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\_\_\_\_\_  
Date submitted

\_\_\_\_\_  
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**EMOTIONAL INTELLIGENCE AND LOCUS OF CONTROL AMONG YOUNG  
ADULTS IN SAMARAHAN**

**NUR HASNIDA BINTI MOHD NAZAMRI**

This project is submitted  
in partial fulfilment of the requirement for a  
Bachelor of Science with Honours  
(Cognitive Sciences)

Faculty of Cognitive Sciences and Human Development  
UNIVERSITI MALAYSIA SARAWAK  
(2015)

The project entitled 'Emotional Intelligence and Locus of Control Among young Adult in Samarahan' was prepared by Nur Hasnida Binti Mohd Nazamri and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Cognitive Sciences)

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**Gred**

## ACKNOWLEDGEMENT

Firstly, I thank God for bringing this work to completion. I thank Him for giving me the strength when I felt weak, courage when I was afraid, and wisdom when I lacked clarity. I am grateful to Him for giving me a stellar team of lecturers who have laid the necessary foundation for me to complete my thesis successfully.

Secondly, I would like to sincerely thank my supervisor, Pn Mai Sumiyati Ishak who has provided me with the constant support, advice, encouragement and guidance in the completion of this study. I appreciate the time, effort, and guidance that you have invested in me throughout this process. Thank you for believing in me and for encouraging me throughout this journey. Thank you so much for motivation that you give to me. You have nurtured the potential in me so patiently all these years.

Third, I would like to thank all the respondents of my study who have devoted their valuable time in filling my questionnaire. The study would not be successful without their help.

To my parents, thank you for your unfailing love and support. To my younger brother, and my younger sister, thank you for your love and always make me happy when I am stress with my course. I hope I have been a positive role model for you to follow. To my relatives, friends, I appreciate your prayers and timely words of encouragement. The completion of the entire bachelor's degree is possible because of your love for me. I am so blessed to have you in my life.

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## **ABSTRACT**

This study was conducted to explore the relationships between emotional intelligence and locus of control among young adults in Samarahan. Schutte self-report emotional intelligence test (SSEIT) (1998) and Rotter's Locus of control instrument (1977) were tested on 139 young adults to measure emotional intelligence and locus of control. Data was analyzed using Pearson Correlation. No significant relationship was found between emotional intelligence and locus of control. Similarly, no significant difference was found in emotional intelligence by gender and ethnic. No significant difference was found in locus of control by ethnic. However, significant difference was found in locus of control by gender.

*Keywords:* Emotional intelligence, Locus of Control



## ***ABSTRAK***

Kajian ini dijalankan untuk meninjau hubungan antara kecerdasan emosi dan lokus kawalan di kalangan belia di Samarahan. Laporan-diri ujian kecerdasan emosi Schutte (SSSEIT) (1998) dan Lokus kawalan Rotter's (1977) telah diuji ke atas 139 belia untuk mengukur kecerdasan emosi dan lokus kawalan. Data dianalisis menggunakan Ujian Korelasi Pearson. Hubungan yang tidak signifikan didapati antara kecerdasan emosi dan lokus kawalan. Begitu juga, tidak ada perbezaan yang signifikan didapati dalam kecerdasan emosi dengan jantina dan etnik. Tiada perbezaan yang signifikan didapati dalam lokus kawalan dengan etnik. Walau bagaimanapun, perbezaan yang signifikan didapati dalam lokus kawalan dengan jantina.

*Kata Kunci:* Kecerdasan emosi, Locus Kawalan

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter comprises the background of study, research problems, objective of study, hypothesis, conceptual framework, definition or term, significant of study, and limitation of study.

Emotional intelligence (EI) has proven to be a relevant construct in different domains of daily life, including mental and physical health (Brackett, Rivers, Salovey, 2011). Many studies have been conducted to study examined the mechanism by which emotional intelligence function in individuals. Individuals who had high emotional intelligence, can handle activities to better their lives. It is because they have a productive thinking which often includes affective awareness (Abraham and Rebecca, 1999). Mayer and Salovey (1993), presented the concept of emotional intelligence to a subset of social intelligence that involves the ability to monitor feelings and emotions of oneself and others. The concept is used to make a distinction between them, and information obtained subsequently used to guide thinking and behavior. (Mayer & Salovey, 1993). Emotional intelligence became popular by Daniel Goleman with publication of his book “why it can be matter more than IQ” in early 1990. Then, emotional intelligence was introduced based on performance theory that is merit based, including a separable set of abilities that integrate cognitive and affective skills (Goleman, 1998).

The locus of control (LOC) is an important variable that explains individual differences (Rotter, 1982). The structure of locus of control is based on Rotter’s social learning theory defending that individual display a dispersion pattern on the dimensions of internal and external locus of control depending on the degree of their perceptions, on their responsibilities (Rotter, 1966). Individual with an internal locus of control (ILOC) believes that the events that occur in

them due to the personal, behavioral, and their own skills. They believe that they are responsible in determining the outcome of their actions in everything they do (Rotter, 1966). On the contrary, individual with an external locus of control (ELOC) believes that the events that occur in them due to external factors instead of their own self. They believe in chance, luck, and other larger power which control themselves in terms of behavior, personality, as well as others (Rotter, 1966).

The study of emotional intelligence is currently a topic of considerable interest (Brackett, Mayer, Warner, 2004). This is because emotional intelligence and locus of control are related to human cognitive performance and contribute towards a better cognitive performance improvements. The purpose of this study is to investigate factors that influence adolescent subjective well-being. The differences in factors affecting white and black in their life. Are there always young adult is good in emotional intelligence and locus of control? Whose decision making is better? Or who may have a better and proper way to make problem solving? We will see the outcome of their actions and other events are a result of their ability and they tend to be assertive

## **Background of study**

Research on emotional intelligence has been developed by many researchers in psychological, management and education area from United States of America and Europe. Nevertheless other researcher from Asian countries such as Hong Kong, Taiwan and Singapore also have contributed ideas to this field (Ciarrochi, 2001). Currently, the attention was switched to developing a meaningful measure of emotional intelligence. This is because there are many people believe that emotional intelligence is important to everyday life.

It is reasonable to assume that those who are weak in dealing with emotions, will run into problems with mental health, where their mental health will be weakened. They also tend to be less successful in their success (Ciarrochi, 2001). As observed earlier, Goleman took the theory of emotional intelligence to the wider section. Because of this reason, his contribution in the field of emotional intelligence became remarkable. This theory popularized and that it made to the cover page of "Times" instantaneously. In 1995, he sensationalized the topic with his book title namely "Emotional Intelligence: Why it can matter more than IQ". Emotional intelligence including with self-awareness, handling feelings, self-motivation, mastery, control, empathy, and social competence (Goleman, 1995). Goleman noted emotional intelligence is no more the measure for success, its only count 20% and rest goes for Emotional and Social intelligence and luck.

Salovey and Mayer (1990) who pioneered term Emotional Intelligence defined emotional intelligence as an ability to monitor our own feeling and emotions, and same with others. Use this information to guide thinking and action, to make a distinction between them. It is the ability to process emotional information as it pertains to perception, assimilation, expression, regulation and management of emotions (Mayer, Salovey & Caruso, 2000). Locus of control is a concept in

psychology, and as originally conceptualized refers specifically to people's perceptions of control over access to reinforcement, such it attempts to bridge the gap between operant and cognitive psychology (Rotter, 1966). Control orientations have been found to be critical in relation to academic achievement and motivation (Anderson, Hattie & Hamilton, 2005). In proposing the Social Learning Theory, Rotter (1954), firstly the concept of Locus of Control was mentioned and introduced by Rotter, the concept indicates how a person believes about control over their life events. It refers to a person's belief about what causes the good or bad results in his or her life, either in general or in a specific area such as health or academics. Originally social learning theory develop within the framework of Julian Rotter's (1954). Locus of Control refers to confidence, and believe that have in some individual with the events of their lives are related to their own behavior. It's depends to each individual to believe or not.

Adolescence is a period of transition in which children become adults. Traditionally, adolescence has been considered one of a period of great emotional stress, where it is not difficult for them to see possibilities for why it happened. As they grow to late adult, there are many questions will play in teenage mind, such as how I feel about what I look? and Who am I? (Lodyga, 2009). At the same time, adolescents are shifting the focus to their social worlds, where they spend more time with their friends. They gain much more emotional support from their friends, compared with their family (Gross, 2010). Adolescents are able to explore a variety of new freedoms. It including with many activities away from adult supervision. With all these changes, there will be a gap between them and their families, where they're not going to spend time together and rarely likely to interact because of busy work suffered by their families. However the need for assertiveness obviously have in themselves, to make sure that there is no violence each other (Gross, 2010).

## **Statement of problem**

Most Sarawakian young adults at Samarahan do not know whether they have ability to be aware of and process their emotion and other emotion. Actually, emotional intelligence has been an important tool in facilitate a smooth transition in education, life and learning. Emotional intelligence involves understanding the ability to identity, access and control own emotions and others (Salovey & Mayer, 1990). Emotional intelligence has given a lot of importance for our life every day. Not only at this time, but there are many previous researches attempted to correlate emotional intelligence with locus of control for viewing human behavior.

Besides that, there could be difference in emotional intelligence score by gender and ethnic. Homogenous community may be stronger in personal emotional intelligences. Sjoberg and Engelberg (2006) found in their study that women tend to have a higher level of emotional intelligence than men.

Furthermore, Malaysia is a country of heterogeneous community as there were various kinds of ethnicities live in Malaysia. Malaysia is a country with rich cultural differences and not only in Sarawak alone, but this study only focus on the young adults in Samarahan. Each ethnic have difference locus of control. Sarawak population is diverse in ethnics, yet there had been little research done on investigating the relationship between emotional intelligence, locus of control and demography factors. Previously, studies were seldom conducted in Sarawak. The present study is important to know peoples nature, temperament and emotions and to make necessary changes in our behavior. Present study assess on the relationship between emotional intelligence, locus of control, gender, and ethnic. Therefore, this study seeks to answer these questions:

- i. Is there any relationship between emotional intelligence and locus of control among young adults in Samarahan?
- ii. Is there any differences in emotional intelligence by gender among young adults in Samarahan?
- iii. Is there any differences in emotional intelligence by ethnic among young adults in Samarahan?
- iv. Is there any differences in locus of control by gender among young adults in Samarahan?
- v. Is there any differences in locus of control by ethnic among young adults in Samarahan?

## **Research Objectives**

### General objective

The general objective of this study is:

- To study the relationship between emotional intelligence and locus of control among young adults in Samarahan.

### Specific objective

The specific objectives of this study are:

- To study the relationship between emotional intelligence and locus of control among young adults in Samarahan.
- To study the differences in emotional intelligence among young adults in Samarahan by gender.
- To study the differences in emotional intelligence among young adults in Samarahan by ethnic.
- To study the differences in locus of control among young adults by gender.
- To study the differences in locus of control among young adults in Samarahan by ethnic.

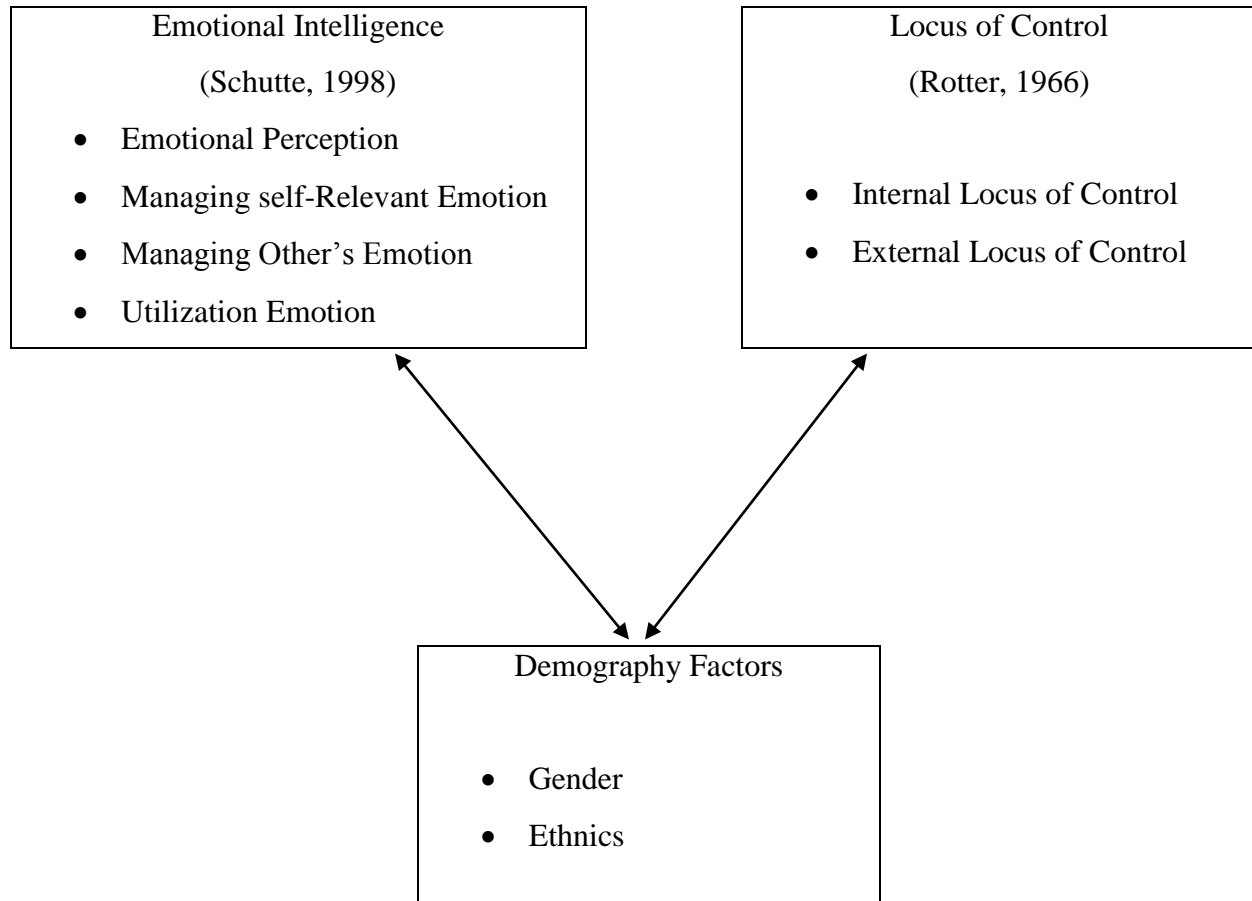


## **Research Hypothesis**

The hypothesis for this study are:

- Ho1: There is no significant relationship between emotional intelligence and locus of control among young adults in Samarahan
- Ho2: There is no significant difference in emotional intelligence of male and female among young adults in Samarahan.
- Ho3: There is no significant difference in emotional intelligence by ethnic among young adults in Samarahan.
- Ho4: There is no significant difference in locus of control by male and female among young adults in Samarahan.
- Ho5: There is no significant difference in locus of control by ethnic among young adults in Samarahan.

## Conceptual Framework



## **Definition of Term**

### **Emotional Intelligence**

#### Conceptual definition

Emotional intelligence can be defined as the wise, sensitive and useful utilization of emotions by an individual (Yesilyaprak & Durmus, 2007). According to Salovey and Mayer's (1990), emotional intelligence can be defined as the capacity to process emotional information accurately and efficiently, including that information relevant to the recognition, construction, and regulation of emotion in oneself or others. Emotional intelligence is not a concept opposite of IQ but rather a separate independent sphere of competency (Goleman, 1995). Goleman specifies five major elements of emotional intelligence including self-awareness, handling feelings, self-motivation, mastery, control, empathy, and social competence.

#### Operational definition

Emotional intelligence in this study used the Schutte Self Report Emotional Intelligence Test (SSEIT). Emotional intelligence defined from four dimensions which are emotional perception, managing self-emotion, managing other emotion, and utilization of emotion.

## **Emotional perception**

### Conceptual definition

The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signal such as body language and facial expressions (Salovey & Mayer, 1990). Besides that, emotional perception may represent the fundamental figure of emotional intelligence, as it makes all other processing of emotional information possible. This first domain of emotional intelligence represents the ability to recognize and interpret emotional in faces, picture, voice, and cultural artifact which also include the ability to identify one's own emotion (Lewis, Haviland, & Barret, 2008).

### Operational definition

The Schutte Self Report Emotional Intelligence Test (SSEIT) was used. In this research, emotional perception was measured with the nonverbal reception of emotion. The capacity of youth to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.

## **Managing Self-Relevant Emotion**

### Conceptual definition

The next step involves using emotions to promote thinking and cognitive activity.

Emotions help priorities what we pay attention and react to and what we respond emotionally to things that garner our attention (Salovey & Mayer, 1990).

### Operational definition

In this study the Schutte Self Report Emotional Intelligence Test (SSEIT) was used.

Managing self-emotion measured by the understanding of the self-emotional, controlling the emotion, to use their good moods to help themselves and keep trying in face on obstacles and creating emotion without communication and understanding other individual's emotion without considering communication.

## **Managing Other Emotional**

### Conceptual definition

The ability to manage emotional effectively is a key part of emotional intelligence.

Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management (Salovey & Mayer, 1990). Managing other's emotion is measured by how individuals having empathic awareness and atonement to what other need. Measured by the individual ability to change the emotions, compassion towards another individual emotions, manage their emotions easily and then share the feeling to others (Salovey & Mayer, 1990).

## Operational definition

In this study the Schutte Self Report Emotional Intelligence Test (SSEIT) was used. Managing other emotion measure the person ability in arrange events or control and change others emotional reaction such as symptoms, causes, complexity and transitions.

## **Utilization of Emotional**

### Conceptual definition

The emotions that we perceive can carry a wide variety of meaning. If someone is expressing anger, the observer must interpret the cause of their anger and what it might mean (Salovey & Mayer, 1990).

### Operational definition

In this study the Schutte Self Report Emotional Intelligence Test (SSEIT) was used. Utilizing emotional is able to distinguish between important and unimportant things, ready to manage when mood changes, know the important of emotion in life able to solve problem and able to come up with fresh ideas.

## **Locus of control**

### Conceptual definition

The concept of locus of control originated from Rotter's (1996) social learning theory. Rotter (1966) defined locus of control as a generalized expectancy of the extent to which a person perceives that events in one's life are consequences of one's behavior. Shapiro, Schwartz, and Astin (1996) stated an individual's beliefs about the controllability of what happens to them is a core element of their understanding of how they live in the world.

### Operational definition

The Rotter Locus of control personal test was used in this study. The test divide to 20 question that include with internal locus of control and external locus of control.

### **Internal locus of control**

#### Conceptual definition

Internal locus of control want to have control over their environment, they learn better, and they perform better in general, when it comes to tasks requiring skill (Phares, 1962).

According to Phares, this belief in their competence will lead to high self-confidence among internals and it is also found that internals do not appreciate outside help or support, they rather rely on themselves. According to Rotter (1966), internal locus of control is regarded by an individual as the perception of event being a consequence of their own actions and therefore under personal control. For example, college students with a strong internal locus of control may believe that their grades were achieved through their own abilities and efforts.

#### Operational definition

In this research, the Rotter Locus of control Instrument (LOCI) used. Internal locus of control refer to the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristic. Internal tent to attribute outcome of events to their own control and Conviction that a person has control over his or her successes and failures, therefore is able to exert influence on their choices and environment.

## **External locus of control**

### Conceptual definition

In this research, the Rotter Locus of control Instrument (LOCI) used. External locus of control refer to the degree to which person expect the reinforcement or outcome is function of change, luck, or fate, is under the control of powerful others, or is simply unpredictable Rotter (1966).

### Operational definition

In this research, the Rotter Locus of control Instrument (LOCI) used. This was associated with depression, anxiety and helplessness. Meaning they believe that the things which happen in their lives, their decisions and life are controlled by environmental factors which they cannot influence, or by chance, luck or fate.

## **Young Adult**

### Conceptual definition

Young adult encompasses the latter part of the teenage years, broadly between the ages of 20 and 40 the time of change that brings on a search for identity, and the social ecology of the adolescent begins to send messages that shape their behavior in a range of areas (Erikson, 1968). The young adult stage in human development proceeds middle adulthood. A young adult is a student who is studying for his or her first degree usually entitled Bachelor of Arts (BA) or Bachelor of Science (BSc). There are three levels of young adult study equating to first-year, second-year, and third-year study (University of Cambridge Institute of Continuing Education).