster & Burkhardt, 2000).

Moreover, Komives et al (2011) indicated that the structure of a leadership program typically consists of three main categories, program foundation; program components; and staff and resources, and they are believed to be the essential elements that can enhance the effectiveness of these programs, especially in terms of assisting student learning (Komives et al, 2011). In this context, program foundation takes into account the values and purpose of the program, the associated leadership-related research studies, theoretical models being utilized throughout the program as well as the relevant learning outcomes and assessment (Komives et al, 2011). On the other hand, components of program encompasses the amount of commitment crucial to engage in the program, all the activities being conducted within the program as well as the acknowledgement of participants' involvement and effort in such programs in terms of providing certificates for credentials. Lastly, the third category, Staff and resources takes into account the experienced committee, tutors and faculty members that are responsible in providing the direction, facilitation and sustainability of the program towards the participants; the participants who involve in the program; and program's sponsorship, if any (Komives et al, 2011).

In addition to that, the importance of leadership programs among youth, in terms of serving to develop our future leaders, has currently become the talk of town. Moreover, it is proposed that developing leadership skills among youth can aid them in overcoming different challenges they encounter and help them to be more life ready in facing the unpredictable and changing world environment (Cansoy, 2017). Not only that, youth are believed to be a crucial asset in leading the future development ("Kumpulan Titah KDYMM", 2015). Also, Gifford, Cannon, Stedman & Telg (2011) implied that leadership program is implemented with the main purpose to assist youth by means of polishing and developing their leadership skills that will then differentiate them from their peers and making them more appealing in the eyes of potential employers (Gifford et al, 2011). Hence, it is important to have an effective youth leadership program so as to reach this objective. However, there is lack of attention regarding the essential components of youth leadership program and how it can guide program designers and program educators towards achieving the program's effectiveness, especially in Brunei. Furthermore, the effectiveness of youth leadership programs in Brunei has yet to be evaluated and measured thoroughly.

1.1 Research Objectives

The key objective of this study to assess the effectiveness of a youth leadership program in Brunei by means of utilizing the Kirkpatrick's model of evaluation. Specifically, the effectiveness will be evaluated on the basis of the first two levels of Kirkpatrick's model, which is the Reaction (Level 1) and Learning aspects (Level 2) of the program. Moreover, the study also aims to determine whether these two levels have impact on the effectiveness of the program. In addition to that, the crucial components of effective youth leadership program will be discussed thoroughly in order to aid in attaining the key objective of the study.

2 Literature review

Leadership skills is considered to be an essential component in contributing towards career success. Gould and Voelker (2010) emphasized that leadership skills is learnable and there is a need for youth to learn those skills in life (Gould & Voelker, 2010). Developing leadership skills among youth can aid them in overcoming different challenges they encounter and help them to be more life ready in facing the unpredictable and changing world environment

(Cansoy, 2017). According to Des Marais and Farzanehkia (2000), youth development can be attained effectively when they are exposed to a number of fundamental sets of elements including engagement of youth and adults, encouragement to make decisions and be responsible for all costs, extensive context for learning and service along with acknowledging their experience, knowledge and skills (Des Marais & Farzanehkia, 2000). Furthermore, youth engagement in various activities such as assisting the ice-breaking and teamwork games; religious outreach; enhancing and developing a number of skills and so on, can also help them to further practice youth leadership (Klau, 2006). What is more, in the context of youth programs that seek to provide support for youth to develop leadership within themselves, MacNeil (2006) found that many literature related to leadership proposed that these programs must be created in a way that youth should not only be able to gain opportunities towards developing their skills and knowledge, but also be able to utilize them in meaningful and authentic ways (MacNeil, 2006).

In addition to that, youth leadership programs is one of the programs that can bring youth towards leadership, by means of equipping them with leadership skills. As mentioned previously, leadership program serves to aid students to fine-tune and enhance their leadership skills so that the presence of these skills would distinguish them from others and make them more attractive to the eye of potential employers (Gifford et al, 2011). Furthermore, in order to promote better leadership skills and knowledge development among youth, it is significant for the youth leadership program to be as effective as it is possible. According to AlYahya and Norsiah Mat (2013), the effectiveness of the program can be examined through evaluation in terms of making a careful attempt of gathering and examining data, with the goal to find out the degree to the accomplishment of the training objectives if they are successfully achieved within the program (AlYahya & Norsiah Mat, 2013). Moreover, evaluating the effectiveness of the program also purposes to create room for improvement of future programs which in turn, aids in reducing the number of less effective programs to nil (Browning, 1970).

2.1 Means of assessing program's effectiveness

According to Borate, N., Gopalkrishna, Shiva Prasad & Borate, S. (2014), there has been a number of means of assessing the effectiveness of training program which were invented by various scientific researchers in the past and these include Kirkpatrick's model; Virmani and Premila's model; Aima Zhang's peer method of evaluation; David Reay's evaluation method; Warr's evaluation model; Hamblin's model; Peter Bramely's model, etc (Borate, N. et al, 2014). Nevertheless, one of these approaches, which is the Kirkpatrick's model, has appealed many scholars and it has been widely used many times in previous research studies with regards to examining the effectiveness of a program (Borate, N. et al, 2014; McLean & Moss, 2003). This is because the model is known to have the potential to make the sophisticated process of measuring the effectiveness of training program much simpler, in such a way that it helps to save the time and minimize the effort of practitioners by reducing any redundant and excessive demands of measurements for evaluation (Bates, 2004). Furthermore, this model also provide an idea or background to the practitioner with respect to the area of questions that should be asked upon evaluating, as well as removing the need to carry out unnecessary pre-training assessment measures of learning or job performance in deducing that effectiveness (Bates, 2004). Kirkpatrick's model examines effectiveness of program in the form of four consecutive levels; reaction, learning, behavior and results respectively (AlYahya & Norsiah Mat, 2013; McLean & Moss, 2003). Level 1 of the model denotes the reaction of the participants towards the program, in terms of how well the youth leadership programs that they attended has appealed them in a way that their satisfaction may or may not be increased due to the quality and relevance of the training (Smidt, Balandin, Sigafos & Reed, 2009). On the other hand, Level 2 takes into account the learning aspects in the form of knowledge gained by participants throughout the youth leadership program. Level 3 evaluates the chang-

es in behavior of the participants that can take place as a result of participating in the program such that the associated knowledge and/or skills benefited from the program are further being applied in real life, especially in workplace environment. Lastly, Level 4 denotes the results or the proceeding impact of the program towards the organization in such a way that it influence or benefited the organizational goals and objectives (AlYahya & Norsiah Mat, 2013; McLean & Moss, 2003; Smidt et al, 2009).

2.2 Crucial Components of Effective Youth Leadership Program

According to Woyach and cox (1995, as cited in Cansoy, 2017), it is vital for youth to be aided in learning the definite knowledge and skills associated with leadership (Cansoy, 2017). In addition to that, Ricketts and Rudd (2002) highlighted that when the participants possess these basic knowledge regarding both leaders and leadership, they would be able to recognize that these leadership attributes are relevant to themselves, and they would acquire better understanding of the abstract leadership concepts (Ricketts & Rudd, 2002). Moreover, Stogdill (1974, as cited in Ricketts & Rudd, 2002) further stated that acquiring pre-knowledge and associated information regarding leaders and leadership enables leader to play the leadership role better compared to those who do not have these knowledge (Ricketts & Rudd, 2002). Furthermore, leadership has to be exercised within a team or a group, and hence youth must have the opportunity to be engaged in teamwork activities. According to Woyach and Cox (1996, as cited in Edelman, Gill, Comerford, Larson, & Hare, 2004), leadership program can be effective if the participants of the program are provided with the opportunity to take part in teamwork activities and obtain collaborative experiences with peers (Edelman et al, 2004). Participating in teamwork activities enables the individual to learn about the leadership roles and practice their ability to lead (Chen, Chou & Lee, 2009).

Apart from that, youth leadership program can achieve effectiveness when their participants, specifically the potential leaders, are molded within the context of precise aims and objectives (Woyach & Cox, 1996, as cited in Cansoy, 2017). Additionally, Godwin (1998) implied that the creation of aims, goals and objectives is vital in order to deliver the program effectively as well as to facilitate the evaluation of the program because it guides the program educators in terms of knowing where the program is heading and why it is existed (Godwin, 1998). Furthermore, setting goals provide program designers and educators with the opportunity to evaluate results so as to investigate the performance of the program as well as create room for program's improvement (Godwin, 1998). Not only that, generating a welcoming atmosphere is also an important aspect for youth leadership program to attain its effectiveness (McNeill, 1995). This welcoming atmosphere is usually obtained through the ice-breaking session or activity that can also help to minimize the tension and nervous feelings among each participants as well as enables them to get familiar and be comfortable with each other throughout the rest of the activities (Chen et al, 2009; McNeill, 1995; Verma & Anand Pathak, 2011). Following that, Zimmerman-Oster and Burkhardt (2000) discovered that many successful leadership programs tend to integrate both self-assessment and self-reflection into their content as well as provide the participants room to develop self-awareness on themselves (Zimmerman-Oster, & Burkhardt, 2000). What is more, self-awareness and self-reflection are known to be important in influencing effective leadership (Miller, 2012). This is due to the fact that a self-aware leader has the ability to examine and understand important priorities, reflect mistakes or weaknesses as well as ease their own perceptions on determining complex decisions (Miller, 2012; Daft, 2007).

On the other hand, Woyach and Cox (1997, as cited in Cansoy, 2017) stated that youth should be provided with the chance to develop a number of relevant leadership skills throughout the leadership program in order for the program to be effective (Cansoy, 2017). According to Cox and Culp (2002), these leadership related skills include communication skills, envisioning, motivating people, ability to make decision, capability to manage and re-

solve conflicts, etc (Cox & Culp, 2002). Another component that can make leadership program effective is that youth should have the chance to cooperate with mentors, engage with positive role models and adults throughout the program (Cansoy, 2017; Kivland & King, 2015) Furthermore, effective youth leadership program should encompass topic on understanding diversity and its positive connection towards leadership. This is because according to Maringe et al (2007), “the integration of diversity is crucial to performance” (Maringe, Lumby, Morrison, Bhopal & Dyke, 2007, p.7) and this means that when the understand diversity, it makes them respect others and perform much better with minimal conflict.

Not only that, Adair (1988) implied that the presence of theoretical understanding of leadership concepts alone is not sufficient (Adair, 1988). It requires practice and experience to fully generate the learning effectively (Adair, 1988). Additionally, according to Gould and Voelker, (2010), leadership experiences that were obtained by youth in the past will result in an escalation of their ability to lead and an increase in their leadership effectiveness in the present days (Gould & Voelker, 2010). Thus, this experiential learning is also considered to be a part of the components contributing to effectiveness of leadership program.

3 Methodology

In this study, a quantitative method of approach in the form of questionnaire is used to gather the data. Additionally, the research procedure is implemented in three consecutive manner: Designing the questionnaire; Selecting sample and collecting data; and Data analysis. Following that, a conceptual framework is firstly developed in order to begin with the procedures to aid in finding the solutions to the above-mentioned research objectives. As stated previously, the first two levels of Kirkpatrick’s model is used to evaluate the effectiveness of youth leadership program. The framework is displayed in Figure 1.

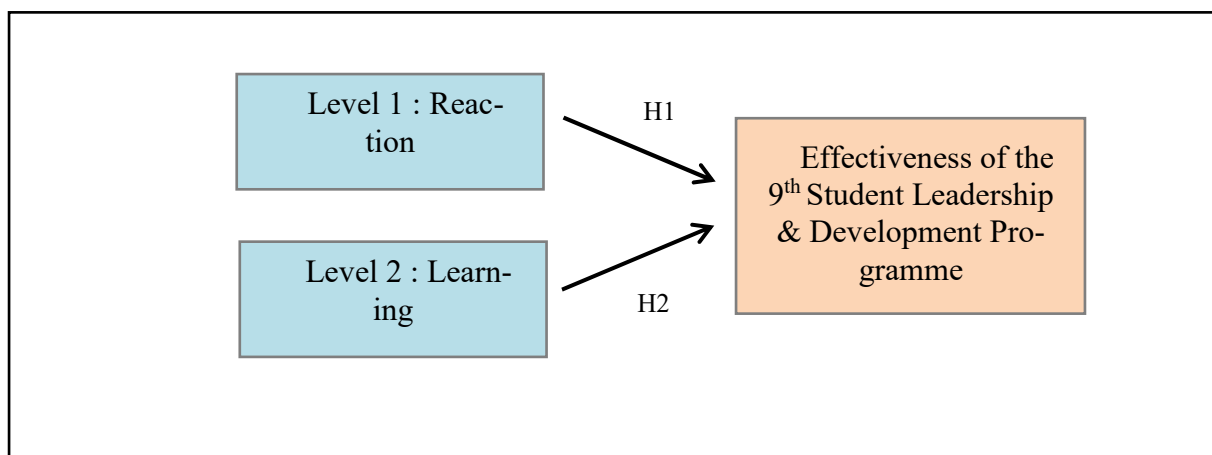


Figure 1

Conceptual framework for evaluating the 9th Student Leadership Development Programme

3.1 Research Hypotheses

The following hypotheses are proposed to meet the research objective of the study:

Hypothesis 1 (H1): The aspects of reaction (Level 1) has significant impact on the effectiveness of youth leadership program.

Hypothesis 2 (H2): The aspects of learning (Level 2) has significant impact on the effectiveness of youth leadership program.

3.2 Study Context

As a case study approach, the 9th Student Leadership & Development Programme (SLDP) was assessed and evaluated for this research study. The programme is organized by the Maj-

lis Perwakilan Pelajar Universiti Teknologi Brunei (MPPUTB) and Executive Committees (EXCO) of the Student Representative Council of Universiti Teknologi Brunei every year, with the objective to provide youth with a platform where they get to discover their potential so as to guide them in developing their future and career prospects (Universiti Teknologi Brunei, 2018). Additionally, the program was held for five days and four nights, involving both hall and open natural environment. The process of learning include team-building, sharing session and group presentations. The program is limited to 30 participants and is targeting undergraduate youths, college students as well as those students who just recently completed their 'O' Levels and 'A' Levels examinations; and fresh Higher National Diploma and Degree graduates.

3.3 Designing the Questionnaire

The questionnaire consisted a total of 29 questions, with clear description of the objectives of the study being explained at the beginning of the questionnaire. It is initiated with demographic questions, followed by questions related to the reaction and learning aspects of the program, which were measured using the five point Likert scale. In addition to that, the key components of effective youth leadership program that were gathered from reviewing a number of literature, were used to assist in the design of this questionnaire, particularly 12 indicators were used to assess each level of the Kirkpatrick's model.

3.4 Selecting Sample and Data Gathering

The sample population of the study encompassed all of the participants of the 9th Student Leadership & Development Programme including undergraduate youths, college students as well as those students who just recently finished their 'O' Levels and 'A' Levels examinations, whose age is 16 years old and above. As for data gathering, quantitative methods in the form of electronic-based questionnaire is being utilized in the research study, which was self-administered by the participants once they have completed the 5 days and 4 nights leadership program.

3.5 Analysis of data

As the data gathered from the respondents of the youth leadership program is quantitative in nature, thus descriptive statistics such as mean, frequency and percentages were examined for the analyses. Moreover, the study also conducted a reliability test on the questionnaire in the form of Cronbach's Alpha so as to get the desired and valid results. Simple linear regression analysis was used to carry out the hypothesis testing on the data. These analysis was performed through the statistical software package SPSS version 25, which is sufficient to attain the objective and perform hypotheses of this study.

4 Results

The questionnaire was administered to a total of 27 participants of the 9th Student Leadership & Development Programme, however only 20 responses were obtained, resulting in 74% response rate. Furthermore, in this section, the data gathered were presented in the following order: reliability test, hypotheses tests, demographic profile of SLDP respondents, Level 1 evaluation and Level 2 evaluation consecutively.

4.1 Reliability test

As previously mentioned, this study performed analyses on the statistical software package SPSS version 25 and the reliability test was conducted on the instrument, by applying Cronbach's Alpha. The statistics result for this reliability test of the questionnaire on the two levels of Kirkpatrick's model can be seen on Table 1 below.

Table 1
Reliability of the questionnaire

Measures	Cronbach's Alpha	No of items
Level 1: Reaction	0.870	12
Level 2: Learning	0.874	12
Overall Reliability tested	0.923	24

4.2 Hypothesis Testing

Hypothesis 1

H1: The aspects of reaction (Level 1) has significant impact on effectiveness of youth leadership program.

Null hypothesis: The aspects of reaction (Level 1) has no significant impact on the effectiveness of youth leadership program.

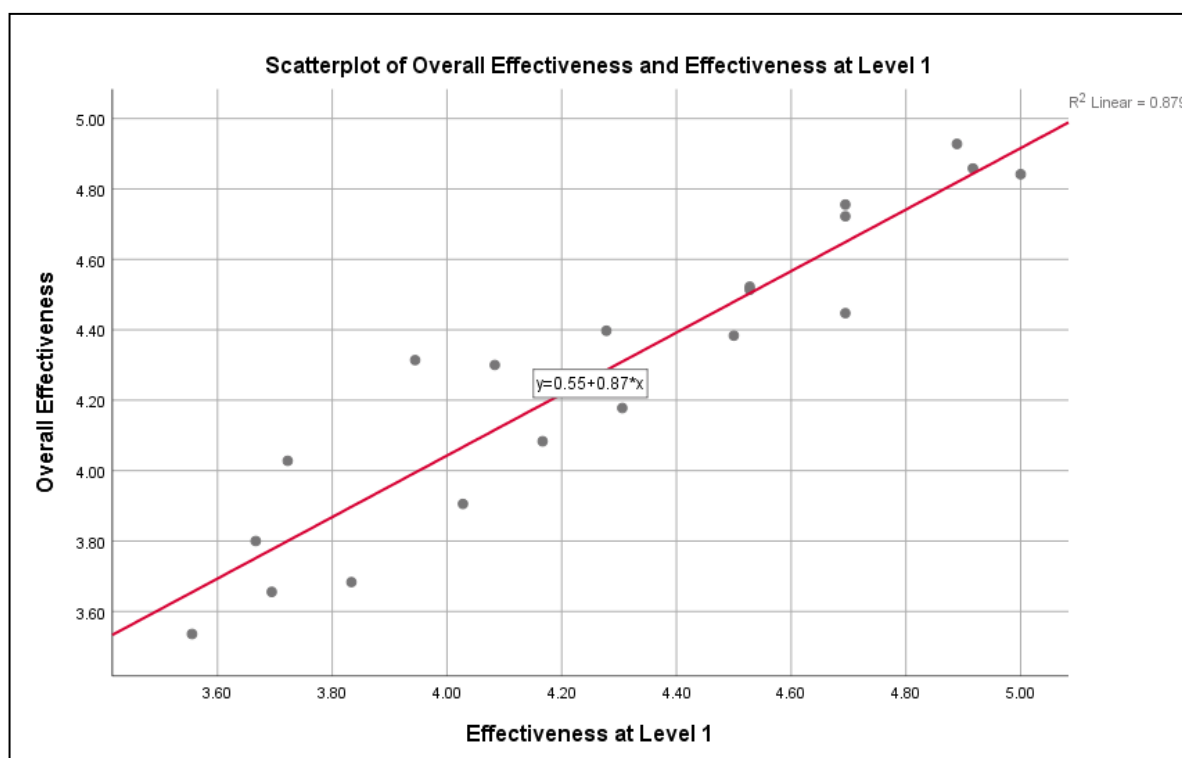


Figure 2

Scatter-plot of Overall Effectiveness and Effectiveness at Level 1

Simple linear regression was conducted in order to investigate the relationship between Effectiveness at Level 1 and the Overall Effectiveness. It can be seen from Figure 2 above and Table 2(a) below, that both the scatter-plot and the Pearson's correlation coefficient (R) of 0.938 showed that there is a strong positive linear relationship between the two variables; Effectiveness at Level 1 and the Overall Effectiveness. The slope coefficient for Effectiveness at Level 1 was 0.873, which implied that for every increase in the Effectiveness at Level 1, the Overall Effectiveness will increase by 0.873. Following that, the R square value was 0.879 which means that 87.9% of the variation in Overall Effectiveness can be explained by the model containing only the Effectiveness at Level 1.

Table 2(a)

*Hypothesis 1 data statistics - Model Summary***Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938 ^a	.879	.872	.15208

a. Predictors: (Constant), Effectiveness at Level 1

b. Dependent Variable: Overall Effectiveness

Furthermore, these two variables were found to be having a significant relationship as indicated by the simple linear regression analysis such that the significant p-value was found to be 0.000, which is less than 0.05 as seen from Table 2(b) and Table 2(c) below. Therefore there is enough evidence to support the alternative hypothesis. In this case, we can reject the null hypothesis.

Table 2(b)

*Hypothesis 1 data statistics - Anova***ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.022	1	3.022	130.652	.000 ^b
	Residual	.416	18	.023		
	Total	3.438	19			

a. Dependent Variable: Overall Effectiveness

b. Predictors: (Constant), Effectiveness at Level 1

Table 2(c)

*Hypothesis 1 data statistics - Coefficients***Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.550	.329		1.671	.112
	Effectiveness at Level 1	.873	.076	.938	11.430	.000

a. Dependent Variable: Overall Effectiveness

Hypothesis 2

H2: The aspects of learning (Level 2) has significant impact on effectiveness of youth leadership program.

Null hypothesis: The aspects of learning (Level 2) has no significant impact on the effectiveness of youth leadership program.

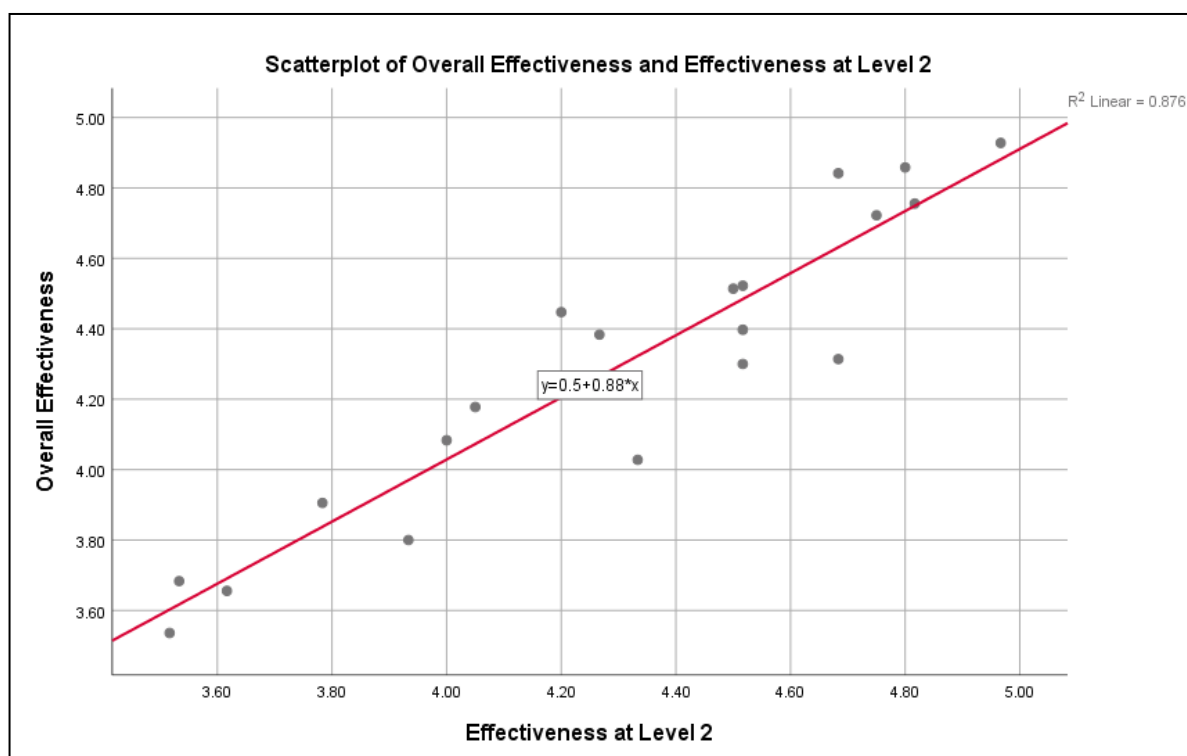


Figure 3

Scatter-plot of Overall Effectiveness and Effectiveness at Level 2

Similarly like Hypothesis 1, linear regression analysis was also applied in examining the relationship between Effectiveness at Level 2 and the Overall Effectiveness. As displayed from Figure 3 above and Table 3(a) below, the scatter-plot and the Pearson's correlation coefficient (R) of 0.936 implied that there is a strong positive linear relationship between the two variables; Effectiveness at Level 2 and the Overall Effectiveness. The slope coefficient for Effectiveness at Level 2 was 0.882, which indicated that the Overall Effectiveness will increase by 0.882, for every increase in the Effectiveness at Level 2.

Table 3(a)

Hypothesis 2 data statistics - Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936 ^a	.876	.869	.15384

a. Predictors: (Constant), Effectiveness at Level 2

b. Dependent Variable: Overall Effectiveness

What is more, it is also discovered that these two variables have a significant relationship as indicated by the simple linear regression analysis in such a way that the significant p-value was found to be 0.000, which is lower than 0.05, as shown from Table 3 (b) and Table 3(c) below. Hence, the analysis favors the alternative hypothesis and in this case, we can also reject the null hypothesis.

Table 3(b)
Hypothesis 2 data statistics - Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.012	1	3.012	127.273	.000 ^b
	Residual	.426	18	.024		
	Total	3.438	19			

a. Dependent Variable: Overall Effectiveness

b. Predictors: (Constant), Effectiveness at Level 2

Table 3(c)
Hypothesis 2 data statistics - Coefficients

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.501	.338		1.484	.155
	Effectiveness at Level 2	.882	.078	.936	11.282	.000

a. Dependent Variable: Overall Effectiveness

4.3 Demographic Profile of SLDP Respondents

Table 4 below shows the demographic information of the respondents and it is noted that the responses were dominated by female respondents, with percentage of 65% out of the total respondents. Whereas there were about 35% of the gender distribution were male. Following that, majority of the respondents (85%) belonged to participants of 20 years old and below, while the remaining 15% of the respondents were between 20 - 25 years old. Also, only 5% of them were non-Bruneian. There were approximately 85% of the respondents are currently studying in the university whereas 15% of them has other profession different from the listed choices which include vocational students and students who have just recently completed their 'A' Levels examinations.

Table 4

Demographic Information of the Respondents

Demographic Features of Respondent		Frequency	Percentage (%)
Gender	Male	7	35.0
	Female	13	65.0
Age	20 - 25 years old	3	15.0
	20 years old and below	17	85.0
Nationality	Bruneian	19	95.0
	Others	1	5.0
Profession	University Student	17	85.0
	Other	3	15.0

4.4 Level 1 Evaluation: Reaction aspects

As mentioned, there were 12 items used to evaluate Level 1 which are further distributed into six components, as displayed in Table 5. Firstly, majority of the respondents agreed that the program's atmosphere is welcoming and comfortable, and they perceived that the ice-breaking session of the program enables them to be familiar with one another. As a result, the Program's Atmosphere has the highest mean score of 4.48 with standard deviation of 0.57. The other components include Self-awareness and Reflection with a mean of 4.11; followed by Program's Objective, 4.18; Program Flow, 4.20; Teamwork Task, 4.35; and lastly Program Delivery with a mean of 4.40. In this case, it is found that most of the respondents viewed that the program provides room for them to discover their strength and reflect their weaknesses. On average, they also satisfied with the time provided for self-reflection and feedback within the program and that the process of these self-reflection and feedback is meaningful and substantial to them. Furthermore, the findings also indicated that the respondents agreed with the fact that the overall flow of the program was organized and the task in the group activity is achievable via cooperation among team members. Not only that, the respondents also feel satisfied with the presentation of program leader and the valuable knowledge and experience they benefited from the program. In general, they are happy with how the program's objectives are clearly explained and understood; and well achieved at the end of the program.

Table 5

Reaction aspects of the program: Level 1 evaluation data

Component	Measures	Rating	Mean	S.D
Program's objective	The program's objectives are clearly explained and understood.	4.00	4.18	0.61
	The program's objectives are well accomplished at the end of the program.	4.35		
Program's atmosphere	The program creates a welcoming and comfortable atmosphere.	4.50	4.48	0.57
	The program allows participants to be familiar with each other through ice-breaking session.	4.45		
	The program allows me to discover my strength and reflect my weaknesses.	4.35		
Self-awareness and reflection	The program provides enough time for self-reflection and feedback.	3.85	4.11	0.74
	The process of the self-reflection and feedback is meaningful and substantial.	4.15		
Teamwork task	The task in the group activity is achievable via cooperation among team members.	4.35	4.35	0.81
Program Delivery	Satisfaction with the presentation of program leader	4.30	4.40	0.56
	Satisfaction with the valuable leadership knowledge and experience gained from the program.	4.35		
	Overall Satisfaction with the program	4.55		
Program Flow	Overall Flow of the program	4.20	4.20	0.62
Effectiveness at Level 1			4.29	0.46

4.5 Level 2 Evaluation: Learning aspects

In this case, Table 6 shows the learning aspects of the program, which were also measured by 12 indicators, consisting of six different components. Among the six components, it is noted that Teamwork Knowledge and Practice has the highest mean of 4.48, followed by Leadership Knowledge with a mean of 4.45 and Understanding Diversity, 4.40; Leadership-related Skills Development, 4.22; Experiential Learning, 4.20; and Cooperation with Adults, 4.05. Generally, most of the respondents agreed that they gained better understanding on the term leaders and leadership and understanding on the importance of teamwork as well as diversity through the program. Moreover, the participants agreed that they learned to become to skilled at working in groups, gained knowledge on how to communicate well, make decisions and be confident about themselves throughout the program.

Table 6

Learning aspects of the program: Level 2 evaluation data

Component	Measures	Rating	Mean	S.D
Leadership Knowledge	Through the program, I have a better understanding of the term leaders and leadership.	4.45	4.45	0.60
Teamwork Knowledge and Practice	Through the program, I have a better understanding on the importance of teamwork.	4.65	4.48	0.50
	Through the program, I have become more skilled at working in groups.	4.30		
	Through the program, I have learned to communicate well with others.	4.40		
	Through the program, I have learned to make decisions, have courage to take risk and willing to be more responsible towards the decisions being made.	4.25		
Leadership - related skills development	Through the program, I have become more skilled at analyzing issues and solve them.	4.25	4.22	0.53
	Through the program, I have become a more effective public speaker.	3.85		
	Through the program, I became more confidence about myself.	4.35		
Understanding diversity	Through the program, I have a better understanding of diversity. i.e. I learn to respect for differences better.	4.40	4.40	0.82
Cooperation with adults	The program allows me to cooperate with mentors and positive role models and learn from them.	4.05	4.05	0.60
Experiential learning	Through the program, I believe I am able to transfer the group experience to the daily life.	4.25	4.20	0.55
	Through the program, I can now imitate others how to lead.	4.15		
Effectiveness at Level 2			4.30	0.45

5 Discussion and conclusion

The primary objective of this study was to measure the effectiveness of youth leadership program by applying the first two levels of Kirkpatrick's model of evaluation, specifically evaluating the reaction and the learning aspects of the respondents of 9th Student Leadership & Development Programme upon attending the program. Following analysis, it was discovered that the internal consistency of the questionnaire was found adequate through reliability test using Cronbach's Alpha in such a way that overall reliability of the questionnaire was 0.923 and according to George and Mallery (2003, as cited in Singh, G. K. G., & Singh, S. K. G., 2008), if alpha is greater than 0.8, then it is good in terms of its consistency (Singh, G. K. G., & Singh, S. K. G., 2008). Moreover, hypothesis testing was also conducted to attain the second objective of the study which is to find out whether the first two levels of the Kirk-

patrick's model have impact on the effectiveness of youth leadership program. The results of the simple linear regression analysis implied that at 95% confidence level, there is enough evidence to support the alternative hypothesis 1, the aspects of reaction (Level 1) has significant impact on effectiveness of youth leadership program; as well as hypothesis 2, the aspects of learning (Level 2) has significant impact on effectiveness of youth leadership program. Hence in these two cases, there we can both reject the null hypothesis.

Apart from that, this study suggested that the 9th Student Leadership & Development Programme was effective as the analysis of the data gathered has shown a number of positive outcomes when evaluating the effectiveness at both Level 1 and Level 2 of the Kirkpatrick's Model. For instance, it was found that the respondents were most satisfied with the delivery of the program in terms of the presentation of the program leader and the valuable knowledge and information gained from the program. The respondents were also agreed that the program's atmosphere was welcoming and comforting, and the overall flow of the program was organized. Not only that, the a high number of respondents also reported that they have gained better understanding of the term leaders and leadership; and the importance of teamwork as well as the learned to become more skilled at working in groups through the program. In addition, the analysis also showed that the respondents of SLDP have agreed that they learned to respect for differences better.

According to Browning (1970), evaluating program's effectiveness allows the creation of room for improvement towards upcoming programs, which in turn aids in reducing the number of less effective programs to nil (Browning, 1970). Therefore assessing the effectiveness of youth leadership programs in Brunei will not only help these programs to continue to improve and get better in the future, but also will eventually help youth to develop their skills and knowledge at a greater extent. The study also provide insights for policy makers regarding the essential components of effective youth leadership programs so as to create and implement highly effective programs in the future. Furthermore, the outcomes of this study would not only be a great value to the stakeholders, particularly the program educators and designers of the these programs, but also adding contributions towards the literature related to youth leadership program and the measure of its effectiveness in Brunei. However, the findings of this study is limited by the size of the sample as well as the number of program being studies. The analysis could be improved by evaluating a larger sample size and investigating more of these programs. In conclusion, the authors suggested that further research on the potential barriers that hinders youth from participating in leadership programs and issues related to these programs can be explored as a recommendation.

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