

Emotional Competence Module to Handle Youth Emotional Issues

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ABSTRACT---This study aims to test the application of the Emotional Competency Module developed specifically for adolescents in Malaysia to help address the emotional competency issues in Malaysia. The module Emotional competency was developed in three phases, first phase conducted the survey, and interview with adolescents, students and professional dealing with emotional competency issues of different schools and universities. Phase 2nd was development of the emotional competency activities to enhance the emotional competency based on the thematic analysis and review analysis of the research findings. Phase 3rd designed the validity and reliability to test the module effectiveness among adolescents. A test was conducted to measure the effectiveness of the module. Students (N=25) participated in two days program and pre and post evaluation was conduct to measure the effectiveness of the module. Findings of pre and post -test indicated that the module is effective to enhance the emotional competency among youngsters. This study provides prove that it can be effective to be used for adolescents as each activity successfully achieved its objectives. This module also serves as a guideline for psychologists, counsellors and teachers to provide emotional competence training for adolescents

Keywords—Emotional competency, module, reliability, adolescents, Daniel Goleman.

I. INTRODUCTION

Adolescence is phase that is most challenging in which adult guidance becomes vital. In this phase, adolescents' transference occurs in which attention, care and love determine their emotional states. According to a research by Hari Krishnan (2012) youths are still considered vulnerable in the Malaysian society.

Shumaila Azeem and Bushra Hassan (2014) revealed that emotional intelligence is low in high delinquent tendencies group whereas Andi (2012) also says that people give more importance to EQ (Emotional Quotient) skills therefore raises the importance for education universities to instil EQ

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abilities for a better future.

There are various kinds of emotional issues that capture the attention of many parties. Nareman Aly Mohamed, Nagwan Mohamed Madbouly and Eman A. Monem A. Rashid (2017) conducted a study on the effect of emotional intelligence enhancement program on suicidal ideations, among attempted suicide adolescents. This found that the program improved depression and emotional intelligence. Similarly, many other studies showed that emotional intelligence programmes or trainings were effective in many facets such as positive emotional intelligence shifts and others behaviours (Dolev & Leshem, 2017), enhance emotional intelligence through expressive writing and deep breathing (Zhao, et al, 2017), increase emotional intelligence in adolescents with emotional and behavioural problems in single parent families (Motamedi, Ghobari-Bonab, Beh-pajoo, Shokoohi Yekta, & Afroz, 2017), improve the quality of life of mothers of children with leukemia illness (Castilho, Carvalho, Marques, Pinto-Gouveia, 2017), managed to maintain the positive effects and prevent violence among adolescence in terms of use of aggressive strategies to resolve conflict was significantly reduced (Gugliandolo, et al, 2015), emotional competence were found to be significant predictors of changes in perceived stress, mental health, somatic complaints and vigor and confusion, emotional self-control, emotional self-motivation, purification of emotions and self-affections expressiveness training had significant effects on social adjustment and social intimacy of women with breast cancer (Mahdavi et al., 2015), increase in aspect such as task-oriented coping (Taghizadeh, et al, 2017), effective in developing emotional intelligence among adolescents, modest improvement in family communication and satisfaction as well as emotional intelligence while limited enhancement in perspective taking and anger expression (Platsidou & Tsirogiannidou, 2016) and finally, social and emotional learning intervention is effective among Spanish academic contexts (Castillo, Salguero, Fernández-Berrocal, & Balluerka, 2013).

Researches indicate that gender does not affect the level of emotional intelligence Romero, Master, Paunesku, Dweck, and Gross, 2014; Bacon, Burak, & Rann, 2014; Liu, Wang, & Lü, 2013). This is also similar to a study by Lim (2011) which found that there were no significant difference in actual and self-estimated EQ level among undergraduate students in a private university in Malaysia.

II. PROBLEM STATEMENT

Young generations today have more disruptive behaviours. Adults are fearful to deal with their unruly behaviour. Different countries have different labels to describe this group. Some of them are the terms of 'beyond parental control' while some label them as 'disobedient', 'incorrigible', 'unruly' or 'ungovernable' and in addition, this social illnesses faced by young generations demand the governable attention of various individuals as there is a link between their current behaviour and the potential for delinquency and future involvement in delinquent activities (Syed Nong & Mohd Yusoff, 2015). All the different label point out that there is a common problem faced by youngsters and that is uncontrollable behaviour. Recently, there are many studies conducted based on experimental design that implemented training or intervention to develop emotional intelligence. However, very little researches have been done on emotional intelligence module development in Malaysia. Therefore, this study intends to fill up the gap by developing a module specifically to be implemented on adolescent.

III. PROCEDURE FOR RESEARCH

The Research design used for developing the Emotional Competency Module is the ADDIE model. This model consists of 5 phases which are the analysis, design, development, implementation and evaluation phases

A. First Stage

A qualitative and quantitative analysis was done with adolescents and professional from different schools and universities from Malaysia. The data was analyzed by using descriptive and thematic analysis. The established themes helped the researcher to design the contents of the module. There was main four themes to enhance emotional competency, self-awareness, self-management, social awareness, social management.

B. 2nd Stage

Module was tested for reliability and validity, the overall reliability score of the module reported ($\alpha = 0.985$), the content validity was scored 85% and inter-rater reliability the ($\alpha = 0.706$).

C. 3rd stage

The module was test on the (n=25) students of Sultan Idris Education University to evaluate the effectiveness of the module. The student's age range (18-20 years) participated in two days program as module implement activities sessions

IV. FINDINGS

The quantitative study revealed that the overall emotional intelligence scoring reveals to us that most adolescents scored average (67.6%). This indicates that adolescents are only reasonably skilful at controlling and managing with their own emotions. This adds up with about 0.8% of them who scored low who have trouble with handling their emotions. Meanwhile, the interview transcript thematic analysis revealed 9 main themes which are professional competence, living environment, relationship management,

social awareness, self-management, self-awareness, institution positive, institution negative and ways of coping. The results of the qualitative study was used to build the module in phase two.

Two pilot tests were conducted. The first was conducted with university students as the participants in January 2019. The program was a two-day program conducted at UPSI. We recruited 25 UPSI Diploma student participants after advertising about the program on UPSI portal.

A Cronbach's alpha test was conducted to find out the reliability of the module. The self-awareness module domain had 42 items ($\alpha = 0.986$). The self-management domain was found to be highly reliable (34 items; $\alpha = 0.980$). The Cronbach's alpha for both the social awareness and relationship management domains were 0.980 and 0.982 respectively. All the domains showed high reliability. Finally, the overall module evaluation instrument had 131 items ($\alpha = 0.985$). Hence, it was found that the Emotional Competency Module was highly reliable.

Implementation phase study was conduct using USM Emotional Quotient Inventory (Yusoff et al., 2010) as pre assessment and post assessment instrument. students were chosen with convenient sampling (N=24) from the different departments of Sultan Idris Education university. They received two days training based on the activities of the Emotional Competency module.

Table 1: Pre and Post Assessment

Variables	N	M	SD
Pre-emotional intelligence test	25	108.211	13.113
Post-emotional intelligence test	25	125.526	15.668

the table revealed that there is significant means difference in pre and Post assessment of Emotional intelligence score among students. There was a significant difference in the scores between the pre-test ($M = 108.211$, $SD = 13.113$) and post-test ($M = 125.526$, $SD = 15.668$) scores. This indicated that the Emotional Competency Module is effective in enhancing the overall emotional intelligence level of the participants.

Table 2
Paired samples t-test analyses results

Variables	M	SD	t	df	Sig. (2-taile)
Pre-test– Post-test emotional intelligence	- 17.316	20.097	-3.756	24	0.001

There was a significant difference in the scores between the pre-test ($M = 108.211$, $SD = 13.113$) and post-test ($M = 125.526$, $SD = 15.668$). There is a (Mean=17.315) increased in the means between the pre and post-test emotional



intelligence scores; $t = -3.756$, $p = 0.001$. Hence, it can be concluded that the implementation of the Emotional Competency Module for university students was effective in enhancing their overall emotional intelligence.

V. DISCUSSION

The overall emotional intelligence scoring in phase 1, revealed to us that most adolescents scored average (67.6%). This adds up with about 0.8% of them who scored low who have trouble with handling their emotions. These findings were similar to studies by Nor Lailatul, Syed and Ruslan (2016) and Jafar, Aminah and Maznah (2010). This indicates that adolescents are only reasonably skilful at controlling and managing with their own emotions in different situations. However, in difficult situation such as those inducing stress, they may not be well equipped to handle with their emotions. The Emotional Competency Module has a high validity of 85.6% for the overall module which shows that it is suitable to be used for the adolescent population in Malaysia. This is also similar to the Emotional Intelligence Module (EeiM) developed by Salim et al. (2018) which also revealed good content validity. Hence showing evidence that the Emotional Competency Module can help enhance the emotional competence of adolescents. The Emotional Competency Module is effective to help youngsters to enhance their emotional and psychological well-being. Emotional competency can help youngsters to choose to express their emotions in an effectively and efficient methods (Rai & Khanal, 2017). This module is an effort to provide the youngsters and opportunity to express and manage their emotions. Youths expression through vocal, face and posture while communicating their feelings with others is called emotion expression (Chaplin, 2015), and problem solving in relationship management is the process involved in generating solutions to handle a problematic situation (Erözkan, 2014). This module provide the activities domains, including self emotional awareness, self emotional management, social emotional awareness and social emotional management.

Research indicated that development of emotional competency module for the Malaysian context to deal with the growing emotional problems among adolescence is highly essential to help the youngsters to improve their positive psychological and social growth.

VI. LIMITATIONS

In summary, the newly developed module for adolescents in Malaysia, is found to be reliable. Hence, further studies to test it's interventional-designed study to see it's potential to enhance positive behaviours as well as overall emotional competency of a person is crucial

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VIII. REFERENCES

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