

A STUDY ON FACTORS THAT AFFECT
EFFECTIVENESS OF COMMUNICATION IN HOTEL
INDUSTRY IN PENANG

BY

GUOK KHOR WEI
KHOO HOOI TENG
LIM KIA SING
LIM ZHI LIANG
OOI SAW CHENG

A research project submitted in partial fulfillment of the
requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION
(HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE
DEPARTMENT OF BUSINESS

AUGUST 2017

Copyright @ 2017

ALL RIGHTS RESERVED. No part of this paper may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, graphic, electronic, mechanical, photocopying, recording, scanning, or otherwise, without the prior consent of the authors.

DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
- (4) The word count of this research report is _____.

Name of Student:	Student ID:	Signature:
1. <u>Guok Khor Wei</u>	<u>14ABB01653</u>	_____
2. <u>Khoo Hooi Teng</u>	<u>14ABB01824</u>	_____
3. <u>Lim Kia Sing</u>	<u>15ABB00695</u>	_____
4. <u>Lim Zhi Liang</u>	<u>13ABB05954</u>	_____
5. <u>Ooi Saw Cheng</u>	<u>15ABB07145</u>	_____

Date: _____

ACKNOWLEDGEMENT

We would like to express our gratitude and appreciation to everyone who supported us throughout the progress of this research project.

First of all, we would like to thank Universiti Tunku Abdul Rahman (UTAR) for giving us the opportunity to conduct this research that may be useful in our study.

Apart from that, we would like to present our gratitude to our research project supervisor, Ms. Lim Yong Hooi for her continuous guidance, assistance, support and friendly advice in the process of completing this research project. We thank you to her for sharing her knowledge, opinions and time related to the research project.

Besides, we would like to express our appreciation towards all the respondents who are currently working in hotel industry in Penang who had spent their precious time in answering and completing our questionnaires.

Throughout this research project, our friends and family members have played an important role. They have provided us with moral support, financial support and encouragement which helped us in the completion of the research project.

Last but not least, we would like to take this opportunity to show our appreciation to each member of the groups that have contributed their time, patience and cooperation, encouragement and support to each other throughout the process of completing the research project. Thank you for the contribution, efforts and sacrifices of all members.

DEDICATION

This dissertation is dedicated to:

Our Supervisor,

Ms. Lim Yong Hooi

For guided us throughout the completion of this research project.

Tertiary Education Institution,

Universiti Tunku Abdul Rahman (UTAR)

For given us the chance to execute this research project.

Families and Friends,

For given their motivation and moral and financial support throughout the
completion of this research project.

Respondents,

For their willingness and contributions in providing us with relevant and useful
information.

TABLE OF CONTENTS

	Page
Copyright Page.....	ii
Declaration.....	iii
Acknowledgement.....	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables.....	xi
List of Figures.....	xiii
List of Abbreviations.....	xiv
List of Appendices.....	xv
Preface.....	xvi
Abstract.....	xvii
CHAPTER 1 INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Problem Statement.....	4
1.3 Research Objective.....	5
1.3.1 General Objectives.....	5
1.3.2 Specific Objectives.....	6
1.4 Research Question.....	6
1.4.1 General Research Question.....	6
1.4.2 Specific Research Question.....	7
1.5 Hypotheses of the Study.....	7
1.6 Significance of the Study.....	8
1.6.1 Government.....	9
1.6.2 Managements.....	10
1.6.3 Employees.....	10
1.7 Chapter Layout.....	11
1.8 Conclusion.....	12
CHAPTER 2 LITERATURE REVIEW.....	13

2.0	Introduction.....	13
2.1	Review of the Literature.....	13
2.1.1	Effectiveness Communication.....	13
2.1.2	Emotional Intelligence.....	17
2.1.3	Teamwork.....	21
2.1.4	Training.....	26
2.1.5	Trust.....	29
2.2	Review of Relevant Theoretical Model.....	32
2.2.1	Model 1.....	32
2.2.2	Model 2.....	34
2.2.3	Model 3.....	36
2.2.4	Model 4.....	38
2.2.5	Model 5.....	41
2.3	Proposed Theoretical / Conceptual Framework.....	43
2.4	Hypotheses Development.....	47
2.4.1	The Relationship between Emotional Intelligence and Effectiveness of Communication	47
2.4.2	The Relationship between Teamwork and Effectiveness of Communication.....	48
2.4.3	The Relationship between Training and Effectiveness of Communication.....	48
2.4.4	The Relationship between Trust and Effectiveness of Communication.....	49
2.4.5	The Relationship between four Independent Variables and Effectiveness of Communication.....	49
2.5	Conclusion.....	50
CHAPTER 3	RESEARCH METHODOLOGY.....	51
3.0	Introduction.....	51
3.1	Research Design.....	51
3.2	Data Collection Methods.....	52
3.2.1	Primary Data.....	52
3.2.2	Secondary Data.....	52
3.3	Sampling Design.....	53
3.3.1	Target Population.....	53

3.3.2	Sampling Location and Sampling Frame.....	53
3.3.3	Sampling Elements.....	54
3.3.4	Sampling Technique.....	54
3.3.5	Sampling Size.....	55
3.4	Research Instruments.....	56
3.4.1	Pilot Test.....	56
3.4.2	Full Research.....	57
3.5	Constructs Measurement (Scale and Operational Definitions)....	60
3.5.1	Questionnaire Design.....	60
3.5.2	Origin of Constructs.....	62
3.6	Data Processing.....	67
3.6.1	Data Checking.....	68
3.6.2	Data Editing.....	68
3.6.3	Data Coding.....	68
3.6.4	Data Transcribing.....	69
3.7	Data Analysis.....	69
3.7.1	Descriptive Analysis.....	69
3.7.2	Scale Measurement.....	70
3.7.3	Inferential Analysis.....	72
3.7.3.1	Pearson Correlation Coefficient Analysis.....	72
3.7.3.2	Multiple Linear Regression Analysis.....	73
3.8	Conclusion.....	73
CHAPTER 4 RESEARCH RESULTS.....		74
4.0	Introduction.....	74
4.1	Descriptive Analysis.....	74
4.1.1	Respondent Demographic Profile.....	75
4.1.1.1	Gender.....	76
4.1.1.2	Age.....	78
4.1.1.3	Ethnic Group.....	78
4.1.1.4	Job Position.....	79
4.1.1.5	Years of Employment.....	82
4.1.1.6	Income Level.....	83
4.1.1.7	Education Level.....	85
4.1.2	Central Tendencies Measurement of Constructs.....	87

4.1.2.1	Effectiveness of Communication.....	87
4.1.2.2	Emotional Intelligence.....	90
4.1.2.3	Teamwork.....	91
4.1.2.4	Training.....	93
4.1.2.5	Trust.....	95
4.2	Scale Measurement.....	96
4.3	Inferential Analysis.....	98
4.3.1	Pearson's Correlation Coefficient.....	99
4.3.1.1	Emotional Intelligence.....	100
4.3.1.2	Teamwork.....	101
4.3.1.3	Training.....	102
4.3.1.4	Trust.....	104
4.3.2	Multiple Linear Regression Analysis.....	105
4.3.2.1	Contribution.....	108
4.4	Conclusion.....	109
CHAPTER 5 DISCUSSION AND CONCLUSION.....		110
5.0	Introduction.....	110
5.1	Summary of Statistical Analysis.....	110
5.1.1	Descriptive Analysis.....	110
5.1.2	Summary of Central Tendencies Measurement of Constructs.....	112
5.1.3	Summary of Scale Measurement.....	113
5.1.4	Summary of Inferential Analysis.....	113
5.1.4.1	Pearson Correlation Coefficient.....	113
5.1.4.2	Multiple Linear Regression.....	113
5.2	Discussion of Major Findings.....	114
5.2.1	Relationship between Emotional Intelligence and Effectiveness of Communication.....	115
5.2.2	Relationship between Teamwork and Effectiveness of Communication.....	115
5.2.3	Relationship between Training and Effectiveness of Communication.....	116
5.2.4	Relationship between Trust and Effectiveness of Communication.....	117

5.2.5 Relationship between four Variables (Emotional Intelligence, Teamwork, Training and Trust) and Effectiveness of Communication.....	118
5.3 Implications of the Study.....	119
5.3.1 Managerial Implications.....	119
5.3.1.1 Emotional Intelligence.....	119
5.3.1.2 Teamwork.....	120
5.3.1.3 Training.....	121
5.3.1.4 Trust.....	121
5.4 Limitation of the Study.....	122
5.5 Recommendations for Future Research.....	123
5.6 Conclusion.....	123
References.....	125
Appendices.....	139

LIST OF TABLES

	Page
Table 3.1: Table for Determining Sample Size of a Known Population	55
Table 3.2: List of Hotel for Pilot Test	57
Table 3.3: Flow Chart of Distribution of Questionnaire for Full Research	58
Table 3.4: List of Hotel for Full Research	58
Table 3.5: Construct Measurements	62
Table 3.6: The Range of Cronbach's Alpha	70
Table 3.7: Reliability Analysis Results for Pilot Study	71
Table 4.1: Descriptive analysis for Gender	75
Table 4.2: Descriptive analysis for Age	76
Table 4.3: Descriptive analysis for Ethnic Group	78
Table 4.4: Descriptive analysis for Job Position	79
Table 4.5: Descriptive analysis for Years of Employment	82
Table 4.6: Descriptive analysis for Income level	83
Table 4.7: Descriptive analysis for Education level	85
Table 4.8: The Central Tendencies Measurement Result of Effectiveness of Communication	87
Table 4.9: The Central Tendencies Measurement Result of Emotional Intelligence	90
Table 4.10: The Central Tendencies Measurement Result of Teamwork	91
Table 4.11: The Central Tendencies Measurement Result of Training	93
Table 4.12: The Central Tendencies Measurement Result of Trust	95
Table 4.13: Cronbach Alpha	97
Table 4.14: Reliability Analysis for Full Research	97
Table 4.15: Rule of Thumb for Interpreting the Size of a Coefficient Correlation	100
Table 4.16: Correlation between Emotional Intelligence and Effectiveness of Communication	100

Table 4.17: Correlation between Teamwork and Effectiveness of Communication	101
Table 4.18: Correlation between Training and Effectiveness of Communication	103
Table 4.19: Correlation between Trust and Effectiveness of Communication	104
Table 4.20: Multiple Regression Analysis	105
Table 4.21: Model Summary of Multiple Regression	106
Table 4.22: Parameter Estimates	107
Table 4.23: The Ranking for the Beta Value of Independent Variables	108
Table 5.1: Summary of Central Tendencies Measurement	112
Table 5.2: Summary of Hypotheses Testing Result	114

LIST OF FIGURES

	Page
Figure 2.1: Mayer, Davis, and Schoorman’s Model of Organizational Trust	31
Figure 2.2: Theoretical Model: Factors Affecting Effective Communication in State Corporations in Kenya: A Case of Kenya Forest Service.	32
Figure 2.3: Theoretical model: The impact of emotional intelligence on communication effectiveness: Focus on strategic alignment	34
Figure 2.4: Management: A Study of Organizational Culture and the Relationship between Emotional Intelligence and Communication Effectiveness	36
Figure 2.5: Change Communication Model: Effective Communication Brings Successful Organization Change	38
Figure 2.6: Communication, Commitment & Trust: Exploring the Triad	41
Figure 2.7: The Conceptual Model for this study	43
Figure 4.1: Descriptive analysis for Gender (Frequency)	75
Figure 4.2: Descriptive analysis for Gender (Percentage)	76
Figure 4.3: Descriptive analysis for Age (Frequency)	77
Figure 4.4: Descriptive analysis for Age (Percentage)	77
Figure 4.5: Descriptive analysis for Ethnic Group (Frequency)	78
Figure 4.6: Descriptive analysis for Ethnic Group (Percentage)	79
Figure 4.7: Descriptive analysis for Job Position (Frequency)	80
Figure 4.8: Descriptive analysis for Job Position (Percentage)	81
Figure 4.9: Descriptive analysis for Years of employment (Frequency)	82
Figure 4.10: Descriptive analysis for Years of employment (Percentage)	83
Figure 4.11: Descriptive analysis for Income level (Frequency)	84
Figure 4.12: Descriptive analysis for Income level (Percentage)	84
Figure 4.13: Descriptive analysis for Education level (Frequency)	86
Figure 4.14: Descriptive analysis for Education level (Percentage)	86

LIST OF ABBREBVIATIONS

A	Agree
D	Disagree
EC	Effectiveness of Communication
EI/ EQ	Emotional Intelligence
GDP	GrossDomestic Product
H	Hypothesis
HAOTG	Hotel Assist on the Go
IQ	Mental Intelligence
JPk	Department of Skills Development
KSA	Knowledge, Skills and Attitudes
MAH	Malaysian Association of Hotel
MAHTEC	Malaysian Association of Hotels Training & Education Centre
MOTAC	Tourism and Culture Malaysia
N	Neutral
NSW	New South Wales
SA	Strongly Agree
SAS	Statistical Analysis System
SD	Strongly Disagree
T	Training
T&D	Team and Development
Tr	Trust
TW	Teamwork
UNESCO	The United nations Educational, Scientific and Cultural Organization
UTAR	Universiti Tunku Abdul Rahman

LIST OF APPENDICES

	Page
Appendix A: Permission Letter to Conduct Survey	139
Appendix B: Questionnaire	140
Appendix C: Reliability Test (Pilot Test)	150
Appendix D: Reliability Test (Full Test)	161
Appendix E: Pearson Correlation Coefficient	172
Appendix F: Multiple Regression Analysis	176
Appendix G: Total Target Population	184

PREFACE

It is a compulsory for us to carry out this study in order to accomplish our study which is Bachelor of Business Administration (HONS). Communication is a necessities in hotel industry as most tourist tend to stay at a hotel. Thus, it is essential to examine the factors that affect the effectiveness of communication in hotel industry in Penang.

Generally, there are four important variable factors that have relationship with effectiveness of communication in hotel industry in Penang, which are Emotional Intelligence, Teamwork, Training, and Trust. This study examined these four determinants to know whether they are significantly affect the effectiveness of communication in hotel industry in Penang.

This research will assist employees currently working in hotel industry in Penang to know how they can improve the effectiveness of communication. Therefore, this study is carry out to identify the factors that affect the effectiveness of communication in hotel industry in Penang.

ABSTRACT

Penang is a state under UNESCO and communication play an important role in hotel industry as it is a place needed by tourist when travelling. There are many factors that affect the effectiveness of communication. The main objective of this study is to determine the factors that affect the effectiveness of communication in hotel industry in Penang.

In this research study, the main focus of the factors are emotional intelligence, teamwork, training and trust (independent variables) which affect effectiveness of communication (dependent variable). The primary data had been gathered by distributing the questionnaires to the employees currently working in hotel industry in Penang with a sample size of 385 respondents.

Cronbach's Alpha was used to test the reliability of each variable. Pearson Correlation Coefficient and Multiple Linear Regression Analysis are used to determine the relationship between independent variables and dependent variable. The four independent variables portray a significant relationship towards effectiveness of communication in hotel industry in Penang. This research was conclude with the discussion of findings, implications and limitations of the study as well as recommendations for future research.

CHAPTER 1 INTRODUCTION

1.0 Introduction

This research paper is conducted for the purpose of identifying and understanding the factors that affect the effectiveness of communication in hotel industry in Penang. First of all, a thru background research was conducted in order to understand the effectiveness of communication in hotel industry in Penang before further proceeding in our research, followed by the problem statement. Furthermore, research objectives will be acknowledged, followed by research questions and also the hypotheses to test on the research. Finally, a significant of the study will then be explained in the last part of this chapter. The importance and contributions will be stated in this part and then followed by the chapter's layout.

1.1 Research Background

Communication is defined as sending and receiving of messages by means by symbols in general and in theoretical aspects (Spaho, 2011). A good communication systems is very important in all industries. If communication is good, especially internal communication between the management and employees, the employees will be courage, innovated, and more discipline to increase the organization's performance. However if communication systems of an organisation is bad, the organization is probably having some problems (Goldhaber, 1979) as bad communication will cause conflicts between upper management and lower level employees in the organization which will further lead to declination of moral and most probably will not reach organization's goals.

According to Goutam (2013), effective communication is defined as giving the relevant information, in a way and form that it is clearly understandable, to the right person at the right time. It is very important to put the ability to communicate with

other people effectively as a major skill. Through effective communication, people are able to know each other more deeply, build a high level of trust and learn more about themselves as well as how people feel on them (Brennan, 1974). A person that can communicate effectively, therefore, know how to connect with others in a more flexible, skilful and responsible way.

It is very important to make sure every upper management know how to develop awareness on the effective communication. Every company needs to aware on the importance of effective communication and it will impact employees' career development, enjoyment within the job, and increase the motivation of the employees so to increase the employees' loyalty in sharing the values of the organization (Spaho, 2011). If a company did not develop awareness on effective communication well, it will result in low efficiency, conflicts happen then further lead to moral decline and in the end unable to reach company's strategic goals (Spaho, 2011).

According to Lahap, O'Mahony, and Dalrymple (2016), an effective communication system is vital to any industries especially within hotels. Tourism industry act as of the most important player in improving economies worldwide (Shahin & Dabestani, 2010). Malaysian government had done a lot of works in promoting Malaysia tourism in both local and overseas. Malaysia is now one of the world famous holiday destinations. It is also a good choice to be invested in tourism industry (Shi & Azmi, 2015).

Tourism industry is considered as one of the main factor of economic growth in Malaysia while hotel industry has been a main player in the growth of the Malaysian economy. Tourism industry has contributed about 50 percent of the nation's real GDP (Awang, Ishak, Radzi, & Taha, 2008). Hotel industry in Malaysia had put a lots of effort in helping the Malaysian tourism industry in providing a better accommodation environment to cater for more foreign visitors and maintain or even improve the standard of services at the same time (Shi & Azmi, 2015). According to Goldsmith & Zahari (1994), hotel rooms' number has grown continuously on order to fulfil the needs of travellers that visit Malaysia.

There is a lot of visitors not only nationally but also globally visited Penang over the years. The number of visitors raises up dramatically, especially after the declaration of the state capital - George Town as The United Nations Educational, Scientific and Cultural (UNESCO) World Heritage Site on the 7th July 2008 (Golden Emperor, 2015). Hotel acts as the main character for assisting in tourism industry as it helps providing a good accommodation to the travellers.

Although there are new international hotels opened to increase overall world economic health, but the real demands in developing economies are leading personnel with high executive skills, chain hotel relationships, knowledge based systems and an expanding capacity to manage large staff numbers on the upward end of service delivery. Hotel employees are required to develop a high quality of services within themselves in order to communicate effectively with the related party and reach the standard performance. Having a good command of the English and Mandarin will be advantageous as China's inbound and outbound tourism is rising (Eduspiral Consultant Services, n.d.). So effective communication stands a very important role as the skills of dealing with people around still act as key factors to increase the overall performance among employees in hotel industry.

A successful hotel must be able to provide high quality services to increase customer satisfaction (LeBlanc, 1992; Stevens, 1995). It is believed that an effective communication system between hotel top management and lower level employees can help in building high self-disciplined and knowledgeable employees, then lead to improve the service quality and meet customers' satisfaction (Itang, 2015).

However, there are still some ineffectiveness communication problems found in internal management of hotel industry. In order to improve the effectiveness of communication in hotel industry, the research will focus on determining the factors that affect effectiveness of communication in hotel industry in Penang since there are no researchers study in this area.

1.2 Problem Statement

As stated in research background, hotel industry are important in assisting the tourism industry as it helps to provide the accommodations to travellers. Communication effectiveness is needed in helping hotel management to become successful (LeBlanc, 1992; Stevens, 1995).

According to Hogan & Hogan (1992), hotels that do not focus on effectiveness of internal communication will cause the lack of motivation happen. Hotel employee needs information and emotional support to increase their management skills and tourism knowledge. Besides that, according to Salleh, Hamid, Hashim, and Omain (2010), the lack of employee motivation was found in hotel industry in Malaysia. This kind of situation not only will cause a high turnover rate of employees, it will also lead to a low service quality and affect directly on the travellers. However, hotels may improve their internal communication skills through training programme, orientation programme and improve pays on their employees. These steps not only can build clear direction for the company, it will also help to increase the retention rate of hotel employees, and it can also help to improve the employees' overall qualities (Prabhu, 1996).

Besides, there are negative feedbacks from travellers to one of the hotels in Penang on shuttle and taxi services provided by hotel during the peak periods. The travellers are unable to get the shuttle service and therefore needed to take a taxi service but they get additional charges because one of the hotel employee told them that services have been upgraded so took additional charges but another employee refuse the statement of upgraded service. Thus, the travellers claimed that such situation would not happen if the employees of the hotel communicate well with their management and give the right information to them (TripAdvisor, 2010). Travellers was clearly not satisfied with the service and that hotel can actually prevent this dissatisfaction from happening if the hotel have a good internal communication system so both of the employees can get the correct information from their management.

Although there are problems caused by ineffective communication, but there is still lack of understanding on factors that affects effectiveness of communication in hotel industry. Several studies were conducted by other researchers on factors that affect effectiveness of communication on different industries in several countries such as forest service industry in Kenya (Karimi & Arasa, 2014), bank industry in Iran (Jorfi, Jorfi, Yaccob & Nor, 2014), education industry in Iran (Jorfi & Jorfi, 2012) and food processing industry in Australia (Zeffane, Tipu & Ryan, 2011) but none of the researchers do research on this topic in hotel industry in Penang, Malaysia. Thus, there is a gap in the factors that affect the communication effectiveness among employees in hotel industry in Penang.

In response to the problem, how can hotels improve their internal communication effectiveness? Hence the purpose of this study is to identify the factor that will affect the effectiveness of communication in hotel industry in Penang and establish a concept for management and employees to improve their effectiveness of communication.

1.3 Research Objective

1.3.1 General Objectives

The objective of this study is to identify the factors that affect the effectiveness of communication in hotel industry in Penang.

1.3.2 Specific Objectives

The specific purposes for this research are to:

- 1) To determine whether there is a significant relationship between emotional intelligence and effectiveness of communication in hotel industry in Penang.
- 2) To determine whether there is a significant relationship between teamwork and effectiveness of communication in hotel industry in Penang.
- 3) To determine whether there is a significant relationship between training and effectiveness of communication in hotel industry in Penang.
- 4) To determine whether there is a significant relationship between trust and effectiveness of communication in hotel industry in Penang.
- 5) To determine whether there is a significant relationship between the four variables (emotional intelligence, teamwork, training and trust) in explaining the variances of effectiveness of communication in hotel industry in Penang.

1.4 Research Question

1.4.1 General Research Question

What are the factors that have significant relationship with effectiveness of communication in hotel industry in Penang?

1.4.2 Specific Research Question

- 1) Is there a significant relationship between emotional intelligence and effectiveness of communication in hotel industry in Penang?
- 2) Is there a significant relationship between teamwork and effectiveness of communication in hotel industry in Penang?
- 3) Is there a significant relationship between training and effectiveness of communication in hotel industry in Penang?
- 4) Is there a significant relationship between trust and effectiveness of communication in hotel industry in Penang?
- 5) Is there is a significant relationship between the four variables (emotional intelligence, teamwork, training and trust) in explaining the variances of effectiveness of communication in hotel industry in Penang?

1.5 Hypotheses of the Study

Four independent variables that affect the effectiveness of communication which are emotional intelligence, teamwork, training and trust are used to examine the effectiveness of communication. All the four variables are affecting the effectiveness of communication in hotel industry. Hence, four hypotheses are developed for the dependent variable and independent variable for this research.

The hypotheses are shown as below:

Hypothesis 1:

H₁ : There is a significant relationship between emotional intelligence and effectiveness of communication.

Hypothesis 2:

H₂ : There is a significant relationship between teamwork and effectiveness of communication.

Hypothesis 3:

H₃ : There is a significant relationship between training and effectiveness of communication.

Hypothesis 4:

H₄ : There is a significant relationship between trust and effectiveness of communication.

Hypothesis 5:

H₅ : The four variables (emotional intelligence, teamwork, training and trust) are significant in explaining the variances of effectiveness of communication.

1.6 Significance of the Study

Nowadays, communication is a necessary tool which connects people in the process of conveying message, interpreting, exchanging and transferring information with

another people or a group of people. Effectiveness of communication is getting more essential in every sectors especially in hotel industry. This research is important as it provides a better view of factors for them. It will contribute to improve the effectiveness of communication in hotel industry. Furthermore, it is not just beneficial for hotel industry but other industries as well as communication is needed in every sectors.

1.6.1 Government

Government can help hotel industry to reach better performance by providing training to employees in hotel industry. For examples, Ministry of Tourism and Culture Malaysia (MOTAC) provides training program such as Hotel Assist On The Go (HAOTG) to hotel industry in collaboration with the Malaysian Association of Hotel (MAH), Malaysian Association of Hotels Training & Education Centre (MAHTEC), Ministry of Human Resources agencies such as Jobs Malaysia, Department of Skills Development (JPK), Ministry of Women, Family and Community Development as well as other authorities and hotel industries (Ministry of Tourism and Culture Malaysia Official Portal, 2016). Through this program, employees in hotel industry are able to improve themselves in many aspects such as skills training, provide better manpower through job exposure in the industry and to improve effectiveness of communication to the employees. Through our study, government know how to organize and provide necessary training program effectively that needed by employees in hotel industry to increase the effectiveness of communication in hotel industry.

1.6.2 Managements

The top management of hotel can provide multiple channels for the management's worker to communicate with the top management through wide varieties of media such as company websites, email, Facebook, Twitter, company's blog, LinkedIn and etc. to have better efficiency and effectiveness in work (Denise, Heidi, & Sharon, 2012). When top management is able to have better communication with the management's worker, they are able to do the right decision, manage the employees and employ the right and suitable person for the job vacancy. For hotel top management it is necessary to have a better relationship with employees as effective communication helps to break down barriers, which promotes the collaborative atmosphere that a hotel needs to thrive. Besides, it can help in gaining productivity when managers clearly articulate the strategies and plans, so that employees know what their roles and what to do. Through our study, hotel managers will have a direction and guideline on how they should encounter and solve the problem from reoccurring.

1.6.3 Employees

Effective communication systems are important in develop high motivation, high morale and maintain their job satisfaction then lead to increase the hotel employees' communication skills and job productivity. When employees are satisfied with their jobs, they will perform their task in more effective and efficient way as they having a positive attitude within themselves (Jamelah, 2015). Things will go smoothly when the management and employees are cooperating to accomplish the same goals and the direction of the organization. Through the study, hotel employees will have a better understanding and knowledge especially those who face similar situation.

Thus, effectiveness of communication is very important to all strata of society as it can help them to solve conflicts, increase productivity and build a good relationship between employer and employees.

1.7 Chapter layout

The research paper consists of 5 main chapters.

Chapter 1: Introduction

Introduction part states the information of the research topic. This chapter explained about the research background, problem statement, general and specific objective and research question of this study, then followed by hypotheses, and significance of the study. Besides, the independent variable and dependent variable are determined in this chapter.

Chapter 2: Literature Review

The literature review is about the reading materials that we find through secondary data such as journal articles from previous researcher. The results of the reading material are summarized and concluded in order to support the study. Introduction of the variables, review of relevant theoretical frameworks and models, proposed research conceptual framework, and hypotheses development of the study are all included in this chapter.

Chapter 3: Methodology

This part includes all the research design and how the research data is collected of this study. The chapter will show the determination of the sampling design, research instrument, constructs measurement, and methods of data processing and data

analysis. All the relevancy of data obtained will be analysed and tested by using the SAS software.

Chapter 4: Research Result

This chapter presents the patterns and analysis of the results from the questionnaire which are related to the research objectives and hypothesis that had been established. Statistical Analysis System (SAS) Enterprise Guide 7.1 is used to check and inspect the findings and overall results from chapter three.

Chapter 5: Discussion and Conclusion

Lastly, the discussion and conclusion chapter provided the implementation, limitation of the study and the recommendation of the study. This reflects to the overall conclusion of the research.

1.8 Conclusion

Chapter 1 can be summarized as a chapter that introduces this research paper's motive and purpose, which is to determine the factors that affect the effectiveness of communication in hotel industry. The significance of the study is that it would help hotel industry to identify which factors that are affecting the effectiveness of communication. The following chapter shall provide the detailed reviews on the literatures which concerned about this research paper.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter start with a literature review of the research topic, which consists of past research and study from several parties then followed by relevant theoretical models. It outlines the literature and relevant theoretical model reviews regarding a study on factors that affect effectiveness of communication among hotel industry and defined about the dependent variables of the research which is effectiveness of communication and independent variables which are emotional intelligence, teamwork, training and trust. Based on the relevant theoretical framework, a proposed framework for this study has formulated. Secondary sources such as journals and articles had been used to support the contents. This chapter is then continued with hypotheses development and a short conclusion.

2.1 Review of the literature

2.1.1 Effectiveness of communication

According to Lunenburg (2010), communication is a data or information transmitted and common understanding from an individual to others. Then, communication can be defined as the most important factor that shapes the human destiny and it is a process that can convey and assign the meaning to create a shared understanding between people. Other than that, communication is requires interpersonal and intrapersonal skills in listening, speaking, observing, questioning, analyzing and also evaluating. (McFarlane, 2010).

The expression “Effectiveness of communication” is often replaced by, “communication effectiveness” (Jorfi, Jorfi, Yaccob & Nor, 2014). Many authors have given their own definitions of what the communication effectiveness is. The most common definitions that describe communication effectiveness are given in the following text. Communication is usually a process by which a person delivers his or her opinions, ideas, feelings, impressions, and attitudes on others and it must be effective (Ifidon & Ugwuanyi, 2013).

Normally, communication effectiveness is a vital element to a company’s performance and success. Communication effectiveness can be defined as the usage of suitable interpersonal style for the information exchange which is able to increase the conceptualization of the sender. Communication effectiveness can happen when the person who receives the information can fully understand what information that the sender sent. Effectiveness of communication is a process whereby the information is delivered and understood appropriately between two or more persons. Other than that, this occurs when the richness of the medium is matched with the problem or situation complexity appropriately (Ifidon et al., 2013).

Based on Karimi and Arasa (2014), communication effectiveness is very essentially dependent on 3 key factors which are the effectiveness with the information or data that is encoded and transmitted via the systems, channels and network, the appropriateness of the communication medium used and how to receive the communication decodes then interpret and act on it. It is an important factor in motivating the workforce and also vital in order to prevent from the simple misunderstanding, which are always the factor of industrial relations problems in a lots of organizations. Information flow, channel of communication, frequency of communication and the communication system used all are in the consideration in identify the effectiveness of communication.

According to Ochieng, Achieng, Moronge and Makori (2014), effective communication is the understanding of the emotion behind the information and it enhances the relationships at the workplace, home and also in social situation by depending on the connections to others. Then, it can also help to enhance the process of decision making, problem solving and teamwork. Communication effectiveness usually combines a set of skills which includes the ability to manage stress in the moment, attentive listening and the capability in order to recognize, understand own emotions and the person we communicate with. People can share or exchange the information with others, understand and influence other's behaviours and attitudes.

A high level of communication effectiveness can help to a higher degree of similarities of understandings between two parties which are the sender and receiver. The communication effectiveness of the upper management has positive correlation to improve the understanding and reduce misunderstanding with lower level employees by using strategic alignment. It acts as a deliberate behaviour that targets at augmenting the result of an interpersonal meeting (Jorfi, Jorfi, Yaccob & Nor, 2014). However, communication effectiveness is always a major challenge for the company's manager within the organization and for the people outside the company.

An effective communication includes good building relationships, listening and humility. First of all, building a relationship is important because every person reacts uniquely to different communication forms and situations such as they are using different communication channels in the organization. Based on Ifidon et al. (2013), communication effectiveness is a must because many workers transfer and serve the data or information to the others through non-verbalization, verbalization, electronic services and written messages in order to make information flow more smoothly and more accurate between two parties. Other than that, effectiveness of communication can be positively affected by the other factors such as training and development, teamwork and emotional intelligence (Ochieng et al., 2014).

As a conclusion, Lunenburg (2010) and Ifidon et al. (2013) said that communication effectiveness is an important factor and element that able to shape the human destiny and affects the performance of the company. Lunenburg (2010) and Ifidon et al. (2013) also said that effective communication can be defined as a process of delivered, understood, convey and assign the meaning to create a shared and appropriate understanding between two or more people. After that, Ifidon et al. (2013) said that communication effectiveness is a must because employees need to transfer and serve the data and information to the others through non-verbalization, verbalization, electronic services and written message to make the information flow more smoothly and accurately between two parties but Karimi & Arasa (2014) said that effective communication is an important factor in motivating the workforce in order to prevent the simple misunderstanding which are always the factor of industrial relation problems in many organizations. But Ochieng et al. (2014) said that communication effectiveness can share or exchange the information with others then understand and influence other's behaviors and attitudes. Other than that, Karimi & Arasa (2014) said that communication effectiveness is very dependent on three factors which are the effectiveness with the information or data that is encoded and transmitted through the systems, channels and networks but Ifidon et al. (2013) said that communication effectiveness can be positively affected by the other factors such as training and development, teamwork and emotional intelligence. Furthermore, based on Ochieng et al. (2014) that communication effectiveness is an understanding of the emotion behind the information that able to enhance the relationship at workplace, home and social situation by depending on the connection to other. Last but not least, based on Jorfi et al. (2014) that communication effectiveness can help to lead to a higher degree of similarities of understandings between two parties which are the sender and receiver and according to Ochieng et al. (2014) that communication effectiveness helps to enhance the process of decision making, problem solving and teamwork. All information from the journal articles author above is useful and reliable to this research because those information are

helping the researchers to identify how the effectiveness communication affect the performance in the organization.

2.1.2 Emotional Intelligence (EI)

Salovey and Mayer (1990) claimed that emotion is the formed react of emotions as adaptive and as something that can result to a personal transformation and social interaction into great experience. Martos, Lopez-Zafra, Pulido-Martos, & Augusto (2013) defined emotions as a valuable information source for conformation and wellness. Johnson-Laird and Oatley (2000) and Martos et al. (2013) state emotions facilitate personal growth and development, interplay, finding solutions as well as the target goals.

Salovey and Mayer (1990) defined intelligence means able to determine right from wrong. Mayer, Solvey, Caruso, & Stitarenios (2001) and Sternberg (1997) mentioned intelligence is abstracting reasoning. It included some potential as looking the distinction among objects, so as to analyse parts as well as recognize their relation to each other and as overall. Yet commonly, being able to justify validly within across content domains.

Emotional intelligence is to picture the person's capability to know, feel, control, and use emotions to assist oneself perform well (Salovey & Mayer, 1990; Amitay & Mongrain, 2007). Emotional intelligence is the people's ability to control their relationship effectively (Goleman; 1998b; Lucas, Laschinger, & Wong, 2008). EI includes intrapersonal and interpersonal skills (Martos et al., 2013; Mayer, Roberts, & Barsade, 2008a). The concept of emotional intelligence (EQ) is rational linked to emotions consciousness and affections and how those affections can interact with mental intelligence (IQ) (Mustafa, Buntat, Razzaq, Daud, & Ahad, 2014).

There are three EI theoretical views. Firstly, EI as an ability basic to develop leadership and organizational effectively (Goleman, 1998a; Lucas et al., 2008). Secondly, Bar-on (2000) define EI as a non-cognitive trait connected to emotional and social comprehension and lastly Salovey & Mayer (1990) define EI as an aptitude to feel emotions. Goleman's view people have learn EI and improve job performance potentiality (Freshman & Rubino, 2002).

EQ can as a social intelligence subset that means a person's able to look over the moods of both himself and others, differentiate affections and apply them in thinking and relevant action (Mustafa et al., 2014). The EI has social intelligence concept and personal intelligence concept, (Amitay & Mongrain, 2007) which means that social intelligence is ability to understand and manage people (Salovey & Mayer, 1990).

Emotionally intelligent competencies include: self-awareness, self-regulation (self-management), social awareness (empathy) and social skills (relationship management) (Goleman, 2001; Lucas et al., 2008). EQ has self-control, resolution and persistence, able to stimulate a person, handle unsuccessful matter, able to control one's intuition and feeling, not overemphasize on pleasures, make sure that stress will not influence other person's feelings to think and wish to keep the rapports, able guiding and solve disagreement (Mustafa et al., 2014). Besides, the emotional intelligence scope includes the verbal and nonverbal assessment (Mayer & Salovey, 1990).

Emotionally intelligent competencies include: self-awareness, self-regulation (self-management), social awareness (empathy) and social skills (relationship management) (Goleman, 2001; Lucas et al., 2008). EQ has self-control, resolution and persistence, ability to motivate a person, handle failure, ability to control one's intuition and feeling, not overemphasize on pleasures, make sure that stress will not influence other person's feelings to think and wish to keep the rapports, able guiding and solve disagreement

(Mustafa et al., 2014). The emotional intelligence scope includes the verbal and nonverbal assessment (Mayer & Salovey, 1990).

Based on Martos et al. (2013), the emotion regulation or social awareness is a dimension of emotional intelligence, such as empathy. It promotes prosocial behaviour and controls energetic behaviour (Gilet, Mella, Studer, Gruhn & Labouvie-Vief, 2013). Davis (1994) mentioned empathy is a person's cognition, emotional, motivational and behavioural responses in observing others experience. Empathy figure out people feeling and react the sympathy toward anxiety. For example, a person with empathy respect more likely to works well with people from different backgrounds. As a result, empathy is completely good, especially when evaluated by emotional over-involvement or related with emotional burnout (Rosen, Gimotty, Shea, & Bellini, 2006). But, empathy had some negative outcomes which related with neuroticism and related with tiredness (Davis, 1996).

EI vital in improving social awareness. EI and empathy (social awareness) has a positive relationship in self-report measures (Fitness & Curtis, 2005; Salovey, Strod, Woolery & Epel, 2002) and performance EI tests (Mayer, Caruso & Salovey, 1999). Besides, in the emotion regulations, there was an agreement with prove about the mindfulness effectiveness (Chambers, Gullone & Allen, 2009). Strength socio-emotional abilities was in agreement at the good results of improved skills in different fields. That is the point of the reasons that present researcher agree with the previous researchers.

In addition, an effective leadership require emotion regulation communication with good interpersonal relations in the labour context (Kunyk & Olson, 2001; McCabe, 2004; Nerdrum, 1997), improved labour climate as well as teamwork (Sands, Stanley, & Charon, 2007; Singh, 2003). Goleman (2001) stated the significant of applying emotional knowledge to find a solution and have awareness on the others emotions, and argues that EI consider as a skill of leadership that can makes it better for some time.

Goleman (2000) stated that EI leadership behaviour helps to generate collaboration and tend to decrease interpersonal conflicts.

Moreover, another dimension of EI is self-regulation or self-management. According to Lucas et al. (2008), there is a study of higher levels of workers empowerment dimensions were related to their EI. Managers able to figuring the emotions of subordinates, lead subordinates by giving the support, feedback or guidance when needed and openly listening and free to communicate during hard times. Then, subordinates will feel more empowered when seeing managers well in self-management in EI and know how to control their emotions even if one of the worker do wrong in the organization. Besides, they are willing to admit the mistakes and unethical actions that they did.

A person should develop self-awareness. A high EI manager able to read an organization's performance, and able communicate the performance observed to worker by providing formal power to the unit (Lucas et al., 2008). EQ allows people to solve problem by thinking more creatively. A person that open to candid feedback, new views, continuous learning must be self-developed well.

Self-motivation is also one of the five components of emotional intelligence at work. According to Batool (2013), emotional intelligence can tend to reduce stress and improve performance by motivating the workers within the organization. This can helps to increase the productivity of the employees to reach organizational goals in an ethical way by putting positive influence on the society. Thus, workers need to be self-motivated and operate their task from hope of success rather than fear of failure.

Every people have their own emotional intelligence level. For social skills, a person with high emotional intelligence will more conscious on their own and others feelings. They are more open to different levels of experience and communicate in appropriate way to others (Mayer & Salovey, 1993).

Besides, high EQ allows one to better in controlling own passive feelings (Goleman; 1996; Mustafa et al., 2014). For example, a person with high EQ will not only listen well what the other people says, but will also seek mutual understanding yet fully welcome the information sharing in the moment. Moreover, Cooper (1997) states high EQ individuals obtain high confidence, know the best way to finding a solution with own analysis ability and have clear objectives in mind to be accomplished. Moreover, Smigla and Pastoria (2000) stated that EQ can solve problems. For instance, high EQ people able to handle tough people yet tense situation with diplomacy and tact. In addition, individuals with high EQ are more effective and successful.

However, even the upper managements have high emotional intelligence, it might not be able to control their subordinates as span of control is wide. It is a challenge for upper management to relate well with their subordinates and provide the instrument they needed to be effective. (Lucas et al., 2008).

All in all, the dimensions shows that emotionally intelligent consists of self-awareness, social awareness, self-regulation and social skills. Mustafa et al. (2014) state EQ should be implemented in an organization and emphasize the role of EQ when performing the duties as once the organization educate workers to accomplish a high EQ, workers can manage their emotions effectively. EQ is positively relate with job satisfaction. Organizational development in EQ-based management principles will have higher employee retention (Goleman, 1998).

2.1.3 Teamwork

A team refers to a number of persons related together in work or activity (Shahid & Azhar, 2013). Hughes, Ginnett, & Curphy (2008) defined a team joined in a similar objective. Yet, a group itself does not necessarily form a team (Siha & Campbell, 2015). Team includes two and above individuals with specific roles, carries out interdependent duties, are adaptable, and

shares a same purpose (Salas, Dickinson & Converse, 1992; Salas, Shuffler, Thayer, Bedwell, & Lazzara, 2014). Hackman's study (as cited in Siha & Campbell, 2015) mentioned teams have stronger sense of identification, common objectives, more job interdependence, and have differentiated duties.

An effective team normally has clearly mission yet performance standards and level of communication of team are high (Hallam & Campbell, 1997). Teamwork increases productivity, enhanced quality and service, hence changing into competitiveness (Shahid & Azhar, 2013). Other than that, team members must also have specific knowledge, skills, and attitudes (KSAs) in each member's role and a good traits (Baker, Day, & Salas, 2006). Besides, Hackman's study (as cited in Siha & Campbell, 2015) has argued that the productivity of a team meets expectations, the team process enhances the team members ability to collaborate and work together and the experience of team enhances the growth and well-being of the individuals that form the teams, the team is considered effective. Lepine, Piccolo, Jackson, Mathieu, & Saul's study (as cited in McEwan, Ruissen, Eys, Zumbo, & Beauhamp 2017) state that teamwork is positively linked to team effectiveness variables involving team performance.

Therefore, teams occur fewer errors when every team members understand their own responsibilities. However, placing a team formation does not simply assure it will work effectively (Baker et al., 2006).

Teamwork focuses on the attitudes, shared behaviours and cognitions which are needed for teams to perform the jobs (Morgan, Salas, & Glickman, 1994; Salas et al., 2014). Besides, teamwork is an interrelated knowledge, skills and ability that stimulate reinforced and adaptive performance (Baker et al., 2006; Salas, Bowers, & Cannon-Bowers, 1995).

In setting up the teamwork, employees not only need the KSAs to carry out the job as alone but also to work effectively (Morgeson, Reider, & Campion,

2005; West & Allen, 1997). Stevens and Campion (1994) suggested interpersonal such as communication, together finding solution, and problem resolution and self-management such as planning task coordination, goal setting, KSA's necessary for effective team performance. Moreover, these teamwork abilities become major in setting up it as the increased social and interpersonal conditions. Hence, with the interpersonal skills, each of the team member cooperate well in order to accomplish the goals (Hinda & Herbert, 2011).

Teamwork has been conceptualized in some theoretical models. Basically, teamwork focus on behaviours that use to (i) regulate a team's performance and/or (ii) maintain the team together (McEwan et al., 2017).

For regulating team performance, Rousseau, Aube, & Savoie's study (as cited in McEwan et al., 2017) found that teamwork behaviours involves three steps, that are preparatory for team task performance, team performance during the implementation, and after finishing the team task.

In other words, the teamwork behaviours are same as the five stages in the team development. Teams must pass through five stages in the team development in order to reach optimal performance. The five stages are forming, storming, and norming, performing and adjourning (Karimi & Arasa, 2014).

For teamwork behaviours that happen before the preparation for team job performance, it included clear mission with team goals and formulating plans or strategies for how goals to be achieved. These behaviours help making sure that they are clear about their roles in order for the team to function effectively (McEwan et al., 2017).

According to Karimi & Arasa (2014), in the five stages of team development, program team is carrying through the first stage which is called forming (orientation) stage. In this stage, most of the members will feel that they are

in the team. Next, during storming (conflict), members are less understanding of their own duty in enhancing the team development. In the norming (structure) stage, teams develop a sense of common goal and specify normal working step in order for the team to function effectively.

In addition, according to McEwan et al. (2017), teamwork behaviours that happen during the implementation of team jobs included actions that encourage members to communicate, coordinate, as well as cooperate with each other. All members discuss what they have planned before and put into action at this stage. Meanwhile, according to Karimi & Arasa (2014), the stage is called as performing (work) stage which is norming (structure). During performing, the team carries the actual project work. For example, they meet regularly to solve problems and explore opportunities in its workplace. Sometimes, they show more open to receiving and responding to feedback (Gersick & Hackrnan, 1990). White's study states there is a project ending in performing stage.

Furthermore, teamwork behaviours that happen after ending the team role (reflection). It involves monitoring major circumstances and carrying after task of the performance appraisals, solving problems that are excluding team aim achievement, making innovative adjusting to the scheme, and providing/receiving verbal and behavioural assistance within team members. Thus, they identify whether their actions have any modifications are required in the way of helping further success (McEwan et al., 2017).

Teamwork behaviours that happen after ending the team role is same as the fifth stage of team development is adjourning (dissolution). Adjourning refers to the team breaking up after the task has been done (Wilson, 2010). Since its purpose fulfilled, therefore, everyone can move on to new things and there is the termination of the roles and reduction of dependency of each team member in the adjourning stage.

Therefore, McEwan et al. (2017) states these three dimensions (teamwork behaviours that happen preparatory for team job performance, during the execution of team tasks and after ending the team role) involved with the team performance regulation. Next, a fourth dimension includes behaviours that aim to hold the team jointly (maintenance).

Furthermore, Bacon and Blyton (2006) also mentioned the two significant elements in team that are self-management and interpersonal skills. Both factors are used to improve the communication and interpersonal relationship among each other yet facilitate the performances.

Moreover, teamwork not only suggests a lot of advantages for organizations but also for individuals. The advantages of teamwork such as the effectiveness at enhancing employee relations, interpersonal skills and employees' technical, flexibility, quality of work life, organizational effectiveness growth and job satisfaction and performance (Khawam, DiDona & Hernandez, 2017). Besides, Levi (2014) states that teamwork also provides social support, encourages cooperation, and makes jobs more interesting and challenging.

However, developing teamwork is not always an easy task. An employee in the organization can develop skilfulness through training (Khawam et al., 2017). According to Baker et al. (2006), the team skills trained in organization include communicating, keeping a good group tendency, applying leadership, being open to feedback, and revaluating activities.

Despite teamwork brings many advantages, there are some teamwork problems on the research such as many people prefer working in individual (Khawam et al., 2017). Work teams have gained popularity that sometimes they are used in situations where other methods, like individual work, are more suitable (Levi, 2014). Golonka and Mojsa-Kaja (2013) said that effective and efficient teams is the basic and best way to accomplish organizational aims.

In a nutshell, teamwork is very significant in order to bring effective and efficient work (Adams, Cain, Giraud, & Stedman, 2012; Bruce and Ricketts, 2008). Teamwork increases the productivity and performance of the organization once it has combined different skills or abilities from different persons to perform those assignments. Furthermore, before setting an effective teamwork, makes sure that the majority assignments can be operated smoothly because each tasks need varieties of knowledge to settle it. Between, clear visions should be stated or communicated.

2.1.4 Training

Training is the ‘possession and development of the knowledge, skills and attitudes needed by workers to properly carry out a duty in working (Tharenou, Saks & Moore 2007). In organisation, Goldstein and Ford’s study (as cited in Hussein Nabil Ismail, 2016) mentioned training is a projected effort targeted at helping the learning process for specific skills and knowledge, guiding the employees to be success in their job.

Cole (2004) stated training as a ready for an employment or for specific technical ability. Furthermore, training not only can change individual attitudes and action to be better (Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991; Bhatti & Kaur 2009), and also change an organisation’s performance and revenues (Hussein Nabil Ismail, 2016). Training is a labour capital investment (Maglen, 1995; Xayavong, Kingwell, & Islam, 2015). For example, training offers workers to enhance management by improving the skill of make decision (Asadullah & Rahman, 2009). Davis and Davis’s study (as cited in Hussein Nabil Ismail, 2016) state majority experts have agreed that training is to build up employees’ capabilities, attitudes, and behaviour to the organisation—for instance decrease turnover.

Adeniyi's study (as cited in Olaniyan & Ojo, 2008) claimed that training and development is vital to promote an overall effectiveness of organization and make profit. Improve the trainee's qualities, goals formulation for achieving the different needs and ways are the key purposes of training and development. Other than that, the training mainly is to enhance staff efficiency and promote growth.

Appropriate training assists workers to be more prepared, more precisely evaluate and apply advanced technologies and alter organization exercise from which they can originate merchant advantage (Asadullah & Rahman, 2009). According to Xayavong et al. (2015), provision of business training is agreeable to generate favourable productivity and gain revenues results by the advantageous consequent of training on the organisation and the consecutive positive transform in workers' abilities and actions. Therefore, in order to increase an industry's profitability, an organization should have a guideline on training and development (Karimi & Arasa, 2014).

However, the demand on engaging development programme for organizations is increasing. Failure of these programme usually displays the disorganization issues. Besides, Isyaku's study (as cited in Olaniyan & Ojo, 2008) stated that the training and development process is a continuous.

Besides, training aids to develop a positive culture which leads to performance improvement in the organization. Moreover, an enhancement the employees' compliance by encouraging employees to identify with the mission is also the benefit that invests in training. In terms of output, the investment of organization on training may improve the individual team and corporate performance as well (Karimi & Arasa, 2014).

However, training's contribution only convert into revenues, even if, when the skilled employee stays in the organisation, and is not lost to a rival (Hussein Nabil Ismail, 2016; Mello, 2015). Graham and Bannet (1998) found that training can be very wasteful if it is not carefully planned and

supervised. Controlling the turnover intentions risk is the challenges that organisations face after costly training programs. (Cappelli, 2008; Hussein Nabil Ismail, 2016).

Pineda (2010) states training as a main outline for organisations to stay rival because of the continuous alter action in the international market and in technological advancement. In human capital formation, training associated with internal labour markets (ILMs) plays an important role, which leads to greater productivity as well as arguably increased competitiveness in the international economy (Waddoups, 2016). Actually, mechanisms are prone to spend more in training (Welsh, Wanberg, Brown, & Simmering, 2003) so that employees are able to acquire new required skills. Several industrial reports have proposed a raise in training.

In addition, training also enhances capabilities of the workers in the organization. According to Curado, Henriques, & Ribeiro (2015), through training programs, a trainee applied up-to-date skills, and knowledge that could bring to increase in performance and to handle problems that related to work. A proactive person usually indicates he or she is a highly motivated individual. Training programs affect their motivation (Maurer&Tarulli, 1994; Noe & Wilk, 1993). Motivation is positively related to training (Bhatti, Kaur, & Battour, 2013; Blume, Ford, Baldwin, & Huang, 2010; Grohmann, Beller, & Kauffeld, 2014).

Training, socially, intellectually and mentally are quite important in not only aiding productivity yet the development of staff in any mechanism (Olaniyan & Ojo, 2008). Training is used widely in the workplace. In addition, training is generally methods used to promote increased productivity in individuals (Galanou & Priporas, 2009). A big amount of research has recorded the ability of training to convey vital knowledge, build skills, and enhance performance capabilities (Bedwell & Salas, 2010; Bulut & Culha, 2010). Moreover, according to Salas and Cannon-Bowers (2001), a lot of studies has shown training is an effective technique to enhance

knowledge, performance, skills, and competences. Besides, studies show that knowledge can improve customer services and decrease project completion times (Love, Edum- Fotwe, & Irani, 2003) which means more efficient in completing a task. However, there is presently little research available on training consumption, effectiveness, and efficiency within the context of an organization to improve the management (McCarty & Skibniewski, 2017).

2.1.5 Trust

Trust means ‘willingness to be vulnerable’ in one’s relationship (Mayer, Davis, & Schoorman, 1995; Whitener, Brodt, Korsgaard, & Werner, 1998; Norman, Avolio, & Luthans, 2010) with another person depend on positive expectations on that person’s behaviour (Rousseau, Sitkin, Burt, & Camerer, 1998). Besides, a party also willingness to be vulnerable to the other party’s behaviour (Krot & Lewick, 2012). “Trust is willingness to increase the resources funded in another party, depend on positive expectations from past positive mutual interactions” (Tzafrir & Eitam-Meilik, 2005).

In Oxford English Dictionary, trust means ‘dependence in or credit on a person’s or thing’s characteristic, or the real situation’ (Good, 2000). In an organizational, trust represent “an expectancy held by a person or group that the word, promise, verbal or written statement of another person or group can be relied upon” (Anderson & Narus, 1990; Zeffane et al., 2011).

Moreover, in communication, trust refers to the generalized anticipation that a true message is sent and reliable and the transmitter delivers illustrate ability and sincerity by delivering precise, target, and also full information (Renn & Levine, 1991).

According to Hoy & Moran (1999), trust is essential for effective cooperation and communication as trust is a basic for cohesive and

productive relationship in organization. Besides, trust decreases the transactions complexities and exchanges quickly and economically than other means of operating organizational life.

Svensson (2005) stated trust can settle risk problems among each person, as trust stimulates risk-taking. Besides, trust increases and reinforces in both the organizational as well as between the organizational relationships. According to Van Vuuren, Jong, Seydel (2007) indicated that trust could affect satisfaction of worker with supervisor's communication.

According to Renn and Levine (1991), there are five components which trust can be sub-structured. Firstly, perceived competence. It is a level of technical expertise sent to a message or a source. Second, objectivity which mean lack of prejudice in information as sensed by others. Third, fairness (recognition and adequate representation of all related arguments). The next component is consistency. Consistency as predictability of discussion and behaviour based on last experience yet communication efforts. Faith is the fifth component (sensitivity of "good will" in forming information).

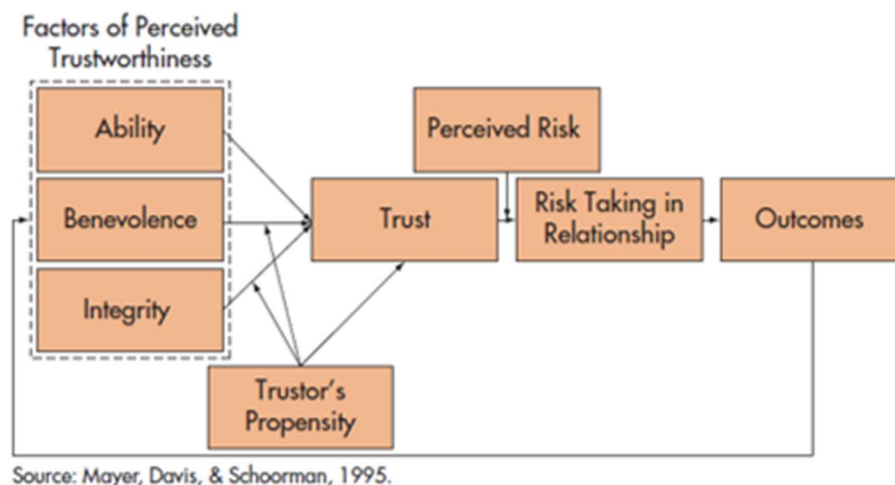
However, trust is complex (Hoy & Moran, 1999). Inadequate of trust will be break to information exchange, to interchange of influence, and will reduce the effectiveness of common problem solving (Mohr & Spekman, 1994). Handy (n.d.) stated that "a lack of trust makes employees untrustworthy which does not omen well for the future of virtually in organizations. If people are enjoy the efficiencies and other advantages of the virtual organization, people will have to rediscover how to run organizations based more on trust than on control."

According to Covey (2009), in order to build and maintain trust, there are 13 behaviours used by effective leaders. For example, say straight, be respect, create openness, true false, be loyalty, convey outcomes, make better, face the reality, define expectations, exercise accountability listen first, ensure commitments, and widen trust first. However, these behaviours

require to be equalized (talk straight needs to be balanced by show respect) (Paliszkiewicz, 2011).

As describe in Figure 2.1, a popular model of trust by Mayer, Davis, and Schoorman (1995) state that 3 major elements identify organizational trust: the trustor and trustee traits, and the perceived risk. The aspect of the trustor and the trustworthiness elements that the trustee possesses affect the present trust level.

Figure 2.1: Mayer, Davis, and Schoorman's Model of Organizational Trust



Trust consists three different beliefs or factors: ability, benevolence, and integrity (Butler, 1991; Mayer et al., 1995). Ability is skills that let a person to have influence in some aspect. Benevolence is the expectation of trusted parties will have a guide or a wish to do good to the trustee. The trustee reacts with proper advice, support, and talk over, like promoting to the progress talk with the purpose to assist, support, and care for others. Integrity is the hope that another will act in matching with socially accepted honesty like not lying (Ridings, Gefen & Arinze, 2002).

As a conclusion, trust is a key element of effective communication and teamwork. Furthermore, trust cuts down the operating costs and risk. Also, trust expands productivity and employee's commitment (Krot & Lewicka,

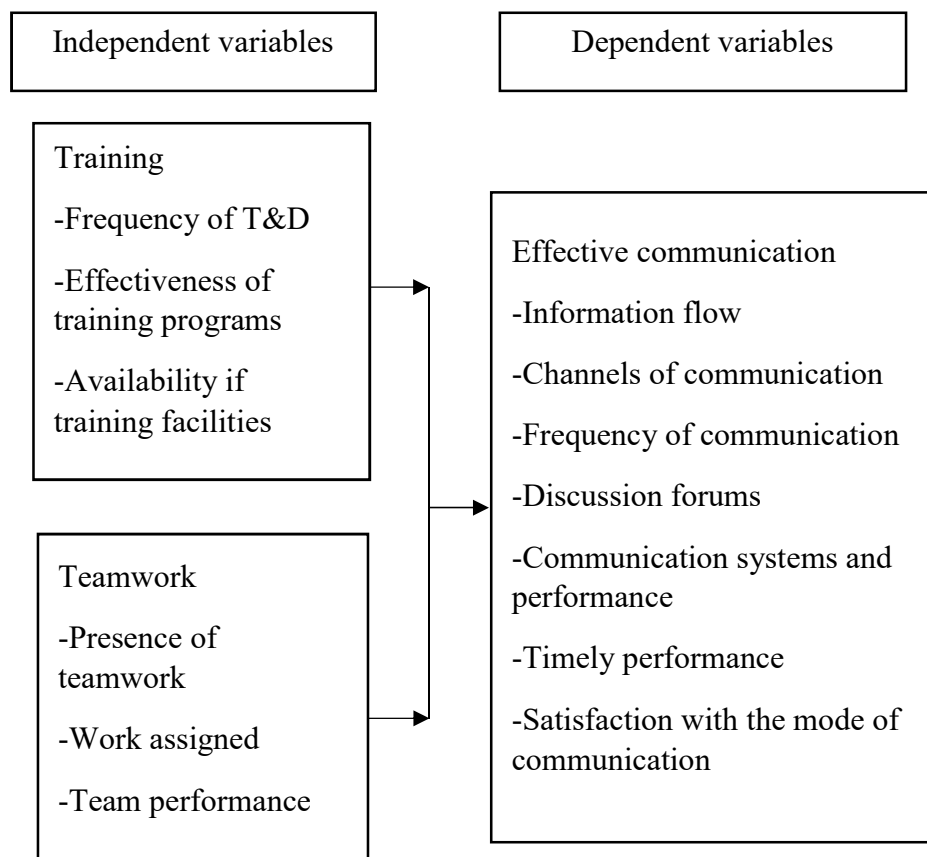
2012). Trust is important because trust hidden the potential to create chances for the man to gain meaning, hope and faith in life (Rortveit, Hansen, Leiknes, Joa, Testad, & Severinsson, 2015). Moreover, trust is multidimensional (Ridings et al., 2002) such the dimensions are positive behaviour, reliable, faith, consistency, objectivity and fairness and concern.

2.2 Review of relevant theoretical models

2.2.1 Model 1

Figure 2.2 Theoretical Model: Factors Affecting Effective Communication
in State Corporations in Kenya: A Case of Kenya Forest Service.

Conceptual Framework



According to Karimi and Arasa (2014) in their research “Factors Affecting Communication in State Corporations in Kenya: A Case of Kenya Forest Service”, a framework was developed to investigate the factors that affect communication in State Corporation with reference to Kenya Forest Service, so the researchers assess the effects of staff training and development and examine how teamwork affects effective communication in the state. Researchers adopted training as one of the factor because behavioral changes of employees can reflect to the extent that training has been achieved.

Research done as to figure out the factors that causing communication challenges that hindered smooth running in the organization due to increasing complains on both efficiency and effectiveness of the employees in task execution and lack of proper information Stratified sampling techniques were used among all employees in the study. The finding of the study had revealed both training and teamwork had positive effect on effective communications in the organization. Then, it also indicates that training and teamwork of employees can influence effectiveness of communication at Kenya Forest Service.

A framework had been developed under this research. This theory explains that effective communication usually affected by three different set of factors, which are training and teamwork. Karimi and Arasa (2014) defines training as the systematic and planned modification of behavior which includes communication effectiveness. It enables the employees to increase the satisfaction and sense of belonging and benefit, facilitate the updating skill, increase the organization commitment as well as accelerate the company’s ability to compete with competitors. Other than that, training also increase individual’s contribution quality to the organization and its production, this can help to make an important improvement on their performance. The result on inferential statistics shows a positive effect on training to effective communication. Based on Heiss (n.d.)’s observations, he believes that a sense of belonging is much connected with the personal

identities and lack a sense of belonging will negatively affect people intension to engage as well as communicate with others.

Based on Armstrong (2008) said that team is normally considered as a basic unit of performance for many organizations. So, teamwork is an individual action that brings people being together towards a common organization's objective and goal and subordinate the individual's needs to the group's needs. Teamwork is something that can make a team working together and understanding every members' strengths and weaknesses, and help to make the communication between the team become more effective. According to Karimi and Arasa (2014), teamwork enables employees developing each other based on their weakness, improved working relations among employees, combines different skills to overcome issues in an organization, cohesion and growth if staff, helps people learn from each other, improve staff morale and provide the sense togetherness. Through these, employees are able to improve working relations among themselves and relatively increase the effectiveness of communication.

2.2.2 Model 2

Figure 2.3: Theoretical model: The impact of emotional intelligence on communication effectiveness: Focus on strategic alignment

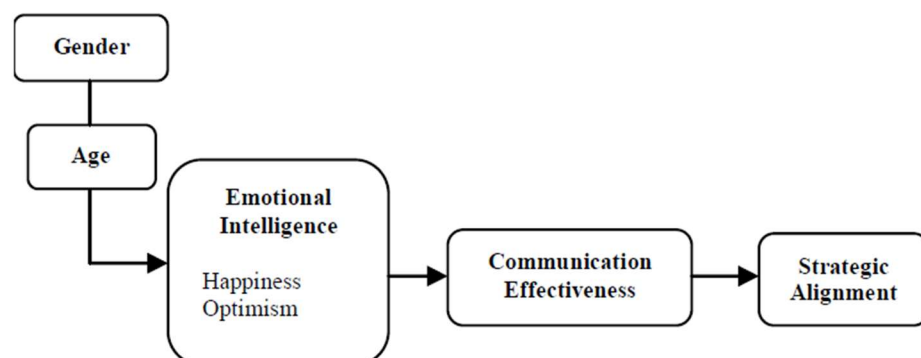


Figure 2. Conceptual framework.

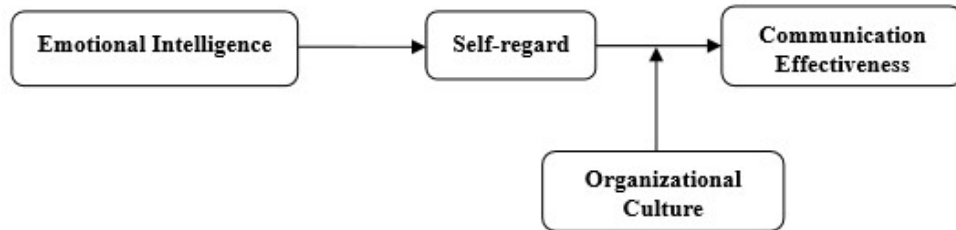
Figure 2.3 shows the conceptual framework of the impact of emotional intelligence on communication effectiveness: Focus on strategic alignment. (Jorfi, Jorfi, Yaccob, & Nor, 2014). This framework was developed to test the relationship between emotional intelligence, communication effectiveness and strategic alignment because emotional intelligence and communication effectiveness are proposed as a vital predictor of the organizational outcomes including strategic alignment.

The objectives of this research is to assess the emotional intelligence and communication effectiveness and also the relationship with the strategic alignment. The target respondent of this research is 82 managers in the Iran's Agriculture Bank and Educational Administration and they were collected their data through questionnaires. The finding showed that there is a positive and significant relationship between emotional intelligence (assertiveness, happiness and independence) and communication effectiveness with strategic alignment in Agriculture Bank and Educational Administration of Iran.

In this model, it is composed of three main constructs which are emotional intelligence, communication effectiveness and strategic alignment. Happiness and optimism had been set as dimensions of emotional intelligence. Age and gender are served as a control variable that able to affect emotional intelligence. Based on Hassan et al. (2010), there is a positive influence of emotional intelligence on effective communication and effective communication also able to affect the strategic alignment. So, a good and effective communication is seen as a factor that can affect the strategic alignment. Strategic alignment not included in the research as it is not related to the contents of the study which is effectiveness of communication.

2.2.3 Model 3

Figure 2.4: Management: A Study of Organizational Culture and the
Relationship between Emotional Intelligence and Communication
Effectiveness



According to Jorfi & Jorfi (2012)’s research “A Study of Organizational Culture and Relationship between Emotional Intelligence and Communication Effectiveness”, a framework was created to understand the impact of culture on how it influences the relationship between the managers’ emotional intelligence and effective communication with their employees in the educational administration of Iran. The researchers assessed the self-regard of emotional intelligence with effectiveness of communication as well as organizational culture in educational administration in Iran. The research was conducted using stratified sampling method which included all the managers and employees as their study population. This study has shown the result that there is a positive and significant relationship between emotional intelligence and communication effectiveness in educational administration of Iran.

In figure 2.4, researchers adopted emotional intelligence as the factor because the experts of emotional intelligence had a theory saying that emotional intelligence leads to increased effective communication (Jorfi & Jorfi, 2012). According to Jorfi, Jorfi, Yaacob & Nor (2012), emotional intelligence and self-regard are having a positive relationship which means a high level of emotional intelligence will then discover a high self-regard. People with high self-regard, they value themselves in a positive way and

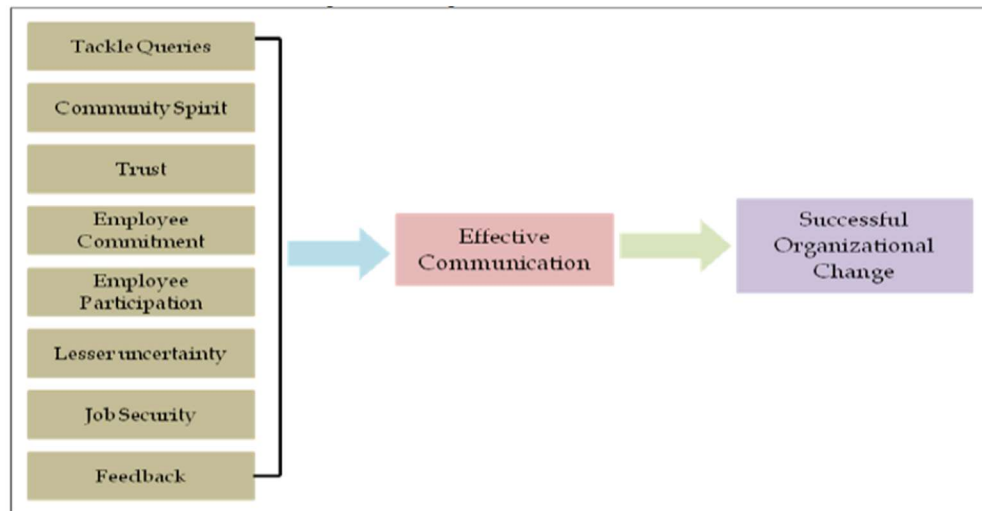
feel good about themselves. Thus, they are more likely to have high self-esteem and better communicate with others in more effective ways.

Self-regard is one of the factor affecting communication effectiveness as Jorfi & Jorfi (2012) mentioned, people with high self-regard can have satisfactory communication with people and more likely they will be successful in what they are doing. Thompson (2017) further added that high self-regard person will more likely to pursue success through assertive communication by clearly communicating their needs in a more confident way. Assertive people like them have better chance negotiating job terms, communicate their needs to their teammate and reduce the conflict. Self-regard is linked to elements needed in communication which are thoughts, feelings and behaviors. For example, people with low self-esteem were more likely to show “closed” body language including crossing arms or guarding body by hunching over to make themselves smaller, those will affect the communication effectiveness (Thompson, 2017).

According to Jorfi & Jorfi (2012), organizational culture is one of the important elements in affecting communication effectiveness. As stated by Conrad and Poole (as cited in Jorfi & Jorfi, 2012), communication create, sustain and manage meaning among people. Thus, culture and communication are inseparable because culture is shared when communication occurs. They believe that a skillful top management who can extract the emotions from the organizational values may precisely communicate the organizational culture.

2.2.4 Model 4

Figure 2.5 Change Communication Model: Effective Communication
Brings Successful Organization Change



According to Husain (2013), effective communication can bring success to organizational change. The objective to conduct this research is to discuss and understand the importance of communication effectiveness during the managing changes process in the organization. The finding of the research is the communication during change in the business organization is very important for the successful change management. Then, the need for change and the advantages of change able to motivate the staff to participate in the plan of change and execute it well.

This model is the change communication model. It shows the impacts of various variables on communication which are tackle queries, community spirit, trust, commitment and participation of the employees, lesser uncertainty, job security and feedback. First of all, tackle queries of employees is communication must address the employees information, the employee's motivation and also the changes in management. An effective communication means that every organizations' employees no matter in which levels are able to understand clearly about what the change are, the

need for change and how the change will affect the individual's and business work in the organization.

Then, the next variable is generating the spirit of communication. Communication in the organization is normally considered as a vital antecedent of the process of self-categorization, which it helps to define the group identity and generate a spirit of community that fits into the requirement of organization. Communication able to build a community in the organization such as high commitment to the employee's organization, in trust of the identity of organization and employees relations with management.

After that, building trust usually result in distinctive effects such as higher level of cooperation among employees, increased positive attitudes, and the performance of the employees increased. Then, trust can be usually conveyed through the effective communication by the concern and openness among the employees. The organization's value can be evaluated by the role communication player while trust and commitment are usually a byproduct of policies and processes which able to make the satisfaction of relationship for both parties such as clear, suitable, timely and open communication. The communication practices in the organization usually seems to have an important influence because employees need to trust their managers and the top level management of the organization. The level of trust must always be satisfied and enhanced so that the organization's employees may be able to understand the plan behind the change and address the needs competently.

Another variable that affects the communication of effectiveness is the commitment of employees. Commitment is usually linked to the voice of employees and argumentativeness which includes the freedom of employees to speak out their concern and their ability to argue for the issues or problems that surrounding those concerns. The employee's commitment and effectiveness normally depend more on their understanding of the company's strategic issue and their knowledge. The commitment of the

people is much more important than a well thought out strategy such as the employees are able to accelerate the process of changes successfully.

Next, the participation of employees is the employee participate in the organization's activities which associated with good well-being person and high job satisfaction is able to achieve when the employee has a chance to provide idea to make the decision. The organization with excellent performance will allow all of their employees to participate in the process of decision making and this proved it has a positive effect on the efficiency of decision making. Those employees who used to participate in the decision making process, will have higher level of commitment and job satisfaction to the organization.

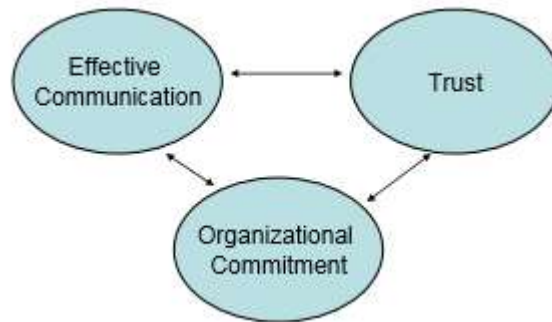
Other than that, lesser uncertainty is also one of the variables. Employee's uncertainty during the process of change will affect the significance for the environment that they are doing their work or individual employees. Effectiveness of change communication can be seen as an alternatives in order to manage uncertainty and information has the ability to influence the result but the knowledge about the motivation to change can decrease the uncertainty and establish the readiness for change.

The next variable is job security. Those employees who feel they are lacking of job security will have less job commitment, job satisfaction and have intention to leave the organization. The commitment and participation of the organization were related negatively to the insecurity of job. Organization can take some measures to avoid the negative impact of the insecurity of job by giving accurate or right information, supplying training for employee and improving the communication way.

Last but not least, feedback also can affect the communication effectiveness. Suitable communication can provide employees with feedback and reinforcement during the change which cause the organization to prepare for the advantages and disadvantages of change and make better decisions.

2.2.5 Model 5

Figure 2.6: Communication, Commitment & Trust: Exploring the Triad



Zeffane et al. (2011) conducted a research “Communication, Commitment & Trust” including the above framework which was developed to investigate the relationship between communication, commitment and trust with reference to a medium-sized food processing organization operating in NSW, Australia. The researchers targeted the population of 244 employees from the food processing firm in Australia. The research has shown the result that the relationship between communication and trust is the strongest, followed by trust and commitment. These findings proved that trust is at middle between the commitment and communication.

According to conceptual framework in Communication, Commitment & Trust: Exploring the Triad by Zeffane et al. (2011). The figure then shows that trust is one of the key variable affecting the communication effectiveness. Mellinger’s study (as cited in Zeffane et al., 2011) proved that trust could affect employees’ will to communicate effectively to their top management. In an early research of 330 professional scientists, the communication distrust was discovered and they stated that the sender is likely to initiate so called negative communication if he or she does not trust the receipt. They also found out the managerial trust and employee antisocial relationship stating that if the underling does not trust their manager and he or she thought that the performance appraisal is unfair, the underling are

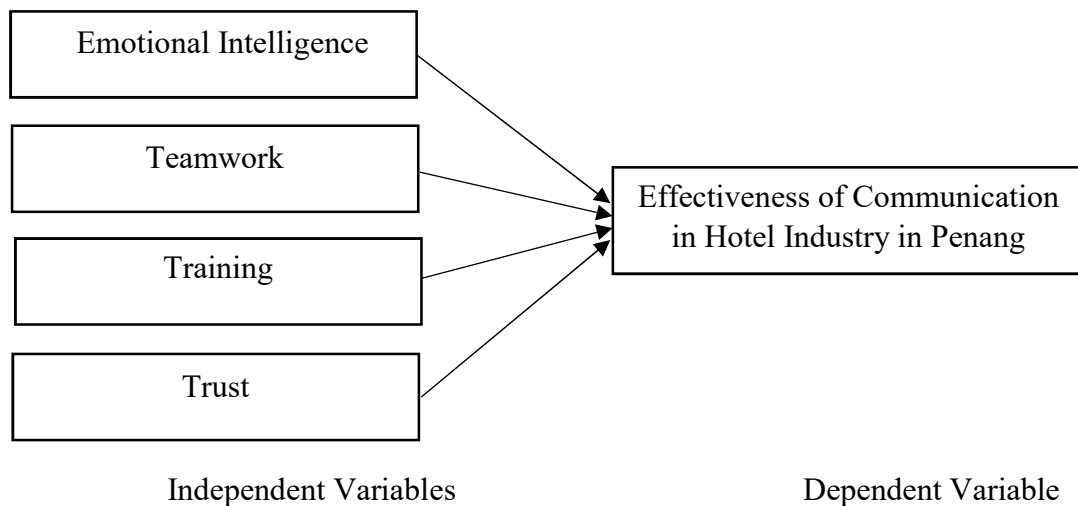
likely to communicate negatively and display antisocial organizational behavior to their managers.

According to Zeffane et al. (2011), there is a significant positive relationship between organizational commitment and effective communication which means they affect each other while there are limited researches made. This is because a satisfactory communication will lead to an organization's success by improving employees' commitment to the firm through continuously motivating them to achieve organizational goals (Proctor, 2014). When managers wanted to increase employees' organizational commitment, it was important for a manager to have the ability to improve the communication in the workplace by training the employees in communication skills (Proctor, 2014). A great example from Guney, Diker, Guney, Ayranci, & Solmaz (2012), it was found that the work commitment of an organization is higher where the organizational communication is effective, continuous and open.

In the research done by Zeffane et al. (2011), the researchers stated organizational commitment is affected by the effective communication. Thornhill's study (as cited by Zeffane et al., 2011) emphasized communication as an important element of organizational strategy to motivate employees' involvement in relative promoting organization commitment. Interpersonal communication skills was found to affect organizational commitment as if a communication with good exchange of clear information will lead to communication satisfaction and then bring an increase in organizational commitment among employees in a firm.

2.3 Proposed Theoretical/ Conceptual Framework

Figure 2.7: The Conceptual Model for this Study



Source: Developed for the research

Figure 2.7 shows several factors that lead to the effectiveness of communication in Penang hotel industry. They are emotional intelligence, teamwork, training and trust which affect the effectiveness of communication in Penang hotel industry.

Emotional intelligence is stated as one of the independent variables in this study since a lot of researches are found relating to how emotional intelligence affects the communication effectiveness. Jadhav, & Gupta (2014) stated that emotional intelligence is also consist of self-awareness, which is consistently an essential for effective communication. It had shown that hotel employees with high emotional intelligence are having self-awareness too, which enables them to understand their behaviours and precisely read other employees' emotions and nonverbal cues, furthermore avoid creating communication glitches in hotel. According to Troth, Jordan, & Lawrence (2012), effective communication shall occur among hotel employees if the hotel top management teams who have higher emotional intelligence will definitely engage in more positive interpersonal behaviours and also influence their hotel subordinates' communication behaviours. This allows the

hotel employees can communicate freely to each other and enhances the satisfactory communication.

Researchers use teamwork as second independent variable because it was one of the factors used in theoretical model (Figure 2.2). Teamwork is relatively important in enhancing employees' effective communication in hotel industry by enabling them to develop understanding among each other and mix their different skills to overcome organizational issues encountered in hotel industry (Karimi & Arasa, 2014). Satisfactory internal communication among employees in hotel can be achieved or discovered during the teamwork of them cooperated by working together on tackling hotel problems. Gluck (n.d.) stated effective communication is the determination of success that requiring teamwork. Hotel employees are able to build trust and harmony in work place more easily when the team members interact open-mindedly with each other and rather than making assumptions, they ask question instead.

Training is used as the third independent variable to affect communication effectiveness in hotel industry because it appeared in theoretical models (Figure 2.2). As mentioned above, most communication failed because lack of skills, working capability and organization commitment. Those confusion and ambiguity can create negative feelings and tense hotel working's atmosphere. By giving a clear roles and responsibilities to hotel employees, they can use the correct information and get their jobs done (Karimi & Arasa, 2014). Training leads to raised hotel employees' quality especially behavioural changes to enable them communicate internally in hotel industry in effective way. Agarwal & Garg (2012) found that a communication barrier which is attitudinal barriers result in the poor organization management or in the mean of lack of employees training. Thus, hotel employees might be due to lack of motivation from management training that hotel offered and lead them to work dissatisfaction which will discourage them from conducting a satisfactory communication with other hotel employees.

Researchers use trust as the last factor since it was adopted in one of the theoretical model (Figure 2.5). Husain (2013) stated that there are distinctive effects such as

higher levels of cooperation, better attitudes, and superior performances levels that a hotel can obtain when there is trust among hotel working environment. With those attributes trust can be conveyed through satisfactory communication. Trust is indeed an essential factor for a hotel's effective communication since when there is no trust, no hotel employee is willing to voice out their ideas and opinions as well as there will be no cohesion occur in hotel working environment. Thus, there will never be a good communication occur without trust at the first place (Zeffane et al., 2011). In order to make communication effective in hotel work place, the top management of hotel industries should have certain amount of trust to be built up so their employees will eventually believe their managers' words. A great example stated by Kenna III (2017), he proposed that people will only believe the investment idea from Warren Buffet but not a random unknown broker cold-called them on the phone and gave the exact advice as Warren Buffet.

First independent variable that is not used in the framework Figure 2.5 is the tackle queries which means that the organization must grip attention from employees' uncertainty and answer them to avoid miscommunication happens. This is the only journal mentioning about this factor to affect effective communication so the researchers did not choose this as the independent variable due to the lack of more evidence to prove this variable. According to Husain (2013), the independent variable of tackle queries was explained in short and vague. The relationship between tackle queries and effective communication was not discussed so it remains unclear.

Second independent variable which is not included in this study is from the framework Figure 2.5 which is community spirit. Community spirit is the willingness of a person to participate in promoting community activities. The same issue happens which is that the clear relationship between community spirit and effective communication was not explained in the study of Husain (2013). It only mentioned the communication is to create a community with high employees' commitment, trust and organizational identification.

In this study, the researchers did not use the employee commitment as the independent variable because Husain (2013) only roughly go through the relationship between employee commitment and effective communication while focusing on the positive relationship between employee commitment and the job satisfaction which contributes to the increase of organization's success. The study stated the organizational commitment affects effective communication in Figure 2.6. According to Zeffane et al. (2011), there is a positive relationship between organizational commitment and effective communication through continuous motivation to employees from managers. However as stated in the same journal by Zeffane et al. (2011), they mentioned that there is limited number of researches done on the relationship between organizational commitment and effective communication. Also, the effect of organizational commitment on effective communication can hardly be found while exploring the information.

Employee participation is also another independent variable which is not picked into this study because it is quite similar to the term of employee commitment which discuss on the involvement of employees. Once again they are explained in the term of employee work satisfaction but not the effective communication. Instead of effective communication, Husain (2013) is more emphasizing on the positive impact on the change implementation through communication. These might confusing the study and it does not have a direct mean to the satisfactory communication and thus decision to exclude this independent variable is made.

According to the framework Figure 2.5, lesser uncertainty was stated as the factor affecting the effective communication. The uncertainty mentioned in the study conducted by Husain (2013) was against the effective change communication which is relatively different from effective communication. He said that effective change communication can be viewed as a way to manage uncertainty.

Job security was stated as one of the factors influencing the communication effectiveness in the framework Figure 2.5. In the study, Husain (2013) again linked this job security to the job satisfaction and organizational commitment which overlapped once before. Besides the lack of illustration of how it affects

communication effectiveness, the study irrelevantly connect it to intention to turnover.

Feedback being the last independent variable that was excluded from this study. Feedback is believed to be important to change implementation as the study of Husain (2013) mentioned but not to the communication effectiveness. Feedback has nothing to do with improving or reducing the ability between individuals to exchange clear and unambiguous messages or information without miscommunication happens.

2.4 Hypotheses Development

2.4.1 The Relationship between Emotional Intelligence and Effectiveness of Communication

According to Jorfi, Jorfi, Yaacob & Nor (2012) and Jadhav & Gupta (2014), emotional intelligence consists of the elements of self-regard and self-awareness. According to Jorfi et al. (2012), hotel employees with self-regard are able to feel good about themselves and respect themselves in certain value. They are more likely to have high self-esteem and confidence level in communicating with other colleagues in an effective and satisfactory way. In term of self-awareness, high emotional intelligence hotel employees have the ability to read their co-workers' emotions and nonverbal cues. Thus, not only the unnecessary arguments or conflicts can be avoided, they are able to have a happy communication with others in hotel working environment.

H1: There is a significant relationship between emotional intelligence and effectiveness of communication.

2.4.2 The Relationship between Teamwork and Effectiveness of Communication

Based on Armstrong (2008), teamwork will enable a hotel management to have their teams work together and understand teammates' strengths and weaknesses. In order to get to know their strengths and weaknesses, there is definitely an effective communication between teammates in hotel industry. Karimi and Arasa (2014) mentioned the importance of teamwork in developing each other's attributes to overcome problems and solve tasks in the workplace. The sense of togetherness through teamwork improves the working relation among hotel employees and accelerates the communication effectiveness in hotel industry.

H1: There is a significant relationship between teamwork and effectiveness of communication.

2.4.3 The Relationship between Training and Effectiveness of Communication

Karimi and Arasa (2014) explained training as a systematic modification of employees' behaviour which involves effective communication and it enables the hotel employees to have the sense of belonging to the firm. Based on Heiss (n.d.)'s observations, an increase in the sense of belonging from employees will increase their communication effectiveness in hotel industry. Agarwal & Garg (2012) mentioned that employees are most probably due to lack of management training and lead them to work dissatisfaction. Work dissatisfaction will discourage hotel employees from conducting effective communication with their colleagues.

H1: There is a significant relationship between training and effectiveness of communication.

2.4.4 The Relationship between Trust and Effectiveness of Communication

There are distinctive effects such as superior performances levels, better attitudes and high cooperation level can be achieved when trust exists among hotel employees. With those attributes, trust can be conveyed through effective communication (Husain, 2013). Trust is crucial when it comes to affect communication effectiveness among hotel employees. Nobody is willing to voice out their ideas and feedbacks to a person they do not trust and hence there will be zero cohesion.

H1: There is a significant relationship between trust and effectiveness of communication.

2.4.5 The Relationship between four Independent Variables and Effectiveness of Communication.

Since emotional intelligence affects hotel employees to be able to communicate well with their co-workers, effective communication can be achieved in hotel industry. Teamwork helps to develop the strength among hotel employees to enhance effective communication in hotel. In addition, training provided by hotel management to hotel employees which enables them to know the correct and advance skills to communicate well with other employees, furthermore increase the satisfaction of communication of hotel environment. Last but not least, the trust is significant in affecting communication effectiveness in hotel because hotel employees will never voice out opinions which causes a barrier in hotel's effective communication.

H1: There is a significant relationship between independent variables and effectiveness of communication.

2.5 Conclusion

This chapter reviewed articles and journals to identify the dependent variable which is the effectiveness of communication in Penang hotel industry. This chapter examined on the dependent variables (emotional intelligence, teamwork, training and trust) and the relevant theoretical models. In addition, this research had proposed a conceptual framework and hypotheses were develop to study the relationship between the independent variables and the dependent variable.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is a process of collecting data and information for the research purpose. This chapter tell how the research is execute in term of the research design, data collection methods, sampling design, research instruments, construct measurement, data processing and data analysis.

3.1 Research Design

Research design is a representation for the collection, measurement, and analysis of data based on the research questions of the study (Sekaran, & Bougie, 2013). Quantitative research emphasized on the objective measurements and the statistical, mathematical, or numerical analysis of data collected (Babbie & Earl, 2010). Therefore, it is used to conduct the research instead of qualitative research as it involve analysis of data that are descriptive in nature and not readily quantifiable (Sekaran, & Bougie, 2013). This research belong to causal research because there is one or more than factors that are causing the problem (Sekaran, & Bougie, 2013). Furthermore, causal research help to determine cause and effect relationships of the independent and dependent variables. There are other research such as exploratory research and descriptive research which are not used. Exploratory research is not used because exploratory research is carried out to explain the vague situations or detect concepts that may be potential business opportunities which need preliminary work to understand the situation. It does not need conclusive evidence to determine the course of action. Descriptive research is not used because descriptive research is carried out with a considerable understanding of the situation being studies and describes the characteristics of objects, people, groups, organizations, or environments.

3.2 Data Collection Methods

Data collection helps in decision making and serves as evidence or reference as it plays an important role in any research study. Primary data and secondary data are the methods used for data collection. Both sources of data are used in this research.

3.2.1 Primary Data

Primary data refers to information obtained first-hand by the researchers on the variables of interest for the specific purpose of the study (Sekaran, & Bougie, 2013). There are few types of primary data collection methods which are experimentations, interviews, observations, and survey. Survey in questionnaires with fixed-alternative questions are used as primary data to gather information from respondents. It is low cost, fast, accurate and easy to control the data that needed to collect for this research compare to other methods. Experimentations, interviews and observations are not used because experimentations need high cost to be conducted and the results might be apply to one situation only, interviews are too time consuming as there is obstacle such as language and observation is view as too subjective and also very time consuming as it required to observe the respondents for certain time.

3.2.2 Secondary Data

Secondary data refers to information gathered from sources that already exist (Sekaran, & Bougie, 2013). Secondary data was not used for data analysis.

3.3 Sampling Design

In this research, the sampling design consists of target population, sampling frame and sampling location, sampling elements, sampling technique and sampling size.

3.3.1 Target Population

The target population for the research is all the employees currently working in hotel industry in Penang. The total number of employees in hotel industry in Penang is 79200 people (Jadual 12), (Department of Statistics Malaysia, 2016).

3.3.2 Sampling Location and Sampling Frame

The sampling frame is available for the research but the details are confidential due to privacy of employees (Department of Statistics Malaysia, 2016). Therefore, sampling frame is not used in the research. Although World Wide Web been tried in searching the sampling frame but there is no sources provided. The target population has been narrowed down to the employees currently working in hotel industry in Penang state as there is negative feedbacks by travellers on the hotel in Penang and Penang has high GDP which listed as UNESCO World Cultural Heritage Site. Sampling location in this research is based on Penang as there is still lack of understanding on factors that affects effectiveness of communication in hotel industry in Penang.

3.3.3 Sampling Elements

The sampling elements of this study are all the employees currently working in hotel industry in Penang. There is no restrictions on the participation of employees as long as they are the employees currently working in hotel industry.

3.3.4 Sampling Technique

Sampling method consists of two types which are probability sampling and non-probability sampling. Probability sampling design is used when the populations have some known, nonzero chance or probability of being selected as sample subjects whereas non-probability does not have known sampling or predetermined chance of being selected as sample subjects (Sekaran, & Bougie, 2013). Simple random sampling, stratified sampling, systematic sampling and cluster sampling fall under probability sampling. Non-probability sampling consists of convenience sampling, judgment sampling, quota sampling and snowball sampling. Convenience sampling which falls under non-probability sampling was used as sampling technique in this research because there is no sampling frame. Therefore, probability sampling was not used. Convenience sampling were used because it determined which sampling groups are conveniently available. Moreover, this method was cheaper, easier and quicker compare to non-probability sampling. Judgment sampling, quota sampling and snowball sampling were not used as the sampling selected sample size based on certain group and certain amount of people.

3.3.5 Sampling Size

Based on Department of Statistics Malaysia, the total employed population (as at 2016) in the hotel industry in Penang was about 79200 people. In order to know the sampling size for the study, Table for Determining Sample Size of a Known Population (Table 3.1) (Krejcie & Morgan, 1970) had been used. Based on Table for Determining Sample Size of a Known Population, the recommended sample size was around 382 to 384 people. The minimum sample size was 384 people however, 385 sets of questionnaires was distributed to respondents as the amount is convenience to calculate. The sample size of 385 sets was sufficient because the maximum sample size were 384 sample size. Before 385 sets of questionnaires been distributed, sample size of 30 people was conducted for pilot test.

Table 3.1 Table for Determining Sample Size of a Known Population

Table 3.1 Table for Determining Sample Size of a Known Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
Note: N is Population Size; S is Sample Size					Source: Krejcie & Morgan, 1970				

Source: Krejcie & Morgan, 1970

3.4 Research Instruments

This section is about the details of the instrument used in this research. It is necessary to conduct because it helps to collect data and information. Questionnaires with fixed-alternative questions are used to conduct the survey. This instrument provided comparability of answers and direct response from the respondents in the short period as well as it is convenient for us to conduct the research compare to interview method (Saunders, Tait, Guenther, & Saunders, n.d.). The 385 sets of questionnaires was distributed to hotels' employees and collected back in 7 days. Questions with multiple option was provided to the respondents so that the respondents can select it based on their perceptive.

3.4.1 Pilot Test

Pilot test is a small scale test of the methods and procedures to be used on a larger scale if the pilot study demonstrates that these methods and procedures can work (Porta, 2008). 30 sets of questionnaires was printed out and distributed to the hotels' employees around Georgetown area. Current researchers walk in the hotel personally administered the questionnaires and did some briefing for the employees about our studies on the spot during the distribution of the questionnaires to show our sincerity and care about the information the respondents provided. Questionnaires was distributed the on 1st July 2017 and used 1 day to collect the 30 sets distributed questionnaires. After that, reliability test was run with SAS software. The results of the reliability test of all the variables are reliable which is more than 0.60 and is shown on Table 3.7.

Table 3.2 List of Hotel for Pilot Test

Area	Hotel
Georgetown	Armenian Street Heritage Hotel
	Armenian Suite
	Broadway Budget Hotel
	Cocoa Mews
	East Indies Hotel
	Heritage Sixteen
	Lang Hoose
	Little India Heritage Villa
	Tower Budget Hotel
	Victoria Inn
Total	30 sets

Source: Developed for the research

3.4.2 Full Research

The full study are conducted in three areas which are Bayan Lepas, Georgetown and Seberang Perai due to the wide range of sample size needed for the research. The full study is conducted in 6 days. Two days was used to distribute the questionnaire as current researchers are divided into two groups to distribute the questionnaire separately in Penang Island (Bayan Lepas and Georgetown) and mainland (Seberang Perai) on 2nd and 3rd July 2017. The method used to distribute the questionnaires is same as pilot test which is walk in the hotel and personally administer the questionnaires. The questionnaires was collected when the hotel's employee called to collect the questionnaires and some questionnaires was collected on the spot after the respondents filled up. There is no quota set for the number of questionnaires distributed in each hotels. The questionnaires was fully collected on 7th July 2017. The flow of distribution is shown on Table 3.3.

Table 3.3 Flow Chart of Distribution of Questionnaire for Full Research

Area	Day Distributed	Total Distributed	Day Collected	Total Collected
Bayan Lepas & Georgetown	Day 1 – 2 nd July	150 Sets	Day 1 – 2 nd July	62 sets
	Day 2 – 3 rd July	120 sets	Day 2 – 3 rd July	80 sets
			Day 5 – 6 th July	50 sets
			Day 6 – 7 th July	78 sets
Total		270 sets		270 sets
Seberang Perai	Day 1 – 2 nd July	60 sets	Day 1 – 2 nd July	25 sets
	Day 2 – 3 rd July	55 sets	Day 2 – 3 rd July	16 sets
			Day 4 – 5 th July	34 sets
			Day 5 – 6 th July	40 sets
Total		115 Sets		115 Sets
Total		385 Sets		385 Sets

Source: Developed for the research

Table 3.4 List of Hotel for Full Research

Area	Hotel	Total Sets Distributed
Bayan Lepas	Budget Hotel (Farin Hotel)	3
	D'Nice Hotel Bayan Baru	4
	Eastin Hotel Penang	15
	Hotel Equatorial Penang	15
	M Cube Hotel Penang	5

	Olive Tree Hotel	20
	Super 8 Hotel	2
	TH Hotel Penang	6
	The Corum View Hotel	5
	The Krystal Suites	8
	Vistana Penang Bukit Jambul	15
Georgetown	118 Hotel Penang	3
	1926 Heritage Hotel Penang	10
	23 LoveLane	8
	Bayview Hotel Georgetown	20
	Campell House Penang	3
	Charlies Budget Hotel	1
	Chulia Heritage Hotel	4
	Cititel Penang	15
	Eastern & Oriental Hotel	20
	Evergreen Laurel Hotel Penang	20
	G Times Inn Hotel	6
	GLOW Penang	5
	Hotel Jen Penang	5
	Hotel Waterfall	10
	M Hotel	2
	Moon Tree 47	1
	Munlustay 88 Hotel	3
	Old Penang Hotel	5
	Red Inn Penang	8
	Red Rock Hotel	8
	Sunway Hotel Georgetown	8
	Tune Hotel Georgetown	5
	Yeng Keng Hotel	2
Seberang Perai	Aroma Hotel	20
	De'Garden Hotel	8
	Lodge 18	15

	Marina Oriental Hotel	20
	T+ Hotel Butterworth	17
	Value Inn Budget Hotel	20
	Veenai Hotel	15
	Total	385 sets

Source: Developed for the research

3.5 Constructs Measurement (Scale and Operational Definitions)

3.5.1 Questionnaire Design

The questionnaire is straightforward and concise in order to ensure the understanding of the respondents towards survey of the questionnaire. The questionnaires consist of 3 sections which are Section A, Section B and Section C. Section A is comprised of 9 questions about the dependent variables, effectiveness of communication.

For section B there are 4 independent variable (emotional intelligence, teamwork, training and trust) to determine the factors that affect effectiveness of communication which consists of 27 questions. Emotional intelligence, training and trust, each of the variables respectively consists of 7 questions whereas teamwork consists of 6 questions.

There are four level of scales which are nominal scale, ordinal scale, interval scale and ratio scale. Section A and section B used five point Likert scale which have five alternatives to choose, from strongly disagree to strongly agree, which 1 indicates Strongly Disagree (SD), 2 indicates Disagree (D), 3 indicates Neutral (N), 4 indicates Agree (A) and 5 indicates Strongly

Agree (SA). Section C is about demographic profile of respondents. There are 7 questions such as gender, age, ethics group, job position, year of employment, monthly income level and level of education. In every section, the employees are only able to choose one answer for each questions.

In this research, the scales of measurement used are nominal scale, ordinal scale and interval scale. Based on questionnaires, Section A and section B used five point Likert scale because the number of respondents is more than 100 people and to ensure the better understanding of respondents on the questionnaires. The Likert scale consist of Interval scale which have classification, ranking and degree of difference. The degree of difference occur when calculating the summation of coded number in questions. For example:

[1= Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A), 5= Strongly Agree (SA)]

Effectiveness Communication	SD	D	N	A	SA
1. Communication helps me to be more knowledgeable and productive in my work.	1	2	3	4	5

The scale used in Section C are nominal scale and ordinal scale. The questions such as gender and ethics group are Nominal scale because they involve classification and no ranking. For instances:

Gender:

- ☐ Male
☐ Female

The age, job position, year of employment, monthly income level and level of education are Ordinal scale because they involve ranking. For example:
Number of years worked in current organization:

- | | |
|---|---|
| ☐ Less than 1 year | ☐ 1-5 years |
| ☐ 6-10 years | ☐ More than 10 years |

There was no negative questions used in the questionnaires. Therefore, reverse scoring test was not required in this research.

3.5.2 Origin of Constructs

Table 3.5 Constructs Measurements

Items	Dimension	Construct Measurement	Sources
Effectiveness of Communication	Ability to combine skills	Communication helps me to be more knowledgeable and productive in my work.	Beverly (2005)
	Frequency of communication	Managers keep me informed and up-to-date.	
	Capability to recognize	Our senior leaders establish a clear direction for the company.	
	Information flow	- There is a free flow of information between managers and employees. - I have the information I need to do my job.	

	Communicatio n system and performance	• The information I received from my supervisor is consistent with the information received from other supervisors. • Top management is providing you with the kind of information you really want and need.	
	Accuracy of information	• Communication from other departments is typically detailed and accurate. • Most of the information I receive from my manager is detailed and accurate.	Jeremy (2016)
Emotional Intelligence	Social skills	• I listen well, seek mutual understanding, and fully welcome sharing of information. • I handle difficult people and tense situations with diplomacy and tact.	Belinda (2013)

	Self-awareness	• I am open to candid feedback, new perspectives, continuous learning, and self-development.	
	Self-regulation	• I admit my own mistakes and confront unethical actions in others.	
	Social awareness	• I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill. • I respect and relate well to people from varied backgrounds.	
	Self-motivation	• I operate from hope of success rather than fear of failure.	
Teamwork	Understand each members role	• The team is organized and structured suitably for the tasks it has to perform. • I understand the nature of the role I play within my team.	Hinda & Herbert (2011)
	Employee relations	• I prefer to work as part of a team.	

	Team performance	• Team problem solving processes and methods are appropriate and effective. • I can depend on my co-workers to complete their tasks so that I can complete my work.	
	Interpersonal skills	• My co-workers and I work well together to accomplish our organization's goals.	
Training	Application of knowledge and skills	• After training, I learn to apply the knowledge and skill into my work more effectively.	Raja & Kumar (2016)
	Improve T&D	• During the training, I can learn on how to develop teamwork among employees in order to complete the task effectively. • During the training, I can learn the appropriate ways to coach other employees through	

		observation, data recording, giving and receiving feedback.	
	Employee relation	• Training improve my working relationship with other employees.	
	Enhance capabilities	• The new skills and knowledge that I learnt increased my confident and motivating me to perform better in work.	
	Positive culture	• Training can increase my confidence level in doing my job.	Rashi (2013)
	Employee commitment	• I am motivated to perform well in my job when I able to apply what I have learned hence improve work performance.	
Trust	Positive behaviour	• My supervisor is not likely to give me bad advice.	Doreen, Law, Lim & Low (2008)
	Faith	• I know I can trust my employer completely.	

		There is a high level of trust throughout this organisation.	
	Reliable	I can count on my supervisor to keep things I tell him or her to be confidential.	Lynn (2009)
	Consistency	In our organisation, people tell the truth even it is unpleasant.	
	Objectivity and fairness	Managers show fairness and respect in their interactions with employees.	
	Concern	My immediate supervisor encourages me to participate in important decisions.	

Source: Developed from journals for the research

These are the dimensions which are match with the dependent variable and independent variables.

3.6 Data Processing

Data processing is important for researchers to conduct their researches. In order to organize researchers' data more effectively and efficiently, most researchers use

database and statistical analysis program such as SAS software to process the collected data.

3.6.1 Data Checking

Firstly, 385 sets of questionnaires that received from target respondents was checked to ensure full and complete data can be obtained in order to get more accurate results. Next, reliability test will be conducted to ensure the measurements are reliable and consistent.

3.6.2 Data Editing

After that, continue with data editing to adjust and edit some inconsistent or missing answers from the respondents. This situation occurs because some respondents did not understand the questions or left out some questions when they were filling in the questionnaires. Besides that, this process will help the data become more complete as the missing answer will be filled in.

3.6.3 Data Coding

The next step is data coding. It is a step for researchers to assign numerical codes to the responses from questionnaire to enter into the database.

For all the dimensions of Section A and B, the answers for each question are coded as below:

- “Strongly Disagree” is coded as 1
- “Disagree” is coded as 2
- “Neutral” is coded as 3
- “Agree” is coded as 4

- “Strongly Agree” is coded as 5

For instances, the demographic questions in Section C of the questionnaires which are designed in nominal and ordinal scale, 1 is coded for male and 2 is coded for female and 999 = Missing Value. All the data are repeated using different numerical code based on the option given on the questionnaires.

3.6.4 Data Transcribing

Data transcribing is the last step in data processing. All the coded collected data from 385 respondents were transcribed into Statistical Analysis System (SAS) Enterprise Guide software Version 7.1 for data analysis.

3.7 Data Analysis

Data analysis is a procedure in a research of process of inspecting, cleansing, manipulating and summarizing data. Statistical Analysis System Enterprise Guide (SAS) software Version 7.1 was used to interpret data that have been collected. This research consist of descriptive analysis, scale measurement and inferential analysis.

3.7.1 Descriptive Analysis

Descriptive analysis refers to the statistics that used to interpret the collected data into a form that make researchers easier to understand. Data collected from questionnaire were summarized into Section A, B and C. Section A are the effectiveness of communication (dependent variable), Section B covered the factors that affect the effectiveness of communication (independent variable) and Section C for demographic question. All the data

and information gathered were computed and displayed in the table, bar chart and pie chart. For Section A and Section B, table was used to portray the reliability value. For Section C, table, bar chart and pie chart were used to show and contrast the data analysis for each questions in the questionnaires. Bar chart is used to show the frequency distribution of demographic profile while pie chart is used to show the percentage distribution of demographic profile. Therefore, frequency distribution and percentage distribution was used in this research.

3.7.2 Scale Measurement

The scale measurement for this research is the reliability test. According to Sekaran and Bougie (2013), the reliability of a measure indicates the extent to which it is without bias and hence, it ensures the consistency of result. Cronbach's Alpha measured the reliability and consistency of both independent and dependent variables. In order to produce the same or similar results, the measurement procedure should be stable or constant if the same individuals and conditions are used. Thus if the similarity of the results is higher, the reliability of the measurement will be higher. The closer the Cronbach's alpha value is to 1, the higher the internal consistency reliability.

Table 3.6 The Range of Cronbach's Alpha

Level of Reliability	Coefficient Alpha Ranges, α
Poor Reliability	Less than 0.60
Fair Reliability	0.60 to 0.70
Good Reliability	0.70 to 0.80
Very Good Reliability	0.80 to 0.95

Source: Sekaran U., & Bougie R. (2010). *Research methods for business: A skill-building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.

The reliability test for 30 sets of questionnaire had been run on 1st July 2017 for the research. All the questionnaires are tested using the Statistical Analysis System Enterprise Guide 7.1 (SAS) software. The Cronbach's alpha coefficient is an indicator to measure the reliability of the result. The question will be adjusted if the alpha obtained from the pilot test is lower than 0.6. According to Rule of Thumb of Cronbach's Alpha, it stated that if the alpha value is less than 0.60, it is considered poor reliability, 0.60 to 0.70 is considered fair reliability, and 0.70 to 0.80 is considered good reliability and 0.80 to 0.95 is considered excellent reliability (Sekaran & Bougie, 2013).

Table 3.7 Reliability Analysis Results for Pilot Study

Variables	Dimensions	Number of items	Cronbach's Alpha	Reliability
Dependent Variable (DV)	Effectiveness of Communication	9	0.729678	Good
Independent Variable (IV)	Emotional Intelligence	7	0.892150	Excellent
	Teamwork	6	0.668787	Fair
	Training	7	0.607668	Fair
	Trust	7	0.828715	Excellent

Source: Developed for the research

Based on Cronbach's Alpha, it shown that the reliability of the variables for pilot test are reliable. The reliability of effectiveness of communication (dependent variable) is good as it has 0.729678. The reliability of emotional intelligence and trust (independent variables) are excellent as each variables respectively have 0.892150 and 0.828715. The reliability of teamwork and trust (independent variables) are fair as each variables respectively have 0.668787 and 0.607668.

3.7.3 Inferential Analysis

Inferential analysis refers to makes inferences about populations using data drawn from the population (Study.com. 2017). Pearson Correlation Coefficient Analysis and Multiple Linear Regression Analysis were used in this study to ensure the reliability of research. Pearson Correlation Coefficient was used to test the association between two continuous variables whereas Multiple Linear Regression was used to analyse more than one independent variable to explain the variance in the dependent variable.

3.7.3.1 Pearson Correlation Coefficient Analysis

Pearson correlation coefficient analysis used for testing hypotheses H_1 , H_2 , H_3 and H_4 because Pearson Correlation Coefficient test the association between two continuous variables.

H_1 : There is a significant relationship between emotional intelligence and effectiveness of communication.

H_2 : There is a significant relationship between teamwork and effectiveness of communication.

H_3 : There is a significant relationship between training and effectiveness of communication.

H_4 : There is a significant relationship between trust and effectiveness of communication.

3.7.3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis was used to test H₅ because Multiple Linear Regression analyse more than one independent variable to explain the variance in the dependent variable.

H₅: The four variables (emotional intelligence, teamwork, training and trust) are significant in explaining the variances of effectiveness of communication in hotel industry.

3.8 Conclusion

In conclusion, Chapter 3 explains the research methodology used to conduct the research. For instances, research design, data collection methods, sampling design, research instrument, constructs measurement (scale and operational definitions), data processing and data analysis have been explained in this chapter. In the next chapter, the findings from the results of the questionnaires will be disclosed.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

This chapter will have a review on the results of data analyse in details. Data obtained from full study which is from 385 questionnaires will be discussed in details by using the analysis which run by SAS Enterprise Guide software. Results will be explained and interpreted through descriptive analysis, inferential analysis and scale measurement in details.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

Respondent Demographic profile shows the descriptive analysis of demographic profile of respondents. The subsequence table of descriptive analysis included gender, age, ethnic group, job position, year of employment, income level and education level asked in section C.

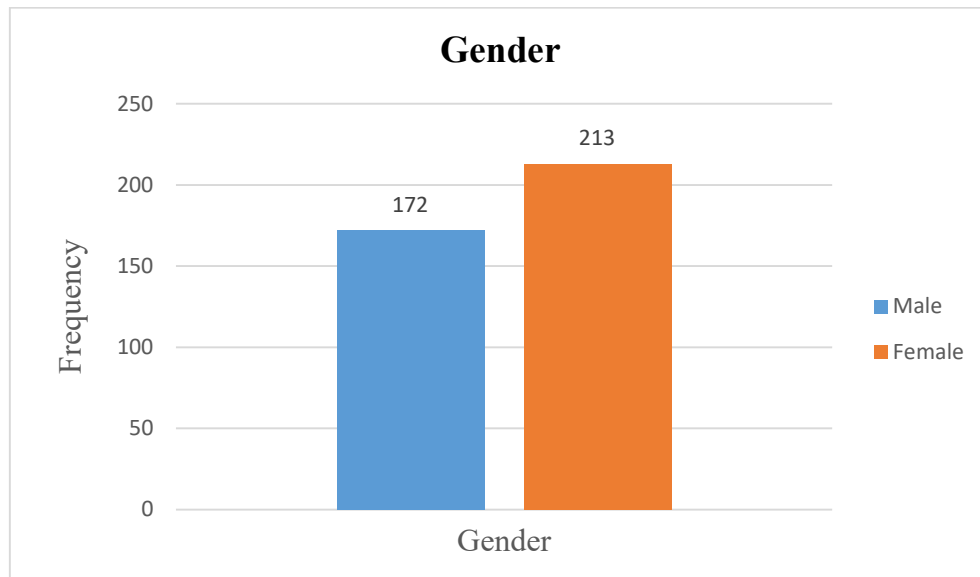
4.1.1.1 Gender

Table 4.1: Descriptive analysis for Gender

Gender	Frequency	Percentage (%)	Cumulative frequency	Cumulative percentage (%)
Male	172	44.68	172	44.68
Female	213	55.32	385	100

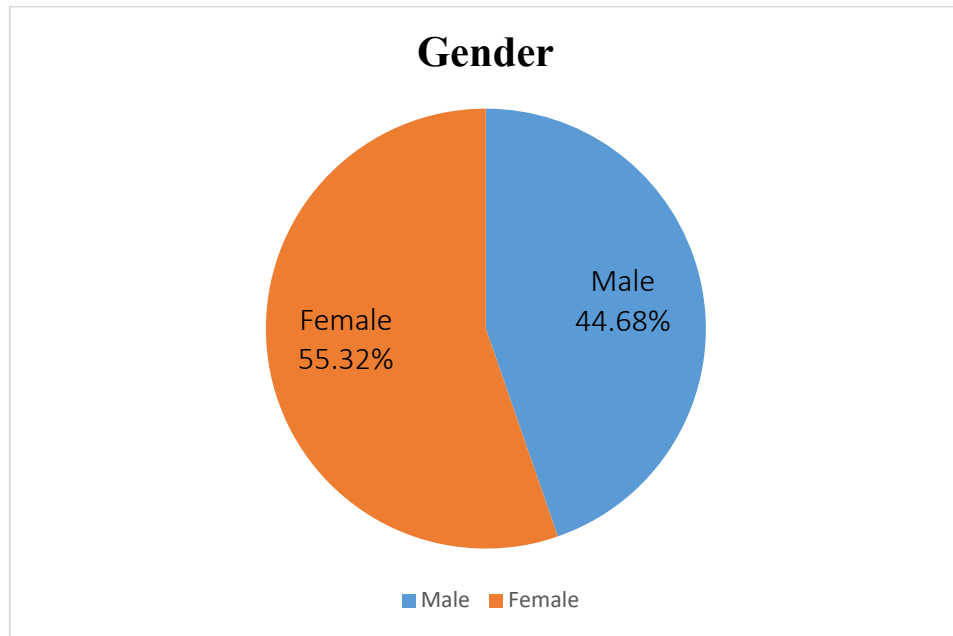
Source: Developed for the research

Figure 4.1: Descriptive analysis for Gender (Frequency)



Source: Developed for the research

Figure 4.2: Descriptive analysis for Gender (Percentage)



Source: Developed for the research

Table 4.1 shows that number of male and female which participated in our research. There are (44.68 %) of male and (55.32 %) of female among the respondents.

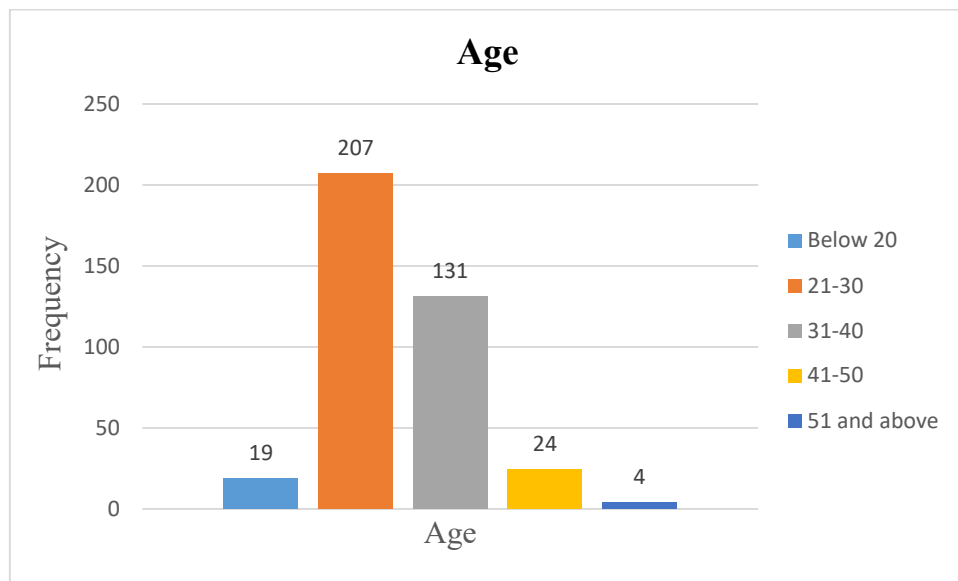
4.1.1.2 Age

Table 4.2: Descriptive analysis for Age

Age	Frequency	Percentage (%)	Cumulative frequency	Cumulative percentage (%)
Below 20	19	4.93	19	4.93
21-30	207	53.77	226	58.7
31-40	131	34.03	357	92.73
41-50	24	6.23	381	98.96
51 and above	4	1.04	385	100

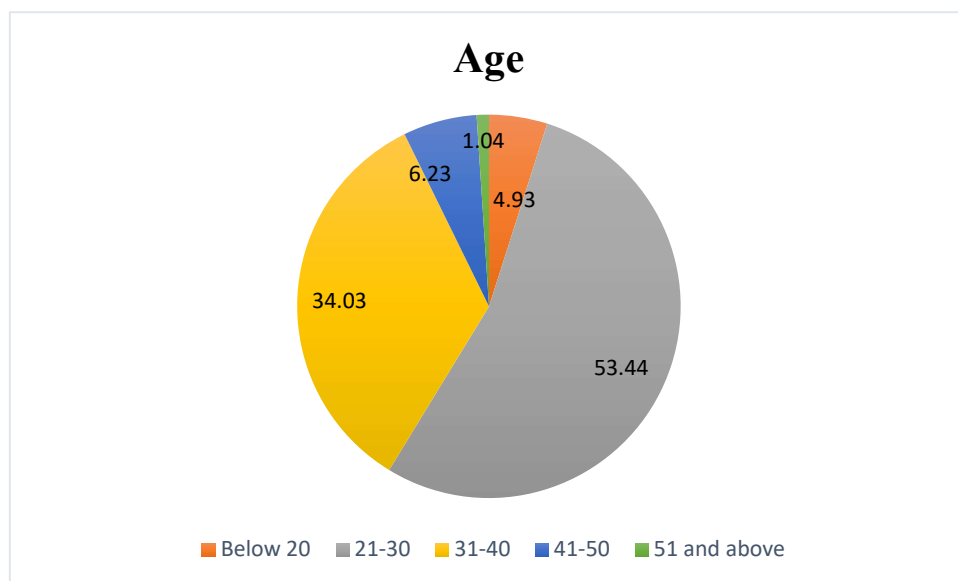
Source: Developed for the research

Figure 4.3: Descriptive analysis for Age (Frequency)



Source: Developed for the research

Figure 4.4: Descriptive analysis for Age (Percentage)



Source: Developed for the research

The highest age group is 21-30 years old which consists of 207 respondents (53.77 %). The second highest age group is 31-40 years old with 131 respondents (34.03%), followed by age group 41-50 years old with 24 respondents (6.23 %) and age group below 20 years old with 19 respondents (4.93 %). The age of 51 and above contribute the lowest percentage among all categories which is 4 respondents (1.04 %).

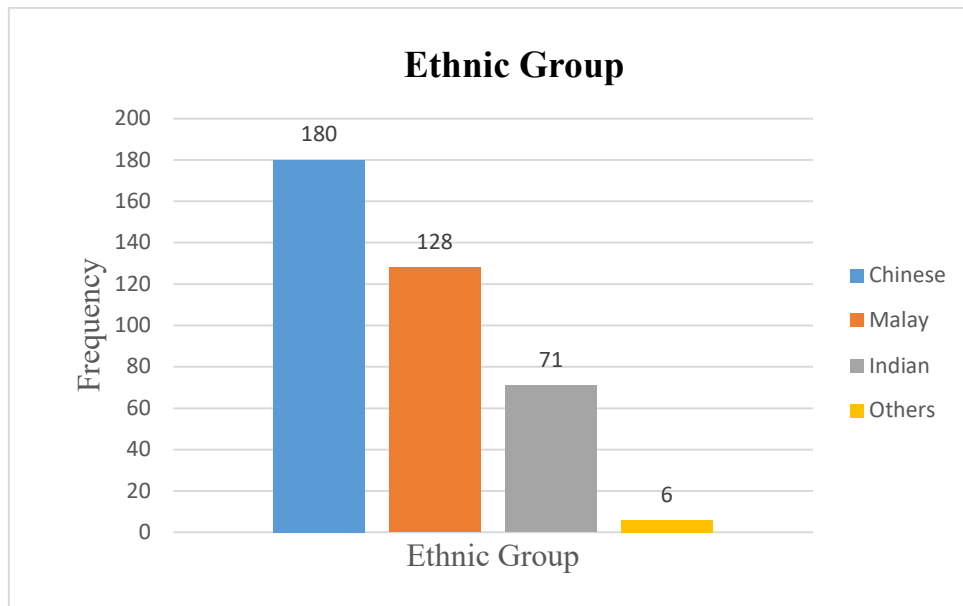
4.1.1.3 Ethnic Group

Table 4.3: Descriptive analysis for Ethnic Group

Ethnic Group	Frequency	Percentage (%)	Cumulative Frequency	Cumulative percentage (%)
Chinese	180	46.75	180	46.75
Malay	128	33.25	308	80
Indian	71	18.44	379	98.44
Others	6	1.56	385	100

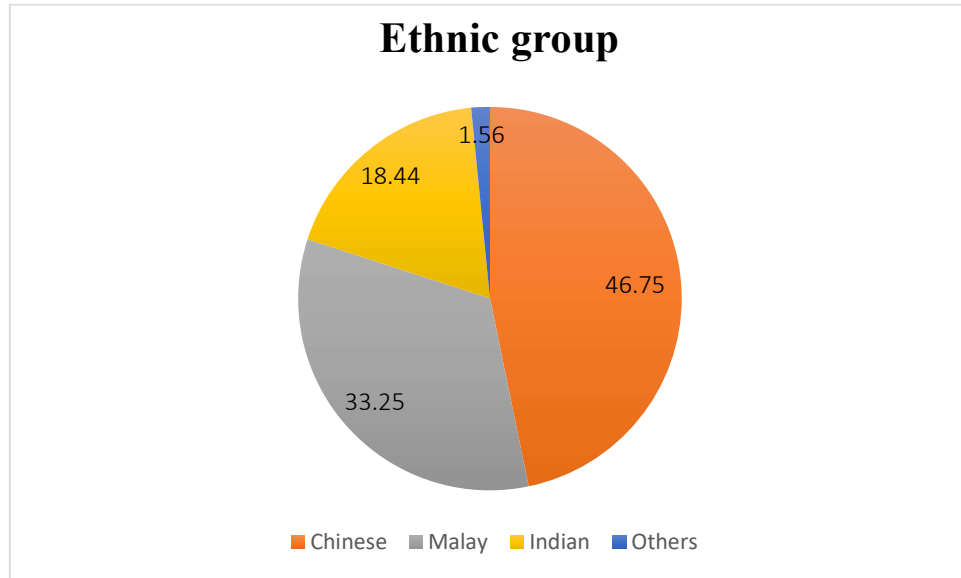
Source: Developed for the research

Figure 4.5: Descriptive analysis for Ethnic Group (Frequency)



Source: Developed for the research

Figure 4.6: Descriptive analysis for Ethnic Group (Percentage)



Source: Developed for the research

Based on figure 4.5 and 4.6, majority of the respondents that participated in the research are Chinese which contributed 46.75%, followed by Malay (33.25%), Indian (18.44%) and others (1.56%).

4.1.1.4 Job position

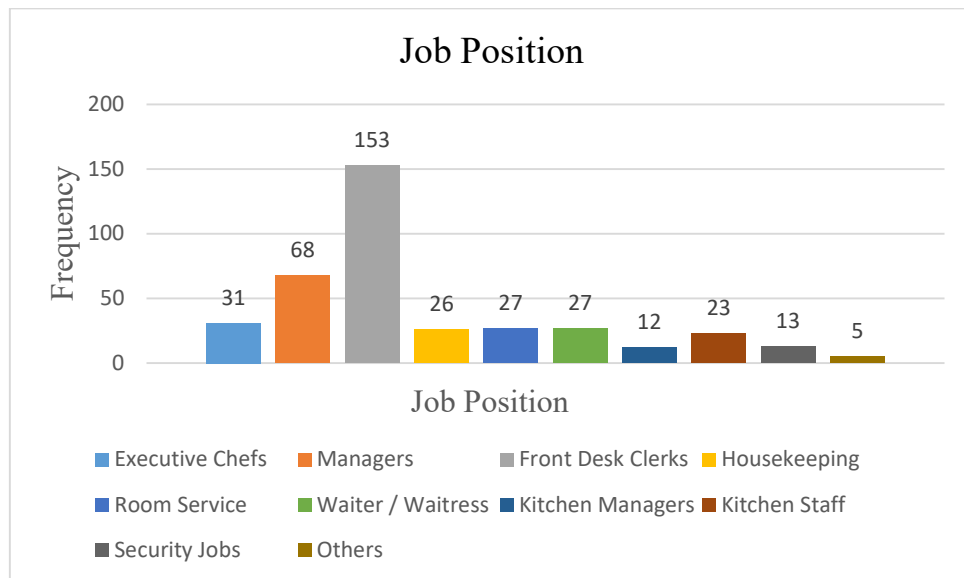
Table 4.4: Descriptive analysis for Job Position

Job position	Frequency	Percentage (%)	Cumulative frequency	Cumulative percentage (%)
Executive Chefs	31	8.05	31	8.05
Managers	68	17.66	99	25.71
Front Desk Clerks	153	39.74	252	65.45
Housekeeping	26	6.75	278	72.2
Room service	27	7.01	305	79.21

Waiter / Waitress	27	7.01	332	86.22
Kitchen Managers	12	3.12	344	89.34
Kitchen Staff	23	5.98	367	95.32
Security Jobs	13	3.38	380	98.7
Others	5	1.30	385	100

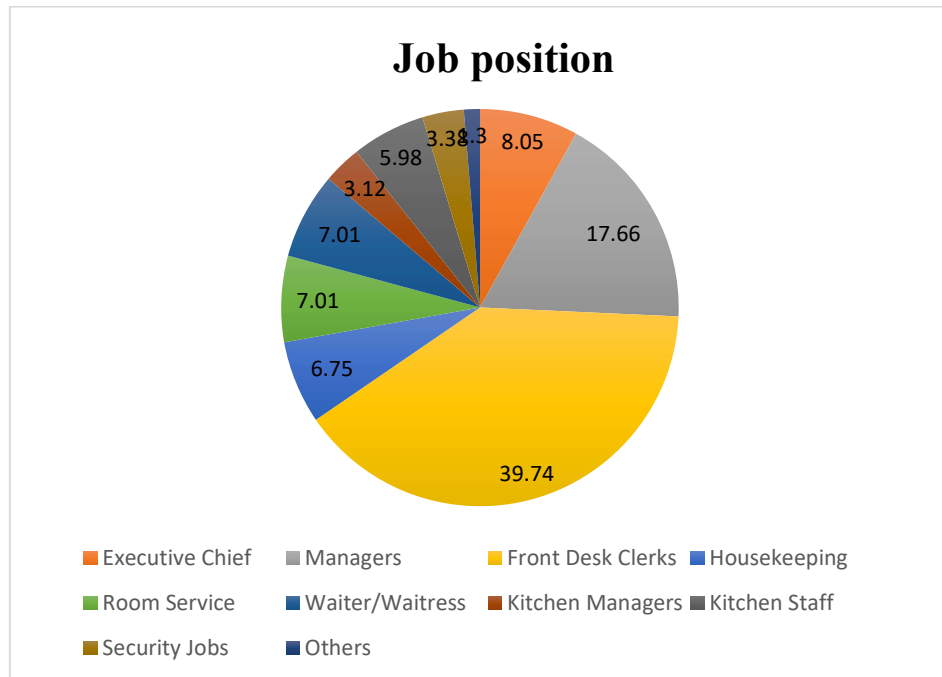
Source: Developed for the research

Figure 4.7: Descriptive analysis for Job Position (Frequency)



Source: Developed for the research

Figure 4.8: Descriptive analysis for Job Position (Percentage)



Source: Developed for the research

Job position of the respondents is categorized into 10 groups which are executive chefs, managers, front desk clerks, housekeeping, room service, waiter/ waitress, kitchen managers, kitchen staff, security jobs and others. Front desk clerk is the highest among these 10 categories which is 39.74%, followed by managers (17.66%), executive chefs (8.05%), room service (7.01%), waiter/waitress (7.01%), housekeeping (6.75%), kitchen staff (5.98%), security jobs (3.38%), kitchen managers (3.12%) and others (1.30%) according to figure 4.7, figure 4.8 and table 4.4.

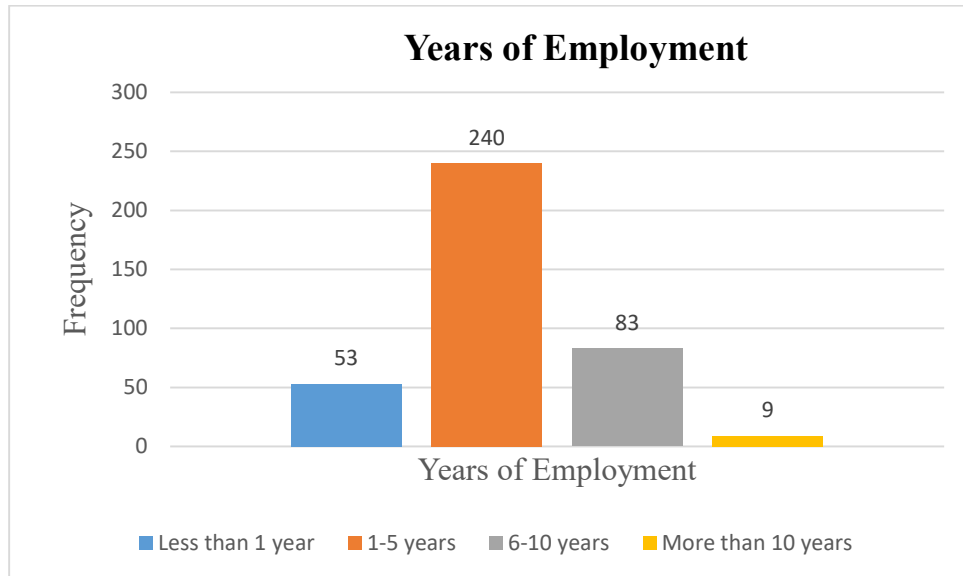
4.1.1.5 Years of Employment

Table 4.5: Descriptive analysis for Years of Employment

Years of employment	Frequency	Percentage (%)	Cumulative frequency	Cumulative percentage (%)
Less than 1 year	53	13.75	53	13.76
1-5 years	240	62.34	293	76.09
6-10 years	83	21.56	376	97.65
More than 10 years	9	2.34	385	100

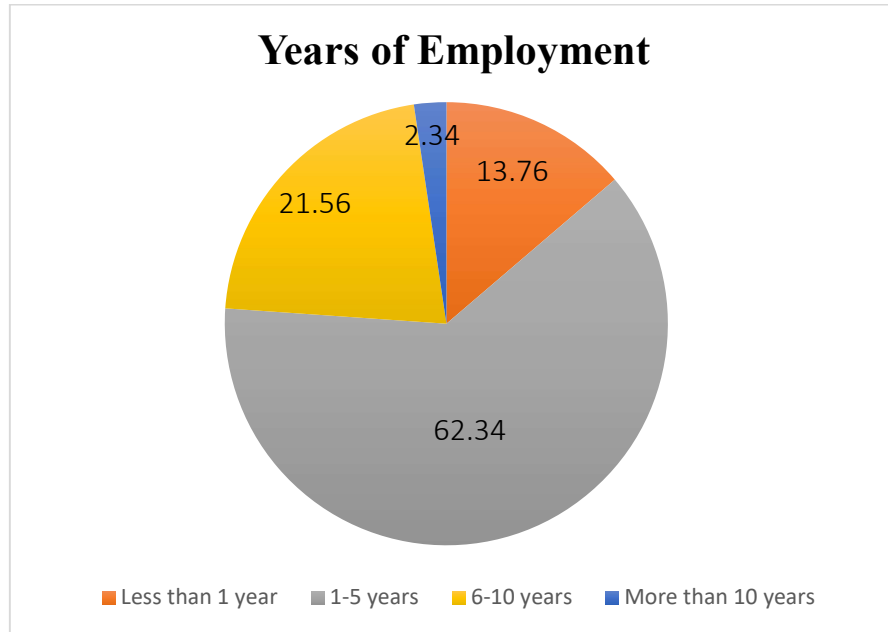
Source: Developed for the research

Figure 4.9: Descriptive analysis for Years of Employment (Frequency)



Source: Developed for the research

Figure 4.10: Descriptive analysis for Years of Employment (Percentage)



Source: Developed for the research

In this result, respondents who are having years of employment with the range of 1-5 years is 62.34% out of 100% then followed by the range of 6-10 years (21.56%), less than 1 year (13.76%) and more than 10 years (2.34%) according to the figure 4.9, figure 4.10 and table 4.5.

4.1.1.6 Income level

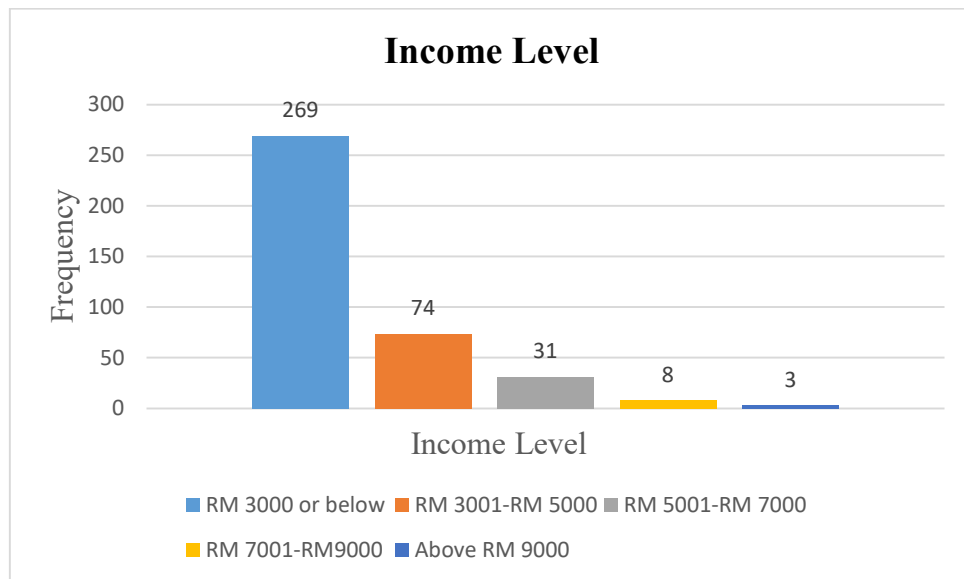
Table 4.6: Descriptive analysis for Income level

Income level	Frequency	Percentage (%)	Cumulative frequency	Cumulative percentage (%)
≤ RM 3000	269	69.87	260	69.87
RM 3001- RM 5000	74	19.22	343	89.09
RM 5001- RM 7000	31	8.05	374	97.14

RM 7001- RM 9000	8	2.08	382	99.22
> RM 9000	3	0.78	385	100

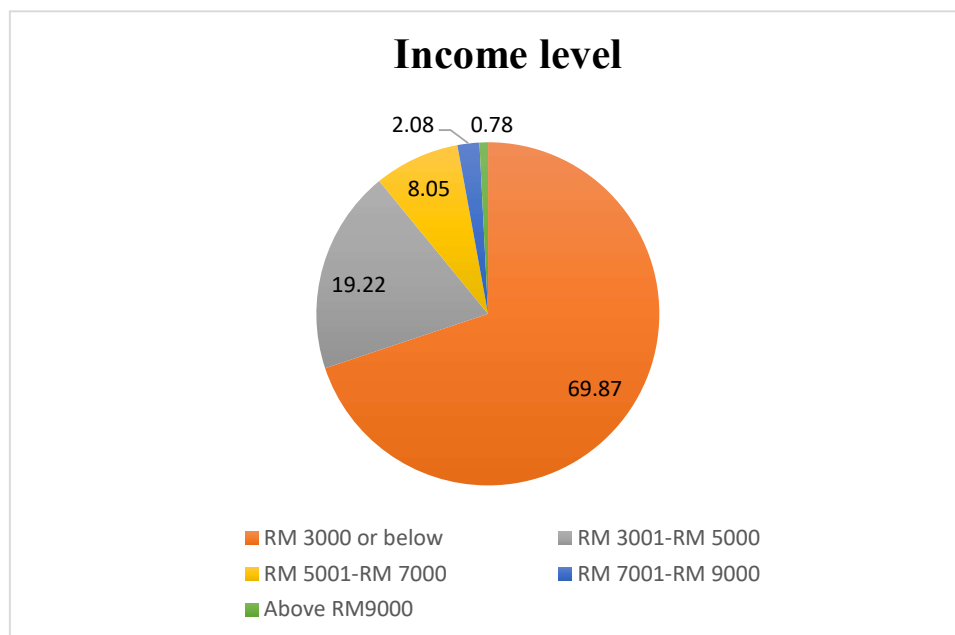
Source: Developed for the research

Figure 4.11: Descriptive analysis for Income Level (Frequency)



Source: Developed for the research

Figure 4.12: Descriptive analysis for Income Level (Percentage)



Source: Developed for the research

According to figure 4.11 and 4.12, the highest income range is RM 3000 or below with 69.87% out of 100%. Income range between RM 3001- RM 5000 is the second highest range with 19.22%, followed by range RM 5001- RM 7000 (8.05%), range RM 7001- RM 9000 (2.08%) and lastly range above RM 9000 (0.78%).

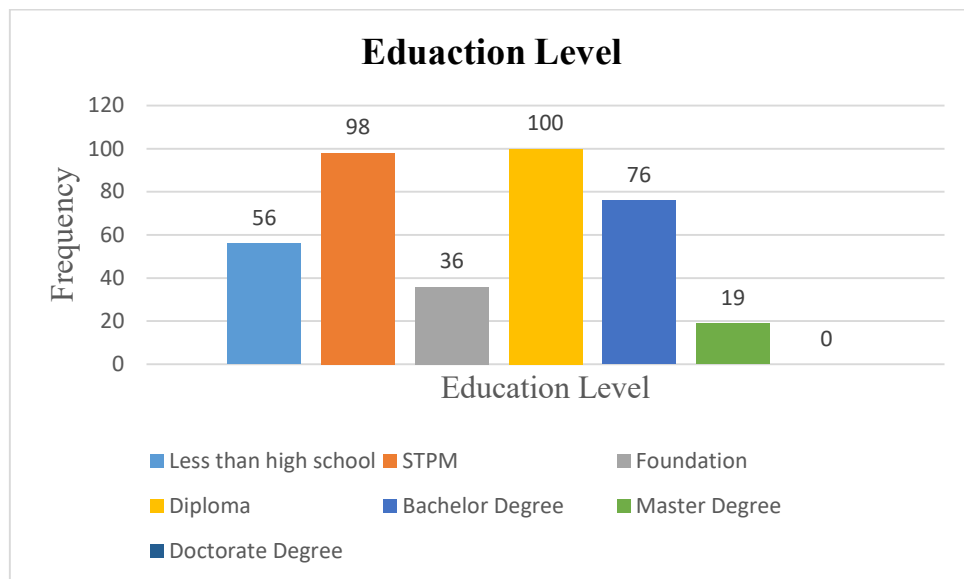
4.1.1.7 Education level

Table 4.7: Descriptive analysis for Education level

Education level	Frequency	Percentage (%)	Cumulative frequency	Cumulative percentage (%)
Less than high school	56	14.55	56	14.55
STPM	98	25.45	154	40
Foundation	36	9.35	190	49.35
Diploma	100	25.97	290	75.32
Bachelor Degree	76	19.74	366	95.06
Master Degree	19	4.94	385	100
Doctorate Degree	0	0	385	100

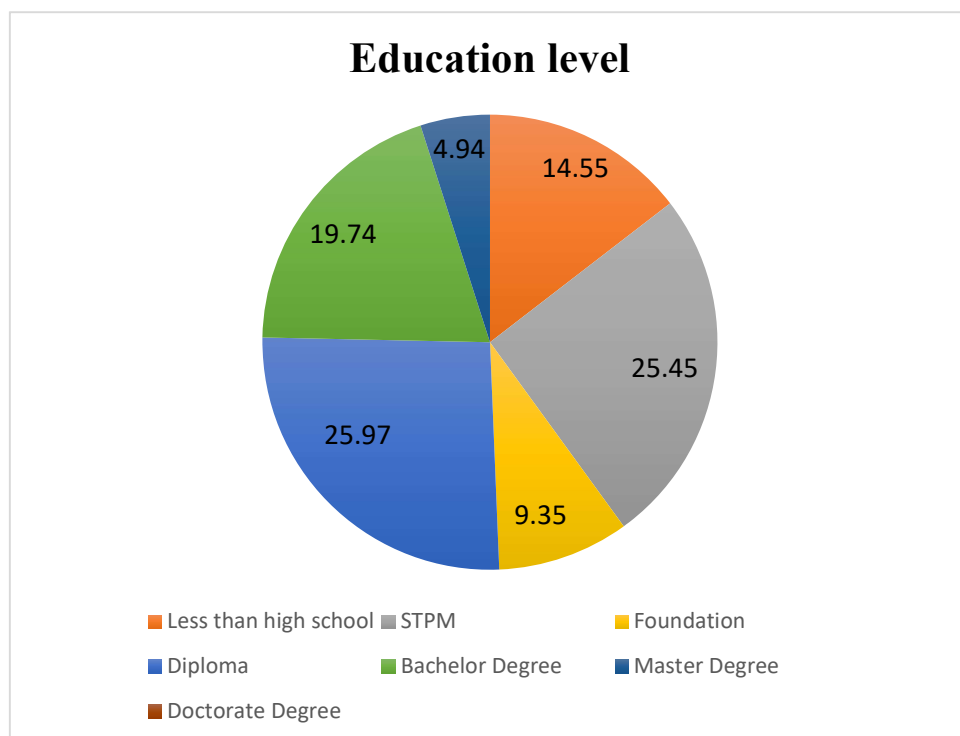
Source: Developed for the research

Figure 4.13: Descriptive analysis for Education Level (Frequency)



Source: Developed for the research

Figure 4.14: Descriptive analysis for Education Level (Percentage)



Source: Developed for this research

Based on figure 4.13, figure 4.14 and table 4.7, education level of Diploma contains with 100 respondents (25.97%), STPM with 98 respondents (25.45%), Degree with 76 respondents (19.74%), less than high school with

56 respondents (14.55%), Foundation with 36 respondents (9.35%), Master Degree with 19 respondents (4.94%) and lastly is Doctorate Degree with 0 respondents (0%).

4.1.2 Central Tendencies Measurement of Constructs

The central tendencies measurement of construct tend to illustrate the value of mean and standard deviation for the independent variables and dependent variable. In section B, there are total 27 questions contained in the questionnaire were introduced. Those questions are examined by using SAS software and also measured by using Likert Scale which are 1 indicated as “Strongly Disagree”, 2 indicated as “Disagree”, 3 indicated as “Neutral”, 4 indicated as “Agree”, and then 5 indicated as “Strongly Agree”.

4.1.2.1 Effectiveness of Communication

Table 4.8: The Central Tendencies Measurement Result of Effectiveness
of Communication

No.	Statement	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
EC 1	Communication helps me to be more knowledgeable and productive in my work.	4.11948	0.67025	1	8

EC 2	Managers keep me informed and up-to-date.	4.08571	0.63363	2	9
EC 3	Our senior leaders establish a clear direction for the company.	4.05455	0.73217	4	4
EC 4	There is a free flow of information between managers and employees.	4.01039	0.68837	6	7
EC 5	I have the information I need to do my job.	4.05714	0.70847	3	5
EC 6	The information I received from my supervisor is consistent with the information received from other supervisors.	3.98442	0.74636	8	3
EC 7	Communication from other departments is typically detailed and accurate.	3.98422	0.80672	8	1
EC 8	Top management is providing you with the kind of	3.99221	0.69029	7	6

	information you really want and need.				
EC 9	Most of the information I receive from my manager is detailed and accurate.	4.04156	0.75231	5	2

Source: Developed for the Research

Table 4.8 shows the central tendencies measurement of effectiveness of communication. The table shows that EC 1 having the highest mean value of 4.11948 which means that most respondents agree to the statement of “Communication helps me to be more knowledgeable and productive in my work.” Followed by EC 2 of 4.08571, EC 5 of 4.05714, EC 3 of 4.05455, EC 4 of 4.01039 and EC 8 of 3.99221. There are two lowest rank of mean which is EC 6 and EC 7 with the lowest mean value of 3.98422.

For standard deviation, EC 7 has the highest standard deviation value of 0.80672 which makes it first ranked. Second rank will be EC 9 with standard deviation value of 0.75231. Third rank will be EC 6 with 0.74636 standard deviation. Followed by EC 3 of 0.73217, EC 5 of 0.70847, EC 8 of 0.69029, EC 4 of 0.68837 and EC 7 of 0.67025. The lowest rank is EC 2 with the lowest standard deviation value of 0.63363.

4.1.2.2 Emotional Intelligence

Table 4.9: The Central Tendencies Measurement Result of Emotional Intelligence

No.	Statement	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
EI 1	I am open to candid feedback, new perspectives, continuous learning, and self-development.	4.04156	0.69473	5	6
EI 2	I listen well, seek mutual understanding, and fully welcome sharing of information.	4.07273	0.71800	4	3
EI 3	I admit my own mistakes and confront unethical actions in others.	4.15325	0.68976	1	7
EI 4	I handle difficult people and tense situations with diplomacy and tact.	4.01299	0.76875	6	1
EI 5	I mentor, give timely coaching, and offer assignments that	4.00519	0.73596	7	2

	challenge and grow a person's skill.				
EI 6	I respect and relate well to people from varied backgrounds.	4.13506	0.71621	2	4
EI 7	I operate from hope of success rather than fear of failure.	4.08052	0.70803	3	5

Source: Developed for the research

Table 4.9 shows the central tendencies measurement of emotional intelligence. The table above shows that EI 3 having the highest mean value of 4.15325 which means that most respondents agree to the statement of “I admit my own mistakes and confront unethical actions in others.” Followed by EI 6 of 4.13506, EI 7 of 4.08052, EI 2 of 4.07273, EI 1 of 4.04156 and EI 4 of 4.01299. The lowest rank is EI 5 with the lowest mean value of 4.00519.

For standard deviation, EI 4 has the highest standard deviation value of 0.76875 which makes it first ranked. Second rank will be EI 5 with standard deviation value of 0.73596. Third rank will be EI 2 with 0.71800 standard deviation. Followed by EI 6 of 0.71621, EI 7 of 0.70803, and EI 1 of 0.69473. The lowest rank is EI 3 with the lowest standard deviation value of 0.68976.

4.1.2.3 Teamwork

Table 4.10: The Central Tendencies Measurement Result of Teamwork

No.	Statement	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)

TW 1	The team is organized and structured suitable for the tasks it has to perform.	4.03636	0.62394	3	6
TW 2	My co-workers and I work well together to accomplish our organization's goals.	4.10390	0.67284	1	4
TW 3	Team problem solving processes and methods are appropriate and effective.	3.91429	0.66570	6	5
TW 4	I can depend on my co-workers to complete their tasks so that I can complete my work.	3.92727	0.83536	5	1
TW 5	I understand the nature of the role I play within my team.	4.00779	0.76202	4	3
TW 6	I prefer to work as part of a team.	4.07532	0.82729	2	2

Source: Developed for research

Table 4.10 reveals the central tendencies measurement of teamwork. From the data above, it can be told that TW 2 having the highest mean value of 4.10390. The rest are TW 6 with 4.07532, TW 1 with 4.03636, TW 5 with 4.00779, and TW 4 with 3.92727. The lowest mean value of 3.91429 makes TW 3 to be lowest mean rank.

According to the standard deviation value, TW 4 has the highest standard deviation of 0.83536. Followed by, TW 6 with 0.82729, TW 5 with 0.76202, TW 2 with 0.67284 and TW 3a with 0.66570. TW 1 with the lowest standard deviation value of 0.62394 will be the lowest standard deviation rank.

4.1.2.4 Training

Table 4.11: The Central Tendencies Result of Training

No.	Statement	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
T 1	After training, I learn to apply the knowledge and skill into my work more effectively.	4.09351	0.62632	2	7
T 2	Training can increase my confidence level in doing my job.	4.02338	0.70117	6	3
T 3	During the training, I can learn on how to develop teamwork among employees in	4.03117	0.69901	4	5

	order to complete the task effectively.				
T 4	The new skills and knowledge that I learnt increased my confident and motivating me to perform better in work.	4.03117	0.71009	4	2
T 5	I am motivated to perform well in my job when I am able to apply what I have learned hence improve work performance.	4.09870	0.70017	1	4
T 6	Training improves my working relationship with other employees.	4.06494	0.71330	3	1
T 7	During the training, I can learn the appropriate ways to coach other employees through observation, data recording, giving and receiving feedback.	4.02078	0.64919	7	6

Source: Developed for research

Table 4.11 shows the central tendencies measurement of training. Based on table above, T 5 has the highest mean of 4.09870 with rank 1. It means most

respondents agree with the statement “I am motivated to perform well in my job when I am able to apply what I have learned hence improve work performance.” T 1 has second highest mean value of 4.09351, followed by T 6 with mean of 4.06494. T 3 and T 4 are both being ranked as rank 4 because of the same mean value. The rest are rank 6 and 7 which are T 2 with mean of 4.02338 and T 7 with mean of 4.02078.

For standard deviation part, T 6 has rank 1 with the highest standard deviation value of 0.71330. T 4 is the second highest standard deviation with value of 0.71009. Followed by T 2 with 0.70117, T 5 with 0.70017, T 3 with 0.69901, and T 7 with 0.64919. Lastly, it will be T 1 with the lowest standard deviation of 0.62632.

4.1.2.5 Trust

Table 4.12: The Central Tendencies Result of Trust

No.	Statement	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
Tr 1	My supervisor is not likely to give me bad advice.	3.83636	0.81760	3	4
Tr 2	I can count on my supervisor to keep things I tell him or her to be confidential.	3.77662	0.80167	5	6
Tr 3	I know I can trust my employer completely.	3.81558	0.80349	4	5
Tr 4	There is a high level of trust throughout this organisation.	3.73766	0.77813	6	7

Tr 5	In our organization, people tell the truth even it is unpleasant.	3.65455	0.92288	7	1
Tr 6	Managers show fairness and respect in their interactions with employees.	3.98442	0.86889	1	2
Tr 7	My immediate supervisor encourages me to participate in important decisions.	3.86753	0.82954	2	3

Source: Developed for research

Table 4.12 shows the central tendencies measurement of training. Based on the results, Tr 6 has the highest mean value with 3.98442. Tr 7 is the second highest which has mean value of 3.86753. Followed by Tr 1 with 3.83636, Tr 3 with 3.81558, Tr 2 with 3.77662, and Tr 4 with 3.73766. The lowest mean value goes to 3.65455 by Tr 5.

Referring to standard deviation table, Tr 5 has the highest value of 0.92288. The rest are Tr 6 having 0.86889, Tr 7 having 0.82954, Tr 1 having 0.81760, Tr 3 having 0.80349 and Tr 2 having 0.80167. Finally, Tr 4 which has the lowest standard deviation value of 0.77813 will be ranked 7.

4.2 Scale Measurement

Scale measurement was applied to determine the reliability from the research results in the survey conducted. Reliability analysis aims to identify how well those items in a set are positively connected with other variables. For that, SAS software is used to examine the variables while Cronbach Alpha is used to examine the reliability.

Cronbach's Alpha measured the reliability and consistency of both independent and dependent variables. In order to produce the same or similar results, the measurement procedure should be stable or constant if the same individuals and conditions are used. Thus the closer the result of Cronbach's alpha value is to 1, the higher the internal consistency reliability (Sekaran & Bougie, 2013).

Table 4.13: Cronbach Alpha

Level of Reliability	Alpha Ranges
Very Good Reliability	0.80 to 0.95
Good Reliability	0.70 to 0.80
Fair Reliability	0.60 to 0.70
Poor Reliability	Less than 0.60

Sources: Sekaran U., & Bougie R. (2010). *Research methods for business: A skill-building approach (5th ed)*. Chichester, West Sussex: John Wiley & Sons, Inc.

Total of 385 sets of questionnaire were tested for this survey and the results of reliability analysis is shown as below:

Table 4.14: Reliability Analysis for Full Research

	Variables	Cronbach Alpha		Number of items
		Pilot Test	Full Research	
Dependent Variable	Effectiveness of Communication	0.729678	0.812020	9
Independent Variables	Emotional Intelligence	0.892150	0.810134	7
	Teamwork	0.668787	0.770326	6
	Training	0.607668	0.840662	7
	Trust	0.828715	0.877726	7

Source: Developed for Research

Based on the table above, the dependent variable (Effectiveness of Communication) has a Cronbach Coefficient Alpha value of 0.812020 for full research at the range

of 0.80 to 0.95 which consider as very good reliability. It is more reliable compare to the result get from pilot test which is 0.729678 that fall under the range 0.70 to 0.80 that consider as good reliability.

Compared to result on pilot test, trust, training and teamwork independent variable get higher Cronbach Alpha value while emotional intelligence independent variable get lower Cronbach Alpha value in full research. For full research, trust independent variable has the highest Cronbach Coefficient Alpha value among all other independent variables which standing at 0.877726 at the range of 0.80 to 0.95. The alpha value in full research is higher than the alpha value in pilot test (0.828715). This indicates that training variable is at a very good reliability.

The second highest is the training variable which having Cronbach Alpha value of 0.840662 which increase by 0.232994 compared with the alpha value (0.607668) in pilot test. It is considered as very good reliability as it fall under the range of 0.80 to 0.95.

The third highest is emotional intelligence with Cronbach alpha value of 0.810134, falling at the range of 0.80 to 0.95. However, the reliability of emotional intelligence has decreased slightly by 0.082016 compared to the alpha value (0.892150) in pilot test, but it indicates that emotional intelligence variable is at a very good reliability too.

Lastly, teamwork as the independent variable that having the lowest value of 0.770326 among others. Although is get the lowest value, but the alpha value has increase by 0.101538 compared to the alpha value (0.668787) in pilot test. It falls at the range of 0.70 to 0.80 which is considered as good reliability.

4.3 Inferential Analysis

According to Burns and Bush (2000), inferential analysis is a measurement that use to measure the results of total population on a sample data get from respondents. Inferential analysis is used to determine the relationship between dependent variable and independent variable.

Pearson's Correlation Coefficient and Multiple Linear Regression Analysis had been used to test all the hypotheses where Pearson's Correlation Coefficient presents the result of correlation and Multiple Linear Regression Analysis presents the results of model summary and coefficient (Sekaran & Bougie, 2013).

4.3.1 Pearson's Correlation Coefficient

Pearson correlation coefficient analysis used for testing four hypotheses which hypothesis 1 (H_1) to hypothesis 4 (H_4). The Pearson's correlation coefficient can defined as a method to test the association between two continuous variables. According to Sekaran & Bougie (2013) Pearson correlation coefficient has a function of indicates direction, strength and significant of the bivariate relationship between the two variables that were measured at an interval or ratio level. Direction indicates the positive or negative relationship of two variables. Strength indicates the degree of relationship of two variables where the higher the correlation coefficient, the stronger the relationship. Table 4.15 shows the strength level of Pearson correlation coefficient. Significant refers to p-value of the variables. If the p-value is less than the alpha value of 0.05 ($p < 0.05$), the relationship will be significant (which is same as corresponding confidence level is 95% and have 95% chance that there is a relationship). On the other hand, if the p-value is more than alpha value ($p > 0.05$), the relationship between the independent variables and dependent variable is not significant. Both independent variable and dependent variable using metric scale such as interval scale thus fulfilled the requirement to use the test.

Table 4.15 Rule of Thumb for Interpreting the Size of a Coefficient

<u>Correlation</u>	
Size of Correlation	Interpretation
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
0.00 to ± 0.20	Slight, almost negligible

Sources: Hair, J. F. Jr., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. Chichester, West Sussex: John Wiley & Sons, Inc.

4.3.1.1 Emotional Intelligence

Hypothesis 1

H₁ : There is a significant relationship between emotional intelligence and effectiveness of communication in hotel industry.

Table 4.16: Correlation between Emotional Intelligence and Effectiveness of Communication

		Emotional Intelligence	Effectiveness of Communication
Emotional Intelligence	Pearson Correlation	1.00000	0.65313
	P-value		<.0001
	N	385	385

Effectiveness of Communication	Pearson Correlation	0.65313	1.00000
	P-value	<.0001	
	N	385	385

Source: Developed for the Research

Table 4.16 shows the positive relationship between emotional intelligence and effectiveness of communication because positive value of correlation coefficient. The emotional intelligence variable has a 0.65313 correlation with the effectiveness of communication variable. Thus, when emotional intelligence is high, effectiveness of communication is high.

The value of correlation coefficient is 0.65313 which fall under the coefficient range from ± 0.41 to ± 0.70 . Therefore, the relationship between emotional intelligence and effectiveness of communication is moderate.

The relationship between emotional intelligence and effectiveness of communication is significant. It is because p-value <0.0001 is less than alpha value 0.05. Thus, the null hypotheses (H_0) is rejected while the alternative hypothesis (H_1) is accepted.

4.3.1.2 Teamwork

Hypothesis 2

H_2 : There is a significant relationship between teamwork and effectiveness of communication in hotel industry.

Table 4.17: Correlation between Teamwork and Effectiveness of Communication

		Teamwork	Effectiveness of Communication
--	--	-----------------	---------------------------------------

Teamwork	Pearson Correlation	1.00000	0.63059
	P-value		<.0001
	N	385	385
Effectiveness of Communication	Pearson Correlation	0.63059	1.00000
	P-value	<.0001	
	N	385	385

Source: Developed for the Research

Table 4.17 shows the positive relationship between teamwork and effectiveness of communication because the correlation coefficient value is in the positive form. Teamwork variable has a 0.63059 correlation with effectiveness of communication variable. Thus, when teamwork is high, effectiveness of communication is high.

The value of this correlation coefficient (0.63059) is fall under the coefficient range from ± 0.41 to ± 0.70 . Therefore, the relationship between teamwork and effectiveness of communication is moderate.

The relationship between teamwork and effectiveness of communication is significant. It is because p-value <0.0001 is less than alpha value 0.05.

Thus, the null hypotheses (H_0) is rejected while the alternative hypothesis (H_1) is accepted.

4.3.1.3 Training

Hypothesis 3

H_1 : There is a significant relationship between training and effectiveness of communication in hotel industry.

Table 4.18: Correlation between Training and Effectiveness of
Communication

		Training	Effectiveness of Communication
Training	Pearson Correlation	1.00000	0.51574
	P-value		<.0001
	N	385	385
Effectiveness of Communication	Pearson Correlation	0.51574	1.00000
	P-value	<.0001	
	N	385	385

Source: Developed for the Research

Table 4.18 shows the positive relationship between training and effectiveness of communication because positive value of correlation coefficient. The training variable has a 0.51754 correlation with the effectiveness of communication variable. Thus, when training is high, effectiveness of communication is high.

The value of this correlation coefficient is 0.51754 is fall under the coefficient range from ± 0.41 to ± 0.70 . Therefore, the relationship between training and effectiveness of communication is moderate.

The relationship between training and effectiveness of communication is significant. It is because p-value <0.0001 is less than alpha value 0.05. Thus, the null hypotheses (H_0) is rejected while the alternative hypothesis (H_1) is accepted.

4.3.1.4 Trust

Hypothesis 4

H₁ : There is a significant relationship between trust and effectiveness of communication in hotel industry.

Table 4.19: Correlation between Trust and Effectiveness of
Communication

		Trust	Effectiveness of Communication
Trust	Pearson Correlation	1.00000	0.56431
	P-value		<.0001
	N	385	385
Effectiveness of Communication	Pearson Correlation	0.56431	1.00000
	P-value	<.0001	
	N	385	385

Source: Developed for the Research

Table 4.19 shows the positive relationship between trust and effectiveness of communication because positive value of correlation coefficient. The trust variable has a 0.56431 correlation with the effectiveness of communication variable. Thus, when trust is high, effectiveness of communication is high.

The value of this correlation coefficient is 0.56431 is fall under the coefficient range from ± 0.41 to ± 0.70 . Therefore, the relationship between trust and effectiveness of communication is moderate.

The relationship between trust and effectiveness of communication is significant. It is because p-value < 0.0001 is less than alpha value 0.05.

Thus, the null hypotheses (H_0) is rejected while the alternative hypothesis (H_1) is accepted.

4.3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis is used to examine the effect between two or more independent variables to explain the variance in dependent variable. The result generated from multiple linear regression analysis is used to determine the contribution of the independent variables towards dependent variable. The variance of the dependent variable can be explained by R square value. The result from F value can be used to examine the overall p-value to view whether the independent variables are significant to explain the variance in dependent variable. If the overall p-value is less than alpha value 0.05 (corresponding confidence level of 95%), the F-statistic is significant and the model is used to describe the relation between the dependent and predictor variables.

4.3.2.1 Hypothesis 5

H_5 : The four variables (emotional intelligence, teamwork, training and trust) are significant in explaining the variances of effectiveness of communication in hotel industry.

Table 4.20: Multiple Regression Analysis

Model	DF	Sum of Squares	Mean Square	F Value	Pr > F
Regression	4	43.26259	10.81565	116.29	<.0001
Error	380	35.34366	0.09301		
Corrected Total	384	78.60625			

Predictors Variables: Emotional Intelligence, Teamwork, Training and Trust

a. Dependent Variable: Effectiveness of Communication

Source: Developed from research

Based on the Table 4.20, P-value <.0001 is less than alpha value 0.05. Besides, F-statistics (116.29) is significant. The model shows there is a good relationship between independent variables and dependent variable. Independent variables are Emotional Intelligence, Teamwork, Training and Trust and dependent variable is Effectiveness of Communication. Therefore, independent variable are significant explain the relationship with effectiveness of communication. So, Hypotheses 5 is supported by the data.

Table 4.21: Model Summary of Multiple Regression

Model	R	R Square	Dependent Mean	Adjusted R Square	Coefficient Variance
1	0.30497	0.5504	4.03665	0.5456	7.55514

a. Predictors Variables: Emotional Intelligence, Teamwork, Training and Trust

b. Dependent Variable: Effectiveness of Communication

Source: Developed from research

Percentage of independent variables was shown in The R square which could be explained by the variation in the dependent variable. Regarding the study, independent variables (Emotional Intelligence, Teamwork, Training and Trust) can be explained by 55.04% of the variations in dependent

variable (Effectiveness of Communication). However, it still left 44.96% (100% - 55.04%) that couldn't explain in this study. Hence, there are still have others variables that will affect effectiveness of communication have not been tested in this study.

Table 4.22: Parameter Estimates

Variable	DF	Estimates Parameter	Standard Error	t Value	Pr > t
Intercept		0.90353	0.15219	5.94	<.0001
Emotional Intelligence	1	0.33445	0.04386	7.63	<.0001
Teamwork	1	0.16204	0.04750	4.41	0.0007
Training	1	0.11606	0.03947	2.94	0.0035
Trust	1	0.17090	0.03155	5.42	<.0001

Source: Developed from research

Based on results that shows at Table 4.22 (Parameter Estimates), emotional intelligence is significant to dependent variables (effectiveness of communication) for this research due to emotional intelligence has the lowest p-value <.0001 compare to alpha value 0.05. Second, teamwork is significant to dependent variable (effectiveness of communication) for this research as well. The p-value of teamwork (0.0007) is lower than alpha value 0.05.

Third, training is significant to dependent variable (effectiveness of communication) for this research as training has a p-value that amount to 0.0035 that lower than alpha value 0.05. Lastly, trust has a high significant to dependent variable (effectiveness of communication). Trust has the lowest p-value <.0001 compare to alpha value 0.05.

The four independent variables are the factors that affect effectiveness of communication in hotel industry. These can be expressed by the regression equation stated below:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

The Unknown of the regression equation as below,

Y = Effectiveness of Communication

a = Intercept

X1 = Emotional Intelligence

X2 = Teamwork

X3 = Training

X4 = Trust

Therefore,

Effectiveness of Communication = 0.90353 (a) + 0.33445 (Emotional Intelligence) + 0.16204 (Teamwork) + 0.11606 (Training) + 0.17090 (Trust)

Table 4.23: The Ranking for the Beta Value of Independent Variables

Independent Variables	Standardize Coefficients, Beta	Ranking
Emotional Intelligence	0.33445	1
Teamwork	0.16204	3
Training	0.11606	4
Trust	0.17090	2

Source: Developed from research

Table 4.23 shows the ranking for the Beta Value of Independent Value. The ranking indicates from high to low which emotional intelligence rank as first, then followed by trust, teamwork and lastly us training. The higher the

ranking for beta value of independent variables, the higher the contribution towards the dependent variable (effectiveness of communication).

4.3.2.1 Contribution

Emotional intelligence is the predictor variables that carry the highest contribution to variation of dependent variable (effectiveness of communication). This is because emotional intelligence has the highest contribution compared to others (teamwork, training and trust) which is 0.33445. In other words, emotional intelligence has strongest relationship with the variation of dependent variable (effectiveness of communication).

Next, trust is the predictor variables that rank at second in beta Value of Independent Variables compare to others variables (Teamwork and Training). The beta value under standardize coefficient for trust is 0.17090. Therefore, trust makes the second strongest contribution and relationship with the variation in dependent variable (effectiveness of communication).

Besides that, teamwork is placing at third in beta value of independent variables with a 0.16204 of beta value under standardize coefficient compare to last independent variables which is training. Training has 0.11606 of beta value under standardize coefficients. Thus, teamwork has lower contribution and relationship with the variation in dependent variable (effectiveness of communication) than trust and training has the least contribution and relationship with the variation in dependent variable (effectiveness of communication).

4.4 Conclusion

All data collected have been interpreted and summarized by using SAS software. Descriptive analysis was conducted to understand the demographic information of the respondents. Next, reliability analysis in the scale of measurement is used to test the reliability of each of the dependent and independent variables in questionnaire. Lastly, based on the results shown in SAS software, the independent variables (emotional intelligence, teamwork, training and trust) have significant relationship with dependent variable (effectiveness of communication). The data that analysed in this chapter will be further discussed in the next chapter.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

First, a summary of statistical analysis on descriptive analysis, scale measurement and inferential analysis will be discussed under this chapter. Second, a summary of hypotheses testing result will be provided followed by a more details discussion about major finding of the study. Limitation of this study will also be discussed to provide a fair assessment on this current research then followed by recommendation to assist in future research.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

The demographic profile of the research respondents consists of gender, age, ethnic group, job position, years of employment, income level and education level. There are total of 385 respondents who are currently working in hotels

in Penang participated in answering the questionnaires for this research. Female respondents are more than male respondents which are 213 (55.32%) female hotel employees out of 385 total respondents, while the rest are male which are 172 (44.68%) male hotel employees out of total respondents.

The age of the respondents for this research mostly falls between 21 to 30 years old, which represents 53.77% (207 respondents) from overall respondents. Besides that, 19 respondents (4.93%) fall below the age of 20 years old, 131 respondents' (34.03%) age are between 31 to 40 years old, 24 respondents (6.23%) are aged between 41 to 50 years old and lastly 4 respondents (1.04%) are aged above 51 years old.

Furthermore, the ethnic group of this research consists of Chinese, Malay, Indian and others. There are 180 of the respondents (46.75%) are Chinese, 128 of the respondents (33.25%) are Malay, 71 of the respondents (18.44%) are Indian and 6 respondents (1.56%) are from other ethnic groups. The result shows that majority of employees currently work in hotel industry in Penang are Chinese.

For job position, 31 of the respondents (8.05%) are Executive Chefs, 68 (17.66%) of the respondents are Managers, 153 of the respondents (39.74%) are Front Desk Clerks. 26 (6.75%) and 27 (7.01%) of the respondents are work as Housekeeping and Room Service respectively. There are 27 of the respondents (7.01%) work as Waiter or Waitress, 12 respondents (3.12%) are work as Kitchen Managers, 23 of the respondents (5.98%) are work as Kitchen Staff, 13 of the respondents (3.38%) are work on Security Jobs and 5 respondents (1.30%) fall under others category such as receptionist and accountant.

Besides, most of the respondents that participate in this research (62.34% or 240 respondents out of 385 respondents) works in hotel industry for 1 to 5 years. 13.76% of the respondents (53 respondents) work are less than 1 year,

21.56% of the respondents (83 respondents) work 6 to 10 years, and 3.34% of the respondents (9 respondents) work more than 10 years.

There are 69.87% of the respondents earn RM 3000 or below per month, which means the largest number of employees in hotel industry in Penang earn less than RM 3000 per month. 19.22% of the respondents (74 respondents) earn RM 3001 to RM 5000 per month, 8.05% of the respondents (31 respondents) earn RM 5001 to RM 7000 per month, 2.08% of the respondents (8 respondents) earn RM 7001 to RM 9000 per month and lastly 0.78% of the respondents (3 respondents) earn above RM 9000 per month.

Furthermore, there 14.55% of the respondents (56 respondents) are with education level that less than high school. 25.25% of the respondents (98 respondents) are graduated from STPM. 9.35% and 25.97% of the respondents graduated from Foundation (36 respondents) and Diploma (100 respondents) respectively. 19.74% of the respondents (76 respondents) hold Bachelor Degree, 4.94% of the respondents (19 respondents) hold Master Degree and none of the respondent hold Doctorate Degree.

5.1.2 Summary Central Tendencies Measurement of Constructs

Table 5.1: Summary of Central Tendencies Measurement

Variables	Mean		Standard Deviation	
	Lowest	Highest	Lowest	Highest
Effectiveness of Communication (EC)	3.98422 EC 6 & EC 7	4.11948 EC 1	0.63363 EC 2	0.80672 EC 7
Emotional Intelligence (EI)	4.00519 EI 5	4.15325 EI 3	0.68976 EI 3	0.76875 EI 4

Teamwork (TW)	3.91429 TW 3	4.10390 TW 2	0.62394 TW 1	0.83536 TW 4
Training (T)	4.02078 T 7	4.09870 T 5	0.62632 T 1	0.71330 T 6
Trust (Tr)	3.65455 Tr 5	3.98442 Tr 6	0.77813 Tr 4	0.92288 Tr 5

Source: Developed for the Research

5.1.3 Summary of Scale Measurement

The reliability test shows that all variables are consider as reliable since all variables' Cronbach Coefficient Alpha value fall between 0.70 to 0.80 and 0.80 to 0.95 which are good and very good reliability. Trust has the highest alpha coefficient value, which is 0.878, followed by training with 0.841, effectiveness of communication with 0.812, emotional intelligence with 0,810 and lastly teamwork 0.770. Trust, training, effectiveness of communication and emotional intelligence consider as have a very good reliability while teamwork consider has good reliability.

5.1.4 Summary of Inferential Analysis

5.1.4.1 Pearson Correlation Coefficient

The result from Pearson Correlation Coefficient test shows that all independent variables have significant relationship with effectiveness of communication. The value of four variables is within the range of coefficient range of ± 0.41 to ± 0.70 which consider the relationship of independent variables and dependent variable is moderate. The result shows that the R-value of emotional intelligence in Pearson Correlation Coefficient test is

0.65313, 0.63059 for teamwork, 0.51574 for training, and lastly 0.56431 for trust, which all of the independent variables have a moderate relationship with effectiveness of communication.

5.1.4.2 Multiple Linear Regression

The p-value of all the independent variables from the results of Multiple Regression test in Chapter 4 show that there are significant relationships between emotional intelligence, teamwork, training and trust with effectiveness of communication. The p-value of emotional intelligence and trust are <.0001. Other than that, the p-value of teamwork and training are 0.0007 and 0.0035 respectively.

5.2 Discussion of Major Findings

Table 5.2 Summary of Hypotheses Testing Result

Hypotheses	Description	Result	Conclusion
Hypothesis 1	H ₁ : There is a significant relationship between emotional intelligence and effectiveness of communication in hotel industry.	r = 0.65313 p = <.0001 (p < 0.05)	The hypothesis (H ₁) is accepted.
Hypothesis 2	H ₂ : There is a significant relationship between teamwork and effectiveness of communication in hotel industry.	r = 0.63059 p = <.0001 (p < 0.05)	The hypothesis (H ₂) is accepted.
Hypothesis 3	H ₃ : There is a significant relationship between training and effectiveness of communication in hotel industry.	r = 0.51574 p = <.0001 (p < 0.05)	The hypothesis (H ₃) is accepted.

Hypothesis 4	H ₄ : There is a significant relationship between trust and effectiveness of communication in hotel industry.	$r = 0.56431$ $p = <.0001$ ($p < 0.05$)	The hypothesis (H ₄) is accepted.
Hypothesis 5	H ₅ : The four variables (emotional intelligence, teamwork, training and trust) are not significant in explaining the variances of effectiveness of communication in hotel industry.	$p = <.0001$ ($p < 0.05$)	The hypothesis (H ₅) is accepted.

Source: Developed for the Research

5.2.1 Relationship between Emotional Intelligence and Effectiveness of Communication

H₁: There is a significant relationship between emotional intelligence and effectiveness of communication in hotel industry.

Based on the results of Pearson Correlation Coefficient and Multiple Linear Regression, it indicates that the emotional intelligence shows a significant relationship towards effectiveness of communication. The r-value of emotional intelligence in the results of Pearson Correlation Coefficient is 0.65313. This result proves that the relationship between emotional intelligence and effectiveness of communication is positive. The positive value has indicates that when emotional intelligence is high, the effectiveness of communication will also be high. On the other hand, the p-value of emotional intelligence in Multiple Regression is $<.0001$, which is lower than 0.05 and proves that the relationship is significant.

In conclusion, emotional intelligence have a positive and significant relationship with effectiveness of communication on hotel industry in Penang. According to Jorfi & Jorfi (2012), emotional intelligence has a significant and positive relationship with effectiveness of communication. Thus, when the hotel employees can manage their emotional intelligence

well, the higher the effectiveness of communication will form in the hotel. Hence, H_1 is accepted and H_0 is rejected.

5.2.2 Relationship between Teamwork and Effectiveness of Communication

H_2 : There is a significant relationship between teamwork and effectiveness of communication in hotel industry.

According to the results of Pearson Correlation Coefficient and Multiple Linear Regression in previous chapter, it indicates that the teamwork shows a significant relationship towards effectiveness of communication. The r -value of teamwork in the results of Pearson Correlation Coefficient is 0.63059. This result proves that the relationship between teamwork and effectiveness of communication is positive. The positive value has indicates that when teamwork is high, the effectiveness of communication will also be high. Besides that, the p -value of teamwork in Multiple Regression is $<.0001$, which is lower than 0.05. Thus, the relationship is significant.

According to Karimi and Arasa (2014), teamwork has a significant and positive relationship with effectiveness of communication. Thus when teamwork is develop well among the hotel employees, it will improve working relations and relatively increase the effectiveness of communication in the hotel. Hence, H_2 is accepted and H_0 is rejected.

5.2.3 Relationship between Training and Effectiveness of Communication

H_3 : There is a significant relationship between training and effectiveness of communication in hotel industry.

Based on the results of Pearson Correlation Coefficient and Multiple Linear Regression, it indicates that the training shows a significant relationship towards effectiveness of communication. The R-value of training in the results of Pearson Correlation Coefficient is 0.51574. This result proves that the relationship between training and effectiveness of communication is positive. The positive value has indicates that when training is high, the effectiveness of communication will also be high. On the other hand, the p-value of training in Multiple Regression is $<.0001$, which is lower than 0.05.

According to Karimi and Arasa (2014), training has a significant and positive relationship with effectiveness of communication. Thus, if the hotel employee was trained well, he or she will able to obtain the interpersonal skills and knowledge to communicate in more effective way with other employees and decrease level of misunderstanding. Hence, H_3 is accepted and H_0 is rejected.

5.2.4 Relationship between Trust and Effectiveness of Communication

H₄: There is a significant relationship between emotional intelligence and effectiveness of communication in hotel industry.

Based on the results of Pearson Correlation Coefficient and Multiple Linear Regression, it indicates that the trust shows a significant relationship towards effectiveness of communication. The R-value of trust in the results of Pearson Correlation Coefficient is 0.56431. This result proves that the relationship between trust and effectiveness of communication is positive. The positive value has indicates that when trust is high, the effectiveness of communication will also be high. On the other hand, the p-value of trust in Multiple Regression is $<.0001$, which is lower than 0.05.

According to Hussain (2013), trust has a significant and positive relationship with effectiveness of communication. Trust can result a distinctive effect in develop higher level of cooperation among the hotel employees and increase their positive attitude when doing their jobs then increase the effectiveness of communication. Hence, H_1 is accepted and H_0 is rejected.

5.2.5 Relationship between four Variables (Emotional Intelligence, Teamwork, Training and Trust) and Effectiveness of Communication

H_5 : The four variables (emotional intelligence, teamwork, training and trust) are significant in explaining the variances of effectiveness of communication in hotel industry.

Based on the results of Multiple Linear Regression, it indicates that the four variables (emotional intelligence, teamwork, training and trust) shows a significant relationship towards effectiveness of communication. This can be explained by the F-statistics of (116.29). Besides, the p-value of the variables in Multiple Linear Regression is $<.0001$, which is lower than 0.05 (corresponding confidence level of 95%) had proved that the four variables have significant relationship with the dependent variable.

According to Jorfi, Jorfi Yaccob & Nor (2014) emotional intelligence had a significant and positive impact on communication effectiveness. Besides, according to Karimi and Arasa (2014), training and teamwork has a significant and positive relationship with effectiveness of communication. When teamwork is developed well, it will improve working relations and relatively increase the effectiveness of communication. Other than that, Zeffane et al. (2011) stated that trust is significant in affecting the communication effectiveness. Effective communication tend to increase the

cooperation level among employees and positive attitude then build a high managerial trust.

Thus, these four variables (emotional intelligence, teamwork, training, and trust) is significant in affect the effectiveness of communication in hotel industry in Penang. Employees that can manage their emotional intelligence well is likely to have higher communication effectiveness when doing their job. Besides, a well-trained hotel employee can communicate more effective with hotel management. Other than that, a high level of teamwork and trust can help to improve the effectiveness of communication in hotel industry in Penang as both of the variables help to build a strong relation between the employees thus increase the effectiveness when communicating. Hence, H_5 is accepted and H_0 is rejected.

5.3 Implication of the Study

5.3.1 Managerial Implications

5.3.1.1 Emotional Intelligence

The findings from this research will be extremely useful for hotel industry to promote their employees' communication effectiveness. The positive result of emotional intelligence has explained its importance toward the dependant variable which is communication effectiveness. Mayer et al. (1997) (as cited in Jorfi H. , Jorfi, Yaccob, & Nor, 2014) gave definition of emotional intelligence stating that it is the capability of one person to become aware of emotions, to access emotions so as to aid thought, to understand emotions, and regulate emotions to promote intellectual and

emotional growth. Therefore, it is a necessity for hotel employees to have high emotional intelligence in order to carry out satisfactory communication.

Employees with high emotional intelligence are also high in self-awareness which enables them to precisely read others' emotions and behaviours so that they can prevent conflicts from happening. Thus, employees in hotel industry are capable to have effective communication among others (Jadhav & Gupta, 2014).

The hotel management should realize that managers are very important for success in raising the emotional intelligence of hotel employees (Alnabhan, n.d.). Therefore, they should invest time in picking up the right leaders and developing their emotional intelligence level. This is because leadership style consisting of high emotional intelligence will successfully be more effective and connected to their subordinates in influencing employees to become more emotionally intelligent (People Management, 2008).

Furthermore, promotion of emotional intelligence can be done by using tools such as 360 appraisals. Employees need substantial objective feedbacks to develop their emotional intelligence. The 360 appraisals are used to measure the employees' emotional intelligence level which can increase their self-awareness so that the employees can better understand their ability to manage emotions and are in tune with the emotions of others (People Management, 2008).

5.3.1.2 Teamwork

Teamwork can be defined as the motion of people gathered together for a same goal which underlies the people's need to the need of group (Karimi, 2014). Based on the results, it shows that teamwork makes contribution to explain the variation of dependent variable which is communication effectiveness. Therefore, lack of teamwork may disable employees to lack

of understanding the attributes of colleagues which interrupt the effective communication among employees in hotel industry.

In order to improve teamwork, hotel top management should provide learning opportunities to employees. Jiang (2010) mentioned that team members who are prepared with chances to learn and utilize new skills will more likely to have positive or favourable attitudes towards teamwork. Top management of hotel can provide their employees the learning chances on an ongoing basis so that their team members' capabilities and skills for consistent development and growth can be strengthen. For more, they can even hire an external professional coach to assist their employees in developing such specific competencies within as a team. Besides that, employees are often resisting to teamwork because they anticipated distributive injustice issue (Jiang, 2010). To pursue teamwork development purpose, top management should be fair at their rewarding system to their staffs which means they should concern the fairness of allocation of goods in the firm.

5.3.1.3 Training

Karimi & Arasa (2014) defines training as the systematic changes of behaviour that involves in effective communication. According to the results, training was found to affect the communication effectiveness in hotel industry. This is because most of the communications failed due to the lack of skills, working capability and organization commitment and these confusion will cause employees to have negative feelings towards the intention of having satisfactory communication with others.

The top management of the hotel can provide employees more training program or courses so that they can learn the professional and useful skills on how to communicate effectively with others, also avoiding misunderstanding and conflicts happen. External professional coach can be

appointed to aid the hotel employees as well as the managers to reinforce their communication techniques.

5.3.4 Trust

Interaction Associates Inc (2014) defines that trust is the willingness of a person to accept the personal risk according to others' actions or behaviors. Zeffane et al. (2011) stated that trust is one of the significant variable that could bring effective communication. The research conducted has provided useful information to hotel industry that trust expectedly influence the communication effectiveness in hotel industry.

There is a fact that more than half of employees do not trust their managers or bosses (Interaction Associates Inc, 2014). Building workplace trust is necessary for effective communication in hotel industry and so the hotel management team must always be honest to employees. The management should always tell the truth and avoid telling small or twisted lies, also share the true information to reduce employees' anxiety. Furthermore, the hotel company should carefully choose the right leader for their employees because trusted leaders are so much needed in building employee workplace trust for communication effectiveness. This is because when there is no managerial trust, employees are resistance to communicate well or positively their managers and display antisocial organizational behaviour to their top management (Zeffane et al., 2011).

5.4 Limitation of the study

Even the research had achieved its objectives but there were some limitations that cannot be avoided. Regarding to the study, independent variables (emotional intelligence, teamwork, training and trust) can be explained by R Square=55.04%

of the variations in dependent variable (Communication effectiveness). However, it still left 44.96% (100% - 55.04%) that could not explain in this study. Hence, there are still have other variables that will affect the communication effectiveness have not been tested in this study. This may leads the future researchers to get a different result if they use other variables in their future study.

Other than that, there is only one type of sampling techniques used in this study which is convenient sampling because it determined which sampling group conveniently available and it is a method that collecting data samples from the respondents who are easily accessible to the present researchers. Future researchers will get different data and result if they use other sampling methods such as judgement sampling, quota sampling and snowball sampling even they use the same independent variables with this research.

Although there are some limitations that the researchers faced while conducting this research but it does not influence the overall comprehension of this research.

5.5 Recommendations for Future Research

In order to conduct a better research that is relevant in the future, future researchers are recommended to use more independent variables rather than emotional intelligence, teamwork, training and trust that study in this research to get more accurate result in explaining the relationship with the communication effectiveness in the future study.

Other than that, another recommendation is future researchers can try to use other sampling techniques such as judgement sampling, snowball sampling, and quota sampling in future because different sampling techniques might get different result in the research.

5.6 Conclusion

In conclusion, this research is able to improve the understanding on the factors that affect the effectiveness of communication in hotel industry in Penang. The research had proved that there are positive and significant relationship between effectiveness of communication, emotional intelligence, teamwork, training and trust. Besides, the research is able to provide hotels a clear review on which factor affects the effectiveness of communication and applies the suitable systems to improve the effectiveness of communication and increase their overall performance as well.

This research is not only limited to hotel industry in Penang but also hotel industry in other states or other countries that have the desire to improve the effectiveness of communication and improve their performance. At last, this research also provided a scholar and practitioner reference for future researchers that study on the factors that affecting effectiveness of communication.

REFERENCES

- Adams, B. L., Cain, H. R., Giraud, V., & Stedman, N. L. (2012). Leadership, motivation, and teamwork behaviours of principal investigator's in interdisciplinary teams: A synthesis of research. *Journal of Leadership Education*, 11(2), 176-191.
- Agarwal, S., & Garg, A. (2012). The importance of communication within organizations. *Journal of Business and Management*, 3(2), 40-49.
- Aguinis, H. & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60(1), 451-474. doi: 10.1146/annurev.psych.60.110707.163505
- Alnabhan, O. (n.d.). Emotional intelligence and management. Retrieved July 12, 2017, from <https://www.steviedawninspires.com/wp-content/uploads/2017/01/EmotionalIntelligenceandManagement.pdf>
- Amitay, O. A., & Mongrain, M. (2007). From emotional intelligence to intelligent choice of partner. *The Journal of Social Psychology*, 147(4), 325-343.
- Anderson, J., & Narus, J. (1990). A model of distributor firm and manufacturer firm working relationships. *Journal of Marketing*, 54 (1), 42-58
- Asadullah, M.N. & Rahman, S. (2009). Farm productivity and efficiency in rural Bangladesh: The role of education revisited. *Applied Economics*, 41, 17-33.
- ASTD (2010). *2010 state of the industry report*: ASTD's annual review of trends in workplace learning and performance. Alexandria, Virginia: American Society for Training & Development, 36.
- Awang, K.W., Ishak, N.K., Radzi, S.M., and Taha, A.Z. (2008). Environmental variable and performance: Evidence from the hotel industry in Malaysia. *Journal of Economics and Management*, 2(1), 59-79.
- Babbie, Earl R. (2010). *The Practice of Social Research*. 12th ed. Belmont, CA: Wadsworth Cengage, 2010; Muijs, Daniel. *Doing Quantitative Research in Education with SPSS*. 2nd edition. London: SAGE Publications.
- Bacon, N. & Blyton, P. (2006). Union co-operation in a context of job insecurity: Negotiated outcomes from team working. *British Journal of Industrial Relations*, 44(2), 215-230.
- Baker, D. P., Day, R., & Salas, E. (2006). Teamwork as an essential component of high-reliability organizations. *Health Services Research*, 41(4), 1576-1598. doi: 10.1111/j.1475-6773.2006.00566.x

- Bar-on R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory (EQ-i). In *Handbook of Emotional Intelligence* (R. Bar-on & J. Parker Eds, pp. 363–388). Jossey-Bass, San Francisco, CA.
- Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of Business Studies Quarterly*, 4(3), 84-94.
- Batson, C. D. (1991). *The altruism question: Toward a social psychological answer*. Mahwah, NJ: Lawrence Erlbaum.
- Bedwell, W. L. & Salas, E. (2010). Computer-based training: capitalizing on lessons learned. *International Journal of Training & Development*, 14(3), 239-249. doi: 10.1111/j.1468-2419.2010.00355.x
- Belinda, D. Emotional intelligence questionnaire. *The Consortium for Research on Emotional Intelligence*. Retrieved July 22, 2017, from file:///C:/Users/User/Desktop/CHP%203/Questionnaire/EL%20Q.pdf
- Beverly, M. (2005). *Communication within the workplace*. Master's thesis, University of Wisconsin-Stout, Menomonie, Wisconsin, U. S.
- Bhatti, M. A. & Kaur, S. (2009). The role of individual and training design factors on training transfer. *Journal of European Industrial Training*, 34, 656-672.
- Bhatti, M. A., Kaur, S. & Battour, M. M. (2013). Training transfer and transfer motivation in the Malaysian banking sector. *Global Business and Organizational Excellence*, 33(1), 40–57.
- Blume, B., Ford, J., Baldwin, T. & Huang, J. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065–105.
- Brennan, J. (1974). *The Conscious Communicator: Making Communication Work in the Workplace*. Addison-Wesley Publishing Co., Reading.
- Bride, B. E., Radey, M. & Figley, R. (2007). Measuring compassion fatigue. *Clinical Social Work Journal*, 35, 155–163.
- Bruce, J. A., & Ricketts, K. G. (2008). Where's all the teamwork gone? A qualitative analysis of cooperation between members of two interdisciplinary teams. *Journal of Leadership Education*, 7(1), 65-75.
- Bulut, C. & Culha, O. (2010). The effects of organizational training on organizational commitment. *International Journal of Training & Development*, 14(4), 309-322. doi: 10.1111/j.1468- 2419.2010.00360.x
- Burns, A.C., & Bush, R. F. (2000). *Marketing Research*. Upper Saddle River, N.J.: Prentice-Hall International

- Butler, J. K. (1991). Toward understanding and measuring conditions of trust: Evolution of a conditions of trust inventory. *Journal of Management*, 17(3), 643–663.
- Cappelli, P. (2008). Talent Management for the Twenty-First Century. *Harvard Business Review*, 86, 74-81.
- Ceglarska, E., Li, L., & Chen, K. (2008). How does culture and gender diversity impact communication in project teams. 1-110.
- Chambers, R., Gullone, E. & Allen, N. B. (2009). Mindful emotion regulation: An integrative review. *Clinical Psychology Review*, 29, 560–572.
- Cole, G. (2004). *Training is planned process* (7th Ed). New York: McGraw Hill.
- Cooper, R. K. & Sawaf, A (1997). *Executive EQ : Emotional Intelligence I Leadership And Organization*. New York : Grosset / Putnam.
- Costa, A. C. (2003). Work team trust and effectiveness. *Personal Review*, 32(5), 605-622. doi: 10.1108/00483480310488360
- Covey, St. M. R. (2009). Building trust: How the best leaders do it. *Leadership Excellence*, 22(2), 22–24.
- Crosby, L. A., Evans, K. R., & Cowles, D. (1990). Relationship quality in services selling: An interpersonal influence perspective. *Journal of Marketing*, 54, 68–81.
- Curado, C., Henriques, P. L., & Ribeiro, S. (2015). Voluntary or mandatory enrolment in training and the motivation to transfer training. *International Journal of Training and Development*, 19(2). doi: 10.1111/ijtd.12050
- Davis, M. H. (1994). *Empathy: A social psychological approach*. Boulder, CO: Westview Press.
- Davis, M. H. (1996). *Empathy: A social psychological approach* (2nd edn). Boulder, CO: Westview Press.
- Denise F., Heidi t., Sharon S., (Sept, 2012). Effective employee communication: The benefits of best practices. Retrieved 3 July 2017, from <http://www.milliman.com/insight/eb/Effective-employee-communication-The-benefits-of-best-practices/>
- Department of Statistics Malaysia, Official Portal (2016). Retrieved 5 July, from https://www.dosm.gov.my/v1/uploads/files/3_Time%20Series/Labour_Force_Survey_Time_Series_Statistics_by_State_1982-2016/TABLE%2012.pdf

- Doreen, B. H. R., Law, L. Y., Lim, M. M., & Low, P. F. (2008). Organization climate and organizational commitment in the banking industry. Unpublished Degree Research Project, University Tunku Abdul Rahman.
- Eduspiral Consultants Services (n.d.) Increased tourism worldwide and in Malaysia means increased Jobs for tourism & hospitality management graduates. Retrieved 4 April, 2017 from <https://eduspiral.com/increased-tourism-increased-jobs-diploma-degree-hotel-hospitality-tourism-management-graduates/>
- Figley, C. (2002). Compassion fatigue: Psychotherapists' chronic lack of self-care. *Journal of Clinical Psychology*, 58, 1433–1441.
- Fitness, J. & Curtis, M. (2005). Emotional intelligence and the trait meta-mood scale: Relationships with empathy, attributional complexity, self-control and response to interpersonal conflict. *E-Journal of Applied Psychology: Social section*, 1, 50–62.
- Freshman B. & Rubino L. (2002). Emotional intelligence: A core competency for health care administrators. *The Health Care Manager*, 20, 1–9.
- Galanou, E. & Priporas, C. V. (2009). A model for evaluating the effectiveness of middle managers' training courses: Evidence from a major banking organization in Greece. *International Journal of Training & Development*, 13(4), 221-246. doi: 10.1111/j.1468-2419.2009.00329.x
- Ganesan, S. (1994). Determinants of long-term orientation in buyer–seller relationships. *Journal of Marketing*, 58, 1–19.
- Gerritsen, M. (n.d.). How knowledge of differences in communication between cultures may be the key to successful intercultural communication. *The role of culture in communication*, 1-27.
- Gersick & Hackman (1990). Habitual routines in task-performing groups. *Organizational Behavior and Human Decision Processes*, 47, 65-97.
- Giffin, K. (1967). The contribution of studies of source credibility to a theory of interpersonal trust in the communication process. *Psychological Bulletin*, 68(2), 104–120.
- Gilet, A.-L., Mella, N., Studer, J., Gruhn, D., & Labouvie-Vief, G. (2013). Assessing dispositional empathy in adults: A French validation of the Interpersonal Reactivity Index (IRI). *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 45, 42–48.
- Gluck, S. (n.d.). *Effective Communication & Team Work*. Retrieved June 26, 2017, from <http://smallbusiness.chron.com/effective-communication-team-work-3167.html>

- Golden Emperor – Penang hospitality market growth. Retrieved March 29, 2017, from <http://goldenemperor.com/thailand/news/20150814eng1/>
- Goldhaber, G. M. (1979) *Auditing organizational communication systems: The ICA communication audit*. Kendall/Hunt Pub. Co
- Goldsmith, A., & Mohd Zahari, M. (1994). Hospitality education in Malaysia: Filling the skill gap. *International Journal of Contemporary Hospitality Management*, 6(6), 27-31
- Goldsmith, D. J. (2004). *Communicating social support*. New York: Cambridge University Press.
- Goleman, D. (1996). *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury Publishing.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam.
- Goleman D. (1998a). The emotionally competent leader. *Harvard Business Review*, 76, 36–76.
- Goleman D. (1998b). What makes a leader? *Harvard Business Review*, 76, 93–102.
- Goleman D. (2000) Leadership that get results. *Harvard Business Review*, 78, 78–90.
- Goleman D. (2001). *Working with Emotional Intelligence*. Bantam Books, New York.
- Golonka, K. & Mojsa-Kaja, J. (2013). Emotional intelligence and team roles: Analysis of interdependencies with regard to teamwork effectiveness. *Contemporary Management Quarterly / Współczesne Zarządzanie*, 12(4), 32-44.
- Good, D. (2000). Individuals, interpersonal relations, and trust. In Diego (Ed.), *Trust: Making and Breaking Cooperative Relations* (pp. 31-48). <http://www.sociology.ox.ac.uk/papers/good31-48.doc>
- Goutam, A. A., (2013). Effective Communication at Workplace. *IRC's International Journal of Multidisciplinary Research in Social and Management Science*; ISSN:23208236, Vol 1(2).
- Graham, S. & Bannet, D. (1998). *Management and Organizational Behavior*. (4th Ed.). Britain: Ashford Color Press.
- Grohmann, A., Beller, J. & Kauffeld, S. (2014). Exploring the critical role of motivation to transfer in the training transfer process. *International Journal of Training and Development*, 18(2), 84–103.

- Gudykunst, W. B. (2004) *Bridging differences: Effective intergroup communication* (4th ed.) SAGE Publications
- Güney, S., Diker, O., Güney, S., Ayranci, E., & Solmaz, H. (2012). Effects of organizational communication on work commitment: A case study on a public agency in Ankara. *Business Management Dynamics*, 2(4), 18-29.
- Hallam, G. & Campbell, D. (1997). "The measurement of team performance with a standardized survey". In Brannick, M.T., Salas, E., and Prince, C. (Eds.), *Performance assessment and measurement: Theory, methods and applications*, Lawrence Erlbaum Associates (pp. 155-71). London.
- Handy, C. (n.d.). Trust and the Virtual Organization. *Harvard Business Review*, 73(3), 40-50.
- Heiss, R. (n.d.). The art of conversation: Using communication to increase sense of belonging and engagement. *The Art of Conversation*, 8, 1-21.
- Hinda, K. S. & Herbert, L. S. (2011) Teamwork effectiveness self-assessment questionnaire. Retrieved July 22, 2017, from
file:///C:/Users/User/Desktop/CHP%203/Questionnaire/Teamwork%20Effectiveness%20Self%20Assessment%20Questionnaire.pdf
- Hinkle, Wiersma, & Jurs (2003). *Applied Statistics for the Behavioral Sciences* (5th ed.). Retrieved 27 June 2017, from
<https://webcache.googleusercontent.com/search?q=cache:0BRIG-Brgywj:oak.ucc.nau.edu/rh232/courses/EPS625/Handouts/SLR%2520and%2520MLR/Correlation%2520Coefficient%2520Handout%2520-%2520Hinkle%2520et%2520al.doc+&cd=12&hl=en&ct=clnk>
- Hogan, R. & Hogan, J. (1992). *The Hogan Personality Inventory*. In B. de Raad & M. Perugini (Eds.), *Big Five Assessment* (pp. 329-351).
- Hogan, R. & Hogan, J. (1992). What we know about leadership- Effectiveness and personality. *American Psychologist*, 49(6), 493-50
- Hoy, W. k., & Moran, M. T. (1999). Five faces of trust: An empirical confirmation in urban elementary schools. *Journal of school leadership*, 9, 185-209
- Hughes, R., Ginnett, R., & Curphy, G. (2008). *Leadership: Enhancing the Lessons of Experience*. McGraw-Hill.
- Husain, Z. (2013). Effective communication brings successful organizational change. *The Business & Management Review*, 3(2), 44-50.
- Hussein Nabil Ismail. (2016). Training and turnover: The mediating role of commitment. *ABL*, 42(1), 62-92.

- Ifidon, E., I. & Ugwuanyi, N., C. (2013). Effective communication in academic libraries: An imperative for knowledge delivery. *International Journal of Library and Information Science*, 5(7), 203-207.\
- Interaction Associates Inc. (2014). *Building workplace trust*. Retrieved July 18, 2017, from http://interactionassociates.com/sites/default/files/research_items/Trust%20Report_2014_15IA_0.pdf
- Itang (2015). Work discipline and work competence with quality of service in the Office of Religious Affairs (KUA) District of Mount Kencana Lebak regency of Banten. *Journal of Management and Sustainability*, 5(3)
- Jadhav, T., & Gupta, S. K. (2014). Global communication skills and its relationship with emotional intelligence. *American Journal of Management*, 14(4), 82-88.
- Jamelah H., (Dec, 2015). Top 3 Benefits of Effective Communication in the Workplace. Retrieved 3 July 2017, from <https://www.linkedin.com/pulse/top-3-benefits-effective-communication-workplace-jamelah-henry>
- Jeremy, F. (2016). Professional Communication and Team Collaboration. *Agency for Healthcare Research and Quality (US)*.
- Jiang, X. (2010, October 10). How to Motivate People Working in Teams. *International Journal of Business and Management*, 5, 223-229. Retrieved July 20, 2017, from <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=D8C7D6BAB4A537C67763428533AC6BE9?doi=10.1.1.658.9388&rep=rep1&type=pdf>
- Johnson-Laird, P. N. & Oatley, K. (2000). Cognitive and social constructions in emotions. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 458–475). New York: Guilford Press.
- Jorfi, H., & Jorfi, M. (2012). Management: A study of organizational culture and the relationship between emotional intelligence and communication effectiveness (case study in organizations of Iran). *Journal of Management Research*, 4(1), 1-14.
- Jorfi, H., Jorfi, S., Yaccob, H. F., & Nor, K. M. (2014). The impact of emotional intelligence on communication effectiveness: Focus on strategic alignment. *African Journal of Marketing Management*, 6(5), 82-87.
- Karimi, N. G., & Arasa, R. (2014). Factors affecting effective communication in state corporations in Kenya: A case of Kenya forest service. *Strategic Journals*, 2(19), 362-380.

- Kenna III, F. (2017). *How Trust Affects Workplace Communications*. Retrieved June 29, 2017, from <https://www.themarlincompany.com/blog/article/how-trust-affects-workplace-communications>
- Khawam, A. M., DiDona, T., Hernandez, B. S. (2017). Effectiveness of teamwork in the workplace. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 32(3), 267-286.
- Krejcie R.V., Morgan D. W. (1970). *Determining sample size for research activities*. Retrieved 1 July 2017, from https://home.kku.ac.th/sompong/guest_speaker/KrejcieandMorgan_article.pdf
- Krot, K., & Lewicka, D. (2012). The importance of trust in manager-employee relationships. *International Journal of Electronic Business Management*, 10(3), 224-233.
- Kunyk, D. & Olson, J. K. (2001). Clarification of conceptualizations of empathy. *Journal of Advanced Nursing*, 35, 317–325.
- Lahap, J., O'Mahony, B., Dalryple, J. (2016). The importance of communication in improving service delivery and service quality in the Malaysian hotel industry. 213-220
- LeBlanc, G. (1992). Factor affecting customer evaluation of service quality in travel agencies: An investigation of customer perception. *Journal of Travel Research*, 30 (4), 10-17.
- Lenenburg, F., C. (2010). Communication: The Process, Barriers, and Improving Effectiveness. *Schooling*, 1(1), 1-11.
- Levi, D. (2014). *Group dynamics for teams* (4th Ed.). Thousand Oaks: Sage.
- Love, P., Edum-Fotwe, F., & Irani, Z. (2003). Management of knowledge in project environments. *International Journal of Project Management*, 21(3), 155-156. doi: 10.1016/s0263-7863(02)00089-3
- Lucas, V., Laschinger, H. K. S., & Wong, C. A. (2008). The impact of emotional intelligent leadership on staff nurse empowerment: The moderating effect of span of control. *Journal of Nursing Management*, 16, 964–973. doi:10.1111/j.1365-2834.2008.00856.x
- Maglen, L.R. (1995). The role of education and training in the economy (2nd Quarter). *Australian Economic Review*, 128–147.
- Martos, M. P. B., Lopez-Zafra, E., Pulido-Martos, & Augusto, J. M. (2013). Personality and social psychology: Are emotional intelligent workers also

- more empathic. *Scandinavian Journal of Psychology*, 54, 407-414. doi: 10.1111/sjop.12058
- Maurer, T. J. & Tarulli, B. A. (1994), Investigation of perceived environment, perceived outcome, and person variables in relationship to voluntary development activity by employees. *Journal of Applied Psychology*, 79(1), 3–14.
- Mayer, J. D., Roberts, R. D. & Barsade, S. G. (2008a). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507–536.
- Mayer, J. D., & Salovey, P. (1993). The intelligent of emotional intelligence. 433-442.
- Mayer, J. D., & Salovey, P. (1997). What is Emotional Intelligence? Dalam Salovey, P. & Sluyter, D.J. (Eds), *Emotional Development and Emotional Intelligence: Education Implication* (pp3-34). New York: Basic Books.
- Mayer, J.D., Solvey, P., Caruso, D. R., & Stitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion*, 1(3), 232-242. doi: 10.1037//1528-3542.1.3.232
- Mayer, R. C., Davis, J. H., Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20(3), 709–734.
- McCabe, C. (2004). Nurse-patient communication: An exploration of patients' experiences. *Journal of Clinical Nursing*, 13, 41–49.
- McCarty, A., & Skibniewski, M. (2017). The impact of PMIS training: Patterns of benefit realization in project management information systems training. *Journal of Engineering, Project, and Production Management*, 7(1), 2-13.
- McEwan, D., Ruissen, G. R., Eys, M. A., Zumbo. B. D., & Beauchamp, M. R. (2017). The effectiveness of teamwork training on teamwork behaviors and team performance: A systematic review and meta-analysis of controlled interventions. *PLOS*. <https://doi.org/10.1371/journal.pone.0169604>
- McFarlane, D., A. (2010). Social communication in a technology-driven society: A philosophical exploration of factor-impacts and consequences. *American Communication Journal*, 12.
- Mello, J. (2015). *Strategic Human Resource Management* (4th Ed.). Cengage Learning, Stamford, CT.
- Ministry of Tourism and Culture Malaysia Official Portal - Hotel Assist On The Go. (2016). Retrieved 3 July 2017, from <http://www.motac.gov.my/en/programmes/courses/haotg>

- Mohamad Zaid Mustafa, Yahya Buntat, Abdul Rasid Abdul Razzaq, Nordiyana Daud, & Rosnee Ahad. (2014). Emotional intelligent and job satisfaction among technical and vocational teachers: A case study on Malaysia southern zone technical and vocational college. *Business Management Dynamics*, 3(9), 01-09.
- Mohr, J., & Spekman, R. (1994). Characteristics of Partnership Success: Partnership Attributes, Communication Behavior, and Conflict Resolution Techniques. *Strategic Management Journal*, 15(2), 135-152.
- Morgan, B. B., Salas, E., & Glickman, A. S. (1994). An analysis of team evolution and maturation. *Journal of General Psychology*, 120(3), 277-291.
- Morgeson, F. P., Reider, M. H., & Campion, M. A. (2005). Selecting individuals in team settings: The important of social skills, personality characteristics, and teamwork knowledge. *Personnel Psychology*, 58, 583-611.
- Nerdrum, P. (1997). Maintenance of the effect of training in communication skills: A controlled follow-up study of level of communicated empathy. *British Journal of Social Work*, 27, 705-722.
- Noe, R. & Wilk, S. L. (1993). Investigation of the factors that influence employees' participation in development activities. *Journal of Applied Psychology*, 78(2), 291-302.
- Norman, S. M., Avolio, B., & Luthans, F. (2010). The impact of positivity and transparency on trust in leaders and their perceived effectiveness. *The Leadership Quarterly*, 21(3), 350-364. doi: 10.1016/j.leaqua.2010.03.002
- Ochieng, Achieng, A., Moronge, D. & Makori (2014). Determinants of effective communication and performance of health training institutions in Kenya. *International journal of Social Sciences Management and Entrepreneurship*, 1(2), 68-64.
- Olaniyan, D. A., & Ojo, L. B. (2008). Staff training and development: A vital tool for organisational effectiveness. *European Journal of Scientific Research*, 24(3), 326-331.
- Paliszkiewicz, J. O. (2011). Trust management: Literature Review. 4(6), 315-331.
- Pineda, P. (2010). Evaluation of training in organisations: A proposal for an integrated model. *Journal of European Industrial Training*, 34, 673-693.
- People Management. (2008). How to develop emotional intelligence. In *People Management Magazine* (p. 42). People Management. Retrieved July 12, 2017, from <http://www.peoplresources.ie/downloads/How%20to%20Develop%20Emotional%20Intelligence.pdf>

- Porta M. A Dictionary of Epidemiology. 5. Oxford: Oxford University Press; 2008.
- Prabhu, N. S. (1996). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Proctor, C. (2014). Effective organizational communication affects employee attitude, happiness, and job satisfaction. 1-69.
- Raja, V. A. J. & Kumar, R. A. R. (2016). A study on effectiveness of training and development in Ashok Leyland all over India. *Journal of Management (JOM)* 3(1)1-12
- Renn, O., & Levine, D. (1991). *Credibility and trust in risk communication*. In Kasperson, R. E., & Stallen, P. J. M. (Eds.), *Communicating Risks to the public* (pp. 175-218).
- Research Guides: Organizing Your Social Sciences Research Paper: Quantitative Methods. (2017). *Libguides.usc.edu*. Retrieved 1 July 2017, from <http://libguides.usc.edu/writingguide/quantitative>
- Ridings, C. M., Gefen, D., & Arinze, B. (2002). Some antecedents and effects of trust in virtual communities. *Journal of strategic information systems*, 11, 271-295.
- Rising, B., & García-Carbonell, A. (2006). Culture and communication. 1-12.
- Rortveit, K., Hansen, B. S., Leiknes, I., Joa, I., Testad, I., & Severinsson, E. (2015). Patients' experiences of trust in the patient-nurse relationship – A systematic review of the qualitative studies. *Open Journal of Nursing*, 5, 195-209.
- Rosen, I. M., Gimotty, P. A., Shea, J. A. & Bellini, L. M. (2006). Evolution of sleep quantity, sleep deprivation, mood disturbances, empathy, and burnout among interns. *Academic Medicine*, 81, 82–85.
- Rousseau, D.M., Sitkin, S. B., Burt, R. S., & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *Academy of Management Review*, 23, 393–404.
- Salas, E., Bowers, C. A., & Cannon-Bowers, J. A. (1995). Military team research: 10 years of progress. *Military Psychology*, 7, 55–75.
- Salas, E. & Cannon-Bowers, J. A. (2001). The science of training: a decade of progress. *Annual Review of Psychology*, 52(1), 471-499. doi: 10.1146/annurev.psych.52.1.471
- Salas, E., Dickinson, T. L., Converse, S. A., & Tannenbaum, S. I. (1992). Toward an understanding of team performance and training. In R. W. Swezey & E. Salas (Eds.), *Teams: Their training and performance* (pp. 3–29). Norwood, NJ: Ablex.

- Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., & Lazzara, E. H. (2014). Understanding and improving teamwork in organizations: A scientifically based practical guide. *Human Resource Management*, 1-24. doi: 10.1002/hrm.21628
- Salleh, N. Z. M., Hamid, A. B. A., Hashim, N. H, Omain, S. Z. (2010). *Issues and challenges in Malaysian hotel operations*. Paper presented at the conference on 3rd Asia-Euro Tourism, Hospitality and Gastronomy, Taylor's College, Subang, Malaysia.
- Salovey, P., & Mayer, J. D. (1990). *Emotional intelligent*. 185-211
- Salovey, P., Stroud, L. R., Woolery, A. & Epel, E. S. (2002). Perceived emotional intelligence, stress reactivity, and symptom reports: Further explorations using the trait meta-mood scale. *Psychology and Health*, 17, 611–627.
- Sample Size Determination Using Krejcie and Morgan Table - KENPRO. (2012). KENPRO. Retrieved 21 Jun 2017, from <http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/>
- Sands, S. A., Stanley, P. & Charon, R. (2007). Pediatric narrative oncology: Interprofessional training to promote empathy, build teams, and prevent burnout. *Journal Supportive Oncology*, 6, 307–312.
- Saunders C., Tait P., Guenther M., Saunders, J. (n.d.). Questionnaire Design. Agribusiness and Economics Research Unit. Retrieved 21 June 2017 from https://researcharchive.lincoln.ac.nz/bitstream/handle/10182/5345/AERU_%20Questionnaire_Design.pdf?sequence=1
- Sekaran U., & Bougie R. (2010). *Research methods for business: A skill-building approach* (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.
- Sekaran U., Bougie R. (2013). *Research methods for business: A skill-building approach* (6th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.
- Shahid, A. & Azhar, S. M. (2013). Power and culture of teamwork. *Global Business and Economics Research Journal*, 2(3), 50-70.
- Shahin, A. & Dabestani, R. (2010). Correlation analysis of service quality gaps in four star hotel in Iran. *International Business Research*. 3(3)
- Shi, M. K., & Azmi N. A. M. (2015). *Tourism moving Malaysia's industries forward*. Retrieved 4 August, 2017 from <http://www.starproperty.my/index.php/articles/property-news/tourism-moving-malaysias-industries-forward/>
- Siha, S. & Campbell, S. M. (2015). *Teamwork: Faculty and student experiences*. Retrieved from <http://www.westga.edu/~bquest/2015/teamwork2015.pdf>

- Singh, S. (2003). Leadership in high performance organizations. In S. Bhargava (Ed.), *Transformational leadership: Value based management for Indian organizations* (pp. 114–137). New Delhi: Response.
- Smigla, J.E. & Pastoria, G. (2000). Emotional intelligence: Some have it, others can study. *Journal of Managerial Psychology*, 15(4), 34 1-372.
- Spaho, K. (2011). Organizational communication as an important factor of company success: Case study of Bosnia and Herzegovina. *Business Intelligence Journal*, 4(2), 390-393
- Sternberg, R.J. (1997). The concept of intelligence and its role in lifelong learning and success. *American Psychologist*, 52, 1030-1045.
- Stevens, K. J. (1995b). The technological challenge to the notion of rurality in New Zealand education- Repositioning the small school. In I. Livingstone (ed), *New Zealand Annual Review of Education*, 5, 93-102.
- Stevens, M. J., & Campion, M. A. (1994). The knowledge, skill, and ability requirements for teamwork: Implications for human resource management. *Journal of Management*, 20, 503–530.
- Svensson, G. (2005). Mutual and interactive trust in business dyads: Condition and process. *European Business Review*, 17(5), 411-427.
- Tannenbaum, S. I., Mathieu, J. E., Salas, E. & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfilment on the development of commitment, self- efficacy, and motivation. *Journal of Applied Psychology*, 76, 759-769.
- Tharenou, P., Saks, A. M., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17, 251-273.
- Thompson, V. (2017). *Self-Esteem & Effective Communication Skills*. Retrieved June 26, 2017, from <http://www.livestrong.com/article/187227-self-esteem-effective-communication-skills/>
- TripAdvisor - Review of Hotel Equatorial Penang*. (2010, December). Retrieved March 24, 2017, from https://www.tripadvisor.com.my/ShowUserReviews-g1193625-d301675-r89791747-Hotel_Equatorial_Penang_Bayan_Lepas_Penang_Island_Penang.html#
- Troth, A. C., Jordan, P. J., & Lawrence, S. A. (2012). Emotional intelligence, communication competence and student perceptions of team social cohesion. *The Journal of Psychoeducational Assessment*, 1-23.

- Tzafrir, S. S., & Eitam-Meilik, M. (2005). The impact of downsizing on trust and employee practices in high tech firms: A longitudinal analysis. *Journal of High Technology Management Research*, 16, 193-207.
- Van Vuuren, M., Jong, D. M., & Seydel, E. (2007). Direct and indirect effects of supervisor communication on organizational commitment. *Corporate Communications: An International Journal*, 12(2), 116-128.
- Waddoups, C. J. (2016). Did employers in the United States Back away from skills training during the early 2000s. *ILR Review*, 69(2), 405-434. doi: 10.1177/0019793915619904.
- Welsh, E. T., Wanberg, C. R., Brown, K. G. & Simmering, M. J. (2003), E-learning: Emerging uses, empirical results, and future directions. *International Journal of Training and Development*, 7, 245-258.
- West, M. A., Allen, N. A. (1997). Selecting for teamwork. In Anderson, N., & Herriot, P. (Eds.), *International Handbook of Selection and Assessment*, 493–506.
- Whitener, E, Brodt, S., Korsgaard, M. A., Werner, J. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behaviour. *Academy of Management Review*, 23, 513–530.
- Wilson, C. (2010). Bruce tuckman's forming, storming, norming & performing team development model. Retrieved from http://www.sst7.org/media/BruceTuckman_Team_Development_Model.pdf
- Xayavong, V., Kingwell, R., & Islam, N. (2015). How training and innovation link to farm performance: A structural equation analysis. *Australian Journal of Agricultural and Resource Economics*, 60, 227–242. doi: 10.1111/1467-8489.12116
- Zeffane, R., Tipu, S. A., & Ryan, J. C. (2011). Communication, commitment & trust: Exploring the triad. *International Journal of Business and Management*, 6(6), 77-87.

APPENDICES

APPENDIX A: PERMISSION LETTER TO CONDUCT SURVEY



UNIVERSITI TUNKU ABDUL RAHMAN
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

21st June 2017

To Whom It May Concern,

Dear Sir/Madam,

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

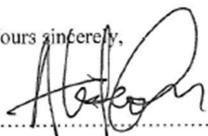
The students are as follows:

<u>Name of Student</u>	<u>Student ID</u>
Khoo Hooi Teng	14ABB01824
Ooi Saw Cheng	15ABB07145
Lim Zhi Liang	13ABB05954
Guok Khor Wei	14ABB01653
Lim Kia Sing	15ABB00695

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely,


.....
Dr Choong Yuen Onn
Head of Department,
Faculty of Business and Finance
Email: choongyo@utar.edu.my


.....
Ms Lim Yong Hooi
Supervisor,
Faculty of Business and Finance
Email: limyh@utar.edu.my

APPENDIX B: QUESTIONNAIRE



**UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF BUSINESS & FINANCE
BACHELORS OF BUSINESS ADMINISTRATION
(HONS)
FINAL YEAR PROJECT**

**TITLE OF TOPIC: THE FACTORS THAT AFFECT EFFECTIVENESS
OF COMMUNICATION IN HOTEL INDUSTRY IN PENANG.**

Survey Questionnaire

Dear respondent,

We are final year undergraduate student of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). We are currently doing our final project with title “The factors that affect effectiveness of communication in hotel industry in Penang” in order to complete our honour degree program. The purpose of this questionnaire is to study the factors that affect the effectiveness of communication in hotel industry in Penang. We would like to take your time to participate in our research. Please answer **ALL** questions provided in the questionnaire. All responses provided are solely for our research purposes. Thank you for your participation.

Name	Student ID	Contact Number	Email Address
Guok Khor Wei	14ABB01653	010-3784358	guokkw@outlook.com
Khoo Hooi Teng	14ABB01824	017-4324181	hooiteng0430@gmail.com
Lim Kia Sing	15ABB00695	016-7858968	Limjassine1120@ gmail.com
Lim Zhi Liang	13ABB05954	016-3058955	Zllim1995@ gmail.com
Ooi Saw Cheng	15ABB07145	016-4562195	ooisawcheng@gmail.com

Instructions:

1. There are THREE (3) sections in this questionnaire. Section A is related effectiveness of communication, Section B is related to factors that affect the effectiveness of communication, and Section C is about personal information of the respondents.
2. Completion of this form will take you approximately 10 to 20 minutes.
3. Please feel free to share your comment in the space provided. The contents of this questionnaire will be kept **strictly confidential**.
4. Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Acknowledgement of Notice

[] I have been notified by you and that I hereby understood, consented and agreed per UTAR notice (Refer to Appendix I).

[] I disagree, my personal data will not be processed.

Section A:

Please circle only **ONE** appropriate number that **BEST** represents your agreement with the statement on the scale 1 to 5.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Effectiveness of Communication

	Statement	SD	D	N	A	SA
1.	Communication helps me to be more knowledgeable and productive in my work.	1	2	3	4	5
2.	Managers keep me informed and up-to-date.	1	2	3	4	5
3.	Our senior leaders establish a clear direction for the company.	1	2	3	4	5
4.	There is a free flow of information between managers and employees.	1	2	3	4	5
5.	I have the information I need to do my job.	1	2	3	4	5
6.	The information I received from my supervisor is consistent with the information received from other supervisors.	1	2	3	4	5
7.	Communication from other departments is typically detailed and accurate.	1	2	3	4	5
8.	Top management is providing you with the kind of information you really want and need.	1	2	3	4	5
9.	Most of the information I receive from my manager is detailed and accurate.	1	2	3	4	5

Section B:

Please circle only **ONE** appropriate number that **BEST** represents your agreement with the statement on the scale 1 to 5.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Emotional Intelligence

	Statement	SD	D	N	A	SA
1.	I am open to candid feedback, new perspectives, continuous learning, and self-development.	1	2	3	4	5
2.	I listen well, seek mutual understanding, and fully welcome sharing of information.	1	2	3	4	5
3.	I admit my own mistakes and confront unethical actions in others.	1	2	3	4	5
4.	I handle difficult people and tense situations with diplomacy and tact.	1	2	3	4	5
5.	I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill.	1	2	3	4	5
6.	I respect and relate well to people from varied backgrounds.	1	2	3	4	5
7.	I operate from hope of success rather than fear of failure.	1	2	3	4	5

Teamwork

	Statement	SD	D	N	A	SA
1.	The team is organized and structured suitably for the tasks it has to perform.	1	2	3	4	5

2.	My co-workers and I work well together to accomplish our organization's goals.	1	2	3	4	5
3.	Team problem solving processes and methods are appropriate and effective.	1	2	3	4	5
4.	I can depend on my co-workers to complete their tasks so that I can complete my work.	1	2	3	4	5
5.	I understand the nature of the role I play within my team.	1	2	3	4	5
6.	I prefer to work as part of a team.	1	2	3	4	5

Training

	Statement	SD	D	N	A	SA
1.	After training, I learn to apply the knowledge and skill into my work more effectively.	1	2	3	4	5
2.	Training can increase my confidence level in doing my job.	1	2	3	4	5
3.	During the training, I can learn on how to develop teamwork among employees in order to complete the task effectively.	1	2	3	4	5
4.	The new skills and knowledge that I learnt increased my confident and motivating me to perform better in work.	1	2	3	4	5
5.	I am motivated to perform well in my job when I able to apply what I have learned hence improve work performance.	1	2	3	4	5

6.	Training improve my working relationship with other employees.	1	2	3	4	5
7.	During the training, I can learn the appropriate ways to coach other employees through observation, data recording, giving and receiving feedback.	1	2	3	4	5

Trust

	Statement	SD	D	N	A	SA
1.	My supervisor is not likely to give me bad advice.	1	2	3	4	5
2.	I can count on my supervisor to keep things I tell him or her to be confidential.	1	2	3	4	5
3.	I know I can trust my employer completely.	1	2	3	4	5
4.	There is a high level of trust throughout this organisation.	1	2	3	4	5
5.	In our organisation, people tell the truth even it is unpleasant.	1	2	3	4	5
6.	Managers show fairness and respect in their interactions with employees.	1	2	3	4	5
7.	My immediate supervisor encourages me to participate in important decisions.	1	2	3	4	5

Section C: Demographic Information

Please tick (✓) in the appropriate checkbox. Please tick **ONLY ONE** answer for each question below and kindly complete every question.

1. Gender:

- ☐ Male
☐ Female

2. Age:

- ☐ Below 21
☐ 21 - 30
☐ 31 - 40
☐ 41 - 50
☐ 51 and above

3. Ethnic Group:

- ☐ Chinese
☐ Malay
☐ Indian
☐ Other, please specify: _____

4. Job Position:

- ☐ Executive Chefs
☐ Managers
☐ Front Desk Clerks
☐ Housekeeping
☐ Room Service
☐ Waiter/ Waitress
☐ Kitchen Managers
☐ Kitchen Staff
☐ Security Jobs
☐ Other, please specify: _____

5. Number of years worked in current organization:

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ More than 10 years

6. Income level:

- ☐ RM 3000 or below
- ☐ RM 3001 – RM 5000
- ☐ RM 5001 – RM 7000
- ☐ RM 7001 – RM 9000
- ☐ Above RM 9000

7. What is your highest level of education:

- ☐ Less than High School
- ☐ STPM
- ☐ Foundation
- ☐ Diploma
- ☐ Bachelor degree
- ☐ Master degree
- ☐ Doctorate degree (PhD)

Appendix I

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-

- For assessment of any application to UTAR
- For processing any benefits and services
- For communication purposes
- For advertorial and news
- For general administration and record purposes
- For enhancing the value of education
- For educational and related purposes consequential to UTAR
- For the purpose of our corporate governance
- For consideration as a guarantor for UTAR staff/ student applying for his/her Scholarship / study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete,

not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.
2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
3. You may access and update your personal data by writing to us at [hooiteng0430@gmail.com].

Thank you for your time, opinion and comments.

~ The End ~

APPENDIX C: RELIABILITY TEST (PILOT TEST)

Effectiveness of Communication

Effectiveness of Communication

The CORR Procedure

9 Variables: EC 1 EC 2 EC 3 EC 4 EC 5 EC 6 EC 7 EC 8 EC 9

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
EC 1	30	4.46	0.50	134.00	4.000	5.000
EC 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 2	30	4.40	0.49	132.00	4.000	5.000
EC 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 3	30	3.90	0.66	117.00	3.000	5.000
EC 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 4	30	4.20	0.61	126.00	3.000	5.000
EC 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 5	30	4.40	0.49	132.00	4.000	5.000
EC 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 6	30	4.06	0.63	122.00	3.000	5.000
EC 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 7	30	4.40	0.62	132.00	3.000	5.000
EC 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 8	30	4.33	0.47	130.00	4.000	5.000
EC 8 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						
EC 9	30	4.46	0.50	134.00	4.000	5.000
EC 9 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)						

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.729678
Standardized	0.730671

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
EC 1	0.3260	0.718	0.31904	0.7216
EC 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)				
EC 2	0.1836	0.739	0.21121	0.7394
EC 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)				
EC 3	0.3973	0.708	0.39446	0.7086
EC 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 9=missing value)				

EC 4	0.3607	0.714	0.37282	0.7124	EC 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EC 5	0.5199	0.688	0.52105	0.6860	EC 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EC 6	0.4497	0.697	0.43984	0.7006	EC 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EC 7	0.5205	0.683	0.50566	0.6888	EC 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EC 8	0.3539	0.714	0.34220	0.7176	EC 8 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EC 9	0.5543	0.681	0.55578	0.6796	EC 9 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0									
	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9
EC 1	1.0000	0.1909	0.3491	0.1336	0.0545	0.2195	0.1530	0.1889	0.1964
EC 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0	4	5	3	5	5	9	8	3
		0.3121	0.0586	0.4814	0.7746	0.2437	0.4193	0.3172	0.2982
EC 2	0.1909	1.0000	0.0209	0.2948	0.1666	-	-	0.2886	0.3273
EC 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	4	0	2	5	7	0.1947	0.0890	8	3
	0.3121		0.9126	0.1137	0.3787	3	9	0.1218	0.0775
						0.3024	0.6397		
EC 3	0.3491	0.0209	1.0000	0.3073	0.1254	0.1792	0.3521	0.4347	0.0410
EC 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	5	2	0	9	9	1	6	1	8
	0.0586	0.9126		0.0985	0.5088	0.3434	0.0563	0.0164	0.8294
EC 4	0.1336	0.2948	0.3073	1.0000	0.1814	0.1413	0.0545	0.4714	0.1336
EC 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	3	5	9	0	4	3	5	0	3
	0.4814	0.1137	0.0985		0.3373	0.4563	0.7746	0.0085	0.4814
EC 5	0.0545	0.1666	0.1254	0.1814	1.0000	0.4543	0.4677	0.1443	0.7364
EC 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	5	7	9	4	0	8	1	4	9
	0.7746	0.3787	0.5088	0.3373		0.0117	0.0092	0.4467	<.0001

A STUDY ON FACTOR THAT AFFECT THE
EFFECTIVENESS OF COMMUNICATION IN HOTEL INDUSTRY IN MALAYSIA

5=SA, 999=missi ng value)									
EC 6	0.2195	-	0.1792	0.1413	0.4543	1.0000	0.6245	0.0374	0.5382
EC 6	5	0.1947	1	3	8	0	4	8	6
(1=SD,	0.2437	3	0.3434	0.4563	0.0117		0.0002	0.8441	0.0022
2=D, 3=N,		0.3024							
4=A,									
5=SA,									
999=missi ng value)									
EC 7	0.1530	-	0.3521	0.0545	0.4677	0.6245	1.0000	0.1157	0.5905
EC 7	9	0.0890	6	5	1	4	0	3	0
(1=SD,	0.4193	9	0.0563	0.7746	0.0092	0.0002		0.5425	0.0006
2=D, 3=N,		0.6397							
4=A,									
5=SA,									
999=missi ng value)									
EC 8	0.1889	0.2886	0.4347	0.4714	0.1443	0.0374	0.1157	1.0000	-
EC 8	8	8	1	0	4	8	3	0	0.0944
(1=SD,	0.3172	0.1218	0.0164	0.0085	0.4467	0.8441	0.5425		9
2=D, 3=N,									0.6194
4=A,									
5=SA,									
999=missi ng value)									
EC 9	0.1964	0.3273	0.0410	0.1336	0.7364	0.5382	0.5905	-	1.0000
EC 9	3	3	8	3	9	6	0	0.0944	0
(1=SD,	0.2982	0.0775	0.8294	0.4814	<.0001	0.0022	0.0006	9	
2=D, 3=N,								0.6194	
4=A,									
5=SA,									
999=missi ng value)									

Generated by the SAS System ('Local', X64_8HOME) on July 02, 2017 at 10:41:05
AM

Emotional Intelligence

Emotional Intelligence

The CORR Procedure

7 Variables: EI 1 EI 2 EI 3 EI 4 EI 5 EI 6 EI 7

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum Label
EI 1	30	4.23	0.56	127.00	3.000	5.000 EI 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 2	30	4.33	0.54	130.00	3.000	5.000 EI 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 3	30	4.30	0.65	129.00	3.000	5.000 EI 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 4	30	4.30	0.65	129.00	3.000	5.000 EI 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 5	30	4.36	0.55	131.00	3.000	5.000 EI 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 6	30	4.46	0.62	134.00	3.000	5.000 EI 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 7	30	4.30	0.65	129.00	3.000	5.000 EI 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.892150
Standardized	0.895306

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
EI 1	0.7496	0.869	0.75636	0.8727	EI 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 2	0.7234	0.873	0.72561	0.8764	EI 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 3	0.8228	0.859	0.82307	0.8646	EI 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 4	0.6257	0.884	0.63783	0.8866	EI 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 5	0.7953	0.865	0.79458	0.8681	EI 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 6	0.5897	0.888	0.58236	0.8930	EI 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
EI 7	0.5635	0.892	0.56210	0.8953	EI 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0							
	EI 1	EI 2	EI 3	EI 4	EI 5	EI 6	EI 7
EI 1	1.00000	0.73993	0.64284	0.64284	0.70199	0.45673	0.36335
EI 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		<.0001	0.0001	0.0001	<.0001	0.0112	0.0484
EI 2	0.73993	1.00000	0.67798	0.58113	0.60500	0.33438	0.48427
EI 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	<.0001		<.0001	0.0008	0.0004	0.0709	0.0067
EI 3	0.64284	0.67798	1.00000	0.59350	0.73320	0.57258	0.59350
EI 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0001	<.0001		0.0005	<.0001	0.0009	0.0005
EI 4	0.64284	0.58113	0.59350	1.00000	0.73320	0.31997	0.18699
EI 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0001	0.0008	0.0005		<.0001	0.0848	0.3224
EI 5	0.70199	0.60500	0.73320	0.73320	1.00000	0.47995	0.44754
EI 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	<.0001	0.0004	<.0001	<.0001		0.0073	0.0131
EI 6	0.45673	0.33438	0.57258	0.31997	0.47995	1.00000	0.65679
EI 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0112	0.0709	0.0009	0.0848	0.0073		<.0001
EI 7	0.36335	0.48427	0.59350	0.18699	0.44754	0.65679	1.00000
EI 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0484	0.0067	0.0005	0.3224	0.0131	<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 02, 2017 at 10:42:25 AM

Teamwork

Teamwork										
The CORR Procedure										
6 Variables:TW 1 TW 2 TW 3 TW 4 TW 5 TW 6										
Simple Statistics										
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label			
TW 1	30	3.83	0.46113	115.000	3.000	5.000	TW 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)			
TW 2	30	4.20	0.48423	126.000	3.000	5.000	TW 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)			
TW 3	30	4.10	0.60743	123.000	3.000	5.000	TW 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)			
TW 4	30	3.60	0.62146	108.000	3.000	5.000	TW 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)			
TW 5	30	4.43	0.50401	133.000	4.000	5.000	TW 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)			
TW 6	30	4.33	0.60648	130.000	3.000	5.000	TW 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)			
Cronbach Coefficient Alpha										
Variables							Alpha			
Raw							0.668787			
Standardized							0.673812			
Cronbach Coefficient Alpha with Deleted Variable										
Deleted Variable	Raw Variables		Standardized Variables		Label					
	Correlation with Total	Alpha	Correlation with Total	Alpha						
TW 1	0.576750	0.575962	0.564442	0.574322	TW 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)					
TW 2	0.278485	0.663784	0.266881	0.677631	TW 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)					
TW 3	0.468176	0.600369	0.475664	0.606845	TW 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)					
TW 4	0.498500	0.587675	0.508036	0.595158	TW 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)					
TW 5	0.347327	0.643643	0.344995	0.652060	TW 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)					
TW 6	0.265777	0.677215	0.278413	0.673923	TW 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)					
Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0										
					TW 1	TW 2	TW 3	TW 4	TW 5	TW 6
TW 1					1.00000	0.15443	0.55398	0.48131	0.32146	0.20550
						0.4152	0.0015	0.0071	0.0832	0.2760

TW 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)						
TW 2	0.15443	1.00000	0.28136	0.38960	0.05652	0.00000
TW 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.4152		0.1320	0.0333	0.7667	1.0000
TW 3	0.55398	0.28136	1.00000	0.47501	0.07884	0.09360
TW 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0015	0.1320		0.0080	0.6788	0.6227
TW 4	0.48131	0.38960	0.47501	1.00000	0.13211	0.09149
TW 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0071	0.0333	0.0080		0.4865	0.6306
TW 5	0.32146	0.05652	0.07884	0.13211	1.00000	0.52645
TW 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0832	0.7667	0.6788	0.4865		0.0028
TW 6	0.20550	0.00000	0.09360	0.09149	0.52645	1.00000
TW 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.2760	1.0000	0.6227	0.6306	0.0028	

Generated by the SAS System ('Local', X64_8HOME) on July 02, 2017 at 10:43:18 AM

Training

Training							
The CORR Procedure							
7 Training 1 Training 2 Training 3 Training 4 Training 5 Training 6 Variables: Training 7							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Training 1	30	3.96667	0.61495	119.0000	3.0000	5.0000	Training 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 2	30	4.06667	0.52083	122.0000	3.0000	5.0000	Training 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 3	30	4.13333	0.43417	124.0000	3.0000	5.0000	Training 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 4	30	4.16667	0.46113	125.0000	3.0000	5.0000	Training 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 5	30	3.86667	0.57135	116.0000	3.0000	5.0000	Training 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 6	30	3.96667	0.49013	119.0000	3.0000	5.0000	Training 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 7	30	3.90000	0.48066	117.0000	3.0000	5.0000	Training 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.607668
Standardized	0.592614

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Training 1	0.542288	0.476379	0.526440	0.473576	Training 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 2	0.263076	0.590222	0.266140	0.569915	Training 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 3	0.184463	0.609809	0.181000	0.598680	Training 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 4	0.271862	0.585976	0.290610	0.561403	Training 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 5	0.432036	0.527919	0.408050	0.519015	Training 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 6	0.282450	0.583021	0.276140	0.566485	Training 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Training 7	0.261571	0.589367	0.237570	0.579714	Training 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)

A STUDY ON FACTOR THAT AFFECT THE
EFFECTIVENESS OF COMMUNICATION IN HOTEL INDUSTRY IN MALAYSIA

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0							
	Training 1	Training 2	Training 3	Training 4	Training 5	Training 6	Training 7
Training 1	1.00000	0.22250	0.27552	0.02027	0.57578	0.22500	0.33832
Training 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		0.2373	0.1406	0.9153	0.0009	0.2319	0.0675
Training 2	0.22250	1.00000	-	0.38287	0.03090	0.41425	-
Training 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.2373		0.04066 0.8311	0.0368	0.8712	0.0229	0.11019 0.5621
Training 3	0.27552	-	1.00000	0.22964	0.07414	0.02161	0.06609
Training 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.1406	0.04066 0.8311		0.2222	0.6970	0.9098	0.7286
Training 4	0.02027	0.38287	0.22964	1.00000	0.08725	0.17800	0.07779
Training 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.9153	0.0368	0.2222		0.6466	0.3467	0.6829
Training 5	0.57578	0.03090	0.07414	0.08725	1.00000	0.10672	0.45203
Training 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0009	0.8712	0.6970	0.6466		0.5746	0.0121
Training 6	0.22500	0.41425	0.02161	0.17800	0.10672	1.00000	-
Training 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.2319	0.0229	0.9098	0.3467	0.5746		0.01464 0.9388
Training 7	0.33832	-	0.06609	0.07779	0.45203	-	1.00000
Training 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0675	0.11019 0.5621	0.7286	0.6829	0.0121	0.01464 0.9388	

Generated by the SAS System ('Local', X64_8HOME) on July 02, 2017 at 10:44:08 AM

Trust

Trust							
The CORR Procedure							
7 Variables:Trust 1 Trust 2 Trust 3 Trust 4 Trust 5 Trust 6 Trust 7							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Trust 1	30	4.0000	0.6432	120.0000	3.00000	5.00000	Trust 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Trust 2	30	3.8333	0.5920	115.0000	3.00000	5.00000	Trust 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Trust 3	30	3.9333	0.5208	118.0000	3.00000	5.00000	Trust 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Trust 4	30	4.1666	0.5920	125.0000	3.00000	5.00000	Trust 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Trust 5	30	3.9333	0.5208	118.0000	3.00000	5.00000	Trust 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Trust 6	30	4.3000	0.4660	129.0000	4.00000	5.00000	Trust 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
Trust 7	30	4.2000	0.6102	126.0000	3.00000	5.00000	Trust 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)
				Cronbach Coefficient Alpha			
				Variables		Alpha	
				Raw		0.828715	
				Standardized		0.832991	
Cronbach Coefficient Alpha with Deleted Variable							
Deleted Variable	Raw Variables		Standardized Variables				
	Correlation with Total	Alpha	Correlation with Total	Alpha			
Trust 1	0.513833	0.81788	0.514236	0.82097	Trust 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		
Trust 2	0.601403	0.80128	0.599440	0.807428	Trust 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		
Trust 3	0.622794	0.798755	0.632144	0.802135	Trust 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		
Trust 4	0.610762	0.799515	0.619917	0.804121	Trust 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		

Trust 5	0.5318	0.812	0.53344	0.8179	Trust 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	8	07999
Trust 6	0.6094	0.802	0.61008	0.8057	Trust 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	7	12999
Trust 7	0.5665	0.807	0.55825	0.8139	Trust 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	5	99999

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0							
	Trust 1	Trust 2	Trust 3	Trust 4	Trust 5	Trust 6	Trust 7
Trust 1	1.00000	0.45268	0.20585	0.27161	0.41169	0.46004	0.43921
Trust 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)		0.0120	0.2751	0.1465	0.0238	0.0105	0.0152
Trust 2	0.45268	1.00000	0.29818	0.47541	0.52182	0.43733	0.38173
Trust 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0120		0.1095	0.0079	0.0031	0.0157	0.0374
Trust 3	0.20585	0.29818	1.00000	0.59637	0.49153	0.51137	0.58585
Trust 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.2751	0.1095		0.0005	0.0058	0.0039	0.0007
Trust 4	0.27161	0.47541	0.59637	1.00000	0.26091	0.56228	0.47717
Trust 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.1465	0.0079	0.0005		0.1637	0.0012	0.0077
Trust 5	0.41169	0.52182	0.49153	0.26091	1.00000	0.36932	0.26038
Trust 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0238	0.0031	0.0058	0.1637		0.0446	0.1646
Trust 6	0.46004	0.43733	0.51137	0.56228	0.36932	1.00000	0.26671
Trust 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0105	0.0157	0.0039	0.0012	0.0446		0.1542
Trust 7	0.43921	0.38173	0.58585	0.47717	0.26038	0.26671	1.00000
Trust 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=missing value)	0.0152	0.0374	0.0007	0.0077	0.1646	0.1542	

Generated by the SAS System ('Local', X64_8HOME) on July 02, 2017 at 10:45:01 AM

APPENDIX D: RELIABILITY TEST (FULL STUDY)

Effectiveness of Communication

Effectiveness Communication

The CORR Procedure

9 Variables: EC 1 EC 2 EC 3 EC 4 EC 5 EC 6 EC 7 EC 8 EC 9

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
EC 1	385	4.11948	0.67025	1586	2.00000	5.00000	EC 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 2	385	4.08571	0.63363	1573	2.00000	5.00000	EC 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 3	385	4.05455	0.73217	1561	1.00000	5.00000	EC 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 4	385	4.01039	0.68837	1544	2.00000	5.00000	EC 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 5	385	4.05714	0.70847	1562	2.00000	5.00000	EC 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 6	385	3.98442	0.74636	1534	1.00000	5.00000	EC 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 7	385	3.98442	0.80672	1534	1.00000	5.00000	EC 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 8	385	3.99221	0.69029	1537	2.00000	5.00000	EC 8 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EC 9	385	4.04156	0.75231	1556	2.00000	5.00000	EC 9 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.812020
Standardized	0.811995

Cronbach Coefficient Alpha with Deleted Variable									
Deleted Variable	Raw Variables		Standardized Variables		Label				
	Correlation with Total	Alpha	Correlation with Total	Alpha					
EC 1	0.336996	0.812786	0.339795	0.813583	EC 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 2	0.518794	0.792622	0.523013	0.791381	EC 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 3	0.570762	0.785230	0.575737	0.784731	EC 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 4	0.476330	0.797110	0.476502	0.797149	EC 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 5	0.490806	0.795399	0.491281	0.795326	EC 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 6	0.535499	0.789768	0.532866	0.790147	EC 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 7	0.499196	0.795171	0.495138	0.794849	EC 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 8	0.574853	0.785242	0.569280	0.785551	EC 8 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
EC 9	0.572427	0.784860	0.569296	0.785549	EC 9 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)				
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0									
	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9
EC 1	1.0000	0.3314	0.2467	0.0876	0.2104	0.2119	0.1864	0.2778	0.2380
EC 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	0	8	1	1	4	6	7	2	3
		<.0001	<.0001	0.0860	<.0001	<.0001	0.0002	<.0001	<.0001
EC 2	0.3314	1.0000	0.5119	0.3681	0.3255	0.2671	0.2318	0.3111	0.3202
EC 2 (1=SD, 2=D, 3=N, 4=A,	8	0	3	3	2	5	8	3	9
	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001

5=SA, 999=Missi ng Value)									
EC 3	0.2467	0.5119	1.0000	0.4484	0.2349	0.3542	0.3321	0.3924	0.3882
EC 3	1	3	0	0	5	1	1	4	8
(1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
EC 4	0.0876	0.3681	0.4484	1.0000	0.4046	0.3754	0.2675	0.2632	0.2355
EC 4	1	3	0	0	0	0	9	3	1
(1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	0.0860	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
EC 5	0.2104	0.3255	0.2349	0.4046	1.0000	0.4153	0.2931	0.2884	0.3473
EC 5	4	2	5	0	0	8	7	6	2
(1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
EC 6	0.2119	0.2671	0.3542	0.3754	0.4153	1.0000	0.3715	0.3637	0.3536
EC 6	6	5	1	0	8	0	6	0	4
(1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
EC 7	0.1864	0.2318	0.3321	0.2675	0.2931	0.3715	1.0000	0.4206	0.4344
EC 7	7	8	1	9	7	6	0	6	5
(1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	0.0002	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
EC 8	0.2778	0.3111	0.3924	0.2632	0.2884	0.3637	0.4206	1.0000	0.5622
EC 8	2	3	4	3	6	0	6	0	6
(1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
EC 9	0.2380	0.3202	0.3882	0.2355	0.3473	0.3536	0.4344	0.5622	1.0000
EC 9	3	9	8	1	2	4	5	6	0
(1=SD,	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	

2=D, 3=N, 4=A, 5=SA, 999=Missi ng Value)									
--	--	--	--	--	--	--	--	--	--

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 2:40:13 A
M

Emotional Intelligence

Emotional Intelligence

The CORR Procedure

7 Variables: EI 1 EI 2 EI 3 EI 4 EI 5 EI 6 EI 7

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
EI 1	385	4.04156	0.69473	1556	2.00000	5.00000	EI 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 2	385	4.07273	0.71800	1568	2.00000	5.00000	EI 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 3	385	4.15325	0.68076	1599	3.00000	5.00000	EI 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 4	385	4.01299	0.76875	1545	1.00000	5.00000	EI 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 5	385	4.00519	0.73596	1542	2.00000	5.00000	EI 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 6	385	4.13506	0.71621	1592	2.00000	5.00000	EI 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 7	385	4.08052	0.70803	1571	2.00000	5.00000	EI 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.810134
Standardized	0.810765

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
EI 1	0.521710	0.789354	0.522838	0.790071	EI 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
EI 2	0.553844	0.783785	0.556399	0.784195	EI 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

					EI 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		
EI 3	0.609306	0.774672	0.609417	0.774749			
					EI 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		
EI 4	0.547534	0.785206	0.546238	0.785982			
					EI 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		
EI 5	0.555981	0.783400	0.553290	0.784742			
					EI 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		
EI 6	0.491176	0.794693	0.492762	0.795271			
					EI 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		
EI 7	0.544464	0.785449	0.544673	0.786257			
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
	EI 1	EI 2	EI 3	EI 4	EI 5	EI 6	EI 7
EI 1	1.00000	0.49511	0.37745	0.29643	0.36630	0.30272	0.35319
EI 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
EI 2	0.49511	1.00000	0.44599	0.33798	0.35904	0.34040	0.33679
EI 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
EI 3	0.37745	0.44599	1.00000	0.41916	0.39864	0.43280	0.43357
EI 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
EI 4	0.29643	0.33798	0.41916	1.00000	0.51080	0.32316	0.39040
EI 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
EI 5	0.36630	0.35904	0.39864	0.51080	1.00000	0.29510	0.37401
EI 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
EI 6	0.30272	0.34040	0.43280	0.32316	0.29510	1.00000	0.38419
EI 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
EI 7	0.35319	0.33679	0.43357	0.39040	0.37401	0.38419	1.00000
EI 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 2:41:15 AM

Teamwork

Teamwork

The CORR Procedure

6 Variables: TW 1 TW 2 TW 3 TW 4 TW 5 TW 6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
TW 1	385	4.03636	0.62394	1554	3.00000	5.00000	TW 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 2	385	4.10390	0.67284	1580	2.00000	5.00000	TW 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 3	385	3.91429	0.66570	1507	2.00000	5.00000	TW 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 4	385	3.92727	0.83536	1512	1.00000	5.00000	TW 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 5	385	4.00779	0.76202	1543	2.00000	5.00000	TW 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 6	385	4.07532	0.82729	1569	1.00000	5.00000	TW 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.770326
Standardized	0.774123

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
TW 1	0.514153	0.738492	0.525986	0.738866	TW 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 2	0.561415	0.725955	0.569189	0.727777	TW 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
TW 3	0.434932	0.755243	0.452549	0.757212	TW 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

					TW 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	
TW 4	0.435848	0.760684	0.424712	0.764002		
					TW 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	
TW 5	0.566651	0.722397	0.551575	0.732325		
					TW 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	
TW 6	0.601336	0.712159	0.595470	0.720922		
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0						
	TW 1	TW 2	TW 3	TW 4	TW 5	TW 6
TW 1	1.00000	0.45001	0.45267	0.26490	0.33899	0.33270
TW 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		<.0001	<.0001	<.0001	<.0001	<.0001
TW 2	0.45001	1.00000	0.42692	0.28220	0.32348	0.48649
TW 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001		<.0001	<.0001	<.0001	<.0001
TW 3	0.45267	0.42692	1.00000	0.12457	0.28367	0.32384
TW 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001		0.0145	<.0001	<.0001
TW 4	0.26490	0.28220	0.12457	1.00000	0.45909	0.39231
TW 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	0.0145		<.0001	<.0001
TW 5	0.33899	0.32348	0.28367	0.45909	1.00000	0.51130
TW 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001		<.0001
TW 6	0.33270	0.48649	0.32384	0.39231	0.51130	1.00000
TW 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 2:42:56 AM

Training

Training							
The CORR Procedure							
7 Training 1 Training 2 Training 3 Training 4 Training 5 Training 6							
Variables: Training 7							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Training 1	385	4.09351	0.62632	1576	2.00000	5.00000	Training 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Training 2	385	4.02338	0.70117	1549	3.00000	5.00000	Training 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 3	385	4.03117	0.69901	1552	3.00000	5.00000	Training 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 4	385	4.03117	0.71009	1552	2.00000	5.00000	Training 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 5	385	4.09870	0.70017	1578	2.00000	5.00000	Training 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 6	385	4.06494	0.71330	1565	1.00000	5.00000	Training 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 7	385	4.02078	0.64919	1548	2.00000	5.00000	Training 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.840662
Standardized	0.841459

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Training 1	0.598625	0.818622	0.598265	0.819231	Training 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 2	0.555321	0.824883	0.557986	0.825385	Training 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 3	0.651710	0.809642	0.652655	0.810771	Training 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 4	0.583709	0.820512	0.582203	0.821696	Training 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 5	0.630199	0.813080	0.630559	0.814229	Training 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Training 6	0.540337	0.827416	0.541764	0.827836	Training 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Training 7	0.602461	0.817750	0.600590	0.818873	Training 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
	Training 1	Training 2	Training 3	Training 4	Training 5	Training 6	Training 7
Training 1	1.00000	0.52870	0.52272	0.39160	0.45397	0.31863	0.38590
Training 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
Training 2	0.52870	1.00000	0.43951	0.38558	0.32947	0.39788	0.36508
Training 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
Training 3	0.52272	0.43951	1.00000	0.46498	0.51515	0.42421	0.44045
Training 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
Training 4	0.39160	0.38558	0.46498	1.00000	0.59615	0.33019	0.37144
Training 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
Training 5	0.45397	0.32947	0.51515	0.59615	1.00000	0.34692	0.48246
Training 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
Training 6	0.31863	0.39788	0.42421	0.33019	0.34692	1.00000	0.56508
Training 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
Training 7	0.38590	0.36508	0.44045	0.37144	0.48246	0.56508	1.00000
Training 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 2:43:56 A
M

Trust

Trust

The CORR Procedure

7 Variables: Trust 1 Trust 2 Trust 3 Trust 4 Trust 5 Trust 6 Trust 7

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Trust 1	385	3.83636	0.81760	1477	1.00000	5.00000	Trust 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 2	385	3.77662	0.80167	1454	1.00000	5.00000	Trust 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 3	385	3.81558	0.80349	1469	1.00000	5.00000	Trust 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 4	385	3.73766	0.77813	1439	1.00000	5.00000	Trust 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 5	385	3.65455	0.92288	1407	1.00000	5.00000	Trust 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 6	385	3.98442	0.86889	1534	1.00000	5.00000	Trust 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 7	385	3.86753	0.82954	1489	1.00000	5.00000	Trust 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.877726
Standardized	0.878917

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Trust 1	0.590829	0.868865	0.590734	0.870594	Trust 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 2	0.707507	0.854322	0.709765	0.855382	Trust 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Trust 3	0.738093	0.850409	0.740734	0.851318	Trust 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 4	0.665905	0.859722	0.666942	0.860929	Trust 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 5	0.646857	0.862764	0.646657	0.863527	Trust 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 6	0.653548	0.861164	0.652407	0.862793	Trust 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)
Trust 7	0.632478	0.863710	0.631542	0.865451	Trust 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)

Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
	Trust 1	Trust 2	Trust 3	Trust 4	Trust 5	Trust 6	Trust 7
Trust 1	1.00000	0.51622	0.52478	0.40718	0.44949	0.45462	0.40952
Trust 1 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
Trust 2	0.51622	1.00000	0.62722	0.58629	0.52900	0.46231	0.52320
Trust 2 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001		<.0001	<.0001	<.0001	<.0001	<.0001
Trust 3	0.52478	0.62722	1.00000	0.63051	0.53899	0.50690	0.53760
Trust 3 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001		<.0001	<.0001	<.0001	<.0001
Trust 4	0.40718	0.58629	0.63051	1.00000	0.49721	0.51392	0.43822
Trust 4 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001		<.0001	<.0001	<.0001
Trust 5	0.44949	0.52900	0.53899	0.49721	1.00000	0.51613	0.46052
Trust 5 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001		<.0001	<.0001
Trust 6	0.45462	0.46231	0.50690	0.51392	0.51613	1.00000	0.56076
Trust 6 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001
Trust 7	0.40952	0.52320	0.53760	0.43822	0.46052	0.56076	1.00000
Trust 7 (1=SD, 2=D, 3=N, 4=A, 5=SA, 999=Missing Value)	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 2:44:53 AM

APPENDIX E: PEARSON CORRELATION COEFFICIENT

Effectiveness of Communication and Emotional Intelligence

Correlation Analysis							
The CORR Procedure							
2 Variables: Effectiveness Communication Emotional Intelligence							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Effectiveness Communication	385	4.03665	0.45244	1554	2.6667	5.0000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Emotional Intelligence	385	4.07161	0.49090	1568	3.0000	5.0000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
						Effectiveness Communication	Emotional Intelligence
Effectiveness Communication						1.00000	0.65313
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree							<.0001
Emotional Intelligence						0.65313	1.00000
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree						<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 1:52:09 AM

Effectiveness of Communication and Teamwork

Correlation Analysis

The CORR Procedure

2 Variables: Effectiveness Communication Teamwork

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Effectiveness Communication	385	4.03665	0.45244	1554	2.66667	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Teamwork	385	4.01082	0.50198	1544	2.33333	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
						Effectiveness Communication	Teamwork
Effectiveness Communication						1.00000	0.63059
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree							<.0001
Teamwork						0.63059	1.00000
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree						<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 1:53:55 AM

Effectiveness of Communication and Training

Correlation Analysis

The CORR Procedure

2 Variables: Effectiveness Communication Training

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Effectiveness Communication	385	4.03665	0.45244	1554	2.66667	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Training	385	4.05195	0.49072	1560	2.71429	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
						Effectiveness Communication	Training
Effectiveness Communication						1.00000	0.51754
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree							<.0001
Training						0.51754	1.00000
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree						<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 1:55:03 AM

Effectiveness of Communication and Trust

Correlation Analysis

The CORR Procedure

2 Variables: Effectiveness Communication Trust

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Effectiveness Communication	385	4.03665	0.45244	1554	2.66667	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Trust	385	3.81039	0.63264	1467	1.00000	5.00000	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree
Pearson Correlation Coefficients, N = 385 Prob > r under H0: Rho=0							
						Effectiveness Communication	Trust
Effectiveness Communication						1.00000	0.56431
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree							<.0001
Trust						0.56431	1.00000
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree						<.0001	

Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 1:55:59 AM

APPENDIX F: MULTIPLE REGRESSION ANALYSIS

Linear Regression Results

The REG Procedure

Model: Linear_Regression_Model

Dependent Variable: Effectiveness Communication 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Number of Observations Read	385
Number of Observations Used	385

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	43.26259	10.81565	116.29	<.0001
Error	380	35.34366	0.09301		
Corrected Total	384	78.60625			

Root MSE	0.30497	R-Square	0.5504
Dependent Mean	4.03665	Adj R-Sq	0.5456
Coeff Var	7.55514		

Parameter Estimates								
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > t	Standardized Estimate	Variance Inflation
Intercept	Intercept	1	0.90353	0.15219	5.94	<.0001	0	0
Emotional Intelligence	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	1	0.33445	0.04386	7.63	<.0001	0.36287	1.91372
Teamwork	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	1	0.16204	0.04750	3.41	0.0007	0.17979	2.34726
Training	1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	1	0.11606	0.03947	2.94	0.0035	0.12588	1.54855

	Disagree, 2=Disagree, 3=Neutral , 4=Agree, 5=Strongly Agree							
	1=Strongly Disagree, 2=Disagree, 3=Neutral , 4=Agree, 5=Strongly Agree							
Trust		10.17090	0.03155	5.42	<.0001	0.23896	0.60790	1.64502

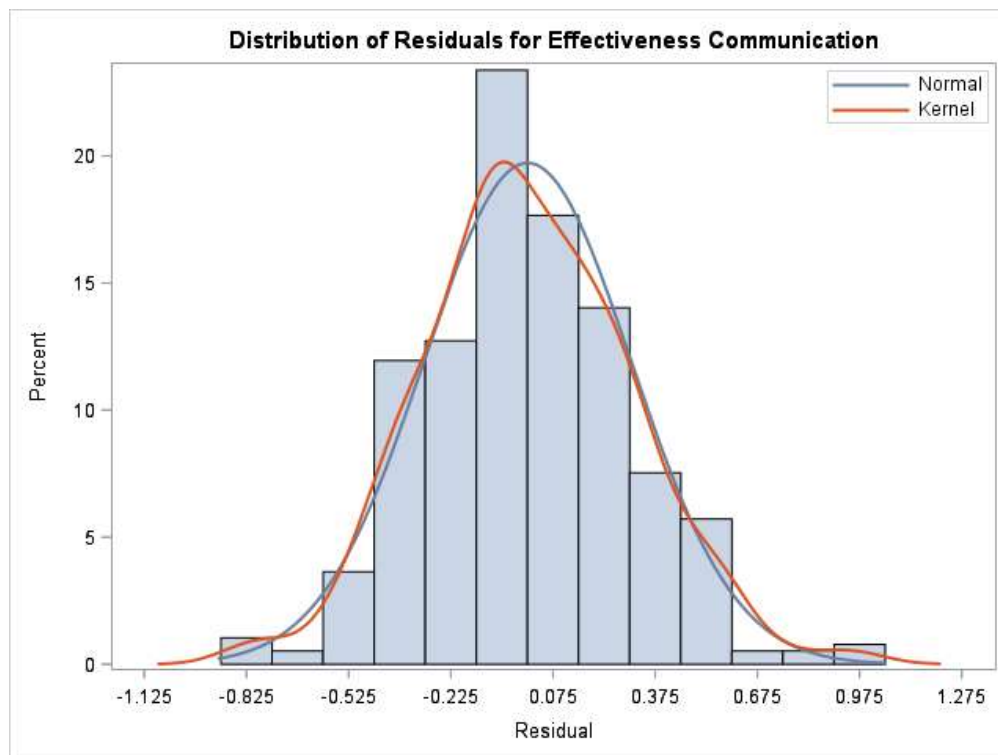
Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 1:24:56 AM

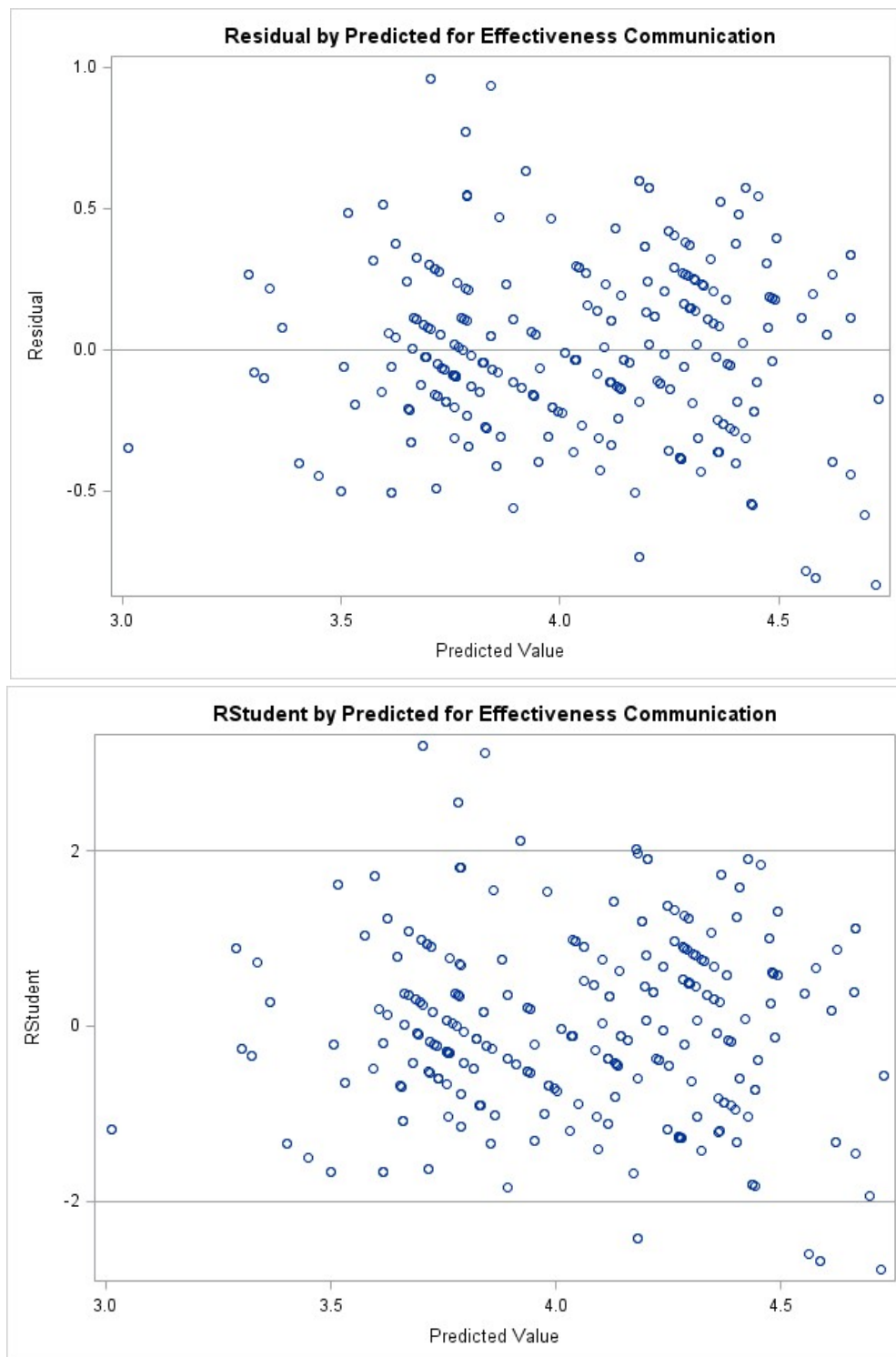
Linear Regression Results

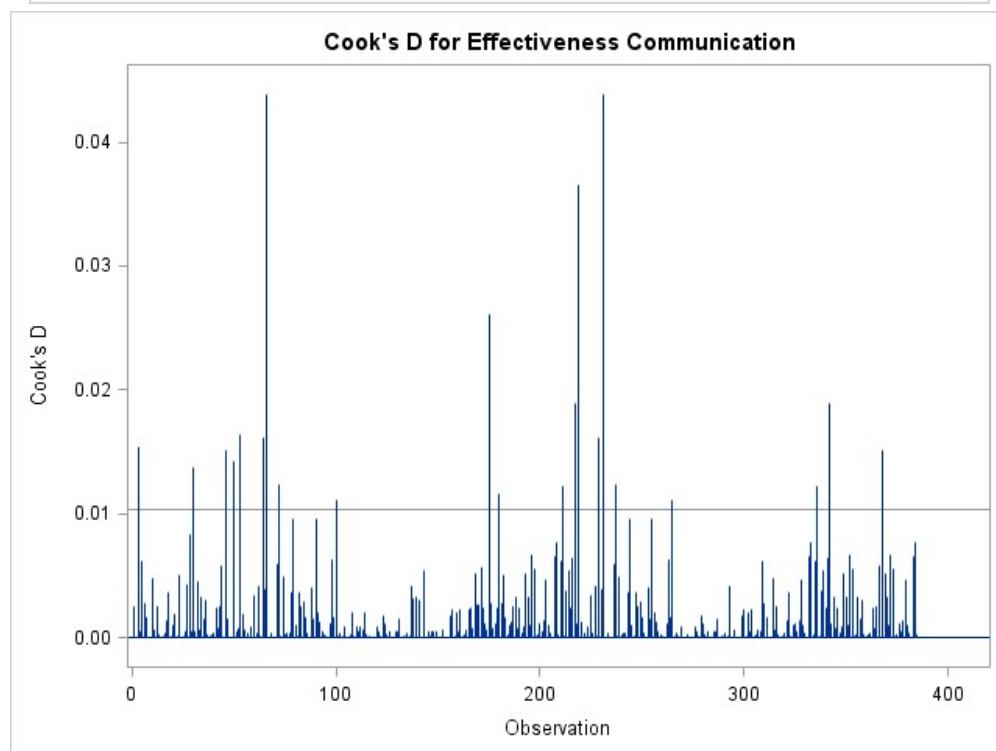
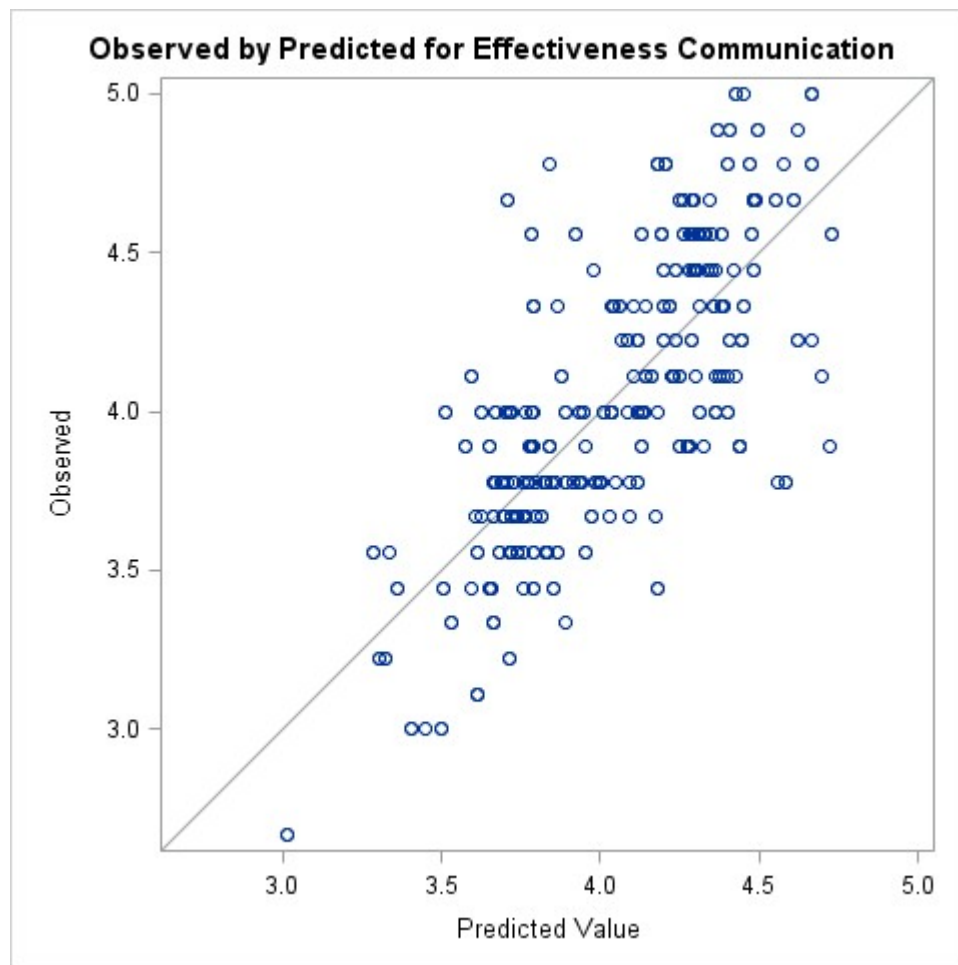
The REG Procedure

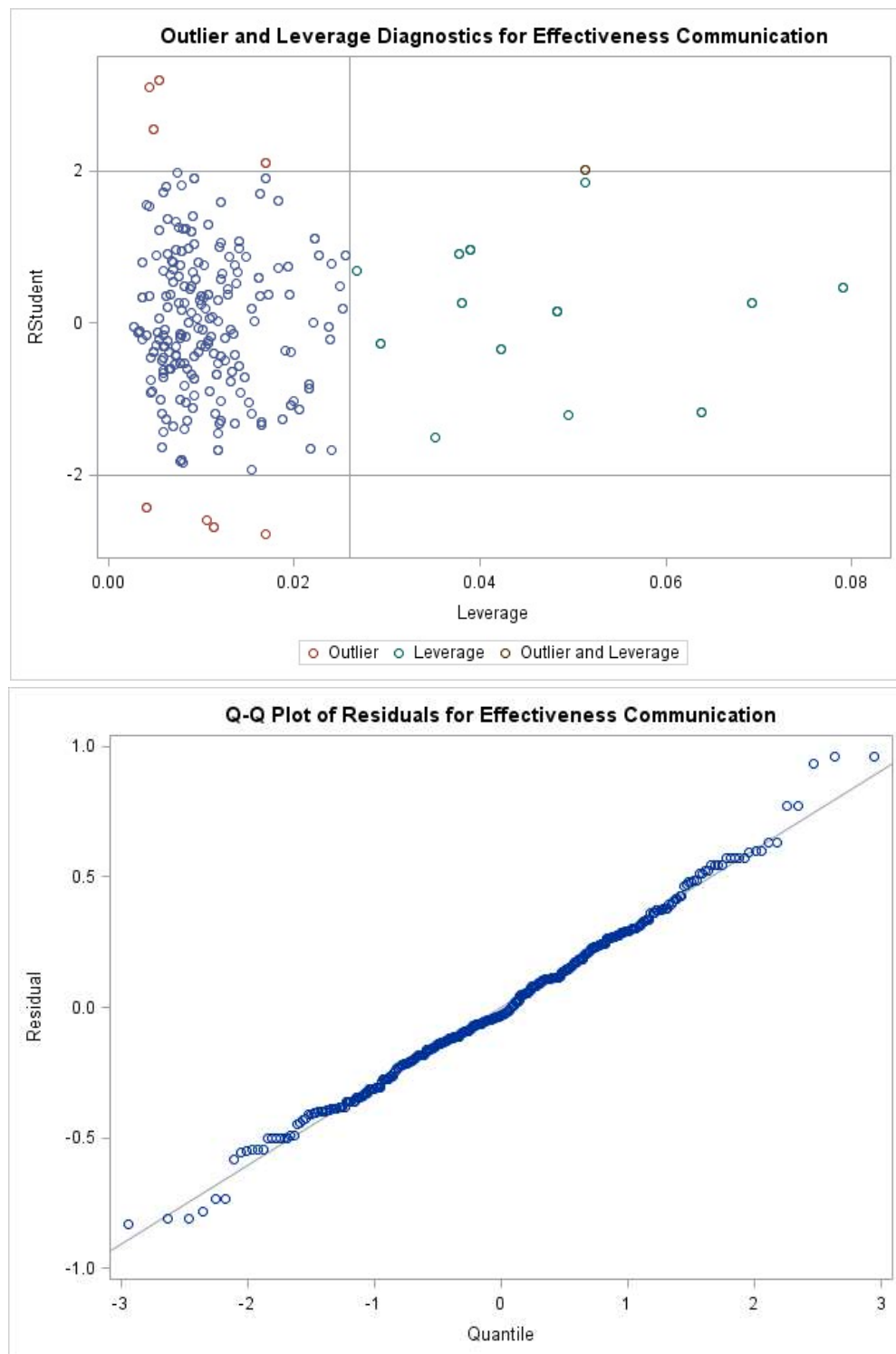
Model: Linear_Regression_Model

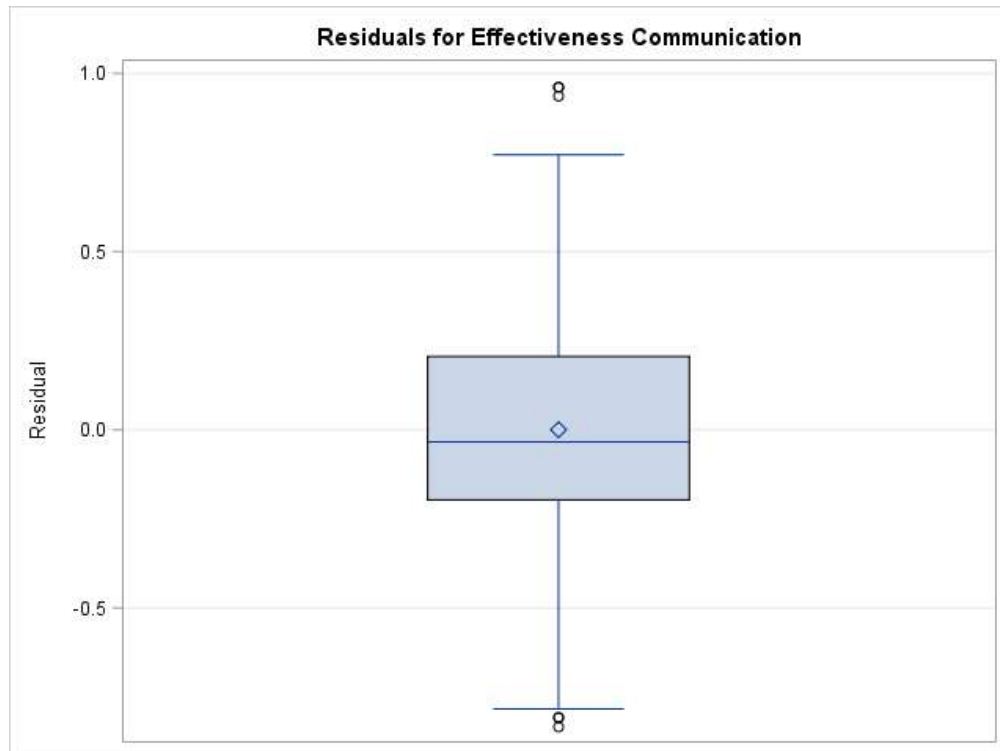
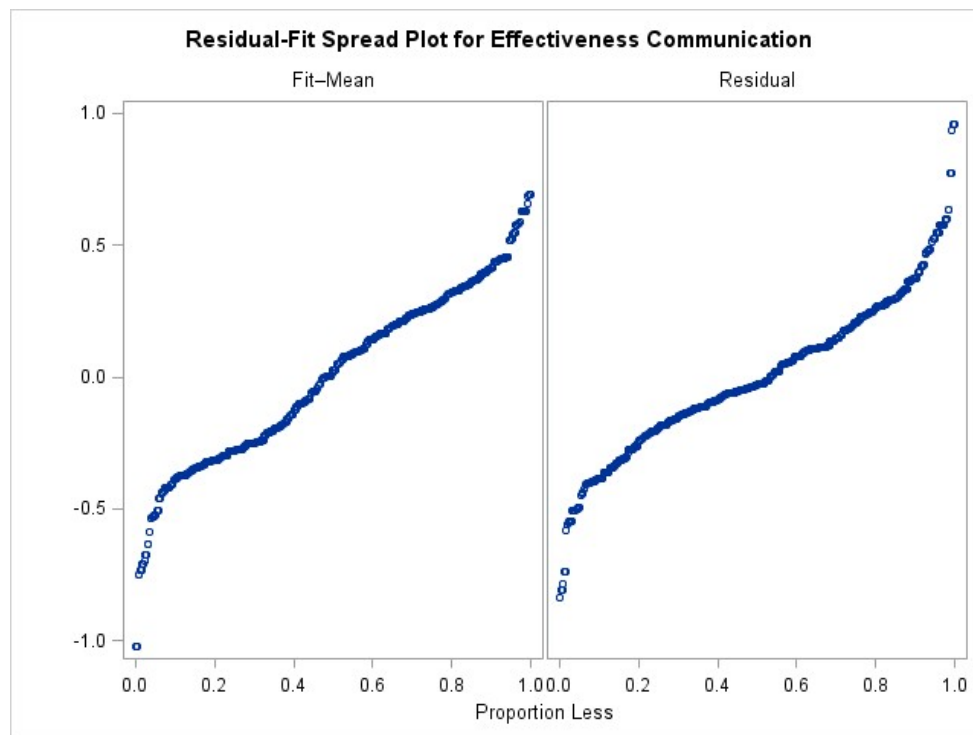
Dependent Variable: Effectiveness Communication 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

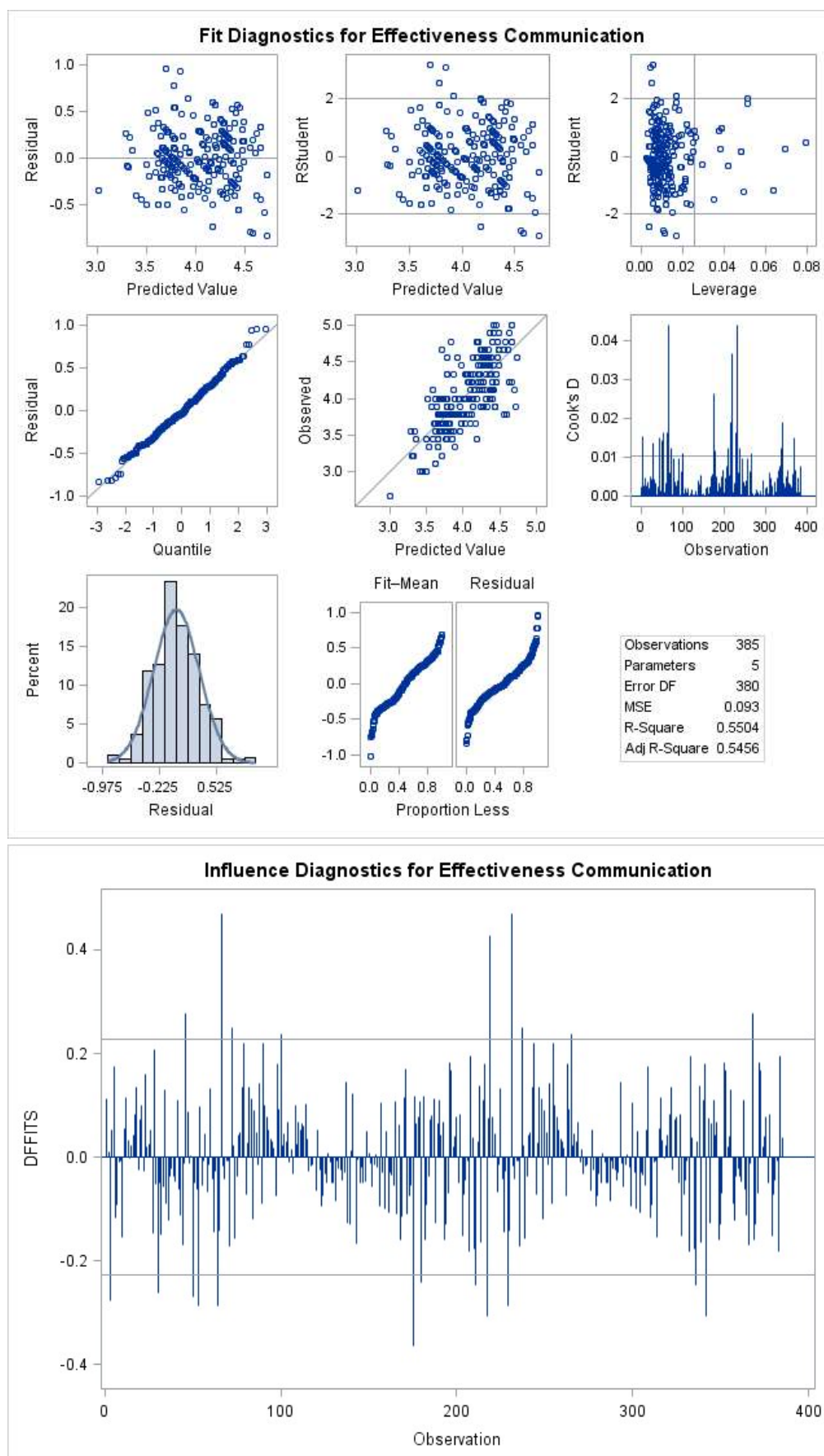


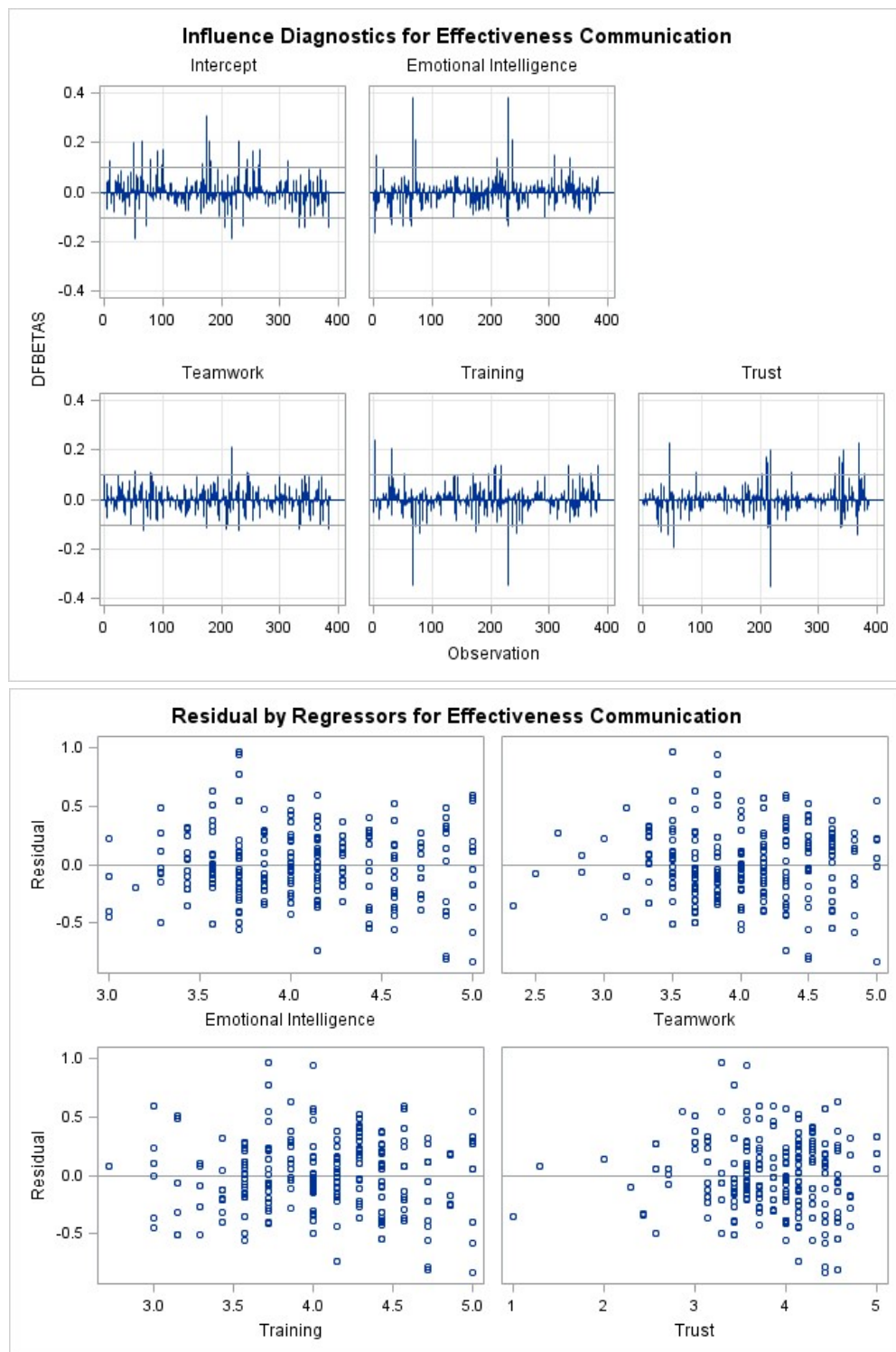












Generated by the SAS System ('Local', X64_8HOME) on July 17, 2017 at 1:24:56 A
M

APPENDIX G: TOTAL TARGET POPULATION

Jadual 12: Penduduk bekerja mengikut industri, Pulau Pinang

Tahun	Penduduk bekerja (orang)
2001	52900
2002	43500
2003	57900
2004	53300
2005	48000
2006	57500
2007	57300
2008	60600
2009	57800
2010	63700
2011	73800
2012	65400
2013	70800
2014	92500
2015	73200
2016	79200

Sources: Department of Statistics Malaysia, Official Portal

Jadual 12: Penduduk bekerja mengikut industri, Pulau Pinang, 2010-2016 (semb.)
Table 12: Employed persons by industry, Pulau Pinang, 2010-2016 (cont'd)

Tahun Year	Industri Industry																				(000)
	Jumlah Total	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
2010	742.3	14.0	0.2	248.4	1.7	4.1	48.1	122.2	39.9	63.7	4.1	21.1	5.4	14.3	27.4	26.6	42.9	22.7	4.2	15.6	14.8
2011 ¹	772.8	15.9	0.0	263.8	2.3	5.4	49.0	119.2	39.4	73.8	5.7	16.7	5.0	19.0	23.8	32.7	35.6	33.0	4.6	16.4	11.5
2012 ²	779.8	22.8	0.4	246.3	1.4	4.2	57.8	123.9	41.2	65.4	5.2	17.6	5.3	16.5	34.2	28.5	40.1	35.6	5.1	12.6	15.7
2013 ²	811.9	23.1	1.4	261.9	2.2	6.1	60.5	133.2	36.7	70.8	3.9	17.7	5.2	18.6	32.4	26.5	41.9	38.4	6.1	13.9	9.5
2014 ²	839.2	17.2	0.4	272.8	2.1	6.0	54.2	130.0	36.5	92.5	6.9	17.5	6.2	19.5	37.7	29.7	47.0	35.1	5.1	15.0	7.7
2015	834.2	12.1	0.9	283.7	2.7	4.5	47.3	129.7	42.2	73.2	5.9	21.5	4.7	20.9	37.0	29.8	48.6	43.8	4.1	12.1	9.5
2016	827.4	10.5	0.1	272.5	0.3	3.3	61.3	127.6	42.6	79.2	7.8	19.6	7.0	19.6	32.8	29.1	47.2	33.6	5.5	14.2	8.4

Note/Nota:

¹ Industri diklasifikasikan mengikut 'Klasifikasi Industri Malaysia (MISC) 2008'. Keterangan kategori industri adalah seperti berikut:
Industry is classified according to the 'Malaysia Standard Industrial Classification (MISC) 2008'. Category of industry are as follows:

A Pertanian, perikanan dan perikanan
Agriculture, forestry and fishing

B Perlombongan dan perlombongan
Mining and quarrying

C Pembuatan
Manufacturing

D Bekalan elektrik, gas, wap dan pendingin udara
Electricity, gas, steam and air conditioning supply

E Bekalan air, pembeutangan, pengurusan sisa dan aktiviti pemulihan
Water supply, sewerage, waste management and remediation activities

F Pembinaan
Construction

G Perdagangan borong dan runcit, pembaikan kenderaan bermotor dan motosikal
Wholesale and retail trade, repair of motor vehicles and motorcycles

H Pengangkutan dan penyimpanan
Transportation and storage

I Pengijahan dan aktiviti perkhidmatan makanan dan minuman
Accommodation and food service activities

J Maklumat dan komunikasi
Information and communication

K Aktiviti kewangan dan insurans/takaful
Financial and insurance activities

L Aktiviti hartanah
Real estate activities

M Aktiviti profesional, saintifik dan teknikal
Professional, scientific and technical activities

N Aktiviti perkhidmatan dan perkhidmatan sokongan
Administrative and support service activities

O Pentadbiran awam dan pertahanan; aktiviti keselamatan sosial wajib
Public administration and defence; compulsory social security

P Pendidikan
Education

Q Aktiviti kesihatan kementerian dan kerja sosial
Human health and social work activities

R Kesenian, hiburan dan rekreasi
Arts, entertainment and recreation

S Aktiviti perkhidmatan lain
Others service activities

T Aktiviti di rumah sebagai majikan
Activities of households as employers

² Jumlah termasuk bilangan penduduk bekerja bagi aktiviti badan dan perubahan luar wilayah
Total includes number of employed persons in activities of extra-regional organisations and bodies

³ Statistik 2011-2014 dikemaskini berdasarkan anggaran penduduk semasa tahun berkenaan.
The 2011-2014 statistics were updated based on the population estimates of the respective years.