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Research paper

Emotional Intelligence in Soft Skills: First-Class Human Domain Generating

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Abstract

The focus in this short study is to clarify the soft skills development by the emotional intelligence standpoint purposing for generate the first-class human domain (emotional, mentality and behaviour) as a human capital. Discussion on issues of human development scenario, the importance of emotional intelligence and the importance of soft skills will discuss in detail. The year 2020 is targeted by Malaysia to becoming a developed country with our own way. The exact aspiration is to develop the ideal human capital in balance with the emotional intelligence and acceptable mindset fitting the way of life from one generation to one generation. The stable country's development in politic, economic and social field are significant to human value as mentioned in Maslow's theories. Many of world civilizations always noted by the best achievement in the fact of physically facilities, infrastructures, level of literacy, stable economic status and political that able to influence the world order. Unfortunately, some of world society lives in absent of holistic value, inconsiderate, depression and lack of religion grasp. Historically Malaysia has been colonized by European around 446 years. Some of social, economy and political patterns influenced the Malaysians way of living. Some actions should be considered to preserve our valuable traditions, norms, culture inherited by our relatives from different demographical background. Those values supposed as the truly image of first-class human capital incorporated with the developing and generating the art of emotional intelligence in soft skills among Malaysian students.

Keywords: *Emotional Intelligence; Soft Skills; First-Class; Domain; Generating*

1. Introduction

To live peacefully in our own country in politic, economic and social field since Independence Day on 31 August 1957 are everyone dreams in this country. Well maintained roads, fresh water, developed rural and urban infrastructures, schools, universities, colleges, business township, secure stock exchanges, set up Islamic banking, modern business and government buildings, variety of public transportations, structured housing plans and others reflects the fast growing of modern developments by *Malaysian Made* products and peoples. Created, developed and managed by Malaysians since the independent day from colonial era 61 years ago. We have proven to other Asian countries that we are better off in some aspect. For instance, the tallest building in the world, the biggest international airport, the longest bridge in Asia, the best universities in south east Asia, the best badminton, hokey, and squash player in the world. We are likely to gear up in term of infrastructure, management and human resource to face the target to achieve the Vision 2020. Literally, we are facing the 'nine challenges' to build this country as one of the developed countries in the world. *Wawasan* 2020 or Vision 2020 is a Malaysian ideal introduced by 4th and 7th of Malaysia Prime Minister, Tun Dr. Mahathir bin Mohamad during the tabling of the Sixth Malaysia Plan in 1991. Mahathir's speeches have outlined the nine challenges that Malaysia must overcome to achieve Vision 2020. The several challenges are listed in the table below:

Table 1: Nine Challenges for *Wawasan* 2020 or Vision 2020

Challenge	Strategies
Challenge 1	To Form A Nation That Stands As One
Challenge 2	To Produce A Malaysian Community That Has Freedom, Strength, And Full Of Self-Confidence
Challenge 3	To Develop A Mature Democratic Community
Challenge 4	To Form A Community That Has High Morale, Ethics And Religious Strength
Challenge 5	To Cultivate A Community That Is Matured And Tolerant
Challenge 6	To Form A Progressive Science Community
Challenge 7	To Cultivate A Community Rich In Values And Loving Culture
Challenge 8	To Ensure The Formation Of A Community With A Fair Economy
Challenge 9	To Cultivate A Prosperous Community

Source: http://en.wikipedia.org/wiki/Wawasan_2020

On the other hand, the ideal development suited best for Malaysian societies is a balance development within emotional and spiritual aspects to ensure everlasting peacefulness in this country. There is an urgency needed for us to develop the functional human capital in making the first class emotional and mentally ready. The *'Malaysia Boleh'* prevailing key words might help to boost up the Malaysian's spirit together making up this country the best place to live ever after.

2. Reality of Present Scenario

Unconsciously, our society has not fully realized that the partial of negative culture had influenced our society, economy and politic. The hedonism or pleasure-seeking and amusement culture such as

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music, movies, recreational, leisure, online games, virtual games and entertainments ware more permeate and absorbed to Malaysian culture. As a result, we have faced countless attitude problems among our own youths and societies (Sami et al., 2016). We need to make sure our Malaysian's societies have our own set of cultures (traditional cultures) and customs suitable with our own demographical background. The societies have the responsibility to distinguish which one is the best and suitable for them to follow. Creating the first-class human capital in emotional, mentality and behavior which is in line with the mission of Vision 2020.

2.2. Lack of Family Institution Wellbeing

Mostly our Malaysian's family institutions are busy working and managing business, searching for extra money to make sure their families have enough for everything and as a result, unforeseen vital responsibility such as giving attention, love and caring to their own families are ignored. In the globalization economic system, it has demanded the societies to live in trendy upbringing. Internet and technology are the two elements denominated the information technology makes our youngsters difficult to choose which one is right to follow and believes. This phenomenon has a direct impact on relationship of family institution. It becomes worst when our societies perceived money and entertainment are dominant in their life. Therefore, most of parents have forgotten to give enough religious and moral knowledge to their children and in fact, they themselves did not practice praying in every day. Many children nowadays are taking more time playing with their computer and electronic games as a substitution of their parent's attentions. The children with less guidance and attentions will be not surprisingly have an intention to surf immoral web pages, watching the pornographies and finally become addicted. The hallucination thought to try what they have seen if they get the opportunities getting uncontrollable and end up with crimes and felonies.

In some cases, children who are living in cramped houses with many family members feel comfortable with their friends being away from home. The family's situation becomes deteriorative if they meet friends with horrifying attitude. Joining the 'rempit, lepak, bohsia and bohjan' groups might be creating delinquent behavior such as stealing, clubbing, smoking, drinking, free sexual practice and drug addicting. In conclusion, children who had been pampered with money and entertainments at all time are more likely to be morally imbalance compared to those have love and caring by their parents. Teaching moral, precise decision making, practicing ritual and religious together with children constantly had proven its ability to shape our Malaysian's citizen socially accepted. If we could tackle these social problems systematically, perhaps the dream of having the first-class human capital could be gained in no time. Meaning that, we need to address this matter seriously and those youth's problems are threats to our peaceful independent country.

2.3. Lack of Human Values in Society

Another problem in our society today is an absent of love and caring value among family members and their surrounding society. Value of money and high social status are more imperative than love value. Many children and youths are hardly to respect others and do not bother to give hands to those who are misfortune. The person who own a big house, luxury car, trendy lifestyle and being famous labeled as VVIP are more likely to be socially accepted in the modern society compared to those who just an ordinary blue-collar worker. The social status which has mentioned in the above, has becoming a trend and creating arrogant individuals. As a result, lack of social interaction between high and low-class people was happened. The effect of this social status has makes difficult for us to achieve the nine challenging in the Vision 2020. To generate the loving and caring culture in our country, its required vertical and horizontal interaction between the high and low-class societies. By setting a border in a social status makes societies becoming less interdependent among each other's. If we glimpse back to our old history of Malacca's government in 1511, Portuguese has taking an opportunity on the loophole of the weak social bond between all levels in the society. Losing the solidarity and human values among Malacca's society and its government at that time makes Portuguese easily concurred the Malacca's government and invaded Malacca for many years.

Many years ago, we have heard the sad news about many cases of child killing or domestic violence to children. For example, the tragedies happened to Nurin Jazlin make Malaysians worried about the security of our family and society. The tragedy was unstopped; in fact, many children's have been missing from home and became victims of sexual crimes. Many afford has been taken to help searching the missing kids, but it was hopeless. Our society seems are not learning from the tragedy happened and being careless to the threats. To stop the kidnappers are impossible, but the best solution to this problem is by practicing mutual social interaction and care for each other's. The awareness and integrations in all races might help to reduce fear, worries, traumatic and doubtful of any crimes and felonies happened. Together we put an effort to combat the crime. If society with a strong society responsibility are tightly bonded each other's, it will be difficult for crime incident to happen.

3. First-Class Human Domain Generating

3.1 The Importance of Emotional Intelligence

Emotion is originated from a Greek word "emovere" which has the meaning of getting out. Human emotions are an action in order to fulfill the individual satisfaction. It can be seen as a situation where, feelings are shown through physiology process and individual psychology (Mohd Nazar Mohamad, 1991). It is as set of automatic response and communication of emotions such as face expression, words, behavior and signals shown by everyone. Feelings and emotion are important in having happiness and space consistently in life. Therefore, the decisive factor to have outstanding achievement in life whether it is a personal or professional matter is through good emotion controls (Goleman, 1995 in: Prakas Roa, 2001). According to Goleman (1995), the level of an individual's emotional intelligence (EI/EQ) is the main factor to individual success determination especially students. In his book, "Emotional Intelligence", it is said that an individual success is depend on 25% of their IQ and 80% on the effectiveness of emotions management. It is proven that a good level of emotions management is the main factor for individual to achieve success in life (Zainuddin, 2000). Emotional intelligence can also be categorized into two components, interpersonal (emotion for public relationship) and intrapersonal (emotions for self-relationship). Emotional intelligence can be correlate with ability to understand other individual feelings and taken as a self-experienced, empathy to other feelings, self-motivation and the ability to interact effectively. Emotion intelligence can be defined as a social intelligence that is responsible to control one or many emotions to discriminate an emotion using the interconnected data to control the mind and action (Mayer and Salovey, 1993:433). The 'mental abilities' conceptualization of emotional intelligence (Mayer et al., 2000; Mayer & Salovey, 1993, 1997) proposes that emotional intelligence represents the intersection of general mental ability and emotions. In the same situation, emotional intelligence indicates the extent to which cognitive capabilities and processes are informed by emotions and the extent to which emotions are cognitively managed. Thus, while the type of information (emotional vs. verbal, symbolic, or mathematical) considered by emotional intelligence and general mental ability differ, they are related to the extent that they employ similar information-processing strategies. The mental abilities model specifies four emotional intelligence dimensions: Perceiving Emotions, or the ability to identify emotions in the self

and others; Facilitating Thought, or the ability to use information that explains felt emotions in order to prioritize and direct thinking; Understanding Emotions, or the ability to understand the relationships among emotions, and how emotions transition from one state to another; and Managing Emotions, or the ability to manage emotions in oneself and others (Mayer et al., 1999). Additionally, it should be noted that utilizing emotional intelligence, like general mental ability, is not a passive process.

The theory implies that the abilities included in emotional intelligence require cognitive effort for their effects to be realized (Mayer et al., 2004). Although many models of interpersonal effectiveness have been proposed, mostly had supported the notion of two general components: (1) the effective communication of ideas and opinions; and (2) the ability to facilitate productive interactions among two or more individuals (DeVito, 2004; Knapp, Miller, & Fudge, 1993). While interpersonal interaction can involve various communication mediums and timeframes, we focus on oral communication and real-time interactions because of their conceptual relevance to emotional intelligence. emotional intelligence should be related to the effective communication of ideas and opinions for at least two reasons. First, an integral part of the Understanding Emotions dimension; is the ability to understand how environmental influences (e.g., message content, verbal, and nonverbal cues) facilitate the transition from one emotional state to another (Salovey, Mayer, & Caruso, 2002). Then combined with the ability to manage one's own emotional state (Managing Emotions), should enable one to display appropriate passion (and restraint) when speaking, a key characteristic of effective oral communication (Walker, 2005). The second thing is, emotional intelligence is thought to be related to individual adaptive coping behaviors (Jordan, Ashkanasy, & Hartel, 2002), which influence communication more effectiveness. One defining abilities of the Managing Emotions dimension is the capacity to connect or disconnect from an emotion depending on its usefulness in any given situation (Mayer & Salovey, 1997).

Thus, emotional intelligence should facilitate detachment from extreme felt stress and its associated emotional states, to enable one to better focus on the hands-on task. This aspect of emotional intelligence may be particularly relevant to oral communication in formal or group settings, given that public speaking and the expression of personal opinions in group settings are considered highly stressful activities for many individuals (Daly & McCroskey, 1984). Similarly, emotional intelligence should be related to effective interactions among individuals because it helps individuals monitor their own and others' behaviors (Feyerherm & Rice, 2002). In their now classic taxonomy, Benne and Sheats (1948) identified that there are two general types of individual behaviors. That is the task oriented and relationship oriented, associated with effective interpersonal interactions in small groups.

Task-oriented behaviors are designed to facilitate or coordinate decision-making, while relationship-oriented behaviors are designed to strengthen interpersonal relationships. For example, task-oriented behaviors include information seeking (i.e., asking questions and seeking relevant data or views from team mates) and summarizing (i.e., reviewing others' viewpoints and checking for common understanding). Relationship-oriented behaviors include encouraging (i.e., supporting and praising others' ideas) and gate keeping (assuring even participation by all group members). Active listening behaviors assure the sender that their message has been accurately understood as well as signal that the sender's opinions are valued and taken seriously. As a result, they lessen the sender's feelings of frustration and anxiety (Andersen & Guerrero, 1998). To the extent that emotional intelligence includes the ability to perceive others' emotions (Perceiving Emotions), to understand how emotions transition from one state to another (Understanding Emotions), as well to manage others' emotions (Managing Emotions), we would expect that emotional intelligence would lead to the demonstration of behaviors associated with mitigating feelings of frustration and anxiety in others (i.e., active listening), and, by extension, effective interpersonal interactions. Additionally, emotional intelligence may facilitate task-oriented behaviors such as information seeking because a key component of the 'Facilitating Thought' dimension. It is the ability to assess a problem from multiple perspectives (Mayer & Salovey, 1997), which may predispose one to be more open to considering, or even soliciting, others' viewpoints.

According to emotional intelligence Model by Goleman & Noriah, there were seven elements that divide to four sections. There is self-management, human management, spiritual awareness and maturity. Every each of them has its functions such as a consolidation of the emotional intelligence ensconces. For example, the self-management element focusing on how to study the human awareness with their feel and soul. At the same time, they learn how to control their negative feeling and also know how to motivate themselves. By looking to the element of human management, the objective is focusing on empathy value when people can feel what the other feel and have the good social skills to communicate and interaction with others. Besides that, the spiritual awareness element is the value based on ability of religion grasp to help people launder their heart and soul. Finally, the last element to be discussed is about the status of maturity. Every person is matured on the appropriate time and situation depending the society where they live. Early exposure to the real world where we live by supervision of parents and guardian may help someone maturity. Explaining the dos and the don'ts helps to open their mind to understand issues they faced.

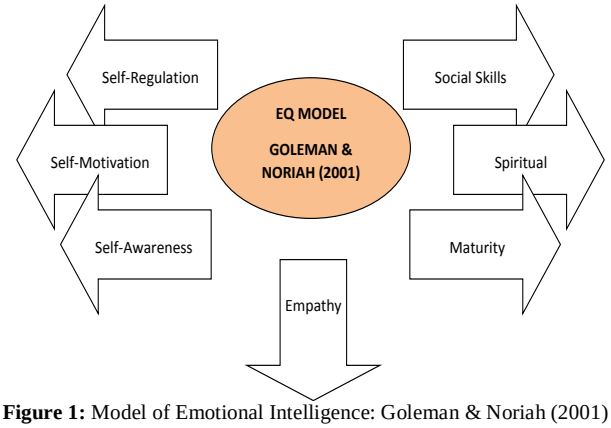


Figure 1: Model of Emotional Intelligence: Goleman & Noriah (2001)

3.2 The Importance of Soft Skills

Soft skills module has been introduced to the Ministry of Higher Education for college's curriculum in 2005. Industries required a good result in educations as well as soft skill to be in the team. Versatile employees in education and generic skills considered an asset to the company. In the module, students are taught regarding communication skills, problem solving skills, teamwork, lifelong learning and information management, entrepreneurship, ethic, professional moral and leadership. Sometime the generic skill refers to as "cognitive strategies" and what many cognitive scientists refer to as "domain-independent knowledge."

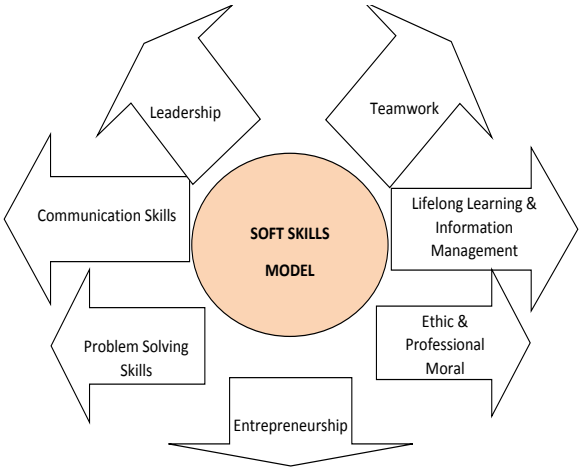


Figure 2: The Model of Soft Skills

The major kinds of generic skills include thinking skills (such as problem-solving techniques), learning strategies (such as creating mnemonics to help you remember things), and metacognitive skills (such as monitoring and revising your problem-solving techniques or mnemonic-creating techniques). By learning those generic skills, electives modules, proper technical skills and practicing religious ethics; hopefully will make younger Malaysian's youths' competence in industries and balance in all aspect. This is what we mean 'the first-class human capital', a dream form Malaysians citizen in the 2020.

Figure 3: Developing of Soft Skills

In addition of learning specific soft skills, there are moral value included. For instance, students will develop problem-solving skills including engaging with unfamiliar problems and identifying relevant strategies. Students are also will develop an analytical skill - the ability to construct and express logical arguments and to work in abstract or general terms to increase the clarity and efficiency of the analysis. In summary of soft skills they had learnt, the moral value indirectly adapted from it will be tolerant, patient, compromising, hardworking, teamwork, loyalty and many more to mention.

4. Relationship between Emotional Intelligence and Soft Skills

We are strongly believed that, to gain the first-class human capital in Malaysian's context, the emotional intelligence and soft skills should be interrelated. In general, by learning any element soft skill, the students have learnt some elements of emotional intelligence. It just not only enough to have an intelligence quotient (IQ) to be a successful person but the emotional intelligence (EI/EQ) and spiritual quotient (SQ) should be the supplementary in helping to achieve the targeted goal. By implementing the emotional intelligence model in our education system could help to prevent our students from any negative influences. Perhaps, by the implementing the emotional intelligence, all students are believed, able to communicate correctly and showing superior social skills than before. In fact, they also able to control any negative emotion such as being angry, depressed, discontent, frustration and to make their life more comfortable among others in their society. Being close to religious taught and constantly practice what are required, will lead someone to comfortable, calm, peaceful and motivated lifestyle. Every religion is believed to teach their followers to do obedient things and respect each other's bills of rights.

5. Conclusions

In conclusions, we cannot disregard the importance of emotional quotient and soft skills to be in our education system. Of course, any developing countries their opportunity cost could be deprived in societies who live in modern world. The information overload, cultural shock, religious disbelief, immoral practice, corruptions, poverty, domestic criminal, unlawful activities and many more awful things to mention, cold be eliminated if every one of us know where to take part in helping our mission *Wawasan 2020* or Vision 2020 become reality. Transforming our nation from traditional work ethics to modern technology making our productivity become overwhelming. It is not impossible to achieve our dream if we could educate our children from early childhood to the higher learning institutions. Always give them a good advice based of religion grasp and perhaps they will follow what is the best for them. The importance of human values and solidarity as a unity in this country should not be forgotten to consider. Hopefully, this discussion can open our mind and eyes to look deeper into the reality of being developing country and how to align our population into acceptable behavior and thought.

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