

EMOTIONAL INTELLIGENCE OF MALAYSIAN YOUTHS

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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 measurable 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 predictor 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; Christopher & 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% must 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 Cronbach 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 minimized 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 become 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

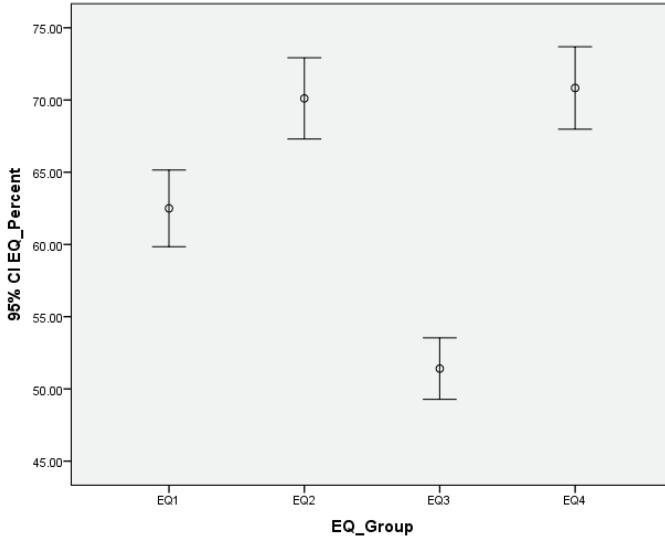


Table 4: ANOVA Table for Overall EQ and EQ's factors

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

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