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# Insights



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## RECTOR'S MESSAGE



A heartiest congratulation is extended to the Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, on the publication of the seventh volume of FBM Insights.

This most recent volume of FBM Insights covers 25 emerging issues related to microcredit, micromanagement, marketing, consumer behaviour, social media, disability, dark tourism, and food security. This compilation demonstrates UiTM Cawangan Kedah's commitment to disseminate business-related information and relevant content to a wider audience.

I believe that this bulletin is an apt platform for members of the Faculty of Business and Management to produce more academic materials which can benefit the faculty members themselves and also other people at large. Such an initiative is indeed laudable since as academicians, writing to share information is definitely crucial to our personal and professional development.

Again, I would like to congratulate the Faculty of Business and Management and all individuals involved in the publication of FBM Insights volume 7. May FBM Insights continue to grow from strength to strength in the future.

Sincerely,

Prof. Dr. Roshima Haji Said  
Rector  
Universiti Teknologi MARA (UiTM)  
Cawangan Kedah

## FROM THE DESK OF THE HEAD OF FACULTY



Assalamualaikum w.b.t

Welcome to the 7th Edition of FBM Insights 2023. This edition presents 25 articles by the academics of Faculty of Business and Management UiTM Kedah Campus. The topics involved a broad range of business and management knowledge, including matters relating to Covid 19, entrepreneurship, microfinance, and gold investing. Congratulations to all authors for your endless support and valuable contribution to the newsletter.

FBM Insights was created in the year 2020 with the aspiration to inculcate the scholarly writing culture among FBM UiTM Kedah's lecturers. Thank you to the Almighty, this bulletin still receives a positive response for each of its editions. It is our hope this continues and that FBM Insights will one day progress to another level.

Publish or perish, one phrase that all academics must embrace. The importance of academic publication is evident when it is included in several of the university's Key Performance Index (KPI). We need to strive to produce scholarly work. I hope FBM Insights can become a small steppingstone for all FBM academics of UiTM Kedah, in our efforts to improve our publications numbers.

Congratulations again to all authors. Heartiest congratulations to the bulletin's editorial board who worked hard in making FBM Insights what it is today. I wish everyone the best and keep up the excellent work.

Dr. Yanti Aspha Ameira Mustapha  
FBM Insights Advisor

13	<b>CONSUMER BEHAVIOR: DIGITAL LIFESTYLE</b> <i>Muhammad Hanif Abdul Gafar &amp; Nor Amira Mohd Ali</i>	32
14	<b>WOMEN LEADERSHIP</b> <i>Kardina Kamaruddin, Roziyana Jafri &amp; Noor Maliniasari Ali</i>	34
15	<b>DIGITAL FOOD MARKETING TREND: GOOD OR BAD FOR CONSUMERS?</b> <i>Rabitah Harun, Nurul Hayani Abd Rahman &amp; Law Kuan Kheng</i>	37
16	<b>THE IMPACTS OF NEGATIVE ONLINE REVIEWS ON BUSINESS REPUTATION</b> <i>Ramli Saad, Wan Shahrul Aziah Wan Mahamad &amp; Yong Azrina Ali Akbar</i>	40
17	<b>SOCIAL MEDIA USAGE: INFLUENCE ON STUDENTS LIFE</b> <i>Wan Shahrul Aziah Wan Mahamad, Ramli Saad &amp; Yong Azrina Ali Akbar</i>	43
18	<b>EMBEDDED EMOTIONAL INTELLIGENCE IN CUSTOMER SERVICE'S COURSE SYLLABUS</b> <i>Shakirah Mohd Saad</i>	45
19	<b>CASHLESS PAYMENTS INFLUENCE IMPULSE BUYING BEHAVIOUR</b> <i>Syahida Abd Aziz &amp; Roziyana Jafri</i>	48
20	<b>IMPROVING THE AGRICULTURE SECTOR USING LEAN 4.0</b> <i>Azyyati Anuar &amp; Daing Maruak Sadek</i>	51
21	<b>UNDERSTANDING AND ADDRESSING DISABILITY IN MALAYSIA</b> <i>Nurul Hayani Abd Rahman, Rabitah Harun &amp; Shazwani Salleh</i>	53
22	<b>CORRUPTION PERCEPTION INDEX: INVESTOR AND MALAYSIA</b> <i>Nor Amira Mohd Ali &amp; Muhammad Hanif Abdul Gafar</i>	56
23	<b>DARK TOURISM IN MALAYSIA: A GROWING SECTOR</b> <i>Muhammad Hanif Othman &amp; Zouhair Mohd Rosli</i>	59
24	<b>POST-COVID-19 PANDEMIC: WHAT IS NEXT FOR THE TOURISM SECTOR IN MALAYSIA?</b> <i>Muhammad Hanif Othman &amp; Zouhair Mohd Rosli</i>	62
25	<b>FOOD SECURITY: DOES IT MATTER?</b> <i>Irlisuhayu Mohd Ramli &amp; Nabila Ahmad</i>	64

# **EMBEDDED EMOTIONAL INTELLIGENCE IN CUSTOMER SERVICE'S COURSE SYLLABUS**

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## **INTRODUCTION**

Government efforts to align education with the demands of national development have always been a defining feature of educational progress and reform in Malaysia. Curricula development that provides education for human resource development to fulfil the nation's social, economic, and political development continues to be the essence of educational development and reform. Universiti Teknologi MARA's (UiTM) course syllabus aims to uphold the university's vision, mission, and objectives, as well as the Malaysia Education Blueprint (2015-2025 (Higher Education)) and other national policies (Curriculum Review, n.d). Beginning in October 2022, the Diploma in Business Studies at UiTM has included a customer service course in its curriculum. This course introduces the foundations of customer service skills in today's business environment. Students will be exposed to the customer service environment, establishing and maintaining long-term customer relationships, handling challenging customers, and the use of various technological advancements in today's competitive customer service industry (Akari Software, n.d). Students are expected to apply the concept of customer service in business and demonstrate interpersonal and personal skills in customer service (Akari Software, n.d). The curriculum should thus be flexible, dynamic, competitive, and relevant to current and future needs. An excellent curriculum should be embedded continuously with variables that add value to the course. Embedded emotional intelligence can be explored further as the variable to improve this course in order to increase students' competency.

## **CUSTOMER SERVICE AND EMOTIONAL INTELLIGENCE**

Emotional intelligence (EI) is a mental capacity for sensing, comprehending, using, and managing one's own and other people's emotions (Yang & Duan, 2023). Remarkably highlighted by D.P Goleman in 1995, EI encompasses a person's (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management (Khan et al., 2015). Prior studies have shown that in the academic set-up, fostering a learner's EI creates the conditions for fostering interpersonal relationships, thriving, and psychological adjustment (Yang & Duan, 2023). This statement correlates with EI to fulfil the course outcome in the customer service syllabus. It was found that in customer service, a strong, positive correlation exists between professional satisfaction and conscientiousness, customer service orientation, emotional stability, extraversion, and EI (Lounsbury et al., 2012). Thus, successful customer service practitioners need more than common technical knowledge. It is commonly known that customer service providers deal with challenging clients, but if they are managed appropriately, they can become opportunities. Handling tasks and processing conflicts usually result in people being more likely to have negative emotions towards others. However, negative emotions are lower when employees are more emotionally intelligent (Ullah, 2022). Therefore, EI is a requirement to prepare students with the right attitude to face customer service challenges.

## **WHY EMOTIONAL INTELLIGENCE SHOULD BE EMBEDDED IN SYLLABUS?**

The idea that educational institutions should address personal, social, and environmental responsibilities towards human development is supported by vast research (Halimi et al., 2020). Further research should focus on ways to include EI in the academic curriculum and qualification

frameworks, overcome any potential obstacles to promoting the development of emotional intelligence in higher education, and offer appropriate solutions (Halimi et al., 2020).

EI is essential for business students taking customer service courses. It serves as a paddler for managing relationships with consumers when conducting business and can transform challenges into chances for understanding customer needs more, which leads to fulfilling customer satisfaction. Research has proven that service providers with high EI lead to greater customer satisfaction (Kernbach & Schutte, 2005). Successful customer retention can result in the growth of organisational performance.

It is generally acknowledged that successful education involves many aspects and goes beyond the simple teaching and practice of facts. Embedded EI would increase students' readiness to face challenges in customer service and the future employment market. It is crucial to teach pupils to be emotionally intelligent and to make them aware of its importance. It was found that students with a high EI level can control their own emotions and are more capable of acting on the considerations of others' emotions. They can also score excellent grades and have more success in managing conflict (ALmegewly et al., 2022). EI augments positive work attitudes, altruistic behaviour, and work outcomes (Carmeli, 2003).

EI is seen as the pillar to be infused in the customer service syllabus. It is part of the process of modifying the course content to mould students to comprehend and prepare them to take on the challenges in customer service. The knowledge of EI will ultimately contribute to the young people's intellectual growth in the country, resulting in a better workforce that can initiate positive social action for the workplace in the future (Anwar et al., 2020).

## CONCLUSION

The result for educators to "bake in" certain intra- and interpersonal EI in their evaluation criteria, curriculum activities, and module content. Employers and educators can utilise the findings as a practical guide when training young and inexperienced undergraduates (Carter & Yeo, 2014). The education institutions that serve as the backyard kitchens for aspiring executives should work to play their part in the process of constant evolution, as the idea of EI dominates managerial discourse and is implemented in the business world (Maamari & Majdalani, 2019). EI should be systematically planned and improved for inclusion in customer service courses because it is essential. The course design, which uses a variety of teaching methods, should be moulded to embed emotional intelligence, as it is proven that Emotional Intelligence (EI) adds value to students' competencies. As indicated, not much has been done to embed EI in the course syllabus content (Carter & Yeo, 2014).

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