

EMOTIONAL INTELLIGENCE OF IKBN YOUTH
AND THE RELATIONSHIP WITH
PERSONALITY ATTRIBUTES

HARI KRISHNAN ANDI

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



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

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.



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

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 berkompeteren 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 kebolehppercayaan bagi *EI* ialah 0.87 dan nilai kebolehppercayaan 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.



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

TABLE OF CONTENTS

	Page
DECLARATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
ABSTRAK	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xiv
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii
 CHAPTER 1 INTRODUCTION	
1.1 Introduction	1
1.2 Background of the Study	5
1.2.1 Malaysian Youth Agencies	6
1.2.2 Malaysian Government Policies	9
1.2.3 National Youth Skill Training Institute (IKBN) and Emotional Intelligence	14
1.3 Statement of Problem	20

 05-4506832	 pustaka.upsi.edu.my	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi
1.4	Research Objectives			26
1.5	Research Questions			29
1.6	Research Hypothesis			31
1.7	Conceptual Framework			33
1.8	Significance of the Study			40
1.9	Limitations of the Study			42
1.10	Operational Definitions of Terms			43
1.11	Summary			48

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction			49
 05-4506832	 Appraisal Theory	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi 50
2.3	National Youth Skill Training Institute (IKBN)			53
	2.3.1 Centre of Excellence			60
2.4	Background and History of Emotional Intelligence			63
	2.4.1 Conceptualisations of Emotional Intelligence			71
	2.4.1.1 Salovey and Mayer's Model of Emotional Intelligence			72
	2.4.1.2 Goleman's Model of Emotional Intelligence			77
	2.4.1.3 Bar-On's Model of Emotional Intelligence			85
	2.4.2 Measuring Emotional Intelligence			87

2.4.2.1 Bar-On Emotional Intelligence

Quotient (EQ-i) 89

2.4.2.2 Emotional and Social Competency

Inventory (ESCI) 90

2.4.2.3 Mayer, Salovey and Caruso Emotional

Intelligence Test (MSCEIT) 91

2.4.2.4 The Schutte Self-Report Emotional

Intelligence Test (SSEIT) 93

2.4.2.5 The Trait Emotional Intelligence

Questionnaire (TEIQue) 94

2.4.3 Critical Review of Emotional Intelligence 95

2.4.4 The Importance of Emotional Intelligence 98

2.5 Overview of Personality 103

2.5.1 Trait Theory 107

2.5.1.1 Allport's Theory of Traits 109

2.5.1.2 Cattell's 16 Personality Factor
Model (16PF) 113

2.5.1.3 Eysenck's PEN Model 116

2.5.2 The Five Factor Model or Big Five 120

2.6 Youth of Malaysia 126

2.6.2 Youth Development 128

2.6.2.1 Youth Development Competencies 131

2.6.2.2 Emotional Intelligence Competence 133

 05-4506832	 pustaka.upsi.edu.my	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi
2.7	Youth and Emotional Intelligence			136
	2.7.1 Emotional Intelligence and Gender			138
	2.7.2 Emotional Intelligence and Work			140
2.8	Emotional Intelligence and Personality			142
2.9	Youth and Personality			149
2.10	Summary			153

CHAPTER 3 RESEARCH METHODOLOGY

 05-4506832	 pustaka.upsi.edu.my	 Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah	 PustakaTBainun	 ptbupsi
3.1	Introduction			155
3.2	Research Design			156
3.3	Population and Sample, Sampling Process			158
	3.3.1 Population and Sample			158
	3.3.2 Sampling Process			163
3.4	Instruments			164
	3.4.1 Malaysian Youth Emotional Intelligence Scale (MYEIS)			165
	3.4.1.1 The Adaptation of MYEIS			166
	3.4.2 Big Five Inventory (BFI)			169
3.5	Pilot Study			171
3.6	Validity of the Research Instruments			173
	3.6.1 Internal Validity			173
	3.6.2 External Validity			174
3.7	Reliability of the Research Instruments			174

 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	3.8 Exploratory Factor Analysis 177 3.9 Procedure for Data Collection 186 3.10 Questionnaires Score Calculation Procedure 187 3.11 Plan of Data Analysis 188 3.12 Summary 190
---	---

CHAPTER 4 ANALYSIS AND FINDINGS

 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	4.1 Introduction 191 4.2 Normality Assessment 192 4.3 Respondent's Profile 193 4.4 Descriptive Statistics 194 4.5 Research Hypothesis Testing 198 4.5.1 EI Differences of IKBN Youth in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status 198 4.5.2 EI Dimensions Differences of IKBN youth in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status 199 4.5.3 EI Differences in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status based on Gender 202 4.5.4 EI Dimensions Differences in IKBN without
---	--

Centre of Excellence Status and IKBN with

Centre of Excellence Status based on Gender 204

4.5.5 Personality Attributes Differences of IKBN
Youth in IKBN without Centre of Excellence
Status and IKBN with Centre of Excellence
Status 207

4.5.6 Personality Attributes Facets Differences of
IKBN Youth in IKBN without Centre of
Excellence Status and IKBN with Centre
of Excellence Status 210

4.5.7 Personality Attributes Differences in IKBN
without Centre of Excellence Status and
IKBN with Centre of Excellence Status based

on Gender 212

4.5.8 Facets of Personality Attributes Differences in
IKBN without Centre of Excellence Status and
IKBN with Centre of Excellence Status based
on Gender 215

4.5.9 Relationship between EI and Personality
Attributes of IKBN Youth in IKBN without
Centre of Excellence Status and IKBN with
Centre of Excellence Status 218

4.5.10 Relationship between Dimensions of EI and

Personality Attributes of IKBN Youth in IKBN

without Centre of Excellence Status and IKBN

with Centre of Excellence Status 220

4.5.11 Predictor of EI of IKBN Youth in IKBN without

Centre of Excellence Status and IKBN

with Centre of Excellence Status 223

4.5.12 Predictor of EI Dimensions of IKBN Youth in

IKBN without Centre of Excellence Status and

IKBN with Centre of Excellence Status 228

4.5.13 Relationship between EI and Facets of

Personality Attributes of IKBN Youth in

IKBN without Centre of Excellence Status

and IKBN with Centre of Excellence Status 233

4.5.14 Relationship between Dimensions of EI and

Facets of Personality Attributes of IKBN Youth

in IKBN without Centre of Excellence Status

and IKBN with Centre of Excellence Status 236

4.6 Analysis Summary 239

4.7 Summary 240

CHAPTER 5 DISCUSSIONS AND CONCLUSION

5.1 Introduction 242

5.2 Research Summary 243

	 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	
5.3	Findings and Discussions	246
5.3.1	EI Profile of IKBN Youth	246
5.3.2	Personality Attributes of IKBN Youth	261
5.3.3	Relationship between EI and Personality Attributes among IKBN Youth	271
5.4	Implications of the Study	277
5.5	Recommendations for Future Research	281
5.6	Conclusion	282
	REFERENCES	283

APPENDIX

	 05-4506832  pustaka.upsi.edu.my  Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah  PustakaTBainun  ptbupsi	
	Appendix A: SPSS Output	
	Appendix B: Survey Booklet	
	Appendix C: Approval Letter from Ministry of Youth and Sports	
	Appendix D: Email Interview with Skill Development Division Ministry of Youth and Sports	

**LIST OF TABLES**

Table	Page
3.1 Population of the Study	159
3.2 Population and Sample of the Study	161
3.3 Summary of Population and Sample of the Study	162
3.4 Item Specification of MYEIS	166
3.5 Item Specification of BFI	171
3.6 A Rule of Thumb to Interpret Cronbach's Alpha	176
3.7 Results of Reliability Analysis	176
3.8 Goodness-of-Fit Model for EFA	178
3.9 KMO and Bartlett's Test Results	179
3.10 Total Variance Explained	180
3.11 Rotated Component Matrix, Variance Rotation Method and Communalities Values of EI Variable	183
3.12 Questionnaires Scores Calculation	188
3.13 Rules of thumb for interpreting the size of a correlation coefficient	190
4.1 Number of Respondents	194
4.2 Gender Distribution of the Respondents	194
4.3 Descriptive Statistics for EI and EI Dimensions	195
4.4 Descriptive Statistics for Personality Attributes and Facets	197
4.5 Independent Samples Kruskal-Wallis test for EI in nCoE and CoE	198
4.6 Multivariate Tests on EI and Category of IKBN	200
4.7 Between-Subjects Effects Tests on Dimensions of EI	201
4.8 Differences in EI based on Gender in IKBN without Centre of Excellence Status	203



4.9	Differences in EI based on Gender in IKBN with Centre of Excellence Status	203
4.10	Differences in EI Dimensions based on Gender in IKBN without Centre of Excellence Status	205
4.11	Differences in EI Dimensions based on Gender in IKBN with Centre of Excellence Status	206
4.12	Multivariate Tests on Personality Attributes and Category of IKBN	208
4.13	Between-Subjects Effects Tests on Personality Attributes	209
4.14	Multivariate Tests on Facets of Personality Attributes and Category of IKBN	210
4.15	Between-Subjects Effects Tests on Facets of Personality Attributes	211
4.16	Differences in Personality Attributes based on Gender in IKBN without Centre of Excellence Status	213
4.17	Differences in Personality Attributes based on Gender in IKBN with Centre of Excellence Status	214
4.18	Differences in Facets of Personality Attributes based on Gender in IKBN without Centre of Excellence Status	216
4.19	Differences in Facets of Personality Attributes based on Gender in IKBN with Centre of Excellence Status	217
4.20	Correlation between EI and Personality Attributes in IKBN without Centre of Excellence Status	218
4.21	Correlation between EI and Personality Attributes in IKBN with Centre of Excellence Status	219
4.22	Correlation between Dimensions of EI and Personality Attributes in IKBN without Centre of Excellence Status	221
4.23	Correlation between Dimensions of EI and Personality Attributes in IKBN with Centre of Excellence Status	222
4.24	ANOVA of the Personality Attributes on EI in IKBN without Centre of Excellence Status	224

4.25	Regression of the Personality Attributes on EI in IKBN without Centre of Excellence Status	225
4.26	ANOVA of the Personality Attributes on EI in IKBN with Centre of Excellence Status	226
4.27	Regression of the Personality Attributes on EI in IKBN with Centre of Excellence Status	227
4.28	ANOVA of the Personality Attributes on Dimensions of EI in IKBN without Centre of Excellence Status	229
4.29	Regression of the Personality Attributes on Dimensions of EI in IKBN without Centre of Excellence Status	230
4.30	ANOVA of the Personality Attributes on Dimensions of EI in IKBN with Centre of Excellence Status	231
4.31	Regression of the Personality Attributes on Dimensions of EI in IKBN with Centre of Excellence Status	232
4.32	Correlation between EI and Facets of Personality Attributes in IKBN without Centre of Excellence Status	234
4.33	Correlation between EI and Facets of Personality Attributes in IKBN with Centre of Excellence Status	235
4.34	Correlation between Dimensions of EI and Facets of Personality Attributes in IKBN without Centre of Excellence Status	237
4.35	Correlation between Dimensions of EI and Facets of Personality Attributes in IKBN with Centre of Excellence Status	238
4.36	Hypotheses Testing Results Summary	240

LIST OF FIGURES

Figure	Page
1.2 Conceptual Framework	39
2.1 Goleman's Emotional Competencies Model	84



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

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



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

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



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

CHAPTER 1

INTRODUCTION

1.1 Introduction pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

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



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

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.



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

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



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

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 solidarity. 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

 05-4506832
  pustaka.upsi.edu.my
 Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah
  PustakaTBainun
  ptbupsi

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

 05-4506832
  pustaka.upsi.edu.my
 Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah
  PustakaTBainun
  ptbupsi

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

 05-4506832
  pustaka.upsi.edu.my
 Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah
  PustakaTBainun
  ptbupsi

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)

 05-4506832
  pustaka.upsi.edu.my
 Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah
  PustakaTBainun
  ptbupsi

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 Ministry 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.



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

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.



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi

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



05-4506832



pustaka.upsi.edu.my

Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah

PustakaTBainun



ptbupsi