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YOUTH ENTREPRENEURSHIP CHARACTERISTICS AND CHALLENGES FACED BY YOUTH ENTREPRENEURS IN MALAYSIA

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ABSTRACT

In Malaysia, although youth entrepreneurship is now on the rise and is a topic much discussed and highlighted in the media, what is still lacking is systematic and in-depth knowledge of youth entrepreneurship in Malaysia. The authors feel that greater knowledge about youth entrepreneurship is necessary to provide information to the government to design effective strategies and programmes for improvement in youth entrepreneurship so as to increase socio-economic development. This knowledge is useful to society, particularly to youths, especially in alleviating problems of youth unemployment, and to increase youth participation and interest in entrepreneurship as a form of career path. To obtain such knowledge, the authors embarked on an exploratory study in 2009 on the nature of youth entrepreneurship in Malaysia. The study aims to explore the entrepreneurial characteristics of youth entrepreneurs in terms of personal, social and business characteristics, as well as challenges they faced. Findings from a survey of 531 male and female youths in Klang Valley revealed some commonalities between the youths in terms of entrepreneurial traits, problems and challenges faced by them.

Keywords: *Youth Entrepreneurship, Entrepreneurial Traits, Personal Characteristics, Social Characteristics, Business Characteristics*

ABSTRAK

Di Malaysia, keusahawanan belia semakin berkembang, dibincangkan dan ditonjolkan dalam media. Namun, pengetahuan sistematik dan mendalam tentang keusahawanan belia masih berkurangan. Penulis berpendapat pengetahuan tentang keusahawanan belia perlu dipertingkatkan agar dapat memberi pengetahuan kepada pihak kerajaan dan membantu kerajaan menggariskan strategi peningkatan program keusahawanan belia yang efektif, dan selanjutnya mengembangkan pembangunan sosioekonomi negara. Pengetahuan itu berguna kepada masyarakat terutamanya pihak belia, dalam mengurangkan masalah pengangguran dalam kalangan belia, dan juga meningkatkan penglibatan belia dalam keusahawanan. Para belia diharapkan juga mempunyai minat untuk menceburi bidang keusahawanan sebagai satu kerjaya. Untuk memperoleh pengetahuan itu, penulis telah menjalankan satu kajian exploratari tentang sifat *keusahawanan belia in Malaysia pada tahun 2009 dengan meninjau ciri-ciri personal, sosial dan perniagaan kelompok tersebut. Hasil kajian dari tinjauan ke atas 531 belia wanita dan lelaki di Lembah Kelang telah menonjolkan beberapa persamaan dalam kalangan responden belia itu dari segi sifat keusahawanan, masalah dan cabaran yang dihadapi.*

Kata Kunci: *Usahawan Belia, Tret Usahawan, Ciri Personal, Ciri Sosial, Ciri Perniagaan*

INTRODUCTION

Youths are increasingly facing unemployment problems in the 21st century (Schoof 2006). The issue of youth unemployment has increasingly become a big challenge and is faced by most governments and societies around the world. In a study conducted by the International Labour Office (ILO), youths were found to be generally three and a half times more likely than adults to be unemployed, and by 2015, approximately 660 million young people will either be working or looking for work (Schoof 2006: xi).

In Malaysia, the Youth Society and Development Act 2007 and the National Youth Development Policy stipulate the age range of youths as between 15 to 40 years old. According to the 10th Malaysia Plan, the population of youths in the 15-40 age groups has grown from 11.1 million in 2005 to 11.9 million in 2010 and this constitutes 41.5 percent of the country's population. However, youth unemployment in Malaysia has increased from 10.5 percent to 10.9 percent between 2001 and 2008, accounting for 62 percent of the total unemployment in 2008 (Government of Malaysia 2010). The Plan pointed out that employment to population ratio of youth aged between 15 and 24 was reduced from 42.7 percent in 2001 and further reduced to 36.7 percent in 2008.

In Malaysia, the issue of youth entrepreneurship is not only linked to rising youth unemployment due to uncertainties in the market place and global economic conditions, but also to the lack of appropriate skills and training among the youths. The lack of entrepreneurship among youths is usually identified as the critical factor in hampering future productivity and development of the country. Concerned with that, the government has heightened its effort to spur more youths to venture into entrepreneurship. The Ministry of Youth Development and Sports and the Malaysian Youth Research and Development Institute (Institut Penyelidikan Pembangunan Belia Malaysia or IPPBM, hereafter) have organized various programmes especially training and research programmes as well as activities pertaining to youth development, specifically those geared to entrepreneurship. The government has also organized entrepreneurship programmes in schools, public universities and through various public youth organizations that aim to cultivate entrepreneurship potentials among young people (Government of Malaysia 2006). About RM5.4 billion was allocated in the 9th Malaysia Plan by the government for youth development through various youth skills training and youth leadership programmes (Government of Malaysia 2006).

Of late, various youth entrepreneurship programmes have been designed and implemented by the government. In the recent 10th Malaysia Plan, Malaysia documents its aspiration to produce youth population that is capable in the areas of skills, entrepreneurship and leadership. Thus, the government aims to nurture positive attitudes towards patriotism and volunteerism among youths as well as to establish a competitive culture based or merit and ability. To improve the employability of youths, the 10th Malaysia Plan lists among others, skills development programmes such as those offered by the National Youth Skills Institute (Government of Malaysia 2010). These skills development programmes do not only have high market demands but are also fully accredited under the Malaysian Skills Certificate. In addition, the government will also offer capital-intensive sports courses such as golf and motorsports to youths as well as introduce internship programmes for youth leaders so that they could to be attached to government departments, companies and non-governmental organizations for up to one year.

According to the 10th Malaysia Plan, youths who have outstanding leadership qualities and who actively participate in organizations and societies will be given opportunities to attend various international conferences and forums such as the Global Model United Nations Programme.

The government is now slowly reaping the fruits of its labor. A testimony to this is the gradual emergence of youth entrepreneurs, amongst which are quite a number of successful youth entrepreneurs. Moreover, in a study of 4673 youths in 2008 by IPPBM, it was reported that the youth index scores were relatively high with a score of 63.3 for entrepreneurial potential and interest (IPPBM 2008: 7 & 12). The level of interest was said to have increased from the score of 51.6 in 2006. Youths in the study were said to have the interest and desire to acquire skills to increase career possibilities. However, the number of youth entrepreneurs is still not high enough to bring about advanced economic development and significant social change in the country. Many youths still shy away from entrepreneurial ventures, again citing common reasons such as lack of confidence, lack of interest in entrepreneurship as a career path, lack of entrepreneurial capability and skills, lack of personal motivation, lack of government incentives, fear of risk-taking and lack of capital (see Rajakutty

2005, Schoof 2006).

The nature of youth and youth entrepreneurship are discussed and highlighted by studies conducted by Francis Chigunta (2001) and Ulrich Schoof (2006). Chigunta discovered several different types of youth entrepreneurs based on different age ranges, specifically, 'pre-entrepreneurs (15-19 years old), 'budding entrepreneurs' (20-24 years old) and 'emergent entrepreneurs' (25-29 years old). This categorization indicates the process of youth enterprise development in the informal sector in Zambia and other parts of Africa (Chigunta 2001: 32-33). In the development process, as they aged, the youths go through different enterprise experiences. They will eventually get fully involved in more viable enterprise activities when they are older. For Chigunta (2001: 32-33), the time dimension for the involvement in more sustainable enterprise activities among young people is long and age is a key determinant of the socio-economic and enterprise characteristics of youths. Institutions and policy makers should not ignore this fact. Further, youth entrepreneurs in different age categories face specific needs and problems, and interestingly, the absolute number of youth involved in enterprise activities in the informal sector will decline as they grow older (Chigunta 2001: 33).

Chigunta argued that it is pertinent to pay heed to socio-economic characteristics when designing youth enterprise development as the development process may be positively or negatively influenced by variables such as gender, education, location, race and age. Furthermore, the categorization of youth entrepreneurs according to age range is useful to institutions and policy makers who may need to design different programmes and policies suitable to different segments of the youth entrepreneurs based on their specific needs necessary for enterprise development.

Schoof (2006: 42) found five crucial factors that influence youths to venture into entrepreneurship, specifically, social and cultural attitude towards youth entrepreneurship; entrepreneurship education; access to finance for business start-up; administrative and regulatory framework and business assistance and support. Social and cultural backgrounds indeed influence entrepreneurial activity and enterprise culture by either encouraging or restraining entrepreneurial behavior (Schoof 2006: 24-30). Some key social and cultural influences are religion, cultural values, beliefs, behaviors, social legitimacy and perception of entrepreneurship whereby the personal environment (family, parents, relatives, friends, etc.) of the youths play an influential role. In this sense, Schoof appeared to refer to the importance of social networks in the form of family networks and friendship ties to enterprise formation and development. Apart from that, for Schoof, individual awareness and familiarity with the concept of entrepreneurship as well as the general reputation, acceptance and credibility of entrepreneurs in society also legitimately encourage or restrain entrepreneurial behavior. The idea of failure in business may discourage youths and they may distance themselves from entrepreneurship. Such youths may also possess a high sense of uncertainty avoidance; in other words, the youths would not want to take risks for fear of failure in business (Schoof 2006: 29). Schoof also ascertained that perceptions of society about entrepreneurs, for instance, entrepreneurs are corrupted, ruthless, dishonest and selfish can have a negative influence on young people's attitude towards entrepreneurship. However, entrepreneurs who are perceived as successful, honest, courageous, independent and innovative will influence youths to embark on enterprise formation.

If youths are knowledgeable and aware of entrepreneurship as a viable career path, they will want to engage in business, says Schoof (2006: 29). As such, education plays an important role in raising awareness of entrepreneurship as a viable self-employment measure. Education will be able to provide youths with skills and knowledge necessary for entrepreneurship. The promotion of an entrepreneurial culture among young people may be able to encourage youth entrepreneurship (Schoof 2006: 30-34). This promotion may be in the form of research to understand cultural influences on entrepreneurship and assessing the attitudes, awareness and aspirations of young people towards entrepreneurship. Moreover, to motivate youths to engage in business, role models are necessary (Schoof 2006: 29 & 31). Other promotion methods would be to organize public relations campaigns, competitions and awards, media coverage and youth business events. In Schoof's view, all of these efforts may be able to educate youths about the viability of youth entrepreneurship and also to increase the youths' profile and status of entrepreneurship (2006: 37).

In the process of business start-ups and entrepreneurship sustainability, Schoof (2006: 42) discovered that youths faced several key constraints and barriers such as lack of personal savings and resources, lack of securities and credibility (for debt financing), lack of business experience and skills (for debt financing), strict credit-scoring methodologies and regulations, complex documentation procedures and long waiting periods (time needed to decide on an application for funding). Other constraints are lack of knowledge, understanding, awareness of start-up financing possibilities; unfavorable firm characteristics and industry; legal status/form of enterprise and lack of (successful) micro lending, financing and seed funding. Constraints related to business assistance and support and business development services for Schoof are lack of business connections, contacts, suppliers, suitable partners and networks, lack of knowledge of available business services, lack of tailor made business training and advise for young start-ups, lack of trained counselors, development workers and adequate support agencies, lack of mentoring capacities, lack of workspace and ICT infrastructure, lack of exchange networks, forums and meeting places, and finally, lack of business development support (Schoof 2006: 57-60).

Prawit Thainiyom and Pudthila Srisontisuk (2008) highlighted various youth entrepreneurship gaps and challenges that are concerned with policy and practice in building, supporting and strengthening youth entrepreneurship in Thailand. According to them, notable gaps and challenges are: lack of English language skills, lack of information technology skills and practical training, lack of collaboration between academic, private and public sectors, lack of small business, lack of entrepreneurship courses for the youths in the higher education institutions and reluctance of employers to train youths (Thainiyom & Srisontisuk 2008: 3-5).

The Thai Ministry of Education, the academic sector and the private sector in Thailand were said to be working independently of one another in developing youth entrepreneurship. As a result of not responding to actual business and labor needs, there was a mismatch of skills demanded by the labor market and those provided by higher education institutions. All these factors contributed to the problem of Thai youth unemployment. Therefore, for Thainiyom and Srisontisuk (2008: 4), there is an urgent need to upgrade the youths to more advanced levels of employment, including that of being an entrepreneur, through close linkages between the government and its public programs working on entrepreneurship with the academic sector or with the private sector. EDC, the organization of which Thainiyom and Srisontisuk represented aimed to address all these gaps and challenges through the introduction of a new Graduate Entrepreneurship Training in IT curriculum to youths not only in Thailand but also those in Asia Pacific. This training project is currently on-going. EDC also discovered that some Thai youth entrepreneurs tended to display greater potential for success as they were more receptive to technology training and were also open to recommendations from business consultants (Thainiyom & Srisontisuk 2008: 9). They were also said to have the potential to actively pursue new business opportunities compared to older small business owners (Thainiyom & Srisontisuk 2008: 9).

In Malaysia, although youth entrepreneurship is now on the rise and is a topic much discussed and highlighted in the media, surprisingly what is lacking is continuous empirical studies conducted to study youth entrepreneurs, youth entrepreneurship and problems and challenges faced by the youths. As a result, there is still a lack of systematic and in-depth knowledge of youth entrepreneurship in Malaysia. The authors of this article feel that greater knowledge about youth entrepreneurship is necessary to provide information and strategies to the government for improvement in youth entrepreneurship programmes so as to increase socio-economic development. This k nowledge is useful to society, particularly to youths and can be useful in alleviating problems of youth unemployment, to increase youth participation and to increase their interest in entrepreneurship as a form of career path. To obtain such knowledge, the authors embarked on an exploratory study to investigate the nature of youth entrepreneurship in Malaysia. Curiosity about the nature of youth entrepreneurs also motivated the authors to embark on the study. Several research questions guided the study and they are:

1) What are the entrepreneurial characteristics for building and sustaining successful youth entrepreneurship?
   a. Are there particular personal characteristics that youths possess?
   b. Do social networks play a role in sustaining entrepreneurship?
   c. Do the youths possess business and economy related characteristics?

   What were the challenges faced by the youth entrepreneurs during/ throughout business sustainability?

To seek answers to the above questions, the objectives of the study were:

1) To profile the youth entrepreneurs' socio-demography and personal characteristics;
2) To find out the business characteristics of the youth entrepreneurs;
3) To explore the nature of the youth entrepreneurs' social background/ context/relations, i.e. , the social influence, the role models and the types of social networks they possess in order to ascertain the kinds of social characteristics; and
4) To investigate the challenges faced by youth entrepreneurs in the process of business sustainability.

CONCEPTUALISING YOUTH ENTREPRENEURSHIP

Entrepreneurs and entrepreneurship

The definition of youth entrepreneurship in our study is based on an eclectic combination of several definitions of entrepreneurship by several researchers in the field of entrepreneurship. This section will present the definitions of entrepreneurs and entrepreneurship. The definition of youth entrepreneurship will follow thereafter. The definition of entrepreneurship requires prior definitions of entrepreneur. According to Bolton and Thompson (2004: 16), an entrepreneur is a person "who habitually creates and innovates to build something of recognized value around perceived opportunities". This person can be an individual or a group of people, thus making it possible to describe entrepreneurs as teams or even organizations.

Bolton and Thompson (2004: 18), question the personality of an entrepreneur which normally revolves around issues of motivation and emotion; personality characteristics, i.e., being "born" or "made"; behavioral characteristics and personality attributes. McClelland (1961) raises significant insights concerning motivation and emotion as key psychological and social elements that drive people to venture into entrepreneurship. The basis of motivation is human needs. McClelland proposes three types of basic needs. They are: the need for achievement, the need for power and the need for affiliation. The need for achievement is particularly significant in motivating people to become entrepreneurs and in steering the country towards economic development. Spirit of competitiveness, personal satisfaction, monetary benefits and independence are other emotional elements that motivate potential entrepreneurs and sustain entrepreneurship (Martens 1976 and Roberts 1991 in Bolton & Thompson 2004).

There are some common arguments found in studies of entrepreneurial personality related to whether personality is natural and inborn or shaped by social surroundings. Thus, personality is often queried and argued as being "born" or "made". Psychologists generally tend to favor the former argument as they see personality as deriving from an inner psychological core of a human being (Hans Eysenck 1965, Hollander 1971 and Derlega et. al. 1991). For them, personality is enduring inner characteristics of a person. Personality is even considered as biological in nature. Contrary to the psychological arguments, entrepreneurs are said to be "made" by social environment. Entrepreneurship can be taught and mastered like any other discipline. The environment is deemed an important parameter to encourage entrepreneurship in Bolton and Thompson's view (2004).

Apart from the personality argument, attention is also given to explaining and understanding the behavioral characteristics of an entrepreneur. Researchers draw up several key common characteristics (Hornaday 1982, Kao 1991, Kuratko & Hodgetts 1998, Rotter 1966 and 1971 in Bolton & Thompson 2004). These characteristics are: perseverance and determination; the ability to take calculated risks; the need to achieve; initiative and taking responsibility; orientation to clear goals; creativity, honesty and integrity; independence; opportunity orientation; persistent problem solving and internal locus of control. Researchers also query about the existence of entrepreneur personality (in Bolton & Thompson 2004). Thus, statistical and scientific studies of personality attributes seek to investigate clusters of personality attributes that distinguish the entrepreneur from the general public. A famous personality test, the Myers-Briggs Type Indicator (MBTI) was created to measure personality types and it was used in these studies to demonstrate entrepreneurial qualities.

Besides the personality factor, entrepreneurial origins of an entrepreneur, i.e., how does one become an entrepreneur also aroused the curiosity of researchers (Hisrich & Brush 1984, Roberts 1991 and Fukuyama 1995). Entrepreneurs are widely believed to be influenced by their surroundings. Therefore, many studies embarked on investigating the roots of entrepreneurs. Family background, education and age as well as work experience are considered vital environmental factors. They are said to mould the entrepreneurs by providing them with some relevant attitudes and perceptions necessary for entrepreneurship (Bolton & Thompson 2004). Being sons or daughters of self-employed fathers is as important as being formally and informally educated with relevant technical knowledge in the creation of an entrepreneur. Therefore, as discovered, education does not necessarily refer to formal education but learning through and within surroundings and culture. A person surrounded by technical environment may be motivated to get involved in a technical-related business. Age, in comparison with education background, is another significant factor in influencing and shaping entrepreneurial tendencies. People become entrepreneurs in their late teens or early twenties (Steiner 1998 in Bolton & Thompson 2004). As such, they become youth entrepreneurs.

With the possession of some entrepreneurial personality characteristics and relevant family background, being relatively young at age and with relevant work experience, entrepreneurs demonstrate action that propels them into the world of entrepreneurship. For Bolton and Thompson (2004: 27), there are several "*action factors*" of an entrepreneur and they are key action roles. The action roles are:-

i. Entrepreneurs are individuals who make a significant difference,
ii. Entrepreneurs are creative and innovative,
iii. Entrepreneurs spot and exploit opportunities,
iv. Entrepreneurs find the resources required to exploit opportunities,
v. Entrepreneurs are good networkers,
vi. Entrepreneurs are determined in the face of adversity,
vii. Entrepreneurs manage risk,
viii. Entrepreneurs have control of the business,
ix. Entrepreneurs put the customer first and
x. Entrepreneurs create capital.

Briefly, according to Clive Thompson, the Chief Executive of Rentokil Initial, entrepreneurs are said to make a difference both in business and in enterprises (in Bolton & Thompson 2004: 27). They translate ideas and desires into reality and int o something that works (see Kao 1989). In Bolton and Thompson's view, entrepreneurs "have their own ways of dealing with opportunities, setbacks and uncertainties to 'creatively create' new products, new services, new organizations and new ways of satisfying customers or doing business" (2004: 28). They initiate change and enjoy it (Bolton & Thompson 2004: 28). Moreover, entrepreneurs are able to see opportunities that others do not see and can find resources to exploit those opportunities. In this process, meeting people important to their business is vital to entrepreneurs (Clifton & Harding 1986 in Bolton & Thompson 2004). Therefore, entrepreneurs are known to be good networkers.

Researchers also found that adversity which poses challenges and sometimes unexpected difficulties can be overcome by an entrepreneur. Entrepreneurs are capable of turning problems into opportunities (Williams 1994 in Bolton & Thompson 2004). Another common action undertaken by entrepreneurs is managing risk and exercising strategic control of their business (Williams 1994 in Bolton & Thompson 2004). Entrepreneurs usually give direct attention to customers as they provide knowledge about product and business improvement. Listening to customers' needs and complaints is rarely neglected. Creating capital is another action taken by all entrepreneurs. This of course goes without saying. Generally, financial capital is not the only capital created, also created are social and aesthetic capital.

According to Shane (2003: 4), entrepreneurship is "an activity that involves the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes, and raw materials through organizing efforts that previously had not existed" (see also Venkataraman 1997 and Shane & Venkataraman 2000). Entrepreneurship requires some necessary conditions, in Shane's view. One important condition is the existence of opportunities or situations in which people believe they can use new ways to recombine resources to generate profit. Another condition is the differences between people. This demonstrates the ability of entrepreneurs to recognize or obtain knowledge and identify opportunities or access to opportunities that others do not see. Besides, abilities vary between entrepreneurs. This perhaps determines the level of success or failure between entrepreneurs or potential entrepreneurs. Furthermore, risk-bearing is a necessary part of the entrepreneurial process. Organising is another condition required to be met by entrepreneurs. Organising, as an effort, involves the act of creating new ways to exploit opportunities that did not exist before. A final condition for Shane is that the entrepreneurial process requires some form of innovation. In short, as will be shown in the following subsections here, Shane's definitions concerning entrepreneurship is not too much different from the definitions given by other researchers like Bird (1989), Bolton and Thompson (2004) and Bjerke (2007). One distinct difference, however, between Shane's definition and the rest is that Shane emphasizes on entrepreneurial opportunity as a pertinent feature of entrepreneurship.

For Bjerke (2007: 16-18), entrepreneurship is "to come up with new applications which others can use (as well) to fill a need and/or satisfy some demand, existing or created". For him, notions of creativity and innovation are key features of entrepreneurship. Bird (1989: 3), on the other hand, presents several operational definitions of entrepreneurship. One of them being, "entrepreneurship is the creation of value through the creation of organization". Another useful definition is that "entrepreneurship is the process of starting and/or growing a new profit-making business" (Bird 1989: 4). Finally, she also explains that "entrepreneurship is the process of providing a new product or service" (1989: 4). In brief, the process of entrepreneurship involves the "conceiving, organizing, promoting and implementing of new organizations" (Bird 1989: 2). The questions that deserve to be asked and answered are the following: how does the entrepreneurial process work?, what do entrepreneurs do?, who do they interact with and how?, and finally, what changes occur as entrepreneurs and their organizations grow? Equally important to know is the environment of venturing, that is, the larger social, economic and political forces that support or restrict entrepreneurship.

To add to the earlier definition of entrepreneurship by Bird, entrepreneurs "discover, invent, reveal, enact and in other ways make manifest some new product, service, transaction, resource, technology, and/or market that has value to some community or marketplace" (Bird 1989: 3). In this sense, the process of creating value occurs through a "multi person system" (Bird 1989: 3) or what is simply known as an organization. An organization is thus important to entrepreneurship as it is able to transform input for entrepreneurial activity into valued-added output in organized, systematic and formal ways. In entrepreneurship, business start-up and existing businesses are important as entrepreneurship involves the process of starting and/or growing a new profit-making business or creating value for existing businesses.

Moreover, following Bird's arguments, creation of new goods, new methods of production, new markets, new sources of supply, and new organization of the industry are concerned with entrepreneurship processes. The demonstration of entrepreneurial behavior is seen in terms of "opportunistic, value-driven, value-adding, risk-accepting, creative activity where ideas take the form of organizational birth, growth, or transformation" (Bird 1989: 5-6). As such, entrepreneurial behavior for Bird is understood as all actions undertaken by the entrepreneur and the entrepreneurial team in their business endeavor in the form of activities, interactions, competencies, feelings and relationships. In short, based on the above definitions of entrepreneurships, for Bird, there are four dimensions of entrepreneurial behavior, and they are: individuals, organizational outcomes, process of entrepreneurship and the environment of venturing. In interpreting Bird's ideas, interaction appears to be an important idea in entrepreneurship as it is concerned with the relationship between the entrepreneur and the social contexts that support or can even inhibit entrepreneurial behavior.

Part of entrepreneurial activities that distinguish entrepreneurs from non-entrepreneurs, according to Bird, are to evaluate personal goals and consequently specific sales goals, evaluating locations, finding sources of supply and making as well as delivering the first sale. Other activities would include drawing up financial, production, marketing and management plans; borrowing funds; selecting the entrepreneurial team; selecting a product or service; establishing business objectives; setting up the organizational structure; choosing a legal form of business; surveying or researching the market to gauge market preferences and opinions; reviewing risks and plans for managing them; producing and test-marketing the product; locating a business opportunity and others (see Steinhoff 1978; Tate, Megginson, Scott & Trueblood 1978; Meredith, Nelson & Neck 1982; Silver 1983 and Gartner 1986 in Bird 1989: 7-8 for a comprehensive list of entrepreneurial activities).

Youth, youth entrepreneurs and youth entrepreneurship

The United Nations General Assembly provides a standard definition of youth as comprising young people aged from 15-24 years inclusive (http://www.unescap.org/esid/hds/pubs/2286/s1.pdf.30May2009, see also World Bank 2008). This definition was created for the International Year of Youth, held around the world in 1985. In practice, the operational definition of youth or young people varies widely from country to country, depending on cultural, institutional and political factors (O'Higgens 2001 in Ruud, Tanzer & Vossen 2002). Therefore, for the study, the authors did not use the UN definition since the reviewed research papers and data sources often use other definitions.

Specifically for our study, youths refer to individuals whose age range between 18 to 40 years. This is based on the age range of Malaysian youths defined by the 1997 National Youth Development Policy (Dasar Pembangunan Belia Negara) and the 2007 Youth Development and Organisation Act (Akta Pertubuhan dan Pembangunan Belia 2007). Youths are often positively characterized as energetic, frank, active, vibrant, vigorous, fresh, with vitality, exuberant, bold, courageous, willing to accept new and trendy lifestyles, full of new ideas, innovative, creative, enterprising, outgoing and respectful amongst others (see http://www.unescap.org/esid/hds/pubs/2286/s1.pdf.30May2009 on the basic identifiable characteristics of a youth). However, there are negative qualities associated with youth such as immaturity; ignorance, impatience, impulsiveness, rebelliousness, emotional, carelessness, submissiveness, frustration, anger, ill-mannered, confusion, rowdiness and irresponsibility (see http://www.unescap.org/esid/hds/pubs/2286/s1.pdf.30May2009 for the basic identifiable characteristics of a youth). Whether these youth qualities and attributes are linked to entrepreneurship is our interest.

In a study on youth entrepreneurship carried out by Ulrich Schoof in 2006, it is reported that there is no general agreed upon definition of the terms "entrepreneurship", "entrepreneur" or "youth entrepreneurship" in the literature. Therefore, for his study, Schoof defines youth entrepreneurship using the general definitions of entrepreneurship. He favours a behaviorally-based definition instead of a trait-based approach (Schoof 2006: 7). For him, entrepreneurship (youth entrepreneurship) is a set of behaviors. An entrepreneur (youth) is someone who undertakes these behaviors. A behavioral definition allows Schoof to facilitate the analyses of youth entrepreneurship. It is easier to observe what young entrepreneurs do and how they do it rather than to identify their particular "entrepreneurial" traits and qualities – suggesting that entrepreneurship is innate, rather than something that can be learned. Schoof's understanding of youth entrepreneurship is argued in his paper based on youth entrepreneurship in Australia. Entrepreneurship for him is the recognition of an opportunity to create value, and the process of acting on this opportunity, whether or not it involves the formation of a new entity. This rather broad definition embraces the potential wider benefits of entrepreneurship as it encompasses different entrepreneurship types (economic, social and public entrepreneurship as well as inter-, intrapreneurship and co-operative entrepreneurship) and does not constrain the concept to the process of commencing a new venture or creating a new entity (Schoof 2006: 7).

According to Chigunta (2002 in Delgado 2004:98), youth entrepreneurship refers to the practical application by youths of enterprising qualities such as initiative, innovation, creativity and risk taking into their work environment (either as self employed or small business start up) using appropriate skills necessary for success in the environment and culture. Chigunta grounds his definition within a learning context. Based on the earlier definitions of entrepreneurship by Bird (1989), Chigunta (2002), Shane (2003), Dabson (2005), Schoof (2006), Bolton and Thompson (2004), as well as Bjerke (2007), an operational definition of youth entrepreneurship was created for our study. The definition includes the different phases of entrepreneurial behavior, which includes pre-business venture, during business operation and future planning postures. This broader concept captures the essence of youth entrepreneurship and facilitated the analyses of the youths' entrepreneurial behaviors in a nuanced understanding of several characteristics influencing business inception, managing and sustaining their businesses.

Broadly, for our study, the operational definition of youth entrepreneurship was based on a combination of ideas by Bolton and Thompson (2004) and Bird (1989). Youth entrepreneurship is the activity by youths to create and innovate in order to build something of recognized value around perceived opportunities. This activity is the process of creation of value through the creation of organization and also the process of starting and/or growing a new profit-making business. Youth entrepreneurial activity also includes the process of finding a new product or service. The youth entrepreneurs in our study displayed what Chigunta (2002) termed as "enterprising qualities", i.e., entrepreneurial attitudes and behaviors such as motivation or need to achieve; perseverance and determination; self-efficacy or self-esteem; risk taking; effort to initiate and to take responsibility; effort to seek opportunity; visionary or orientation to clear goals; creativity and innovation; honesty and integrity; sociable and control of business or locus of control. The youth entrepreneurs were energetic, initiative, vigorous, fresh and creative.

Entrepreneurial characteristics

For our study, entrepreneurial characteristics were divided into three categories. The three categories are: a) personal, b) social and c) business. The characteristics are possessed by the youths in the process of their entrepreneurial involvement.

a) Personal characteristics

In our study, personal characteristics refer to socio-demography and basic business background characteristics. Relevant socio-demography characteristics are age, ethnicity, gender, religion, parents' occupation, family background, education background, spouse background, marital status, place of birth, mother tongue, language used in business operation, previous work experience, parents' previous and current work experiences, business-related or entrepreneurial training experiences, factors influencing business venture, role models and business visions, goals and motives.

Personal characteristics also refer to perceived possession of personal traits as an individual and perceived possession of traits that are important for entrepreneurship and are entrepreneurial in nature. These include motivation or need to achieve, perseverance and determination, self-efficacy or self-esteem, risk taking, effort to initiate and take responsibility, effort to seek opportunity, visionary or orientation to clear goals, creativity and innovation, honesty and integrity, sociable and control of business or locus of control.

b) Social characteristics

Specifically, social characteristics in our study refer to social influence. Social influence refer to factors influencing youth entrepreneurial venture such as encouragement and motivation by parents, friends and family members, school counselor, school teachers, mass media, local entrepreneurs, promotional activities by private and public sector or government, government programmes, social background of parents/family members such as mother tongue, spouse's background, parents' previous and current occupation and family business background.

Besides that, social characteristics also refer to influence by role models, and influence through formal business-related courses and training in school, college or university, and also through business related or entrepreneurial training and skills prior to and during business venture. Social characteristics in our study also refer to possession of social networks, the types of social networks, the networks that were formed with particular actors (friends, former colleagues, family members, customers, suppliers) and utility of the networks for business involvement and sustainability (for instance, to seek customers and suppliers, provision of capital, provision of moral support and to act as customers and suppliers).

c) Business characteristics

As for business characteristics, they refer to the status of business share ownership (business partnership), business inheritance, business visions, goals and motives, business-start up capital (paid-up capital), business asset value, types of business (main business and supporting business) during start-up and current business operation, business branch, location of business, business premise ownership, and number of employees or workers at the beginning of business and during current business operation. Other business characteristics are style of business management, types of business operational technological inputs, types and background of customers, types of suppliers, source of customers, source of suppliers, levels and types of business competition, levels of business expansion (critical, slow growth, moderate growth, matured growth and rapid expansion), profit and loss levels, types of financial aid and finally, business vision.

THE RESEARCH METHOD

The study was an exploratory research that adopted a combination of quantitative and qualitative approaches. The main units of analysis were youths entrepreneurs aged between 18-40 years old. Any kind of business sector built by the youths, regardless of gender and ethnicity, was the focus of analysis. The duration of business involvement and sustainability is 5 years.

There was no statistical sampling frame for this study as purposive and snowballing sampling methods were used for practical reasons. This was the most suitable method to select a sample whose nature was confined to particular restricted research requirements, i.e., youth entrepreneurs whose age ranged only between 18-40 years. Moreover, we feel that these sampling methods were most suitable for us and allowed us to select the youths who were at times difficult to locate and uncooperative to us, the researchers and to our enumerators.

The sponsor of our study, IPPBM requested a research study of 500 respondents within a short research period of 6 months, i.e., from 1st December 2008 to 1st June 2009. Our research team however managed to meet this challenge and overcome obstacles and within this short duration, we managed to garner the cooperation of more than 500 respondents, i.e., 531 male and female respondents. The purposive sampling and snowballing allowed the selection of the respondents whose ages ranged between 18-40 years and who operated businesses within particular commercial/business areas. The location of the study was mainly around Klang Valley in areas such as Kuala Lumpur city centre, Ampang, Gombak, Batu Caves, Subang Jaya, Petaling Jaya, Damansara, Cheras, Puchong, Shah Alam, Putrajaya, Kajang, Bandar Baru Bangi, Sepang, and Banting.

Data gathering was accomplished within 2 months, i.e., from 24th January 2009 to 22nd March 2009. The response rate was 100 percent with all 531 respondents answering the questions posed and returning the questionnaires. The response rate was good due to the face-to-face interaction between the researchers and enumerators with the respondents. Data analysis was guided by the problem statement, research questions and research objectives. The bulk of the data was analysed using statistical method. The quantitative data was input through a computerized package, i.e., the Statistical Package for Social Sciences (SPSS). Besides that, a qualitative approach using systematic content analysis was used to analyze the answers to open-ended questions. Documentary qualitative analysis of secondary data was also carried out. The qualitative analysis supported and strengthened the findings from the quantitative analysis.

FINDINGS

UNDERSTANDING ENTREPRENEURIAL CHARACTERISTICS

The following sections present some findings on personal, business and social characteristics of the youth entrepreneurs. Findings on challenges faced by the youth entrepreneurs are also discussed.

Personal characteristics

a) Socio-demography

63.14 percent of the sample consisted of male youth entrepreneur owners, and 36.86 per cent consisted of female business owners. Of all the entrepreneurs surveyed, the majority (17.89 percent) were operating sundry shops and mini-markets, followed by clothing type of business (7.34 percent) and photocopying and printing service type business (6.59 percent) (see Table 4.1 below).

Table 4.1 Type of Main present business

No	Type of business	Frequency	Percent
1	Sundry & mini market	95	17.89
2	Clothing	39	7.34
3	Health products, cosmetics & toiletries	21	3.95
4	Computer & accessories	20	3.77
5	Telecommunication products	15	2.82
6	Fruits, vegetables, seafood & chicken	14	2.64
7	Food & drinks	22	4.14
8	Personal services	26	4.90
9	Photocopy & printing	35	6.59
10	Motorcycle services	29	5.46
11	Laundry	27	5.08
12	Telecommunication services, ICT & computer	12	2.26
13	Contractor	10	1.88
14	Tailoring	25	4.71
15	Others	143	26.9
	Total	**531**	**100**
	Missing	1	

The moderate age of the youth entrepreneurs was 38 years. The youngest business operator was 18 years old and the oldest was 40 years old. This finding reflects the Malaysian categorization of older age-cohort (up to 40 years) resulting the likelihood of greater number in the upper age-category as they move from informal to formal sector as suggested by Chigunta (2001: 33). The study also demonstrated that a large majority (82.26 percent) of the selected entrepreneurs were of Malay ethnicity and were Muslims, while the remaining (12.64 percent) were of Chinese ethnicity followed by the Indians. Most of the entrepreneurs in the study grew-up in the places where they were born. The majority of the entrepreneurs were from the state of Selangor and Kuala Lumpur. More than 73 percent of the entrepreneurs were married and 25 percent were single. The remaining youths were either divorced or widowed.

The quality of human resources affects the development of enterprises in the study area. The level of education was high among the entrepreneurs selected for the study. All of the selected entrepreneurs were literate. Only about 1 percent had up to primary (6th. grade) school education. About 43 percent had completed secondary high school education, whilst 33 percent had tertiary education. This general lower illiteracy level must be considered in planning any entrepreneurship programme. As future youth entrepreneurs are going to come from the educated groups, there is a need to provide entrepreneurship skills at tertiary level as the experience in Thailand suggest the lack of entrepreneurship courses for the youths in the higher education (Thainiyom & Srisontisuk 2008: 3-5). In recent years, Malaysia has embark on this programme in inculcating entrepreneurial skills through specific courses at tertiary level. Most of the respondents' fathers were involved in business (25.47 percent), self-employed (10.14 percent) and about 12 percent are pensioners and their moderate income per month is about RM1500.00. Almost 12 percent of entrepreneurs who responded had worked as factory workers (12 percent), in other businesses (12 percent) and as clerks (5 percent) before opening their present business. About one-third (28 percent) worked in the vicinity of Kuala Lumpur.

b) Level of importance of personal traits to business operation and growth

A majority of the youth entrepreneurs in the study put a high and very high level of importance to several personal traits that they possessed to their business operation and growth. The traits were motivation and desire to achieve something; determination and perseverance; self-esteem; risk-taking; initiative and responsibility; opportunity seeking; forward thinking and goal orientation; creativity and innovation; honesty and integrity; sociability and locus of control over business.

As demonstrated in Table 4.2 below, 34.46 percent and 57.4 percent youths said that motivation and desire to achieve something is highly and very highly important to business operation and growth respectively while 35.4 percent and 57.4 percent youths said that determination and perseverance is highly and very highly important, respectively. 36.16 percent and 57.82 percent youths perceived self-esteem as highly and very highly important to business operation and growth, respectively, and 41.24 percent and 44.82 percent said risk-taking is highly and very highly important. 39.55 percent youths felt that initiative and responsibility is highly important while 43.31 percent youths said that trait is very highly important to business operation and growth. 34.09 percent youths said that opportunity seeking is highly important and 54.8 percent youths said opportunity seeking is very highly important to business operation and growth. 38.79 percent and 39.36 percent youths perceived that forward thinking and goal orientation is highly and very highly important, respectively. In addition, being creative and innovative is considered highly and very highly important to 37.85 percent and 45.2 percent youths, respectively. As for honesty and integrity, 31.64 percent and 62.15 percent youths regarded it as highly and very highly important, respectively. Sociability is seen as highly and very highly important to 32.2 percent and 60.26 percent youth entrepreneurs, respectively. Finally, for the trait of locus of control over business, 35.03 percent and 47.65 percent youths voiced out that the trait is highly and very highly important, respectively.

From the above analysis, four personal traits were perceived to be highly important by the youths and they are: honesty and integrity; self-esteem; motivation and desire to achieve and determination and perseverance. The importance of perceived traits by the youths appears to suggest some difference with greater emphasis on ethics and confidence, besides the conventional need for achievement as proposed by McClelland (1961).

Table 4.2 Level of importance of traits to business operation and growth

Traits	Very low		Low		Moderate		High		Very high		Total	Miss ing	Total
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq		%
Motivation and desire to achieve something	20	3.77	1	0..19	22	4.14	183	34.4 6	30 5	57.4 4	531	1	100

Determination and perseverance	20	3.77	3	0.56	15	2.82	188	35.40	305	57.44	531	1	100
Self-esteem	20	3.77	3	0.56	9	1.69	192	36.16	307	57.82	531	1	100
Risk-taking	27	5.08	5	0.94	42	7.91	219	41..24	238	44.82	531	1	100
Initiative and responsibility	30	5.65	7	1.32	54	10.17	210	39.5	23	43.3	531	1	100
Opportunity seeking	24	4.52	7	1.32	28	5.27	181	34.09	291	54.80	531	1	100
Forward thinking and goal orientation	30	5.65	19	3.58	67	12.62	206	38.75	209	39.36	531	1	100
Creativity and innovation	29	5.46	14	2.64	47	8.85	201	37.85	240	45.20	531	1	100
Honesty and integrity	23	4.33	1	0.19	9	1.69	168	31.64	330	62.15	531	1	100
Sociability	28	5.27	1	0.19	11	2.07	171	32.20	320	60.26	531	1	100
Locus of control over business	47	8.85	7	1.32	38	7.16	186	35.03	253	47.65	531	1	100

Business characteristics

With regards to whether they inherited their businesses or not, a majority of the youth entrepreneurs surveyed, i.e., 88.19 percent reported that their businesses are not inherited businesses as compared to 11.81 percent who reported that their businesses are inherited.

a) Status of business

In general, youth entrepreneurs' businesses fall into the following types: Sole proprietorship, partnership, limited company, corporation and franchises. The highest proportion of youth businesses was those of sole proprietorship (70.94 percent) with more women proprietorship (73.2 percent) than men (69.5 percent). The second highest proportion of youth businesses was those of partnerships that were reported at 21.89 percent with more women in partnership businesses (23.7 percent) than men (21.0 percent). The third highest proportion of youth businesses are those of limited company which was reported at 5.47 percent with men more involved in this type of businesses (7.8 per cent) than women (1.5 percent). This is followed by franchises (1.13 percent) and lastly, by corporation (0.57 percent).

A large majority of the youth entrepreneurs started up their businesses with a relatively small to medium capital size, 18.38 percent in the RM5001-RM10000 category, followed by 16.4 percent in the RM30001 – RMRM50000 category, and 15.02 percent in the RM20001-RM30000 category. A majority of the youth entrepreneurs surveyed, i.e., 85.6 percent reported no branches for their businesses while 14.4 percent reported positively to this question.

Overall, the youth entrepreneurs surveyed did not own their business premises, preferring to rent their premises instead. A majority of the youth entrepreneurs, i.e., 83.6 percent reported that they rented their business premise/shop lot as compared to 16.4 percent who reported owning the business premise/shop lot. 83.4 percent of the youth entrepreneurs reported that they self managed their businesses full time as compared to 16.6 percent who reported to self manage their businesses part time with the help of a manager or with help of trusted people (family, friends, etc.). For those who self managed their businesses part-time, enlisting the help of trusted people (family, friends, etc.) are reported more favorable than enlisting the help of a manager.

b) The importance of technology

The youth entrepreneurs surveyed reported telephone and fax facilities as well as computers as being the equipment/technology important to their businesses. A majority of the youth entrepreneurs, i.e., 86.5 percent reported the use of telephone and fax facilities as more important to their businesses and the use of computers as being important in their businesses.

c) Employee size

The majority of the male and female employees are hired in the smallest size category, registering 70.15 percent and 77.51 percent respectively, with female comprising a larger percentage. While in the 4-7 employees size category, male youth entrepreneurs registered a higher percentage (25.37 percent) than their female counterparts (19.53 percent). The gender divide in the employee size can be attributed to the scale and nature of business that differs between the gender groups.

d) Participation in business training/courses/programmes

More than half, specifically 62.71 percent of the youth entrepreneurs surveyed reported positively to this question, i.e., at some point they received formal business knowledge via training, courses or programmes.

The youth entrepreneurs surveyed were asked if they received any form of training in business skills or business counselling before they started their businesses as well as while carrying on their business in the following forms: Advice from a mentor or an experienced person in business; business seminar; book-keeping or accounting courses; internet on-line course; courses in marketing, worker's motivation, e-commerce, export and business planning, administrative skills, sales and business communications. They were asked to indicate on a scale of 1-5, with (1) being no importance, (3) not sure and (5) very important the effect upon their business development and sustainability.

According to those surveyed, before starting their business, 54.7 percent of the youth entrepreneurs reported that business communications courses are deemed important and very important (important 31.4 percent, very important 23.3 percent) and may affect their business development and sustainability. Equally important are administrative skills courses whereby 53 percent said that they are important (31.8 percent) and very important (21.2 percent) while 53.0 percent said that advice from a mentor or an experienced person in business is important (31.6 percent) and very important (21.4 percent). 45 percent said worker motivation is important (29.9 percent) and very important (15.1 percent); 43.2 percent said business seminar is important (31.9 percent) and very important (11.3 percent); 41.8 percent stated that business planning is important (28.4 percent) and very important (13.4 percent); followed by 41.4 percent who stated that sales is important (28.0 percent) and very important (13.4 percent). Finally, 41.2 percent said that accounts and accounting is important (28.0 percent) and very important (13.2 percent).

According to those surveyed, while carrying on their business, 57.1 percent (of the youth entrepreneurs) reported that business communication is deemed important and important (important 29.7 percent, very important 26.8 percent) and may affect their business development and sustainability. Equally important and very important is advice from a mentor or an experienced person in business that is reported by 56.6 percent of the respondents (important 29.7 percent, very important 26.8 percent). Next, 53.7 percent of the youth entrepreneurs surveyed reported that administrative skills courses are just as important (important 24.4 percent, very important 29.3 percent). Other courses/seminars that are also deemed important are: Courses in worker's motivation- 48.4 percent (important 23.4 percent, very important 25.0 percent); Business seminar- 47.4 percent (important 28.9 percent, very important 18.5 percent); Courses in sales - 45.0 percent (important 22.3 percent, very important 22.7 percent); Courses in accounts and accounting - 44.3 percent (important 21.0 percent, very important 23.3 percent) followed by courses in business planning - 43.9 percent (important

22.9 percent, very important 21.0 percent). Overwhelming, almost all the youth entrepreneurs surveyed (93.2 percent) agreed to the usefulness of courses/training to build entrepreneurial skills. The importance of education in cultivating greater awareness and knowledge amongst the youth entrepreneurs as highlighted by Schoof (2006:29) is reaffirmed in our findings.

e) The realm of competition

To find out more specifically about what types of competition are faced by the respondents surveyed, they were asked to rate on a scale of 1-5, with (1) being very low, (3) being moderate and (5) being very high the levels of competition they face with regards to pricing, product variety, product uniqueness, product quality and customer segment.

Overall, having rated the levels of competition from moderate (3), high (4) to very high (5), the majority of the youth entrepreneurs surveyed reported the highest competition they face was with regard to pricing (54.8 percent), followed closely by product quality and product variety (both at 51.5 percent), product uniqueness at 47.4 percent and lastly, customer segment at 40.6 percent. A majority of youth entrepreneurs surveyed reported that they do face competition – 77.02 percent of those surveyed as opposed to 22.98 percent reported they do not face competition in their business. Since youth entrepreneurs' entry into formal business (i.e., permanent store) such as sundry and convenience stores are prevalent, the likelihood of competition is high. Similarly, stereotypical business engaged by female youths such as textile retailing will result in higher competition. This competitive scenario amongst the youth entrepreneurs was alluded to by Chigunta (2002) where he argued that the propensity for younger youth and female business to concentrate in a narrow range of micro-enterprise activities, reflect the lack of diversity in the local economy.

f) Duration in business

The natural outcome of examining youth entrepreneurs and their businesses revealed that nearly half of the businesses (48.71 percent) are less than 5 years old. This is inevitable considering the early start of firm formation. However, more than one-third (36.30 percent) of businesses have been in existence for 5-9 years, and 11 percent have been operating between 10-14 years. In fact, we also found out that there are some businesses that have been operating for more than 20 years, and we suspect such businesses to be primarily family or inherited businesses.

g) Business expenditure and sales

With regards to business expenditure and sales throughout the past 5 financial years, the youth entrepreneurs surveyed were asked to rate their expenditure and business sales on a scale of 1-5, with (1) being highly declining, (2) declining, (3) no changes, (4) increasing and (5) highly increasing.

In general, with regards to business expenditure throughout the past 5 financial years, the majority of youth entrepreneurs, i.e., 63.6 percent reported the rate of expenditure within the increasing and highly increasing brackets as opposed to 27.8 percent who reported to no changes and only 8.7 percent reported their expenditure being in decline and highly declining.

With regards to business sales throughout the past 5 financial years, the majority of youth entrepreneurs (63.3 percent) reported the rate of business sales within the increasing and highly increasing brackets as opposed to 27.3 percent who reported to no changes and only 9.4 percent reported their sales being in decline and highly declining.

h) Business expansion

With regards to youth entrepreneurs' present business expansion, the youth entrepreneurs surveyed were asked to rate their present business expansion on a scale of 1-5, with (1) being that the business is at the Critical stage: it is difficult to continue operating this business, (2) Reinforcement stage: will continue the business, (3) Development stage, (4) Matured/stable/established stage, and (5) Successful stage.

In general, 66.9 percent of the youth entrepreneur respondents, i.e., a majority of the youth entrepreneurs surveyed, reported their present business expansion at stage 3, i.e., at the development stage. This is followed by 16.0 percent at stage 2, i.e., the reinforcement stage. 13.9 percent of the respondents reported their businesses being at the 4th stage, i.e., at the matured/stable/established stage. Only 2.1 percent of the respondents reported their businesses being at the 5th stage, i.e., at the successful stage. Our study found that only 1.1 percent of the respondents reported their businesses to be at the critical stage: it is difficult to continue operating this business.

i) Factors contributing to present business expansion

The open-ended questions in the questionnaire yielded the following opinions with regards to the factors that contributed to the youths' present business expansion:

- Competition (12.6 percent) -no competition or less competition
- Market conditions (9.9 percent)
- Financial constraints (0.9 percent)

- Customers (21.5 percent) - increase and decrease in the number of customers and customer demands, customer satisfaction
- Local stability (9.2 percent) – political, social and economic
- Product (9.9 percent) - quality uniqueness, variety, manufacturingt technology
- Business location (8.3 percent) - community and environment - strategic and non-strategic locations
- Pricing (1.8 percent) - fair pricing
- Individual personality and traits (10.5 percent) - own initiative(0.9 percent), spirited, initiative, hardworking and disciplined (6.0 percent), entrepreneurial interest-feels comfortable (0.9 percent), belief in god (0.2 percent), motivation and support from family (0.9 percent), motivation and support from friends/ customers (0.4 percent), basic characteristics of wanting to help others (0.4 percent), management skills (0.7 percent) risk taking(0.4 percent), past experience (0.2 percent)
- Present business expansion (10.5 percent) - stages 2-4, reinforcementstage, development stage, matured/stable/established stage
- No other options (2.6 percent)
- Promotions and advertising (1.6 percent)

In general, the top 3 most important factors that are deemed important are those related to customers, individual personality and traits as well as present business expansion. In the case of customers, the specific factors are: the increase and decrease in the number of customers, customer demands and customer satisfaction. Individual personality and traits as well as present business expansion are both equally important to the youth entrepreneurs surveyed. With regards to individual personality and traits, the following were deemed important: own initiative (0.9 percent), spirited, initiative, hardworking and disciplined (6.0 percent), entrepreneurial interest - feels comfortable (0.9 percent), belief in god (0.2 percent), motivation and support from family (0.9 percent), motivation and support from friends/customers (0.4 percent), basic characteristics of wanting to help others (0.4 percent), management skills (0.7 percent), risk taking (0.4 percent) and past experience (0.2 percent). With regards to present business expansion, the following were deemed important, specifically those in stages 2-4, reinforcement stage, development stage, and matured/stable/established stage.

96.6 percent of the youths surveyed responded positively to an open ended question concerning the factors that would convince them to continue to do business in their present context/environment. Only 3.4 percent of those surveyed responded negatively to this question. Their opinions are listed below:

- o Competition (4.8 percent) - no competition or less competition
- o Market conditions (9.6 percent)
- o Financial constraints (0.2 percent)
- o Customers (28.5 percent) - increase and decrease in the number of customers and customer demands, customer satisfaction; customer loyalty
- o Product (9.9 percent) - quality, uniqueness, variety
- o Business location (23.0 percent) - community and environment - strategic and non-strategic locations
- o Cost factors (4.5 percent) - cheap rental, no rental needed
- o Individual personality and traits (4.7 percent) - own initiative (0.7 percent), spirited, initiative,hardworking and disciplined (1.3 percent), entrepreneurial interest-feels comfortable (1.3 percent), belief in god (0.2 percent), motivation and support from family (0.4 percent), management style (0.2 percent), risk taking (0.4 percent), past experience (0.2 percent)
- o Present business expansion (16.3 percent)- stages 2-4, reinforcement stage, development stage, matured/stable/established stage
- o Other options (0.4 percent) – can find other businesses
- o Promotions and advertising (0.4 percent)

In general, the top 3 most important factors that were deemed important to the youths were those related to customers, business location and present business expansion. With regards to customers, the following were deemed important: increase and decrease in the number of customers and customer demands, customer satisfaction and customer loyalty. Next, with regards to business location, community and environment (strategic and non-strategic locations) were also considered important to the youths. Finally, present business expansion was also regarded as an important factor, more so if the businesses were in stages 2-4, specifically, whether they fell within any one of the following stages: reinforcement stage, development stage and matured / stable / established stage.

In addition, there were several factors that would convince the youths not to continue to do business in their present context/environment. 20 percent of the youths considered competition as a factor while 20 percent of the youths said decrease in the number of customers was another factor. 30 percent of the youths said business location was a factor namely in terms of size of premise and new strategic location. 20 percent of the youths regarded they lacked individual personality traits such as spiritedness, initiative, hardworking and being disciplined (10.0 percent), and they were able to look for other work or get involved in other businesses (10.0 percent). Finally, 10 percent of the youths said their present business expansion was either in the reinforcement stage, i.e., (2): will continue the business, or in the development stage, i.e., (3) would not convince them to continue to do business in the present business context.

Generally, the most important factor to consider is with regards to business location. This is followed by competition, customers and individual personality and traits that were deemed equally important by the youth entrepreneurs surveyed.

Social characteristics

Social characteristics for our study can be understood as social influence, role of social models in business operations and social networks. All of these were found to have an influential role upon the youth entrepreneurs' business operations.

A) Social networks

Ten types of social networks were investigated in our study and they are:

i) Family networks
ii) Friendship networks or ties
iii) Networks with former work colleagues
iv) Networks with business partners
v) Networks with former school friends
vi) Networks with former village friends
vii) Networks with customers
viii) Networks with suppliers
ix) Networks with distributors
x) Networks with neighbours

All of these networks were found to be present in the business operations of a significant number of respondents in this study. On the whole, 20 percent or more of the total respondents admitted that all of these networks were present in the business operations. These networks served particular functions for these respondents, specifically, for provision of moral support, provision of capital, as means to finding customers and suppliers, and also as a channel to act as customers and suppliers to the respondents. Schoof 's (2006) assertion of the importance of family and friendship ties in social networks amongst youth entrepreneurs rings true as the following findings suggest.

i) Family networks

The social networks that the youth entrepreneurs established with their family members played a key positive role in providing moral support for the entrepreneurs. In a lesser significant sense, the family networks provided some capital and also served as means to provide customers and suppliers for the entrepreneurs. The family members also act as customers and suppliers for the entrepreneurs. The descriptions of the findings are found in the following paragraphs.

96.8 percent of the respondents admitted the presence of family networks in their business operations (see Table 4.3). 88.7 percent of the respondents said that family networks were very important and important in terms of provision of moral support. In comparison, 5.51 percent reported that those networks were very not important and not important to them. Only 5.8 percent thought those networks were of moderate value to them.

Table 4.3 Social Networks/Family (Moral support)

Family networks in giving moral support	Frequency	Percent
Very not important	21	3.95
Not important	8	1.51
Moderate	31	5.84
Important	189	35.59
Very important	282	53.11
Total	**531**	**100**
Missing	1	

In Table 4.4, 46.9 percent of the respondents said family networks were very important and important in providing them with capital for their businesses. However, 33.1 percent of the respondents said that those networks were very not important and not important to them while 20 percent reported that those networks were of moderate value to them.

Table 4.4 Family Networks For Capital

Family networks in giving moral support	Frequency	Percent
Very not important	120	22.60
Not important	56	10.55
Moderate	106	19.96
Important	124	23.35
Very important	125	22.54
Total	531	100
Missing	1	

ii) Friendship ties

As for findings on the role of friendship ties in business operations, about 88.7 percent of the respondents said friendship ties were involved in their business operation while 60 percent of the respondents said otherwise.

In Table 4.5, 88.7 percent of the respondents admitted that friendship ties matters to them in their business operations. 67.5 percent of the respondents said that friendship ties were very important and important in terms of provision of moral support. However, only 16.4 percent reported experiencing opposing situations because they felt that the networks were not and very not important to them as far as provision of moral support to their business is concerned.

Table 4.5 Friendship Networks In Giving Moral Support

Family networks in giving moral support	Frequency	Percent
Very not important	79	14.88
Not important	8	1.51
Moderate	86	16.20
Important	192	36.16
Very important	166	31.26
Total	**531**	**100**
Missing	1	

B) Social influence in business operations

In this study, social influence is investigated in terms of influence upon the respondents and their business operations and sustainability by counselors, teachers, parents or guardians, mass media, local entrepreneurs, promotional materials such as pamphlets, career day and others that advertise job opportunities, government programmes and information concerning career and others. Another form of social influence is friends. Among all these types of social influences, parents or guardians were most influential followed by the mass media, local entrepreneurs and friends. The next paragraphs describe the findings. The findings differentiate the levels of social influence between men and women

For 67.4 percent of male respondents and 76.3 percent of female respondents, their parents or guardians were most influential in encouraging them to start and venture into business. 23.1 percent of male respondents and 21.6 percent of female respondents reported that the mass media did influence them to venture into business. About 35.3 percent of male respondents and 38.1

percent of female respondents said that local entrepreneurs were influential and motivated them to start a business. Lastly, 29.5 percent of male respondents and 19 percent of female respondents said that their friends influenced them into starting a business.

C) Role models in business operations

For 22.9 percent of the female respondents, their husbands were their role models while for 11.9 percent of the male respondents, their fathers were their role models. About 10.1 percent of the male respondents and 14.6 percent of the female respondents reported that their families were their role models. For 13.4 percent of the male respondents, their friends were their role models. As Schoof (2006) indicates, to motivate youths to engage in business, role models are necessary. In comparison, 28.4 percent male and 22.9 percent female respondents had no role models that they thought could play an influential role in their business operations.

CHALLENGES FACED IN THE PROCESS OF BUSINESS SUSTAINABILITY

An overview of the findings demonstrates that the youth respondents may face some challenges similarly faced by entrepreneurs, as noted by some literature. Some of the challenges would be lack of personal savings and resources; lack of securities and credibility; lack of business experience and skills (for debt financing); lack of knowledge, understanding, awareness of start-up financing possibilities; lack of business connections, contacts, suppliers, suitable partners and networks; lack of knowledge of available business services; lack of tailor made business training and advise for young start-ups; lack of trained counselors, development workers and adequate support agencies; lack of mentoring capacities; lack of workspace and ICT infrastructure; lack of exchange networks, forums and meeting places; and finally, lack of business development support. Nonetheless, some of the respondents of this study gave some feedback to suggest what they thought are the best ways for youths to embark in entrepreneurship. Their feedback was as follows:

a) Participation in (free) business programme/training/courses
b) Get inspiration from successful entrepreneurs through media and Internet
c) Easy access to financial loans - government incentive/assistance, easy and flexible repayment
d) Gain knowledge and experience first before starting a business
e) Educate youths to change their selves
f) Have enough capital (e.g.,through savings), moral support and business target

g) Be a wage earner before starting a business
h) Seek advice from successful businessmen/mentor
i) Need mental determination to be in business
j) Be brave to try new ventures/to take risks
k) Seek a good business location
l) Must have interest in business
m) Self motivation

Overwhelming, almost all the youth entrepreneurs surveyed (97.9 percent) agreed that social networks enhance entrepreneurship. Apart from that, there were several main internal factors (self/traits) and external factors (social/economy) that some of the youths mentioned that could contribute to the sustainability and existence of their business venture. The internal factors were sustainable interest (most important factor); high self confidence; believe in self; high sales/target expectations; ability to provide good service; high motivation; believe in god (spiritual factors); perseverance; determination (to succeed, in being better); positive thinking/attitude; ability to seek people who can give support; and hard working. Other internal factors were determination (e.g., not giving up easily); trustworthy; risk-taking; creative; having focus to succeed; skills; courage to take the plunge; courage to try new ventures and to compete; friendly and approachable (i.e., to be easily approached by customers); ability to accept opinions of others; open minded; possession of good communications skills; committed; seek to achieve a mission; mental strength; disciplined; patient; respect for others irrespective of status, race and religion; healthy; have good moral values; and finally, the ability to find experience first before starting a business.

As for the external factors (social/economy), they were: capital; family support (e.g., from mother, children and siblings); support from friends, supplier, business partner (partnership), clients, and husband/wife; following family steps as an entrepreneur; good quality goods; fair pricing; good communications with clients, neighbors; political factors; economic factors (integral factor); environmental factors (e.g., competition); sales/service factors and finally strategic business location.

CONCLUSION

This study began with the issue of youth entrepreneurship primarily confronted with rising unemployment amongst them due to uncertainties in the market place and global economic conditions, as well as due to the lack of appropriate skills and training. Besides that, the lack of entrepreneurship amongst them was identified as a critical factor in ensuring the future productivity and development of the country. Curious and motivated by the situation of the youth entrepreneurs in Malaysia, the authors embarked on investigating the nature of youth entrepreneurship. The study achieved its objectives and succeeded in uncovering salient entrepreneurial traits common among the youth entrepreneurs such as self-esteem, determination and perseverance, honesty and integrity, sociability, motivation and desire to achieve, opportunity seeking, risk taking, initiative and responsibility, creativity and innovation and self-control over business. It appears that several salient personal characteristics such as opportunity seeking, risk taking, initiative and responsibility, creativity and innovation, and self-control needed to be cultivated through social mechanisms such as social networks, training programs as well as practical exposure.

In terms of business characteristics, the study revealed that the nature of trade embarked by the youths was predominantly goods trade, primarily in conventional trades such as sundry and minimarket, and clothing shop, photocopying services and motor services. Though these sectors are traditional in nature, there were emerging trades that the youths were involved in such as laundry services, health and beauty services, computer and accessories and telecommunication. Also some modernizing features in organizational structure were evident in terms of only one-tenth of the businesses being family owned businesses, partnership practices, computer usage, and moderate development in business expansion (66 percent). However, there were some business features which acted as obstacles or drawback for business ventures such as small capital start-up (70 percent below RM30000), rented premises (83 percent), small workforce (70 percent) and entrepreneurs facing competition (77 percent).

The social characteristics uncovered included social influence, types of social networks, role models as well as training and skills. Critical social networks that were salient are family, friendship, customer networks and supplier networks. The family networks provided moral support and capital whilst the friendship ties and customer network provided moral support. Meanwhile, supplier networks together with customer networks acted as an avenue to find clients. In the area of social influence, parents or guardians were most influential followed by mass media, local entrepreneurs and friends. As for the training and skills programmes both prior training before business start-up and ongoing training has helped in shaping youth enterprise.

With the findings, the authors hope that the new knowledge gathered about youth entrepreneurship will provide salient information to the government with regards to the design of effective strategies and programmes for improving youth entrepreneurship so as to increase socio-economic development. If possible, the findings of this study may contribute to reducing or providing some answers to problems of youth unemployment, and may provide some solution to increase youth participation and interest in entrepreneurship as a form of career path.

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THE EFFECTS OF YOUTHS' LIFE SATISFACTION AND JOB PERFORMANCE ON THEIR TURNOVER INTENTION

LOH SOU SHUANG & CHUA BEE SEOK

ABSTRACT

The purpose of this study is to investigate the effects of youth life satisfaction and job performance on their turnover intention. Data were collected from 163 youths working in the private sectors in Kota Kinabalu, Sabah. The Satisfaction with Life Scale, Staples' Measure (to measure an individual's job performance) by Staples (1999) and Turnover Intention Scale adapted from MacIntosh and Doherty (2010) were used in this study. Results indicated that youths' job performance and life satisfaction were the significant predictors of their turnover intention. Life satisfaction was positively related to job performance but negatively related to turnover intention. The results also showed that life satisfaction is no longer a significant predictor of turnover intention when both job performance and life satisfaction were entered into the regression equation. Life satisfaction did not play moderating role in the relationship between job performance and turnover intention.

Keywords: *Job Performance, Life Satisfaction, Turnover Intention*

ABSTRAK

Kajian ini bertujuan untuk mengkaji pengaruh kepuasan hidup dan prestasi kerja belia terhadap kecenderungan mereka meninggalkan kerja. Seramai 163 orang belia yang bekerja di sektor swasta di Kota Kinabalu, Sabah terlibat dalam kajian ini. The Satisfaction with Life Scale, Staples' Measure yang direka bentuk oleh Staples (1999) untuk mengukur prestasi kerja pekerja dan skala kecenderungan meninggalkan kerja yang diadaptasikan MacIntosh and Doherty (2010) telah digunakan dalam kajian ini. Keputusan kajian menunjukkan bahawa prestasi kerja dan kepuasan hidup adalah peramal signifikan kepada kecenderungan belia meninggalkan kerja. Kepuasan hidup memberi pengaruh secara positif sementara prestasi kerja memberi pengaruh secara negatif terhadap kecenderungan belia meninggalkan kerja. Keputusan kajian juga menunjukkan kepuasan hidup tidak menjadi peramal kepada kecenderungan meninggalkan kerja apabila ia dianalisis bersama prestasi kerja dalam persamaan regresi. Kepuasan hidup tidak bermain peranan sebagai moderator dalam hubungan di antara prestasi kerja dengan kecenderungan meninggalkan kerja.

Kata Kunci: *Prestasi Kerja, Kepuasan Hidup, Kecenderungan Meninggalkan Kerja*

INTRODUCTION

Two important questions every employer need to ask are; what affects workers' job performance and how to prevent or reduce turnover within the organization. Job performance and turnover intentions are important, both to organizations and individuals as job performance is highly relevant to organizations in terms of overall effectiveness (Keeley, 1978, as cited in Jackofsky, 1984). As for individuals, they should understand the mechanisms of job performance and its importance to be able to get hired for a job, maintaining a job, and receiving rewards and awards (Jackofsky, 1984).

Job performance is defined as a relation with the willingness and openness to try and achieve new aspects of the job which will in turn bring about an increase in the individual's productivity (Sinha, 2004, as cited in Arman Abdul Razak et al., 2009). I t was also a stem from a positive relationship between the status of the vocation and the job performance itself (Greenberg & Baron, 2000).

Past studies have shown that there are myriad of factors that affect a person's job performance. Wright and Cropanzano (2000) used psychological well-being and job satisfaction to predict job performance. Their findings indicated that psychological well-being was a predictor of job performance. But, Jones (2006) noted that many research have been conducted to study the relationship between job satisfaction and performance, and most of the findings have concluded that there was only a weak relationship between those two variables. Hence, Wright and Cropanzano (2000) suggested using a wider measure of happiness which encompasses satisfaction in various aspects of life. As defined by Shin and Johnson (1978), life satisfaction was how a person views happiness based on his or her chosen criteria. By using a measure of happiness or life satisfaction instead of job satisfaction, they found a stronger relationship with performance. Staw, Sutton, and Pelled (1994) also proved that employee's positive emotion was significantly related to job performance in the form of supervisor ratings of performance as well as pay.

On the other hand, turnover intentions were also described as a conscious and deliberate willfulness of a worker towards voluntary but permanent withdrawal from an organization (Hom & Griffeth, 1995). Employee turnover was arguably one of the well-recognized critical issues in organizations (Ali Shah, Fakhr, Ahmad, &Zaman, 2010) because if a company had a high turnover rate, the company would have to spend more on recruitment, selection, and training all over again.

Knudsen, Ducharme and Roman (2009) conducted a study on turnover intention and emotional exhaustion amongst top leaders in an organization. It was found that emotional exhaustion mediated the association between performance demands and turnover intention, whereby employees in higher positions within the company were expected to perform better and contribute more to the organization and all these high expectations led to stress and some opting to quit as a result of it.

Past literature had found evidence for positive, negative, and no relationship conclusions between performance and turnover (Bluedorn, 1982, as cited in Allen &Griffeth, 2001). A negative relationship between performance and turnover occurred when performance was high and turnover was therefore low. However, Lance (1988) argued that there might also be a positive relationship between performance and turnover, where the better the performance, the higher the chances of leaving the job. Jackofsky (1984) argued that there was a curvilinear performance-turnover relationship, where performance directly influences the chances of finding alternative employment, hence affecting the chances of turnover as well.

Vitrocruz (2010) conducted a research to investigate the curvilinear relationship between job performance and voluntary turnover relationship. The samples used consisted of 539 employed and terminated employees from a major U.S.- based technology company. The author found that there was a U-shaped curvilinear job performance – voluntary turnover relationship, where the highest and lowest performing employees had the most quitting activity. The findings were consistent with many other past researches that produced similar results: the highest and lowest performers tend to leave, while the moderate performers stayed. Therefore, organizations need to develop strategies to keep the top employees and this can only be done if they first understand what motivates their employees to perform their best in their respective companies.

Greenhaus, Bedeian and Mossholder (1987) examined the interaction between job performance and specific work experiences based on three indicators of personal and family well-being (marital adjustment, work-family conflict, and quality of life). 336 accountants from the Association of Government Accountants and American Association of Women Accountants were used as the sample in this study. The researchers found that while high job performance did not detract from personal or family well-being as a whole, job performance was negatively related to marital adjustments and quality of life among females. They also found that poor job performance may negatively affect marital adjustment and quality of life for employees who have long working hours. This study also suggested that more research should be conducted to examine the relationship between job performance and well-being in various occupational fields so that there would be an increased understanding of non work consequences of success in work domains.

Wright and Bonett (2007) used data from a two-year field study to investigate the relationships between psychological well-being, job satisfaction, and employee job performance and employee turnover, which included a sample of 112 management personnel from the West Coast of the United States. Findings of the research suggested that well-being was found to be a moderator of the relationship between job satisfaction and job separation, in a way that job satisfaction was most strongly (and negatively) related to turnover when well-being was low.

In this current study, it is aims to investigate the effects of youth life satisfaction and job performance on their turnover intention. It is assumed that life satisfaction moderate the relationship between youth job performance and their intention to quit such that top performers were more likely to stay if they had higher life satisfaction, while low performers remained likely to leave regardless of their life satisfaction level. The study also hypothesized that there are negative performance – turnover intention and negative life satisfaction-turnover intention relationships, and positive life satisfaction-performance relationship.

METHOD

Research Design

A survey research using the correlational descriptive approach was applied in this study. The dependent variable in this study was intention of turnover. The independent variable comprised of job performance as well as life satisfaction.

Research Respondents and Location

The sample in the study consisted of 163 working youths which were selected randomly from the private sectors in Kota Kinabalu, Sabah; among which 94 (58%) were female and 69 (42%) were male. Their age range from 18 to 40 years. Regarding ethnicity, there were 17 (10.4%) Malay, 29 (17.8%) Chinese, 49 (30.1%) Kadazan Dusun, 29 (17.8%) Bajau and 39 (23.9%) were from other ethnic groups. As for their religious affiliation, 78 (47.9%) were Muslims, 13 (7.9%) were Buddhistand 72 (44.2%) were Christians.

Instruments

The study was based on a set of questionnaire responded by the sample of youths. Among the variables included in the questionnaire are socio-demographic information, Satisfaction with Life Scale (SWLS), Staples' Measure (Staples, 1999), and turnover intention scale adapted from MacIntosh& Doherty (2010). The demography part contained variables such as gender, age, ethnic, religion, academic level, and occupational category.

The Satisfaction with Life Scale (SWLS) was developed by Diener, Emmons, Larsen and Griffin (1985) with the purpose of measuring a person's life satisfaction. SWLS contained five items, and answers were based on a seven point scale that represented an individual's outlook on life satisfaction as a whole. The scale ranged from strongly disagree (1) to strongly agree (7) for each item, which meant that the higher the score a respondent gave, the higher the life satisfaction was. The test developer reported the test-retest reliability coefficient to be .82 and an internal consistency of .87 for the SWLS.

Staples' Measure was an instrument developed by Staples in 1999. It was used to measure an individual's job performance. There were three items that were self-reporting measurements and one item from Rego and Cunha (2008). Similar to the Satisfaction with Life Scale, the Staples' Measure was also answered based on a seven point scale, from strongly disagree (1) to strongly agree (7). The level of reliability obtained for this instrument was very high with an alpha Cronbach reliability coefficient of .92.

The instrument used to measure turnover intention was adapted from MacIntosh and Doherty (2010). It contained three items where respondents did a self-report on how often they felt like leaving their job as well as how often they felt like leaving their organization? Answers were based on a seven point scale with (1) representing 'never' and (7) representing 'often', except for item 3 which was rated on a scale using 1 (will leave very soon) to 7 (will stay forever) and this item was a negative item. The Cronbach's alpha reliability for this scale was .737, indicating moderate internal consistency.

Data Analysis

The data in this study were analyzed by using SPSS Program for windows version 17.00. Descriptive analysis was used to report the frequency and percentage of the respondents' demographic characteristics. T-test analysis was used to investigate the differences in job performance and life satisfaction between those with turnover intention and those without turnover intention. Regression analysis was used to assess the relationship between life satisfaction, job performance and turnover intention.

RESULTS

The purpose of this study was to examine the effects of youth life satisfaction and job performance on their turnover intention as well as the moderating effect of life satisfaction in the relationship between youth job performance and their turnover intention. The results based on the obtained data are presented in this part.

The Differences in Job Performance and Life Satisfaction by Youths' Level of Turnover Intention

The result of the independent samples t-test showed that there were significant differences between those with lower turnover intention and those with higher turnover intention in job performance ($t = -2.255$, $p < .05$). Those with low turnover intention (M = 18.350, S.D = 5.380) showed higher job performance than those with high turnover intention (M = 20.150, S.D = 4.660) (see Table 5).

The result showed that these two groups were also significantly different in life satisfaction ($t = -2.902$, $p < .05$) with the employees with low turnover intention (M = 22.520, S.D = 5.890) showing higher life satisfaction than the employees with high turnover intention (M = 19.680, S.D = 6.490) (see Table 1).

Table 1: Means, Standard Deviations and t-test Results of Sample on Job Performance and Life Satisfaction

Dependent variable	Independent variable	N	Mean	s.d	T	Sig.
Job Performance	**Those with low turnover intention**	**88**	**18.35**	**5.38**	**-2.255**	**.026**
	Those with high turnover intention	**75**	**20.15**	**4.66**		
Life Satisfaction	**Those with low turnover intention**	**88**	**19.68**	**6.49**	**-2.902**	**.004**
	Those with high turnover intention	**75**	**22.52**	**5.89**		

*p <.05

The Effect of Life Satisfaction on Job Performance

The results showed that the regression model that contained the independent variable (life satisfaction) explained 40.3% of the variance in the dependent variable (job performance) significantly, (F(1, 162) = 108.850, p< .05). Results from the regression coefficient indicated that life satisfaction (B =.635, t = 10.430, p< .05) was found to contribute significantly and positively to the youths' job performance. The result explained that the employees who were highly satisfied with their lives would perform better in their jobs (see Table 2).

Table 2: Regression Model of the Relationships between Job Performance and Life Satisfaction

Independent Variables			Beta	t	Sig.
Life satisfaction			.635	10.433	.001
	Constant	8.437			
	R2	403			
	F	108.847			
	Sig. F	.001			

*p < .05

The Effect of Life Satisfaction on Turnover Intention

The regression model that contained life satisfaction explained significantly only 8.4% of the variance in the employees turnover intention (F(1,162) = 14.810, p< .05). Results from the regression coefficient indicated that life satisfaction (B = -.290, t = -3.848, p< .05) was found to contribute significantly and negatively to youths' turnover intention. This meant that employees who were highly satisfied with their lives had lower turnover intention (see Table 3).

Table 3: Regression Model of the Relationships between Life Satisfaction and Turnover Intention

Independent Variables			Beta	t	Sig.
Life satisfaction			-.290	-3.848	.001
	Constant	13.650			
	R2	.084			
	F	108.847			
	Sig. F	.084			

*p < .05

The Effect of Job Performance on Turnover Intention

The regression model that contained job performance explained significantly 10.4% of the variance in the youths' turnover intention ($F(1,162) = 18.65$, $p< .05$). Results from the regression coefficient indicated that job performance ($B = -.322$, $t = -4.32$, $p< .05$) contributed significantly and negatively to the youths' turnover intention. Thus, employees who performed well in their jobs would have lower turnover intention (see Table 4).

Table 4: Regression Model of the Relationships between Job Performance and Turnover Intention

Independent Variables			Beta	t	Sig.
Life satisfaction			-.3.22	-4.319	.001
	Constant	14.709			
	R2	.104			
	F	.001			
	Sig. F				

*p < .05

Life Satisfaction Moderates the Performance and Turnover Intention Relationship

The hierarchical regression analysis was used to study the moderating effects of life satisfaction on the performance – turnover relationship. Results shown in Table 5 indicated that job performance was a significant predictor of turnover intention and it can explain 10.4% of the variance in turnover intention, ($F(1, 162) = 18.651$, $p< .05$). The regression coefficient ($B = -.322$, $t = - 4.319$, $p< .05$) showed that the job performance variable was negatively related to turnover intention. Hence, employees who performed well in their jobs will have lower turnover intention or poor performers will have higher turnover intentions.

The results also indicated that life satisfaction could contribute 1.2% of significance to the variance in turnover intention, ($F(2, 162) = 2.222$, $p< .05$). In model two of the regression analysis, the independent variables consisted of job performance and life satisfaction. Job performance ($B = -.231$), ($t = -2.402$, $p<.05$) was still a significant predictor of turnover intention. Life satisfaction ($B = -.143$), ($t = -1.491$, $p> .05$) however, was not a significant predictor of turnover intention.

Further analysis was conducted through model three, where the independent variables included job performance, life satisfaction and the new variable (job performance*life satisfaction). The analysis indicated that job performance (B = -.304, t = -1. 291, p>.05) was no longer a significant predictor of turnover intention. Both life satisfaction (B= -.232, t = -.834, p> .05) and NewVar1 (job performance * life satisfaction), (B= .148, t = .339, p>.05) were not significant predictors of turnover intention as well.

Table 5: Multiple Regressions of the Moderating Effect of Life Satisfaction on the Job Performance – Turnover Intention Relationship

Step and Independent Variables	Beta	t	Sig.
Medel Model1 Job Performance Constant 14.709 R2 .104 F. 18.651* Sig F 0.001	-.322	-.4.319	.017
Model 2 Job Performance Life Satisfaction Constant 15.275 R2 .116 Sig F 2.222	-2.31 -.143	2.402 -1.491	
Model 3 Job Performance Life Satisfaction NewVar1 Constant 16.369 R2 .117 F .115 Sig F .001	-.304 -.232 .148	-1.291 -.834 .339	
-*p < .05			

The differences in Job Performance and Life Satisfaction by Youths' Level of Turnover Intention

Branham (2005) suggested that stress due to overwork and work-life imbalance led to employees leaving their jobs. He mentioned that workers were stressed when they had to sacrifice family time to work extra hours, when they faced insensitive workers, or when their employers did not provide them with sufficient rest days. If the employers did not address these issues promptly, the workers reacted by leaving. On the other hand, happy people showed less burnout (Iverson et al., 1998, as cited in Boehm & Lyubomirsky, 2008), less emotional exhaustion (Wright & Cropanzano, 1998, as cited in Boehm et al.), and were less likely to quit their jobs (Van Katwyk et al., 2000, as cited in Boehm et al.). These were the stark differences between workers who were highly satisfied in life and those who were not in regards to level of turnover intention.

The results from this study showed that life satisfaction was positively related to job performance, and this was true to the fact that when an individual was generally satisfied in life, there was not much worry or stress that could negatively affect his job performance. In line with the famous connotation of "a happy worker is a productive worker", Zelenski, Murphy and Jenkins (2008) used Satisfaction with Life Scale (SWLS) to assess happiness and predicted that generally happy people will be more productive. Consistent with the finding of this present study, Zelenski et al. (2008) also found that happier people were indeed more productive, especially when happiness was conceptualized as the frequent experience of positive emotions.

Wright and Cropanzano (2004) also obtained similar findings from their research on a group of Master of Business Administration students. In that study, they found that participants who were high on well-being were more superior decision-makers, had better interpersonal behaviors, and received higher overall performance ratings. Similar findings were obtained from another study where employees who were higher in well-being had superior performance evaluations and received higher salary 18 months later (Wright &Cropanzano, 2004). More than that, workers who were generally highly satisfied with their lives went beyond their required duties at work and were more involved in their jobs (George, 1995, as cited in Boehm & Lyubomirsky, 2008).

The Effect of Youths' Life Satisfaction on Their Turnover Intention

Results from the current study also showed that life satisfaction was negatively related to turnover intention. An individual who was highly satisfied in life would have lesser intent to quit compared to those with lower life satisfaction. The results explained that youths who had a balanced family and work life, healthy and had a stable income were satisfied in life and therefore, were less likely to leave their jobs, especially if it paid well.

Another reason that could explain this negative relationship was youths used turnover as a source of withdrawal response. Rizzo, House and Lirtzman (as cited in Mayes and Ganster, 1988) suggested that turnover was a response to stresses experienced at work and it was consistently demonstrated through the linkages between role stress and job satisfaction and between job satisfaction and subsequent turnover (Porter & Steers, 1973, as cited in Mayes and Ganster, 1988).

A very good example that explained the negative relationship between life satisfaction and turnover intention was given by Boehm and Lyubomirsky's (2008) study on happiness and work. They explained that those who had a positive outlook in life were more likely to remain at their current job a year later. Pelled and Xin (1999) also added that longitudinal evidence supported the notion that happy employees were more likely to remain at their jobs. This finding was supported by a 15-year study on 24,000 German citizens who found that people who had lost their jobs had low life satisfaction before their unemployment (Lucas, Clark, Georgellis, &Diener, 2004, as cited in Boehm et al.).

The Effect of Youths' Job Performance on Their Turnover Intention

Results from this study indicated that job performance was negatively related to turnover intention. This meant that the respondents who were high performers and thus more likely to be rewarded through promotions, pay increment, or incentives had lower turnover intention. The opposite effect took place when a low performer was more likely to leave his current job due to lack of interest or not being satisfied with the job and pay.

The results obtained in this present study were consistent with the findings of Stumpf and Dawley (1981). They found that performance correlated negatively and significantly with voluntary as well as involuntary turnover. Keller (1984) conducted a study using performance and absenteeism to predict turnover. He found that low performance was indeed predictive of turnover. His findings were similar to that of Stumpf and Dawley (1981) as well as Dreher (1982), as cited in Keller, where low performance was the best predictor of turnover.

Life Satisfaction Moderates the Relationship between Performance and Turnover Intention

Results from this study indicated that job performance was an important predictor of turnover intention. Life satisfaction on its own had an effect on turnover intention. However, when analyzed along with job performance, life satisfaction did not have much effect on intentions to quit. This study found that when combined, life satisfaction and job performance did have an effect on turnover intention. When a worker was highly satisfied in life but had poor job performance, he or she had turnover intentions. Conversely, a worker who had lower life satisfaction but performed well in the workplace most likely remained in his or her current job, having lesser intention to quit.

There were not many past researches conducted that had findings similar to that which was found in this study, where the moderating effects of life satisfaction on the performance – turnover intention relationship was examined.

This study also suggested that life satisfaction did not moderate the performance – turnover intention relationship as hypothesized. A happy but unproductive employee may still choose to leave his or her current job whereas a high performing employee despite lower life satisfaction may still choose to remain in the current organization. An employee may be highly satisfied in life but if he was not performing well in his job, he might be faced with lesser opportunity for growth and advancement or feeling devalued and unrecognized by his employers, thus having intentions to quit finding greener pastures (Branham, 2005).

Another explanation for the findings in this study was job embedded. Job embedded was conceptualized as the totality of forces that constrain people from leaving their current employment, or the factors that kept an employee in his or her present position (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001). People who were more embedded work harder and perform better, thus less likely to leave the organization. Lee and Mitchell (1994), as cited in Mitchell et al. (2001) also noted that many people left their jobs for reasons other than dissatisfaction, such as shocks or specific events. Someone can have a low level of embeddedness yet be satisfied with their lives and jobs. This meant that when a sudden event occurs, he or she may just leave the job despite of how satisfied he or she is in his life.

CONCLUSION

In summary, this study provided evidence that life satisfaction had effects on job performance and on turnover intention. The results showed that there was a difference in job performance and turnover intention based on youths' level of turnover intention; employee with lower turnover intentions performed better at work and were generally more satisfied in life while the opposite was true for those who had higher turnover intentions. The results also showed that life satisfaction was positively related to job performance, whereby a highly satisfied worker would have performed better at the workplace. A negative relationship was found between life satisfaction and turnover intention. An employee who was highly satisfied in life would have lower turnover intentions.

Results also indicated that job performance was negatively related to turnover intention. The results suggested that employees who were high performers had lower turnover intentions. This study also showed that life satisfaction on its own had an effect on turnover intention but did not have much effect on intentions to quit if it was analyzed along with job performance. This study found that when combined, life satisfaction and job performance had effects on turnover intention. Life satisfaction was found to be not a moderator of the performance – turnover intention relationship as hypothesized.

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KEMISKINAN DAN PENDIDIKAN: KESAN DAN CABARAN DI KALANGAN BELIA MALAYSIA

KATTY HSIAO JIA WONG, TI CHING YAN
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ABSTRAK

Isu anak-anak muda dalam kemiskinan telah mendapat perhatian seluruh dunia. Belia merupakan sumber keberterusan pemimpin dan tulang belakang kepada sesebuah negara. Justeru, pembangunan sesebuah negara akan ketinggalan jika golongan belia tidak memberi sokongan dan sumbangan yang diperlukan. Salah satu punca utama kemiskinan belia ialah tahap pendidikan yang rendah. Selain itu, gender juga merupakan faktor penting kemiskinan sepertimana yang terbukti dalam kemiskinan belia wanita atau perempuan. Belia perempuan dipercayai menerima pendidikan yang kurang daripada rakan-rakan lelaki dan keadaan ini adalah ketara di negara-negara membangun. Oleh itu, makalah ini meninjau cabaran berkaitannya yang perlu dihadapi oleh belia Malaysia. Kajian ini menggunakan kaedah campuran atau 'mixed method'. Data kualitatif dan kuantitatif terkumpul daripada data primer dan sekunder digunakan dalam kajian memberi tumpuan kepada golongan belia Malaysia yang berumur di antara 15 sehingga 40 tahun. Walaupun kerajaan Malaysia telah melaksanakan pelbagai program untuk meningkatkan kesedaran untuk mengatasi masalah kemiskinan di kalangan belia, penyertaan belia dalam membentuk strategi pembangunan negara masih berada pada tahap rendah. Justeru, ia membantut pembasmian kemiskinan. Selain itu, makalah ini juga membincangkan kesan dan cabaran kemiskinan dan taraf hidup belia berbanding tahap pendidikan. Kajian turut mendedahkan bahawa pelaburan dalam pendidikan asas dapat mengurangkan kemiskinan di kalangan belia melalui peningkatan produktiviti dan kemahiran mereka.

Kata Kunci: *Malaysia, Belia, Kemiskinan, Pendidikan, Gender*

ABSTRACT

The issue of poverty among young people has received significant attention around the world. Youth are the backbone of a country, major source of leadership and its continuity. Development of a country may suffer if youth do not offer the needful support and contribution. One of the main factors in youth poverty is low level of education. Gender issue is another key factor in poverty issue that sufficient evidence is found among female youth. Female youth is claimed to have received less education as compared to their male counterparts. This phenomenon *is observed to be more apparent in developing countries. Therefore, this study investigates those relevant challenges faced by Malaysian youth. This study employs mixed method approach and utilizes primary and secondary data for its investigation through the lens of youth population. It focuses on youth population aged 15 to 40 years old. While the Malaysian government has attempted to increase the awareness among youth and working on poverty reduction among youth, youth participation in shaping strategies for development are insufficient to some extent. Thus, it interrupts poverty eradication. This study also examines effects and challenges of poverty in relation to the level of education and standard of living. It investigates investment in basic education that is believed capable to reduce poverty among youth by improving productivity and skills; and that in turn reduce youth poverty.*

Keywords: *Malaysia, Youth, Poverty, Education, Gender*

PENGENALAN

Kebelakangan ini, isu kemiskinan belia telah mendapat perhatian masyarakat terutamanya pihak kerajaan dan ahli-ahli ekonomi. Secara umumnya, kemunculan isu kemiskinan belia adalah disebabkan oleh beberapa faktor utama, antaranya seperti faktor pendidikan, faktor kerajaan, faktor keluarga dan sebagainya. Oleh itu, pelbagai pendekatan adalah diperlukan sekiranya ingin mengatasi cengkaman kemiskinan. Beberapa kajian lepas membuktikan bahawa faktor pendidikan merupakan salah satu faktor yang tidak boleh disisihkan dalam usaha mengurangkan kemiskinan belia (Brown 2007: 321; Rogers 1992:67; Nga, 2009, 134). Apabila seseorang belia mencapai tahap pendidikan yang lebih tinggi, keupayaannya dalam mendapat peluang pekerjaan adalah lebih tinggi dan turut menjamin pendapatan yang lebih lumayan. Oleh itu, pendidikan bukan sahaja mewujudkan peluang ekonomi kepada belia tetapi juga dapat mengurangkan jurang ketidaksaksamaan pendapatan di antara belia dengan golongan lain.

Kemiskinan dan pendidikan berinteraksi dan berkait rapat yang penting untuk meningkatkan keupayaan bersaing di peringkat global dan pembaikan kualiti hidup (Berg, n.d.; Chamhuri Siwar 2009: 154). Yakni, orang miskin selalunya menghadapi kesukaran untuk mencapai tahap akademik tinggi dan orang yang kurang berpendidikan sukar untuk melepaskan diri daripada belenggu kemiskinan. Oleh yang demikian, orang miskin dikatakan berkecenderungan untuk melibatkan diri dalam pekerjaan dan kurang berminat dalam mencapai kemahiran akademik secara relatifnya. Keadaan ini telah mengakibatkan kewujudan isu kemiskinan yang serius di kalangan belia yang miskin. Selain itu, Becker dan Blaug (dalam Oxaal 1997:3) telah menyatakan bahawa pencapaian akademik membolehkan seseorang berdaya saing yang lebih tinggi, berpeluang untuk mendapatkan pendapatan yang lebih lumayan serta berkeupayaan dalam menjana output yang banyak kepada masyarakat berbanding dengan orang yang kurang berpendidikan. Justeru, galakan dan penglibatan belia dalam program pendidikan dapat mengurangkan kemiskinan belia dengan berkesan.

Usaha pelbagai pihak yang menitikberatkan pendidikan telah mengukuhkan lagi kesignifikanan pendidikan dalam pembasmian kemiskinan. Contohnya, Skim Pembangunan Kesejahteraan Rakyat (SPKR) melalui salah satu komponennya iaitu projek menjana pendapatan berfokus kepada penambahan lebih banyak peluang dan program pendidikan, latihan dan kemahiran di Malaysia (Chamhuri Siwar 2009: 140). Dalam konteks rantau Asean, Pelan Kerja enam tahun (July 2002-June 2008) untuk negara ahli baru seperti Cambodia, Lao PDR, Myanmar dan Vietnam atau ringkasnya negara CLMV, pembangunan sumber manusia merupakan salah satu bidang utama untuk membasmi kemiskinan di mana pendidikan merupakan unsur pentingnya (Ragayah Mat Zin 2009: 110).

Selain itu, kewujudan perbezaan kemahiran pendidikan di antara golongan lelaki dan perempuan telah mengakibatkan kemiskinan belia wanita semakin bertambah serius. Di Asia Barat contohnya, 64% daripada tiga juta kanak-kanak yang tidak mendaftar untuk kemasukan sekolah adalah golongan perempuan (United Nations, dipetik dalam Tyer-Viola & Cesarios 2010). Statistik tersebut telah menunjukkan bahawa belia wanita relatifnya mempunyai peluang yang kurang dalam menuntut pendidikan berbanding dengan golongan lelaki. Keadaan ini berlaku khasnya di negara-negara membangun. Remaja perempuan selalunya dianggap sebagai bakal ibu. Hal ini telah menyebabkan kos lepas persekolahan bagi golongan wanita adalah lebih tinggi. Oleh yang demikian, wanita yang berasal daripada keluarga yang miskin selalunya mempunyai kesukaran untuk mendapat kehidupan yang bertaraf tinggi

Sememangnya penglibatan belia yang lebih praktikal dalam strategi pembangunan negara adalah amat diperlukan untuk membanteras kemiskinan belia. Pemikiran dan suara belia harus dititik berat dan diutamakan kerana mereka merupakan pemimpin dan harapan negara kita. Walaupun demikian, ia masih merupakan satu cabaran untuk memperluas peranan belia dalam pembangunan negara dan kekangan tersebut menyebabkan kemiskinan di kalangan belia sukar diatasi.

Terdapat beberapa penyelidikan lepas yang mengkaji hubungan antara kemiskinan dan pendidikan, tetapi kebanyakan kajian tersebut adalah lebih tertumpu kepada kesan keluarga yang miskin terhadap prestasi pelajar dalam pencapaian pendidikan. Kajian berkenaan telah mengabaikan jurang perbezaan kemahiran pendidikan antara gender yang merupakan salah satu faktor utama yang mengakibatkan remaja perempuan terperangkap dalam belenggu kemiskinan. Menurut Zoel Oxaal (1997), pembangunan pendidikan menghadapi cabaran akibat daripada ketidaksamaan dalam gender, kanak-kanak serta latar belakang tahap kekayaan keluarga. Fenomena ini telah wujud di kebanyakan negara membangun sejak beberapa dekad yang lalu dan Malaysia tidak terkecuali. Walaupun kerajaan Malaysia telah melaksanakan pelbagai langkah untuk meningkatkan kemahiran pendidikan di kalangan pelajar terutamanya pada peringkat sekolah rendah dan menengah seperti menyediakan bantuan kewangan melalui program-program sokongan pendidikan, namun masih terdapat keluarga miskin yang perlu menanggung kos tinggi untuk menghantar anak-anak mereka ke sekolah. Oleh itu, penyelidikan lebih lanjut berkaitan cabaran yang dihadapi oleh para belia adalah diperlukan. Sehubungan itu, kertas kerja ini mengkaji hubungan antara kemiskinan belia dengan pendidikan di Malaysia akibat daripada ketidaksaksamaan kemahiran pendidikan akibat perbezaan gender.

KONSEP KEMISKINAN

Kategori tahap pendapatan yang disediakan oleh kerajaan Malaysia telah menyatakan bahawa jumlah pendapatan yang sama atau kurang daripada RM2000 sebulan adalah di bawah kategori isi rumah berpendapatan rendah. Dahulu, pendapatan RM2000 sebulan boleh dikatakan sebagai berada di tahap keselesaan. Malangnya berikutan dengan kos sara hidup yang semakin meningkat, kuasa beli amaun yang sama menjadi semakin berkurangan dan kehidupan harian menjadi semakin susah melalui masa. Miskin didefinisikan sebagai jumlah pendapatan yang sama atau kurang daripada RM750 di Semenanjung; RM960 sebulan di Sabah dan RM830 di Sarawak; manakala miskin tegar bermaksud pendapatan bulanan RM440 di Semenanjung; RM540 di Sabah dan RM520 di Sarawak (Pemandu Pengurusan Prestasi dan Unit Penghantaran, n.d.).

KONSEP PENDIDIKAN

Sistem pendidikan di Malaysia melibatkan beberapa tahap pendidikan. Antaranya ialah pra-pendidikan, pendidikan sekolah rendah, menengah rendah, menengah atas, pos-menengah dan pengajian tinggi (Kementerian Pelajaran Malaysia, n.d.). Ishak Yussoff et al. (2009: 179) menghuraikan bahawa pendidikan tinggi merangkumi semua jenis pendidikan lepasan menengah, kolej, institusi latihan perguruan dan pengajian peringkat universiti. Kebanyakan organisasi induk dalam pra-pendidikan dijalankan oleh agensi-agensi bukan kerajaan atau swasta.

Menurut Akta Pendidikan 1996 di Malaysia (pp. 25, 26), pendidikan rendah adalah pendidikan yang wajib bagi warganegara Malaysia. Ibu bapa yang tidak mematuhi peraturan akan didenda RM5000, atau dipenjarakan selama tempoh tidak lebih daripada enam bulan, atau kedua-duanya sekali. Selain itu, yuran tidak dikenakan pada tahap pendidikan dari peringkat pra-pendidikan hingga pendidikan pos-menengah. Oleh itu, ibu bapa tidak mempunyai alasan untuk tidak menghantar anak-anak mereka ke sekolah. Selain itu, kerajaan menyediakan pelbagai jenis program biasiswa bagi pelajar-pelajar daripada keluarga berpendapatan rendah serta pelajar yang mempunyai keputusan cemerlang untuk melanjutkan pengajian ke tahap yang lebih tinggi.

Konsep Ketidaksaksamaan Gender

Penyelidikan yang dijalankan oleh Program Pembangunan Pertubuhan Bangsa-Bangsa Bersatu (UNDO), Negara dan Kebudayaan, dan Pengajian Bandar Asia Timur (Eva et al., 2001), menunjukkan bahawa kesaksamaan gender adalah satu faktor yang penting dalam meningkatkan pertumbuhan ekonomi negara. Secara umumnya, ketidaksaksamaan akibat gender disebabkan oleh beberapa faktor seperti politik, masa, pendidikan, pekerjaan, dan kesihatan. Di Malaysia, masalah ketidaksaksamaan gender semasa adalah kurang daripada 5% di kalangan penduduk. Ketidaksaksamaan gender merupakan masalah yang serius di Malaysia pada berdekad-dekad yang lalu. Walaupun kerajaan telah melaksanakan pelbagai program untuk meningkatkan martabat wanita di Malaysia seperti memberi peluang kepada wanita untuk menjawat jawatan tinggi dalam sektor awam dan politik, ketidaksaksamaan antara wanita dan lelaki masih berlaku di Malaysia.

Konsep Belia

Di Malaysia, belia ditakrifkan sebagai mereka yang berumur antara 15 hingga 40 tahun. Belia adalah golongan masyarakat yang paling ramai di kalangan penduduk Malaysia. Belia menyumbangkan tenaga buruh terbanyak di Malaysia iaitu hampir separuh daripada jumlah penduduk Malaysia yang menyumbangkan tenaga buruh (Sivam Doraisamy, n.d.; UPEN, 2007: 312). Contohnya, sebanyak 65% daripada jumlah penduduk yang bekerja pada tahun 2005 adalah belia atau berjumlah 6.67 juta pekerja adalah belia (Lensa Hati: 8 Ogos 2007).

Kemiskinan dan Pendidikan

Menurut Bourne (2008), kewujudan kemiskinan adalah disebabkan oleh kegagalan dalam mendapat pendapatan yang lebih tinggi dan ini secara tidak langsungnya dipengaruhi dengan pencapaian dalam tahap pendidikan yang rendah. Selain itu, dilaporkan bahawa kemiskinan berkait rapat dengan tahap pendidikan yang dicapai, 66 peratus yang buta huruf merupakan dewasa miskin, 64 peratus daripada dewasa yang belum tamat persekolahan pada peringkat rendah, hanya 22 peratus daripada golongan dewasa yang miskin mendapat siswazah di sekolah menengah (Bourne, 2008). Statistik tersebut telah menunjukkan bahawa semakin rendah pencapaian dalam akademik, semakin tinggi kemungkinan remaja terperangkap dalam kemiskinan. Tambahan pula, sumber kewangan merupakan salah satu kekangan utama bagi keluarga miskin dalam usaha mereka untuk mencapai tahap pendidikan yang lebih tinggi.

Beberapa kajian lepas telah membuktikan bahawa orang yang miskin biasanya tidak mampu melanjutkan pendidikan yang lebih bertahap tinggi, hal ini disebabkan pembelajaran pada tahap yang semakin tinggi melibatkan kos pelajaran yang semakin tinggi. Oleh yang demikian, pelajar yang miskin mempunyai peluang lebih rendah dalam pendidikan terutamanya pada peringkat tertiari. Seperti yang dijelaskan oleh Ishak Yussof et al. (2009: 180), pendidikan tinggi berkait langsung dengan tahap pertumbuhan ekonomi. Dalam erti kata lain, kekuatan ekonomi merupakan faktor penting dalam pendidikan dan sebaliknya. Selain itu, Oxaal (1997) juga menyatakan bahawa sumber kewangan yang diperlukan dalam pendidikan akan mempengaruhi kadar penurunan dan kemasukan belia di sekolah. Kos persekolahan dibahagikan kepada dua iaitu kos langsung dan tidak langsung. Contohnya, kos langsung merangkumi yuran sekolah, buku dan peralatan manakala kos tidak langsung seperti kos lepas yang terlibat semasa persekolahan. Gibbison dan Murthy (2003, dipetik dalam Bourne, 2008) mengatakan bahawa "produktiviti yang tinggi dapat menjana pertumbuhan dalam ekonomi". Pendidikan telah dibuktikan sebagai satu pendekatan efektif untuk membanteras kemiskinan kerana ia membolehkan seseorang meningkatkan taraf sosio-ekonomi serta taraf hidup mereka.

Kemiskinan dan Gender

Kabeer (2008) telah menunjukkan ketidaksaksamaan gender menyebabkan golongan wanita mempunyai kekangan yang besar dalam pembayaran pendapatan. Walaupun golongan wanita menyumbang produktiviti yang hampir sama dengan golongan lelaki, mereka sering menghadapi diskriminasi termasuklah penindasan pendapatan baik secara langsung atau tidak langsung. Penyertaan mereka dalam pasaran buruh sering menghadapi perubahan yang besar berbanding dengan golongan lelaki. Stephanie Seguino melaporkan pertumbuhan ekonomi mempunyai hubungan positif dengan pencapaian golongan wanita dalam pendidikan yang bertahap tinggi. Beliau menambah bahawa pertumbuhan ekonomi dapat dikekalkan sekiranya jurang pendidikan dan diskriminasi pendapatan dapat diatasi. Walaupun pembayaran pendapatan bagi golongan wanita telah meningkat melalui masa, jurang perbezaan dalam pendapatan secara keseluruhannya masih wujud dan terbukti dalam kajian kes di Taiwan contohnya. Sekiranya usaha untuk mengimbangkan penyertaan lelaki dan perempuan dalam pasaran tenaga buruh dilaksanakan secara besar-besaran, ia akan mengurangkan ketidaksaksamaan upah dan seterusnya meningkatkan taraf hidup golongan wanita.

Jurang Gender dalam Pendidikan

Oxaal (2007) mengatakan bahawa pendaftaran masuk golongan wanita untuk mendapatkan pendidikan telah bertambah dari masa ke masa di negara-negara miskin. Walaupun demikian, peluang wanita mendapatkan pendidikan masih lagi lebih rendah daripada lelaki. Didapati bahawa sesebuah negara yang berpendapatan negara lebih tinggi biasanya mempunyai jurang yang lebih kecil dalam ketidaksaksamaan pendidikan berasaskan gender. Namun, ada kajian lepas telah menunjukkan bahawa beberapa negara miskin yang tidak mempunyai hubungan positif di antara pendapatan negara dengan keseimbangan gender dalam pendidikan.

Oxaal (2007) juga menyatakan bahawa peluang pendidikan yang kurang bagi golongan wanita bukan hanya disebabkan kemerosotan dalam pembangunan negara tetapi juga dipengaruhi oleh aspek-aspek seperti sosial, budaya dan dasar-dasar kerajaan. Selain itu, peringkat makro dan mikro juga harus dianalisis. Contohnya, peringkat makro melibatkan dasar-dasar kerajaan atau sistem pendidikan dan ini perlunya dikaitkan dengan kemiskinan dalam isi rumah dan aspek yang berkaitan dengan ketidaksaksamaan dalam gender di peringkat mikro. Di samping itu, golongan perempuan yang berasal dari keluarga miskin selalunya ketinggalan dalam persekolahan kerana keutamaan sosial, manfaat langsung dan kos lepas yang melabur dalam pendidikan perempuan adalah tidak menguntungkan. Persepsi ini telah mengakibatkan kebanyakan wanita terperangkap dalam kemiskinan.

Walau bagaimanapun, terdapat beberapa kajian yang menunjukkan bahawa pulangan pelaburan ke atas perempuan di peringkat sekolah menengah adalah lebih tinggi daripada pulangan bagi lelaki. Peningkatan dalam pendidikan dalam golongan perempuan dapat mencegah pertambahan populasi pesat dan seterusnya dapat memberi kesan baik langsung kepada pertumbuhan ekonomi sesebuah negara. Oleh itu, ketidaksaksamaan gender dalam pendidikan akan membawa impak kepada ekonomi negara terutamanya melalui jurang dalam modal insan (Ghulam, 2005). Tambahan pula, golongan perempuan sentiasa menghadapi halangan daripada anggota isi rumah dalam mencapai pendidikan. Sebagai contoh, apabila anggota isi rumah mereka menghidapi penyakit, mereka akan terpaksa menamatkan persekolahan untuk memberi bantuan kepada keluarga. Ini telah menunjukkan bahawa faktor keluarga boleh menjadi salah satu punca utama yang menyebabkan ketidaksaksamaan gender dalam pendidikan.

Perbincangan di atas menunjukkan pembolehubah-pembolehubah seperti kemiskinan belia, jurang gender dan pendidikan adalah faktor-faktor yang berinteraksi antara satu sama lain. Belia yang berasal daripada keluarga miskin sering ketinggalan dalam persekolahan terutamanya bagi golongan perempuan. Walaupun demikian, kekurangan pendidikan merupakan faktor utama yang mengakibatkan belia terperangkap dalam kemiskinan. Hal ini disebabkan persepsi bahawa seseorang yang tidak menerima tahap pendidikan yang tinggi merupakan seseorang yang mempunyai produktiviti yang lebih rendah dan tidak efektif dalam menjalankan tugasan. Oleh ¬¬itu, kita harusnya memahami interaksi di antara ketiga-tiga pembolehubah tersebut untuk mengatasi masalah kemiskinan belia.

METODOLOGI KAJIAN

Pelbagai kaedah untuk mendapatkan data telah digunakan dalam kajian ini. Data kuantitatif dan kualitatif yang dikumpulkan dari sumber data prima dan sekunder diintegrasikan dan dianalisis secara terperinci dalam kajian ini. Dalam kajian ini, penjelasan kuantitatif digunakan dalam aspek makro dan penjelasan kualitatif mengenai aspek mikro.

Kajian ini telah diusahakan dengan menggunakan borang soal selidik sebagai cara utama untuk mengumpul data prima kajian ini. Kajian bertujuan mendapat pengetahuan lanjut mengenai hubungan antara tahap pendidikan dan pendapatan. Soal selidik yang ditadbir sendiri telah digunakan dalam penyelidikan kami. Dua cara utama yang telah digunakan untuk mengendalikan soal selidik dalam kajian ini adalah melalui internet dan penghantaran tradisional atau melalui tangan kepada responden dan mengumpulnya kemudian.

Pembolehubah tidak bersandar dalam penyelidikan ini adalah gaji bulanan dan pembolehubah bersandar bergantung kepada tahap pendidikan yang ditunjukkan dalam Jadual 1. Selain itu, salah satu hipotesis telah dibangunkan untuk dikaji dalam kertas kerja ini, iaitu tahap pendidikan mempengaruhi kemiskinan belia. Pembolehubah "dummy" digunakan dalam ujian hipotesis. Gaji bulanan RM2000 dan ke bawah akan dianggap sebagai pendapatan rendah dan pendapatan yang tinggi akan dipertimbangkan jika gaji bulanan adalah RM2001 dan ke atas. Tahap pencapaian pendidikan pada tahap pos-menengah dan ke bawah dianggap sebagai berpendidikan rendah. Ia termasuklah responden yang tidak mempunyai sebarang kelayakan atau pencapaian akademik. Tahap pendidikan yang tinggi adalah responden yang mencapai tahap pendidikan selepas pos-menengah.

Teknik pensampelan yang digunakan adalah pensampelan bukan berkebarangkalian (non-probability) yang merupakan kemudahan dan pemilihan sendiri untuk menggalakkan respons dan mengurangkan kekangan kajian berkaitan. Soal selidik dihantar ke alamat e-mel responden dan meminta belia-belia dari setiap negeri di Malaysia di bawah kriteria yang ditetapkan untuk mengisi kajian soal selidik kami. Soal selidik internet akan diambil secara automatik bagi responden yang klik pada hyperlink kajian soal selidik kami. Di samping itu, penghantaran soal selidik dengan tangan 'by-hand' kepada responden dan mengumpul kemudian juga telah digunakan termasuklah di pusat membeli-belah. Kajian ini berjaya mengumpul sebanyak 120 respons iaitu 83 respons melalui internet dan 37 respons secara bersemuka dan hantaran tangan atau 'by-hand'.

Ujian perintis juga dijalankan untuk analisis awal bagi memastikan responden tidak menghadapi masalah dalam menjawab soal selidik dan tidak bermasalah dalam merekodkan data. Komen dan cadangan daripada ujian perintis membolehkan kualiti soal selidik dipertingkatkan.

Selain daripada data prima, data sekunder juga digunakan dalam kertas kerja kami. Data kuantitatif daripada bahan-bahan bertulis, data siri masa daripada pelbagai sumber dan kajian soal selidik yang sedia ada telah digunakan. Contohnya, data kuantitatif mengenai bilangan tenaga buruh mengikut pencapaian pendidikan di Malaysia, dari tahun 1982 hingga 2009 telah digunakan untuk menganalisis hubungan antara tahap pendidikan dan kemiskinan. Selain itu, bahan bertulis mengenai pendaftaran persekolahan mengikut jantina daripada laman web telah digunakan untuk menganalisis hubungan antara tahap pendidikan dengan kemiskinan dari segi jantina.

Beberapa maklumat data kualitatif telah digunakan untuk mengkaji tahap pendidikan dan kemiskinan di kalangan belia Malaysia dari segi pengalaman dan cabaran. Bahan-bahan bertulis daripada surat khabar dan organisasi berkomunikasi dikaji untuk menganalisis pengalaman dan cabaran yang dihadapi oleh belia yang hidup dalam kemiskinan dan tahap pendidikan di kalangan remaja Malaysia.

SPSS telah digunakan untuk menganalisis data yang dikumpulkan. Analisis mengikut faktor dijalankan untuk menyusun semula elemen-elemen mengikut dimensi masing-masing. Analisis tentang kebolehpercayaan kajian juga dijalankan untuk menentukan dan menilai nilai-nilai Alpha Cronbach bagi setiap dimensi. Semua ini dilakukan untuk memastikan bahawa semua pembolehubah boleh digunakan dan dipercayai di bawah keadaan soal selidik.

Secara keseluruhannya, seksyen ini menerangkan kaedah penyelidikan dan reka bentuknya. Kajian soal selidik telah digunakan untuk mengumpul data prima dan data sekunder daripada akhbar dan organisasi yang lain digunakan. Data terkumpul dianalisis dengan menggunakan pakej SPSS versi 18.

PERBINCANGAN KAJIAN

Profil Responden

Berdasarkan Jadual 2, ia menunjukkan sampel terdiri daripada 46.7% responden lelaki dan 53.5% responden perempuan. Sebanyak 52.5% responden memperoleh pendapatan bulanan yang rendah manakala 47.5% responden memperoleh bulanan pendapatan tinggi mengikut definisi pendapatan kajian ini. Dalam aspek tahap pendidikan, hanya 39.2% daripada responden mempunyai tahap pendidikan yang rendah dan sebanyak 60.8% telah mencapai pendidikan yang tinggi.

Kebolehpercayaan Ukuran

Jadual 3 dalam lampiran telah menunjukkan nilai Alpha Cronbrach untuk dua ukuran berkenaan adalah 0.385 yang bermaksud kebolehpercayaan adalah sangat rendah. Ia diperbaiki dengan menambah lebih banyak pembolehubah yang berkaitan yang boleh memberi kesan kepada pembolehubah yang tidak bersandar (gaji bulanan).

Statistik Deskriptif

Jadual 4 dalam Lampiran menunjukkan ciri-ciri deskriptif pembolehubah bersandar dan tidak bersandar yang diperoleh melalui soal selidik secara soalan tertutup. Pembolehubah pendidikan mewakili tahap pendidikan yang dicapai oleh responden telah menunjukkan min yang cukup tinggi iaitu pada 0.6083 dengan sisihan piawai 0.49017. Min terendah adalah gaji bulanan dengan 0.2583, dan sisihan piawai 0.43955. Akhir sekali, min jantina adalah 0.5333 dengan sisihan piawai 0.50098.

Korelasi Pearson

Jadual 5 dalam Lampiran menunjukkan indeks korelasi antara hubungan gaji bulanan dengan pencapaian pendidikan adalah 0. 40 dan berada di antara 0.2-0.4. Hal ini menunjukkan bahawa hubungan antara gaji dengan tahap pencapaian akademik dianggap lemah walaupun mereka mempunyai hubungan yang positif.

Model

Dalam ringkasan model seperti dalam Jadual 6, nilai R2 adalah 0.057 yang menunjukkan bahawa hanya 5.7% daripada varians dalam pendapatan dijelaskan oleh tahap pencapaian pendidikan. Manakala 94.3% daripada varians diterangkan oleh pembolehubah yang lain. Oleh itu, keputusan kajian permulaan ini adalah tidak kuat dan boleh diperbaiki untuk model regresi yang lebih sesuai.

Analisis Regresi
Hipotesis: Tahap pendidikan mempunyai kesan yang besar ke atas gaji bulanan. Berdasarkan Jadual 7, nilai yang signifikan untuk pembolehubah tahap pendidikan adalah 0.008, lebih kecil daripada 0.05. Ia menunjukkan bahawa hipotesis diterima. Oleh itu, kita boleh menyimpulkan bahawa berdasarkan sampel yang terkumpul, tahap pendidikan memberi kesan ke atas gaji bulanan.

Analisis Tren dalam Pendidikan dan Gender
Berdasarkan Jadual 8 telah menunjukkan bahawa 94.746% daripada lelaki telah berdaftar di peringkat sekolah rendah berbanding dengan kemasukan perempuan sebanyak 94.429% pada tahun 1998. Pada tahun 1999, pendaftaran lelaki dalam peringkat sekolah rendah telah mencapai sebanyak 99.439% manakala perempuan hanya terdapat 97.342%. Jumlah peratus dalam pendaftaran bagi lelaki telah menunjukkan lebih tinggi daripada golongan perempuan di peringkat sekolah rendah dan trend ini telah berterusan sehingga tahun 2007. Ini telah membuktikan bahawa sebahagian kanak-kanak perempuan terabai dalam pencapaian kemahiran pendidikan pada usia awal berbanding dengan lelaki. Walau bagaimanapun, nisbah perempuan dalam pendaftaran meneruskan pelajaran ke peringkat sekolah menengah adalah lebih tinggi berbanding dengan nisbah lelaki di Malaysia. Pada tahun 2007, sebanyak 70.513% daripada perempuan telah mendaftar kemasukan ke sekolah menengah manakala hanya 28.077% daripada lelaki yang telah mengakses ke peringkat sekolah menengah. Hal ini telah membuktikan bahawa golongan perempuan adalah lebih agresif dalam melanjutkan tahap pendidikan yang lebih tinggi. Oleh itu, pelaburan dalam pendidikan perempuan merupakan satu pelaburan munasabah yang menantikan pulangan yang besar dan terjamin.

Jadual 9 telah menunjukkan kadar belia yang mempunyai kemahiran pendidikan asas. Pada tahun 1998, sebanyak 78.145% daripada lelaki adalah mampu memahami penulisan dan membuat bacaan asas berbanding dengan perempuan yang hanya 61.248% yang mempunyai kemahiran tersebut. Keadaan ini telah bertambah baik sejak tahun 2000 di mananya sebanyak 91.969% lelaki mempunyai literasi yang asas berbanding dengan 85.354% daripada perempuan. Walau bagaimanapun, statistik tersebut telah mendedahkan bahawa jurang ketidaksaksamaan gender dalam pendidikan asas sejak beberapa dekad yang lalu masih berlaku dan belum diatasi dengan sepenuhnya.

Kesan dan Cabaran Pendidikan dan Belia–Program Pendidikan di Kawasan Luar Bandar
Walaupun kadar literasi di kalangan belia Malaysia telah meningkat sejak beberapa dekad yang lalu, isu prestasi persekolahan masih merupakan cabaran di Malaysia terutamanya di kawasan luar bandar. Menurut laporan (Malaysia, 2003, dipetik

dalam Hassan & Rasiah, 2011), sistem pendidikan Malaysia mementingkan akses, ekuiti dan kualiti, pengukuhan sistem penyampaian, serta peningkatan pencapaian pelajar luar bandar yang bertujuan untuk mengurangkan jurang prestasi antara kawasan bandar dan luar bandar. Walaupun kerajaan Malaysia telah melaksanakan pelbagai dasar untuk menaik taraf program pendidikan, masih terdapat beberapa negeri miskin seperti negeri Sabah yang mengalami masalah jarak perjalanan ke sekolah. Timbalan Menteri Pelajaran Dr Mohd. Puad Zarkashi mengatakan bahawa sebahagian daripada pelajar luar bandar memerlukan enam jam untuk sampai ke sekolah dengan berjalan kaki manakala sesetengah mereka menaiki bot serta perlu bermalam di rumah rakan-rakan mereka yang berdekatan dengan sekolah tersebut. Oleh yang demikian, kerajaan harus memberi lebih banyak bantuan dan kebajikan kepada pelajar-pelajar luar bandar. Selain itu, guru merupakan faktor utama dalam membangkitkan semangat pendidikan di kalangan pelajar luar bandar, kerajaan tidak harus mengabaikan penyediaan perkhidmatan kepada para guru. Contohnya, penyediaan penginapan dan kemudahan-kemudahan sekolah yang lebih baik untuk menggalakkan lebih ramai guru berkhidmat di kawasan luar bandar dan mengurangkan isu ketidakhadiran di kalangan guru perlu dititikberatkan.

Suara Belia

Tidak dinafikan bahawa penyertaan belia dalam strategi pembangunan negara telah mula dititikberatkan di Malaysia. Walaupun demikian, kebanyakan ahli politik telah mendakwa bahawa penglibatan belia dalam proses strategi pembangunan negara boleh menjadi sangat kritikal pada tahap tertentu kerana belia sentiasa terdedah kepada godaan persekitaran dan mudah menjadi emosi. Generasi muda merupakan tenaga manusia utama yang akan berkhidmat di negara kita pada masa depan. Pemikiran, aspirasi serta maklum balas belia bukan sahaja mencerminkan isu-isu yang sedang dihadapi oleh mereka, malah merupakan suatu sumbangan idea-idea yang bernas dan lebih menepati tuntutan zaman untuk membangunkan negara.

Suara belia telah diabaikan sejak beberapa dekad yang lalu terutamanya dari segi politik. Hal ini disebabkan wujudnya persepsi yang salah bahawa belia merupakan seseorang yang tidak cukup matang, justeru tidak diberi peluang untuk menyumbang dalam kemajuan negara. Tambahan pula, belia juga dikatakan menghadapi masalah dalam mendedahkan pandangan mereka kerana kekurangan pengalaman dan keyakinan untuk menyuarakan buah fikiran mereka secara berkesan. Tanpa bimbingan dan bantuan daripada generasi dewasa yang lebih tua, orang muda tidak dapat mengembangkan potensi mereka sepenuhnya.

Selain itu, pelajar-pelajar Universiti telah dilarang untuk melibatkan diri dalam mana-mana parti politik mengikut Akta 30, Universiti dan Kolej

Universiti 1971 di Malaysia. Hal ini telah menyebabkan kebanyakan idea-idea pelajar yang baik dan memanfaatkan pertumbuhan negara telah diabaikan. Ahli Dewan Undangan Negeri YB Alan Ling Sie Kong telah mengatakan bahawa Akta tersebut seharusnya dipinda supaya menggalakkan belia untuk melibatkan diri dalam pembangunan politik negara (Anon, 2011). Kebanyakan negara mula mengiktiraf kepentingan belia dalam sektor urus tadbir, termasuklah Malaysia.

Baru-baru ini, kerajaan Malaysia telah mencadangkan untuk mengadakan parlimen belia supaya belia dapat menyuarakan dan menyumbangkan idea-idea mereka secara lebih langsung. YB Alan Ling Sie Kong menyatakan bahawa parlimen belia merupakan satu platform yang sangat baik untuk menyampaikan kesukaran yang dihadapi oleh belia sekiranya parlimen tersebut dijalankan secara demokrasi tanpa dipolitikkan. Parlimen belia berpotensi untuk membolehkan belia lebih memahami hala tuju negara kita serta menangani isu rasuah dengan lebih telus. Dengan melibatkan belia dalam proses pembangunan negara, sememangnya dapat membawa peningkatan pertumbuhan negara kita. Walau bagaimanapun, tanpa penerimaan dan bantuan daripada generasi tua, belia kita tidak akan berjaya memajukan dalam negara kita.

Faktor Kerajaan

Kerajaan Malaysia menyediakan pelbagai dana melalui program-program pendidikan untuk membolehkan para pelajar melanjutkan pelajaran ke tahap yang lebih tinggi, antaranya seperti Jabatan Perkhidmatan Awam (JPA), Bank Negara Malaysia Biasiswa, Perbadanan Tabung Pendidikan Tinggi Nasional (PTPTN), MARA dan sebagainya. Sistem pendidikan yang lebih bersistematik juga telah dilaksanakan sejak 1960-an untuk memperluas peluang para belia dalam mengakses ke pendidikan peringkat awal serta merapatkan jurang antara pelajar-pelajar miskin dan kaya. Selain itu, kerajaan Malaysia bukan sahaja menawarkan persekolahan secara percuma, buku teks dan alat tulis juga dibekalkan untuk golongan miskin. Walau bagaimanapun, bantuan kebajikan tersebut masih tidak mencukupi. Hal ini dapat dibuktikan melalui tren "brain drain" di kalangan belia Malaysia yang semakin serius dalam beberapa tahun ini. Kebanyakan emigrasi berlaku di kalangan belia Cina dan India. Tren ini tidak berlaku tanpa sebab, salah satu faktor penyumbang adalah pembahagian biasiswa yang tidak mencukupi. Menurut Koon (2009), hampir separuh daripada pelajar yang mendapat keputusan cemerlang yang sepatutnya dikecualikan daripada pembayaran yuran sekolah telah ditolak untuk mendapatkan bantuan kewangan daripada kerajaan. Keadaan ini merumitkan keadaan pelajar-pelajar yang miskin kerana kecemerlangan keputusan mereka mungkin merupakan satu-satunya peluang mereka untuk membebaskan diri daripada belenggu kemiskinan. Tambahan lagi, terdapat banyak negara lain yang menawarkan elaun yang jauh lebih tinggi untuk menarik kedatangan pelajar contohnya negara jiran Singapura. Oleh itu, belia Malaysia lebih cenderung berpindah ke negara lain dan menyebabkan Malaysia kehilangan ramai belia yang berpotensi.

Selain itu, perkhidmatan pengangkutan awam juga telah membimbangkan pihak kerajaan. Perkhidmatan bas adalah pengangkutan awam yang paling murah berbanding dengan pengangkutan awam lain di Malaysia. Walau bagaimanapun, bas Skyliner yang telah menghentikan operasi sejak Mei 2011 di antara Sabak Bernam dan Kuala Selangor telah menyebabkan ketidakselesaan kepada lebih daripada beribu-ribu penduduk, dan kanak-kanak menghadapi masalah untuk pergi ke sekolah, terutamanya bagi pelajar yang miskin (The Star Online, 21 Mei 2011). Penduduk yang tinggal berjauhan dari sekolah perlu mempunyai pengangkutan persendirian atau pengangkutan awam untuk pergi ke sekolah. Walaupun masih ada pengangkutan awam yang lain seperti LRT, bas sekolah dan teksi, pengangkutan awam tersebut masih dianggap mahal dan hal ini membebankan keluarga yang berpendapatan rendah.

Faktor Keluarga

Doreena Naeg melaporkan bahawa sebab-sebab kanak-kanak tidak bersekolah adalah kemiskinan, mempunyai ahli keluarga yang sakit atau kecil, dipaksa untuk bekerja dan sebagainya (Borneo Post, 31 Julai 2011). Akibat kemiskinan, kanak-kanak perlu mengikut ibu bapa mereka bekerja untuk meneruskan kehidupan harian. Ibu bapa yang berpendidikan rendah biasanya mempunyai kekangan pengetahuan dalam membimbing anak-anak mereka yang berada dalam persekolahan. Walaupun program e-kasih dan Kumpuan Wang Amanah Pelajar Miskin (KWAPM) telah disediakan oleh kerajaan Malaysia untuk menyokong kanak-kanak miskin untuk pengajian di institusi pengajian tinggi, namun banyak keluarga yang miskin tidak mengetahui atau memahami program ini.

Selain itu, menurut Angeline Loh (2004), yuran persekolahan adalah lebih daripada RM650 sebulan dan RM7800 setahun bagi kanak-kanak. Kos ini merupakan satu beban besar untuk keluarga miskin. Selain itu, peningkatan kos hidup telah memerah kuasa perbelanjaan penduduk miskin dan memaksa mereka menghadapi hidup yang lebih menyusahkan. Oleh itu, keluarga yang miskin membuat keputusan untuk tidak menyokong anak-anak mereka dalam mengejar pelajaran. Tambahan pula, Dana Kanak-Kanak PBB (UNICEF) mengesahkan bahawa kebanyakan kanak-kanak dari kawasan luar bandar seperti kumpulan masyarakat orang asli di Malaysia adalah kumpulan yang tidak bersekolah walaupun mencapai umur persekolahan. Kebanyakan mereka tidak mempunyai sijil kelahiran. Pendaftaran persekolahan adalah paling sukar dibuat jika seseorang tidak mempunyai sijil kelahiran. Masalah ini telah menyebabkan mereka kehilangan peluang untuk bersekolah.

Faktor Individu

Faktor individu juga mempengaruhi kanak-kanak dalam melanjutkan pelajaran mereka. Laporan daripada Doreena Naeg (Borneo Post, 31 Julai 2011) telah menyatakan bahawa fobia peperiksaan yang dihadapi oleh pelajar Penan telah menyebabkan mereka lari daripada mengambil peperiksaan awam pendidikan rendah dan menyebabkan tahap pendidikan yang semakin rendah di kalangan mereka. Masalah ini semakin serius di kalangan kanak-kanak Penan. Tambahan pula, Sheridan Mahavera (2011) melaporkan bahawa 28 daripada 107 orang Cina tidak dapat berbahasa Melayu. Ini adalah kerana mereka hanya berinteraksi dengan kaum Cina. Pencapaian gred rendah dalam mata pelajaran Melayu menyebabkan mereka tidak dapat meneruskan pelajaran terutamanya sekolah kebangsaan. Menurut kajian soal selidik yang dijalankan, kegagalan dalam mencapai keputusan yang baik dan kehilangan minat belajar merupakan faktor utama yang menyebabkan tahap pendidikan semakin rendah adalah.

KESIMPULAN

Secara keseluruhannya, penemuan kajian ini menunjukkan bahawa pencapaian dalam pendidikan mempengaruhi tahap kemiskinan di kalangan belia di mana ianya dipengaruhi oleh jumlah pendapatan. Keputusan yang diperoleh dalam kajian sampel berpadanan dengan kajian lepas, iaitu tahap pendidikan mempunyai hubungan positif dengan gaji. Selain itu, ia juga terbukti bahawa pembolehubah-pembolehubah tersebut berinteraksi antara satu sama lain walaupun data yang diambil tidak sepenuhnya sesuai bagi model tersebut. Oleh itu, untuk meningkatkan kesesuaian dalam model tersebut, kita perlu mengenal pasti pembolehubah-pembolehubah yang berkaitan yang dapat mempengaruhi tahap kemiskinan belia untuk kajian lanjut. Walaupun begitu, jurang pendidikan akibat gender yang dikaji dalam perbincangan ini harus dititikberatkan terutamanya di peringkat awal persekolahan. Kajian ini telah menunjukkan bahawa golongan wanita mempunyai pengaruh yang besar kepada ahli-ahli keluarga yang lain dan mereka mempunyai lebih tinggi keazaman untuk melanjutkan pelajaran. Oleh yang demikian, galakan kepada golongan belia wanita untuk mencapai tahap pendidikan yang lebih tinggi harus dititikberatkan. Penyertaan belia dalam strategi pembangunan negara juga harus digalakkan kerana mereka merupakan tenaga manusia yang paling penting untuk berkhidmat kepada negara kita. Akhirnya, kajian ini berharap dapat meningkatkan kesedaran kerajaan dan masyarakat tentang cabaran-cabaran yang dihadapi oleh belia Malaysia serta kesan tahap pendidikan akibat kemiskinan belia supaya masalah kemiskinan belia di Malaysia dapat ditangani dengan baik.

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Jadual 1: Hipotesis hubungan antara gaji bulanan dan pendidikan

Variables	**Explanation**	**Expected Sign**
Monthly Salary	1 if more than RM2001 0 if below RM2000	+
Education Level	1 if he/she has achieved high education 0 if he/she has achieved low education	+

Jadual 2: Profil Responden

No.	**Variables**	**Description**	**No. of respondents**	**Percentage (%)**
1.	**Gender**	Male Female Total	56 64 120	46.7 53.5 100.00
2.	**Monthly Salary**	Low Income High Income Total	63 57 120	52.5 47.5 100.00
3.	**Education Level**	Low Educate High Educate Total	47 73 120	39.2 60.8 100.00

Jadual 3: Kebolehpercayaan Ukuran

Reliability Statistics	
Cronbach's Alpha	N of Items
N of Items	x2

Jadual 4: Statistik Deskriptif

	N	Minimum	Maximum	Mean	Std. Deviation
Gender1	120	.00	1.00	.5333	.50098
Education	120	.00	1.00	.6083	.49017
Salary	120	.00	1.00	.2583	43955
Valid N (listwise)	120	.00			

Jadual 5: Kolerasi Pearson

		Education	Salary
Education	Pearson Correlation	1	.240**
	Sig. (2-tailed)		.008
	N	120	120
Salary	Pearson Correlation	.240**	1
	Sig. (2-tailed)	.008	
	N	120	120

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

Jadual 6: Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.240a	.057	.049	.42856

a. Predictors: (Constant), Education

Jadual 7: Analisis Regresi

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.128	.063		2.042	.043
	Education	.215	.080	.240	2.680	008

a. Dependent Variable: Salary

Jadual 8: Nisbah Kemasukan Sekolah Rendah, Menengah dan Pengajian Tinggi

	1998	1999	2006	2007
Pendaftaran Sekolah Rendah (% gross):				
Jumlah	94.592	98.418	97.939	96.607
Perempuan	94.429	97.342	97.674	96.360
Lelaki	94.746	99.439	98.191	96.841
Pendaftaran Sekolah Menengah (% gross):				
Jumlah	66.349	65.479	69.220	68.190
Perempuan	69.103	67.884	71.921	70.513
Lelaki	63.685	63.152	66.628	65.961
Pendaftaran Pengajian Tinggi (% gross):				
Jumlah	22.084	22.982	29.748	32.106
Perempuan	22.798	23.198	32.923	36.221
Lelaki	21.384	22.769	26.629	28.077

Source: The World Bank

Jadual 9: Kadar Literasi Mengikut Jantina

	1980	1991	2000	2008
Kadar Literasi, (% 15 tahun ke atas)				
Jumlah	69.516	82.915	88.688	92.100
Perempuan	61.248	77.283	85.354	89.800
Lelaki	78.146	88.563	91.969	94.300

Source: The World Bank

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PENGETAHUAN DAN PENGALAMAN BERKAITAN PENGGUNAAN KREDIT DI KALANGAN PEGAWAI MUDA SEKTOR AWAM

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ABSTRAK

Kredit merupakan hutang, pinjaman atau bayaran yang dibuat oleh seseorang pengguna untuk mendapatkan barangan dan perkhidmatan dengan syarat akan membayar balik pada tempoh matang. Satu kajian telah dilakukan untuk mengukur tahap pengetahuan dan pengalaman pegawai muda sektor awam berkaitan dengan penggunaan kredit. Sampel kajian terdiri daripada pegawai kerajaan yang baru bekerja bagi tempoh tidak melebihi lima tahun dan bekerja di agensi kerajaan di Wilayah Persekutuan Putrajaya dan Kuala Lumpur. Sebanyak 202 soal selidik telah diterima dan boleh diguna pakai bagi tujuan analisis. Dapatan kajian menunjukkan bahawa kebanyakan responden mempunyai pengetahuan yang baik mengenai aspek kredit namun masih terdapat sebilangan responden tidak mengetahui peraturan menggunakan kredit dan apakah implikasi muflis ke atas individu. Walaupun responden kajian mempunyai pengetahuan yang baik tetapi ia tidak selari daripada segi amalan atau tingkah laku penggunaan mereka. Majoriti responden kajian pernah berhadapan atau mengalami salah satu daripada situasi kewangan misalnya mempunyai bayaran tertunggak, menerima panggilan dari pemberi pinjaman kerana kelewatan pembayaran dan lewat membuat bayaran pinjaman atau hutang. Ini menggambarkan bahawa responden kajian terdedah kepada menghadapi masalah kewangan. Program pendidikan kewangan di tempat kerja contohnya dapat meningkatkan lagi kesedaran dan amalan penggunaan kredit yang berhemah di kalangan pegawai muda.

Kata Kunci: *Kredit, Muflis, Kredit Pengguna, Pegawai Muda, Sektor Awam*

ABSTRACT

Credit is a debt, loan or payment made by consumers to receive goods and services with the promise to make repayment for a specific period. A survey has been conducted to measure young government executives' knowledge and experience in managing consumer credit. Sample of study consists of young executives who have been service in government sector for less than five years and their agency located in Wilayah Persekutuan Putrajaya and Kuala Lumpur. About 202 set of questionnaires have been received and usable for data analysis. The results of the study revealed that majority of respondents had adequate knowledge in *consumer credit; however, some of the respondents had a lack of knowledge and understanding about other credit aspects such as credit rules and the implication of being declared bankruptcy. Even most of the respondents had good credit knowledge, but this is not consistent when it comes to their practices or consumption behaviors. Most of the respondents had at least one of the financial experiences (situation), for example, default payment; receive call from money lender due to the late payment; and late payment for their loan or debt. This represent that the respondents of this study tend to experiencing financial problems. Financial education at workplace for example could enhance young executive awareness and educate them to become credit wise.*

Keywords: *Credit, Bankruptcy, Consumer Credit, Young Executive, Government Sector*

PENGENALAN

Konsep ”beli sekarang dan bayar kemudian”, merupakan kemudahan kewangan kepada pengguna bagi mendapatkan barangan dan perkhidmatan. Di sebalik kelebihan penggunaan kredit seperti dapat meningkatkan taraf hidup pengguna, ia juga menggalakkan pengguna untuk berhutang. Malah pengguna cenderung berbelanja secara berlebihan dan menyebabkan mereka tidak mampu untuk membayar balik (Collins & Mammen, 2002). Biasanya barangan yang dibeli secara kredit lebih mahal kerana ia dikenakan caj faedah. Pengguna yang kurang berpengetahuan dan disiplin dalam menguruskan kredit lebih terdedah untuk berhadapan dengan masalah kewangan. Terdapat pelbagai jenis kredit yang ditawarkan di pasaran seperti sewa beli, pinjaman bank biasa, pinjaman peribadi, kad kredit, pinjaman perumahan dan kenderaan (Millar & Moran, 1999).

Perkhidmatan kredit sering menjadi pilihan pengguna atau pembeli masa kini disebabkan oleh kelebihan yang dimiliki antaranya ia memberikan keselesaan (pengguna atau pembeli mempunyai rekod pembelian), sesuai digunakan untuk kecemasan (perbelanjaan tidak dijangka) dan biasanya digunakan bagi tujuan pembelian besar (contohnya perabot, kereta dan rumah). Selain daripada itu perkhidmatan ini juga merupakan satu jalan mudah bagi mereka yang ingin memenuhi keperluan dan kehendak mereka dengan cepat. Peningkatan kos sara hidup, taraf pendidikan dan tahap hidup masyarakat telah menyebabkan permintaan terhadap barangan dan perkhidmatan telah mengalami peningkatan (Kapoor, Dlabay, & Hughes, 2004). Kredit bukan sahaja dapat memudahkan seseorang itu untuk berbelanja malah akan menyebabkan seseorang berbelanja melebihi kemampuan iaitu boros dan suka berbelanja dengan sewenang-wenangnya (Brobeck & Carolyn, 2002).

Sejumlah 16,251 individu di Malaysia telah diisytiharkan muflis pada tahun 2004, satu peningkatan besar sebanyak 100% dan 760% berbanding angka masing-masing pada tahun 1995 dan 1998 (Bank Negara Malaysia, 2004). Penyebab utama kepada kemuflisan tersebut adalah dari pinjaman kereta (23% dari keseluruhan), penjamin pinjaman pendidikan (16%), pinjaman bank (15%) dan tunggakan kad kredit (11%). Analisis terperinci mendapati trend muflis di kalangan mereka yang lebih muda dengan golongan dalam kumpulan umur 31-40 tahun dan 41-50 tahun masing-masing menyumbang 285 dan 365 dari kes keseluruhan.

Menurut statistik yang dikeluarkan oleh Jabatan Insolvensi Malaysia (2010) jumlah keseluruhan kes kebankrapan yang didaftarkan setakat 31 Mei 2010 adalah sebanyak 217,577. Manakala data terkini daripada Bank Negara Malaysia melaporkan bahawa dalam tahun 2010, sejumlah 294.9 juta urus niaga dilakukan menggunakan kad kredit dan jumlah belian yang dicatatkan adalah sebanyak RM 68,739.1 juta adalah daripada pemegang kad tempatan. Dalam tempoh yang sama terdapat 7.5 juta kad kredit dalam edaran dan jumlah baki tertunggak dari pemegang kad adalah sebanyak RM28,174.5 juta. Sejumlah 9,718 individu telah diisytiharkan muflis pada tahun 2000 berbanding data terkini yang menunjukkan peningkatan dua kali ganda iaitu 18,119 individu. Kajian Pusat Penyelidikan dan Sumber Pengguna (CRRC) mendapati sebanyak 41 pekerja muda diisytiharkan muflis setiap hari dengan 60 peratus daripada kalangan golongan yang sama berhadapan dengan masalah hutang yang serius. Hampir 50 peratus individu yang mendapatkan khidmat nasihat daripada Agensi Kaunseling dan Pengurusan Kredit (AKPK) adalah berumur di bawah 40 tahun (Harian Malaysia, 2011).

Kelonggaran dan galakan yang diberikan oleh pihak kerajaan serta institusi perbankan telah membolehkan semakin ramai rakyat negara ini mampu memiliki kad kredit dan kemudahan kredit yang lain. Peraturan yang dikuatkuasakan pada 28 Julai 1999 membenarkan seseorang yang berpendapatan RM1,500 layak memiliki kad kredit. Peraturan yang diperkenalkan itu telah menyebabkan pengeluaran kad kredit meningkat secara mendadak. Sehingga suku tahun pertama tahun 2000, jumlah pemilikan kad kredit di Malaysia telah meningkat 500% berbanding tahun 1998. Menyedari akan hakikat itu, mulai tahun 2011 Bank Negara telah menggariskan beberapa peraturan baru berkaitan dengan pemilikan kad kredit antaranya kadar kelayakan gaji minimum bagi setiap permohonan baru kad kredit dinaikkan daripada RM1,500 kepada RM2,000 sebulan. Pada masa yang sama, mereka yang mempunyai gaji RM3,000 sebulan atau RM36,000 setahun hanya dibenarkan memiliki kad kredit daripada dua buah bank sahaja. Sekiranya seseorang itu mempunyai kad kredit daripada banyak bank, individu itu perlu memilih dua bank sahaja dan membatalkan kad kredit yang lain menjelang akhir tahun ini.

Peningkatan kos sara hidup, kehendak yang tidak terbatas serta sumber pendapatan yang terhad menyebabkan ada di kalangan individu atau pengguna memilih kredit sebagai alternatif untuk mendapatkan pelbagai barangan dan perkhidmatan untuk memenuhi keperluan dan kehendak mereka. Selain itu, kurangnya pengetahuan dan tidak mengetahui cara untuk menguruskan kredit boleh membawa kepada penggunaan kredit yang tidak terancang. Contohnya, pengetahuan yang kurang berkaitan dengan caj kewangan kredit boleh membawa kepada amalan pembayaran bil yang minima atau tidak menjelaskan bayaran tepat pada masanya. Implikasi dari itu adalah kos penggunaannya yang semakin meningkat setiap bulan walaupun dengan penggunaan yang sedikit. Selain itu ia telah mewujudkan satu bentuk budaya hidup yang kurang sihat di kalangan pekerja iaitu tabiat suka berhutang. Pelbagai masalah lain akan timbul kesan daripada tabiat suka berhutang seperti membawa kepada keruntuhan institusi keluarga, perceraian, penderaan, tekanan perasaan dan mental, masalah kesihatan dan penurunan prestasi di tempat kerja.

Peningkatan penggunaan kredit sejak kebelakangan ini terutama di kalangan pegawai muda menunjukkan bahawa mereka merupakan golongan yang terdedah kepada fenomena kemuflisan yang melanda negara. Sehubungan itu, kertas kerja ini bertujuan untuk mengkaji pengetahuan dan pengalaman pegawai muda sektor awam berkaitan kredit. Diharapkan dapatan kajian ini dapat membantu pihak yang terlibat untuk merangka program atau polisi yang dapat meningkatkan pengetahuan dan kemahiran pengguna terutamanya dalam soal pengurusan kredit atau hutang.

KAJIAN LITERATUR

Terdapat pelbagai jenis kredit yang ditawarkan di pasaran seperti sewa beli, pinjaman bank biasa, pinjaman peribadi, kad kredit, pinjaman pendidikan, perumahan dan kenderaan (Millar & Moran, 1999). Ini merujuk kepada kredit berbentuk formal (Garman & Forgue, 2000). Manakala pembelian secara hutang dan membayarnya secara ansuran untuk barangan runcit dari kedai pula merujuk kepada kredit berbentuk tidak formal. Sebelum pinjaman diberikan kepada pelanggan, pengukuran dari segi latar belakang peminjam, kedudukan kewangan, kebolehan membayar, sumber pendapatan, jumlah tanggungan dan lain-lain kriteria peminjam akan diambil kira. Ini penting bagi memastikan pengguna mampu membuat pembayaran balik tanpa sebarang masalah. Kajian Wesberg, Hira dan Fanslow (1992) ke atas isi rumah di Amerika Syarikat mendapati isi rumah yang mempunyai pendapatan yang tinggi mempunyai jumlah hutang yang tinggi. Mohamed dan Deanna (1997) menyatakan bahawa tahap pendidikan, status perkahwinan, jantina, bangsa, sumber ekonomi, status kesihatan, sikap dan nilai adalah faktor yang mempengaruhi penggunaan kredit.

Kajian yang telah dijalankan oleh Mustazar, Azmafazilah dan Fathin (2004) mendapati sikap individu yang tidak membuat belanjawan dan tidak mengurus kewangan dengan baik akan menyebabkan mereka menghadapi masalah kewangan. Ini mendorong mereka mendapatkan sumber kewangan yang mudah walaupun mempunyai kadar bayaran tetap tinggi. Misalnya kemudahan kad kredit telah menyebabkan individu tidak membuat perancangan semasa berbelanja kerana had maksimum penggunaan yang tinggi berbanding jumlah pendapatan bersih bulanan yang diterima. Bayaran bil yang minima pada setiap bulan menyebabkan bebanan faedah yang tinggi terpaksa ditanggung oleh individu untuk jangka masa yang panjang. Kajian perancangan dan amalan penggunaan kad kredit bagi pengguna di Malaysia oleh Husniyah, Mohamad Fazli, dan Ahmad Hariza (2005) merumuskan bahawa kebanyakan pengguna mempunyai tahap pengetahuan yang baik namun tidak dari segi amalan (29.4% buat bayaran minimum dan 51.5% buat bayaran lebih daripada minimum). Melalui kajian yang dilakukan, Brobeck dan Carolyn (2002) merumuskan bahawa kredit bukan sahaja dapat memudahkan seseorang itu untuk berbelanja malahan akan menyebabkan seseorang berbelanja melebihi kemampuan iaitu boros dan suka berbelanja dengan sewenang-wenangnya.

Seterusnya kajian berkaitan dengan tingkah laku penggunaan kredit sewa beli di Malaysia mendapati secara umumnya pengguna mempunyai tahap pengetahuan yang baik tentang konsep sewa beli dan mereka terdiri daripada pekerja di sektor swasta, berumur antara 26 hingga 35 tahun dan telah berkahwin. Manakala pengguna yang bekerja di sektor swasta, berumur melebihi 46 tahun, lelaki dan bukan lepasan universiti didapati lebih kerap terlibat dengan pembelian secara sewa beli (Mohamad Fazli, Husniyah, & Syuhaily, 2009). Husniyah, Afida, Bukryman, dan Elistina (2010) menerusi kajian mereka mengenai literasi pengguna dalam pinjaman perumahan di kalangan pekerja sektor awam menujukan majoriti responden mempunyai tahap pengetahuan yang baik (75.5%) dan mereka adalah pekerja lelaki yang berkahwin, eksekutif dan memperoleh pendapatan bulanan melebihi RM2,500. Seterusnya kajian di kalangan keluarga dwi kerjaya di sektor awam mendapati secara umumnya tahap pengetahuan kewangan responden adalah sederhana (68.4%) dan mereka kurang berpengetahuan mengenai kad kredit dan pengurusan risiko (Zaimah, Jariah, Sharifah, & Mumtazah, 2009).

METODOLOGI KAJIAN

Kajian ini telah dijalankan di kalangan pegawai muda gred 41-48 dan bekerja dalam tempoh lima tahun di agensi-agensi kerajaan di sekitar Wilayah Persekutuan Putrajaya dan Wilayah Persekutuan Kuala Lumpur menggunakan kaedah pensampelan bertujuan. Penyelidik telah memohon kebenaran dan mendapatkan kerjasama Bahagian Sumber Manusia dari setiap agensi yang telah dikenal pasti untuk menjalankan kajian. Instrumen yang digunakan dalam kajian ini merupakan satu set soal selidik yang dibentuk sendiri dan diubahsuai berdasarkan kajian lepas. Borang soal selidik ini mengandungi lapan bahagian iaitu maklumat demografi, pemilikan harta, status pinjaman, tahap pengetahuan, pengalaman, amalan, kesejahteraan kewangan dan keperluan sokongan. Sebanyak 30 set soal selidik telah dihantar kepada setiap agensi dan jumlah keseluruhan edaran adalah sebanyak 520. Walau bagaimana pun, hanya 202 borang sahaja telah diterima dan boleh diguna pakai bagi tujuan analisis. Bagi tujuan kertas kerja ini perbincangan meliputi dua bahagian utama iaitu pengetahuan dan pengalaman berkenaan penggunaan kredit. Terdapat 15 soalan telah dibentuk untuk mengukur pengetahuan responden berkaitan kredit dengan pilihan jawapan "1=Betul" dan "0=Salah". Manakala terdapat 10 soalan dengan pilihan jawapan "1=Ya" dan "0=Tidak" digunakan untuk mengkaji pengalaman responden dalam aspek penggunaan kredit. Data yang dikumpulkan dianalisis menggunakan perisian SPSS. Perbincangan hasil kajian adalah secara deskriptif (min, mod dan peratusan) dan dapatan kajian dibentangkan dalam bentuk jadual.

Profil Responden Kajian

Lebih daripada satu perdua responden kajian terdiri daripada responden lelaki (56.4%). Majoriti responden terdiri dari etnik Melayu (83.7%), diikuti dengan etnik Cina (6.4%), etnik India (3.5%) dan selebihnya terdiri dari Bumiputera Sabah dan Sarawak (6.4%). Julat umur di kalangan responden adalah di antara 23 hingga 41 tahun dengan purata umur 28 tahun. Peratusan tertinggi responden berada dalam kategori umur 26 hingga 35 tahun (73.3%). Daripada segi tahap pendidikan, majoriti responden mempunyai kelulusan di peringkat ijazah sarjana muda (93%) dan terdapat seramai 7% responden mempunyai kelulusan di peringkat sarjana. Daripada segi gred jawatan, majoriti responden berada pada gred 41 (87.1%), diikuti gred 44 (9.9%), dan gred 48 (3.0%). Majoriti responden mempunyai tempoh perkhidmatan kurang daripada tiga tahun (85.7%). Seramai 56.4% responden sudah berkahwin dan kebanyakannya mempunyai seorang anak. Purata saiz isi rumah yang dicatatkan ialah 3.7 orang (Jadual 1).

Jadual 1: Latar Belakang Responden

Angkubah	Bilangan (n=202)	Peratusan (%)
Jantina		
Lelaki	114	56.4
Perempuan	88	43.6

Etnik		
Melayu	169	83.7
Cina	13	6.4
India	7	3.5
Bumiputera	13	6.4
Umur		
<25 tahun	43	21.3
26-35 tahun	148	73.3
36 ke atas	11	5.5
Tahap Pendidikan		
Ijazah Sarjana Muda	188	93.1
Ijazah Sarjana	14	6.9
Status Perkahwinan		
Bujang	88	43.6
Berkahwin	114	56.4

Pengetahuan Berkaitan Kredit

Jadual 2 menunjukkan taburan pengetahuan responden mengenai kredit. Lebih daripada dua pertiga responden (64.1%) mengetahui bahawa pembelian menggunakan kemudahan kredit pada hakikatnya akan mengurangkan kuasa beli mereka pada masa hadapan. Ini menggambarkan bahawa majoriti responden mengetahui dan memahami kaitan antara konsep kredit dengan kuasa beli pengguna. Sekiranya seseorang membeli barang atau perkhidmatan secara kredit atau hutang sebenarnya mereka telah menggunakan pendapatan mereka pada masa hadapan. Ini menyebabkan kuasa beli mereka berkurangan kerana pendapatan yang sepatutnya boleh dibelanjakan terpaksa digunakan untuk melunaskan hutang. Majoriti responden (94.9%) didapati mengetahui bahawa mereka akan dikenakan caj tambahan sekiranya membuat pengeluaran tunai menggunakan kad kredit. Ini adalah caj yang dikenakan bagi setiap kali pendahuluan wang tunai diperoleh. Caj yang dikenakan adalah sekitar 3% hingga 5% daripada jumlah pendahuluan wang tunai yang diambil dan merupakan tambahan kepada caj kewangan yang dikenakan ke atas jumlah pendahuluan yang diberikan kepada pengguna.

Majoriti responden (93.4%) juga didapati mengetahui akan kepentingan menyediakan bayaran pendahuluan (deposit) yang tinggi bagi mengurangkan kos sesebuah pinjaman. Terdapat sebilangan responden (11.6%) tidak mengetahui akan fungsi Sistem Maklumat Rujukan Kredit Pusat (CCRIS) yang mengumpul maklumat mengenai individu yang mengambil pinjaman daripada institusi kewangan dan membekalkan semula maklumat tersebut kepada institusi kewangan.

Sebilangan besar responden (43.9%) juga tidak mengetahui bahawa mereka tidak disarankan untuk berbelanja lebih daripada 20 peratus pendapatan bersih mereka untuk bayaran ansuran atau kredit. Menurut pakar kewangan seseorang akan lebih terdedah untuk berhadapan dengan masalah kewangan sekiranya lebih daripada 20 peratus pendapatan mereka digunakan untuk bayaran ansuran atau kredit.

Majoriti responden (91.4%) sedia maklum bahawa sebagai penjamin kepada sesebuah pinjaman mereka juga boleh diisytiharkan muflis. Kajian turut mendapati lebih daripada satu pertiga responden (37.4%) tidak mengetahui bahawa individu yang telah diisytiharkan muflis tidak dibenarkan membuat pinjaman melebihi satu ribu ringgit. Terdapat 23.7 peratus responden tidak mengetahui akan fungsi dan peranan yang dimainkan oleh Agensi Kaunseling dan Pengurusan Kredit (AKPK). AKPK ialah sebuah agensi yang ditubuhkan oleh Bank Negara Malaysia pada bulan April 2006 untuk membantu individu menguasai situasi kewangan mereka dan mencapai ketenangan minda hasil daripada penggunaan kredit secara bijak. AKPK menawarkan kepada individu perkhidmatan berikut secara percuma: (1) pendidikan kewangan tentang tanggungjawab penggunaan wang dan kemahiran pengurusan kredit, (2) kaunseling dan nasihat berkenaan pengurusan kewangan, dan (3) program pengurusan kredit untuk membantu pengguna menguasai semula kewangan mereka (www.akpk.org.my).

Majoriti responden (94.4%) mengetahui bahawa pemilik kad kredit tidak boleh berbelanja melebihi had. Ini adalah kerana setiap kad kredit yang dibekalkan oleh syarikat pengeluar mempunyai had limitasi tertentu yang biasanya berdasarkan pendapatan bulanan yang diterima oleh pemilik. Garis panduan baru yang dikeluarkan oleh Bank Negara Malaysia mensyaratkan had maksimum yang diberikan kepada pemegang kad tidak boleh melebihi dua kali ganda pendapatan bulanan mereka. Terdapat sebilangan responden (16.2%) tidak mengetahui bahawa pemohon kad kredit perlu mempunyai had pendapatan minimum tahunan sekitar RM18,000. Terkini, BNM telah menetapkan syarat untuk mendapatkan kad kredit baharu seseorang perlu mempunyai pendapatan minimum tahunan sekitar RM24,000. Lebih daripada satu pertiga responden (34.8%) juga didapati tidak mengetahui bahawa seseorang boleh diisytiharkan muflis jika mereka gagal untuk membayar hutang berjumlah RM30,000. Majoriti responden (75.8%) juga didapati tidak mengetahui mengenai peranan dan fungsi Credit Tip Off Services (CTOS). CTOS merupakan sebuah organisasi (syarikat) yang mendapat dan mengumpul maklumat jika terdapat bankrupsi dan saman yang dikenakan terhadap individu atau syarikat dan maklumat tersebut akan didaftarkan ke dalam pangkalan data elektronik mereka (www.ctos.com.my).

Tahap pengetahuan mengenai kredit diukur berdasarkan kepada jawapan betul yang dapat dijawab oleh responden. Satu markah diberikan bagi setiap jawapan yang betul dan skor komposit dikira berdasarkan 15 soalan yang diajukan. Tahap pengetahuan mengenai kredit dibahagikan kepada tiga kategori iaitu rendah (skor kurang daripada 5), sederhana (skor 6 hingga 10) dan tinggi (skor lebih daripada 11). Secara keseluruhannya, kebanyakan responden (73.2%) kajian ini mempunyai tahap pengetahuan yang baik berkaitan dengan kredit. Hanya tiga peratus responden sahaja yang mempunyai tahap pengetahuan yang rendah (Jadual 3).

Jadual 2: Pengetahuan Responden Berkaitan Kredit (n=202)

Penyataan	Betul n (%)	Salah n (%)
1. Membeli secara kredit akan mengurangkan kuasa beli pada masa hadapan. **(Betul)**	127 (64.1)	71 (35.9)
2. Tiada caj (yuran) dikenakan bagi pengeluaran tunai melalui kad kredit. **(Salah)**	10 (5.1)	188 (94.9)
3. Kadar faedah (interest) mempengaruhi nilai baki hutang masa hadapan. **(Betul)**	188 (94.9)	10 (5.1)
4. Bayaran pendahuluan (deposit) yang tinggi akan mengurangkan lagi kos sesebuah pinjaman. **(Betul)**	185 (93.4)	13 (6.6)
5. Sistem informasi rujukan kredit (CCRIS) merupakan biro kredit yang mengumpul, proses, menyimpan dan mewujudkan informasi kredit. **(Betul)**	175 (88.4)	23 (11.6)
6. Seseorang boleh berbelanja melebihi 20% pendapatan bersihnya untuk ansuran kredit. **(Salah)**	87 (43.9)	111 (56.1)
7. Seorang penjamin bagi sesebuah pinjaman turut boleh diisytiharkan muflis. **(Betul)**	181 (91.4)	17 (8.6)
8. Pembelian secara tunai lebih berkos rendah berbanding secara kredit. **(Betul)**	182 (91.9)	16 (8.1)
9. Semakin panjang tempoh bayaran balik pinjaman semakin rendah kos keseluruhan pinjaman tersebut. **(Salah)**	17 (8.6)	181 (91.4)
10. Individu yang telah diisytiharkan muflis tidak dibenarkan memohon pinjaman melebihi RM 1,000. **(Betul)**	124 (62.6)	74 (37.4)
11. Agensi Kaunseling dan Pengurusan Kredit (AKPK) menawarkan perkhidmatan pinjaman kewangan. **(Salah)**	47 (23.7)	151 (76.3)

12. Pemilik kad kredit boleh berbelanja tanpa had. (**Salah**)	11 (5.6)	187 (94.4)
13. Pemohon kad kredit perlu mempunyai sekurang-kurangnya RM 18, 000 pendapatan setahun. **(Betul)**	166 (83.8)	32 (16.2)
14. Seseorang boleh diisytiharkan muflis jika gagal membayar hutang sejumlah RM30,000. **(Betul)**	129 (65.2)	69 (34.8)
15. CTOS (Credit Tip Off Services) ialah satu senarai hitam yang menghalang peminjam mendapat pinjaman. **(Salah)**	150 (75.8)	48 (24.2)

Jadual 3: Tahap Pengetahuan Responden Berkaitan Kredit (n=202)

Kelas Skor	Tahap Pengetahuan	Peratus (%)
≤ 5	Rendah	3.0
6-10	Sederhana	23.7
≥ 11	Tinggi	73.2

Pengalaman Berkaitan Penggunaan Kredit

Responden ditanya mengenai pengalaman atau situasi yang pernah mereka hadapi dalam penggunaan kredit. Menurut pakar kewangan, sekiranya responden pernah menghadapi salah satu daripada pengalaman atau situasi yang dinyatakan di bawah (rujuk Jadual 4), mereka cenderung untuk berhadapan dengan masalah kewangan. Kajian mendapati terdapat lebih daripada satu pertiga responden (38.3%) menyatakan mereka mempunyai bayaran pinjaman yang belum dijelaskan (tertunggak). Terdapat juga sebilangan kecil responden (6.5%) pernah membuat pajakan atau gadaian ke atas barang atau aset yang dimiliki untuk mendapatkan wang.

Sebanyak 21.1 peratus responden pernah menerima panggilan daripada pemberi pinjaman kerana lewat membuat pembayaran ke atas pinjaman yang dilakukan. Terdapat juga di kalangan responden (14.1%) yang menggunakan kemudahan kad kredit untuk mendapatkan kemudahan wang tunai. Sebilangan besar responden (47.2%) juga menyatakan mereka pernah terlewat membuat bayaran ansuran atau pinjaman. Kajian juga mendapati terdapat 40.4 peratus responden pernah membuat pinjaman daripada rakan, ahli keluarga, saudara mara dan juga majikan untuk membayar kembali pinjaman atau hutang yang dilakukan. Sebilangan kecil responden (1.5%) juga didapati pernah membuat pinjaman daripada pemberi pinjaman wang tidak berlesen seperti "Ah Long". Hanya dua peratus responden menyatakan mereka pernah ada pengalaman di mana barangan atau kenderaan disita kerana tidak mampu untuk membayar hutang. Hampir satu perdua responden (48.7%) didapati pernah berbelanja lebih daripada 20 peratus pendapatan bersih mereka untuk bayaran ansuran kredit.

Tahap pengalaman berkaitan penggunaan kredit diukur berdasarkan skor yang diperoleh sekiranya responden menyatakan mereka pernah menghadapi situasi atau pengalaman yang dinyatakan dalam Jadual 4. Satu markah diberikan sekiranya responden pernah menghadapi situasi atau pengalaman yang dinyatakan. Tahap pengalaman dibahagikan kepada tiga iaitu kurang bermasalah (kurang daripada 3 situasi/pengalaman), bermasalah (4-6 situasi/pengalaman) dan sangat bermasalah (lebih daripada 7 situasi/pengalaman). Secara keseluruhannya, responden kajian pernah berhadapan dengan situasi atau pengalaman kewangan yang dinyatakan. Didapati responden kajian ini juga cenderung atau sedang berhadapan dengan masalah kewangan terutama berkaitan dengan pengurusan kredit atau hutang (Jadual 5).

Jadual 4: Pengalaman Responden Berkaitan Penggunaan Kredit (n=202)

Pengalaman	Ya n (%)	Tidak n (%)
1. Mempunyai bayaran pinjaman tertunggak	75 (38.3)	121 (61.7)
2. Pajak/ gadai untuk mendapatkan wang	13 (6.5)	186 (93.5)
3. Menerima panggilan dari pemberi pinjaman kerana kelewatan pembayaran	42 (21.1)	156 (78.9)
4. Menggunakan kemudahan pengeluaran tunai melalui kad kredit	28 (14.1)	171 (85.9)
5. Lewat membayar ansuran kredit/pinjaman	97 (47.2)	102 (52.8)
6. Meminjam wang dari keluarga, teman, saudara-mara, atau majikan untuk membayar pinjaman atau hutang	80 (40.4)	118 (59.6)
7. Menggunakan kemudahan kredit untuk keperluan harian	86 (43.2)	113 (56.8)
8. Meminjam wang dari ”Ahlong”	3 (1.5)	196 (98.5)
9. Barang atau kenderaan disita kerana tidak mampu membayar hutang	4 (2.0)	195 (98.0)
10. Berbelanja melebihi 20% pendapatan bersih untuk ansuran kredit	97 (48.7)	102 (51.3)

Jadual 5: Tahap Pengalaman Responden Berkaitan Penggunaan Kredit (n=202)

Kelas Skor	Pengalaman	Peratus (%)
≤ 3	Kurang Bermasalah	72.9
4-6	Bermasalah	24.1
≥ 7	Sangat Bermasalah	3.0

KESIMPULAN DAN IMPLIKASI

Bersandarkan dapatan kajian ini, majoriti responden menyatakan mereka mempunyai tahap pengetahuan yang baik atau berpengetahuan mengenai aspek kredit. Walau bagaimana pun, analisis item yang dilakukan mendapati kebanyakan responden kurang berpengetahuan dalam beberapa aspek mengenai kredit seperti peranan dan fungsi agensi yang berkaitan dengan kredit (contohnya AKPK, CCRIS, dan CTOS) dan peraturan menggunakan kredit (contohnya berbelanja melebihi 20% pendapatan untuk ansuran kredit). Kebanyakan responden juga masih tidak mengetahui akan implikasi sekiranya mereka diisytiharkan muflis dan kriteria yang melayakkan seseorang individu itu untuk diisytiharkan muflis.

Daripada segi amalan pengurusan kredit (merujuk kepada pengalaman) ia jelas menunjukkan bahawa responden kajian ini iaitu kumpulan pegawai muda sektor awam cenderung dan sedang berhadapan dengan masalah kewangan terutamanya dalam soal pengurusan kredit atau hutang. Kebanyakan responden pernah berhadapan dengan situasi di mana mereka mempunyai bayaran pinjaman tertunggak, menerima panggilan dari pemberi pinjaman disebabkan kelewatan pembayaran dan lewat membuat bayaran pinjaman. Malahan ada di kalangan responden yang terpaksa meminjam wang daripada rakan, ahli keluarga dan majikan untuk menjelaskan bayaran pinjaman serta menggunakan kemudahan kredit untuk keperluan perbelanjaan harian. Menurut Mumtazah (2002) antara indikator yang menunjukkan seseorang individu berhadapan dengan masalah kewangan ialah berbelanja lebih daripada 20 peratus pendapatan untuk bayaran kredit atau ansuran, suka mengambil pinjaman baru untuk menampung hutang lama, sentiasa membeli secara ansuran untuk perbelanjaan keperluan hidup dan tidak pasti berapa jumlah hutang yang ditanggung.

Dapatan kajian ini jelas menunjukkan bahawa terdapat keperluan untuk responden atau pengguna meningkatkan amalan tingkah laku yang positif dalam penggunaan kredit. Responden sewajarnya perlu mempraktikkan dan membudayakan amalan pengurusan kewangan yang bijak baik di rumah mahupun di luar rumah. Contohnya menjelaskan bil tepat pada masanya dan berbelanja mengikut kemampuan bagi mengelak dari berhadapan dengan masalah kewangan. Program pendidikan kewangan berbentuk amali "hands on training" berkaitan pengurusan kredit pengguna juga perlu diperkenalkan dan dilaksanakan misalnya di tempat kerja. Agensi di tempat kerja dan majikan perlu menggalakkan kakitangan mereka untuk membudayakan amalan atau tingkah laku pengurusan kewangan yang berhemah. Selain itu, usaha-usaha untuk mempromosikan Agensi Kaunseling dan Pengurusan Kredit perlu diperluaskan dan dipergiatkan bagi membantu individu dan keluarga sekiranya mereka berhadapan dengan masalah pengurusan kewangan.

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KAJIAN AFEKTIF DAN RANGSANGAN BELIA GURU BAHASA MELAYU TERHADAP PENYERAPAN KONSTRUKTIVISME DINAMIK BERASASKAN PENGGUNAAN INTERNET

ADENAN AYOB

ABSTRAK

Belia wajar berfungsi secara aktif sebagai penggerak dan pembina ketamadunan. Dalam kematangan usia, kemantapan fizikal dan kecelikan minda, guru yang belia merupakan kelompok yang mampu memikul peranan sebagai warga pendidik aktif dan proaktif. Hakikatnya, bidang pendidikan telah mengalami perubahan pesat yang dibawa oleh kesan globalisasi dan ledakan teknologi maklumat. Perubahan yang berlaku secara menyeluruh telah mencetuskan aspek afektif dan rangsangan belia guru terhadap pengajaran di dalam bilik darjah. Justeru, penyelidikan ini dilakukan untuk mengkaji aspek afektif yang melibatkan dimensi sikap. Kajian tentang aspek rangsangan pula membabitkan dimensi motivasi. Daripada kedua-dua dimensi tersebut, kajian ini memfokuskan hubungannya terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Penyelidikan ini membabitkan 1400 orang guru sekolah menengah di seluruh negara, iaitu 100 orang bagi setiap negeri telah dipilih sebagai responden kajian. Pemilihan sampel dibuat secara rawak bertujuan untuk meninjau sikap dan motivasi belia guru terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Kaedah temu bual berasaskan tinjauan digunakan dalam kajian ini dengan berpandukan instrumen soal selidik. Analisis deskriptif digunakan untuk menghuraikan skor min sikap dan motivasi belia guru. Dalam pada itu, ujian Korelasi Pearson digunakan untuk melihat sama ada terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru. Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Dapatan kajian ini membuka laluan kepada belia guru dalam trend siber untuk memikirkan pemilihan pendekatan yang lebih sesuai diterap di dalam bilik darjah ke arah melahirkan generasi belia pelapis yang berketerampilan dalam penjanaan minda bahasa.

Kata Kunci: *Sikap, Motivasi, Konstruktivisme Dinamik, Internet, Globalisasi*

ABSTRACT

Young teachers should be actively working as a moderator in technological civilization. In the stage of maturity, physical strength and literacy of mind, a group of young teachers could play a role as an active and proactive educator. In fact, education has undergone rapid changes that brought by globalization and information explosion. Thus, this research is based on aspects involving the dimensions of affective attitudes and also of motivational stimulus dimensions. This research involved 1400 young teachers. From every state in Malaysia, 100 young teachers were selected as a sample. A random respondent selection aimed to explore among young teachers' attitudes and motivation to the absorption of a dynamic constructivism in the teaching of Malay that based internet usage. The survey method was used in this study using questionnaire based instruments. Descriptive analysis is utilized to describe the mean score. Pearson Correlation test is also used to see if there a significant relationship between those attitudes and motivation. The results show a significant relationship between attitudes and motivation towards the absorption of a dynamic constructivism in the teaching of Malay language that is based on internet usage. The finding shows the new scope of young teachers in the cyber trend to think of a more appropriate selection to create a generation of youth who are skilled in generating and coatings language mind.

Keywords: *Attitude, Motivation, Dynamic Constructivism, Internet, Globalization*

LATAR BELAKANG KAJIAN

Aspirasi Wawasan 2020 digubal untuk menjadikan Malaysia sebagai sebuah negara maju mengikut acuan sendiri. Pembangunan belia berasaskan ciri-ciri modal insan yang lengkap pada masa ini merupakan usaha ke arah pengisian generasi Wawasan 2010. Antara langkah yang diatur oleh pihak kerajaan bertujuan memaju dan menyeimbangkan keutuhan bidang pembangunan belia dengan berteraskan pendidikan nasional dan global. Justeru, guru muda dikenal pasti berperanan utama ke arah membangunkan modal insan yang berjati diri kukuh, berketerampilan, berkeperibadian mulia, berpengetahuan dan berkemahiran tinggi bagi pengisian wawasan berkenaan. Atas prinsip dan penghayatan wawasan tersebut juga, modal insan yang ingin dihasilkan perlu berkemampuan untuk berfikiran secara kritis dan kreatif, mempunyai kemahiran menyelesaikan masalah, berkeupayaan mencipta peluang-peluang baharu dan mempunyai ketahanan serta kebolehan berhadapan dengan trend persekitaran nasional dan global yang sering berubah-ubah. Belia pelapis yang diharapkan akan dapat mengisi kepemimpinan negara yang bijak berbahasa menerusi pidato, perbahasan di parlimen dan sebagainya. Ini juga sejajar dengan impian kerajaan ke arah memantapkan parlimen belia yang bakal diwujudkan. Sehubungan itu, peranan belia-belia guru turut berfokus kepada penyediaan generasi belia pelapis dengan peluang-peluang yang lebih luas bagi mengembangkan potensi diri, melengkapkan kecemerlangan sahsiah dan membentuk ciri-ciri keperibadian yang berwibawa. Harapannya, mereka akan terus berikhtiar untuk memajukan negara dengan berpaksikan hasrat yang terkandung dalam Falsafah Pendidikan Kebangsaan.

Dalam langkah kerajaan untuk menjadikan Malaysia sebagai sebuah negara maju, bidang pendidikan telah dijadikan teras strategik dalam Misi Nasional (Samsudin A. Rahim, 2007). Secara tidak langsung, Kementerian Belia dan Sukan (KBS) dengan kerjasama Kementerian Pelajaran Malaysia (KPM) wajar menunaikan tanggungjawab dan amanah untuk mengatur strategi ke arah perwujudan golongan belia guru yang dapat menghadapi cabaran globalisasi, selain mengangkat sistem pendidikan supaya berada dalam kelas dunia. Oleh itu, pelbagai perubahan dan pembaharuan telah dilaksanakan, salah satunya yang membabitkan kurikulum Bahasa Melayu. Antara pembaharuan mapan yang dilakukan adalah menerusi penyemaian aspek afektif dan rangsangan dalam persekitaran konstruktivisme dinamik berasaskan penggunaan internet.

Konstruktivisme bermaksud pembinaan pengetahuan dalam konteks pembelajaran (Costa, 2004). Ciri utama konstruktivisme memberikan penekanan kepada murid supaya membina pengetahuan sendiri dalam kerangka pembelajaran (Chapman, 2007). Tujuannya supaya murid dapat mempelajari atau menelaah sesuatu isi pelajaran secara dinamik (Woolfolk, 2000). Woolfolk menambah bahawa trend-trend semasa dalam pengajaran perlu selari dengan aspirasi konstruktivisme dinamik yang berfokus kepada penggunaan teknologi tinggi. Aspirasi yang dimaksudkan perlu dihayati sebagai pembinaan persekitaran kognitif yang aktif oleh murid di dalam bilik darjah (Adenan Ayob, 2010). Brown (2006) pula menjelaskan konstruktivisme dinamik dalam pengajaran dianggap sebagai kecenderungan umum ke arah pemprosesan pengetahuan daripada penjanaan minda. Menurut Woolfolk, masih belum wujud lagi sarjana pendidikan yang dapat menilai konstruktivisme dinamik berasaskan internet dengan menyentuh aspek afektif dan rangsangan secara khusus di dalam bilik darjah. Usaha yang terancang juga kurang dilakukan oleh para sarjana pendidikan untuk mentafsir dan mengambil tindakan yang sesuai serta konstruktif terhadap konstruktivisme dinamik dalam pengajaran bahasa berasaskan penggunaan internet oleh kalangan belia guru (Johnson, 2005). Paling ketara dilihat bahawa situasi pengajaran yang berpaksikan pendekatan konstruktivisme di dalam bilik darjah amat sukar diramal pada abad ke-21 ini kerana tingkah laku dan proses penjanaan minda murid yang rencam, selain banyak terdedah kepada pengaruh persekitaran luar (Reid, 2007). Sehubungan itu, belia guru perlu berhadapan dengan tindak balas atau respons pemikiran murid yang pelbagai, di samping mencerap secara khusus pendekatan konstruktivisme dinamik di dalam bilik darjah.

Dalam dekad yang serba mencabar ini, peranan belia guru telah dituntut untuk meneliti pendekatan konstruktivisme dengan mengambil kira fahaman behavioris dan kognitif sekali gus. Paradigma pendidikan sebegini rupa menuntut kekuatan kefahaman belia guru terhadap pendekatan konstruktivisme dinamik untuk melonjakkan tahap pemikiran murid dari segi penjanaan dan pengembangan isi pelajaran (Adenan Ayob, 2010). Dalam usaha seseorang belia guru atau sarjana pendidikan melihat pendekatan tersebut dari aspek afektif dan rangsangan, tumpuan kefahaman perlu sejajar dengan pembicaraan pendapat yang diutarakan oleh beberapa orang ahli konstruktivis. Paparan pelbagai pendapat tentang pendekatan berkenaan yang dicerap pula perlulah ditinjau secara tepat dan jelas menerusi analisis inferensi.

PENYATAAN MASALAH

Reid (2007) berpendapat bahawa sikap dan motivasi belia guru terhadap pendekatan adalah berbeza-beza dengan berdasarkan himpunan langkah-langkah pengajaran yang berasaskan penggunaan internet. Hakikatnya, hubungan antara sikap dengan motivasi belia guru wajar disusurgalurkan daripada penyerapan konstruktivisme dinamik. Kajian hubungan antara sikap dengan motivasi wajar dilakukan supaya manfaat pembelajaran dapat berkembang di dalam bilik darjah, selain mematangkan kredibiliti penjanaan minda murid (Adenan Ayob, 2010). Tidak dapat dinafikan bahawa dalam kajian sikap dan motivasi terhadap penyerapan konstruktivisme, timbul berbagai-bagai pendapat oleh sarjana konstruktivisme itu sendiri tentang deskripsi dan inferensi yang mengelirukan (Chapman, 2007). Adenan Ayob menambah bahawa kekeliruan wujud kerana sikap dan motivasi guru, terutamanya dalam golongan yang masih belia tidak dikaji dengan wajar. Dalam usaha untuk mengelakkan kewujudan pendapat yang berbeza-beza berdasarkan kajian-kajian tertentu, deskripsi dan inferensi dalam konteks yang ilmiah oleh sarjana pendidikan bahasa Melayu adalah amat wajar. Justeru, kajian ini cuba mengenal pasti hubungan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet.

OBJEKTIF KAJIAN

Berikut adalah objektif kajian yang telah digubal kajian ini. Objektif umum bagi kajian ini adalah untuk mengkaji hubungan antara sikap dan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran bahasa Melayu berasaskan penggunaan internet. Objektif-objektif khusus kajian ini pula adalah untuk:

i. Mengenal pasti skor sikap dan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet.

ii. Mengenal pasti hubungan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet.

SOALAN KAJIAN

Soalan-soalan kajian ini telah digubal berdasarkan objektif-objektif khusus yang dirangka. Soalan-soalan kajian ini adalah seperti berikut:

i. Apakah skor min sikap dan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet?

ii. Adakah terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet?

HIPOTESIS KAJIAN

Daripada objektif dan soalan kajian, hipotesis kajian ini dipaparkan dalam bentuk Hipotesis Nol (Ho). Kepentingan hipotesis kajian ini adalah menguji kebenaran sama ada terdapat hubungan yang signifikan ataupun sebaliknya antara sikap dengan motivasi belia guru. Aras signifikan yang digunakan untuk menguji hipotesis kajian ini adalah pada aras keertian $p<0.05$. Hipotesis kajian ini adalah seperti berikut:

Ho: Tidak terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet.

KEPENTINGAN KAJIAN

Dalam menghasilkan generasi belia yang produktif, sumbangan belia guru amat wajar untuk membentuk kecemerlangan murid-murid yang juga merupakan generasi pelapis belia akan datang yang produktif dari segi penjanaan fikiran dan seterusnya menampung keperluan tenaga pemikir di peringkat nasional dan global. Oleh itu, kajian ini amat bermanfaat kepada beberapa pihak, khususnya Bahagian Pembangunan Belia, KBS serta Pusat Perkembangan Kurikulum, KPM untuk meneliti hasilnya secara menyeluruh yang membabitkan penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Kajian ini turut memberikan manfaat kepada belia guru tentang penggunaan internet dalam pengajaran Bahasa Melayu. Diharapkan supaya belia guru dapat mengamalkan pengajaran yang membuka ruang kepada murid untuk membina pengetahuan sendiri dalam pembelajaran Bahasa Melayu mengikut proses yang betul dan tepat.

Kajian ini turut dilakukan untuk menyokong usaha pihak KBS serta KPM ke arah menggiatkan penggunaan internet dalam proses pengajaran dan pembelajaran yang berkonsepkan pembestarian institusi sekolah. Setakat ini, penggunaan internet dalam proses pengajaran dan pembelajaran Bahasa Melayu dalam kalangan belia guru masih belum meluas (Adenan Ayob, 2010). Walaupun terdapat penggunaannya, hubungan dalam aspek sikap dan motivasi tidak diuji dan disesuaikan dengan teori pengajaran dan pembelajaran. Justeru, dapatan yang positif daripada kajian ini begitu penting untuk meyakinkan belia guru dalam mentransformasikan pendekatan konstruktivisme berasaskan penggunaan internet.

Hasil kajian ini juga memudahkan belia guru untuk membuat penilaian tentang tahap keupayaan berfikir murid dalam pembelajaran dengan melibatkan pengetahuan dari segi isi, bahasa, pemahaman, pengolahan dan sebagainya. Oleh itu, murid juga didorong untuk terus berusaha dalam meningkatkan tahap pemikiran bahasa yang diperlukan. Langkah ini akan dapat memanfaatkan murid dari segi panduan untuk memperoleh kelulusan yang terbaik dalam Bahasa Melayu, selain membantu pencapaian keseluruhan dalam sesuatu peperiksaan nasional.

DEFINISI OPERASIONAL

Sikap

Menurut Rosenberg dan Hovland (1960), sikap ditakrifkan sebagai tingkah laku, perasaan dan pemikiran dalam menyampai dan menyerapkan penjanaan minda. Selaras dengan pandangan tersebut, sikap belia guru terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet ditinjau dalam kajian ini. Sikap dioperasionalisasikan dalam bentuk skor menerusi kajian ini.

Motivasi

Daripada penggunaan internet, motivasi penting untuk menentukan penetapan matlamat pembelajaran menerusi penyerapan konstruktivisme yang diamalkan oleh guru di dalam bilik darjah (Woolfolk 2000). Woolfolk berpendapat bahawa motivasi berteraskan matlamat pembelajaran dapat menjana daya berfikir murid untuk menguasai ilmu pengetahuan. Oleh itu, pendapat Woolfolk disesuaikan dengan kajian ini untuk dihubungkan dengan sikap belia guru. Dalam kajian ini, motivasi dioperasionalisasikan dalam bentuk skor.

Konstruktivisme Dinamik

Idea asal konstruktivisme bermula daripada teori Perkembangan Kognitif Piaget dan teori Perkembangan Prokximal Vygotsky (Chapman, 2007). Konstruktivisme dihuraikan sebagai proses pengajaran dan pembelajaran yang menerangkan cara pengetahuan disusun atau dikonstruk dalam minda. Individu membina pengetahuan berasaskan "pengetahuan sedia ada" dan disesuaikan dengan persekitaran yang bukan diperoleh daripada pengetahuan orang lain (Adenan Ayob, 2010).

Konstruktivisme yang berfungsi dalam pendekatan pengajaran menerangkan cara pengetahuan disusun dalam minda dengan berpaksikan ciri-ciri dinamik seperti ketepatan, keaktifan dan kejelasan (Chapman, 2007). Tidak semua pendekatan pengajaran terjalin daripada pengalaman atau pancaindera guru (Fischer, 2006). Cara sesuatu ilmu disusun dan digunakan dapat merangsang murid untuk membina konsep pemahaman. Pengetahuan dikembangkan secara aktif oleh murid yang merupakan hasil pembinaan konsep atau pengetahuan (Woolfolk, 2000). Penekanan ditumpukan kepada keperluan murid untuk membina pemahaman dalam setiap konsep (Costa, 2004).

BATASAN KAJIAN

Kajian ini membataskan aspek afektif kepada dimensi sikap. Aspek rangsangan pula dibataskan kepada dimensi motivasi.

Kajian ini juga melibatkan sampel yang terdiri daripada belia guru Bahasa Melayu bagi setiap negeri di seluruh negara. Belia guru yang terlibat mempunyai beberapa kesetaraan dari segi umur dan pengalaman dalam pengajaran. Mereka adalah tenaga pengajar sekolah menengah. Fokus kajian ini adalah untuk meninjau sama ada terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru.

Batasan kajian ini turut mengambil kira kesungguhan belia guru untuk memberikan respons terhadap soal selidik berasaskan dimensi sikap dan motivasi sahaja. Komitmen belia-belia guru diutamakan oleh pengkaji untuk memastikan penglibatan dalam kajian adalah menguntungkan mereka. Kesannya bukan sahaja bergantung pada komitmen dan kesungguhan dalam menjawab soal selidik, tetapi pada setiap masa mereka akan sentiasa dikaji demi menghasilkan dapatan yang mempunyai kesahan tinggi (Dick, 2006) terhadap sesuatu yang dipelajari.

SOROTAN LITERATUR

Sikap dan Motivasi Belia Guru terhadap Penyerapan Konstruktivisme Dinamik Berasaskan Penggunaan Internet

Proses pengajaran berlaku dalam jangka panjang dan melibatkan perubahan terhadap proses berfikir. Menurut Gagne (1977), pengajaran berupaya mengubah proses pemikiran, kebolehan, sikap dan motivasi guru dalam persekitaran yang aktif dan terangsang. Proses pengajaran berlaku apabila adanya rangsangan dan tindak balas murid. Definisi pengajaran berkisar kepada satu proses jangka panjang yang terjadi dalam tingkah laku murid akibat pengalaman (Anderson, 2005). Kamus Dewan Edisi Keempat (2005) pula mentakrifkan bahawa pengajaran menerbitkan pembelajaran menerusi proses belajar untuk memperoleh ilmu pengetahuan dan menjalani latihan.

Menurut pandangan ahli kognitif, pengajaran berasaskan internet merupakan satu proses dalaman yang menghasilkan perubahan tingkah laku kekal bagi murid (Chapman, 2007). Hal ini juga sejajar dengan falsafah aliran behavioris yang mengungkap pengajaran secara umumnya memberikan hala tuju perubahan dalam tingkah laku murid, iaitu cara bertindak dalam sesuatu persekitaran.

Konstruktivisme Dinamik

Fahaman konstruktivisme diasaskan daripada istilah "cognitive" atau "cognition" yang bermaksud pengertian atau mengerti (Chapman, 2007). Maksud yang luas bagi "cognition" adalah perolehan, penataan dan penggunaan pengetahuan. Dalam pekembangan selanjutnya, istilah kognitif menjadi terkenal sebagai salah satu aspek psikologi yang mencakupi semua bentuk pengenalan; perilaku mental yang berhubungan dengan masalah pemahaman, pemerhatian, pertimbangan, pengolahan informasi, pemecahan masalah, pemikiran dan keyakinan. Kognitif berpusat pada akal budi dan dikesampingkan dengan kehendak afektif. Menurut golongan yang berfahaman kognitif, tingkah laku seseorang sering didasarkan pada "cognition", iaitu tindakan untuk mengenal atau memikirkan situasi tingkah laku sambil menjana minda dalam situasi rangsangan.

Menurut Piaget (1967), proses mengadaptasi fahaman konstruktivis menerusi pengajaran wujud daripada persekitaran semula jadi menerusi dua proses, iaitu asimilasi dan akomodasi. Asimilasi wujud jika pengetahuan baharu yang diserap oleh guru dalam pengajaran adalah secocok dengan pemilikan struktur kognitif. Akomodasi pula berlaku jika struktur kognitif yang dimiliki seseorang direkonstruksi dengan informasi yang baru diterima. Dalam teori perkembangan kognitif, Piaget juga menekankan pentingnya keseimbangan supaya guru terus mengembang dan menambahkan pengetahuan murid, sekali gus mengawal stabiliti mental. Keseimbangan antara asimilasi dan akomodasi dapat menyatukan pengalaman luar dengan struktur dalaman. Tegasnya, proses perkembangan intelek seseorang berjalan daripada ketidakseimbangan kepada keseimbangan menerusi asimilasi dan akomodasi dengan berpandukan suasana pengajaran yang berfokuskan keaktifan.

Bruner (2004) menekankan bahawa konstruktivisme dinamik berasaskan penggunaan internet akan terlaksana dengan kreatif jika guru memberikan kesempatan kepada murid untuk menemukan konsep, teori, aturan atau pemahaman daripada paparan contoh-contoh. Bruner menunjukkan keyakinan bahawa konstruktivisme dinamik berasaskan internet dicerap dalam tiga bentuk, iaitu: enactive, iconic dan simbolic. Pembelajaran enaktif mengandungi persamaan dengan kecerdasan. Pengetahuan enaktif merupakan manipulasi objek, iaitu murid menyelami pengetahuan berbanding memahaminya. Ikonik pula merupakan penjanaan minda menerusi gambaran. Murid berkemampuan mencipta gambaran dalam fikiran tentang pohon getah di ladang walaupun sukar untuk menjelaskannya dalam bentuk kata-kata. Penjanaan minda simbolik pula merupakan pembentangan pengalaman yang abstrak. Menurut Piaget (1967), simbolik serupa dengan operasi formal dalam proses berfikir.

Konstruktivisme dinamik berasaskan penggunaan internet boleh dikaitkan dengan pendapat Bruner (2004). Dalam konstruktivisme dinamik berasaskan penggunaan internet, Bruner menjelaskan bahawa:

i. Wujud kecenderungan guru untuk membimbing murid menimba pengalaman.
ii. Pengajaran yang aktif dan dinamik berupaya mencerna tahap pemikiran murid untuk mencerap isi-isi pelajaran.
iii. Pengajaran berupaya menggerakkan aktiviti metafor murid dalam situasi kreatif untuk memangkinkan kemajuan minda.

METODOLOGI

Kaedah temu bual berasaskan tinjauan digunakan dalam kajian ini. Kaedah temu bual ini telah diselaraskan dengan reka bentuk kuantitatif yang berpandukan analisis korelasi.

Subjek bagi kajian ini adalah terdiri daripada 1400 orang belia guru sekolah menengah di seluruh negara yang dipilih secara rawak bertujuan, masing-masing 100 orang belia guru bagi setiap negeri. Subjek bagi kajian ini ditentukan oleh pengkaji dengan berpandukan pengalaman belia guru dalam pengajaran, iaitu antara lima hingga tujuh tahun. Kesemua belia guru yang dipilih juga telah dikenal pasti pernah menghadiri kursus pendekatan konstruktivisme dalam pengajaran Bahasa Melayu.

Instrumen kajian yang digunakan dalam kajian ini ialah soal selidik. Soal selidik dibahagikan kepada tiga bahagian, iaitu Bahagian A: Profil Responden, Bahagian B: Dimensi Sikap dan Bahagian C: Dimensi Motivasi. Soal selidik ini telah diubahsuaikan daripada Covington (2000). Pengukuran soal selidik bagi kajian ini diasaskan kepada Skala Likert, iaitu 5 untuk Sangat Setuju (SS); 4 untuk Setuju (S); 3 untuk Tidak Pasti (TP); 2 untuk Tidak Setuju (TS); dan 1 untuk Sangat Tidak Setuju (STS).

PROSEDUR PENGUMPULAN DATA

Soal selidik digunakan untuk mengumpulkan data sikap dan motivasi belia guru. Prosedur ini membabitkan pentadbiran soal selidik, pengedaran soal selidik kepada belia guru, dan pengumpulan soal selidik daripada belia guru yang terlibat sebagai responden. Prosedur ini dilaksanakan menerusi empat peringkat.

Dalam peringkat pertama, pengkaji mengedarkan borang soal selidik kepada setiap belia guru yang telah dipilih sebagai sampel di lokasi kajian. Subjek diberikan masa selama lima minit untuk mengisikan maklumat yang dikehendaki.

Dalam peringkat kedua, borang soal selidik diisikan oleh belia guru di tempat kajian selama 15 minit, sambil dipantau oleh pengkaji. Pengisian soal selidik secara berpandu ini dapat memudahkan belia guru mengemukakan maklumat dan data yang diperlukan. Dalam peringkat ketiga, selepas pengisian maklumat dan pengemukaan data oleh belia guru, pengkaji mengumpulkan semula semua borang soal selidik.

Bagi peringkat keempat, kesemua data kajian dikumpulkan dalam bentuk skor item sikap dan motivasi belia guru. Pelaksanaan berpandukan peringkat pengumpulan data sikap dan motivasi belia guru terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet adalah sama untuk setiap lokasi kajian di semua negeri.

PENGANALISISAN DATA

Data yang dipungut berupa skor min sikap dan skor min motivasi. Skor min sikap dan skor min motivasi dianalisis dengan menggunakan program SPSS (*Statistical Package for Social Sciences*) versi 19.0. Statistik deskriptif digunakan untuk memerihalkan demografi responden yang membabitkan jantina, manakala statistik inferensi untuk menguji hubungan dan hipotesis. Analisis Korelasi Pearson digunakan oleh pengkaji untuk menguji hubungan dan hipotesis.

DAPATAN KAJIAN

Jadual 1 menunjukkan data demografi responden berdasarkan taburan jantina dan pengalaman belia guru. Taburan dipaparkan dalam bentuk jumlah dan peratus.

Jadual 1: Taburan jantina belia guru.

Jantina	Jumlah (n=1400)	%
Lelaki	700	50
Perempuan	700	50
Keseluruhan	1400	100

Jadual 1 memperlihatkan keseluruhan responden kajian yang membabitkan 1400 orang belia guru Bahasa Melayu sekolah menengah. Bilangan belia guru lelaki adalah 700 orang (50%). Bilangan belia guru perempuan juga adalah 700 orang (50%).

Apakah skor min sikap dan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet?

Dalam kajian terhadap sikap dan motivasi belia guru, skor min dan sisihan piawai dikenal pasti. Skor min dan sisihan piawai, masing-masing bagi sikap dan motivasi belia guru ditunjukkan dalam Jadual 2.

Jadual 2: Skor min dan sisihan piawai sikap dan motivasi belia guru.

Dimensi	**(n=1400)** **Min**	**SP**
Sikap	85.57	9.41
Motivasi	86.11	9.55

SP = Sisihan Piawai

Dalam Jadual 2 tersebut, skor min sikap adalah 85.57 (SP=9.41). Skor min motivasi pula adalah 86.11 (SP=9.55). Ini menunjukkan bahawa perbezaan antara min sikap dengan min motivasi hanya 0.54.

Adakah terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet?

Dalam kajian ini, analisis Korelasi Pearson telah digunakan untuk mengenal pasti sama ada terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru terhadap penyerapan konstruktivisme dinamik berpandukan skor min. Jadual 3 memaparkan hubungan antara skor min sikap dengan skor min motivasi belia guru terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Hipotesis nol yang diuji ialah:

Ho: Tidak terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet.

Jadual 3: Hubungan antara skor min sikap dengan skor min motivasi belia guru

Korelasi	**rs**	**Sig**
Sikap dengan Motivasi	0.17	0.037*

*Signifikan pada aras $p < 0.05$

Analisis dapatan dalam Jadual 3 menunjukkan analisis hubungan antara sikap dengan motivasi belia guru. Korelasi antara sikap dengan motivasi memaparkan bahawa terdapat hubungan yang signifikan pada aras $p<0.05$ dengan nilai $r = 0.17$. Oleh itu, hipotesis nol berkenaan ditolak.

PERBINCANGAN

Dapatan kajian ini menunjukkan bahawa terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Dapatan kajian ini disokong oleh Dick (2006) yang menjalankan kajian hubungan antara sikap dengan motivasi dalam mata pelajaran Matematik berasaskan penggunaan komputer. Beliau melakukan kajian tersebut menerusi pengamalan penyerapan konstruktivisme yang digunakan oleh guru di dalam bilik darjah. Beliau menambah bahawa menerusi penyerapan konstruktivisme dinamik, murid bersikap dan bermotivasi tinggi untuk penggunaan komputer.

Dapatan kajian ini turut membuktikan bahawa hubungan yang kuat antara sikap dan motivasi terhadap penyerapan konstruktivisme dinamik (Brown, 2006) berupaya membantu guru dalam usaha menjana minda murid ke arah pembinaan pengetahuan yang kukuh tentang isi pelajaran menerusi proses terancang dan tepat mengenai sesuatu fenomena pembelajaran. Dapatan kajian ini juga memaparkan bahawa guru boleh menyerapkan konstruktivisme kepada murid untuk menyemaikan pengetahuan secara lebih mendalam menerusi Lima Fasa Needham (Stanbridge, 2006), iaitu orientasi, cetusan idea, penstrukturan semula idea, aplikasi idea dan refleksi menerusi pautan yang mempunyai kepelbagaian aras pemikiran. Fischer (2006) mencetuskan pendapat daripada kajian beliau terhadap murid aliran menengah yang menggunakan internet berasaskan Lima Fasa Needham mampu membina tahap pengetahuan yang lebih tinggi untuk menaakul isi-isi tersirat dalam rencana.

Trowbridge dan Wandersee (2005) menegaskan bahawa dengan kecenderungan pengamalan penyerapan konstruktivisme dinamik berasaskan penggunaan internet bagi pengajian sejarah, langkah guru adalah berjaya untuk mencerap sikap dan motivasi murid ke arah pencapaian yang meningkat dengan berhalatujukan konsep pembinaan pengetahuan yang betul dan tepat. Pandangan Trowbridge dan Wandersee didapati sejajar dengan hasil kajian Von Glasersfeld (2004) yang menunjukkan bahawa motivasi dan sikap yang disemai berasaskan penyerapan konstruktivisme dapat membantu murid secara langsung untuk membaiki mutu pencapaian keseluruhan bagi mata pelajaran Sains. Dapatan kajian Von Glaserfeld tersebut terbukti menunjukkan hasil kajian ini juga selaras dengan usaha belia guru untuk meningkatkan kualiti pencapaian murid menerusi pengajaran Bahasa Melayu. Menurut Stanbridge (2006) sikap dengan motivasi menerusi penyerapan konstruktivisme dinamik wajar sentiasa dipupuk dalam pengajaran supaya murid mudah membina minda berdasarkan pengetahuan sedia ada, dan seterusnya diaplikasikan dalam sesuatu situasi yang baharu.

Stanbridge (2004) turut menegaskan bahawa sikap dan motivasi guru menerusi penyerapan konstruktivisme dalam pengajaran berasaskan penggunaan internet dapat menerbitkan sifat-sifat keterlibatan reflektif dan aktif murid menerusi aktiviti pembentangan dan penjelasan dalam kumpulan kecil. Selaras dengan teori Piaget (1967) yang diaplikasikan dalam kajian ini, pemikiran reflektif dan aktif murid menyebabkan hubungan sikap dan motivasi belia guru amat positif ke arah usaha membina pengetahuan murid pada tahap yang kukuh. Tujuan lain adalah untuk membantu murid membuat generalisasi dan menstrukturkan semula idea. Ini juga secara tidak langsung membuka ruang untuk meningkatkan pemahaman murid tentang sesuatu isi pelajaran yang dibicarakan ketika perbincangan dan pembentangan.

Rumelhart dan Norman (2003) dalam dapatan kajiannya terdapat hubungan yang signifikan antara minat dengan rangsangan guru dalam pengajaran Geografi berasaskan penggunaan komputer. Walaupun kajian Rumelhart dan Norman berfokuskan aspek afektif minat, namun jika disesuaikan dengan dapatan kajian ini, minat dan sikap adalah seiring dan mampu mencerminkan aspek afektif secara menyeluruh (Anderson, 2005). Bruner (2004) berpendapat bahawa gabungan sikap dengan motivasi yang berhalatujukan penyerapan konstruktivisme dinamik kaya dengan kerangka pembentukan aliran kognitif. Kerangka kognitif berfokus kepada langkah untuk meningkatkan peranan pemusatan murid dan bahan, selain berupaya menyelesaikan masalah dalam suasana yang kondusif (Brown, 2006). Dalam pemusatan-pemusatan pembelajaran, wujud interaksi antara murid dengan pengetahuan yang hendak diperoleh. Selain itu, murid mendapat kefahaman tentang sesuatu bahan dan pengetahuan yang berkaitan. Hakikatnya, peranan guru sebagai fasilitator lebih berkesan dalam pendekatan konstruktivisme yang dinamik, selain wujud kepekaan murid terhadap senario pembelajaran analitis, kreatif dan konstruktif (Dick, 2006).

PENUTUP

Dapatan kajian ini menunjukkan bahawa terdapat hubungan yang signifikan antara sikap dengan motivasi belia guru sekolah menengah terhadap penyerapan konstruktivisme dinamik dalam pengajaran Bahasa Melayu berasaskan penggunaan internet. Daripada sikap dan motivasi yang ditunjukkan oleh belia guru dalam pengajaran, murid terus terangsang untuk bertindak balas dan menunjukkan respons reflektif dan aktif dalam melakukan penilaian kendiri, selain menilai kefahaman tentang peningkatan pengetahuan. Hakikatnya, unsur yang terpapar dalam paradigma konstruktivisme dinamik berupaya menggerakkan sumber pengetahuan murid secara tekal. Pembinaan pengetahuan adalah sebagai sesuatu yang konstruktif dan perlu diselaraskan dengan penyerapan konstruktivisme. Harapannya, belia guru perlu sedar bahawa terdapat tanggungjawab yang berterusan untuk menyerapkan konstruktivisme dinamik dalam semua topik pengajaran Bahasa Melayu demi membantu menyelesaikan sesuatu masalah murid dalam pembelajaran berasaskan penggunaan internet.

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Online Social Networking, Social Capital and Social Integration: An Experience of Multi-Ethnic Online Community Members in Malaysia

WAN MUNIRA WAN JAAFAR & NABILA JABER

ABSTRACT

The issue of inter-ethnic relations is of significant concern in Malaysia because it is often regarded as a threat to national unity and the welfare of the people. For a long time, the Government has been making great efforts to overcome this problem. However, tension and division remain a major concern. In 1996 the Malaysian government established the National Information and Communication Technology (NICT) policy intended to transform Malaysia into an information and knowledge society. The implementation of the policy has been interpreted as part of the policy to overcome ethnic segregation through encouraging the development of online communities. The aim of this paper is to discuss how online communities have contributed to the generation and maintenance of social capital and social integration. The research explores the experience of 162 online community members. The findings suggest that the online communities in Malaysia do have the potential to widen social networking, generate positive social capital across society and more importantly, hold the prospect of enhancing social integration between ethnicities.

Keywords: *Online communities, Online Social Networking, Inter-Ethnic Relations, Social Integration, Social Capital*

ABSTRAK

Isu hubungan antara kaum di Malaysia sangat dititikberatkan kerana ia sering dianggap sebagai ancaman kepada perpaduan Negara dan kebajikan masyarakat. Untuk sekian lama, kerajaan Malaysia telah melaksanakan pelbagai usaha untuk mengatasi masalah ini. Walau bagaimanapun, ketegangan dan perpecahan tetap menjadi kebimbangan utama. Pada tahun 1996, dasar Teknologi Maklumat dan Komunikasi (NICT) Negara telah dilancarkan bertujuan untuk mengubah Malaysia menjadi sebuah masyarakat bermaklumat dan berpengetahuan. Perlaksanaan dasar ini juga ditafsirkan sebagai sebahagian daripada usaha untuk mengatasi masalah perpecahan etnik melalui pembentukan komuniti atas talian. Tujuan kertas kerja ini adalah untuk membincangkan bagaimana komuniti atas talian telah menyumbang kepada pembentukan dan pengekalan modal sosial dan integrasi sosial. Kajian meneroka pengalaman 162 ahli komuniti atas talian berkenaan isu ini. Hasil penyelidikan menunjukkan bahawa komuniti atas talian di Malaysia *berpotensi memperluaskan rangkaian sosial, menjana modal sosial yang positif di kalangan masyarakat dan mempunyai prospek yang baik untuk meningkatkan integrasi sosial antara etnik.*

Kata Kunci: *Komuniti atas talian, Jaringan sosial atas talian, Hubungan etnik, Integrasi sosial, Modal sosial,*

INTRODUCTION

During recent years, advances in computing technology, especially the Internet, have greatly influenced the way social networks have been defined and work to connect people. The Internet, the origin of which can be found in ARPANET (Castells, 2003), has become essential in today's society. Networking serves as an important function of the Internet. Therefore, the Internet has brought into existence a new feature of social networking structures, known as an online network. Online networking becomes more advanced in parallel with the fast developments in Information and Communication Technologies (ICTs). Online networking can act as a foundation for the establishment of an online community: a group of people, who interact, communicate and perform activities in a virtual medium (Rheingold, 1994). The use of the Internet to form cyber social groups has changed the nature of community from physically confined into online social networks, which Wellman (1999), a social scientist, calls one of "networked individualism". Through online links, people are connected as individuals or groups, available for contact anywhere and at any time. According to Wellman (1999a), instead of knowing only their own neighborhood community members, each person is now becoming "an individualized switchboard, linking a unique set of ties and networks" (p.49).

Similarly, Lin (2001), a social network expert, argues in line with Wellman's work that people's social networks increasingly rely on the electronic medium. Without diminishing the importance of face-to-face contact, ICTs, according to Lin (2001), transform conventional social networks into "cyber networks" (p.212) – a new form of social contact system that are created and developed in cyberspace. The flexibility of the Internet provides an opportunity for connections to be made across different types of networks. These connections reinforce existing networks and help to build social capital, which according to Lin, are an asset in human networks.

Social capital is an imprecise social construct that has emerged from a rather murky swamp of terminology, but it is still useful for exploring culture, society and social networks. The notion of social capital has originated from studies of conventional communities and highlights the importance of networks in building strong personal relationships that develop over time. Such relationships, it is argued, provide a basis for trust, cooperation, and collective action. Basically, there is no explicit definition of social capital because it can be described in relatively different dimensions and points of views. However, in order to differentiate social capital from physical and human capital, Putnam (2000) has offered a useful definition. While physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to the connections among individuals, their social networks, their norms of reciprocity, and the trust that arises from these.

Since the availability of online social networks, an array of topics has emerged concerning online communities and social capital. One of the areas of interest was the impact of online social networking on social capital and community participation. It is argued that such an issue is important for helping us to better understand how and why we interact with each other, as well as how new technologies can alter people's interactions. Past research has demonstrated a huge potential for online networks in connecting individuals and groups. These connections are believed to enable and strengthen social capital and create robust social relationships among members online and also offline. Research by Pinkett (2003), for instance, illustrates how the presence and use of ICTs have subsequently helped an African-American community in Camfield Estate, Boston, to build and recreate positive inter-relationships amongst the other community members. Similarly, a study by Ferlander (2003) highlights the positive impact of online communication on social integration within local communities. Following this, the Internet has been described as a tool in providing a place for public discussion and support, as well as being a source for acquiring information. Likewise, Hampton and Wellman (1999 & 2001) in their research on the impact of ICTs' applications in the neighborhood of Netville, Toronto, have found that an online network can build strong online and off-line relationships among neighbors. It can also develop trust and a sense of belonging.

Past research demonstrates that online communication and activities may have a significant impact on uniting and recreating social relationships across communities. However, most of the research studies focus on the networks that occur within a homogenous community. Without focusing on socio-cultural factors, many studies may fail to notice various other influences which could potentially affect the way social relationships develop between members of a community. Aspects of diversity such as ethnicity, class and gender may result in different discoveries in terms of social relationship patterns and the type of social capital that emerges. Researching online networks across heterogeneous communities would give a new dimension to how technologies both reinforce and change patterns of social relations and community practices in order to grasp how these diverse groups of people manage to negotiate their relationships in both online and offline activities. Considering these gaps, this current research aims to explore the role of online networks in developing social capital across multi-ethnic communities. More importantly, it endeavors to see whether online social capital does help to accelerate a process of social integration between different ethnic groups and thus the role it plays in the development of a plural society in Malaysia.

RESEARCH METHODOLOGY

The research used six on-line communities as a case study: USJ Subang Jaya, PJNet, MalaysiaMAYA.com, VirtualFriends.net, Setia Alam Residential Association (SARA) and FamilyPlace. All on-line communities were selected based on several characteristics such as: (1) Communities that are open for public membership, regardless of ethnicity, class and gender; (2) Established on-line communities and (3) On-line communities that have similar objectives such as integrating people, sharing knowledge and sharing common goals.

An on-line survey was used as a method for collecting data from members of the six selected on-line communities. This method was chosen because it enabled quick and convenient access, allowing participants to complete and submit the survey at a time most convenient to them. As the target participants came from on-line-based groups, it was thought to be the most suitable approach to a survey. The survey was constructed using on-line survey software "Survey Monkey" which can be obtained through the official website http://www/surveymonkey.com/Default.aspx. The decision to choose this software over others was because SurveyMonkey allows for comprehensive logistics for both qualitative and quantitative questions. It also offers good management of data and provides initial analysis with spreadsheet downloads for further data mining (Thorns, et al., 2008). Hence the data can be organized and monitored easily and the website provides a convenient way to manage the survey at any time.

The survey was designed to provide descriptive quantitative information through the use of multi-choice questions alongside open-ended questions. These were intended to generate qualitative, reflective and interpretive responses. The multi-choices questions were designed to construct a more comprehensive quantitative data set, which would enable the identification of some macro processes, whilst the qualitative open-ended questions were constructed to provide the followings:

1. Contextual depth to the quantitative material,
2. Micro level insights into individual's perceptions,
3. Feedback and critical evaluation of the experiences of the participants.

Participants for on-line surveys were obtained from the members of the six selected on-line communities. Getting participation from this particular group was initially challenging. This was due to an anonymity factor which prevents non-members from having direct contact with on-line community members. The process of invitation thus took place through the on-line community administrators. The community administrators were asked for permission to research their respective on-line community members. Once permission was given, the survey was then placed on the on-line community website.

The initial steps of quantitative analysis involved the exploration of the SurveyMonkey platform to gain a broad overview of the general trends of the survey. Because SurveyMonkey only provides options for descriptive statistics and basic correlation, the data was imported to a statistical software package that offered more variation of statistical techniques. For the purpose of this analysis, data gathered from SurveyMonkey was transferred to Statistical Package Social Science (SPSS) to make the data ready for a wide variety of analysis according to the initial plan.

By the time it was closed, the on-line survey had accumulated about 202 responses. Even though it shows a relatively weak percentage (only about 0.1%) compared to actual membership accumulated from all six on-line communities, the number of responses was considered good enough for a new survey method conducting research in a newly-developing technological society such as Malaysia. According to Skitka & Sargis (2005) one of the disadvantages of on-line research is that "people are less likely to positively respond to invitations to participate in web than other kinds of research" (p.11). This statement could help to explain why this current research obtained less survey responses. It is argued that actual membership for an on-line community is not necessarily true as members are not physically bonded to the community as they are in their off-line communities. There might be members who were not actively involved in the community's activities that may have registered once and then disappeared. Therefore, the decision to place the survey link on the website forum, as mentioned earlier, was seen appropriate in order to approach only active online community members to take part in this study. Even though the number is relatively small, the quality of the responses is considered valuable for the research.

As for the 202 responses, only 162 or 80% of the data was used for the purpose of the analysis. The other 20% (or 40 responses) needed to be removed after the SPSS data screening process indicated that the particular entries (data) had more than 10% missing cases. This decision to eliminate particular survey responses was due to the missing data significantly reducing the value of analysis. According to

Hair et al. (2007), keeping a sample where a majority of important variables have missing data can impact on the validity of the findings.

RESEARCH FINDINGS AND DISCUSSION

(A) Demographic Statistics

Majority of the survey respondents came from two main ethnic groups: Malay and Chinese. Malay respondents indicated 48.8% of the total 162 participants whilst the number of Chinese was only slightly less with a difference of 11 respondents or 6.8% fewer than that of the Malay group. Other ethnicities (such as Indian, Eurasian and European) were the least represented in the survey, with only 2.5% placing themselves in this category.

There were five categories of age prepared for the purpose of the survey ranking from under 18 to 56 and above. The majority (48.8% or 79) of the respondents were aged between 26 and 35 years old. It is followed by those who were aged 18 to 25 (29.0% or 47) and 36 to 45 years old (15.4% or 25). Only one (0.6%) respondent claimed that he/she was in the category of 56 year old and above and only a small number (6.2% or 10) of respondents were in the category of middle aged (46 to 55 years old). There were an approximately equal number of both genders of respondents. Analysis indicates that 52.5% members were female, and 47.5% were male.

Respondents were asked about their highest educational achievement level based on the standard Malaysian education system, starting from secondary to tertiary levels. There are 10 levels of education provided. More than half (58%) of the respondents claimed they hold a Bachelor degree, followed by Diploma holders (20.4%). The other 22% respondents claimed they hold various levels of educational background.

Three out of six on-line communities selected in this study were based on non-resident communities that were functioning as Social Networking Sites (SNS) communities. In Light of this it is important to identify members' locations in order to see the trends of membership distribution across the country. Over 80% of the respondents indicated that they live in a central region in Selangor state and areas surrounding Klang Valley, including Kuala Lumpur. The living locations for the remaining 19.5% were dispersed geographically throughout Malaysia.

(B) On-line Social Networks

One of the variables that were considered useful to test network activities among members was to get their views about direct communication with other online members. Direct communication here means interactive contact through chat room or forum debate. When asked about the frequency of direct communication with online community members, most (47.5%) chose to answer that their frequency of communication was based on their interest or mood rather than of a regular nature. By contrast, 19.1% of the total reflected the number of truly active members. This group said they would directly communicate with other members in the community every time they enter website. However, almost the same percentage (17.9%) claimed that they have never chatted or have had direct communication with others. On the other hand, 15.4% or 25 of 162 revealed that they were keen to have direct communication if they saw members they already knew online. This shows that online communities not only have the potential to expose members to new friends, but also encourage them to establish and strengthen relationships with people they have previously known.

Almost all (94.4%) of the online community members found that their online communities provide an easy and convenient place to communicate with each other. Only 9 of them opposed the idea and this probably applied to those who were not really interested in making connections and interacting with other members. 77.2% admitted they have made new friends since participating in the respective communities, whilst only 22.7% (37) revealed that becoming an online community member did not help them expand their networks at all. The large proportion of members who successfully made new friends in the new medium of the online community indicated that online communities in Malaysia did enhance social networks because there was the possibility of different ethnicities mixing and thus making new friends. The probability of generating social integration among people is also thought to be higher. Furthermore, more than half (74.7%) of members agreed that their online communities are the best places to connect to people from various social and ethnic groups.

(C) Social Capital

Through the online survey, members were asked questions intended to reflect their attitudes and experiences of social capital within their communities. This was to examine whether social capital was generated and/or was maintained through community activities. Analysis of data indicated that the majority (85.2%) of 162 respondents sought information from other members in their communities. Only a small percentage (14.8%) of the group claimed that they had never asked for any information or questions about anything through the online communities they belong to. Among those who did ask, only 6.8% of the 138 respondents stated they did not get a reply about the information they asked for, whilst a large proportion (78.4%) of the group claimed they did normally get responses about the information they searched for from other community members. Two respondents have shared their valuable experiences in this matter:

"I have shared my opinions by writing up in the online communities and other members do give their responses."(Male)

"I made new friends and found out that people cared for each other and most people generally are polite and answered questions posted."(Male)

Analysis of the online community members indicated that almost 71.6% of those who get responses from other members say that they trust the information given. Only a small number (10.5%) were skeptical about the answers they got from others, saying that they did not fully trust the information given by unknown people. Of the total population studied, 17.9% (29) chose not to answer this question. Considering the percentage of 14.4% (24) of those who never asked for anything from their communities, the other 5 (13.1% of 29) may or may not get the information they asked for, but were reluctant to share their views about information on trust.

Respondents were also asked whether they ever provided any information or answered any questions posted by other members. This was to examine whether an element of reciprocity existed among online members in terms of information exchanged in the community. Again, there was a high number of replies (73.5%) stating that they do contribute to the community by helping people with questions and information. However, there was also a significant percentage (25.9%) of members (even though they are not as high as those who say "Yes") who admitted that they never provided information to others through their online community. Only one member chose not to answer this question.

Based on the above-mentioned data analysis, it is argued that the six online communities in this study do provide a medium for generating and maintaining social capital. Online members reflect a positive attitude towards knowledge and information sharing with other community members when almost all respondents (98.8%) show their agreement with the idea. A number of them have also highlighted this as valuable experiences:

"*Being an on-line community has shown me that there are so many helpful people around who would not think twice in giving good advice and information to unknown individuals, who they may have not met before. There is a wealth of knowledge and experiences that can be gained." (Male)*

"We regularly discuss community security and setting up of a security back-lane gate, organizing 'qurban' and social activities for Muslims in mosque." (Male)

"I got so much information about a medical condition that I find more informed about the condition than a doctor." (Female)

These high responses for knowledge and information exchange and the ability to trust each other in online communication indicate that the culture of virtual interaction and sharing things through the online medium increasingly takes place in the Eastern cultural community of Malaysia. This kind of behaviour, referred by Sproull and Collegues (2005) as "prosocial behavior", is defined as "voluntary intentional behaviour that results in benefits for another" (p.139), could help to demolish the sentiments of chauvinism among Malaysia's multi-cultures, at least amongst on-line groups. According to Sproull et al. (2005), physical appearance plays an important role in influencing people's actions to seek or give help. They suggested that "in the online world, people reading a request for help have no information about the requestor's physical appearance or social similarity that is conveyed by visible attributes such as age, gender or race" (Ibid: p.143). Even though this advantage may be applied to those who are online community members, it is argued that the trend will grow and may slowly take place in the offline community. It is hoped that eventually the value they hold in the online medium could be presented in the real world. The two following statements by participants might help confirm this argument:

"I met many people through this online community, we sharing opinion and mostly, I can generate new ideas from their opinion and part of them now became my best friends which I really trust." (Female)

"Since I became an on-line community member, I found it is easier to get to know my neighbours and understand them better as sometimes expressing in words could be easier than talking out face to face. Other than that, I could get to know a lot of information about the community as well as the place we live in. In addition to that, I am able to know some members who are actually from the same hometown which I never come across." (Male)

D) Ethnic Integration

Analysis of data has been run across several variables related to respondents' views and experiences of relationship with other ethnic members who participated in the online communities. Firstly, the analysis intended to find the percentage of online members who made friends through online activities. This was followed by examining relationships between groups and their actions concerning interaction and communication offline with multi-ethnic friends made online. All analyses involved correlation and Chi-square tests to compare the frequencies observed in certain categories (for example ethnicities) to the expected frequencies (for example offline communication) in those categories (Fielding, 2008).

Making Friends On-line

Table 1 shows the relationship between the two variables; ethnicity and making friends through online communities. The results indicated from a total of 125 members 77.2% said that they did make friends in this way but 58.4% (73) of these were Malay and 40% (50) were non-Malay. Two respondents (1.6%) from unknown ethnic backgrounds have also claimed they do have friends they met online. 22.8% (37) admitted they did not make any friends since joining the online communities. Of those who did not, the majority were non-Malay (83.8%), whilst the rest were Malay.

Table 1: Ethnicity*Making Friends Online

			Ethnicity			Total
			Malay	Non-Malay	99	
Have you made friends since participating?	Yes	Count	73	50	2	125
		Expected Count	61.0	62.5	1.5	125.0
		% within Have you made friends since participating?	58.4%	40.0%	1.6%	100.0%
		% within Ethnicities	92.4%	61.7%	100.0%	77.2%
		% of Total	45.1%	30.9%	1.2%	77.2%
	No	Count	6	31	0	37
		Expected Count	18.0	18.5	.5	37.0
		% within Have you made friends since participating?	16.2%	83.8%	.0	100.0%
		% within Ethnicities	7.6%	38.3%	.0%	22.8%
		% of Total	3.7%	19.1%	.0%	22.8%
Total		Count	79	81	2	162
		Expected Count	79.0	81.0	2.0	162.0
		% within Have you made friends since participating?	48.8%	50.0%	1.2%	100.0%
		% within Ethnicities	100.0%	100.0%	100.0%	100.0%
		% of Total	48.8%	50.0%	1.2%	100.0%

A Chi-square test was then run to examine whether there is an association between the two categorical variables (in this case ethnicity and making friends on-line). Based on Table 1.1, the value of Chi-square statistics for this test is 21.956. This value is highly significant (p<.005), indicating that respondents with different ethnic backgrounds had a significantly different experience in making friends on-line. The results indicate that there is an association between ethnic group and having online friends.

Table 1.1: Chi-Square Test-Ethnicity*Making Friends Online

	Value	df	Asymp.Sig. (2-sided)
Chi-Square	21.956a	2	.000
Likelihood Ratio	23.839	2	.000
Linear-by-Linear Association	.312	1	.576
N of Valid Cases	162		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .46.

Online Meetings and Offline Gatherings

The analysis aimed to look at the relationship between ethnicity and interaction, including communicating offline with friends met through online communities. The results reveal that there were considerably more people who claim they do interact and communicate offline with friends they make online (69.8%) compared to those who did not (30.2%) (Table2). Of the total who said "they do" (113), 57.5%, (65) are ethnic Malay and the others 46.7% (46) are from non-Malay groups. The Chi-square test confirmed the association between the two categorical variables (in this case ethnicity and communication offline with multi-ethnic friends made online). Based on Table 2.1, the value of Chi-square statistic for this test is 19.129. This value is highly significant (p<.005), indicating that different ethnic groups of respondents had a significantly different experience in face-to-face meetings with their multi-ethnic friends made online.

Table 2: Ethnicity*Interact and Communicate Off-line with Multi-ethnic Friends Made Online

			Ethnicity			Total
			Malay	**Non-Malay**	**99**	
Do you interact and communicate offline with multi-ethnic friends made online?	**Yes**	**Count**	65	46	2	113
		Expected Count	55.1	56.5	1.4	113.0
		% within Do you interact and communicate off-line with multi-ethnic friends made online?	82.3%	56.8%	1.8%	100.0%
		% within Ethnicities	82.3%	56.8%	100.0%	69.8%
		% of Total	40.1%	28.4%	1.2%	69.8%
	No	**Count**	14	35	0	49
		Expected Count	23.9	24.5	.6	49.0
		% within Have you made friends since participating?	28.6%	71.4%	.0	100.0%
		% within Ethnicities	17.7%	43.2%	.0%	30.2%
		% of Total	8.6%	21.6%	.0%	30.2%
Total		**Count**	79	81	2	162
		Expected Count	79.0	81.0	2.0	162.0
		% within Do you interact and communicate offline with multi-ethnic friends made online?	48.8%	50.0%	1.2%	100.0%
		% within Ethnicities	100.0%	100.0%	100.0%	100.0%
		% of Total	48.8%	50.0%	1.2%	100.0%

Table 2.1: Chi-Square Test-Ethnicity*Interact and Communicate Offline with Multi-ethnic Friends Made Online

	Value	df	Asymp.Sig. (2-sided)
Chi-Square	13.193a	2	.001
Likelihood Ratio	13.993	2	.001
Linear-by-Linear Association	.596	1	.440
N of Valid Cases	162		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .60.

Language Used and Inter-ethnic Communication

Further analysis of the relationship between language use and inter-ethnic communication offline has been done to explore whether this may influence the amount of interaction and integration between ethnic groups. The analysis shows that among 113 respondents who said "Yes" for interaction and communication offline with multi-ethnic friends made online, 78.8% of them used non-Malay languages or at least a combination of Malay and English. In comparison, only 21.2% of Malay language speakers show the same use. However, correlation results show that among those who only speak Malay for communication online, the numbers who made friends were much higher (82.8 %) than those who did not (17.2%). This indicated that among those who made friends online and do meet their multi-ethnic online friends offline, the majority are those who can speak languages other than Malay. This could be a combination of Malay and English, or merely English, Chinese or Chinese and English. Yet, it is hard to say that members who communicate in Malay are not able to make friends with others because of the language they use. This is because the correlation has proven that within the Malay group, a majority claimed that they do make friends online and do communicate with them offline. The Chi-Squared test supports this situation by giving insignificant value ($x2(1) = 2.832$, $p>.005$), which suggests that there was no significant relationship between language used and the likelihood of communication with multi-ethnic friends online and offline.

The analysis clearly indicates that different language use has not significantly influenced social relationships between ethnicity in the selected online communities. However, the results may suggest that members who can speak various languages have benefited more in terms of making friends and having relationships with others from outside of their ethnic backgrounds, since the majority of non-Malay group are obviously comfortable using the English language for everyday conversation. Consider one of the respondent who clearly reflects this idea:

> *"Interacting with different ethnicities online has giving me confidence in communicating and making friends with different ethnicities offline. When we communicate with different ethnic people, we are keen on interacting and having a conversation in English. Thus, it helps enhance our English communication skill and gives us more confidence in communicating with other friends from different ethnicity in the future."(Malay, Male)*

Cultural and Religious Observations

More than half, 53% or 85 of 162, of the respondents in the survey claimed that they had never experienced difficulties in social relationships with other ethnic groups online and offline. In most of the statements they made, respondents clearly show their stand on how they perceive others as equal and less-disruptive. Factors such as sharing the same interests, schooling and work backgrounds and inter-marriage have been most associated with the way respondents see connections with those outside of their ethnic group. This has been influenced by their networks and socialization across groups and accordingly, inter-ethnic relations in Malaysia, from their points of view, were seen as relatively stable and established high tolerance towards each other. For this particular group, becoming an on-line community member has not changed their circumstances in terms of personal relationships with other ethnic communities.

> *"Err…ethnic isn't important as long as we get along well, with the same interest, that's fine."*

> *"I never have any problem interacting with any person from the same or different ethnic groups, online or offline."*

> *"No. Race doesn't matter."*

Despite a high percentage of respondents choosing to stand on the neutral side of scrutiny, about 35% (56) offered relatively different points of view. Careful analysis indicated some important comments reflect some tension surrounding inter-ethnic relations in Malaysia, for instance, statements like "Yes, because in the real world, we might not really interact with other ethnic groups"; "Yes, we might have bias [towards others before this]. Interacting with others [from different ethnic backgrounds] [in online communities] changed this and brings about awareness [of how to respect other people]." Interestingly enough, several constructive comments suggest that participating in an on-line community has helped them change their perceptions towards others. Overall, the responses indicate that not having connections with other ethnic groups develops a sense of doubt, lack of confidence, prejudice and mistrust between groups. Lack of experience with people from different ethnic backgrounds, class, cultures and religions affect the way everyday social relationships develop throughout the community. Limited opportunities for individuals or even groups to get connected were seen as part of the problem. By having a virtual community as a means of interaction, people become exposed to opportunities for getting to know each other better, which in turn, helps improve the way they manage their social relationships in off-line settings.

> *"During online, words are being exchanged and relationship could be enhanced before meeting in person or even could understand their characteristics via online interaction. As for offline, we have to look at their facial expressions before saying anything. Therefore, interacting online before meeting up could change the feelings in a definite way."*
>
> *"It is easier to communicate off-line once you have met the person online."*
> *"I do not have any problem interacting with those groups (off different ethnicity). In fact I really enjoyed it because I got to know different people with different belief and background. Hence, it also expands my networks and information."*
>
> *"Yes. [Having communication with other ethnic online] makes it easier to communicate with them offline."*
>
> *"Communicate online led me to interact confidently with people from other ethnic offline."*

In terms of cultural and religious concerns, none of the respondents commented on any significant constraints with other ethnicities. In fact, many of them believe that through online communities they are able to learn more about their new friends, including their culture and religion which they might not have been aware of before.

> *"I feel more comfortable and respect each other culture."*
>
> *"Yes, it helps me to know other ethnicity better."*
>
> *"Yes, at least it makes me understand other ethnic groups more."*

Gender Issues

The survey of members sought to explore personal experiences as a way to identify issues concerning male-female participation in the selected online communities. The analysis indicates that more than half (68.5%) of the respondents chose to be unresponsive whilst the rest have noticeably addressed several issues ranging from friendship to personal matters. Findings (based on 31.5% responses) show both male and female members commonly expressed pleasure in finding new friends and considered establishing social networks amongst peers as truly rewarding. Compared to the males, the number of female respondents was noticeably higher with respect to making online friends. This result supports earlier studies showing that women were found to positively relate to the use of the Internet because of its protected environment (Hamburger, 2005) and also be more likely to use social networks for support. According to Hamburger (2005) the anonymity factor of the Internet, with no physical proximity or contact with the person with whom he/she interacts, offers the users complete control of the interaction. Therefore, this makes he/she feel him/herself to be in a protected environment, which allows them to express themselves more freely on the net than they feel able to in an offline relationship. This clearly suggests that the development of online communities in Malaysia has created a relatively new and pleasant environment for women to build relationships with others and thus, increase the prospect of creating their own personal networks. On the other hand, online communities offer relatively equal opportunities for women to participate and be involved in social engagements as much as men can possibly do.

> *"I met many people through this community, sharing opinions and mostly I can generate new ideas from their opinion and some of them now are my best friends whom I trust."(Female)*

> *I met my 'sister' here in VirtualFriends.net, I met my ex-boyfriend here in VirtualFriends.net, I met some foreigners here in VirtualFriends.net and we became friends until now. I met various people here in VirtualFriends.net. I obtained lots of knowledge here in VirtualFriends.net as well as having lots of friends here in VirtualFriends.net. I love VirtualFriends.net as a medium of knowledge gaining place and a place for friendship."(Female)*

> *"Sometimes we can know how other people behave and we can learn some new information and sharing ideas with others. My experience in online communities, like facebook, myspace, VirtualFriends.net and blogger, is that sometimes we can tell others about ourselves and sharing information with friends. When we trust each other, we can meet them and friendship last forever."(Female)*

Meeting new friends through an online medium could be a common thing that happened to people involved in online communities. Through communication and regular interaction, people manage to find connections and similarities in various ways, such as sharing similar hobbies, interests and thoughts. Usually, the chemistry that slowly develops could bring other levels of "online romantic relationship" (Ben-Ze'ev, 2005). A high tendency for female members in the survey to search for and make new friends online was actually not limited to having "a regular friend". A number of female respondents were found enthusiastically expressing their joy of either using the medium to find companions or to meet their significant other by chance. Consider the following statements by these two female respondents:

> *"Briefly, I would like to say that I managed to find my significant other on an online community website and we have been together for a year now and hope to get married soon."(Female)*

> *"I get more friends and know more information about anything. Also it can create relationship with others. I think this community is the best source to get lovers."(Female)*

Additional factors have been suggested in other research studies. For example, Aaron Ben-Ze'ev (2005) contends that what drives people to look for and have personal relationships on-line is that the medium enables them to get to know each other without having to cope with the heavy burden of stereotypes that are always associated with physical appearance. In his article entitled "Detachment: the unique nature of on-line romantic relationships" (2005) Ben-Ze'ev views online relationships as different from offline relationships because they attach less weight to external appearances, which are revealed by vision, but more weight to positive appraisal of the other's characteristics, such as emotional attitudes towards each other, which are revealed by verbal communication. Accordingly, online relationships prevent people from relying mainly on physical attributes when evaluating other people, and hence they avoid the unjustified advantages that are usually granted to attractive people.

CONCLUSION

This study attempts to explore networking activities in the six selected o-line communities and to discover attitudes and experiences of members towards inter-ethnic relationships online and also offline. There are 3 preliminary conclusions that can be drawn from the analysis. Firstly, as a relatively new phenomenon in Malaysia, the demographic structure of the six online communities involved in this study reflect a pattern of domination by young educated and career oriented persons with the majority residing in the most developed region of the country. In other words, this clearly explains how education levels, knowledge and availability of ICT facilities all play an important role in supporting the growth of online communities in a developing country, such as Malaysia. In terms of ethnicity and gender, the Malay group as the ethnic majority contributes a larger number of participants, which supports the view that the existence of on-line communities in Malaysia has been attractive to this ethnic group. As indicated in the analysis, the number of female participants was noticeably higher in comparison to their male counterparts; this indicates gender equality in accessing modern communication technology. This also shows that whilst many women in the 'third world' have been seen as technologically deprived, Malaysian women, on the other hand, tend to have greater opportunities to participate and experience a variety of social activities in a comprehensive environment offered by the Internet.

The second conclusion is that there is a great potential waiting for further development of online communities in Malaysia. Based on positive trends in the use of the Internet for networking activities, the numbers of online members is predicted to grow and thus, could increase the possibility of the formation of a variety of new online communities. Concerning the visits and time spent by the members in their respective online communities, the new medium, without doubt, will become a regular forum for social interaction and one that is increasingly being used by a significant portion of society, especially the youth.

The third conclusion is that the findings concerning social capital and inter-ethnic integration through online communities suggest that online communities in Malaysia do have the potential to widen social networking, generate positive social capital across society and, more importantly, hold the prospect of enhancing social integration between ethnicities. Responses concerning social activities show that members enjoy getting to know new multi-ethnic friends online and many of them have managed to extend their relationships offline. Issues such as class, language use, culture and religion were seen as less significant between ethnicities. Rather, online communities offer a medium for members to come to issues with differences as well as being a place for members to build high tolerance towards better integration.

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MASJID MENJANA PEMBENTUKAN BELIA RABBANI

BANI HIDAYAT MOHD SHAFIE, NOR HAYATI FATMI TALIB,
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ABSTRAK

Masjid merupakan salah satu institusi yang berperanan sebagai tempat peribadatan dan pusat pengembangan ilmu pengetahuan. Masjid juga merupakan rumah ibadah bagi umat Islam untuk mengerjakan solat berjemaah di samping dapat mengukuhkan ukhuwah Islamiah sesama Islam. Masjid juga adalah merupakan sebuah institusi pendidikan Islam yang menawarkan pelbagai pengajian ilmu berkaitan Islam untuk setiap lapisan umur dan kedudukan dalam kalangan masyarakat Islam. Oleh itu, segala aktiviti anjuran masjid seharusnya mendapat perhatian dan sokongan dari segenap lapisan masyarakat terutamanya para belia. Namun, aspek pengimarahannya masih belum disemarakkan lagi dan masih memerlukan sokongan dari semua pihak. Justeru, masjid bukan hanya untuk golongan tertentu sahaja tetapi memerlukan penglibatan semua pihak untuk bersama-sama mengimarahkannya agar fungsi sebenar masjid untuk melahirkan para belia rabbani akan tercapai.

Kata Kunci: *Masjid, Belia, Pendidikan Islam*

ABSTRACT

Mosque plays an important role as a knowledge spreading institution besides its main role as a place for worship. It serves the purpose of “ the house of God “ i.e a place for Muslims to perform their prayers in unison, where the relationship and bond among Muslims are strengthened. Mosque can also be an institution that provides Islamic education and trainings to the Muslims regardless of their age and social background. Therefore, it is vital that activities which are organized and carried out to supported by society, in particular the youth. However, these objectives have not yet been optimally met. Hence, the mosque is not particularly meant for certain group of people, and it requires the supports and participations from the society so that the main function of a mosque in producing outstanding and pious youth can be achieved.

Keywords: *Mosque, Youth , Islamic Education*

PENGENALAN

Kegemilangan sesebuah tamadun tidak akan tercapai tanpa sokongan para belia yang bercirikan rabbani yang mempunyai akhlak yang kukuh dan padu. Keadaan ini dapat dijelmakan melalui pembinaan belia rabbani melalui institusi masjid. Penulisan ini akan menumpukan kepada aspek peranan masjid dalam pembentukan belia rabbani. Pembentukan rohani, emosi, intelek dan jasmani perlu bersepadu dan beriringan agar kehidupan para belia mampu berjalan dengan sempurna dan terbentuk akhlak belia rabbani. Pembangunan manusia rabbani ialah membangunkan manusia ke arah kehidupan yang diredai Allah (Sidek Baba 2006). Justeru, pembangunan belia rabbani ialah proses membentuk akhlak belia agar selari dengan kehendak al-Quran dan al-hadis agar mereka sentiasa, tunduk, patuh dan taat kepada perintah Allah S.W.T. Rasulullah s.a.w. sendiri menerima asuhan dan didikan yang bersifat rabbani sehingga peribadinya terbentuk dengan akhlak rabbani. Al-Quran menjadi asas utama pembentukan akhlak yang paling terpuji. Pengimarahan sesebuah masjid oleh belia merupakan cabaran yang sangat hebat dan besar dalam usaha untuk membentuk belia rabbani.

Sejarah Islam telah membuktikan bahawa Rasulullah s.a.w. telah berjaya melahirkan para sahabat yang mampu mewarisi dan meneruskan kesinambungan dakwah Islamiah bagi memastikan Islam mampu bertahan sehingga ke akhir zaman. Sahabat-sahabat yang awal memeluk Islam adalah di kalangan para belia yang mempunyai semangat juang dan pengorbanan yang tinggi bersama Rasulullah s.a.w. demi mendaulatkan Islam di muka bumi ini. Justeru, golongan belia merupakan golongan yang majoriti dalam masyarakat sekarang ini perlu dididik dan dibentuk agar mereka akan lahir sebagai generasi al-Quran yang syumul. Menyedari keperluan ini, golongan belia perlu didedahkan dengan sistem dan tasawwur Islam yang sebenar bersesuaian dengan arus pemodenan yang sangat pesat dan mencabar ini. Pihak pengurusan masjid perlu memikirkan secara kritis dan kreatif aktiviti-aktiviti untuk golongan belia yang diselaraskan dengan keperluan semasa oleh kedua belah pihak iaitu pengurusan masjid dan golongan belia. Kemampuan merungkaikan persepsi negatif golongan belia terhadap fungsi masjid merupakan kejayaan besar yang akan dinikmati oleh golongan belia itu sendiri.

Definisi Masjid

Menurut Kamus Dewan (2005) ,masjid bermaksud, bangunan khas tempat orang Islam beribadat. Menurut Muhammad (t.th), masjid menurut bahasa ialah al-Khumrah yang membawa erti hamparan (tikar) yang kecil. Perkataan masjid diambil dari kata kerja bahasa Arab iaitu sajada bererti sujud, maka salah satu makna masjid ialah tempat sujud. Menurut kamus al- Munjid (2001) , masjid dari segi bahasa bermaksud tempat sujud. Manakala menurut Muhammad Rawwas Qalaji et al. (1985) dalam kitab Mukjam al-Lughah al-Fuqaha, menyatakan bahawa masjid ialah sesuatu tempat yang dikhaskan untuk umat Islam menunaikan solat secara berkekalan dan berterusan.

Perkataan masjid dalam bahasa Arab juga bermaksud tempat beribadah kerana ia berasal dari perkataan sajada, yasjudu, sujudan yang membawa erti tempat sujud atau tempat ibadah. Perkataan masjid kini menjadi konotasi sebuah bangunan yang digunakan sebagai tempat sembahyang orang-orang Islam. Siti Mashitoh (2004) mendefinisikan masjid sebagai bangunan yang digunakan bagi sembahyang Jumaat, sembahyang-sembahyang lain dan kegiatan-kegiatan lain yang dibenarkan oleh Islam. Definisi masjid juga selari mengikut pandangan Frishman dan Khan (2002) bahawa masjid adalah tempat bagi orang-orang Islam berkumpul dan menunaikan ibadat dan juga digunakan untuk menunaikan solat Jumaat pada hari Jumaat.

Masjid juga kadang-kadang dinamakan ‘jamik’ atau tempat berkumpul, tinggalan sebutannya masih ada pada masjid, seperti yang diloghatkan ke bahasa Melayu sebagai Masjid Jamik iaitu konotasi masjid besar atau masjid yang mana diiktiraf imam mengendali sembahyang Jumaat. Dalam bahasa Inggeris pula, perkataan masjid didefinisikan sebagai ’mosque’ yang diambil dari perkataan Perancis iaitu ‘mosquee’ yang mana ia pula diambil dari perkataan Sepanyol iaitu ‘mezquita’. Manakala dalam istilah Sepanyol itu pula adalah hasil dari terjemahan perkataan Arab ‘masjid’ yang dikatakan dari perkataan orang Aramaic iaitu ‘masgedha’. Menurut Abdul Halim Nasir (1984), Perkataan masjid pula dalam sebutan loghat orang-orang Melayu di Semenanjung ialah ‘mesjid’, dan orang-orang Melayu berketurunan Bugis (Sulewesi) di Johor dan perak pula menyebut masjid sebagai ‘masigi’. Orang-orang Melayu keturunan Acheh di Kedah dan Perak masih memanggil masjid sebagai ‘menseugit’, begitu juga orang-orang Melayu keturunan Jawa pula lebih senang menyebut ‘maesigit’. Baik apa pun panggilan dalam loghat kedaerahan, namun perkataan masjid adalah nama yang sering disebut oleh seluruh umat Islam di Malaysia khususnya di Semenanjung.

Pada zaman Rasulullah S.A.W. perkataan masjid juga membawa makna rumah ibadat atau rumah tuhan seperti kuil, gereja dan sebagainya. Terdapat juga ayat lain yang ditafsirkan membawa maksud masjid sebagai rumah tuhan atau rumah ibadah penganut agama selain Islam iaitu (al- Haj 22;40). Perkataan masjid dalam konteks ayat ini ditafsirkan sebagai rumah ibadah penganut selain Islam pada waktu itu kerana tidak wujud ‘masjid-masjid Islam’ yang berupa bangunan tersendiri. Menurut Mohamad Tajudddin (2000), selepas lebih 1400 tahun, beberapa jenis masjid telah berkembang kepada lima jenis iaitu masjid suci (scared mosque), masjid komuniti, madrasah, musolla dan memorial mosque. Terdapat beberapa jenis masjid sebagai sebuah bangunan peribadatan. Jenis pertama ialah masjid suci. Bagi masjid suci, terdapat tiga masjid yang dianggap suci iaitu masjid Haram, masjid Nabawi dan masjid Aqsa. Manakala kategori kedua adalah masjid yang tidak boleh dianggap suci. Terdapat masjid yang dibina sebagai masjid-makam, masjid-madrasah, masjid-biara, masjid-ribat, musolla, Jamik dan masjid. Masjid-makam adalah perkara yang kontroversi dalam Islam, masjid-madrasah berperanan sebagai institusi pendidikan yang formal, masjid-biara diwujudkan sesetengah golongan sufi yang beruzlah mengasingkan diri dari masyarakat, masjid-ribat dikatakan sebagai kota kecil perkhemahan askar Islam di perbatasan.

Dari perbincangan di atas, dapatlah dirumuskan bahawa umat Islam bebas untuk bersujud kepada Allah S.W.T. di muka bumi, kerana semua tempat (muka bumi ini) adalah tempat sujud (kepada Allah) asalkan tempat tersebut suci daripada najis. Walau bagaimanapun, pengertian masjid pada hari ini bermaksud suatu binaan atau bangunan yang diperbuat daripada kayu atau batu yang dijadikan sebagai tempat umat Islam mengerjakan ibadat sembahyang Jumaat dan berjemaah serta lain-lain kegiatan agama di dalamnya.

Takrif Belia Rabbani

Belia ialah orang yang berumur antara 15 hingga 40 tahun.Walau bagaimanapun, dari segi strategi pelaksanaan program dan orientasi aktiviti, tumpuan utama ialah mereka yang berumur 18 hingga 25 tahun (Dasar Pembangunan Belia Negara 1997). Sebenarnya , Dasar Pembangunan Belia Negara 1997 diperkenalkan hasil usaha kajian semula ke atas Dasar Belia Negara 1985 yang sedia ada. Menurut Mohd Jamil (1994), Perhimpunan Agung Majlis Belia Malaysia(MBM) pada 28 hingga 30 April 1978 di Kuala Lumpur mencadangkan supaya MBM dan Kementerian Kebudayaan, Belia dan Sukan (KKBS) merangka Dasar Belia Negara berdasarkan prinsip-prinsip tertentu. Natijahnya, Dasar Belia Negara dibentuk dan diluluskan oleh Kabinet Malaysia pada 18 Disember 1985 (Mohamad Razali Harun dan Sarjit S. Gill ,2010).

Manakala Rabanni berasal dari perkataan Arab. Kata dasarnya ialah Rab, kemudian dikembangkan menjadi Rabbi, Rabbuna, Rabbaniyun dan lain-lain (Ibnu Manzur t.th). Semuanya merujuk kepada Tuhan yang Maha Esa. Ini menjelaskan pengiktirafan manusia dari aspek kepatuhan, tunduk, akur dan taat hanya kepada Allah yang Esa .Rumusannya belia rabbani bermaksud mereka yang mukalaf iaitu orang yang sudah cukup umur dan diwajibkan mematuhi hukum-hakam Islam serta dipertanggungjawabkan ke atas segala tingkah laku serta perbuatan mereka. Mereka adalah belia yang tunduk dan patuh segala perintah Allah s.w.t. dan meninggal segala larangannya.

Peranan Masjid Dalam Pendidikan Islam

Sebagai seorang muslim, kita seharusnya meyakini bahawa guru yang pertama mengajar pendidikan Islam ialah Muhammad bin Abdullah bin Abdul Muttalib, iaitu Rasulullah s.a.w. iaitu rasul yang terakhir yang diutus di tanah Arab, yang dikenali sebagai Nabi Muhammad s.a.w.. Pada zaman Makkah, baginda s.a.w.. mengajar di rumahnya dan di rumah al-Arqam bin Abi al-Arqam (Muhammad Husain Haykal, 1976;Shalaby, 1981). Setelah berhijrah ke Madinah al-Munawwarah, baginda bersama para sahabatnya berjaya membina sebuah masjid di Madinah yang dikenali sebagai Masjid al-Nabawi. Inilah institusi pendidikan Islam yang pertama yang diuruskan secara formal untuk orang Islam. Masjid ini Nabi Muhammad s.a.w.. mengajar para sahabat setiap hari mengenai ilmu-ilmu Islam termasuk hukum hakam, aqidah dan sebagainya. Manakala bagi kaum wanita Rasulullah berjumpa dengan mereka seminggu sekali iaitu pada hari Jumaat (Kinnany,1980). Biasanya Rasulullah s.a.w. membaca ayat-ayat suci al-Quran dan menghuraikan maknanya. Inilah kurikulum pendidikan Islam pada masa itu.

Masjid dan agama Islam diibaratkan seperti irama dan lagu yang tidak boleh dipisahkan. Masjid adalah lambang kepada perhubungan antara manusia dan Allah S.W.T. Dalam sejarah Islam, masjid merupakan satu institusi yang amat penting. Masjid bukan sekadar merupakan satu tempat bagi umat Islam melakukan ibadat-ibadat khusus seperti sembahyang, membaca al-Qur'an, berzikir dan seumpamanya, bahkan ia telah dijadikan pusat pembangunan masyarakat Islam yang lebih menyeluruh (Al-Azawe, Abed Al-Sater ,1998). Oleh kerana itulah usaha pertama yang dilakukan oleh Rasulullah s.a.w. untuk membentuk masyarakat dan negara Islam di Madinah ialah mendirikan masjid. Masjid Nabawi di Madinah telah menjadi nadi kepada segala kegiatan penting di zaman Rasulullah s.a.w., di mana baginda mendidik umatnya supaya dapat mengatur urusan hidup dan urusan agama pada peringkat individu, keluarga, masyarakat dan negara. Lantaran itu, masjid telah memainkan peranan yang amat luas yang mencakupi aspek-aspek ibadat, ilmu, politik, ekonomi, ketenteraan, pentadbiran, pembentukan dasar negara, perhubungan antara negara dan sebagainya. (Seragaldin and Steele 1996) .

Zaman Rasulullah s.a.w. terdapat banyak proses pengajaran dan pembelajaran pendidikan Islam berlangsung di masjid (Lokman Ab Rahman, 2000 ; Mohd Yusuf ,2004; Kamarul Azmi dan Ab. Halim ,2007). Rasulullah s.a.w. mengadakan sesi pengajaran dan pembelajaran di masjid. Tempat pengajaran dan pembelajaran ini diadakan di anjung masjid yang digelar *al-Suffah* (al-Naqib, 1984). Mereka yang belajar di sini digelar Ahlu *al-Suffah*. Mata pelajaran yang diajar di sini bukan sahaja membaca al-Quran, malah termasuk juga sejarah, syair, akhlak, bahasa dan lain-lain (Abdullah Ishak 1985). Menurut al-Ansari (1993) menyatakan bahawa terdapat 20 mata pelajaran yang diajar di Masjid al-Nabawi pada zaman Rasulullah S.A.W.. Ini termasuklah Ilmu al-Fasahah wa al-Balaghah, geografi, Kesihatan, Bacaan dan tulisan, Hisab, perubatan dan lain-lain. Ini jelas menunjukkan bahawa Masjid al-Nabawi telah menjadi pusat pendidikan Islam yang pertama dan terulung di dalam lipatan sejarah Islam.

Menurut Che Norliza Sulong (2004), fungsi masjid ketika itu amat besar sekali. Masjid melambangkan kesepaduan dalam urusan dunia dan akhirat. Masjid zaman rasulullah s.a.w. telah memainkan beberapa fungsi seperti berikut:

1) Tempat sembahyang, zikir, iktikaf, tafakur dan sebagainya
2) Tempat/ pusat konsultasi dan komunikasi (masalah ekonomi, sosiobudaya dan sebagainya)
3) Tempat/pusat pendidikan (dari tradisi halaqah hinggalah ke universiti)
4) Tempat pemupukan tatacara dan kerjasama masyarakat
5) Tempat latihan ketenteraan dan persiapan peralatannya
6) Tempat perawatan dan pengubatan mangsa peperangan
7) Tempat pengadilan dan perdamaian persengketaan
8) Tempat menerima tetamu
9) Tempat menawan tahanan
10) Tempat atau pusat penerangan dan pembelaan agama

Menurut Lokman Abd Rahman dan Musa Ahmad (1996), peranan masjid bertambah sebagai tempat perisytiharan khalifah, Saidina Abu Bakar r.a. menerima pelantikan ba'iah khalifah pertama di masjid, keputusan memerangi orang murtad yang enggan mengeluarkan zakat di zaman Abu Bakar r.a. dibuat di masjid. Masjid turut dijadikan sebagai tempat untuk menaikkan taraf umat Islam dalam ilmu pengetahuan dan berakhlak mulia, masjid adalah suatu tempat untuk menyampaikan ilmu pengetahuan. Menurut Shaikh Ali (2003) bahawa Islam tidak membataskan risalah masjid hanya untuk menunaikan solat lima waktu sahaja, malahan Rasulullah s.a.w. mahukan masjid memainkan peranan yang positif dan dinamik di atas suatu matlamat yang suci iaitu memberi khidmat kepada masyarakat Islam sejagat.

Daripada aspek sejarah, masjid juga merupakan pusat pendidikan yang dianggap penting kepada para sahabat mencurahkan ilmu-ilmu Islam kepada masyarakat ketika itu. Dapat diklasifikasikan, fungsi masjid pada zaman ini dibahagikan kepada dua; pertama, sebagai pusat ibadat solat, membaca al-Quran, bertadarus, mengutip zakat, beriktikaf, berzikir dan segala bentuk ibadat untuk mendekatkan diri kepada

Allah. Kedua, masjid sebagai pusat pendidikan dan pengajaran, tempat pengadilan, pusat pentadbiran, tempat angkatan tentera berkumpul mengatur strategi sebelum memulakan peperangan dan tempat menyebarkan informasi. Adnan (2009) menyokong pendapat ini menyatakan bahawa masjid adalah institusi sosial tidak formal semenjak kesultanan Melaka berasaskan pengajian Islam, pembelajaran seni mempertahan diri, penerapan nilai-nilai dan menyediakan ruang untuk saling mengenali di antara satu sama lain melalui aktiviti yang fleksibel.

Hassan Langgulung (1977) menyatakan bahawa pendidikan Islam di masjid adalah perkaitan untuk melaksanakan tuntutan syariat yang meliputi aspek akidah, ibadah dan akhlak yang merangkumi aspek fardu ain dan fardu kifayah. Beliau menyatakan bahawa masjid sesuai dijadikan institusi pendidikan kerana untuk keluar masuk ke masjid tidak perlu meminta kebenaran berbanding dengan sejarah awal pendidikan Rasulullah s.a.w. yang menjadikan rumah al-Arqam bin Abu Al-Arqam sebagai tempat umat Islam berkumpul. Masjid Nabawi merupakan masjid pertama yang disambungkan dengan Suffah supaya umat Islam dapat berbincang dalam soal pentadbiran kemasyarakatan. *Al-Suffah* juga dianggap sebagai struktur pengajian yang lebih sistematik dan formal.

Setelah kewafatan Rasulullah S.A.W., pendidikan Islam di masjid telah diteruskan oleh Para Khulafa' Rasyidin terutamanya khalifah Umar al-Khatab. Para sahabat juga memperkenalkan pengajian di masjid dengan memberi penekanan pengajian ilmu Islam yang berkaitan hukum-hukum agama, prinsip Islam dan akidah, Bahasa Arab, nahu, balaghah dan sebagainya. Pengajian tersebut dilaksanakan dalam bentuk *halaqah* iaitu sistem di mana pelajar akan duduk dalam satu bulatan bersama guru. Pengajian di masjid ini adalah kesinambungan daripada pengajian *khuttab* (pengajian rendah). Setelah tamat pengajian *khuttab*, kanak-kanak akan menyambung pengajian mereka di masjid (Mohd Yusof 2004). Semasa pemerintahan Khalifah 'Umar al-Khattab, baginda telah memerintah gabenor-gabenornya di Basrah, Kufah, Sham dan Mesir supaya membina masjid bagi tujuan ibadat, khususnya solat Jumaat, dan juga untuk diadakan majlis-majlis pengajian ilmu di dalamnya. Al-Suyuti (911H) meriwayatkan bahawa Masjid Ahmad bin Tulan merupakan salah sebuah pusat pengajian yang terkenal di Mesir. Antara pelajaran yang diajar di masjid tersebut ialah ilmu tafsir, hadis, fikah dalam empat mazhab, bacaan al-Qur'an (*qira'at*) dan perubatan. Ianya merupakan sebuah masjid yang besar dan indah, di mana terdapat tempat penginapan di dalamnya berserta makan dan minum juga disediakan untuk orang yang bermusafir.

Institusi masjid terus diberi peranan sebagai wadah pendidikan Islam bagi umat Islam. Ramai ulama, sama ada yang dihantar oleh pemerintah atau secara sukarela mengajar di masjid-masjid. Menurut Ayub Ali (1980) dan Hatim Mahamid (2009) mereka menggunakan masjid sebagai tempat ibadat dan pendidikan Islam. Terdapat dari kalangan mereka itu adalah sahabat Rasulullah S.A.W. Mereka mengajar di Masjid Madinah seperti Abdullah bin Umar, Zaid bin Thabit, Jabir bin Abdullah dan Siti Aishah. Abdullah bin Abas mengajar di Masjid Makkah, Abdullah bin Mas'ud mengajar di Masjid Kufah, Abu Musa al-As'ari mengajar di Masjid Basrah dan Abu Darda' mengajar di Masjid Damsyik.

Rumusannya, masjid sangat penting dalam pendidikan Islam dan ia merupakan '*one stop centre*' (pusat kepelbagaian aktiviti) bagi umat Islam di dalam memperkembangkan bakat dan ilmu pengetahuan mereka. Kepentingan masjid dalam Islam amatlah besar sekali seumpama nyawa kepada jasad manusia, sekiranya badan tiada nyawa maka jasad akan kaku dan tidak berguna lagi. Begitulah perumpamaan masjid dalam Islam.

Kepentingan Pengimarahan Masjid Oleh Belia

Pengimarahan sesebuah masjid merupakan cabaran yang sangat besar untuk menjadikannya sebati dalam diri golongan belia (Maimon Aqsha ,2010). Kepentingan pengimarahan masjid khususnya dalam aspek pendidikan Islam akan dapat melahirkan pembentukan belia rabbani. Antara kepentingan pengimarahan seperti berikut:

i. Pengimarahan bukti keimanan

Seseorang belia yang berusaha mengimarahkan masjid adalah bukti kesungguhan terhadap keimanan. Iman akan bertambah dengan ketaatan yang dilakukan melalui pengimarahannya. Ini berdasarkan firman Allah S.W.T. yang bermaksud :

> *"Hanya yang layak memakmurkan (menghidupkan masjid-masjid Allah itu ialah orang-orang yang beriman kepada Allah dan hari akhirat serta mendirikan solat dan menunaikan zakat dan tidak takut melainkan kepada Allah, (dengan adanya sifat-sifat tersebut) maka adalah diharapkan mereka menjadi dari golongan yang mendapat petunjuk".*

(surah at-Taubah:18)

Menurut tafsir al-Baidawi, *imarah* itu bermaksud membinanya dengan harta yang halal, mendirikan sembahyang di dalamnya, dianjurkan melakukan amalan-amalan masjid yang lain. Usaha mengimarahkan masjid juga bererti melakukan usaha-usaha seperti menghiaskan dengan hamparan, menyalakan lampu-lampunya, melakukan ibadat-ibadat zikir kepada Allah, melaksanakan pengajian ilmu-ilmu di dalamnya, dan termasuk juga ke dalam pengertian itu ialah menjaga masjid daripada apa-apa yang tidak menjadi tujuan bagi pembinaannya. Seterusnya Yusof al-Qardawi (1970) memberi definisi memakmurkan masjid sebagai mendirikan solat di dalamnya, berdoa, berzikir dan menegakkan syiar Islam manakala Mohamad Azrien Mohamed Adnan & Zamri Ghazali (2009) menjelaskan bahawa pengimarahan masjid merujuk kepada masjid sebagai tempat ibadat, tempat persidangan harian, mingguan dan tahunan, tempat penyebaran ilmu pengetahuan. Oleh itu memakmurkan masjid didefinisikan sebagai melakukan sebarang usaha untuk memajukan institusi masjid sebagai agen pembangunan. Justeru, orang yang beriman sahaja yang akan memakmurkan masjid- masjid terutamanya golongan belia sekalipun kerana mereka akan melihat tawaran ganjaran pahala yang banyak serta hidayah Allah s.w.t. kepada mereka.

ii. Pengimarahan punca kerahmatan

Masjid merupakan kawasan terbaik di muka bumi ini. Allah s.w.t. akan memberi kerahmatan bagi mereka yang sentiasa mengimarahkannya dengan aktiviti pengajian ilmu seperti hadis Rasulullah s.a.w. yang bermaksud :

> *"Tidak ada bagi sesuatu kaum yang berhimpun di rumah Allah (masjid) untuk membaca al-Quran dan mempelajarinya melainkan diturunkan kepada mereka ketengan, dilindungi dengan kerahmatan, dinaungi oleh malaikat dan Allah akan menyebut mereka bersama-sama di dalamnya".*
>
> (Riwayat muslim)

Masjid adalah rumah Allah s.w.t Sesiapa yang datang ke masjid merupakan tetamu Allah dan mereka yang mengunjungi rumah Allah ini akan mendapat kerahmatanNya. Abu Hurairah r.a. meriwayatkan bahawa Baginda Rasulullah s.a.w. menyatakan bahawa terdapat tujuh golongan yang akan dilindungi Allah di bawah rahmatNya pada hari yang tiada perlindungan selain daripada lindungan Allah iaitu:

i. Imam (pemerintah) yang adil
ii. Pemuda yang menggunakan masa mudanya untuk mengabdikan diri kepada Allah
iii. Lelaki yang hatinya saban waktu berada di masjid
iv. Dua lelaki yang mengasihi satu sama lain kerana Allah. Mereka berkumpul dan berpisah semata-mata kerana Allah.
v. Lelaki yang cuba digoda oleh wanita bangsawan lagi jelita, lalu berkata. "Aku takut akan Allah."
vi. Lelaki yang memberi sedekah secara sembunyi sehingga tangan

kirinya tidak tahu apa yang diberikan oleh tangan kanannya.

vii. *Lelaki yang mengingati Allah s.w.t dengan bersunyi diri sehingga berlinang air matanya*

(Riwayat Bukhari dan Muslim)

Oleh itu, golongan belia sepatutnya banyak menghabiskan masa di masjid, kerana masjid merupakan tempat di mana iman mereka akan meningkat dan jiwa mereka akan tenang. Apabila golongan belia berada di tempat kerja atau sebagainya, mereka akan merindui untuk hadir ke masjid. Sekiranya keadaan ini berlaku pada setiap belia maka sudah pasti mereka adalah salah satu golongan yang telah dijanjikan Allah s.w.t di bawah perlindungan-Nya pada hari akhirat kelak.

iii. Pengimarahan teras hubungan kemasyarakatan

Persaudaraan merupakan asas kepada interaksi sosial terutamanya sesama umat Islam. Dalam konteks kehidupan berjemaah adalah sangat dititik beratkan dalam Islam demi kelangsungan kehidupan manusia memenuhi tuntutan persaudaraan tersebut. Masjid merupakan manifestasi kepada aktiviti-aktiviti sosial masyarakat. Ibadah-ibadah yang berbentuk jemaah digalakkan untuk dibuat di masjid bagi melambangkan syiar persaudaraan tersebut. Melalui hubungan kemasyarakatan ini , masjid telah menjadi tempat untuk berkenal-kenalan kerana melalui interaksi sosial ini membuahkan jiwa persaudaraan Islam yang kukuh dan kental.

"Simak bin Harb meriwayatkan bahawa Jabir bin Samurah menceritakan; "Rasulullah s.a.w. tidak bangun dari tempat solatnya yang dilakukan solat subuh di situ sehingga terbit matahari. Apabila matahari naik, baginda akan bangun sedangkan para sahabat berbual-bual menceritakan keadaan masing-masing pada waktu jahiliah, lalu mereka akan ketawa tetapi baginda hanya tersenyum sahaja".

(Riwayat Muslim)

Rasulullah s.a.w. telah menjadikan institusi masjid pada zamannya sebagai pusat pertemuan, perayaan, kebajikan, perdamaian dan sebagainya. Dalam sejarah , Rasulullah s.a.w. menjalinkan persaudaraan dan proses pendidikan dengan ahli Suffah yang tinggal di sekitar masjid nabawi dan kerap mengadakan pertemuan sosial dan penuangan ilmu pengetahuan. Justeru golongan belia harus merebut peluang yang ada melalui aktiviti kemasyarakatan yang dilaksanakan di masjid di samping itu juga dapat saling berkenalan antara satu sama lain di samping mengukuhkan lagi persaudaraan dalam Islam.

Cadangan Pengimarahan Masjid Untuk Belia

Dalam usaha menjadikan masjid diimarahkan oleh golongan belia, penulis mencadangkan beberapa langkah yang wajar dipertimbangkan antaranya ialah:

i. Mendekati golongan belia melalui aktiviti anjuran masjid

Aktiviti seperti sukan, rekreasi, hiburan, aktiviti lasak yang bersesuaian dan tidak bertentangan dengan syariat Islam harus diwujudkan di masjid-masjid dalam menarik minat belia untuk mendekatkan di dengan institusi masjid. Menurut Suhaila et al.(2008), pihak masjid perlu menjalankan aktiviti belia dengan kerjasama persatuan, pertubuhan dan kumpulan-kumpulan tertentu secara langsung dengan lebih kerap lagi. Pengisian berbentuk kerohanian boleh diselitkan dalam aktiviti tersebut supaya belia dapat menyebarkan dan memanfaatkan dalam kalngan rakan-rakan sebaya mereka. Penganjuran aktiviti yang kreatif perlu mengambil kira aspek adat, budaya dan unsur kenduri bagi menarik minat belia menyertai aktiviti keilmuan. Misalnya mengadakan kelas Bahasa Arab dengan menganjurkan aktiviti mencipta irama Malaysia dalam Bahasa Arab. Selain itu, menganjurkan gotong-royong memasak atau menyediakan bubur Asyura sebelum sesuatu program ceramah diadakan (Mohd Mahzan et al. 2008). Jiwa golongan belia yang mendapat pendedahan kerohanian secara tidak langsung akan menimbulkan keinsafan dan titik perubahan dalam jiwa mereka.

ii. Meningkatkan Kemahiran Pengurusan masjid

Pengurusan masjid hendaklah diuruskan secara sistematik dan teratur. Pihak pengurusan masjid hendaklah menjadi role model (contoh teladan) kepada masyarakat menerusi kemahiran mengurus, mentadbir, bersikap amanah, rajin, jujur, istiqamah dan telus. Ini penting kerana daya tadbir institusi masjid yang cekap akan menyerkahkan imej kehebatan Islam. Selain itu, masjid juga perlu memiliki sebuah pusat sumber yang terurus dan sistematikl bagi memperlengkapkannya sebagai institusi sosial yang menjalankan fungsi penyebaran ilmu. Pusat Sumber tersebut hendaklah dibekalkan dengan pelbagai bahan berunsur agama dan ilmiah bagi memudahkan para pelajar, remaja mahupun masyarakat setempat membuat rujukan termasuklah mengadakan perkhidmatan langganan perpustakaan digital. Pihak kerajaan harus menyediakan peruntukan kewangan yang mencukupi untuk pembangunan masjid yang pelbagai fungsi. Institusi masjid perlu dilengkapkan dengan kemudahan dewan dengan kelengkapan media elektronik, siber cafe dan padang permainan dalam usaha menarik golongan belia ke masjid (Suhaila et al.2008). Dalam setiap program yang dijalankan , pihak penganjur perlu menjadikan solat fardu sebagai agenda utama kerana berada dalam persekitaran masjid.

iii. Mewujudkan Hubungan Dua Hala Dengan Institusi Masjid Yang Berhampiran

Hubungan dua hala di antara institusi keagamaan amat penting sebagai satu usaha mengimarahkan masjid serta dapat menggerakkan usaha dakwah secara menyeluruh. Institusi masjid atau surau merupakan jaringan yang dapat mengeratkan usaha-usaha pembangunan modal insan yang sempurna. Menerusi hubungan dua hala ini , pelbagai aktiviti dapat dilakukan bersama seperti aktiviti penyelidikan, pengumpulan data dan maklumat, forum, program pertukaran imam dan bilal, program pembangunan sahsiah remaja, program pengagihan zakat dan sebagainya. Selain itu, pembangunan komuniti dapat dilakukan dapat dilakukan sekaligus dapat meningkatkan ukhuwah Islamiah dalam kalangan masyarakat (Mohd Mahzan et al. 2008)

PENUTUP

Peranan masjid sangat penting dalam proses untuk mengangkat martabat belia untuk menjadi *khairu ummah.* Semua pihak harus saling berperanan untuk mengangkat semula masjid sebagai pusat pendidikan Islam untuk semua terutamanya golongan belia di samping ia boleh menjadi landasan supaya menjadikan negara ini sebagai sebuah negara yang mengamalkan amalan-amalan Islam mengikut al-Quran dan Al-Sunah. Pengimarahan masjid oleh belia amat penting sekali supaya tradisi yang murni ini adalah merupakan kesinambungan budaya Islam yang telah dirintis oleh golongan para nabi dan sahabat terdahulu yang menjadi obor kepada kegemilangan ummah pada masa yang akan datang. Justeru, golongan belia harus dipandu dan dipimpin untuk melakukan satu anjakan paradigma dalam membuat perubahan dalam kehidupan seharian terutamanya untuk merebut kebahagiaan duniawi dan kesejahteraan ukhrawi yang kekal abadi.

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EMOTIONAL INTELLIGENCE OF MALAYSIAN YOUTHS

HARI KRISHNAN A/L ANDI

ABSTRACT

The objective of this paper is to study the Emotional Intelligence Quotient (EQ) of the youth. This survey involved a sampling of one hundred youths from age of 15 to 39 year old in Petaling Jaya. The data was gathered through a self-report survey method using a questionnaire instrument, The Schutte Self-Report Emotional Intelligence Test (SSEIT). The respondents' level of the EQ was measured on five Likert Scale. Findings of the survey indicate that the overall EQ levels of youth are quite high with mean percentage of 67.30% which is higher than 50% as set by the researcher, and also found that youth are not really good in the regulation of emotion in self and others. Furthermore there is no significant difference in score of the EQ levels among male and female youth.

Keywords: *Emotional, Intelligence, Emotional Intelligence Quotient, Ability, Youth*

ABSTRAK

Objektif kertas ini ialah untuk mengkaji kecerdasan emosi belia. Pensampelan terdiri daripada seratus belia dari umur 15 hingga 39 tahun yang dipilih daripada kalangan belia di Petaling Jaya. Data dikumpul melalui borang kaji selidik yang diisi belia sendiri. Instrumen soal selidik yang digunakan ialah, The Schutte Self-Report Emotional Intelligence Test (SSEIT). Tahap kecerdasan emosi belia diukur menggunakan lima Skala Likert. Dapatan kajian menunjukkan bahawa tahap kecerdasan emosi keseluruhan belia agak tinggi dengan peratusan min 67.30%, lebih tinggi daripada 50% yang telah ditetapkan oleh pengkaji, dan juga didapati bahawa belia tidak begitu baik dalam percaturan emosi terhadap diri sendiri dan orang lain. Tambahan pula tidak ada perbezaan yang signifikan dalam skor tahap kepintaran emosi di kalangan belia lelaki dan perempuan.

Kata Kunci: *Emosi, Kecerdasan, Kecerdasan Emosi, Kebolehan, Belia*

INTRODUCTION

The youth management and development agencies in the country has played very significant and supportive role in the development of youth in this country. Its strong foundations, objectives and strategies have enabled the youth to acquire a strong life development of education 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 private sector throughout the country. According to Prime Minister Datuk Seri Mohammed Najib Bin Tun Haji Abdul Razak, the population of the youth as grown from 11.1 million in 2005 to 11.9 million in 2009 and they are 41.5% of the population of Malaysia (Prime Minister Department, 2010)

Despite clear policy strength and nationwide implementation of the youth programmes, youth remain one of the most vulnerable groups in Malaysian society. The youth became less competitive (Krauss, 2008). Less competitive here refers to the unhealthy perceptions and the performances at school, universities/colleges and workplace that have gone down. In the current social climate the overall attitude toward youth is surprisingly negative. Most public look at today's youth with misgiving and trepidation, viewing them as undisciplined, disrespectful and unfriendly. There is a widespread feeling that youth are in trouble because they are not developing the ethical and moral values needed to become 'good human beings' in society (Syed Muhammad, 1993).

By looking at the general problems that youth encountered shows that there is an issue in way that the youth is behaves and the lifestyles that they desired to live. The issue is the amount of intelligence that they have put into their thinking and emotions while facing the surroundings or external environment.

While Emotional Intelligence Quotient (EQ) is a new era of investigation for life upgrading, it is providing to be an area of significant importance (Bar-On, 2005). People on the high EQ are more likely than less emotionally intelligence people to 'join successes in the life and general well being because it can improve the performance both personal level and in career level (Goleman, 1998a). Goleman (1998a) pointed out that people with highly EQ are likely to provide their environment with a unique contribution and at the same time the people with low EQ still contributing to the society but in problematic way. Since the awareness on the importance of EQ in enhancing life especially among the youth in Malaysia is low as the focus is not given to people skills and there never been priority before, thus that serves as good indexes for investigation.

Youth who rise the top of their field must not just good at their job but must be affordable resilient and optimistic to be successful in life. In other word, it takes more than the traditional cognitive intelligence to be in success journey. An emerging school of behavioural thought claimed that it also takes EQ that is the ability to restraint negative feelings such as anger and self-doubt and focused a positive one such as confidence and congeniality (Murray, 1998).

With increased attention to knowledge and Intelligent Quotient (IQ) ability it is believed that the youth will perform better in their undertakings if they acquired these skills. It is unacceptable because sometimes the highly skilled one that cause a lot of problems in the society. Their lack of interpersonal and social skills is one of the greatest deterrents to them to be in community. From the previous research it was realized that EQ contributes as much as 20% to 30% of success in life (Ciarrochi, et al., 2001). Although Malaysia is concerned on the development of youth as a nation's pillar and human capital of Malaysia, it is still neglecting of EQ. The lack of awareness on the importance of EQ in developing the youth may affect the performance of the youth in the quest to achieve Malaysian dreams, aspirations and vision.

Educational institutions have traditionally focused primarily on the importance of Intelligent Quotient (IQ) with less attention given to other types of intelligence (Dulewicz & Higgs, 2000). Many researchers have begun to argue that intrapersonal and interpersonal intelligence competences or EQ may be more important for success in life than IQ (Tucker, et al., 2000). As the benefits of possessing a high EQ skill became more apparent, education institutions such as universities and colleges may decide to include activities designed to enhance student's EQ in their programmes in the futures so that they can emotionally prepared to face the challenge in workplace and life journey

Hence this study was primarily aimed to answer these two research questions:
(i) What is the level of the EQ among youth?
(ii) What is the difference of EQ level between male and female youth?

LITERATURE REVIEW

EQ has emerged as one of the most popular topics in the fields of psychology and business with the publication of Goleman's book "Emotional Intelligence: why it can matter more than IQ" (Goleman, 1995). Later EQ began to receive widespread attention after the popularisation of the concept in social science text by Goleman and the appearance of EQ on the cover of Time Magazine in October 1995 (Ciarrochi, et al., 2001). The term EQ has been promoted as a measureable construct quite apart from cognitive since it was first used in scientific literature by Salovey and Mayer in 1990. It is believed EQ explain differences in the quality of intrapersonal and interpersonal relationship and predict success (Caruso, 2004; Goleman 1995, 1998a). EQ 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 that "…EQ may be the best predicator of success in life, redefining what it means to be smart" (Time, 1995).

Mayer and Salovey (1990) are often credited with the development of EQ. Researchers defined EQ as the ability to perceive, understand and manage one's own and other's feelings and emotions, to discriminate among them, and use this information to guide one's thinking and action (Bar-On, 2000; Ciarrochi, et al., 2001; Cooper & Sawaf, 1997; Goleman, 1995; Mayer & Salovey, 1997). From the review of the literature on EQ, there is growing evidence that EQ is considered important in one's personal life and career aspirations (Cherniss et al., 2006; Christpher & Brett, 2011; Ivcevic et al., 2007). Goleman (1995) argued and provided evidence that EQ could be the strongest indicator of human success. In his research a clear explanation of the importance of EQ was given. The author asserted that EQ was one of the greatest contributors to personal success as well as leadership effectiveness and believed that EQ skills move individuals to stronger resilience in facing challenge, enhanced performance and greater success.

According to evidence provided by Goleman (1995 and 1998a) person with high EQ 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 difficult or tense situations. People with higher levels of EQ embody empathy and remain optimistic when facing adversity. EQ competencies such as building relationship, self-management, self-developing and time management are deemed important to success of the youth.

CONCEPTUALIZATIONS OF EQ

The popularization of EQ since year 1995, research on EQ and efforts to conceptualize as well defining the term EQ have attract the attention of many researchers (Mayer, et al., 2000b). Even then researchers began to identify the measurement tools for EQ (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 EQ in life, as Goleman (1998) stressed EQ enable and apply to predict success in work, school and home.

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

Mayer, et al., (2000b), leading researchers in the field of EQ addressed other model of EQ 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 EQ. Whereas, promoter of the mixed models claims positive personal and organizational outcomes through the utilization of mixed EQ (Goleman, et al., 2002). Although the two models of EQ are different, but both the models are more complementary than contradictory (Ciarrochi, et al., 2000)

SALOVEY AND MAYER'S THEORY OF EQ

Salovey and Mayer (1990) initially defined EQ 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 (1990) initiated the first theoretical framework. Salovey and Mayer's ability model of EQ has been viewed as a subset of social intelligence; a combination of interpersonal and intrapersonal intelligence emphasizing the non-cognitive aspects of intelligence. According to Sullivan (1999), this EQ theory is grew out of work on social intelligence as well as personal intelligence. Mayer, et al., (1999), viewed EQ as a type of social intelligence but in a broader scope, because it does not only include reasoning about the emotions in social relationship, but also reasoning about internal emotions that are important for personal enhancement.

Salovey and Mayer conceptualized their regard of EQ 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 adaption. The first domain, the appraisal and expression of emotion in oneself involves the ability to learn about one's emotions, introspect on those emotion from coherent propositions based on those emotions and express the content of those emotions (Salovey & Mayer, 1990). So, appraisal and expression of emotion in other actually includes the ability to perceive the emotions of others so as 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 (Salovey & Mayer, 1990). 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 (1990) 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 is based on the supposition that positive moods will perceive positive events more, generate more creative responses and motivate persistence at challenging tasks endeavor (Isen, et al., 1985). In addition Salovey and Mayer (1990) noted that emotionally intelligent individuals understand 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 EQ 'may become slaves' to their own emotions.

In year 1993, Mayer and Salovey (1993) expanded the definition of EQ 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 EQ framework to past literature on constructs of intelligence, social intelligence and personal intelligence and focused on providing the credibility of EQ.

Later in year 1997, Mayer and Salovey (1997) noted a need to revise the initial definition of EQ by claiming that it viewed perceiving and regulating emotions and ignored 'thinking about feelings'. Thus the revised definition of EQ 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 has been conducted in hopes of moving more to ability model and away from mixed model, whereby Salovey and Mayer (1990) initiated definition of EQ is more towards of the mixed 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, the authors view EQ as consisting of several discrete emotional abilities, which are theorized to develop hierarchically (Mayer, et al., 2000b). Based on the author's analysis, their ability-model EQ divided into four hierarchical areas of skills, while they addressed it as the four-branch model. The four-branch model has served as the basis for the ability based EQ field (Mayer, 2001; Salovey, et al., 2009; Salovey, et al., 2000; Salovey, et al., 2001; Zeidneir, 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 states, 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-prioritized thinking. It is the ability to recognize different emotions that one is feeling and to distinguish the emotions that influence the thought process.

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.

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.

THE IMPORTANCE OF EQ

IQ reflects what people take from the world in terms of information and knowledge whereas EQ 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 behavior and cognitions (Hamacheck, 2000). Conventionally life success has been determined by IQ. 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% at the variance. Sternberg (1996) noted that 16% maybe 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 EQ. The life success of an individual's whom live in this complicated world, is depends on the utilization of multiple kinds of intelligences. A study science graduate students at Berkeley who underwent a battery of personality tests, IQ tests and interviews in 1950's supports the hypothesis that EQ is most important than IQ. Forty years later when they were in seventies, they were tracked down and estimates were made of their success based on resumes and evaluations by experts and it's turn out that social and emotional abilities were four times more than important than IQ in determining professional success (Feist & Barron, 1996).

Another research which stressed that EQ is essential in determining the life 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 and 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, et al., 1990).

Achievement, productivity, salary, status, happiness in family, friendship and romantic endeavor 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 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, EQ 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 EQ (Callahan, 2002; Cherniss & Goleman, 2001; Dalip Singh, 2003; Dulewicz & 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 EQ matters for successes.' It also reveals that business people was more depended upon emotional competencies when compared to IQ. A study in 1996 on global food and beverage company shows that managers with high EQ earned an average of 20% more profits then managers with low EQ (Goleman, 1998b). Sanjay Singh (2007) noted that EQ enhances organizational development. Researchers conducted in 2005 found that individual who are more emotionally intelligent perform better in the workplace (Bar-On, et al., 2006). Sardo (2004) found that EQ 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 EQ is given the importance it will bring unpredictable success in wellbeing of the corporate world. As, Dalip Singh (2003) posited 'in corporate world IQ gets you hired, but EQ gets you promoted', the success of the workforce is assured.

The very important element in developing and enhancing the leadership is EQ (Bar-On, 2005; Boyatzis & McKee, 2005; Feldman, 1999; Goleman, 2005; Goleman, et al., 2004; Sosik & Megerian, 1999; Wall, 2002). The key role to 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 EQ impacts an associations directly and their performance is depends on their ability to express their excitement and enthusiasm for initiatives and directives the personal reacts with their emotions accordingly (Feldman, 1999; Goleman, et al., 2004). EQ in leader impact the productivities. In terms of 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).

METHODOLOGY

This study is in form of survey to gauge EQ of the youth. This study uses quantitative approach.

Sample

The population of this study is youth between aged of 15 to 39 regardless of gender and ethnicity. The location of the study is Petaling Jaya, Selangor. The respondents are ranging from students to working youth. Simple random sampling is used to identify the group of sample for this study. In this simple random sampling, each individual is chosen by chance and each member of the population has an equal chance of being chosen and include in the sample. A total of N=100 sample collected. At the sampling process stage, the researcher approached randomly selected youth to explain the intention of the survey and hand-over the survey booklet and allowed them to complete and handover back to researcher.

Instrument

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is the instrument used to capture the EQ of the respondents. The SSEIT was developed by Schutte et al., (1998) based on the ability model of EQ developed by Salovey and Mayer (1990). The SSEIT measures the four facets of EQ as initiate and defined by Salovey and Mayer (1990): 1) the appraisal of emotion in self and others, 2) the expression of emotion, 3) the regulation of emotion in self and others, and 4) the utilization of emotion in problem solving.

The SSEIT survey comprised of 33 items takes only five to ten minutes to complete, using a 5-point Likert scale extending from 1= "strongly disagree" to 5= "strongly agree". Examples of the SSEIT survey includes, items such as "I am aware of my emotions and I experience them", "I know why my emotions change" and "I know what other people are feeling just by looking at them".

In the development of this assessment, the internal consistency was measured by Cronbach alpha as 0.90, with a crosscheck of the measure in a second study resulting in 0.87 (Schutte, et. al., 1998). In this study the Crobanch alpha is 0.88.

Validity and Reliability
The most important threat to the internal validity of this study was factors related to mortality of the participants. Mortality here refers to the loss of participants due to their subsequent withdrawal during the data collection process. A number of features were used to encourage the participants to remain engaged throughout the data collection process. Timely personal and courteous contact between the researcher and participants has minimizes the mortality as a threat. This study was conducted in a timely fashion in order to obviate any threats to data becoming irrelevant. In enhance the reliability of the instrument the SSEIT is translated in Malay appropriately to facilitate the respondents whom uncomfortable with English. The reliability also ensured by minimizing sources of measurement error; data collection bias. Data collection bias was minimized by the researcher's being the only one to administer the questionnaires.

RESULTS

The results presented in this paper were analyzed using descriptive statistical analysis aided by the computer software SPSS 16.0 and the results displayed in frequency and percentile forms

Respondent's profile
Table 1: Respondent's Profile
Table 1 shows the respondent's profile. Based on the table 3, 59 of the youth were female and 41 were male. In terms of age, youth are divided into five age classes, which are about 4% of youth aged between 15 and 19 years, 17% of youth aged between 20 and 24 years, 27% of youth aged between 30 and 34 years and 20% of youth aged between 35 and 39 years. The majority of youths are aged between 25 and 29 which recorded a total of 32% of the youth. In terms of the ethnicity, 61% are Malays, 22% are Chinese, Indians is about 14% and 3% of the youth is from the Other category. Furthermore, about 48% of youth have a degree and a diploma as their highest education, while about 34% of youth have Sijil Pelajaran Malaysia. Employment of the youth indicates, 48% of youth work in the private sector.

Descriptive analysis was employed to examine the EQ among youth using the mean, minimum percentage and maximum percentage as illustrated in Table 2. From table, mean percentage for EQ1 (The appraisal of emotion in self and others) is 62.5% with some respondent scored maximum of 95% and minimum of 35%. As for EQ2 (The expression of emotion), the respondents scored mean of 70.11% with 94.44% as the highest percentage and 30.56% as minimum score. The EQ that shows lowest mean, EQ3 (The regulation of emotion in self and others) exhibits mean of 51.40% with highest score of only 76.19% and minimum score of 23.81% which is the lowest minimum score of all. Lastly, it is the EQ4 (The utilization of emotion in problem solving) with mean of 70.83% showing maximum score of 100% which mean there are at least one youth that are doing great in utilizing his or her emotion in problem solving.

Table 2: Descriptive Statistics

Since SSEIT start from a single factor that used to assess respondent's overall EQ level before it was further divided into four factors by researcher, so it motivated the researcher to sum up all the four factors to have a look at the overall EQ level of youth. From the last column of the table, noticed that the overall EQ levels of youth are quite high with mean percentage of 67.30% which is higher than 50%. Following the interest to spot the different of mean for each factor, the data were reconstruct to form two column in SPSS with percentage score form a column and another column form EQ_group in order to do one-way-ANOVA. Table 3, shows the ANOVA table for comparison of mean among the four EQ factor (EQ1, EQ2, EQ3, and EQ4).

Table 3: ANOVA Table for EQ Percentage

From them table, it shows there is significant different ($F = 46.483$, $p < 0.05$) among the EQ factors and the 95% Confidence Interval was plotted to identify the group that differ from each other by examine the overlap of interval for each group. If the interval of groups overlapped each other, indicates that there is no different in mean between those groups with 95% confidence. From Figure 1, researcher can concludes that there is no different between EQ2 and EQ4 for youth while EQ1 is lower than EQ2 and EQ4 while EQ3 has lowest mean. This indicates that youth are not really good in the regulation of emotion in self and others with mean percentage score of 51.40% only.

Figure 1: 95% Confidence Interval for EQ Factor Percentage

One-way-ANOVA was utilized to evaluate the different of EQ between male and female youth. If there is significant different between male and female youth's EQ, the p-value computed will be smaller than 0.05 and also indicates that there is relationship between gender of respondents with EQ. Table 4, show the summary of one-way-ANOVA for overall EQ and none of the criteria tested shows p-values (sig. column) lower than 0.05. Hence, researcher has jump to conclusion that there is no significant difference of EQ between male and female youth. Or in other words, there is relationship between genders of respondents with EQ.

Table 4: ANOVA Table for Overall EQ and EQ's factors

CONCLUSION

In line with the recognition of EQ as the best predicator for performance nowadays Malaysian government should embark on the introduction of EQ training for youth to enhance the EQ skills among the youth. As it has proven that EQ can enhance both personal and organizations (Goleman, 1998a) the youth agencies in the country must be able to understand the role of EQ in developing and shaping the youth to become Malaysian nation's pillar and human capital. Therefore, these agencies can plan and design appropriate programs that includes EQ as a tool for life performance whereby 'people skills' is given the essential importance. As agreed by Goleman (1998a), the 'people skills' which can be developed by enhancing EQ has an impact on the way people is functioning than the work skill which many have focused on. Emotions and the clever handling of emotions have somehow a strong bearing in developing youth into a better being. This leads to the notion that EQ is a kind of intelligence that should nurtured by youth. Thus to realize this ideas, all youth agencies and youth should play their part to gain EQ skills broadly. A successful youth not only possess theoretical knowledge and technical competence but also EQ. And it is believed that those who apply IQ and EQ simultaneously sometimes are more effective in their performance (Dalip Singh, 2003). As a result youth will occupied themselves with a whole new set of knowledge skills and ability, perhaps a whole new configuration of personality and intelligent. These may include flexibility, adaptability, self-management, motivation, intuition, empathy, cooperation, collaborative, problem solving, conflict management, interpersonal sensitivity, commitment and cultural awareness.

It becomes increasingly clear that youth generation are our greatest assets and the economic future relies more and more on the quality of this generation. The challenge for youth agencies is now is to train, develop and empower a new generation of youth with the mindset, skills and tools that will help them to improve their life and continually positively contribute to the country. This is in line with government's objective to enable the youth generation to achieve world status. Meeting this expectation is a long term objective therefore Malaysian government via youth agencies needs to emphasis the significance of youth performance first to ensure that the objective is met. In order to pursue such challenging and ever changing tasks the psychological well being of youth has became an important concerned.

Over the years the government and its youth agencies has introduced several initiatives to motivate and overcome youth problems. But their objective, action plans and missions show that EQ is neglected despite the ability of EQ skills being recognized and proven by researchers throughout the world. Goleman (1998b) suggested that people can be trained in the necessary skills once an accurate assessment of the individual's skills is available. When deficiencies are discovered, they can be trained to overcome the problems. It will not only capable to more accurately select people initially but it can also salvage the good youth with slight deficiencies. By upgrading, a better efficient youth can be shaped.

Tables and Figures

Table 1: Respondent's Profile

Background	N	%
Gender		
- Male	59	59
- Female	41	41
Age group		
- 15 to 19	4	4
- 20 to 24	17	17
- 25 to 29	32	32
- 30 to 34	27	27
- 35 to 39	20	20
Ethnic		
- Malay	61	61
- Chinese	22	22
- Indian	14	14
- Other	3	3

Education		
- Master	7	7
- Degree	23	23
- Diploma	25	25
- STPM / A-levels / Pre-U	11	11
- SPM	34	34
Employment		
- Public Sector	15	15
- Private Sector	48	48
- Self-employed	23	23
- Not-employed	8	8
- Student	6	6

Table 2: Descriptive Statistics

	Minimum	Maximum	Mean	Standard Deviation
EQ1: The Appraisal of emotion in self and others	35.00	95.00	62.50	13.366
EQ2: The expression of emotion	30.56	94.44	70.11	14.176
EQ3: The regulation of emotion in self and others	23.81	76.19	51.40	10.729
EQ4: The utilization of emotion in problem solving	29.17	100.00	70.83	14.385
EQ_Overall	31.82	93.94	67.30	11.859

*n=100

Table 3: ANOVA Table for EQ Percentage

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24460.818	3	8153.606	46.483	0.000
Within Groups	69461.824	396	175.409		
Total	93922.642	399			

Figure 1: 95% Confidence Interval for EQ Factor Percentage

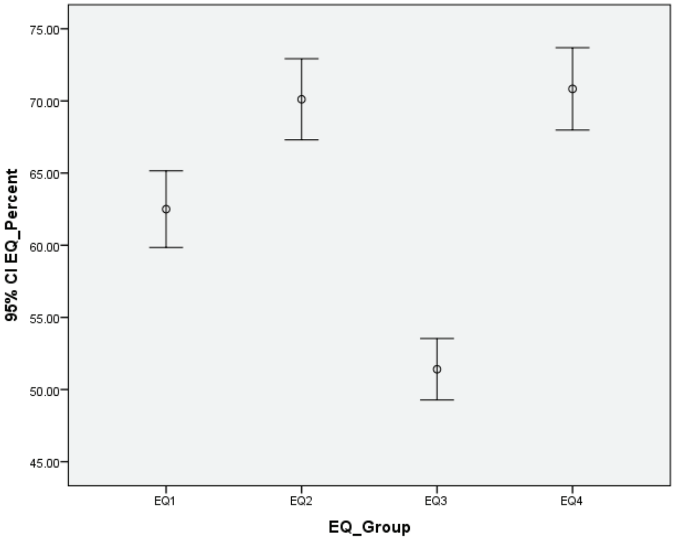

Table 4: ANOVA Table for Overall EQ and EQ's factors

		Sum of Squares	df	Mean Square	F	Sig.
EQ1: The Appraisal of emotion in self and others	Between Groups Within Groups Total	37.205 17650.295 17687.5	1 98 99	37.205 180.105	0.207	0.65
EQ2: The expression of emotion	Between Groups Within Groups Total	24.927 19868.901 19893.827	1 98 99	24.927 202.744	0.123	0.727
EQ3: The regulation of emotion in self and others	Between Groups Within Groups Total	2.385 11393.25 11395.635	1 98 99	2.385 116.258	0.021	0.886
EQ4: The utilization of emotion in problem solving	Between Groups Within Groups Total	140.669 20345.442 20486.111	1 98 99	140.669 207.607	0.678	0.412
EQ_Overall	Between Groups Within Groups Total	34.314 13889.073 13923.387	1 98 99	34.314 141.725	0.242	0.624

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ETHNIC IDENTITY OF YOUNG MALAYSIAN ADOLESCENTS IN SARAWAK

SU HIE TING & TECK YEE LING

ABSTRACT

The study examined the ethnic identity of young Malaysian adolescents living in Sarawak from the aspects of their identification with their own ethnic group and their tolerance of ethnic diversity. The ethnic groups focused on were the Malay, Chinese and Indigenous groups of Sarawak. The development of ethnic identity of the adolescents was measured by means of Phinney's (1992) multi group ethnic identity measure. The data for the study were obtained from 1181 participants aged 13 to 17 in three urban and three rural localities in Sarawak. The results showed positive ethnic identity development for the group of adolescents under study, with frequent reports of affective behavior towards their own ethnic group. However, this was not backed by up an equally strong display of ethnic behavior such as using the ethnic language, practicing the life style of the ethnic group and interaction with members of the same ethnic group. A comparison by ethnic group revealed that the Indigenous participants had the strongest affiliation with their ethnic group, followed by the Malay participants, and the lowest was shown by the Chinese participants. The results suggest that the close proximity in social space for the adolescent Malaysians generates the conditions for them to construct notions of an ethnic identity that is hinged on the distinctiveness of their own ethnic group and interlaced with culture elements of other ethnic groups.

Keywords: *Ethnic Identity, Ethnic Diversity, Malay, Chinese, Indigenous*

ABSTRAK

Kajian ini meneliti identiti etnik remaja Malaysia yang tinggal di Sarawak dari aspek pengenalan mereka dengan kumpulan etnik sendiri dan toleransi mereka terhadap kepelbagaian etnik. Kumpulan etnik yang diberi tumpuan dalam kajian ini ialah Melayu, Cina dan Peribumi Sarawak. Pembangunan identiti etnik remaja diukur dengan soal selidik Multigroup Ethnic Identity Measure yang diasaskan oleh Phinney (1992). Data untuk kajian ini diperoleh daripada 1181 peserta yang berumur 13 hingga 17 tahun di tiga buah sekolah kawasan bandar dan tiga buah sekolah luar bandar di Sarawak. Hasil kajian menunjukkan pembangunan identiti etnik yang positif bagi golongan remaja yang dikaji, terutamanya dari segi perasaan afektif terhadap kumpulan *etnik mereka sendiri. Walau bagaimanapun, tingkah laku etnik mereka tidak mencapai tahap setinggi perasaan afektif mereka terhadap kumpulan etnik sendiri. Ini termasuk penggunaan bahasa etnik, amalan gaya hidup kumpulan etnik dan interaksi dengan anggota kumpulan etnik yang sama. Perbandingan dari segi kumpulan etnik menunjukkan bahawa remaja Peribumi Sarawak mempunyai hubungan yang paling rapat dengan kumpulan etnik mereka, diikuti oleh remaja Melayu, dan yang paling rendah telah ditunjukkan oleh remaja Cina. Kajian ini mencadangkan bahawa jarak ruang sosial yang kecil bagi remaja Malaysia berupaya menjana situasi bagi mereka untuk membangunkan identiti etnik yang diengselkan pada keistimewaan kumpulan etnik mereka di samping berjalin dengan unsur-unsur budaya kumpulan etnik yang lain.*

Kata Kunci: *Identiti Etnik, Kepelbagaian Etnik, Melayu, Cina, Peribumi Sarawak*

INTRODUCTION

Ethnic identity is a salient social identity in multiethnic communities. Social identity is "that part of an individual's self-concept which derives from his knowledge of his membership in a social group" (Tajfel, 1978). In multiethnic communities, ethnic membership is among the more prominent social identities particularly where there is intergroup tension and it may be accentuated by the official practice of categorizing people along ethnic lines. Malaysia has been described as one of the countries with clear ingroup-outgroup divisions (Clammer, 1982).

Common markers of ethnic identity include language, cuisine, dress and physical features. Some studies have shown that maintaining the ethnic language is important in fostering a positive ethnic identity (Mah, 2005; You, 2005) while other studies have also shown lifestyle and language use are more important markers of ethnic group membership (Kang, 2004). The relevance of these ethnic markers depends on the notions of ethnic identity held by the members of the speech community. In the study of ethnic identity, the language dimension is integral (Fishman, 1972). Fishman (1977) conceptualized the three dimensions of ethnicity in which language has different roles. First, in the paternity dimension of the language-ethnicity link, language "is not even merely an ethnic symbol in and of itself. It is flesh of the flesh and blood of the blood" (p. 19). Second, in the patrimony dimension, language is learned behavior used to express ethnic group membership. Third, from the phenomenological perspective, anything can become symbolic of ethnicity such as language, cuisine, dress, and physical features. In short, *Language is the recorder of paternity, the expressor of patrimony and the carrier of phenomenology. Any vehicle carrying such precious freight must come to be viewed as equally precious, as part of the freight, indeed, as precious in and of itself. (Fishman, 1997, p. 25)*

One way or another, language conveys ethnic identity. Language is a vital aspect of any social group, but particularly an ethnic group's identity (Giles & Johnson, 1981). As such, ethnicity is a highly salient factor in language behavior.

The ethnic identity of young people is in a flux. Research in ethnic identity development has indicated a developmental pattern of stages. Tse (1998) describes the pattern as consisting of four main stages: ethnic unawareness, ethnic ambivalence/evasion, ethnic emergence, and ethnic identity incorporation. Using this ethnic identity development model, Tse (1999) found that adolescents have fluid ethnic identities. Adolescence is a crucial stage in ethnic identity development as this is the stage when they can be influenced. The emergence of ethnic identity of adolescents needs to be studied to obtain a better understanding of ethnic membership and tolerance towards ethnic diversity in the context of a plural society, particularly for the formulation or implementation of social policies.

In the Malaysian setting, the expression of ethnic behavior has been studied as a proxy of ethnic identity. In such studies, extensive use of the ethnic language has often been considered as a display of strong ethnic identity (e.g., Campbell & Jiee, 2010; Omar, 1991; Ting & Puah, 2010). In a study on Bidayuh living in Kuching, Sarawak, Campbell and Jiee (2010) found that language does play a role in determining the ethnic identity of a Bidayuh as they feel closer to the culture when they can speak and understand the language. Similarly, Ting and Puah (2010) drew a conclusion on the strong Hokkien identity of Hokkien speakers in their mid-twenties based on the pride they have in the Hokkien language and their liking for the use of Hokkien in their daily lives. However, there are fewer studies that examine ethnic identity directly. Direct investigation of the ethnic identity would shed light on how notions of ethnic identity is evolving in the midst of social changes which bring diverse ethnic groups into close proximity in social space.

PURPOSE OF THE STUDY

The study examined the ethnic identity of young Malaysian adolescents living in Sarawak. The specific aspects studied were their ethnic identity in relation to their ethnic group and their tolerance of other ethnic groups. The ethnic groups focused on were the Malay, Chinese and Indigenous groups of Sarawak.

METHOD OF THE STUDY

Participants

The survey was conducted on 1,188 school students aged 13 to 17 in six schools located in the Malaysian state of Sarawak. Three of the schools were in urban locations in Kuching, Sibu, Miri and the other three schools were in the rural locations in neighbouring towns (Semariang, Durin, Bario). The ethnic composition of the sample is as follows: 47.8% Indigenous, 29.1% Chinese, 22.5% Malay and 0.6% others. The ethnic composition is reflective of the state population which comprises 48% indigenous groups, 25.9% Chinese, 22.3% Malay and 3.8% others (Department of Statistics Malaysia, Sarawak, 2011). A larger proportion of the participants were Iban (323 or 56.87%), with smaller numbers of Kelabit, Penan, Melanau, Kenayah, Kayan, Bidayuh and Saban. The Murut, Berawan, Bisayah and Kiput made up less than 2% of the participants.

For the analysis of data, questionnaires from participants in the Others category were omitted, leaving 1,181 participants. Based on this sample, 595 were female and 586 were male. At the time of the study, the participants were in Form One to Form Five. Almost all the participants (97.9%) had Bahasa Malaysia as the medium of education in secondary school. Only 1% and 1.1% had Mandarin Chinese and English as the language of instruction respectively. For primary school education, almost one-third of the participants went to Chinese primary school (30.3%) but most of the participants had their primary school education in Bahasa Malaysia (68.7%). The choice of medium of education in primary school is similar to that for pre-school: 27.0% Mandarin Chinese and 59.9% Bahasa Malaysia. There were 5.4% who had their pre-school education in English. The educational background of the participants indicates that they are conversant in Bahasa Malaysia.

The participants were mainly from the lower socio-economic status as shown by the parents' combined monthly income and educational level. A total of 72.3% of the participants had parents whose combined income was in this bracket. Another 15.9% of the respondents had parents who brought home between RM2000 to RM4000 per month but only 11.7% earned more than RM4000 per month. The parental monthly income tallied with their educational background. Most of the participants' parents had only Form 3 and Form 5 qualifications (one-third and one-quarter respectively). In fact, almost 20% of the participants' parents left school after Primary Six. This level of education limited their income earning capacity.

INSTRUMENT

The 61-item questionnaire used in the survey examined both language use and ethnic identity but only the latter is reported in this paper. The questionnaire also elicited demographic variables from the participants for contextualization of the results. The demographic variables elicited were ethnic group, age, gender, medium of education (kindergarten, primary, secondary), and parents' occupation, educational background and income.

The participants' ethnic identity was measured using Phinney's (1992) multi group ethnic identity measure which was formulated with the notion that adolescents were in the process of identity search. In Phinney's multi group ethnic identity measure, a 4-point Likert-type scale was used, with 1 indicating a weak presence and 4 indicating a strong presence of the variable. The subscales in Phinney's 20-item measure are as follows: Affirmation and Belonging (5 items); Ethnic Identity Achievement (7 items); Ethnic Behaviors (2 items); and Other-group Orientation (6 items). An additional four items on Ethnic Behaviors were included to capture the factors that are important in the local context. The Cronbach's Alpha for the questionnaire was 0.765 indicating reliability of the Bahasa Malaysia version of the multi group ethnic identity measure when used in the Malaysian context.

Data Collection Procedures

Permission was sought from the principals of secondary schools identified as research sites and from the education department at the federal and state levels. Upon receiving the official permission for the study, the data collection began with an explanation of the study to the principals of the schools concerned. This was done by the six research assistants engaged for this study. A copy of the questionnaire was given to the principals for this purpose. Following this, the research assistants liaised with teachers to identify classes of students who would fill in the questionnaire after school hours.

The students were mostly selected from the non-examination classes as the Malaysian Ministry of Education does not encourage studies to be conducted on Form Three students preparing for the *Peperiksaan Menengah Rendah* (Lower Secondary Examination) and Form Five students preparing for *Sijil Pelajaran Malaysia* (Malaysian Certificate of Education, Malaysian equivalent of “O” level). A total of about 200 students were targeted in each of the six schools. To ensure a higher return rate, students were asked to give back the questionnaire as soon as they had filled it in instead of taking it home to return another day. Students who returned questionnaires were given a token of appreciation.

Data Analysis Procedures

Ethnic identification of the participants was according to what they had indicated in the questionnaire. In the event of exogamous marriages which involved two ethnic groups (e.g., Iban and Bidayuh or Iban and Chinese), the participants usually identified themselves by their father's ethnic group. There were some instances of the participants writing down the ethnic groups of both their father and mother. This is an area for further investigation but in the present study, they were assigned the ethnic group of their father in the context of the prevailing patriarchal society.

For the multi group ethnic identity measure, the mean score for the 24 items was obtained by reversing negative items, summing across items and obtaining the mean, following Phinney (1990). The mean score for the three ethnic groups was also computed for comparison. Then mean scores for each subscale was calculated for each group: Affirmation and Belonging; Ethnic Identity Achievement, Ethnic Behavior, and Other-group Orientation. Tolerance or acceptance of other ethnic groups was indicated by the mean score for the Other-group orientation whereas the mean score for the other three subscales indicate the strength of their ethnic identification. The strength of the ethnic identification or orientation was interpreted on a scale of 1 (weak presence) to 4 (strong presence), the mid-point being 2.5.

RESULTS AND DISCUSSION

1. Ethnic identity of Malaysian adolescents in Sarawak

Using Phinney's (1992) multigroup ethnic measure, the results showed that the adolescent participants were positive in their ethnic identity (Table 1). Analysis of the constructs making up the ethnic identity showed that the mean score per participant per item for affective behaviour (3.47) is higher than other group orientation (3.08). The mean scores for ethnic behaviour (2.89) and ethnic identity achievement (2.88) are lower but they are still above the mid-point of 2.5 (range of 1 to 4).

Table 1: Mean Score Per Participant Per Item For Ethnic Identity Constructs

Ethnic identity constructs	Number of items	Range of total scores	Range of mean scores	Mean score per participant per item
Ethnic behaviour	6	8-24	1.33-4.00	2.89

Ethnic identity achievement	7	9-28	1.29-4.00	2.88
Other group orientation	6	8-24	1.33-4.00	3.08
Affective behaviour	5	6-20	1.20-4.00	3.48
Overall 24	24	6-28	1.75-3.75	3.06

The participants have strong ties to their ethnic group as indicated by the positive affective behavior towards the ethnic group (mean score of 3.48). The affective behaviors include being pleased at being a member of the ethnic group and having great pride in the ethnic group, achievements of the ethnic group as well as the ethnic background. This translates to close rapport with members of the ethnic group and a strong sense of belonging.

Despite with the highly positive affective behavior towards the ethnic group, reports of the display of ethnic behavior are not as high (2.89 in a range of 1 to 4). In this study, the ethnic behaviors include use of the ethnic language to show shared ethnic membership, practice of way of life that is reflective of the ethnic group and active participation in social activities that involve members of the ethnic group. The adolescent participants also reported frequent contact with older family members during family gatherings and festivities which help them to keep in touch with the values of the family and the ethnic group at large. The closeness with members of the ethnic group is also manifested in the form of feeling at ease in the presence of members of the same ethnic group rather than people from other ethnic groups. However, the mean score which is close to the mid-point suggests that outward show of ethnic behavior is reserved and conceptualizations of ethnic group membership may be changing among the adolescent participants.

Another construct of ethnic identity investigated was ethnic identity achievement as adolescents' notions of self identity are in a state of flux. The mean score of 2.88 which is close to the mid-point suggests an early state in the ethnic identity achievement. Generally the adolescent participants spent some time getting to know their ethnic group in the aspects of history, tradition and cultural practices and thinking about how their life is influenced by their ethnic group membership but the time invested in finding out about their ethnic background is rudimentary. The adolescent participants also have an understanding of what it means to be a member of their ethnic group and how to relate to other ethnic groups in light of their ethnic group membership. However, at a more abstract level, they may not be sure of the role of the ethnic group in their life. The results suggest that the adolescent participants are still in the process of ethnic identity search and although they have chosen the ethnic identity they wished to be aligned with, the commitment was not as definite as it could be.

The results show clearly that there is a high level of tolerance towards ethnic diversity as indicated by the mean score of 3.08 for other group orientation. The adolescent participants liked to get to know other ethnic groups and often spent time with people from other ethnic groups. They also interact often with people from other ethnic groups in daily and social activities. The issue of not wanting to mix with other ethnic groups hardly arose. The schools they attend have a multiracial student and teacher population. The community outside of the school is ethnically diverse as well. Having grown up with ethnic diversity, the adolescent participants were conditioned to not only tolerate ethnic diversity but to embrace it as part of their lives. In the context of the multiethnic plural society, the results point to assimilative tendencies in the younger generation.

However, as the three main ethnic groups in Sarawak are distinct in their cultures and historical background, there is a need to examine whether their identity constructs vary with ethnic group. In the next section, the strength of ethnic identification and level of tolerance towards ethnic diversity are reported for the Malay, Chinese and Indigenous participants in the study.

2. Comparison Of Ethnic Identity Constructs Of The Malay, Chinese And Indigenous Participants

A comparison by ethnic group shows that the mean score for the identity constructs was the highest for the Indigenous participants, followed by the Malay participants and the lowest was for the Chinese participants (Table 2). However, the difference in the mean score per participant per item was not great and the mean score for the whole group of participants is close to that of the Malay participants (overall mean of 3.06 compared to 3.05 for the Malay participants). Tukey's test showed that the mean per participant per item for all the three ethnic groups were significantly different ($P<0.0005$).

Table 2: Identification of Malay, Chinese and Indigenous Participants With Own Ethnic Group

Ethnic identity constructs	Chinese	Malay	Indigenous	Overall
Ethnic behaviour	2.82	2.90	3.17	2.89
Ethnic identity achievement	2.75	2.82	2.99	2.88
Other group orientation	2.84	3.05	3.24	3.08
Affective behaviour	3.30	3.54	3.57	3.48
Overall mean per participant per item	2.903±0.908a	3.048±0.922b	3.156±0.928c	

*Means in the same row with the same letters are not significantly different at 5% level.

The results show that the affiliation of the Chinese participants to their ethnic group was weaker than that of the Indigenous and Malay participants. This does not translate to a concomitant stronger orientation towards other groups as the mean score for this was also the lowest among the three groups. For the Indigenous participants, the emotional ties to their group are strong and their ethnic group identity is very salient to them. They are also more likely to be highly involved or interested in their ethnic or cultural heritage and customs. On a general note, the results suggest that ethnicity is important in the lives of the adolescents under study but this does not subtract from their openness and acceptance of ethnic diversity as their way of life.

One of the noteworthy findings of this study is that reports of affective behavior exceed overt expressions of ethnic behavior. Although people take pride in their ethnic group and their membership in the group, they do not necessary display the distinctive markers of the ethnic group. This is consistent with findings from studies which use language behavior as a proxy for ethnic identity. For example, Ting (2006) found that while some Foochow parents express regret that their children are not using the ethnic language, they do not take the essential step of transmitting the language to the next generation (see also Ting & Chang, 2008; Ting & Hung, 2008).

Similarly, David (2006) concluded from her study that although the Sindhi Indians' shift away from the ethnic language does not mean that they do not identify themselves as Sindhis. These findings show that the younger generation does not see a need to use language to express their ethnic group membership and therefore they do not hold Fishman's patrimony dimension of ethnicity. The findings point to the prevalence of Fishman's (1977) phenomenological perspective of ethnicity in which any symbol of ethnicity suffice which may include cuisine, dress, physical features and family background. This is an aspect of ethnic identity which needs further exploration.

Another finding that is of interest is that strong identification with the ethnic group can co-exist with positive orientation towards other ethnic groups. The co-existence of two affiliations that are assumed to be opposing has been found to be possible in studies on language attitudes. Baker's (1992) notion of additive notion of bilingualism provides for the co-existence of two languages with perhaps a differentiation of functions, in contrast to the subtractive notion whereby an increase in the importance of one leads to a decrease in the importance of the other language. In the present study, the Malaysian adolescents were found to be positive towards their ethnic group and other ethnic groups at the same time. The finding suggests that the ethnic identity search of the adolescent participants were taking them towards a notion of ethnic identity that is hinged on the distinctiveness of their own ethnic group and interlaced with cultural elements of other ethnic groups.

CONCLUSION

The study on the ethnic identity of adolescent Malaysians in the state of Sarawak showed the presence of rather strong ethnic identification co-existing with positive orientation towards other ethnic groups. It is clear that ethnic group identification does not impede development of congenial feelings towards other ethnic groups and acceptance of ethnic diversity as a way of life. Based on Phinney's (1992) multiethnic identity measure, the ethnic identity of the three ethnic groups are significantly different. The ethnic identity of the Indigenous adolescents was the strongest, followed by the Malay adolescents, and the Chinese adolescents had the weakest ethnic identity search and commitment. The findings cannot be explained by existing frameworks that hypothesize that ethnic identity search would be higher among minority than majority group participants (Phinney & Alipuria, 1990) and further investigations are needed to understand the socio-psychological makeup of the ethnic groups and the socio cultural and political setting that influence the development of ethnic identity. Nevertheless, the snapshot of the adolescents' views on ethnicity suggests that the notion of unity in diversity may be achievable in multicultural settings.

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KESAN KAFE SIBER TERHADAP GOLONGAN REMAJA DI PULAU PINANG

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ABSTRAK

Kestabilan sosio politik sesebuah negara terletak sebahagian pada golongan remaja yang bukan sahaja merupakan tunjang pembangunan negara malahturut memainkan peranan sebagai penggerak modal insan negara. Mereka juga mempunyai kaitan yang jelas dengan institusi kekeluargaan yang amat penting dalam usaha untuk mewujudkan kesejahteraan dalam sesebuah masyarakat. Putaran arus modenisasi hari ini menyaksikan semakin terlerainya ikatan kukuh institusi kekeluargaan hingga mencetuskan pelbagai gejala sosial dalam kalangan anak-anak muda. Antara gejala sosial yang ketara mencengkam para remaja ialah penyalahgunaan kafe siber. Kajian ini memfokuskan kepada 230 remaja di Pulau Pinang melibatkan 28 kafe siber di sekitar Georgetown dan Butterworth. Kajian kuantitatif ini mendapati 168 responden mengakui kafe siber lebih baik daripada rumah manakala 62 responden mengakui kafe siber lebih baik daripada menghadiri sekolah. Malah responden turut mengakui bahawa tahap ketagihan mereka terhadap internet adalah amat tinggi dan sanggup melakukan apa sahaja semata-mata untuk menghabiskan masa di kafe siber.

Kata Kunci: *Remaja, Ketagihan Internet, Kafe Siber, Pulau Pinang*

ABSTRACT

Socio-political stability of a country more likely depends on youth who are said to be the root of national development and they play an important role in bringing up the country's human capital. A strong relationship between youth and family institution is able to uphold harmonius situation in order to create affluence in the society. Unfortunately, the wave of modernization reflects that the relationship between the two has become weak and this has triggered variety of social illnesses. Among those social problems are the misuse of cybercafés. This study mainly focused on 230 youths around Penang area, involving 28 cybercafés in the vicinity of Georgetown and Butterworth. This quantitative study revealed that 168 respondents admitted that using computer in cybercafés are better than at home, while 62 respondents think that going to cybercafés are better than attending school. The most shocking analysis shows that the level of the addiction towards internet among the young respondents is very high and they would do anything just to spend time in cybercafés.

Keywords: *Teenagers, Internet Addiction, Cybercafe, Penang*

PENGENALAN

Internet telah menjadi satu alat perhubungan sosial, informasi dan hiburan yang membentuk sebuah komuniti maya dalam sebuah perkampungan global. Ini terbukti apabila data yang dikeluarkan oleh laman web Internet World Statistic (2011) yang dikemas kini hingga Jun 30, 2011 menunjukkan bahawa jumlah pengguna internet di Malaysia ialah seramai 16.9 juta orang dengan kadar penembusan sebanyak 58.8 % daripada 28.7 juta populasi penduduk di negara ini.

Angka ini jauh lebih tinggi berbanding jumlah pengguna internet di Malaysia pada tahun 2000 yang mencatatkan hanya 3.7 juta pengguna. Menariknya laman web yang sama juga menunjukkan terdapat 11.2 juta rakyat Malaysia yang memiliki akaun laman web sosial Facebook dan menduduki tangga ke empat di Asia selepas Indonesia (38.8 juta pengguna), India (29.4 juta pengguna) dan Filipina dengan 25.3 juta pengguna Facebook.

Istilah ketagihan internet pertama kali diperkenalkan pada tahun 1996 di mesyuarat tahunan American Psychological Association (Young, 1996) yang mencetuskan perdebatan melibatkan golongan akademik dan pakar perubatan. Ramai pengkaji melihat bahawa istilah ketagihan sepatutnya digunakan untuk kes-kes yang melibatkan pengambilan dadah yang berulang (Rachlin, 1990). Walau bagaimanapun pendefinisian ketagihan itu kini turut melibatkan perubahan tingkahlaku yang tidak membabitkan pengambilan bahan-bahan toksik seperti ketagihan judi dan bermain permainan video dan komputer (Griffiths, 2002).

Pengguna internet yang sihat didefinisikan sebagai menggunakan internet untuk mencapai tujuan tertentu dalam jangka masa yang ditetapkan tanpa mengalami sebarang masalah tingkah laku (Davis, 2001) manakala para pengkaji melihat pengguna internet bermasalah sebagai menggunakan internet yang tidak menunjukkan ciri-ciri pengguna internet yang sihat. Goldberg (1997) merujuk gejala ini sebagai ketagihan internet dan kebergantungan terhadap internet manakala Davis, Flett dan Besser (2002) pula menggunakan istilah pengguna internet bermasalah.

Para pengkaji ini menggunakan indikator tertentu merujuk kepada tingkah laku yang menggambarkan kebergantungan dan ketagihan internet. Indikator tersebut adalah seperti tempoh masa yang digunakan untuk melayari internet, ketidakselesaan ketika tidak menggunakan internet dan keperluan untuk menggunakan internet untuk tempoh masa yang lama (Young & Rodgers, 1998). Walaupun wujudnya dakwaan bahawa ketagihan pengguna internet mempunyai kaitan langsung dengan masalah psikiatri seperti kemurungan dan stres (Caplan, 2003) terdapat juga kajian yang menunjukkan bahawa tahap kemurungan yang teruk merupakan faktor utama yang mendorong seseorang menjadi ketagih terhadap internet (Davis, 2001).

Pada masa yang sama, kajian turut menunjukkan bahawa internet bertindak sebagai alat untuk melepaskan perasaan negatif mereka melalui internet kepada individu yang mengalami stres atau kemurungan yang keterlaluan ataupun keletihan (Chou, 2001; Mckenna & Bargh, 2002). Kajian Greenfield (1999) mendedahkan bahawa 30% individu yang menggunakan internet adalah untuk menghilangkan perasaan atau mood bersifat negatif yang dialami dalam kehidupan seharian mereka.

KETAGIHAN INTERNET DAN DELIKUENSI REMAJA: SOROTAN LITERATUR

Kajian Chen, Liu dan Luo (2007) menunjukkan bahawa ketagihan internet dalam kalangan lelaki lebih tinggi berbanding wanita. Leung (2004) pula telah menjalankan kajian yang melibatkan remaja berusia 16 hingga 24 tahun yang menunjukkan bahawa ketagihan internet lebih menjurus dalam kalangan para pelajar sekolah dan golongan muda berbanding dengan mereka yang tidak mengalami ketagihan internet. Manakala kajian Yang & Tung (2007) merumuskan bahawa ketagihan internet yang tinggi dalam kalangan remaja adalah disebabkan beberapa faktor seperti minat untuk membentuk identiti diri mereka, membentuk perhubungan yang intim dengan individu lain, akses internet yang percuma atau mudah diperolehi serta galakkan penggunaan internet di rumah dan di sekolah.

Lei dan Wu (2007) pula berpendapat bahawa faktor-faktor psikologi seperti perasaan malu, ingin bersendirian, tahap kepercayaan pada diri sendiri yang rendah dan masalah komunikasi kendiri yang lemah turut dilihat antara faktor utama yang menjuruskan remaja kepada ketagihan internet. Kajian Hur (2006) pula mendapati bahawa ketagihan internet dalam kalangan remaja yang mengalami krisis kekeluargaan seperti ibu bapa yang bercerai, kurang aktiviti sekolah, tahap akademik yang kurang memuaskan dan aktif dalam perhubungan sosial dengan teman lelaki atau teman wanita turut dilihat antara punca mengapa golongan remaja mengalami ketagihan internet.

Manakala kajian di China pula membuktikan bahawa wujudnya korelasi yang kuat antara gaya keibubapaan, komunikasi dalam kekeluargaan dan ketagihan internet. Wang, Gan dan Li (2006) telah menjalankan kajian yang melibatkan pelajar-pelajar sekolah tinggi di Beijing, China mendapati gaya keibubapaan yang negatif iaitu terlalu sibuk bekerja tanpa mempedulikan anak-anak mempunyai kaitan yang rapat dengan ketagihan permainan komputer dalam kalangan responden.

Kajian yang sama oleh Yen et al. (2007) dalam kalangan pelajar-pelajar sekolah tinggi di Taiwan menunjukkan bahawa ketagihan internet adalah berpunca akibat kegagalan fungsi institusi kekeluargaan, konflik rumah tangga dan penyalahgunaan alkohol dalam kalangan ahli keluarga. Malah pengkaji juga mencadangkan bahawa ketiadaan disiplin dalam keluarga serta kelemahan dalam memantau anak-anak mereka menjurus kepada ketagihan internet serta penyalahgunaan kandungan internet.

Ketagihan internet melibatkan golongan muda di Korea Selatan amat membimbangkan sehinggakan pihak berkuasa Korea Selatan mengisytiharkan ketagihan internet sebagai salah satu isu kesihatan yang serius (Ahn, 2007). Korea Selatan mencatatkan 10 kematian akibat Kardiopulmonari di kafe siber dan pada masa yang sama kerajaan Korea Selatan juga menganggarkan bahawa terdapat sekitar 210,000 kanak-kanak mengalami ketagihan internet dan memerlukan rawatan psikotropik (Choi, 2007). Kajian Kim (2007) menunjukkan bahawa purata pelajar sekolah tinggi di Korea Selatan menghabiskan masa sebanyak 23 jam seminggu untuk bermain permainan komputer.

Saadah (2003) mengkaji remaja yang melepak di kafe siber dan hasil dapatan beliau menunjukkan purata masa melepak di kafe siber ialah 2.2 jam sehari, perempuan lebih banyak melepak daripada lelaki (24.1 jam seminggu), umur antara 19-21 tahun lebih banyak yang melepak (8.3 jam sehari) dan remaja FELDA paling ramai melepak (10.5 jam sehari) di kafe siber. Kajian beliau juga mendedahkan bahawa aktiviti yang banyak dilakukan ialah melayari laman web artis dan dunia hiburan (27.5%), 20.6% *chatting* (sembang secara *online)* dan 14.7% bermain permainan komputer. Sama seperti kajian-kajian lepas (Ahmad & Mustafa, 1995; Iran, 1995; Shamsudin & Iran, 1993a&b; Yahaya, 1995 mendapati bahawa remaja yang melepak terlibat dalam penagihan dadah, perjudian, menonton bahan lucah, minuman keras dan hubungan seks sebelum kahwin.

Kajian Jas Laile Suzana & Masnona (2006) menunjukkan dapatan yang hampir sama dalam kajian mereka terhadap penggunaan internet dan remaja hasil daripada soal selidik terhadap 1,347 responden berumur antara 13-18 tahun daripada 28 buah sekolah di Sarawak yang dilakukan pada tahun 2004. Didapati masa yang dihabiskan di kafe siber ialah selama 1-2 jam (62%), umur 16-18 tahun lebih ramai yang melepak (2.2 jam untuk satu sesi), 51% responden melayari internet antara pukul 12 tengah hari hingga 4 petang, 51% menghabiskan antara RM10 hingga RM50 sebulan untuk melayari internet, 68% *chatting* (sembang secara *online)*, 74% bermain permainan komputer manakala terdapat perbezaan yang signifikan terhadap melayari laman web lucah berdasarkan faktor jantina ($p<0.01$) dengan min remaja lelaki lebih tinggi berbanding perempuan iaitu remaja lelaki lebih cenderung melayari laman web lucah.

Ali & Safar (2009) pula mendapati terdapat keseimbangan penggunaan internet dalam kalangan golongan wanita Melayu di Malaysia. Kajian mereka menunjukkan bahawa rangkaian sosial dan komunikasi kendiri serta faedah penggunaan internet memberikan impak positif terhadap keseimbangan penggunaan internet melibatkan 178 wanita Melayu.

Remaja yang tinggal dalam konteks keluarga bermasalah meningkatkan risiko dalam perkembangan tingkah laku devian seperti keganasan, vandalisme, mencuri, menagih alkohol dan dadah (Loeber & Stouthamer-Loeber, 1998; Patterson et al., 1992). Kesibukan bekerja dan kekurangan perhatian ibu bapa menyebabkan remaja kesunyian dan kurang motivasi diri. Kajian yang dilakukan oleh Universiti Chicago (Czikszentmihalyi, 1987) mendapati purata masa yang dikongsi remaja dengan ibu bapa ialah 12 jam seminggu yang kebanyakannya berlaku ketika waktu makan dan menonton televisyen.

Kajian Young et al. (1991) mendapati bahawa hubungan seks bebas oleh remaja berlaku apabila ibu bapa jarang berada di rumah. Mereka juga mendapati remaja yang mempunyai ibu dan bapa mempunyai kadar peratusan yang lebih rendah terlibat dalam seks bebas berbanding dengan remaja yang hanya mempunyai ibu atau bapa sahaja.

Kementerian Kesihatan Malaysia (1992) melaporkan bahawa 52% remaja berumur di antara 17-24 tahun mempunyai lebih daripada satu pasangan seks dan separuh daripada mereka telah pun melakukan seks sebelum nikah. Manakala kajian kementerian berkenaan pada tahun 1996 mendapati bahawa 1.8% daripada 30,233 pelajar sekolah menengah berumur di antara 13 hingga 18 tahun telah pun melakukan hubungan seks tanpa nikah (Jas Laile Suzana, 2005). Beliau juga mendapati bahawa 58% remaja telah melakukan seks sebelum nikah pada usia 18-20 tahun. Seramai 44% melakukannya dengan teman lelaki atau wanita, dan 31% melakukannya di rumah pasangan masing-masing. Majoriti responden (73%) turut mengakui mereka tidak mabuk dan tidak mengambil dadah ketika melakukan seks buat kali pertama. Didapati juga 65% remaja perempuan melakukan hubungan seks sebelum nikah kerana ingin membuktikan cinta mereka terhadap teman lelaki.

Kajian Yayasan Strategik Sosial (Victor, 2004) pula mendapati bahawa faktor utama remaja India terjebak dalam jenayah juvana ialah pengaruh rakan sebaya, diikuti oleh diri sendiri, sekolah, pengalaman didera serta diabaikan dan keretakan rumah tangga. Sebanyak 64% responden dalam kajian ini datang daripada keluarga beribu bapa tunggal. Manakala faktor media massa, ibu bapa dan keluarga merupakan pengaruh yang lemah. Selain itu, kajian ini juga mendapati bahawa 36% responden tidak berminat pulang ke rumah selepas waktu sekolah. Mereka lebih berminat berada dengan rakan sebaya atau merasa takut berjumpa dengan ibu bapa.

Asmah & Zulekha (2004) menjalankan kajian terhadap salah laku remaja di dua buah sekolah menengah di Shah Alam dan Petaling Jaya, Selangor terhadap 77 pelajar berusia antara 15 hingga 17 tahun. Mereka mendapati remaja merokok kerana ingin menonjolkan imej yang hebat, anggun dan dewasa; ingin mencuba dan mengikut tingkah laku ibu bapa serta rakan sebaya. Remaja yang ponteng sekolah pula disebabkan keluarga yang materialistik, tidak mengambil berat keperluan anak, anak tiada kasih sayang sepenuhnya, pelajar tidak minat atau tiada motivasi ke sekolah. Mereka tidak sedar kepentingan ilmu, di samping pengaruh persekitaran seperti melepak di pusat hiburan, pusat membeli belah dan kafe siber. Ia juga disebabkan suasana sekolah yang tidak sesuai dan tidak memberangsangkan misalnya masalah dengan rakan-rakan dan guru. Faktor penglibatan mereka dalam salah laku ialah disebabkan pengaruh kawan (63.6%), suka mencuba (48%), melepaskan tekanan (37.6%), pengaruh media (19.4%) dan untuk mendapatkan perhatian (19%).

Kajian Yahaya (1995) terhadap remaja FELDA mendapati masa senggang yang terlalu banyak menyebabkan remaja melepak. Tempoh masa bekerja yang singkat antara empat ke lima jam (7 pagi hingga 11 pagi) menimbulkan rasa bosan dan mendorong remaja keluar rumah bertemu rakan di tempat-tempat tertentu. Mereka kemudiannya mengisi masa lapang dengan aktiviti yang tidak menyalahi undang-undang seperti melepak dan aktiviti yang menyalahi undang-undang seperti salah guna dadah dan mencuri.

Kajiannya turut mendapati tempoh masa melepak ialah 28.4 jam seminggu. Majoriti remaja yang melepak berusia 22-25 tahun, lelaki, bekerja sendiri dan lemah dari segi pelajaran dan pekerjaan. Trend melepak pula ialah dari petang sehingga malam (6 petang ke 8 malam). Didapati juga 90.7% melepak di tempat menunggu bas, 81.8% melepak untuk bertemu kawan. Tingkah laku melepak juga dikaitkan dengan menonton filem lucah, membaca majalah lucah, dadah, berjudi, minum minuman keras dan mengadakan hubungan seks sebelum nikah.

METODOLOGI KAJIAN

Kaedah pengumpulan data yang digunakan dalam kajian ini ialah melalui kaedah tinjauan dengan menggunakan borang soal selidik tertutup. Kaedah ini dipilih kerana ia adalah kaedah yang sering digunakan oleh pengkaji-pengkaji terdahulu untuk mengukur tingkah laku manusia kerana ia dapat memberi satu penjelasan yang saintifik tentang perkara yang dikaji. Menurut Keyton (2006) tinjauan dengan menggunakan borang soal selidik adalah kaedah terbaik untuk mendapatkan maklumat tentang pengetahuan, sikap dan amalan responden. Selain itu, menurut Gunter (2000), dalam perbincangannya mengenai tujuan tinjauan adalah untuk mendapatkan maklumat tentang pendapat umum, tingkah laku atau ciri-ciri populasi masyarakat pada sesuatu masa itu contohnya menyediakan maklumat tentang sikap masyarakat terhadap topik-topik tertentu.

Pemilihan Informan Kajian

Responden sasaran dalam kajian ini ialah golongan remaja. Seramai 230 orang responden diperolehi bagi melengkapkan proses pengumpulan data. Responden dipilih secara rawak mudah, di Pulau Pinang. Informan yang terdiri daripada audiens golongan remaja dipilih berdasarkan beberapa kriteria seperti berikut:

i) Remaja
ii) Terdiri daripada keturunan Melayu, Cina atau India.
iii) Tidak mengira jantina
iv) Tinggal di dalam kawasan Georgetown atau Butterworth
v) Sering berkunjung ke kafe siber
vi) Warganegara Malaysia
vii) Tidak mengira tahap pendidikan
viii) Tidak kira sama ada sudah bekerja ataupun masih belajar
ix) Sanggup dan dengan rela hati mengambil bahagian di dalam kajian ini

DAPATAN KAJIAN

Kajian ini melibatkan seramai 230 responden dan melibatkan 28 buah kafe siber di sekitar Pulau Pinang. Walau bagaimanapun, pengkaji merahsiakan maklumat responden dan para pengusaha kafe siber yang telah memberikan kerjasama dalam menjalankan kajian ini. Begitu juga dengan responden-responden yang terlibat dalam kajian ini.

Pecahan responden mengikut etnik, umur dan jantina yang menyertai kajian ini adalah seperti di jadual 1 dan 2.

Jadual 1: Pecahan responden mengikut etnik

Etnik	Bil. responden
Melayu	110
India	68
Cina	44
JUMLAH	230

Jadual 2: Pecahan responden mengikut umur dan jantina

Umur	Bil. Peserta	Lelaki	Perempuan
19 tahun ke atas	33	21	12
16-18 tahun	118	83	35
12-15 tahun	57	37	20
11 tahun kebawah	22	18	4
JUMLAH	230	159	71

DAPATAN KAJIAN

Daripada keseluruhan responden, terdapat 159 responden lelaki dan 71 responden perempuan yang telah terlibat dalam kaji selidik ini. Latar belakang responden adalah seperti berikut. Terdapat 148 responden berasal daripada keluarga berpendapatan sederhana, 59 responden daripada keluarga berpendapatan rendah dan 23 responden daripada keluarga berpendapatan tinggi. Kajian ini mendapati seramai 58 responden mengakui mereka sering diabaikan dalam keluarga, 53 responden mengakui ibu bapa mereka sering bertengkar di rumah, 49 responden mengakui ibu bapa mereka sering bertengkar secara fizikal. Terdapat 45 responden mengakui ibu bapa mereka terlalu sibuk dengan pekerjaan, 12 responden mengakui ibu bapa mereka telah bercerai atau tinggal berasingan manakala 13 responden mengakui bahawa keluarga mereka tiada sebarang masalah.

Daripada keseluruhan responden, terdapat 113 orang terdiri daripada perokok dengan mencatatkan 46 perokok remaja wanita. Manakala 13 responden wanita daripada 67 responden mengakui merokok dan mengambil minuman alkohol. Terdapat 51 responden pula terlibat dalam menghidu gam yang menyaksikan empat responden wanita daripadanya. Kesemua 180 responden yang merokok dan meminum alkohol mengakui dengan mudahnya membeli rokok dan minuman alkohol di kafe siber yang sering mereka kunjungi.

Kajian ini mendapati 212 responden mengakui pernah memonteng sekolah untuk ke kafe siber, 105 responden mengakui pernah mencuri dan 56 responden mengaku menipu untuk mendapatkan duit untuk ke kafe siber. Antara faktor yang menyebabkan mereka lebih cenderung untuk ke kafe siber ialah ruang rumah yang sempit, kongkongan keluarga serta tertekan dengan keadaan di sekolah. Seramai 68 responden menyatakan ruang rumah yang sempit menyebabkan mereka meluangkan masa di kafe siber, 34 responden menyatakan bahawa kongkongan keluarga membuatkan mereka melepaskan tekanan di kafe siber, manakala 87 responden tertekan dengan sistem pendidikan di sekolah maka mereka berpendapat kafe siber sebagai tempat terbaik untuk melepak. Seramai 41 responden pula sering ke kafe siber kerana bosan dan inginkan keseronokan.

Dalam situasi yang lain, seramai 168 responden mengakui kafe siber lebih baik daripada rumah, manakala 62 responden mengakui kafe siber lebih baik daripada menghadiri sekolah. Daripada pecahan tersebut, 118 responden menyatakan sistem pendidikan berorientasikan peperiksaan menyebabkan mereka enggan ke sekolah, 48 responden mengakui sudah tidak minat untuk meneruskan pelajaran, 35 responden menyatakan guru yang terlalu mengongkong menyebabkan mereka tidak suka ke sekolah dan 9 responden pula menemankan rakan mereka untuk ke kafe siber.

Dalam konteks ketagihan ke kafe siber, kajian mendapati 127 responden mengakui mengalami ketagihan terhadap permainan video yang berbentuk ganas dan lucah. Daripada pecahan itu, 47 responden bermain Grand Theft Auto Series. Antara permainan video ganas yang turut menjadi pilihan responden ialah Carmageddon, Postal 2, Madworld. Kesemua 230 responden memiliki akaun laman web sosial Facebook namun hanya 25 responden menyatakan bahawa mereka hanya melayari laman web Facebook sahaja sepanjang berada di kafe siber.

Dari segi pemilihan tempat tujuan ketika ponteng sekolah, 113 responden menyatakan bahawa kafe siber menjadi tempat pilihan utama, 69 responden memilih kompleks membeli belah sebagai pilihan, 25 responden memilih kawasan semak samun sebagai tempat utama, manakala 23 responden tidak kisah dengan tempat tujuan apabila memonteng sekolah. Daripada pecahan 113 responden yang menjadikan kafe siber sebagai tempat utama apabila memonteng sekolah, 45 responden melayari laman web lucah, 23 responden bermain permainan video lucah dan ganas dan 45 responden menjadikan kafe siber untuk tempat bertemu dan lepak. Daripada keseluruhan responden, terdapat 189 responden mengakui bahawa kafe siber menjadi sumber utama untuk memuat turun klip video lucah. Kajian juga mendapati bahawa kesemua responden perempuan terdedah secara langsung dengan pornografi di dalam internet.

KESIMPULAN

Kajian ini membuktikan wujudnya ketagihan internet serta impak kafe siber terhadap remaja. Penggunaan terma-terma seperti ketagihan internet, kebergantungan terhadap internet, pengguna internet yang bermasalah dengan jelas menunjukkan pendefinisian yang sama iaitu individu yang terlibat secara langsung dengan penggunaan internet dan pada masa yang sama mengabaikan aspek kehidupan mereka yang lain. Kajian ini menunjukkan bahawa wujudnya kebergantungan yang tinggi dalam kalangan responden terhadap internet dan akibatnya kafe siber dijadikan tempat untuk melepak dan melepaskan ketagihan terhadap internet.

Kajian ini juga menyokong tesis Griffiths (2000, 2001) yang merumuskan bahawa tingkah laku melibatkan penggunaan internet yang melampau seperti melayari laman web lucah hanyalah melibatkan dalam soal penggunaan internet kerana individu berkenaan berkemungkinan selesa sebagai anonymous dan tidak bersemuka dengan pengguna internet yang lain. Walaupun kajian ini relevan dalam menunjukkan bahawa responden-responden ini mengalami ketagihan internet namun kajian ini hanyalah meliputi pengguna internet di kafe siber dan tidak mengambil kira individu yang mengalami ketagihan internet tetapi menghabiskan masa melayari internet di rumah. Walaupun responden-responden ini mengalami ketagihan internet namun menurut Widyanto & Griffiths (2006), apa sebenarnya yang mereka ketagihan dalam internet masih samar. Justeru, satu kajian komprehensif perlu dilakukan pada masa hadapan.

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PENGARUH FAKTOR SITUASI KELUARGA TERHADAP PENGHARGAAN KENDIRI PELAJAR BERMASALAH DI PANTAI TIMUR SABAH

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ABSTRAK

Tujuan kajian adalah untuk mengkaji kesan pengaruh faktor situasi keluarga (kawalan, keprihatinan sosial, konflik keluarga) ke atas penghargaan kendiri pelajar bermasalah di sekolah sekitar kawasan pedalaman di Pantai Timur Sabah. Seramai 494 orang pelajar terlibat sebagai responden dalam kajian ini (n_{lelaki}= 349; $n_{perempuan}$= 145). Terdapat tiga bahagian soal selidik yang digunakan dalam kajian ini iaitu Bahagaian A : Demografi subjek, Bahagian B :Alat kajian Beck Codependence Assessment Scale (BCAS) digunakan untuk mengukur kebergantungan pelajar dan Bahagian C : Rosenberg Self–Esteem (RSE) untuk pengukuran penghargaan kendiri. Perisian SPSS Version 15.00 digunakan untuk menganalisis data, deskriptif dan inferensi seperti regresi pelbagai untuk menguji hipotesis. Dapatan kajian menunjukkan majoriti responden mempunyai tahap penghargaan kendiri yang sederhana (69.2%), (M= 1.293; SD= .455). Analisis regresi menunjukkan hanya dua pemboleh ubah faktor situasi keluarga iaitu keprihatinan sosial dan konflik keluarga menyumbang kepada penghargaan kendiri pelajar yang dikaji. Sub skala keprihatinan sosial menjelaskan 10.9 % varians dalam penghargaan kendiri dengan sumbangan yang positif (Beta=.195),(t= 3.747,k<0.05) ke atas penghargaan kendiri. Manakala konflik keluarga menjelaskan sebanyak 7.3 % varians terhadap penghargaan kendiri (Beta=-.269), (t = 5.210,k<0.05). Dapatan ini merumuskan bahawa subjek yang mempunyai keluarga yang prihatin cenderung untuk mempunyai penghargaan kendiri yang tinggi dan sebaliknya. Manakala kesan negatif pemboleh ubah konflik keluarga ke atas penghargaan kendiri menjelaskan semakin ketara lagi konflik keluarga yang berlaku dalam keluarga maka semakin rendah penghargaan kendiri dan begitu juga sebaliknya. Ini menunjukkan pelajar–pelajar yang bermasalah ini perlu diberi perhatian yang lebih serius oleh pihak sekolah terutama dengan menyediakan khidmat bimbingan dan kaunseling supaya mereka mempunyai peluang yang sama dengan pelajar lain.

Kata Kunci*: Faktor Situasi Keluarga, Penghargaan Kendiri, Pelajar Bermasalah*

ABSTRACT

The study aims is to examine the effect of family situational factor (control, social concern, and family conflict) on self-esteem among the problematic students in local secondary school around eastern coast in Sabah. There are 494 problematic students involved in this study (N=349$_{males}$; N=145 $_{females}$). There are three section in the questionnaire namely Section A: Respondent Demographic, Section B: The research tool that been used is Beck Codependence Assessment Scale (BCAS to measure co-dependence family situational factor while Section C: Rosenberg Self-Esteem Scale (RSE) were used to measure self-esteem level. SPSS for windows 15.00 version was used to analyze the data, descriptive and inferential statistics to present the result such as multiple regressions in order to analyze the hypotheses. The findings showed that majority of student respondents experienced moderate level of self-esteem (69.2 %), (M=1.293; SD=0.455). Regression analysis showed that only two sub-scales of family situational factor (social concern and family conflict) contributed on self –esteem. Result also indicated that there was a significant predictor of family situational factor (social concern) in which explained 10.9% of the variance (R Square) (Beta =.195),(t= 3.747, k<0.05) in producing self-esteem. Whereby for the sub scales of family conflict explained 7.3% of the variance (R Square) in producing self-esteem which is significant as showed by (Beta= -.269),(t=5.210, k<0.05).This result indicated that respondent which having a full concern from family members prefer to have a high level of self-esteem. Whereas more conflict happened in the family, its bring a low level of self-esteem among subjects. These showed that problematic students should be given more attention so that they were having same opportunity with the normal students by providing special guidance and counseling to them.

Keywords: *Family Situation, Self-Esteem, Problematic Student*

PENGENALAN

Penghargaan kendiri merupakan sebahagian penting daripada konsep kendiri. Ia dilihat sebagai suatu elemen penting di mana setiap individu memerlukan penghargaan kendiri tanpa mengira faktor umur, jantina, latar belakang budaya atau pekerjaan (Rosernberg,1965). Keperluan semula jadi ini merujuk kepada perasaan ingin dihormati, disanjung dan dipuji terutama dalam kalangan pelajar sekolah menengah (atau dalam peringkat perkembangan, di mana mereka dikenali sebagai golongan remaja) dan kelompok ini berada dalam fasa 'pencarian identiti'. Oleh itu, golongan remaja dilihat sebagai satu kelompok individu yang perlu diberi perhatian lebih dalam pembentukan penghargaan kendiri dalam diri mereka. Menurut Coopersmith (1967) terdapat tiga perkara asas untuk meningkatkan pembentukan penghargaan kendiri di kalangan para pelajar iaitu penerimaan keluarga terhadap anak, penghargaan yang diberikan terhadap setiap tindakan yang berlaku sekiranya dalam nilai yang dibenarkan, dan penjelasan terhadap batasan setiap tingkah laku yang tidak dibenarkan.

Selaras dengan wawasan negara untuk melahirkan modal insan yang proaktif maka beberapa faktor harus diperhalusi sebaik mungkin seperti faktor keluarga dalam menyemai penghargaan kendiri yang positif. Ini kerana keluarga merupakan unit terkecil untuk membentuk masyarakat harmoni dan telah dianggap sebagai agen terpenting dalam perkembangan konsep kendiri individu sejak zaman kanak-kanak lagi (Gecas & Schwalbe,1986).Ia juga merupakan tempat mula bercambahnya pembentukan perasaan kendiri melalui hubungan komunikasi yang mesra di antara keluarga dengan anak. Sikap keluarga terhadap golongan ini harus dapat digambarkan dalam bentuk tingkah laku yang mudah difahami supaya mereka merasakan dihargai. Ia meliputi penilaian dan penghargaan yang tinggi terhadap keterlibatan anak-anak dalam aktiviti yang dianggotai oleh mereka dengan memberi bantuan dan sokongan, mesra dan rasa hormat serta menaruh minat dalam aktiviti tersebut. Kesemua ini akan mempengaruhi penghargaan kendiri kanak-kanak dan remaja (Gecas et al.,1986).Oleh itu, peranan keluarga amat besar dalam menentukan penghargaan kendiri individu.

Faktor situasi keluarga dalam kajian ini terdiri daripada tiga kategori iaitu konflik, kawalan dan keprihatinan sosial yang dianggap sebagai elemen penting terhadap pembentukan penghargaan kendiri di kalangan para pelajar terutama mereka yang mempunyai masalah di sekolah (Beck,1991). Responden merupakan pelajar yang dikenal pasti telah melanggar peraturan yang telah ditetapkan oleh pihak sekolah.

PERMASALAHAN KAJIAN

Malaysia, seperti negara-negara lain di dunia, cuba mengurangi sekali gus membanteras isu ini. Kecelaruan persekitaran rumah tangga, ketidakberkesanan gaya keibubapaan dan kurangnya hubungan dua hala serta didikan antara ibu bapa dan anak adalah faktor penting kewujudan tingkah laku disiplin di kalangan pelajar di sekolah (Arbona & Power, 2003). Sering kali remaja yang mempunyai penghargaan kendiri yang rendah, kurang strategi daya tindak menangani masalah, rasa tidak dihargai ibu bapa dan rakan sebaya serta kurang berkemampuan dari segi kewangan akan mendedahkan diri kepada gerbang gejala sosial. Tingkah laku ini pastinya akan mengganggu kefungsian sosial, persekolahan dan personal pelajar tersebut di mana simptom seperti penurunan gred markah, perubahan penampilan diri, mengantuk dan tidur di dalam bilik darjah, lembap dan ponteng sekolah berlaku (Badrulzaman Baharom,2006). Seterusnya mengakibatkan impak negatif daripada perlakuan tersebut.

Kepentingan dalam mengkaji penghargaan kendiri dan persepsi kendiri ditekan kerana penilaian kendiri dapat membawa kesan yang penting dalam kesejahteraan hidup seseorang individu seperti yang disarankan oleh Hobbes dalam petikan Rosenberg (Leahy, 1985), yang mengatakan bahawa kegembiraan yang paling besar dalam jiwa seseorang manusia ialah memiliki pandangan yang tinggi terhadap diri sendiri. Sementara itu, persepsi kendiri pula menunjukkan keyakinan kendiri yang ada pada diri seseorang individu yang akan memainkan peranan dalam menentukan kejayaan atau kegagalan hidup individu tersebut. Meski pun penghargaan kendiri telah dikaji lebih dari 100 tahun, para penyelidik masih membahaskan tentang sejauh mana kepentingan penghargaan kendiri dan ketepatannya. Walau bagaimana pun, secara umum mereka bersetuju bahawa ibu bapa dan orang dewasa lain yang penting kepada pelajar memainkan peranan utama dalam mengukuhkan asas penghargaan kendiri dalam diri mereka.

Penghargaan kendiri yang baik amat penting memandangkan penghargaan kendiri membolehkan pelajar berasa megah dan bangga dengan pencapaian dan kebolehan mereka. Penghargaan kendiri membolehkan mereka menghormati diri sendiri walaupun ketika mereka melakukan kesalahan. Ini menyebabkan mereka menghormati diri sendiri dan kesannya kawan-kawan lain juga akan menghormati diri mereka. Persoalannya adakah perkara yang sama berlaku kepada pelajar yang mempunyai masalah disiplin tentang kepentingan memiliki penghargaan kendiri. Kesedaran tentang pentingnya konsep kendiri yang melibatkan penghargaan kendiri di kalangan remaja mungkin berbeza antara remaja yang lain. Perbezaan ini mungkin disebabkan oleh beberapa faktor yang dominan dalam diri dan juga keluarga. Antara faktor yang dikenal pasti sebagai pendorong utama remaja mempunyai penghargaan kendiri yang tinggi ialah faktor keluarga. Keluarga merupakan satu institusi yang banyak memainkan peranan dalam mewujudkan penghargaan kendiri dalam diri anak-anak (Azizi Yahaya et al. 2005). Justeru, kajian ini dirangka untuk menentukan kewujudan pengaruh bagi faktor situasi keluarga (kawalan, keprihatinan sosial, konflik) terhadap penghargaan kendiri di kalangan pelajar bermasalah sekolah di negeri Sabah berdasarkan persoalan berikut:

1. Apakah tahap penghargaan kendiri bagi subjek lelaki dan perempuan dalam kalangan pelajar bermasalah ?.

2. Adakah wujud pengaruh bagi faktor situasi keluarga(kawalan, keprihatinan sosial, konflik) dengan penghargaan kendiri dalam kalangan pelajar bermasalah?.

3. Adakah wujud perbezaan bagi penghargaan kendiri berdasarkan pendapatan ibu bapa?. dalam kalangan pelajar bermasalah.

TUJUAN KAJIAN

Tujuan umum kajian ini adalah untuk mengkaji faktor situasi keluarga dengan penghargaan kendiri pelajar bermasalah di kawasan pedalaman pantai timur di Sabah. Secara khususnya, kajian ini bertujuan:

1. Mengenal pasti tahap penghargaan kendiri antara lelaki dan perempuan dalam kalangan pelajar bermasalah.

2. Mengenal pasti pengaruh bagi faktor situasi keluarga (mengawal, keprihatinan sosial, konflik keluarga) ke atas penghargaan kendiri pelajar bermasalah.

3. Menentukan perbezaan bagi penghargaan kendiri berdasarkan pendapatan ibu bapa dalam kalangan pelajar bermasalah.

DEFINISI KONSEP

Faktor Situasi Keluarga

Faktor situasi keluarga merujuk kepada kebergantungan seseorang individu terhadap orang yang signifikan dalam hidup mereka yang melibatkan tiga bahagian, iaitu: (1) konflik, (2) kawalan dan (3) keprihatinan sosial. Bagi pemboleh ubah konflik, terdapat tiga bentuk konflik keluarga iaitu intensiti, kompleksiti dan jangka masa perhubungan. Intensiti diandaikan sebagai satu konflik besar yang berlaku dalam keluarga dan memerlukan jalan penyelesaian yang sukar (Cupach, Daniel, Sam Vuchinich & Susan, 2003). Pada awalnya hubungan antara komuniti keluarga sangat rapat, terutama dari segi emosi (Bowlby,1982). Ikatan antara pasangan adik beradik, ibu bapa dengan anak-anak yang melibatkan pergantungan, kasih sayang dan komitmen. Tetapi apabila masalah besar timbul dalam perhubungan, emosi yang positif akan berubah menjadi emosi yang negatif. Sebagai contoh, berlaku pengkhianatan perhubungan seperti hubungan luar nikah atau penderaan seksual kanak-kanak yang boleh menimbulkan kebencian yang sebelumnya dipenuhi dengan perasaan kasih sayang. Konflik keluarga ini adalah sangat serius berbanding konflik yang melibatkan pihak yang lain (Cupach et al., 2008). Bentuk yang kedua adalah kompleksiti. Ia merujuk kepada kepentingan untuk memahami sesuatu karakter yang membingungkan dan mengelirukan. Sebagai contoh, kaitan kompleksiti dalam hubungan kekeluargaan ialah ambivalens yang mana seseorang ingin disayangi tetapi dalam masa yang sama membuat perkara yang menyebabkan ia dibenci. Maka berlaku lingkaran hubungan keluarga seperti dimensi kasih sayang, penghormatan, perhubungan, kebencian, rasa geram, cemburu, persaingan, dan rasa tidak setuju. Dimensi tersebut hadir dalam pelbagai hubungan kekeluargaan dan ia akan menjadi masalah sekiranya ibu bapa tidak menunjukkan ikatan yang sama rata (Cupach et al., 2008). Manakala bentuk yang ketiga ialah konflik keluarga yang di sebabkan tempoh masa perhubungan iaitu tempoh masa sesuatu konflik, dan kesan jangka masa panjang corak disfungsional konflik. Sebagai contoh, hubungan kekeluargaan sepanjang hayat (White, 2001), di mana ibu bapa dan anak-anak akan tetap menjadi ibu bapa dan anak-anak sampai bila-bila tanpa ada sempadan masa. Tetapi apabila konflik hubungan ini berlaku dalam keluarga ia akan berterusan dalam tempoh masa yang lama. Apabila peningkatan kemudaratan daripada konflik tersebut berlaku menyebabkan seseorang dari keluarga akan melepaskan diri dari konflik tersebut seperti keluar jauh dari rumah, penceraian atau berlakunya kerenggangan keluarga. Konflik ini boleh berlaku dalam keluarga disebabkan peningkatan umur kanak-kanak ke tahap remaja manakala bagi ibu bapa pula berlaku peningkatan umur ke tahap pertengahan sehingga mengubah hubungan baik antara ibu bapa dan anak disebabkan perubahan masa (Cupach et al., 2008).

Menurut Mahmood Nazar (1990), konflik dan tekanan psikologikal yang berlaku dalam kalangan pelajar menyebabkan berlakunya tingkah laku devian dalam sesebuah keluarga. Kebanyakan mereka yang bermasalah adalah berlatar belakangkan keluarga yang bermasalah (Trzesniewski, 2006). Di antara faktor psikologi yang menyumbang kepada tingkah laku ini ialah apabila wujudnya emosi yang tidak gembira hasil faktor persekitaran seperti hubungan kekeluargaan yang longgar, keluarga berpecah dan kurang perhatian daripada keluarga atau ibu bapa (Steinberg,2001). Konflik dalam keluarga juga boleh menjadi faktor penyebab ketidakstabilan emosi yang membawa kepada tingkah laku devian dan delinkuen. Emosi yang tidak stabil seperti marah, geram, tertekan dan dendam akan mendorong pelajar untuk melepaskan geram dengan melakukan pelbagai tingkah laku devian dan delinkuen, dengan tujuan melepaskan geram, tertekan dan dendam akan mendorong pelajar untuk melepaskan rasa tertekan (Azizi Yahaya et al., 2007). Konflik ini dikenal pasti sebagai satu faktor meletakkan anak-anak dalam keadaan emosional dan masalah tingkah laku (O'Connor,2002; Laible, Carlo, & Raffaelli, 2000).

Seterusnya, faktor situasi keluarga bagi pemboleh ubah kawalan pula terdiri daripada dua bentuk iaitu mengawal dari segi tingkah laku dan psikologi (Barber, Olsen & Shagle, 1994). Mengawal tingkah laku merujuk kepada ibu bapa yang mementingkan aktiviti anak-anak, kegiatan kumpulan anak-anak dan perkara yang dilakukan semasa di sekolah yang mana ibu bapa membimbing dan menyelia segala tingkah laku anak-anak (Jamaludin Ramli & Yusof Boon, 2007). Ketiadaan penjelasan terhadap kawalan tingkah laku juga adalah berhubungan dengan masalah tingkah laku remaja disebabkan kurangnya keperluan piawai untuk membezakan antara tingkah laku yang boleh diterima oleh masyarakat dan tingkah laku yang tidak boleh diterima masyarakat. Hal ini menyebabkan timbulnya masalah dalam remaja seperti bersikap agresif dan delikuensi (Reitz, 2006). Manakala kawalan psikologi pula merujuk kepada campur tangan ibu bapa dari segi psikologikal dan emosi anak-anak (Barber at al, 1994). Campur tangan tersebut dijelaskan menerusi ibu bapa yang menggunakan kesalahan dan memanipulasikan emosi dalam mengawal tingkah laku anak-anak. Kewujudan kawalan psikologi yang ditunjukkan oleh kedua ibu bapa terhadap anak-anak adalah dikaitkan dengan kebangkitan tingkah laku bermasalah, manakala ketiadaan kawalan tingkah laku menyebabkan anak-anak bertingkah laku bermasalah. Keadaan kawalan psikologi ibu bapa tersebut menyebabkan anak-anak mengalami masalah dalam hubungan sosial yang rendah disebabkan tahap penghargaan kendiri rendah hadir dalam diri anak-anak. Akhir sekali, faktor situasi keluarga yang ketiga iaitu keprihatinan merujuk kepada keprihatinan ibu-bapa dalam perkembangan semasa anak-anak. Keprihatinan yang diberikan mampu membendung anak-anak dari anasir-anasir gejala sosial dan hasilnya hubungan kekeluargaan yang kian rapuh dapat dikukuhkan dengan adanya keprihatinan sosial yang ditunjukkan.

Penghargaan kendiri

Penghargaan kendiri merupakan satu konstrak sosio-psikologi yang menaksir sikap seseorang individu dan mempersepsi nilai kendiri. Ia juga merupakan orientasi positif dan negatif terhadap individu dan merupakan suatu penilaian keseluruhan terhadap taksiran dan nilai diri. Individu yang mempunyai penghargaan kendiri yang tinggi akan memberi penilaian yang tinggi terhadap dirinya, mengamati dirinya sebagai bernilai, mempunyai potensi dan harga diri, berkebolehan, berkualiti, merasa penting, berkeyakinan dan mempunyai personaliti murni (Coopersmith, 1981; Rosenberg, 1965). Rogers (1981) menambah bahawa penghargaan kendiri adalah sebahagian daripada personaliti individu yang mempunyai unsur-unsur penilaian diri terhadap kebolehan dan sifat-sifat diri, hubungannya dengan orang lain serta persekitarannya, nilai dan kualiti yang berkait dengan pengalaman dan matlamat. Di samping merujuk kepada kesedaran kognitif dan efektif tentang imej mental dan spiritual yang melambangkan kepercayaannya tentang siapakah dirinya yang sebenar. Oleh itu, penghargaan kendiri merujuk kepada 'memahami sesuatu kualiti sesuatu objek iaitu baik atau buruk, bernilai atau tidak bernilai, hebat atau tidak hebat' (Thoits, 1999).

Tingkah laku bermasalah

Tingkah laku bermasalah pada dasarnya menggambarkan perbuatan salah, kerosakan akhlak dan kecuaian dalam menjalankan kewajipan. Dalam konteks kajian ini, ia merujuk kepada salah laku yang menyimpang daripada nilai dan peraturan yang ditetapkan oleh pihak sekolah. Kementerian Pelajaran Malaysia telah menyenaraikan sebanyak 53 jenis perlakuan yang dianggap sebagai perlakuan yang bermasalah. Antaranya perlakuan jenayah (berjudi, mencuri dan mencabul kehormatan); perlakuan lucah (bercumbuan, berkhalwat dan membawa atau menyimpan bahan lucah; kekemasan diri (berambut panjang, berkuku panjang dan berpakaian tidak mengikut peraturan); perlakuan kurang sopan (kasar terhadap guru dan pengawas serta menghisap rokok); tingkah laku musnah (merosakkan harta benda sekolah); perlakuan ponteng (ponteng kelas dan sekolah) dan lain-lain.

Dalam konteks sekolah lazimnya terdapat tiga kategori kesalahan yang kerap dilakukan oleh pelajar sekolah iaitu kesalahan ringan, sederhana dan berat (Badrulzaman,2006). Kesalahan ringan dapat dikelaskan seperti personaliti pelajar yang tidak kemas, datang lewat ke sekolah, keluar kelas tanpa membawa kad kebenaran, bermain dalam kelas, menggunakan peralatan sekolah tanpa kebenaran dan kesalahan yang bersabit dengan pengajaran dan pembelajaran (tidak membawa buku, tidak membuat kerja sekolah dan tidak memberi perhatian semasa guru mengajar). Manakala kesalahan sederhana seperti pelajar keluar dari kawasan sekolah tanpa kebenaran, meniru semasa peperiksaan, ponteng acara rasmi sekolah, tidak menghormati lagu-lagu, bendera,jata sekolah, negeri dan kebangsaan, fesyen rambut yang keterlaluan seperti *punk/skinhead* atau berwarna serta menconteng harta benda sekolah. Kesalahan berat merujuk kepada pelajar yang terlibat dengan kegiatan dadah, menghisap atau membawa rokok, terlibat dengan minuman keras, melawan guru dan pengawas, vandalisme, bergaduh, peras ugut, membawa senjata berbahaya, membuli, merompak, terlibat dengan aktiviti perjudian, gengsterisme dan melakukan maksiat seperti berzina.

ALAT KAJIAN

Penyelidik menggunakan dua alat ukuran iaitu *Beck Codependence Assessment Scale (BCAS)* yang dibentuk oleh Beck (1991). Alat ukur ini yang mengandungi 35 item dengan skala Likert 5 pilihan jawapan bagi mengukur kebergantungan dan melihat tingkah laku penjaga. Alat ukur yang kedua adalah

Rosenberg Self-Esteem Scale (RSE) yang mengandungi 10 item dengan dan menggunakan skala Likert 4 pilihan jawapan. Sementara itu, RSE telah dibangunkan oleh Rosenberg (1983). Kedua-dua alat ukuran tersebut telah diterjemahkan kepada bahasa Malaysia untuk membolehkan dan memudahkan responden membaca dan memahami apa yang terkandung dalam borang soal selidik.

SUBJEK DAN TEMPAT KAJIAN

Subjek kajian yang terlibat dalam kajian ini adalah seramai 494 orang (lelaki= 349 orang; perempuan=145 orang). Subjek terdiri daripada pelajar sekolah yang bermasalah. Kajian ini dijalankan di sekolah-sekolah menengah kerajaan di Bahagian Pantai Timur Sabah iaitu bahagian Tawau, Lahad Datu, Sandakan,dan Semporna.

KEBOLEHPERCAYAAN ALAT KAJIAN

Codependence Assessmnet Scale (BCAS)
Satu ujian rintis (pilot test) telah dilaksanakan sebelum pengumpulan data yang sebenar dilakukan. Nilai kebolehpercayaan Alpha Cronbach bagi BCAS adalah 0.675. Nilai ini menunjukkan bahawa alat kajian ini merupakan alat kajian yang mempunyai tahap kesahan yang sederhana baik dan boleh digunakan.

Rosenberg Self Esteem Scale
Hasil penilaian realibiliti Alpha Cronbach menunjukkan alat kajian Rosenberg Self Esteem Scale mempunyai tahap realibiliti yang tinggi iaitu pekali reliabiliti Alpha Cronbach = 0.728. Justeru, skala ini turut boleh digunakan dalam kajian sebenar.

KEPUTUSAN KAJIAN

Tahap Penghargaan Kendiri
Analisis deskriptif dalam Jadual 1 memberikan penemuan bahawa daripada 494 responden yang dikaji, sebanyak 30.6 peratus daripadanya mempunyai tahap penghargaan kendiri yang rendah. Manakala 69.2 peratus berada pada tahap yang sederhana dan hanya 0.2 peratus pada tahap tinggi.

Jadual 1: Tahap Penghargaan Kendiri Berdasarkan Keseluruhan Responden

Tahap penghargaan kendiri	Peratus		
	Sampel keseluruhan	Lelaki	Perempuan
Rendah	20.4	10.2	10.2
Sederhana	69.2	50.2	19.0
Tinggi	0.2	0	0.2
Jumlah	100.0	70.6	29.4

Seterusnya analisis berdasarkan gender mendapati responden lelaki tiada yang mendapat skor tahap penghargaan kendiri yang tinggi. Taburan yang sama secara relatif ditunjukkan antara lelaki dengan perempuan yang mana taburan mod pada tahap sederhana.

Pengaruh faktor situasi keluarga dengan penghargaan kendiri

Jadual 2 menunjukkan hasil analisis regresi pelbagai yang menunjukkan bahawa daripada tiga sub skala bagi faktor situasi keluarga, hanya keprihatinan sosial dan konflik keluarga memberikan sumbangan yang signifikan ke atas penghargaan kendiri. Dalam pada itu, konflik keluarga menjelaskan 7.3 % varians terhadap penghargaan kendiri. Pemboleh ubah ini memberi sumbangan negatif (Beta = -.269; t = 5.210, k<0.05) ke atas penghargaan kendiri. Sementara itu, sub skala bagi keprihatinan sosial menjelaskan 10.9 % varians dalam penghargaan kendiri dan memberi sumbangan yang positif (Beta = .195; t = 3.747, k<0.05) ke atas penghargaan kendiri. Ini menunjukkan kedua-dua pemboleh ubah ini adalah peramal yang signifikan ke atas penghargaan kendiri. Ini menjelaskan bahawa subjek yang mempunyai keluarga yang prihatin cenderung untuk mempunyai penghargaan kendiri yang tinggi dan sebaliknya. Manakala kesan negatif pemboleh ubah konflik keluarga ke atas penghargaan kendiri menjelaskan semakin ketara lagi konflik keluarga yang berlaku dalam keluarga. Misalnya, semakin banyak faktor perselisihan dan ketidaksefahaman antara ahli keluarga maka semakin rendah penghargaan kendiri dan begitu juga sebaliknya.

Jadual 2: Analisis Regresi Pelbagai: Peramal Kepada Penghargaan Kendiri

Pembolehubah	R^2	Ralat Piawai B	ß	t	Kesignifikan
Konflik Keluarga	.073	.021	- .269	5.210	.000
Keprihatinan sosial	.109	.029	.195	3.744	.000

Pengaruh setiap pemboleh ubah bagi faktor situasi keluarga terhadap penghargaan kendiri bagi lelaki dan perempuan

Jadual 3 menunjukkan hasil analisis regresi pelbagai bagi sub skala konflik keluarga, keprihatinan sosial dan kawalan keluarga bagi subjek lelaki dan perempuan. Hasil kajian mendapati terdapat perbezaan dalam nilai Beta bagi setiap pemboleh ubah bagi lelaki dan perempuan. Sekali lagi didapati pemboleh ubah yang signifikan dalam meramal penghargaan kendiri bagi lelaki dan perempuan ialah konflik keluarga dan keprihatinan sosial. Penghargaan kendiri bagi subjek lelaki lebih dipengaruhi oleh pemboleh ubah keprihatinan sosial terhadap penghargaan kendiri. Perubahan satu nilai sisihan piawai bagi keprihatinan sosial akan menyebabkan perubahan 0.19 mata kepada penghargaan kendiri lelaki manakala ia membawa 0.15 mata kepada penghargaan kendiri bagi subjek perempuan. Manakala perbezaan bagi konflik keluarga tidak begitu ketara. Perubahan satu nilai sisihan piawai akan membawa perubahan sebanyak 0.20 mata bagi subjek lelaki dan 0.25 mata bagi subjek perempuan. Sementara itu, sub skala bagi kawalan keluarga pula didapati tidak signifikan bagi kedua-dua kes tersebut.

Jadual 3: Analisis Regresi Pengaruh Setiap Pemboleh Ubah Faktor Situasi Keluarga Terhadap Penghargaan Kendiri Bagi Lelaki Dan Perempuan

Pembolehubah	B	Ralat Piawai	ß
Lelaki			
Konflik keluarga	-.013*	.035	-.020
Keprihatinan sosial	.110*	.029	.196
Kawalan keluarga	.126	.021	.317
Perempuan			
Konflik keluarga	-.054*	.065	-.025
Keprihatinan sosial	.100*	.055	.150
Kawalan keluarga	.053	.039	.116

* k<0.05

Keputusan bagi penghargaan kendiri berdasarkan pendapatan keluarga

Keputusan ANOVA satu hala dalam Jadual 4 menunjukkan bahawa terdapat perbezaan yang signifikan di antara penghargaan kendiri berdasarkan pendapatan keluarga, di mana F (6,487) =2.94, k < 0.05.

Jadual 4: Jadual Rumusan Anova Bagi Penghargaan Kendiri Berdasarkan Pendapatan Keluarga

Sumber	JKD	dK	MKD	F	Sig.
Antara kumpulan	170.02	6	28.34	2.94	.008
Dalam kumpulan	4702.33	487	9.66		
Jumlah	4872.35	493			

Seterusnya, keputusan kajian dianalisis dengan menggunakan Ujian Post-Hoc Turkey. Ini adalah bertujuan mengenal pasti perbezaan bagi penghargaan kendiri pelajar dengan pendapatan yang manakah menunjukkan perbezaan. Keputusan Post-Hoc Turkey ditunjukkan dalam Jadual 5.

Jadual 5: Keputusan Ujian Post-Hoc Turkey Bagi Penghargaan Kendiri Berdasarkan Pendapatan Keluarga.

Purata (RM)	Pendapatan	1	2	3	4	5	6	7
22.32	1.Tiada pendapatan							
22.13	2.RM500 ke bawah							
21.85	3.RM 750							
22.19	4.RM 1250							
24.33	5.RM 1750		*	*	*			*
22.65	6.RM 2250							
22.28	7.RM 2501 ke atas							

Berdasarkan Jadual 5, keputusan ujian Post-Hoc menunjukkan bahawa perbezaan yang berlaku adalah pada tahap pendapatan keluarga yang ke 5 (RM 1750). Dapatan ini juga menunjukkan bahawa tahap pendapatan ini mempunyai purata (24.33) yang paling tinggi berbanding tahap pendapatan yang lain.

PERBINCANGAN

Tahap Penghargaan Kendiri berdasarkan keseluruhan responden

Secara keseluruhannya, satu per tiga (30.6%) responden mempunyai tahap penghargaan kendiri rendah, dan selebihnya (69.2%) pada tahap sederhana. Hanya seorang (2%) dilaporkan mempunyai tahap penghargaan kendiri yang tinggi. Oleh itu daripada hasil kajian didapati pada keseluruhannya tahap penghargaan kendiri di kalangan pelajar bermasalah adalah sederhana. Ini bermaksud pelajar tersebut masih belum menguasai sepenuhnya kebolehan menyesuaikan diri dengan persekitaran dan belum mempunyai keyakinan diri yang mantap. Sungguhpun ada antara mereka yang dapat mengadaptasi dengan persekitaran, namun mereka masih memerlukan bantuan daripada orang lain untuk membentuk penghargaan kendiri. Ini selari dengan kajian oleh Greenberger, Chen, Tally, & Dong (2000) yang mendapati individu yang mempunyai penilaian negatif atau pun rendah mengenai diri sendiri sering menghadapi kesukaran dan masalah di mana penghargaan kendiri yang rendah juga dikaitkan dengan kemurungan, penglibatan dengan rakan sebaya yang nakal dalam kalangan remaja, dan penglibatan dalam tingkah laku delinkuen itu sendiri. Manakala seseorang yang mempunyai penghargaan kendiri yang tinggi ia sentiasa berfikiran positif dan yakin dengan kemampuan diri (Azizi Yahaya & Jaafar Sidek Latif, 2005).

Hasil dapatan kajian ini sama dengan penemuan kajian Mohd Najib dan Salehudin (2007) yang mengkaji tahap konsep kendiri di kalangan pelajar tingkatan empat di sekitar Bandaraya Kuching. Mohd Najib dan Salehudin mendapati konsep kendiri pelajar berada pada tahap sederhana dengan nilai purata antara 2.88 hingga 3.40. Dengan itu, dapat disimpulkan bahawa dapatan kajian ini adalah konsisten dengan kajian lepas dan ini merupakan indikator yang membimbangkan. Namun demikian, para pelajar ini masih boleh dididik dan dibentuk ke arah kendiri yang lebih positif. Justeru itu, semua pihak yang terlibat dalam proses pembinaan konsep kendiri para pelajar perlu berganding bahu dan bekerjasama dengan lebih erat melalui pendekatan kaunseling bagi mengatasi masalah yang timbul supaya pemuda harapan bangsa dan pemudi tiang negara ini tidak terus terjebak dan terjerumus dalam kancah masalah sosial ke tahap yang lebih serius (Zainuddin Abu, Zuria Mahmud & Salleh Amat, 2008).

Pengaruh bagi faktor situasi keluarga dengan penghargaan kendiri

Analisis regresi yang dilakukan dalam kajian ini telah menunjukkan pengaruh yang positif dan signifikan bagi aspek keprihatinan sosial. Dapatan ini selari dengan kajian oleh Scott-Jones (1991) dan Halpin et.al (1980), yang mendapati subjek lelaki didapati lebih dipengaruhi oleh aspek keprihatinan sosial berbanding dengan subjek perempuan. Ini selari dengan kajian oleh Kawash, Kerr dan Clewes (1985), yang mendapati nilai r bagi kaitan antara penghargaan kendiri lelaki dan penglibatan ibu bapa (keprihatinan sosial) lebih tinggi berbanding subjek perempuan.

Bagi pemboleh ubah konflik keluarga menunjukkan pengaruh negatif yang signifikan ke atas penghargaan kendiri. Keputusan ini menjelaskan semakin ketara lagi konflik keluarga yang berlaku dalam sesebuah keluarga tersebut. Misalnya, semakin banyak faktor perselisihan dan ketidaksefahaman antara ahli keluarga maka semakin rendah penghargaan kendiri dan begitu juga sebaliknya. Ini selari dengan dapatan kajian oleh Zuraimey Ahmad (2008) mendapati konflik keluarga adalah dikaitkan dengan permasalahan keluarga di mana punca yang lazim dalam permasalahan keluarga ialah apabila berlaku konflik di dalam institusi sesebuah kekeluargaan. Oleh itu, menurut beliau konflik yang berlaku akan membentuk tingkah laku yang negatif di dalam keluarga dan mengundang banyak masalah keluarga seperti perceraian ibu bapa (kes paling tinggi), anak luar nikah, keganasan rumah tangga, keganasan personal penganiayaan dan penderaan kanak-kanak, konflik kewangan. Kesemua permasalahan ini akan mengakibatkan anak-anak mereka terabai dan tidak mustahil akan mendorong mereka melakukan perkara-perkara negatif berbanding dengan perkara positif. Semua ini akan menjadikan penghargaan kendiri mereka menjadi lemah. (Hung-Chin Lin, Tze-Chun Tang, Ju-Yu Yen, Chin-Hung Ko, Chi- Fen Hung, Shu- Chun Liu, Cheng- Fan Yenn, 2008). Selain itu, konflik keluarga juga boleh menjadi faktor penyebab ketidakstabilan emosi yang membawa kepada tingkah laku devian dan delinkuen. Emosi yang tidak stabil seperti marah, geram, tertekan dan dendam akan mendorong pelajar untuk melepaskan geram dengan melakukan pelbagai tingkah laku devian dan delinkuen, dengan tujuan melepaskan geram, tertekan dan dendam akan mendorong pelajar untuk melepaskan rasa tertekan (Azizi Yahaya et al., 2007). Konflik ini dikenal pasti sebagai satu faktor meletakkan anak-anak dalam keadaan emosional dan masalah tingkah laku (Barry et. al 2007). Ini akan menjejaskan perkembangan penghargaan kendiri dalam diri anak-anak remaja.

Bagi sub skala kawalan keluarga didapati tidak menyumbang kepada penghargaan kendiri pelajar. Walau bagaimana pun, kajian lalu ada menunjukkan bahawa aspek ketegasan (kawalan) didapati mempengaruhi penghargaan kendiri secara positif tetapi kajian ini adalah berdasarkan sampel kanak-kanak. Ini berkemungkinan pada peringkat awal dewasa, persepsi yang sama tidak lagi membawa pengaruh yang sama sebagaimana dapatan yang ditunjukkan dalam kajian ini. Kawalan tidak menyumbang kepada penghargaan kendiri mungkin disebabkan oleh ciri dan sifat awal dewasa yang inginkan kebebasan dan kepercayaan ibu bapa. Pertanyaan mengenai aktiviti dan perihal rakan mereka pada peringkat ini mungkin tidak lagi dilihat sebagai tindakan ibu bapa yang mengambil berat tentang diri mereka, tetapi sebaliknya sebagai tindakan yang menunjukkan ketidakpercayaan terhadap anak mereka sendiri. Kaedah dan cara ibu bapa yang mengawal terutama dari segi ketegasan sangat mempengaruhi persepsi anak. Perkara ini dalam hubungan ibu bapa dengan anak-anak yang menyebabkan anak-anak berpandangan negatif terhadap aspek kawalan dan ketegasan daripada ibu bapa.

Keputusan perbezaan bagi penghargaan kendiri berdasarkan pendapatan keluarga

Penghargaan kendiri dilaporkan mempunyai perbezaan mengikut pendapatan keluarga yang diperoleh. Dapatan ini menunjukkan bahawa perolehan pendapatan keluarga menyumbang kepada penghargaan kendiri dalam kehidupan pelajar. Dalam kajian ini didapati subjek yang mempunyai latar belakang ekonomi keluarga yang tinggi mempunyai kecenderungan yang tinggi untuk memiliki penghargaan kendiri yang baik. Subjek dari ibu bapa yang berpendapatan sederhana tinggi dalam kategori pendapatan iaitu RM 1750 menunjukkan penghargaan tinggi yang tinggi. Ini selaras dengan kajian yang melibatkan hubungan antara penghargaan kendiri dengan sosial kelas seperti status pekerjaan, pendapatan dan pendidikan. Kajian mendapati bahawa individu yang mempunyai pendapatan yang lebih dan pendidikan yang tinggi cenderung untuk memiliki penghargaan kendiri yang tinggi berbanding dengan mereka yang mempunyai pendapatan dan pendidikan yang kurang (Mirowsky & Ross, 1996). Ini disokong oleh Gecas & Seff, (1990) dalam kajiannya yang menyatakan bahawa individu yang mempunyai status pekerjaan dan pendapatan serta pendidikan yang rendah berkecenderungan untuk mempunyai penghargaan kendiri yang rendah.

Dehart (2006) menjalankan kajian berkenaan dengan tahap penghargaan kendiri dengan hubungannya terhadap prospek ekonomi remaja. Hasil kajian menunjukkan remaja yang membesar dengan tahap penghargaan kendiri yang rendah mempunyai kecenderungan memiliki prospek ekonomi yang rendah semasa dewasa berbanding remaja yang mempunyai tahap penghargaan kendiri yang tinggi. Walau bagai mana pun, ekonomi keluarga yang tinggi juga kadang kala menyebabkan kualiti hidup remaja pelajar menurun sehinggakan mereka mudah terlibat dengan masalah sosial seperti lepak, gengsterisme, dan berjudi. Ini selaras dengan kajian oleh Ruzita Mohd Amin (2006) yang mendapati pendapatan keluarga yang tinggi mempunyai hubungan dengan masalah sosial pelajar yang mengakibatkan mereka terdedah kepada tingkah laku devian dan memberi kesan kepada penghargaan kendiri seseorang pelajar. Ini turut diakui oleh Raman (2002) di mana mengatakan keluarga yang terlalu mewah cara hidupnya juga menyebabkan keruntuhan disiplin pelajar. sebagai contoh, ibu bapa yang terlalu memanjakan anak-anak kerap memberikan wang saku yang terlalu banyak menyebabkan mereka (anak-anak) mudah dipengaruhi oleh remaja lain yang suka bersuka-ria. Kesan pergaulan bebas dan terpengaruh dengan rakan-rakan sebaya yang rosak akhlaknya menyebabkan pelajar mudah terjerumus dalam kancah permasalahan sosial atau terlibat dalam masalah disiplin.

Selain itu, kajian oleh Maccoby & Martin (1983), menyatakan salah satu faktor yang menyumbang kepada proses pendidikan anak-anak ialah perbezaan kelas sosial. Mengikutnya, faktor ekonomi merupakan elemen utama yang menyumbang kepada perkembangan konsep kendiri anak-anak. Keluarga miskin dikatakan sering berkonflik kerana ibu bapa menghadapi tekanan ekonomi yang membawa kepada tekanan hidup kerana serba kekurangan. Ibu bapa sebegini tidak mampu melayani ana-anak dengan baik. Akibatnya remaja memiliki penghargaan kendiri yang rendah dan mudah terjebak dengan pelbagai masalah sosial.

Ini menyebabkan banyak gejala sosial wujud di kalangan pelajar atau remaja sejak kebelakangan ini. Maka ia menunjukkan terdapat perkaitan yang melibatkan sosial-ekonomi keluarga di mana dikatakan pelajar atau remaja yang terlibat dengan aktiviti kurang sihat adalah datangnya dari keluarga yang miskin, atau pelajar atau remaja yang terlibat adalah terdiri daripada mereka yang datang dari keluarga tunggal. Namun begitu, Siti Fatimah (2009), tidak menyokong akan perkaitan tersebut kerana berpendapat tidak semua dapat menerima perkaitan tersebut kerana mengatakan ramai di antara kita dan orang-orang yang kita kenal, berasal dari keluarga miskin atau berasal dari keluarga tunggal, tetapi tidak terlibat dengan aktiviti yang tidak sihat. Kenyataan ini disokong dengan penemuan kajian Mohd. Najib et.al (2007) terhadap tahap konsep kendiri pelajar di Sekolah menengah di sekitar Bandaraya Kuching, Sarawak yang menunjukkan faktor pekerjaan bapa kurang memberi kesan terhadap proses pembentukan konsep kendiri pelajar. Beliau mengulas bahawa walaupun keperluan kebendaan penting dalam kehidupan seseorang pada hari ini tetapi apa yang lebih diperlukan oleh para remaja ialah perkara-perkara yang berkaitan emosi dan rohani seperti kasih sayang, penghormatan, bimbingan agama, penerimaan dan sokongan moral daripada orang-orang yang signifikan dalam kehidupan mereka. Anak remaja yang datang dari keluarga yang susah dikatakan akan lebih berdikari, kurang pergantungan kepada ibu bapa. Mereka ini menjadi lebih gigih , kuat berusaha dan lebih matang serta yakin diri seterusnya dapat meningkatkan lagi penghargaan kendiri dalam diri mereka.

RUMUSAN DAN IMPLIKASI KAJIAN

Secara keseluruhannya dapat disimpulkan bahawa dapatan kajian ini mendapati penghargaan kendiri di kalangan pelajar yang bermasalah adalah berada pada tahap sederhana iaitu 69.2%. Ini menunjukkan peranan kaunselor harus ditumpukan kepada pelajar yang bermasalah dengan lebih serius lagi supaya mereka mempunyai peluang yang sama dengan pelajar lain. Berhubung dengan itu, antara langkah yang perlu diambil adalah dengan memberikan kaunseling kepada pelajar yang bermasalah dan mewujudkan program motivasi bagi membentuk dan memberi sokongan kepada mereka untuk lebih menghargai dan menerapkan nilai tanggungjawab terhadap diri sendiri bagi mempertingkatkan daya kesungguhan dalam mendepani segala rintangan di alam persekolahan yang mencabar. Dengan program seumpama ini akan menjadi pembuka jalan kepada mereka untuk mencari dan menterjemahkan identiti mereka sebagai pelajar yang perlu menuntut ilmu dan tidak terlibatkan dengan sebarang bentuk masalah sosial.

Di samping itu, ibu bapa juga perlu memainkan peranan penting selaku ibu bapa kerana pendidikan anak-anak bermula dari didikan ibu bapa di rumah. Berhubung dengan itu, keprihatinan terhadap gaya hidup dan pergaulan sosial anak-anak harus dijaga dan dikawal supaya mereka tidak mudah dipengaruhi dengan budaya songsang seperti merokok, gengster, melepak, ponteng sekolah, membuli, pergaduhan dan sebagainya. Ibu bapa adalah contoh terbaik yang pasti akan dituruti oleh anak-anak.

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Panduan Kepada Penyumbang

SKOP

Malaysian Journal of Youth Studies ialah sebuah jurnal berwasit yang komited kepada perkembangan ilmu pengajian belia. Jurnal ini menerbitkan artikel yang menarik minat para sarjana, terutamanya daripada segi kandungan dan pendekatannya. Jurnal ini diterbitkan oleh sebuah Lembaga Editorial yang bebas, terdiri daripada Felo Adjung IPPBM. Selain itu, para sarjana dari luar negara turut dilantik untuk menganggotai Lembaga Penasihat Jurnal ini.

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Tajuk sesuatu manuskrip perlulah ringkas, deskriptif dan seharusnya tidak melebihi 15 perkataan. Setiap manuskrip harus mempunyai abstrak (150 hingga 250 patah perkataan) dalam Bahasa Melayu dan Bahasa Inggeris yang memerihalkan isi-isi utamanya termasuk kata kunci sekurang-kurangnya lima (5) perkataan.

Semasa ilustrasi termasuk rajah,carta dan graf, mesti dilabel dan disediakan dalam halaman yang berasingan daripada teks. Kedudukan ilustrasi seperti yang dikehendaki dalam teks hendaklah di tanda dengan jelas. Semua ilustrasi ini harus dirujuk dan di nombor secara berturutan sebagai rajah. Semua ilustrasi hendaklah sama ada dilukis dengan jelas menggunakan dakwat kekal, di fotograf dalam bentuk hitam putih atau warna dan dicetak di atas kertas yang bermutu atau dalam bentuk imej digital dan disediakan dalam bentuk camera-ready.

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