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EMOTIONAL INTELLIGENCE OF IKBN YOUTH AND THE RELATIONSHIP WITH PERSONALITY ATTRIBUTES

HARI KRISHNAN ANDI

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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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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

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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

2.2 Appraisal Theory 50

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

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

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

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

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

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

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

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

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

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

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

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

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

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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

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

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

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

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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

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

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

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

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

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

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

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

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

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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 Domestics Income
GDP	Gross Domestics 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

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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

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CHAPTER 1

INTRODUCTION

1.1 Introduction

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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

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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 Domestics Product/Gross Domestics 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.

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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.

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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

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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

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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)

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.

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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.

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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

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Program. IKBN is well established as there were seven in 2002 and has grown to twenty in 2012, throughout the country. At the state level, the Director of the State Youth and Sports Department represents the MOYS.

c) Malaysian Youth Council

The Malaysian Youth Council (MYC) is a non-governmental voluntary organization, formed in 1948. It plays an active role in monitoring the implementation of the National Youth Policy as well as in the policy formulation process through the NYCC. The MYC is also the sole coordinating body for youth and student organizations in Malaysia. MYC membership is open to national youth organizations and state youth councils, which operate in at least 7 out of 13 states and three federal territories in the country with a membership of at least 2,000 youths. Participating organizations must be voluntary and self-governing and support democratic principles. The MYC currently has 40 national and state youth-affiliated organizations with three million members including student organizations, socioeconomic organizations, religious organizations, uniformed organizations and state youth councils.

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The following are the objectives of the MYC:

- To uphold and strengthen the voluntary and democratic principles of youth movement
- To make representations and recommendations to the government statutory bodies or other appropriate bodies on matter affecting youth
- To establish and maintain relations with other national and international youth councils and organizations

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- To promote international respect, inter-communal understating, cooperation and harmony through youth work
- To promote and encourage interest on moral, intellectual and physical development of youth in the country among the interest groups

The MYC affiliated with the World Assembly of Youth (WAY) and representatives of the MYC serve as the President of the Asian Youth Council (AYC) and the Chairperson of the Committee for ASEAN Youth Co-operation (CAYC).

1.2.2 Malaysian Government Policies

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a) National Youth Development Policy

The National Development Policy of Malaysia issued The National Youth Development Policy of Malaysia in 1985. It serves as a framework for the planning and implementation of youth programs in the country. The 1985 Policy recognized youth as a resource with tremendous potential to contribute to the overall development of the country. It had the following principles:

- To uphold the principles of Rukunegara
- To uphold the spirit of solidarity, volunteerism and autonomy
- To develop leadership qualities
- To encourage participation in the decision making process at all levels
- To develop high moral values and awareness of the importance of personal health and fitness

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- To acquire broad knowledge in all relevant fields

Later, in year 1997, the 1985's policy was revised based on the study carried out by Youth Development unit of University Putra Malaysia (UPM), MOYS and MYC. The new National Youth Development Policy was officially launched by the Minister of Youth and Sports, Tan Sri Muhyiddin Mohd Yassin at the NYCC Conference on 8th December 1997. The 1997 National Youth Policy had following goals (United Nations, 2005).

- To establish a holistic view in main objectives and focus on basic values of youth development
- To identify major target groups in youth development
- To provide common and mutual understanding in the important areas of youth development among all concerned groups and individuals

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- To provide a national framework for the development of youth programs and determining priorities
- To create a mean where the progress in youth development can be measured

The National Youth Development Policy identifies an Action Plan to achieve its stated goals. The plan has eight main steps:

- To provide knowledge-based training programs jointly organized by public sector agencies, youth organizations, NGO's and the private sector
- To strengthen leadership and self-development program that can further develop self-sustaining familial, religious and social intuitions, thus enhancing the efficiency of roles played by youth

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- To upgrade skills development training and to create entrepreneurial and commercial opportunities that will propel youth to become independent competent and capable of pursuing successful careers
- To empower youth organizations so that they capture the commitment and enthusiasm of young people and activities planned by the society
- To provide opportunities and facilities for self-development of young people in social and economic functions
- To enhance the spirit of volunteerism and patriotism through voluntary social work
- To ensure the understating of youth in matters of globalization and the importance of international networking and partnership with governmental agencies, NGO's and the private sector
- To provide the necessary infrastructure and mechanism for youth activities relating to research, assessment and evaluation.

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b) The Malaysia Plan

The Seventh Malaysia Plan adopted in 1996 was the country's first development plan to include a specific chapter on youth. According to the Youth in Development chapter of the plan, the thrust of youth development would be to provide youth with the necessary skills to increase their participation and contribution to nation building, as well as to develop their leadership qualities and inculcate positive values among them. The aim outlined in the plan is to nurture a generation of youth who are educated, skilled, disciplined and imbued with leadership qualities. In addition, youth should possess high moral values. Youth participation in sports and culture would

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enhance according to the Plan to provide a vehicle for solidarity, comradeship and *esprit de corps* among the various ethnic groups. In addition, sports and culture could serve to promote the country at the international level.

Development programs to be implemented as outlined in the Plan include provision of greater accessibility to youth through capacity building of existing educational and training facilities; implementation of distance education programs in various tertiary institutions; enhancement of non-formal education; and promotion of awareness on the importance of and opportunities for lifelong education. These programs are aimed at improving opportunities for youth including those currently employed, to pursue their education and training through formal and non-formal means.

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c) Programs for Youth

Several youth development programs have been implemented by the government, NGOs and the private sector during the period of the Malaysia Plans from 1996 to 2010. Efforts have been made to strengthen the management and implementation capacity of public sector agencies responsible for youth development in order to ensure that programs are effectively implemented. The role of youth organizations has to be broadened, particularly to promote the spirit of voluntarism among youth. Youth organizations would be entrusted to mobilize youth to fulfil the objectives of national unity and economic and social-political stability while concurrently preserving the cultural heritage and maintaining national security.

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d) Skill Training for Youth

Skill Development Division of Ministry of Youth and Sports handles skill trainings programmes for youth. This division's core function is to plan and organize skills development programmes at National Youth Skill Training Institute (IKBN) and to ensure that the implementation of the programmes are in accordance with National Occupational Skills Standard (NOSS) and the industry standards. IKBN categorized into two; with no centre of excellence status which conduct skill training programmes up to 15 months and IKBN with centre of excellence status which having skill trainings up to 36 months in specialized field. The aims are to provide skill training opportunities and train as many as possible youth in various technical and vocational courses to eradicate the unemployment among the youth lower interest in academic line. At the same time, prepare the youth to contribute to the country's developmental needs. Hence, the skill training by MOYS is appropriate to be addressed as skills development for employability among youth, which stresses practical, technical and vocational, rather than academic knowledge. According to Maclean, Shanti and Sarvi (2013), the skill trainings have became a global agenda as skills are at the core of improving individuals' employment outcomes and increasing countries' productivity and growth.

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1.2.3 National Youth Skill Training Institute (IKBN) and Emotional Intelligence

The skill training environment and the output (the skilled employable youth) is the function of personal and social. For the youth with low education level, given the opportunity to acquire technical and vocational skills for employability at strategic points throughout their life is a key

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factor in improving their prospects for gaining employment and quality of their life. According to Maclean, Shanti and Sarvi (2013), although there is an increasing emphasis on technical and vocational skills for employability because of what is often the highly specialized nature of skill training environment, there is a danger that 'life skills' will not be developed. The term life skills, soft skills and peoples skills are interchangeably used to differentiate with 'hard skills' which is teachable abilities that can be defined and measured; e.g. skill training. While soft skills are "people-related skills", refers to those skills that place emphasis on emotion elements, personal behaviour and managing relationships between people. According to Manoah (2012), soft skills have more to do with who we are than what we know. Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable (Guidance, Treese and Park, 2012). Hence, essentially soft skills refer to Emotional Intelligence of an individual (Arun Jawale, Bendgude, Husain, Thosar and Tandon, 2011; Horenburg, 2013; Manoah, 2012; Pannu, 2010; Reichenbach, 2014; Siti Kartom, Tan Kofli, Manal Ismail, Abu Bakar and Sobri Takriff, 2012; Yasmin, Nasir Daud, Anuar Alias and Najib Razali, 2012).

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EI has an important role in forming the individual. EI develops a kind of enthusiasm, confidence, friendship, motivation, and energy in the individual. People with high EI can transfer these feelings to the others. Researchers stated that people with high EI are more successful in reaching their goals (Darvish and Nasrollahi, 2011). In the learning environment like skill training centres the EI plays a role as an ability to understand and comprehend the emotions in order for assessing thoughts, manners and to put them in a way that makes emotion and

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intelligent growth and elevation. In the contexts of skill training at IKBN that are normally highly in cognitive in nature, EI directly contribute to the performance of the youth. EI provides adaptability with the environment to encounters some kind of fear resulting from disbelieving in youth own capabilities in tackling the challenges presented in skill learning. As indicated by Khaledian, Amjadian and Pardegi (2013), EI is a series of unrecognizable abilities, powers and skills that have an effect on the ability to encounter wills necessities and environmental pressures successfully. Hence, EI complement IKBN youth technical skill to enhance youth's interaction, skill learning process and performance and career prospects. According to O'Boyle, Humphrey, Pollack, Howver and Story (2011), the concept of EI gives a new depth to the youth's intelligence, this intelligence is a tactical competency (personal performance), whilst the recognition intelligence is a strategic capability (long-term capability).

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IKBN, which focus on, solve unemployment issues among the youth, EI among the youth not only become handy to their success in the institute but also help to remain competitive in job market. The transition from learning environment to actual working environment will be a challenging and stressful moment for the youth. EI help youth to cope with such change (Maclean, Shanti and Sarvi, 2013). EI, which is, has a broader application as they are relevant to a variety of tasks in personal, social and work contexts, applied not only to gain employment. In addition, to progress within an organization to achieve one's potential, contribute successfully to organization strategic directions and sustain the employment (Furnham, 2009). The EI displayed by members of an organization very much determine the success within the organization through the organizational culture. Many organizations now realize that that EI may be more important over the long term than occupational or technical skills. Hence, the employers are looking for

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employees who are adaptable and who have skills beyond technical (Maxwell, 2010). Furthermore, employer believes that hiring a highly EI ability employee will yield significant return on investment for an organization. In addition contributing to the organization is positive manner, youth able to communicate with others and to understand others on an emotional level in the organization and develop a healthy working environment (Weber, Finely, Crawford and Rivera, 2009). In relation, Jahangirpour (2012) states that those who high level of EI are much happier, more delighted and more independent in their related jobs than the others are and are much stronger when they encounter stressful situations.

In IKBN, EI is potential to uphold the development of technical and vocational among the youth. IKBN youth are in capturing and enhancing their intellectual growth environment, which are constantly in peak of gaining skills that will ensure their development. This environment requires the youth to have the ability to adapt to the institution based demanding life to acquire competitive knowledge and more importantly, the strength of mind towards innovation as the nature of Centre of Excellence requires this mindset among the youth. It is in line with the developments in the world of technology and industries that require every skilled and semi-skilled worker has the ability to understand and practice k-economy widely. The EI is crucial will be a guidance for the youth to be adequately prepared in skill training centres and promote constructive thinking and mould the youth to be prepared to compete for technology based knowledge (Parker, Saklofske, Wood and Collin, 2009). According to Rybak, Maharjan and Adhikari (2010), for youth, EI is the prerequisite to access learning material presented in the classroom and characteristics of EI that is the ability to forego short-term pleasures for longer-term well-being will persuade the youth to miss the class less frequently. On top of that, EI

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encourages youth to be active, open-minded and establish opportunities to develop their potential (Preeti, 2013). At same time, develop an ability to eradicate the youth's fears, worries, anxieties, annoyance, anger, resentment and irritability, which makes it hard for the youth to achieve their desired goal in IKBN.

Emotional Intelligence is contributing and leads to the improvement of mental health, mental skills and emotional well-being of the youth (Farsani, Nafian and Mohammadi, 2013). The skill training stage is an important period in life of the youth or the school graduate who has taken this step towards improvement will be in peak of physical and mental development. The psychological health among the youth enables them to cope with circumstances, which demand the utmost efforts for survival or success, or to add color and spice to their living (Chechi, 2012). This healthy structure is able to make IKBN youth to get along with other betters, have full of passion in skill learning and then have strength to overcome difficulties and setbacks, which can overall improve quality of life. According to Taghizadeh and Shojaie (2012), the EI has a positive relationship with the quality and extent of social relationship's network, positive relationship with others, and social attitude, optimism, cooperation and ability accession in the society and high social and mental skills. Apparently, Farsani, Nafian and Mohammadi (2013) indicated that the EI has a negative relationship with anger and behavioral disorder, depression, stress and negative relationships. Hence, the youth with high EI achieve their skill training potential, as they are able to handle emotions more effectively and to cope with everyday challenges.

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Interpersonal relationships in the skill-training centre are crucial, as it will add advantage in teamwork and collaboration among the youth. EI skills are basic factors in establishing, maintaining and having interpersonal relations (Rosa da Silva, 2011). Generally human are social beings, hence a survival and progress in any organization or community, people must be in communication with others. In IKBN, harmonious interpersonal relationships will help the youth to build and maintained complex human relations by bridging the gap between significant behavioral differences. Furthermore, it will help the youth to find friendship, understanding and support, enhance the sense of self-value and a sense of security and build an ability to be versatile and accommodate based on the capacity of the youth. Subsequently, a youth who has high EI takes notices around quickly, controls his urges, uses his will, is inclined to teamwork, approaches to solve the problems by combining his cognitive and emotional power, doesn't deny his love and respect to the people who are in relation with him, sees his faults and adopts and corrects them. On the other hand a youth with low EI can be the slave of his urges, cannot control these urges, manages his personal life in a bad way, fails in his career or acts improperly to social principles and cultural values (Erique and Kose, 2013).

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1.3 Statement of Problem

Imperative function of technical and vocational institutions is personal, emotion and social, which requires a set of competencies demonstrating the ability one, has to recognize his or her behaviors, moods, and impulses, and to manage them best according to the situation. For psychologically different form the general youth, the school graduates IKBN youth given the opportunity to acquire technical and vocational skills for employability at strategic points throughout their lives EI is crucial factor in gaining technical skills successfully in IKBN centres and employment later in order to improve the quality of their life.

Researchers claimed that learners need EI in order to succeed in their environment because it incorporates a number of abilities, including the ability to be aware of one's own and others emotions, to be able to manage those emotions, and to understand the complex relationships that can occur between emotions and likely emotional transition (Nor Azniza et al., 2013). EI is considered as a basic component that predicts not only technical skill achievement but also becomes protective factors that are related to successes of youth in their later life. In addition, advocates of EI claimed that the EI could be more powerful than the IQ in the determination of life's successes including knowledge achievement and an array of social and emotional behaviors linked to knowledge gaining and life successes. EI has emerged as an important factor that influences one's success in life. Intellectual intelligence contributes only 20% to one's success while the remaining 80% of a person's success in life is contributed by emotional and social intelligence. Whereas, American educator Carnegie said, in the success of a person, only 15% is relied on his professional knowledge, while 85% on the excellent ability of

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EI (Yuangui Li, 2014). Past researchers found that EI had great influence in all aspects of life including health and social matters. Although people of high intelligence quotient (IQ) and those of moderate IQ always do well in life, the lack of EI can sabotage their intellect and ruin their careers (Garkaz and Mehrvarzi, 2012).

There is always an increasing emphasis on the development of EI in the technical and vocational development environment, which solely focus on skills for employability. The danger that these life skills or people skills will not developed remain an issues (Maclean, Shanti and Sarvi, 2013). The workplace is not just about production or service: the values of people skills have an important role to play so that workers are aware of, and can distinguish between emotions and balance it in order to maximizing human capital in any enterprise.

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It is important for youth from skill training institutions to develop a personal code so that they would not violate the work ethics and policies, obey the organization rules, and to be able to solve dilemmas and conflicts in the workplace. Furthermore, the employers keen to an employee with high EI whom can manage his or her own impulses, communicate with others effectively, and manage change well, creative problem-solvers and use humor to build rapport in tense situations. These employees should also have empathy, remain optimistic even in the face of adversity. Hence, although this subject is fundamental, according to Maclean, Shanti and Sarvi (2013), the growth of appropriate values and ethics in technical and vocational skills training institutions has not been well documented in the region of Asia, and so specific projects and research are required to fill this information gap.

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According to Puan Zawiah Mohamad, Senior Assistant Director, Training Operations Branch 1, The Skills Development Department of Ministry of Youth and Sports Malaysia, IKBN youth are in midst of indentifying their identity and they need EI. The IKBN youth need a sound EI, which will make their life more organized and gain an ability to live in the real world. Zawiah added EI would be a complement to the technical skill, which IKBN youth learned in IKBN to gain employment and to face the life after IKBN (Zawiah, personal communication, February 27, 2014).

The importance of EI in the technical and vocational learning environment; IKBN and for gaining job opportunities and employment as well as the fear of EI would not developed in a technical environment and the absentee of appropriate study has opened up space to conduct this study. The ability of EI among IKBN youth should be studied carefully and thoroughly so that the definite scenario can be emerged and the findings able to provide fresh insights of EI among these group of youth.

Personality generally refers to the characteristic way in which a person thinks, feels and behaves; the ingrained pattern of behavior that each person evolves, both consciously and unconsciously, as the style of life or way of being in adapting to the environment. Therefore, the identification of personality attributes of the IKBN youth that might predict successful adaptation to the technical and vocational skill environment is necessary. The youth who were not successful in schools but have a desire to progress in life, landing on decent employment and contribute to the country, apart EI, personality attributes plays vital roles for the youth in choosing this skill training in IKBN and continue to be in this environment until graduation.

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Furthermore according to Zawiah (personal communication, February 27, 2014) personality will be a determine factor for the IKBN youth in successfully achieving the technical skill at IKBN and then be precursor of life success. Hence, a reliable index on the personality attributes of this category of the youth has not been explored and this study is attempted to discover the personality attributes in IKBN context.

As the aim of the IKBN is, to equip the IKBN youth with technical skills in order to be employable, it is no longer sufficient for the youth to have only technical skills in order to find and sustain the employment. Current century requires youth who enter the world of work to be work-ready, employable and have the ability to sustain their employability. It is required the youth to develop the adaptive resources and capacities they need to design a meaningful life-career in an uncertain and more chaotic world of work (Schreuder and Coetzee, 2011). The demand for sustained employability has led to a renewed interest in the psychological and personality attributes of IKBN youth. Research increasingly recognizes personality attributes, as important factor that significantly influence the capacity of the youth to manage their career development proactively in a changing occupational world (Potgieter and Coetzee, 2013).

Salovey and Mayer (1990) developed the original theory of EI, and Goleman (1995) popularized the concept. The concept of EI is being increasingly drawn upon in research and practice. Google Scholar shows 57,000 references to EI in scientific work during the years 1995 to 2000, 121,000 references during the years 2001 to 2006, and 162,000 references in the years 2007 to 2012 (Schutte, Malouff and Thorsteinsson, 2013). On the other hand, the personality attributes which comprise of five dimensions of factors is regarded as the central paradigm for

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defining and measuring human's personality, and is widely being used in academia and practice. This theory has endured across many decades and researches strongly indicate that personality can be explained along these five characteristics.

As the concept of EI and personality attributes have been considered as the most important determinants of education and work outcomes, attitudes and behaviors of the human. Therefore, examining the relationship between EI and personality has been an area of focus for many researchers in recent years. In turn, the results that have already reported were inconsistent. The study by Hudani, Redzuan and Hamsan (2012) indicated that EI has relationship with Conscientiousness, Openness, Extraversion and Agreeableness, and Conscientiousness is the only personality attribute that has stronger relationship with EI. The study by Hari (2012b) indicated EI strongly and significantly correlated with Conscientiousness, Openness, Extraversion and Agreeableness while Neuroticism is the only personality attribute that does not reach significance level with EI. The study by Athota, O'Connor and Jackson (2009) indicated that EI significantly correlated with Openness, Extraversion, Agreeableness and Neuroticism, while Conscientiousness had no significant relationship with EI. The study by Christopher, Kamlesh and Brett (2011) shown that EI has direct links with Openness, Extraversion, Conscientiousness and Neuroticism, and EI does not shown relationship with Agreeableness. The study by Petrides et al. (2010) indicated that EI has significant relationship with Conscientiousness, Openness, Extraversion, Agreeableness and Neuroticism, and the relationship between EI and Neuroticism is the strongest. While the study by Serdar and Suleyman (2009) indicated that EI has no relationship with all the five attributes of personality. Thus, this issue may serve as a good research gap for investigation.

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Therefore, this study is to examine the relationships between EI and the personality attributes among the IKBN youth. The study is important both from a empirical perspective, given that there have been few investigations of the relationships between EI and personality in Malaysia, as well as from a youth perspective, this is the first investigation of EI and personality attributes on IKBN sample which comprise of IKBN with no Centre of Excellence status and IKBN with Centre of Excellence status.

1.4 Research Objectives

The objective of the study is to profiling EI and personality attributes of the IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. In addition, to evaluate the relationship between EI and personality attributes. The youth learning at IKBN around Malaysia is target of this study as this particular category of youth is very much different from the general youth of Malaysia. Their psychological elements are differing as these youth has taken a second opportunity to progress in life and at the same time bound to the strict regulation in IKBN. IKBN has been categorized into two; IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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A number of 15 IKBN fall in the first category whereby the youth attend to the various technical skills training for period up to 15 months. In the second category of IKBN, which consists of five IKBN, the youth attend to the Excellence status technical skill training programmes up to 36 months at the designated Centre of Excellence. Apart the technical skill training, the youth in IKBN must attend Entrepreneurial Skills Training, Drills and Disciplinary

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Training, Leadership and Constitutional Studies, Religious and Spiritual Studies, Sports, Recreations and Fitness activities. It is believed that EI and personality attributes the youth's fundamental value that they should possess in order to succeed in IKBN and later to be employable. Accordingly, the researcher suggested it is important to do a research on IKBN youth on their EI and personality attributes and determine the relationships between these psychological constructs in order to the actual scenario which could be surfaced.

The specific objectives are as follow:

i. To measure EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.
ii. To measure EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status in 10 dimensions of EI.
iii. To investigate the differences in score of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.
iv. To investigate the difference in score of 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.
v. To measure the personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.
vi. To measure the personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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vii. To investigate the differences in score of personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

viii. To investigate the differences in score of personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

ix. To investigate the relationship between EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

x. To investigate the relationship between 10 dimensions of EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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xi. To evaluate the extend that personality attributes influences EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

xii. To evaluate the extend personality attributes influences EI dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

xiii. To investigate the 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.

xiv. To investigate the relationship between 10 dimensions of EI and personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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1.5 Research Questions

Given the statement of the problem and the corresponding objectives of the study, the following research questions have been formulated.

i. What is the EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?
ii. What is the EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status in 10 dimensions of EI?
iii. What is the difference in score of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender?
iv. What is the difference in score of 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender?
v. What is the personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?
vi. What is the personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.
vii. What is the difference in score of personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender?
viii. What is the difference in score of personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender?

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ix. What is the relationship between EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?

x. What is the relationship between 10 dimensions of EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?

xi. What extend personality attributes influences EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?

xii. What extend personality attributes influences EI dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?

xiii. What is the 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?

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xiv. What is the relationship between 10 dimensions of EI and personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status?

1.6 Research Hypothesis

The present study was guided by the following hypotheses, corresponding to the statement of problem, objectives of the study and research questions. The following hypotheses were tested:

i. Ho(1): There is no significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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ii. Ho(2): There is no significant difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

iii. Ho(3): There is no significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

iv. Ho(4): There is no significant difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

v. Ho(5): There is no significant difference in personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

vi. Ho(6): There is no significant difference in personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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vii. Ho(7): There is no significant difference in personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

viii. Ho(8): There is no significant difference in personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

ix. Ho(9): There is no significant relationship between EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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x. Ho(10): There is no significant relationship between 10 dimensions of EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

xi. Ho(11): EI not significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

xii. Ho(12): EI dimensions not significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

xiii. Ho(13): There is no significant 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.

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xiv. Ho(14): There is no significant relationship between 10 dimensions of EI and personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

1.7 Conceptual Framework

Based on the conceptual framework, the objectives of this research were: (a) to assess and profiling the EI of the IKBN youth learning skill training programmes in IKBN with no Centre of Excellence status and learning excellence status courses in IKBN with Centre of Excellence status, (b) to assess the personality attributes of the IKBN youth learning skill training

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programmes in IKBN with no Centre of Excellence status and learning excellence status courses in IKBN with Centre of Excellence status, and (c) to analysis the relationship between the EI and personality attributes among the youth of IKBN with no Centre of Excellence status and IKBN with Centre of Excellence status.

As portrayed in the Figure 1.1, the framework of the research is constituted of three main components; EI and its ten dimension, personality attributes which can be evaluate with five dimensions and ten facets and two categories of IKBN. EI which involves the perception, assimilation, comprehension, and management of emotions, has been introduced as an explanatory concept of behavior. According to its proponents (Bar-On, Goleman and Mayer and Salovey), EI, substantially distinct from general cognitive ability and personality. Hence, emotional, personal, social and survival dimensions of intelligence are often more important for daily functioning than the more traditional cognitive aspects of intelligence (Fauzia Khurshid and Summara Sidra, 2012). Personality attributes is an individual's pattern of internal experience and social interaction that arises from the action of that individual's major psychological subsystems including emotion, cognitions, and the self. IKBN has grown as a momentous skill training institution in order to enhance the youth development in the country.

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As all of these are vital component in youth's life, there is a strong need to verify and understand the profile of EI and personality attributes and the relationship between these two constructs, in the context of IKBN.

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Emotional Intelligence

EI has emerged as one of the most popular topic in the fields of psychology and business with the publication of Daniel Goleman's book "Emotional Intelligence: why it can matter more than IQ" (Goleman, 1995). Later, EI began to receive widespread attention after the popularisation of the concept in social science text by Goleman and the appearance of EI on the cover of Time Magazine in October 1995. The term EI has been promoted as a measurable construct apart from cognitive since Salovey and Mayer first used it in scientific literature in 1990. It is believed that emotional intelligence explains the differences in the quality of intrapersonal and interpersonal relationship and predict success (Caruso, 2004; Goleman 1995, 1998a). EI also has been purported to be distinct from traditional personality and cognitive measures (IQ) and crucial in predicting many real life outcomes. With little empirical support, people have claimed "…EI may be the best predicator of success in life, redefining what it means to be smart" (Time, 1995).

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There is some debate on how to distinguish EI from personality attributes. Goleman (1995) leaves little distinction between the two and uses EI to describe motivation, self-awareness, recognizing emotions, and behavior. Bar-On (1997) EI definitions is the "capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14). Both of these definitions exhibit components that are generally agreed to be in the broader realm of personality and not entirely focused on mental ability (Mayer, Salovey, and Caruso, 2000b).

An ability-based model of EI is one that will be adopted for this study. Developed by Mayer and Salovey (1990), this model defines EI as a set of abilities that perceives and expresses

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emotion, assimilates emotion into thought, reasons with emotion, and regulates emotions in self and in others. The key distinction between the Mayer and Salovey model and that of Bar-On and Goleman is the elimination of personality dispositions. By using an ability-based definition of EI and separating it from personality and only include both emotional and social factors, the research questions have a greater likelihood of showing what connection, if any, exists between the IKBN youth's EI and personality attributes, and their relationship. Thus, the EI in this study is comprised of ten dimensions, includes emotional and social factors; Appraisal of Emotion in Self and Other, Emotion Expression, Emotion Regulation, Utilization of Emotion, Social Skills, Empathy, Optimism, Self-Motivation, Handling Relationships and Happiness.

There is growing evidence that EI is considered important in youth's personal life and career aspirations. Goleman argued and provided evidence that EI could be the strongest indicator of human success. In his research a clear explanation of the importance of EI was given. Goleman asserted that EI was one of the greatest contributors to personal success as well as well-being. Goleman believed that EI skills move individuals to stronger resilience in facing challenge, enhanced performance and greater success (Goleman, 1995). Evidences provided by past researchers indicate that a person with high EI skills is able to manage his or her own behaviours, communicate with others effectively, face changes well, solve problems and build close relationships with others in difficult or tense situations. In addition, individual with higher levels of EI embody empathy and remain optimistic when facing adversity. Hence, EI competency is deemed important to the success of IKBN youth.

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Personality Attributes

Personality attributes in this study organize the personality into, (a) five broad dimensions; Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to experience, and (b) the dimensions facets; Extraversion (Assertiveness and Activity), Agreeableness (Altruism and Compliance), Conscientiousness (Order and Self-Discipline), Neuroticism (Anxiety and Depression) and Openness to experience (Aesthetics and Ideas).

The five-factor model (FFM) or "Big Five" personality dimensions is a widely accepted construct describing personality attributes along the five dimensions. The idea of the FFM and Big Five has enjoyed widespread support in the personality field today in that out of the thousands of conceivable personality traits, these can be condensed down to a set of five manageable dimensions (McAdams, 2001). Many researchers have argued that the structure of the FFM is a "biologically based human universal" that transcends language and other cultural differences. Cross-cultural tests of the FFM in over 50 societies across six continents have supported the existence and universality of these five dimensions. A universal structure suggests uniform covariance among traits in humans despite vastly different culture, history, economy, social life, ideology, and every other form of cultural and behavioral expression (Gurven, von Rueden, Massenkoff, Kaplan, and Lero Vie, 2012).

After decades of research and usage of FFM or Big Five in predicting the human personality attributes, the critique on this model is still exist. However, this critique failed to persuade the scientific community to abandon the FFM, because in the past 15 years supportive data from many disciplines-including developmental psychology, psychopathology and behavior

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genetics has made the FFM model's "bandwagon" remain intact in the field of personality psychology (McCrae, 2010).

The Big Five Inventory (BFI) was developed to provide a short, flexible and easy way to understand the assessment of these five dimensions of the study, including the dimensions facets. The BFI appears to offer substantial promise as a measure of personality attributes of the youth as most validation studies of the scale has used undergraduate and students as sample, which will open a new chapter in the study of personality of today's youth. Furthermore, the examining the association between EI and personality attributes of the IKBN youth, whom psychologically different from the general youth, will provide insights leading to the development of these youth.

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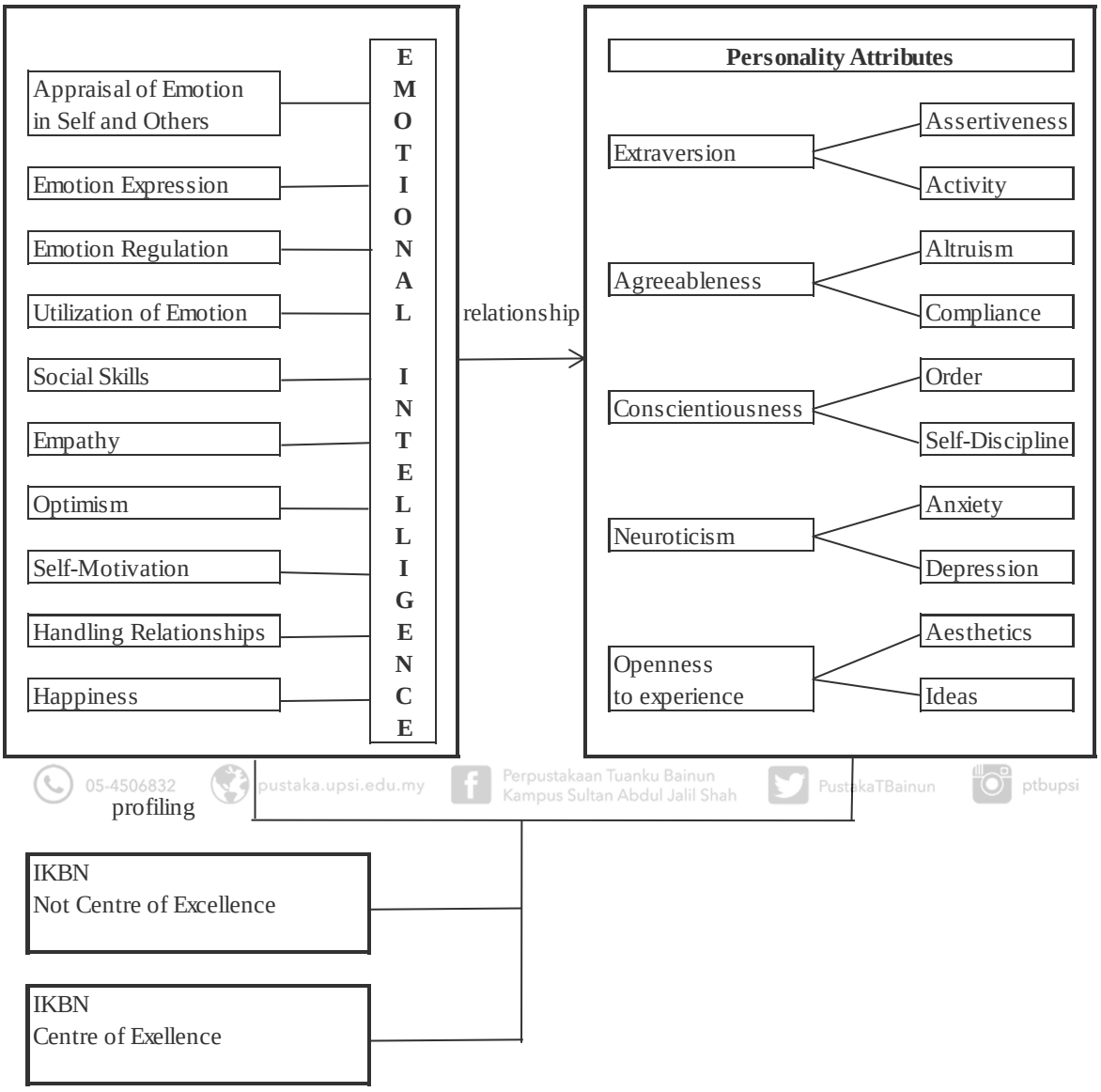


Figure 1.1. Conceptual Framework

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1.8 Significance of the Study

The study of EI and personality has played a major role in human development and performance. Researchers have described the benefits for possessing high EI in their studies. Such individuals found to be healthier and more successful than the less emotionally intelligent peers and he or she who has high EI skills generally perform well in school, universities or colleges and workplace. EI stands as a tool that can potentially lead to a transformation of personal and social interaction into enriching experience. Generally, the profile of EI and personality attributes and the relationships between both the construct is not addressed among the youth of the IKBN. The researchers who have contributed on EI and personality have mainly focused on the working place performance and behaviour targeting the managers, executives, administrators and teachers. Hence, it is important to conduct this study, as it will help the researcher to evaluate the profile of EI and personality attributes of the IKBN youth and understand the nature and temperament of youth in skill training centres.

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The findings of the study can provide practical results to IKBN youth to excel in their life. On top of their vocational and technical skill, Malaysian youth can make it complement to their EI ability to progress in their personal and social life. The findings will be a daily tool for IKBN youth to keep on shaping themselves gradually. Then onwards the youth are able to identify the deficiency in their perceived EI and prepare themselves to advance it. Consequently, with vocational and technical skill and high EI, adequate the youth to compete internationally and be well equipped to support the government to achieve Vision 2020. IKBN youth will make themselves a perfect generation who know how to progress towards success.

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In addition, the findings of this study will contribute to the nation; Ministry of Youth and Sports in general and more specifically the policy makers in Youth Skill Development Division. The skill development division can adopt and use the findings in the policy making process or to upgrade the action plan and strategies in order to reflect the elements of EI and the outstanding personality development process in IKBN. This is essential to the government in order to their policies on youth whom will always be focused to attain the high level of EI and 'good' personality. Once an accurate profile of EI and personality attributes is identified, NYCC and MYC could utilize the findings to create and educate the awareness on the importance of EI in developing the youth in general.

In addition, this study will enrich and add to the literature on EI and personality in Malaysia. EI has developed as one of the important field in human development and researches in this area, especially among the youth are limited in Malaysia. Furthermore, the direct study on EI and personality attributes and the relationships among the youth of IKBN are not in bookshelf yet for references. Therefore, this study will accomplish this gap and will contribute as essential references to academician and researcher who are interested to do further research on EI and personality in Malaysia in future.

Furthermore, the relationship between EI and personality attributes may be established. The application is possible through the acquaintance of the mutual relationship between youth's EI and personality attributes. The linkage between EI and personality attributes will help theorists to understand better on the role and influences of EI in psychology.

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1.9 Limitations of the Study

These findings may be viewed with a few limitations in mind. This paper is to study the EI and personality attributes among IKBN youth and EI relatively in new era of study where the first serious research being conducted by John D. Mayer and Peter Salovey was in year 1990. Several different models and instruments were designed to measure a person's EI, which has evolved over this time of period. Although the theories, models and instruments have received a great deal of interest, they are still considered evolving.

The questionnaires of an individual EI and personality are also contribute towards the limitations. Although, care has been taken to ensure that ambiguous words and meanings were made clear to every respondent, there is always a possibility that individual respondent might interpret the meanings of the question differently from others. As a result of the occurrence of misinterpretations in the way the respondents might respond to a particular question, inconsistency might have taken place which will affect the quality of data. In addition, the existence of bias in responding to the survey questions was possible if a participant was unwilling to admit to an unfavourable statement, a lack of knowledge or self-interest.

Finally, data collection for the present study was drawn solely from the youth whom are participating willingly in the data collection process. Therefore, generalization should be confined to cover the larger populations of IKBN youth. In order to extend the boundaries of generalization to cover the population of IKBN youth as a whole research involving additional

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sample is needed. To enhance the external validity future research seems to be inevitable whereby the efforts should obtain a vast representative sample from the youth.

1.10 Operational Definitions of Terms

In this study, the researcher has defined the terms as it is in this research purposes. The terms could be carrying a different interpretation in other contexts. The terms are operated to avoid the variables to become conceptual and at the same time to make the terms deliver a value hence the variables are able to measured and analyzed (Mahdzan, 2005).

Emotional Intelligence

1.10.1 Emotional Intelligence (EI): defines as the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Salovey and Mayer, 1997). Derived from this definitions in the current study the dimensions of EI are as follow; Appraisal of Emotion in Self and Others, Emotion Expression, Emotion Regulation, Utilization of Emotion, Social Skills, Empathy, Optimism, Self-Motivation, Handling Relationships and Happiness. The EI is measured with Malaysian Youth Emotional Intelligence Scale (MYEIS). The MYEIS comprises of 69 items, uses a 4-point Likert scale extending from 1=strongly disagree to 4=strongly agree.

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1.10.2 Appraisal of Emotion in Self and Others is defined as the ability to indentifying emotions in one' physical status, feelings and thoughts. At the same time indentifying emotions in other people.

1.10.3 Emotion Expression is defined as the ability to expressing emotions in one' physical status, feelings and thoughts.

1.10.4 Emotion Regulation is refers as the ability to monitor and regulate emotions to promote emotional growth.

1.10.5 Utilization of Emotion is refers as emotions prioritize thinking in productive ways and generated as aids to judgment.

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1.10.6 Social Skills is defined as the ability to read social situations and handle emotions in associations, to interrelate effortlessly while persuading and leading for collaborations and teamwork.

1.10.7 Empathy is defined as the ability to develop a connection with a diverse group of people. Empathy also is an awareness of what people are feeling.

1.10.8 Optimism is defined as to be positive and look at the brighter side of life. Optimistic individuals persist in seeking goals despite obstacles and setbacks.

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1.10.9 Self-Motivation is defined as the internal inspiration that sets initiative in motion and steers one towards their objectives. Self-Motivation is the dimension of emotional intelligence that makes individuals eager to explore new approaches to their work.

1.10.10 Handling Relationships is defined as a skill of establishing mutually satisfying relationships and relate well in the relationships. As well interacting smoothly to uphold the relationship

1.10.11 Happiness is refers to the feeling of contented with oneself and life in general.

1.10.12 Level of Emotional Intelligence: refers to the category, which the Malaysian youth falls in. In this study, the level of EI among the Malaysian youth is described in four categories i.e. very low (mean 0.00-0.99), low (mean 1.00-1.99), high (2.00-2.99 and very high (3.00-4.00).

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Personality Attributes

1.10.13 Personality Attributes: can be defined as a dynamic and organized set of personal traits and patterns of behaviour. Personality includes attitudes, modes of thought, feelings, impulses, strivings, and actions, responses to opportunity and stress and everyday modes of interacting with others (Allport, 1961). Attributes are defined as "a distinguishing quality or characteristic, as of personality." In other words, this means that personality attributes are the distinguishing characteristics that make one’s "you." Personality attributes are the unique set of characteristics

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and qualities that only one possesses. While many people might have similar personality attributes, each individual combines these attributes in a different way, to create one unique, irreplaceable conglomeration of attributes that make up their individual personality. The personality attributes are; Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to experience.

1.10.14 Extraversion is focuses on positive affect and captures on the individual's capacity for enjoyment with being around other people as well as their level of activity. Two facets of Extraversion are Assertiveness and Activity. Assertive individuals are likely to speak their minds and take on leadership roles. Active individuals have a great sense of energy.

1.10.15 Agreeableness is refers the attitude one holds toward other individuals and those attitudes can vary from very kind to cold-hearted. Two facets of Agreeableness are Altruism and Compliance. Altruistic individuals have care and concern for others and compliant individuals tend to be kind.

1.10.16 Conscientiousness evaluates an individual's framework towards achieving goals. Two facets of Conscientiousness are Order and Self-Discipline. High scored individual on order are tend to orderly and deliberate. Self-discipline describes individuals who stay on tasks and are able to complete them.

1.10.17 Neuroticism is descriptive of individual who have difficulty with emotional stability. Two facets of Neuroticism are Anxiety and Depression. Tension and nervousness are experience

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of individuals who are score high on anxiety. Individuals who are likely to experience sad mood and hopelessness are score high on depression.

1.10.18 Openness to experience is a domain descriptive of individuals who tend to be creative and untraditional. Two facets of Openness to experience are Aesthetics and Ideas. Aesthetic individuals are moved by expressions of that which is artistic and stunning. Individuals who score high on the facet of ideas are open to new and unconventional ideas.

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1.11 Summary

The purpose of the study is to investigate EI, personality attributes as well the correlations between EI, and personality attributes among IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. This chapter discussed the construct of EI and personality attributes and its intrinsic uses in IKBN youth. The comprehension of both constructs should establish suitable uses within the skill training environment. Based on the research background and statement of problem, objectives and research questions, the conceptual framework is developed to portray the research hypotheses. . At the present, no empirical studies have been completed assessing the EI and personality attributes and the relationships between these two constructs in IKBN context.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

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This chapter explores the available literature on the issue under discussion. After the careful review, the literature has been segmented into four major categories. The first category discussed about IKBN. Scholarly works, which discussed the Emotional Intelligence (EI), its definitions, concepts, measurements and the roles, are grouped into the second section. The third group of studies and research works embodies literature that discussed and examined personality, personality traits and its underlying theories. The chapter concludes by providing an overview of the youth.

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2.2 Appraisal Theory

Appraisal theory is based on the assumption that emotions serve an adaptive function, and that appraisals play a critical role in the generation and differentiation of emotions (Bippus and Young, 2012). The appraisal theory is based on the premise that emotions are elicited by appraisals, or evaluations, of events or situations and experiences (Roseman and Smith, 2001). "Appraisal is an evaluative process that serves to 'diagnose' whether the situation confronting an individual has adaptation relevance…and [to] produce an appropriate emotional response" (Smith and Kirby, 2001, p. 121). Bippus and Young (2012) indicated that emotions do not arise automatically from particular events but rather are based on individuals' cognitive processing of those experiences. According to Salovey and Grewal (2005), reasoning and understanding one' emotion and the ability to differentiate emotions is a factor of emotional intelligence. In other words, emotional intelligence taps into the extent to which individual's cognitive capabilities are informed by emotions and the extent to which emotions are cognitively managed.

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Emotion is a subjective, conscious experience characterized primarily by psycho-physiological expressions, biological reactions, and mental states. Emotion is often associated and considered reciprocally influential with mood, temperament, personality, disposition, and motivation (Cherry, 2014). According to Naghavi and Redzuan (2011), emotion is resulted from interaction between physiological stimulation and appraisal of situation identification. When there is physiological stimulation, it is the stimuli, conditions and signs surrounding the individual that specify which emotional state the individual will experience. Hence, emotions are functional and social and emotional experiences inside us to others through creating distinctive facial and body

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states (Schacter, 2011). Emotional intelligence enables an individual to correctly exhibit suitable amount of different emotions such as rage, fear, love, happiness, etc. in his/her behavior proportional to the situations and time. Moreover, it enables them to know about emotions and react accordingly (Naghavi and Redzuan, 2011). Furthermore, Silvia (2008) stated individual's emotions differentiation and demonstration is based on the individual differences, which is identifiable through the personality attributes. Kuppen and Tong (2010) added individual differences massively contributed to the variance in phenomena studied by appraisal theorists.

Roseman and Smith (2001) explain the assumptions of appraisal theory. First, appraisal theory assumes that emotions are differentiated by specific patterns of appraisal. That is, each distinct emotion is elicited by a distinctive appraisal pattern. Second, individuals who appraise a situation in different ways will feel different emotions, and the same individual who appraises a situation in different ways over time will feel different emotions over time in response to the same event. Third, a common pattern of appraisal is used to explain the many different situations that evoke the same emotion. That is, all situations to which a specific pattern of appraisal is assigned should evoke the same emotion. Fourth, appraisal theories assume that the emotion process is started when an appraisal is made; that is, appraisals precede and elicit the physiological, expressive, and behavioral states that make up the emotion episode

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Roseman and Smith (2001) emphasize that emotions are generated by current appraisals. This assumption explains how an individual can feel an emotion upon remembering a past event, and it also explains how a person can feel a different emotion than what was originally experienced in response to an event. Additionally, most appraisal theories assume that these appraisal usually

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occur automatically (with little or no conscious effort), but they can also be consciously controlled like other cognitive processes (e.g., when a person attempts to "look on the bright side" to change their emotions).

Fifth, Roseman and Smith (2001) note that "the appraisal process makes it likely that emotions will be appropriate responses to the situations in which they occur (p. 7)." They note that several appraisal theorists believe that the appraisal system has evolved to help individuals cope with their environment by selecting appraisals that produce responses that are adaptive to the situation. Essentially, these theorists believe that the system automatically compares the requirements of the situation to the capabilities/resources of the person, in order to determine whether something can be done to make things better. In this way, appraisals adapt emotional responses to the requirements of the situation, unlike the rigid one-to-one relationships assumed by stimulus-response theories.

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Finally, appraisal theorists have stated that appraisal can involve both high level, conscious processing and/or simpler, non-conscious. Roseman and Smith (2001) explain that when these types of appraisal conflict, one feels emotions that one might consider irrational or unreasonable. They also note that "irrational" or maladaptive emotions can result from inaccurate or inappropriate appraisal.

In summary, appraisal theories of emotion emphasize that emotions are not modular phenomena triggered by a specific stimulus. Instead, the appraisal of the relevance of a stimulus or situation for the concerns of the individual according to a set of defined criteria is thought to underlie the

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elicitation of an emotional response based on the individual's level of EI and personality attributes. This relational appraisal explains why similar emotional states can be produced by very different stimuli, and why the same stimulus can lead to different emotional states on different occasions or in different individuals (Brosch, 2013).

2.3 National Youth Skill Training Institute (IKBN)

Skill training regarded as important to achieve relevant and high-quality *education,* education for sustainable development and is viewed as part of the lifelong learning agenda (King 2011). There is overwhelming evidence to demonstrate that skill training can play an essential role in promoting sustainable poverty alleviation, human development and economic growth, with clear benefits for individuals, their families, local communities and societies in general (Maclean and Wilson, 2009). World Bank (2010) highlights the importance of skills for individuals and economies as 'skills are at the core of improving individuals' employment outcomes and increasing countries' productivity and growth' (p. 1). Accordance with that, Institute Kemahiran Belia Negara (National Youth Skill Training Institute) or IKBN was established by the Ministry of Youth and Sports in 1966. Prior to the establishment of IKBN, the youth gained their skill training at Dusun Tua Youth Training Centre at Hulu Langat, Peretak Training Centre at Kuala Kubu Bharu and Terengganu State Youth Training Centre. The initial objective of IKBN was to solve unemployment problems among the youth whom have lower interest in academic line and potential in skill-oriented training.

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The need to address the problem of young people who are disengaged from mainstream learning through skill training system as one potential solution is recognized internationally (Maguire et al., 2013). Hence, IKBN has been the right platform to ensure employment for the youth. The success of IKBN in addressing this youth's problem had reaps the success with 82% of IKBN youth have secured employment in 2012 (Ministry of Youth and Sports, 2013).

Beginning of 1990s, the onset globalization, combined with the technology evolution has given rise to the knowledge economy, which needs highly skill workforce (Marimuthu, 2008). Accordance to this development the training programmes in IKBN were expanded to train as many youth in the technical fields in order to produce skilled workers to fulfil the national industrial needs. Thus, the objective of IKBN is expanded to ensure more skill training opportunities collaboration with the private sector and to produce youth entrepreneurs in technical fields. Along the aspiration of the nation to be a high-income nation, the objective of IKBN is given a new nuance, hence, the current objective of IKBN is to train the youth and produce skilled and semi-skilled manpower as well as develop young and competitive technopreneurs.

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Began with three institutions in 1970s, IKBN has grown to 20 IKBNs by 2011, with enrolment of 6000 youths in average in a year. Yearly applications for the skill training in IKBN continue to rise, from 2001 until 2011, the application has increased from 16,900 to 43,542, and only 12% -15% were selected for the skill training into two intakes in a year (Ministry of Youth and Sports, 2012). The demand for the IKBN has increased steadily due to the increase in number of SPM

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leavers which IKBN would like to address this youth as *school graduates* (IKBN Alor Gajah, 2011).

To accommodate the increase in the application, IKBN will conduct two sessions from 2014 onwards. According the Youth and Sports Minister Khairy Jamaluddin Abu Bakar, the approach was also in line with the ministry's plan to boost the number of students at IKBN from 10,000 to 15,000 yearly (Bernama, 10/10/2013). Hence, the intake of youth in IKBN has increased to 12,000 youth in 2014.

In notion to uphold the well-being and to provide greater options in skill training environment to the youth, MYOS had established IKBN in every state. This IKBN's development is to provide more training opportunities for the youth in various technical aspects, not only in their birth state but in other states too. This is also in line with the objective of IKBN to collaborate with the private sectors, which are in existence nationwide. Private sectors can play a key role as an entry point to the knowledge society and give a shift in heavy investment by the central government. Two successful examples are Republic of Korea and China. Republic of Korea tailored its skill trainings system to forecast needs. China, on the other hand completely overhauled its antiquated system by encouraging the private sectors to provide financing, materials, apprenticeship, and guidance to align training with the needs of the market (Siriwardene and Qureshi, 2009). In Malaysia the collaboration were between those in Republic of Korea and China.

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Today there are 20 IKBN, which divided into two categories; IKBN not a centre of excellence, and IKBN with centre of excellence status. The 15 IKBN that falls in the first category are;

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IKBN Jitra, IKBN Naka, IKN Seri Iskandar, IKBN Kuala Perlis, IKBN Peretak, IKBN Dusun Tua, IKBN Sepang, IKBN Kuala Langat, IKBN Bandar Penawar, IKBN Temerloh, IKBN Pekan, IKBN Wakaf Tapai, IKBN Kemasik, IKBN Kinarut and IKBN Miri. The five IKBN that falls in the second category are IKBN with centre of excellence focus on the specialization fields, which is IKBN Bukit Mertajam as centre of excellence in electric and electronic, IKBN Alor Gajah as a centre of excellence in hospitality, IKBN Pagoh as a centre of excellence in mechanical, IKBN Bachok as a centre of excellence in civil engineering and IKBN Chembong as a center of excellence in automotive.

IKBN Sepang is also known as Higher National Youth Skill Training Institute as it is the only IKBN which provides advanced skill training programmes in Information Technology. IKBN Pontian is no longer part in IKBN list, as it has upgraded to National Youth Skill College in collaboration with KOBENA Sdn. Bhd.

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The skill-training concept at IKBN uses the integrated approach where the training is divided into Theoretical and Practical Skills Training (80%) and Humanity Development (20%). In Theoretical and Practical Skills Training, 70% are dedicated to practical training. Humanity development covers a number of training skills such as Entrepreneurial Skills Training, Drills and Disciplinary Training, Leadership and Constitutional Studies, Religious and Spiritual Studies, Sports, Recreations and Fitness. Both the skill training and humanity development activity is conducted simultaneously in order a perfection in youth development can be seen. According Maclean, Shanti and Sarvi (2013), the highly specialized nature of skill training emphasis on skills for employability create danger that ‘life skills’ will not be developed. It is important for youth to develop a personal code of work ethics and to be able to solve ethical

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dilemmas in the workplace later. Maclean et al. (2013) added there is also a need to consider skill training's role in developing non-cognitive skills that are also important for employment and self-improvement, such as the non-cognitive skills of self-worth, confidence and motivation.

Skill training offered at IKBN are divided into two types, institutionalized and non-institutionalized training. All the institutionalized courses are conducted as a full time programme at all IKBNs around the country. Courses offered include Mechanical Engineering, Electrical and Electronics, Automotives, Textile and Apparels, Hospitality, Personal Grooming Services and Information Technology. All the courses are based on the accreditation system of Malaysian Skill Certificate (SKM) and Gas and Electricity Supply Department (JBE & G). The course duration ranges from nine months to three years. The skill training is offered at basic, intermediate, and advance level. Successful trainees will be awarded Malaysian Skill Certificate (SKM) in following level; SKM 1 – Level 1 (Basic certificate), SKM 2 – Level 2 (Intermediate certificate), SKM 3 – Level 3 (Advanced certificate), SKM 4 – Level 4 (Diploma), SKM 5 – Level 5 (Advance Diploma) and Diploma in Technology.

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The non-institutionalized training offered at IKBN can be described as short-term modular skills training which are carried out flexibly in terms of the time duration, approach, and premises. Some of the non-institutionalized skills training conducted include Short-Term and Modular Courses in IKBN, National Youth Apprenticeship Scheme, On-The-Job Training, and Light Skills Training at the Youth and Sports State Complex.

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The enrolment to IKBN is open to the youth of Malaysia, 17 to 30 years old during the application and has completed SPM. Priority will be given to those have credit in Malay language, Science and Mathematics. Fluent in Malay language is a must and as Malay language is a medium of teaching. The youth must be single, healthy and have not committed to any crime upon enrolment, the youth must agree to complete the trainings and obey the rules and regulations of IKBN. This agreement is necessary, as IKBN will bear all the cost of the skill training in order the youth to gain. Apart from free accommodation, meals, medical benefits and a host of recreational, social and religious facilities, the youth are also be given monthly allowance range from RM100 to RM300.

The marketability or employability rate of IKBN youth is good. The percentage of IKBN youth marketability from 2009 to 2011 was 73 percent, while 27 percent of them were unemployed (Ministry of Youth and Sports, 2012). In 2012, the trend changes tremendously as 82 percent of IKBN youth successfully secured employment, and unemployed rate is 12 percent and the rest has venture into business as entrepreneurship has been emphasized among IKBN youth in line with the current objective of IKBN (Ministry of Youth and Sports, 2013). Interesting element to note, the unemployed rate among IKBN youth is relatively low with the rate of unemployed of universities graduates. The rate in 2012 indicates that the percentage of unemployed graduates is 21 percent from public institutions of higher learning and 27 percent from private institutions (Bernama, 22/09/12).

Apart contributing to the human resources thorough skilled and semi-skilled employ, IKBN youth has contributed to the reputation of Malaysia. IKBN youth have become designers to the

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industrial materials that are marketable. For example, a robot designed locally has been selected to be in a robotic competition in California and two trainees has been selected to represent Malaysia in the Asean Skills Competition 2012 (ASC 2012), in Jakarta for Ladies/Men Hairdressing and Restaurant Service category.

The success of the skill training is very much depends on the institution environment, training designs and individual differences of the trainees in knowledge acquisition (Weissbein, Huang, Ford and Schmidt, 2011). In IKBN, the discipline is the key. The youth are required to stay in the hostel, participation in every activity organized by IKBN is necessary and everyone is must participate in the drill exercise which is carried in regular basis. Attendance of the skill training classes is monitored and as the youth has given the second chance to progress in life, the avoidable of any IKBN's requirements is intolerable. Eventually, the personality attributes and the elements of emotions has an immerse role in the success of youth in acquiring knowledge at IKBN and prepare themselves for the employment.

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2.3.1 Centre of Excellence

According to George (2010), centre of excellence refers to a team, a shared facility or an entity that provides leadership, evangelization, best practices, research, support and/or training for a focus area and be aimed at revitalizing stalled initiatives. In skill training environment, a center of excellence refers to collaboration initiatives with a clear focus to produce a competitive work force on a particular field. According to Zawiah (personal communication, February 27, 2014),

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Centre of excellence will enable IKBN youth to complete their skill trainings to a higher level in their specialization field and be more marketable in the job market.

Five IKBN turned into Centre of Excellence that focuses on one-specialization field. These IKBN are, IKBN Bukit Mertajam is centre of excellence for Electric and Electronic field, IKBN Chembong is centre of excellence for Automotive, IKBN Alor Gajah is centre of excellence for Hospitality, IKBN Pagoh is centre of excellence for Mechanical and IKBN Bachok is centre of excellence for Civil Engineering. The establishment this centre of excellence is mainly emphasis on advanced training and certification to meet the growing demand on the skilled workers in the relevant industry. At the same time, develop to be knowledge-workers (k-workers). Apart from offering the skill training up to advance diploma at the fifth level of the SKM, youth of Centre of Excellence of IKBN will constantly involved in innovation and creativity activities. The youth continuously engaged with research and development activity with the help of centre instructors in collaboration of private companies. Centre of Excellence have greater partnership with reputable companies, which provide a platform for the youth to go for their industrial training and subsequently gain employment. On top of that, youth of Centre of Excellence are demanded to gain soft skills and have a mind of entrepreneurship.

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In skill training, a centre turned as centre of excellence to meet the demand of specialized skilled human capital, the existence of a partnership with the private sector and the government's vision to improve and refine existing skills training to secure employment. These scenarios widely can be seen in many countries in Asia, particularly. In Indonesia for an example, a training centre specializing in domestic work for households has trained domestic workers to meet the market in

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Singapore, Hong Kong and China. There also excellence-training centres offers training services for prospective migrants to the electronics sectors of neighbouring Malaysia and it sends 250 female workers into these occupations abroad every month. Whereas in Pakistan, the government has turned their skill training centre to be an excellence centre to enhance the role of the private sector in policy making, designing and setting standards in training and improve apprenticeship training systems and provide more flexibility in industries' selection of trainees and the structure of the training (Martinez-Fernandez and Choi, 2013).

Innovation and research has become synonymous with centre of excellence. In the field of automotive for example, IKBN in joined venture with other public universities have successfully helped Sapura Group to improve its design process and shorten the development of a suspension system from three months to two weeks. The design is proprietary in nature and this innovation produces an intellectual property that is shared with the higher learning institutions. In the other development collaboration with Miyazu, a subsidiary of Proton Holdings Berhad had produced a metal part for the new Proton car model, which is expected to be launch in 2015.

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Knowledge based economy requires knowledge workers (k-worker). K-workers are needed to achieve a sustainable economic growth and remain competitive globally. K-workers are able to recognize the importance of human resources for the creation and use of knowledge and to contribute more intellectually than physical. Recognizing the fact that quality is a key weapon in facing the competition and k-workers will become dominant in the industry, the system of skills training in the centre of excellence have been designed to make the quality as a culture to produce the k-workers.

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Accordance to the objective of Centre of Excellence to address employability through human capital development, the youth is also be instilled with soft skill. In addition to technical skills, youth also encouraged to gain soft skills, as this skill is crucial to gain and sustain the employment. Moreover, the Ministry of Education (2013) in their Technical and Vocational Education and Training (TVET) Report also addresses the need of those skills as one of the component that shape employable students.

In conclusion, every youth of Centre of Excellence will become a holistic human capital competent with knowledge, highly skilled workforce, and positive attitude and maintain the knowledge based economy. In addition to a career path and workability, the youth will have the capacity and talent to venture into business.

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2.4 Background and History of Emotional Intelligence

Ever since the publication of the psychologist Dr. Daniel Goleman's first book on the topic in year 1995, EI has become one of the hottest buzzword in United States of America. When Harvard Business Review published an article on the topic in year 1998, it attracts a higher percentage of readers than any other article published in that periodical in the last 40 years (Consortium for Research on Emotional Intelligence in Organizations, 2000). When the Chief Executive Officer of Johnson and Johnson read that article, he was so impressed that he sent out to 400 top executives in the company worldwide (Cherniss, 2001). This is with a notion that EI

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could be a new era or approach to ensure the people's success. Given that EI is so popular in America then and now all over the world and given that the concept is a psychological one, it is important to understand what it is really means and to be aware of the research and theory on which it is based. Thus, it is essential to look into the history of the concept of EI.

As noted earlier, Thorndike's (1920) social intelligence and Gardner's (1983) multiple intelligence paved the way for the current interest in EI. More than nine decades ago, Thorndike suggested that intelligence could be organized under three broad dimensions: mechanical, abstract and social. Mechanical intelligence reflects a person's ability to manage things and mechanisms; abstract intelligence is an ability to manage and understand ideas and symbols; and Thorndike' social intelligence refers to the 'ability to understand and manage men and women, boys and girls to act wisely in human's relation. It is equivalent to interpersonal intelligence, one of the types of intelligence identified in Gardner's (1983) theory of multiple intelligence and very much similar to the concept of EI. Thorndike's categorization prompted the development of instruments to assess each of the three types of intelligence (Thorndike, 1920). Many researchers have viewed Thorndike's research a starting point for the concept of EI (Bar-On, 2000; Dulewicz, Higgs and Slaski, 2003; Landy, 2006). Thorndike's view of social intelligence became a turning point for considering social intelligence as an independent concept (Newsome, Day and Catano, 2000) and a subset of the EI domain (Zeidner, Matthews and Roberts, 2009). Later in year 2006 Goleman expanded the concept of social intelligence in his book, Social Intelligence: The New Science of Human Relationship (Goleman, 2006).

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Wechsler (1940) suggests that affective components of intelligence may be essential to successes in life. While many psychologists focused on cognitive aspects such as memory and problem solving when to think about intelligence, Wechsler along with Thorndike (1920) recognize on that the non-cognitive (emotional, personal and social) were also important. In fact Wechsler discussed the 'non-intellective' as well as 'intellective' factors (Wechsler, 1940). Although he concentrated more on the cognitive aspects, he did not deny either the existence or the importance of the non-cognitive elements. The Wechsler's (1958) definition of 'intelligence' is probably one of the most practical definitions among many academicians and researchers. He viewed the concept of intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment (Wechsler, 1958). Here, his definition clearly emphasizes on the ability to adapt new circumstances and to cope with life affairs. The ability that he referred to is the non-intellective abilities.

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Wechsler (1943) wrote:

> "The main question is whether non-intellective, that is affective and conative abilities, are admissible as factors of general intelligence. (My contention) has been that such factors are not only admissible but necessary. I have tried to show that in addition to intellective there are also define non-intellective factors that determine intelligent behaviour. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligent until our tests also include some measures of the non-intellective factors" (p. 103).

Along the way to conceptualization of the EI, humanistic psychologists, Maslow (1954) has described how people can build emotional strength successfully. In the 1950's, Maslow have written about how people could have chance their emotional, physical, spiritual and mental strengths. His work sparked the 'Human Potential' movement which could be the greatest celebration of humanism since the Renaissance (Goble, 1970). Maslow's Hierarchy of Needs

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developed by Maslow often portrayed in the shape of a pyramid with the largest and most fundamental levels of needs at the bottom, the need for self-actualization at the top and in between what Maslow called 'deficiency needs' or 'd-needs' are esteemed, friendship and love, security and physical needs. Maslow also coined the term 'Metamotivation' to describe the motivation of people who go beyond the shape of the basic needs and strive for constant betterment (Goble, 1970).

In the 1970's and 1980's this led to the development of many new sciences of human capacity and serious research occurring to define both emotions and intelligence. One of these researchers was Peter Salovey of Yale University. Peter Salovey posited that over the last few decades, beliefs about emotions and intelligence have changed, were intelligence was one perfection, people were recognizing that there was more to life. Where emotion was once perdition, people were recognizing that it might have substantive value and the consensus is that the seminal publication was an article called 'Emotional Intelligence' by Salovey and Mayer (1990).

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Another element in the history of road to EI, which is rarely taken into consideration by many researchers, is Ohio State Leadership Studies. Ohio State Leadership studies began in 1940's and been spread in 1950's, focused on how leaders could satisfy common group's needs. The findings of the studies specify that the two most important dimensions of leadership includes, 'intuiting structure' and 'consideration'. According to Hemphill (1959), the Ohio State Leadership Studies suggested that 'consideration' is an important aspect of effective leadership. This study more specifically suggested that leaders who are able to establish 'mutual trust, respect and certain warmth and rapport' with members of their group will be more effective

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(Fleishman and Harris, 1962). On the other hand, about the same period, Office of Strategic Services (OSS) of the United States of America developed a process of assessment of the intelligence service for America military, during World War Two (OSS Assessment Staff, 1948). This process has evolved into the 'assessment center'. This 'assessment center' was developed based on the work of Murray (1938) that comprises the evaluation of non-cognitive, as well as cognitive abilities. This assessment was first used in the private sector at AT&T in year 1956 (Bray, 1976). Many of the dimensions measured in assessment centre then and now involve social and emotional competencies such as communication, sensitivity, initiative and interpersonal skills. Office of Strategic Services (OSS) was United States intelligence agency and it was the predecessor of Central Intelligence Agency (CIA) of America.

With not much attention given to the concept and construct of EI, EI has been used occasionally in the literature by some researchers since mid-1960 (Mayer and Cobb, 2000). The term EI was first used in the German publication in year 1966. The author, Leuner (1966) came up with his work, Praxis der Kinderpsychologie und Kinderpsychiatrie, and the English translation is Emotional Intelligence and Emancipation. In his work, Leuner discusses about women who have rejected their social roles due to their being separated at an early age from their mothers. Leuner discovers that women being evaded from social life due to too low of EI. He suggested prescribed Lysergic Acid Diethylamide (LSD) for their treatment.

The work of the early pioneers on the issue of non-cognitive or social intelligences was largely forgotten or overlooked until year 1983 when Gardner began to write about multiple intelligence (Gardner, 1983). In his book on multiple intelligence Gardner (1983) developed the concept of personal intelligence. Gardner (1993) refers to the personal intelligence as one sub-group of

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intelligence. Personal intelligence include inner-directed, intrapersonal knowledge which allows one to detect and to symbolize complex and highly differentiated sets of feelings; and outer-directed interpersonal knowledge which is the ability to notice and make distinctions among the moods, temperamental, motivations and intention to others. As mentioned by Pfeiffer (2001) Gardner's writing on interpersonal and intrapersonal intelligence specifically sets the stages for subsequent, more elaborate theorizing on EI as a type of intelligence. Zeidner, Matthews and Roberts (2009) agreed that Gardner's (1993) interpersonal and intrapersonal abilities became 'major factors' in the development of EI. Thus, EI can be viewed as a combination of the intrapersonal and interpersonal intelligence of an individual.

EI first appeared in English in a doctoral thesis; A study of emotion: developing Emotional Intelligence by Payne (1986), who centred the idea that society's historical repression of emotion is the source of wide-scale problems such as addiction, depression, illness, religious conflict, violence and war. Payne who wrote in his abstract that the mass suppression of emotion throughout the civilized world has stilted of growth emotionally, has come up with a rigorous theoretical development and framework to address this problem. Consequently, Payne introduced the initial concept, theoretical foundation and framework of EI and provides a clear understanding of the nature and characteristics of EI. In the framework of intelligence, Payne defined EI as follows:

> "The facts, meaning, truths, relationships, etc., are those that exist in the realm of emotion. Thus, feelings are facts – as concrete in the realm of emotion as words and numbers are in the realm of the intellect. The meanings are felt meanings; the truths are emotional truths; the relationships are interpersonal relationship. And the problems we solve are emotional problems, that is, problems in the way we feel." (p. 203).

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Nevertheless, it has been suggested that the article called 'The Emotional Quotient' by Beasley in Mensa Magazine, United Kingdom Edition on May 1987, was the first published use of the term (Hein, 2006). On addressing the EI, Beasley says "there are many other aspects about each other which are as, if not more, important than IQ, in today 'caring society', I'd like to consider EQ-Emotional Quotient or 'sensitivity' as the vital parameter against which to judge a person. EQ, probably best defined as one's 'ability to feel', IQ being one's ability to think, or put another way, EQ is to the heart what IQ is to the brain" (Beasley, 1987).

At the same time Reuven Bar-On claims to have used the term in 1985 in an unpublished version of his doctoral thesis. Reuven Bar-On used the term 'EQ' in 1985 to describe his approach to accessing emotional and social competence for his thesis which he completed in year 1988 (Bar-On, 1988). Although the argument who have used the term 'EI or EQ' is still going on, their contributions to the conceptualization of the concept of EI is undeniable.

Greenspan a psychiatrist who invented an influential approach to teaching children with autism and other developmental problems also put forward an EI model (Greenspan and Greenspan, 1989) he came up an approach called 'Floor Time' – the parents or caregiver's role to follow the child's lead and help them to develop social interactions and communication skills. Greenspan and Greenspan (1989) encourage parents, teachers and therapists to get down on the floor with children, even very young ones and engage them with gestures and words to build warm relationships and expand their world of ideas, many times a day if necessary.

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The term EI was originally coined in 1990 by Salovey and Mayer. Salovey and Mayer was the 'man' who brought the term EI into mainstream psychology in the early 1990s (Mayer, Di Paolo and Salovey, 1990; Salovey and Mayer, 1990). Mayer and Salovey (1997) presented a conceptual framework of emotional abilities that they believed constituted EI. As Salovey and Mayer's writings have been done in the academic community, their names and theirs actual research findings are not widely known.

Instead the person most commonly associated with term EI is Goleman, a psychologist and science writer, who had been writing articles for the magazine 'Popular Psychology' and then later for the New York Times newspaper. Goleman (1995) popularised the term in the middle 1990's and conceptualised EI as a general quality possessed by every normal person, a quantitative spectrum of individual differences in which people can be ranked on a type of emotional scale. Evidently he was planning to write a book about 'emotional literacy', at some point of time, Goleman decided to change the title of his upcoming book to Emotional Intelligence and this book instantly became an international best seller.

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In his book, Goleman has collected a lot of interesting information on the human brain, emotions and behaviours, thus, EI has came to mean a measurement of emotions. In brief, EI is an emergence of group of intelligence (Mayer and Cobb, 2000) that includes social intelligence, personal intelligence, non-verbal perception skills, practical intelligence and emotional creativity (Ivcevic, Brackett and Mayer, 2007). Goleman (1995) relates EI to moral character and noted that emotional literacy goes hand in hand with education for character, for moral development and for citizenship.

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2.4.1 Conceptualisations of Emotional Intelligence

With the popularisation of EI since year 1995, research on EI and efforts to conceptualise as well defining the term EI have attracted the attention of many researchers (Mayer et al., 2000b). Even then researchers began to identify the measurement tools for EI (Bar-On, 2000; Palmer and Stough, 2001). According to Zeidner et al. (2009), commercial researches grows rapidly and starts to promote the added values of applying EI in life, as Goleman (1998a) stressed EI enable and apply to predict success in work, school and home.

The Salovey and Mayer's (1990, 1997) model of EI, Goleman's (1995) model of EI and Bar-On's (1997) model of EI are the three major theoretical models that have contributed in conceptualisation of EI. These three theories have generated the most interest in research and they tend to complement each other in exploring the concept of EI. Their EI concept can be viewed in two different models; one a form of pure intelligence consisting of cognitive ability only (Mayer and Salovey, 1990) and another is mixed intelligence consisting of both cognitive ability and personality aspects (Bar-On, 1997; Goleman, 1995, 1998a).

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Mayer et al. (2000b), leading researchers in the field of EI addressed other model of EI as mixed models because they include many personal traits and diverse elements that are not abilities or skills related to emotion or intelligence and are different from being their own ability model. According to Lyusin (2006), Salovey and Mayer's ability model is the early model and perhaps the best known model of EI. Whereas promoter of the mixed models claims positive personal and organizational outcomes through the utilization of mixed EI (Goleman, Boyatzis and

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McKee, 2002). Although the two models of EI are different, but both the models are more complementary than contradictory (Ciarrochi, Chan and Caputi, 2000).

2.4.1.1 Salovey and Mayer's Model of Emotional Intelligence

Salovey and Mayer (1990) in their article 'Emotional Intelligence' in Journal of Imagination, Cognition and Personality initiated the first theoretical framework. Salovey and Mayer (1990) initially defined EI as 'a set of skill hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others. The effective regulation of emotion in-self and others and the use of feelings to motivate, plan and achieve in one's life.' Salovey and Mayer's ability model of EI has been viewed as a subset of social intelligence; a combination of interpersonal and intrapersonal intelligence emphasizing the non-cognitive aspects of intelligence. Hence, this EI theory has grown out of work on social intelligence as well as personal intelligence. Mayer et al. (1999) viewed EI as a type of social intelligence but with a broader scope, because it does not only include reasoning about the emotions in a social relationship, but also reasoning about internal emotions that are important for personal enhancement.

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Salovey and Mayer conceptualized their regard of EI into three domains, as; first, how people appraise and express their emotion within themselves and others; second, communicate and regulate emotion; and third, utilize emotion for resolution, motivation, creativity and adaptation. The first domain, the appraisal and expression of emotion in oneself involves the ability to learn

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about one's emotions, introspect on those emotions from coherent propositions based on those emotions and express the content of those emotions (Salovey and Mayer, 1990). Therefore, appraisal and expression of emotion in other actually include the ability to perceive the emotions of others to ensure smoother interpersonal interaction. Empathy is the key component, which is the ability to comprehend another's feelings and to re-experience them oneself. The second domain, regulation of emotions involves the degree to which individuals have access to knowledge regarding their own and other's moods. According to Salovey and Mayer, the extent to which one reflects a willingness and ability to monitor, evaluate and regulate emotions. Regulation of emotion here refers to the ability to regulate one's own affective reaction and regulation of emotion in others is the ability to regulate other's affective reactions.

The third domain as the use of one's feelings to motivate, plan and achieve in one's life is the ability to bind one's own emotions to solve problems. According to Salovey and Mayer (1990), emotion and mood affect problem solving via promote flexible planning, generation multiple future plans, altering memory set-up and generate powerful emotions. These concepts are based on the supposition that positive moods will perceive positive events more, generate more creative responses and motivate persistence at challenging tasks endeavour. In addition Salovey and Mayer noted that emotionally intelligent individual understands and express their emotions accurately, respond properly to their own and other's emotions and approach life tasks more properly and in contrast those with deficits in emotional intelligence 'may become slaves' to their own emotions.

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In year 1993, Mayer and Salovey (1993) expanded the definition of EI as a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them and to use that information to guide one's thinking and actions. The idea behind this revision of the theory and subsequent definition change is to link EI framework to past literature on the constructs of intelligence, social intelligence and personal intelligence and focused on providing the credibility of EI.

Later in year 1997, Mayer and Salovey (1997) noted a need to revise the initial definition of EI by claiming that it viewed perceiving and regulating emotions and ignored 'thinking about feelings'. Thus, the revised definition of EI is the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. The revisions of the construct definition have been conducted in hopes of moving more to ability model and away from mixed model, whereby Salovey and Mayer (1990) initiated the definition of EI is more towards of the ability model. Mayer et al. (2000b) describe the current model as an ability model because it focuses on the interplay of emotion and intelligence and Mayer and Salovey (1997) viewed this new revised definition as an intellectual capability for reasoning with emotions in the areas of perception, integration, comprehension and management.

In the current model, Mayer and Salovey (1997) view EI as consisting of several discrete emotional abilities, which are theorized to develop hierarchically (Mayer et al., 2000b). Based on Mayer and Salovey analysis, their ability-model EI divided into four hierarchical areas of skills,

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while they addressed it as the four-branch model. The four-branch model has served as the basis for the ability based EI field (Mayer, 2001; Salovey, Mayer, Caruso and Yoo, 2009; Salovey, Bedell and Detweiler, 2000; Salovey, Woolery and Mayer, 2001; Zeidner et al., 2009).

The first branch, emotional perception, is the lowest branch and is concerned with the ability to identify emotions within one's physical state, feeling and thoughts; the ability to identify emotions in other people, and objects (e.g., artwork, language, etc. and to differentiate between accurate and inaccurate expressions of feelings.

The second branch, emotional assimilation, concerns emotions acting on intelligence or emotion-prioritised thinking. It is the ability to recognize different emotions that one is feeling and to distinguish the emotions that influence the thought process.

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The third branch, emotional understanding, is the ability to interpret the meaning that an emotion conveys on relationships and to understand complex emotions (such as feeling more than one emotion at once) and the ability to recognize transitions among emotions.

The fourth branch, emotional management, which includes the ability to stay open to feelings, is the highest branch and is concerned with the ability to monitor and manage emotions in relation to self and others for emotional engagement or disengagement based on the specific circumstance.

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Mayer et al. (2001) further explain that the four branches function hierarchically with the perception of emotions acting as the most basic or bottom branch, and emotional management as the most complex or top branch. Meaning perception of emotions is a forerunner to the next three branches.

2.4.1.2 Goleman's Model of Emotional Intelligence

In this century the term EI became synonym with Goleman (1995, 1998a). Originally Goleman was a science writer whom is focusing his research on brain and behaviour. Goleman was trained as a psychologist at Harvard University where he worked closely to McClelland (1973). McClelland was a researcher who was becoming concerned on how little traditional tests of cognitive intelligence told us about it takes to be successful in life. Goleman (1995, 1998a) has been credited for popularising the field of EI and became the 'hero' whom leads the admired movement in understanding EI. His bestselling book, 'Emotional Intelligence: Why it can matter more than IQ', Goleman has made popular that emotions are a valid domain of intelligence. Goleman (1995) argues that 'in a sense we have two brains, two minds and two different kinds of intelligence; rational and emotional. How we do in life is determined by both, ordinarily the complementarily of limbic system and neo-cortex, amygdale and prefrontal lobes, means each of is a full partner in mental life.'

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Goleman's theory of EI which he conceptualised as a mixed ability theoretical approach describes EI as abilities such as being able to motivates oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress

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from swapping the ability to think; to empathize and to hope. Therefore, EI is defined as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships (Goleman, 1998a). According to Goleman's (1995, 1998a) theory on EI, the notion is that the balance and management of our emotions determine how intelligently we will act and our ultimate success of life. Goleman's (1995) theory of EI is wide-ranging. Goleman hypothesizes that a large number of human abilities fall within the EI construct, including; frustration tolerance, delay of gratification, motivation, zeal, persistence, impulse control, regulation of mood, ability to empathize, attunement to others, hopefulness and optimism (Yong, 2002). Collectively, these factors help individuals function effectively on a daily basis and in this respect, EI can be conceptualise as a person's 'success-oriented traits'. Furthermore, Goleman (1995) often claims that EI can be more powerful than IQ in determining success. Goleman's work which focused primarily on the work environment explained why some individuals who score high on traditional IQ tests do not necessarily excel in the 'working world' (Dalip Singh, 2003). Goleman described factors other than verbal-quantitative IQ that help individuals success and he proposed that cognitive IQ could not account entirely for such success and that traditional factors, such as EI, explain the remaining variance. Goleman indisputably agreed that EI actually more important than cognitive intelligence in predicting individual's success in life; school, colleges, universities and workplace.

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Goleman's development and formulation of EI is varying from the ability model on two major points. Firstly, Goleman's model focuses on the ability that is distinct from cognitive or academic intelligence. Secondly, Goleman's research has been primarily concerned how talent or

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competency in EI can impact success, work life, organizations and leadership (Cherniss and Goleman, 2001; Emmerling and Goleman, 2003; Goleman, 1995, 1998a; Goleman et al., 2002). Goleman's (1995) initial theoretical model used the term emotional quotient (EQ), as an emotional counterpart to IQ. Goleman's EQ was an emergence of twenty-five emotional and social competencies grouped into five main components; self-awareness, self-regulation, motivation, empathy and social skills.

Self-awareness is the first component and it is described, as a deep understanding of one's emotions, strengths, weakness, needs and drives. Self-awareness is the notion that people as honest with themselves and with others. Self-awareness means that people recognise how their feelings affect themselves and others (Goleman, 1998a). Goleman (2006) refers to this characteristic as the self-interest one takes in relaxing the stress or against on another. Hence, the characteristics of a person who is self-aware include, self-confidence, an understanding of the values and goals of self and others, and often a self-deprecating sense of humour. An individual who is self-aware also knows personal strength and limitation (Goleman, 2006). Having a sense of self is an important knowledge to develop. Reference to high problems among Malaysian youth, opportunities contexts to develop self-awareness among youth is needed.

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Self-regulation is the second components of EI and it is the ability to find ways to control moods and/or emotional impulses. It is the component of EI that frees us from being prisoners of our feelings and helps us deal with them in a calm and controlled manner. Evolution informs our senses and sociological impulses drive emotions. Although fight and flight impulses still present themselves in daily life. Much can be done to control them. An individual who self-regulates can

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lead by example, say no to unwanted impulses and is able to consider the causes of failure (Goleman, 1995). Goleman (2006) indicates 'while the automatic nature of emotional contagion makes us vulnerable to coming down with distressing emotions, that is just the beginning of the story. We also have the capacity for making strategic moves to counter contagion as needed. If a relationship it has become destructive, these mental tactics can create a protective emotional distance'. Thus, IQ alone does not stuffiest to make a person a well-rounded and happy human being, the EI ability to control feelings of frustration or ill-will impulses is immerse important too. A lack of self-regulation also has its social consequences (Goleman, 2006).

Motivation is the third component of EI and it is the ability to be driven to achieve beyond individual and others 'expectations'. Motivation is the third component of EI that makes individuals optimistic and eager to explore new approaches to their work. Motivation creates within individuals on unflagging energy to do things better by focusing enthusiasm, confidence and concentration on achieving goals. According to Goleman (1995), motivation represents those who are forever raising the bar.

Empathy is the fourth components of EI. Empathy is the dispositional tendency does thoughtfully consider other feelings in order to make intelligent decisions. Empathy is additionally described as being able to 'capture' on the signals that others are expressing the subtleties in body language and the like (Sanwal, 2004). The empathetic also has the ability to hear those messages beneath the words being spoken. Understanding the youth who comes from an assortment of backgrounds and experiences, the youth agencies policy makers and researchers must be prepared to deal with all method of EI capacities and dispositions.

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Social skills are the fifth component of EI and it's associated with the behaviours requisite to manage relationship with others. It is predicated upon the assumption that nothing gets done alone and building rapport with people is crucial to relationships. Being friendly for a purpose, may be a demonstration of strategic social skills. Goleman (1998a) stated 'people seem to know intuitively that leaders need to manage relationships effectively; no leader is an island.' After the entire leader's task is to get work done through other, people and social skill to make that possible. According to Goleman (1996), individual popularity, leadership potential and ability to interact with others are largely dependent on social competence.

Despite the popularisation of Goleman's (1995) EI, numerous researchers have criticized his work. Goleman's initial view was criticised for listing positive non-cognitive qualities as EI (Matthews, Zeidner and Roberts, 2002). Epstein (1998), Rouse (1998) and Seligman (1995) cited that Goleman's work is unscientific. Mayer and Salovey (1997) contended these five grouped components of twenty-five emotional and social competencies are a reflection of personality components and not the abilities associated with emotion and intelligence. Later Goleman (1998a; 2001) presented a revised version of his model by outlining the traits that were more focused on EI. He forwarded the framework of EI in his book 'Working with Emotional Intelligence' as an additional theory within the EI paradigm (Goleman, 1998a). This theory represents a framework of EI that reflects how an individual's potential for mastering the skills of self-awareness, self-management, social awareness and relationship management translates into success in the workplace (Goleman, 2001). In relation to that, Goleman's model of EI proffers these four major domains. Goleman (2001) then postulates that each of these domains

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become the foundation for learned abilities, or competencies, that depend on the underlying strength in the relevant EI domain.

Competencies within the self-awareness domain include emotional self-awareness, accurate self-assessment and self-confidence. Individuals who are able to identify their own emotions and they have the right abilities that contribute to strong empathy skills. Self-management consists of emotional self-control, transparency, adaptability, achievement, initiative and optimism. Impulse control and flexibility are the key, to manage own emotions. Social awareness consists of empathy, service orientation and organizational awareness. Individuals who are socially aware are those aware of other's feelings and be able to react accordingly. In fourth domain, Goleman (1998b) emphasizes that who are strong in relationships are able to solve problems, use persuasion effectively and negotiate effectively.

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A careful review indicates that these four domains are shared by all the variations of EI theory, only the term used is different. The distinction of competencies in this model corresponds to Gardner's (1983) intrapersonal and interpersonal competencies. For example, the domain of self-awareness and self-management falls in Gardner's (1983) intrapersonal intelligence and social-awareness and relationship management fit. Within the definition of interpersonal intelligence, a step ahead Bar-On (2000) differentiates between EI and social intelligence; EI as personal self-management capabilities like impulse control and social intelligence as relationship skills. The hierarchical of EI where some domains within Goleman's (1998a) model serve as the foundation for more complex competencies is similar to Mayer and Salovey's (1997) model of EI. Boyatzis, Goleman and Rhee (2000) in an analysis of data on workplace effective found that the four

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clusters are related hierarchically. According to Boyatzis et al. (2000), emotional self-awareness is a prerequisite for effective self-management which in turn predicts greater social-skills.

Goleman defines emotional competence as 'a learned capability based on EI that result in outstanding performance at work' (Goleman, 1998b). Here Goleman distinguishes EI from emotional competence and reinstate that such competencies are learned. Whereby EI as defined by Mayer and Salovey (1997) represents our potential for achieving and mastering of specific abilities in the domain, the emotional competencies themselves represent the degree to which an individual has mastered specific skill and abilities that build an EI and allow the greater effectiveness in the workplace (Goleman, 2001). Goleman set out the competency level of this framework of EI based on a content analysis of capabilities that have been identified through internal research on work performance in several hundred companies and organizations worldwide. Goleman et al. (2002, 2004) claimed that, as the result of applying the model of the EI approach to the mainstream business world, numerous companies and organizations have achieved higher sales, more effective communication, setting realistic goals, increased motivation and effective leadership.

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Goleman (2001) model views EI as a set of emotional competencies that can be learned within lifespan and could result in outstanding performance in the workplace and the mixture of personal and social competencies creates the 2x2 classification of emotional competencies as in Figure 2.1.

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	SELF (Personal Competence)	OTHERS (Social Competence)
RECOGNITION	Self-Awareness ▪emotional self-awarene s ▪accurate self-assessment ▪self-confidence	Social Awareness ▪empathy ▪service orientation ▪organizational awareness
REGULATION	Self-management ▪emotional self-control ▪transparency ▪ daptability ▪achievement ▪initiative ▪optimism	Relationship management ▪inspirational leadership ▪influence ▪developing others ▪change catalyst ▪conflict management ▪building bonds ▪teamwork and collaboration

Figure 2.1. Goleman's Emotional Competencies Model. Adapted from *Primal Leadership: Learning to lead with EI* (p. 39), by Goleman, D., Boyatzis and McKee (2004). Boston, MA: Harvard Business School Press.

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This model revealed similarities with leadership and team management concepts such as empathy, influence, teamwork and collaboration. On this basis, Goleman et al. (2002) proposed six different emotionally intelligent leadership styles; visionary, coaching, afflictive, democratic, pace-setting and commanding. Additionally, to erect an emotionally intelligent organization, Goleman et al. (2002) introduced three rules to follow; create process norms, create ground rules for teams and hold honest conversations about the culture. The latest, Goleman (2006) has ventured into the field of social neuroscience. His book, Social Intelligence: The New Science of Human Relationship is dedicated to the study of social neuroscience and its application in search of better understanding interpersonal capabilities in relation to EI. Although Goleman's (1995, 1998a, 2001, 2005, 2006) contribution in the fields of EI is notable, but critics are vast; such as

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Landy (2005) referred to Goleman as 'a commercial researcher' in the field and Mayer, Roberts and Barsade (2008) addressed Goleman's view of EI is a 'journalist version'.

2.4.1.3 Bar-On's Model of Emotional Intelligence

Bar-On (1988) claimed coined the term Emotional Quotient (EQ) in his doctoral dissertation as an analogue to IQ. Bar-On's (1997) theoretical framework of EI is focused on non-cognitive competencies and he defined EI as 'an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures'. Bar-On's model of EI can be viewed as a mixed intelligence model, also consisting of cognitive ability and personality aspects. According to Neubauer and Freudenthaler (2005), Bar-On's (1997, 2000, 2002) mixed model tend to view EI as a varied cluster of personality traits related to emotions that might predict successful functioning in daily situations. Thus, this model combines mental abilities such as emotional self-awareness with other characteristics which influences the ability to be aware of, to understand and to express oneself; the ability to be aware of, to understand and relate to others, (Bar-On and Parker, 2000) the ability to deal with strong emotions and control one's impulses (Pfeiffer, 2001) and the ability to adapt to change and to solve problems of social and personal nature (Bar-On, 1997).

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Bar-On's (1997) model of EI is broader than the ability model of Salovey and Mayer (1990) and very much similar to mixed emotional competency model of Goleman (1995). Although the Bar-On and Goleman models are very similar, they vary in a few ways. Bar-On's model is much

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restrictive than Goleman's model which is emphasise on the potential benefits of increased EI. Furthermore, Bar-On's model is much more for academic purposes and for the educational community whereas Goleman's model is for business purposes.

Bar-On's model of EI relates to the potential for performance and success rather than performance or success itself and is considered process-oriented rather than outcome oriented (Bar-On, 2000). In relative to that, according to Bar-On (2000) EI and cognitive intelligence contributes equally to a person's general intelligence, which then indicates a potential success in one's life. Concerning personality characteristics relating to life successes, Bar-On identified five areas relevant to such success (Mayer et al., 2000b). These five areas compose Bar-On's theory of EI which are derived from fifteen abilities of the combinations of social, emotional, cognitive and personality dimensions. The five areas are intrapersonal, interpersonal, adaptability, stress management and general mood (Bar-On, 2000).

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Over the time, the Bar-On's theoretical construct of EI evolved. Bar-On has included a wider array of traits related to a specific set of emotional abilities with a focus on emotional and social functioning and behaviour related to human well-being (Bar-On, 2000). The Bar-On's model is referred as Emotional-Social Intelligence (ESI) (Bar-On, 2006a). In accordance to this new ESI model 'emotional-social intelligence is described as a cross-section of interrelated emotional and social competencies, skill and facilitators that determine how effective we understand and express ourselves, understand others and relate them, and cope with daily demands' (Bar-On, 2006a). In the company of Bar-On's research interest in non-cognitive competencies and real world result, Bar-On portrayed the tremendous impact of ESI on academic performance (Bar-On,

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Maree and Elias, 2007), occupational performance and leadership (Bar-On, 2006b; Bar-On, Handley and Fund, 2006), self-actualization (Bar-On, 2001) and human well-being (Bar-On, 2005).

2.4.2 Measuring Emotional Intelligence

There are no conventional or suitable benchmark that measures EI. However, several current measures of EI are promising and proven in terms of validity and reliability. With the existing of multiple definitions of EI, the issue on how it should be measured still being a controversy. Since there are varying models of EI, so the methods of measuring also vary. Nevertheless, all the measurement tools are based on whether the model is founded on ability model or mixed model theory (Mayer et al., 2000b). Qualter, Gardner and Whiteley (2007) in their research reinstate that there are distinction between these two models. According to Mayer et al. (2000b), most ability model of EI is measured by ability measures, while mixed models have traditionally resorted to the use of self-report measures. Pfeiffer (2001) noted, over the time there are one dozen or more self-report instruments available but only a small number of measures that are not in a self-report.

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Presently, both ability and self-reporting measures are widely used to measure EI. Although ability measure based on ability model are generally more reliable and valid than self-report measures, self-report measures are still useful because they are easy to administer. Top internal experiences often difficult to obtain by ability measures and assess ongoing process related to

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emotional thinking (Mayer et al., 2000b). On the same ground, Brackett and Mayer (2003) agreed that the ability and self-report models might likely yield different representations of the same person. Self-report measures can be accurate measures only if people can accurately report their own abilities and normally used for assessing personality construct. (Schutte et al., 1998).

Currently there are several EI measures available and used not all are available for free for public use. Each measure is based on the theorist's way of defining the EI construct. While several EI measures available, only five will be discuss due to their popularity of use. The measures that will be discuss are the Bar-On Emotional Intelligence Quotient (EQ-i), Emotional and Social Competency Inventory (ESCI), Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Schutte Self-Report Emotional Intelligence Test (SSEIT) and Trait Emotional Intelligence Questionnaire (TEIQue)

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2.4.2.1 Bar-On Emotional Intelligence Quotient (EQ-i)

The EQ-i is the first measure of EI were created (Bar-On, 1997). The EQ-i is emerged from Bar-On's effort to answer two different questions; why do some have better levels of psychological well-being than others? Why are some people able to succeed in life over other (Bar-On, 1997; Salovey and Sluyter, 1997)? The EQ-i is a 133-item self-report measure that takes approximately 30 minutes to complete (Bar-On, 2000). The EQ-i provides information on five composite factors that are composed of fifteen subscales including intrapersonal EQ, interpersonal EQ, adaptability, stress management, and general mood. However, Bar-On (2000) revised his scale;

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he now views the general mood factor as a facilitator of EI, so the total EQ-i scores are now computed the first for scales only. EQ-i can be administered online or through a paper and pencil format. The types of reports can be generated, varying in their thoroughness and cost vary from USD60 to USD100. And the EQ-i is available in 13 languages. In connection with EQ-i, his ESI model has played an important role in practical applications of EI. ESI and EQ-i helped individuals to understand the relationship between their thoughts, emotions and behaviours (Bar-On, 2000). Matthews et al. (2002) noted that the theory behind this measure is vague, boiling Bar-On's theoretical approach down to 'EI is what emotional quotient tests test'. On the other hand, even though Bar-On (2004) indicates that the measures is designed to be distinct from personality, MacCann, Matthews, Zeidner and Roberts (2003) have documented the theoretical similarity and even item wording is similar between the EQ-i and the Five Factor Model (FFM). However, EQ-i various sub-scales scores have been used to discriminate between successful and unsuccessful US Air Force recruiters and academic students (Newsome et al., 2000).

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2.4.2.2 Emotional and Social Competency Inventory (ESCI)

The ESCI was developed in year 2007 to replace the Emotional Competence Inventory (ECI). The ESCI is a 72-item scale report measure that assesses 12 competencies organized into four clusters; self-awareness, self-management, social-awareness and social skills. Currently ESCI available in 15 languages and it will take approximately 30 to 45 minutes to complete this test in paper and online format. Since the developer of both measures targeting the people in the organization or the workplace, there are versions for manager, peers and subordinates. In accordance with these measures, currently another version is available targeting the students in

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school, college and universities. The measure is called Emotional and Social Competency Inventory University Edition (ESCI-U). ESCI-U is a multi-ratter measures that provide a platform for developing the critical emotional and social competencies empirically linked to effective performance in a wide variety of managerial, leadership and professional roles. The cost of a complete 360° assessment is approximately USD30 to USD50.

ECI were developed by Boyatzis et al. (2000) designed to assess emotional competencies and positive social behaviours (Sala, 2002). The ECI consist of 110-items and assessing twenty competencies that are organized into four clusters mentioned earlier. The ECI includes 360-degree assessment techniques that can include self-ratings, peer ratings and supervisor ratings. Even though the developers of ESCI indicated that these measures were developed to measure a construct diverse from personality, still the competencies share a common theoretical orientation, and even wording with concepts and item on the Five Factor Model (FFM) of personality (MaCann et al., 2003). Similar to EQ-i the content of ESCI competencies correlates significantly with four of the Big-Five personality dimensions (Matthews et al., 2002; Van Rooy and Visweswaran, 2004). However, currently this measure is widely used to measure emotional competencies in the workplace environment and the outcome have enhanced the people in the organization, research supporting the predictive and concurrent validity for the ESCI is necessary and encouraged.

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2.4.2.3 Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT)

MSCEIT was developed by John Mayer, Peter Salovey and David Caruso based on previous test they had created, the Multi-Factor Emotional Intelligence Scale (MEIS). These measures were developed in an intelligence testing tradition. According to Mayer, Salovey, Caruso and Sitarenios (2003), MSCEIT is the only measures, which developed to meet then 'objective' measure of EI. Furthermore, Matthews et al. (2002) go on to assert that MSCEIT is 'constitutes the most workable contemporary definition of EI'. The most recent version of MSCEIT is version 2, is also designed to measure the four branches of Mayer and Salovey's (1993, 1997) EI ability model.

MSCEIT is 141-items self-report ability-based measures of the facility for recognizing the meanings and relationships of emotions and for reasoning and solving problems using emotional information (Mayer et al., 2002b). MSCEIT is most commonly computer administered and be completed in 30 to 45 minutes. In addition, the cost to administer the MSCEIT is between USD35 to USD50 and the administrator must be accredited (Mayer et al., 2003). MSCEIT provides a total EI score and four branch scores; a) identifying the emotions in a design or as expressed by face, generating a mood, b) solving problems using that mood, c) defining the cause of different emotions and understating their progression and finally, d) determining how to optimally include emotions in thought during situations involving self and others.

Researchers have shown concerns on the non-appearance of scientific standards for determining the accuracy of consensus and expert scores for MSCEIT (Conte, 2005; Schulte, Malcolm and

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Carretta, 2004). Given that consensus scoring uses the most common response in determining correct answers to test items, these ability-based tests may not provide meaningful scores at the highest of the EI continuum when consensus scoring is used (Matthews et al., 2002). Apart that, Matthews et al. (2002) also raise questions about how expert were chosen when determining the correct answers for EI tasks.

According MaCann et al. (2003) MSCEIT measure does not correlate significantly with the Big-Five personality dimensions measures, suggesting it is a distinct concept. MSCEIT is correlates somewhat with crystallized measure of intelligence but not significantly with fluid measures of intelligence.

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2.4.2.4 The Schutte Self-Report Emotional Intelligence Test (SSEIT)

SSEIT is a brief self-report measure of EI that was developed by Schutte et al. (1998). SSEIT measures the four facets of EI as defined by Salovey and Mayer (1990), a) appraisal of emotion in self and others, b) the expression of emotion, c) the regulation of emotion in self and others and d) the utilize of emotion in problem solving. SSEIT is the best alternative of MSCEIT to measure ability model theory of EI. SSEIT focuses on usual EI consists of 33-items, which has good internal consisting and test-retest reliability. Furthermore, for factor analytic studies identified a four factor solution for the 33-items listed in SSEIT as perception of emotions, social skills or managing others' emotions, utilizing emotions and managing emotions in self (Ciarrochi

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et al., 2001). According to Schutte et al. (1998), by using the total scores of SSEIT, can determine a total EI score accordance to Salovey and Mayer (1990) EI principal components.

Apart that, SSEIT is shorter and according to Van Rooy and Viswesvaran (2004) in their meta-analysis stated that this measure was most widely and frequently used in measuring EI. The best part is this measure is available for free of charge for research purposes.

2.4.2.5 Trait Emotional Intelligence Questionnaire (TEIQue)

TEIQue is a 144-item self-report measure developed by Petrides and Furnham (2003). According to (Scott, Kohn, Rilea, Hannon, and Howells, 2007) TEIQue self-report measure based on a blending of the Bar-On, Goleman, and Mayer and Salovey models of EI, which Petrides (2009) addressed it as trait EI. TEIQue consists of fifteen subclases and global trait EI. Petrides (2011) stated that, TEIQue should be preferred over other EI - related questionnaires for three main reasons: first, it offers a direct route to the underlying theory of trait emotional intelligence; second, it provides comprehensive coverage of the trait EI sampling domain; and, third, it has greater predictive validity. Furthermore Gardner and Qualter (2010) and Martins, Ramalho and Morin (2010) has compared TEIQue to other EI questionnaires and has concluded that it has superior predictive validity and superior psychometric properties more generally. TEIQue is based on a combination of the construct - oriented and inductive approaches to scale construction and has hitherto been translated into over 15 languages. In addition to the full form, there are other TEIQue instruments; TEIQue – short form, TEIQue 360 ° and 360 ° – short, TEIQue – adolescent form, TEIQue – adolescent short form and TEIQue – child form. TEIQue has

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demonstrated a strong correlation with happiness and some incremental validity for induced mood states (Tett, Fox and Wang, 2005) and it can be used without cost.

2.4.3 Critical Review of Emotional Intelligence

Audiences are often surprised to find that within the EI paradigm there exists not one, but several theories, (e.g. Bar-On, 1997; Goleman, 1995; Mayer and Salovey, 1997). Although each theory that emerged in an attempt to better understand and describe the skills, traits and abilities associated with social and EI, many believes that the construct of EI addresses by these theories loses validity (Antonakis, 2003; Landy, 2005; Locke, 2005; Montemayer and Spee, 2004; Newsome et al., 2000; Schulte et al., 2004). However, we should bear in mind that the existence of several theories and viewpoint within the EI paradigm will not make the EI concept to lose the validity and indicate weakness. Rather, the existence of several theoretical viewpoints and construct will be the robustness and heftiness of the fields of EI. On the issue of unravelling abilities related to cognitive from abilities, traits and competencies related to EI although remains a complex one, all the definitions of EI represent a combination of cognitive and emotional abilities, these are aspects of EI (Cherniss, 2001).

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As we can see, although definition within the field of EI vary they tend to be complementary rather than contradictory. All the theories within EI paradigm seek to understand how individuals perceive, understand, utilize and manage emotions in an effort to predict and foster personal effectiveness (Ciarrochi et al., 2001).

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According to Antonakis (2003), the measurability of EI and the quality of the measure is also a serious concern regarding the validity of EI. As noted earlier, the existing measuring tools developed based on theorist definition of EI and appeared into two models; ability and mixed. Mayer et al. (2000b) believe that EI measures should exhibit reliability, convergent validity and discriminate validity. The self-report EI measures such as ESCI and EQ-i overlap with well-established personality dimensions (Bastian, Burns and Nettlebeck, 2005; Brackett and Mayer, 2003; Daus and Ashkanasy, 2003; Davies et al., 1995; Petrides, Pita and Kokkinaki, 2007). The ability-based measures such as MSCEIT have higher correlations with general mental ability (Van Rooy and Viswesvaran, 2004). However, the proponents of mixed models pointed out that personality dimension is indeed relevant to EI because these dimensions affect not only the abilities that comprise EI, but also how the individual might utilize the abilities that he or she posses (Barchand and Hakstian, 2004; Mayer, Salovey and Caruso, 2004).

Another vast criticism on EI is categorizing EI as intelligence (Antonaky, 2003). Eysenck (2000) claims Goleman's idea of EI contains only assumption of intelligence in general and Goleman description of EI is 'missing' of intelligence. On the same ground, Locke (2005) claims that the concept of EI is in itself a misinterpretation of intelligence. Mayer and Salovey (1990) are frequently criticized for linking emotion and intelligence. Mayer and Salovey (1990) blamed on connecting emotion to abilities and using the 'intelligence' haphazardly (Newsome et al., 2000).

Indeed, as agreed many proponents (e.g. Cherniss, 2001; Goleman, 1995; Mayer et al., 2000b; Thi Lam and Kirby, 2002), monitoring emotions in self and others, the ability to discriminate among the emotions and ultimately use the information to facilitate decision making and to guide

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one's behaviour and cognition is an intelligence. In unfolding the current status of the overall field of intelligence, Sternberg, Lautrey and Lubert (2002) stated "few fields seem to have lenses with many colours" (p. 3). In addition, Mayer and Salovey (1993) has put distinctive between personality traits, emotional intelligence and general intelligence, as follows:

> 'Personality traits such as extraversion involve dispositions toward behaviour; intelligence involves organic abilities to behave. A trait is a behavioural preference rather than ability". Knowing what another person feels, in contrast is a mental ability. Such knowledge may item from intelligence, or be somewhat independent it. The way in which we have defined emotional intelligence - as involving a series of mental abilities-qualities it as a form of intelligence' (p. 435).

Another controversy that encircled EI is; are EI can be developed? Most of EI experts agreed that an individual could learn EI. There is also a strong consensus that EI is a learned trait or competency which an individual can add that skills to their repertoire, which will help on gaining personal insight (Dulewicz and Higgs, 2000; Goleman, 1995; Lopes, Brackett, Nezlek, Schutz and Salovey, 2004; Mayer and Geher, 1996; Salovey and Sluyter, 1997). The core capabilities are developed within childhood, but are malleable and this capable of being developed. School, family and workplace experiences have a significant impact on shaping one abilities. According to Wall (2007), anyone can learn EI and becoming expert in EI and EI is a life-long journey. In the course of skill-development and skill-application exercises, an individual is able to gain knowledge on EI and its implementation and in turn able to relate and lead (Goleman, 1995, 1998a; Goleman et al., 2004; Shankman and Allen, 2008).

In summary, as with most of the theories, laying concrete foundation is a tough task indeed. In the field on intelligence; traditional intelligence (IQ) has not seriously been pressurized and

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discredited for having multiple theories. Debate and research on traditional intelligence is continuing and has significantly increased our knowledge and practical applications of intelligence assessment are widely used. After 100 years of research, even the concept of traditional intelligence (IQ) is not completely agreed upon (Cherniss, Extein, Goleman and Weissberg, 2006) and promises the debate to continue well into the foreseeable future. Consequently, while EI and its assessments still in its "infancy" the field of EI would seem to be following the similar route, which IQ has gone through.

2.4.4 The Importance of Emotional Intelligence

Anyone can be angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purposes, and in the right way, that is not easy.

Aristotle

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IQ reflects what people take from the world in terms of information and knowledge whereas EI is what people give back to the world in proactive self-management, sensitive to one's and other's feelings, improved relationships and as a guidance for one behaviour and cognitions (Hamacheck, 2000). Conventionally IQ has determined life success. However, simply having an IQ does not guarantee to be superior (McClelland, 1973). Hunter and Hunter (1984) estimated that at best IQ accounts for about 25% of the variance. Sternberg (1996) noted that 16% might be a more realistic estimate. According to Goleman (1998a), IQ contributes to approximately 20% to the factors determining life success and Dalip Singh (2003) agree and stressed the same. The remaining 80% to 90% most be attributed to EI. The life success of the individuals who live in this complicated world, is depending to, the utilizes of multiple kinds of intelligences. A study science graduate students at Berkeley who underwent a battery of personality tests, IQ tests and

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interviews in 1950's supports the hypothesis that EI is more important than IQ. Forty years later when they were in the seventies, they were tracked down and estimates were made of their success based on resumes and evaluations by experts and it's turning out that social and emotional abilities were four times more than important than IQ in determining professional success (Feist and Barron, 1996).

Another research which suggesting that EI is very much important in determining the success is the famous marshmallow studies at Stanford University. In this study group of four year old kids were asked to stay in a room with marshmallows at wait for the researcher to come back 15 to 20 minutes later promising that any kid could postpone eating would be rewarded with a second marshmallow. Not all the kids followed the researcher instruction identically. Ten years later, the researcher tracked down the kids who postponed in the study. The kids that could resist from eating the marshmallow had grown more socially competent and self-assertive and had built the high resilience to deal with frustrations whereas the kids that have followed their desire and eaten the marshmallow had grown stubborn, indecisive and stressed adolescents. Moreover, it's also found that highly emotionally and socially competent had a high score of Scholastic Aptitude Test (SAT) (Shoda, Mischel and Peake, 1990). Furthermore, the study by Hari (2012a) concluded that EI plays an important role in enhancing the happiness and socialisation processes among the kids.

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Achievement, productivity, salary, status, happiness in family, friendship and romantic endeavour does not determine by highest scores in test in college and high IQ scores. Vaillant (1977) indicate in his decades of longitudinal study of 28 men that those excels in their college

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were no more successful than their lower-scoring peers. Similarly, McClelland (1993) found in his research that superior intellectual ability as reflected in grades, IQ, SAT and Graduate Record Examination (GRE) does not guarantee success in life. Hence, EI is a different way of being smart, which must accompany with general intelligence to ensure success.

Researchers have indicated that there is a positive relationship between on organization success and EI (Callahan, 2002; Cherniss and Goleman, 2001; Dalip Singh, 2003; Dulewicz and Higgs, 2004; Goleman et al., 2002; Goleman, 1998a, 1998b; Sanjay Singh, 2007; Sardo, 2004). Goleman (1998a) shared an important perspective based on experts that evaluated approximately 500 companies, ranging from non-profit organizations to government agencies around the world as 'twenty-five years worth of studies that tell us with a previously unknown precision just how much EI matters for successes.' It also reveals that business people were more depended upon emotional competencies when compared to IQ. A study in 1996 on global food and beverage company shows that managers with high EI earned an average of 20% more profits then managers with low EI (Goleman, 1998b). Gardenswartz, Cherbosque, and Rowe (2008) notes, that EI enhances organizational development. The studies conducted on the EI and workplace performance, initiate that individuals who are more emotionally intelligent perform better in the workplace (Bar-On et al., 2006; Gardenswartz, Cherbosque, and Rowe, 2010). Sardo (2004) found that EI reduces absenteeism, increases psychological health, improves commitment, and establishes clear role boundaries and more effective coping skill amongst workers. Apart than the formation, expression and the control of emotion in the workplace also increased (Callahan, 2002). It clearly shows that if EI is given the importance it will bring unpredictable success in the

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wellbeing of the corporate world. As, Dalip Singh (2003) posited "in corporate world IQ gets you hired, but EI gets you promoted" (p. 43), the success of the workforce is assured.

Leadership – vital for everyone especially to youth who will encounter numerous life challenges. The very important element in developing and enhancing the leadership is EI (Bar-On, 2005; Boyatzis and McKee, 2005; Goleman, 2005; Goleman, et al., 2004; Wall, 2007). The key role is leadership is to create and promote positive feelings in association that those leaders oversee. Leaders are liable over the construct of emotions over their association. Furthermore, a leader's EI impacts an association directly and their performance depends on their ability to express their excitement and enthusiasm for initiatives and directives the personal reacts with their emotions accordingly (Goleman et al., 2004). EI in leader impact the productivity. In terms of the corporate world, Goleman emphasis "for every 1 percent improvement in the service climate there's a 2 percent increase in revenue" (Goleman et al., 2004, p. 15). According to many researchers to be highly emotionally intelligent leadership is a learned skill and they suggested EI leadership-development training programs require constant repetition and application in order to form a new habit (Goleman et al., 2004; Shankman and Allen, 2008). Hence, a leader with EI is vital for the wellbeing of the associations, otherwise unproductive and downfall is certain.

The recent studies on the EI have exhibited astonishing findings on the relation of EI and personality attributes, whereby the EI is capable to bring changes in the personality attributes. The study by Athota, O'Connor and Jackson (2009) indicated that EI is predictive of the Big Five. EI, which is conceptualized as ability is actually precursor to personality factors and influences the development of the individual's personality. Furthermore, the study by Nelis et al.

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(2011) has proved that developing EI could lead to improved emotional functioning, long-term personality changes and important positive implications for physical, psychological, social, and work adjustment. These changes led in turn to long-term significant increases in Extraversion and Agreeableness as well as a decrease in Neuroticism. All this improvement will bring positive changes in psychological well-being, subjective health, quality of social relationships, and employability. Thus, Nelis et al. concluded that, the effect of EI on the personality traits for the changes will lead to a meaningful in individual's lives.

2.5 Overview of Personality

Personality is not easy to define, but the majority of researchers and scholars agreed that personality is describing the individual differences, and is made up of the characteristics patterns of thoughts, feelings and behaviours that make an individual unique (Allport, 1961; Burger, 1993; Carver and Scheier, 2000; Cloninger, 2009; Engler, 2006; Mischel, 2003; Pervin and John, 2001; Ryckman, 2004). Whereas personality psychology known as personology, is the study of person and the whole human individual. Basically, 'personality' is referring to approach to capture and abridge an individual's 'essence'. Personality is a scientific attempt of describing and understanding persons.

Characterised as one's patterns of behaviour to feel and act in a certain way which distinguishes one individual from the other, personality be able to provide insight into an individual 'what is it to be a person'. Furthermore, personality conveys internal causality, personal distinctiveness, sense of consistency and stability across a lifetime, acting as types of templates for an

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individual's behaviour (Carver and Scheier, 2000; Myers, 1998). In any attempt to identify an individual's personality to some degree of accuracy, psychologists use observation or conduct some type of psychological assessment. Winter and Barenbaum (1999) noted in this attempt, personality psychology involved two related but opposing endeavour; first, the study of individual differences, or how individuals differ from each other and second the study of individuals as unique, integrated wholes.

Allport (1937) was one of the first psychologists to focus on the study of the personality and is often reflected to as one of the founding figures of personality psychology (Parker, 1991). Allport and Allport (1921) were the first review in the psychological literature of personality and character. That article was responsible for differentiating personality and character, in 1920's and widely used until Allport's review it (Winter and Barenbaum, 1999).

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According to Allport (1937), there are two major ways to study personality, the namothetic and the idiographic. Namothetic psychology seeks general laws that can be applied to many different people whereas idiographic psychology is an attempt to understand the unique aspects of a particular individual. There are number of different theories on how personality develops. Different schools of thoughts in psychology had influence these theories. The numerous schools of personality are psychoanalytic; biological; humanistic; behavioural; social learning cognitive and trait theories.

Psychoanalytic theories explain human behaviour, which appeared from the interaction between areas of the components of personality. The founder of psychoanalytic theories was Freud

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(1924), who described his theory as a theory of the mind of personality, a method of investigation of unconscious processes and a method of treatment (Freud, 1995). Freud has broken personality down into three components; the id, ego and super ego and according to Freud, personality is formed by the interactions of these three components (Cloninger, 2009). Psychoanalytic theory is also closely connected with evolutionary perspectives on personality. Freud accepted Darwin's evolutionary theory, particularly the idea that humans have evolved with particular instincts which were advantages to survival (Engler, 1995). Psychoanalytic theories have been criticized from many quarters, including Carl Jung, who claim that there is a lack of scientific evidence. However, Freud's work has made a profound influence on a number of disciplines including psychology, sociology, anthropology and literature.

Biological approaches propose that genetics are responsible for personality. Biological theory focused on the evolutionary explanations for the origins of personality, neuropsychology and other biological functions, which influence human psychology and personality. Proponents of biological theory believe that human behaviour is produced by a complex biological system whereby the behavioural tendencies is derived from the best known biological theorists, developed inhibition theory. Eysenck argued that individual differences in extraversion-introversion are strongly determined by heredity and have their origins in the central nervous system. Eysenck and Eysenck (1985) redeveloped inhibition theory to formulate 'arousal theory', which identifies the physiological systems underlying introversion-extraversion, in what is usually called temperament. Although Eysenck is a behaviourist, who give great importance to learned habits has focused on the temperament aspect of personality in his PEN model; extraversion (E), neuroticism (N) and psychoticism (P) (Eysenck, 1991; 1992a).

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Humanistic theories emphasise the importance of free will and individual experience in the development of personality. The humanistic approach rests on the complex philosophical foundations of existentialism and emphasises the creative, spontaneous and active nature of human beings (Cloninger, 2009). Abraham Maslow (1954) and Carl Rogers (1951) are two proponents of this approach. Maslow and Roger saw humans as intrinsically good and as having innate desires for self-improvement. Self-improvement is the concept being put forward to describe the moments people feel connected to their surroundings and aware all the happenings. Self-actualization is the highest of human motives and the tendency to grow in ways that maintain or enhance the self (Mischel, 2003).

Behavioural theorist suggests that personality is a result of interaction between the individual and the environment. According to social learning perspective, personality consists of all learned tendencies a person has acquired, including those from social influences. Social cognitive theories build on behavioural theories, show that people's cognitive processes influence, and are influenced by behavioural associations (Carver and Scheier, 2000). In accordance, it realized that so many of the things that reinforce our behaviour are not related to physical needs but to psychological needs. Skinner (1974) developed this school of thought.

Since this study is focusing the trait theory of personality, the trait theories will be discussed in length in the next few pages.

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2.5.1 Trait Theory

The trait approach is the major theoretical area in the study of personality. Trait personality theories suggest that a person can be described on the basis of a certain number of personality traits. Trait theories agree on assumptions; i) trait approaches emphasize individual differences in characteristics that are consistent and stable across a lifetime acting as a type of template for an individual behaviour (Myers, 1998; McCrae and Costa, 2003) and ii) trait approaches emphasize the measurement of these traits through tests, often self-report questionnaires (Cloninger, 2009). Derived from these assumptions, traits can be defined as dimensions of individual difference in tendencies to show consistent patterns of thoughts, feelings and actions (McCrae and Costa, 2003). Additionally, the traits are individualized adaptive entities; all traits are unique to the individual. According to Allport (1937), there is no two individual ever have precisely the same trait.

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Relatively, trait approach in understanding personality is totally different from other personality theories. First of all, while most psychological theories attempt to understand the development of personality trait theories tend to talk very little about the development. Second, predicting a person's behaviour in a given situation is also not a concern for trait theorists. Third, unlike many other theoretical orientations, trait theorists are interested in the comparison of people through based on not just aspects, but also degrees. Finally, trait theory does not inherently provide a medium of personality change.

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Allport's (1937) definition of personality and methods of studying it is credited with emphasizing the term trait as the essential element of classification for personal interpretation. Besides this primary contribution of the term 'trait', Allport and Odbert (1936) were involved in the lexical studies of traits, which is the forerunner of the Five Factor Model of personality (John and Robins, 1993). Another contributor in the development of trait theory was Cattell (1946). Cattell's (1946) factor analysis was the first approach to distinguish among different types of data. Cattell's (1946) work using factor analysis identified 16 characteristics, which became the basis of his 16PF questionnaires (Digman, 1996). According to Winter and Barenbaum (1999), the Cattell's concepts and techniques are now part of contemporary personality psychology specifically in trait theory. Eysenck (1970) presented three-dimensional model, assessed by questionnaire (McCrae, 1982).

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There has been confusion and pessimism in the development of trait theory. According to Mount and Barrick (1998), literally thousands of personality traits have been identified and that number of such traits make a review of research findings in this area unwieldy and in a number of cases of traits with the same names had different meanings and other areas, traits with different names had the same meanings. Nevertheless, the Big Five Personality Factor Model, often called the 'big Five' or the 'Five Factor Model' (FFM) a classification of traits which has the weight of a considerable of empirical research behind them, has become the most widespread personality theory during last three decades. A credit goes to Allport (1937), Cattell (1946) and Eysenck (1967). After a long period in dim, the trait theory has received attention, a new perspective as a trait psychology (McCrae et al., 2005a; Schmitt et al., 2007). In this new approach, the trait theory started to apply a cross range of cultures (McCrae et al. 2010).

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2.5.1.1 Allport's Theory of Traits

Allport (1897-1967) is often called the father of personality theory and was the first psychologists who gave a thorough thought of the concepts of traits. He believed in the individuality and uniqueness of the individual and that individual have consistent personalities. He developed his own trait theory and he continued to view the trait as the best way of studying personality. Allport was the first to offer a class in the field of personality at Harvard University in year 1924 (Pervin and John, 1997). Furthermore, Allport was one of several United States of America psychologists who assisted intellectuals in Europe to find work in America so they could flee Nazi Germany (Cloninger, 2009). Throughout his life, Allport continued to develop his trait theories and he has inspired many who also accepted this approach or developed their own trait theory.

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According to Allport (1931, 1937), the primary unit of personality is trait; trait is the determine tendencies or predispositions to respond. The disposition serves to integrate what would otherwise be dissimilar stimuli and responses (Mischel, 2003). Allport (1937) defined a trait as a generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviour. In this definition, Allport reiterated themes from his definition of personality; the psychophysical emphasis, the uniqueness of the individual, the focus on adaption, and the concept of the trait as a determinative entity (Cloninger, 2009).

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Allport (1937) describes a trait as a neuropsychic system because he believes that traits are real and exist within the individual. Allport does not mean that a trait is what we today would call genetic, although he does regard some traits as 'hereditary' (Pervin and John, 1997). Allport indicates that the trait makes the behaviour consistent and traits guide the individual behaviour. Additionally, traits developed over time, with experience and may change the individual learns new ways of adapting to the world.

While elaborating on the definition, Allport (1937) distinguished individual traits, which are possessed by only one person from common traits, which are possessed by many people, each to a varying extent. Common traits are traits that are shared among persons within a culture. They are measurable and common traits can consider as an important factor of personality. Individual traits refer to personal dispositions, are traits unique to the individual in the sense that each trait only described few people. Individual traits are difficult to measure because they are often rare, but Allport defends the concept of personal disposition as one way of studying the uniqueness of the person (Carver and Scheier, 2000).

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Traits are not habit or attitude. A habit can function as a trait but a trait is not always a habit. An attitude is still situational whereas traits are a more widely extended attitude. A habit can be became a trait later in life and a trait can also function as an attitude. Allport (1937) explains that trait is a fusion of habit and endowments rather than a colligation or chain of habits alone. The transformation of habit to trait is simply when the motivation shifts from simple conditioned responses to a sheer liking of the activity as motivation, then the trait has become autonomous.

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In order to put names and concepts to the traits, Allport and Odbert (1936) conducted a research in which they listed all the trait words in the 1925 edition of Webster's New International Dictionary used to describe individuals. Allport and Odbert's (1936) complete list contains 17,953 terms that could each describe a trait (Cloninger, 2009). Allport's firm believes that even if an individual possess a trait that is indescribable it does not mean that the trait is not there, it simply means that language is lacking the proper term. From this list, Allport and Odbert (1936) developed a list of 4500 trait like words and categorized as cardinal traits, central traits and secondary traits.

Cardinal traits refer to one trait that dominates personality across time and situations. Cardinal traits are one so pervasive that most of the person's behaviour and activities can be traced to this particular trait (Mischel, 2003). A cardinal traits would be the most important components of an individual's personality, as Allport (1937) states cardinal traits is the eminent trait, the ruling passion, the meta-sentiment or the radix of a life. However, most individuals do not have such a highly pervasive single trait, only very rarely do individual have a cardinal trait (Cloninger, 2009) and tend to develop later in life (Allport, 1961).

Central traits refer to five to ten traits that are stable across time and situations (Schultz, 1976). These central traits while not as dominating as cardinal traits, are the major characteristics used to describe and summarize an individual's personality. According to Cloninger (2009), a characteristic which is central traits for one person might not be relevant for another because pacific traits will vary from person to person.

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Secondary traits also known narrow traits are less important and also more difficult to detect. These traits are less conspicuous, less generalized, less consistent and less often called into play than central traits (Allport, 1937). Hence, secondary traits or narrow traits are characteristic that are only evident in some situations and other people may not notice this trait unless they are very close acquaintances.

Although Allport (1937) strives to name all the traits, he does not believe they exist independently of each other within the individual but the traits are highly interconnected and often related. There is no traits works alone and which one is 'triggered' depends highly on the situations. Allport's theory although did not have great impact on the later trait theories but have given an initial inspiration. Even though Cattell's (1946) and Eysenck's (1967) theories somehow different from Allport's theory but still employing the concept of traits (Pervin and John, 1997).

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

Cattell (1979) entered the field of psychology against his own better judgement. Cattell strongly believed that researchers must determine empirically what traits underlie human behaviour. Cattell pioneered multivariate research methods, using several variables at one time to predict behaviour. According to Cattell a trait is that which defines what a person will do when faced with a defined situation. Additionally, Cattell stressed that it is not necessary to define traits in psychophysical terms as Allport (1937) has defined earlier (Cloninger, 2009).

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Cattell (1979) studied under Spearman (1904), a well-known name in the field of intellectual assessment, who were developing the new psychometric technique of factor analysis in the effort to understand the basic dimensions and structure of human abilities (Goldberg and Digman, 1994). Factor analysis became a powerful tool to identify the basic dimensions behind a confusing array of surface variables in a particular domain. Through factor analysis Cattell wanted to reach deeper into personality to learn how traits are organized and interlinked and then Cattell identified what he referred to as surface and source traits (Cloninger, 2009). Surface traits are the visible portions of personality. Surface traits often appeared in clusters or groups while source traits appeared together so often that they seemed to represent a single more basic trait and represent the underlying structure of personality. Initially, Cattell's research yielded thirty-six surface traits that could describe personality and Cattell (1965) hypothesized that source trait are underlying factors for the thirty-six surface traits. Cattell considered source traits much more important in the underlying personality than surface traits and the identified source traits became the primary basis for the 16 PF Model (Hall and Lindzey, 1978).

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Cattell (1965), who have mastered the factor analysis methodology, believed that there are three major sources of data when it comes to research concerning personality traits (Cloninger, 2009).

L-Data, also referred to as the-record data, could include actual records of a person's behaviour in society such as court records (Hall and Lindzey, 1978). Self-rating questionnaires also known as Q-Data gathered data by allowing participants to assess their own behaviors. The third source known as T-Data or 'objective test data', created a unique situation in which the subject is unaware of the personality trait being measured (Pervin and John, 2001).

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In developing of 16 PF Model, Cattell (1965) relied heavily on the previous work of scientists in the field. Employing lexical approach Cattell reduced the number of main personality traits from Allport and Odbert (1936) initial list of 4500 trait names down to 171 traits names, mostly by eliminating uncommon traits and combining common characteristics. The aim is to achieve integration as it relates to language and personality, that is, to identify the personality relevant adjectives in the language relating to specific traits. Since there are finite sets of adjective in a language, the narrowing of the variables into base personality categories becomes necessary as multiple adjectives can expands similar meanings within the language (John and Srivastava, 1999).

Next, ratings on these 171 different traits were collected in a large sample of individuals. With the intent of generality, Cattell's (1965) sample individuals were representative of general age groups including adolescent, adults and children as well as representing several countries including the America, Britain, France, Italy, Germany, Mexico, Brazil, Australia, New Zealand, Argentina, Japan and India (Hall and Lindzey, 1978), and a factor analysis carried out (Carver and Scheier, 2000). Using factor analysis, Cattell identified closely related terms and eventually reduced his list to just 16 key personality traits. Cattell believes these 16 traits are the source of all human personality. A psychometric personality test names the 16 PF Questionnaire was then developed based on these 16 primary factors of personality (Cattell, Eber and Tatsuoka, 1970). The 16 PF Models aims to measure personality based, upon sixteen source traits.

Although the 16 PF Questionnaire measures normal-range traits and not psychopathology, it has been used extensively in counselling and clinical settings because of its ability to give an in-

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depth, integrated picture of the whole person, including strengths and weaknesses. However, Cattell's 16 PF is greatly criticized as does not measure the factors which it purports to measure at a primary level (Eysenck and Eysenck, 1985; Noller, Law and Comrey, 1987; Schuerger, Zarrella and Hotz, 1989).

As the 16 personality factors are not independent of one another, it is possible to further reduce the number of factors. From the beginning, Cattell (1946) conceptualized personality in terms of hierarchical, multilevel structure. Cattell found that when the primary traits themselves were factor analyzed, a smaller number of broad, underlying influences among the primaries emerged, and Cattell called those 'second-order' or 'global' traits'. Thus the global traits, and were constructed from the primary traits which defines the global traits and the two levels of personality of personality structure are fundamentally interrelated. Cattell's (1957) second-order factor analysis produced fewer factors that are similar to the Big Five Factors Model (Cattell, 1993). Cattell (1957) described five second-order global factors; extraversion, stability (low anxiety), receptivity (low tough-mindedness), accommodating (low-independence) and self-control. However according to Eysenck (1991) these Cattell's (1957) 'second-order' traits do not correspond completely to Big Five Factors and furthermore Eysenck reduce the number. Nevertheless, through the investigation into the validity of Cattell's model, researchers did discover the Big Five Factors, which have been monumental in understanding personality, as we know it today.

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2.5.1.3 Eysenck's PEN Model

Eysenck (1967) was another important contributor to the emerging of trait theories. Alike to Allport (1931), Eysenck view a selection of traits which guide consistent forms of behaviour (Mayer and Sutton, 1996). Eysenck believes just three traits, which he addressed it as supertraits; E, N and P were sufficient to describe human personality. According Eysenck and Eysenck (1985), personality can be studied from either temperamental or cognitive aspects, or both. However, Eysenck (1991) focuses on temperament aspects of personality in his PEN Model and Eysenck stress that the study should begin with a description or taxonomy or personality or temperament. Henceforth, Eysenck (1991) describes how taxonomy in the study of personality can be achieved using the correlated technique-factor analysis; as "in the case of personality study the organisms concerned are human beings, preferably randomly chosen, or with sex, age and other restrictions; the characters are traits, measures by experiment, by rating, by self-rating or in some other way (e.g. projective test, miniature situations, etc.). We can correlate traits over subjects or subjects over traits, giving us groups of people showing similarity over traits or groups of traits, cohering as factors over people. We can then look at the traits (or people) having the highest factor loadings in order to better identify the traits clusters" (p. 775). Thus, individual personality can be clearly analyzed in term of traits, which can be defined as co-variation of a number of behaviour acts (Eysenck, 1985). In addition, those traits intercorrelate themselves to make up higher-order factors or supertraits (Eysenck, 1991). Based on this finding, Eysenck suggests three traits; extraversion, neuroticism and psychoticism. (Rearranging the first letters of those factors gives the acronym "PEN") (Cloninger, 2009). According to Eysenck and Eysenck

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(1985) these three supertraits of dimensions of personality are orthogonal to each other, which mean that they do not correlate with each other.

In the development of trait theories, there are strong debates on the number of dimensions of personality (Costa and McCrae, 1992a, 1992b; Eysenck, 1991, 1992b, 1992c). Thus, Eysenck and Eysenck (1985) stressed that there are only three major dimensions in the description of personality; extraversion-introversion; emotional stability versus instability, or neuroticism and psychoticism versus impulse control. Furthermore, the cross-cultural studies in different nations and cultures other than Western countries using the Eysenck Personality Questionnaires (EPQ) indicates, the supertraits of E, N, and P are universal (Eysenck, 1991; Eysenck and Eysenck, 1985). Although the PEN model is acceptable, there are a few glitches that need to be cleared up. The trait of impulsivity was originally under the supertraits of extraversion in the Eysenck Personality Inventory (EPI) but later it was moved to psychoticism in the Eysenck Personality Questionnaire (EPQ) (Eysenck and Eysenck, 1985). According to Eysenck and Eysenck (1985) impulsivity correlated quite well with extraversion ‘but even better with psychoticism’. Gray (1981) disagrees with this removal from extraversion and strongly believes that impulsivity as well as anxiety should be treated as uniquely important. The PEN model further attempts to provide causal explanation of personality, so that the theory can be tested by scientific experiments. Consequently, Eysenck (1990) proposes the arousal theory by modifying his inhibition theory to explain the causal roots of the three dimensions of personality.

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Based on the arousal theory, Eysenck (1990) provides a biological explanation of extraversion in terms of cortical arousal via the ascending reticular activating system (ARAS). Activity in the

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ARAS stimulates the cerebral cortex, which in turn leads to higher cortical arousal. Eysenck explains neuroticism in terms of activation thresholds in the sympathetic nervous system or visceral brain. The visceral brain is also referred to as the limbic system, which consists of the hippocampus, amygdale, septum and hypothalamus and regulates such emotional states as sex fear and aggression, Eysenck also provides a biological explanation of psychoticism in terms of gonadal hormones such as testosterone and enzymes as monoamme oxidose (MAO).

Extraversion, with its opposite pole introversion describes an individual's orientation to sociability or sensation seeking versus reversed or careful behaviour patterns (Mayer and Sutton, 1996). Supertrait-emotionality-stability or neuroticism is a personality dimension where at one end 'a person is emotionally stable, is not a worrier and is not likely to experience chronic levels of negative affect. At the unstable end, we find a person who has a lower threshold for emotional reactions and whose emotional experience is frequently more negative' (Mayer and Sutton, 1996). According to McCroskey, Heisel and Richmond (2001), individual with high neuroticism scores indicate that they are less self-accepting than those with lower scores. Psychoticism describes an individual's predisposition towards becoming either psychotic or sociopathic. Eysenck (1992b) posited that individual high in psychoticism tend to be hostile, manipulative, impulsive and seek unusual experiences. In fact individual who are creative tend to have high psychoticism scores (Eysenck, 1994).

Although Eysenck and Cattell used different approaches, their findings have distinct similarities. According to Cattell and Kline (1977), the second-order factor analysis of Cattell's 16 PF draws identical to Eysenck's PEN model. Today the Big Five factors which derived from the earlier

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empirical work of Cattell, Eysenck and others are widely used to study human personality and cultural psychology (Church, 2009).

2.5.2 The Five Factor Model or Big Five

Five Factor Model (FFM) of personality is one of the most prominent and widely accepted models in contemporary psychology (Digman, 1990). This theory contains five different factors into a model for describing human personality. These five different dimensions are often referring to as ‘Big Five’ (Cloninger, 2009, Mischel, 2003; Pervin and John, 2001). The labels Big-Five and Five Factor Model (FFM) as a common taxonomy of personality traits are often used interchangeably in the current trait approach to personality theory (De Fruyt, McCrae, Szirmák and János, 2004). The term "Big Five" was coined by Goldberg (1981) and was originally associated with studies of personality traits used in natural language. The term FFM has been more commonly associated with studies of traits using personality questionnaires. According to Goldberg, Big Five – a title chosen not to reflect their intrinsic greatness but to emphasize that each of this factor is extremely broad. Thus, the big five structure does not imply that personality differences can be reduced to only five traits. Rather, these five dimensions represent personality at the broadest level of abstraction, and each dimension summarizes a large number of distinct, more specific personality characteristics. The five factor theory is among the newest models developed for the description of personality, and this model shows promise to be among the most practical and applicable models available in the field of personality psychology (Digman, 1990). According to Mayer and Sutton (1996), this Big Five classification scheme is based solely an empirical findings from factor analytic studies.

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As discussed earlier Cattell's (1946) pioneering work and Eysenck's (1967) contribution, in between there are several researchers emerged independently in discovery and classified the Big Five dimensions. As cited in Digman (1990), McDougall (1932) was the first to suggest that personality concepts can be organized into a five-factor model and since then only attempts to develop lexical and factor-analytic approaches have followed. McDougall (1932) stated 'personality may to advantage be broadly analyzed into five distinguishable but separate factor, namely intellect, character, temperament, disposition and temper'. Gained from Allport and Odbert (1936) lexical approach and Cattell's (1947) primary factors, Fiske (1949) and Tupes and Christal (1961, 1992) repeated attempts to replicate this factor structure were unsuccessful and instead, a five factor solution was consistently revealed. Tupes and Christal (1961) found 'five relatively strong and recurrent factors and nothing more of any consequence' and they named their Big Five as Surgency, Agreeableness, Dependability, Emotional Stability and Culture.

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Despite Tupes and Christal's (1961) work Norman (1963) more widely read replication the findings of Tupes and Christal and defined the five factors as Extraversion, Agreeableness, Conscientiousness, Neuroticism and Culture. Since then a number of researchers have worked on the five factors. For example, Borgatta (1946); Digman and Takemoto-Chock (1981); Hakel (1974); Smith (1967) demonstrated that the five factor model of personality significantly accounted for the variance in the data. On the other hand, Goldberg (1990), Peabody and Goldberg (1989) demonstrated the robustness of the Big Five structure in an extremely large set of adjectives across samples and a wide variety of factor-analytic approaches. Although many

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researchers have studied these five factors, the two leading proponents today are Paul Costa and Robert McCrae (1985) (Cloninger, 2009).

As its name indicates, the FFM of personality asserts there are five basic factors of personality. The FFM consists of five broad personality traits; Extraversion, Agreeableness, Neuroticism, Conscientiousness and Openness (Cloninger, 2009). The word 'OCEAN' is a convenient mnemonic of helping to remember the FFM, if the letters are scrambled because each factor begins with one of the letters in 'OCEAN' (Cloninger, 2009). This FFM maintains that most, if not all, lower level personality traits can be combined into five, all-inclusive universal factors.

The importance of the FFM remained hidden from most personality psychologists throughout the 1960's and 1970's and failed to reach an academic audience until the 1980's. The situation begun to change in the early 1980's, researchers from many different traditions were led to conclude that these factors were fundamental dimensions of personality (Goldberg, 1992). In 1990's, Digman (1990) advanced FFM of personality dimensions of personality which Goldberg (1993) extended to the highest level of organization. The FFM entered the questionnaire realm due the efforts of Costa and McCrae (Costa, 1997; Costa and McCrae, 1992c, 1995a, 1995b; Costa, McCrae and Dye, 1991; McCrae and Costa, 1983, 1987, 1992; McCrae, Costa, Del Pillar, Rolland and Parker, 1998). Initially, Costa and McCrae proposed three factor model, which includes Neuroticism, Extraversion and Openness to experience based on cluster analysis of the Cattell's 16 PF Questionnaire. Originated in Cattell's early lexical work, first Costa and McCrae yielded the ubiquitous extraversion and neuroticism dimensions and later convinced by the importance of openness.

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In 1983, Costa and McCrae developed the NEO Inventory to assess these three factors, were recovered in a series of factor analysis on a number of well-established personality measures and the NEO Inventory itself. In 1985, the NEO Personality Inventory was published to measure these three dimensions of personality (Costa and McCrae, 1985). At the same time, they examined the convergence of the lexically-based FFM with the NEO Personality Inventory and found five factors, adding agreeableness and conscientiousness factors. Then their instrument the NEO-PI was the first commercially available to measure the Big Five (McCrae and Costa, 1987).

In this NEO-PI, Costa and McCrae did not include facet scales for the two newly added factors. In 1992, they published 240-items NEO Personality Inventory, Revised (NEO-PI-R) which permits differentiated measurement of each Big Five dimensions in terms of six more specific facets per factor (Costa and McCrae, 1992c; Costa and McCrae, 1995a). The NEO-PI-R is rather lengthy. Then, Costa and McCrae (1992c) developed the 60-items NEO-FFI, to provide a shorter measure. The item content of the scales was adjusted somewhat to ensure adequate content coverage of the facets. However, these scales do not equally represent each of the six facets defining factor. In the meantime, to address the need for a short instrument measuring the prototypical components of the Big Five that is common across investigations, John, Donahue and Kentle (1991) constructed the Big Five Inventory (BFI). The 44-item BFI was developed to represent the prototype definitions developed through export ratings and subsequent factor analytic verification in observer personality ratings. The goal was to create a brief inventory that would allow efficient and flexible assessment of the five dimensions when there is no need for

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more differentiated measurement of individual facets. The researcher will explain at length on BFI in chapter 3.

The FFM has become an accepted, widely used taxonomy of personality and is used effectively in the application. Since FFM is applicable even though this does address McAdam's (1992) claim that the FFM should not really be considered a theory, but more appropriately just a list of five variables used to identify and classify personality traits. In reference to the credibility, Digman (1990) says "research on the five factor has given us a useful set of very broad dimensions that characterize individual difference" (p. 436) and on the FFM instrument "this is an area in which personality psychologists have major scientific finding a report with high reliability and impressive validity" (p. 436). In addition many researchers stressed that the five variables that compose the FFM are necessary and sufficient to provide a good answer to the question of personality traits (Digman, 1990; Goldberg, 1990; Piedmont and Weinstein, 1993).

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FFM holds a very well across cultural and linguistic lines. FFM is universally accepted. To expose the gloriousness of, the universality of FFM, assessing the personality profile of the world cultures and followed by an etic approach being carried out in big scale (Allik and McCrae, 2004; De Fruyt et al., 2009; McCrae et al., 2010; McCrae et al., 2005b; Nye, Roberts, Saucier, and Zhou, 2008; Oishi and Roth, 2009; Schmitt, Realo, Voracek, and Allik, 2008; Terracciano, 2005). On the ability of FFM to be universal, Digman (1990) writes "something quite fundamental is involved here. This is the way people everywhere construe personality, regardless of language or culture" (p. 434).

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Despite this strong empirical backing, adaptive of the FFM as the universal framework of personality is questioned by some researchers. Some say too few factors. Mershon and Gorsuch (1988) argued that stronger predictions only can be made from the higher order factor measures such as 16 PF. Some researchers do not feel that all five factors are needed. Zuckerman, Bernieri, Koestner and Rosenthal (1989) argue that three factors, corresponding to Eysenck's PEN model are accounted for the bulk of the variance. Cloninger, (1986) as cited in Cloninger (2009) also has three factors theory. When fewer of more than five factors were extracted they could not match across the two samples, but an almost perfect match was found with five factors (McCrae and Costa, 1987). Borkenau and Ostendorf (1990), Digman (1989) and Goldberg (1990) have reported similar findings. Therefore, five factors are just perfect.

In sum, FFM is a great psychological theory useful taxonomy for organizing personality, complementary to other theories and widely used models to date. Therefore, the FFM used to represent personality attributes in this study.

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2.6 Youth of Malaysia

Historically, the importance of the youth was not taken as seriously given the social and developmental stereotypes attached to youth. Too often, the talents and insights of youth, and were sometimes still are, overlooked by adults who consider the realm of youth-centered work to be that of "adults". However, today, a shift has emerged in which youth are being given a platform to contribute and the fundamental recognition that they are in essence the future. Youth is certainly an important and valid element in national development. The youth has a critical role

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to play in the country's effort to achieve the status of a fully developed country by the year 2020. Malaysia's development plan -Vision 2020, aims to develop all aspects of the country including national unity, social cohesion, economy, social justice, political stability, and system of government, quality of life, social and spiritual values and national pride and confidence. In order to pave the way towards a developed-nation status, Malaysia is turning its focus to address youth as a human capital where human capital is recognized as an important factor that will determine Malaysia's success in becoming a developed nation.

The word youth is generally used interchangeably with terms such as teenager, adolescent, young adult and young person. Youth generally refers to a time of life neither childhood nor adulthood, but rather somewhere in between (Webster's New College Dictionary, 2004). Although youth are defined demographically as those humans between the ages of 15 to 25 (Gidley and Inayatullah, 2002), definition can vary globally. According to United Nations Generally Assembly (2006), youth are classified as those persons falling between the ages of 15 to 24 year inclusive. The World Bank (2006) defines youth as a time in a person's life between childhood and adulthood, who is between the ages of 15 to 25. The Commonwealth Youth Program works with youth who age of 15 to 29 (Commonwealth, 2010). Malaysia, via the National Youth Policy 1997 defines youth as those persons between the ages of 15 to 40 years old. Apart from Malaysia, there are many countries especially in the developing world that stretches the age limit of 25 years old; for instance in China, one is considered a youth until he or she reaches the age of 45 years (cited in Samsudin, 2005).

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There are attempts to institutionalise this definition through the inclusion of this age range in the Malaysian Youth Organisation Act and this matter has yet to draw a conclusion after years of discussion (Utusan Malaysia, 23/10/2003; The Star, 26/6/2006). However, there is a little progress, recently when the Youth and Sports Minister, Datuk Seri Ahmad Shabery Cheek, said youth need a new interpretation of age namely from 18 to 25 years, to be consistent with the standards of the United Nations adopted by most countries (Utusan Malaysia, 23/3/2011). According to the Minister, the ministry will ensure new age interpretation is applied before year 2017. Whatever the accepted definition of youth may be in any country, one thing that is apparent is the youth generation is always a significant national asset. Griffin (1997) points out that youth are "treated as a key indicator of the state of the nation itself" (p. 10).

Malaysian youth between the ages of 15 to 40 years account for 40.18%, approximately 11.6 million of the total Malaysian population of 28.91 million in year 2010 (EPU, 2010). 50.9% of youth were male and 49.1% were female (DOS, 2010). The youth population continues to grow and by year 2020, estimated that the number of Malaysian youth will reach 14.96 million. Of these 11.6 million Malaysian youth, 22.8% of youth are between the ages of 15-19, 22.0% are between the ages of 20-24, 20.5% are between the ages of 25-29, 18.2% are between the ages of 30-34 and 16.5% are between the ages of 35-39 (DOS, 2010). Youth population comprises many ethnic groups. The largest ethnic groups are Malays (Muslim-Bumiputera) who make up 51.4% followed by Chinese at 21.1%. Other bumiputeras makes about 11.7%, Indians at 6.9%, other ethnic groups at 1.3% and non-Malaysian citizen's youth (permanent resident status holder) at 7.6% (DOS, 2010). Of the total youth in year 2010, 2.48 millions live in east Malaysia (Sabah, Sarawak and Federal Territory Labuan) and 9.14 millions live in Peninsular Malaysia. The most

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populated state with youth generation in Peninsular Malaysia is Selangor, followed by Johor and Perak.

2.6.2 Youth Development

Youth development is an important element in Malaysia. Government's initiative to improve the nature of youth can be seen in national plans whereby the youth development given a specific chapter in every five year Malaysia plan starting in the 6th Malaysia Plan up to the current 10th Malaysia Plan. Through these plans, the government is determined to ensure that youth realizes their role and responsibility in achieving the Malaysia aspirations, Malaysia's Vision 2020, contributing to 1Malaysia concept and Malaysian transformation plans.

In line with the government's initiative towards youth, 15th May has been inaugurated as Malaysia National Youth Day. In conjunction with 2005 National Youth Day celebration, Malaysia's 5th Prime Minister, Datuk Seri Abdullah Ahmad Badawi launched IPBBM. The objective of this institute is to carry out study on various aspects and lifestyles of youth. With the development of IPBBM, the government recognizes that youth development is a multifaceted effort and that has enabled government to conduct more organized and systematic youth activities.

Malaysia's 2011 National Youth Day celebration was a historic event whereby for the first time a mass gathering of youth been organized. In celebrating this commemorative day Dato' Seri Ahmad Shabery Bin Cheek, Minister at the Ministry of Youth and Sports has organized the One Million Youth Gathering which was held at Putrajaya on 27th to 29th May, 2011. This event has

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changed Putrajaya to a place for the youth by holding more than 200 activities during the three days. The main highlight is the activities and programs all geared towards youth, organized and run by youths as intended by Prime Minister Dato' Seri Mohd. Najib Tun Abdul Razak.

According to Politz (1996), youth development is an approach framework, a way to think about young people, the focus on their capacities, strength and developmental needs and not on their weakness and problems. All young people have a basic needs that are critical to survival and healthy development which includes a sense of solely and structure; belonging and membership, self-worth and ability to contribute; independence and control over one's life; closeness and several good relationships; competence and mastery (Politz, 1996). Broadly, the programs that lead to personal development relating to teamwork and leadership building, skill enhancement, strengthening the relationship with the community and contributing to the community are the programs that can be adapted for the development of youth. This corresponds with the development of youth basic competencies such as personal competencies, vocational competencies, citizenship competencies and the vital one, EI competencies.

Politz (1996) added, youth development aimed to help young people develop their inner resources and skills they need to cope with person that might lead them into unhealthy and antisocial behaviour. According Carnegie Council-Adolescent Development (1992), prevention of undesirable behaviours is one outcome of healthy youth development but there are others; the production of self-reliant, a self-confident adult who can take their place as responsible members of society. As over the years United States of America has been dealing with the detailing and implementation of the youth development programs, Pittman (1993), has defined youth

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development as "the ongoing growth process at which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for be valued, be useful and be spiritually grounded and (2) to build skills and competencies that allows them to function and contribute in their daily lives" (p. 8).

Hence, positive youth development is a right approach to enhance the youth and positive youth development is a constructive way to work with youth. According to Azimi Hamzah (2003), positive youth development is essential for youth to remain nation's invaluable assets and for that positive youth development programs need to be well-planned. The concept of positive youth development is suggested that attention should be paid to broader developmental needs of youth rather than emphasizing at risk youth. In other word, positive youth development is an approach to focus on youth's capacities, strengths and development needs, but not on youth' negative behaviour and problems. It is important that the youth is given diverse opportunities for learning, for guidance, for meets the challenges for explaining limits, for experience consequences, for developing self-confidence and self-control and for helping others and for improving their communities (Pittman, 1993).

Approach to youth development must encompass opportunities and experiences for youth to contribute in a meaningful way to the nation and at the same time feels that their contribution is valued. The programs in which youth involved must have an encouraging influences that is the notion of youth development is one of positive youth development. Therefore, youth development does not occur in isolation of EI ability.

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2.6.2.1 Youth Development Competencies

Youth development actually refers to the process that the young people have to undergo and ventures before stepping into adult life. In this process, they build the strength and competencies needed to participate in adolescents and adult life. Pittman (1991) has identified five key competency areas, which were necessary for a successful transition to adult life. They are:

- Health or physical competence – good current health status and evidence of appropriate knowledge, attitudes and behaviours that will assure future health.
- Personal or social competence – intrapersonal skills (ability to understand personal emotions, have self-discipline); interpersonal skills (ability to work with others, develop friendship and relationships through communication, cooperation, empathizing, negotiating); coping/ system skills (ability to adapt, be flexible, assume responsibility); judgement skills (ability to plan, evaluate, make decisions, solve problems).
- Cognitive or creative competence - broad base of knowledge, ability to appreciate and participate in creative expression, good oral and written language skills, problem solving and analytical skills, ability to learn, interest in learning and achieving.
- Vocational competence – broader understanding and awareness of vocational options, knowledge and concrete steps needed to realize choices, adequate preparation for chosen career, an understanding of the value and function of work.
- Citizenship competence - (ethics and participation) – understanding of the history, challenges and values of the nation, community and culture, respect for different communities and cultures respected within the nation, desire and commitment to be involved in efforts that contribute to the broader good.

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Furstenberg, Kennedy, MaCloyd, Rumbaut and Settersten (2003) suggested that to function successfully as adults, young people must be given a fair chance to develop the knowledge, attitudes, skills and behaviours that will make the successful transition to adulthood possible. According to Furstenberg et al. (2003), youth must become educated to their highest potential be able to foster a positive identity have a personal of well-being and self-efficacy and developed the habits associated with good citizenship.

2.6.2.2 Emotional Intelligence Competence

The missing element in Pittman's (1991) findings is EI. Nevertheless, Pittman's second competency actually compromises of dimensions of EI. In line with competencies defined by Pittman, EI competencies are crucial to the development of youth. In fact, the second efficiency, which Pittman emphasized, is actually EI competencies. EI level among youth should be given priority so that youth be able to stand out and become more productive and successful at what they do, and help others become more productive and successful, too. Furthermore, EI contains contain many elements known to reinforce mood states, builds problem solving ability and to reduce stress of youth by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. Finally yet importantly, it links strongly with concepts of love and spirituality (Goleman, 2006).

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According to Salovey and Mayer (1990), apart harness one's emotions in order to solve life problems, EI facilitated the generation of multiple future plans, alter memory organizations so that cognitive material is better integrated and diverse ideas are seen as more related, provides interrupts for complex systems "popping" them out of a given level of processing and focusing them on more pressing needs and EI may used to motivate and assist performance in complex intellectual tasks. Furthermore, advancing the ability of EI will give youth a more space to generate a larger number of future plans for themselves and thereby be better prepared to take advantage of future opportunities (Mayer, 1986). In other word, EI can be used in flexible the planning process and assist in breaking a set when thinking about the future and consider a wider variety of possible outcomes.

EI creates a positive mood in humans. This positive mood actually assists problem solving by virtue of its impact on the organization and use of information in memory. While in positive mood, the ability to solve problem is easy as the problem can be relate and categorized according to the features of the problems. Moreover, Isen, Daubman and Nowicki (1987) demonstrated that positive mood can facilitate more creative responses and those are experiencing the positive mood are more likely to give especially unusual or creative first associates the neutral cues.

On top of that, EI helps individuals learn to capitalize on the capacity of emotional process to refocus attention on the most important stimuli in their environment. Meaning, EI has the ability to make individuals to focus on the most important situation which need to deal first, rather than merely disrupting ongoing cognitive activities, EI can help an individual to prioritize the internal

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and external demands on their attention and allocate intentional resources accordingly (Salovey and Mayer, 1990).

Youth may use EI to motivate persistence at challenging tasks. Youth are able to channel the anxiety created by evaluation situations to motivate them to prepare more thoroughly and attain more attractive success. With EI ability, youth can create good moods and positive attitudes to increase their confidence in their capabilities and thus persist in the face obstacles and aversive experience in life (Salovey and Mayer, 1990). By then, it would build interpersonal experiences, which lead to better outcomes and greater rewards for themselves and others.

Salovey and Mayer (1990) posited that the person with EI can be thought as having attained at least a limited form of positive mental health. Those individuals are aware of their own feelings and those of others and are open to positive and negative aspects of internal experience, are able to label them and when appropriate, communicate them, which will contribute to well being. Hence, the emotionally intelligent person is often a pleasure to be around and leaves others feeling better. The emotionally intelligent person however does not mindlessly seek pleasure but rather attends to emotion in the path toward growth. Thus, emotionally intelligent individuals accurately perceive their emotions and used integrated sophisticated approaches to regulate them as they proceed toward important goals.

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It can be concluded that deficits in EI can be a catastrophe. People who do not know how to regulate their own emotions may become slaves to them. Individuals who can’t recognize emotions in others or who make others feel badly may be perceived as cloddish or oafish and

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ultimately be ostracized (Salovey and Mayer, 1990). Thus, common ailment may involve people who cannot recognize emotion in themselves and are therefore unable to plan lives that fulfil them emotionally. Such life scenario will lead the individuals to become depressed and will have a life full of unrewarded experiences. This will be a disaster once this scenario is spread into society whereby a culture in which full of people who are emotionally unfulfilled.

2.7 Youth and Emotional Intelligence

There are few studies has been conducted on the issue of EI of the youth. The significant study on EI of youth are conducted with a large sample is Malek et al. (2009).

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Malek et al. (2009) conducted a survey aimed to describe the level of EI amongst Malaysian youth. The participants were 16,668 youths who sat for Malaysian Educators Selection Inventory (MEdSI) which a 60 items of this inventory is dedicated to measure EI. There are six dimensions in this inventory namely; emotional self-awareness, emotional expression, emotional awareness of others, resilience, interpersonal relationships and relationship intelligence. The results showed that overall EI of Malaysian youths were at moderate level. The analysis of resilience and the relationship skill components however were at a high-level while the youth's emotional awareness and emotional expression levels were moderate. Malek and his colleagues concluded that EI among the Malaysian youth needs to be ingrain due EI plays an important role in personality and performance.

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Nizaroyani, Norhamidi, Dzuraidah and Ja'afar (2011) have carried out the study aimed to establish the EI of the undergraduates whom enrolled in engineering and architecture faculty at the National University of Malaysia (UKM). The samples are 721 youth who answered the Malaysian EQ Inventory (MEQI) test which is developed by a grouped of UKM researchers with the funding from the Ministry of Science and Technology (Noriah and Zuria, 2003). The MEQI incorporated of the five domains suggested by Goleman (1995) which includes self-awareness, self-regulation, self-motivation, empathy and social skills and two additional domains, spirituality and maturity. The results indicated that the overall scores of EI, which contains seven dimensions, are above average. The scores of the self-awareness are the lowest and the highest is in the maturity domain. Nizaroyani and her colleagues admitted that tertiary education cannot be expected to totally change the students' EI level which comprises of cognitive and emotional qualities that has experienced long development during their primary and secondary education phases but a learning strategy which included with some elements of EI can lead to a positive development of EI.

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Hari (2011) conducted the study aimed to evaluate the score of EI among the Malaysian youth. The sample is one hundred youth from Petaling Jaya, Selangor. The instrument that used to measure the EI of the youth in this study is Schutte Self-Report Emotional Intelligence Test (SSEIT). This instrument is developed based on Salovey and Mayer's (1990) EI ability model which comprise of four facets, namely; the appraisal of emotion in self and others, the expression of emotion, the regulation of emotion in self and others and utilization of emotion in problem solving. The results indicate that overall scores of the EI among the Malaysian youth are not overwhelming with the mean percentage of 67.30%. Hari concluded that in line with the

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recognition of EI as the best predicator for performance nowadays, Malaysian government should embark on the introduction of EI training for youth to enhance the EI skills among the youth. As it has proven that EI can enhance both personal and organizations (Goleman, 1998a) the youth agencies in the country must be able to understand the role of EI in developing and shaping the Malaysian youth to become Malaysian nation's pillar and human capital. Therefore, these agencies can plan and design appropriate programs that includes EI as a tool for life performance whereby 'people skills' is given the essential importance.

Generally, the youth's EI level is varied in terms of the demographic pattern of the youth. Gender, age, marital status and job that the youth are employed, influences the level of EI.

2.7.1 Emotional Intelligence and Gender

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The relationship between EI and gender has been conducted and interest has been raised during the past decades. Despite contradictory reports have been written, common perception suggested that females are more than emotion oriented than males. However, results from studies are not consistent and the question whether there are gender differences in EI scores remain.

Petrides and Fulham (2000) have carried out a study in which they examined the difference score of genders in measured of EI using SSEIT. The participants were, N = 260 of whom 175 were female and 85 were males. Their mean age was 23.4 years. The results indicated that female scored higher than males on the regulation of emotions in self and others and social skills factor. However, on the overall score of EI, it was demonstrated that male had higher than females.

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Siu (2009) studied EI on Hong Kong adolescents. Using SSEIT on 325 adolescents in Hong Kong, Siu stated that there were no significant differences in scores between male and female on the expression of emotions factor. Similarly female scores significantly higher in the regulation of emotion in self and others and social skills, but no significant differences were found between genders on the appraisal of emotion in self and others and the utilization of emotion in problem solving.

In a study validating the EI scale (WLEIS) (Wong and Law, 2002) with 1,458 university students in two cities, Beijing and Shandong Province of China, indicates a favourable results to males (Shi and Wang, 2007). The results demonstrated that the male's total EI scores were higher than of female's. Out of four factors of EI in this Chinese version of EI measures, the male students' scores on the emotional appraisal and using of emotional factors were significantly higher than the female's scores.

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In contrast, Bar-On (1997) found no significant differences between males and females in Bar-On's ESI measurement. However, statistically significant gender differences were observed for a few of the scores in EQ-i measurement. The study which carried out on 3,831 adults in the United States and Canada which comprise of 49% males and 51% females, indicates female demonstrated more proficient interpersonal skills than males whereas, male more capable in intrapersonal skills. Males also found to be better at managing emotions and are more adaptable than females.

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From the study of the literature of EI and gender, it is noted that gender is a factor to be considered in studying EI.

2.7.2 Emotional Intelligence and Work

The developments in globalization have directed companies to seek new ways for better competition opportunities. What actually the companies need is an employee who can do teamwork, well equipped in environmental changes and always give priority to the customer satisfaction. All these are competencies, which linked to EI (Goleman, 1998). According to Goleman, EI contains competencies and capabilities that are distinct from cognitive capabilities measured through IQ tests and EI indicates a person's "potential" to learn practical skills.

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Dalip Singh (2005) explored the EI and managerial effectiveness among four organizations managed by Indian, Japanese, American and Europeans. The sample was 83 middle level managers and 121 senior level managers. The Emotional Intelligence Test designed by Chanda (2002) and the Managerial Effectiveness Test were used to collect the data. The correlation analysis has revealed that there is positive relationship between emotional intelligence and managerial effectiveness of managers. The managers with high on emotional intelligence would generally be high on managerial effectiveness also and vice-versa. Emotional intelligence has been recognized as a key determinant to managerial success in today's high stress environment both in life and as work. The available research conducted on the subject shows that people with high emotional intelligence are happier, healthier and more effective on the job and this is

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because they have an awareness of their feelings and are able to strike a balance between reason and emotions, which makes them good leaders, and team players.

Chang and Chang (2010) have investigated the relationship between personality, EI and work stress in semi-conductor industry employed by firms located at Hsinchu Science Park in Taiwan. The sample was (N = 395). The instrument used are, CPA1-2 to measure personality, SSEIT to measure EI and Work Stress Perception Inventory to measure the work stress. The results indicated that emotional intelligence was significantly negatively correlated with the perception of pressure, indicating that greater the emotional intelligence decreased the perception of pressure. These results also showed that higher emotional intelligence is associated with lower subjective pressure. Chang and Chang concluded, if workers in the semi-conductor industry are able to appraise and regulate emotions, have good social skills, understand the feelings of co-workers, and maintain good and harmonious relations with colleagues, then they are able sublimate their own emotions appropriately when encountering pressure, thereby maintaining the optimal emotional condition.

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Satish and Jacob (2009) examine the level of emotional intelligence and ethical behaviour of peers had a significant impact on ethical behaviour of nurses. The sample of this study was (N = 103). WLEIS was used to measure EI. This study suggests that emotional intelligence has a significant impact on ethical behaviour of nurses. The well equipped EI nurses can behave well with their peers and corresponding to the hospital environment. Satish and Jacob indicated that training and development efforts aimed at increasing EI can help nurses understand their own emotions and the emotions of others.

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2.8 Emotional Intelligence and Personality

The relationship between EI and personality has been widely discussed, and the extent of the relationship depends on the measures used in order to access EI. For example, while less correlated with traditional intelligence, the Bar-On's EQ-i, Goleman's ESCI and other mixed model theory of EI show a higher degree of overlap with traditional measures of personality (Bar-On, 1997; Brackett and Mayer, 2003; Saklofske, Austin and Minski, 2003; Sala, 2002; Schutte et al., 1998). Bracket and Mayer (2003) found that by using Bar-On,s EQ-i and the NEO-PI-R, a measure of Big Five Personality factors, that EI is highly significantly correlated with Neuroticism, Extraversion, Agreeableness and Conscientiousness, but moderately related to Openness to experience. Douglas et al. (2004) study on the relationship between EI measured by the EQ-i and Conscientiousness found that both the construct significantly related. Also, Goleman's ESCI is significantly related to Extraversion, Openness to experience, and Conscientiousness (Sala, 2002).

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The ability based measures; MSCEIT and the earlier version MEIS demonstrate discriminant validity from the Big Five model of personality. MSCEIT is weakly related to personality factors (Brackett and Mayer, 2003). While the earlier version of MSCEIT, MEIS is found out to be not related at all to personality factors (Mayer et al., 2000a). The level of relationship also lies in how EI is measured. When it is assessed through self-report measure EI is more strongly related to personality factors and the two measures; MSCEIT and MEIS which assessed through performance-based tests while has weak relationship with personality factors, more related to cognitive ability measures (Petrides, Furnham and Frederickson, 2004). On the other

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development, the study conducted by Davies et al. (1998) on the factor analysis on several existing EI measures and personality measures concludes that EI was an elusive construct.

By analysing the literatures, noted that the correlations between mixed model-based EI measures and traditional measures of personality that assess the Big Five are moderate to high. However, researchers have often been able to demonstrate the discriminant validity of mixed model based approaches to EI (Ciarrochi et al., 2001; Saklofske et al., 2003; Schutte et al., 1998; Van Der Zee, Melanie and Schakel, 2002; Van Rooy and Viswesvaran, 2004). Although correlations with traditional psychological construct are normal, researchers (e.g. Brackett and Mayer, 2003; Zeidner et al., 2004) indicate that EI as a newly incepted construct in the psychology domain, should not only demonstrate criterion and predictive validity but also incremental validity. Evaluation the incremental validity should be considered to account for additional variance.

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More recent research on the incremental validity of EI, when IQ and personality are controlled for has shown that EI is indeed a unique construct that accounts for unique variance (Ciarrochi et al., 2001; Palmer, Gardner and Stough., 2003; Sakofske et al., 2003; Schutte et al., 1998; Van Der Zee et al., 2002; Van Rooy and Viswesvaran, 2004). Scientific evidence continues to mount that suggests the constructs of ‘young’ EI represents a constellation of traits and abilities that are not fully accounts for by cognitive intelligence and traditional measures of personality. Hence, it can be concluded that EI has an often role to play in personality and social psychology, with effects that are incremental over the basic dimensions of personality.

Additionally, self-report measures of EI (e.g. SSEIT) based on a more narrow view of EI do not tend to show as many strong relationships with personality (Schutte et al., 1998). SSEIT is a

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measure developed based on the ability-model of Mayer and Salovey's (1990) EI definition, which can be classified as the simplified self-report methodology with mixed models of EI. Indeed, Mayer et al. (2000b) leave open the possibility of assessing ability models of EI with self-report measures, although they assert that this method is an indirect assessment of EI. In addition, they suggest that self-report measures if EI based on a more focused definition need to account for unique variance beyond personality variables before being seriously considered. Chapman and Hayslip (2005) study indicate that EI measure Schutte et al. (1998) SSEIT self-report EI scale significantly and uniquely predicted variance beyond personality measure by NEO Five Factor Inventory, and the brief version , BFI.

Myleen, Michael and William (2009) has conducted a study to examine the possible relationship between an individual's personality types as defined by the MBTI and elements of EI as measured by EQ-i. The study was conducted in a large North American telecommunication equipment company and the participants were 529 respondents. The results of the study indicated there are a powerful association between extraversion/introversion dimension and EI and its components; intrapersonal, interpersonal, adaptability and general mood. Stress management significantly related to introversion. Mayleen and his colleagues also found a positive and significant relationship between a preference for the use of feeling in decision making and an individual's EI.

Samuel (2011) has investigated the relationship between Big Five personality factors and psychological well-being of adolescents and the moderating role of EI in that relationship. The sample was (N = 400) randomly selected from secondary schools in South Western Nigeria. The

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instruments were used are NEO-FFI for measuring personality traits, WLEIS for measuring EI and PWB for measuring psychological well-being scales. Samuel founds that personality factors and EI had significant correlations with psychological well-being. Samuel summarized that EI moderated the relationship of Neuroticism and Extraversion with psychological well-being but not between Openness, Agreeableness and Conscientiousness and psychological well-being. An important implication of the findings of this study is that counselling psychologists need to assess both Big Five personality factors and EI when counselling adolescents with emotional, social and personal problems.

Serdar and Suleyman (2009) explored the predictive ability of the Big Five personality traits and EI of psychical education teacher candidate's academic success. The sample was N = 295, aged 23 to 32 years. The SSEIT is used to measure EI and The Short Form Five Factor Personality Inventory is used to measure personality traits. The results of the study, which took place in Turkey, indicated that there is no significant relationship between EI and Big Five personality traits.

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Adriane, Tomas, Adrian and John (2008) have carried out a study on the relationship between EI, personality, IQ and sex among a sample of 585 employees in UK private organizations. The instrument used to measure EI is EQ-i, for personality traits is NEO-PI-R and for IQ is Watson-Glaser Critical Thinking Appraisal. The results of the study indicated a positive association between EI and Extraversion, Conscientiousness, Openness and Agreeableness and negative association between EI and Neuroticism.

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Christopher, Kamlesh and Brett (2011) examined the relations among the Big Five personality traits, EI and happiness. The participants were 205 university students in India. The instruments were NEO-PI-R to measure personality traits, a modified version of SSEIT (Austin et al., 2004) for measuring EI and Oxford Happiness Questionnaire (OHQ) for measuring happiness. The findings of the study revealed that there are direct links between EI and all the personality traits expect Agreeableness. The results also showed that EI is a predictive to happiness in Indian culture in India. The situation is about the same in Europe, as the study by Furnham and Christoforou (2007) indicated that EI have direct links with Extraversion also a positive predicator of Happiness.

Uwe, Jorg and Torsten (2001) has examined the relationship between self-perceived EI measured by the SSEIT and Five Factor Model measured by the NEO-FFI. Since the study is conducted on German sample, both the instruments are translated in German. Uwe et al. in their research has carried out two studies. The first study was on 208 adolescence whereby the age mean was 28.16 years and the second is on 83 students from a traditional boarding school whereby the mean age was 16.40 years. The result from both studies indicated that EI is mainly associated with Extraversion, Agreeableness, Conscientiousness and self-perceived creativity.

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Petrides et al. (2010) investigated the relationships between EI and Big Five personality dimensions in two Dutch samples. The samples compromised 108 males in sample one and 104 males in sample two. The TEIQue-SF was used to measure EI and NEO-FFI was used to measure the personality traits. The result was consistent with studies conducted in North

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America and Britain whereby Neuroticism was the strongest correlated with EI in both samples followed by Extraversion, Conscientiousness, Agreeableness and Openness.

The study by Athota et al. (2009) indicated that EI is predicator of the Big Five. The study has taken place in Australia and the samples are 131 university psychology students. The instruments are The International Personality Item Pool (IPIP) to measure the Big Five and SSEIT to evaluate the EI. His research concluded that EI significantly predict four of the Big Five personality traits; Extraversion, Openness, Agreeableness and Neuroticism. Conscientiousness is the only FFM dimension, which had no significant relationship with EI.

Hudani, Redzuan and Hamsan (2012) conducted a cross sectional study to determine inters relationships of EI and Big Five among the school educators in Malaysia. The sample was 306 teachers around Malaysia. The instrument used to measure EI is EIS and NEO PI-R is used to identify the Big Five factors. Their findings indicated that Conscientiousness, Openness, Extraversion and Agreeableness are positively correlated with EI. Hudani et al. concluded that Conscientiousness is the only personality trait that has stronger relationship with EI.

Hari (2012b) conducted a study to investigate the relationships between EI and FFM among youths in Malaysia. The sample was 291 participants and the age of the participants is 19.59 years (SD = 1.680, range 19 – 30). The instrument used to measure EI is MYEIT and BFI is used to measure the FFM factors. The findings are Extraversion, Openness, Agreeableness and Conscientiousness significantly related to Total_EI and the other ten dimensions of the EI; of Appraisal of Emotion in Self and Others, Emotion Expression, Emotions Regulation, Utilization

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of Emotion, Social Skills, Empathy, Optimism, Self-Motivation, Handling Relationships and Happiness. Neuroticism is the only Big Five personality dimensions that do not reach significance level to EI

2.9 Youth and Personality

Personality is the manifestation of the character of an individual. In other words, personality is the complex of characteristics that distinguish an individual. Personality represents different preferences among Malaysian youth and via personality dimensions the quality in youth can be determined.

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Schmitt et al. (2007) have explored the nature of personality traits in cultures around the world. Schmitt aimed to answer the following research questions; does the factor structure of the English Big Five Inventory (BFI) fully replicate across cultures? How valid are the BFI trait profiles of individual nations? And how are personality traits distributed throughout the world? The Big Five Inventory (BFI) a self-report measure that designed to assess higher-order personality traits of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness is used as an instrument. As part of the International Sexuality Description Project, the BFI was translated from English into 29 languages and administered to 17,837 individuals from 56 nations. From Malaysia, the participants were 141 college students (50 males and 91 females). The findings for Malaysia indicated that Malaysian youth scored high on Extraversion, followed by Agreeableness, Neuroticism, Openness and Conscientiousness. Schmitt et al. (2007) has

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answered all three-research questions. Firstly, they found that the five-dimensional structure of the BFI was highly applicable across all the major cultural regions of the world. Results also indicated that the factor scales possessed high levels of internal reliability across all cultures. Secondly, they found that BFI trait levels were reliably related to national profiles. Importantly, these findings provided the first cross-cultural and cross-instrument validity evidence for the personality dimensions of Agreeableness, Conscientiousness, and Openness. Thirdly, they found several patterns across cultures, including that person from the geographic regions of Africa and East Asia were significantly different in conscientiousness from those inhabiting other world regions, with the former being more conscientious and the latter reporting less conscientiousness than people from other world regions. Schmitt et al. (2007) finally concluded that Big Five dimensions of personality could be reliably measured across diverse human cultures. The BFI, in particular, may be especially useful for future researchers looking for a brief measure of basic personality traits.

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Fakhrul and Farah (2011) have investigated the personality profile of the employee in the food and beverage departments in well-known hotels in Kuala Lumpur. A total number 165 samples were involved in this study. The instrument used to measure the personality profile of the samples is 44-item Big Five Inventory (BFI). The mean age of the samples is 25 years old. The empirical analytic results, among the five personality traits, indicated that among the four personality traits; Openness, Conscientiousness, Agreeableness and Extraversion scored moderately high while Neuroticism is scored moderately low. The researchers concluded that the employees with these proportions of personality profile are the right personnel for the hotel industries, especially those who scored high in Extraversion and Agreeableness. Moreover, the

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personality assessments have been a popular tool for personnel selection and placement of employee in service industries.

Khairul et al. (2011) investigated the personality trait orientation of engineering students at UKM, alumni and the current students participating in the UKM-UDE double degree program. A total number of 54 respondents (19 alumni, 12 current students and 23 potential UKM engineering students) participated in the study. The 44-item Big Five Inventory (BFI) was used to assess the personality profile. The current UKM-UDE engineering students were high on Agreeableness followed Extraversion, Conscientiousness, Openness and Neuroticism. The alumni UKM-UDE and potential students were high on Agreeableness as well followed by Conscientiousness, Openness, Extraversion and Neuroticism. Extraversion is the only domain that UKM students wishing to study at UDE were higher significantly than the UKM-UDE alumni and UKM-UDE current students. In addition, UKM-UDE current students' mean scores on Neuroticism were higher than the other two groups although the differences were almost close to significance. These three groups were not significantly different on Agreeableness, Openness and Conscientiousness. Overall findings suggest that environmental and social-cultural factor plays important role in the development of personal characteristics.

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Fazilah and Nur Riza (2010) have examined the Malaysian youth's personality and its contributions toward racial integration. A sample of 563 Form Four students in Selangor was administered the Malay version of NEO-PI-R which consists of 240-items measuring Big Five dimensions of personality. Fazilah and Nur Riza summarized that the level of agreeableness domain, 'straightforwardness' and 'modesty' facets in Malay youth living in rural areas are

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significantly higher than those of Malay youth living in the city or town areas. The 'action' facet in Malay youth living in the city is significantly higher than for those living in rural areas. Among Chinese youth, 'modesty' is significantly higher than for those living in rural areas, while extraversion domains and related facets among Indians are also significantly different across locations. Malay youth residing in places where other ethnic groups are dominant differ significantly in the extraversion and openness domains. Chinese youth living in mixed or other ethnic dominancy have higher levels of agreeableness, while Indian youth in other ethnic dominance areas have significantly higher traits for extraversion and openness compared to those living in their own or a mixed ethnic area.

Hari (2012c) investigated age and gender differences in Big Five in Malay speaking Malaysian youth. The total of 1036 youths, ranging from 15 to 39 years old completed Big Five Inventory (BFI). Age differences were found suggesting that mean levels of Neuroticism are negatively associated with age, whereas Agreeableness, Conscientiousness and Extraversion are positively associated. Openness to experience demonstrated a curvilinear associated with age with highest mean levels in middle age of the youth and for the female is great drops in the mean levels as they reach the pre adulthood stage. Gender differences were found suggesting that male in average have higher levels of Agreeableness, Conscientiousness and Extraversion, while female found were to Neuroticism. Openness to experience factor, men are more positive throughout their life.

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2.10 Summary

The construct of EI emerged from the search for a set of measurable tendencies and capabilities, which in additional to traditional cognitive ability may serve as an important predicator of life success of youth. Appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness constituted the framework of EI. Although different theorist have augmented the definition of EI but many suggest EI is necessary to succeed in life. Whether or not EI constitutes a separate ability in the conventional sense, an amalgamation of established personality attributes (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) is in the process of being answered. The relationships between EI and personality attributes among IKBN youth have not been empirically replicated. While some researchers have interpreted significant correlation of EI with personality attributes, others have suggested that these relationships limit the uniqueness of the EI construct. However, what is clear is that the EI construct in general is related to positive psychosocial adaptation.

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CHAPTER 3

RESEARCH METHODOLOGY

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3.1 Introduction

This chapter elucidates the research methodology employed in the study. The methodology refers to the principle of the researcher's procedures and strategies to conduct the research. Ranjit Kumar (2011) stated that the research methodology is the combination of process, methods, techniques and tools in conducting research in a research sphere. Thus, the findings from a research would contribute to the body of knowledge by promoting understanding and enhancing knowledge in a given research sphere. Hence, investigations in this study explore the relationship between Emotional Intelligence (EI) and the personality attributes. In line with this statement, the overall objective of this study is to examine the Emotional Intelligence among

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IKBN youth and its relationship with personality attributes. The methods and procedures in this study are presented under the following sub headings: research design, population, sample and sampling process, measurement and instrumentation, pilot study, validity, reliability, data collection, exploratory data analysis and plan of data analysis.

3.2 Research Design

Research design is the strategy; the overall plan and the structure of conducting a research project to ensure the research questions and a description of the procedures are abided by in testing the hypothesis. According to Creswell (2009), the research design is a blueprint for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. Designing a study will help the researcher implement the study to obtain the intended results, thus increasing the chances of obtaining information that can be associated with the real situation. Quantitative research method is the approach that will be applied in this study because of the ability to use smaller groups of the folks to make inferences about larger groups that would be prohibitively expensive to study (Johnson and Christensen, 2012). Furthermore, this approach is suited to test the hypotheses and portray the nature of the large population of the study. Moreover, the nature of MYEIS and BFI questionnaires required statistical analysis through this quantitative approach.

In addition to that, co-relational design is suitable to determine whether there is a statistical relationship and if so, to what degree the relationship is between the variables. Then, it is employed with the objective to learn the nature of relationships between variables or to use this

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relationship to conduct analysis and make predictions. The variables involved in this study were EI; appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness and personality attributes dimensions; extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. These variables were hypothesized to be related to the types of the IKBN and the demographic of the IKBN youth.

Data collection was done via the surveys for this study. According to Shaughnessy, Zechmeister and Jeanne (2011), the survey data collection method is the best method in collecting original data from a large population that the researcher is unable to obverse directly. Furthermore, to support the generalizations from a sample to a wider population the data collection from the survey method is widely and regularly used in academic and non-academic sectors. Besides, a survey method is the only practicable and feasible method for this study whereby the results from the sample could canvas the entire population. On top of that, the survey method has been proven to be very capable in collecting data from a large number of respondents and this has been extensively considered in psychology.

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3.3 Population and Sample, Sampling Process

3.3.1 Population and Sample

The population of this study is IKBN youth from 20 IKBNs nationwide; 15 IKBNs with no Centre of Excellence status and 5 IKBNs with Centre of Excellence status. Total of 1687 youths

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learning various courses are from 15 IKBNs with no Centre of Excellence status and 776 youths learning excellence status courses from IKBNs with Centre of Excellence, based on the statistics by the Skill Development Division of Ministry of Youths and Sports Malaysia (2012) were the population of the study, as exhibited in Table 3.1. This population is selected as they were ongoing their skill training in IKBN during this study. This population is physically present in IKBN and in the second semester during the study is conducted. This population is in IKBN campus all the time and did not involve in any industrial training outside of IKBN or graduated.

Table 3.1

Population of the Study

IKBN	Population*
Not Centre of Excellence	
IKBN Jitra	65
IKBN Naka	38
IKBN Seri Iskandar	83
IKBN Kuala Perlis	137
IKBN Peretak	155
IKBN Dusun Tua	218
IKBN Sepang	43
IKBN Kuala Langat	64
IKBN Bandar Penawar	91
IKBN Temerloh	92
IKBN Pekan	48
IKBN Wakaf Tapai	238
IKBN Kemasik	121
IKBN Kinarut	190
IKBN Miri	104
	1687
Centre of Excellence	
IKBN Bukit Mertajam	180
IKBN Alor Gajah	122
IKBN Pagoh	184

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IKBN Bachok	105
IKBN Chembong	185
	776

* Session 2/2011 intakes

For this study, stratified random sampling method based to the category of IKBN; IKBN with no Centre of Excellence status and IKBN with Centre of Excellence status is employed. Stratified random sampling is an appropriate method for the inconsistent population and this method can reduce sampling error, reduce variance and provide estimates that are more accurate (Ranjit Kumar, 2011). The steps involve, firstly IKBNs are categorized into the two and secondly for each category of IKBN, purposive sampling method is employed. The purposive sampling is carried out on the youth of IKBN in IKBN with no status of Centre of Excellence and on the youth whom learning excellence status courses in IKBN with Centre of Excellence status. Hence, the population of IKBN with no Centre of Excellence is 1687 and of IKBN with Centre of Excellence status is 776. The selected sample for this study is 784 from IKBN with no Centre of Excellence status and 631 from IKBN with Centre of Excellence status, as exhibited in Table 3.2.

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Table 3.2

Population and Sample of the Study

IKBN	Population	Sample
Not Centre of Excellence		
IKBN Jitra	65	29
IKBN Naka	38	18
IKBN Seri Iskandar	83	39
IKBN Kuala Perlis	137	64
IKBN Peretak	155	76
IKBN Dusun Tua	218	105
IKBN Sepang	43	17
IKBN Kuala Langat	64	22
IKBN Bandar Penawar	91	80
IKBN Temerloh	92	31
IKBN Pekan	48	35
IKBN Wakaf Tapai	238	96
IKBN Kemasik	121	65
IKBN Kinarut	190	56
IKBN Miri	104	51
	1687	784
Centre of Excellence		
IKBN Bukit Mertajam	180	133
IKBN Alor Gajah	122	98
IKBN Pagoh	184	148
IKBN Bachok	105	87
IKBN Chembong	185	165
	776	631

Hence, the 1415 IKBN youth has been selected as a sample in this study from a total population of 2463 as indicated in Table 3.3.

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Table 3.3

Summary of Population and Sample of the Study

IKBN	Population	Sample
Not Centre of Excellence	1687	784
Centre of Excellence	776	631
Total	2463	1415

According to Lee (2006), estimation of sample size in research using Krejcie and Morgan (1970) is a commonly employed method. On the other hand Cappelleri, Darlington and Trochim (1994) and Cohen's (1988) Statistical Power Analysis is one of the most popular approaches in the behavioural sciences in calculating the required sample size. Hence, in this study researcher has employed both the method to determine the adequate sample for the study. Based on Krejcie and Morgan's (1970) table for determining sample size for a given population of 2463, a sample size of 335 would be needed to represent a cross-section of the population. The desired sample size to test the relationships in the current study as indicated in Cohen's (1992) table, for a correctional study is 70 while a multiple regression analysis requires 172. This indicates that the sampling size can range from a minimum of 70 for performing correlation analysis to a maximum of 335 as recommended by Krejcie and Morgan (1970).

Hence, the researcher is confident that sample size of 1415 as used in this study was adequate to generate the reliable and steadfast finding of this survey research. Moreover, a precise analysis requires a larger sample size to maintain the accuracy of estimations and to ensure representativeness.

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3.3.2 Sampling Process

There were altogether 20 IKBNs in Malaysia. The researcher has been to all the 20 IKBNs to gather the data to ensure each IKBN was represented in the study. The IKBNs liaison was contacted and requested by the researcher to gather the youth to participate in the study. Prior to the field study, the researcher obtained a written permission to conduct the study from Skill Development Division of Ministry of Youths and Sports, whereby the mentioned department copied the letter to each IKBN to ensure the smoothness of the study.

At IKBN, during the sampling process stage, the researcher approached the sample to explain the intention of the survey. A survey booklet was handed over which contained a cover letter, an introduction explaining the objective of the survey, a whole-hearted thank-you message and the survey (containing Section I-MYEIS, Section II-BFI and Section III-demographic).

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3.4 Instruments

This section presents the instruments used in the present study. Data collection instruments refer to devices used to collect the data such as questionnaires, tests, structured interview schedules and checklists. According to Johnson and Christensen (2012), the purpose of a research instrument is to satisfy the research objective through measurement of independent and dependable variables of interest. For this study, questionnaires were chosen as data collection instruments. Sidek (2002) indicated that there are three advantages of using questionnaires. Firstly, questionnaires are useful in describing the characteristics of a large population and no

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other method of observation can provide this general capability. Secondly, the researcher is able to perform correlation studies and make comparisons with the findings of a larger population. Lastly, very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Additionally, Shaughnessy, Zechmeister and Jeanne (2011) describes questionnaires as a method of gathering information from respondents about attitudes, knowledge, and feelings in line with the aim of the study. As the study is represented by two variables; EI and personality attributes, two set of questionnaires were used to collect the data. The two set questionnaires are MYEIS and BFI, which measures Emotional Intelligence and personality attributes of the samples respectively.

Both the questionnaires are in close-ended format as it is easy to administer the survey, evaluate the data and it is the most feasible way to conduct a mass survey. In addition, this format is easy to administer and maintain privacy as confidentiality is crucial in this study to ensure truthful responses from the participants. De Vaus (2001) added, using well-established instruments could be helpful in building up a cumulative body of knowledge rather than each researcher carrying out their own idiosyncratic research with idiosyncratic measures.

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3.4.1 Malaysian Youth Emotional Intelligence Scale (MYEIS)

MYEIS was used to profiling the EI of IKBN youth. The MYEIS measures ten dimensions of EI; Appraisal of Emotion in Self and Others, Emotion Expression, Emotion Regulation, Utilization of Emotion, Social Skills, Empathy, Optimism, Self-Motivation, Handling Relationships and

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Happiness. MYEIS survey comprised of 69 items will and took twenty minutes to complete, using a 4-point Likert scale extending from 1= "strongly disagree" to 4= "strongly agree". Table 3.4 enlists the ten dimensions of EI and its related questionnaires.

Table 3.4

Item Specification of MYEIS

10 Dimensions of EI	Items	Number of Items
Appraisal of Emotion in Self and Others	1, 2, 3, 4, 5, 6, 7, 8, 9	9
Emotion Expression	10, 11, 12, 13, 14, 15	6
Emotion Regulation	16, 17, 18, 19, 20, 21, 22, 23	8
Utilization of Emotion	24, 25, 26, 27, 28, 29	6
Social Skills	30, 31, 32, 33, 34, 35	6
Empathy	36, 37, 38, 39, 40, 41	6
Optimism	42, 43, 44, 45, 46, 47, 48, 49	8
Self-Motivation	50, 51, 52, 53, 54, 55	6
Handling Relationships	56, 57, 58, 59, 60, 61, 62	7
Happiness	63, 64, 65, 66, 67, 68, 69	7
Total		69

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3.4.1.1 The Adaptation of MYEIS

MYEIS is an instrument, which is adopted and adapted from SSEIT (Schutte et al., 1998) and TEIQue (Petrides and Furnham, 2003). MYEIS consists of ten dimensions; appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness. The entire four dimensions of SSEIT; appraisal of emotion in self and others, emotion expression, emotion regulation and utilization of emotion are adapted. These dimensions are developed by Schutte et

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al based on Mayer and Salovey's (1997) widely accepted ability theoretical model of EI. This SSEIT is the best self-report scale of ability model of EI which attempts to assess character, or trait and typical emotional intelligence of individual.

The other six dimensions; social skills, empathy, optimism, self-motivation, handling relationships and happiness are adapted from TEIQue which is developed based on blending of Bar-On, Goleman and Mayer and Salovey models of EI (Scott et al. (2007). TEIQue consists of fifteen subclasses which ten subclasses are EI and other five subclasses are personality facets. Out of ten EI subclasses, four are matched with SSEIT. Hence, the other six EI subclasses are selected and adapted to be part of MYEIS. The subclasses which is represent personality facets not adapted to be part of MYEIS. The typical EI subclasses in TEIQue that are matched with the widely used SSEIT has been identified by Petrides and Furhnam (2000) through factor analytic studies.

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The rationale behind the MYEIS is the research aimed to profiling the EI of IKBN youth based on the widely accepted ability model of EI, which is more prominent. At the same time intend to evaluate the other complementary EI dimensions which is found in TEIQue. Furthermore, the adapted dimensions from TEIQue are a very wide range of variables in learning and social context (Petrides, 2011) which is relevant and appropriate to the youth of IKBN. On the other hand, according to Schutte, Malouf and Bhullar (2009) the measures of the ability model and Petrides (2009) perceptive that addressed the EI as trait are both important and complementary dimensions of adaptive emotional functioning.

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On top of that, adapting the existing measures and modified it for the research is a common practice in research. This is due to make sure the instrument is relevant and adequate to the sample. For example, Noriah and Zuria (2003) developed MEQI which are includes five domain suggested by Goleman and add in two dimensions (Nizaroyani et al., 2011). Devonish and Greenidge (2010) has adapted a trait of EI questionnaires as a measure of ability EI. Pertegal-Felices, Castejón-Costa and Jimeno-Morenilla (2013) has used the TMMS-24 and EQi-S to assess the distinct dimensions from ability-model and mixed model of EI. Hence, the researcher is confident that MYEIS is capable in profiling EI of the IKBN youth through self-report to display the EI characteristics of IKBN youth in their daily life.

MYEIS is translated to Malay language, as the IKBN youth are more proficient in Malay rather than English. The researcher has employed the 'back-to-back translation method' to ensure the accuracy of the translation of the questionnaires. Two professional translators were involved in this process. The first translator translated the original English version into Malay. The researcher, then emailed the translated Malay version to the second translator to translate it back to English. Later the original English version and the translated English version were compared to check the accuracy of the content.

Consequently, factor overlap as well as cross loadings are to be expected in the development of MYEIS. Initially MYEIS consists of 93 items. The 24-items which scored below 0.3 are discarded and there is no practical rationale in retaining those items for further analysis. Thus, MYEIS is a 69 items self-report instruments to profiling the EI of IKBN youth in ten dimensions.

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3.4.2 Big Five Inventory (BFI)

The personality attributes of the samples were measured using a self-report personality survey, the 44-items Big Five Inventory (BFI). The BFI which developed by John et al. (1991) was to address the need for a short instrument to measure the components of the big five that are common across investigators. The 44-items BFI was developed to represent the prototype definition development through expert ratings and subsequent factor analytic verification in observer personality ratings (John and Srivastava, 1999).

The BFI does not use single adjectives as items because such items are answered least consistently than when they are accompanied by definitions or elaborations (Goldberg and Kilkowski, 1985). Instead, the BFI uses short phrases based on the trait adjectives that represent the lexical tradition reflected in the work of Goldberg (1981), Norman (1963), and Digman (1990) and are known to be prototypical markers of the Five Factor Model of personality factors (John, 1989; 1990).

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According to Burisch (1984), short scales not only save testing time but also avoid subject boredom and fatigue. Furthermore, Burisch (1984) argues that nil or low responses would be incurred if the test looks too long. In addition, the advantages of BFI are its efficiency in administration time and the items are easier to understand than NEO-FFI items and the single trait adjectives of TDA, which may possibly be ambiguous in their meanings (John and Srivastava, 1999).

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The main goal of developing the brief inventory would allow efficient and flexible assessment of the five dimensions when there is no need for more differentiated measurement of individual facets. The five BFI dimensions include; Extraversion (E), Agreeableness (A), Conscientiousness (C), Neuroticism (N) and Openness to experience (O). Eight to ten items assess each trait. The BFI takes approximately five to ten minutes to administer. Participants rate each item using a 4-point Likert scale ranging from 1= "strongly disagree" to 4= "strongly agree", based on how they feel the item describes them. A total of 16 items were written with a negative slant and therefore requires reverse scoring. The BFI 44-items which were reversed by scales and item number are Extraversion scale, reverse items 6, 21 and 31; Agreeableness scale, reverse items 2, 12, 27, and 37; Conscientiousness scale, reverse items 8, 18, 23 and 43; Neuroticism scale, reverse items 9, 24 and 34 and Openness scale, reverse items 35 and 41. The summing of the item scores of a scale yields the total score of the scale. Scales are summed and averaged to give the total scores for each personality profile.

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Cronbach alpha internal reliability of the BFI scales typically range from 0.75 to 0.90 and average above 0.80 to 0.90, with a mean of 0.85 in the United States of America and Canadian samples (John, Naumann and Soto, 2008). In terms of convergent validity, BFI has a convergent-discriminant correlation pattern with other measures tapping the five factors. John and Srivastava (1999) yield the strong convergence between BFI and TDA (mean r = 0.88) followed by a mean r = 0.73 between BFI and NEO-FFI. The BFI resulting scales indicates good internal consistency and has been used in several studies to utilize its ability to demonstrate personality description (Benet-Martinez and John, 1998; John et al., 1991). Table 3.5 enlists the personality dimensions and its related questionnaires.

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Table 3.5

Item Specification of BFI

Dimensions	Facets	Items	Number of Items
Extraversion	Assertiveness	1, 6, 21, 26, 31	
	Activity	11, 16, 36	8
Agreeableness	Altruism	7, 22, 27, 32	
	Compliance	2, 12, 17, 37, 42	9
Conscientiousness	Order	3, 8, 18, 33	
	Self-Discipline	13, 23, 28, 38, 43	9
Neuroticism	Anxiety	9, 19, 34, 39	
	Depression	4, 14, 24, 29	8
Openness to experience	Aesthetics	20, 30, 41, 44	
	Ideas	5, 10, 15, 25, 35, 40	10
Total			44

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3.5 Pilot study

The pilot study is a pre-exercise, which designed to test the instruments and gather information prior to the larger study in order to improve the latter's quality and efficiency. A pilot study can reveal deficiencies in the design of the research, procedures or questionnaires and these can then be addressed before time and resources are expended on larger-scale studies (Lancaster, Dodd and Williamson, 2004). Mahdzan (2005) added that the pilot study also serves to determine the suitability of the item by the sample. Thus, this pilot study is carried out to identify the availability of the samples as targeted by the researcher to collect data and to establish the validity and reliability of the instruments.

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The pilot study was carried out, at IKBN Dusun Tua Hulu Langat, Selangor and IKBN Peretak, Kuala Kubu Bahru, Selangor. The samples were gathered in groups to facilitate the whole process. They were briefed on the study and on how to complete the questionnaires. A total of 20 to 30 minutes was allocated for them to complete the survey independently. A total of 200 youth were involved in this pilot study. The researcher was around to facilitate the respondents on difficult areas in answering the questionnaires.

In determining the reliability of the questionnaires and to perform data analysis, the data which collected from the pilot study were keyed in the computer and analysed using SPSS version 19. Reliability of the total scores and that of the sub-dimensions identified for each variable were subsequently reported in Cronbach Alpha. The EI and the ten dimensions of the EI were subjected to factor analysis in order to examine the underlying structure of the measurement scales as mentioned earlier except the dimensions of the personality attributes.

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3.6 Validity of the Research Instruments

Validity can be addressed as a measure of truth or falsity of the data obtained via research instruments. Creswell (2009) defined validity as the ability of the researcher to draw meaningful and justifiable inferences from scores about the sample of the population. Hammersly (2004) stated that validity is the extent to which an account accurately represents the social phenomenon to which it refers. Validity is sub-categorised as internal validity and external validity.

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3.6.1 Internal Validity

Internal validity addresses the "true" causes of the outcomes that are observed in the study, which may be unrelated to the survey but can affect the result of the study and poses a possible threat to the internal validity of the data (Mitchell and Jolley, 2012). The most important threat to the internal validity of this study were factors related to mortality of the samples. Mortality here refers to the loss of samples due to their subsequent withdrawal during the data collection process. A number of features were used to encourage the samples to remain engaged throughout the data collection process. Personal time and courteous contact between the researcher and participants minimized mortality as a threat. This study was conducted in a timely fashion in order to obviate any threats to data becoming irrelevant.

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3.6.2 External Validity

Mitchell and Jolley (2012) describe external validity as the extent to which the result can be generalised beyond the sample used in the study. This usually depends on the degree to which the sample represents the population. In this study, external validity was ensured. All the respondents who were approached to participate in the study completed the questionnaires and none of them refused to participate. Generalising the findings to all members of the population is therefore justified. If the number of samples in the study declines, generalising the findings to all the members of a population is not easy to justify.

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The attitude that is displayed by participated samples as they are aware that they are involved in a study whereby instead of providing information about the real life experiences the samples might give incorrect answers. This type of threat to the external validity was minimised by requesting the samples to be as honest as possible.

3.7 Reliability of the Research Instruments

Reliability has been described as the attribute of consistency on measurement. Joppe (2000) defines reliability as, "the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" (p. 1). Certainly, this question of reliability was another important concern in this study, especially when dealing with psychological test instruments such as questionnaires. According to Ary, Jacobs, Sorensen and Walker (2013) an instrument was reliable to the extent that the score yielded similar results in repeated measurements. In other words, a measure is reliable to the extent it supplies consistent results. Some factors contribute to the reliability as follow:

i) the length of the test – reliability increases if the test is longer,

ii) samples – reliability increases if the samples were heterogeneous,

iii) the ability of the respondents to respond to the test,

iv) the procedure for estimating the test results and

v) if the adapted instruments were comparable to the original measurements.

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The reliability of the instruments is tested by using Cronbach Alpha, the commonly used test to analyse the reliability of the instruments of the study. This Cronbach Alpha was used to determine the internal consistency of the scores derived from the instruments. For this study the procedure was performed on each variable to examine the internal consistency.

The value of coefficient alpha can range from 0 to 1 and the reliability will be considered better as the value is nearer to 1. However, the level of acceptable reliability value is a debatable issue as the value varies according to each proponent. The alpha value above 0.7 is considered sufficient for reliable measurement. George and Mallery (2003) have outlined the interpretation of the reliability values as exhibited in Table 3.6.

Table 3.6

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A Rule of Thumb to Interpret Cronbach's Alpha

Value of Cronbach's Alpha	Reliability
$\alpha > 0.9$	Excellent
$\alpha > 0.8$	Good
$\alpha > 0.7$	Acceptable
$\alpha > 0.6$	Questionable
$\alpha > 0.5$	Poor
$\alpha > 0.4$	Unacceptable

Note. Adapted from *SPSS for Windows step by step: A simple guide and reference* (4th ed.) (p. 231) by D. George and P. Mallery, 2003, Boston: Allyn & Bacon.

Table 3.7 exhibit the Cronbanch's Alpha generated from the pilot study.

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Table 3.7

Results of Reliability Analysis

Variables	**Items**	**Cronbach Alpha (α)**
Emotional Intelligence (MYEIS)	69	0.874
Appraisal of Emotion in Self and Others	9	0.884
Emotion Expression	6	0.886
Emotion Regulation	8	0.883
Utilization of Emotion	6	0.877
Social Skills	6	0.881
Empathy	6	0.886
Optimism	8	0.877
Self-Motivation	6	0.880
Handling Relationships	7	0.884
Happiness	7	0.899
Personality Attributes (BFI)	44	
Extraversion	8	0.885
Agreeableness	9	0.882
Conscientiousness	9	0.880
Neuroticism	8	0.916
Openness to experience	10	0.885

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3.8 Exploratory Factor Analysis

The factor analysis technique is performed on the EI variables to get the best new constructs from the data obtained from the sample. The Exploratory Factor Analysis (EFA) was the procedure applied in this study. According to Pallant (2005), the purpose of conducting a factor analysis is to take a larger set of variables and look for a way the data may be reduced or to summarise set of factors or components. Factor analysis is the process of shedding the items that are not correlated to form a single construct in the questionnaires which then makes the

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subsequent analysis more manageable. Hence, in this EFA procedure, Principal Component Analysis (PCA) is used to form uncorrelated linear combinations of the observed variables. The extraction process of the initial factor, the rotation to a terminal solution and the selection of the number of factors are the steps that have been identified in the factor analysis technique application followed by the fulfillment of the Goodness-of-Fit index of the EFA procedure as shown in Table 3.8.

Table 3.8

Goodness-of-Fit Model for EFA

EFA Index Model	Proposed Values*
Bartlett's Test of Sphericity (Sig.)	< 0.05
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)	≥ 0.50
Factor Loadings	≥ 0.50
Communalities	≥ 0.30
Eigenvalues	≥ 1.00
% Variance Contribution of Factors	≥ 3.00

* *Note*. Adapted from *Discovering statistics using SPSS* (2nd ed.) (p. 695-718) by A. Field, 2005, London: Sage and *SPSS Survival Manual*, (2nd ed.) (p. 151-165) by J. Pallant, 2005, Sydney: Allen and Unwin.

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To verify the appropriateness of the factor analysis and to measure the sampling adequacy the Barlett's test of sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy were performed respectively. In this study, the Barlett's test of sphericity was highly significant with the Chi-square valued at 14510.16 at the difference of freedom of 4278. According to Field (2005), the highly significant value of the Bartlett's test indicating factor analysis is appropriate. As, the KMO value of this study is 0.75, which is greater than 0.5, it is acceptable and sufficient

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to proceed with factor analysis. According to Field (2005), values between 0.70 and 0.80 are good. Table 3.9 shows the KMO and Bartlett's Test results.

Table 3.9

KMO and Bartlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.75
Bartlett's Test of Sphericity	Approx. Chi Square	14510.16
	df	4278
	Sig.	0.00

There are a number of techniques that can be used to assist with the decision concerning the number of factors retain such as Kaiser's criterion (or Eigenvalue rule), scree test and parallel analysis. According to Kaiser's technique or Eigenvalue rule, the only factor with an Eigenvalue of 1.0 or more is retained for further investigation. Based on the total variance explained, 10 main factors with Eigenvalue more than 1 was extracted using varimax rotation. Factor loading more than 0.5 was used in order to select high factor loadings. The Eigenvalue represented the amount of the total variance explained by the factor shown in Table 3.10.

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Table 3.10

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Comp.	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.56	15.31	15.31	10.56	15.31	15.31	7.42	10.75	10.75
2	8.24	11.94	27.25	8.24	11.94	27.25	5.47	7.93	18.68
3	6.00	8.70	35.94	6.00	8.70	35.94	5.09	7.38	26.06
4	4.69	6.80	42.74	4.69	6.80	42.74	5.09	7.38	33.44
5	4.11	5.95	48.69	4.11	5.95	48.69	4.54	6.58	40.02
6	3.53	5.11	53.80	3.53	5.11	53.80	4.43	6.42	46.44
7	3.23	4.68	58.49	3.23	4.68	58.49	4.30	6.23	52.67
8	3.03	4.40	62.88	3.03	4.40	62.88	3.98	5.76	58.43
9	2.66	3.85	66.74	2.66	3.85	66.74	3.95	5.73	64.16
10	2.17	3.14	69.87	2.17	3.14	69.87	3.94	5.71	69.87
11	1.23	1.78	71.65						
12	0.99	1.44	73.09						
13	0.97	1.41	74.50						
14	0.91	1.31	75.82						
15	0.83	1.20	77.02						
16	0.76	1.11	78.13						
17	0.74	1.07	79.19						
18	0.71	1.04	80.23						
19	0.69	1.00	81.23						
20	0.65	0.95	82.17						
21	0.62	0.89	83.06						
22	0.58	0.84	83.90						
23	0.57	0.82	84.72						
24	0.54	0.78	85.50						
25	0.51	0.74	86.23						
26	0.48	0.70	86.93						
27	0.47	0.68	87.60						
28	0.46	0.66	88.27						
29	0.43	0.62	88.89						
30	0.41	0.60	89.48						
31	0.40	0.58	90.06						
32	0.37	0.54	90.60						
33	0.36	0.52	91.11						
34	0.33	0.48	91.59						

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35	0.33	0.47	92.07
36	0.33	0.47	92.54
37	0.31	0.45	92.98
38	0.30	0.43	93.41
39	0.29	0.42	93.83
40	0.27	0.40	94.23
41	0.26	0.38	94.61
42	0.25	0.36	94.97
43	0.24	0.34	95.31
44	0.23	0.33	95.65
45	0.21	0.31	95.95
46	0.21	0.30	96.25
47	0.19	0.28	96.53
48	0.19	0.28	96.80
49	0.18	0.26	97.07
50	0.17	0.25	97.31
51	0.17	0.24	97.55
52	0.16	0.24	97.79
53	0.15	0.22	98.00
54	0.15	0.21	98.21
55	0.14	0.20	98.41
56	0.14	0.20	98.61
57	0.12	0.18	98.79
58	0.11	0.16	98.95
59	0.11	0.16	99.11
60	0.10	0.14	99.25
61	0.09	0.14	99.38
62	0.08	0.12	99.51
63	0.08	0.12	99.62
64	0.08	0.11	99.73
65	0.07	0.10	99.83
66	0.05	0.07	99.91
67	0.03	0.04	99.94
68	0.02	0.03	99.98
69	0.02	0.03	100

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From the results derived from varimax rotation, there were 10 dimensions extracted by varimax rotation. Factor 1 (Appraisal of Emotion in Self and Others) accounted 10.75% variance, factor 2 (Optimism) accounted of 7.93% variance, factor 3 (Happiness) accounted 7.38% variance, factor

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4 (Emotion Regulation) accounted 7.38% variance, factor 5 (Empathy) accounted 6.57% variance, factor 6 (Emotion Expression) accounted 6.42% variance, factor 7 (Handling Relationship) accounted 6.23% variance, factor 8 (Utilization of Emotion) accounted 5.76% variance , factor 9 (Self-Motivation) accounted 5.73% variance and factor 9 (Social Skills) accounted 5.71% variance. Overall 10 dimensions accounted 69.87% of the total variance. In terms of items in the each factor, factor 1 contained 9 items, factor 2 contained 8 items, factor 3 contained 7 items, factor 4 contained 8 items, factor 5 contained 6 items, factor 6 contained 6 items, factor 7 contained 7 items, factor 8 contained 6 items, factor 9 contained 6 items and factor 10 contained 6 items.

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Table 3.11

Rotated Component Matrix, Varimax Rotation Method and Communalities Values of EI Variable

		Component							
Dimensions/Items	Comm.	1	2	3	4	5	6	7	8
Appraisal of Emotion in Self and Others									
By looking at their facial expressions, I recognize the emotions people are experiencing	0.96	0.96							
I can communicate well and clearly	0.95	0.96							
I understand my feelings	0.93	0.95							
I am aware of my emotions as I experience them	0.92	0.94							
I know my own emotions	0.91	0.93							
I know why my emotions change	0.93	0.93							
I aware non-verbal message of others to me	0.85	0.83							
I can tell how people are feeling by listening to the tone of their voice	0.78	0.83							
I am able to change my own feelings	0.63	0.56							
Optimism									
I will not give up	0.82		0.84						
All the situations will end-up fine	0.78		0.82						
I see an opportunity in every obstacle	0.76		0.81						
Like others I can make all the job success	0.75		0.80						
I am valuable to community and nation	0.72		0.80						
I expect good things to happen all the time	0.75		0.79						
Emotions are one of the things that make my life worth living	0.68		0.70						
I can cope with change effectively	0.72		0.67						
Happiness									
I find it this life is very cheerful	0.82			0.86					
I often have happy moods	0.76			0.83					
I hope that my life is filled with satisfaction	0.80			0.83					
I love myself	0.80			0.81					
I am capable person	0.74			0.79					
I have many happy moments	0.77			0.78					
Overall I am a grateful person	0.74			0.74					
Emotion Regulation									
I can face difficult situations in calm	0.76				0.84				
I know how to snap out of my negative moods	0.77				0.83				
I'm usually able to create activities that can delight me	0.74				0.82				
I am able to control myself when I'm extremely happy	0.74				0.80				
I am in calm when I'm in under pressure	0.78				0.78				
I able to be calm when received a wonderful news	0.76				0.78				
Others show confidence on me	0.69				0.77				
I can give up things I like the most easily	0.67				0.62				
Empathy									
Understands the needs of others is easy for me	0.85					0.89			
I like to realize other's emotions	0.83					0.88			
Thinking in someone else's position is not a problem for me	0.811					0.88			
Consider the views of others is my ability	0.84					0.88			
Even when I'm arguing with someone, I'm able to consider their	0.74					0.79			

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perspective								
I like to socialize	0.72				0.73			
Emotion Expression								
I am able to share all my experiences with others	0.81					0.86		
I can control my emotions well	0.81					0.85		
I can change other's views	0.83					0.85		
I can express my feelings easily	0.84					0.84		
I am sympathetic to the other's difficulties	0.77					0.80		
In conversation I only cared to my opinion	0.72					0.76		
Handling Relationships								
I know how to rectify the arise dispute	0.74						0.80	
I used to call/visit my friends and family	0.75						0.78	
I don't lie to win sympathy	0.74						0.77	
I am ready to forgive and forget	0.77						0.74	
I am responsible for my mistakes	0.79						0.73	
I don't complains	0.69						0.70	
When I disagree with someone, I usually remain silent	0.65						0.66	
Utilization of Emotion								
When I am in a positive mood, solving problems is easy for me	0.82							0.
When my mood changes, I see new possibilities	0.73							0.
I have a lot of creative ideas	0.73							0.
When I feel a change in emotions, I tend to come up with new ideas	0.73							0.
Some of the major events of my life have led me to re-evaluate what is important and not important in life	0.66							0.
I like to draw attentions of others	0.65							0.
Self-Motivation								
I am a firm person	0.76							
I have reasons for not giving up	0.74							
I am a well-planned person	0.74							
I have a number of good qualities	0.74							
I keep myself motivated	0.69							
Negative thought can't affect me	0.55							
Social Skills								
I help other people feel better when they are down	0.77							
I arrange events others enjoy	0.75							
I am a smart negotiator	0.71							
I like to share my emotions with others	0.68							
I can change my attitudes in order not to offend others	0.72							
Being with friends and family are my priority	0.75							
Eigenvalue		7.42	5.47	5.09	5.09	4.54	4.43	4.30	3.
% of Variance		10.75	7.93	7.38	7.38	6.57	6.42	6.23	5.
Cumulative %		10.75	18.68	26.06	33.44	40.02	46.44	52.67	58

Comm. = Communalities

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3.9 Procedure for Data Collection

The data were collected using the survey method, which is well known as a source of primary data collection in research compared to other methods. From any given sample of the population, surveys have enabled the collection of information practically. In this study, the data were collected using a survey booklet created by the researcher. The booklet contained a cover letter, introducing and explaining the objective of the survey, a thank-you message to the potential respondents, a section on demographic information and the two measures (MYEIS and BFI) described previously. Assurance of anonymity was given to respondents in the instructions and subjects were provided with detail instructions on how to complete this survey. According to Ary et al. (2013), the usage of questionnaires incurred less cost, less time, and guaranteed confidentiality.

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During the data collection, the researcher would administer the questionnaires himself. This was to ensure the administration of the questionnaires is genuine and to aid the respondents if they face difficulties in responding the questions. The respondents were informed that their participation is voluntary and that they could choose not to participate if they wanted. Even, for those who were willing to participate they were free to withdraw at their leisure.

Prior to data collection, the researcher made many preparations. Each IKBN was contacted via telephone or email asking for permission to conduct the study. This was followed up with supporting documents from Skill Development Division of Ministry of Youth and Sports and Centre of Graduates Studies, Sultan Idris Education University. Once IKBN agreed, the researcher proceeded with the data collection.

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On the confirmed date the researcher requested the Director of the particular IKBN to set a time where the researcher was able to meet a number of students at a common place such as assembly ground or function hall. At the point of the data collection, the researcher addressed the students who were gathered to answer the survey questionnaires. The aim and notion of the survey were explained in detail. The completed survey questionnaires were handed over to the researcher who was present personally throughout the data collection process.

3.10 Questionnaires Score Calculation Procedure

Prior to research data processing through SPSS version 19, the calculation procedures of the questionnaire scores were done in advance. In this study, the calculation of scores was divided into two parts.

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Part 1 and Part 2

This part of the questionnaire contains of 69 items that measure EI and 44 items that measure personality attributes. The 69 items of EI measured ten dimensions; appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness and the 44 items of personality atributes measured five dimensions; extraversion, conscientiousness, agreeableness, neuroticism and openness to experience of IKBN youth.

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Maximum score for each positive item was 4 while the minimum score was 1 and vice versa for negative items, the maximum score was 1 and the minimum was 4. For the calculation of the mean of the 69 items of EI and 44 items of BFI, the Likert scale 1 indicated mean of 0 to 0.99 which is very low, Likert scale 2 indicated 1 to 1.99 which is equivalent to low, Likert scale 3 indicated 2 to 2.99 which is equivalent to high and Likert scale 4 indicated 3 to 4 which is very high. Table 3.12 shows the summary.

Table 3.12

Questionnaires Scores Calculation

Likert Scale	Mean	Indicator
1	0.00 - 0.99	Very Low
2	1.00 - 1.99	Low
3	2.00 - 2.99	High
4	3.00 - 4.00	Very High

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3.11 Plan of Data Analysis

Before being transferred to the computer for data analysis, a coding procedure was developed for each individual variable in which the data were coded and edited. In this study, Statistical Package for the Social Sciences (SPSS) for Windows Version 19 was the statistical software applied for the data analysis. SPSS is a computer application that provides statistical analysis of data, which allows in-depth data access and preparation, analytical reporting, graphics and modeling.

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The variables were measured in ordinal data using the four-point Likert scale. All the variables were first transformed into continuous data by summating the scores of all the values on a four-point Likert scale into cumulative scores. The process was vital for the researcher to perform parametric tests. Statistical tests used in study were Kruskal Wallis test, MANOVA, T-test, Multiple Regression Analysis and Pearson correlation.

For correlation analysis, the correlation coefficient r shaped either positive (+) or negative (-) to indicate the nature of the relationship between variables. Coefficient values between 0.00 to 1.00 indicate the intensity of the relationship. A rule of thumb by Hinkle, Wiersma and Jurs (2009) used to describe the strength of the correlation; 0.00 to 0.30 is little, 0.30 to 0.50 is low, 0.50 to 0.70 is moderate, 0.70 to 0.90 is high and 0.90 to 1.00 is very high as shown in Table 3.13.

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Table 3.13

Rules of thumb for interpreting the size of a correlation coefficient

Size of (+) correlation	Size of (-) correlation	Interpretation
.90 to 1.00	-.90 to -1.00	Very high positive (negative) correlation
.70 to .90	-.70 to -.90	High positive (negative) correlation
.50 to .70	-.50 to -.70	Moderate positive (negative) correlation
.30 to .50	-.30 to -.50	Low positive (negative) correlation
.00 to .30	.00 to -.30	Little, if any, correlation

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3.12 Summary

This chapter has presented the research framework of the thesis. In order to increase the effectiveness and quality of the survey, a pilot study was conducted. The aim of the pilot study was to establish the amount of time the samples needed to complete the survey, to verify the psychometric properties of the survey, identify the technique to approach the samples and to gain an idea on how the data can be manipulated, explored and interpreted. Finally, the pilot study has convinced the researcher that the main study can be successfully established in an attempt to explore the possible relationships between Emotional Intelligence and personality attributes of IKBN youth.

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CHAPTER 4

ANALYSIS AND FINDINGS

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4.1 Introduction

This chapter reports the results obtained from the study in line with the objective of the study to profiling EI and personality attributes and evaluates the relationship between EI and personality attributes of IKBN youth in IKBN without Centre of Excellence status (nCoE) and IKBN with Centre of Excellence status (CoE). The presentation of the chapter is comprised of two sections. The first section is presentation of the normality test. The normality test is carried out to all the variables of the study. Followed by, the report on descriptions of the respondents and descriptive data.

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The second section of the chapter reports the results of statistical inference analysis of the data derived from the hypotheses testing. The statistical inferences that used in the study were Kruskal Wallis test, MANOVA, T-test, Multiple Regression Analysis and Pearson correlation. Each hypothesis for this study was tested at the significant level of $p < 0.05$.

4.2 Normality Assessment

Screening the data of the actual study is very important and this is the first step that the researcher should do. The screening data was done to ensure normality in data before the data analysis. Assessing the assumption of normality is required by most statistical procedures and if the assumption of normality is violated, interpretation and inferences may not be reliable and valid. There are two common methods to check the normality assumption, graphical and statistical methods. Each method has various styles. For this study researcher has employed both methods, graphical method; Normal probability plots and statistical method; Skewness and Kurtosis coefficients. Normal probability plots are most common used and effective diagnostic tool in checking the normality of the data. Whereas skewness and kurtosis coefficients is more formal procedures whereby involves testing whether a particular data follows normal distribution. According to Nornadiah dan Bee Wah (2011) researchers should not only depend solely on graphical techniques to conclude about the distribution of the data, it is recommended that the graphical techniques combined with statistical method test and inspection to shape parameters such as skewness and kurtosis coefficients.

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The outcome of the Normal Probability Plot should lie in a reasonably straight diagonal line from bottom left to top right. The skewness and kurtosis coefficients values should range between -1.0 and +1.0 for the normal distribution of the data (Appendix A). The results of normality assessment ensure the researcher to proceed with data analysis.

4.3 Respondent's Profile

This study involved a total number of 1415 youth in two categories of IKBN throughout Malaysia. A number of 784 (55.4%) youth are from IKBN with no Centre of Excellence status (nCoE) and 631 (44.6%) youth are from IKBN with Centre of Excellence status (CoE). Table 4.1 shows the total number of the youth of this study.

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Table 4.1

Number of Respondents

IKBN	n	%
Not Centre of Excellence	784	55.4
Centre of Excellence	631	44.6
Total	1415	100

Of the total number of 1415 youth, 1077 (76.1%) youth are male whereas 338 (23.9%) are female. Table 4.2 indicates the proportion of the genders.

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Table 4.2

Gender Distribution of the Respondents

Gender	n	%
Male	1077	76.1
Female	338	23.9
Total	1415	100

4.4 Descriptive Statistics

The descriptive findings for EI and the dimensions is exhibited in Table 4.3. From the findings the EI among the overall IKBN youth is high (M = 3.06). Among the dimensions of EI, IKBN youth is very high in utilization of emotion (M = 3.60) and happiness (M = 3.37) followed by optimism (M = 3.13) and handling relationships (M = 3.09). The results between nCoE and CoE indicate that the IKBN youth of CoE are more emotionally intelligent than IKBN youth of nCoE. The EI of youth of CoE is relatively higher (M = 3.10) than the youth of nCoE whom scored high on EI as well (M = 3.05). On the dimensions of EI the youth of CoE scored more in all the dimensions of EI except the social skills which both the category of the IKBN youth are equal (M = 2.97). In summary, the results indicate that IKBN youth scored high in EI and the youth of IKBN with CoE are more emotionally intelligent than the youth of nCoE.

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Table 4.3

Descriptive Statistics for EI and EI Dimensions

EI-Variables	Overall		nCoE		CoE	
	Mean	S.D	Mean	S.D	Mean	S.D
Emotional Intelligence	**3.06**	**0.35**	**3.05**	**0.35**	**3.10**	**0.34**
Dimensions:-						
Appraisal of Emotion in Self and Others	3.02	0.48	2.99	0.48	3.05	0.48
Emotion Expression	2.72	0.44	2.70	0.45	2.75	0.42
Emotion Regulation	2.93	0.44	2.92	0.44	2.94	0.43
Utilization of Emotion	3.60	0.56	3.56	0.58	3.64	0.54
Social Skills	2.97	0.47	2.97	0.47	2.97	0.46
Empathy	2.78	0.52	2.75	0.52	2.81	0.52
Optimism	3.13	0.49	3.11	0.49	3.16	0.48
Self-Motivation	3.05	0.52	3.04	0.53	3.06	0.50
Handling Relationships	3.09	0.45	3.07	0.46	3.11	0.45
Happiness	3.37	0.53	3.36	0.52	3.39	0.54

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The descriptive findings for personality attributes and the facets is exhibited in Table 4.4. In the personality attributes aspects, overall the IKBN youth scored very high in Agreeableness (M = 3.15) and Conscientiousness (M = 3.12) followed by Extraversion (M = 2.94), Openness to experience (M = 2.76) and Neuroticism (M = 2.27). In comparison between IKBN youth of nCoE and CoE, youth of CoE scored higher in Conscientiousness (M = 3.13) than the youth of CoE (M = 3.11). Whereas the youth of nCoE scored higher in Agreeableness (M = 3.17) than the youth of nCoE (M = 3.12). In summary, the youth of CoE scored very high in Agreeableness (M = 3.17) and Conscientiousness (M = 3.11) followed by Extraversion (M = 2.95), Openness to experience (M = 2.76) and Neuroticism (M = 2.23). The youth of nCoE scored very high in Conscientiousness (M = 3.13) and Agreeableness (M = 3.12) followed by Extraversion (M =

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2.93), Openness to experience (M = 2.76) and Neuroticism (M = 2.30). The IKBN youth of CoE is more altruism than the youth of nCoE as they scored high in altruism (M = 3.19).

Table 4.4

Descriptive Statistics for Personality Attributes and Facets

Personality Attributes-Variables	Overall		nCoE		CoE	
	Mean	S.D	Mean	S.D	Mean	S.D
Extraversion	**2.94**	**0.42**	**2.93**	**0.42**	**2.95**	**0.42**
Assertiveness	2.87	0.48	2.86	0.48	2.87	0.47
Activity	3.06	0.56	3.06	0.56	3.07	0.56
Agreeableness	**3.15**	**0.43**	**3.12**	**0.43**	**3.17**	**0.43**
Altruism	3.16	0.50	3.13	0.50	3.19	0.50
Compliance	3.14	0.50	3.11	0.50	3.16	0.51
Conscientiousness	**3.12**	**0.43**	**3.13**	**0.44**	**3.11**	**0.42**
Order	3.13	0.50	3.12	0.50	3.14	0.48
Self-Discipline	3.11	0.47	3.12	0.47	3.09	0.47
Neuroticism	**2.27**	**0.55**	**2.30**	**0.55**	**2.23**	**0.55**
Anxiety	2.48	0.62	2.50	0.62	2.45	0.63
Depression	2.06	0.67	2.11	0.63	2.01	0.62
Openness to experience	**2.76**	**0.38**	**2.76**	**0.40**	**2.76**	**0.37**
Aesthetics	2.80	0.59	2.59	0.52	2.61	0.48
Ideas	2.86	0.42	2.87	0.43	2.86	0.42

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4.5 Research Hypothesis Testing

Fourteen hypotheses were developed in line with the research objective and research question. Here below are results of each hypotheses measured at the significant level of $p < 0.05$.

4.5.1 EI Differences of IKBN Youth in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status

Hypothesis Null 1:

Ho(1): There is no significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

This analysis is focusing on the evaluation of the differences of EI among the IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Kruskal-Wallis test was employed to investigate this research question.

Table 4.5

Independent Samples Kruskal-Wallis test for EI in nCoE and CoE

Groups (n)	Mean Rank	Chi-Square χ_2	df	Asymp. Sig.
nCoE (784)	684.76	5.69	1	0.02**
Coe (631)	736.88			

*$p < 0.05$

The result indicates statistically the difference between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status in EI, (χ_2 (1) = 5.69, p = 0.02) with

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mean rank of 684.76 for IKBN without Centre of Excellence status and 736.88 for IKBN with Centre of Excellence status as shown in Table 4.5. Hence, the null hypothesis is rejected, as there is significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

4.5.2 EI Dimensions Differences of IKBN youth in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status

Hypothesis Null 2:

Ho(2): There is no significant difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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The aim of this analysis is to answer the second research question, which aimed to investigate the difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. The MANOVA test is employed to address this research question and while identifying multivariate differences across groups, Wilks' Lambda criterion is used.

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Table 4.6

Multivariate Tests on EI and Category of IKBN

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.99	11808.07	10	1404	0.00
	Wilks' Lambda	0.01	11808.07	10	1404	0.00
	Hotelling's Trace	84.10	11808.07	10	1404	0.00
	Roy's Largest Root	84.10	11808.07	10	1404	0.00
IKBN Category	Pillai's Trace	0.01	1.99	10	1404	0.03
	Wilks' Lambda	0.99	1.99	10	1404	0.03*
	Hotelling's Trace	0.01	1.99	10	1404	0.03
	Roy's Largest Root	0.01	1.99	10	1404	0.03

*$p < 0.05$

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The result of multivariate tests indicate there was a significant difference in dimensions of EI based on IKBN Category (IKBN without Centre of Excellence status and IKBN with Centre of Excellence status), F (10, 1404) = 1.99, $p < 0.05$; Wilks' $\lambda = 0.99$) as shown in Table 4.6.

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Table 4.7

Between-Subjects Effects Tests on Dimensions of EI

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
IKBN Category	Appraisal of Emotion in Self and Others	1.39	1	1.39	6.02	0.01*
	Emotion Expression	0.75	1	0.75	3.88	0.04*
	Emotion Regulation	0.24	1	0.24	1.26	0.26
	Utilization of Emotion	2.40	1	2.40	7.61	0.01*
	Social Skills	0.00	1	0.00	0.00	0.95
	Empathy	1.21	1	1.21	4.44	0.04*
	Optimism	0.81	1	0.81	3.41	0.07
	Self-Motivation	0.12	1	0.12	0.46	0.50
	Handling Relationships	0.63	1	0.63	3.05	0.08
	Happiness	0.28	1	0.28	1.00	0.32

*$p < 0.05$

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To investigate how the dimensions of EI differ in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status tests of between subjects effects is employed. The results indicate the category of IKBN significantly effect on appraisal of emotion in self and others ($F = 6.02$; $p < 0.05$), emotion expression ($F = 3.88$; $p < 0.05$), utilization of emotion ($F = 7.61$; $p < 0.05$) and empathy ($F = 4.44$; $p < 0.05$). There is no significant effect on emotion regulation ($F = 1.26$; $p > 0.05$), social skills ($F = 0.00$; $p > 0.05$), optimism ($F = 3.41$; $p > 0.05$), self-motivation ($F = 0.46$; $p > 0.05$), handling relationships ($F = 3.05$; $p > 0.05$) and happiness ($F = 1.00$; $p > 0.05$), as shown in Table 4.7. In summary, EI dimensions; appraisal of emotion in self and others, emotion expression, utilization of emotion and empathy significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Whereas EI dimensions; emotion regulation, social skills, optimism, self-motivation, handling

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relationships and happiness not significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Hence, the null hypothesis is accepted.

4.5.3 EI Differences in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status based on Gender

Hypothesis Null 3:

Ho(3): There is no significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

Investigation on the EI differences among the male and female IKBN youth of IKBN without Centre of Excellence status and IKBN with Centre of Excellence status was done with T-test. T-test is performed in two sections, the first section on both gender in IKBN without Centre of Excellence status and the second section on the both the gender in IKBN with Centre of Excellence status.

Table 4.8

Differences in EI based on Gender in IKBN without Centre of Excellence Status

	Male (n=563) Mean (S.D)	Female (n=221) Mean (S.D)	Mean Dif.	t
EI	3.03 (0.34)	3.08 (0.37)	-0.05	-1.50

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The result shows that there is no significant differences of EI in male (M = 3.03, S.D. = 0.34) and female (M = 3.08, S.D. = 0.37) conditions: t (782) = -1.50, $p > 0.05$, in IKBN without Centre of Excellence status, as shown in Table 4.8.

Table 4.9

Differences in EI based on Gender in IKBN with Centre of Excellence Status

	Male (n=514) Mean (S.D)	Female (n=117) Mean (S.D)	Mean Dif.	t
EI	3.08 (0.34)	3.13 (0.37)	-0.05	-1.44

The result shows that there is no significant differences of EI in male (M = 3.08, S.D. = 0.34) and female (M = 3.13, S.D. = 0.37) conditions: t (629) = -1.44, $p > 0.05$, in IKBN with Centre of Excellence status, as shown in Table 4.7.

Hence, the null hypothesis is accepted, as there are no significant differences in EI among the male and female IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

4.5.4 EI Dimensions Differences in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status based on Gender

Hypothesis Null 4:

Ho(4): There is no significant difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

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Investigation on the EI dimensions differences among the male and female IKBN youth of the IKBN without Centre of Excellence status and IKBN with Centre of Excellence status was done with T-test. T-test is performed in two sections, the first section on both gender in IKBN without Centre of Excellence status and the second section on both gender in IKBN with Centre of Excellence status.

Table 4.10

Differences in EI Dimensions based on Gender in IKBN without Centre of Excellence Status

EI Dimensions	Male (n=563) Mean (S.D)	Female (n=221) Mean (S.D)	Mean Dif.	t
Appraisal of Emotion in Self and Others	2.97 (0.47)	3.03 (0.50)	-0.06	-1.66
Emotion Expression	2.71 (0.44)	2.69 (0.47)	0.02	0.84
Emotion Regulation	2.92 (0.42)	2.90 (0.48)	0.02	0.67
Utilization of Emotion	3.54 (0.57)	3.59 (0.59)	-0.04	-0.95
Social Skills	2.92 (0.47)	3.09 (0.47)	-0.17	-4.63*
Empathy	2.75 (0.53)	2.75 (0.51)	0	0.12
Optimism	3.10 (0.49)	3.14 (0.50)	-0.04	-1.17
Self-Motivation	3.02 (0.52)	3.08 (0.55)	-0.06	-1.28
Handling Relationships	3.06 (0.46)	3.10 (0.43)	-0.04	-1.16
Happiness	3.35 (0.53)	3.40 (0.49)	-0.05	-1.31

*$p < 0.05$

The result shows that there is significant differences of social skills in male (M = 2.92, S.D. = 0.47) and female (M = 3.09, S.D. = 0.47) conditions: t (782) = -4.63, $p < 0.05$. There is no significant differences of male and female in appraisal of emotion in self and others (t = -1.66; $p > 0.05$), emotion expression (t = 0.84; $p > 0.05$), emotion regulation (t = 0.67; $p > 0.05$),

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utilization of emotion (t = -0.95; $p > 0.05$), empathy (t = 0.12; $p > 0.05$), optimism (t = -1.17; $p > 0.05$), self-motivation (t = -1.28; $p > 0.05$), handling relationships (t = -1.16; $p > 0.05$) and happiness (t = -1.31; $p > 0.05$) in IKBN without Centre of Excellence status, as shown in Table 4.10.

Table 4.11

Differences in EI Dimensions based on Gender in IKBN with Centre of Excellence Status

EI Dimensions	Male (n=514) Mean (S.D)	Female (n=117) Mean (S.D)	Mean Dif.	t
Appraisal of Emotion in Self and Others	3.03 (0.48)	3.11 (0.52)	-0.08	-1.54
Emotion Expression	2.75 (0.42)	2.72 (0.46)	0.03	0.77
Emotion Regulation	2.94 (0.42)	2.95 (0.45)	-0.01	-0.15
Utilization of Emotion	3.63 (0.53)	3.68 (0.57)	-0.05	-0.86
Social Skills	2.95 (0.45)	3.03 (0.49)	-0.08	-1.70
Empathy	2.80 (0.52)	2.86 (0.53)	-0.06	-1.11
Optimism	3.14 (0.48)	3.24 (0.50)	-0.10	-2.06*
Self-Motivation	3.05 (0.49)	3.19 (0.42)	-0.14	-0.38
Handling Relationships	3.38 (0.45)	3.19 (0.42)	0.19	-2.10*
Happiness	3.38 (0.55)	3.43 (0.53)	-0.05	-0.17

*$p < 0.05$

The result shows that there is significant differences of optimism in male (M = 3.14, S.D. = 0.48) and female (M = 3.24, S.D. = 0.50) conditions: t (629) = -2.06, $p < 0.05$, and handling relationships in male (M = 3.38, S.D. = 0.45) and female (M = 3.19, S.D. = 0.42) conditions t (629) = -2.1-, $p < 0.05$. There is no significant differences of male and female in appraisal of emotion in self and others (t = -1.54; $p > 0.05$), emotion expression (t = 0.77; $p > 0.05$), emotion

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regulation (t = -015; $p > 0.05$), utilization of emotion (t = -0.86; $p > 0.05$), social skills (t = -1.70; $p > 0.05$), empathy (t = -1.11; $p > 0.05$), self-motivation (t = -0.38; $p > 0.05$) and happiness (t = -0.17; p > 0.05), in IKBN with Centre of Excellence status, as shown in Table 4.11.

In summary, only the social skills is significantly differ between male and female of IKBN youth in IKBN without Centre of Excellence status and in IKBN with Centre of Excellence status, optimism and handling relationships is the only EI dimensions is significantly differs between male and female IKBN youth. Hence, the null hypothesis is accepted.

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

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Hypothesis Null 5:

Ho(5): There is no significant difference in personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

The aim of this analysis is to answer the fifth research question, which aimed to investigate the personality attributes difference of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. The MANOVA test is employed to address this research question and while identifying multivariate differences across groups, Wilks' Lambda criterion is used.

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Table 4.12

Multivariate Tests on Personality Attributes and Category of IKBN

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.99	33025.46	5	1409	0.00
	Wilks' Lambda	0.01	33025.46	5	1409	0.00
	Hotelling's Trace	117.19	33025.46	5	1409	0.00
	Roy's Largest Root	117.19	33025.46	5	1409	0.00
IKBN Category	Pillai's Trace	0.01	3.10	5	1409	0.01
	Wilks' Lambda	0.99	3.10	5	1409	0.01*
	Hotelling's Trace	0.01	3.10	5	1409	0.01
	Roy's Largest Root	0.01	3.10	5	1409	0.01

*$p < 0.05$

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The result of multivariate tests indicate there is a significant difference in personality attributes based on IKBN Category (IKBN without Centre of Excellence status and IKBN with Centre of Excellence status), F (5, 1409) = 3.10, $p < 0.05$; Wilks' $\lambda = 0.99$) as shown in Table 4.12.

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Table 4.13

Between-Subjects Effects Tests on Personality Attributes

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
IKBN Category	Extraversion	0.06	1	0.06	0.35	0.55
	Agreeableness	0.81	1	0.81	4.34	0.04*
	Conscientiousness	0.00	1	0.00	0.02	0.90
	Neuroticism	1.91	1	1.91	6.33	0.01*
	Openness to experience	0.00	1	0.00	0.03	0.86

*$p < 0.05$

To investigate how the personality attributes is differ in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status tests of between subjects effects is employed. The results indicate the category of IKBN significantly effect on agreeableness ($F = 4.34$; $p < 0.05$) and neuroticism ($F = 6.33$; $p < 0.05$). There is no significant effect on extraversion ($F = 0.35$; $p > 0.05$), conscientiousness ($F = 0.02$; $p > 0.05$) and openness to experience ($F = 0.03$; $p > 0.05$) as shown in table 4.13. In summary, agreeableness and neuroticism is significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Whereas, extraversion, conscientiousness and openness to experience not significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Hence, the null hypothesis is accepted.

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

Hypothesis Null 6:

Ho(6): There is no significant difference in personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

The notion of this analysis is to answer the sixth research question, which aimed to investigate the differences in facets of personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. The MANOVA test is employed to address this research question and while identifying multivariate differences across groups, Wilks' Lambda criterion is used.

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Table 4.14

Multivariate Tests on Facets of Personality Attributes and Category of IKBN

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.99	16583.23	10	1404	0.00
	Wilks' Lambda	0.01	16583.23	10	1404	0.00
	Hotelling's Trace	118.11	16583.23	10	1404	0.00
	Roy's Largest Root	118.11	16583.23	10	1404	0.00
IKBN Category	Pillai's Trace	0.02	2.36	10	1404	0.01
	Wilks' Lambda	0.98	2.36	10	1404	0.01*
	Hotelling's Trace	0.02	2.36	10	1404	0.01
	Roy's Largest Root	0.02	2.36	10	1404	0.01

*$p < 0.05$

The result of multivariate tests indicate there is a significant difference in facets of personality attributes based on IKBN Category (IKBN without Centre of Excellence status and

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IKBN with Centre of Excellence status), F (10, 1404) = 2.36, $p < 0.05$; Wilks' $\lambda = 0.98$) as shown in Table 4.14.

Table 4.15

Between-Subjects Effects Tests on Facets of Personality Attributes

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
IKBN Category	Assertiveness	0.05	1	0.05	0.22	0.64
	Activity	0.09	1	0.09	0.28	0.60
	Altruism	1.06	1	1.06	4.25	0.04*
	Compliance	0.63	1	0.63	2.48	0.12
	Order	0.19	1	0.19	0.79	0.38
	Self-Discipline	0.20	1	0.20	0.92	0.34
	Anxiety	0.96	1	0.96	2.47	0.12
	Depression	3.18	1	3.18	8.19	0.00*
	Aesthetics	0.22	1	0.22	0.86	0.35
	Ideas	0.04	1	0.04	0.21	0.64

*$p < 0.05$

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To investigate how the facets of personality attributes differ in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status tests of between subjects effects is employed. The results indicate the category of IKBN significantly effect on altruism (F = 4.25; $p < 0.05$) and depression (F = 8.19; $p < 0.05$). There is no significant effect on assertiveness (F = 0.22; $p > 0.05$), activity (F = 0.28; $p > 0.05$), compliance (F = 2.48; $p > 0.05$), order (F = 0.79; $p > 0.05$), self-discipline (F = 0.92; $p > 0.05$), anxiety (F = 2.47; $p > 0.05$), aesthetics (F = 0.86; $p > 0.05$) and ideas (F = 0.21; $p > 0.05$) as shown in Table 4.15. In summary, altruism and depression are significantly differ between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Whereas, assertiveness, activity, compliance, order, self-

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discipline, anxiety, aesthetics and ideas are not significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Hence, the null hypothesis is accepted.

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

Hypothesis Null 7:

Ho(7): There is no significant difference in personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

Investigation on the personality attributes differences among the male and female IKBN youth of the IKBN without Centre of Excellence status and IKBN with Centre of Excellence status was done with T-test. T-test is performed in two sections, the first section on both gender in IKBN without Centre of Excellence status and the second section on both gender in IKBN with Centre of Excellence status.

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Table 4.16

Differences in Personality Attributes based on Gender in IKBN without Centre of Excellence Status

Personality Attributes	Male (n=563) Mean (S.D)	Female (n=221) Mean (S.D)	Mean Dif.	t
Extraversion	2.95 (0.42)	2.90 (0.43)	0.05	1.66
Agreeableness	3.13 (0.43)	3.12 (0.44)	0	0.19
Conscientiousness	3.12 (0.43)	3.11 (0.42)	0.01	0.43
Neuroticism	2.28 (0.55)	2.37 (0.56)	-0.09	-2.26*
Openness to experience	2.76 (0.39)	2.73 (0.41)	0.03	0.43

*$p < 0.05$

The result shows that there is significant differences of neuroticism in male (M = 2.28, S.D. = 0.55) and female (M = 2.37, S.D. = 0.56) conditions: t (782) = -2.26, $p < 0.05$, in IKBN without Centre of Excellence status. There is no significant differences of extraversion in male (M = 2.95, S.D. = 0.42) and female (M = 2.90, S.D. = 0.43) conditions: t (782) = 1.66, $p > 0.05$, agreeableness in male (M = 3.13, S.D. = 0.43) and female (M = 3.12, S.D. = 0.44) conditions: t (782) = 0.19, $p > 0.05$, conscientiousness in male (M = 3.12, S.D. = 0.43) and female (M = 3.11, S.D. = 0.42) conditions: t (782) = 0.43, $p > 0.05$ and openness to experience in male (M = 2.76, S.D. = 0.39) and female (M = 2.73, S.D. = 0.41) conditions: t (782) = 0.43, $p > 0.05$, in IKBN without Centre of Excellence status as shown in Table 4.16.

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Table 4.17

Differences in Personality Attributes based on Gender in IKBN with Centre of Excellence Status

Personality Attributes	Male (n=514) Mean (S.D)	Female (n=117) Mean (S.D)	Mean Dif.	t
Extraversion	2.94 (0.41)	3.00 (0.45)	-0.06	-1.44
Agreeableness	3.16 (0.42)	3.23 (0.48)	-0.07	-1.65*
Conscientiousness	3.10 (0.42)	3.17 (0.42)	-0.07	-1.48
Neuroticism	2.20 (0.54)	2.38 (0.56)	-0.18	-3.23
Openness to experience	2.77 (0.36)	2.72 (0.39)	0.05	1.36

*$p < 0.05$

The result shows that there is significant differences of agreeableness in male (M = 3.16, S.D. = 0.42) and female (M = 3.23, S.D. = 0.48) conditions: t (629) = -1.65, $p < 0.05$, in IKBN with Centre of Excellence status. There is no significant differences of extraversion in male (M = 2.94, S.D. = 0.41) and female (M = 3.00, S.D. = 0.45) conditions: t (629) = -1.44, $p > 0.05$, conscientiousness in male (M = 3.10, S.D. = 0.42) and female (M = 3.17, S.D. = 0.42) conditions: t (629) = -1.48, $p > 0.05$, neuroticism in male (M = 2.20, S.D. = 0.54) and female (M = 2.38, S.D. = 0.56) conditions: t (629) = --3.23, $p > 0.05$ and openness to experience in male (M = 2.77, S.D. = 0.36) and female (M = 2.72, S.D. = 0.39) conditions: t (629) = 1.36, $p > 0.05$, in IKBN with Centre of Excellence status, as shown in Table 4.17.

Hence, the null hypothesis is accepted, as there are significant differences in neuroticism among male and female IKBN youth in IKBN without Centre of Excellence status and agreeableness in IKBN with Centre of Excellence status.

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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

Hypothesis Null 8:

Ho(8): There is no significant difference in personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender.

Investigation on the facets of personality attributes differences among the male and female IKBN youth of IKBN without Centre of Excellence status and IKBN with Centre of Excellence status was done with T-test. T-test is performed in two sections, the first section on both gender in IKBN without Centre of Excellence status and the second section on both gender in IKBN with Centre of Excellence status.

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Table 4.18

Differences in Facets of Personality Attributes based on Gender in IKBN without Centre of Excellence Status

Personality Attributes Facets	Male (n=563) Mean (S.D)	Female (n=221) Mean (S.D)	Mean Dif.	t
Assertiveness	2.85 (0.47)	2.90 (0.48)	-0.05	-1.22
Activity	3.12 (0.55)	2.89 (0.57)	0.23	5.12
Altruism	3.14 (0.49)	3.11 (0.52)	0.03	0.99
Compliance	3.11 (0.50)	3.13 (0.51)	-0.02	-0.43
Order	3.12 (0.49)	3.12 (0.52)	0	0.05
Self-Discipline	3.12 (0.46)	3.10 (0.50)	0.02	0.69*
Anxiety	2.46 (0.61)	2.59 (0.64)	-0.13	-2.51
Depression	2.09 (0.63)	2.16 (0.61)	-0.07	-1.49
Aesthetics	2.58 (0.50)	2.60 (0.57)	-0.02	-0.32
Ideas	2.88 (0.43)	2.83 (0.43)	0.05	1.71

*$p < 0.05$

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The result shows that there is significant differences of self-discipline in male (M = 3.12, S.D. = 0.46) and female (M = 3.10, S.D. = 0.50) conditions: t (782) = 0.69, $p < 0.05$. There is no significant differences of male and female in assertiveness (t = -1.22; $p > 0.05$), activity (t = 5.12; $p > 0.05$), altruism (t = 0.99; $p > 0.05$), compliance (t = -0.43; $p > 0.05$), order (t = 0.05; $p > 0.05$), anxiety (t = -2.51; $p > 0.05$), depression (t = -1.49; $p > 0.05$), aesthetics (t = -0.32; $p > 0.05$) and ideas (t = 1.71; $p > 0.05$) in IKBN without Centre of Excellence status, as shown in Table 4.18.

Table 4.19

Differences in Facets of Personality Attributes based on Gender in IKBN with Centre of Excellence Status

Personality Attributes Facets	Male (n=514) Mean (S.D)	Female (n=117) Mean (S.D)	Mean Dif.	t
Assertiveness	2.84 (0.46)	3.02 (0.51)	-0.18	-3.65
Activity	3.10 (0.55)	3.00 (0.59)	0.1	2.23
Altruism	3.17 (0.56)	3.25 (0.54)	-0.08	-1.61
Compliance	3.15 (0.50)	3.21 (0.53)	-0.06	-1.26
Order	3.13 (0.48)	3.21 (0.48)	-0.08	-1.58
Self-Discipline	3.10 (0.47)	3.14 (0.46)	-0.04	-1.20
Anxiety	2.39 (0.62)	2.71 (0.60)	-0.32	-5.08
Depression	2.00 (0.62)	2.05 (0.63)	-0.05	-0.74
Aesthetics	2.62 (0.47)	2.57 (0.53)	0.05	0.88
Ideas	2.87 (0.42)	2.81 (0.40)	0.06	1.32

The result shows that there is no significant differences of male and female in assertiveness (t = -3.65; $p > 0.05$), activity (t = 2.23; $p > 0.05$), altruism (t = -1.61; $p > 0.05$), compliance (t = -1.26; $p > 0.05$), order (t = -1.58; $p > 0.05$), self-discipline (t = -1.20; $p > 0.05$),

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anxiety (t = -5.08; $p > 0.05$), depression (t = -0.74; $p > 0.05$), aesthetics (t = 0.88; $p > 0.05$) and ideas (t = 1.32; $p > 0.05$), in IKBN with Centre of Excellence status, as shown in Table 4.19.

Hence, the null hypothesis is accepted, as there is an only significant difference in self-discipline among the male and female IKBN youth in IKBN without Centre of Excellence status. No significant were found in IKBN with Centre of Excellence.

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

Hypothesis Null 9:

Ho(9): There is no significant relationship between EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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This analysis is in line with the ninth research question to find out what is the relationship between EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. To determine the relationships, Pearson correlation analysis is performed. Pearson correlation analysis is performed in two sections, the first section on IKBN without Centre of Excellence status and the second section on IKBN with Centre of Excellence status

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Table 4.20

Correlation between EI and Personality Attributes in IKBN without Centre of Excellence Status

Variables	Emotional Intelligence
Extraversion	0.52**
Agreeableness	0.52**
Conscientiousness	0.59**
Neuroticism	-0.22**
Openness to experience	0.48**

**$p < 0.01$; *$p < 0.05$

The results shows there is a significant, strong and positive relationship between EI and extraversion (r = 0.52; $p < 0.05$), EI and agreeableness (r = 0.52; $p < 0.05$), EI and conscientiousness (r = 0.59; $p < 0.05$) and EI and openness to experience (r = 0.48; $p < 0.05$). The relationship between EI and neuroticism indicates a significant and negative relationship (r = -0.22; $p < 0.05$), in IKBN without Centre of Excellence status, as indicates in Table 4.20.

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Table 4.21

Correlation between EI and Personality Attributes in IKBN with Centre of Excellence Status

Variables	Emotional Intelligence
Extraversion	0.53**
Agreeableness	0.53**
Conscientiousness	0.60**
Neuroticism	-0.11**
Openness to experience	0.51**

**$p < 0.01$; *$p < 0.05$

The results show that there is a significant, strong and positive relationship between EI and extraversion (r = 0.53; $p < 0.05$), EI and agreeableness (r = 0.53; $p < 0.05$), EI and

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conscientiousness (r = 0.60; $p < 0.05$) and EI and openness to experience (r = 0.51; $p < 0.05$). The relationship between EI and neuroticism indicates a significant and negative relationship (r = -0.11; $p < 0.05$), in IKBN with Centre of Excellence status, as indicates in Table 4.21.

Corresponds to this findings, it's concluded that the null hypothesis is rejected, as there is a significant relationship between EI and personality attributes measured in extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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

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Hypothesis Null 10:

Ho(10): There is no significant relationship between 10 dimensions of EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

This analysis is in line with the tenth research question to find out what is the relationship between ten dimensions of EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. To determine the relationships, Pearson correlation analysis is performed. Pearson correlation analysis is performed in two sections, the first section on IKBN without Centre of Excellence status and the second section on IKBN with Centre of Excellence status

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Table 4.22

Correlation between Dimensions of EI and Personality Attributes in IKBN without Centre of Excellence Status

Dimensions	E	A	C	N	O
Appraisal of Emotion in Self and Others	0.43**	0.43**	0.49**	-0.17**	0.42**
Emotion Expression	0.38**	0.32**	0.41**	-0.13**	0.37**
Emotion Regulation	0.41**	0.43**	0.52**	-0.21**	0.38**
Utilization of Emotion	0.45**	0.38**	0.46**	-0.17**	0.42**
Social Skills	0.35**	0.34**	0.34**	-0.15**	0.34**
Empathy	0.34**	0.24**	0.29**	-0.03	0.34**
Optimism	0.39**	0.41**	0.50**	-0.22**	0.34**
Self-Motivation	0.38**	0.43**	0.53**	-0.21**	0.38**
Handling Relationships	0.29**	0.38**	0.36**	-0.11**	0.22**
Happiness	0.30**	0.24**	0.34**	-0.17**	0.19**

**$p < 0.01$; *$p < 0.05$

E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience

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The results show there is a significant, strong and positive relationship between all the dimensions of EI and extraversion, agreeableness, conscientiousness and openness to experience and negative relationship with neuroticism. The relationship between empathy and neuroticism is the only insignificant relationship in IKBN without Centre of Excellence status, as indicate in Table 4.22.

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Table 4.23

Correlation between Dimensions of EI and Personality Attributes in IKBN with Centre of Excellence Status

Dimensions	E	A	C	N	O
Appraisal of Emotion in Self and Others	0.37**	0.38**	0.42**	-0.03**	0.42**
Emotion Expression	0.34**	0.38**	0.40**	-0.07**	0.34**
Emotion Regulation	0.36**	0.43**	0.48**	-0.17**	0.37**
Utilization of Emotion	0.44**	0.42**	0.46**	-0.07	0.48**
Social Skills	0.34**	0.37**	0.36**	-0.04	0.38**
Empathy	0.36**	0.27**	0.27**	-0.03	0.37**
Optimism	0.43**	0.44**	0.51**	-0.14**	0.38**
Self-Motivation	0.39**	0.40**	0.48**	-0.13**	0.39**
Handling Relationships	0.34**	0.37**	0.39**	0.00	0.31**
Happiness	0.37**	0.34**	0.35**	-0.18**	0.22**

**$p < 0.01$; *$p < 0.05$

E-Extraversion, A-Agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience

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The results show there is a significant, strong and positive relationship between all the dimensions of EI and extraversion, agreeableness, conscientiousness and openness to experience and negative relationship with neuroticism. The relationship between utilization of emotion, social skills, empathy, and handling relationships with neuroticism is the only insignificant relationship in IKBN with Centre of Excellence status, as indicate in Table 4.23.

Hence, the null hypothesis is rejected, as there is a significant relationship between EI and personality attributes measured in extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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4.5.11 Predictor of EI of IKBN Youth in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status

Hypothesis Null 11:

Ho(11): EI not significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

The purpose of this test is to answer the eleventh research question. Multiple regression stepwise analysis is carried out in aiming to determine the extent to which the personality attributes can predict the EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Stepwise regression essentially does multiple regressions a number of times and left with the variables that explain the distribution best. The multiple regression stepwise analysis tests is carried out in two stages, first on the data of IKBN without Centre of Excellence status and followed by data of IKBN with Centre of Excellence status.

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Table 4.24

ANOVA of the Personality Attributes on EI in IKBN without Centre of Excellence Status

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.21	1	34.21	436.511	0.00[a]
	Residual	61.286	782	0.078		
	Total	95.496	783			
2	Regression	39.296	2	19.648	273.038	0.00[b]
	Residual	56.201	781	0.072		
	Total	95.496	783			
3	Regression	41.377	3	13.792	198.784	0.00[c]
	Residual	54.119	780	0.069		
	Total	95.496	783			
4	Regression	42.936	4	10.734	159.086	0.00[d]
	Residual	52.561	779	0.067		

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	Total	95.496	783			
5	Regression	43.484	5	8.697	130.086	0.00[e]
	Residual	52.013	778	0.067		
	Total	95.496	783			

$p < 0.01$

E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience

a. Predictors: (Constant), C
b. Predictors: (Constant), C, E
c. Predictors: (Constant), C, E, A
d. Predictors: (Constant), C, E, A, O
e. Predictors: (Constant), C, E, A, O, N
f. Dependent Variable: EI

The Table 4.24 shows the independent variables that statistically significantly predict the dependent variable, $p < 0.05$ (i.e., the regression model is a good fit of the data).

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Table 4.25

Regression of the Personality Attributes on EI in IKBN without Centre of Excellence Status

Variables	Emotional Intelligence
Extraversion	0.19**
Agreeableness	0.20**
Conscientiousness	0.26**
Neuroticism	-0.08**
Openness to experience	0.18**
R^2	0.46
R^2 adjusted	0.45
F values	130.09

$^{**}p < 0.01$; $^{*}p < 0.05$

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The result in Table 4.25 shows that the dimensions of personality attributes; extraversion (β = 0.19; $p < 0.05$), agreeableness (β = 0.20; $p < 0.05$), conscientiousness (β = 0.26; $p < 0.05$), neuroticism (β = -0.08; $p < 0.05$) and openness to experience (β = 0.18; $p < 0.05$) was found to be a predictor of EI in IKBN without Centre of Excellence status. The R^2 of 0.46 shows that the 46% of changes in EI are influenced by combination of these predicators.

Table 4.26

ANOVA of the Personality Attributes on EI in IKBN with Centre of Excellence Status

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.901	1	24.901	316.537	0.00[a]
	Residual	49.481	629	0.079		
	Total	74.382	630			
2	Regression	31.358	2	15.679	228.86	0.00[b]
	Residual	43.024	628	0.069		
	Total	74.382	630			
3	Regression	34.051	3	11.35	176.459	0.00[c]
	Residual	40.33	627	0.064		
	Total	74.382	630			
4	Regression	35.586	4	8.896	143.549	0.00[d]
	Residual	38.796	626	0.062		
	Total	74.382	630			

$p < 0.01$

E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience

a. Predictors: (Constant), C
b. Predictors: (Constant), C, O
c. Predictors: (Constant), C, O, A
d. Predictors: (Constant), C, O, A, E
e. Dependent Variable: EI

The Table 4.26 shows the independent variables that statistically significantly predict the dependent variable, p < 0.05 (i.e., the regression model is a good fit of the data).

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Table 4.27

Regression of the Personality Attributes on EI in IKBN with Centre of Excellence Status

Variables	Emotional Intelligence
Extraversion	0.18**
Agreeableness	0.20**
Conscientiousness	0.27**
Neuroticism	-
Openness to experience	0.24**
R^2	0.48
R^2 adjusted	0.47
F values	143.55

**$p < 0.01$; *$p < 0.05$

The result in Table 4.27 shows that the dimensions of personality attributes; extraversion ($\beta = 0.18$; $p < 0.05$), agreeableness ($\beta = 0.20$; $p < 0.05$), conscientiousness ($\beta = 0.27$; $p < 0.05$), and openness to experience ($\beta = 0.24$; $p < 0.05$) was found to be a predictor of EI in IKBN with Centre of Excellence status. The R^2 of 0.48 shows that the 48% of changes in EI are influenced by combination of these predicators.

Hence, the null hypothesis is rejected as EI is significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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4.5.12 Predictor of EI Dimensions of IKBN Youth in IKBN without Centre of Excellence Status and IKBN with Centre of Excellence Status

Hypothesis Null 12:

Ho(12): EI dimensions not significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

The purpose of this test is to answer the twelfth research question. Multiple regression stepwise analysis is carried out in aiming to determine the extent to which the personality attributes can predict the dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Stepwise regression essentially does multiple regressions a number of times and left with the variables that explain the distribution best. The multiple regression stepwise analysis tests is carried out in two stages, first on the data of IKBN without Centre of Excellence status and followed by data of IKBN with Centre of Excellence status.

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Table 4.28

ANOVA of the Personality Attributes on Dimensions of EI in IKBN without Centre of Excellence Status

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.62	1	43.62	252.406	0.00[a]
	Residual	135.143	782	0.173		
	Total	178.763	783			
2	Regression	50.195	2	25.097	152.455	0.00[b]
	Residual	128.569	781	0.165		
	Total	178.763	783			
3	Regression	53.379	3	17.793	110.688	0.00[c]
	Residual	125.384	780	0.161		
	Total	178.763	783			
4	Regression	55.432	4	13.858	87.53	0.00[d]
	Residual	123.332	779	0.158		
	Total	178.763	783			

$p < 0.01$

E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience

a. Predictors: (Constant), C
b. Predictors: (Constant), C, O
c. Predictors: (Constant), C, O, A
d. Predictors: (Constant), C, O, A, E
e. Dependent Variable: EI

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The Table 4.28 shows the independent variables that statistically significantly predict the dependent variable, $p < 0.05$ (i.e., the regression model is a good fit of the data).

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Table 4.29

Regression of the Personality Attributes on Dimensions of EI in IKBN without Centre of Excellence Status

	ei1	ei2	ei3	ei4	ei5	ei6	ei7	ei8	ei9	ei10
E	0.14**	0.16**	0.11**	0.19**	0.15**	0.19**	0.11**	-	0.09*	0.13**
A	0.15**	-	0.15**	0.20**	0.19**	0.07*	0.14**	0.14**	0.23**	0.19**
C	0.23**	0.23**	0.27**	0.17**	-	-	0.27**	0.35**	0.16**	0.12**
N	-	-	-0.09**	-0.07*	-0.09**	-	-0.10**	-0.08**	-	-0.08**
O	0.17**	0.16**	0.12**	0.20**	0.19**	0.21**	0.09*	0.14**	-	-
R^2	0.31	0.22	0.31	0.30	0.19	0.16	0.29	0.32	0.17	0.16
R^2 adj.	0.30	0.21	0.31	0.29	0.18	0.15	0.28	0.31	0.17	0.15
F val.	87.53	71.16	71.24	65.31	45.53	47.88	62.56	89.38	53.17	37.73

$^{**}p < 0.01$; $^{*}p < 0.05$
E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience.
ei1-Appraisal of Emotion in Self and Others, ei2-Emotion Expression, ei3-Emotion Regulation, ei4-Utilization of Emotion, ei5-Social Skills, ei6-Empathy, ei7-Optimism, ei8-Self-Motivation, ei9-Handling Relationships, ei10-Happiness

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The results indicate that personality attributes; extraversion, agreeableness, conscientiousness, neuroticism and openness to experience was found to be a predictor of EI in IKBN without Centre of Excellence status as exhibited in Table 4.29. The R^2 value which highlight the influence value of combination of these predicators towards EI are ranges from ($R^2 = 0.16$) to ($R^2 = 0.32$).

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Table 4.30

ANOVA of the Personality Attributes on Dimensions of EI in IKBN with Centre of Excellence Status

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.058	1	26.058	134.37	0.00[a]
	Residual	121.979	629	0.194		
	Total	148.037	630			
2	Regression	36.315	2	18.157	102.065	0.00[b]
	Residual	111.722	628	0.178		
	Total	148.037	630			
3	Regression	38.338	3	12.779	73.042	0.00[c]
	Residual	109.699	627	0.175		
	Total	148.037	630			
4	Regression	39.593	4	9.898	57.139	0.00[d]
	Residual	108.444	626	0.173		
	Total	148.037	630			

$p < 0.01$

E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience

a. Predictors: (Constant), C

b. Predictors: (Constant), C, O

c. Predictors: (Constant), C, O, E

d. Predictors: (Constant), C, O, E, A

e. Dependent Variable: EI

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The Table 4.30 shows the independent variables that statistically significantly predict the dependent variable, $p < 0.05$ (i.e., the regression model is a good fit of the data).

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Table 4.31

Regression of the Personality Attributes on Dimensions of EI in IKBN with Centre of Excellence Status

	ei1	ei2	ei3	ei4	ei5	ei6	ei7	ei8	ei9	ei10
E	0.12**	-	-	0.15**	-	0.21**	0.15**	0.10*	0.11*	0.23**
A	0.12**	0.19**	0.20**	0.14**	0.19**	0.08*	0.14**	0.11**	0.16**	0.14**
C	0.19**	0.22**	0.28**	0.18**	0.15**	-	0.30**	0.30**	0.23**	0.12*
N	-	-	-	-	-	-	-	-	0.10**	-0.11**
O	0.24**	0.17**	0.17**	0.28**	0.24**	0.23**	0.13**	0.17**	0.11*	-
R^2	0.27	0.22	0.29	0.34	0.22	0.18	0.33	0.29	0.21	0.19
R^2 adj.	0.26	0.22	0.28	0.33	0.21	0.18	0.33	0.29	0.20	0.18
F val.	57.14	59.00	83.38	80.80	58.05	46.76	76.46	63.89	33.67	36.94

**$p < 0.01$; *$p < 0.05$
E-Extraversion, A-agreeableness, C-Conscientiousness, N-Neuroticism, O-Openness to experience.
ei1-Appraisal of Emotion in Self and Others, ei2-Emotion Expression, ei3-Emotion Regulation, ei4-Utilization of Emotion, ei5-Social Skills, ei6-Empathy, ei7-Optimism, ei8-Self-Motivation, ei9-Handling Relationships, ei10-Happiness

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The results indicate that personality attributes; extraversion, agreeableness, conscientiousness, neuroticism and openness to experience is found to be a predictor of EI in IKBN with Centre of Excellence status as exhibited in Table 4.31. The R^2 value which highlight the influence value of combination of these predicators towards EI are range from ($R^2 = 0.18$) to ($R^2 = 0.34$).

Therefore, the null hypothesis is rejected as dimensions of EI is significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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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

Hypothesis Null 13:

Ho(13): There is no significant 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.

This analysis is to find out what is the 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. To determine the relationships, Pearson correlation analysis is performed. Pearson correlation analysis is performed in two sections, the first section on IKBN without Centre of Excellence status and the second section on IKBN with Centre of Excellence status

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Table 4.32

Correlation between EI and Facets of Personality Attributes in IKBN without Centre of Excellence Status

Variables	Emotional Intelligence
Assertiveness	0.42**
Activity	0.45**
Altruism	0.48**
Compliance	0.43**
Order	0.55**
Self-Discipline	0.54**
Anxiety	-0.17**
Depression	-0.22**
Aesthetics	0.28**
Ideas	0.51**

**$p < 0.01$; *$p < 0.05$

The results show there is a significant and positive relationship between EI and assertiveness, activity, altruism, compliance, order, self-discipline, aesthetics and ideas. The significant and negative relationship occurred between EI, anxiety, and depression, in IKBN without Centre of Excellence status as indicate in Table 4.32.

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Table 4.33

Correlation between EI and Facets of Personality Attributes in IKBN with Centre of Excellence Status

Variables	Emotional Intelligence
Assertiveness	0.43**
Activity	0.47**
Altruism	0.52**
Compliance	0.40**
Order	0.51**
Self-Discipline	0.52**
Anxiety	-0.07
Depression	-0.13**
Aesthetics	0.30**
Ideas	0.50**

**$p < 0.01$; *$p < 0.05$

The results show there is a significant and positive relationship between EI and assertiveness, activity, altruism, compliance, order, self-discipline, aesthetics and ideas. The significant and negative relationship occurred between EI and anxiety, and between EI and depression, it is negative but insignificant, in IKBN with Centre of Excellence status as indicate in Table 4.33.

Hence, the null hypothesis is rejected, as there is a significant relationship between EI and facets of personality attributes measured in assertiveness, activity, altruism, compliance, order, self-discipline, anxiety, depression, aesthetics, and ideas of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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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

Hypothesis Null 14:

Ho(14): There is no significant relationship between 10 dimensions of EI and personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

This analysis is to find out what is the relationship between ten 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. To determine the relationships, Pearson correlation analysis is performed. Pearson correlation analysis is performed in two sections, the first section on IKBN without Centre of Excellence status and the second section on IKBN with Centre of Excellence status

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Table 4.34

Correlation between Dimensions of EI and Facets of Personality Attributes in IKBN without Centre of Excellence Status

	As	Ac	Al	Co	Or	Se	An	De	Ae	Id
ei1	0.36**	0.35**	0.38**	0.36**	0.43**	0.47**	-0.12**	-0.19**	0.25**	0.45**
ei2	0.32**	0.30**	0.31**	0.25**	0.36**	0.38**	-0.12**	-0.11**	0.23**	0.39**
ei3	0.35**	0.33**	0.36**	0.39**	0.47**	0.47**	-0.17**	-0.20**	0.34**	0.39**
ei4	0.37**	0.38**	0.37**	0.29**	0.42**	0.42**	-0.13**	-0.18**	0.27**	0.44**
ei5	0.30**	0.27**	0.30**	0.29**	0.30**	0.30**	-0.12**	-0.15**	0.18**	0.37**
ei6	0.35**	0.32**	0.24**	0.19**	0.26**	0.26**	-0.03	-0.02	0.22**	0.35**
ei7	0.30**	0.36**	0.37**	0.35**	0.43**	0.43**	-0.19**	-0.20**	0.17**	0.39**
ei8	0.30**	0.33**	0.41**	0.34**	0.45**	0.45**	-0.16**	-0.20**	0.23**	0.40**
ei9	0.24**	0.24**	0.32**	0.32**	0.32**	0.37**	-0.01	-0.13**	0.14**	0.23**
ei10	0.23**	0.29**	0.32**	0.28**	0.31**	0.31**	-0.12**	-0.19**	0.08*	0.24**

**$p < 0.01$; *$p < 0.05$

ei1-Appraisal of Emotion in Self and Others, ei2-Emotion Expression, ei3-Emotion Regulation, ei4-Utilization of Emotion, ei5-Social Skills, ei6-Empathy, ei7-Optimism, ei8-Self-Motivation, ei9-Handling Relationships, ei10-Happiness.

As-Assertiveness, Ac-Activity, Al-Altruism, Co-Compliance, Or-Order, Se-Self-Discipline, An-Anxiety, De-Depression, Ae-Aesthetics, Id-Ideas.

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The results show there is a significant and positive relationship between all the ten dimensions of EI and assertiveness, activity, altruism, compliance, order, self-discipline, aesthetics and ideas. The significant and negative relationship occurred between EI, anxiety, and depression. The negative relationship between empathy and anxiety, empathy and depression and handling relationships and anxiety are insignificant in IKBN without Centre of Excellence status as indicate in Table 4.34.

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Table 4.35

Correlation between Dimensions of EI and Facets of Personality Attributes in IKBN with Centre of Excellence Status

	As	Ac	Al	Co	Or	Se	An	De	Ae	Id
ei1	0.30**	0.37**	0.37**	0.29**	0.38**	0.36**	-0.01	-0.05	0.29**	0.40**
ei2	0.30**	0.26**	0.35**	0.31**	0.33**	0.38**	-0.05	-0.06	0.23**	0.32**
ei3	0.31**	0.29**	0.42**	0.33**	0.41**	0.42**	-0.13**	0.17**	0.27**	0.33**
ei4	0.34**	0.42**	0.42**	0.32**	0.42**	0.40**	-0.02	-0.1	0.28**	0.49**
ei5	0.26**	0.32**	0.32**	0.27**	0.38**	0.30**	-0.02	-0.06	0.29**	0.34**
ei6	0.27**	0.34**	0.28**	0.19**	0.23**	0.25**	0.05	-0.01	0.26**	0.34**
ei7	0.34**	0.39**	0.44**	0.32**	0.44**	0.47**	-0.10*	-0.16**	0.21**	0.41**
ei8	0.29**	0.37**	0.37**	0.31**	0.41**	0.45**	-0.09*	-0.14**	0.21**	0.41**
ei9	0.27**	0.29**	0.34**	0.30**	0.35**	0.34**	0.01	-0.01	0.21**	0.30**
ei10	0.32**	0.28**	0.37**	0.22**	0.30**	0.32**	-0.13**	-0.18**	0.15**	0.32**

**$p < 0.01$; *$p < 0.05$

ei1-Appraisal of Emotion in Self and Others, ei2-Emotion Expression, ei3-Emotion Regulation, ei4-Utilization of Emotion, ei5-Social Skills, ei6-Empathy, ei7-Optimism, ei8-Self-Motivation, ei9-Handling Relationships, ei10-Happiness.

As-Assertiveness, Ac-Activity, Al-Altruism, Co-Compliance, Or-Order, Se-Self-Discipline, An-Anxiety, De-Depression, Ae-Aesthetics, Id-Ideas

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The results show there is a significant and positive relationship between all the ten dimensions of EI and assertiveness, activity, altruism, compliance, order, self-discipline, aesthetics and ideas. The negative relationship occurred between EI and anxiety and between EI and depression. However, the relationships between emotion regulation, optimism, self-motivation, handling relationships with anxiety and depression have not reach the significant level, in IKBN with Centre of Excellence status as indicate in Table 4.35.

Therefore, it is concluded that the null hypothesis is rejected, as there is a significant relationship between the ten dimensions of EI and most of the facets of personality attributes measured in assertiveness, activity, altruism, compliance, order, self-discipline, anxiety,

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depression, aesthetics, and ideas of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

4.6 Analysis Summary

Based on the analysis, IKBN youth in IKBN with Centre of Excellence status had scored higher on EI than the IKBN youth in IKBN without Centre of Excellence status. This is in line with the nature and notion of IKBN with Centre of Excellence to produce a competitive skilled youth. Although the scores on EI is differ between IKBN without Centre of Excellence and IKBN with Centre of Excellence status, but IKBN youth from both categories of IKBN had scored higher on utilization of emotion and happiness. Personality attributes among IKBN youth is also varied. IKBN youth of IKBN without Centre of Excellence status are finer on conscientiousness followed by agreeableness. On the other hand, IKBN youth in IKBN with Centre of Excellence status are finer on agreeableness followed by conscientiousness. The analysis also indicated that IKBN youth of Centre of Excellence are more altruism and compliance than IKBN youth of non-Centre of Excellence.

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Further analysis on the relationship between EI and personality attributes in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status indicated in both categories of IKBN, EI and personality attributes correlate significantly. In both categories of IKBN, EI highly correlated with conscientiousness. The regression analysis showed that all the five personality attributes of IKBN youth in IKBN without Centre of Excellence status is

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predicator of EI whereas in IKBN youth in IKBN with Centre of Excellence status all the personality attribute dimensions except neuroticism is a predicator of EI.

4.7 Summary

This chapter has assessed a series of hypotheses generated from both literature and conceptual framework. The summarized results of hypotheses testing are as in Table 4.36.

Table 4.36

Hypotheses Testing Results Summary

Research Hypothesis	Result
Ho(1): There is no significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Rejected
Ho(2): There is no significant difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Accepted
Ho(3): There is no significant difference in EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender	Accepted
Ho(4): There is no significant difference in 10 dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender	Accepted
Ho(5): There is no significant difference in personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Accepted
Ho(6): There is no significant difference in personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Accepted
Ho(7): There is no significant difference in personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender	Accepted
Ho(8): There is no significant difference in personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status based on gender	Accepted
Ho(9): There is no significant relationship between EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Rejected

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Ho(10): There is no significant relationship between 10 dimensions of EI and personality attributes in five dimensions of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Rejected
Ho(11): EI not significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Rejected
Ho(12): EI dimensions not significantly and positively influences by personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Rejected
Ho(13): There is no significant 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	Rejected
Ho(14): There is no significant relationship between 10 dimensions of EI and personality attributes facets of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status	Rejected

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CHAPTER 5

DISCUSSIONS AND CONCLUSION

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5.1 Introduction

This final chapter encompasses of four sections. The first section provides a research summary. The second section is dedicated to the discussion of the findings. Next, the chapter covers the implications and recommendations for the future. Finally, the chapter concludes with the conclusion of the current study.

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5.2 Research Summary

The objective of the study is to evaluate EI and personality attributes of the IKBN youth. IKBN is categorized into two categories; IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. In addition to evaluate and understand the EI and personality attributes of the youth of national skill training centres, the study further to analysis the relationship between EI and personality attributes.

Specifically the study aimed to measure EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status as well as based on gender. This attempt followed by the evaluation of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status in 10 dimensions of EI; appraisal of emotion in self and other, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness. Here the difference between the genders also was analyzed.

Secondly, the study attempts to measure the personality attributes; extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status as well as the based on the gender. Followed by the investigation on the personality attributes facets; extraversion (assertiveness and activity), agreeableness (altruism and compliance), conscientiousness (order and self-discipline), neuroticism (anxiety and depression) and openness

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to experience (aesthetics and ideas). The facets also were analyzed based on the gender of the youth.

Thirdly, to investigate the relationship between EI, 10 dimensions of EI and personality attributes of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status. Followed by the investigation on the relationship between EI, 10 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. Finally, the study focused to evaluate the extend personality attributes influences EI and dimensions of EI of IKBN youth in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

This study has developed and empirically tested the evaluation of EI among the youth learning at IKBN around nation as this particular category of youth is very much different from the general youth of Malaysia and related it to the personality attributes. Their psychological elements differ as these youth have taken a second opportunity to progress in life as their stoppage to succeed in the formal education. The study underpinned by the findings of Maclean, Shanti and Sarvi (2013) that the technical and vocational development environment, which solely focus on skills for employability would make undeveloped EI among the youth. Furthermore, Zawiah (personal communication, February 27, 2014) added the IKBN youth are in midst of identifying their identity and they need EI. IKBN youth need a sound EI, which would be a complement to the technical skill that will make their life more organize and gain an ability to live in the real world. As psychologically different form the general youth, the school graduates (IKBN youth) given the opportunity to acquire technical and vocational skills for

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employability at strategic points throughout their lives, EI is a crucial factor in gaining technical skills successfully in IKBN centres and employment later in order to improve the quality of their life. In addition, researchers found that EI had great influence in the success of all the aspects of life including health, social matters and careers, than IQ (Garkaz and Mehrvarzi, 2012). On top of that, Potgieter and Coetzee (2013) has indicated that personality attributes is an important factor that significantly influence the capacity of the youth to manage their career development proactively in a changing occupational world.

For the purpose of this study, one thousand and four hundred fifteen youths of IKBN were selected as the sample. Out of one thousand and four hundred fifteen youth, one thousand and seventy seven youth are male and three hundred and thirty eight youth are female. A number of seven hundred and eighty four youth are from IKBN with no Centre of Excellence status and six hundred and thirty one youth are from IKBN with Centre of Excellence status. MYEIS and BFI are the instruments that used to gather the information on the EI and personality attributes respectively.

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From the point of view of the research into EI, this study broaden the concept of EI by incorporating it directly to the youth. It is achieved by evaluate the EI among IKBN youth who are largely going to contribute to the prosperity of the nation. The application among youth constitute an original contribution to EI research as past researchers (e.g. Malek et al., 2009) intended to see more studies on the EI among youth are carried out within the country to understand the nature of EI among youth. On the other hand, the personality attributes, which comprise of five dimensions of factors, are regarded as the central paradigm for defining and

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measuring human's personality, along five characteristics had reported inconsistent findings among the youth in Malaysia. On the findings of the relationship between EI and personality attributes, the analysis on the IKBN youth has demonstrated the associations between these constructs.

5.3 Findings and Discussions

This section is divided into three, which correspond with the research questions. In particular, it relates the results and inference of the entire hypothesis tested.

5.3.1 EI Profile of IKBN Youth

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The study has showed that overall IKBN youth are high on EI. The IKBN youth in Centre of Excellence had scored higher than the IKBN youth in IKBN without Centre of Excellence status. In addition, the value is significantly differs between these both categories of IKBN. On the dimensions of EI, the IKBN youth of Centre of Excellence had scored higher than IKBN youth of IKBN without Centre of Excellence status on appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, empathy, optimism, self-motivation, handling relationships and happiness except social skills, which youth from both the categories of IKBN had scored equal. Although the EI dimensions; appraisal of emotion in self and others, emotion expression, utilization of emotion and empathy are significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status but the youth of IKBN had scored higher on utilization of emotion followed by happiness and optimism. While

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the IKBN youth had scored relatively less on emotion expression followed by empathy and emotion regulation. Although there is no significant difference between male and female IKBN youth on EI in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status but the female youth from both the categories of IKBN has demonstrated high EI. In IKBN without Centre of Excellence status, social skills is the only EI dimensions which is significantly differs between male and female IKBN youth. However, the female IKBN youth of IKBN without Centre of Excellence scored higher than male on appraisal of emotion in self and others, utilization of emotion, social skills, optimism, self-motivation, handling relationships and happiness. Whereas, in IKBN with Centre of Excellence status, optimism and handling relationships are the only EI dimensions which is significantly differs between male and female IKBN youth. However, the female IKBN youth of IKBN with Centre of Excellence scored higher than male on appraisal of emotion in self and others, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation and happiness.

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The construct of EI which presented in this study is an expand of the theoretical work of EI, hence, it is relevant and will remain as it is among IKBN youth. The notion of EI in this study, shadowed by the instrument, MYEIS contains of ten dimensions of EI; appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness are actually enrichment of the existing EI models, which is applied to the IKBN youth. This enrichment is done without plunging the EI model but taking into account all the aspects that have been emphasized in the construction of EI models by the early protagonists of EI such as Salovey and Mayer (1990, 1997), Goleman (1995, 1998, 2006) and Bar-On (1992, 2000, 2002). The

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researcher has considered SSEIT an EI instrument created based on Mayer and Salovey's theoretical model of EI and at same time a partial of TEIQue, an EI instrument created by Petrides (2009) on his perception of EI in building the construct of EI for this study. Therefore, this construct, which have successfully measured what it is supposed to measure in this study and contains not only emotion factors but also social factors in a broader scope. It did not only include reasoning about emotions in social relationships but also reasoning internal emotions, which will lead to personal augmentation among IKBN youth. This provision which enforced that EI must be viewed as a combination of social intelligence has been agreed by Salovey and Mayer, Sullivan (1999) and Mayer et al. (1999) a long time ago and later by Bar-On (2000) and Goleman (2006). Hence, the ten dimensions of EI in this study were appropriate and sufficient to describe the EI of IKBN youth as lesser than that would not be able to describe the IKBN youth emotionally.

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Although Matthews et al. (2002) narrated that the theory of EI is vague, but currently EI has gained acceptance by many, researches on EI is being done extensively and the concept is gathering its momentum in Malaysia too. The fields that the study of EI is applied are ranges from clinical, occupational, social, educational psychology, education, health sciences, and sports and so on. Because EI had been touted as an important component of success in business since the popularization of this taxonomy by Goleman, EI well established in the field of management, human resources, and industrial relations. The vastness of EI is perceptible, as until 2012, the references had reached up to 162,000 citations as indicated by Google Scholar (Schutte, Malouff and Thorsteinsson, 2013). On top of that, many higher education institutions around the world have started to open department and institute to research and develop EI.

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Hence, as the outcome has shown a tremendous application among IKBN youth in this study, the plurality in studying EI is there. Thus, the EI has been already on its journey to accommodate and engulf at all levels of the community; like youth in this study.

As mentioned earlier, the findings of the study showed that IKBN youth acquired a high level of EI or in other word, IKBN youth are emotionally intelligent. Those IKBN youth in Centre of Excellence had scored higher than those IKBN youth in IKBN without Centre of Excellence status. This is in line with the vision of Skill Development Division of Ministry of Youth and Sports, which constantly emphasized on producing quality youth to accomplish the nation's developmental needs. More specifically in Centre of Excellence, which is aimed to produce a holistic human capital competent with knowledge and highly skilled workforce, in addition, with the capacity in IKBN youth to gain other soft skills and building the mind of entrepreneurship, EI is capable in creating the path among IKBN youth. Thus, a high EI in IKBN youth has ensures the success of the aim and objective of Skill Development Division of Ministry of Youth and Sports. Moreover, the objective of Ministry of Youth and Sports is to build 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 appear to be achievable.

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In addition, as expressed by Maclean, Shanti and Sarvi (2013) the growing concerns of the countries which aimed to build youth who have lower interest in academic but have a greater inclinations in technical fields, these youth unable to build their EI is no longer an issue in IKBN. The only thing that should be given priority is that the process of strengthening the EI in

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IKBN youth. The enhancement of EI can be done through EI training from time to time, which would allow the IKBN youth to achieve the higher EI. In fact, the enhancement of EI can be done through focused training and consolidation process, which will be easier for IKBN youth whom had demonstrated the high EI. Furthermore, as stated by Walter, Humphrey and Cole (2012) a rather focused and straightforward EI training is the most effective way to convey EI and its practical advantageous.

High EI among IKBN youth is very interesting to make a note of, as all the previous researches are opposing. This result is contradictory with the Malek et al.'s (2009) finding which claimed the level of the EI among the youth are at the moderate level. Based on their finding, Malek et al. noted that many actions that are realistic needed in building and promoting EI among youth as EI plays important role on personality and performance. Whereas Nizaroyani et al. found that the Malaysian youth's EI scores are just above average. Nizaroyani et al. who agreed that EI plays a vital role in work performance which later associated with high academic achievement and career development and success and happy life as a whole has posited that several changes in the education can lead to positive development of EI of the youth. On top of that, the results of this study also does not match with the study by Hari (2011) whereby Hari's results indicated the total scores of EI of the Malaysian youth as 67.30% but in this study the total scores, in percentage were 76.5%. Hence, this concluded that EI among the youth in IKBN are high.

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The immerse benefit of having the high level of EI in IKBN youth is these youth could foster a better learning environment, a positive attitude towards learning, a better understanding

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of self, better conflict management, the promotion of lifelong learning, and help with development of the whole youth (Sung, 2012). Furthermore, Salovey (2001), and Bar-On and Parker (2002) agreed that as young people grow up to be adults with EI, they will have an increased capacity to be empathetic, socially responsible, able to solve problems for the common good, and work effectively with others at any given moment. On top of that, these emotional wellbeing youth will contribute to the idea of positive youth development, which is aimed to provide the youth with the broadest possible support, enabling them to attain desirable long-term outcomes, including economic self-sufficiency and engagement in healthy family and community relationships (Pittman, 1991; Politz, 1996) and to remain nation's invaluable assets (Azimi Hamzah, 2003). On the other hand, it is rational to anticipate that IKBN youth will show low level of impulsiveness and low emotional deficit as well as against to the development of antisocial behaviors which Mestre, Guil, Lopes, Salovey and Gil-Olarte (2006) has concluded all the negative side of these occurrence are common in youth with low EI.

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Youth's transition from unsuccessful school completion to strict vocational and technical skill training environment are facing with a lot of emotion and social challenges, as enrolling in IKBN is an adjustment and growing process in youth's life. IKBN, which generally refers as a place for the second category students, as IKBN would like address them as school graduates, the youth whom has given the second chance in their life to progress, has faced this transition and adjustment successfully with help of high EI. As Adeyemo (2005) indicated as the youth moved from the known to the unknown environment and as the youth proceeds and progresses on this journey, being emotionally intelligent is not only crucial, but a necessary condition for a successful studentship. Whereas Goleman (1995) has indicated, the changes in youth are a

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difficult challenge in the realm of emotion, which EI has the role to tackle. The adjustment and fitting period in IKBN may last until the youth able to show that they can cope and gradually progress towards graduation. In such conditions EI in IKBN youth has provides with a suitable guidance for understanding basic emotional process which underlie the development of adequate psychological balance and helps youth to better understand mediating role of certain EI dimensions in youth and their influence on psychological adjustment and personal well-being as noted by Fernandez-Berrocal (2008). Furthermore as posited by Salovey, Stroud, Woolery and Epel (2002), the youth like the IKBN youth whom are good in EI have fewer physical symptoms, less social anxiety and depression, greater used of active coping strategies for problem solving and less rumination especially when these youth are exposed to stressful laboratory training and workshop. Successful learning the technology in training laboratory and workshop environment as in IKBN, as concluded by Ali Al-Faouri (2011) EI among the learners has emerged an imperative tool that enhance the learning and acquiring technical knowledge process.

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In this study, as stated earlier, IKBN youth had scored high on utilization of emotion followed by happiness and optimism. While, had scored relatively less on emotion expression followed by empathy and emotion regulation. This finding was very diverse from the findings of Malek et al. (2009), Nizaroyani et al. (2011) and Hari (2011). Malek et al.'s study suggests that resilience is high among the youth. While Nizaroyani et al.'s study indicates maturity is high and Hari's study noted that utilization of emotion in problem solving was high among the youth. Although the dimensions of the EI of these past researchers were different namely in the factors and the number of dimensions but there were few dimensions from these past researchers that matched with the dimensions of EI used in this study. Hence, for the discussion purposes the

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dimension of EI, which matched, will be elaborated. Malek et al.'s findings in his EI dimension of EI; emotional self-awareness, emotional expression and emotional awareness of others were at the moderate level. The only dimension, which was at the high level as indicated by Malek et al., was relationship skill while in this study the dimension of handling relationship was at the very high level. Nizarayoni et al. findings on the dimensions of EI were totally against the results of this study. The matched dimension, Nizarayoni et al. indicates self-awareness, self-regulation, self-motivation, empathy and social skills among the youth were just above average. Whereas in Hari (2011), had used four dimensions of EI, which were appraisal of emotion in self and others, emotion expression, emotion regulation and utilization of emotion. All the dimensions had been included in this study. Hari claimed the scores of utilization of emotion, emotion expression and appraisal of emotion in self and others were high expect regulation of emotion which was just average. Among the high-scored dimensions, the emotion expression and utilization of emotion were higher relatively among the youth.

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IKBN youth has the ability learn to utilize the energy and motivation in sadness to reach out for social support from peers rather than withdrawing from the situation that is causing the sadness. IKBN youth that are high on utilization of emotion are spontaneous, planned their actions constructively and full of creative endeavors, as indicated by Affandi and Raza (2013) and Izard, Stark, Trentacosta and Schultz (2008). Hence, it is concluded that IKBN youth has ability to handle emotions in a way that improves youth's personal power, improves quality of life around them, improves relationships, create loving possibilities between people, make cooperative work possible and facilitates the feeling of community, with being well in utilization of emotion as specify by Hjelm (2010).

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Although Goleman does not talk much about pursuit of happiness in his book or happiness is part of his EI model, which is Wharam (2009) stated rather strange and noted that EI is about being happy in one's own skin. As Petrides, Pérez-González, and Furnham (2007) and Platsidou, (2013) indicated large amount of variance in happiness is determined by people's emotion-related self-perceptions and dispositions, thus, the inclusion of happiness as a salient component of EI in this study is fine move. Furthermore, study by Ruiz-Aranda, Extremera and Pineda-Galan (2014) indicated evaluations of emotionally situation intelligently lead to less stressful which results in higher happiness. Hence, in this study the happiness dimensions was the attention-grabbing dimension as IKBN youth had scored high on happiness. In other word, IKBN youth are happy. This result corresponds to the study of Christopher et al. (2011), Furnham and Christoforou (2007), Hari (2012a) and Hari (2012b) which evenly elaborated that EI is important in modeling the happiness in life. Moreover, currently the issue of happiness has become a considerable and debatable matter in Malaysia thereafter the Prime Minister Datuk Seri Mohd. Najib Bin Tun Haji Abdul Razak announced the Malaysian Happiness Index on November 4, 2012. The announcement was a major step forward in Malaysian socioeconomic, which is to emphasis on the national and the individual well-being and progress to a more meaningful nation progress. Hence, some questions arised on how to qualify this index, what is the methodology and how the quality of our own Malaysian Happiness Index is going to be. Is just the economic factor such as Gross National Product (GNP) going to be considered or the social factor will be included. Thus, the researcher intended that the emotional and social factors should be included, as this study has proved that EI had a major role in determining an individual's well-being and happiness.

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IKBN youth scored high on optimism, is a characteristic that is the basis of positive thinking, as mentioned earlier. IKBN youth are not pessimists whom not only believe the world is against them, but that failure is down to their persistent incompetence or low self-worth, as such attitude is common among the human labeled as resultant. IKBN youth have demonstrated that they are optimistic and belief downturns as temporary blips. IKBN youth have a psychological resource that gives a generalized expectancy that they will succeed in accomplishing their goals. As specify by Extremera, Durán and Rey (2007) and Kumar (2012) in their research, IKBN youth also often look for more opportunities, able to put problems behind them and take a positive view of the future and have ability to prevent from becoming apathetic, or giving up hope. Hence, IKBN youth have the ability to look on the brighter side of life and maintain a positive attitude and appears to be socially desirable.

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The findings of this study were consistent with the literature review in this study, which had summarised that gender was a factor to be considered in studying of EI. Although there is no significant difference between male and female IKBN youth on EI in IKBN without Centre of Excellence status and IKBN with Centre of Excellence status but the female youth from both categories of IKBN has demonstrated high EI. On the significant differs dimensions of EI, female youth in both categories of IKBN scored higher than male youth on appraisal of emotion in self and others, utilization of emotion, social skills, optimism, self-motivation and happiness. The findings of this study which showed that female IKBN youth had acquired higher level of EI compared to the male IKBN youth were consistent with Malek et al. (2009) and contradictory with Petrides and Fulham (2000) and Shi and Wong (2007) who claimed that males demonstrated their capability in EI than females. Malek et al. determined that although the scores

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of the female's EI is higher than the male's EI scores but the differences are very small (0.05) which matched with the findings of this study.

Positioned in the skill development environment whereby the job market is demanding them to be part of the manpower needs in line with the country's development, their skills comprise with EI was very much needed. This was in line with Meisler and Vigoda-Gadot (2014) and Wolfe and Jeong Kim (2013) who described that EI is an essential tool for the success in the 'working world'. While in the classroom attending their skills syllabus the need for emotional abilities to cope with the stress and demanding environment is overwhelming whereby demonstrations of emotional skills not only settles down their emotional but also regulates the other learners and trainer's emotions so that they can reasonably deal with the unreasonable. The result reflected in youth's themselves that their performance in the class to learn is successful although they have to deal with many circumstances.

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Review of the generated statistical analysis showed that all the ten dimensions of EI; appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness regardless the categories of IKBN showed a high score among the IKBN youth. This is plausible. Being in a national youth skill training institute, which demonstrates the seriousness of the government to produce a youth with a variety of technical and vocational education in accordance with the requirements of the national development, the youth has to discipline themselves to acquire these skills. On top of that, building a competent, honorable, disciplined

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and visionary generation of youth who have their own identity is the main vision of the Skill Development Department of MOYS.

IKBN emphasizes the aspects of human development, leadership, entrepreneurship and self-esteem as the tool for the youth in facing the job market, working environment and personal development. The youth are taught to be more courageous to face challenges and more disciplined once they complete their training in IKBN just with the skill certificate from IKBN as this is the only qualification they have right now. IKBN prioritized other skills among youth and the findings corroborate with the IKBN's mission and achievements in producing a competent youth.

IKBN manages to build the other skills among the youth through co-curricular activities, such as Religious and Personality Programs, Malaysia's Sports Programs, Leadership Programs and IKBN Imagery Program. IKBN Imagery Program is an outstanding program, which indirectly builds the ability of EI among the youth of the IKBN as Ghuman (2011) and Wall (2007) stated that EI is learnable. The aim of this program is to popularize the institute by giving an opportunity to IKBN's youth to get closer to the surrounding communities by providing an opportunity for the institution to share the expertise, facilities, energy and thoughts that can be shared by the youth and the community. It has generated thoughts towards the formulations of youth identity that has incorporation of human values and discipline. This program also has improved collaboration and camaraderie between the institute and the local community, local leaders, youth organizations, sports and recreation and local voluntary organizations. It can be concluded that, this program has developed an identity for the youth and at the same time

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emerged the ability of EI in youth. The researcher believes it has become their EI development program as posited by Goleman et al. (2004) and Shankman and Allen (2008) that via a skill-development and skill-application programs an individual is able to gain knowledge on EI. Hence, this program can affect the youth emotion formation and appraisal process and in turn their behavior. Largely, a positive behavioral intention reflects the quality of the IKBN youth who are ready to face the world.

The youth in IKBN are highly disciplined. The administration of the institution is overseeing the institution as an army camp and the learners are treated as arm personnel. Discipline is given priority and drill is a must and attendance for assembly every morning is compulsory. All the learners must stay in the dorm of the campus and participation in every programs designated by the IKBN is compulsory. The youth of IKBN are given the chance to attend the ICT courses, English courses and entrepreneurship trainings. On top of that, learners in IKBNs are paid allowances. All these benefits have made them committed to the progress in life. Furthermore, almost zero unemployment among the IKBN leavers has made the youth of IKBN to be very confident individuals. This outcome will boost self-confident among the youth to be constructive towards positive youth development, which will improve the communities as well.

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Few things that the researcher speculates through this study finding are a healthy citizen and a better community development in Malaysia. EI has linked to health outcomes as Salovey et al. (1999) posited that higher EI individuals are able to recover from stress and less likely to be ill. Secondly, a high EI citizen could become an agent of social change. The high EI citizen

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would have a mutual respect all the time and constantly acclimatize for civil community. Furthermore, a well-equipped EI citizen would also behave intelligently to produce emotional and social competency surroundings for the betterment of the community development.

Thirdly, transformation is a mass idea for the government to improve the nation's capabilities as a whole including the youth, to transform the youth as vital human capital to enhance the development of the country. In conjunction with that, as Suppiah et al. (2012) stated EI is an enormous tool for the transformation in the country, the high EI among the youth will be a great catalyst.

Finally, the researcher anticipates that IKBN youth will be a balanced youth in their post-IKBN life. As IKBN youth gained technical skills, employability is definite and in addition with high level of EI, remained employed on the gained employment is positive. In any organization, IKBN youth able to compete with the general youth, in obtaining reputable designation with the combination of technical skill and high EI. Moreover, IKBN youth will gain 'life-work balance' as indicated by Gupta (2014). IKBN youth will have a satisfactory level of involvement or 'fit' between the multiple roles in their life; managing the boundary between home and work. Theirs level of EI is viewed as central to developing an individual's life-work balance, and the primary effect of one's personal life suggests that it is more appropriate to view income producing jobs as a component of overall life satisfaction, as stressed by Koubova and Buchko (2013).

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5.3.2 Personality Attributes of IKBN Youth

The overall findings indicated that IKBN youth have demonstrated very high score on agreeableness, conscientiousness, and extraversion and high on openness to experience and moderately high on neuroticism. The further analysis indicates that the youth of IKBN without Centre of Excellence status had scored very high on conscientiousness and followed by agreeableness whereas the IKBN youth with Centre of Excellence status are high on agreeableness followed by conscientiousness. The mean score from the highest to lowest of personality attributes of IKBN youth in IKBN without Centre of Excellence status is conscientiousness, agreeableness, extraversion, openness to experience and neuroticism. While, the mean score from the highest to lowest of personality attributes of IKBN youth in IKBN with Centre of Excellence status is agreeableness, conscientiousness, extraversion, openness to experience and neuroticism. The IKBN youth of IKBN with Centre of Excellence status scored higher than the youth of IKBN without Centre of Excellence status on extraversion and agreeableness, while the youth from both the categories of IKBN are scored equal on openness to experience. The youth of IKBN with Centre of Excellence are less neurotic than the youth of IKBN without Centre of Excellence status. Interesting to note, the IKBN youth of IKBN without Centre of Excellence is more conscientious, while the IKBN youth of IKBN with Centre of Excellence is more agreeable. In addition, agreeableness and neuroticism is the personality attributes which significantly differs between IKBN without Centre of Excellence status and IKBN with Centre of Excellence status.

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The examination of differences of the facets level are attempt on the IKBN youth as there is only few studies have examined differences at the facet level as stated by Soto, John, Gosling

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and Potter (2011). Furthermore, because more specific personality attributes can be distinguished within each FFM of Big-Five domain, and facets can capture unique information about the youth of IKBN in different categories, it is important to show the similarity and differences. In the study, the facets that significantly differ among IKBN youth of IKBN without Centre of Excellence status and IKBN with Centre of Excellence status are altruism; a facet of agreeableness and depression; a facet of neuroticism. IKBN youth of IKBN with Centre of Excellence status had scored higher than IKBN youth of IKBN without Centre of Excellence on assertiveness, activity, altruism, compliance, order and aesthetics. IKBN youth of IKBN with Centre of Excellence status is scored less on anxiety and depression, which indicates that these youth are less anxious and depressed. Ideas and self-discipline are the facets, which scored higher by IKBN youth of IKBN without Centre of Excellence status. Youth from both categories of IKBN had scored higher on altruism.

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The analysis on the gender factor indicates that neuroticism is the only personality attributes significantly differs between male and female youth of IKBN without Centre of Excellence status. In addition, male youth in IKBN without Centre of Excellence status had scored higher than female youth on extraversion, agreeableness, conscientiousness and openness to experience. While in IKBN with Centre of Excellence status, male youth scored higher than female only on openness to experience, although agreeableness is significantly differs among the genders. The male youth of IKBN without Centre of Excellence status and IKBN with Centre of Excellence status are less neurotic than their female counterpart. On the analysis of the facets, self-discipline is the only facet significantly differs between male and female youth in IKBN without Centre of Excellence status.

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The findings have indicated that five-factor model or big five of personality; a comprehensive taxonomy of personality traits which originated in the United States of America appears to describe the personality attributes of the Malaysian. With this finding, which has shown that personality attributes of IKBN youth can be described through FFM or Big-Five; extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, it has proven that the personality trait structure of the FFM or Big-Five is universal as claimed by many personality researchers such as Allik and McCrae (2004), De Fruyt et al. (2009) McCrae et al. (2010), McCrae et al. (2005b), Nye et al. (2008), Oishi and Roth (2009), Schmitt et al. (2008) and Terracciano (2005). The idea that the citizens of different nations have distinction personalities can be traced to antiquity (McCrae et al., 2010). Only after the emergence of trait theory in the culture and personality studies, the researchers have proved these proclamations. This wealthy finding has made FFM or Big-Five of personality construct became a powerful frame of reference in psychological reasoning about the structure of interindividual's differences in personality dimensions as claimed by John and Srivastava (1999). Hence, till to date, as stated by McCrae and Costa (2003), FFM or Big-Five widely accepted as a comprehensive and an ample frame for delineating the structure of core personality including in this study of personality attributes of IKBN youth. As Schmitt et al. (2007) claimed, BFI is the reliable brief instrument to measure the dimension of personality across diverse human cultures, the researcher has used in this study. Corresponds with this, the internal reliabilities of the BFI scales in this study is much better than Hari (2012c) and Schmitt et al. (2007). In Hari (2012c) the Cronbach's itemized alpha coefficient are ranged from 0.75 to 0.80 and in Schmitt et al. (2007) are ranged from 0.70 to 0.80 whereas in the current study the value are ranged from 0.89 to 0.92.

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Furthermore, the aim to study the personality attributes facets, which is the investigation of personality attributes at a level of abstraction more specific than that captured by the broad FFM or Big-Five domains are the progress toward a comprehensive understanding of personality attributes as posited by Soto and John (2009).

As mentioned earlier, IKBN youth are very high on agreeableness, conscientiousness, extraversion followed by high on openness to experience and neuroticism. The findings of this study matched with the findings of Khairul et al. (2011). The only difference is in the current study IKBN youth scored higher on conscientiousness than extraversion whereas in Khairul et al. the youth had scored higher on extraversion than conscientiousness. In addition, the findings of this study are also slightly different from the findings of Schmitt et al. (2007). Schmitt et al. indicated that youth of Malaysia were high on extraversion, agreeableness, neuroticism, and relatively lower side on the conscientiousness and openness to experience. On top of that, this study's findings also contradictory to the study of Fakhrul and Farah (2011). They found that, openness, conscientiousness, agreeableness and extraversion scored moderately high while neuroticism is scored moderately low. Overall, IKBN youth demonstrated high on agreeableness, conscientiousness and extraversion as indicated in this study as well the study of Fakhrul and Farah, Khairul et al., Fazilah and Nur Riza (2010) and Hari (2012c) except Schmitt et al. Schmitt et al. has inference that youth are more to extraversion, agreeableness and neuroticism. In Schmitt et al. youth are not in good on conscientiousness but all the other researchers indicate that conscientiousness is one of the important personality attributes, which can described the youth of Malaysia. On top of that, Fakhrul and Farah, Khairul et al. and Hari have specified that youth are just average on neuroticism however, Schmitt et al. indicated otherwise.

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As indicated by Cloninger (2009) and Ong et al. (2011), extraversion focuses on positive affect and captures an individual's capacity for enjoyment with being around other people as well as their level of activity or preference to seek social interaction. Hence, the characteristics are corroborated with the environment that IKBN youth is being part of it. The youth in IKBN feel easy and convenient to connect with the environment of IKBN and like to make friends with others who are somehow at the same levels in capacity and performances. The life and the encouragement from the trainers in IKBN has made the youth more energized whereby often experience positive emotions. Hence, the youth became enthusiastic and more action oriented individuals who often perform on the given opportunity for their self-satisfaction. Later the youth tend to be more prominent and firms. With this, there is no room for less motivated, less energetic and less involvement in the social activities.

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Appreciate, forgiving, kind, generous, sympathetic, and trusting are adjectives used to describe agreeableness. Two prominent facets of agreeableness, which synonym with IKBN youth are altruism and compliance. IKBN youth from the both categories of IKBN scored higher on altruism and compliance. The youth in IKBN had shown their appreciation in big scale as they are given a second chance after their poor-performances in their SPM examination to gain skill knowledge in courtesy of the government whereby the employments for them is certain. Being in that scenario the youth tend to cooperate with the administers, trainers and the staffs of IKBN in order they can have a life full of gains. In fact, IKBN youth of IKBN with Centre of Excellence status scored higher on agreeableness, indicate these youth are obedient and acquiescent towards the aim of Centre of Excellence, where the youth had to require furthering

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their technical skill-training program to the higher level. The youth of IKBN with Centre of Excellence will gain the skill training up to Diploma and Advance Diploma level in the designated Excellence status programs.

IKBN youth of IKBN without Centre of Excellence status and IKBN with Centre of Excellence had scored very high on conscientiousness, while the youth of IKBN without Centre of Excellence are better in this personality attributes. According to MacCann, Duckworth and Roberts (2009) conscientiousness has been linked to a myriad of positive outcomes across educational, health, and personnel psychology, and appears to be the personality trait with the most predictive utility. Hence, on their way of achieving goals IKBN youth has shown their responsibilities, well planning and tend to be orderly and deliberate. IKBN youth are dutiful, self-disciplined, and ethical. The co-curricular programs in IKBNs had made the IKBN youth to be more valuable and striving to achieve their ultimate goals. Apart from that, the tight discipline enforced by the management of IKBN had molded the youth in doing their tasks carefully and always on schedule has made the score in conscientiousness very high. In fact, order and self-discipline are two facets of conscientiousness which suggesting the nature of IKBN youth, which will make the youth to experience lower levels of burnout and emotional exhaustion out of the activities at IKBN.

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Statistically, IKBN youth are just above average in neuroticism. This indicates that IKBN youth's emotions stability is not encouraging. Despite the well-organized environment in IKBN, there are youth in this environment, still having a problem in stabilizing their emotions. As stated by Kjell, Nima, Sikstr¨om, Archer and Garcia (2013) neuroticism negatively related to life

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satisfaction, positively related to negative affect and emotional stability. This scenario tend to fetch IKBN youth with the tendency of experiencing negative emotions such as anxiety and depression, as these two facets of neuroticism among IKBN youth are average. IKBN youth who are neurotic quickly will feel distracted, come under pressure easily having an unstable mood and find it difficult in making right decisions. This is a common scenario in youth who are being in a technical skill training where each syllabus is a new encounter that the youth have gone through in IKBN. As only about half of IKBN's youth encounter this problem and being part of another half who are emotionally stable the tendency to feel calm, free from stress and negative emotions became stable are there and encouraging.

IKBN youth of IKBN without Centre of Excellence status and IKBN with Centre of Excellence status had scored equally high on openness to experience. The traits associated with openness to experience include imagination, creative, broad-mindedness and being untraditional. IKBN youth are moderate in novelty seeking and enjoy trying new things with 'actions', and are open to new and unconventional ideas. This is proven as IKBN youth have won several medals out of their imaginations, creativities and innovations, which have the standards on par with other bigger institutions like universities. To name one, recently Dato' Seri Ahmad Shabbery Cheek, Minister of Youth and Sports had awarded IKBN's youth for their innovation in motorsport discipline, The Education Innovation Motorsport and Automotive Race (EIMRace). As posited by DeYoung, Quilty, Peterson and Gray (2014), imagination among IKBN youth can be an alternative label for the openness to experience factor as a whole, because imagination can be manifest both ideas and aesthetics; two facets of openness to experience which IKBN youth scored high. Hence, openness to experience is necessary for youth to lead an outstanding

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progress in this world as this world is always starving for innovations and always glorifies the innovations.

The interesting point to note here is that IKBN youth are high on agreeableness, conscientiousness and extraversion. The values indicate that nature of IKBN youth in well-guided skill-training institutions, which developed organized and administered by the Skill Development Department of the Ministry of Youth and Sports. Agreeable Malaysian youth are fundamentally altruistic, straightforward and compliant has made them to hold on to any situations in the IKBN. Conscientiousness in IKBN youth are determined to achieve, have self-control, persistence and willing to put hard work had made them to excel in the IKBN. Combinations of both the personality attributes are important in any development, education and training institutions. As it has appeared parallel among the IKBN youth, youth are on right track to be part of Malaysian's human capital. The acceptance and agreeable qualities in amalgamation of IKBN youth's dutifulness, orderly and starving to achieve goals natures have made them have fewer problems in their life. Extraverted IKBN youth are enthusiastic, active and confident; use their social abilities in progressing in the IKBN environments. The extraverted IKBN youth found to be more purposeful and used most of the available resources in IKBN to be comfortable themselves. This temperament, which appeared in parallel with conscientiousness, has made IKBN youth more eminent youth.

A couple of things that the researcher speculates through this study findings are IKBN youth with the combination of personality attributes they able to face life's challenges with calm and realistic and be able to be harmony with their employment. Altruism and compliance in

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IKBN youth had made them to be part of peers successfully and be in alignment with the management and the trainer to achieve their goals in IKBN. These temperaments will serve as an experience for youth to carry along to their working life and keep growing as an excellent personal. Altruism in IKBN youth predicts their compromising and integrating styles and compliance predicts their avoiding and obliging styles.

Personality attributes associated with the job environment. IKBN youth in their post-IKBN would be a competent employed based on their scored on the extraversion, agreeableness, conscientiousness, and openness to experience. As indicated by Iqra, Yahya, and Rozeyta (2013) and Nayyar, Rana, Farheen, Ghazala, and Mohammad Taqi (2013), the high scored on extraversion, agreeableness, conscientiousness, and openness to experience will make IKBN youth to engage and performance well in their employment. In addition, the high score on the extroversion and agreeableness indicated that IKBN youth will involve with the job (Sivaram, Aminul, and Dayang Hasliza, 2011) and the high score on conscientiousness and openness to experience shows that the youth motivated towards their employment (Sayyed, Mohamad Ghafari and Sayyed, 2012). Furthermore, IKBN youth could venture into business as one of the important aim of IKBN is to develop entrepreneurship among IKBN youth. The high level of personality attributes; extraversion, conscientiousness and openness to experience are more likely to have successful small businesses as indicated by Farrington (2012), provided IKBN youth able to monitor their nervousness.

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5.3.3 Relationship between EI and Personality Attributes among IKBN Youth

The findings showed that the EI of IKBN youth without Centre of Excellence status and IKBN youth with Centre of Excellence status have demonstrated significant relationships with extraversion, agreeableness, conscientiousness and openness to experience. The relationships between EI and extraversion, agreeableness, conscientiousness and openness to experience indicated positive relationships while the relationship between EI and neuroticism indicated a negative relationship in both the categories of the IKBN. In the IKBN without Centre of Excellence status, the value of relationships are as follow; EI and extraversion ($r = 0.52$; $p < 0.05$), EI and agreeableness ($r = 0.52$; $p < 0.05$), EI and conscientiousness ($r = 0.59$; $p < 0.05$), EI and neuroticism ($r = -0.22$; $p < 0.05$) and EI and openness to experience ($r = 0.48$; $p < 0.05$). While, in the IKBN with Centre of Excellence status, the value of relationships are as follow; EI and extraversion ($r = 0.53$; $p < 0.05$), EI and agreeableness ($r = 0.53$; $p < 0.05$), EI and conscientiousness ($r = 0.60$; $p < 0.05$), EI and neuroticisms ($r = -0.11$; $p < 0.05$) and EI and openness to experience ($r = 0.51$; $p < 0.05$). The highest relationships found between EI and conscientiousness, followed by agreeableness, extraversion, openness to experience and neuroticism in IKBN without Centre of Excellence and IKBN with Centre of Excellence status. Hence, it summarized that EI measured by MYEIS and personality attributes measured by BFI indicated that EI are significantly and moderately related to extraversion, agreeableness, conscientiousness and openness to experience and lowly related to neuroticism in IKBN youth of IKBN without Centre of Excellence and IKBN with Centre of Excellence status.

In the correlation analysis between the ten dimensions of EI; appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness with the personality attributes;

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extraversion, agreeableness, conscientiousness, neuroticism and openness to experience has indicated that all the relationships is significant except the relationships between empathy and neuroticism in IKBN without Centre of Excellence status. While, in IKBN with Centre of Excellence status all the relationships are significant except utilization of emotion, social skills, empathy and handling relationships with neuroticism.

In addition, in the both categories of IKBN the relationship between appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness with extraversion, agreeableness, conscientiousness, and openness to experience has positive relationships. While the relationship between appraisal of emotion in self and others, emotion expression, emotion regulation, utilization of emotion, social skills, empathy, optimism, self-motivation, handling relationships and happiness with neuroticism has negative relationships.

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The highest relationships exist between self-motivation and conscientiousness, followed by emotion regulation and conscientiousness and optimism and conscientiousness. While, the lowest relationships are between empathy and neuroticism, followed by handling relationships and neuroticism in IKBN without Centre of Excellence. In IKBN with Centre of Excellence status, the highest relationships exist between optimism and conscientiousness, followed by emotion regulation and conscientiousness and self-motivation and conscientiousness. While, the lowest relationships are between handling relationships and neuroticism, followed by empathy and neuroticism.

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Further, the correlation analysis between EI and the facets of personality attributes; assertiveness and activity (facets of extraversion), altruism and compliance (facets of agreeableness), order and self-discipline (facets of conscientiousness), anxiety and depression (facets of neuroticism), aesthetics and ideas (facets of openness to experience) indicates significant correlations in both the categories of IKBN except no significant relationship between EI and anxiety in IKBN with Centre of Excellence status. The highest correlations is between EI and order in IKBN without Centre of Excellence status and in IKBN with Centre of Excellence, the equally highest correlations is between EI and altruism and EI and self-discipline.

Earlier, in the factor analysis, which aimed to decide on the underlying factors, that seeks to measure EI indicated that EI is an elusive construct similar to the findings by Davies et al. (1998). Further the factor loadings have shown that EI is indeed a unique and distinctive construct as agreed by Ciarrochi et al. (2001), Palmer et al. (2003), Sakofske et al. (2003), Schutte et al. (1998), Van Der Zee et al. (2002) and Van Rooy and Viswesvaran (2004).

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This study which used MYEIS an instrument based on Mayer and Salovey's (1990) definitions of EI has a contradictory from the study of Chapman and Hayslip (2005), Serdar and Suleyman (2009) and Uwe et al. (2001). These past researchers have used SSEIT; the instrument developed based on Mayer and Salovey's definitions of EI too. This variance is due to Chapman and Hayslip, Serdar and Suleyman and Uwe et al. has define the EI without considering the social impact on the EI whereas in this study the social factors are given a consideration into EI as this impact is undeniable. Even Goleman (2006) has made this consideration. Mayer et al. (2000b) has argued that assessing ability models of EI with self-report measures is an indirect assessment and will overlap with personality attributes is unacceptable. Chapman and Hayslip

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and this current study, which has used the self-report method, had shown two different findings in the association with the personality attributes. Thus, the association between EI and personality attributes are not determine whether the measures are self-report of observation measures. Furthermore Mayer et al. stated SSEIT, which has more focused definition and account for unique variance beyond personality attributes, are not accurate. As Serdar and Suleyman findings indicated that, there is no relationship between EI and personality attributes while Uwe et al. indicate a significant relationship between these two constructs. Regardless how focused the definition is and what is the approaches used to evaluate the EI, this study has shown the correlation with the traditional psychological construct, BFI. This scenario is normal as agreed by Bracket and Mayer (2003) and Zeidner et al. (2004).

The findings on the relationship between EI and personality attributes of IKBN youth has shown a similarity in the analysis of the results with the findings of Adriane et al. (2008) and Petrides et al. (2010) and Hudani et al. (2012), whereby all the personality attributes; extraversion, agreeableness, conscientiousness, neuroticism and openness to experience are significantly related to EI and the neuroticism is the only one negatively related.

The findings of this study is varied compared with other researchers, as Christopher et al. (2011) indicated EI significantly related to all the personality attributes except agreeableness, Uwe et al. (2001) stated that all of the personality attributes except agreeableness as well and Hari's (2012b) study showed the significant relation between all the personality attributes with EI except neuroticism. Furthermore, this study indicated that there are strong relationships between EI and conscientiousness followed by agreeableness and this finding showed

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contradictory with Hudani et al. (2012) which indicates the strong relationship between EI and conscientiousness followed by EI and extraversion. While Hari (2012b) showed a slight variance, in his study on general youth indicates the EI is equally strongly related to conscientiousness but followed by agreeableness. The study by Mayleen et al. (2009), Adriane et al. (2008), Uwe et al. (2001) and Christopher et al. (2011) showed that EI is strongly related to extraversion while Petrides et al. (2010) and Athota et al. (2009) showed the strong relationship with neuroticism.

Regression analyses confirmed that the overlap between EI and the personality attributes is 46% in IKBN without Centre of Excellence status. All of the personality attributes contribute significantly to the prediction of EI. Conscientiousness makes the largest independent contribution, whereas neuroticism makes the smallest contribution in IKBN without Centre of Excellence status. In addition, emotion regulation, utilization of emotion and optimism are the only dimensions of EI, which significantly predict by all of the personality attributes in IKBN without Centre of Excellence status. In IKBN with Centre of Excellence status, regression analyses confirmed that the overlap between EI and the personality attributes is 48%. All of the personality attributes contribute significantly to the prediction of EI except neuroticism. Conscientiousness makes the largest independent contribution, whereas extraversion makes the smallest. On top of that, handling relationships is the only dimensions of EI, which significantly predict by all of the personality attributes. This finding is varied with the study of Petrides et al. (2010), whereby in his study the overlap between EI and the personality attributes exceeds 50% and all of the personality attributes significantly contribute to the prediction of EI in both the

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sample of his study. Even in Russo, Mancini, Trombini, Baldaro, Mavroveli, and Petrides (2012) study, the overlap is about 50% but all the personality attributes is moderately predict EI.

Hence, the findings of this study suggest that EI has the strongest relationships with conscientiousness compared to the other personality attributes. Along with the findings of Hudani et al. and Hari, this relationship seems are frequent in the Malaysian settings in whole and especially among IKBN youth. This is consistent with the study by Douglas et al. (2004). Douglas et al. narrated highly conscientious individuals high in EI able to properly calibrate their fastidious attention to detail with the shrewdness to know when and how to do so and show performance in their daily tasks. Whereas, Downey, Lomas, Billings, Hansen and Stough (2014) has posited that the combination of EI and conscientiousness predict scholastic outcomes and an appropriate tool for intellect growth in individuals. This is suitably associated with IKBN youth. It is concluded that IKBN youth with high EI and conscientious would always perceive self-worthiness, motivated to achievements and work hard to reach their goals even in unreasonable circumstance.

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5.4 Implications of the Study

This study has confirmed the relationship between EI and personality attributes in IKBN youth. IKBN without Centre of Excellence status which equipped with the youth whom enrolled and learning technical skill training courses up to fifteen months and IKBN with Centre of Excellence status which designated the technical skill trainings in advanced level and the

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courses lasts up to thirty-six months has indicates the high EI and a relationship with their personality attributes. Apart, IKBN youth from both categories of IKBN has demonstrated high EI, personality attributes of these youth has became a predictor of EI. Based on the study the theoretical and practical implications will be elaborate below.

Theoretical Implications

EI paradigm there exists not one, but several theories and each theory that emerged in an attempt to better understand and describe the emotional skills, traits and abilities associated with social. Although definition within the field of EI vary the proponent of EI agreed, this trend to be complementary rather than contradictory. Hence, the measurability of EI and the quality of the measure is became a serious concern regarding the validity of EI. The measure of EI which focus on emotional and social aspects is essential to evaluate the group's of individual like the youth as EI is a mental ability. Hence, in this study, MYEIS, which comprise of ten dimensions used to evaluate the EI of IKBN youth has demonstrated that emotional and social aspects of this category of youth is successfully profiled. In addition, the high EI among IKBN youth is in line with the humanity development in IKBN, which is compulsory to all IKBN youth, at once suggest that EI is learnable. The IKBN environment and activities have a significant impact on shaping youth EI abilities. Thus, IKBN youth can master EI and bring it to the higher level provide with a direct EI training programs.

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In this study, the personality attributes assessment among IKBN youth indicate that all the five dimensions of personality attributes exists among IKBN youth at once accept that this

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attribute are universal. Thus, the uniqueness of this study is had addressed the personality attributes in more details comprise of the personality attribute facets. The study on the personality attributes is first attempt on IKBN youth thus far. Moreover, with this endeavor the qualities of the youth explained in depth. EI, which is a unique construct that accounts for unique variance, and EI has enormous role to play in success of learning and employment of IKBN youth has demonstrated a relationships with the personality attributes. Hence, it is concluded that in the IKBN youth the EI and personality attributes are correlated support the variance in the relationships between these two construct.

Practical Implications

This study significantly contributes to IKBNs in molding the EI of the youth. Although the level of EI of the youth in IKBN is high but there is room for improvement as the IKBN's youth are potential in upgrading in the scores of EI. The transformations of EI from high to higher will give significant impacts towards the well-being of youth. IKBN's which have developed the EI of their youth indirectly from their co-curricular activities now can directly involve the youth to participate in the EI programs which will produce a holistic youth. Since the youth have shown potential in EI, to be well versed in the application of EI won't be an issue among the youth in IKBNs.

Youth agencies in the country such as NYCC, MYC and MOYS have a vast role to play in developing the youth to acquire an adequate capability to progress in line with the development of the country. These agencies mechanisms towards youth are undeniable and the same time the benefit of EI must given considerations. By providing, the idea of constructing EI

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in the programs conducted by these agencies will strengthen their objective of youth development.

Malaysian government's commitment in producing the competent youth in the country can be seen in their allocation of budgets for youth, which rose in figures from one Malaysian plan to another. The question is, are the youth really benefiting out of the fund or the fund is wasted unnecessarily on the uncommitted youth. Only the youth with high EI can actually comprehend on this government's effort and initiatives and act accordingly. Hence, the youth will benefit and the time and the funds of the government are well spent.

Since the independence till to date, nation-building is an important aspect not only in Malaysia but also to all the nations in this world. Nation-building actually is a creation of national paraphernalia that will help to unite the citizens. At one point of time the citizen is able to defend the nation against the internal and external threats that are aimed to deteriorate the fundamentals of the society. The idea of unification of the citizens is crucial so that they remain politically, economically and socially stable hence the nation remains resistant and independent. In a multi-racial and multi-religious nation, Malaysia, nation-building is not a smooth sailing journey as the diversity of the citizens is becoming wider. Hence, the strength of the citizens to stay united, continuously involved in the collaborative efforts to the nation-building ultimately lies on the level of EI among the leaders and the citizens in the country.

Human capital is the main agenda nowadays. The ninth Malaysian plan and the tenth Malaysian plan have given focus on building the human capital. As the youth are the largest

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component of Malaysia and human capital mainly derives from them in shaping the country towards the vision, a quality human capital is crucial. Malaysia needs a quality human capital to make the country prosperous not just economically but also psychologically. The quality of human capital is a valuable asset as handy to achieve success in all aspects of life and well versed in how to mobilize limited resources to maximize the productions. Hence, the fate of the country relies heavily on inherent quality human capital.

5.5 Recommendations for Future Research

The success of this study has led the researcher to narrate few suggestions, which can be considered in future research on the similar topic.

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While this study has indicated that there are strong relationships between EI and Conscientiousness consistent with previous studies on Malaysian population, it is suggested the future research is conducted in line to those relationships. The association between EI and the facets of Conscientiousness is needed to be addressed, as it will fill the existing literature gap.

Longitudinal research in the field of EI is recommended to measure the EI level of the youth. This kind of research could answer several questions about the nature of EI, such as whether EI is a stable ability or malleable as the age increases and the environmental changes; from learning institution to the working environment. In addition, longitudinal data could help to determine how well EI predicts future behavior and attitudes.

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This study is limited to a quantitative approach and concerns on the data obtained from close-ended structured questionnaires. Having experienced the research process and analyzing the data, the researcher believes that both quantitative as well as qualitative data are equally pertinent in conducting a research. This is due to the ethnography may emerge the underlying subtleties that are unable to produce just through survey questionnaires.

5.6 Conclusion

Primarily it is clear individuals with high level of EI have a great success in life, foster stronger personal relations and healthier than those with low EI. High EI tends to cultivate social and societal benefits. All these qualities are essential for youth, as it is largely needed to be a nation's pillar to achieve the Malaysian's aspirations. Thus, this study investigated the Emotional Intelligence of IKBN youth and then looks at the possible relationships with the personality attributes. The findings showed that the IKBN youth of IKBN without Centre of Excellence and IKBN with Centre of Excellence status has demonstrated high EI. The study also found that there was a relationship between EI and personality attributes in Malaysian samples.

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APPENDIX

Appendix A

SPSS OUTPUT

Reliability – Pilot Study

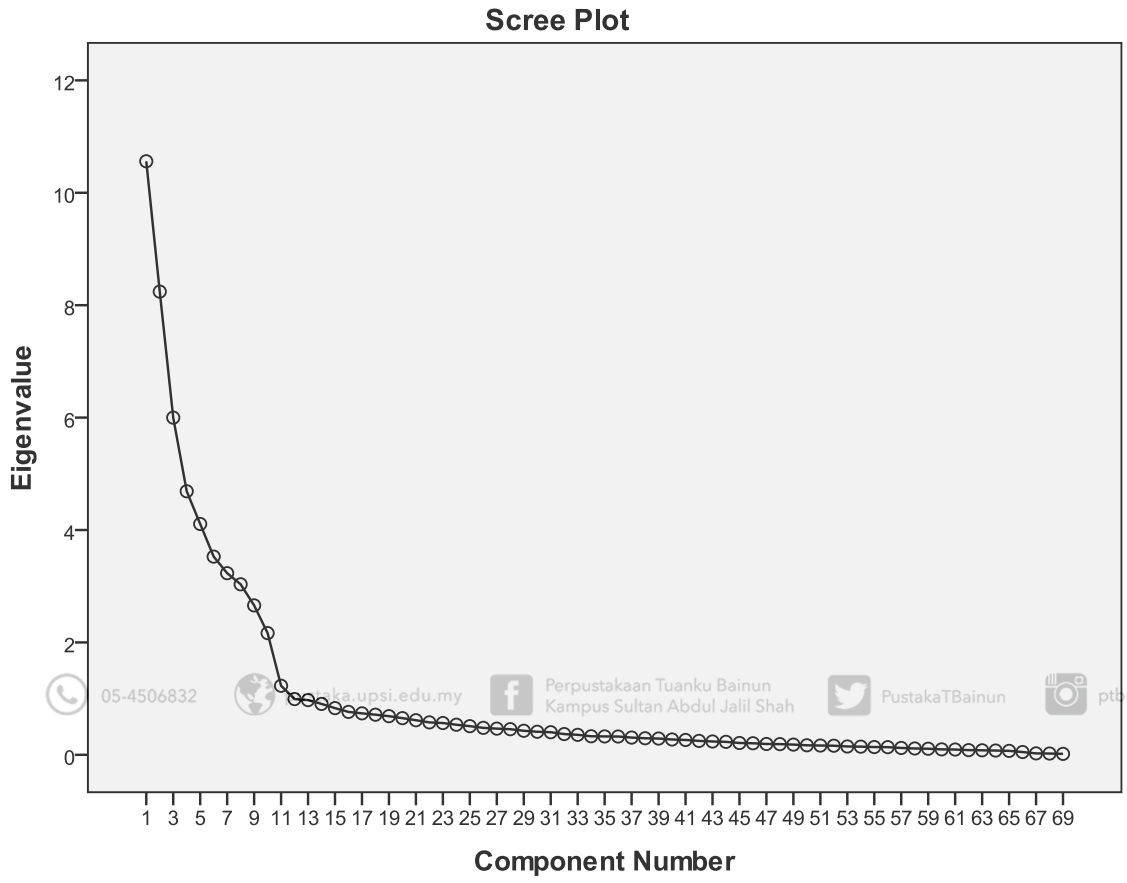
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
E1	44.3667	18.763	.567	.884
E2	44.6395	19.131	.514	.886
E3	44.4466	18.810	.611	.883
E4	43.8009	17.463	.732	.877
E5	44.4487	18.610	.650	.881
E6	44.6195	18.777	.517	.886
E7	44.2610	17.930	.740	.877
E8	44.3137	18.040	.653	.880
E9	44.2671	18.816	.572	.884
E10	43.9986	18.957	.450	.889
TEQ	44.3162	18.400	.973	.874
PE	44.4072	19.179	.530	.885
PA	44.2384	18.745	.627	.882
PC	44.2373	18.517	.691	.880
PN	45.0410	22.249	-.247	.916
PO	44.5904	19.282	.538	.885

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Factor Analysis - Scree Plot



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Normality Assessment (Skewness and Kurtosis)

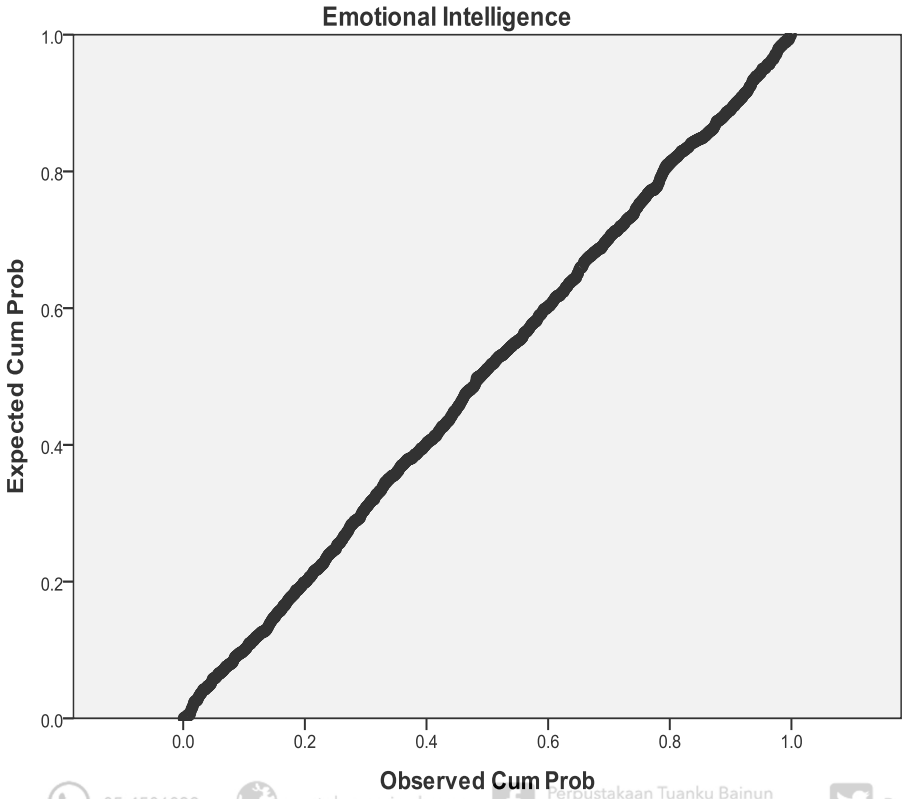
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PE1	1415	1.20	4.00	2.8663	.47487	-.129	.065	.021	.130
PE2	1415	1.00	4.00	3.0631	.55946	-.263	.065	-.271	.130
PE	1415	1.38	4.00	2.9401	.42238	-.217	.065	.056	.130
PA1	1415	1.00	4.00	3.1569	.49994	-.399	.065	.262	.130
PA2	1415	1.40	4.00	3.1353	.50446	-.283	.065	-.308	.130
PA	1415	1.33	4.00	3.1449	.43215	-.301	.065	-.006	.130
PC1	1415	1.50	4.00	3.1293	.49096	-.283	.065	.035	.130
PC2	1415	1.00	4.00	3.1071	.46883	-.365	.065	.458	.130
PC	1415	1.22	4.00	3.1170	.43140	-.281	.065	.213	.130
PN1	1415	1.00	4.00	2.4763	.62379	-.078	.065	-.276	.130
PN2	1415	1.00	4.00	2.0640	.62478	.201	.065	-.482	.130
PN	1415	1.00	4.00	2.2701	.55030	.038	.065	-.304	.130
PO1	1415	1.00	4.00	2.5966	.50526	-.104	.065	.031	.130
PO2	1415	1.00	4.00	2.8637	.42395	-.126	.065	.369	.130
PO	1415	1.00	4.00	2.7569	.38487	-.110	.065	.316	.130
E1	1415	1.22	4.00	3.0168	.48177	-.083	.065	-.290	.130
E2	1415	1.17	4.00	2.7224	.43973	-.168	.065	-.070	.130
E3	1415	1.50	4.00	2.9267	.43547	-.129	.065	-.198	.130
E4	1415	1.40	4.80	3.5941	.56234	-.148	.065	-.227	.130
E5	1415	1.17	4.00	2.9687	.46730	-.120	.065	.024	.130
E6	1415	1.00	4.00	2.7786	.52241	-.085	.065	-.209	.130
E7	1415	1.38	4.00	3.1296	.48851	-.433	.065	-.065	.130
E8	1415	1.00	4.00	3.0483	.51645	-.260	.065	-.034	.130
E9	1415	1.29	4.00	3.0879	.45387	-.283	.065	-.173	.130
E10	1415	1.00	4.00	3.3739	.53125	-.969	.065	.873	.130
TEQ	1415	1.82	3.93	3.0647	.34722	-.160	.065	-.251	.130
Valid N (listwise)	1415								

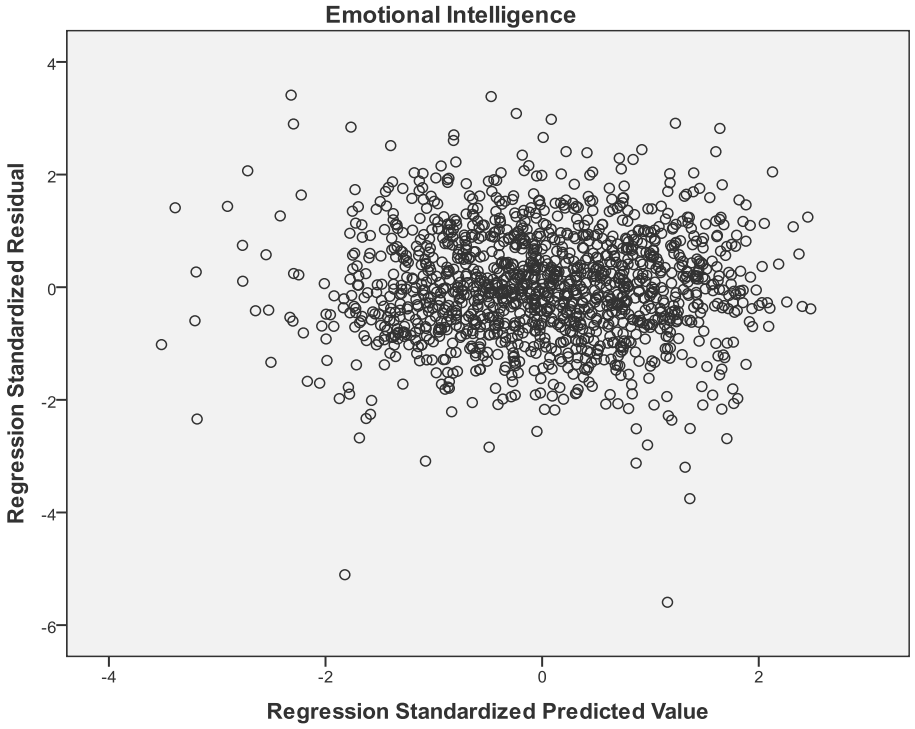
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Normal P-P Plot of Regression Standardised Residual and the Scatterplot (EI & FFM)

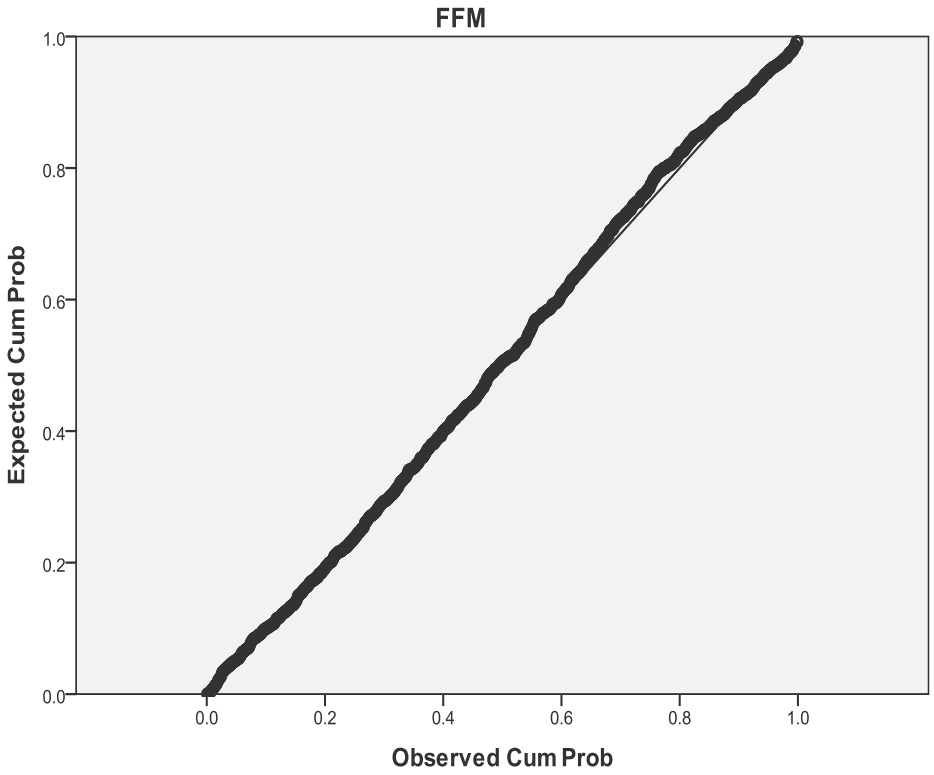


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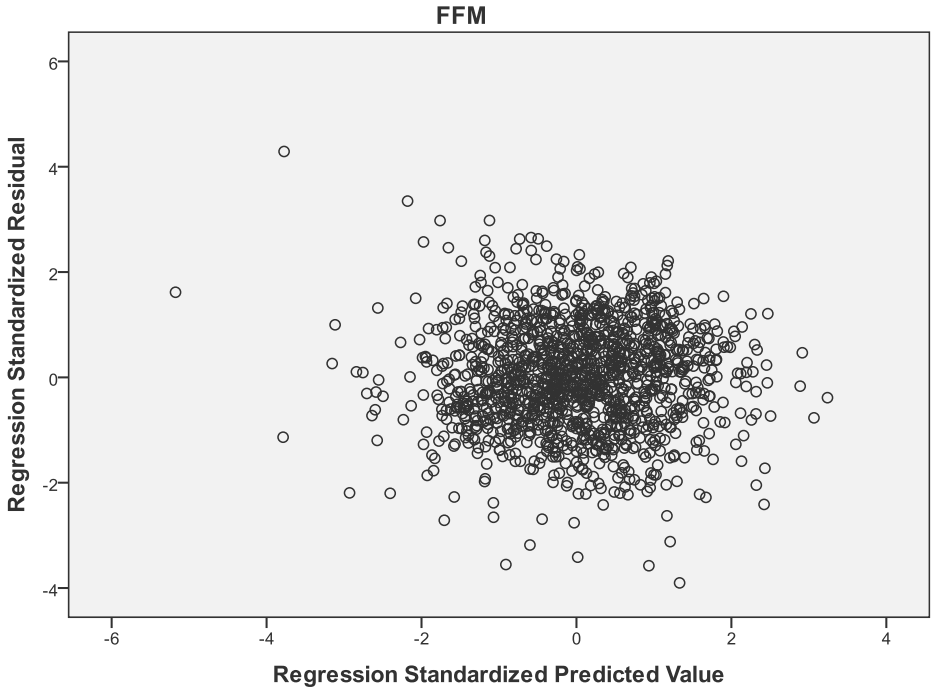


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T-Test

EI and 10 Dimensions of EI - IKBN without Centre of Excellence

Independent Samples Test

		Levene's Test for Equ of Var		t-test for Equality of Means						
									95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Df	Std. Error Dif	Lower	Upper
TEQ	Eva	1.321	.251	-1.500	782	.134	-.04155	.02770	-.09592	.01283
	Evna			-1.440	371.148	.151	-.04155	.02885	-.09828	.01519

Independent Samples Test

		Levene's Test for Equ of Var		t-test for Equality of Means						
									95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Std. Error Dif	Lower	Upper
E1	Eva	.926	.336	-1.655	782	.098	-.06270	.03789	-.13707	.01167
	Evna			-1.615	382.901	.107	-.06270	.03883	-.13905	.01365
E2	Eva	1.369	.242	.836	782	.403	.02994	.03580	-.04033	.10021
	Evna			.816	383.164	.415	.02994	.03668	-.04217	.10206
E3	Eva	2.500	.114	.670	782	.503	.02344	.03499	-.04525	.09212
	Evna			.632	358.886	.528	.02344	.03711	-.04954	.09641
E4	Eva	.245	.621	-.947	782	.344	-.04330	.04572	-.13304	.04644
	Evna			-.933	389.960	.352	-.04330	.04643	-.13458	.04798
E5	Eva	.889	.346	-4.632	782	.000	-.17180	.03709	-.24461	-.09899
	Evna			-4.644	404.516	.000	-.17180	.03700	-.24453	-.09907
E6	Eva	.296	.587	.116	782	.908	.00483	.04168	-.07699	.08665
	Evna			.117	412.682	.907	.00483	.04118	-.07611	.08577
E7	Eva	.025	.874	-1.170	782	.242	-.04559	.03896	-.12206	.03089
	Evna			-1.166	399.034	.245	-.04559	.03911	-.12249	.03131
E8	Eva	.257	.612	-1.281	782	.201	-.05356	.04182	-.13565	.02852
	Evna			-1.246	380.886	.213	-.05356	.04298	-.13806	.03093
E9	Eva	1.525	.217	-1.164	782	.245	-.04246	.03648	-.11406	.02915
	Evna			-1.203	431.659	.230	-.04246	.03529	-.11182	.02691
E10	Eva	6.004	.014	-1.313	782	.190	-.05428	.04134	-.13542	.02686
	Evna			-1.356	430.615	.176	-.05428	.04003	-.13297	.02441

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Independent Samples Test

		Levene's Test for Equ of Var		t-test for Equality of Means						
									95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Df	Std. Error Diff	Lower	Upper
TEQ	Eva	1.418	.234	-1.438	629	.151	-.05058	.03517	-.11964	.01848
	Evna			-1.367	163.843	.174	-.05058	.03701	-.12367	.02250

Independent Samples Test

		Levene's Test for Equ of Var		t-test for Equality of Means						
									95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Std. Error Dif	Lower	Upper
E1	Eva	3.141	.077	-1.539	629	.124	-.07635	.04960	-.17375	.02106
	Evna			-1.449	162.387	.149	-.07635	.05269	-.18039	.02769
E2	Eva	3.446	.064	.768	629	.443	.03342	.04349	-.05199	.11882
	Evna			.723	162.254	.471	.03342	.04624	-.05788	.12472
E3	Eva	1.784	.182	-.151	629	.880	-.00665	.04397	-.09299	.07969
	Evna			-.146	166.043	.884	-.00665	.04566	-.09680	.08350
E4	Eva	1.515	.219	-.855	629	.393	-.04750	.05553	-.15655	.06154
	Evna			-.819	164.993	.414	-.04750	.05803	-.16209	.06708
E5	Eva	.390	.533	-1.695	629	.090	-.07978	.04706	-.17219	.01263
	Evna			-1.608	163.567	.110	-.07978	.04961	-.17774	.01818
E6	Eva	1.382	.240	-1.107	629	.269	-.05871	.05306	-.16290	.04547
	Evna			-1.087	169.483	.279	-.05871	.05402	-.16534	.04791
E7	Eva	.394	.530	-2.058	629	.040	-.10191	.04951	-.19914	-.00469
	Evna			-2.009	168.391	.046	-.10191	.05072	-.20204	-.00179
E8	Eva	4.089	.044	-.367	629	.713	-.01895	.05158	-.12025	.08235
	Evna			-.339	159.334	.735	-.01895	.05592	-.12938	.09148
E9	Eva	.794	.373	-2.099	629	.036	-.09559	.04555	-.18503	-.00615
	Evna			-2.199	182.505	.029	-.09559	.04346	-.18134	-.00984
E10	Eva	.077	.781	-.966	629	.334	-.05380	.05570	-.16318	.05558
	Evna			-.989	177.414	.324	-.05380	.05442	-.16119	.05359

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Personality Attributes and Facets - IKBN without Centre of Excellence

Independent Samples Test

		Levene's Test for Equ of Var		t-test for Equality of Means						
								Std.	95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Error Dif	Lower	Upper
PE	Eva	.100	.752	1.655	782	.098	.05559	.03359	-.01035	.12154
	Evna			1.632	391.144	.103	.05559	.03406	-.01138	.12256
PA	Eva	1.271	.260	.194	782	.846	.00667	.03432	-.06070	.07403
	Evna			.191	389.280	.848	.00667	.03488	-.06191	.07525
PC	Eva	4.739	.030	.427	782	.669	.01497	.03501	-.05376	.08369
	Evna			.411	371.765	.682	.01497	.03644	-.05668	.08662
PN	Eva	.209	.648	-2.255	782	.024	-.09856	.04371	-.18436	-.01276
	Evna			-2.230	393.504	.026	-.09856	.04419	-.18543	-.01168
PO	Eva	.634	.426	.941	782	.347	.02965	.03151	-.03221	.09151
	Evna			.920	384.262	.358	.02965	.03224	-.03374	.09304

Independent Samples Test

		Levene's Test for Equa of Var		t-test for Equality of Means						
								Std.	95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Error Dif	Lower	Upper
PE1	Eva	.358	.550	-1.221	782	.223	-.04616	.03782	-.12040	.02808
	Evna			-1.208	393.632	.228	-.04616	.03823	-.12132	.02900
PE2	Eva	.133	.715	5.124	782	.000	.22518	.04395	.13891	.31145
	Evna			5.036	388.586	.000	.22518	.04471	.13727	.31308
PA1	Eva	2.872	.091	.914	782	.361	.03621	.03960	-.04153	.11394
	Evna			.893	383.605	.373	.03621	.04055	-.04352	.11593
PA2	Eva	1.249	.264	-.425	782	.671	-.01696	.03995	-.09538	.06146
	Evna			-.421	396.036	.674	-.01696	.04026	-.09611	.06219
PC1	Eva	2.993	.084	.045	782	.964	.00180	.03988	-.07648	.08008
	Evna			.044	382.670	.965	.00180	.04088	-.07858	.08219
PC2	Eva	3.825	.051	.685	782	.494	.02550	.03722	-.04757	.09857
	Evna			.657	370.398	.512	.02550	.03882	-.05083	.10182
PN1	Eva	.606	.437	-2.507	782	.012	-.12332	.04919	-.21987	-.02676
	Evna			-2.459	387.060	.014	-.12332	.05014	-.22190	-.02473
PN2	Eva	.524	.469	-1.485	782	.138	-.07380	.04971	-.17137	.02377

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	Evna			-1.509	415.967	.132	-.07380	.04892	-.16996	.02236
PO1	Eva	1.606	.205	-.322	782	.748	-.01332	.04142	-.09462	.06798
	Evna			-.305	362.834	.761	-.01332	.04366	-.09918	.07255
PO2	Eva	.051	.822	1.711	782	.087	.05830	.03407	-.00859	.12518
	Evna			1.704	399.036	.089	.05830	.03421	-.00896	.12555

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Independent Samples Test

		Levene's Test for Equ of Var		t-test for Equality of Means						
								Std.	95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Error Dif	Lower	Upper
PE	Eva	2.560	.110	-1.435	629	.152	-.06182	.04309	-.14643	.02279
	Evna			-1.351	162.454	.178	-.06182	.04575	-.15216	.02851
PA	Eva	4.346	.037	-1.650	629	.100	-.07275	.04410	-.15935	.01385
	Evna			-1.520	159.160	.130	-.07275	.04786	-.16727	.02177
PC	Eva	.002	.960	-1.481	629	.139	-.06360	.04295	-.14794	.02075
	Evna			-1.490	174.009	.138	-.06360	.04268	-.14784	.02064
PN	Eva	.151	.698	-3.298	629	.001	-.18292	.05547	-.29185	-.07399
	Evna			-3.230	168.965	.001	-.18292	.05664	-.29473	-.07111
PO	Eva	.525	.469	1.358	629	.175	.05139	.03784	-.02291	.12569
	Evna			1.292	164.007	.198	.05139	.03978	-.02716	.12994

Independent Samples Test

		Levene's Test for Equa of Var		t-test for Equality of Means						
								Std.	95% Conf Interval of the Dif	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Di	Error Dif	Lower	Upper
PE1	Eva	.959	.328	-3.645	629	.000	-.17492	.04799	-.26915	-.08068
	Evna			-3.435	162.543	.001	-.17492	.05092	-.27547	-.07436
PE2	Eva	1.690	.194	2.231	629	.026	.12667	.05677	.01518	.23816
	Evna			2.156	166.661	.032	.12667	.05874	.01070	.24264
PA1	Eva	.954	.329	-1.605	629	.109	-.08209	.05116	-.18255	.01836
	Evna			-1.504	161.685	.135	-.08209	.05459	-.18989	.02570

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PA2	Eva	1.588	.208	-1.261	629	.208	-.06527	.05177	-.16694	.03639
	Evna			-1.218	166.650	.225	-.06527	.05357	-.17104	.04049
PC1	Eva	.019	.891	-1.582	629	.114	-.07721	.04879	-.17303	.01861
	Evna			-1.576	172.089	.117	-.07721	.04898	-.17388	.01946
PC2	Eva	.092	.762	-1.097	629	.273	-.05271	.04802	-.14701	.04160
	Evna			-1.111	175.204	.268	-.05271	.04743	-.14632	.04091
PN1	Eva	.172	.679	-5.077	629	.000	-.31913	.06286	-.44257	-.19570
	Evna			-5.182	176.843	.000	-.31913	.06158	-.44066	-.19760
PN2	Eva	.878	.349	-.737	629	.462	-.04671	.06342	-.17125	.07782
	Evna			-.723	169.341	.471	-.04671	.06461	-.17427	.08084
PO1	Eva	1.276	.259	.884	629	.377	.04389	.04963	-.05357	.14135
	Evna			.818	159.763	.414	.04389	.05364	-.06205	.14983
PO2	Eva	.419	.517	1.321	629	.187	.05639	.04268	-.02742	.14019
	Evna			1.373	180.682	.171	.05639	.04106	-.02463	.13740

Regression

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Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.599[a]	.358	.357	.27995	.358	436.511	1	782	.000
2	.641[b]	.411	.410	.26825	.053	70.673	1	781	.000
3	.658[c]	.433	.431	.26341	.022	29.999	1	780	.000
4	.671[d]	.450	.447	.25975	.016	23.097	1	779	.000
5	.675[e]	.455	.452	.25856	.006	8.203	1	778	.004

a. Predictors: (Constant), PC
b. Predictors: (Constant), PC, PE
c. Predictors: (Constant), PC, PE, PA
d. Predictors: (Constant), PC, PE, PA, PO
e. Predictors: (Constant), PC, PE, PA, PO, PN

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.568	.071		21.935	.000	1.427	1.708
	PC	.474	.023	.599	20.893	.000	.430	.519
2	(Constant)	1.276	.077		16.621	.000	1.125	1.427

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	PC	.353	.026	.446	13.526	.000	.302	.404
	PE	.228	.027	.277	8.407	.000	.175	.282
3	(Constant)	1.122	.080		13.942	.000	.964	1.280
	PC	.267	.030	.337	8.865	.000	.208	.326
	PE	.205	.027	.249	7.601	.000	.152	.258
	PA	.157	.029	.194	5.477	.000	.101	.214
4	(Constant)	1.000	.083		12.013	.000	.837	1.164
	PC	.225	.031	.284	7.286	.000	.164	.286
	PE	.160	.028	.194	5.652	.000	.104	.215
	PA	.157	.028	.194	5.533	.000	.101	.212
	PO	.140	.029	.159	4.806	.000	.083	.197
5	(Constant)	1.161	.100		11.595	.000	.965	1.358
	PC	.202	.032	.255	6.369	.000	.140	.265
	PE	.154	.028	.186	5.445	.000	.098	.209
	PA	.158	.028	.195	5.604	.000	.103	.213
	PO	.155	.030	.176	5.257	.000	.097	.213
	PN	-.051	.018	-.080	-2.864	.004	-.086	-.016

a. Dependent Variable: TEQ

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Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.579[a]	.335	.334	.28047	.335	316.537	1	629	.000
2	.649[b]	.422	.420	.26174	.087	94.253	1	628	.000
3	.677[c]	.458	.455	.25362	.036	41.870	1	627	.000
4	.692[d]	.478	.475	.24895	.021	24.759	1	626	.000

a. Predictors: (Constant), PC
b. Predictors: (Constant), PC, PO
c. Predictors: (Constant), PC, PO, PA
d. Predictors: (Constant), PC, PO, PA, PE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.612	.084		19.260	.000	1.448	1.776

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	PC	.474	.027	.579	17.791	.000	.421	.526
2	(Constant)	1.131	.092		12.232	.000	.950	1.313
	PC	.360	.027	.439	13.090	.000	.306	.414
	PO	.303	.031	.326	9.708	.000	.242	.364
3	(Constant)	.938	.094		9.931	.000	.753	1.123
	PC	.257	.031	.314	8.281	.000	.196	.318
	PO	.270	.031	.291	8.823	.000	.210	.331
	PA	.190	.029	.239	6.471	.000	.133	.248
4	(Constant)	.859	.094		9.126	.000	.674	1.043
	PC	.220	.031	.269	7.020	.000	.158	.281
	PO	.221	.032	.238	6.983	.000	.159	.283
	PA	.156	.030	.196	5.251	.000	.098	.214
	PE	.149	.030	.183	4.976	.000	.090	.208

a. Dependent Variable: TEQ

Correlation

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EI and Personality Attributes

Correlations

		TEQ	PE	PA	PC	PN	PO
TEQ	Pearson Correlation	1	.523**	.523**	.599**	-.222**	.483**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	784	784	784	784	784	784
PE	Pearson Correlation	.523**	1	.454**	.553**	-.170**	.530**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	784	784	784	784	784	784
PA	Pearson Correlation	.523**	.454**	1	.640**	-.173**	.372**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	784	784	784	784	784	784
PC	Pearson Correlation	.599**	.553**	.640**	1	-.286**	.523**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	784	784	784	784	784	784
PN	Pearson Correlation	-.222**	-.170**	-.173**	-.286**	1	-.018
	Sig. (2-tailed)	.000	.000	.000	.000		.606
	N	784	784	784	784	784	784

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PO	Pearson Correlation	.483**	.530**	.372**	.523**	-.018	1
	Sig. (2-tailed)	.000	.000	.000	.000	.606	
	N	784	784	784	784	784	784

**. Correlation is significant at the 0.01 level (2-tailed).

10 Dimensions of EI and Personality Attributes

Correlations

		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
PE	Pearson Correlation	.426**	.376**	.407**	.446**	.345**	.339**	.387**	.377**	.285**	.302**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PA	Pearson Correlation	.427**	.321**	.434**	.378**	.338**	.243**	.414**	.428**	.375**	.344**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PC	Pearson Correlation	.494**	.406**	.517**	.460**	.341**	.285**	.496**	.533**	.358**	.343**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PN	Pearson Correlation	-.171**	-.128**	-.210**	-.173**	-.150**	-.028	-.220**	-.205**	-.113**	-.172**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.439	.000	.000	.001	.000
	N	784	784	784	784	784	784	784	784	784	784
PO	Pearson Correlation	.422**	.370**	.376**	.424**	.335**	.341**	.342**	.378**	.224**	.193**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784

**. Correlation is significant at the 0.01 level (2-tailed).

10 Dimensions of EI and Personality Attributes Facets

Correlations

		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
PE1	Pearson Correlation	.356**	.323**	.346**	.367**	.298**	.247**	.297**	.302**	.237**	.225**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PE2	Pearson Correlation	.351**	.299**	.329**	.377**	.272**	.331**	.358**	.332**	.237**	.288**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PA1	Pearson Correlation	.382**	.310**	.362**	.371**	.295**	.239**	.366**	.411**	.322**	.318**

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	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PA2	Pearson Correlation	.357**	.250**	.385**	.290**	.288**	.186**	.350**	.336**	.324**	.280**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PC1	Pearson Correlation	.431**	.362**	.468**	.423**	.318**	.265**	.474**	.492**	.317**	.318**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PC2	Pearson Correlation	.467**	.377**	.474**	.416**	.304**	.256**	.433**	.481**	.334**	.308**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PN1	Pearson Correlation	-.118**	-.117**	-.174**	-.127**	-.117**	-.026	-.186**	-.159**	-.068	-.116**
	Sig. (2-tailed)	.001	.001	.000	.000	.001	.470	.000	.000	.058	.001
	N	784	784	784	784	784	784	784	784	784	784
PN2	Pearson Correlation	-.185**	-.109**	-.198**	-.179**	-.147**	-.023	-.203**	-.204**	-.133**	-.189**
	Sig. (2-tailed)	.000	.002	.000	.000	.000	.519	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784
PO1	Pearson Correlation	.249**	.225**	.240**	.267**	.182**	.220**	.173**	.226**	.136**	.078*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.029
	N	784	784	784	784	784	784	784	784	784	784
PO2	Pearson Correlation	.448**	.387**	.385**	.437**	.369**	.347**	.386**	.399**	.234**	.235**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	784	784	784	784	784	784	784	784	784	784

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

IKBN with Centre of Excellence

EI and Personality Attributes

Correlations

		TEQ	PE	PA	PC	PN	PO
TEQ	Pearson Correlation	1	.530**	.532**	.579**	-.113**	.514**
	Sig. (2-tailed)		.000	.000	.000	.005	.000
	N	631	631	631	631	631	631
PE	Pearson Correlation	.530**	1	.489**	.510**	-.095*	.483**
	Sig. (2-tailed)	.000		.000	.000	.016	.000
	N	631	631	631	631	631	631

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PA	Pearson Correlation	.532**	.489**	1	.589**	-.116**	.371**
	Sig. (2-tailed)	.000	.000		.000	.003	.000
	N	631	631	631	631	631	631
PC	Pearson Correlation	.579**	.510**	.589**	1	-.300**	.427**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	631	631	631	631	631	631
PN	Pearson Correlation	-.113**	-.095*	-.116**	-.300**	1	-.010
	Sig. (2-tailed)	.005	.016	.003	.000		.811
	N	631	631	631	631	631	631
PO	Pearson Correlation	.514**	.483**	.371**	.427**	-.010	1
	Sig. (2-tailed)	.000	.000	.000	.000	.811	
	N	631	631	631	631	631	631

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

10 Dimensions of EI and Personality Attributes

Correlations

		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
PE	Pearson Correlation	.386**	.339**	.360**	.444**	.339**	.361**	.432**	.385**	.337**	.366**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PA	Pearson Correlation	.375**	.384**	.433**	.420**	.369**	.271**	.439**	.395**	.367**	.335**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PC	Pearson Correlation	.420**	.404**	.475**	.459**	.364**	.269**	.512**	.483**	.386**	.350**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PN	Pearson Correlation	-.027	-.065	-.168**	-.068	-.044	.028	-.144**	-.129**	.000	-.179**
	Sig. (2-tailed)	.494	.103	.000	.087	.267	.487	.000	.001	.991	.000
	N	631	631	631	631	631	631	631	631	631	631
PO	Pearson Correlation	.417**	.338**	.367**	.478**	.380**	.365**	.383**	.386**	.309**	.223**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

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10 Dimensions of EI and Personality Attributes Facets

Correlations

		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
PE1	Pearson Correlation	.292**	.300**	.310**	.339**	.259**	.273**	.340**	.290**	.286**	.323**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PE2	Pearson Correlation	.365**	.261**	.289**	.417**	.318**	.343**	.389**	.366**	.276**	.282**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PA1	Pearson Correlation	.368**	.350**	.419**	.415**	.371**	.283**	.442**	.371**	.336**	.367**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PA2	Pearson Correlation	.285**	.313**	.333**	.317**	.273**	.193**	.324**	.312**	.298**	.224**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PC1	Pearson Correlation	.384**	.333**	.414**	.420**	.347**	.228**	.441**	.408**	.347**	.297**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PC2	Pearson Correlation	.364**	.381**	.429**	.398**	.304**	.248**	.465**	.446**	.341**	.322**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PN1	Pearson Correlation	-.001	-.052	-.132**	-.020	-.015	.053	-.095*	-.088*	.012	-.132**
	Sig. (2-tailed)	.974	.189	.001	.616	.714	.186	.017	.027	.761	.001
	N	631	631	631	631	631	631	631	631	631	631
PN2	Pearson Correlation	-.047	-.062	-.163**	-.100*	-.063	-.004	-.159**	-.139**	-.011	-.182**
	Sig. (2-tailed)	.241	.121	.000	.012	.112	.912	.000	.000	.774	.000
	N	631	631	631	631	631	631	631	631	631	631
PO1	Pearson Correlation	.285**	.226**	.269**	.277**	.285**	.257**	.205**	.212**	.210**	.146**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631
PO2	Pearson Correlation	.395**	.324**	.334**	.492**	.340**	.340**	.407**	.407**	.294**	.217**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	631	631	631	631	631	631	631	631	631	631

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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HUBUNGAN DIANTARA KECERDASAN EMOSIONAL DAN KEPERIBADIAN BELIA

KAJI SELIDIK

Kepada Peserta,

Selamat sejahtera, saya sedang mengumpul maklumat daripada belia mengenai kecerdasan emosional dan ciri keperibadian, sebagai sebahagian daripada projek penyelidikan saya.

Ini adalah soal selidik berbentuk kertas-pen. Penglibatan anda akan mengambil masa kurang dari 15 minit untuk menjawab kesemua soalan kajian.

Saya berjanji bahawa pandangan anda akan digunakan untuk tujuan akademik sahaja. Identiti anda tidak akan didedahkan, anda TIDAK perlu memberi nama dan alamat/no. telefon untuk kajian ini.

Terima kasih diatas kesudian anda menyertai kajian ini. Saya faham betapa pentingnya masa anda dan saya amat menghargai sokongan dan kerjasama anda bagi menjayakan kajian ini.

Penyelidik,
Hari
Fakulti Pendidikan dan Pembangunan Manusia
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Arahan

- Sila isi kaji selidik ini sendiri
- Untuk Bahagian 1 dan 2 sila jawab setiap kenyataan dengan menandakan nombor yang paling mencerminkan pendirian anda dengan kenyataan
- Jawab setepat mungkin.

BAHAGIAN 1

		SANGAT TIDAK			SANGAT
Saya melihat diri saya sebagai seorang yang					
1.	Suka bercakap	1	2	3	4
2.	Suka mencari kesalahan orang	1	2	3	4
3.	Membuat sesuatu kerja secara menyeluruh	1	2	3	4
4.	Kurang bersemangat	1	2	3	4
5.	Muncul dengan idea-idea baru	1	2	3	4
6.	Pemalu	1	2	3	4
7.	Suka membantu dan tidak mementingkan diri	1	2	3	4
8.	Cuai	1	2	3	4
9.	Bijak menangani stress	1	2	3	4
10.	Ingin mengetahui aneka jenis perkara	1	2	3	4
11.	Penuh bertenaga	1	2	3	4
12.	Suka bertengkar	1	2	3	4
13.	Pekerja yang boleh dipercayai	1	2	3	4
14.	Tension	1	2	3	4
15.	Cerdas dan memiliki pemikiran yang mendalam	1	2	3	4
16.	Memiliki semangat yang tinggi	1	2	3	4
17.	Memiliki sifat pemaaf	1	2	3	4
18.	Tidak teratur	1	2	3	4

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19.	Banyak bimbang	1	2	3	4
20.	Aktif berimiginasi	1	2	3	4
21.	Pendiam	1	2	3	4
22.	Mempunyai kepercayaan yang tinggi	1	2	3	4
23.	Pemalas	1	2	3	4
24.	Memiliki emosi yang stabil	1	2	3	4
25.	Berdaya cipta	1	2	3	4
26.	Memiliki keperibadian yang tegas	1	2	3	4
27.	Suka menyendiri	1	2	3	4
28.	Berusaha sehingga sesuatu tugas itu selesai	1	2	3	4
29.	Murung	1	2	3	4
30.	Berbakat dan menyukai seni	1	2	3	4
31.	Rasa terhalang	1	2	3	4
32.	Baik hati kepada hampir semua orang	1	2	3	4
33.	Membuat sesuatu kerja dengan efisen	1	2	3	4
34.	Boleh bertenang dalan situasi tegang	1	2	3	4
35.	Suka akan kerja berutin	1	2	3	4
36.	Suka bersosial	1	2	3	4
37.	Kadang kala berkasar dengan orang	1	2	3	4
38.	Terancang	1	2	3	4
39.	Mudah gugup atau risau	1	2	3	4
40.	Suka mengemukakan idea	1	2	3	4

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41.	Menyukai kerja kerja seni	1	2	3	4
42.	Boleh bekerjasama dengan orang lain	1	2	3	4
43.	Mudah tersinggung	1	2	3	4
44.	Memiliki bakat dalam seni, muzik atau sastera	1	2	3	4

BAHAGIAN 2

		SANGAT TIDAK			SANGAT
1.	Saya faham mengapa emosi saya bertukar	1	2	3	4
2.	Saya boleh mengenalpasti emosi saya semasa mengalaminya	1	2	3	4
3.	Saya faham akan perasaan saya	1	2	3	4
4.	Saya sedar akan mesej tanpa lisan (non-verbal) saya terhadap orang lain	1	2	3	4
5.	Saya seringkali memahami emosi saya sendiri	1	2	3	4
6.	Saya berkebolehan mengubah perasaan diri	1	2	3	4
7.	Saya boleh berkomunikasi dengan baik dan jelas	1	2	3	4
8.	Saya boleh mengenalpasti emosi orang lain dengan hanya melihat air-muka mereka	1	2	3	4
9.	Daripada nada suara orang, saya boleh mengenal perasaan mereka	1	2	3	4
10.	Saya mampu berkongsi segala pengalaman saya dengan orang lain	1	2	3	4
11.	Saya boleh mengawal emosi saya dengan baik	1	2	3	4
12.	Saya mampu mengubah pandangan orang lain	1	2	3	4
13.	Saya boleh mengutarakan perasaan saya dengan mudah	1	2	3	4

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14.	Saya beoleh berasa simpati terhadap kesusahan orang lain	1	2	3	4
15.	Apabila berbincang, saya hanya mementingkan pandangan saya sahaja	1	2	3	4
16.	Orang lain mudah mempercayai saya	1	2	3	4
17.	Saya boleh menenangkan diri apabila menerima berita gembira	1	2	3	4
18.	Saya boleh melepaskan benda yang saya sukai dengan mudah	1	2	3	4
19.	Saya mampu mengawal diri apabila terlalu gembira	1	2	3	4
20.	Saya seorang yang tenang apabila berhadapan dengan situasi tegang	1	2	3	4
21.	Saya suka mencari dan membuat aktiviti yang boleh menggembirakan saya	1	2	3	4
22.	Saya mampu mengharungi situasi sukar dengan tenang dan baik	1	2	3	4
23.	Saya tahu bagaimana menghindari perasaan negatif	1	2	3	4
24.	Peristiwa-peristiwa besar yang saya lalui dalam hidup, telah membawa saya untuk menilai apa yang penting dan tidak penting dalam kehidupan	1	2	3	4
25.	Saya dapat melihat peluang-peluang baru apabila suasana hati saya berubah	1	2	3	4
26.	Menyelesaikan sesuatu masalah adalah mudah apabila saya berfikiran positif	1	2	3	4
27.	Saya boleh menghasilkan idea-idea bernas apabila perasaan saya berubah	1	2	3	4
28.	Saya mempunyai banyak idea idea yang kreatif	1	2	3	4
29.	Saya suka menarik perhatian orang lain	1	2	3	4
30.	Saya suka berkongsi emosi saya dengan orang lain	1	2	3	4
31.	Saya suka merancang dimana orang lain menikmatinya	1	2	3	4
32.	Saya boleh membantu mengembalikan semangat orang lain	1	2	3	4
33.	Saya seorang yang bijak berunding	1	2	3	4

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34.	Saya boleh megubah kelakuan saya supaya tidak meyinggung orang	1	2	3	4
35.	Berada bersama rakan dan ahli keluarga adalah keutamaan saya	1	2	3	4
36.	Berfikir dari posisi orang lain adalah mudah bagi saya	1	2	3	4
37.	Saya suka memahami emosi orang	1	2	3	4
38.	Memahami keperluan dan kehendak orang lain mudah bagi saya	1	2	3	4
39.	Mempertimbangkan pandangan orang lain adalah kemampuan saya	1	2	3	4
40.	Saya suka bersosial	1	2	3	4
41.	Walaupun bertengkar namun saya boleh mempertimbangkan pandangan orang lain	1	2	3	4
42.	Emosi adalah satu perkara yang membuat hidup saya bermakna	1	2	3	4
43.	Saya tidak akan berputus asa	1	2	3	4
44.	Saya berharap hasil yang positif daripada usaha saya	1	2	3	4
45.	Saya melihat peluang dalam setiap halangan	1	2	3	4
46.	Saya boleh menjayakan setiap tugas seperti orang lain	1	2	3	4
47.	Saya boleh bersemuka dengan perubahan secara efektif	1	2	3	4
48.	Semua situasi akan berakhir dengan baik	1	2	3	4
49.	Saya seorang yang berguna kepada bangsa dan negara	1	2	3	4
50.	Saya memiliki beberapa kualiti yang baik	1	2	3	4
51.	Saya mudah memotivasikan diri sendiri	1	2	3	4
52.	Saya seorang yang berpendirian	1	2	3	4
53.	Saya memiliki banyak sebab mengapa tidak berputus asa	1	2	3	4
54.	Fikiran negatif tidak boleh mempengaruhi saya	1	2	3	4

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55.	Saya seorang yang terancang	1	2	3	4
56.	Saya bertanggungjawab diatas segala kesilapan saya	1	2	3	4
57.	Apabila tidak sehaluan dengan orang lain, saya mendiamkan diri	1	2	3	4
58.	Saya bersedia memaaf	1	2	3	4
59.	Saya tidak suka mengadu dengan orang lain	1	2	3	4
60.	Saya pandai membetulkan pertikaian yang timbul	1	2	3	4
61.	Saya kerap telefon/kunjung rakan dan keluarga	1	2	3	4
62.	Saya tidak berbohong untuk mendapatkan simpati orang	1	2	3	4
63.	Saya percaya saya ini seorang yang berkebolehan	1	2	3	4
64.	Secara keseluruhannya saya bersyukur dengan cara hidup saya sekarang	1	2	3	4
65.	Saya sayang diri saya	1	2	3	4
66.	Saya dapati kehidupan ini amat ceria	1	2	3	4
67.	Saya berharap kehidupan saya ini penuh dengan kepuasan	1	2	3	4
68.	Saya kerap memiliki *mood* gembira	1	2	3	4
69.	Saya mudah mencari keseronokan dalam kehidupan harian	1	2	3	4

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BAHAGIAN 3

Bahagian ini berkenaan diri anda. Kesemua maklumat di bahagian akan dirahsiakan sepenuhnya. Sila jawab semua soalan.

1.Jantina anda?

☐Lelaki ☐Perempuan

2.Kursus anda:_____

TAMAT

TERIMA KASIH

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Februari 27, 2014

Puan Zawiah bt Muhamad
Penolong Pengarah Kanan, Cawangan Operasi Latihan 1
Bahagian Pembangunan Kemahiran
Kementerian Belia dan Sukan Malaysia
03-88713658
zawiah@kbs.gov.my

KECERDASAN EMOSI DALAM KALANGAN BELIA IKBN DAN HUBUNGAN DENGAN ATRIBUT PERSONALITI.

I. Apakah pandangan puan mengenai EQ/EI dalam kalangan belia IKBN?
Remaja di IKBN berada ditahap mencari identiti diri dan kita perlu membantu meningkatkan EQ/EI mereka.

II. Apakah puan bersetuju EQ/EI penting dalam kalangan belia IKBN / Mengapa?.
Mereka perlu diberi tunjuk ajar untuk memantapkan EQ/EI mereka supaya kehidupan mereka lebih terarah dan mampu hidup dalam alam sebenar.

III. Adakah wajar kajian kesedaran EQ/EI dijalankan dalam kalangan belia IKBN?
Ya wajar.

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IV. Adakah puan bersetuju kesedaran EQ/EI dalam kalangan belia IKBN dan menjadi pelengkap kepada skill kemahiran untuk mendapat pekerjaan ? Mengapa?.
Ya setuju. Mereka perlu mempunyai EQ yang mantap untuk mengharungi kehidupan diluar IKBN nanti.

V. Personaliti akan menentukan kejayaan belia IKBN dalam mengecapi skill kemahiran seterusnya berjaya dalam kehidupan. Apakah pendapat puan?
Bersetuju dengan pendapat ini.

VI. Apakah kesignifikan IKBN- Centre of Excellence kepada belia IKBN.
Centre of excellence akan memberi ruang kepada pelajar IKBN melengkapkan kemahiran mereka hingga tahap yang lebih tinggi dan pengkhususan mereka lebih mudah dipasarkan dalam pasaran pekerjaan.

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