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FAKULTI SAINS PENTADBIRAN DAN PENGAJIAN POLISI



**A STUDY OF EMOTIONAL INTELLIGENCE
AMONG
ROYAL MALAYSIAN POLICE
AT KUCHING, SARAWAK**

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Abstract

This paper describes the research conducted in relating to emotional intelligence among Royal Malaysian Police. Emotional intelligence is the grassroots of all intelligence dimensions. It provides individuals with the ability to understand one's own emotions, managing it and hopefully be able to understand other people emotions as well. The purpose of this research is to determine the emotional intelligence level among Malaysian Royal Police by using assessment based on the emotional intelligence dimension such as self-awareness, social awareness and relationship management and from demographic aspects as well such as age and badges of ranks.. A total of 150 respondents (Malaysian Royal Police) from Central Police Station were chosen as samples. Results were analyzed based on the emotional intelligence dimension question which is self-awareness, social awareness, and relationship management and relate on demographic factors as well such as ages and badges of ranks.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, which is about the emotional intelligence among Royal Malaysian Police in Kuching, Sarawak. Section 1.1 is discussing about the background of the study, Section 1.2 is focusing on the problem statement, and Section 1.3 states the research questions. Section 1.4 explains about the research objectives, Section 1.5 is explaining about the scope of our study and Section 1.6 is focusing on the significance of the study. Lastly, Section 1.7 explains about the definitions of terms and concepts.

1.1 Background of Study

Emotional intelligence can be defined as the ability of a person to recognize, understand and handling his or her emotions all by himself or herself, or another person (Krishnakumar. S, 2008). Emotional intelligence is also can be seen as the ability to recognize emotions, identify and create emotions to help in stabilizing minds, to understand emotions and what's behind it and to control emotions with care for encouraging emotional and intellectual development (Sheila A. Scott-Halsell, 2008). On the other perspective, it is defined as the ability of a person to process emotions well and make a good use of the inner thought for himself or herself and in dealing with others (Gryn. M, 2010). Based on these definitions, emotional intelligence is deals with

the minds or inner self of a person, with the ability to define and adjusted the thought for having a better control of mind and understands the others.

Emotional intelligence explains on how a person links himself or herself to the surrounding and identifies his or her strengths, weaknesses or limitations which will determine the success of a person (Sheila A. Scott-Halsell, 2008). Based on this explanation, a person who is able to conquer or stabilize the emotions can be successful in terms of how a person recognizes each factor that links to the emotions and react with the environment. Emotional intelligence is something that connected between a human being to another. This is because those links will give a strong effect based on the two parts, which is a person's ability to perceive, assimilate, understand, and manage emotional intelligence and repeat the same way to the other person (Krishnakumar. S, 2008). Based on this opinion by Krishnakumar, the question which wants to find out is how the condition of the level of emotional intelligence is. This is because the objective is to identify the level of emotional intelligence whether it is influenced by other considered factors such as ages or badges of ranks or Malaysian Royal Police respondent.

The emotional intelligence of a person will determine on how strong his or her response to the job, in which as said by Krishnakumar, it can be formed through interaction and general influence of a person's thought, emotion and behavior that may give impact on a person's rationality

(Krishnakumar, 2008). Based on this opinion, emotional intelligence is identified may give a direct impact to the person's rationality.

1.2 Problem Statement

There are two reasons for the study of the emotional intelligence among Royal Malaysian Police in Kuching, Sarawak is carried out.

1.2.1 The balance of possession of emotional intelligence dimensions among Royal Malaysian Police.

Emotional intelligence is the grassroots of all intelligence dimensions which will provide individuals with the ability to understand one's own emotions, managing it and hopefully be able to understand other peoples' emotions as well. We believe the balance of possession of emotional intelligence would guarantee the quality of work performance of a person. The intended dimension is self-awareness, social awareness, and relationship management which will help a person identifying and adjusting emotions in oneself and others (Gryn. M, 2010). This is because the emotion can influence the planning process, decision making, assist cognitive process and ability to deal with challenging work (Carmel. A, 2003). Because of that the balance of possession of emotional intelligence dimension is a problem statement in this research to measure the level of emotional intelligence among Royal Malaysian Police.

1.2.2 The influence of rank or position and maturity in Royal Malaysian Police emotional intelligence

Position in Royal Malaysian Police divided by the badges of ranks such as constable, Lance Corporal, Corporal, Sergeant and so on. But for this research, we want to identify emotional intelligence among Royal Malaysian Police from constable to sergeant rank only. We want to identify whether the level of emotional intelligence among Royal Malaysian Police is influenced by their badges of rank and age.

1.3 Research Questions

There are several questions that need to be pointed out in finding the emotional intelligence level of the Royal Malaysian Police in Kuching which influenced also by demographic factors such as ages, badges of ranks and others.

1.3.1 What is the level of emotional intelligence among Royal Malaysian Police?

1.3.2 Is there any influence of level of emotional intelligence based on the ages and badges of ranks?

1.3.3 What is the recommendation to have better management of emotional intelligence?

1.4 Research Objectives

The main objective of this study is to identify the Emotional Intelligence among Royal Malaysian Police. To achieve this objective, each Royal Malaysian police must know their emotional intelligence level which may influence on their rationality in a workplace.

Thus, the specific objectives of the study are as follows:

- 1.4.1 To study the emotional intelligence level among Royal Malaysian Police.
- 1.4.2 To examine the influence of the level of emotional intelligence based on age and badges of ranks.
- 1.4.3 To provide several recommendations for better management of emotional intelligence among Royal Malaysian Police.

1.5 Scope of study

1.5.1 Level

This research focus on the emotional intelligence dimension among people who works as Royal Malaysian Police.

1.5.2 Territory

The territory is located in Balai Central, Jalan Khoo Hun Yeang, Kuching.

1.5.3 Time

This research conducted within 2 semesters from September 2012 to July 2013.

1.6 Significance of the Study

This study which is about to identify the emotional intelligence level is actually not just important to the Royal Malaysian Police itself, but also to the Government, public as well.

1.6.1 Royal Malaysian Police

It is important to each Royal Malaysian Police to aware their own level of emotional intelligence. It may help them aware of the importance of controlling own emotion and its effect on their social life and relationship management.

1.6.2 Public

It is important for public knowledge that every person has their own level of emotional intelligence which may affect individual work attitudes and bring good or bad influence especially when work are dealing with the public.

1.6.3 Government

It is important for government to find alternative in order to improve government servant work attitude which influenced by emotional intelligence and affect their commitment and work performance as well.

1.7 Key Terms/ Concepts

1.7.1 Emotion

Physiological, behavioral, and psychological episodes experience toward an object, person, or event that create a state of readiness.

1.7.2 Emotional Intelligence

A set of abilities to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.

1.7.3 Self-awareness

The ability to perceive and understand the meaning of your own emotions.

1.7.4 Social Awareness

The ability to perceive and understand the emotions of other people.

1.7.5 Relationship Management

Involves managing other people's emotions.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In this chapter, the literature review explained about the emotional intelligence among Royal Malaysian Police in Kuching, Sarawak. Section 2.1 discusses on emotional intelligence and workplace studies, Section 2.2 explains on emotional intelligence dimensions and Section 2.3 discuss on the improving emotional intelligence. Section 2.4 discussing on promoting emotional intelligence in the workplace and Section 2.5 discussing on the conceptual framework.

2.1 Emotional Intelligence and Workplace Studies

As we know, emotional intelligence is the ability of a person to recognize, understand and handling his or her emotions all by himself or herself, or another person (Krishnakumar. S, 2008). So, emotional intelligence is dealing with the person's ability to control his or her emotions by identifying and managing the emotions within the person's mind.

The study of emotional intelligence has widely done in various industries. In the study of Emotional Intelligence Levels in Hospitality Industry Professionals by Sheila A. Scott-Halsell, Shane C. Blum and Lynn Huffman in the year 2008, the study of emotional intelligence is focused towards the professional workers who works in the hospitality industry (examples: hotel, restaurant, event/meeting planning,

institutional food and private club). According to this study, the workers who have college degrees or bachelor were having better emotional intelligence in their action. However, as the length of services increases, the workers have better self-control over emotions.

The emotional intelligence study also being carried out in the teaching profession by Nahid Naderi Anari (2011). The research titled "Teachers: emotional intelligence, job satisfaction, and organizational commitment" focusing on the high school English teachers at Kerman High School, Iran. The research was more focused on the role of age and gender towards the job satisfaction and organizational commitment and tried to relate to the level of emotional intelligence between age and gender. The finding stated that age and gender did not have a significant role in the organizational commitment and job satisfaction in the school.

The research on emotional intelligence of the police officers has been done by Sukumarakurup Krishnakumar in the year 2008 at two Mid-Atlantic states in the USA even though he only took about 91.36 per cent of 278 respondents, which are from law enforcement unit of the police department, of total samples on his research which also combine with the health care department. The research titled "The Role of Emotional Intelligence and Job Emotional Requirements in Job Attitudes and Behavior", the study tried to argue the relationship of emotional intelligence with the employee job satisfaction, turnover intention and performance. The finding proved that the emotional

intelligence has no relationship to the job satisfaction, turnover intention and performance of the employee,

2.2 Emotional Intelligence Dimension

Goleman's 1998 is the person who introduces four dimensions of emotional intelligence. These dimensions are self-management, social awareness, self-awareness and relationship management. He believes that emotional intelligence may help to resulted to workplace success in his argument stated that non-cognitive skills can matter as much as IQ for workplace success in his book names working with emotional intelligence.

2.2.1 Self-awareness

Author Daniel Goleman (1998) is book, "emotional intelligence" stated that self-awareness is about to know one's emotions (Sheila A., Scott-Halsell, Blum and Huffman, 2012). The dimension of self-awareness also can be divided into three competencies which known as emotional self-awareness, accurate self-assessment and self-confidence (Boyat and Goleman, 1999). As a human who need to have rational thinking and could control their own emotion is a person who using their understand on own emotions to guide their behavior, accepting one's strengths, weaknesses and competencies which all at once help them possess self-confidence for success.

Understanding of the three competencies helps people think about how to control own emotion, what is their strength and weakness and able to build own capabilities and self worth and resulted to be able to act rationally in any situation faces. In addition, because they understand their reactions, they are better able to prevent miscommunication with others (Sheila A., Scott-Halsell, Blum and Huffman, 2012, Dess and Picken, 2000, Graetz, 2000).

2.2.2 Self-management

According to Bradberry and Greaves in their book emotional intelligence, they mentioned that self-management is your ability to use your awareness of your emotions to stay flexible and direct your behavior positively. Meaning to say, it is how a person managing their emotional reactions to situations and people. Bradberry and Greaves stated that self-management is revealed by your ability to tolerate an exploration of your emotions. In other words, a person need to understand their feeling, the next step to control and managing own emotion in line with rational thinking and finally the best course of action will show itself. In addition, McShane and Von Glinow (2010) defined it as the ability to manage your own emotions, something that we all do to some extent. Meaning that self-management is all about how a person against the feeling of angeriness and frustrated, so that could display and express joy

and happiness towards others which require deep acting from individuals.

2.2.3 Social Awareness

Based on the organizational behavior book by McShane and Von Glinow (2010), they stated that social awareness is the ability to perceive and understand the emotions of other people. It is all about the ability to understand the author's sensitivity, feelings, thought and of course their situations. While for Bradberry and Greaves, they mentioned that social awareness is about the ability to accurately pick up on emotion in other people and understand what is really going on with them. Meaning to say, it is all involving a person's ability to understand situation what is happening around. They have to know what they should or should not act or their limitation in order to not disrupt others sensitivity or feelings. In addition, social awareness is about realizing and determine the way we should on should not act.

2.2.4 Relationship Management

Relationship management is the highest level of emotional intelligence since it requires all three dimensions to be fulfilled to acquire a better way of relationship management. McShane and Glinow stated this dimension is involved in managing other people's emotions. Bradberry and Greaves believe that relationship management is the bond you build with others over

time. This is because it is about a person's ability to use awareness to understand and managing emotion and resulted use clear communication in handling conflict. In other words, when understand others emotion and feeling, we are about to consoling who feel sad, try to inspire them to be more effective especially in the workplace.

2.3 Improving Emotional Intelligence

2.3.1 Emotional Intelligence (EI) Testing

EI testing is something to do with measuring the level of EI of a person. It is purpose to test the levels of EI in a person. According to John D. Mayer (1990s), intelligence is the ability and directly measured only by having people answer questions and evaluating the correctness of those answers (Mayer, 1990). There are four instrument discussing by Kendra Cherry (2012), in her psychology study known as Reuven Bar-on's EQ-I, multifactor Emotional Intelligence Scale (MEIS), Seligman Attributional Style Questionnaire (SASQ) and Emotional Competence Inventory (ECI) (Cherry, 2012).

According to Mc Shane and Von Glinow (2010) in organizational behavior, all new pilots at Air Canada receive EI Testing (Glinow, 2010). The captain Dave Legge, vice president of Air Canada flight operations said that if you have to interact well with other people, these EI tests are instruments that we can use during the selection process to identify people that have

these enhanced skills. This is because pilots are the team leaders of the on-board crew and need to work effectively with staff on the ground, so they must have the ability to understand and manage their own emotions as well as the emotions of others.

2.3.2 Emotional Intelligence (EI) Training Program

The EI Training program is designed to help people to connect attitude and plus a set of skills needed. It is the purpose to be able for people to build relationships through effective communication with the right attitude to ensure end up with high productivity level. According to Mr. Daniel Lim, training consultant conducting training program in Malaysia known as winning them over, he stated that putting communication skills and EI into action to enhance business, corporate and personal productivity and profitability (Lim, 2012). Through conducting EI program, people should able to understand the need to have effective communication, know what the biggest problem in communication is, learn how to listen actively be aware of the barriers to effective communication and so on. Thus, according to Mc Shane and Von Glinow (2010), as global connections, GM Holden in Australia also improved their interpersonal relations after completing EI training (Glinow, 2010).

2.3.3 Personal Coaching

Personal coaching is significant for individuals to develop abilities to coach on EI and to focus on the achievement to acquire specific skills. Personal coaching could be conducted through EI assessment. According to Julie Lai (2011), in six second EI assessments (SEI), the assessment includes two questionnaires, on assessment of current success factors and the EQ measures (Lai, 2011). This personal coaching training may improve individual in terms of leadership effectiveness, team performance, communication and interpersonal skills and change management.

2.4 Promoting Emotional Intelligence in the workplace

2.4.1 Build in support

In promoting EI in the workplace, build in support is among of the significant elements as a development effort purpose to achieve social and emotional learning among a worker. This would involve most management and executive development efforts such as training in supervisory skills, diversity, teamwork, leadership, conflict management, stress management, sales, and customer relations and so on.

According to Goleman in guidelines for best practice, he stated that build in support relate to change that is facilitated through ongoing support of others who are going through similar

changes (Boyatzis and Goleman (1999), 1999). Programs should encourage the formation of groups where people give each other support throughout the change effort. Thus, coaches and mentors also can be valuable in helping support the desired change. It means that, when there are changes being made in the organization, it will involve the EI among groups in organizations. What top management should do is building in support, let them understand, give them, and then each person will be having a great skill in EI.

2.4.2 Encourage use of skill in the job

Skill is something that being possesses from learning and experience which continue with the practices. According to Goleman (1998), in encouraging use of skills on the job, supervisors, peers and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors should continue observing and follow-ups. This is because supervisor and upper-level management is a role model for subordinate. They should possess a skill that subordinate do not have in order to encourage organization have a variety of expertise and could provide for contribution of knowledge and experience towards subordinate. Thus, it will relate with EI because people who possess skill in conflict management, leadership, teamwork and stress management will be able to possess a high level of EI.

2.4.3 Enhance Insight

Enhance Insight is one of the guideline in promoting EI in the workplace. It is involving a greater understanding of thought and affected behavior. Goleman (1998) stated that self-awareness is the cornerstone of emotional and social competence. This is because self-awareness helps learners acquire greater understanding about how their thoughts, feelings and behaviors affect themselves and others.

2.4.4 Provide performance feedback

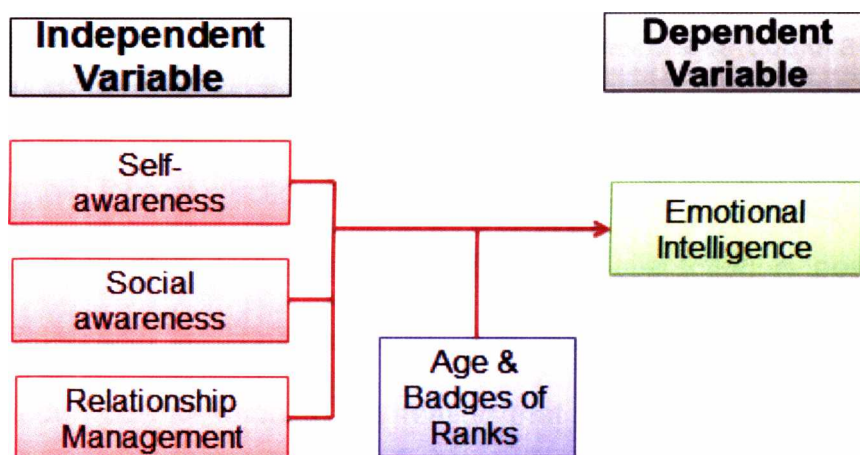
Performance feedback helps with the productivity of the workplace. The feedback enables each worker to understand what the organization's expectations towards them are. Performance feedback should be able to motivate employee and acquire positive thinking in dealing with their EI.

According to Goleman, on-going feedbacks encourage people and provide focused and sustained feedback as the learners practice new behaviors. As an employee, of course will facing feedback from supervisor, friends and sometimes family member. In face the feedback from various sources, an employee might be dealing with emotion and the situation may help them to improve the level of EI.

2.5 Conceptual Framework

This conceptual framework is based on emotional intelligence and its dimensions of emotional intelligence by Goleman (1998) and demographic aspects of respondent and recommendation by the respondent which acquire through open ended question. From the four dimensions of emotional intelligence, only three dimensions are taken for this research project, which are self-awareness, social awareness and relationship management since only these three dimensions are relevant to our research. The conceptual framework of the study is shown as follows:

Figure 2.1: Conceptual Framework of the Emotional Intelligence among Royal Malaysian Police in Kuching, Sarawak.



The above conceptual framework for this research shows that emotional intelligence of the Royal Malaysian Police is determined by its dimension which is known as self-awareness, social awareness and relationship management which also influence by ages and badges of ranks of Royal Malaysian Police.

Here are the relationships between these independent variables with the emotional intelligence

2.5.1 Level of emotional intelligence (3 dimensions) and emotional intelligence

Emotional intelligence is consisting of self-awareness, social awareness and relationship management. Through this dimension, it may able a person to identify what level of EI they are place. If a person able to perceive and understand the meaning of their own emotions, they are more sensitive and think wisely for emotional responses. Then, people who possess self-awareness could achieve job satisfaction as their work-attitude. According to Locke (1969), he stated that job satisfaction is a complex emotional reaction to the job. While Smith et al (1969) suggests that job satisfaction is positively associated with the construct of EI. They could be able to experience continuous positive moods and feeling that generate higher levels of satisfaction and work commitment all at once involving the level of EI of a person. Social awareness relates to the ability of a person to perceive and understand the emotions of other people. Meaning to say, a person with social awareness have sensitivity of others feeling,

thought and situation. Then, it will help a person to build organizational commitment. Organizational commitment is associated with the positive feelings which could generate affective commitment. According to Allen and Meyer, 1990, employees with strong affective commitment remain because they want to, employees with strong continuance commitment remain because they need to, employees with a strong normative commitment remain because they feel ought to do so. While Relationship management is involving the process for managing other people's emotion, something to do with inspiring and consoling others. Relationship management could bring positive effect on the work-attitude of a person because it will enhance job involvement of a person. It is a belief descriptive of the present job and tends to be a function of how much the job can satisfy one's present needs (Kanoga, 1982). People are social creatures who, through job involvement, fill the need for emotional experience and could be able to working with relationship management all at once generating their level of emotional intelligence.

2.5.2 Influence of ages and badges of ranks towards emotional intelligence

The second variables are regarding the differences in emotional intelligence level among respondent (Royal Malaysian Police) which determined by the ages and badges of ranks. It is also purpose to identify whether the emotional intelligence of a person is influenced by their ages and the badges of ranks. Since there is different ages and badges of ranks of respondents will be surveyed, it is a good

opportunity to investigate on the influenced of ages and badges of ranks towards the level of emotional intelligence of a person.

CHAPTER 3

RESEARCH METHOD

3.0 Introduction

In this chapter, the research methodology explained about how well the study will be carried out. Section 3.1 discusses on research design, Section 3.2 explains on sample size and Section 3.3 discuss a sampling technique. Section 3.4 discussing on unit on analysis, on the other hand, Section 3.5 discussing on measurement, Section 3.6 data collection and also Section 3.7 data analysis which relates to this research. Lastly, Section 3.8 will discuss on measurement scales to be used in this study.

3.1 Research Design

For this study, we decide to use correlation study, which we are focusing on the important part of our study that related to our problems. To conduct this study, we ensure that the data collected for this study should have a minimal interference with the normal activities of the Police Department. A cross-sectional study is chosen for collecting the data for our study, which will be gathered only once for this study.

3.2 Units of Analysis

The unit of analysis for this study is based on the individual, in which the data collection is for each individual, which are the Royal Malaysian Police. So, we treated each police officer involved in this study as an individual data source.

3.3 Sample Size

In order to get the reliable result from studying the emotional intelligence (EI) among of the Royal Malaysian Police, the most correct respondents must be chosen. For our study, we have decided to make a survey on one police station, which are Balai Polis Central, Kuching. From this police station, we will conduct a survey of 150 respondents from the particular police station.

3.4 Sampling Technique

For this study, we use the convenient sampling technique to select the sample size of respondents. Overall 150 respondents are selected for this study at Balai Polis Central Kuching. Each of these sampling will contain various races, ranks, education background, marital status and ages. For each sampling, we will collect the data by using the convenient sampling, which is made by collecting the information from the members of the population who are suitable to provide the information for this study. Therefore, an appropriate sample size will be obtained for data collection.

3.5 Measurement

The research measurement consists of 2 parts:

- I) Section A: the demographic variables (gender, age, races, marital status, level of education and ranks). All of these variables are using the nominal scale.

II) Section B: the emotional intelligence level among Royal Malaysian Police

1. Self-awareness (Likert scale is of 5-point scale is used from 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree.).

2. social awareness (Likert scale is of 5-point scale is used from 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree.).

3. Relationship management (Likert scale is about 5-point scale is used from 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree.).

The questionnaires are made in the form of dual language (Bahasa Malaysia and English). This will construct the measurement in the study.

3.6 Data Collection

Before distributing questionnaires, a pilot study was conducted to find out the validity of the questionnaires for error and also language clarity which were research instruments. For this purpose, 10 students were chosen at random to be involved in the pilot test.

The study carried out to study on the emotional intelligence among Royal Malaysian Police at Kuching Sarawak. The application of questionnaires will be used to distribute among the police at Balai Polis Sentral, Kuching, Sarawak. The use of questionnaires as a data collection method is appropriate as it costs less expensive and it establishes report and motivates the respondents. The questionnaires are printed in white papers and the dual language (English and Bahasa Malaysia) are used as a medium of communication in the questionnaires.

The questionnaires sent directly to the administrators of branches in expecting that the police in administrative department will distribute the complete questionnaires to the selected respondents. The researchers responsible to ensure the questionnaires distributed to them are kept confidentially and not result to any bad effect towards their career in relying that this research is only meant for academic purposes.

A cover letter is also to be delivered together in requesting that the police administrative for branches is return back the complete answer questionnaires in the envelope provided to the researchers.

3.7 Data Analysis

The study carried out using Statistical Package for the Social Sciences (SPSS) Version 16.0 descriptive statistic which involves transformation of raw data into a form that would provide information to describe a set of factors in a situation and this is done through ordering and manipulation of the raw data collected (Sekaran, 2003).

Each data acquires are ensured to go through data cleaning to remove errors and all basic distributional and descriptive features examined and corrected where necessary. Each data also needs to compute the means for all the variables and carry out mean and standard deviation and one-way Anova analysis as well to identify the significance difference and the nature of the relationship between emotional intelligence and work-attitude.

Kendall's tau-b used to investigate the association between each independent variables and dependent variables such as self-awareness, social awareness and relationship management towards work-attitude.

3.8 Measurement Scales

Table 3.1 below shows the measurement that we are going to use for the study.

Table 3.1: Measurement Scales

Research questions	Scale used	Analysis used
Section A (examples: gender, age, races, marital status, level of education and ranks)	Nominal	Frequency
Objective 1: To study the emotional intelligence level among Royal Malaysian Police	Ordinal	Mean
Objective 2: To examine the influence on the level of emotional intelligence based on age and badges of ranks	Ordinal	ANOVA
Objective 3: To recommend on how to have a better management of emotional intelligence (Section C)	Qualitative	Content Analysis

CHAPTER 4

FINDINGS OR RESULTS

4.0 Introduction

This chapter presents briefly the profile of the respondents involved in this study followed by the test of goodness of the measure, description of the variables and their inter-correlations, and a summary of the chapter. It is important that the presentation of the data is systematic and effective in placing the objectives of the study in the forefront and in stating clearly the research outcome since it is all present the data, the analysis, the decisions and the conclusions.

4.1 Section A: Respondent's Demographic Profile

Following table represent the data of the demographic profile of respondents which present the frequency and percentage of 109 people.

Table 4.1: Respondent's Demographic Data at Balai Polis Central,
Kuching

No	Profile	No	%
1	Gender		
	Male	76	69.7
	Female	33	30.3
2	Age		
	25 and below	18	16.5
	26-40 years old	61	56.0
	41-55 years old	27	24.8
	56 and above	3	2.8
3	Race		
	Iban	30	27.5
	Malay	51	46.8
	Bidayuh	8	7.3
	Melanau	6	5.5
	Chinese	5	4.6
	Others	9	8.3

4	Religion		
	Islam	61	56.0
	Christian	43	39.4
	Buddhism	5	4.6
5	Marital Status		
	Single	29	26.6
	Married	75	68.8
	Divorced	2	1.8
	Widowed	3	2.8
6	Educational Qualification		
	Sijil Pelajaran Malaysian (SPM)	88	80.7
	Diploma	17	15.6
	Degree/Bachelor	4	3.7
7	Badges of Rank		
	Sergeant	10	9.2
	Corporal	46	42.2
	Lance Corporal	22	20.2
	Constable	29	26.6
	Others	2	1.8

Based on Table 4.1, they were 109 respondents answering this questionnaire. Male form about 69.7 percent of the police officers population in Balai Polis Central, Kuching. Most of the police officers are between 26-40 years old, which carries about 56% of the population. Not only that, most police officers that answering this questionnaire are Malays (46.8%) and also

it can be seen that the majority of the population of the Balai Polis Central are Islam (56%). 68.8 percent of the police officers in Balai Polis Central are married, followed by 26.6 percent are single, 2.8 percent are widowed and lastly divorced carries 1.8 percent. A high majority of police officers are Sijil Pelajaran Malaysian (SPM) certificate holders, which carries 80.7 percent of the population in Balai Polis Central. The university graduates are carrying a small number of the population in this police station, with 15.6 percent are the Diploma holders whereas Degree/Bachelor holders only carry about 3.7 percent. According to the badges of rank among police officers, most of them are holding the Corporal rank, which represents 42.2 percent of the population in this police station while Constable rank only represented by 26.6 percent. Police officers that are holding the Lance Corporal and Sergeant rank only carries 20.2 percent and 9.2 percent respectively and the other ranks are only carries 1.8 percent.

4.2 Objective 1: To study the emotional intelligence level among Royal Malaysian Police

Section B: Self-Assessment

Table 4.2: Overall means for Section B

Variable	Means (overall)	Standard Deviation
Part A: Self-Awareness	4.0000	0.79967
Part B: Social Awareness	4.0367	0.78317
Part C: Relationship Management	3.9587	0.88548

Table 4.2 shows the overall means for Section B. Each part of Section B is only taking the overall means from each part, mainly for Part A; self-awareness, has 8 questions, Part B; social-awareness, has 6 questions and Part C; relationship management; has 6 questions. In this Section B, it can see that social awareness score the highest dimension from these three dimensions of Emotional Intelligence, with an overall average of 4.0367. From this result, it shows that the police officers in Balai Central, Kuching has the strong Emotional Intelligence on social awareness.

4.3 Objective 2: To examine the influence of of Emotional Intelligence based on age and badges of ranks

For the second objective, we have decided to use One-Way ANOVA to examine the influence of Emotional Intelligence level based on age and badges of ranks of the Royal Malaysian Police in Kuching.

4.3.1 Level of Emotional Intelligence and Age

Table 4.3: ANOVA for Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.713	3	0.238	0.388	0.762
Within Groups	64.363	105	0.613		
Total	65.076	108			

Based on Table 4.5, it shows that there is no significant difference between the level of Emotional Intelligence and age, when $F(3,105)=0.388$, $p > .05$.

4.3.2 Level of Emotional Intelligence and Badges of rank

Table 4.4: ANOVA for Badges of Rank

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.019	4	0.505	0.833	0.507
Within Groups	63.057	104	0.606		
Total	65.076	108			

Based on Table 4.4, it shows that there is no significant difference between the level of Emotional Intelligence and badges of rank, when $F(4,104)=0.833, p > .05$.

4.4 Summary

Based on the result obtained from the questionnaires, it shows that the Royal Malaysian Police in Balai Police Central, Kuching has the high level of self-awareness, high level of social awareness and a moderate level of relationship management. Based on these three dimensions that we focus on, it was concluded that the police officers at this police station has the highest score of Emotional Intelligence on social awareness. However, based on One-Way ANOVA that we conducted between the level of Emotional Intelligence with ages and badges of rank, we concluded that there is no significant difference between the level of Emotional Intelligence and both ages nor badges of rank.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter or section examines the finding through discussion, provide some suggestion or recommendation, explaining on limitations and conclusion as well. The study was set out to identify the level of emotional intelligence among Royal Malaysian Police, thus differentiate on the level of emotional intelligence between age and badges of ranks and recommend on how to have better management of emotional intelligence as well. The study sought to answer those questions:

1. What is the level of emotional intelligence among Royal Malaysian Police?
2. Is there any influence of level of emotional intelligence based on the ages and badges of ranks?
3. What is recommended to have better management of emotional intelligence?

5.1 Discussion

The discussion of finding examined by identification on the sample size, the measurement, supported or non-supported relationship, differences in results and reason for inconsistency and implication and meaning of the results as well.

This study was intended to examine the emotional intelligence level among Royal Malaysian Police which examine through identifying the

level of EI dimension, and differentiate the EI level based on the respondent's age and badges of ranks. The survey found the following:

5.1.1 Most of Royal Malaysian police has a high degree in social awareness

Based on the result finding in chapter 4, for identifying the level of emotional intelligence based on emotional intelligence dimension, most of the respondents has a high degree in social degree in social awareness with the highest mean 4.03676 compare to other dimension (self-awareness and relationship management). This result shows that most of the Royal Malaysian Police who works at Balai Central Kuching mostly agree that social awareness is important to possess a high level of emotional intelligence. Since they are on duty at city center and have to deal with the public the most, social awareness is important dimension they have to possess and apply it at the workplace for better work performance.

5.1.2 The level of emotional intelligence among Royal Malaysian Police has no significance difference with the age factor.

Based on the finding that using Anova test, in line with the objective to differentiate the age's factor that would determine a person's emotional intelligence, the results show that the level of emotional intelligence has no significance difference with the age factor. Meaning to say, the age of a person does not determine their level of emotional intelligence.

5.1.3 Badges of Ranks of a Royal Malaysian Police have no strong relationship with the level of emotional intelligence.

Anova test of the influence of badges of ranks towards the level of emotional intelligence of a person results that there is no strong relationship with the level of emotional intelligence. There is no significance difference between badges of ranks and the emotional intelligence level. Meaning to say, the badges of ranks of a Malaysian Royal Police does not determine a person high or low level of emotional intelligence.

5.2 Suggestion or Recommendations

This section is focused on how to improve the situations and explaining on alternative recommendations based on finding and for future research.

5.2.1 Based on the finding

1) Recognize how feelings could affect the performance

Feelings are related to what an individual going to react which result for sentiment that lead individual to show emotion. Each emotion shows may affect on the performance will be. For instance, an individual who is in a bad mood and feeling anger would not be able to make rational decisions since the decision made are based on unstable emotion. Compared to individual in a good mood, joy and in stable emotion, they able to guide their self to

have better decision about their work through rational thinking. Because of that recognize how feelings could affect the work performance are significant for individual and Royal Malaysian Police itself to identify what to think, do and say and practice their self to understand on emotional awareness.

2) Identify own strength and weaknesses

Strength and weaknesses of an individual are referring to the positive and negative aspect of individuality itself. To identify these two sentiments, individual have to understand well on their self to identify accurate self-assessment. For example, Royal Malaysian Police was being trained 6 months in PULAPOL before working outside and face the real world or public issue. By this length of time, they must be able to identify their own strength and weaknesses.

3) Learn from experience

Experience only could be possessed by individual after experiencing their past performance. They have to observe and evaluate where is wrong in past performance and use the results to solve it to be able being connected and use for future performance. For instance, Royal Malaysian Police use public feedback and complaint to improve their future service and performance so that police responsibility is not

underestimated by public but known with transparent, efficient, integrity, effective and so on.

4) Respect and relate well to people from varied background

In Sarawak which known as state with individual or group with different types of culture, respecting each other is a significant act to ensure peace and harmonious environment are continuous especially in city areas such as Kuching. Most of the public is from a different culture such as Chinese, Malay, Iban and so on which of course from varied backgrounds and character. The Royal Malaysian Police who are responsible to work or have a duty there whether come from peninsular or Sabah, they have to understand and follow the rhythm of people culture to suit with the current environment. That is how they work on respecting and relate well to people from varied background.

5.2.2 For future research

1) Explore a different group of respondents

Respondent mentioned described as a person who answered a questionnaire. For our research, we choose Royal Malaysian Police who working or duty at Central station (Balai Central), Kuching. This is because this group of police in this police station has the most interaction with the public since the station

is located at the center of Kuching city. We admit that the police who are working there are the best respondent for testing emotional intelligence influenced on their work attitude since they have to deal with varying attitude and character of public. But our recommendation for future researchers, they maybe can explore different group of respondent such as respondent from public and private sector and able to compare them for effective results.

2) Relate the influence of emotional intelligence with another element of organizational behavior Investigate the overall effects of emotional intelligence

Since Emotional Intelligence is influenced by different kind of causes, attitude and character which would let people learn on their own self-awareness, social awareness and relationship management, it would be great if the future research could relate with another element of organizational behavior such as motivation, power and influence, conflict and negotiation and so on. Then, it would benefit the next researcher generation and learn much about organizational behavior function and raise the amount of expertise in this field as well.

3) Investigate the overall effects of emotional intelligence

For the previous researcher, they agreed that employees with a high level of emotional intelligence are more dedicated and satisfied at work compared to the employees with low level of

emotional intelligence. Previous result admits that employees with high level emotional intelligence more satisfied with their job and committed to their organization. As suggested for future researchers, there are many other effects of emotional intelligence towards individual and organizational itself. It will be more interesting if future researcher would able to find a variety of effects on a person's level of emotional intelligence.

4) Identify an alternative to possess a high level of emotional intelligence

The alternative is referring to any possibility that would make an organization could able to improve its employee level of emotional intelligence. Meaning to say, for better result in a future research, the researcher should be able to negotiate or interview the top management in organizations and recommend some alternative based on the research result to possess a high level of emotional intelligence.

5.3 Limitations

The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the result of the research study.

5.3.1 Sample size

The sample size used for the research is too small which consist of 200 respondents from Royal Malaysian Police at the central station, Kuching. Then, only 109 questionnaires were really getting back to us. Since we are investigating on the influence of emotional intelligence, we choose a small group like Royal Malaysian Police at Central Station since they are the most who deal with the public in the Kuching city.

5.3.2 Limited sources and references

Since emotional intelligence is related to organizational behavior subject and many people do not really understand and acknowledge by the topic, it becomes a limitation for us to find reliable sources and references. We have to rely much on the emotional intelligence books writer's like Daniel Goleman, to understand the emotional intelligence framework that would help us much to do the survey on the emotional intelligence influenced towards work attitude.

5.4 Conclusion

In summary, we can concluded that the Royal Malaysian Police in Balai Polis Central, Kuching has the high degree of social awareness after comparing to the three dimensions that we tested. However, ages and badges of rank do not give any significant difference with the level of Emotional Intelligence of the Royal Malaysian Police. Therefore, it was concluded that the level of Emotional Intelligence is not being affected by any factor.

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APPENDICES



UNIVERSITI TEKNOLOGI MARA (UiTM) SARAWAK

FAKULTI SAINS PENTADBIRAN DAN PENGAJIAN POLISI

SARJANA MUDA SAINS PENTADBIRAN (AM228)

APPLIED RESEARCH PROJECT (ADS555)

**Kajian terhadap kecerdasan emosi (Emotional Intelligence) dalam kalangan anggota
Polis Diraja Malaysia di Kuching, Sarawak.**

Responden,

Kami menyelidik tahap kecerdasan emosi dalam kalangan anggota Polis Diraja Malaysia sebagai salah satu kertas projek dalam kursus Ijazah Sarjana Muda Sains Pentadbiran (Kepujian) iaitu Metodologi Penyelidikan dan Analisis Data (ADS555). Kami percaya bahawa penyertaan anda dalam kajian ini akan memberikan bantuan dalam mengkaji pengaruh terhadap kecerdasan emosi pada sikap kerja. Ianya mungkin memerlukan kira-kira 10 minit anda untuk melengkapkan soal selidik. Tidak ada jawapan yang betul mahupun salah bagi set soal selidik ini.

Sila lengkapkan soal selidik dan kembalikan kepada wakil yang memberikan borang soal selidik ini. Semua jawapan adalah sulit dan hanya akan digunakan untuk kajian ini. Mana-mana laporan data akan dijumlahkan dan tidak akan mengenal pasti responden. Kami menghargai kerjasama anda dalam soal selidik ini.

Sekian terima kasih.

Penyelia	:	Puan Arenawati Sehat Binti Haji Omar	0138033231
Penyelidik	:	Masirah Binti Jamlin	2011623184
		Zulhilmi Ajmal Bin Ibrahim	2011476248
			0148658284
			0198644558

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UNIVERSITI TEKNOLOGI MARA (UiTM) SARAWAK

FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES

BACHELOR OF ADMINISTRATIVE SCIENCE (AM228)

APPLIED RESEARCH PROJECT (ADS555)

A study of emotional intelligence among Royal Malaysian Police at Kuching, Sarawak.

Dear Respondent,

We are researching the emotional intelligence among Royal Malaysian Police as part of the requirement of the Bachelor of Administrative Science (Honours) in Applied Research Project (ADS555) subject. We believe that your participation in this study will provide a representative picture of the influence of emotional intelligence on the work attitude. It will take you about 10 minutes to complete the questionnaire. There is no right or wrong responses to the questions. We are interested in your views and perceptions on this topic.

Please complete the questionnaire and return it to the representative who provided you the questionnaire. As we must complete this study by the end of April 2013, we hope that you will complete the questionnaire at your earliest convenience.

All responses are confidential and will be used only for this study. Any report of the data will be aggregated and will not identify the respondent. If you have any questions about this study, we will most happy to clarify. We thank you for your cooperation and wish you all the best.

Supervisor : Madam Arenawati Sehat Binti Haji Omar 0138033231

Researcher : Masirah Binti Jamlin 2011623184 0148658284

Zulhilmi Ajmal Bin Ibrahim 2011476248 0198644558

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Untuk
kegunaan
penyelidik
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Bahagian A: Latar Belakang Responden

Section A: Respondent's Demographic Profile

Sila jawab soalan berikut dengan menandakan betul (√) pada jawapan yang sepatutnya dan tuliskan jawapan dalam ruangan kosong, jika perlu.

Please answer the following questions by tick (√) the relevant answer and write down your answer in the space provided, if required.

1. Jantina

Gender

1.	Lelaki Male	
2.	Perempuan Female	

2. Umur

Age

1.	25 tahun ke bawah 25 and below	
2.	26-40 tahun 26-40 years old	
3.	41-55 tahun 41-55 years old	
4.	56 tahun ke atas 56 and above	

3. Bangsa

Race

1.	Iban	
2.	Melayu	
3.	Bidayuh	
4.	Melanau	
5.	Cina	

Lain-lain, sila nyatakan/ Others, please specify _____

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4. Agama

Religion

1.	Islam	
2.	Kristian	
3.	Buddha	
4.	Hindu	

Lain-lain, sila nyatakan/ Others, please specify _____

5. Status perkahwinan

Marital Status

1.	Bujang Single	
2.	Berkahwin Married	
3.	Bercerai Divorced	
4.	Balu/Duda Widowed	

6. Kelayakan

Educational Qualification

1.	Sijil Pelajaran Malaysian (SPM)	
2.	Diploma	
3.	Ijazah/Degree	

7. Pangkat

Badges of Rank

1.	Sarjan Sergeant	
2.	Korporal Corporal	
3.	Lans Korporal Lance Corporal	
4.	Konstabel Constable	

Lain-lain, sila nyatakan/ Others, please specify _____

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Untuk kegunaan penyelidik sahaja/ For the researcher's use only

Bahagian B: Penilaian Kendiri

Section B: Self-Assessment

Sila jawab soalan-soalan berikut dengan MEMBULATKAN mengikut skala.

Setiap skala mewakili jawapan-jawapan berikut:

Please answer the following questions by CIRCLE the relevant scale.

Each scale represents the following answers:

1	2	3	4	5
Sangat Tidak Setuju Strongly Disagree	Tidak Setuju Disagree	Neutral	Setuju Agree	Sangat Setuju Strongly Agree

Unit A: Kesedaran Kendiri

Part A: Self-Awareness

1.	Saya sentiasa tahu akan emosi yang saya rasa dan penyebabnya. I always know which emotions I am feeling and why.	1	2	3	4	5	<input type="checkbox"/>
2.	Saya sedar akan perasaan saya dan terhadap apa yang saya fikir, lakukan, dan katakan. I realize the links between my feelings and what I think, do, and say.	1	2	3	4	5	<input type="checkbox"/>
3.	Saya sedar bagaimana perasaan saya menjejaskan prestasi saya. I recognize how my feelings affect my performance.	1	2	3	4	5	<input type="checkbox"/>
4.	Saya tahu kekuatan dan kelemahan saya. I am aware of my strengths and weaknesses.	1	2	3	4	5	<input type="checkbox"/>
5.	Saya berfikiran bernas dan cuba untuk belajar daripada pengalaman. I am reflective and try to learn from experience.	1	2	3	4	5	<input type="checkbox"/>
6.	Saya terbuka terhadap sebarang maklum balas, perspektif baru, pembelajaran berterusan dan pembangunan diri. I am open to candid feedback, new perspectives, continuous learning, and self-development.	1	2	3	4	5	<input type="checkbox"/>

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7.	Saya boleh menunjukkan sikap jenaka dan perspektif diri saya. I am able to show a sense of humour and perspective about myself.	1	2	3	4	5
8.	Saya tegas dan dapat membuat keputusan yang baik walaupun dalam keadaan ketidakpastian dan terdapat tekanan. I am decisive, able to make sound decisions despite uncertainties and pressures.	1	2	3	4	5

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penyelidik
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Unit B: Kesedaran Sosial

Part B: Social Awareness

1.	Saya tunjukkan sikap ambil berat dan memahami pendapat orang lain. I show sensitivity and understand others' perspectives.	1	2	3	4	5
2.	Saya membantu seseorang berdasarkan pemahaman terhadap perasaan dan keperluan dia. I help out based on understanding other people's needs and feelings.	1	2	3	4	5
3.	Saya memberi pendapat yang berguna dan mengenalpasti keperluan seseorang untuk membangun. I offer useful feedback and identify people's needs for development.	1	2	3	4	5
4.	Saya menghormati orang yang berbeza latar belakang. I respect and relate well to people from varied backgrounds.	1	2	3	4	5
5.	Saya cuba memahami kepelbagaian pendapat dan sentiasa menjaga sensitiviti orang lain. I try to understand diverse worldview and be sensitive to group differences.	1	2	3	4	5
6.	Saya amat bagus dalam menilai pelbagai situasi/keadaan. I am good at accurately in read situations.	1	2	3	4	5

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Unit C: Pengurusan Hubungan

Part C: Relationship Management

1.	Saya menangani individu dan situasi yang genting dengan cara diplomasi. I deal difficult people and tense situations with diplomacy and tact.	1	2	3	4	5
2.	Saya menggalakkan debat dan perbincangan secara terbuka. I encourage debate and open discussion.	1	2	3	4	5
3.	Saya mencari hubungan yang menguntungkan serta memanfaatkan kedua-dua pihak. I seek out relationships that are mutually beneficial.	1	2	3	4	5
4.	Saya membuat dan mengekalkan hubungan peribadi sesama rakan sekerja. I make and maintain personal friendships among work associates.	1	2	3	4	5
5.	Saya bekerjasama, berkongsi pelan, informasi dan sumber. I collaborate, sharing plans, information and resources.	1	2	3	4	5
6.	Saya melindungi kumpulan saya dan reputasinya serta berkongsi kejayaan/pujian bersama-sama kumpulan saya. I protect the groups and its reputation, and share credit with the group.	1	2	3	4	5

Section C: Open Ended Question/ Soalan Terbuka

What is your recommendation for better management of emotional intelligence?

Apakah cadangan anda bagi memperbaiki pengurusan kecerdasan emosi?

SOALAN TAMAT
TERIMA KASIH ATAS KERJASAMA ANDA
THE END OF QUESTION
THANK YOU FOR YOUR COOPERATION

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