Analytic Hierarchy Process: The Improvement of the Student Representative Committee Selection Method at Universiti Kuala Lumpur

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Higher learning institutions play a vital role in producing high-quality students with varied skills and knowledge. The exposure of leadership attributes through the involvement in the Student Representative Committee (SRC) is good for preparing students to face future challenges. Student leaders are responsible to voice views of peers, their ideas and issues, which affect their lives. This issues are academic, and involve welfare and co-curricular activities. Thus, choosing the right candidates for SRC is also crucial as they symbolise good university governance. This study wishes to improve the method of SRC selection at Universiti Kuala Lumpur. The gathering of peers' perception towards SRC through the focus group discussion highlighted several important leadership criteria: namely, communication, organisation, passion, creativity, commitment, teamwork and vision. The Analytic Hierarchy Process (AHP) is used to prioritise the criteria which indicated that commitment, passion and organisation are the most dominant criteria. The submission of students' curriculum vitae (CV), manifesto plan and the application form are proposed as an additional requirement in filtering the SRC application. The process is important to ensure that the selected SRC is truly qualified and able to fulfil their peers' expectations, which will reflect the representation of the university.

Key words: *SRC, Leadership, Criteria, AHP.*

Introduction

General

The function of universities or higher learning institutions (HLI) is not limited only in providing a high-quality academic curriculum but also in student development activities such as co-curricular programmes. It is very important in equipping the students with the ability to develop leadership attributes for nation-building and future leadership (Hamid and Krauss, 2013). These will be parallel with the vision and mission of the Ministry of Education Malaysia to produce students that have high-quality tertiary education, and that can become excellent individuals who can fulfil the aspirations of the nation. Therefore, the provision for student representatives is compulsory in the administrative structure of educational institutions (Dela Ahiatrogah and Koomson, 2013). The student representative or the Students Representative Committee (SRC) is a student-based group designed to foster university spirit and leadership among students (World, 2013).

A meeting which was held between the Student Affairs Office of Higher Education Department and officers of public universities has resulted in giving freedom to the SRC to conduct the campus elections. These will empower students to choose their right leader (The Star Online, 2018). In most of the cases, the HLI will use the democratic system, which is more transparent and fairer in the process of SRC selection (Rou et al., 2017). There are two SRC selection methods commonly practised by the HLI. The candidates can be nominated by the educational administration or by their peers before the election process (Dela Ahiatrogah and Koomson, 2013). Universiti Kuala Lumpur (UniKL) has practised it differently as the selection of SRC candidates is conducted on a voluntary basis.

Universiti Kuala Lumpur has 14 institutes spread across 12 campuses throughout Peninsular Malaysia. Each campus has established their SRC team respectively to manage students' activities, voices and welfare. The election of SRC is an annual process conducted to elect the students' representatives at the campus level. The application to be SRC is open to all students who fulfilled several requirements. The requirements which are determined by the election committee are: possess a score with at least the Cumulative Grade Point Average (CGPA) 2.5 and above, not be subject to legal actions, be enrolled for at least two semesters and above, and have at least three semesters of studies remaining. After the evaluation process, which is only based on the four requirements, all eligible candidates will proceed with the election campaign and voting process before the SRC selection. As of now, there are no leadership criteria included in the current practice.

Thus, the following questions arise:

a) What are the required criteria of SRC candidates from the peers' point of view?
b) How can the current SRC election system be improved?
c) To what extent can the AHP method be applied in ranking the criteria of SRC candidates?

The objectives of the study are as follows:

a) To explore the peers' perception towards SRC members.
b) To introduce the additional requirements related to leadership attributes in SRC nomination processes.
c) To propose the AHP method for criteria ranking of SRC candidates.

This study contributes to the better selection of SRC candidates. The leadership qualities are very important to ensure that candidates can carry out their responsibility as SRC effectively (Shim, 2013) and at the same time, academic performance is also at the level of high achievement (Hamid and Krauss, 2013).

Literature Review

The Function of SRC

The SRC plays an important role in representing peers' ideas to the university and, most importantly, making those ideas heard. They represent students' voice and are at the frontline of student welfare. At the same time, they also instil intellectual value on campus (Unversiti Teknology Petronas, 2018). The participation of students in SRC enables them to become a part of the university's governance as stakeholders in the university's internal decision-making process (Luescher-Mamashela, 2013). The SRC must act in parallel with the direction of the university to ensure its mission and vision are achieved (Rou et al., 2017). According to UniKL SRC Rules and Regulations 2016 (S. D. & Divison, 2016), the functions of UniKL's SRC are to:

a) Seek the interests and welfare of UniKL Students
b) Serve as the mouthpiece of the entire students' bodies
c) Provide a means of communication between students and UniKL Management
d) Foster good relations between students, staff and surrounding community
e) Increase professionalism via lifelong learning
f) Increase participation at any programmes at the national and international level
g) Strengthen the educational service to the community
h) Provide an effective and quality management service

Apart from being the frontline of students' voice, SRC members are also responsible for the students' problems and give recommendations to the relevant departments in the university. Therefore, it can be concluded that SRC plays an important role in HLI and remains an important stakeholder of HLI.

The Important Criteria to Be SRC

A good leader is required by a team to effectively managing their external and internal affairs as well as align teams towards their goals (Abed Aljasim Muhisn et al., 2015). A team requires a good leader to provide assistance when needed and to facilitate interaction between the team members. Therefore, several studies proposed several criteria to choose a good leader. Research done at Sultan Idris Education University (Boyman and Malim, 2017) stated that candidates become the main factors followed by their manifesto to be elected as the SRC.

Leadership theories have gradually evolved over time. The earliest leadership theories started to develop initially during the 1930s – 1940s, in which it proposed focusing on the individual leaders and their personal attributes: for instance, their physical appearance, abilities and personalities. It was known as traits school of leadership. During the 1940s, behavioural school studies claimed that the styles adopted by the leaders depended on their tasks. On the contrary, this school of studies argued that leadership is not innate; it could be learned. In 1960s, the contingency school of studies focused on the context of the leadership. The latter, which was back in the 1980s, (the visionary and charismatic school) focused on organisational change. As written in the Guest editorial (Sartorius, 2009), "Leadership can be defined as a style of behaviour designed to integrate both the organisational requirements and personal interests in the pursuit of some objectives." Some leaders will adopt certain leadership styles; depending on their characteristics to perform their responsibilities and the management duty. Communication and leadership have similarities in features. Thus, by looking at the role of communication in leadership, many researchers have always emphasised the vital role of communication in leadership and in obtaining personal objectives. They believe that leaders with high levels of consideration are more likely to be concerned about interpersonal relations and emphasising communication with subordinates than leaders who follow initiating structural style (Hamdi and Rajablu, 2012). Similarly, Hasan and Chua (C. Y. P. J. of S. S. et al., 2008) asserted that excellent communication at the workplace will create a positive environment and vice versa. C. Y. P. J. of S. S. et al., (2008) asserted that excellent communication at the workplace will create a positive environment and vice versa.

Judge et al. (2002) discussed several different dimensions of the Five-Factor Model (FFM), which are Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. In fact, the authors used the FFM as their framework to analyse the link between the five personality traits and leadership. Furthermore, they asserted that Extraversion

and Conscientiousness displayed the strongest correlations; as these personality traits predicted student leadership and leader emergence; e.g. the leader emergence derived from the vote for class representative in History class. Ozbag (2016) stated that, "Conscientious individuals experience a high degree of moral obligation; they value truth and honesty and maintain a high regard for duties and responsibilities." Leaders with this trait will be considered as dependable and carry a high level of integrity, which makes them accountable to lead the organisations. With self-discipline, cautiousness and responsibility shown in the task delegation, it will motivate the subordinates to follow the same paths. Similarly, this is supported by Davies and Brighouse (Davies and Brighouse, 2010), who stated that excellent world-class leaders have advantages in Emotional Intelligence, namely in these five core competencies; Self-Awareness, Self- Regulation, Motivation, Empathy, and Social Skills. Moreover, the author has further defined Self-Management. Ozbag (2016) also agreed that Conscientiousness was also one of the important attributes of ethical leadership. Conscientiousness is a prominent studied trait in work psychology. Individuals with this trait are considered to have self-discipline and to be reliable.

Davies and Brighouse (2010) defined passionate leadership as energy, commitment, and as related to the belief that every child can learn and will learn, social justice, and the conviction that we can make a difference. What does it mean to be a passionate leader? To be passionate is to be able to inherit the emotional side of the leadership. The authors have addressed six important criteria that passionate leaders must possess: 1) Passionate leaders articulate a vision, 2) Passionate leaders share values, 3) Passionate leaders set examples and standards that are possible, 4) Passionate leaders are committed to the long term, 5) Passionate leaders care, and lastly, 6) Passionate leaders celebrate. Firstly, a passionate leader is able to grasp the vision of the organisations as they have the abilities to visualise the new underlying future, while working parallelly towards the goals. Next, the values will be shared with the other team members as passionate leaders are people centred. Those values that are shared aim to increase the level of morale among members. Apart from that, passionate leaders are a positive representation and ethically maintain their good character. They set clear directions of the organisation and aid in achieving those goals with their peers.

Creative leaders refer to those who inculcate the culture of knowledge seeking among team members and also handle creative workers in the organisation (Makri and Scandura, 2010). For example, based on research conducted in IBM Global CEO Study, which surveyed more than 1,500 chief executive officers from 60 countries and 33 industries, it was concluded that creativity is one of the important leadership qualities. Karakas (2011) explored the current and useful approach to management education called "Positive Management Education" (PME). The author introduced the six signs of transformation in organisations: complexity, community, creativity, spirituality, flexibility, and positivity. By looking at the third principle of PME

which is "Creative brainstorming and skill-building through innovative projects"— developing creative and innovative skills is essential.

Furthermore, he stated that the principle was encouraging students to adopt self- centred learning approach, produce advanced projects and to challenge themselves on the multifaceted obstacles. The PME model is explained through its implementation in the pilot study of the experiential organisational behaviour course. Thus, several teaching practices had been implemented. For instance, in their "Creative Mind Projects", students wrote ground-breaking articles to be published in business magazines and across social media as Internet sites (Karakas, 2011). They are given total freedom on the title selections whereby they relate management with several related fields of study such as music, arts, politics, psychology and others that spark their interests. The ideas that have been brought up are ingenious. As seen in Cronin et. al (1984), "Production of dramatically new ideas by a process of purely conscious calculation rarely seems to occur. Unconscious thinking, thinking which you are unaware of, is a major contribution to the production of new ideas. Having said that, creative leaders create new developing ideas via the power of imagination and the visualization of a bright future underlying their respective organizations.

According to Oberholster (2005), commitment can be defined as "organisational commitment, which in essence, consists of the strength of linkages a faculty member has with a college or university and its goals." In other words, the bonding between faculty members and the colleges or universities will aid in achieving their visions, missions and objectives. In fact, essential for the development of a successful organisation, are three types of commitments: affective, continuance (calculative), and normative commitment. The author also claimed that the stronger affective commitment is, the greater it will be in terms of similarly. Hasan and Chua (2008) refers to affective commitment as the degree of emotional attachment of the employees and their belief towards the organisation. C. Y. P. J. of S. S. et al., (2008) refers to affective commitment as the degree of emotional attachment of the employees and their belief towards the organisation. Continuance commitment refers to the degree of attachment of the employees towards the respective organisation based on the years of services. Nurturing the commitment value in faculty is also related to workplace intelligence. Thomas (Thomas, 2008) discussed the significant relationship between organisational climate and commitment. He further defined the term organisational climate as the views of employees that they hold towards the organisation. In other words, they react to the surroundings through observations which will result in their overall perceptions towards the organisation's values.

As defined by Katzenbach and Smith:

"A team is a small number of people with complementary skills who are committed to a common purpose, set of performance, goals, and approach for which they hold themselves mutually accountable." (Davies and Brighouse, 2010)

The given definition is parallel with several elements of discipline that a particular team must have in order to be successful; 1) common commitment and purpose, 2) performance goals, 3) complementary skills, and 4) mutual accountability. Sharing a common commitment and purpose among the members is very much needed as they must own their sense of ownership to the group in shaping the team's identity as a whole. Next, via the common purpose that a team has developed, it will then form specific performance goals. Katzenbach and Smith (That et al., 2000) also added that an effective team must consist of individuals that are varied in terms of their soft skills. For instance, problem-solving, decision making and even some technical skills. Additionally, the last component of team discipline refers to the trust and faith built among the team members in job performance. Teamwork incorporates several values like listening and responding to the opinions given from one another, supporting their peers, and also recognising the team's achievement. In their research, they even concluded that teamwork and job performance is significantly related.

In one study conducted among administrators in Guapan Educational Unit (That et al., 2000), the results showed that more than half of the respondents, that is, 87% of the teachers, claimed that it is vital to inculcate the culture of teamwork in order to obtain a successful project at school. Furthermore, 100% of those consulted agreed that full participation must be given in the formation of vision, mission, and objectives of their institution, while also maintaining excellent communication among colleagues. Past researches had shown that Emotional Intelligence competencies contributed to the notion of successful leaders, who possessed the following: self-awareness, self-regulation, motivation, empathy, and social skill. Thomas, (2008) In addition, Coleman also defined Emotional Intelligence as "The ability to manage ourselves and our relationships effectively," and as consisting of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. The social skills element requires one to have teamwork with the team members.

Cinar and Kaban (2012) asserted that managers hold an average level of visionary leadership in the research on the management of hospital administrators based on the employees' perceptions. In addition, they even looked at the implementation of the visionary leadership of the hospital administrators from two public hospitals in conflict management. It showed that the visionary attribute significantly affects the conflict management style of the administrators. As seen in Molina (Karakas, 2011), he suggested that visionary leadership in academic institutions involved the ability of the administrators to cooperate with the team and to support

them, when a new vision or new ideas needed to be shared. They even pointed out that those in the top management are basically idealistic. However, they still need to pass the information to subordinates on the work tasks. This is essential as the sharing process that takes place between both parties will result in successful educational institution dynamics (Khaira and Dwivedi, 2018).

Student leaders can range from beginners to experienced advocates. For those new to the experience, advocacy is any organised activity that purports to influence HLI policy. It can include communications to HLI officials, such as meetings, letters, emails, tweets, or Facebook messages. Advocacy can also be activities that raise students' awareness with regard to issues; hence, it can include ads in newspapers, emails to association members, or political ads on television. Finally, grassroots advocacy includes coming together and advocating as a group through letter-writing campaigns, rallies, and visits to legislators. The strength of grassroots advocacy comes from the passion, persistence, and number of people involved. This is in line with the research conducted by Schachter et. al (2014) which proposed the use of the action learning model in developing advocacy/leadership training among Community Health Workers (CHW) to reduce health disparities. The findings have shown that the training conducted is not only successfully enhancing their knowledge on health education, but also in revising the existing leadership curricula for better improvement.

The AHP Method

The AHP method is a hierarchical multiple criteria decision-making method with the combination of quantitative and qualitative criteria, which was developed in the 1970s by Saaty (2008). He defined the AHP method as an evaluation concept of specific criteria in which the pairwise comparisons method was applied where the experts' perception is very important in making the judgement on the dominant and less dominant criteria. This method will overcome the conflict of judgement to obtain a reliable outcome by having weightage for each criterion and will rank the criteria accordingly. Thus, it resulted in a fair and unbiased opinion in making a better decision. Saaty's paper has been supported by Khaira and Dwivedi, (2018) in their review paper of the AHP method. He concluded that AHP is the popular choice among other multi-criteria decision-making technique and it has been used by researchers all around the world because of its simplicity, its ability to be adapted to any decision-making situation, as well as its accuracy.

In the same research by Saaty (2008), he highlighted that the AHP method was widely applied in real-life practice in several areas like public administration, sports, the military, and politics. The application of the AHP method also worked for deciding on choosing the partner, supplier, logistics and even to evaluate performance in services and the business area. Ramlan and Lee (2014), explained that the importance of choosing the best supplier for the industrial-related

companies involved several quantitative and qualitative criteria which need to be analysed thoroughly. It is crucial to choose the suppliers wisely as the impact to the company is likely high especially when dealing with a huge amount of production. They studied the AHP method to be applied in supplier selection where the criteria were defined as price, quality, logistics and service. They discovered that it was far more effective if the selection is done by pinpointing the important criteria and disclosed that the AHP helped in terms of a simple modification that has been left out by the board of decision-makers.

In education, Saaludin et al. (2019) applied the AHP technique to improve lecturers' evaluation score at UniKL. The research was conducted to identify the criteria that contributes towards enhancing the lecturer's performance and credibility, as well as sort the criteria based on their importance by identifying the weightage for each criterion. They stated that the accuracy of distinguishing the lecturers' performance is better when using the suggested method as the criteria have their weightage based on priority in comparison to the current exercise where the lecturers' performance was calculated by taking the average for all criteria.

Materials and Methods

The overall process of this study methodology is described in Figure 1. In order to fulfil the objectives of the study, the process was divided into 4 major stages namely the additional requirement in the SRC selection, focus group discussion, classification of leadership criteria and criteria ranking by using AHP. It took 8 months (February – September 2019) to complete all 4 the stages.

**Figure 1.** The overall process in methodology
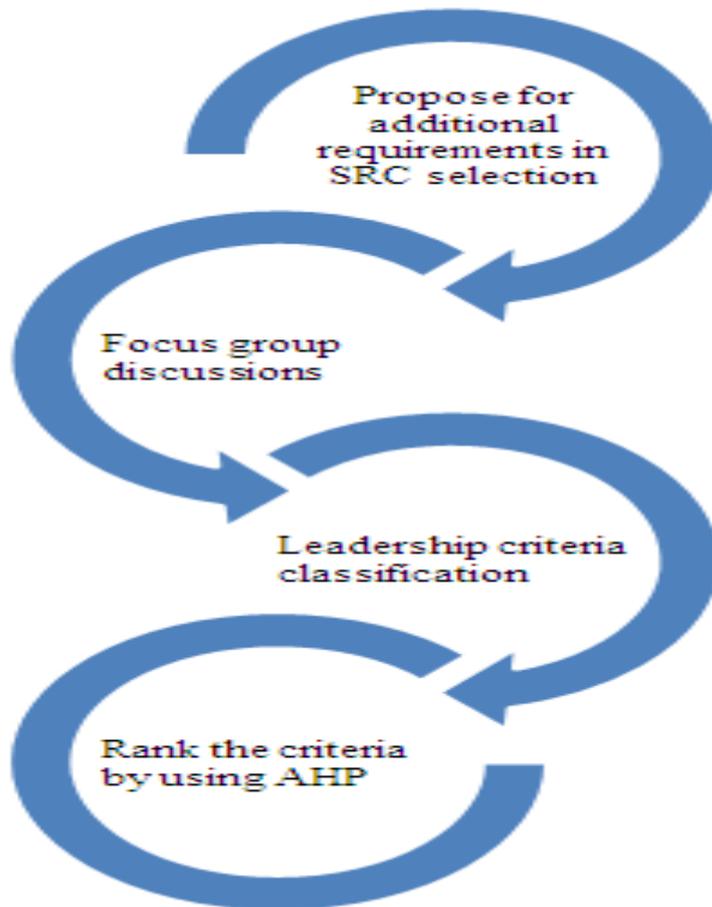
SRC Selection Process

In UniKL, the professional and expert team of academician are also supported by the team of Student Development and Campus Lifestyle (SDCL). The SDCL team focuses on creating a conducive environment and looks after the welfare of the students via services and facility management. Each campus has its SDCL team. The SDCL team is responsible for ensuring that election standard operating procedure (SOP) is adhered to. The Deputy Dean will lead the SRC Election Team and is appointed as an Election Director. The Election Director is assisted by the Head of Campus Lifestyle department which is responsible as an Election Coordinator. The Election Secretary is appointed to filter the application of SRC candidates. The filtering process is based on the requirements stated by the committee. On the day of the election, the Election Committee will oversee the election process and organise the vote-counting.

In the past, the leadership credential was not part of the application filtering process for any aspiring SRC candidates. Thus, an additional requirement was proposed to improve the leadership quality of the SRC candidate selected. The implementation of this process is

proposed to be done through the submission of students' curriculum vitae (CV) and manifesto plan together with the application form. The SRC Election Secretary committee will evaluate the documents with regards to the leadership criteria. The overall process of SRC election at UniKL is shown in Figure 2.

Figure 2. Flow chart of student representative council election
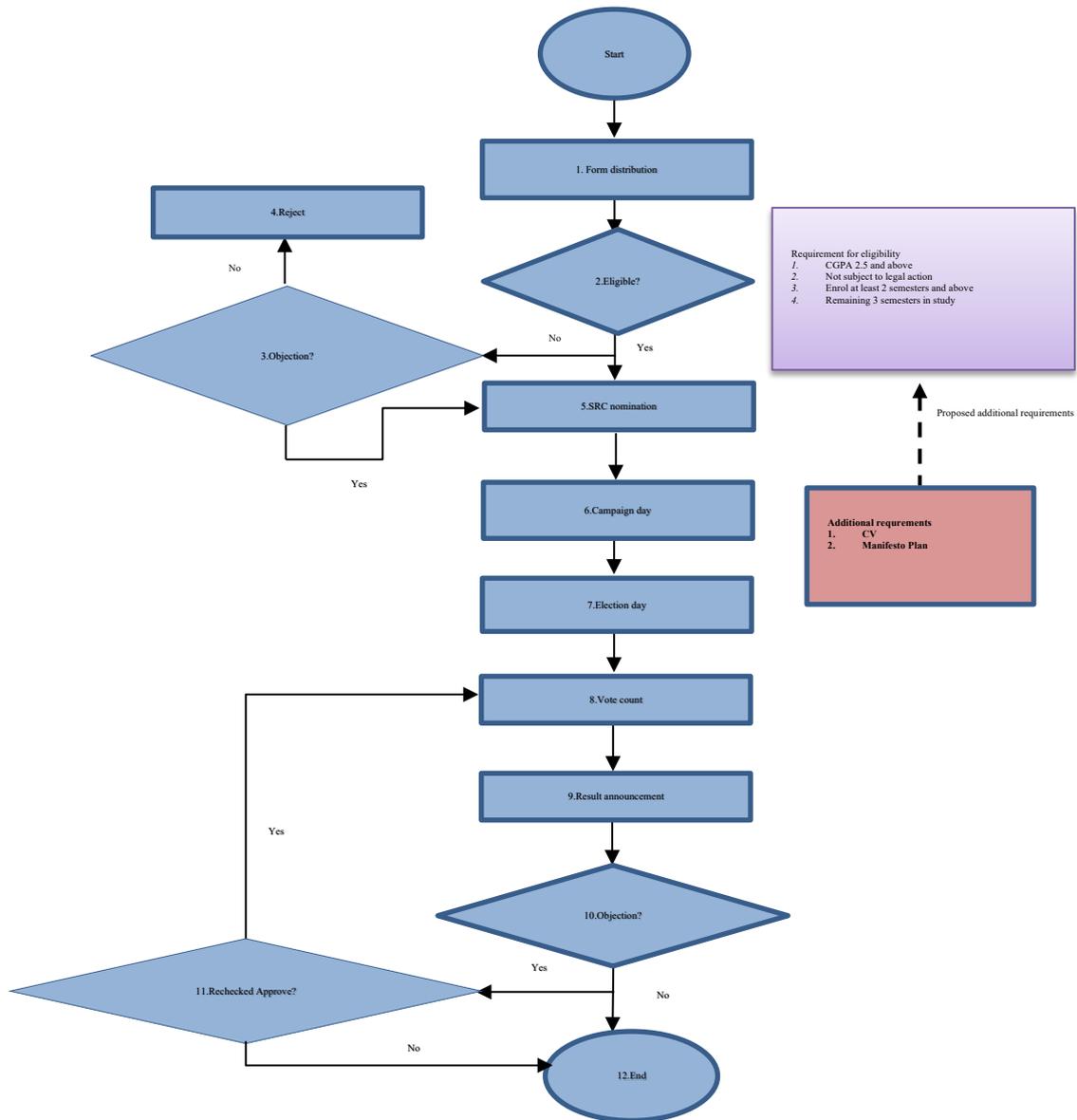
Focus Group

The focus group discussions were done to gather the expectation of peers on SRC. The discussion revolved around the important criteria that is compulsory as an SRC. There were five sessions of focus group discussion conducted . The discussion began in February until May 2019. The students involved in the discussion were selected from several UniKL institutes

and programmes. There were 20 - 25 students participated in every session which is the ideal number of participants for focus group implementation (Fern and Fern, 2001). Table 1 shows the details of the participants involved in the focus group discussion.

Table 1: Details of the focus group discussion participants

Session	Participant	Education Background	Programme	Institute
1	25	Bachelor	Software Engineering	Malaysian Institute of Information Technology
2	20	Bachelor	Engineering	Malaysian France Institute
3	24	Diploma	Multimedia	Malaysian Institute of Information Technology
4	27	Bachelor	Engineering Technology	Malaysian Spanish Institute
5	20	Bachelor	Business Administration	Business School

Leadership Criteria Classification

In order to develop additional requirements in filtering the SRC candidates, the expectations of peers towards SRC were classified based on suitable leadership criteria. The expectations were grouped according to the skill sets, which was the criteria for leadership.

Analytic Hierarchy Process (AHP)

AHP has been used in determining the weightage of the leadership criteria. The AHP method is very useful for determining the importance of the criteria for decision-making selection (Saaty, 2008).

Pairwise Comparison Matrix

AHP provides a structured framework for setting up priorities by using pairwise comparisons as illustrated in Figure 3. The pairwise comparison is a process of comparing each pair of criteria by using Saaty's Scale of Relative Importance. Usually, the subject matter expert (SME) has been selected to implement this process which in this study is the SRC election committee. Table 2 shows their relative importance, which uses 1 to 9 scale of important intensity.

Figure 3. Pairwise Comparison Matrix

$$\mathbf{Criteria}\ C = \begin{bmatrix} c_{11} & c_{12} & c_{13} & c_{14} & c_{15} \\ c_{21} & c_{22} & c_{23} & c_{24} & c_{25} \\ c_{31} & c_{32} & c_{33} & c_{34} & c_{35} \\ c_{41} & c_{42} & c_{43} & c_{44} & c_{45} \\ c_{51} & c_{52} & c_{53} & c_{54} & c_{55} \end{bmatrix} = \begin{bmatrix} 1 & c_{12} & c_{13} & c_{14} & c_{15} \\ \dfrac{1}{c_{12}} & 1 & c_{23} & c_{24} & c_{25} \\ \dfrac{1}{c_{13}} & \dfrac{1}{c_{23}} & 1 & c_{34} & c_{35} \\ \dfrac{1}{c_{14}} & \dfrac{1}{c_{24}} & \dfrac{1}{c_{34}} & 1 & c_{45} \\ \dfrac{1}{c_{15}} & \dfrac{1}{c_{25}} & \dfrac{1}{c_{35}} & \dfrac{1}{c_{45}} & 1 \end{bmatrix}$$

Table 2: Saaty's Scale of Relative Importance

Importance Intensity	Definition
1	Equal importance
3	Moderate importance of one ever another
5	Strong importance of one over another
7	Very strong importance of one ever another
9	The extreme importance of one over another
2, 4, 6, 8	Intermediate values

Normalisation Process

The process of analysis using AHP continued by the normalisation of pairwise comparison. In this stage, each entry will be divided by the total entries of the column. The calculations are shown in Figure 4 and Figure 5.

Figure 4. Sum of entries for every column

$$\begin{bmatrix} c_{11} & c_{12} & c_{13} & c_{14} & c_{15} \\ c_{21} & c_{22} & c_{23} & c_{24} & c_{25} \\ c_{31} & c_{32} & c_{33} & c_{34} & c_{35} \\ c_{41} & c_{42} & c_{33} & c_{44} & c_{45} \\ c_{51} & c_{52} & c_{53} & c_{54} & c_{55} \\ \sum_{i=1}^{5} c_{i1} & \sum_{i=1}^{5} c_{i2} & \sum_{i=1}^{5} c_{i3} & \sum_{i=1}^{5} c_{i4} & \sum_{i=1}^{5} c_{i5} \end{bmatrix}$$

Figure 5. Normalised comparisons matrix

$$
N = \begin{bmatrix}
w_{11} & w_{12} & w_{13} & w_{14} & w_{15} \\
w_{21} & w_{22} & w_{23} & w_{24} & w_{25} \\
w_{31} & w_{32} & w_{33} & w_{34} & w_{35} \\
w_{41} & w_{42} & w_{43} & w_{44} & w_{45} \\
w_{51} & w_{52} & w_{53} & w_{54} & w_{55}
\end{bmatrix}
$$

Relative Weight of Criteria

In the following process, the average of each row of the normalised matrix is computed, and the values represent the relative weight of criteria, which is shown in Figure 6.

Figure 6. Relative Weight

$$
\overline{W} = \begin{bmatrix}
w_1 \\
w_2 \\
\vdots \\
w_5
\end{bmatrix} = \begin{bmatrix}
\dfrac{w_{11} + w_{11} + \ldots + w_{15}}{5} \\
\dfrac{w_{21} + w_{22} + \ldots + w_{25}}{5} \\
\vdots \\
\dfrac{w_{51} + w_{52} + \ldots + w_{55}}{5}
\end{bmatrix}
$$

Consistency Ratio

Consistency and the reliability level of the result was determined by using the Consistency Ratio (CR). The consistency of comparison of each criterion by the SME is necessary to ensure that the result of the study is valid. On the surface, the pairwise comparison may look simple; however, when the number of comparisons increased, the consistency of comparison would become questionable, thus the criteria comparisons should be reconsidered. Therefore, the result requires a Consistency Ratio (CR). The consistency of the comparisons is said acceptable if the CR value is less than 0.1 (Dyer and Forman, 1992). The following calculation shows the steps to determine the value of CR:

i)   Multiply matrix C with weight, as shown in Figure 7.

Figure 7. Multiplication Matrix C and Weight

$$
C\overline{W} = \begin{bmatrix} c_{11} & c_{12} & c_{13} & c_{14} & c_{15} \\ c_{21} & c_{22} & c_{23} & c_{24} & c_{25} \\ c_{31} & c_{32} & c_{33} & c_{34} & c_{35} \\ c_{41} & c_{42} & c_{43} & c_{44} & c_{45} \\ c_{51} & c_{52} & c_{53} & c_{54} & c_{55} \end{bmatrix} \begin{bmatrix} w_1 \\ w_2 \\ w_3 \\ w_4 \\ w_5 \end{bmatrix}
$$

ii) Determine $\lambda_{max} = \dfrac{1}{5}\sum_{i=1}^{n}\dfrac{entry-i\,in\,C\overline{w}}{entry\text{-}i\,in\,w}$

iii) The consistency index, $CI = \dfrac{\lambda_{max}-5}{4}$

iv) The random index value is adopted from Saaty's CR random number (RI) index, as shown in Table 3.

Table 3: Saaty's CR random number index

Size of Matrix	2	3	4	5	6	7	8	9	10
RI	0	0.52	0.89	1.12	1.26	1.36	1.41	1.46	1.49

v) The consistency ratio, CR, is calculated by comparing the CI with RI, $CR = \dfrac{CI}{RI}$.

ii) Determine
iii) The consistency index,
iv) The random index value is adopted from Saaty's CR random number (RI) index, as shown in Table 3.

Results and Findings

Expectation of Peers towards SRC

Table 4 shows the outcome of the focus group discussion. The gathering of peers' expectation toward SRC was listed for the classification. The results revealed that peers wish that the SRC appointed must be good in various aspects, especially in the leadership attributes.

Table 4: Expectation of peers toward SRC

No	Expectations
1	Can express their thoughts and ideas clearly
2	Can understand and consider ideas and points of view from peers without debating and arguing every point.
3	Can communicate effectively
4	Have harmonious relationships with peers
5	Convincing in debate and raising an idea
6	Good in public speaking
7	Good middle person in-between peers and management
8	Good in relationship with management
9	Role model
10	Well planned in almost all the activities
11	Good in time management
12	Good in academic performance
13	Can generate many ideas to improve the effectiveness of SRC functions
14	Can think out of the box
15	Creative in organising activities that can give more impact for students and university as well
16	Suggest a new idea that can improve the services offered by the university
17	Good in arranging the position of the committee in handing projects
18	Always volunteer to assist students in solving problems, especially related to academic and welfare
19	Willing to interact and discuss with administration any issue raised which related to students' rights
20	Not bias in appointing a committee for activities
21	Concern about student welfare
22	Always professional in making a decision especially in deciding financial approval
23	Concern about students' problems
24	Active in university activities such as debate, sports etc.
25	Can bring students a voice to management
26	Can work in a group
27	Always support team in whatever condition
28	Willing to share information and can guide the team in solving problems or issues
29	Willing to be a mentor for junior
30	Willing to accept new ideas
31	Willing to share and communicate their vision
32	Always on the side of students while discussion with administration
33	Always think and prioritise students right

Classification of Peers' Expectations towards SRC

Eight criteria have been classified from peer expectations gathered from the focus group discussions. The criteria were communication, organisation, passion, creativity, commitment, teamwork, vision, and advocacy in selecting the suitable SRC candidates. The classification was validated by the SRC Election Team to ensure the peers' expectations are truly classified so that further analysis can be done. The details of the classification are shown in Table 5.

Table 5: Definition of leadership criteria via peers' expectations towards SRC

Criteria	Definition
Communication	Good SRC members are capable of engaging with people individually and also in front of the audiences. Other than being able to communicate effectively, the SRC members are also good listeners. They have good personalities and good skill in business correspondence. They are always confident and able to control their emotion in making decisions.
Organisation	Effective SRC members can manage time between the SRC and academic tasks, become role models and even well planned in almost all activities.
Passion	The ideal SRC members always have a positive spirit in commencing the responsibility as leaders. They have a clear direction in realising the peers' expectation as students' representative and fulfilling the mandates of the university. They are also good in motivating others to get on with the job or support the SRC decisions.
Creativity	Good SRC members always think out of the box and are able to look at any issues or problems in different ways. They are prepared to play with the opponents' advocate role, raise a different point of view and do not simply agree with the crowd.
Commitment	The effective SRC members give full commitment to ensure that all responsibility and activities conducted are well done. They should not be biased in appointing a committee for activities, professional and concern about students' welfare.
Teamwork	Successful SRC members are excellent in working with others. They are willing to share information, knowledge, and experience. Despite having the differences with the other team members concerning style and perspective, they will figure out ways to work together to solve problems and get the work done.
Vision	Good SRC members can always see the potential to position themselves in the community. They are ambitious about what SRC can achieve and change the community in different ways. They are also able to plan the improvement for the community that they represent strategically.
Advocacy	SRC members must be consistent and effective advocates to their peers in order to increase engagement and performance levels. The best SRC

	members are willing to represent all points of view, regardless of their convictions.

Comparison Matrix and Weightage for Each of the Leadership Criteria

The SRC Election Team from Chancellery SDCL Team and one of the UniKL institutes have been chosen to evaluate the leadership criteria. The institute was Universiti Kuala Lumpur Malaysian Institute of Information Technology (UniKL MIIT). In the evaluation, each pair of criteria were compared while implementation of the Analytic Hierarchy Process (AHP). The AHP method was used to determine the weightage of each criterion evaluation based on the priority concept. Table 6 below shows the result of the analysis.

Table 6: Comparison matrix and weightage for each of the leadership criteria

Consistency Ratio (CR) = 0.0893										
Criteria	Co	O	P	Cr	Cm	Tw	V	A	Weight		Rank
Co	1	1/5	1/3	1	1/5	1	3	3	0.0853	8.5%	5
O	5	1	1/3	3	1	3	3	3	0.1918	19.18%	3
P	3	3	1	3	1	3	1	3	0.2166	21.66%	2
Cr	1	1/3	1/3	1	1/3	1	1	3	0.0753	7.53%	7
Cm	5	1	1	3	1	3	3	5	0.2201	22.01%	1
T	1	1/3	1/3	1	1/3	1	3	3	0.0916	9.16%	4
V	1/3	1/3	1	1	1/3	1/3	1	3	0.0816	8.16%	6
A	1/3	1/3	1/3	1/3	1/5	1/3	1/3	1	0.0378	3.78%	8

Indicator:

Co – Communication	Cm – Commitment
O – Organised	Tw – Teamwork
P – Passionate	V – Visionary
Cr – Creative	A - Advocates

The finding shows that commitment, passion and organisation carry the highest weightage as compared to other criteria. It is indicated that all three criteria are dominant and must be prioritised during the process of SRC selection. The commitment criteria formed the largest weightage which is 22.01%. Meanwhile, passionate and organised criteria are the second and third largest criteria with 21.66% and 19.18% weightage, respectively. The remaining criteria namely teamwork, communication, vision, creativity and advocacy, formed the balance of

37.15% weightage, with each criterion carrying less than 10% weightage in the leadership criteria evaluation.

The CR is 0.0893, less than 0.1, which indicates that the judgment given by the expert was consistent, as stated by Saaty (2008). Hence, the judgment given by respondents were considered as consistent; the weightages produced are valid and aligned with other several studies (Saaludin et al., 2019) (Talib et al., 2011) (Saaludin et al., 2016). The CR is 0.0893, less than 0.1, which indicates that the judgment given by the expert was consistent, as stated by Saaty (2008). Hence, the judgment given by the SRC Selection Team were considered as consistent, the weightages produced are valid and aligned with other several studies (Saaludin et al., 2019) (Talib et al., 2011) (Saaludin et al., 2016).

Discussion

The findings from the focus group discussions have shown that the leadership criteria associated with the peers' expectations towards the SRC committee were communication, organisation, passion, creativity, commitment, teamwork, vision and advocacy. With all the criteria, this study has proposed the criteria evaluation by the SRC Election Team. AHP was used to implement the analysis. It is undeniable that AHP has been accepted as one of the effective methods in the decision-making process. AHP is proven as a tool in determining the weightage of each criterion for leadership attributes. The right weightage of each of the criterion is very important since the weightage will reflect the ranking or priority of the elements being used in measuring leadership attributes of the SRC candidates. In this study, commitment, passion, and organisation, carried the highest weightage, which means that these are the most dominant when compared to others. The result contradicted the findings of Luthra and Dahiya (2015), which found that besides all the three criteria, effective communication also acts as an important leadership criterion to ensure the appointed leader can lead effectively. The authors claimed that communication is above all; the most prime key factor that contributes to the success of future leaders.

The leadership criteria has been gathered from the focus group discussion, and the findings of the most dominant criteria by the AHP method can assist the SRC Election Team to set a new standard as a guideline for recruiting and filtering the SRC candidates. As quoted from Thompson in Hackman et al. (2004), "Universities should be responsible for both the intellectual preparation as well as training on those other factors that account for people who are successful. Things like listening skills and personal values create an effective leader". Furthermore, the team may propose suitable leadership training, programmes, and/or curriculum development to ensure they become good future leaders to their peers. For instance, personal enrichment workshops on financial management, and professional leadership talk series by community leaders are good to instil professionalism among the student leaders

(Hackman et al., 2004). On the contrary, Cronin et al (1984) argued the old question of whether leadership is innate or taught. He believed that students cannot be taught to be leaders; mentioning the power of personal mastery. Furthermore, students can discover new ideas and concepts of leadership by looking at several varieties of leadership and also the theories underlying it. For instance, they can analyse how certain leadership styles might bring some drawbacks to the leaders. Effective leaders do not adopt one style at the moment, in which the excellent ones will adopt several styles to suit their personality traits and the climate.

Conclusion and Recommendations

Like other research, this research also has some limitations. UniKL has 14 institutes which are spread across 12 campuses throughout Peninsular Malaysia. Due to the time constraint, this study was done based on several conditions. First, the leadership criteria of SRC was gathered from students aka peers of several UniKL institutes. Second, the selection of SMEs were from the chancellery SDCL Team and the UniKL MIIT SRC Election Team in evaluating the leadership criteria. For that reason, future studies could replicate our findings by involving the representative from all institutes in UniKL.

Thus, this research has brought a significant impact to the leadership curricula development for empowering tomorrow's student leaders in UniKL, by obtaining the perception of their peers and proposing additional elements required in the SRC nomination processes. In conclusion, the AHP method can be applied to rank the leadership criteria of the SRC candidates.

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