

**THE INFLUENCE OF EMOTIONAL SOCIAL  
COMPETENCY AND SELF-EFFICACY  
TOWARDS STUDENT LEADERSHIP  
PRACTICE AMONG PISMP TRAINEE  
TEACHERS**

**USHARANI A/P SHANMUGASUNDARAM**

**UNIVERSITI SAINS MALAYSIA**

**2017**

**THE INFLUENCE OF EMOTIONAL SOCIAL  
COMPETENCY AND SELF-EFFICACY  
TOWARDS STUDENT LEADERSHIP  
PRACTICE AMONG PISMP TRAINEE  
TEACHERS**

by

**USHARANI A/P SHANMUGASUNDARAM**

**Thesis submitted in fulfillment of the  
requirements for the Degree of  
Doctor of Philosophy**

**August 2017**

## ACKNOWLEDGEMENT

First of all I would like to thank and show appreciation to Honourable Assoc. Prof. Dr. Abdul Rashid Mohamad for the invaluable supervision as the main supervisor who have given a lot of guidance, encouragement, assistance in guidance the research until I have completed this research. I am also indebted to Prof. Dr. Abdul Ghani Kanesan Abdullah as my co-supervisor and for all the guidance and advice provided by him.

My deepest appreciation also recorded to the Ministry of Education has given permission to conduct this research. Appreciation also goes to all the directors of teacher education institutes in the state of Kedah, Perlis, Penang and for allowing me to conduct the research. I also would like to thank the trainee teachers for their assistance in answering the questionnaire and give a good response when the interview was conducted.

I also would like thank the dean and deputy dean of School of Education, academic staff and non academic staff , who has always encouraged and helped me in the process of reference materials, provide training, courses and workshops. Do not forget the colleagues who always give moral support, advice and guidance to me.

My heartfelt appreciation for the very special thanks to my beloved family who gave encouragement, advice and always pray for my success, My husband Velloo Ragavan, my daughters, Veshalini and Vidyasri, my son, Sri Vikineshvaraan. Not forgetting my late father, K.R. Shanmugasundaram and my late mother R. Jayalakshmi.

Lastly to all involved in this research will be cherished and remembered and my gratitude to all. Thank you.

## TABLE OF CONTENT

	<b>Page</b>
Acknowledgement	ii
Table of Contents	iii
List of Tables	ix
List of figures	xii
List of Appendices	xiii
Abstrak	xiv
Abstract	xvi

### CHAPTER 1: INTRODUCTION

1.1	Introduction	1
1.2	Background of the Study	5
1.3	Problem Statement	8
1.4	Objective of the Study	14
1.5	Rational of the Study	16
1.6	Research Question	18
1.7	Hypothesis	19
1.8	Significance of the Study	19
1.9	Limitation of the Study	23
1.10	Operational Definition	24
	1.10.1 Emotional Social Intelligence	24
	1.10.2 Self-Efficay	25

1.10.3	Leadership Practice	26
1.10.4	Trainee teacher	28
1.11	Conclusion	29

## **CHAPTER 2 : LITERATURE REVIEW**

2.1	Introduction	30
2.2	Background of PISMP	
2.2.1	Institute of Teacher Education	30
2.2.2	PISMP Program	31
2.3	Emotional Social Intelligence	35
2.3.1	Emotional Social Intelligence Theory	41
2.3.2	Emotional Intelligence according to Goleman's Model	
	2.3.2 (a) Theoretical Clustering	44
	2.3.2 (b) Current Clustering (ECI 2.0)	45
	2.3.2 (c) Revised Model	46
2.3.3	Research Findings of Emotional Social Intelligence	53
2.4	Self-Efficacy	57
2.4.1	Concept and Theory	57
2.4.2	Self-Efficacy Model	58
2.4.3	Research Findings of Self-Efficacy	63
2.5	Leadership Practice	67
2.5.1	Concept and Theory	67
2.5.2	Five Practice of Exemplary Leaders	69

2.5.3	Research Findings of Leadership Practice	73
2.6	Past Research in Malaysia	77
2.7	Theoretical Framework	82
2.7	Conceptual Framework	87
2.8	Conclusion	93

### **CHAPTER 3 : METHODOLOGY**

3.1	Introduction	94
3.2	Research Design	94
3.3	Population and Sample	98
3.4	Instruments	102
3.4.1	Emotional Social Competency Inventory (ESCI,2007)	104
3.4.2	Student Leadership Practices Inventory (S-LPI,2006)	108
3.4.3	The General Self-Efficacy Scale (GSE)	110
3.4.4	Qualitative Survey	111
3.5	Pilot Study	112
3.5.1	Content Validity of the Quantitative Questionnaire	113
3.5.2	Content Validity of the Qualitative Questions and Information	114
3.6	Procedure of data Gathering	115
3.6.1	Procedure for Quantitative Data Collection	115
3.6.2	Procedures for Semi-structured Interview Data Collection	116
3.7	Data Analysis Procedures	117

3.8	Conclusion	120
-----	------------	-----

## **CHAPTER 4 : DATA ANALYSIS**

4.1	Introduction	121
4.2	Filtering Data	122
4.2.1	Loss or Absence of Analytical Data	122
4.2.2	Data Analysis with Extreme Value or Outliers	123
4.2.3	Determination of Data Normality	123
4.3	Response Rate	124
4.4	Profile of Respondents	125
4.5	Factor Analysis	126
4.5.1	Factor Analysis on Emotional Social Comptency Inventory	128
4.5.2	Factor Analysis of Student Leadership Practice	132
4.5.3	Factor Analysis Instruments General Self-Efficacy	136
4.6	Descriptive Results	138
	Research Question 1	138
	Research Question 2	141
	Research Question 3	142
4.7	Hypotheses Testing	144
	Hypotheses 1	144
	Hypotheses 2	146
	Hypotheses 3	147
	Hypotheses 4	150

	Hypotheses 5	151
4.8	Qualitative Findings	154
4.8.1	Participants	154
4.8.2	How ESCI and Self-Efficacy influence SLP of trainee teachers	156
	4.8.2 (a) How ESCI influence SLP	156
	4.8.2 (b) The influence of Self-Efficacy towards SLP	165
4.9	Conclusion	166

## **CHAPTER 5 : CONCLUSION**

5.1	Introduction	167
5.2	Summary of Findings	167
5.3	Discussions	170
5.3.1	Level of Emotional Social Intelligence of Trainee Teachers	170
5.3.2	Level of Self-Efficacy of Trainee Teachers	174
5.3.3	level of Leadership Practice among Trainee Teachers	176
5.3.4	Difference of ESCI according to Trainee Teachers' Gender, Option, CGPA, Ethnic and Academic Years	178
5.3.5	Difference of SLPI according to Trainee Teachers' Gender, Option, CGPA, Ethnic and Academic Years	179
5.3.6	The Influence of ESCI Towards SLPI	181
5.3.7	The Influence of ESCI towards SE	186
5.3.8	The Influence of SE towards SLPI	188
5.3.9	How ESCI and Self-efficacy influence Student Leadership Practice	189



5.4	Research Implication	192
5.5	Suggestions for Future Research	193
5.6	Conclusion	195
	<b>BIBLIOGRAPHY</b>	196
	<b>APPENDICES</b>	

## LIST OF TABLE

	<b>Page</b>	
Table 1.1	Number of Trainee Teachers involved in ACT 174	9
Table 1.2	Activities during <i>BIG</i>	11
Table 1.3	Students who Failed in the Examination	12
Table 2.1	Programmes and courses in Teacher Education Institute Malaysia	32
Table 2.2	Character Building for Teachers	34
Table 2.3	Origins of the concept	42
Table 2.4	A Framework Of Emotional Competencies by Boyatzis and Goleman (2000)	45
Table 2.5	New ESCI model	48
Table 3.1	Population of trainee teachers and sample	101
Table 3.2	Emotional and Social Competency Inventory (ESCI), Goleman and Boyatzis (2007)	105
Table 3.3	Cronbach's Alpha Reliability for ESCI Competencies (Boyatzis, 2006)	107
Table 3.4	Description of ESCI	108
Table 3.5	Description of SLPI	110
Table 3.6	Summary of the analysis procedure	119
Table 4.1	Multivariate Tests	124
Table 4.2	Research Response Rate	125
Table 4.3	Respondents' Profile	126

Table 4. 4	Load Factor structure and Confirmatory Factor Method Varimax Rotation Instruments Emotional Social Competency	130
Table 4. 5	Mean, Standard Deviation and Reliability of Emotional Social Competency	131
Table 4.6	Pearson Correlation Dimension Emotional Social Competency	132
Table 4.7	Load Factor structure and Varimax Rotation Confirmatory Factor Method For Student Leadership Practice Inventory	134
Table 4.8	Mean, Standard Deviation and Reliability of Student Leadership Practice Inventory Dimension	135
Table 4. 9	Pearson correlation student leadership practice	136
Table 4. 10	Load Factor structure and Varimax Rotation Confirmatory Factor Method for General Self-efficacy	137
Table 4.11	Descriptive statistic of ESCI Clusters	138
Table 4.12	Emotional Social Competency	140
Table 4.13	Descriptive Statistics of Self –Efficacy	141
Table 4.14	Descriptive statistics for SLPI	142
Table 4.15	Descriptive Statistics Mean and Standard Deviation of variables	143
Table 4.16	Means and Standard Deviations for trainee teachers’ total Emotional Social Competency scores by Gender, Option, and Academic Years	145

Table 4.17	Means and Standard Deviations for trainee teachers' total Student Leadership Practice Inventory scores by Gender, Option, CGPA, Ethnic and Academic Years	146
Table 4.18	The findings of the Standard Regression Beta Value ( $\beta$ ) for Emotional Social Intelligence and Student Leadership Practice	148
Table 4.19	The findings of the standardized regression beta ( $\beta$ ) of SE towards ESCI and SLPI	149
Table 4.20	Summary of regression analysis of ESCI and SE	150
Table 4.21	Summary of regression analysis of SLPI and SE	152
Table 4.22	Summary of quantitative findings	153
Table 4.23	Demographic profiles of participants	155

## LISTS OF FIGURES

	<b>Page</b>
Figure 2.1 Paths of influence through which perceived self-efficacy and other key social cognitive factors regulate motivation and performance accomplishments.	62
Figure 2.2 Theoretical framework	83
Figure 2.3 Bandura's Theory	84
Figure 2.4 Theory of Planned Behaviour : Adapted from Ajzen, I., & Madden T.J. (1986)	88
Figure 3.1 Data Collection procedure ( Creswell, 2012:541)	87
Figure 4.1 Average competency score for each cluster of ESCI	139
Figure 4.2 Dimension of SLPI	143

## **LISTS OF APPENDICES**

Appendix A	Cover Letter
Appendix B	Section A : Personal data
Appendix C	Section B : Emotional Social Competency Inventory
Appendix D	Section C : General Self-Efficacy
Appendix E	Section D : Student Leadership Practice Inventory
Appendix F	Interview Protocol
Appendix G	Permission letter from Education Planning and Research Division

**PENGARUH KECERDASAN SOSIAL EMOSI DAN EFIKASI  
KENDIRI TERHADAP AMALAN KEPIMPINAN DALAM  
KALANGAN  
GURU PELATIH PISMP**

**ABSTRAK**

Kecerdasan sosial dan emosi, efikasi sendiri dan amalan kepimpinan adalah aspek penting dalam membentuk bakal guru yang holistik. Sehubungan dengan itu, tujuan kajian ini adalah untuk mengkaji pengaruh kecerdasan sosial emosi dan efikasi sendiri terhadap amalan kepimpinan dalam kalangan guru pelatih PISMP di Institut Pendidikan Guru di Malaysia. Kajian ini juga mengkaji tahap kecerdasan sosial emosi, efikasi sendiri dan amalan kepimpinan guru pelatih PISMP. Kajian ini menggunakan metodologi gabungan KUANTUAL, iaitu soal-selidik bagi metodologi kuantitatif dan temubual separa-struktur bagi metodologi kualitatif untuk mengumpul data. Sampel terdiri bagi kaedah kuantitatif diperolehi dari 627 guru pelatih yang dipilih secara rawak pelbagai tahap daripada tiga institusi pendidikan guru di Zon Utara Malaysia. Manakala bagi kaedah kualitatif pula seramai 6 orang guru pelatih dari salah sebuah Institut Pendidikan Guru telah dipilih dengan menggunakan kaedah persampelan bertujuan. Data kuantitatif dikumpul dengan menggunakan satu set soal-selidik yang terdiri daripada Inventori Kompetensi Sosial Emosi (IKSE), Inventori Amalan Kepimpinan Pelajar (IAK-P), dan Efikasi Kendiri Umum (EKU) yang diubah suai daripada Ralf Schwarzer (1995). Data yang telah dianalisa dengan menggunakan statistik diskriptif, ANOVA Sehalu dan regresi berganda. Dapatan menunjukkan kluster Pengurusan Kendiri dan

Hubungan Pengurusan bagi IKSE mempunyai pengaruh positif atas kelima-lima dimensi IAK-P. Efikasi Kendiri pula mempunyai pengaruh yang terhadap kesemua empat kluster IKSE dan lima dimensi IAK-P. Analisis diskriptif menunjukkan guru pelatih mempunyai skor min tertinggi bagi Kesedaran Sosial (kluster IKSE). Manakala dimensi *enable others to act* (IAK-P) pula memperoleh skor min tertinggi. Seterusnya kompetensi *teamwork* dari kluster Hubungan Pengurusan menunjukkan skor min paling tinggi bagi dua belas kompetensi IKSE. Sementara itu dapatan temu bual menunjukkan IKSE dan EKV telah menyumbang dalam mengukuhkan IAK-P guru pelatih. Sebagai kesimpulan, dapatan kajian ini mencadangkan agar Institut Pendidikan Guru harus memberi lebih perhatian dan meningkatkan program kompetensi sosial emosi dalam kurikulum dan kokurikulum untuk mengembangkan amalan kepimpinan dalam kalangan siswa pendidik PISMP.



**THE INFLUENCE OF EMOTIONAL SOCIAL INTELLIGENCE AND  
SELF-EFFICACY TOWARDS STUDENT LEADERSHIP PRACTICE  
AMONG PISMP TRAINEE TEACHERS**

**ABSTRACT**

Emotional and social intelligence, self-efficacy and leadership practice are important aspects in moulding future teachers holistically. In relation to that, the purpose of this study is to investigate the influence of emotional social intelligence and self-efficacy towards leadership practices among PISMP trainee teachers of Institute of Teacher Education in Malaysia. This study also investigates the level of emotional social intelligence, self-efficacy and leadership practices of PISMP trainee teachers. The study is a mixed method where the QUAN-Qual method was employed using survey for quantitative method and semi-structured interview for qualitative method to gather the data. The samples were 627 trainee teachers selected based on multistage random sampling from three institutes of teacher education in Northern region in Malaysia. Meanwhile 6 trainee teachers were selected using purposive sampling for semi structured interview from one of the Institute of Teacher Education. The quantitative data was collected using a set of questionnaire consist of Emotional Social Competency Inventory (ESCI), Student Leadership Practices Inventory (S-LPI) and General Self-Efficacy (GSE) adapted from Ralf Schwarzer (1995). The obtained data was analysed using descriptive statistics, One Way ANOVA and multiple regression analysis. The findings revealed that Self Management and Relationship Managements clusters of ESCI showed a positive impact on all the five dimensions of S-LPI. Mean while self-efficacy

showed significant relationship towards the all four clusters of ESCI and five dimensions of S-LPI. Descriptive analysis showed the trainee teachers had highest mean score for Social Awareness, the cluster of ESCI and Enable other to Act, the dimension of S-LPI showed the highest mean score. The competence of teamwork from the cluster of Relationship Management showed the highest mean of the twelve competencies of ESCI. On the other hand, the qualitative findings assured that the competencies of emotional social and self-efficacy of the trainee teachers has contributed to enhance the leadership qualities. As a conclusion, Institute of teacher education should give more emphasis and enhance emotional social competency programs in curriculum and co-curriculum in order to development leadership practices among PISMP trainee teachers.

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Malaysia's education system emphasises on this holistic development which is closely guided by National Philosophy of Education (NPE). This is an important document as a guideline for teachers and pupils in Malaysia. Teachers need to realise the aims and aspirations of NPE by understanding it in depth. Since its official proclamation in 1988 it is the main reference in all education planning and activities.

*“Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, in order to produce individuals who are intellectually, spiritually, emotionally and physically, balanced and harmoniously, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving a high level of personal well being to contribute to the betterment of the nation, family and society.”*

(Curriculum Center, 1990:33)

Institutes of Teacher Education (ITE) are higher institution to train future teachers to cater for primary schools under the Ministry of Education in Malaysia. Besides training future teachers, various programmes are conducted for teachers to develop themselves holistically in order to be more professional.

In addition NPE gives educators a big push towards betterment and improvement in providing aims and direct guidelines through out their noble route in imparting knowledge. Overall this creates great improvement of the citizens of the

nation as mentioned in the NPE in the formation of balanced and harmonious individuals physically, intellectual, emotional, spiritually and socially, citizens who live in harmony, believe in God, and are loyal to the king and the country and other great aims as mentioned in NPE. As future teachers, it is our great voyage in doing our best in understanding the NPE and actively applying it in our teaching.

NPE focuses not only on intellectual aspects but emotional and social as well. To uphold the NPE in the education system, emotional and social intelligence competencies should be developed among the future teachers. The theory of emotional intelligence (EI) was introduced by Daniel Goleman (1995) to the public in his book, *Emotional Intelligence*. Most of Goleman's emotional intelligence research was directed toward the business world and business leaders. Goleman (1998) specifically stated that effective leaders have a high degree of emotional intelligence leadership.

According to Salovey and Mayer (2004), emotional intelligence is a form of social intelligence which involves the ability to monitor one's own feelings and others' feelings and emotions. They added that emotional intelligence is the ability to discriminate among them, and this information can be used to guide one's thinking and actions. The emergence of emotional intelligence has changed traditional views of criteria of an effective leader. The finding of Goleman's (2000) research indicated that high levels of emotional intelligence, enhances information sharing, trust, healthy risk taking, and eventually learning would flourish. Emotional intelligence competencies are not inherited talent, but this abilities can be learned and every

competence has a unique contribution to mould leaders to be more resonant and effective (Goleman, Boyatzis, & McKee, 2002).

According to Bar-On (2006), emotional social intelligence (ESI), also known as emotional intelligence, refers to the interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves to understand others and relate with them, and cope with daily demands. ESI according to Bar-On (2006) consist of four dimensions that are self awareness, social awareness, self management and relationship management. Developing ESI competencies enables us to increase the level of self-awareness and show empathy understanding, self-mastery and attune ourselves to close relationships.

Apart from that holistic development includes leadership and it has been conceptualized from managerial to militant, parliamentary to political, formal to informal, yet the discussion always centres on the question of effectiveness: To be an effective or ineffective leader, Yukl (2002) asserted that leadership effectiveness is most conveniently quantified by organizational outcomes and results .

As theorized by Goleman (1997), a dynamic combination of emotional intelligence competencies informs cognition and guides leadership behaviour. To be more specific, emotionally informed cognition drives decision-making processes and regulates a leader's deployment of power and authority. The resulting leadership behaviour, guided largely by an individual's emotional intelligence capacity, can have either a positive or negative effect on organizational climate (Goleman, 1997). According to Kouzes and Posner (1997), leaders are those who challenge people,

inspire a shared vision, enable others to act, set a good example, and encourage others to succeed. He added that leadership practices are measured behaviours, not measure of IQ, personality type, or management skill.

According to Bryan (2005), in the last two decades of the 20th century and 21st century, a significant amount of research and attention has been given to identifying relationships between emotional and social intelligence regarding, life satisfaction, personality, social relationships, team performance, education, outdoor leadership training and leadership (Goleman, 1998; 2001).

According to Mayer and Salovey (1993), leaders with high Emotional Intelligence are able to manage their mood and feelings well according to the situation. This is important as emotionally intelligent leaders are able to work with a variety of people, such as students, teachers, support staff, parents, school board members, parent-teacher groups, politicians, cafeterie operators, school bus drivers, community members, and local education administration personnel who may provide a school environment that's conducive for learning and open communication.

The focus of this study was to explore the relationships between emotional social competences and self-efficacy towards leadership, among trainee teachers in ITE at three institutes in north Malaysia. To accomplish this, the researcher explored the strength of the relationship that existed in the emotional social competences level of trainee teachers as measured by the Emotional Social Competence Inventory (ESCI) (Boyatzis, Goleman, & Rhee, 2007). Other relationships concerning the students' emotional social intelligence levels were also examined.

## 1.2 Background of the Study

In Malaysia, Institute of Teacher Education (ITE) was established in 2005 and the Bachelor Degree of Education was first introduced in 2005 as thto its pioneer batch. The Cabinet approved the twenty seven Teacher Training Colleges in Malaysia to be upgraded to Institute of Teacher Education on 13<sup>th</sup> July , 2005. The implication of this upgrade made ITE an institution of higher education at university level in accordance with the approval of the Cabinet to upgrade the college to a teacher education institution that may award first degree as Bachelor of Teaching (PISMP).

The trainee teachers are the graduate teachers trained by the Institutes of Teacher Education (formerly Teacher Education Division) in Malaysia called PISMP (Bachelor of Teacher Degree Program) trainee teachers (Buku Panduan PISMP, 2012). They undergo the training for five and a half years, whereby three semesters (1½years) is treated as preparatory period and the following eight semesters (4 years) as training them to be graduate teachers according to the National Philosophy of Education (NPE). They are trained in various programs in curriculum and in co-curriculum. So, the role of educational institutions, especially the twenty seven institutes of teacher education in Malaysia, are to produce the kind of teachers as aspired by the nation to educate the young generation as spelt out in the NPE. Thus emotional intelligence is the inner factor that brings to onea teacher's success in work and in life.

According to Razali Ismail (2003), the Director of Teacher Education Division, Ministry of Education, the Teacher Education Division is responsible for equipping trainee teachers with fundamental competence and confidence. This is to produce holistic individuals in terms of physical, mental, emotional and spiritual aspects who will later become valuable human capital with the capacity to absorb and master new and emerging technologies. He added that trainee teachers have to make the inner changes in order to succeed and to compete in the global market. Razali Ismail (2003) added that the inner factor, that is the emotional elements of a human being should be focused in beyond training that means training plus education which focuses on human beings with moulded personalities, having good characters and balanced emotion, besides knowledge, skills and experiences.

Curry (2009) mentioned that emotional intelligence has not been studied widely in the educational sector but more in social sciences, psychology, and business sectors. Emotions are the motivating force in everyone's lives and it depends on the individual's path. Self-motivations can be productive, empowering and creative. Every human being should possess emotional intelligence as it is desirable in any inter-personal dealing, be it personal, family or in one's career. There are individual differences in terms of behavior, character, or response. Furthermore, understanding the situation and adjusting oneself accordingly is very important to win over others and create acceptance. As the benefits of possessing high emotional intelligence becomes more apparent, Institute of teacher education (ITE) that train potential educators may decide to include activities designed to enhance students' emotional and social intelligence in their programs.



According to Posner and Kouzes (2004), many leadership development programs in colleges and universities were developed for management and leadership in an organization. The leaders, who can adapt and promote creative solution to modern societal problems, would cope effectively and creatively with these emerging world trends. Future leaders will not only need to possess new knowledge and skills but also high level of emotional and spiritual wisdom and maturity. These competencies were developed in the trainee teachers during the mentor-mentee session and the components included were ice breaking EQ, social talk, emotion, emotional intelligence and leadership characteristics (Othman Mustaffa, 2011).

Leadership practice is a social and emotional process. An effective leader would develop well emotional and social skills. Emotionally and socially intelligent leaders would be able to provide personal attention to team members and stimulate team members development and performance. Trainee teachers from Institute of Teacher Education are exposed to various programs to enhance leadership practices. Apart from academic, these trainee teachers are involved in co-curriculum activities. One of the leadership practice program for the PISMP trainee teachers in the institute of teacher education is Character Building for Teachers conducted by the Students Affairs Department. This character building course is to build and mould quality teachers as aspired in National Philosophy of Education and Philosophy of Teacher Education. During the activities in these programs, various leadership practices are carried out . This program is are carried out for 6 semesters. One of the learning outcome of this program is to train the trainee teachers to be able to plan activities, implement them, be leaders for the working committee in the program, cooperate with the team members and play active role in group activities.

Ultimately, Character building for teachers enhances and moulds the leadership character among the trainee teachers. Where else in an academic process the trainee teachers are exposed to leadership skills through group activities, presentation during tutorial, group leaders in classroom management and team building. Leadership, like any other skill, can be strengthened, honed, enhanced, and it can be given motivation and desire, practice and feedback, and proper coaching and training.

Another important attribute of leadership practice is self-efficacy. According to Bandura (1994) self-efficacy refers to people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Additionally, people with a strong sense of self-efficacy have several positive attributes such as high assurance in their capabilities to approach difficult tasks, staying involved in activities, setting challenging goals and maintaining a strong commitment to them, having a heightened and sustained effort after failures and setbacks, and then quickly recovering their positive self-efficacy. There is a strong connection between emotional intelligence and self-efficacy (Bandura, 1994).

### **1.3 Problem Statement**

This study focuses on the influence of emotional social competence and self efficacy towards leadership practices of trainee teachers who are pursuing Bachelor's Degree in Teaching with Hons (PISMP) in Institutes of Teacher Education in Malaysia. Trainee teachers in these institutes are exposed to a number of leadership development program but challenges arise with their attitude and behaviour.

Furthermore, they are unable to manage their time well in accordance to the demand of the program carried out in the ITE. Based on the Annual report of the one of the ITEs, according to Act 174, the cases reported high among PISMP trainee teachers as shown in the Table 1.1 below :

Table 1.1

*Number of Trainee Teachers involved in ACT 174*

<b>Year</b>	<b>Program</b>	<b>Case/ Offence ACT 174</b>	<b>Action taken</b>
2012	KPLI- 1 <b>PISMP- 97</b> DPLI- 5 PPISMP- 5	- Truency without reasons - Fake medical certificate - unable to attend lectures	- warnings - fined - barred from sitting for those did not quality 90% of attendance
2013	DPLI- 3 <b>PISMP- 32</b> PPISMP- 2	- Truency without reasons - Fake medical certificate - unable to attend lectures	- warnings - fined - barred from sitting for those did not quality 90% of attendance
2014	DPLI -1 <b>PISMP - 33</b>	- Truency without reasons - Fake medical certificate - unable to attend lectures	- warnings - fined - barred from sitting for those did not quality 90% of attendance

The trainee teachers had to gradually undergo Character Building programme called *Bina Insan Guru* (BIG) based on certain semester. This BIG course aims to produce teachers who have the positive characteristics, sustainable, and competitive in undergoing challenges. The course emphasis is given to the

formation of teachers holistically and contextually implemented in six phases. The activities in the BIG programme involved camping, self-confidence when doing water activities, confidence in doing adventurous activities, building a good network of social relations and values inculcation through the training activities of the small group. The soft skills are nurtured through BIG is active and patriotic in the first phase, accountability, trust, creativity and innovative in the second phase, social etiquette, protocol, etiquette of speaking, effective listening skills, table manners, dress code in the third phase, higher order thinking skills when making planning and operations in the fourth phase, the characteristics of leadership, school management, school climate, infrastructure and info structure in the school curriculum in the fifth phase and continuously improving self professionalism in the sixth phase. Fostering soft skills through BIG programme at the Institute of Teacher Education (ITE), has become the medium of producing prospective teachers who are truly committed, brilliant and versatile when serving as teachers in the future (Bina Insan Guru, 2007). These leadership practices directly enhance the trainee teachers' leadership quality. This is clearly shown in the Table 1.2.

Table 1.2

*Activities during BIG*

<b>Phase</b>	<b>Activities</b>
First	soft skills and patriticism
Second	accountability, trust, creativity and innovative
Third	social etiquette, protocol, etiquette of speaking, listening skills, table manners and dress code
Fourth	higher order thinking skills and planning
Fifth	characteristic of leadership, school management, school climate, and school curriculum
Sixth	improving self professionalism

In addition, a number of student leadership development has been carried out gradually in ITE and these motivation programmes and outdoor activities have burdened the trainee teachers. The issue is not related to how many programmes they attend but the problem lies in how well they have absorbed and developed their social, emotional competencies and leadership practices. Abilities are needed by the trainee teachers in managing emotions and practicing their leadership skills to be teachers as outlined in the aspiration of the National Education Philosophy and Teacher Education Philosophy.

Besides that, there is a large number of trainee teachers who failed their examination due to inability to cope with their activities, lectures and time for revision. As a result they failed in their examination as shown in table 1.3. This was taken in one of the ITE from the northern region of Malaysia.

Table 1.3

*Students who Failed in the Examination*

<b>Semester</b>	<b>Number of candidates who failed the examination</b>	<b>Total</b>
May 2011	1	19
November 2011	18	
May 2012	25	54
November 2012	29	
May 2013	3	5
November 2013	2	
May 2014	1	5
November 2014	4	

Based on a survey done with the PISMP trainee teachers using Malaysian Teachers Standard (SGM) instrument at the end of seventh semester, the score of personal domain, professional domain and social domain showed that the trainee teachers need strengthening (Kementerian Pendidikan, 2009). To enhance these domains, courses were conducted in semester eight to develop the trainee teachers professionalism before they went out as trained teachers. Based on the report of competency level of trainee teachers using SGM the mean of the social domain is lower or less than 3.5.

Apart from that, report from a hostel warden of one of the IPG stated that our trainee teachers still lack in emotional and social competencies. On 2<sup>nd</sup> November 2011, a male PISMP student committed suicide in the hostel. In another case in July 2010 a female PISMP student jumped from her 2<sup>nd</sup> floor hostel because she could not get along with her roommate and other batch mates but she was lucky as she escaped with backbone fracture and needed to differ the following semester. There were four hysteria cases in the year 2011 itself. These incidents show that the trainee teachers lack in self awareness, social awareness and self management competencies. This is based on the report of a tutor during a mentor-mentee session and a hostel warden's report. Apart from these reports, there were many complaints from mentors of PISMP trainee teachers. Lecturers too complain that the trainee teachers cannot cope with activities and the workload given to them. The trainee teachers lack achievement orientation, conflict management and positive outlook competencies. Therefore, the domain of relationship management and leadership practices need to be enhanced.

Hence, identifying the relationship between student leadership and emotional social competencies was a worthy purpose for this research. However, other variables, such as self-efficacy further enhanced the exploration of this study. Thus, this research was conducted in order to determine the influence of emotional social competences and self efficacy of trainee teachers towards their leadership practice. Emotional Social Competence Inventory will determine if the trainee teachers have developed their four clusters of emotional social competence as identified by Boyatzis and Goleman (2007). The four clusters of competencies include self-awareness, self-management, social awareness and and relationship management.

As a conclusion to the problem statement, Goleman (1995) said that Emotional Intelligence is increasingly relevant to any organizations' development and developing people, because the Emotional Intelligence elements give a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, individual's potential and finally emotional intelligence links strongly with concepts of love and spirituality. This is what is being emphasized in NPE.

#### **1.4 Objective of the Study**

The main aim of this study is to show that influence exists between emotional intelligence based on emotional social competency and self efficacy towards leadership practice among the trainee teachers of Institute of Teacher Education in the northern region.

Hence, the purpose of this study was to investigate the influence of emotional social intelligence using the Emotional Social Competency Inventory (ESCI), self-efficacy by Schwarzer and Jerusalem (1995) and student leadership practices by Kouzes and Posner's Student Leadership Practices Inventory (S-LPI) among trainee teachers enrolled in the PISMP program at Institute of Teacher Education. Based on the problem statement, it is necessary to explore the level of emotional social competencies, self-efficacy and leadership practices of the trainee teachers.



There were eight objectives in this research that were :

- i. to measure the level of emotional social competency of trainee teachers
- ii. to measure the level of self-efficacy
- iii. to measure the level of student leadership practice of trainee teachers
- iv. to find out the differences of emotional social competency according to gender, option, CGPA and academic year of the trainee teachers
- v. to find out the differences of student leadership practice according to gender, option, CGPA and academic year of trainee teachers
- vi. to explore the influence of emotional social competency towards student leadership practice
- vii. to explore the influence emotional social competency towards self-efficacy
- viii. to explore the influence of self-efficacy towards student leadership practice.

Given the number of teacher preparation programs nationwide, it is surprising that only limited numbers of studies have been carried out to determine the perceptions of trainee teachers regarding teacher preparation programs and their feelings of self-efficacy and readiness to be a teacher. Consequently, further research is needed to examine the perceptions of trainee teachers regarding their teacher education program as there are limited studies located in this area. Furthermore, none of the studies done focused on trainee teachers across teaching preparation programs. In order to explore more of how trainee teachers perceive their teaching preparation program, their self-efficacy, and leadership practices, an in depth review of approaches are needed to improve the quality of teacher preparation programs in the Institute of Teacher Education.

This study is an important contribution to the literature as it is to be the first study to explore the ESCI assessment instrument and self efficacy towards trainee teachers' leadership practice. In order to identify and investigate the level of Emotional and Social Intelligence of trainee teachers, Emotional Social Competence Inventory (ESCI) by Boyatzis and Goleman (2007) was used to measure. The areas of competencies were clustered into four and those are self-awareness, self-management, social awareness and relationship management.

Apart from that, this study also investigate the leadership practice of trainee teachers as measured by Student Leadership Practice inventory (SLPI) of trainee teachers ( Kouzes & Posner, 2006), giving us precise, focused, information on exactly the influence of emotional social intelligence and leadership practice among trainee teachers. In addition, the General Self- Efficacy Scale is also being used to explore the trainee teachers' self-efficacy level (Schwarzer, 1995).

## **1.5 Rationale of the Study**

The rational of this research study is to explore the influence of emotional social intelligence using Emotional Social Competency Inventory (ESCI,2007), self-efficacy measured with General Self-Efficacy Scale (GSE,1995) and student leadership practices as identified by Kouzes and Posner's Student Leadership Practices Inventory (S-LPI,2006) among trainee teachers who enrolled under PISMP program in Institute of Teacher Education.

According to our National Educational Philosophy (NEP), students in school should be balanced individuals physically, mentally, emotionally, intellectually and spiritually. Therefore, the trainees as future teachers, who will be teaching the future generation, should also have the said values before they are able to educate the future generations of the nation. This is in agreement with Daniel Goleman (1995) who concluded that Emotional Intelligence is increasingly relevant to any organizational development and developing people.

According to Embry (2002) and Alastuey (2004), actually there are many qualities that contribute to being a good teacher such as enthusiasm, love of children, content knowledge, communication skills, intelligence, experience, and a strong working ethics. However, being a qualified teacher from any institution may not be a true indication of a quality teacher (Embry, 2002). In order to be a quality teacher from a teachers' preparation program, other factors besides academics should be considered. Trainee teachers will have to complete a successful internship (classroom experience) for three semesters (6, 7 and 8) and school based experience from semester 1 to 5 in government primary schools. They know some of the challenges they will face in the schools and if they are emotionally prepared to face such challenges? In order to overcome these, the trainee teachers need emotional social intelligence and self-efficacy. This central idea was investigated in this research based on the survey conducted on trainee teachers who were undergoing the Bachelor's Degree in Teaching with Honours (PISMP).

According to Bandura (1994) individuals with a strong sense of self-efficacy, face challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, form a stronger sense of commitment to their interests and activities and recover quickly from setbacks and disappointments. Contrary to that people with a weak sense of self-efficacy would avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes and quickly lose confidence in personal abilities (Bandura, 1994). So, the future teachers of the nation should possess strong sense of self-efficacy.

## **1.6 Research Question**

Based on the objective of the study, some questions have been put forward in this study :

1. What is the level of emotional social competency of trainee teachers as measured by Emotional Social Competency Inventory (ESCI)?
2. What is the level of self efficacy of trainee teachers as measured by General Self Efficacy(SE) ?
3. What is the level of student leadership practice of trainee teachers as measured by Student Leadership Practice Inventory?
4. Is there any difference of emotional social competency according to gender, option, CGPA, and academic year?
5. Is there any difference of student leadership practice (SLPI) according to gender, option, CGPA, and academic year?
6. Is there any influence of ESCI towards SLPI?

7. Is there any influence of ESCI towards SE?
8. Is there any influence of SE towards SLPI?
9. How does ESCI and SE influence Student Leadership Practice of trainee teachers?

### **1.7 Hypothesis**

Based on the objectives and questions of the study, some hypotheses have been tested. The significant level used to test the hypothesis of this study is at the confidence level of  $p < 0.05$ . The hypothesis predicted for this study are as follows:

- Ho1 There is no significant difference of ESCI among trainee teachers according to their gender, option, CGPA, ethnic and academic years.
- Ho2 There is no significant difference of SLPI among trainee teachers according to their gender, option, CGPA, ethnic and academic years.
- Ho3 There is no significant influence of ESCI towards SLPI of trainee teachers.
- Ho4 There is no significant influence of ESCI among trainee teachers towards SE.
- Ho5 There is no significant influence of SE among trainee teachers towards SLPI.

### **1.8 Significance of the Study**

This study provided results that encourage Institute of Teacher Education to include Emotional-Social competency training and development opportunities to enhance leadership development in higher education. Realizing the significant connection between higher education and the future success of trainee teachers, this research assists and encourages the advancement and proliferation of Emotional-

Social Intelligence education throughout institutions of higher education especially Institute of Teacher Education.

Furthermore, the results of this study identified gaps and connections between student leadership practices, self-efficacy and emotional social competences, and provided practitioners with needed support for adding emotional social training to student leadership development programs at ITE. Equipped with this new information, student leadership program developers can offer training and development opportunities for students without overlapping curriculum that has already included the Kouzes and Posner model.

Currently only the Bachelor of Education (Program Ijazah Sarjana Muda Perguruan- PISMP) trainee teachers have been introduced the Emotional Intelligence in their preparatory course. So, they should be able to develop their emotional and social competencies in socializing among different ethnic groups in the institute, adapting to this new environment, and also in a different environment when they are posted to the schools later. The study is significant to the following parties:

**i) Malaysian Ministry of Education**

Emotional Social competencies will help in producing a quality teacher in line with Malaysian Teachers' Standard. Bucin Ogrenir (2008) said, it is important to determine whether emotional intelligence contributes to the formation of beliefs about teacher effectiveness in trainee teachers. Their perceptions and beliefs about teacher effectiveness are critical to a better understanding of the areas in which they need more training and development.