EFFECTIVENESS OF ADLERIAN GROUP GUIDANCE SELF-ENHANCEMENT MODULE ON EMOTIONAL INTELLIGENCE OF STUDENTS

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By

ABDUL RAWUF HUSSEIN

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

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DEDICATION

This tesis is dedicated to:
My caring parents; Alhaji Hussein Kankani, and
Hajia Zainab Ăbu for their unconditional love and profound care.
My beloved guardian: Mr. Braima Abubakar (Baba B.A)
For his continues support and advice.
My precious lovely family; who were with me through thick and thin,
Nusaiba Abubakar (Ummu Rayyan), Widad, Sultan and Rayyan,
Thank you for the support, courage, love, and patience.
And finally,
All my brothers, sisters, friends and loved ones who were
instrumental to the accomplishment of this thesis.

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February 2019

Chair   **: Professor Sidek Mohd Noah, PhD**
Faculty   **: Educational Studies**

The purpose of this study is to assess the validity and reliability of group guidance module termed Adlerian Group Guidance Self-Enhancement Module (AGG-SE) developed by the researcher based on Sidek Module Development Model (SMDM), and to determine its effect on undergraduate students' emotional intelligence. The module was examined base on the feedback requested by the researcher from five experts in module development, emotional intelligence, and Adlerian theory, followed by a pilot study conducted to assess the reliability of the module. This study further employed experimental design with randomized pre-test post-test control group design to examine the effectiveness of AGG-SE on students' ability to perceive, understand, facilitate, and manage emotions in self and others.

Respondents were 68 undergraduate male students, who were beneficiaries of Asian Competencies Scholarship Programme (ACSP), targeting the following Southeast Asian countries: Malaysia, Singapore, Indonesia, Philippines, Laos, and Cambodia. The participants age was 18-21 (n: 32), 22-25 (n: 27) and 22-25 (n: 9), all of them were full-time students at International Islamic University Malaysia (IIUM) and International Islamic College (IIC). Randomized pre-test-post-test experimental design was used, thus, respondents were randomly assigned to experiment [n: 34] and control [n: 34] groups, after administering the 33-Item Schutte Self Report Emotional Intelligence Test (SSEIT) in the pre-test and ensuring equality of variance between the groups. Prior to that, results of the pilot study using confirmatory factor analysis (CFA) on SSEIT revealed that Emotional Intelligence latent construct is a four-factor indexed (χ^2/df = 2.127, CFI =.962, TLI =.926, NFI =.969 and RMSEA =.080) indicating a good fit to the model.

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The results of the reliability and validity of the AGG-SE also revealed an overall validity index of.81, and the Cronbach alpha obtained for the reliability was .605 for 43 items. These results indicated the relevance and fitness of AGG-SE module in addressing students' emotional intelligence base on the four-factor model revealed by the CFA results. A multivariate analysis of variance (MANOVA) was used to analyse the association between the dependent variables EI sub-dimensions (i.e., perceiving emotion, understanding emotion, managing emotion and facilitating emotion), and the independent variables: 1. the study groups and 2. evaluation of pre-test and post-test, whereas t-test was used to test the effect of study groups, on the EI total.

The results of an independent samples *t*-test demonstrate that after participating in the 12 sessions of AGG-SE, respondents from the experiment group exhibited significant improvement in their emotional intelligence ($M = 4.86$, $SD = .12$) compare to their counterpart in the control group ($M = 3.83$, $SD = .35$), indicating the effectiveness of the intervention programme AGG-SE, $t(37.46) = 15.32$, $< .001$. Moreover, the effect of AGG-SE on the ability to perceive, understand, facilitate, and manage emotions varies from high to low scores among the respondents, but EI-Total shows a significant improvement between pre-test and post-test.

Nonetheless, comparisons within treatment group across the dependant variables showed that, the respondents highest score was in the ability to perceive emotion (PE) dimension of EI [$F_{(1.59)} = 203.288$, $p < .05$, partial $\eta^2 = .775$)], followed by the ability to manage emotion (ME) [$F_{(1.59)} = 184.940$, $p < .05$, partial $\eta^2 = .758$] and the ability to understand emotion (UE) [$F_{(1.59)} = 145.590$, $p < .05$, partial $\eta^2 = .712$] respectively; although a significant improvement was also observed in the ability to facilitate emotion (FE) dimension of EI [$F_{(1.59)} = 116.753$, $p < .05$, partial $\eta^2 = .664$], given the fact that the *p*-value reported was < 0.05, the respondents score was lower in the FE dimension compare to the other dimensions of EI.

This study confirmed that, AGG-SE was effective in guiding the Asian Competencies Scholarship Program students who were enrolled in various undergraduate programmes in IIUM and IIC to improve their emotional intelligence. It is recommended that school counselling services should not only incorporate emotional competencies in the general school and university counselling framework, but endeavour in developing validated modules to aid counsellors in conducting guidance and counselling programs especially on improving students' emotional intelligence. Similarly, educational policy makers are encouraged to take proactive roles in ensuring that, students acquire the requisite emotional competencies before joining the workplace. And finally, since the current study was conducted in an academic setting, further studies are needed in the organizational setting, targeting staffs and employees, and perhaps an extended module to test the difference between short time and comprehensive long-time intervention modules.

Abstrak tesis yang dikemukakan kepada Senat Universti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

KEBERKESANAN MODUL PENEGUHAN BIMBINGAN KUMPULAN ADLERIAN KE ATAS KECERDASAN EMOSI PELAJAR

Oleh

ABDUL RAWUF HUSSEIN

Februari 2019

Pengerusi   : Profesor Sidek Mohd Noah, PhD
Fakulti   : Pengajian Pendidikan

Tujuan kajian ini adalah untuk menilai kesahan dan kebolehpercayaan modul bimbingan kumpulan yang dinamakan Modul Peneguhan Kendiri Bimbingan Kumpulan Adlerian (AGG-SE) yang dibangunkan oleh penyelidik berdasarkan Modul Model Pembangunan Sidek (SMDM) dan untuk menentukan kesannya ke atas kecerdasan emosi pelajar prasiswazah. Modul tersebut diselidiki berdasarkan maklum balas yang dimohon oleh penyelidik daripada lima orang pakar dalam pembangunan modul, kecerdasan emosi dan teori Adlerian, diikuti dengan kajian rintis yang dijalankan untuk menilai kebolehpercayaan modul tersebut. Kajian ini menggunakan reka bentuk eksperimen dengan reka bentuk kumpulan kawalan praujian - pascaujian rawak bagi meneliti keberkesanan AGG-SE ke atas keupayaan pelajar untuk menanggap, memahami, memudahkan, dan meneguhkan emosi diri sendiri dan orang lain.

Responden kajian ialah 68 orang pelajar prasiswazah lelaki yang merupakan benefisiari Program Biasiswa Bakat Asia (ACSP) yang mensasarkan negara Asia Tenggara berikut: Malaysia, Singapura, Indonesia, Filipina, Laos, dan Kemboja. Responden berumur 18-21 (n: 32), 22-25 (n: 27) dan 22-25 (n: 9), semuanya ialah pelajar sepenuh masa di Universiti Islam Antarabangsa Malaysia (UIAM) dan Kolej Islam Antarabangsa (KIA). Reka bentuk eksperimen praujian-pascaujian rawak telah digunakan, oleh itu, responden secara rawak telah diagihkan kepada kumpulan eksperimen [n: 34] dan kawalan [n: 34], selepas menguruskan 33-item Ujian Kecerdasan Emosi Laporan Kendiri Schutte (SSEIT) dalam praujian dan memastikan varians antara kumpulan adalah sama. Sebelum itu, keputusan kajian rintis yang menggunakan analisis faktor pengesahan (CFA) ke atas SSEIT memperlihatkan bahawa konstruk pendam Kecerdasan Emosi merupakan indeks empat faktor (χ^2/df = 2.127, CFI = .962, TLI = .926, NFI = .969 dan RMSEA = .080) yang memperlihatkan keselarasan pada model.

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Dapatan mengenai kebolehpercayaan dan kesahan AGG-SE juga menunjukkan bahawa, keseluruhan indeks kesahan .08 dan alpha Cronback yang diperoleh untuk kebolehpercayaan ialah .605 untuk 43 item. Keputusan tersebut menunjukkan kerelevanan dan keselarasan modul AGG-SE dalam menangani kecekapan emosi pelajar berdasarkan indeks empat faktor yang ditunjukkan oleh CFA. Analisis multivariat varians (MANOVA) telah digunakan untuk menganalisis perkaitan antara subdimensi EI pemboleh ubah bersandar: kecerdasan emosi pelajar dan pemboleh ubah tak bersandar: 1. kumpulan kajian (eksperimen dan kawalan), dan 2. penilaian praujian dan pascaujian. Manakala ujian t telah digunakan untuk menguji kesan kumpulan kajian , penilaian praujian dan pascaujian ke atas EI Total . Dapatan ujian t sampel tak bersandar memperlihatkan bahawa selepas penyertaan dalam 12 sesi AGG-SE, responden dari kumpulan eksperimen menunjukkan peningkatan yang signifikan dalam kecerdasan emosi mereka ($M = 4.86$, $SD = .12$) berbanding dengan rakan mereka dalam kumpulan kawalan ($M= 3.83$, $SD = .35$), menandakan keberkesanan program intervensi AGG-SE, $t(37.46) = 15.32$, $<.001$. Tambahan pula, kesan AGG-SE ke atas keupayaan untuk menanggap, memahami, memudahkan, dan menguruskan emosi berubah-ubah dari skor tinggi kepada skor rendah dalam kalangan responden, tetapi EI Total menunjukkan peningkatan yang signifikan antara praujian dan pascaujian.

Walau bagaimanapun, perbandingan dalam kalangan kumpulan rawatan merentas pemboleh ubah bersandar menunjukkan bahawa,masing-masing, responden mendapat skor lebih tinggi dalam keupayaan untuk menanggap dimensi emosi (PE) dimensi EI [F $(1.59) = 203.288$, $p < .05$, separa $\eta2 = .775$)], diikuti oleh keupayaan menguruskan emosi (ME) [F $(1.59) = 184.940$, $p < .05$, separa $\eta2 = .758$] dan keupayaan untuk memahami emosi (UE) [F $(1.59) = 145.590$, $p <.05$, separa $\eta2 = .712$] walaupun peningkatan yang signifikan juga dikesan dalam keupayaan untuk memudahkan emosi (FE) dimensi emosi SSEIT [F $(1.59) = 116.753$, $p <.05$, separa $\eta2 = .664$], diberikan fakta bahawa nilai-p dilaporkan ialah <0.05, skor responden adalah lebih rendah dalam dimensi FE berbanding dengan dimensi EI yang lain.

Kajian ini mengesahkan bahawa AGG- SE adalah berkesan dalam membimbing pelajar Program Biasiswa Bakat Asia yang mendaftar dalam pelbagai program di UIAM dan KIA bagi meningkatkan kecerdasan emosi mereka. Dengan ini, disyorkan bahawa perkhidmatan kaunseling sekolah bukan sahaja perlu menggabungkan kecekapan emosi dalam kerangka kaunseling sekolah dan universiti umum, tetapi berusaha untuk membangunkan modul yang sah untuk membantu kaunselor dalam menjalankan program bimbingan dan kaunseling terutamanya dalam meningkatkan kecerdasan emosi pelajar. Di samping itu, penggubal polisi pendidikan digalakkan untuk mengambil peranan proaktif dalam memastikan bahawa pelajar memperoleh kecekapan emosi yang diperlukan sebelum menyertai bidang pekerjaan. Akhirnya, oleh sebab kajian ini dijalankan dalam seting akademik, kajian lanjut diperlukan dalam seting organisasi, yang mensasarkan kakitangan dan pekerja, dan mungkin seterusnya sebuah modul diperluas untuk menguji perbezaan antara modul intervensi jangka pendek dan modul intervensi jangka panjang komprehensif.

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I certify that a Thesis Examination Committee has met on 25 February 2019 to conduct the final examination of Hussein Abdul Rawuf on his thesis entitled "Effectiveness of Adlerian Group Guidance Self-Enhancement Module on Emotional Intelligence of Students" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The member of the Supervisory Committee were as follows:

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Declaration by graduate student

I hereby confirm that:
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CHAPTER 1

INTRODUCTION

1.1   Overview

This chapter introduced the background of the current study by presenting the emerging issues in educational system, the need to integrate emotional intelligence into education system, group guidance programs, importance of module development and briefly discussed the Adlerian group theory. The chapter further discussed the problem statement of the current study followed by the presentation of research objectives, research questions and research hypotheses. Significance of the study was highlighted as well as the delimitation of the study. Finally, the researcher elaborated the conceptual and operational definition of terms to set the guidelines for a contextual understanding of the study.

1.2   Background of the Study

1.2.1   Emerging Issues in Educational System (ES)

The main goal of education and training today is to prepare graduates for the tasks they are going to perform on their jobs (Barnard, Veldhuis, and Rooij, 2001). Peifer (2014) stated that, in the current age of accountability and reform, the trend does seem to have coalesced around the need for a singular focus on college and career readiness at least from the perspective of the current leaders in education reform. elaborating on the scope of career readiness and employability demands, (Mutalib & Mahmuddin, 2010) emphasized that career achievement requires a wide range of skills and flexible personal traits, as tasks are becoming more interdependent and career opportunities are mostly attained by graduate who displays a blend of technical and human relation skills. Additionally, Leon and Borchers (2002) discovered that employers seek graduates with more intrinsically humanistic skills rather than academic or technical skills.

According to Malhi (2008), Malaysian employers have been lamenting on the level of essential skills possessed by graduate entering the workforce. They claimed that Malaysian graduates are lack of self-confidence, communication skills, a strong work ethic, critical thinking and problem-solving skills, and they are poor team players. Malhi (2008) further reported the Bank Negara Malaysia survey on employability of graduates, revealing that 77.6% of the respondents indicated that graduates did not have the required skills to function effectively at the workplace.

Despite the fact that, an individual's success and accomplishment in institutions of learning through the history has been preoccupied by the mainstream measurement of his academic achievement and scholastic performance. According to Low, Lomax, Jackson, and Nelson (2004), numerous researchers and educationists have recently

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affirmed and acknowledged the important issues and challenges facing public schools and institutions of higher education. They believed that while academic achievement and scholastic performance have been the primary thrust of recent reform efforts, other equally important issues have taken center stage in education. For example, healthy emotional development, changing workforce demands and the nature of work, multicultural and diversity issues, retention through graduation and personal/career needs of students and educators.

Low et al. (2004) argued that, these issues require a different and more balanced perspective of accountability and quality standards to include emotional learning (Low et al., 2004). They further argue that, the broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of performance on standardized assessment models, thus, a healthy school climate focusing on academic, career and leadership development requires an emphasis on affective or emotional learning as much as on academic or cognitive learning.

These issues were found to be fundamentally alarming not only in the vast areas of academic and professional spheres but also at different developmental levels. Nonetheless, attention to curtail the challenges was stimulated by numerous researches works and findings over decades now; and thus models, concepts and theories such as social skills, social emotional competencies, soft skills, emotional intelligence were given immense and substantial devotions. The introduction of the concept of Emotional intelligence was significant in fulfilling the need to enhance the academic, professional and personal development of individuals.

1.2.2   Integrating Emotional Studies into ES

It is established that, during higher education an individual learner is expected to form his opinion about life and attitude to cope with stress in the process of learning and knowledge dissemination; apparently, the cognitive component of learning behavior is not enough, thus, the act of balancing between feeling and cognition helps to develop healthy emotions (Panboli & Gopu, 2011). Although, most of the studies on emotions experienced by students in the higher education have predominantly emphasized on test anxiety (Alghamdi, 2016; Hen & Goroshit, 2012; Rezazadeh & Tavakoli, 2009; Vitasari & Wahab, 2010), perhaps because it was assumed to be the most common emotion among students, the current academic structures and demands present even more complex emotions among students in institutions of higher learning. Classified as activating or deactivating emotion (Pekrun, Goetz, Titz, & Perry, 2002), studies have reported numerous academic emotions among university students at different levels and circumstances throughout their studies (Daniels, 2010; Hailikari, Kordts-Freudinger, & Postareff, 2016; Pekrun et al. 2002).

The study of emotions in learning was largely and predominantly known and acknowledges in the field of psychology, neurosciences, and mental-health, while researchers in education have neglected such role of emotion and impact on student in the institutions of higher learning. Numerous researchers in education however, have

lately begun to acknowledge that emotions can no longer be ignored in studies on successful learning, and that their role in the learning process should be understood more deeply. Looking from developmental perspective of an integrated sense of identity, emotional intelligence has a significant relationship with education and thus it becomes the major area for application of emotional intelligence as affirmed by Panboli et al. (2011). By establishing effective emotional competencies, an individual becomes effective learner and achiever in the classroom situations, as well as apply some of the lessons learnt therein in real life situations.

Apparently, a high score of students' emotion regulation is reported to indicate positive emotions in classrooms and higher psychological well-being, and an optimal level of emotion regulation has been found to be neither suppress nor exaggerate emotion, rather, it is established to be an effective factor in enhancing learning (Jalal, Rokni, Hamidi, & Ebadi, 2014). To date, numerous studies have reported link between emotion and learning and asserted that both emotion and learning are considerable factors in knowing how students can be supported to learn more effectively in higher education (Herrmann, McCune, & Bager-Elsborg, 2017). Parallel to academic emotions (AE) and emotional regulation (ER) for example, studies on students' approaches to learning (SAL) in higher education has received favorable attention among education and psychology researchers (Barış Çetin, 2015; Gijbels, Watering, Dochy, & Bossche, 2005; Herrmann et al.. 2017). However, AE, ER and SAL are often studied distinctively in relation to students' academic achievement, study success and study progress.

The most recent study conducted by (Postareff, L., Mattsson, M., Lindblom-Ylänne, S., & Hailikari) contributed substantially to the insufficient work on the relation between emotions, learning approaches, study success and progress. Employing a mixed-method in their academic emotion research, they explored variation of emotions experienced by students and their study gave insights on the central role emotions have in student learning, especially emotions reported primarily by individual students either positive or negative.

Previous studies have shown evidence signifying the predictive power of distinct types of emotions on academic achievement and study success. Classified as activating and deactivating emotions, it is affirmed that activating emotions such as shame and anxiety may enhance learning, even though negative emotions are assumed to have negative impact on student's study progress and success. Deactivating emotions on the other hand, for example relaxation and relief, are occasionally deemed to hinder learning and might lead to the embracing shallow studying strategies, but it is generally asserted that, positive emotions tend to have a positive impact on learning.

1.2.3   The Role of Group Guidance Programs

Projects, activities and modules (Hunt & Baruch, 2003; Low et al., 2004; Mavroveli, Petrides, Rieffe, & Bakker, 2007; Williams & Williams, 1982) are being developed and practised to produce graduates with significant skills demanded and matched by firms and stimulate economic growth. These include approaches such as coaching, corporate

and social training modules, co-curriculum and school activities, guidance and focus groups. However, despite having numerous affirmation of the effectiveness of guidance programs approach in developing, promoting and enhancing student's academic, social, personal and career achievement (Aydin, 2009; Bozanoğlu, 2005; Bozgeyġklġ & Doğan, 2010; Demir, 2008; Olusakin, 2008), arguably, the researcher did not find any work on the direct and indirect effect of group guidance programme on students' emotional intelligence.

Group guidance programme was found to be effective in some researches and ineffective in others. Pinkowska and Lent (2011) in their endeavor to examine the effectiveness of two approaches on improving students' self-efficacy, revealed the insufficiency of group guidance programme in improving self-efficacy of student as compare to the computer Assisted group guidance system. Whereas, Olusakin (2008) findings on the effect of a structured goal-oriented group guidance programme on improving friendship skills on the social acceptance levels and sociometric status of adolescents have revealed a substantial effect of group guidance programme in increasing the level of students' social acceptance. Therefore, their findings support the choice of traditional group guidance programme as the intended approach for this study.

In terms of its content, group guidance programme can be either, preventive, developmental or curative in nature. The general goal of preventive group guidance is to provide strategies in addressing issues that may confront a healthy growth of individuals, it is usually conducted in a counselling groups, for example students who are facing test anxiety, and anger management or any behavioural issues that hinders their progress and academic success (Bozanoğlu, 2005). Guidance teachers are tasked to regulate the growth of students through individual or group guidance program. Similarly, developmental approach to guidance group employs strategies that enhance a typical growth or provide guidance for personal, social, academic and professional development of students throughout their lifespan. These include guidance programme on career development plans, interpersonal and intrapersonal skills (Bozgeyġklġ et al. 2010), and it is usually conducted in a psychoeducational groups. Whereas curative guidance programs are conducted in a psychotherapy groups and it usually addresses a consistent patterns of dysfunctional behaviours and distortions (Rowley, Stroh, & Sink, 1997).

In general, there are two main approaches in carrying out group work: structured and unstructured group guidance (Corey, 1985; Corey & Strang, 2011). However, structured group guidance is recommended because the module content is well-planned and systematic. Modules or a set of activities are written according to the objectives of the guidance group. Moreover, modules are developed to ensure the objectives set for the developmental programme are achieved and the target groups were able to attain the requisite skills proposed for the developmental program, while the theory selected for the module also support the objectives of each activity in the module (Hussein, Noah, Ismail, & Zakaria, 2017; Jamaludin, Che Amat, Yahaya, Yusof, & Alias, 2011; Noah, Karim, & Othman, 2012).

1.2.4 Importance of Module Development

There are multiple approaches to the process of module development, and it is apparent that, different perspectives in defining the concept have contributed in such multiplicity and diversity. Russell and Lube (1974) defined it as "a teaching package related with syllabus and it takes effort to teach them to an individual in order to help them master the content of a lesson before moving on to the next unit". Whereas Creager and Murray (1985) defined module as "a complete and flexible teaching unit with the main focus of achieving some clearly devised objectives". From these two definitions, it is understood that, whether the drive is to master the content of the module or to achieve devised objectives, module development must include syllabus or unit that was designed purposefully for the target group and should be conducted through teaching and guidance method. Putting it in a very simple definition, Husen and Postlethwaite (1985) defined a module as complete teaching package for a subject.

Modules are developed to help conduct a more organized learning, and to provide efficient and effective learning experiences to the students. This is practiced in a group and classroom session or in the form of an individual and peer discussion as well as non-academic situation as mentioned by Russell et al. (1974) such as recreation, exploration, or self-improvement activities.

As it was previously mentioned, group guidance programs are conducted using structured, semi-structured or unstructured approach. However, Noah et al., (2012) suggested that, guidance or any learning situations can ensure effective implementation process only when it is structured, and it has a proper module that governs the procedure. Hence, there are numerous models prepared to help teachers and educationist in developing module of lesson, guidance programs, student academic and co-curriculum activities. Although sufficient teaching and learning modules are being recognized in many schools and institutions of higher learning, to date, guidance and counselling programs lacks sufficient modules and structured programs among counsellors and guidance teachers. Moreover, guidance programs often lack a principal psychological theory that guide and governs the process and provide the needed techniques for that ensure effective and impeccable administration of the program. Hence, using properly developed modules become significant precisely in the guidance and counselling services.

1.2.5 Adlerian Group Theory

Psychoeducational groups are designed to help individuals cultivate particular skills, comprehend certain themes that occur during difficult life transition as proclaimed by Corey and Strang (2012). Corey et al. (2012) believe that psychoeducational groups are apparently becoming common practice among educational and therapeutic professionals and practitioners. Moreover, guidance programs are often developed using psychological theories to guide the process and provide necessary techniques for an effective and flawless run of the program. Apparently, many psychoeducational groups are based on a learning theory model and use behavioural procedures. In this study, the research employed Adlerian group therapy to guide the process of the intervention. It is asserted

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that (Stein & Edwards, 2002) Adlerian theory has substantially inspired many psychotherapy theories. Adler's theory essentially believe that each individual is an integral part of a larger social system and he/she is motivated by social interest (Wagner & Elliott, 2014).

Adler's theory emphasized on the concept that as stated by (Milliren, Evans, & John, 1984), individual has the creative power to interpret experience, both internal and external, predisposed by both heredity and environment, in an individualistic, subjective manner. Milliren et al. (1984) further explained the interpretation of this concept by claiming that individual develops an "attitude toward life" which is expressed in one's relationship to one's self, others and the world. Thus, Adler's view of the person is that of an indivisible, social being whose behaviour occurs as an interaction within the social setting.

This study intends to develop a group guidance programme based on the Adlerian Group Therapy (AGT) focusing on emotional competencies of the participants. The module provided a guide and useful insight to help students enhance specific emotional competencies (i.e. understanding emotions, perceiving emotions, regulating emotions and using emotions). The module was developed and implemented using Adlerian four (4) components of group therapy (i.e. establishing therapeutic relationship, uncovering dynamics, insight and self-understanding & reorientation).

1.3   Problem Statement

Emotional intelligence plays a vital role in the development and wellbeing of students. It is affirmed to be an integral part of people's wellbeing, achievement and success in life. Students are particularly exposed to various kinds of stress and pressure throughout their academic life. Abdullah, Elias, Mahyuddin, & Uli (2004) reported in the National News/*Berita Nasional (*March 2002) that, 35% of the students in Malaysia experienced emotional stress due to the increase academic tasks given to them in the classroom. This situation as highlighted and emphasized by Abdullah et. al. (2004) indicates that a more rigorous action should be taken by the higher education institutions as one of the major components in the national curriculum to ensure that EI is given proper attention within the classroom and co-curriculum activities.

In this research, the knowledge gap was identified from the lack of awareness on EI concept and thus insufficient intervention programs in addressing the academic emotion among students of higher learning. Academic emotions are emotions that students experienced in various academic settings and are generally triggered by academic activities such as studying, learning and instructions, and they can be positive or negative. Researchers reported that, there is insufficient attention given to emotional well-being of students by institutions of higher learning and policy makers in education to address emotion experiences that hamper student learning and progress (Abdullah et. al. 2004; Muhamad, 1983). International students are particularly confronted with various challenges while studying oversees and in their process of adjusting with the new environment, these challenges are related to financial, social, and culture issues; in

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addition to the tremendous confrontation from the academic and institutional structures (Khajavi, 2002). Liaqat, Choudry, Altaf, Sauleh, Rahman, Choudry, Kumar and Usman (2017) studied depression, anxiety and stress phenomenon among home and hostel students, they found the prevalence of depression, anxiety and stress was uniformly high in both groups, with depression domination among the hostel students. This study targeted the ACSP students, who combined as both international and dormitory students.

The research gap was moreover identified from counselling and guidance approach as compare to other various approach in studying the concept of EI among students of higher learning. The current literature review found a significant number of researches in both qualitative and quantitative methods conducted on emotional intelligence, and literatures on promoting and developing modules to enhancing students' emotional intelligence is also emerging substantially, to the best of the researcher's knowledge, none of the literatures obtained considers the impact of guidance programme in enhancing students' emotional intelligence within the general framework of school and university curriculum in Malaysia. In other words, despite the wide recognition of the effect of group guidance programs on students' academic, personal, social and career achievement, there are insufficient work on the efficiency and effectiveness of guidance programme in promoting and developing students' emotional intelligence.

Theoretically, this study contributed to the theory of emotional intelligence and group guidance practices by developing and testing a Group Guidance Module base on Adlerian group theory and examine the effectiveness of the module on students' emotional intelligence. Testing the effects of the group guidance module on the students' scores generally in total Emotional Intelligence (EI); and specifically testing the effect of the guidance module on the four branches of EI, namely: Perceive Emotion (PE), Facilitate Emotion (FE), Understanding Emotion (UE) and Manage Emotion (ME) are the major contributions of this study to the theory of emotional intelligence and Adlerian theory. Exploring the usefulness of the (AGG-SE) in enhancing the four branches of emotional intelligence as operationally defined by Mayer, Salovey, and Caruso (2006) which is the main independent variables of this study is a major lacuna that remains unexplored.

1.4 General and Specific Objectives of the Study

In general, the study aims to develop a group guidance module for university students, based on Adlerian group Theory and to assess the progress of students' emotional intelligence by administering the module in an experimental setting. This study aims to:

1. To test the validity index of Adlerian Group Guidance Self-Enhancement Programme (AGG-SE);
2. To test the reliability value of AGG-SE;
3. To examine the effect of AGG-SE on the ability to perceive emotion among students before and after treatment;
4. To examine the effect of AGG-SE on the ability to understand emotion among students before and after treatment;

5.   To examine the effect of AGG-SE on the ability to facilitate emotion among students before and after treatment;
6.   To examine the effect of AGG-SE on the ability to manage emotion among students before and after treatment;
7.   To examine the level of emotional intelligence between students in AGG-SE group and students in control group at post-test;
8.   To analyse the level of emotional intelligence among the students in AGG-SE group at post-tests;

1.5   Research Questions

1.   What is the validity index of AGG-SE base on the experts' rating?
2.   What is the reliability value of AGG-SE?

The following research questions were referred to the effects of AGG-SE on undergraduate emotional intelligence using Schutte Self Report Emotional Intelligence Test:

3.   Was there any significant different between pre-test and post-test on the ability to perceive emotion among students in AGG-SE group?
4.   Was there any significant different between pre-test and post-test on the ability to understand emotion among students in AGG-SE group?
5.   Was there any significant different between pre-test and post-test on the ability to facilitate emotion among students in AGG-SE group?
6.   Was there any significant different between pre-test and post-test on the ability to manage emotion among students in AGG-SE group?

At the end of six weeks 12 sessions Adlerian group guidance intervention, the effect of the intervention was analysed between-groups and between pre and post-tests, to justify the effect of the intervention on undergraduate emotional intelligence between students who attended the intervention programme (experiment) and those without treatment (control); and also compare the results of pre and post-test among student in control group (no treatment).

7.   Was there any significant difference on EI scores at post-test between students in AGG-SE group and the students in control group?
8.   Was there any significant different on EI score at post-test among students in students in AGG-SE group?

1.6   Research Hypotheses

Based on the questions set for this research, the following hypotheses were tested:

1.   The PE posttest scores of the students in AGG-SE group would be higher than their PE pre-test scores.

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2.   The UE posttest scores of the students in AGG-SE group would be higher than their UE pre-test scores.
3.   The FE posttest scores of the students in AGG-SE group would be higher than their FE pre-test scores.
4.   The ME posttest scores of the students in AGG-SE group would be higher than their ME pre-test scores.
5.   The EI post-test scores of the students in AGG-SE group would be higher than EI post-test scores of the students in control group
6.   The EI posttest scores of the students in AGG-SE group would be higher than their pre-test scores.

1.7   Significance of the Study

The concept of emotional intelligence has been an interesting topic in both academic and professional settings and across lifespan. This is perhaps because of its significant contributions in enhancing the achievement and progress of an individual at the personal as well as social levels and in every facet of individual's life. Moreover, distinct levels of growth require different emotional intelligence competencies and different settings also require distinct set of emotional competencies.

Organizations have only recently begun noticing the practical importance of EI in maximising the potentials of an individual and have begun introducing programs in many forms in that course. However, in addition to the fact that the essential point of any educational institution is to provide quality services in every aspect of students' life directly or indirectly, it is also the first stage of acquiring indispensable professional, organizational, and social skills. Thus, programs are developed effectively to Assistant students in acquiring competencies before their graduation.

For the past two decades, emotional intelligence has occupied a vast space of psychology literature. Academicians as well as practitioners have devoted much attention to the importance of emotional competencies and its impact on academic achievement and life success. Less attention by academicians and school curriculum developers was given to the programs in developing emotional competencies and abilities. By considering this fact, and base on the assertion that a low emotional intelligent score hinders an individual's academic achievement and life success, this study attempts to develop a group guidance module termed as AGG-SE, test the validity and reliability of the module, and examine its effect on students' Schutte Self-Report Emotional Intelligence Test (SSEIT) scores.

This study should stimulate the workforce in higher learning institutions to engage in effective and creative instructional activities associated with a holistic and integrated development of individuals and take the learning process beyond the conventional system of acquiring knowledge but also inculcate requisite personal and social skills, so as to produce individuals who are intellectually, emotionally, and physically balanced and harmonious. It is equally expected that the results of this study could have practical importance in regard to instructional effectiveness in institutions of higher learning

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toward improving students' well-being with particular reference to their emotional competencies.

This study endeavoured to assistant institutions of higher learning to initiate or redesign new strategies to improve students' emotional competencies and revisit the existing guidance programs implemented at the counselling and guidance units and also in different student's developmental programs. Since students counselling and guidance literature lacks studies conducted on promoting and enhancing emotional intelligence in institutions of higher learning, this research is hoped to be beneficial to institutions of higher learning by proposing suitable and effective group guidance module to Assistant counsellors and counselling teachers in addressing the lack of emotional competencies among students. This attempt has the potential to establish a comprehensive framework for group guidance that revitalises and improves emotional intelligence in institutions of higher learning.

Finally, this study strived to help educational programme designers, educational supervisors, administrators and most importantly school counsellors and counselling units in institutions of higher learning to formulate various effective strategies for the design and development of effective and practical counselling and guidance modules that stimulate more awareness to various educational sectors and stakeholders on the vitality and relevance of emotional competencies in an holistic and comprehensive school system. More importantly, this work should join the paradigm shift of redirecting the attentions of emotional intelligent researchers from awareness and acknowledgment to developing an inclusive and sustainable educational systems and modules that cater for emotional competencies in the schools and institutions of higher learning.

1.8   Delimitation of the Study

The main focus of this research was to develop a group guidance module using Adlerian group approach to guide undergraduate students in acquiring basic emotional competencies base on four branches operationally defined by (Mayer et. al., 2004b). The six-week educational and guidance programme was participated by 34 undergraduate students from Asian Competencies Scholarship (ATS) recipients who are enrolled in both International Islamic University IIUM and International Islamic College IIC and were randomly assigned to groups after administering a pre-test for 68 respondents.

Therefore, the research was limited only to the four branches ability base emotional intelligence (i.e. perceiving emotions, understanding emotions, facilitating emotions, and managing emotions), other factors were explored but were not considered in the scope of the current study. Moreover, the selected sample was decided by the respondents of the pre-test targeting the entire students under ATS. Because of students' academic commitments and demands, the contact hours of the guidance programme were limited as well as the duration, thus, this study only attempts to test the effectiveness of the self-enhancement module in providing insight on emotion experiences and teaching basic emotional competence, they study did not deliberate on instilling a significant emotional competence in the participants.

Finally, the respondents of the current study are only male undergraduate students and that is because, the ATS at the time of the study offers scholarship to undergraduate male students only due to limited resources. Hence, females were not part of the current study as well as postgraduate student and the participants are from IIUM AND IIC.

1.9 Operational and Conceptual Definition of Terms:

1.9.1 Group Guidance Programme

Guidance has been generally defined as set of activities carried out in a group situation to Assistant its members to have experience and skills desirable or even necessary for appropriate self-enhancement in the prevailing contexts, more specifically, guiding individuals in a group situation. Aydin (2009) on the other hand define the group guidance programme by emphasizing particularly on several common elements which includes: individual responsibility, physical attributes, openness, honesty, self-reporting, and awareness of one's self. Hence, constitute a therapeutic Assistance and sort of training for a more effective use of individual capacity. the sharing atmosphere in the group guidance experience further helps the individual discover new ways of problem solving, enjoy the chance to test his/her interpersonal relations and familiarize with his/her personality in a social setting, in other words, an individual gains experience in developing more realistic self-recognition.

The definition of Olusakin (2008) and Super (1949) outlined two components of group guidance, method and purpose. They asserted that group guidance involves dissemination and providing of information in the form of activities or discussion to Assistant an individual therapeutically by developing skills and competencies in coping with stress, conflicts, and most generally ability to face life's problems effectively; and developmental by developing skills and competencies in personal management and social skills.

In this research work, the definition that includes both activities and sharing of information was used. Thus, group guidance programme in this research is operationally labelled as Adlerian Group Guidance Self-Enhancement Module (AGG-SE) and it is defined as set of structured activities and sessions of discussion and reflections in a group situation, developed using Sidek's Module Development Model (SMDM) to orient and guide the participants in acquiring considerable skills on perceiving, understanding, using and managing emotions.

AGG-SE is developed based on Adlerian group theory and it consists of four (4) sub-modules with a total of eight activities/interventions. The activities include but not limited to sessions of discussions, role plays, and presentation/lecture. The researcher evaluated the validity of the module (AGG-SE) by inviting experts' feedbacks on the module, followed by the reliability test which was carried out through a pilot intervention with a group of undergraduate students. Both reliability and validity test yielded statistically significant results.

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1.9.2   Emotional Intelligence

Despite having its root from the concept of social intelligence coined by Thorndike (1920), the concept of Emotional intelligence has substantially gone through various approaches, definitions and conceptualization. (Petrides, 2010) states that, emotional intelligence proximal roots lie in Gardner's work on multiple-intelligence and more specifically in his concept of intra-personal and interpersonal intelligence. Subsequently, theoretical accounts followed by attempting to devise measures to assess the new constructs (Petrides, 2010). The first two decades of its establishment witnessed debates and controversies mainly on issues related to the conceptual and theoretical definition of Emotional Intelligence, the measures of the concept and its impact on individuals' well-being and personal development.

Matthews, Roberts, & Zeidner, (2004) summarized the controversies surrounding the concept of emotional intelligence into three core concerns, one of them is the nature and definition of the construct, whether the construct is sufficiently distinct from existing personality and ability theories, cited by Murphy (2008). In another effort to clarify the concept of EI, Cherniss (2010) concluded on three basic areas that need to be addressed: a) The conflict between definitions and models of EI must be resolved; b) A distinction must be clearly made between emotional intelligence and emotional or social competences; and c) Alternatives that are more contextually based must be developed for EI measurement strategies.

Multiple definitions of EI have engendered many responses from both critics and enthusiasts of the concept. Mavroveli et al. (2007) argued that emotional intelligence still lacks a universally accepted operational definition and that has contributed significantly to the emergence of inconsistent and sometimes contradictory findings that have often been discussed in the scientific literature. Cherniss (2010) suggests that, rather than putting the models in competition, a common definition can be used to determine which collections of abilities and traits are true models of EI. Thus, establishing a common definition of EI and then evaluate proposed models and measures in terms of that definition. Precisely, there is a unanimous recognition by the models on two broad components of EI: awareness and management of one's emotions and awareness and management of others' emotions.

The researcher used the Schutte Self-Report Emotional Intelligence definition. Schutte, Malouff, and Bhullar (2009) proposed the approach that defined emotional intelligence as the appraisal of emotion in self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems (Schutte et al.. 2009), the Schutte Emotional Intelligence Scale, is developed based on Mayer and Salovey (1995) model of emotional intelligence. Although their model evolved since its introduction, the basic aspects and constructs of the model remain the same.

Salovey and Mayer's 1990 model considered emotional intelligence to be a combination of both abilities and traits, but Schutte Self-Report Emotional Intelligence Test attempts

to assess trait rather than ability emotional intelligence, A trait approach to assessing emotional intelligence draws on self or others reports to gather information regarding the display of emotional intelligence characteristics in daily life. Even though some literature presents ability and trait conceptualization of emotional intelligence as mutually exclusive alternatives, Schutte et. al. (2009) we believe that both are important and complementary dimensions of adaptive emotional functioning.

Hence, Emotional Intelligence in this research work is operationally defined and assessed through four branches of EI model as identified by Schutte et al. (2009). The four branches were described as follow: perception of emotions, managing emotions in the self, understanding or managing other's emotions, and facilitating or utilizing emotions.

1.9.3 Undergraduate Students

Undergraduate education is the post-secondary education prior to the postgraduate education. It includes all the academic programs up to the level of a bachelor's degree. In the US for example, an entry to university level student is known as an undergraduate, while students of higher degrees are known as graduates. In some other educational systems and subjects, undergraduate education is post-secondary education up to the level of a master's degree; this is the case from science courses in Britain and some medicine courses in Europe.

Institutes of higher learning in Malaysia provide three or four years of education leading to a B.Sc. Hons Degree. The standards of categorization are almost consistent among Malaysia universities. Candidates who excel in their academic results will be awarded First Class Bachelor Hons Degree (usually 3.67 CGPA and above) as the highest and a General Degree without honors for usually 1.99 and below CGPA candidates.

The current study targeted a group of male students who were granted a full scholarship by the Asian Competencies Scholarship Programme (ACSP), a Malaysian training company specialized in human development, rehabilitation and sponsorship of university students studying diverse university courses and they are mainly from ASEAN countries. Currently, the beneficiaries are selected among students from six countries in ASEAN region (i.e. Malaysia, Singapore, Indonesia, Thailand, Philippines, and Brunei). Therefore, undergraduate students in this study are referred to as a group of ACSP male students from ASEAN countries, who are pursuing their degree programme in various social and human science courses in International Islamic University and International Islamic College in Malaysia.

1.9.4   Effectiveness

The dictionary definition of the word effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

This research work operationally referred to the word effectiveness as the impact and ability of the Adlerian Group guidance enhancement AGG-SE to cause change and improve students' general emotional intelligence and its four sub-constructs, namely: perceiving emotion, facilitating emotion, managing emotion and understanding emotion.

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