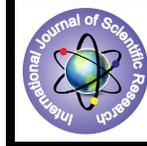


Leadership Characteristic Among Gifted and Talented Students at Malaysia National Gifted Center



Education

KEYWORDS : leadership characteristic, gifted and talented students

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ABSTRACT

The purpose of this study is to identify the leadership characteristics amongst Gifted and Talented Students (GTS). Leadership is an important characteristic that enables GTS to assume responsibility in the near future. This research reports two main objectives, which are the leadership characteristic profiling, and the level of GTS's leadership characteristic. The research was conducted by distributing Student Leadership Characteristics Questionnaire (SLCQ). The questionnaire was distributed among the students of High School Gifted Education PERMATApintar Program and the Pre-University PERMATApintar Program. Participants included 171 of the students, 93 were High School Gifted Students and 78 were Pre-University Gifted Students. They were randomly selected to respond to Student Leadership Characteristics Questionnaire (SLCQ). The SLCQ consists of 70 items, which is divided into 14 constructs. Student responded using a 5-point scale by applying Strongly Disagree to Strongly Agree. Descriptive statistics was used to determine the mean and standard deviations by using SPSS software (version 19.0). The overall findings revealed that the GTS possess a high level of leadership characteristic. Collegiality indicates the highest score of the leadership characteristic, followed by leadership behaviour, influence competency, spiritual ethics, work relation, transformation and cohesion. Whereas, self-esteem, leadership efficacy, and visionary were among the average high leadership characteristic, and self-monitoring was the lowest. The findings also indicated that female students possess higher leadership characteristics in comparison to the male students. In term of leadership scores position according to races, the Punjab, Bumiputra Sabah and Sarawak possess higher scores compared to the Chinese and Malays, whereas the Indians scored the lowest. Lastly, students from the High School Education Program possess higher leadership characteristics in comparison to the students from Pre-University Gifted Program. The study has proven that leadership characteristics were embedded in the GTS personality. Implication of the findings on character building program for the gifted students were discussed.

1.0 INTRODUCTION

Leadership refers to the ability to influence, motivate, and help others to contribute to the effectiveness and success of an organization that is accompanied. It can be defined as the ability to direct individuals or groups to a common decision or action (National Association for Gifted Children 1990). The initiative to develop leadership qualities among the younger generation is noticeably becoming the interest of the society. Community needs a role models and a willing individual to take the leadership responsibilities in future. Past studies have shown that efforts to identify and develop leadership qualities of gifted and talented students (GTS) are becoming increasingly important (Bisland 2004, Karne and Stephens 1999). GTS gifted students were seen as having the ability to be a great leader for their leadership qualities and the ability to lead and motivate other students around them (Karne and Stephens 1999). Therefore, Roberts (2013) suggested, "Leadership is a must for children who are gifted and talented". He stressed that it was similar to students with talent in the visual arts and sport, students who have leadership aptitude should have their leadership skills fostered. These students need the space to hone and develop this leadership aptitude in a various settings.

The National Association for Gifted Children (2010) suggested institutions involved with GTS need to create an environment in which students can be successful and contribute to the community, or society. The Educational Security Act of 1984, who has earlier officially recognized all gifted and talented students' states, GTS has to get the opportunity to identify and realize their potential to enable them to contribute to the society. The involvement in planning, leading, and implementing community service will indirectly cultivate inbred leadership qualities in these talented students. Thus, Bisland (2004) and Karnes & Stephens (1999) suggested that the quality of leadership among GTS has to be identifying, explored and developed. As Gagné (2009) states, an individual may be born intelligent, but if his in-

telligence is not nurtured properly, it will not grow to make him fully talented. He further affirms that a talented individual ascends from his intelligence and has the opportunities to develop it via various catalyts. These include personal and interpersonal enabling factors such as maturity, motivation, interests, opportunities, and environment factors such as home and school.

1.1 BACKGROUND

Gifted and talented students are individuals with intelligence and competence in solving problems. Gagne (2009) defines gifted students as individuals who have the natural ability or potential which can be developed with the proper environment as well as other factors. This natural ability in individuals comprises intellectual, creativity, socio-affective, perceptual and physical capabilities covering aspects of motor sensory. Leadership is one of the natural abilities in the socio-affective domain which is associated with the ability to influence. Individuals with this ability is also gifted in communicating empathy as well as being effectively persuasive.

Students who have leadership potentials willing to share the characteristics of leadership skills such as handling groups, encouraging and motivating others, solving problems, using effective communication skills, identifying opportunity in a relationship, flexible in thoughts and actions, understanding concepts of ambiguity, instructing goals and objectives efficiently and have the ability to assess how groups achieve their goals (Bisland, 2004, Karnes & Bean 1990). Past research has also linked GTS leadership traits with emotion management, competent intelligence, creative and critical in problem-solving (Chan David 200, Karnes & Bean 1996). In short, almost all the GTS personal traits are the key quality needed as a foundation in leadership character building.

1.2 Statement of Problem

Leadership qualities of the GTS often associated with their per-

sonal characteristics. Features that act as a catalyst in generating GTS's leadership qualities include the desire to be challenge, resilient in problem solving, ability to make critical judgments, willingness to build new relationships, and the courage to express views verbally (Karnes and Bean 1990).

Although it was clear of the importance to generate the quality of leadership intelligence within GTS, Sternberg (2005) found that studies on GTS often neglect this crucial aspect. This supports Chan (2003) who states that the effort of documenting and evaluating the effectiveness of GTS training programs has become a pressing need. He ensures that the potential future leaders among GTS can be trained effectively to realize their leadership talent. Consequently, Philips (2009) stressed the importance role of educators, parents and parties who are concerned and interested in building GTS leadership qualities to realize this, because they can make a difference in the lives of these students. For that reason, GTS must first, be guided to identify the talent or leadership potentials within them. The truth of this view is reinforced by Landau & Weissler (1991) experiences, who found that GTS who possess leadership skills usually do not see themselves as leaders or lack self-confidence to lead. Failure to uncover the within leadership potentials will slow down the process of developing their exceptional abilities. On the other hand, the ability to discover their potentials could help GTS realize the importance of their responsibility and role in developing the society and nation.

Most leadership researches on GTS concentrated on the elements of personality (Staw & Basade 1993). Individuals who have personality traits that categorized as affective positive aspects (such as, able to control mood or feel positive, have the energy and high power drive) were consider competent in interpersonal relations and will contribute more to the group activities. Therefore, the ability to display a powerful energetic leadership personality will enable GTS to boost excitement and generate energy in-group activities successfully (Staw & Basade 1993). In summary, GTS who possesses positive affective characteristics is more likely to engage in behaviours associated with effective leadership.

Aliza & Hamidah (2009) associated leadership characteristic among gifted students, with thirteen qualities. Namely, the ability to stimulate and inspire others, identify the skills possessed by others, easy to interact, high social skills, able to identify goals and explained clearly, empathetic to the feelings of others, able to give directions clearly and effectively, to adopt a transparent and accountable leadership, can coordinate the task from a number of individuals, capable of generating positive feelings of a group and understands the feelings of others, can make decisions and support team members when necessary, willing to share views and suggestions, dare to make a new changes, and have a tendency to control their peers. Leadership characteristics also include self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations (NACGC_ National Association for Gifted Children 1990). In short, individuals who possess a positive affective characteristics are more likely to engage in behaviors associated to effective leadership. Thus, awareness of the strength of such features among GTS will not only build their self-confidence but could also be a catalyst in generating leadership potential.

However, previous studies showed that GTS faced issues that can hinder the leadership potential's development. Issues faced by GTS encompassed, low motivation, lack of confidence, low self esteem, emotional problems, high self-criticism, unable to identify own strengths, depressed due to high expectations, and often feeling bored during the learning process (Robinson 2006). Rosadah (2003) also found related issues among the GTS studied. Although her findings had shown that GTS leadership

potential is higher than the average achievers, but issues like low motivation, negative self-concept, failed to recognize own strength, emotional control problems, lack of critical and creative thinking skills, difficulty to adapt with new environment, and lack of communication skills, could impede the GTS to develop well. These issues could affect the existing leadership potentials among GTS. Thus, the teachers' role is to uncover the leadership potential by providing opportunities for students to explore the experience and at once develop their leadership. This can be done by creating a safe and conducive learning environment, to guide, stimulate, and sustain the students' interest to inculcate their leadership forte.

Duke (2011) explained that leadership qualities can be enhanced through awareness of personal leadership qualities or potential that they possess. It started from the awareness on the leadership skills, followed by exposure to the process of developing the skills through various activities. This is consistent with Karnes & Bean (1990) view, of which states that the process of developing leadership qualities should be continuous through a variety of exposure and experiences in co-curricular activities. They said efforts to build leadership qualities lies not in the position as a leader, but the experience of engaging in the planning process and implementing the planning, is the key to develop the leadership potential of students.

Apparently, the main challenge for educators and parents who have children and GTS is to identify the features or leadership potential. Next, to identify the best methods to encourage and nourish these qualities in GTS. Duke in his study had found five main personalities associated with traits of outstanding leaders among the GTS, which are social attitudes, cooperation or diplomacy, integrity, emotional stability, and intelligence. These findings have helped in defining leadership as a kind of natural talent (giftedness). Locke, Kirkpatrick, Wheeler, Schneider, Niles, Goldstein, Welsh, & Chah (1991) in the leadership model emphasize four key factors on effectiveness and success of a leader. They are motive / purpose, knowledge, vision, and competence to implement the vision. All these qualities act as catalysts for effective leadership.

Accordingly, this study will identify the characteristics of the relevant GTS leadership potentials at the PERMATApintar Gifted and Talented Centre UKM. Fourteen characteristic of leadership are studied, include; leadership efficacy, work relation skills, motivation to lead, influential competence, leadership behaviour, trustworthiness, collegiality, cohesion, self-esteem, spiritual/ethical commitment, emotional intelligence, self-monitoring, visionary, and transformational. This study will help to identify the leadership quality or potential within GTS. The finding will help initiate the effort to generate GTS leadership talent and produce successful future leaders. The study will also examine differences in leadership characteristics based on gender, race and the type of program attended.

1.3 RESEARCH OBJECTIVE

This study aims to identify the leadership characteristic within GTS. A GTS leadership profile will be developed to identify the characteristic among GTS. In addition, this study will also looked at the GTS leadership characteristic pattern based on gender, race and program. The objective of this study will be answer through the following research questions;

1.4 RESEARCH QUESTIONS

1. What is the overall profile of the Gifted and Talented Students' leadership characteristic at the PERMATApintar National Gifted Centre UKM?
2. What are the leadership characteristic among the Gifted and Talented Students at the PERMATApintar National Gifted Centre UKM based on gender, race, and program?

2.0 RESEARCH METHODOLOGY

2.1 Research Design

This study is a quantitative research that used a survey method to gather data on the leadership qualities among gifted and talented students at PERMATApintar Negara University Kebangsaan Malaysia. The samples responded to a set of questionnaires as the main instrument to collect the data. The data was analyzed using descriptive statistics to identify the percentage, means and standard deviation. The instrument was developed based on Leadership Self-Assessment Process Model (Pierce & Newstrom 2011) and were given a 5-point scale from Strongly Disagree to Strongly Agree.

2.2 Research Sampel

The questionnaires were distributed to the gifted and talented students at PERMATApintar Negara University Kebangsaan Malaysia. These students are participants of the High School Education Program (HSEP) and the Pre-University Program (PUP). A total of 171 students were randomly selected, to respond to the questionnaires. Of these, 93 (54.4%) are from the HSEP and 78 (45.6%) are from the PUP. 106 (62%) are females and 65 (38%) are male students. In terms of ethnic composition, 127 (74.3%) are Malays, 24 (14%) are Chinese, 8 (4.7%) are Indians, and 12 (7.0) are of other races (Punjab and Borneo).

2.3 Research Instrument

The instrument is a questionnaire consisted of fourteen (14) constructs that describe leadership characteristics studied. The constructs are leadership efficacy, work relation, motivation to lead, influence competency, leadership behavior, trustworthiness, collegiality, cohesive, self-esteem, spiritual ethics, emotional intelligence, self-monitoring, visionary, and transformational. This questionnaire contains seventy (70) items with each construct containing five items. Responses are based on five-point scale starting with 1-Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4-Agree, and 5-Strongly Agree. The constant correlation reliability of the instrument in the pilot study (n = 30) was α 0.863. Based on the high reliability, the instrument is suitable and reliable for obtaining unvarying scores from respondents.

Construct	Description
Leadership Efficacy	This characteristic exhibit an individual's ability to successfully influence results/ outcome of one's work. Individuals who have leadership efficacy have a strong internal belief that he/she can achieve success in the task he/she does. Leadership efficacy shows a strong internal belief that is associated with the level of confidence in terms of knowledge, skills and abilities to lead. (Sherer, Mad-dux, Mercandante, Dunn, Jacob, & Rogers 1992)
Work Relation	This trait shows that individuals have the ability to build a good working relationship with other individuals in achieving the same goal. Good working relationship is translated into active participation and effort shown in completing assignments collaboratively with other individuals. (Meyer, & Alen, 1997)
Leadership Motivation	Individuals with this trait is inclined to accomplish, ambitious, energetic, persistence, enterprising, internalised the traits of socialized power motive which include the power and influence to achieve expected goals and vision. They also demonstrate the ability to develop networks and alliances, to obtain cooperation from others, to resolve conflicts in a constructive manner, and to influence others by role modelling. (Chan & Drasgow. 2001)

Construct	Description
Influence Competence	These individuals influence others by using rational thinking to develop performance and satisfaction among followers. The goal is achieved through persuasive skills, exchange of ideas, demonstrating skills in favour of others (ingratiation), building consensus, inspire, and consultation. (Yukl & Falbe 1990)
Leadership Behavior	These individuals are involved in three different leadership behaviors, (1) supportive leadership - engages in making others feel valued and important, (2) leadership that emphasizes on goals - engages in stimulating willpower to achieve group goals or excellent performance, (3) supervision - to engage in behavior facilitate the achievement of goals through activities such as scheduling, coordinating, planning, and allocation of resources such as tools, materials, and technical knowledge. (Burke, Stagl, Klein, Goodwin, Salas & Halpin. 2006)
Trustworthiness	These individuals are trustworthy which reflect reliability, integrity, honesty, fairness and highly concerned the welfare of others (McAllister 1995)
Collegiality	These individuals have a sense of belonging in teamwork. They are supportive and cooperative in creating harmonious reconciliation in the team. (Matsumoto, Weissman, Preston, Brown, & Kupperbausch 1997)
Cohesion	These individuals demonstrate the ability to work closely with others. There is cohesion in working relationship which creates a comfortable working environment (Pearce 2004)
Self-esteem	These individuals have high self-esteem and are always positive about their working environment. (Pierce, Gardner, Cummings, & Dunham, 1998)
Spiritual Ethics	These individuals appreciate the high values of spiritual authority across time and life. The focus of these individual is to the attainment of universal harmony through ethical values and integrity, freedom and justice (Heerman 1995). This feature translates through honesty in understanding the goals, philosophy and vision the organization wants to achieve. They are committed to make contributions, interact easily and practice mutual trust. They are also open-minded, creative, committed to teamwork and partnership as well as honest in all interpersonal relationships. (Brown & Harrison 2005; Heerman 1995)
Emotional Intelligence	The ability to identify emotions, to access and generate emotions to assist thinking, to understand emotions and emotional knowledge, and can regulate emotions to promote emotional growth and intellectual development. (Tapia 2001)
Self-monitoring	Having the ability to read and to motivate in respond to social cues in adapting to the environment. These individuals are more likely to engage in behaviours that are seen by others as interesting and necessary to become a leader. That will make them more likely to emerge as leaders than their low self-monitoring peers (Dobbins, Long, Dedrick, & Clemons, 1999)
Visionary	Visionary leaders are always trying to move people toward a shared vision. They state clearly the direction towards what to achieve, but they do not specify how to achieve it. The motivated members will strive to achieve the prescribed direction. They will also openly share information, which leads to knowledge-sharing with their members or also others. Generally, this style has a strong effect on the environment or the working environment. (Goleman, Boyatzis & McKee 2010).

Construct	Description
Transformational	These individuals are concerned with production such as satisfaction, being committed, and excellent performance (Dumdum et al., 2002; Lowe et al., 1996). They attempt to influence the behaviour of his members through behavioral and personal characteristics. They are respectful, confident and enjoys motivating their members to improve the effectiveness of the group or organization. They are capable of changing attitudes, motivate, increase commitment and moral of members in encouraging them to put group first before personal interests. They always strive to understand and appreciate their members apart from looking for new approaches to overcome problems and meet challenges. Caring attitude and high humanity managed to They earn the trust and loyalty of their members through their caring attitude and humanity. (Pillai & Williams 2004)

2.4 Methods of Data Collection

Data was gathered by distributing the Leadership Instrument Questionnaires to the

samples in two session. For the Pre-University Program students data was gathered during

the Leadership course and for the High School Education Program Student, data was

gathered during the Character Building course (for the t). Each of the respondent was given

30 minutes to complete the questionnaire.

2.5 Data Analysis

Data was analyzed using Statistical Package for Social Sciences (SPSS) version 21. A descriptive statistics method (frequency, mean, and standard deviation) was applied to develop the leadership characteristic profile and index score was used to identify the core and critical competencies of leadership characteristic among gifted students.

3.0 RESEARCH FINDINGS

Analysis of the research finding is explained based on the research questions stated in the previous section. Description of this research showed in detail as follows.

3.1 First research question: What is the overall leadership profile of gifted and talented students at PERMATApintar National Gifted Centre UKM on overall?

The overall profile of gifted and talented student at PERMATApintar National Gifted Centre UKM is summarized in Table 1.0 as follows.

Table 1.0 shows that collegiality among the of gifted and talented student at PERMATApintar National Gifted Centre Universiti Kebangsaan Malaysia is high (mean =4.44 and SD = 0.47). This is followed by leadership behavior (mean = 4.29 and SD = 0.54), influence competency (mean = 4.27 and SD = 0.51), spiritual ethics (mean = 4.23 and SD = 0.48), work relations (mean = 4.17 and SD 0.48), transformational (mean = 4.11 dan SD = 0.49), cohesion (mean = 4.05 and SD = 0.52), trustworthiness (mean = 4.00 and SD = 0.57), emotional intelligence (mean = 3.98 and SD = 0.53), leadership motivation (mean = 3.93 and SD = 0.62), self-esteem (mean = 3.90 and SD = 0.59), leadership efficacy (mean = 3.86 and SD = 0.47), visionary (mean = 3.83 and SD = 0.51), and the lowest leadership characteristic among the gifted and talented student at PERMATApintar National Gifted Centre Universiti Kebangsaan Malaysia is self-monitoring (mean = 3.32 and SD = 0.45).

Overall, the leadership profile of these students is at a **high level** (mean = 4.02 and SD = 0.35). Diagram 1.0 below translates the leadership profile of gifted and talented student at PERMATApintar National Gifted Centre Universiti Kebangsaan Malaysia. It shows that collegiality is the highest and self-monitoring is lowest leadership characteristic among GTS at PERMATApintar National Gifted Centre Universiti Kebangsaan Malaysia.

Table 1.0 Leadership profile of gifted and talented student at PERMATApintar National Gifted Centre Universiti Kebangsaan Malaysia.

No	Leadership	Mean	Std Deviation	Interpretation
1	Leadership Efficacy	3.86	0.47	High
2	Work Relation	4.17	0.48	High
3	Leadership Motivation	3.93	0.62	High
4	Influence Competency	4.27	0.51	High
5	Leadership Behavior	4.29	0.54	High
6	Trustworthiness	4.00	0.57	High
7	Collegiality	4.44	0.47	High
8	Cohesion	4.05	0.52	High
9	Self-esteem	3.90	0.59	High
10	Spiritual Ethics	4.23	0.48	High
11	Emotional Intelligence	3.98	0.53	High
12	Self-monitoring	3.32	0.45	Average
13	Visionary	3.83	0.51	High
14	Transformational	4.11	0.49	High
	Overall	4.02	0.35	High



Diagram 1.0 Leadership profile of gifted and talented student at PERMATApintar National Gifted Centre Universiti Kebangsaan Malaysia.

3.2 Second Research Question: What is the leadership characteristic profile of Gifted and Talented Students' at the PERMATAPintar Centre in UKM based on gender, races, and program?

The following is the description of the leadership profile of gifted and talented student at PERMATApintar National Gifted Centre in Universiti Kebangsaan Malaysia based on demography such as gender, race, and groups as shown in the table 2.0 below.

Table 2.0 The Leadership Profile of Gifted and Talented Student at PERMATApintar National Gifted Centre UKM

Leadership Profile	Sex		Race				Group	
	M	F	M	C	I	O	Pre-U	HSch
Leadership Efficacy	3.77	3.91	3.82	4.00	3.90	3.92	3.77	3.76
	0.43	0.49	0.47	0.46	0.48	0.45	0.40	0.45
Work Relation	4.13	4.20	4.12	4.34	4.10	4.42	4.14	4.20
	0.49	0.47	0.46	0.36	0.82	0.51	0.42	0.52
Leadership Motivation	3.86	3.97	3.89	4.00	4.22	4.00	3.92	3.93
	0.63	0.60	0.65	0.34	0.42	0.79	0.55	0.67
Influence Competence	4.19	4.31	4.22	4.34	4.57	4.33	4.26	4.27
	0.48	0.52	0.51	0.48	0.52	0.48	0.45	0.55
Leadership Behavior	4.25	4.31	4.28	4.38	4.12	4.33	4.35	4.24
	0.52	0.55	0.57	0.41	0.54	0.48	0.49	0.58

Trustworthiness	3.99 0.59	4.01 0.55	4.00 0.57	4.02 0.49	3.95 0.46	4.05 0.74	4.01 0.55	4.00 0.58
Collegiality	4.40 0.47	4.46 0.47	4.43 0.48	4.42 0.45	4.42 0.49	4.52 0.50	4.39 0.45	4.47 0.49
Cohesion	4.07 0.53	4.04 0.52	4.08 0.53	3.97 0.53	3.67 0.21	4.12 0.51	3.97 0.47	4.12 0.56
Self-Esteem	3.86 0.65	3.92 0.55	3.88 0.61	3.99 0.35	3.80 0.56	4.07 0.72	3.89 0.49	3.91 0.66
Spiritual Ethics	4.17 0.53	4.26 0.45	4.20 0.47	4.34 0.43	4.05 0.47	4.33 0.68	4.23 0.44	4.23 0.51
Emotional Intelligence	3.92 0.50	4.01 0.55	3.95 0.54	4.02 0.38	3.87 0.67	4.27 0.50	3.94 0.53	4.01 0.53
Self-monitoring	3.24 .44	3.37 0.45	3.33 .46	3.27 0.38	3.27 .53	3.23 0.45	3.44 0.44	3.22 0.44
Visionary	3.84 .51	3.83 .51	3.83 .51	3.77 .38	3.67 .45	4.07 0.72	3.80 0.48	3.86 0.53
Transformational	4.20 .45	4.06 .51	4.08 .49	4.26 .49	3.97 .53	4.20 0.43	4.11 0.50	4.11 0.48

Pre-U : Pre University Gifted Program
HSc: High School Gifted Program

Table 2.0 shows the distribution of the mean and standard deviation of the leadership characteristics (Leadership Efficacy, Work Relation, Leadership Motivation, Influence Competency, Leadership Behavior, Trustworthiness, Collegiality, Cohesion, Self-esteem, Spiritual Ethics, Emotional Intelligence, Self Monitoring, Visionary and Transformational) of gifted and talented students at the PERMATApintar Gifted Centre UKM by gender, race and group.

Table 2.0 shows the female **Leadership Efficacy mean** (mean = 3.78, sp = .42) is higher than the male (mean = 3.73, Sp = .44). Meanwhile, the Chinese students (mean = 3.78, sp =.55) have higher Mean than the Malay students (min = 3.77 dan sp = 44), Indian students (mean = 3.70 dan sp = .43) and others (mean = 3.68 dan sp = .44) . The Pre-University students (mean = 3.77, SD = .40) achieved a higher mean in leadership efficacy than the high school students (mean = 3.76, SD = .45).

The female **Work Relation mean** (mean = 4:20, SD = .47) is higher than the male (mean = 4:13, Sp = .49). Students of other races (mean = 4:42, SD = .51) recorded higher mean than the Chinese students (mean = 4:34 and SD = .36), Malay students (mean = 4:12 and is sp = .46) and Indians students (mean = 4:10 and SD = .82). The High School students (mean = 4:20, SD = .52) achieved a higher work relation mean than the Pre-University students (mean = 4:14, SD = .42). Next, the female **Leadership Motivation mean**(mean = 3.97, SD = .60) is higher than the male (mean = 3.86, Sp = .63). The Indian students (mean = 4.22, the SD = .42) recorded higher mean than Chinese students (mean = 4.00 and SD = .34), students of other races (mean = 4.00 and SD = .79) and the Malays (mean = 3.89 and SD = .65). The Pre-University students (mean = 3.93, SD = .67) recorded a higher Leadership Motivation than the High School students (mean = 3.92, SD = .55).

The female **Influence Competency mean** (mean = 4.31, SD = .52) is higher than male (mean = 4.19 Sp = .48). While Indian students (mean = 4:57, SD = .52) recorded a higher mean than the Chinese students (mean = 4:34 and SD = .48), students of other races (mean = 4:33 and SD = .48) and the Malays (mean = 4:22 and SD = .51). The High School students (mean = 4:27, SD = .55) recorded a higher influence efficacy mean than the Pre-University students (mean = 4:26, SD = .45).Next, the female **Leadership Behavior mean** (mean = 4.31, SD = .55) is higher than male students (mean = 4.25 SD = .52). Meanwhile, the Chinese students (mean = 4.38 SD = .41) recorded a higher mean than students of other races (mean = 4:33 and SD = .48), Malay students (mean = 4:28 and SD = .57) and the Indians (mean = 4.12 and is sp = .54). The Pre-University students (mean = 4.35, SD = .49) recorded a higher Leadership Style mean than the High School students (mean = 4.24, SD = .58).

The female **Trustworthiness mean** (mean = 4:01, SD = .55) is higher than the male (mean = 3.99, SD = .59). Students of other races (mean = 4.05, SD = .74) recorded a higher mean than the Chinese students (mean = 4.02 and SD = .49), Malay students (mean = 4.00 and SD = .57) and the Indians students (mean = 3.95 and SD = .46). The Pre-University students (mean = 4:01, SD = .55) recorded a higher Trustworthiness mean than the High School students (mean = 4.00, SD = .58). Next, the female **Collegiality mean** (mean = 4:46, SD = .47) is higher than male (mean = 4:40, Sp = .47). While students of other races (mean = 4:52, SD = .50) recorded higher mean than the Malay students (mean = 4:43 and SD = .48), Chinese students (mean = 4:42 and SD = .45) and Indian students (mean = 4:42 and SD = .49). The High School students (mean = 4:47, SD = .49) recorded a higher Collegiality mean than the Pre-University students (mean = 4:39, SD = .45).

The male **Cohesion mean** (mean = 4:07, SD = .53) is higher than female students (mean = 4:04, SD = .52). Meanwhile students of other races (mean = 4:12, SD = .51) recorded a higher mean than the Malay students (mean = 4:08 and SD = .53), Chinese students (mean = 3.97 and SD = .53) and the Indians (mean = 4.67 and SD = .21). The High School students (mean = 4:12, SD = .56) recorded a higher Cohesion mean of the Pre-University students (mean = 3.97, SD = .47).Next, the female **Self-esteem mean** (mean = 3.92, SD = .55) is higher than male students (mean = 3.86, SD = .65). Meanwhile students of other races (mean = 4:07, SD = .72) recorded higher mean than the Chinese students (mean = 3.99 and SD = .35), Malay students (mean = 3.88 and SD = .61) and the Indians (mean = 3.80 and SD = .56). The High School students (mean = 3.91, SD = .66) recorded a higher self-esteem mean than the Pre-University students (mean = 3.89, SD = .49).

The female **Spiritual Ethics mean** (mean = 4:26, SD = .45) is higher than male students (mean = 4:17, SD = .53). Meanwhile the Chinese students mean (mean = 4:34, SD = .43) is recorded higher than students of other races (mean = 4:33 and SD = .68), Malay students (mean = of 4.20 and SD = .47) and the Indians (mean = 4:05 and SD = .47). The Pre-University students (mean = 4:23, SD = .44) recorded a similar **Spiritual Ethics mean** with the High School students (mean = 4:23, SD = .51). Next, the female **Emotional Intelligence mean** (mean = 4:01, SD = .55) is higher than male students (mean = 3.92, SD = .50). Meanwhile students of other races (mean = 4:27, SD = .50) recorded a higher mean than Chinese students (mean = 4:02 and SD = .38), Malay students (mean = 3.95 and SD = .54) and the Indians (mean = 3.87 and SD = .67). The High School students (mean = 4:01, SD = .53) recorded a higher emotional intelligence mean than the Pre-University students (mean = 3.94, SD = .53).

The female **Self-monitoring mean** (3.37, SD = .45) is higher than the male students (mean = 3.24, SD = .44). Meanwhile students of other races (mean = 3:55, SD = .53) recorded a higher mean than the Indian students (mean = 3:55 and SD = .53), Malay students (mean = 3.33 and SD = .46) and students Chinese (mean = 3:27 and SD = .38). The Pre-University students (mean = 3:44, SD = 44) recorded a higher self-monitoring mean than the High School students (mean = 3.22 SD = .44). Next, the male **Visionary mean** students (mean = 3.84, SD = .51) is higher than female students (mean = 3.83, SD = .51). Meanwhile students of other races (mean = 4:07, SD = .72) recorded a higher mean than Malay students (mean = 3.83 and SD = .51), Chinese students (mean = 3.77 and SD = .38) and the Indians (mean = 3.67 and SD = .45). The High School students (mean = 3.86, SD = .53) recorded a higher Visionary mean than the Pre-University students (mean = 3.80, SD = .48).

The male students **Transformation mean** (4.20, SD = .45) is higher than the female students (mean = 4.06, SD = .51). Meanwhile the Chinese students (mean = 4.26, SD = .49) recorded a higher mean than students of other races (mean = 4.20 and SD

= .43), Malay students (mean = 4.08 and SD = .49) and Indians (mean = 3.97 and SD = .53). The Pre-University students (mean = 4.11, and SD = .50) recorded a similar transformation mean than the High School students (mean = 4.11, and SD = .48).

4.0 DISCUSSION

In general, the study above has shown that Pintar dan Berbakat students from the Negara University Kebangsaan Malaysia possess a high leadership qualities. From the fourteen (14) characteristics researched, thirteen (13) of which have obtained an average high score (3.8 until 4.44) and only one (1) characteristic has scored averagely. These findings are parallel with Addison's (1985) perspective which read that leadership is a determined potential field which defines both gifted and talented students. Characteristics that stand out in PPB are leadership behaviour, influence, spiritual appreciation ethics, work relations, transformation and unity. These characteristics are indications of strong leadership, which is deeply embedded within PPB. The affirmation of the potential shown here is to shed some light to PPB about the roles of their leadership in the fields, which are to be chosen. The ability to recognise one's own potential to both flourish and mould the talent of leadership which is capable of influencing individuals and groups of people to achieve a designated objective. These opinions are in line with the perspective of (Roberts 2013) which had indicated that the characteristics of leadership is a mandatory for PPB as they are role models to students and its environment.

The results of this study shows that PPB demonstrate high levels of collegiality or togetherness and acceptance within a team. They have demonstrated that maintaining friendly ties with interest shown towards answering consensus is capable of producing a cohesive, harmonious and co-operative environment. Harmony in relationships was reflected in the attitude of love to cherish, support and to make friends or team members feel important. The determination they have to stimulate the spirit and persistence of other members to achieve the desired objective, alongside effective supervision of assigned duties have made them ethical at work. This is coupled with honesty and appreciation to the characteristics of integrity, which drives and spurs their commitment to contribute without feeling tiresome. Honesty in appreciation the towering personal characteristics, combined with humanitarism and the competence on producing strategic result makes them performing individuals. Thus, they are categorised as those who possess transformational characteristics, who are capable of influencing the thought and attitude of the team members to place team importance above one's self.

The success of entrusting the members, gives them members' loyalty to work despite being in difficult situations, concurrently transforming the members to become prestigious and outstanding team members. The above mentioned leadership characteristics are equal to the effective leadership by Adison (1985) which is a relationship-orientated leader, duty orientated, active and reflective leadership. The strength possessed by PPB in this study is parallel to the attributes of a leader who is known as nobelist mindset; a leader in which possesses or demonstrates strong character and who's also a noble spirit; such as bravery, compassion, or respect amongst others with the spiritual appreciation. These characteristics make them persistent in facing doubt and difficulty, able to observe the relationships in between ideas which are not seen or judged by others, and possessing a high level of creativity.

Apart from that, the result of the study indicates that there are three types of leadership which scored average high; such as, motivation to lead, leadership efficacy, visionary, and the lowest scoring is self-monitoring. The study shows that the faith to lead among PPB was not strong and it needs to be developed.

They also lack of clarity to which direction they wish to achieve. The lacking of confidence that bars them is due to the low sense self-monitoring. They are still lack of interest to reflect on the inner selves or to read the social language to adapt to the environment. The absence of "the mindset to lead" makes them less attentive and motivated to involve with positive attitude that can be seen by the public as characteristics of being a leader. Therefore, they need to be aware about their leadership responsibility and accountability, starting from the early stage of enrolment to the education program and throughout the Gifted Program.

Implication of the findings is towards the character development program. The two pronged program which involves character identification activities or leadership talent and leadership enrichment program, need to be carried out in multiple instances. The integration of leadership skills in subjects such as social studies or co-curriculum activities and the infusion of trait/leadership skills across the curriculum, need to be integrated into the PPB education program. The process of moulding leadership characters needs to be balance with the involvement of both male and female students across all races. However, the role of a male requires more assertiveness particularly in the involvement of becoming a team leader. This was based on the study that shows female students overcome male students in all aspects of leadership. Apart from that, the 'one student, one prominent leader figure' concept, needs to be centralised as an effort for character building within Gifted and Talented students.

5.0 CONCLUSION

Results of this study shows that the Gifted and Talented student possesses strength and weaknesses based on the leadership aspects which were studied. The strengths they possess need to be recognised and strengthened, whereas for the areas lacking, improvisation and improvement is required. Improvement and intervention efforts need to be implemented in a well planned education Programs at PERMATApintar. All educational programs, in particular the programs which mould a student's character and identity requires focus on the planning of activities towards the moulding of a leader's character. Planned activities should be capable of bringing out the talent of leadership, providing opportunity to gain experience in assuming responsibility of leadership individually, or in a group, with extended involvement of leadership in multiple levels; school, district, state, national, or internationally. A unified leadership model needs to be formed to fulfil both short and long termed leadership development for PPB. The model unified leadership program must consist the knowledge, skills, competencies, along with the development of attitude and characteristics of a leader. Implementation of the program requires involvement of application of theory in the practice, where students can use their knowledge and skills acquired through real life experience of being a leader in the form of activity or a planned program. In fact, they should also be exposed to working together with prominent leader figures in accordance to the field of leadership which is chosen. This helps them boost the self-confidence and encourages the traits of leadership in future.

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