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VOCATIONAL COLLEGE TEACHERS IN MALAYSIA: EMOTIONAL
INTELLIGENCE

Mohamad Zaid Bin Mustafa¹

MohdNorazmi Bin Nordin²

Abdul Rasid Bin Abdul Razzaq³

Badaruddin bin Ibrahim⁴

Universiti Tun Hussein Onn Malaysia, Malaysia

mohdnorazmi.nordin@yahoo.com

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ABSTRACT

This study aimed to validate factors related to emotional intelligence that influence organizational commitment among vocational college teachers in Malaysia. To this day, the issue of emotional intelligence remains a major cause of teacher commitment to their organization, especially among vocational college teachers. Studies have found that self-awareness, self-management, social awareness and relationship management are key elements in emotional intelligence that influence the organizational commitment of vocational college teachers in Malaysia. Therefore, this quantitative study was conducted to confirm the elements related to emotional intelligence. The questionnaire was administered to 264 vocational college teachers in Malaysia randomly. The data obtained were then analyzed using Structural Equation Modelling (SEM) using AMOS 21 application. Confirmatory Factor Analysis was performed to obtain factor loading for each element obtained namely self-awareness, self-management, social awareness and relationship management. The analysis results show that the factors reflect the appropriate fit and meet all the criteria for validation.

INTRODUCTION

In 2012, the Ministry began the transformation of vocational education. High investment and resource allocation are focused on ensuring that vocational education is meet the quality. Key areas of focus include curriculum delivery, assessment, teaching staff, infrastructure and industry relations. The Vocational College Standard Curriculum (VCSC) has been formulated and its delivery is based on Success Based Education (Ministry of Education Malaysia, 2017). However, this transformation is seen to be an issue and conflict of interest among vocational college teachers in Malaysia. Among the concerns is the emotional intelligence of related teachers to realize the transformations that have been made (Fiftyana, 2018). This emotional intelligence will ultimately affect their commitment to the vocational college organization they serve (Nahid et al., 2012).

BACKGROUND RESEARCH

In the 21st century education challenge, teachers need to be more confident and equip themselves with specific skills to make it easier for them. In addition, teachers will face emotional instability and stress caused by the potential problems and challenges they will face (Noriah, 2003). Teachers with high emotional intelligence will display positive emotions and be calm when dealing with problems rather than displaying negative emotions such as anger (Fiftyana, 2018). Teachers with high emotional intelligence can meet organizational needs and minimize work conflicts. One of the suggestions that needs to be addressed to reduce the conflicts faced by a teacher in an educational organization is to improve the emotional intelligence. In addition to influencing work and creativity, emotional intelligence is also considered enhancing teacher organization commitment (Nahid et al., 2012). Therefore, this study was conducted to meet the objectives and research questions as follows:

- a. Research objective
 - i. Validate factor compatibility for emotional intelligence among teachers in vocational colleges.

- b. Research questions
 - i. Can the factors for emotional intelligence among teachers in vocational colleges be determined by their consistency?

LITERATURE REVIEW

Previous studies have shown that the highest commitment to the organization, the highest the emotional intelligence of a person (Yusof, 2011). A person's success in life depends on how and in which one's ability

to control emotions as well as manage relevant information (Salovey et al., 2000). According to Patiraj and Bhanu (2015), if one is able to handle emotions well then it can build trust, loyalty, commitment, productivity and innovation among individuals, groups and organizations. Emotional intelligence is considered important and has a positive relationship with organizational commitment but it is often overlooked because organizational commitment is often associated with job satisfaction (Yusof, 2011). Shafiq and Rana (2016) state that there is a significant positive relationship between emotional intelligence and organizational commitment among school teachers. While Patiraj and Bhanu (2015) state that an organization that requires high commitment from teachers, must create a work environment that promotes positive emotional intelligence. Samaneh et al. (2011) pointed out that teachers' emotional intelligence can assist administrators in managing their organizations well because they are committed.

Goleman's Emotional Intelligence Theory

According to Goleman (1997), emotional intelligence is the ability to grasp, guide the power and sensitivity of emotions as a source of power to influence human behavior. Good emotional intelligence will motivate a person to do something positive and put his or her goals in the organization to the top. Alifah (2012) states that this theory is very important in explaining the function of an individual to control the emotions and to use the cognitive skills in order to perform the job responsibilities effectively. Goleman (1997), explained that there are three essential elements of emotional intelligence, namely, the ability to self-regulate, social competence, the ability to change others' perception of themselves, the ability to handle relationships and social skills. Johana (1998) refers to this theory as an effort to improve emotions and to serve as a catalyst for success in every endeavor. According to Farah (2014), an individual needs to master his or her own emotions before controlling them and then managing the job properly.

RESEARCH METHODOLOGY

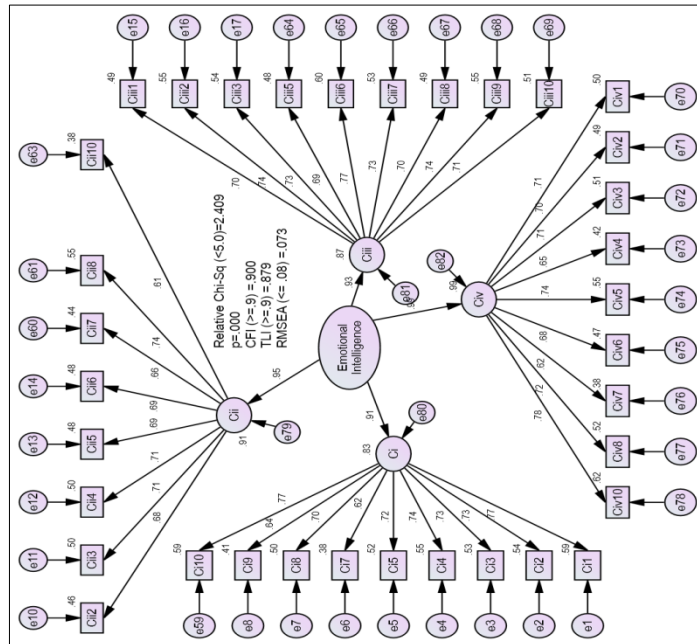
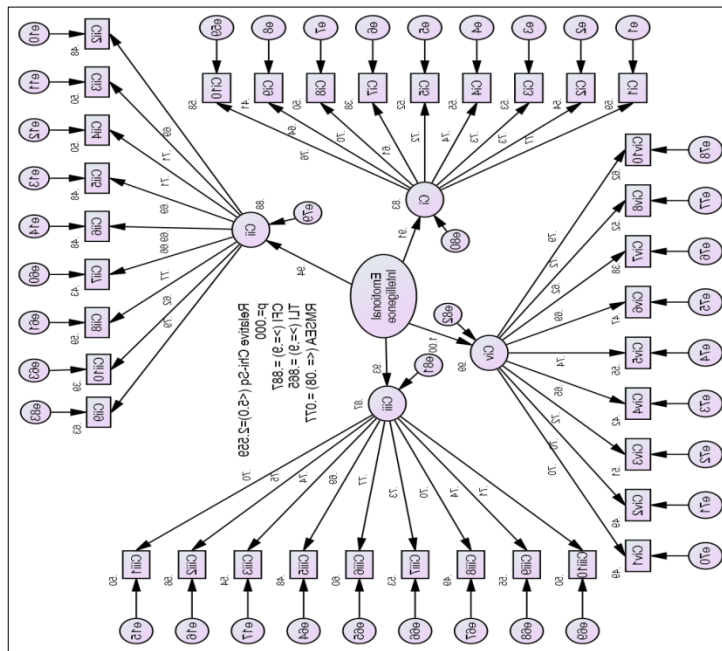
This study uses the full quantitative method in data collection. According to Saul (2019), quantitative methods are approaches to quantitative data and involve numerical measurement. Researchers distribute questionnaires to 264 vocational college teachers. The questionnaire set was analyzed using the Structural Equation Modeling (SEM) approach. The items for the set of questionnaires are as per Table 1.

Table 1: Questionnaires Items

Self-awareness	I can recognize the feeling that exists within me.
	I'm sensitive to my own needs.
	I realized my ability.
	I am a responsible person
	I'm a trustworthy person.
	I feel like life is not a burden.
	I am an assertive individual even in humble matters.
	I am happy with the success of others.
	I love the work I do.
Self Management	I'm ready for work.
	I'm always calm when I'm in a difficult situation.
	I'm always looking for my weaknesses.
	I do not vent my anger on others
	I can control my emotions in a critical situation.
	I can admit my weaknesses.
	I'm hard on others.
	I'm always ready to take on the challenge.
	I'm always aware of the additions that surround me.
Social Awareness	I'm always on the lookout for all the action.
	I always make decisions according to my instincts.
	I have no problem communicating with people I don't know.
	I like being honest with others.
	I don't like being alone in friends.
	I don't limit my time when I talk to my friends.
	I can adapt to everyone.
	I've always maintained an existing relationship.
	I was thinking of ways to improve my relationship with those who didn't have a good relationship with me.
Relationship	I especially encourage open discussion when doing group

The use of AMOS applications to adapt this SEM method is very appropriate as the analysis performed will provide more accurate results (Barbara, 2010). The tests used to determine the compatibility of the factors involved were CFA tests for each factor. The main criterion for determining this compatibility is loading factor value that should be between ≥ 0.50 and ≤ 1.00 , and positive. The other criteria proposed for this fit are divided into 3 fitness validity namely, fitness index, Convergent Validity and Construct Validity. For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative/Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990).

FINDINGS



The findings show that the CFA analysis conducted for emotional intelligence did not meet the criteria for RMSEA (0.077), while Relati

Normed Chi-Square (2.559), and GFI, CFI and TLI values did not reach ≤ 0.90 , as indicated in Figure 1. Therefore, this CFA needs to be re-run for improvements through fit indices (Zainudin, 2015). After modification made to the CFA, the correlation value was achieved at RMSEA = 0.073, Relative / Normed Chi-Square (2.409), while the CFI and TLI values reached ≥ 0.90 , as shown in Figure 2. The summary for analysis of this study is as in Table 2.

Table 2: Analysis Summary

Criteria	Fit Index	Original	Modified
Relative/Normed Chi-Square	≤ 5.0	2.559	2.409
CFI/TLI	≥ 0.90	0.887	0.900
RMSEA	≤ 0.08	0.077	0.073

DISCUSSION

Based on the results of this analysis, it can be said that the factors to the emotional intelligence of the vocational college teachers are divided into four: self-awareness, self-management, social awareness and relationship management. All of these factors can be verified using CFA and SEM analysis through the AMOS 21. Respondents generally agree that emotional intelligence is divided into four elements namely self-awareness, self-management, social awareness and relationship management. All of these elements influence a teacher's commitment to the organization. Refers to the correlation coefficient values of 0.91 for self-awareness, 0.95 for self-management, 0.93 (social awareness) and 0.96 (relationship management). All of these elements have a high loading factor and provide indicators that these elements have a strong influence on emotional intelligence. The findings of this study also confirm that the stated elements of emotional intelligence are validated.

CONCLUSION AND SUGGESTION

According to the findings, the emotional intelligence of vocational college teachers in Malaysia is very important in determining their commitment to the organization. From the findings of this study, it is hoped that organizational management in vocational colleges creates a conducive environment that can bring emotional comfort to teachers. For further studies, it is proposed that further exploration of these factors be used by qualitative methods to obtain more data. This study also suggested some other constructs such as organizational commitment, job satisfaction, leadership and teacher job attitude.

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