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**EMOTIONAL INTELLIGENCE AND PERCEIVED
SOCIAL SUPPORT AS PREDICTORS OF
DELINQUENCY AMONG
ADOLESCENTS IN
SELANGOR**



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NABIHA BINTI SULAIMAN

UNIVERSITI PENDIDIKAN SULTAN IDRIS

2021



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PREDICTORS OF DELINQUENCY AMONG
ADOLESCENTS IN SELANGOR

NABIHA BINTI SULAIMAN

DISSERTATION PRESENTED TO QUALIFY FOR A
MASTER OF SCIENCE
(RESEARCH MODE)

FACULTY OF HUMAN DEVELOPMENT
UNIVERSITI PENDIDIKAN SULTAN IDRIS

2021



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RECOGNITION

First and foremost, praise to God the Almighty for His blessing upon completion of my research work.

Words are inadequate to express my gratitude to my main supervisors, Dr Asma Perveen for her guidance, enthusiastic encouragement and useful critiques of this research work in keeping my progress on schedule.

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ABSTRACT

This study examines whether emotional intelligence and perceived social support are significant predictors of delinquency. This cross-sectional study applied a quantitative approach using the survey method. Data for this study were collected using three measures to evaluate emotional intelligence, perceived social support and delinquency among students in hotspot schools. Three questionnaires used are USM Emotional Quotient Inventory, Multidimensional Perceived Social Support Scale and Delinquency Scale. Total of 352 samples where $n=189$ male and $n=163$ female among Form 4 students in hotspot schools in Petaling Jaya district, Selangor. Respondents of this study were recruited through random sampling to answer the questionnaires. In inferential statistics, multiple regression analysis was used for data analysis and interpretation. The result showed that combination of five domains; emotional control, emotional conscientiousness, emotional awareness, emotional expression, and family significantly contribute 27% to predict delinquency. Emotional expression has the largest beta coefficient, $\beta=-.52$ while emotional control showed smallest beta coefficient, $\beta=-0.48$. In conclusion, emotional control, emotional conscientiousness, emotional awareness, emotional expression, and family are domains that significantly predict delinquency. Findings of this study enhance further understanding on domains in emotional intelligence and perceived social support that predicts delinquency.





KECERDASAN EMOSI DAN SOKONGAN SOSIAL SEBAGAI PERAMAL DELINKUENSI DALAM KALANGAN REMAJA DI SELANGOR

ABSTRAK

Kajian ini mengkaji sama ada kecerdasan emosi dan sokongan sosial merupakan peramal yang signifikan kepada delinkuensi. Kajian yang dijalankan secara keratan rentas ini mengaplikasikan pendekatan kuantitatif menggunakan kaedah survei. Data kajian ini dikumpulkan menggunakan tiga instrumen untuk menilai kecerdasan emosi, sokongan sosial dan delinkuensi dalam kalangan pelajar di sekolah hotspot. Tiga soal selidik yang digunakan ialah USM Emotional Quotient Inventory, Multidimensional Perceived Social Support Scale dan Delinquency Scale. Sebanyak 352 sampel di mana 189 responden lelaki dan 163 responden perempuan dalam kalangan pelajar Tingkatan 4 dipilih dari sekolah yang dikategorikan sebagai sekolah hotspot di daerah Petaling Jaya, Selangor. Responden dipilih dengan menggunakan kaedah persampelan rawak bagi menjawab soal selidik kajian. Dalam statistik inferensi, analisis regresi berganda digunakan untuk analisis dan interpretasi data. Dapatan menunjukkan bahawa gabungan 5 domain; kawalan emosi, kehematan emosi, kesedaran emosi, ekspresi emosi, dan keluarga menyumbang secara signifikan sebanyak 27% untuk meramal delinkuensi. Ekspresi emosi menunjukkan nilai beta yang tertinggi $\beta = -.52$ manakala kawalan emosi menunjukkan nilai beta yang paling rendah $\beta = -0.48$. Kesimpulannya, kawalan emosi, kehematan emosi, kesedaran emosi, ekspresi emosi, dan keluarga merupakan domain yang meramal delinkuensi secara signifikan. Penemuan kajian ini meningkatkan kefahaman mendalam ke atas domain dalam kecerdasan emosi dan sokongan sosial dalam meramal delinkuensi.





CONTENTS

	Page
RECOGNITION	ii
ABSTRACT	iii
ABSTRAK	iv
TABLE OF CONTENT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
LIST OF SYMBOLS	xii
APPENDIX LIST	xiii
CHAPTER 1 INTRODUCTION	
1.1 Introduction	1
1.2 Background of Study	2
1.3 Problem Statement	7
1.4 Research Objective	9
1.5 Research Question	9
1.6 Significance of Study	10
1.7 Conceptual and Operational Definition of Variables	11
1.7.1 Emotional Intelligence	11
1.7.2 Perceived Social Support	12
1.7.3 Delinquency	13
1.8 Theoretical Approach	13
1.8.1 Emotional Intelligence Theory	14



1.8.2	Hirschi Social Control Theory of Delinquency	18
1.9	Conceptual Framework	20
1.10	Hypothesis	21
1.11	Conclusion	22
CHAPTER 2 LITERATURE REVIEW		
2.1	Introduction	23
2.2	Emotional Intelligence and Delinquency	24
2.3	Perceived Social Support and Delinquency	33
2.4	Delinquency	39
2.5	Emotional Intelligence and Social Support	41
2.6	Conclusion	43
CHAPTER 3 METHOD		
3.1	Introduction	44
3.2	Research Design	45
3.3	Population and Sample	45
3.4	Instrument Tools	48
3.4.1	USM Emotional Quotient Inventory	48
3.4.2	Multidimensional Scale of Perceived Social Support	50
3.4.3	Delinquency Scale	51
3.5	Ethical Procedure	53
3.6	Data Collection Procedure	54
3.7	Pilot Study	55
3.7.1	Respondent Profile for Pilot Study	56
3.7.2	Reliability Index for Instrument	56
3.8	Data Analysis	57

3.8.1	Descriptive Statistics	57
3.8.2	Inferential Statistics	58
3.9	Conclusion	58

CHAPTER 4 RESULTS

4.1	Introduction	60
4.2	Preliminary Analysis	61
4.2.1	Data cleaning	61
4.2.2	Normality Test	61
4.3	Descriptive Analysis	64
4.3.1	Demographic Background of Respondents	64
4.3.2	Emotional Intelligence	65
4.3.3	Perceived Social Support	66
4.3.4	Delinquency	67
4.4	Inferential Analysis	68
4.4.1	Pearson Correlation Analysis	68
4.4.2	Multiple Regression Analysis	69
4.5	Conclusion	73

CHAPTER 5 DISCUSSION

5.1	Introduction	74
5.2	Level of Emotional Intelligence	75
5.3	Level of Perceived Social Support	78
5.4	Level of Delinquency	79
5.5	The Role of EI as Predictor of Delinquency	81
5.6	The Role of PSS as Predictor of Delinquency	88
5.7	EI and PSS as Predictors of Delinquency	90
5.8	Theoretical and Practical Contribution of Findings	92
5.9	Limitation	93

5.10	Suggestion	94
5.11	Conclusion	95
	References	108
	APPENDIX	116

LIST OF TABLES

Table No.		Page
1.1	Summary of Emotional Intelligence Theory	16
1.2	Elements in Social Bond	20
3.1	Total Number of Hotspot School According to District in Selangor	47
3.2	Item in USMEQ-I according to domain	50
3.3	Item in MPSS according to domain	50
3.4	Modifications of item in Delinquency Scale	52
3.5	Item in Delinquency Scale according to domain	53
3.6	Reliability Test of Instruments	56
4.1	Summary of Descriptive Statistics of Variables	62
4.2	Summary on Collinearity Statistics	64
4.3	Demographic Information of Respondents	65
4.4	Level of Emotional Intelligence among Form 4 Students in Hotspot School	65
4.5	Emotional Intelligence Subscale	66
4.6	Level of Perceived Social Support among Form 4 Students in Hotspot School	66
4.7	Perceived Social Support Subscale	67
4.8	Level of Delinquency among Form 4 Students in Hotspot School	67
4.9	Delinquency Subscales	68
4.10	Correlation Analysis Among Predictors	68
4.11	Summary of Multiple Regression Analysis for Domains in Emotional Intelligence and Perceived Social Support in Predicting Delinquency	71
4.12	Summary of Multiple Regression Analysis for Emotional Intelligence and Perceived Social Support in Predicting Delinquency	72



LIST OF FIGURES

No. of Figures		Page
1.1	Conceptual Framework of Emotional Intelligence, Perceived Social Support and Delinquency.	20
3.1	Graph of Arrested for Violence Across Age	46
3.2	Data collection Procedure	55





LIST OF ABBREVIATIONS

DB	Delinquent Behaviour
EI	Emotional Intelligence
EQ	Emotional Quotient
MEQI	Malaysian Emotional Quotient Inventory
MPSS	Multidimensional Perceived Social Support
PSS	Perceived Social Support
SPSS	Statistical Software for Social Science
USMEQ-i	The Universiti Sains Malaysia Emotional Quotient Inventory
VIF	Variance Inflation Factor





LIST OF SYMBOLS

%	Percentage
F	F-statistic
f	Frequency
M	mean
N	Population size
n	Sample size
R^2	The coefficient of determination (i.e., the proportion of data explained by the model)
SD	Standard deviation
α	Cronbach alpha value
β	Standardized beta





APPENDIX LIST

- A Informed Consent Form and Demographic Background
- B USM Emotional Quotient Inventory
- C Multidimensional Perceived Social Support Scale
- D Delinquency Scale
- E Approval letter to collect data
- F SPSS Output





CHAPTER 1

INTRODUCTION



1.1 Introduction

This chapter explained on several important parts of research study. Each part represents different contribution in explaining about the study. This includes the background of study, the objectives that study intends to achieve, problem statement, the hypothesis, conceptual framework as an overview of study and the significance of study in different context. This study focused on delinquency among adolescents that have been discussed from the past years till today. Related issues on delinquency will be discussed in details to find the other alternatives in combating the social problems among adolescents.





1.2 Background of Study

In 2019, 32.6 million population of Malaysia was estimated as compared to 32.4 million in 2018 with yearly population growth rate of 0.6 per cent. While population aged 15–64 years old escalate from 69.7 per cent in 2018 to 70.0 per cent in 2019 which is equivalent to 22.82 million (Department of Statistics Malaysia Press Release, 2019). This showed that the population of age group 15-64 years old are increasing in 2019 compared to 2018. The issue of moral decay or other terms of social problems such as delinquency among the younger generation becoming a public conversation and constantly gaining media coverage widely. In addition, media coverage today is flooding with unpleasant news such as illegal racing, drug abuse, unwanted pregnancy, bully, and many more among adolescents.



In 2017, Wilayah Persekutuan Kuala Lumpur recorded total number of 716.9 cases, Selangor with 408.6 cases, Negeri Sembilan with 356.6 cases, Melaka with 339.2 cases, Pulau Pinang with 318.3 cases and Kedah with 315.3 cases (Crime Statistics, Malaysia, 2018). Due to the high number of crime index, parents are overwhelmed with insecurities and the ability of Malaysian in shaping morality of students will be questioned. Malaysian Welfare Department in 2014 stated that, year of 2009 to 2013, total of 25, 778 criminal cases were reported where total of 23, 950 involving male offenders and total 1,828 involving female offenders (Nasir & Hanafiah, 2015).

Based on statistics overall it may be said that this boundless and growing number of cases among adolescents indicating that profound consideration from community such as parents and teachers are needed to heal social issues among





adolescent. The period between childhood and adulthood, ages from 10 to 19, is a period of lifespan development of adolescence (World Health Organization, 2015). Based on past research related to adolescents, researchers came out with many opinions. Among other stage of life, adolescence is the most critical period that related to physical, psychological and social changes (Jeon & Chun, 2017) hence leading to unbearable social illness that are increasing day by day.

As reported in the mass media, adolescents nowadays are synonym with problematic behaviour with different kind of offences. Choon, Hasbullah, Ahmad and Ling (2013) stated that Ministry of Education disclosed that violation of the Penal Code and the school norms are part of delinquency. This is where student may be punished by the school authorities for delinquent behaviors such as vandalism, fighting, smoking, truancy, and some minor misbehavior which include disrespectful behaviors, bad manners, unpleasant school attire or appearance, and bringing illegal items such as mobile phone. In addition, students who committed more serious offences that involved the breach of criminal law will be allocate under police force for further actions.

There are many types of school in Malaysia ranging from private schools to government schools. A good school background does not guarantee student involvement in immoral activities. Due to the rising number of delinquency cases in government schools, the Ministry of Education decided to list out schools involving in delinquency and label it as hotspot school in 2017. Sector of Human Development, Student Affairs Unit, revealed that Ministry of Education listed 10 types of criminal act among primary and secondary students includes criminal act, pornography, self-appearance, unpunctuality, impoliteness, misbehaviour, bully and smoking (Tunggak,





Ngadi, & Abu Naim, 2015). In this study, researcher emphasized on delinquent behaviors such as substance abuse (smoking and alcohol), property violation, school disciplinary actions, force and running away from home as these are among the common delinquent behaviors committed by adolescents in Malaysia. Delinquent adolescents are believed to be weak academically, poor school attendance, and receive more school disciplinary actions (Shumaila Azeem & Bushra Hassan, 2014). Delinquent adolescent who are exposed to such problems may face many difficulties in several aspects in their life and leading to long term consequences in their future life. Therefore, school plays an important role in shaping positive changes among adolescents.

School is the place where students gain new knowledge, improving skills, and socializing with new friends. They spend most of their daily time at school, connect with teachers and colleagues, and engage in activities that foster cognitive, social and emotional growth. (Calejon, 2017; Silva & Bazon, 2014). This is one of the initiative of government to put more focus on hotspot schools so that the delinquency rate in school in Malaysia are controllable. Therefore, in accordance with ministry effort, researcher would like to investigate in depth on emotional intelligence, perceived social support and delinquency related to students in hotspot school. The term emotional intelligence was first created by Peter Salovey and John Mayer in 1990. They elucidate emotional intelligence as the capacity to track feelings and emotions of one another and others, to differentiate between them and to use this knowledge to direct one's thought and behavior (Karibeeran & Mohanty, 2019). Although intellectual intelligence used to be a tool to measure success, but emotional intelligence today contributes to individual success as well. Academic success cannot guarantee that student will not get involve in





social illness. Adolescence is the time when a person acquires the capacity to see about the moment, to foresee its presence and the future, and also to understand the nature of relationships (Karibeeran & Mohanty, 2019).

Wahab and Mansor (2017) reported that several previous studies agreed on the negative association of emotional intelligence with delinquency and problematic behaviour. Facts that emotional intelligence plays an important role in addressing adolescent delinquency have been proven in many past researches where literature indicates that one of the factors contributing to adolescent delinquency is due to low emotional intelligence. This fact drives researcher to further examined whether emotional intelligence a predictor of delinquency among adolescent in hotspot school. One of the factors leading to issues of delinquency among teenagers are having trouble controlling their emotions and recognizing other people's emotions.

Emotional intelligence is a combination of skills that helps a person to be aware of, understand and control their own emotions, identify and understand other people's emotions, and use this knowledge to promote their own success and others' success (Behera, 2016). A research by Abdullah, Lee, Roslan and Baba (2015) reported lower levels of delinquency among adolescents with a better emotional intelligence. Emotional intelligence is a significant predictor of self-report delinquency where the two variables have a strong negative correlation (Shumaila Azeem & Bushra Hassan, 2014) Because of the countless number of growing problems and social illness among adolescents, researchers are interested in examining the contribution of emotional intelligence and perceived social support for adolescent delinquency in hotspot school involving drugs and disciplinary issues. In particular, current research will examine





what emotional intelligence domains predict delinquency such as emotional awareness, emotional awareness, emotional maturity, emotional control, emotional commitment, emotional fortitude and emotional expression.

Arshat and Japara (2018) found out that parental involvement helps in improving psychological wellness of adolescent. While Peters, Handley, Oakley, Lutkin and Perkins, (2019) found out that family influences have been significant predictors of child and adolescent psychological well-being. Çakar and Tagay (2017) found out that wellness had a negative and significant effect on risky behaviors where risky behaviors of high school students with high levels of wellness decrease significantly. In this study, researcher intends to highlight social support in this study since previous scholars have shown that social help from the local area is critical for adolescents to avoid delinquency involvement.

In addition, the risk behaviors are associated with neglect in the form of an unestablished care relationship with parents and other people in schools and communities (Shahabuddin, Seffetullah, & Nizam, 2016). According to Metaj–Macula (2017), individuals with a high level of emotional intelligence have greater social support from family, friends or other important individuals in their lives. (Kurtz & Zavala, 2017) found out that parental encouragement decreases impulsive conduct, and has decreased chances of violent offense. Additionally, 3 domains that researcher should analyze for perceived social support include family, friends and significant others. (Çevik & Yıldız, 2017).





Adolescents viewed their family and peers as sources of assistance in helping them find the right direction. Such supportive resources are varied and can be emotional (nurturance), tangible (financial assistance), informative (advice), or companionship (sense of belonging) and intangible (personal advice) (Mariani, Samah, & Nashua, 2017). Adolescents will therefore have a strong emotional intelligence and great support from their families, peers and people around them to help fight with delinquency. However, researcher is interested to further examine between family, friends and significant others which one predict delinquency better among adolescents in hotspot school. Recent local adolescence research that studied the role of emotional intelligence and perceived social support in predicting delinquency among high school students in hotspot school has been limited. Consequently, the purpose of this study is to examine which domains in emotional intelligence and perceived social support assist in predicting delinquency among high school students.



1.3 Problem Statement

In 2017, Ministry of Education revealed total of 402 secondary schools from all over Malaysia that were labelled as hotspot school as the schools recorded high number of disciplinary problems and drugs. However, the action taken is not to blame other parties instead, by labelling the school as hotspot school can act as guidelines and act as early prevention steps. Selangor was reported to have 76 schools listed as hotspot school, of which nine were identified as having issues with drugs and the rest involved in disciplinary problems. Researcher is interested in examining relationship between emotional intelligence, perceived social support and delinquency based on findings





from past research. Edobor and Ebiye (2017) find that emotional intelligence predicted bullying, fighting and substance abuse in a substantial way. While Kurt and Ergene (2017) found that social support significantly predicted adolescent risk behaviours compared to academic and internalizing behaviours.

Several past researches studied on the role of emotional intelligence and perceived social support on delinquency but not much focused on the domains of each variables as mentioned earlier. The more shocking facts emerged that some of the targeted schools having good background of academic achievement however some of the students were involved in discipline and drugs problems. This will tarnish the image of prestige schools in Malaysia and at the same time community will doubt on the strength of Malaysian Education system in developing excellent students.



One of the ways to combat delinquency among adolescents is to examine the purpose of emotional intelligence and perceived social support in preventing delinquency. Through the library research conducted by the researcher, lack of research that focused on domains in emotional intelligence, perceived social support and delinquency among secondary school students in hotspot school in Malaysia. Thus, in fulfilling the aims of Ministry of Education to put more focus on hotspot school, there is highly need of research to combat delinquency among adolescents. Therefore, to prevent more schools from being targeted as hotspot schools, related research needs to be conducted to examine the ways to combat this problem.





1.4 Research Objective

This research aims:

- i. to determine student's level of emotional intelligence, perceived social and delinquency in hotspot secondary school.
- ii. to examine which domains of emotional intelligence significantly predict student's delinquency in hotspot secondary school.
- iii. to examine which domains of perceived social support significantly predict student's delinquency in hotspot secondary school.
- iv. to identify whether emotional intelligence and perceived social support significantly predict on student's delinquency in hotspot secondary school.



1.5 Research Question

This study intends to answer following research questions:

1. What is the student's level of emotional intelligence, perceived social support and delinquency in hotspot secondary school?
2. Which domains of emotional intelligence significantly predict student's delinquency in hotspot secondary school?
3. Which domains of perceived social support significantly predict student's delinquency in hotspot secondary school?
4. Are emotional intelligence and perceived social support significantly predict on student's delinquency in hotspot secondary school?





1.6 Significance of Study

Findings of this study provide benefits to community by expecting that emotional intelligence and social support contributes in dealing with social problems in our society. Teachers and parents today face difficult times dealing with growing up teenagers when the delinquency issues among them come to ahead. Emotional intelligence research is another option for replacing conventional punishment and exclusion among adolescents. This study thus contributed knowledge about the importance of emotional intelligence in the explanation of delinquent behavior. Assessing emotional intelligence can be one of the ways in which delinquent adolescents may recognize and distinguish emotional competences.

This study examined on domains of emotional intelligence such as emotional control, emotional maturity, emotional conscientiousness, emotional awareness, emotional commitment, emotional fortitude and emotional expression. Besides that, social support focused on family, friend and ‘significant others’. By studying on all the domains, it can identify how far various aspects in emotional intelligence and perceived social support effects on delinquency among teenagers.

Therefore, the findings of this study help in generating understanding and awareness among parents, teachers and society on the contributions of emotional intelligence and social support on delinquency by looking at which domains in emotional intelligence there are lacking at and source of social support by offenders. Eventually, inputs from this study will be helpful for them to enhance student’s discipline so that they do not get involved in delinquency through improving student’s emotional intelligence level and providing better social support.



Besides that, by having deep understanding on the related issues, parents, teachers and other authorities are able to identify what are the necessary actions to be taken to handle delinquency issues and at the same time giving schools more inputs to design more effective, interesting and engaging delinquency prevention programs.

This indirectly can help in reducing schools from being targeted as hotspot school. In addition, findings of this study may also contribute ideas on how State Education Department can offers courses for educators that instil several aspects on emotional intelligence and social support. Therefore, they can apply the knowledge on students to help them bring positive change in life.

1.7 Conceptual and Operational Definition of Variables

All variables that will be measured in this study are defined conceptually and operationally which are emotional intelligence, perceived social support and delinquency.

1.7.1 Emotional Intelligence

The term Emotional Intelligence was created by Mayer and Salovey (1990) that elucidate EI as a subset of social intelligence that includes the ability to track the thoughts and emotions of one's own and others, differentiate between them and use this knowledge to direct one's thought and behavior. According to Goleman (1995), emotional intelligence is the ability to recognize and regulate emotions in our self and in others for motivating oneself and for managing a relationship.



Mayer and Salovey (1997) defined emotional intelligence as the ability to interpret, appraise and communicate emotions accurately; the ability to reach or produce emotions as they encourage thinking; the ability to recognize emotions and emotional knowledge; and the ability to control emotions to support emotional and intellectual growth. While according to Bar-On (2000), emotional Intelligence, at the most general level, refers to the 'abilities to recognize and regulate emotions in own selves as well as in others'. Emotional intelligence (EI) also can be defined as the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour (Coleman, 2008).

In this study, emotional intelligence is defined operationally through seven dimensions in The USM Emotional Quotient Inventory by Yusoff, Abdul Rahim, and Esa (2010). The dimensions are Emotional Control, Emotional Maturity, Emotional Conscientiousness, Emotional Awareness, Emotional Commitment, Emotional Fortitude and Emotional Expression. Low score indicates low level of emotional intelligence and high score indicates high level of emotional intelligence.

1.7.2 Perceived Social Support

According Yousaf and Ghayas (2015) perceived social support refers to the perception that the person is cared for, is valued, and is part of a group. Perceived Social Support refers to the process of obtaining support from institutions and people around us such as family , friends and neighbours (Panahi, Suraya, Roslan, & Abdul, 2016). Social





support is described as “any mechanism by which social relationships can promote health and wellbeing (Thompson, 2017).

In this study, the variable perceived social support is operationally defined through 3 dimensions using The Multidimensional Perceived Social Support Scale by Zimet, Dahlem, Zimet, and Farley (1988). The dimensions include family, friends and significant others. Low mean scale score indicates low social support while high mean scale score indicates high social support.

1.7.3 Delinquency

Karban (2015) interpreted delinquency to an offense or misdeed that is typically of a minor nature, especially one committed by a young person. In this study, delinquency is operationally defined using adapted self-report Delinquency Scales (Abdul Jalal, 2005). The dimensions are Substance Abuse, Property Violation, School Disciplinary and Force where low score indicates low level of delinquency and high score indicates high level of delinquency.

1.8 Theoretical Approach

Theories underpinning delinquency that has been discussed by fellow researchers to further understand on problem behaviors among adolescents will be described in the following sections below. In addition, discussion on theories will be made to allow abstract and practical understanding on emotional intelligence, perceived social support and delinquency.





1.8.1 Emotional Intelligence Theory

The ability emotional intelligence model by John Mayer and Peter Salovey is among the most popular model that was often mentioned in researches in peer review journals. This theory has a strong and validated theoretical basis, measurement innovation in contrast with other methods, and rigorous review and support of empirical evidence from basic and applied fields (Fernández-Berrocal & Extremera, 2006). Salovey and Mayer introduced this first model that consists of three constructs that includes appraisal and expression of emotion, utilization of emotion, and regulation of emotion.

Salovey and Mayer (1990) described emotional intelligence as the ability to track feelings and emotions of individuals and others, to discriminate among themselves and to direct their thinking and actions using the information. However, this model was revised in 1997 that eventually producing four constructs that includes perception, appraisal and expression of emotion, emotional facilitation of thinking, understanding and analysing emotion, and reflective regulation of emotions (Mahmoud, Khraisat, Fuad, Rahim & Bahri, 2015). Although Goleman's Emotional Intelligence theory gained wide attention too, but compared to other approaches of emotional intelligence, model by Boyatzis and Goleman showed less empirical support (Fernández-Berrocal & Extremera, 2006) and the theory focused more on organizational settings.

In addition, according to Fernández-Berrocal and Extremera (2006) that Bar On's theoretical approach is more thorough than Mayer and Salovey's model. However, researcher is more interested with Bar On's point of view where emotional-





social intelligence is a cross-section of interrelated emotional and social abilities, abilities and facilitators that decide how effectively we understand and express ourselves, understand and relate to others, and react to everyday demands.

Bar-On 's model comes under a mixed model consisting of cognitive skill and personality, health and wellbeing aspects where lack of emotional intelligence contributes to low achievement and emotional issues occurring (Dhani & Sharma, 2016). Among the models and theories discussed, researcher noted that Bar-On's model is the most appropriate reference for this study because it described interpersonal relationships that align with the purpose of this research, which examines the connection between emotional intelligence and perceived social support, where perceived social support focused on relationships with others such as family.

Therefore, current study follows mixed model of emotional intelligence. Although Goleman's theory also described on relationship through building bonds, but researcher noticed that Goleman's theory is more suitable for organizational setting.

Table 1.1 explained the differences in emotional intelligence theory by different researchers such as Salovey and Mayer, Goleman, and Bar-On. Salovey and Mayer in 1990 described emotional intelligence as appraisal and expression of emotion, utilization of emotion and regulation of emotion. In 1997, they improved the description by adding perception appraisal, and expression of emotion, emotional facilitation of thinking, understanding and analysing emotions, employing emotional knowledge, reflective regulation of emotions to promote emotional and intellectual growth.



While Goleman's theory in 1995 described emotional intelligence into 5 domains which are self- awareness, self- regulation, self-motivation, empathy and handling relationships. In 1998, Goleman add more description in his theory that are more suitable for organizational setting. (refer to Table 1.1). Lastly, Bar-on in 1977 came out with emotional intelligence theory that have intrapersonal and interpersonal as one of the domains in the theory. (refer to table 1.1)

Table 1.1

Summary of Emotional Intelligence Theory

Emotional Intelligence Theory	Description
Salovey and Mayer 1990	<ul style="list-style-type: none"> – Appraisal and expression of emotion – Utilization of emotion – Regulation of emotional
Goleman 1995	<ul style="list-style-type: none"> – Self -awareness – Self- regulation – Self-motivation – Empathy – Handling relationships
Mayer and Salovey 1997	<ul style="list-style-type: none"> – Perception appraisal, and expression of emotion – Emotional facilitation of thinking – Understanding and analysing emotions, employing emotional knowledge – Reflective regulation of emotions to promote emotional and intellectual growth
Bar-On 1997	<ul style="list-style-type: none"> – Intrapersonal Emotional self-awareness – Assertiveness – Self-regard

(continued)

Table 1.1 (continue)

Emotional Intelligence Theory	Description
	<ul style="list-style-type: none"> – Self-actualization – Independence – Interpersonal <ul style="list-style-type: none"> • Empathy • Interpersonal relationship • Social responsibility – Adaptation problem solving – Reality testing – Flexibility – Stress management – Stress tolerance – Impulse control – General mood
	<p data-bbox="667 1111 799 1144">Happiness</p> <ul style="list-style-type: none"> – Optimism
Goleman 1998	<ul style="list-style-type: none"> – Self-awareness – Emotional self-awareness – Accurate self-assessment – Self-confidence – Self-regulation – Self-control – Trust worthiness – Conscientiousness – Adaptability – Innovation – Self-motivation – Achievement orientation – Commitment

(continued)

Table 1.1 (continue)

Emotional Intelligence Theory	Description
	<ul style="list-style-type: none"> – Optimism – Empathy Organizational awareness – Service orientation – Developing others – Leveraging diversity – Social Skills – Leadership – Communication – Influence – Change catalyst – Conflict management – Collaboration and Co-operation – Team capabilities

1.8.2 Hirschi Social Control Theory of Delinquency

Perceived social support and adolescent involvement in delinquency will be discussed based on Hirschi Social Control Theory. People are hedonistic and innately motivated to engage in delinquent behavior according to Hirschi's (1969) classic causes of delinquency. Social control theory was created by Travis Hirschi in 1969 that stated the four elements that includes when delinquents fail to build bond to society which are attachment, commitment, involvement and belief that can be found through three social institutions which are family, peers and friends (Wiatrowski, Griswold, Roberts, & Griswold, 1981). The bond to society is measured through perceived social support in the current study.



Individuals that have strong attachment to parents, their behaviour are constrain to social norms while individuals with commitment to schools are not involved in delinquent behaviors since they want to achieve their education goals whereas school involvement keeps individual with prosocial behaviour hence, preventing individuals from involving in delinquency (Peterson, Lee, Henninger & Cubellis, 2014).

Hirschi proposed that individual with strong and abiding attachments to conventional society through the four mentioned elements are less likely to deviate compared to individuals with weak bonds (Chriss, 2007). Therefore, the main concept of this theory is the assumption that delinquent behaviour happens when individuals are not socialised and conform to conventional values and norms adequately at the early stages of childhood.



In this study, researcher intends to emphasize on the affective level of social bond where researcher justify the role of support from family, peers and schools in dealing with delinquency problems among teenagers. The element of attachment is associated with affective connection to significant others formed by youth. Since parents act as the role model and educate their children how to behave in a socially acceptable manner, the family environment become the source of attachment (Wiatrowski et al., 1981). Summary of the elements in this theory are stated in the Table 1.2.



Table 1.2

Elements in Social Bond

Level	Element	Description
Behavioral	Involvement	Time spent in conventional activities
Cognitive	Commitment	Rational calculation of the costs of law-breaking for future goals
Affective	Attachment	Emotional closeness to family, peers and schools
Evaluative	Belief	Ideas that support a conventional orientation

Adapted from Hirschi (1969) and Livingstone (1996)

1.9 Conceptual Framework

In order to clarify all the dimensions of emotional intelligence and perceived social support influence on student delinquency, a conceptual structure is developed. Emotional intelligence and perceived social support act as predictors of student delinquency. There are total of seven domains in emotional intelligence and three domains in perceived social support.

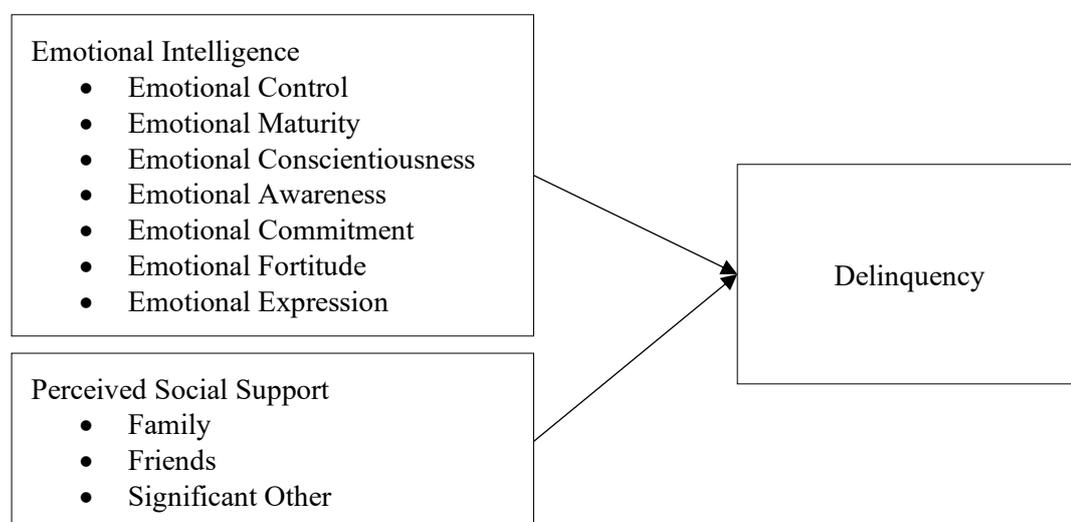


Figure 1.1. Conceptual Framework of Emotional Intelligence, Perceived Social Support and Delinquency.

1.10 Hypothesis

Based on the past researches and theories related to delinquency among adolescent, 12 hypotheses are being proposed which are:

H₀1: Domain in emotional intelligence will not predict delinquency among hotspot secondary schools.

H₀1a: Domain of emotional awareness in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀1b: Domain of emotional conscientiousness in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀1c: Domain of emotional maturity in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀1d: Domain of emotional control in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀1e: Domain of emotional commitment in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀1f: Domain of emotional fortitude in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀1g: Domain of emotional expression in emotional intelligence will not predict delinquency among hotspot secondary school students.

H₀2: Domain in perceived social support will not predict delinquency among hotspot secondary school students.

H₀2a: Domain of friend in perceived social support will not predict delinquency among hotspot secondary school students.

H₀2b: Domain of family in perceived social support will not predict delinquency among hotspot secondary school students.

H₀2c: Domain of significant others in perceived social support will not predict delinquency among hotspot secondary school students.

H₀3a: Emotional intelligence significantly predicts delinquency among hotspot secondary school students.

H₀3b: Perceived social support significantly predicts delinquency among hotspot secondary school students.

1.11 Conclusion

After the background of the study was mentioned in this chapter, researcher further narrowed down the study with problem statement. Next, research objective and research hypothesis were constructed as a guideline on what researcher intends to achieve in this study. The results of this study were emphasized as to know how far the findings of the research contribute to the community. Terms of variables were discussed through operational and conceptual definition while conceptual framework was constructed as to give overall picture on this study.