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EMOTIONAL INTELLIGENCE OF IKBN YOUTH
AND THE RELATIONSHIP WITH
PERSONALITY ATTRIBUTES

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THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS TO OBTAIN THE
DEGREE OF DOCTOR OF PHILOSOPHY (EDUCATION PSYCHOLOGY)

FACULTY OF EDUCATION AND HUMAN DEVELOPMENT
SULTAN IDRIS EDUCATION UNIVERSITY

2015



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ABSTRACT

Emotional intelligence (EI) is an ability that should be possessed by youth of the National Youth Skill Training Institute (IKBN). IKBN youth need EI to be successful in technical skills training environment and competent to be employed. The objective of this study was to evaluate the EI and personality of IKBN youths and to identify the relationship between EI and personality attributes. The sample for this study consisted of 1415 IKBN youths from 20 IKBN institutes throughout Malaysia, which were divided into two categories; IKBN with and without Centre of Excellence status. This study used the survey method utilizing two instruments; the Malaysian Youth Emotional Intelligence Scale (MYEIS) and the Big Five Inventory (BFI). The reliability of EI was found to be 0.87 and the reliability of personality attributes was in the range of 0.88 to 0.92. The analysis showed EI of IKBN youth in both categories were high. The study also found significant relationships between EI and personality attributes among the youth of the both categories of IKBN. In IKBN without Centre of Excellence status, the correlation between EI and extraversion, EI and agreeableness and EI and conscientiousness was moderate. The correlation between EI and openness to experience was low and there was a little correlation between EI and neuroticism. While, in IKBN with Centre of Excellence status, the correlation between EI and extraversion, EI and agreeableness, EI and conscientiousness and EI and openness to experience was moderate. Correlation between EI and neuroticism was very little. The findings showed new discoveries among youth that are utilization of emotion, happiness, optimism, and handling relationships. These are new findings that could be investigated in the future research in this area.



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KECERDASAN EMOSI DALAM KALANGAN BELIA IKBN DAN HUBUNGAN DENGAN ATRIBUT PERSONALITI






ABSTRAK

Kecerdasan Emosi (*EI*) merupakan satu kebolehan yang harus dimiliki oleh setiap belia Institut Kemahiran Belia Negara (IKBN). Belia IKBN memerlukan *EI* untuk berjaya dalam persekitaran latihan kemahiran teknikal dan berkompeten dalam mendapatkan perkerjaan. Objektif kajian ini adalah untuk menilai *EI* dan personaliti belia IKBN dan mengenal pasti hubungan di antara *EI* dengan atribut personaliti. Sampel kajian terdiri daripada 1415 orang belia IKBN dari 20 buah IKBN di seluruh Malaysia yang dibahagikan kepada dua kategori; IKBN dengan dan tanpa status Pusat Kecemerlangan. Kajian ini menggunakan kaedah penyelidikan secara tinjauan, dengan menggunakan dua instrumen *Malaysian Youth Emotional Intelligence Scale (MYEIS)* dan *Big Five Inventory (BFI)*. Nilai kebolehpercayaan bagi *EI* ialah 0.87 dan nilai kebolehpercayaan bagi atribut personaliti pula ialah di antara 0.88 dan 0.92. Analisis menunjukkan *EI* dalam kalangan belia di kedua-dua kategori IKBN adalah tinggi. Kajian juga menunjukkan hubungan yang signifikan antara *EI* dan atribut personaliti dalam kalangan belia kedua-dua kategori IKBN. Di IKBN tanpa status Pusat Kecemerlangan, korelasi antara *EI* dan *extraversion*, *EI* dan *agreeableness* dan *EI* dan *conscientiousness* adalah sederhana. Korelasi antara *EI* dan *openness to experience* adalah rendah dan terdapat sedikit korelasi antara *EI* dan *neuroticism*. Manakala, di IKBN berstatus Pusat Kecemerlangan, korelasi antara *EI* dan *extraversion*, *EI* dan *agreeableness*, *EI* dan *conscientiousness* dan *EI* dan *openness to experience* adalah sederhana. Korelasi antara *EI* dan *neuroticism* adalah terlalu sedikit. Dapatan kajian menunjukkan bahawa penggunaan emosi, kebahagiaan, keyakinan dan pengendalian hubungan adalah penemuan baru dalam kalangan belia IKBN. Dapatan kajian ini adalah sesuatu yang baharu dan membuka peluang bagi penyelidikan lanjut dalam bidang kajian yang berkaitan ini.













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**LIST OF ABBREVIATIONS**

AYC	Asian Youth Council
BFI	Big Five Inventory
CAYC	Committee of ASEAN Youth Co-operation
DOS	Department of Statistics
ECI	Emotional Competency Intelligence
EI	Emotional Intelligence
EQ-i	Emotional Quotient Inventory
ESCI	Emotional and Social Competency Inventory
ESCI-U	Emotional and Social Competency Inventory-University Edition
ESI	Emotional and Social Inventory
FFM	Five-Factor Model
GDI	Gross Domestic Income
GDP	Gross Domestic Product
IKBN	National Youth Skill Training Institute
IQ	Intelligent Quotient
MEIS	Multifactor Emotional Intelligence Scale
MOHE	Ministry of Higher Education
MOYS	Ministry of Youth and Sports
MSCEIT	Mayer, Salovey and Caruso Emotional Intelligence Test
MYC	Malaysian Youth Council
MYEIS	Malaysian Youth Emotional Intelligence Scale
NGO	Non-Governmental Organization



NOSS	National Occupational Skills Standard
NYCC	National Youth Consultative Council
SKM	Malaysian Skill Certificate
SSEIT	Schutte Self-Report Emotional Intelligence Test
TEIQue	Trait Emotional Intelligence Questionnaire
TVET	Technical and Vocational Education and Training
UKM	National University of Malaysia
UN	United Nations
UNESCAP	United Nations Economic and Social Commission for Asia and Pacific
WAY	World Assembly of Youth

CHAPTER 1

INTRODUCTION

1.1 Introduction

Preamble

To establish a holistic and harmonious Malaysian youth force imbued with strong spiritual and moral values, who are responsible, independent and patriotic; thus, serving as a stimulus to the development and prosperity of the nation in consonance with Vision 2020. (Ministry of Youth and Sports, 2007, p. 9)

The National Youth Development Policy: 1997

Building a society of youth that are united, disciplined, high in morality and progressive in economic and social areas and healthy and proactive towards achieving the nation's unity. (Ministry of Youth and Sports, 2008, p. 5)

Ministry of Youth and Sports Objective

From the message, it shows that the youth are the nation's pillar who the government depends on. The youth are very much needed quite remarkably to stand beside and support the leaders to achieve the nation's dreams and aspirations. The concern has changed the government's view on youth from just a contributor to Gross Domestic Product/Gross Domestic Income (GDP/GDI) now, as a human capital or assets of the country. The importance of managing the youth has become a priority in Malaysia. In the quest to attain the status of a developed nation and world class standards, a culture of healthy characters needs to be ingrained at all levels of the youth. The government's recent efforts to closely monitor the performances of youth in all areas such as schools, universities or colleges and workplaces constantly, is a step in the right direction to move the youth against international benchmarks to build their accountability. It is essential that the youth adopt a strong Emotional Intelligence (EI) in order to achieve the aim of Malaysia's vision. A high EI youth would be generalist, realist and lead a balanced life. Hence, the concern is the personality attributes and the amount of intelligence that they have to put into their thinking and emotions while facing the surroundings or external environment.

Developing intelligence quotient (IQ) is not an issue in Malaysia as our educational system and government's youth development programmes is geared towards knowledge acquisition. This process is happening from kindergarten to the level of university. Developing youth in fulfilling national aspirations and to develop youth into wholesome, responsible and caring citizens, just IQ is not sufficient. EI is crucial, as EI is an ability to relate with others with interpersonal skills as the core competency. In other words, EI is 'the ability to get ordinary people to perform extraordinary work'. The contribution of the youth towards Malaysian agendas, which is not just focused on economic enhancement, but, also developing a united

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nation with a confident, ethical and well equipped youth who can be competitive to meet the global demand, will not be achievable with the lacking of EI.

It corresponds very well with Vision 2020, wherein the former Prime Minister Tun Dr. Mahathir Mohamed had outlined his vision for a fully developed nation to be accomplished by 2020. Tun Dr. Mahathir emphasised that Malaysia must fully develop in terms of national unity and social solidity. Tun Dr. Mahathir Mohamed (1991) stated that “While we appreciate that it seeks to have economic development as an objective, its noble and much more difficult mission is to develop a united nation, with a confident Malaysian society, infused by strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive and prosperous, and in full procession of an economy that is competitive, dynamic, robust and resilient”. In other words, Tun Dr. Mahathir wants to see Malaysia that should not only develop in the economy sense but as a nation that prosperous politically, socially, culturally and psychologically. Vision 2020’s great success, however does not lie mainly in the growth of figures, rather the real success is the quality of humanity, which includes quality of life, social wellbeing, national pride and the ability to work together towards the government’s common goals.

Vision 2020 is extended, strengthened and given new impetus with the introduction of the 1Malaysia concept, introduced by the YAB Datuk Seri Najib Tun Razak, upon taking office as sixth Prime Minister of Malaysia in April 2009. The 1Malaysia concept is a formula that gives a new nuance to the effort to reassert the stability and survival as a nation ‘*negara-bangsa*’, which is stable and full prosperous. Therefore, in order to work towards the realization of Vision 2020

and the 1Malaysia concept, well equipped with IQ is not sufficient, whereas EI should be given priority. Malaysia needs youth who not only know what EI is but youth who understand the concept of EI and practice it widely. Hence, to produce a valuable youth to face the competitive edge, Malaysian government has issued an education plan in order to face the weakness in the current education system, which has included EI and personality building as one of the competence that the youth should possess to enhance their capacity and leadership (Ministry of Education, 2012).

While EI is a new era in upgrading the life of youth, it is also providing an area of significant importance. People on the high EI are more likely to be successful in life because it can improve the performance both in personal and career compared to the less emotionally intelligent people (Goleman, 1998a). Goleman pointed out that people with high EI are likely to provide their environment with unique contributions and at the same time, the people with low EI contribute problems to the society. Since the awareness on the importance of EI to enhance life especially among the youth is needed and the same time personality attributes are determine factor (Zawiah, personal communication, February 27, 2014), thus that serves as a good index for investigation.

Youth who rise to the top of their field must not just be good at their job but must be resilient and optimistic to be successful in life. In other words, it takes more than the traditional cognitive intelligence to be in the journey to success. An emerging school of behavioural thought claimed that it also takes EI and identification of personality attributes to restraint negative feelings and focus a positive one such as confidence and congeniality. It becomes increasingly

clear that youth generation is our greatest assets and the economic future relies more and more on the quality of this generation. The challenge for youth is now to empower a new generation of youth with the mind-sets, skills and tools that will help them to improve their life and continuously contribute positively to the country. This is in line with government's objective to enable the youth generation to achieve world status.

1.2 Background of the Study

The youth management and development organization in the country have played a very significant and supportive role in the development of youth. Its strong foundations, objectives and strategies have enabled the youth to acquire a strong life development in educations and lifestyle that has earned the respects from other countries around the world especially among developing countries. The youth is a heavy component of our national economy. Youth remain the largest population of the country. They are the largest human capital and service provider of the country ranging from the public sector to the private sector throughout the country. Prime Minister Datuk Seri Mohammed Najib Bin Tun Haji Abdul Razak, in his speech on the 10th Malaysia Plan on 10th June 2010 at Dewan Rakyat stressed that the population of the youth has grown from 11.1 million in 2005 to 11.6 million in 2009 and they are 41.5% of the population of Malaysia (Prime Minister Department, 2010).

The Malaysian Government has demonstrated its continuous commitment to youth through an increase in funds for youth development. The allocated budget for youth programs

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rose from RM1.05 billion under the 6th Malaysia Plan to RM5.46 billion under the 9th Malaysia Plan (Economic Planning Unit, 2010).

1.2.1 Malaysian Youth Agencies

The allocated funds are channelled to three official authorities of youth development in Malaysia; the National Youth Consultative Council (NYCC), The Ministry of Youth and Sports (MOYS) and Malaysian Youth Council (MYC).

a) National Youth Consultative Council (NYCC)

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The National Youth Consultative Council (NYCC) formed in 1972, is the principal body responsible for youth policy formulation in Malaysia. NYCC is chaired by the Minister of Youth and Sports (MOYS). The member of this council consists of youth experts from MOYS, members of Malaysian Youth Council (MYC)'s Executive Members and representative from federal government agencies including the Ministry of Education, the Ministry of Health, the Ministry of Human Resources, the Ministry of Entrepreneur Development, the Ministry of Information, the Ministry of Agriculture, the Ministry of Culture, Arts and Tourism, the Ministry of Rural Development, the Ministry of National Unity and Social Development, and the Department of Islamic Development.

The objectives of the NYCC are as follows:

- To monitor the implementation of the National Youth Policy
- To advise the Minister of Youth and Sports in formulating policies on issues related to youth development
- To act as a consultative and advisory body for youth organizations and the State Youth Consultative Councils
- To coordinate the planning and activities of all youth organizations and State Youth Consultative Councils.

The NYCC convenes twice a year to discuss the reports which submitted by the participating members as well as other topics of interest.

b) Ministry of Youth and Sports

The Ministry of Youth and Sports (MOYS), formerly known as The Ministry of Culture, Youth and Sports was established in 1964. The Ministry's main function is to contribute to the development of youth policy through its position as chair of the NYCC and to serve as the policy's key implementation body.

The MOYS is directed by three members of Parliament; a Minister and two Deputy Ministers. The Ministry has a Secretary General, two Deputy Secretary Generals and officers of the administration and the diplomatic corps. The Youth Division of MOYS consists of the skill training institutions known as the National Youth Skill Training Institute (IKBN), Youth Economic Development Department, Youth NGO Development Department and Rakan Muda