THE RELATIONSHIP BETWEEN FAMILY INCOME LEVEL,

EMOTIONAL INTELLIGENCE, AND KIASUISM

AMONG UTAR UNDERGRADUATES

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Emotional Intelligence and Kiasuism among UTAR Undergraduates

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Universiti Tunku Abdul Rahman

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APPROVAL FORM

This research paper attached hereto, entitled "The relationship between family income level, emotional intelligence and kiasuism among UTAR undergraduates" prepared and submitted by "Ang Wei Yee, Choy Yee Ling and Nurhamizah" in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

Date: 25th March 2019

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Supervisor

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Abstract

The education system in Malaysia contributes to the institutional pressure and competitive school environment. For instance, when a student's success was determined by their academic performance, they are motivated to be kiasu. However, the phenomena of kiasu behavior is not well understood. Therefore, this study aims to explore how Malaysian undergraduates' kiasu behavior is influenced by their family income level and emotional intelligence (EI). Based on past findings, we hypothesized that people who have lower EI and higher family income level will have higher level of kiasuism. A total of 358 UTAR undergraduates responded to an online survey consisting of the Emotional Intelligence Scale (EIS) and Kiasu Measure 2.1. Family income level was recorded in the demographic information. Correlation analysis reported positive relationships between subscales of EI (self-awareness, self-regulation, motivation, empathy, & social skills) and kiasuism. Multiple regression analysis indicated that none of the predictors has an impact on kiasuism. The current study fill in the research gap by further confirms that family income level and emotional intelligence does not predict kiasuism significantly. It also provides a foundation for a variety of directions for future research. Future research can be conducted to explore the cultural differences that might exists for socio-economic status, level of emotional intelligence and kiasuism.

Keywords: kiasuism, family income level, emotional intelligence, undergraduates, Malaysia

DECLARATION

We declare that the material contained in this paper is the end result of our own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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List of Abbreviations

EI……….. Emotional Intelligence

UTAR…….Universiti Tunku Abdul Rahman

CGPA……. Cumulative Grade Point Average

SPM……… Sijil Pelajaran Malaysia or the Malaysian Certificate of Education

EIS……….. Emotional Intelligence Scale

SPSS………Statistical Package for the Social Sciences

MRA……… Multiple Regression Analysis

Chapter 1

Introduction

Background of the Study

  Emotional Intelligence. Generations have passed since the baby boomers, and continued with gen-X, millennials, and now the current generation Z. Along the years, technology has advanced and together, human patterns and behaviours have evolved as well. If previously, the measure of success has always been associated with a higher score of intelligence quotient (IQ), many current researches had debunked the traditional beliefs and suggested that emotional intelligence (EI) may as well contribute to the success of an individual in reaching their goals (Joshi, Srivastava, & Raychaudhuri, 2012). Emotional intelligence (EI) as described by Zeidner, Matthews and Roberts (2009) is one's capability, towards themselves or others, in identifying, assessing and regulating emotions.

  Emotion has become a favourable topic in the field of social sciences since its importance in social communication, personality functions, and even cognitive processes are identified (Uzzaman & Karim, 2017). The scholars construed that when individuals able to adapt themselves to their emotions using any self-regulation tactics, he or she is said to have emotional intelligence, a concept that is closely related with intellectual control. Nevertheless, emotional intelligence is not a new area of research. The notion of emotional intelligence has attracted large attention since early 1990s (Salovey & Mayer, 1990; Goleman, 1995; Hyde, Pethe, & Dhar, 2002; Gundlach, Martinko, & Douglas, 2003; Salami, 2007; Martins, Ramalho, & Morin, 2010; Raina & Bakhshi, 2013; Krishnan, Goel, Singh, Bajpai, Malik, & Sahai, 2017).

  The first concept of EI has been introduced by Mayer and Salovey (1990) that summarized emotional intelligence consists of three aspects which are emotion regulation,

appraisals and expression of emotions, as well as utilization of emotions to achieve personal

goals. Their model was revised to the ability to perceive emotions, to access and generate

emotions in order to support for emotional and mental development in 1997. Years later, the

theory about emotional intelligence has been popularized by Goleman (1998), which suggests

that emotional intelligence includes knowing and managing of personal emotions, sympathizing

with others, and mastery of communications. It also includes the abilities to recognize,

understand, and regulate our emotions for children to establish positive relationships with others

(Goleman, 2000).

Although emotional intelligence in general has been studied various times by multiple

researchers, the need for deeper understanding about it across generation and culture is still

strong. The importance of it, as mentioned by Davis (2018) is significant for one's mental health

and educational or career achievement, seeing it as a support for other resources such as coping,

social support, cognitive skills and mood regulation indirectly for combating the stressors in

one's life. Hamdzah, S. Hassan and R. Hassan (2016) in their research had mentioned that more

study needed to be done to raise awareness of cruciality in reaching equilibrium between

intellectual and emotional intelligence, simply because success cannot be measured only through

school grades.

These ideas of securing straight A's in examination or high position in workplace as a

measure of competency has deeply rooted in the society (Andi, 2011). Disregarding the aspect of

emotional control in a person, with such high societal expectation, might have negative impact

on an individual such as tendency to perform delinquent behaviours (Chong, Lee, Roslan, &

Baba, 2015). Joshi, Srivastava and Raychaudhuri (2012) also suggested that lack of emotional

intelligence has been associated with higher violent behaviour and substance abuse, as well as

projection of negative emotions such as anger and sadness, as well as fear; which will be discussed further in this study.

Family Income Level. Family income is one of the variables of socioeconomic status and it plays a significant role in affecting undergraduates' behavior. There is a visible differences in pattern among students from higher income family and lower income family in various aspects. A study revealed that students from higher family income were expected to spend more time and money on the mobile devices. The results also reported that the duration of phone use among undergraduates and monthly expenditure are highly correlated with their family income (Zulkefly & Baharudin, 2009). Besides, adoption of advanced mobile devices were expected to have a higher correlation with ones' household income (Castells, Ardevol, Qiu, & Sey, 2004).

In a study done by Ahmad, Mansor and Paim (2016), it was mentioned that the poor and the potential poor households have lower well-being compared to the hardcore poor households. The study also reported that individual's well-being can be enhanced by meeting their basic needs and avoid poverty. In other words, one's income can increase one's well-being little over the long-term.

Moreover, past studies have found that students from urban areas and with higher family income have better CGPAs compared to those who come from family of lower income level (Benbow, Walberg, & Arjmand, 1991; McCallum & Demie, 2001; Agus & Makhbul, 2002). The findings also indicate that the parents with higher income, especially those from urban areas, are generally more focus on their children's academic performance as they were able to provide more and better facilities, incentives and tuitions to the children.

The literature above have demonstrated that how family income associated with undergraduates' behavior such as smartphone addiction, well-being and academic performance. Thus, the present study also aimed in examining the role of family income and how it would affect undergraduates' kiasu behavior.

Kiasuism. Originated from the Chinese dialects- Hokkien, kiasu, the root word for kiasuism can be defined as the fear of losing out (Hwang, 2003). A term that is more popular among the chinese speaking community, kiasuism is a hot topic in reflecting the general population that is seemingly becoming more apprehensive of defeat. Latour and Rotfeld (1997) has described that these fear serves as a purpose to lead a change in a person or altering their behaviour and attitudes so that they are more adaptive toward the situation. More often than not, kiasuism also includes phenomena of showing off one's better status or comparing oneself to others. This situation has created a competitive nature in the society, in order to stay on top of who belonged to a better rank.

Inkani (2015), had described that this competitive behaviour of an individual towards the society will increase when they are faced with limited resources, as it is the natural instinct to fight for resources in order to survive. Therefore, the general response towards kiasuism are more likely to be negative as kiasuism is understood to be stemmed from greed and promotes envy or even selfishness. When people only focus on their own need and pay little or no attention to others, this may bring negative effects in term of relationship with peers and partners in a long run as well as affecting their emotional well-being.

Although the general idea of kiasuism is adverse, according to Ho, Ang, Loh and Ng (1998), kiasuism may bring positive effects towards the people. In such situation where everyone

is working hard to fight for a success, individuals will be more likely to be inspired in achieving

his or her goal diligently by working hard as well. Application of positive kiasu effect can be

seen for instance in educational institutions, where students are competing to produce good

reports or research projects, in order to be recognized. In a long run, not only it improves the

standard of education in total, it also able to trigger new thinking for research and development

advancement. Certainly forward thinking is necessary as we evolving, but how does this

phenomena might cause a strong encouragement of kiasuism?

Many studies have shown that one of the possible factor of kiasuism is the design of our

education system. A study conducted by Ho et al. (1998) shows that a significant number of

people agrees that our current education structure are not promoting creative thinking. In the era

of hyper competition, performance in a workplace or an educational institution is the most direct

way to measure one level of success. This amount of pressure had resulted into more parents

sending their kids to a private tuition center just so that their children can score well in school as

well as maintain the image of being successful (Wong, 2014). When this happens, it certainly put

a lot of expectation on the children to score well, not because they are instinctively want to

achieve a specific high level, but because the environment has conveyed a need for competition.

Another possible factor of kiasuism as described by Nam, Klemz, Boshoff and Mazibuko

(2009) is the culture. Culture, as mentioned, has a strong influence to the continuous practice of

kiasuism. Given a collectivistic culture practiced in Malaysia, society put importance in

behaviours that are acceptable in the eyes of the public. In another word, it is important for

individual to show conformance to socially expected behaviour and not to be seen as deviant. For

instance, a standard milestone for an 18 year old in Malaysia is to have completed his or her high

school certificate and is ready to pursue their study in tertiary education level. Given that an

individual has no interest in pursuing their study and instead wanting to take a few years break, this may be seen as out of norms as it is not covered in the shared value of the society. Thus why, in order to feel belonged to a certain community, some people have to work harder, sometimes at the expense of sacrificing themselves and other people just so that they can fulfill the societal expectations. When it is not fulfilled, one might feel incompetent, or other negative emotions; much like the emotional situation people with kiasu traits experience. This emotional burden, in the long run, might cause harm to the people although it might significantly improves their observable performance in studies or workplace.

Emotional Intelligence and Kiasuism. A study conducted by Bedford and Chua (2017) that adopted the Lazarus' cognitive-motivational-relational theory of emotion had proposed that kiasuism is a cognitive response rather than an emotional reaction. This is because the fear experienced is the outcome of a threatening situation. They had suggested that if an individual perceived a threat of losing out in a particular situation, it will activate a kiasu cognitive schema. Conroy (2004) also believed that an anticipated risk might triggers kiasuism as an individual considers the impact of losing in a particular situation.

However, Bedford and Chua (2017) also acknowledged that some of the participants in the study described more about emotions such as fear, anxiety, satisfaction, and happiness while talking about the kiasu experiences. Thus, they have suggested that future study should examine the correlations between emotions and kiasuism (Bedford & Chua, 2017). In the same study, the researcher also speculated that kiasuism might be a coping mechanism to keep emotional well-being in check.

The ability to maintain a positive emotional regulation can also be understood as having emotional intelligence. For the purpose of this study, Daniel Goleman theory of emotional intelligence have been adapted, which encompasses five domains, namely are self-awareness, self-regulation, empathy, motivation and social skills. The aim of this study henceforth is to examine on the possible relationship of these five domains, and how it can affect kiasuism.

Family Income Level and Kiasuism. Pertaining to Agus and Makhbul (2002), students who perform better in their academic assessment (CGPA) have higher family income. Besides, students from higher family income perform better in their academic is because of the richer parents will tend to invest more resources in the education of their children. Consequently, the student will work hard to perform better in their academic in order to fulfill their parents' expectations.

Moreover, lower family income groups generally have less resources and therefore the children are expected to receive less comprehensive education from the family. Hence, the researchers concluded that students from higher family income perform better than students from lower family income (Checchi, 2000).

From the literature above, it is believed that the parents' expectations might be the underlying factors for the students' kiasu behavior. As for an example, students are motivated to be kiasu in order to fulfill their parent's expectations. Hence, the present study intend to explore the impact of family income level on kiasuism.

Statement of the problem

  Education system. Over the decades, there is a tremendous changes and transformations in Malaysia's education system as the nation strove to achieve better educational standards and systems. In order to compete in the global marketplace, Malaysia has evolved from a production-based to knowledge-based economy (Grapragasem, Krishnan, & Mansor, 2014). The history of the higher education in Malaysia can be traced back to as follows: education for elite, education for affirmative for business, and education for global competition (Lee, 2005). The aim of the higher education system in Malaysia is to achieve desired goals to produce competitive graduates in the global marketplace (Grapragasem, Krishnan, & Mansor, 2014).

  As the nature of competition has evolved, it leads to a new forms of competition. These competition and competitive schemes from competition for students, to competition for budgets and competition for professors has been developed in recent years as well. However, the competition in higher education is no longer happening only between the individuals and countries, but has become institutional. This has lead to a multi-level form of competition and it transform the universities into competitors (Musselin, 2018).

  Subsequently, this educational system will eventually lead to academic competition where the students are motivated by the pressure to excel (Cretsinger, 2003). The pressure can be referred to as follows: real competition which refers to the competition between peers; perceived competition is the competition that an individual believes is happening between themselves and others; and self-competition, which refers to the individual pressures himself to score even better than the previous result in academic performance. These pressures will shape a competitive environment in schools. Consequently, students might involve in academic dishonesty in order to cope with the pressures (Cretsinger, 2003).

Furthermore, success is largely rely on one's academic performance especially in this society that emphasizes élitism. Based on The Report of the Advisory Council on Youths in 1989, it stated that kiasuism could be an underlying issues to the Singapore youth's attitude towards education, career and other aspects of their lives. According to Ho et al. (1998), individuals may have lack of curiosity for intellectual pursuit and poor performance in creative and critical thinking in an education environment that focused on examination. This might results in high pressure to perform well in education due to their parent's demand, lack of vision and initiative among the youth because their decision was made on their behalf.

Likewise, the education system in Malaysia emphasize examination as well where they use the high school certificate such as Malaysia Examination Certificate (SPM) to indicate the student's selection to higher institutions. Such exam-oriented system might results in limiting the student to develop and nurture soft skills (Kim, 2017).

The education system might be an underlying factor of kiasuism among undergraduate students in Malaysia. For instance, in such education system that emphasis on competition, students will work hard to score well in academic performance in order to be successful. If one's has poor academic performance, he or she might not be success in the future. This is how the education system in Malaysia plays a role in kiasuism.

Institutional pressure. Globalization can be seen as the root cause of transformations taking place in higher education. Referring to Knight (2002), in today's era of globalization, the growing of knowledge-based economy has led to competition among the institutions that train the best brains as well as the employers worldwide for the best brains.

Increasing globalization transform both public and private universities into competitors. Both of the universities are striving to enhance their international reputation and ranking in order

to compete for local and international students. Thus, making both public and private universities to be innovative and creative in marketing strategies and entrepreneurial skills to enhance the ranking and reputation (R. Othman & R. Othman, 2014).

These competition in universities may promote higher stress towards the students in pressuring the students to score well in academic performance to increase the university ranking. In other words, a kiasu university might strengthen the kiasu behavior among the undergraduate students. When a student's success was determined by their academic performance, they are motivated to be kiasu in order to obtain the positive rewards. Though a success always comes along with a competitive spirit, but when the competitive spirit shows a very strong desire to win, it might results in both positive and negative effects. For instance, it could motivate an individual to improve or become overly radial (Kirby & Ross III, 2007). Besides, people who are kiasu might undermine or sabotage others in order to enhance one's own position.

When the students could not obtain good grades as how they expect, it creates more stress, resulting in greater feelings of dissatisfaction. Consequently, this will result in a deterioration of mental health when an individual always demands a constant pressure to not lose out as reveal by the increasing global trends of psychological disorders (WHO Mental Health Survey Consortium, 2004). For instance, a kiasu individual might experience issues of anxiety, depression, low self-esteem, and even Obsessive Compulsive Personality Disorder (Ng, Lim, & Tee, 2014).

Mental health issues. Pertaining to Ferlis, Rathakrishan and Ismail (2009), the education system in Malaysia requires students to put more effort and work hard to achieve the high demands of the system. Therefore, the researchers concluded that this issue seems to be due to the current education system in Malaysia. Consequently, students feel pressured.

Corley (2013) stated that university students worldwide are at risk for mental health disorders. This is in line with the study that conducted by MacKean (2011) and Gallagher (2008), they found that university students have a raising mental health issues. For instance, depression, anxiety, psychosis, suicidal ideation, addictions, attempted suicide, and other chronic psychiatric disorders.

The prevalence of moderate to extremely severe level of depression, anxiety and stress among undergraduate students in Malaysia was ranging from 13.9% to 29.3%, 51.5% to 55% and 12.9% to 21.6% respectively (Gan, Nasir, Shariff, & Hazizi, 2011; Al-Ani & Faisal, 2015). According to Steinberg and Darling (1994), there are 50% of university students who consulted mental health services complained about the challenges in study, anxiety, tension, and depression and these could contributed to poor academic performance.

Academic pressure was the major factor that leads to increase stress level and mental health issues such as stress, anxiety and depression. This is due to the students fail to cope with the academic achievement at university effectively and difficult to achieve good academic performance they desire (Aldiabat, Matani, & Navenec, 2014).

Apart from that, family income also plays a significant role in students' mental health issues. Past studies have revealed that students from poor families reported higher stress scores compared to others (Bayram & Bilgel, 2008; Shamsuddin, Fadzil, Ismail, Shah, Omar, Muhammad, Jaffar, Ismail, & Mahadevan, 2013). Referring to Shamsuddin et al. (2013), it was found that students from rural areas and had lower family income experienced higher level of anxiety and stress compared to students from semi-urban or urban areas.

From the literature above, stress and mental health disorders are commonly experienced by university students. The increasing number of students who experienced mental health issues

is worrying as proven by Zivin, Eisenberg, Gollustm and Golberstein (2009). Therefore, students

with mental health issues need to be addressed seriously to avoid unwanted situations. Besides,

the issue of mental health issues is expected to raise by 15% by 2020 (World Health

Organisation, 2012). Moreover, students who study in institutions of higher education are more

likely to experience serious mental health issues at a greater rate than those who are not students

(Hamdan-Mansour, Halabi, & Dawani, 2009).

The above literature clearly shows that the education system, institutional competition,

and student's mental health issues might be the underlying factor of kiasuism. The term kiasuism

embrace more than being fiercely competitive. As mentioned above, students are striving for the

best academic performance to determine their successfulness in the society. If an individual

could not achieve the academic achievement as expectation, it leads to more mental health issues

among university students due to the dissatisfaction they experienced. This behavior are similar

to the definition of kiasuism, fear of losing out. Not only the fear of losing out, but also to win at

all costs and unwillingness to lose out in any aspect of life such as education, career or parenting

(Ellis, 2014). As supported by Lee (2010), this trait is linked with both national and individual

anxieties to pursuit the good life in this highly competitive and resource-scarce country.

Referring to Bedford and Chua (2017), they noticed that the participants in the study

often described their kiasu experiences by using wide variety of emotions such as anxiety, fear,

satisfaction, and happiness. Thus, they suggested that future study might investigate the

relationship between emotions and kiasuism. As for an example, kiasu behaviors as an

instrument to achieve a desired outcome such as not falling behind may promote extrinsic gains

and positive emotional consequences such as a sense of achievement. Such positive emotional

outcomes could further reinforce the kiasu behavior.

However, research is still relatively scarce in examining the association between family income level, emotional intelligence, and kiasuism. Further study is needed in order to have a more thorough understanding on the phenomenon of kiasuism as well (Kirby & Ross, 2007). Hence, this study attempted to examine the relationship between family income level, emotional intelligence, and kiasuism among undergraduates student in Malaysia.

Significance of the study

To our knowledge, this study might be the first to examine the relationship between family income level, emotional intelligence and kiasuism. This study attempted to raise awareness on the importance of emotional intelligence rather than the intelligence quotient among undergraduates under such competitive and exam-oriented education system in Malaysia. Instead of focusing on the academic performance, this study might provide students a new insight on the linkage between emotional intelligence and kiasuism. Thus, promote more understanding on the topic of emotional intelligence and how it works under the term kiasuism. Moreover, the undergraduates might not realized that they might be kiasu as well because most of the studies are conducted in Singapore context (Bedford & Chua, 2017; Ellis, 2014).

Most importantly, this study will be applicable for Ministry of Education in Malaysia in formulating the appropriate interventions in order to foster the students' emotional intelligence and thus become excel in learning pursuit. Emotional intelligence help an individual to regulate their emotion, investigate the information and interpret the thought in mind in order to achieve goal (Killgore, Smith, Olson, Weber, Rauch, & Nickerson, 2017). This is because the significant aspects of an individual on the social and interpersonal are highly predictive by emotional intelligence. Besides, the government should review the Malaysian education policy and practice

from time to time in order to fulfill the actual needs and aspirations of Malaysian society and boost the Malaysian higher education system to a new heights (Grapragasem, Krishnan, & Mansor, 2014).

Moreover, emotional intelligence also contribute to the mental health, academic performance and decision in everyday life (Killgore et al., 2017). Manju (2016) also stated that, emotional intelligence carried an effect towards the physical health of an individual which the negative emotion contribute to a negative psychological and unhealthy physiological functioning. In contrast, positive emotion increase the functioning level of cardiovascular activity and immune system in a healthier way. In this case, if a kiasu individual can control their emotions better, they will be less likely to experience the fear of losing out in relate to others mental health issues.

Hence, instead of focusing on the competition in global marketplace that creates an environment of kiasuism, the students' emotional well-being should be considered by the Ministry of Education as well to reduce the mental health issues among the students. This is vital as the university students with mental health issues will usually ends with negative consequences on individual, family, and community. For instance, students who are undiagnosed are at high risk or attempted suicide or harming others, dropout from their educational programs, endless psychosocial problems, increase unemployment rate, and eventually it will lead to extra burden on the families and society (Aldiabat et al., 2014).

It is hoped that this study will increase awareness of the mental health issues among undergraduates and thus promote a supportive academic environment instead of competitive academic environment. Besides, this study may also provide insight for academicians to develop interventions that promote mental health among undergraduates. According to Aldiabat et al.

(2014), supportive academic context can be formulated through collaborative, multidimensional, and culturally sensitive preventive mental health programs. This is important as in it will enhanced the psychosocial well-being and productivity among the university students.

As mentioned above, university students are more concern on their academic performance and strive for the best as one of the factors that determines their success in a competitive environment is their perception. As a result, although it motivated students to score well in academic performance, but psychologically, they may have to live with constant fear and anxiety that result from the aggressive desire to win or get ahead of others. Besides, if they are fearing for their own, they might looking for opportunities to "stab someone's back" in order to maintain their positions (Ho et al., 1998).

Furthermore, the results of the study may provide some useful information for the policy makers to formulate a better economic or social policies. In order to get out of the income poverty, the present study may provide some insight in setting priorities when designing poverty eradication programs. At the same time, the well-being among vulnerable households should be consider as well (Ahmad, Mansor, & Paim, 2016). Referring to Coonrod (2008), higher institution may provide affordable tuition fees in order to meet a student's need. When there is a strong need, any type of financial aid is better than none as the objective of any institution is to learn.

Therefore, it is crucial to investigate the relationship between family income level, emotional intelligence and kiasuism among the undergraduates in Malaysia in order to reduce the undergraduates' mental health issues that derived from the kiasu environment which promote high pressure.

Research questions

1. Is there any negative relationship between self-awareness and kiasuism?

2. Is there any negative relationship between self-regulation and kiasuism?

3. Is there any positive relationship between motivation and kiasuism?

4. Is there any negative relationship between empathy and kiasuism?

5. Is there any negative relationship between social skills and kiasuism?

6. Is there any positive relationship between B40 household and kiasuism?

7. Is there any positive relationship between M40 household and kiasuism?

8. Is there any positive relationship between T20 household and kiasuism?

Hypotheses

H1: There is a negative relationship between self-awareness and kiasuism.

H2: There is a negative relationship between self-regulation and kiasuism.

H3: There is a positive relationship between motivation and kiasuism.

H4: There is a negative relationship between empathy and kiasuism.

H5: There is a negative relationship between social skills and kiasuism.

H6: There is a positive relationship between B40 household and kiasuism.

H7: There is a positive relationship between M40 household and kiasuism.

H8: There is a positive relationship between T20 household and kiasuism.

Conceptual definitions

The concept of emotional intelligence in this study derived from the Goleman's Model of

Emotional Intelligence. This concept gained popularity through the best seller book on the theme

of "Emotional Intelligence" by Daniel Goleman (1995). Goleman (1995) defined emotional

intelligence as individuals aware and manage of their own emotions, sympathy, and manipulate

the communications in order to be satisfied with them. This is crucial for children to establish

positive relationships with others as it covers abilities such as recognize, understand, and

regulate emotions (Goleman, 2000). The Goleman's Model of Emotional Intelligence involved 5

components which are self-awareness, self-regulation, motivation, empathy, and social skills.

Based on Goleman (1998), he described that self-awareness is refers to the ability that

help us to have better understanding on our own strengths and weaknesses by recognizing feeling

and the effect. When people are aware of their feeling or emotion, they will have a clear

perception on their own personality and seek feedback from other in order to learn from mistake

and make an improvement. Besides, self-awareness also play an significant role in decision

making which the person are aware of the thought, emotion, ability of their own and sense of

self-confidence.

Next, self-regulation can be consider to as the next level of EI after being aware of your

own emotions. Self-regulation indicated that whether an individual are able to control and

manage their emotions. This help to restrain the impulsive emotion such as anger and anxiety

and maintain the relationship between peer and friends by not involving in conflict (Gayathri &

Meenakshi, 2013). Self-regulation also means the strategies and method that could lead an

individual to achieve their goal (Srivastava, Joshi, Raichaudhuri, Ryali, Bhat, Shashikumar,

Prakash, & Basannar, 2011). The following component of EI is motivation that could encourage

an individual to work hard so that they can improve better. People who are emotionally

motivated will pursue intrinsic motivation such as experience and inner goal rather than extrinsic

goal which is money or status. Moreover, motivation could also lead people to be optimism and move toward the desire goal even though facing obstacles (Ugoani, Amu, & Kalu, 2015).

In addition, empathy function as the ability in knowing the feeling and emotion of others by observing the nonverbal cues include facial expression, gesture and body movement. Being empathy also included the way on how an individual respond toward people and thus contribute to the connection of the relationship (Goleman, 2000). Last but not least, the component that included in EI is social skill which refer to the ability to deal with others in term of work together in pursuing goal, managing obstacle and adapt with changes. People with good social skill could have better communication and interaction with others yet this is an important factor of being a leader which could build a good rapport with the employee (Nunes, 2003).

According to the Report of Household Income and Basic Amenities Survey 2016 (2017) that conducted by the Department of Statistics in Malaysia, the household income in Malaysia is classified into three groups which are B40, M40, and T20. First and foremost, B40 household refers to individual with monthly family income lower than RM 3,000; M40 household refers to individual with monthly family income between RM 3,001 to RM 6,275; whereas the T20 household refers to individual with monthly family income RM 6,276 and above.

Next, kiasuism is being defined as "an innate unwillingness to be disadvantaged" and "always desire to be ahead of others" (Ho et al., 1998). Individuals who are kiasu tend to experienced high levels of anxiety as it is fuelled by an innate fear of losing out to others (Ward & Ramakrishnan, 2003). Hence, the concept of kiasuism prevent one from feeling distress seeing another individual's achievements and advantages in life by acting out the fear of losing out. Besides, Ho et al. (1998) found that individuals who practice kiasu behavior rate higher in their selfishness, being calculative, and being greed. Selfishness refers to the lack of consideration for

others in order to appeal to own self-interest. In another words, this behavior puts one's interest above all the other people. The next phenomena is being calculating refers to an individual constantly weighing one's gains and losses. Another explanation about being calculating is being obsessed for the value of money. The final description of kiasuism is being greedy, this is refers to as the excessive desire, particularly for food or wealth. Individuals who are greedy always wanting to acquire more such as having "free" items accompanying purchases (Ho et al., 1998).

Operational definitions

In the present study, Emotional Intelligence Scale (EIS) will be used to measure the undergraduates' emotional intelligence. This scale was developed and standardized by Singh (2004) in Indian settings and it consisted of five categories of emotional intelligence namely self-awareness, self-regulation, motivation, empathy, and social skills based on the Goleman's Model of Emotional Intelligence. There are 60 items in EIS to measure all of the five categories. Specifically, each categories consisted of 12 items in order to measure the trait of each components. For instance, "I am able to identify my feelings", "I understand the reasons for my moods", and "I am clear what I want from life" are the items in self-awareness. Next, the items in the self-regulation such as "I can achieve what I want through my determination", "I don't easily give up even if I received setbacks", and "I am quite flexible in my approach to life and problems".

For motivation, the items are for example, "I constantly try to improve my performance", "I prefer to proact", and "Under pressure, I am confident I will find the way". Next, empathy includes the items such as "People don't have to tell me what they feel; I can sense it", "I can sense the feelings of people when I walk into a room", and "I am able to influence the opinion of

import people". Some of the examples for social skills include "I am able to convince people", "I present myself in such a way that people get impressed", and "I am a good communicator". Higher score indicates higher level of emotional intelligence in all the five categories.

Besides, Kiasu Measure 2.1 will be used to measure the kiasuism in the present study. Kiasu Measure 2.1 was developed by Ng, Lim, and Tee (2014) and consists of 17 items such as "I hate to be seen as a loser", "I take steps to make sure I don't 'lose out' to others", and "Second place is just the first loser" are some of the items in this measurement. Individuals who score high in Kiasu Measure 2.1 indicated higher level of kiasuism.

Chapter 2

Literature Review

Self-awareness and kiasuism

Kiasuism as described by Ho et al. (1998) brings the meaning of kiasi which is originated from a Hokkien word that refer to "fearing to die". This word is being used when involving risk taking situation and refer to the behaviours that avoiding risk with implication of ridicule. For example, an individual is reluctant to venture into an unknown area and withdraw from uncertainty.

Based on the research that is conducted by Bréjard, Bonnet and Pedinielli (2012), it showed the result of self-awareness have a negative correlation with risk taking behaviour. This results explained that an individual with high self-awareness are less likely to be involved in risk taking behaviour. Individuals who are lack of emotion have high tendency to be involved in risk-taking behaviour in order to fulfill one's sense of emptiness. This emptiness might be transform into sensation which are more controllable (Bréjard, Bonnet, & Pedinielli, 2012).

Pertaining to Kabiri, Ziaei, Aval, and Vakili (2017), sexual behaviour is consider as a risk-taking behaviour among adolescents. Self-awareness served as a protective factor in reducing the number of risk-taking sexual behaviour. The result of the study showed that the sexual risk-taking behaviour of female students decreased after learning the self-awareness skill from group counselling.

Florian, Kravetz and Frankel (1984) also has stated that the feeling of kiasi is originated from one's stress and anxiety. The researchers found that people with low level of self-awareness are more likely to commit suicide. In contrast, individuals with high sense of self-awareness are more likely to utilize the coping strategies or defense mechanisms in order to reduce their

anxiety towards death. In this study, it indicates that levels of awareness is negatively related

with the fear of death (Florian, Kravetz, & Frankel, 1984).

Therefore, the present study attempt to investigate the relationship between self-

awareness and kiasuism among undergraduates in order to have a better understanding on this

linkage in Malaysia context.

Self-regulation and kiasuism

According to Ho et al. (1998), kiasuism is being defined as "fear of losing out" which

related to the unwillingness to be in an adverse position or the feeling that always wanting to go

beyond others. People with this characteristic are more susceptible to experience mental distress

when they notice others are promoted to a higher position or enjoying benefits that could also be

achieved by oneself.

One of the conflicts of wanting to go beyond others among undergraduates is mostly in

terms of academic. Based on Zhang, Dong, Fang, Chai, Mei and Fan (2018), academic task

brings certain pressure towards undergraduates. As a result, most of the undergraduates have the

higher likelihood to procrastinate on the academic task. Such procrastination behavior might be

the wrong strategy that undergraduates used in order to cope with the academic pressure.

Besides, academic procrastination affect the undergraduates negatively in term of their academic

satisfaction, mental health issue, and higher suicide tendency. The feeling of fear of losing out

might be the underlying factor that leads to academic pressure, procrastination, and thus results

in dissatisfactory in their academic performance. Besides, the researchers stated that regulating

one's emotion is an important factor to ensure a healthy life of an individual, suggesting that

self-regulation could be a significant factor that help to balance the fear of failure and reduce the academic procrastination among undergraduates (Zhang et al., 2018).

Kirschenbaum (1987) stated that variety of the addictive behaviour such as drug addiction and eating disorder might be due to fail in regulating one's emotion. When there are discrepancy between the goal and action, lack of self-regulation can lead to social anxiety (Kocovski & Endler, 2000). This study showed that self-regulation is an important factor contributing to social anxiety which people who scored high in social anxiety were having lower expectancy in achieving goal (Kocovski & Endler, 2000). People with high kiasuism could not tolerate with the feeling of losing, self-regulation plays an important roles in controlling the emotion of an individual when they could not achieve the desired goal.

Most of the self-defeating behaviour involved fail to regulate one's emotion as stated by Baumeister (1997). Emotional distress is always triggered by several factors which consist of insane risk-taking and denial which could connect emotional distress to self-defeat. People with high ego are unwilling to receive negative feedback from others in order not to lose their image and thus suicide will always be the first choice for them (Baumeister, 1997). In addition, suicidal thought come to mind when one's facing setback in life or rejection from other. Therefore, it is important for the researcher to study about the relationship of self-regulation and kiasuism.

Gailliot, Schmeichel and Baumeister (2006) stated that self-regulation is a key factor for problem solving and reduce the feeling of death and anxiety. The researcher assumed that feeling of mortality is threatening and thus provoked the negative emotion and thoughts. People that can master self-regulation are more capable in their life such as academic performance, stress coping strategies and relationship with peer. Hence, the result showed that the decrease in self-

regulation, the increase of negative emotion and afraid of mortality. Hence, this study predict

that there is a negative relationship between self-regulation and kiasuism.

Motivation and kiasuism

Kiasuism can also be explained in the term of greed which is known as extravagant desire

in term of food and wealth. It is only one of an aspects under kiasuism with the mindset to

accumulate and gain more. This greedy behaviour can be displayed in the sale tactics that

promised "free" items along with the purchases products (Ho et al., 1998). Although it is no

longer a new tactic, it still plays a successful role in targeting the weaknesses of the customer.

Referring to Ng, Lim and Tee (2014), they found that the feeling of losing are

unwelcomed by a kiasu individual even in a board game. Therefore, they will be motivated to

figure out a way to win in order to have a better result for the game or competition. This

mentality is in line with the kaisu behavior that always wanting to gain more. This study showed

that there is a linkage between motivation and kiasuism in which a kiasu individual will be

motivated to strive for the best in order to get rid of the undesired emotions such as fear of

losing.

Based on Bedford and Chua (2017), kiasuism are also defined as a form of coping

mechanism which people will work harder in order to minimize the negative feeling.

Furthermore, kiasuism is also a tactic that people usually used to reach to their goal and

eventually promote a sense of achievement. Similarly, Ho et al. (1998) revealed that the kiasu

behaviour lead people to put more effort in their task, so that they could achieve a good result.

However, students might use constant comparison in order to avoid losing out, mostly derived

from the desire to "win other students". Consequently, it motivates a person to work harder in

order to not lose out to their peers and this might promote greedy behavior which refer to the

desire to acquire more. For instance, seeing the peers doing homework for two hours, a kiasu

individual will make sure that he or she do three hours in order to win everyone. Another

example such as "I will cover the lecture slides before I go to lectures", "I would read the

textbook and fill in all the blanks", and "So when I go to lecture, I'll be the most prepared for the

topic" (Bedford & Chua, 2017). This showed that the motivation that always wanting to study

ahead of others is positively correlated to kiasuism. Moreover, kiasu is not the behavior but

rather the motivation. For example, a person can choose not to show the kiasu behavior in order

to avoid negative judgment from others (Bedford & Chua, 2017).

The linkage between motivation and kiasuism is established from the above literature in

which the motivation could promote the greedy behavior and therefore reinforce the kiasu

behavior. Hence, this study hypothesized that there is a positive relationship between motivation

in emotional intelligence and kiasuism in order to understand the linkage more thoroughly.

Empathy and kiasuism

Selfishness is also one of the definition about kiasuism which brings the meaning of do

not consider the feeling of other people. In another word, selfishness can be explained as the

acting or attitudes that putting one's need above others thus all the effort that contribute are

based on the interest of oneself (Ho et al., 1998). Example for selfishness include do not offered

the seat for the people who are more needy for the seat.

The researchers De Waal and Suchak (2010) stated that empathy is the main motivation

for altruism behaviour where altruism behaviour occurred in an absence of selfish motivation.

The empathy can be known as sharing the feeling of others which in a simple word putting

yourself in an others shoes. In this situation, empathy plays a role in reducing selfishness by projecting in altruism behaviour. Hence, it can be concluded that high empathy leads to low kiasuism which refers to low selfishness in this literature.

Referring to Bedford and Chua (2017), the participants in this study explained that kiasuism involved sandbagging others which is pretend to do worse than he or she is in order to trick others into working less. A participant described that individuals who are kiasu are less likely to share. For instance, they do not willing to share the academic information or tell you what they are doing. This might be due to the fact that they do not want you to win. Next, the behavior of keep asking others about the status of assignment is consider as kiasu as well. This is the tactic of sandbagging used by a kiasu students. A kiasu students might try to pull one down or make he or she look bad by pretending to do worse than you are to deceive others into working less. This behavior is considered a selfish behavior as the kaisu students are concerned only on their self-interest and ignore the feeling of others by not sharing the information and sandbagging others. Thus, this study assumed that there is a negative relationship between empathy and kiasuism.

Social skills and kiasuism

Based on the research that was conducted by Ho et al. (1998), the characteristic of kiasu behaviour is "being calculating". This refers to the constant comparison of one's cost and benefits in certain action and situation. From the perspective of kiasu, "being calculating" can be known as an obsession of the value and money. The people who are calculating usually concerned about the price difference between products in the markets.

Based on Hwang (2003), it showed that there is a positive relationship between social skills and kiasuism. The research showed that social skills that presented in a form of teamwork have two types of attitudes which are task participant and social support. Task participant refer to wanting to work with others in a team and accept that others might have a better performance than oneself. Moreover, when the need of the team is being satisfy, the personal need should also be fulfil simultaneously. This showed kiasu behaviour where people always consider the cost and gain in the situation. People with high kiasuism are unwilling to work with others that might cause improvement in others moreover every effort that contributes must be rewarding in return.

In the same study, Hwang (2003) proposed social support is also a vital factor that contribute to teamwork where the emotional need of an individual are being support and hence contribute to team cohesion. Social support for the teams could help in motivating peer that suffered in a stressful working environment. In contrast, people might just give up on the task that had been assigned if lack of social support. People with high kiasu tendency will not show social support towards others due to the fact that there were no benefits in return.

According to Bedford and Chua (2017), the participants mentioned that constant comparison could hinders the relationship. Kiasuism might result in cold behavior as well. It means that if an individual has no value or would not be able to offer help, the kiasu schoolmates are less likely to be friendly towards them. This showed the "calculating" behavior as the kiasu person is concerned about the value rather than the relationship with others. Therefore, the present study hypothesized that there is a negative relationship between social skills and kiasuism.

Family income level and kiasuism

The research showed that family income level brings an impact on academic performance of a student (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987). Referring to Hill and Taylor (2004), parents with higher monthly income usually more concerned about the education of their children due to their higher educational background. Moreover, they are more likely to be involved in schooling matters compared to parents with lower family income. This is due to the fact that parents from lower monthly income have to face with variety of difficulties such as lack of resources, non-flexible working schedules and transportation problem. Thus, they might not be able to contribute their time to be involved in schooling matters. Therefore, individual with higher income level tend to increase in kiasu tendency.

According to Kaufmann, Gesten, Lucia, Salcedo, Rendina-Gobioff and Gadd (2000), parents with higher income tend to practice authoritative parenting in educating their children. Authoritative parenting include constraint of rule and standards, expectation of mature behaviour and independence of a child (Dornbusch et al., 1987). Thus, children that is raised by parents with authoritative parenting style are having higher possibility in obtaining a better grades because they do not want to disappoint the expectation of their parents.

In addition, high income and educated parents are more able to provide different resources to enhance the learning process of their children (Teachman, 1987). For example, the children are eligible to study in a higher institutions and the parents are more willing to send the children to private tuition (Hansen, 1970; Wong, 2014). The purpose of sending their children to private tuition is to ensure that their children stay competitive and will not lose out. Thus, the present study hypothesized that there is a positive relationship between family income and kiasuism.

Theoretical framework

Self-efficacy. Based on the literature review, a theory that rationalize the connection between each variables is self-efficacy theory. Self-efficacy theory was developed by Albert Bandura which refers to an individual belief of their own capability to achieve the desired goal. People with high self-efficacy view obstacles as challenges and not a threat that should be avoided. Therefore, they have a strong confidence that they could overcome the setback that they faced (Jackson, 2010). Bandura (1978) view self-efficacy as the incorporation of four main sources which are performance accomplishment, vicarious experience, verbal persuasion and physiological arousal.

Performance accomplishment explains that an individual increase their sense of accomplishment based on past successful experiences while self-efficacy will be reduced when experiencing failure. This would be helpful in understanding the concept of self-regulation, which can be affected by self-efficacy (Los, 2014). Vicarious experience also one of the resource of self-efficacy which refers to observing and learn the past experience of others that are similar with themselves (Staples, Hulland, & Higgins, 1998).

The third sources is verbal persuasion which an individual could increase level of self-efficacy by getting feedback or encouragement by friends or peer in order to increase self-confidence (Bandura & Adams, 1977). Last but not least, the resources of self-efficacy also involves physiological states which bring a vital effect on the ability of an individual (Taylor & Betz, 1983). For instance, the negative emotion such as stress and anxiety could reduce one's self-efficacy.

A research by Rathi and Rastogi (2009), showed that EI brings an effect towards self-efficacy which the employees with high EI display a high occupational self-efficacy. For

example, employees that are aware of their strengths and weaknesses can be determined that they

are having high EI and high self-efficacy. Furthermore, this could be explained in the way of

people with high EI are more expert in regulating their emotion so that they are more confident

in controlling the task assigned. For the five domains of EI, self-efficacy has proven to have an

effect on determining the level of emotional control.

In comparison, self-efficacy could explain the phenomena of kiasuism as well. Los

(2014) has described that following the self-efficacy theory, it can explains how people prefer

not to lose, and will be determined to try harder in case of failure. Since kiasuism is a situation

where an individual is not willing to, or fear to lose out in any situation, self-efficacy can be put

in place to understand the relationship between EI and kiasu.

Maslow's hierarchy of needs. Another theory that can explain the phenomenon in this

study is the work of Abraham Maslow with hierarchy of needs. In the hierarchy of needs, it is

understand that there are five stages of needs that each individual will go through before

reaching their ultimate motive, self-actualization. According to McLeod (2007), each stages

deficiency will prolong individual's motivation to complete or fulfil that stage as a part of

human's nature. Each person has desire to always move up to a higher stage, and this idea can

create a theoretical premise for the relationship between family income and kiasuism.

In layperson term, kiasuism is a drive motivated by achieving higher performance that

one can attain by working towards one's own potential. However, if the person has other

obstacles such as financial instability, measured by the monthly income of their family, the

person might abandon the need for self-actualization, which is the higher individualistic motives,

and more focused on finding a way of achieving or fulfilling the safety level of needs, which is

the second stage in the hierarchy of needs (Kenrick, 2017).

Since every individual has the instinctive drive to survive and it can be observe even in the current modern world, the five stages of needs namely, physiological, safety, belongingness, esteem and self-actualization can be a framework to understand how a safety measure for an individual, especially financial, that is measured by family income level, considering that the study is conducted among students which is mostly unemployed can affect the variety of level of kiasuism among individuals.

Conceptual framework

Emotional Intelligence (EI)
- Self Awareness
- Self Regulation
- Motivation
- Empathy
- Social Skills

Kiasuism

Family Income
- B40 (lower than RM3000)
- M40 (RM3001 to RM6275)
- T20 (RM6276 and above)
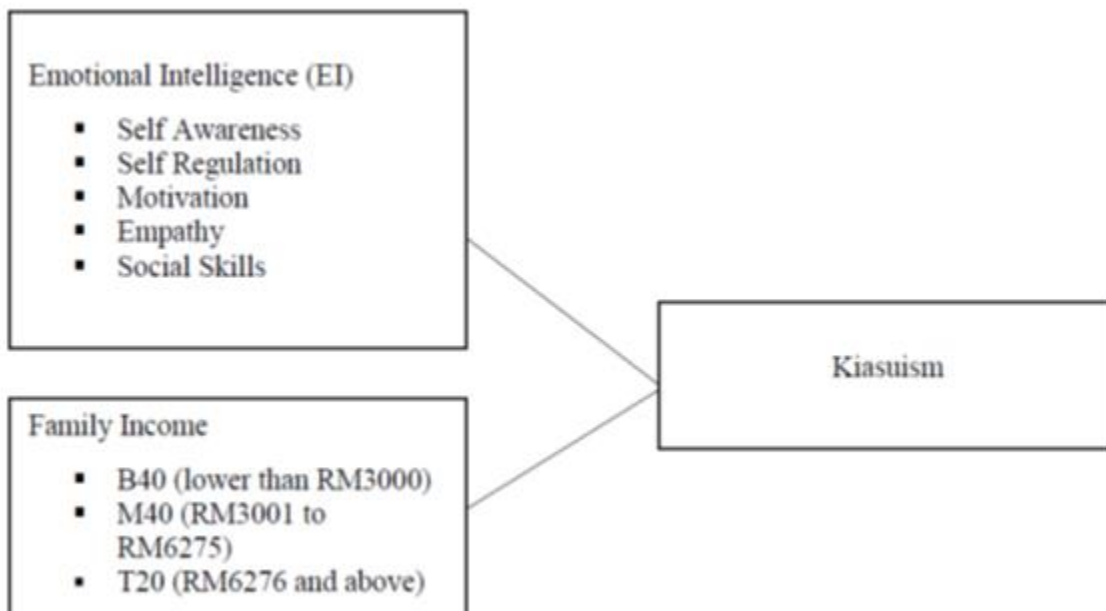
Figure 2.1. Conceptual framework model

For the purpose of the study, a conceptual framework model has been devised to better illustrate the concept based on past researches and theoretical framework that has been referred. From the literature, the five subscales of emotional intelligence, namely self-awareness, self-regulation, motivation and empathy as well as social skills has been proven to have relationship with characteristics that are associated with kiasu such as calculative behaviour, greediness,

selfishness and risk taking behaviour. Thus, the current study are to further investigate if the five domains of EI and kiasuism have relationship that affecting one another.

Another predictor variable that is involved in the study is family income which will be categorized into three separate groups namely B40 which consists of family that earned less than RM 3000 per month, M40, with indicator that the family earned between RM 3001 to RM 6275 per month, and T20, with family income per month is RM 6276 and above. The current study also aims to investigate if the family income earned per month has an impact on kiasuism.

Chapter 3

Methodology

Research Design

For the purpose of this study, a cross-sectional research design has been chosen as it enables the researcher to describe population based on the sample recruited and make predictions for the population from results of the correlation based on the study conducted (Shaughnessy, B. Zechmeister, & S. Zechmeister, 2015). Pertaining to the research, this research design is helpful in outlining the statistics of the target group chosen, which are the students of Universiti Tunku Abdul Rahman (UTAR). Besides, an expected pattern or outcome of the said group is also determined through this research design.

To explore family income, and the five subscales of emotional intelligence for its relation to kiasuism, a quantitative research in the form of survey has been adapted as a mean for data collection. This is because it allows for easier interpretation of the data to answer research questions that focuses on the correlation between variables. In addition, a survey research method has been adopted because it is efficient in timing and cost effective. This is beneficial for the researchers given the condition of time and budget allocation for the research.

As the study intended to measure the interaction between self-awareness, self-regulation, motivation, empathy and social skills with kiasuism, survey research design is an effective way to observe the relationship. Instruments used for the study is the Emotional Intelligence Scale (EIS) that consists of 60 items measuring aspects of emotional intelligence, Kiasu Measure 2.1 with 17 items to measure kiasuism traits and tendency and a categorical question about family income information in the demographic section. All the data then computed and analyzed using SPSS after the process of data collection.

Description of Participants

Sample size. Targeting to study about family income, emotional intelligence and kiasu traits among university students, the target population will be students from UTAR in both campus, Kampar and Sg Long. The number of sample size needed for the research has been calculated using an online sample size calculator. Based on the calculation from the online Qualtrics sample size calculator, with confidence level of 90% and margin of error of five percent in the estimated population of 15,000 people, the suggested number is 266 sample size. However, throughout the process of data collection, the research has managed to gather 358 participants as the sample size. Within this group of respondents, the age range of participants is between 18 to 26 years old. The data also comprises of 147 male and 211 female in the sample size. Racial group data collected for the sample size encompasses of 7.82% Indian, 1.4% Malay, 89.11% Chinese and 1.68% other races respectively.

Sampling method. Non-probability sampling method was pursued for this study as there is no exact equal chance for everyone that falls within the target population to be a participant for this study. Purposive sampling will be used to gather participants, which will help to filter out responses that does not fall in the criteria that the researchers looking for. For the study, the target population is only UTAR students, and using purposive sampling is beneficial in filtering out students that is not from UTAR.

Research location. Since this study is targeting UTAR students in both campuses, the location of the study will be conducted in both Kampar and Sg Long. Participants are varies from faculties, combining all faculties that is present in UTAR.

Procedure. Participants for this study were recruited through an online means, Qualtrics. An anonymous link was generated from the website that enables the researcher to send it so that

participants can access the questionnaire. A QR code was generated as well that enables

participants to scan through the code before being directed to the pages of questionnaire. Upon

accessing the questionnaire, participants were presented with the informed consent form, which

consist of the details of the study, as well as a confirmation of consent to participate. After the

consent is acknowledged, participants is required to complete a section on demographic

information and family income or named as section A, and then proceeds to section B which

comprises of items to measure five elements of emotional intelligence, and continues to section

C, questionnaire to measure kiasuism trait.

For every participant, the average time spent to complete the survey takes approximately

around 15 to 20 minutes. The data that has been gathered from all the participants is then further

analysed for the purpose of the study. The process of data collection was conducted during the

commencement of new semester in January 2019. Data analysis is done by including all

responses into the system of SPSS, and descriptive, correlation and regression results are

generated from the system. The correlation between family income, the five subscales of

emotional intelligence and kiasuism is observed, before proceeded to multiple regression.

Instruments

The study has adopted demographic information questions and two psychological testing

instruments to answer the research questions, on whether or not there is a relationship between

family income, and five domains of emotional intelligence namely self-awareness, self-

regulation, empathy, motivation as well as social skills with kiasuism. Some demographic

information questions have been devised to ensure the accuracy of the data collected.

Demographic information. Some basic information were gathered from participants about their personal but non-identifying information such as age, gender, ethnicity and year of study. Collection of ID number is required as well, as to ensure the authenticity of the data, confirming that the participants are from UTAR and ensuring that there is no replication of data. Another question included in the demographic section is the family income level, in which participants are required to choose which family income level they identify themselves with. The categories provided is B40 which is understood as having monthly family income lower than RM 3000, M40 with monthly family income between RM 3001 to RM 6275 and T20, with monthly family income of RM 6276 and above. The data categorization for monthly income was gathered from the reports available in the official portal of the Department of Statistics Malaysia.

Emotional Intelligence Scale (EIS). Based on Goleman (1998) model of emotional intelligence competencies, the emotional intelligence scale consists of 60 items that measure emotional intelligence from five main domains which are self-awareness, self-regulation, social skills, motivation and empathy. Developed and standardized by Singh (2004), the reliability of each subscale is stable, with every subscale at .85, .90, .92, .87, .88 accordingly. Scoring method is summation of score for every subscale with higher score indicates higher emotional intelligence for that particular subscale.

Kiasu Measure 2.1. Developed by Ng, Lim and, Tee (2014), the kiasu measure has started from the first edition (1.0) that later improvised until 2.1, intending to measure the level of which people behave in a kiasu manner. Instrument that has a reliability value at .83 and consists of 17 items, most of the statements aspire to assess the level in which someone behave competitively, or wanting to get the best deal out of every transaction. Some of the items includes 'I am afraid that sharing information with others may put me at the losing end' and

'Second place is just the first loser'. Summation of the score is needed for this instrument with

indication that higher score signify higher kiasu behaviour.

Chapter 4

Results

In the present study, the researchers hypothesized that there is a negative relationship between self-awareness, self-regulation, empathy, and social skills on kiasuism whereas the motivation, and family income level were expected to show a positive relationship on kiasuism. In order to evaluate the hypotheses, descriptive analysis, Pearson correlation analysis, and multiple regression analysis were performed.

Descriptive Statistics

First and foremost, a descriptive analysis was calculated. Table 4.1 shows the means and percentages of UTAR undergraduates on demographic variables. Besides, the means, median, and standard deviations for family income level, self-awareness, self-regulation, motivation, empathy, social skills, and kiasuism were reported in Table 4.2.

Table 4.1

Percentages for UTAR Undergraduates on Demographic Variables

Characteristic	*n*	*%*
Gender		
Male	147	41.1
Female	211	58.9
Ethnicity		
Indian	28	7.8
Malay	5	1.4
Chinese	319	89.1
Others	6	1.7
Family income level		
Below RM 3,000	156	43.6
RM 3,001 – RM 6,275	149	41.6
RM 6,276 and above	53	14.8

Table 4.2

Means, Median and Standard Deviations for Study Variables, n = 358

Variable	*M*	*Mdn*	*SD*
Family income level	1.71	2.00	0.71
Self-awareness	3.19	3.17	0.58
Self-regulation	3.17	3.17	0.62
Motivation	3.16	3.17	0.58
Empathy	3.27	3.25	0.61
Social Skills	3.02	3.00	0.68
Kiasuism	3.84	3.77	0.59

Note. M, Mdn and *SD* are used to represent mean, median and standard deviation, respectively.

Correlations

To assess the size and direction of the linear relationship between the self-awareness, self-regulation, motivation, empathy, and social skills on kiasuism, a bivariate Pearson's product-moment correlation coefficient (r) was conducted.

Prior to calculating r, the assumptions of normality, linearity and homoscedasticity were assessed, and found to be supported. Specifically, a visual inspection of the normal Q-Q and detrended Q-Q plots for each variable confirmed that both were normally distributed. Similarly, visually inspecting a scatterplot of self-awareness, self-regulation, motivation, empathy, and social skills against kiasuism confirmed that the relationship between these variables was linear and heteroscedastic (as shown in appendix A). Hence, it can be concluded that the assumptions of normality, linearity and homoscedasticity have not been violated.

Pearson correlation analysis reported that the self-awareness ($r(356) = .16$, $p = .003$), self-regulation ($r(356) = .14$, $p = .008$), motivation ($r(356) = .17$, $p = .002$), empathy ($r(356) = .23$, $p < .001$), and social skills ($r(356) = .26$, $p < .001$) were significantly correlated with kiasuism. In the present study, positive but weak correlations were observed in the five subscales of EI on kiasuism. Thus, the results concluded that only the hypothesis H3 was supported in correlation analysis, indicating that undergraduates with higher motivation were expected to have higher kiasuism. Table 4.3 summarizes the results of the Pearson correlation analysis between the five subscales of EI and kiasuism.

Table 4.3

Pearson Product-Moment Correlations of the EI Subscales with Kiasuism

Variables	1	2	3	4	5	6
1. Self-awareness	-					
2. Self-regulation	.75***	-				
3. Motivation	.72***	.84***	-			
4. Empathy	.60***	.63***	.71***	-		
5. Social Skills	.64***	.69***	.72***	.73***	-	
6. Kiasuism	.16**	.14**	.17**	.23***	.26***	-

Note. * indicates $p < .05$. ** indicates $p < .01$. *** indicates $p < .001$.

Multiple Regression Analysis

Subsequently, multiple regression analysis (MRA) was conducted to examine the effect of family income level and the five subscales of EI on kiasuism. Specifically, we examined the effect of B40, M40, and T20 household income group on kiasuism and also the effects of self-awareness, self-regulation, motivation, empathy, and social skills on kiasuism. As the family income level is categorical variable and have more than two levels, the researchers have dummy coded the variable before proceed to MRA. In this case, the researchers have created two dummy variables: one to distinguish between B40 (= 1) and non-B40 (= 0) cases; and one to distinguish between M40 (= 1) and non-M40 (= 0) cases. The dichotomous dummy variables were then entered into the regression model together.

Before interpreting the results, a number of assumptions were tested, and checks were performed. First, stem-and-leaf plots and box plots (as shown in appendix B) indicated that each variable in the regression was normally distributed. However, there was some outliers found in the results. Therefore, a suggested method was used in order to fulfill the assumption. The

researchers identified 23 outliers through boxplots and was then removed. As a result, the

assumption of outliers was fulfilled.

Second, an inspection of the normal probability plot of standardized residuals and the

scatterplot of standardized residuals against standardized predicted values indicated that the

assumptions of normality, linearity and homoscedasticity of residuals were met (as shown in

appendix B). The histogram, Normal Q-Q plot and box plots were used to prove its normality

and linearity (as shown in appendix C). Third, relatively high tolerances for all seven predictors

in the final regression model indicated that multicollinearity would not interfere with our ability

to interpret the outcome of the MRA.

However, a maximum Mahalanobis distance larger than the critical chi-square (χ^2) value

for $df = 7$ (at $\alpha = .001$) of 24.32 was found in the MRA, indicates the presence of one or more

multivariate outliers. Hence, the researchers were suggested to identify the multivariate outliers

through comparing the Mahalanobis distance to a chi-square distribution with the same degrees

of freedom. Through this method, the researchers were able to identify the multivariate outliers

with the new probability variable that are less than .001. In this case, three multivariate outliers

were found and were then removed in order to reduce their impact on the regression model.

Consequently, the data is free form multivariate outliers.

The model significantly predicted 4% of the total variance, adj $R^2 = .04$, $F (7, 324) =$

3.07, $p = .004$ (as shown in Table 4.4 and Table 4.5). Results indicated that self-awareness

($\beta= .06$, $t (324) = .67$, $p = .50$), motivation ($\beta= .04$, $t (324) = .37$, $p = .71$), empathy ($\beta= .05$, t

$(324) = .57$, $p = .57$), and social skills ($\beta= .18$, $t (324) = 1.93$, $p = .06$) were positively related to

kiasuism while self-regulation ($\beta= -.11$, $t (324) = -1.00$, $p = .32$) was negatively related to

kiasuism. However, the results revealed that the five subscales of EI were not significant

predictors of kiasuism. For family income level, it was reported that B40, (β= -.10, t (324) = -1.21, p = .23) and M40 (β= -.02, t (324) = -.23, p = .82) were negatively related to kiasuism. However, no group differences was found in family income level as the findings of MRA was not significant. Hence, no post-hoc analysis needed to identify the group differences.

Unstandardised (*B*) and standardised (β) regression coefficients, and square semi-partial correlations (sr^2) for each predictor in the regression model are reported in Table 4.6. As can be seen in Table 4.3, none of the predictors significantly predict kiasuism. Thus, none of the hypotheses was supported in the present study.

Table 4.4

Model Summary of the Family Income Level and Emotional Intelligence Predict Kiasuism

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.250[a]	.062	.042	.54896

a. Predictors: (Constant), M40, Motivation, SelfAwareness, B40, Empathy, SocialSkills, SelfRegulation

b. Dependent Variable: Kiasuism

Table 4.5

ANOVA of the Family Income Level and Emotional Intelligence Predict Kiasuism

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.482	7	.926	3.073	.004b
	Residual	97.639	324	.301		
	Total	104.121	331			

a. Dependent Variable: Kiasuism

b. Predictors: (Constant), M40, Motivation, SelfAwareness, B40, Empathy, SocialSkills, SelfRegulation

Table 4.6

Summary of Multiple Regression Analyses for Variables predicting UTAR Undergraduates' kiasuism (N = 332)

Predictor	*B*	*SE B*	β	*t*	*p*	sr^2
Self-awareness	.06	.08	.06	.67	.50	.04
Self-regulation	-.10	.10	-.11	-1.00	.32	-.05
Motivation	.04	.11	.04	.37	.71	.02
Empathy	.05	.08	.05	.57	.57	.03
SocialSkills	.15	.08	.18	1.93	.06	.10
B40	-.11	.09	-.10	-1.21	.23	-.07
M40	-.02	.09	-.02	-.23	.82	-.01

Note. B represents unstandardized beta. *SE B* represents standard error for the unstandardized beta. β represents standardized beta. *t* represents *t* test statistic. *p* represents probability value. sr^2 represents the semi-partial correlation squared. R^2 = .06 (p < .05).

Chapter 5

Discussion

Self-awareness and kiasuism

The results of the present study contradicts with the previous study as the hypothesis of negative relationship between self-awareness and kiasuism was not supported. This finding might be due to the influence of cultural self-awareness and personal self-awareness that contributes to the effect of kiasu tendency.

According to Lu and Wan (2018), cultural self-awareness refer to the cultural experience of oneself. The high level of cultural self-awareness in an individual indicate that they are having a clearer sense that the culture has influenced them in term of values and behaviours. Hence, different cultural experience might be one of the rationale for the incongruent result. Personal self-awareness on the other hand refers to the sensitivity of the personal experience and this process allowed an individual to develop a better self-understanding on one's true self (Lu & Wan, 2018). Although a better self-understanding could lead an individual to achieve one's goal in a non-competitive manner, in the study however the goal for most of undergraduates is probably to excel in studies, shaped by the cultural and self-awareness as well as the institution to develop kiasu traits and tendency. Hence, in the result of the study it showed that although one has high self-awareness, many other factor might contribute to the development of kiasuism as well.

Self-regulation and kiasuism

From analyzation of the data, the result has shown that there is a negative relationship between self-regulation and kiasuism, which is consistent with the previous literatures. Self-

regulation is the ability to control or regulate one's emotion and behaviour to match with the demand of the external world (Jamaris & Hartati, 2017).

The researchers Ramli, Alavi, Mehrinezha and Ahmadi (2018) have stated that society have higher societal expectation towards the new generation compared to the older generation. This situation is because they were assumed to be more capable and skillful in many field especially technologies. Thus, the stress level of the new generation is higher than the older generation (Ramli et al., 2018). However, when being encountered with high level of academic stress, Malaysian students have lower ability to adjust themselves. People with kiasuism could not accept their failure, thus self-regulation is a significant factor contributing to stress which it could help individuals to control and regulate their emotion when the societal expectation could not be fulfilled.

Orem, Petrac and Bedwel (2008) showed that the executive functioning of an individual would be restricted while experienced high level of stress. For example, when a person undergoes extreme pressure, it could lead to a low level of mindfulness. As mindfulness refer to the awareness of the present moment whereas mindlessness is often associated with negligence (Bahl, Milne, Ross, & Chan, 2012). A mindful individual are believed to have better self-regulation. In other words, they are aware of their own emotional state and are able to control and adjust the negative affection. Hence, the results concluded that individual's with higher self-regulation are more likely to have lower kiasu tendency.

Motivation and kiasuism

The results found that motivation positively predict kiasu tendency and it is consistent with the hypothesis. The rationale behind might be due to motivation can be observed

academically through the act of procrastination. Kármena, Kingaa, Edita, Susana, Kingaa and

Réka (2015) in their research mentioned that procrastination has a negative relationship with

academic attitudes in term of motivation and self-regulation. Procrastinators could be known as

people who are difficult to feel motivated and they are more likely to postpone the assignments

and study at the very last minutes before exam (Tuckman, 1998). The opposite of

procrastination, motivation allows a person to work harder in order to avoid failure. For example,

a person may make an appropriate or extensive effort in preparation for an expected situation.

The desire to achieve success would motivate a person to expand the effort in the situation.

In addition, motivation also leads to the ability of learning new knowledge for an

individual. This is why learning new knowledge might be a challenging task for a procrastinator.

According to Lee (2005), intrinsic motivation is generally found in students with higher self-

determination and low procrastination tendencies. For example, lower procrastination tendencies

was reported when the individual involved in the activity because of own pleasure and

satisfaction. Nevertheless, students with high procrastination usually did not have clear goal and

less likely to concentrate on the task. Thus, it can be concluded that people that are more

motivated are higher in kiasu tendency.

Based on Burnam, Komarraju, Hamel and Nadler (2014), students who achieved high

academic performance are normally having high personal standard which means they are less

likely to procrastinate. Moreover, students with lower personal standard usually view their

mistake as a sign of failure and they are more likely to doubt their ability. Therefore, they are

more likely to involve in a procrastinating behaviour. Hence, in order to achieve high personal

standard, an individual would work harder in term of study for exam and completing assignment

and thus they were less likely to face with issues of procrastination.

Empathy and kiasuism

For the subscale of empathy, the results reported a positive relationship between empathy and kiasuism. This is inconsistent with the previous findings. This phenomenon can be understand by applying the in-group and out-group selection. The researchers Sun, Lou, Li and Lv (2011) showed that helping behaviour can be seen clearly in in-group member compare to out-group member. An in-group member shared most of the similarity such as profession, age and gender. They are having high sense of belonging and thus helping behaviour are more likely to happen in in-group members rather than out-group member. For example, the result indicated that the helping behaviour is strongly based on the familiarity toward the person such as family members and friends. However, the researchers emphasize that helping behaviour also depends on the outcome of the situation. Hence, it can be concluded that people are more likely to show empathy toward the in-group member and thus being selfish to out-group member.

Egoistic is one of the factor that contributes to helping behaviour but not with the intention of alleviating the distress of other, but rather serve as a mediator for one's own affection (Schroeder, Dovidio, Sibicky, Matthews, & Allen, 1988). The study showed with the purpose of diminishing the negative emotion of oneself, people tend to offer help towards others. For example, egoistic desire are more likely to generate in unstable mood where increase in helping behaviour can be seen clearly compare to a stable mood. Therefore, people that offered help to another not necessarily have empathy toward others but to relieve own affection.

Social skills and kiasuism

Surprisingly, the finding showed that social skills has a positive impact on kiasuism. In other words, individual with higher social skills tend to show higher kiasu tendency as well. The

findings inconsistent with the past findings. Social skill can be known as a strength that use to

hide the anxiety by expressing general feeling. Furthermore, social skills is a behaviour that

produces in order to receive the reinforcement and avoid the punishment. In fact, social skill can

be learned and the action could be adjusted in order to achieve specific social goals (Wolpe,

1958; Libet & Lewinsohn, 1973; Wu, 2008)

According to Wu (2008), social skill is a goal-oriented process which an individual

would first present themselves in an appropriate manner, scan the changes of the environment

and make changes according to the social situation. The result of the study showed that people

with strong social skills are more motivated toward their goal. As supported from the study that

conducted by Ho et al. (1998), it showed that students that practice feedback seeking behaviour

are having high tendency toward kiasuism this is because they are afraid that they will lose out.

Based on Anseel and Lievens (2006), people with high goal orientation frequently seek

for feedback to maintain self-image when performance expectation are high. There are variety

ways of feedback seeking for an individual to check on their performance. For example, a

student could consult the lecturer for the comment on the assignment or doing peer evaluation

with the course mate to check on own performance. The feedback seeking behaviour through

social interacting with other could boost up the ego of oneself. Therefore, it is believed that

students with higher social skills are generally more kiasu as they are more aware in achieving

their own goals.

Family income level and kiasuism

The present findings revealed that family income level is not necessarily a strong

significant predictor of kiasuism. A research by Adzido, Dzogbede, Ahiave and Dorkpah (2016),

mentioned that students that achieve higher in their academic performance not necessarily predicted by the family income. However, the motivation of the students could be improve with the strong financial status, although low family income must not be an excuse for poor performance.

Intellectual development of a children is always the main concerned of every parents. Although the parent with lower income might face challenges in understanding the homework and yet they will used variety ways to encourage their children such as offering them with emotional support (Delgado-Gaitan, 1992). On the other hand, parents with lower income would want their children get prepare for the hurdles that they might face in future competitive world (Bempechat, 2004). Furthermore, the parents would share their experience with children so that the children will not repeat the same mistake again.

Pertaining to Querido, Warner and Eyberg (2002), authoritative parenting style usually correlated with parents with higher income. Independence and individuality can be seen in a children that raised by parents that practiced authoritative parenting style (Dornbusch et al., 1987). Therefore, the children are more likely to set a high personal goal so that they would go beyond other and maintain their academic performance when compete with peer.

No matter children with higher or lower family income, they have to believe on their ability in learning or mastering new skills, especially when obstacle were meet. The appropriate standard of performance of the students need to be maintain by the teacher through evaluating of their homework (Bempechat, 2004). Therefore, despite of any reason, the education system has conditioned student to be kiasu for the purpose of achieving certain academic goal in order to meet with the expectation from the parents and teachers.

Implication of study

The current study contributes to the awareness raising motives it intended to achieve, which is to bring into highlight the importance of family income and emotional intelligence in the role of predicting kiasuism. Subsequent to the research and data collection, the results from the study does highlight to a certain extent that emotional intelligence and financial stability, that is measured in this study through family monthly income does affect one's kiasu traits and tendency.

From the study as well, it can be concluded that although most of the current world population are generally more aware of their emotions as well as their drive to succeed in the respective fields, the institution that shape the mind set of many is still lacking in programs that supports healthy competition which in the long run, beneficial for mental health. The academic system especially, is still very exam oriented and give merits to the high scorer such as the exemption of college loan like PTPTN for graduates with first class degree only. For people from a more vulnerable household income, having an exemption or reduction in costs is a big issue and thus looking at it as an opportunity to push oneself above and beyond, sometimes at the expense of one's mental health. This situation, if persists, can create an unhealthy academic environment and shape a younger nations of society that has many potential psychological issues in the future (Aldiabat et al., 2014).

Another implications that can be derived from the study is that more parties in the society has to work together playing their own roles in ensuring the pattern of kiasuism be made aware and acknowledged. For instance, an academic institution has to work with students on how to derive a more comprehensive learning approach that promotes a more holistic education such as formulating mental health programs, instead of merely focusing on results or grading system

(Aldiabat et al., 2014). A more suitable financial aid for students as well might be introduced by the government to ensure that there is no discrimination in education access, especially for family that identified within the B40 or M40 group. For instance, as a method of price discrimination, university can provide affordable tuition for students (Coonrod, 2008). Through education, one can generate and sheen through their potential, and in returns the nation will not miss out on any gems that might bring the country to a step further towards advancement.

Limitations

There are few limitations that can be found in this study. First and foremost, the current research only focusing on the relationship between family income, and which category of the income can predict kiasuism in a high or low manner. By only segregating the group into the family monthly income, it does not highlight the more detail explanation on how does family economic status can affect one's areas of functioning. The constraint in the research make it unclear of the real financial status of an individual as the family monthly income can be greatly affected by their monthly commitment as well. For instance, a B40 group with income less than RM 3000 might have a surplus of RM 2000 every month with a monthly commitment of RM 1000 while a T20 group, with income above RM 6726 might only have a surplus of RM 726 per month with a commitment of RM 6000 monthly. Thus, the measurement for family income solely based on the monthly gain does not portray the best real life situation.

Another limitation that can be found from the study is the contribution of participants from multicultural perspectives. Based on the data collected from the study, more than 80% of the participants came from almost similar cultural background. Hence, the result from the data collected might not be fully reflective of the multicultural perspective adopted. The majority of

singular racial group might reflect on the respective cultural group only and not necessarily can be concluded for other races or general population.

Last but not least, the condition and timing for the research. As the research is conducted among university students, the most convenient way to approach a larger sample size would be through an online survey that has been set up by the researchers. This is also due to a time constraint as the duration for data collection is very limited. As such, the survey has been simplified in order for it to be more conducive for participants to answer. However, the simplification of the survey might hinder the study from reaching its optimum potential and hence, produce a basic knowledge and understanding when in theoretical, the research can be further understand and explored.

Recommendations for future research

Further research can be conducted to understand more about the relationship of one's economic status and how it affects them emotionally or to be a factor of change in kiasuism tendency. There are more areas to explore, especially to understand the paradigm of socio-economic status of an individual. There is also the variants in which kiasu traits and tendency can be developed such as students that receive scholarship and students who do not. This is because students with scholarship are more likely to engage in academic competition in order to maintain their financial aid.

Future researches also might benefits from exploring the cultural differences that might exists for socio-economic status, level of emotional intelligence and kiasuism, together, or separately. From past study such as in Hwang (2003) it is shown that most of kiasuism research has been conducted among the Chinese, and more research is needed to understand whether the

result of the research is purely unique within a certain cultural group, or a replica of pattern

might as well be observed in other races.

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Appendices

Appendix A

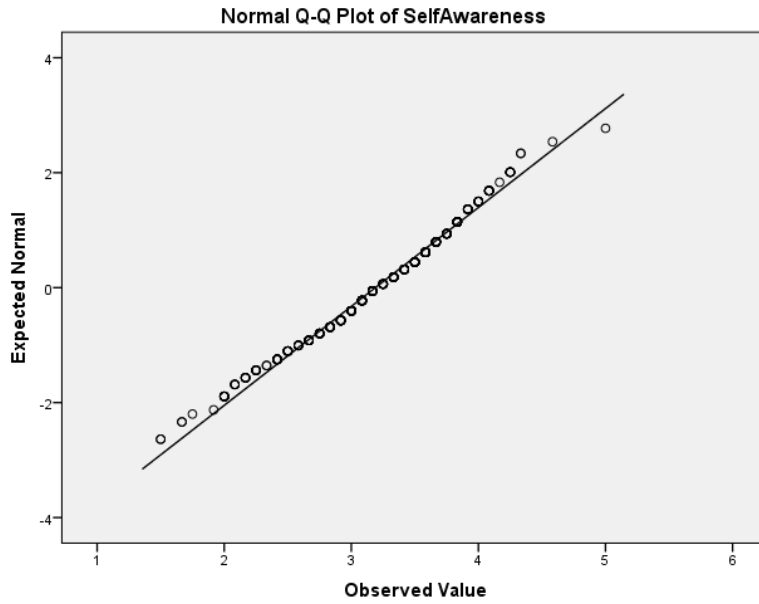Normal Q-Q Plot, Detrended Normal Q-Q Plot and Scatterplot

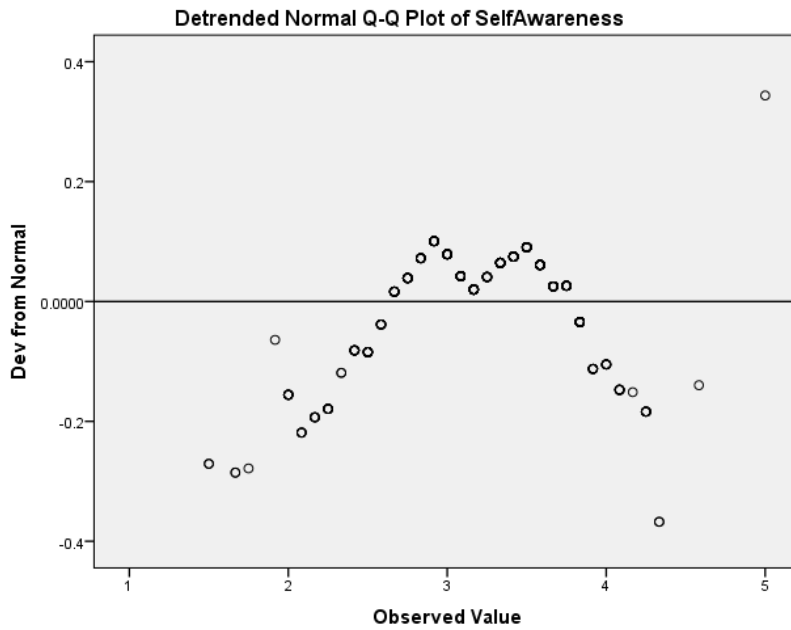*Figure A1.* Normal Q-Q plot of self-awareness.

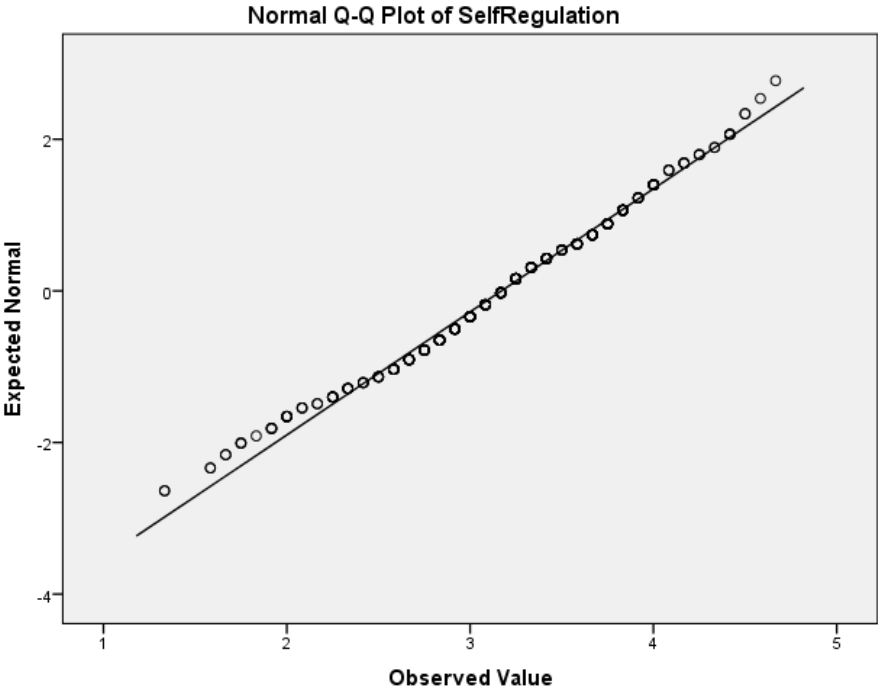*Figure A2.* Detrended Normal Q-Q plot of self-awareness.

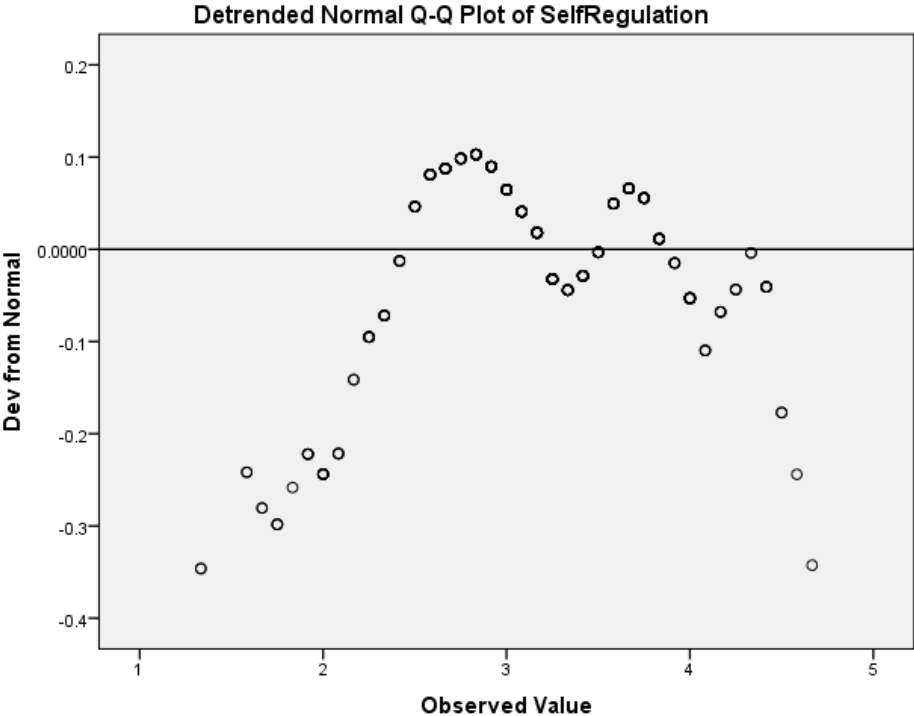*Figure A3.* Normal Q-Q plot of self-regulation.

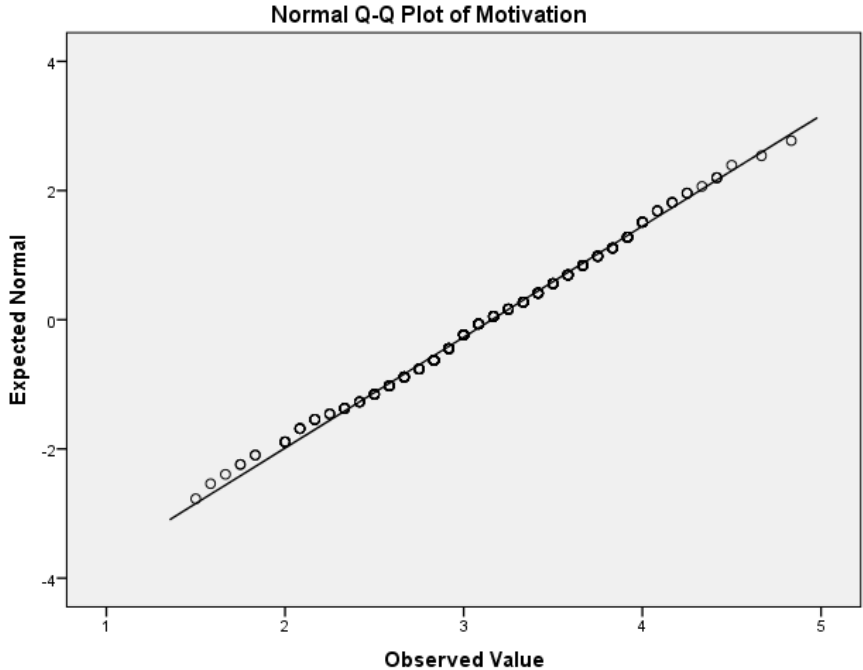
Figure A4. Detrended Normal Q-Q plot of self-regulation.

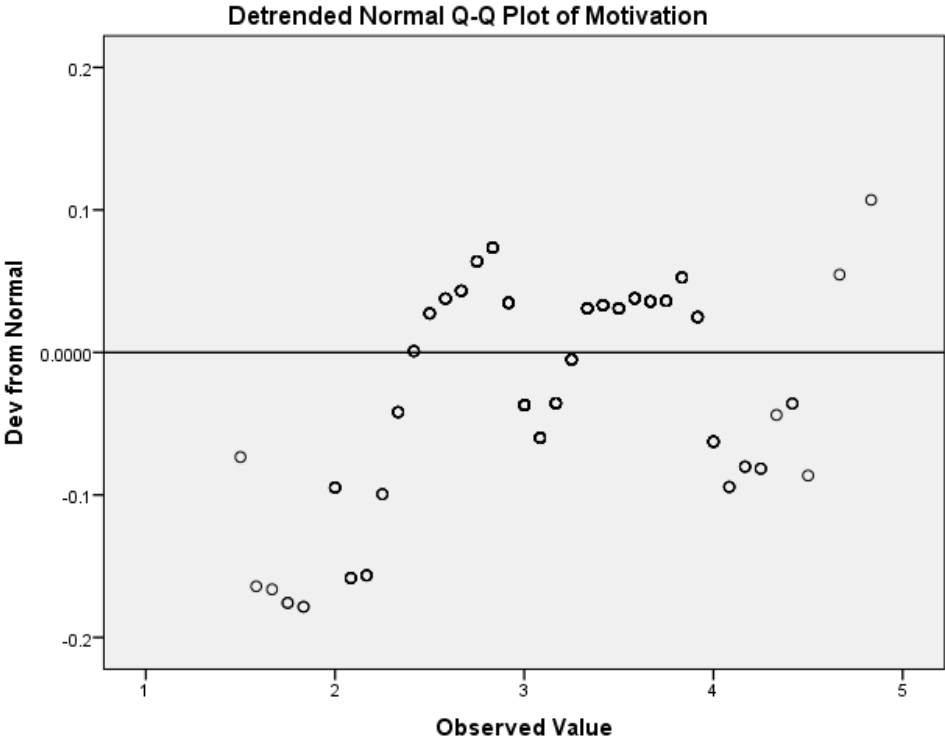*Figure A5.* Normal Q-Q plot of motivation.

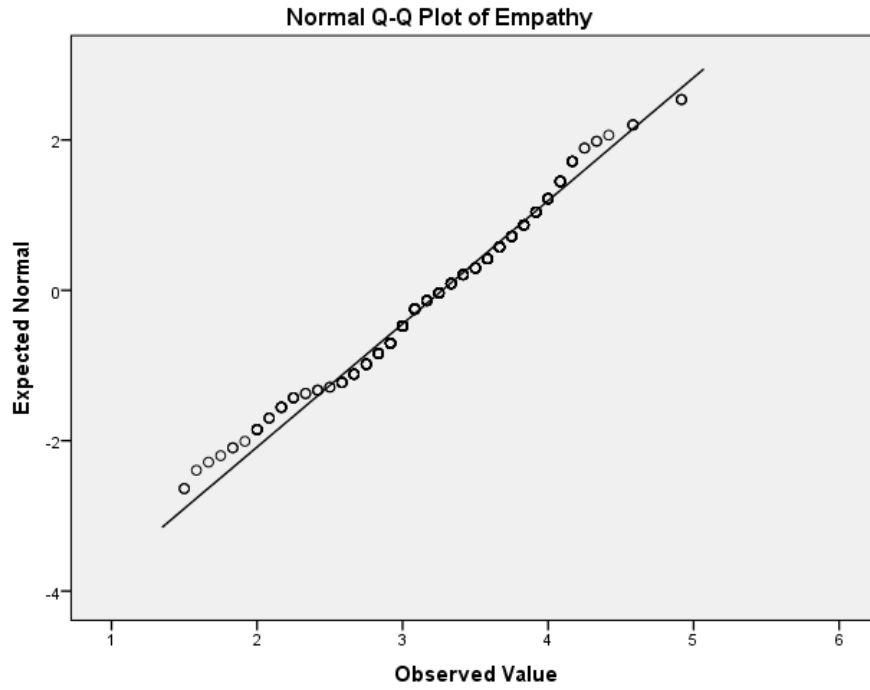*Figure A6.* Detrended Normal Q-Q plot of motivation.

Figure A7. Normal Q-Q plot of empathy.
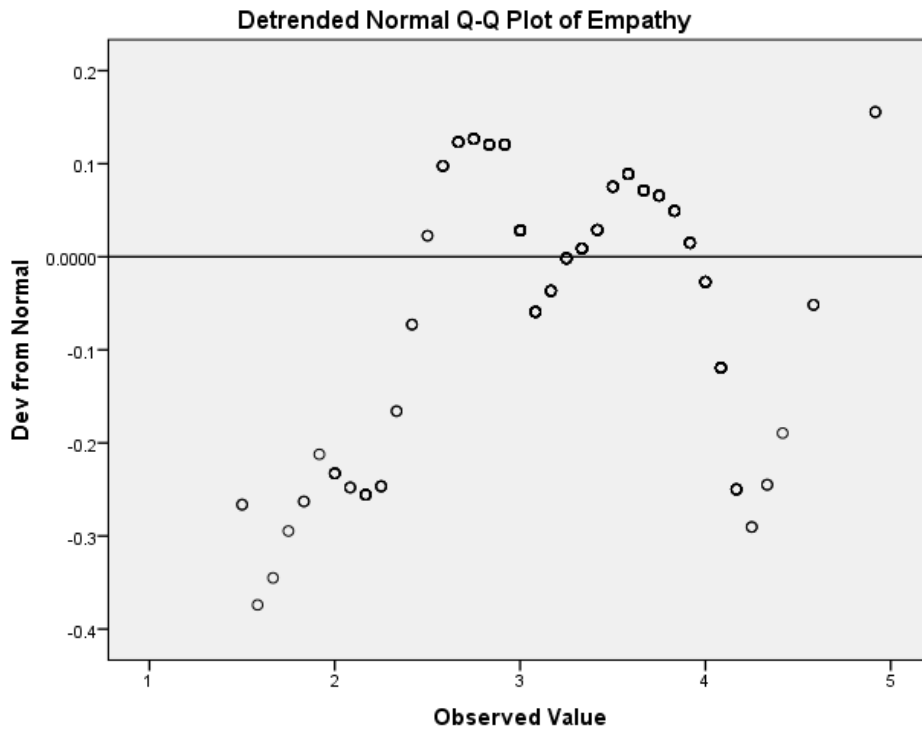

Figure A8. Detrended Normal Q-Q plot of empathy.
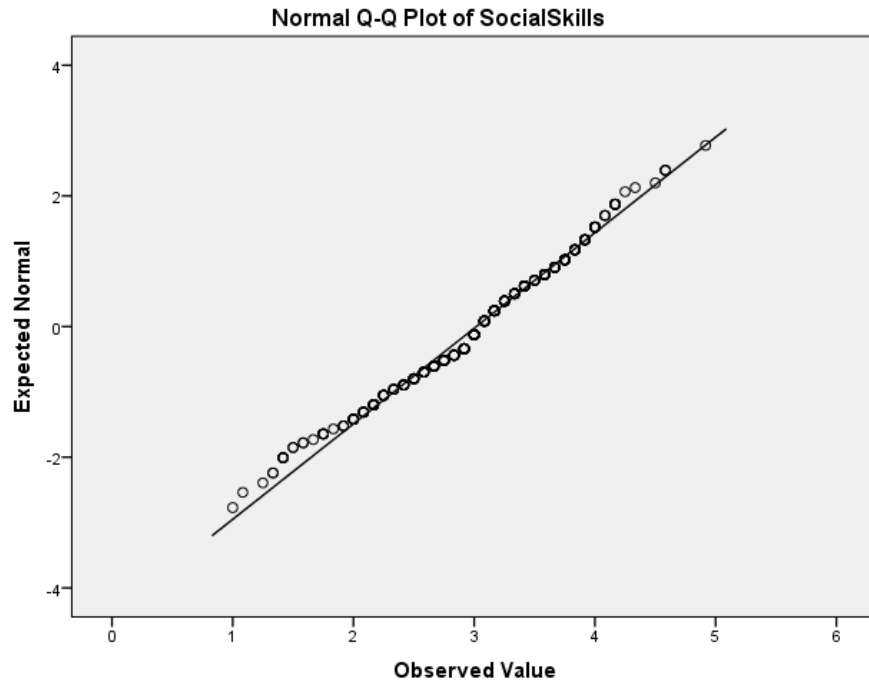
Figure A9. Normal Q-Q plot of social skills.
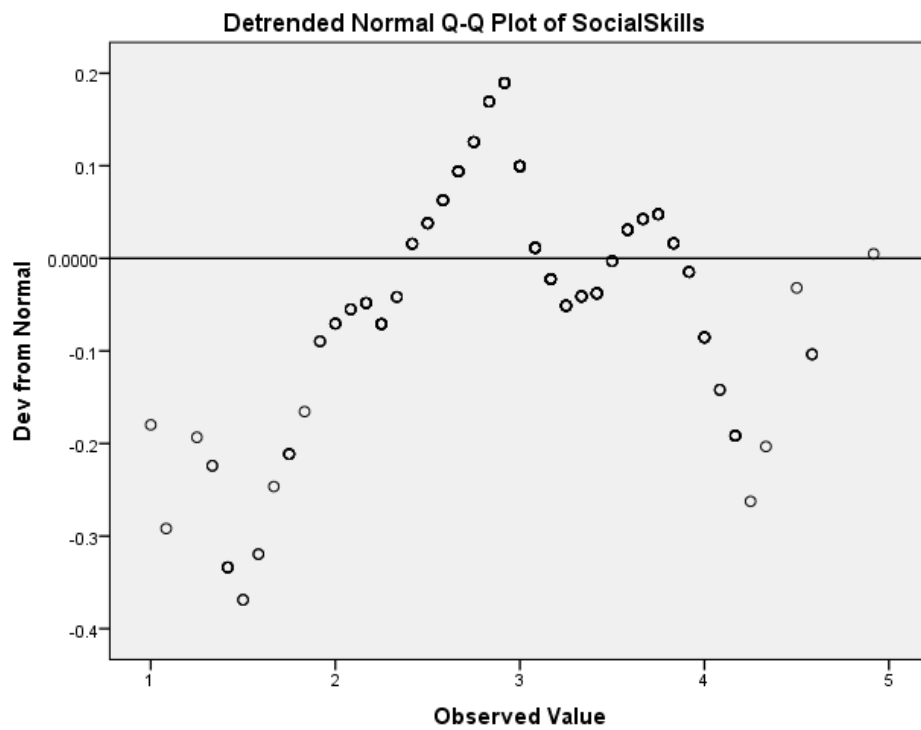
Figure A10. Detrended Normal Q-Q plot of social skills.
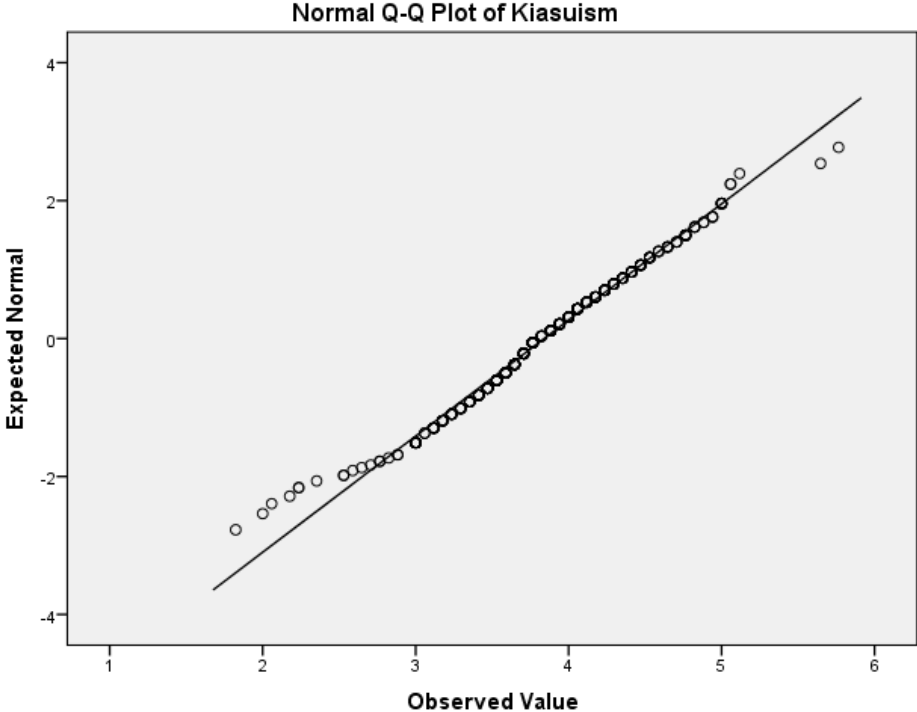
Figure A11. Normal Q-Q plot of kiasuism.
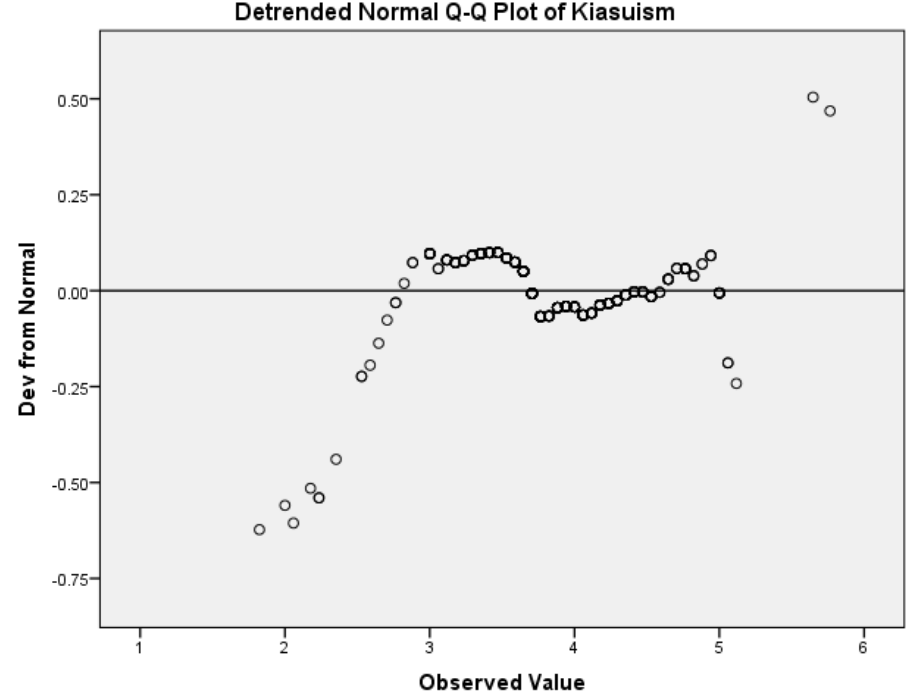
Figure A12. Detrended Normal Q-Q plot of kiasuism.
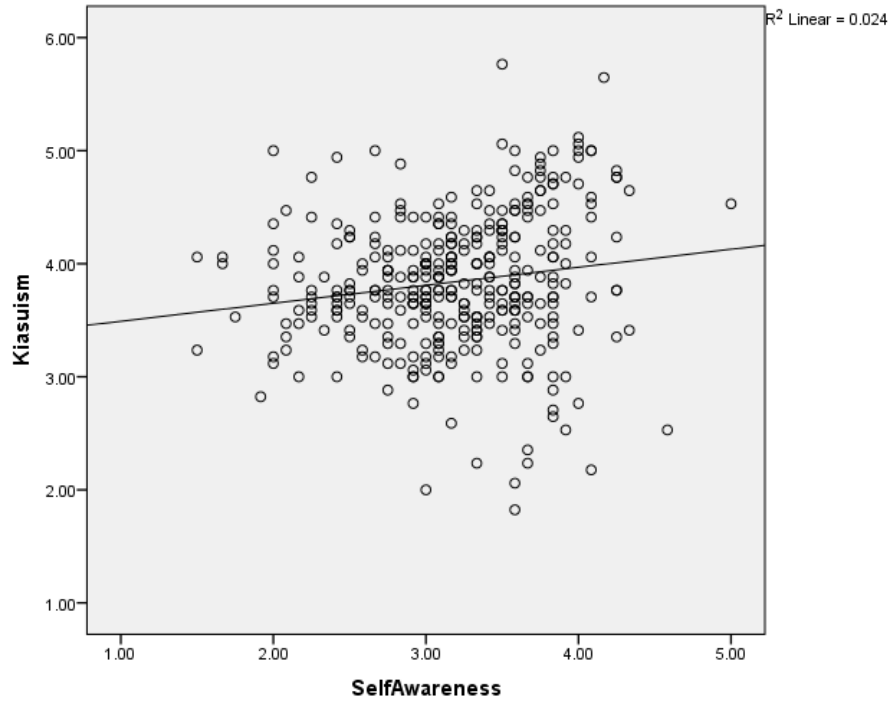
Figure A13. Scatterplot of self-awareness and kiasuism.
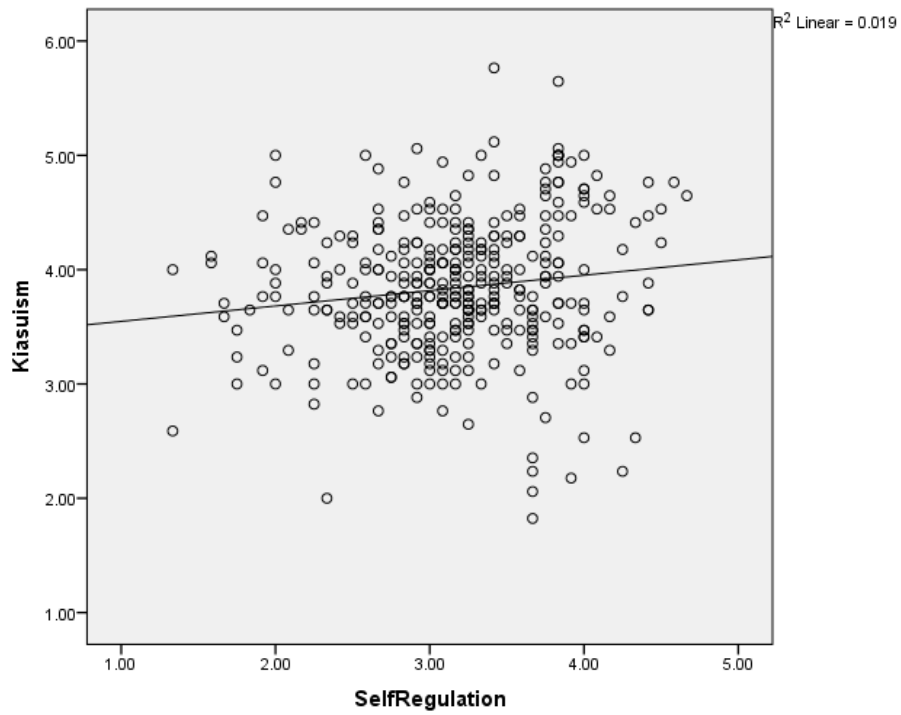
Figure A14. Scatterplot of self-regulation and kiasuism.
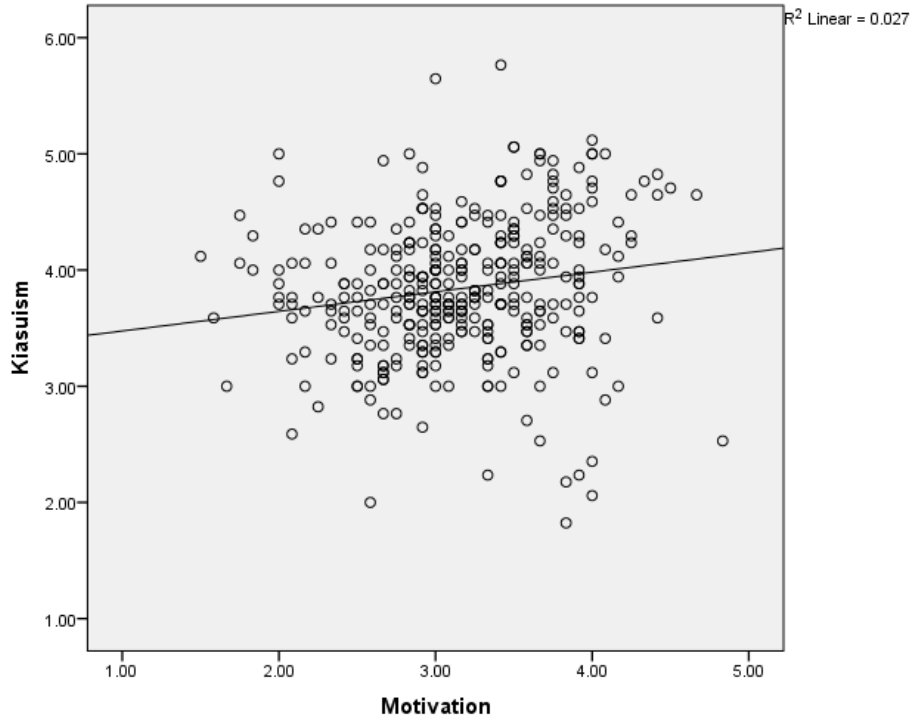
Figure A15. Scatterplot of motivation and kiasuism.
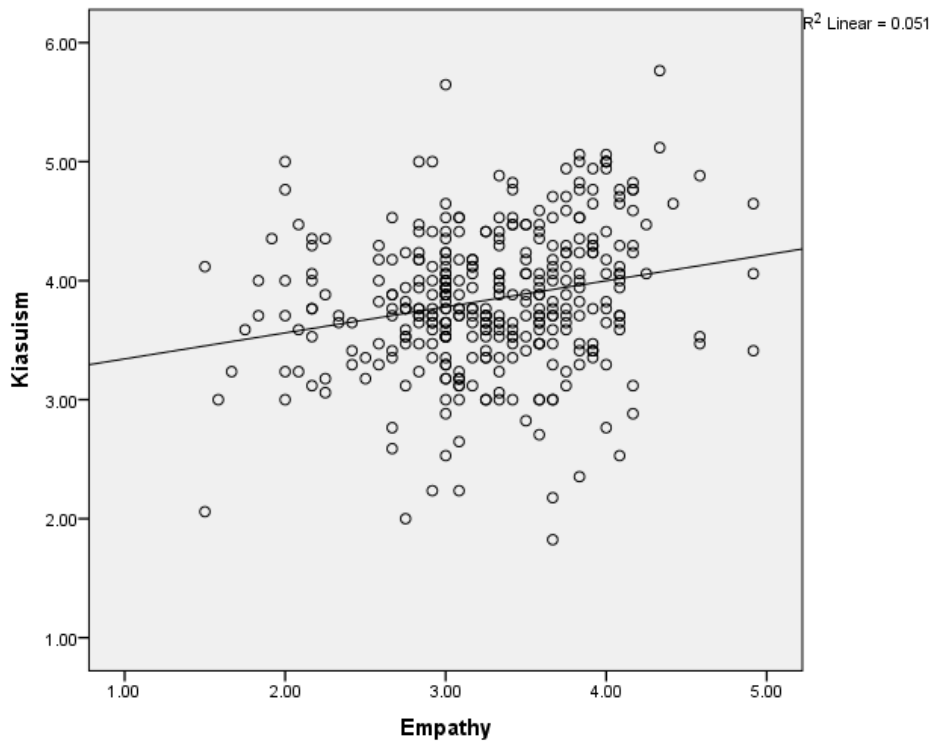
Figure A16. Scatterplot of empathy and kiasuism.
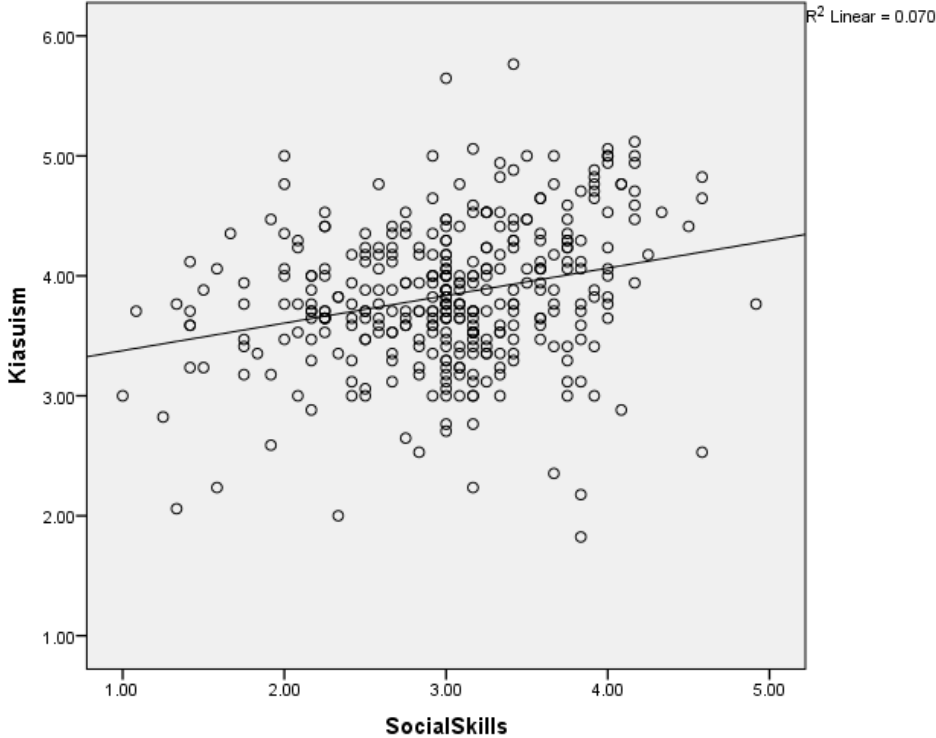
Figure A17. Scatterplot of social skills and kiasuism.

Appendix B
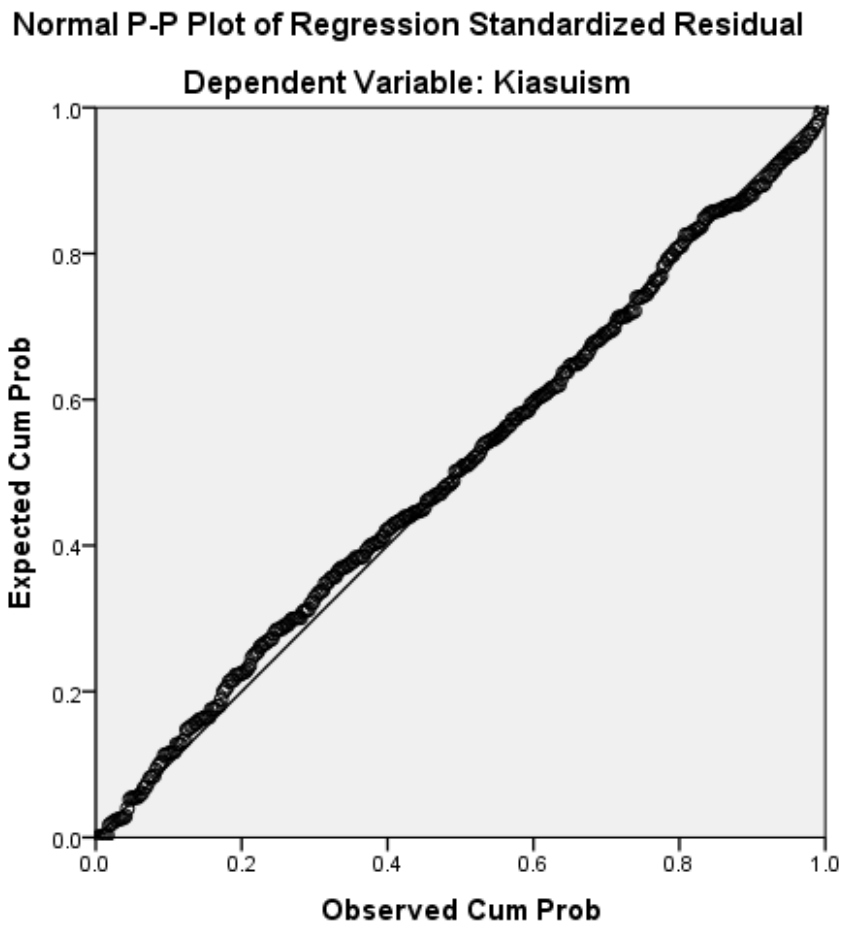
Figure B1. Normal P-P plot of regression standardized residual.
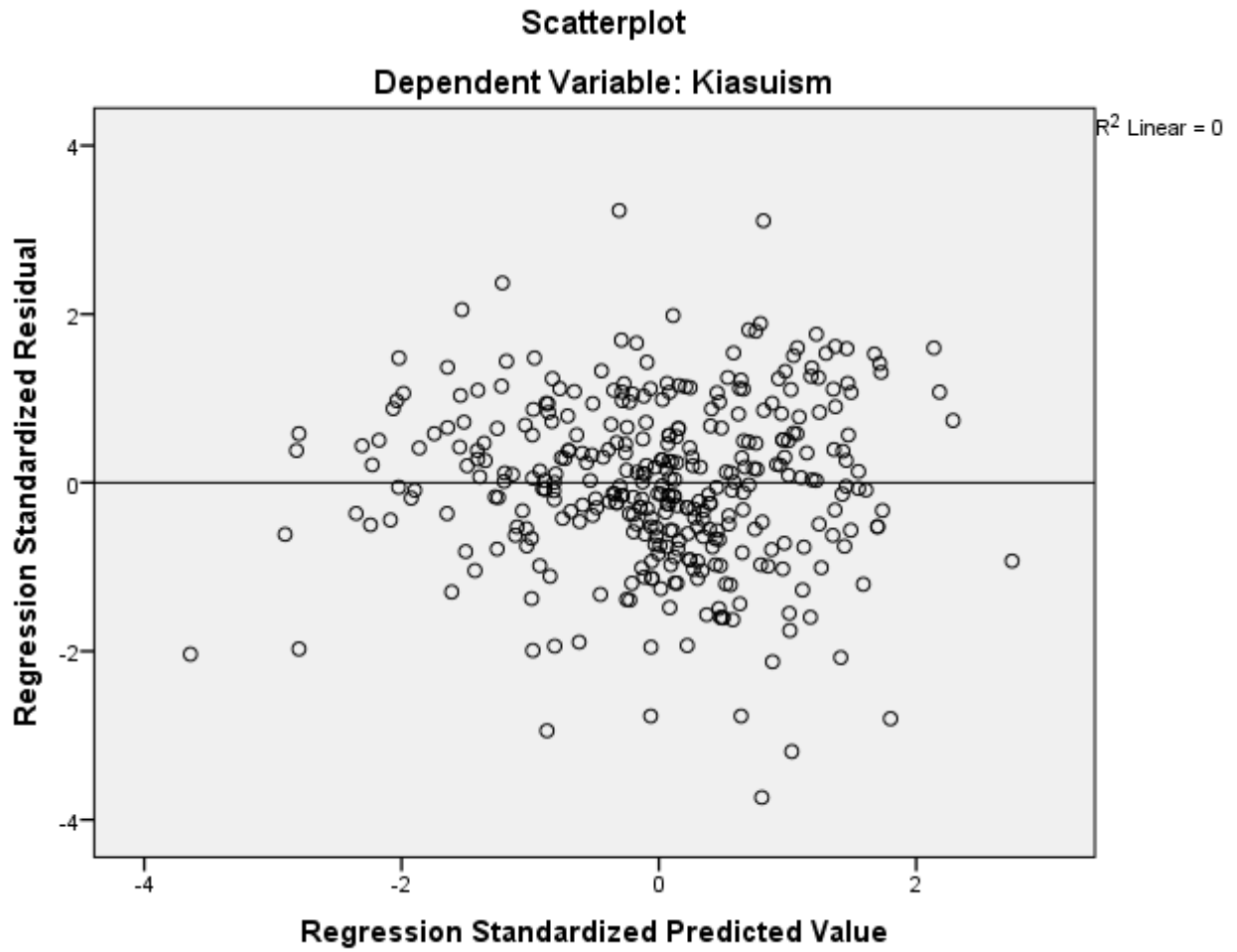
Figure B2. Scatterplot of standardized residuals against standardized predicted values.

Appendix C

Histogram, Stem-and-Leaf Plot, Normal Q-Q Plot, and Box Plots

Figure C1. Histogram of self-awareness.

```
SelfAwareness Stem-and-Leaf Plot

 Frequency     Stem &  Leaf

     4.00 Extremes     (=<1.7)
     1.00          1 .  7
     1.00          1 .  9
    17.00          2 .  00000000000011111
     9.00          2 .  222222233
    27.00          2 .  444444444445555555555555555
    24.00          2 .  666666666677777777777777
    27.00          2 .  888888888899999999999999999
    72.00          3 .
0000000000000000000000000000000000000000000000001111111111111111111111111
    34.00          3 .  2222222222223333333333333333333333
    58.00          3 .
444444444444445555555555555555555555555555555555555555555555
    28.00          3 .  6666666666666666777777777777
    29.00          3 .  88888888888888888888889999999
    16.00          4 .  0000000000000001
     9.00          4 .  222222233
     1.00          4 .  5
     1.00 Extremes     (>=5.0)

 Stem width:      1.00
 Each leaf:       1 case(s)
```

Figure C2. Stem-and-leaf plot of self-awareness.

Figure C3. Normal Q-Q plot of self-awareness.

Figure C4. Box plot of self-awareness.

Figure C5. Histogram of self-regulation.

```
SelfRegulation Stem-and-Leaf Plot

 Frequency      Stem &   Leaf

     4.00 Extremes      (=<1.6)
     5.00          1 .  66777
     5.00          1 .  89999
    11.00          2 .  00000000011
    13.00          2 .  2222222333333
    20.00          2 .  44445555555555555555
    25.00          2 .  6666666666666677777777777
    36.00          2 .  888888888888888888999999999999999999
    69.00          3 .
00000000000000000000000000000000000000000001111111111111111111111111
    41.00          3 .  22222222222222222222222222223333333333333
    39.00          3 .  444444444444444444455555555555555555555
    30.00          3 .  666666666666666677777777777777
    24.00          3 .  888888888888888888999999
    22.00          4 .  0000000000000000001111
     5.00          4 .  22233
     8.00          4 .  44444555
     1.00          4 .  6

 Stem width:      1.00
 Each leaf:       1 case(s)
```

Figure C6. Stem-and-leaf plot of self-regulation.
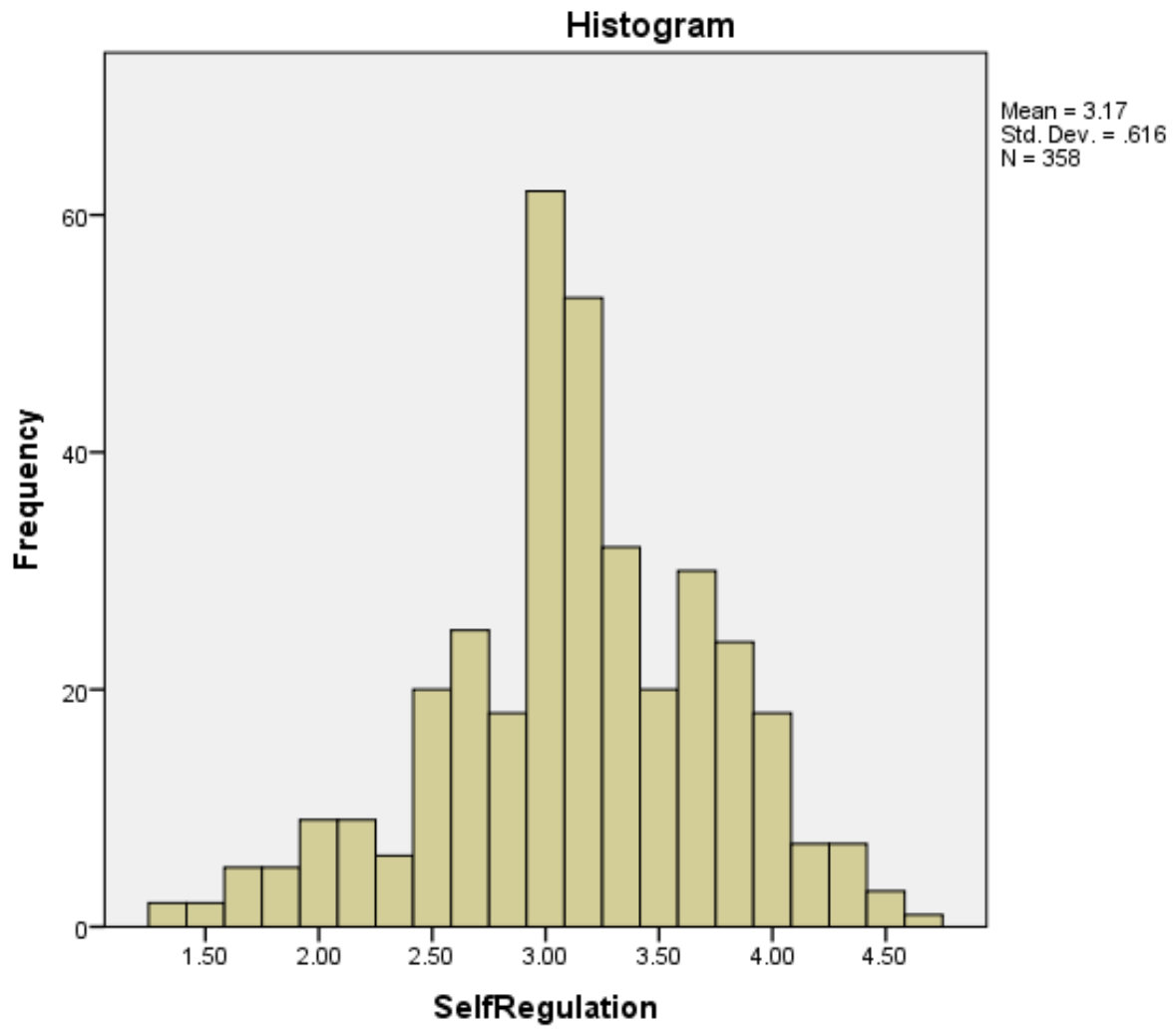
Figure C7. Normal Q-Q plot of self-regulation.
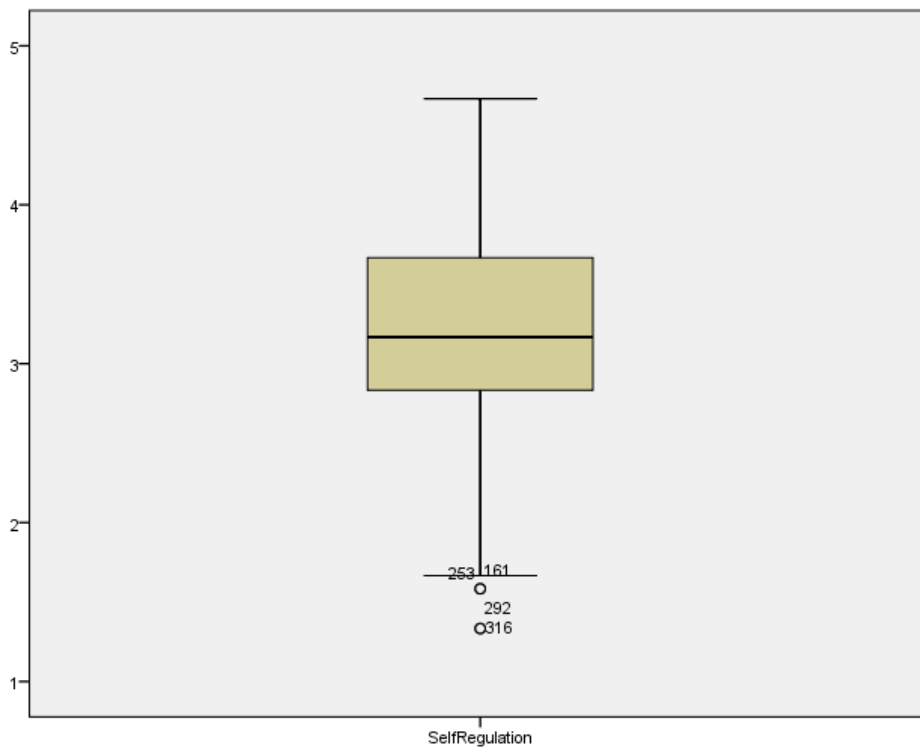
Figure C8. Box plot of self-regulation.

Figure C9. Histogram of motivation.

```
Motivation Stem-and-Leaf Plot

 Frequency     Stem &  Leaf

     3.00 Extremes    (=<1.7)
     2.00         1 .  77
     2.00         1 .  88
    17.00         2 .  00000000000011111
     9.00         2 .  222333333
    27.00         2 .  444444555555555555555555555
    25.00         2 .  6666666666666677777777777
    45.00         2 .  888888888888888888999999999999999999999999999
    66.00         3 .
0000000000000000000000000000000000000000000001111111111111111111
    30.00         3 .  222222222222233333333333333333
    53.00         3 .  44444444444444444444455555555555555555555555555555555
    27.00         3 .  666666666666666777777777777
    24.00         3 .  888888888999999999999999
    18.00         4 .  000000000000001111
     4.00         4 .  2223
     4.00         4 .  4445
     1.00         4 .  6
     1.00 Extremes    (>=4.8)

 Stem width:      1.00
 Each leaf:       1 case(s)
```
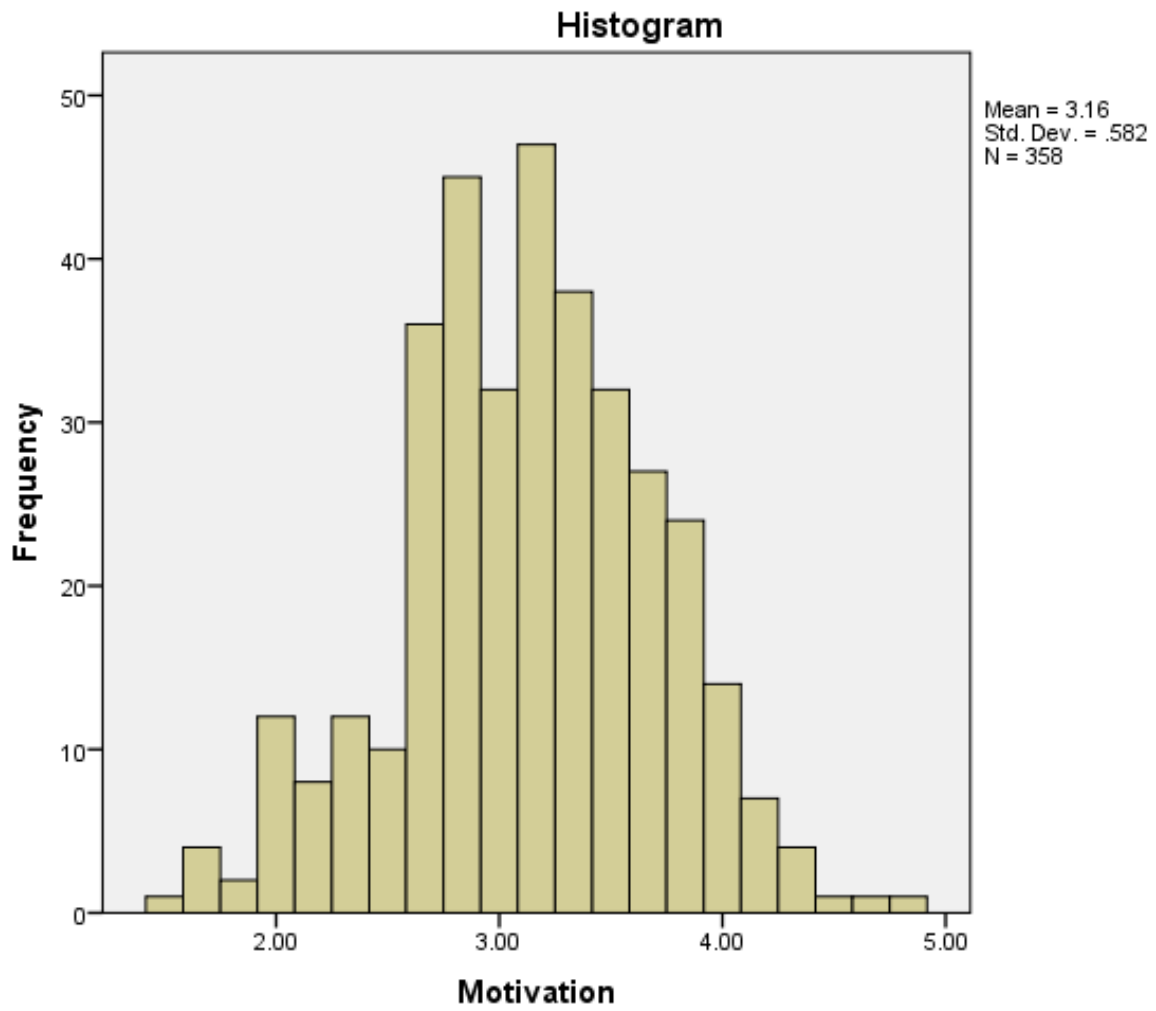
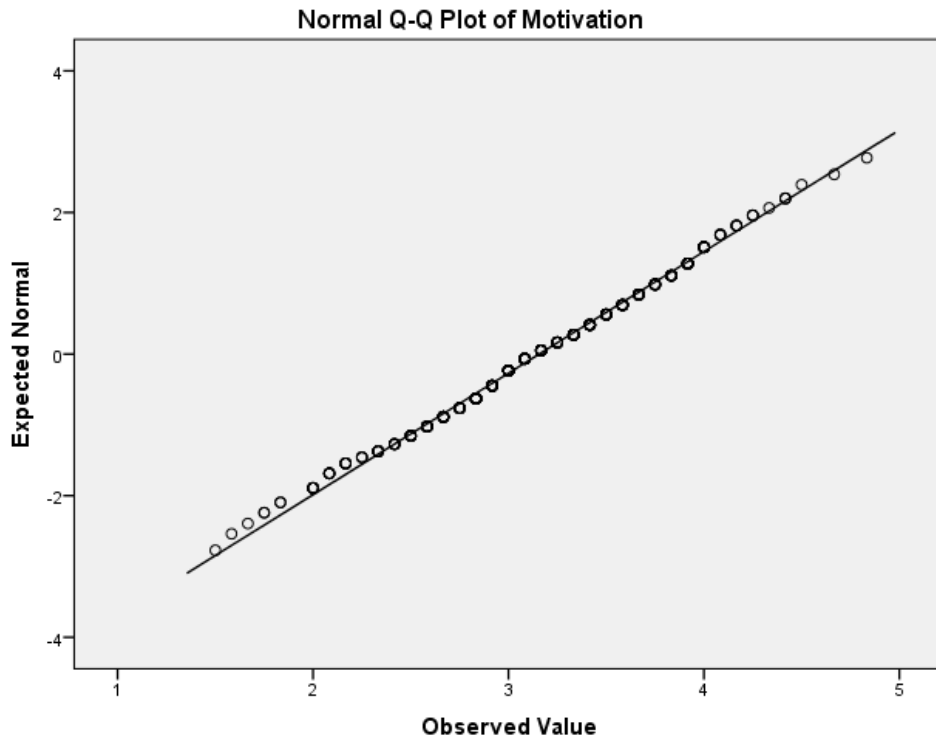*Figure C10.* Stem-and-leaf plot of motivation.

Figure C11. Normal Q-Q plot of motivation.

Figure C12. Box plot of motivation.

Figure C13. Histogram of empathy.

```
Empathy Stem-and-Leaf Plot

 Frequency     Stem &  Leaf

     3.00 Extremes    (=<1.6)
     2.00         1 .  67
     3.00         1 .  889
    17.00         2 .  00000000011111111
     6.00         2 .  222233
    11.00         2 .  44455555555
    22.00         2 .  6666666666777777777777
    29.00         2 .  88888888888888899999999999999
    73.00         3 .
00000000000000000000000000000000000000000000000000000000000001111111111111
    36.00         3 .  222222222222222233333333333333333333
    46.00         3 .  4444444444444555555555555555555555555555555555
    33.00         3 .  666666666666666666777777777777777
    31.00         3 .  8888888888888888899999999999999
    35.00         4 .  00000000000000000000000000011111111
     4.00         4 .  2233
     4.00         4 .  4555
      .00         4 .
     3.00         4 .  999

 Stem width:     1.00
 Each leaf:      1 case(s)
```

Figure C14. Stem-and-leaf plot of empathy.
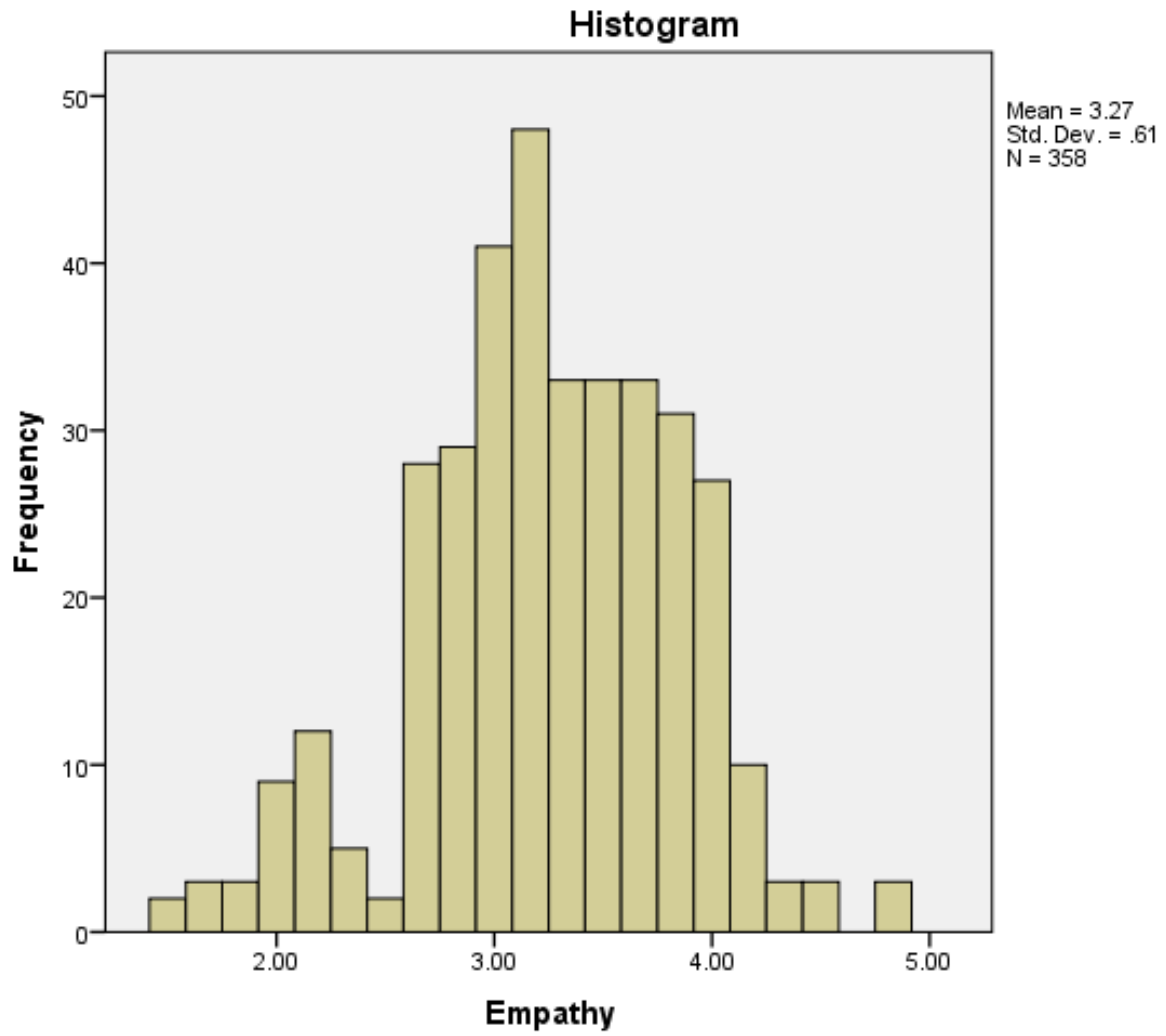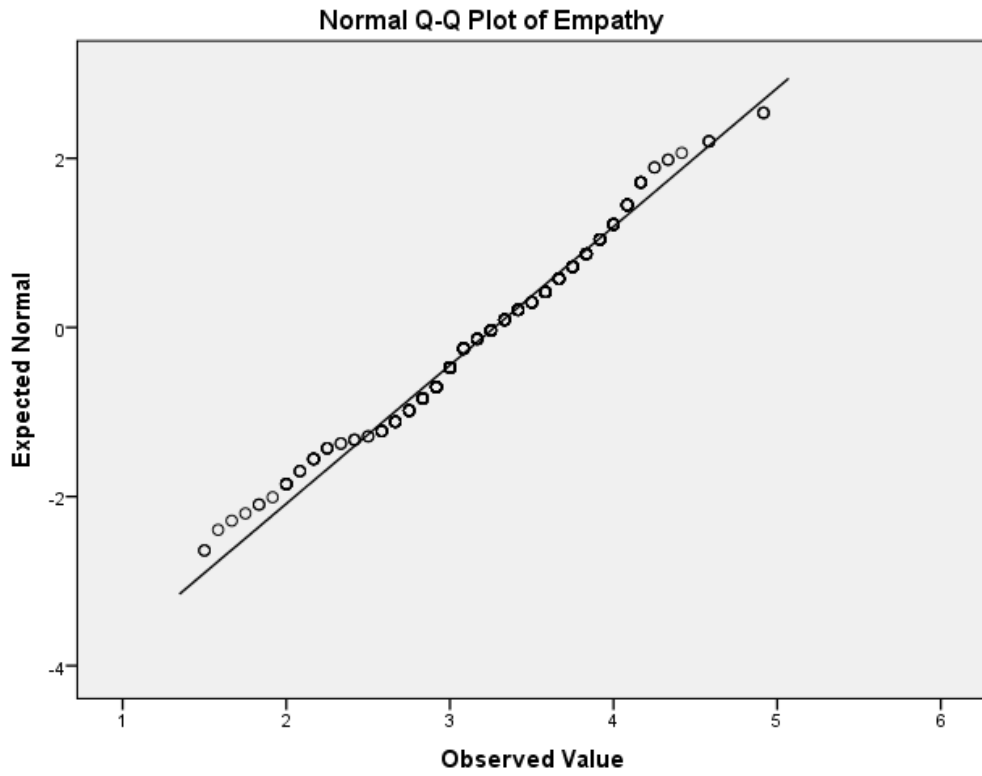
Figure C15. Normal Q-Q plot of empathy.

Figure C16. Box plot of empathy.

Figure C17. Histogram of social skills.

```
SocialSkills Stem-and-Leaf Plot

 Frequency     Stem &  Leaf

     5.00 Extremes    (=<1.3)
     9.00        1 .  444445555
     6.00        1 .  677777
     4.00        1 .  8999
    22.00        2 .  0000000000001111111111
    16.00        2 .  2222222222223333
    29.00        2 .  44444444555555555555555555555
    22.00        2 .  6666666666667777777777
    27.00        2 .  888888888899999999999999999
    86.00        3 .
0000000000000000000000000000000000000000000000000000000011111111111111111
111111111
    29.00        3 .  222222222222222333333333333333
    34.00        3 .  4444444444444445555555555555555555
    21.00        3 .  666666667777777777777
    20.00        3 .  88888888888999999999
    21.00        4 .  000000000000001111111
     2.00        4 .  23
     4.00        4 .  5555
     1.00 Extremes    (>=4.9)

 Stem width:      1.00
 Each leaf:       1 case(s)
```
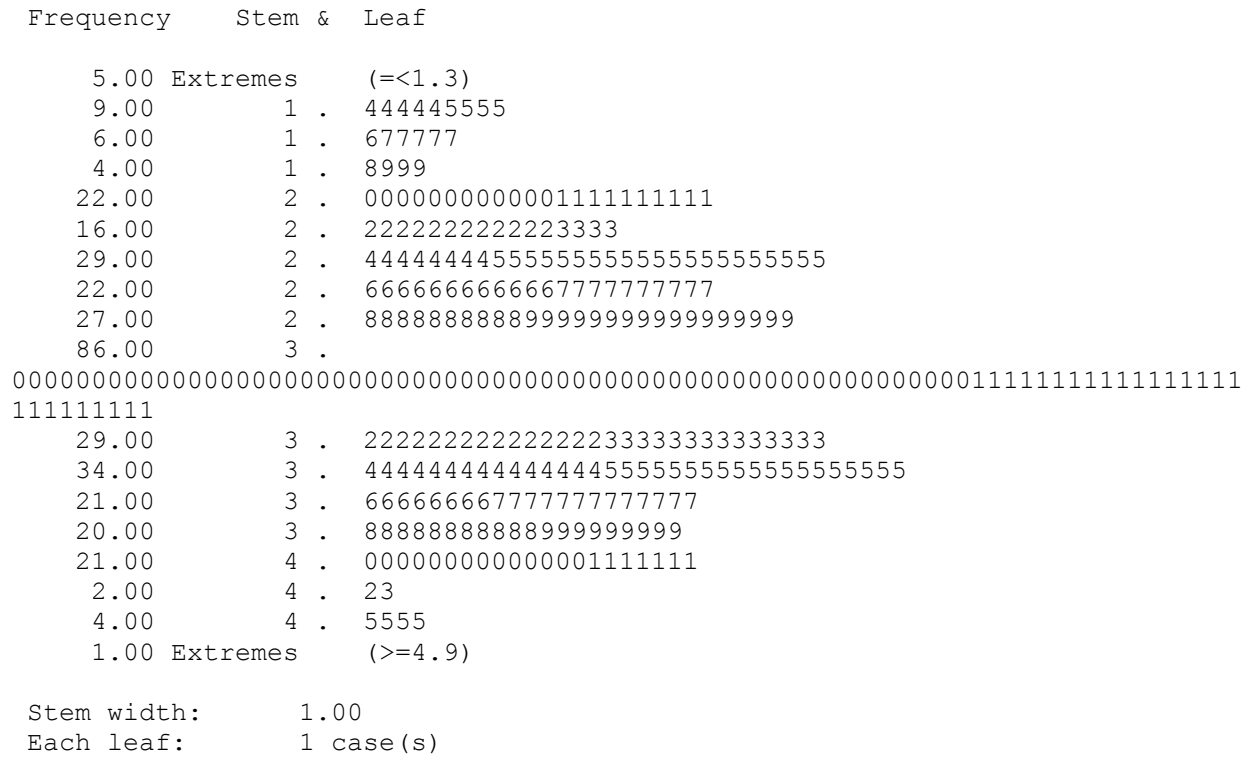
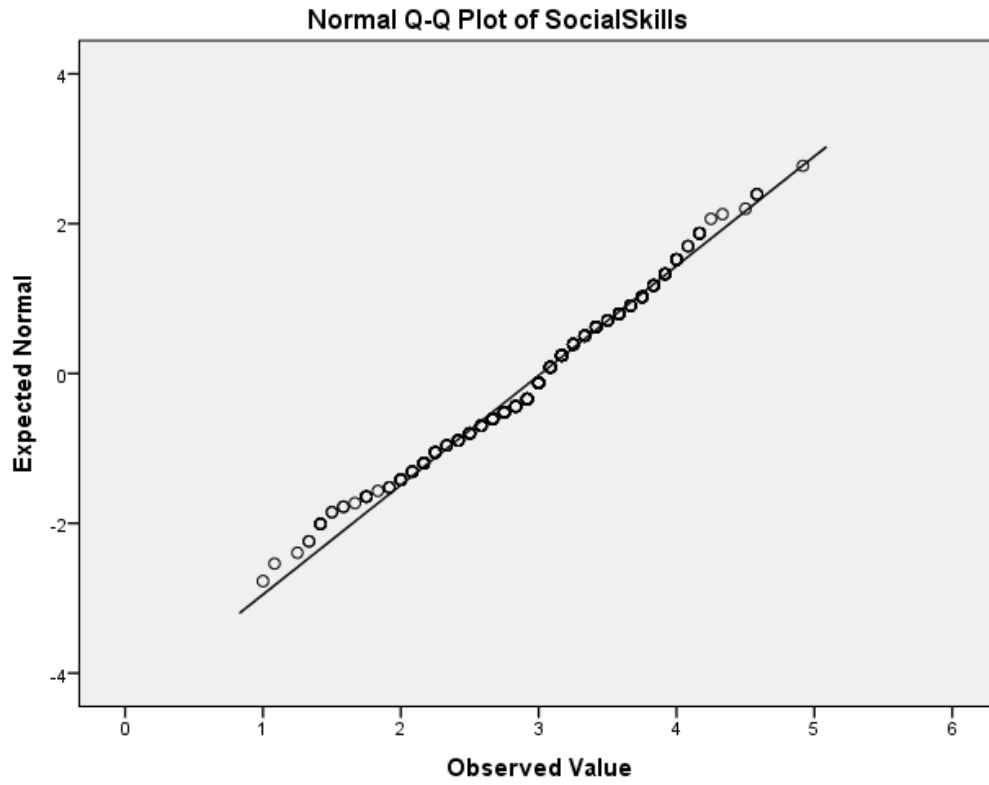*Figure C18.* Stem-and-leaf plot of social skills.

Figure C19. Normal Q-Q plot of social skills.
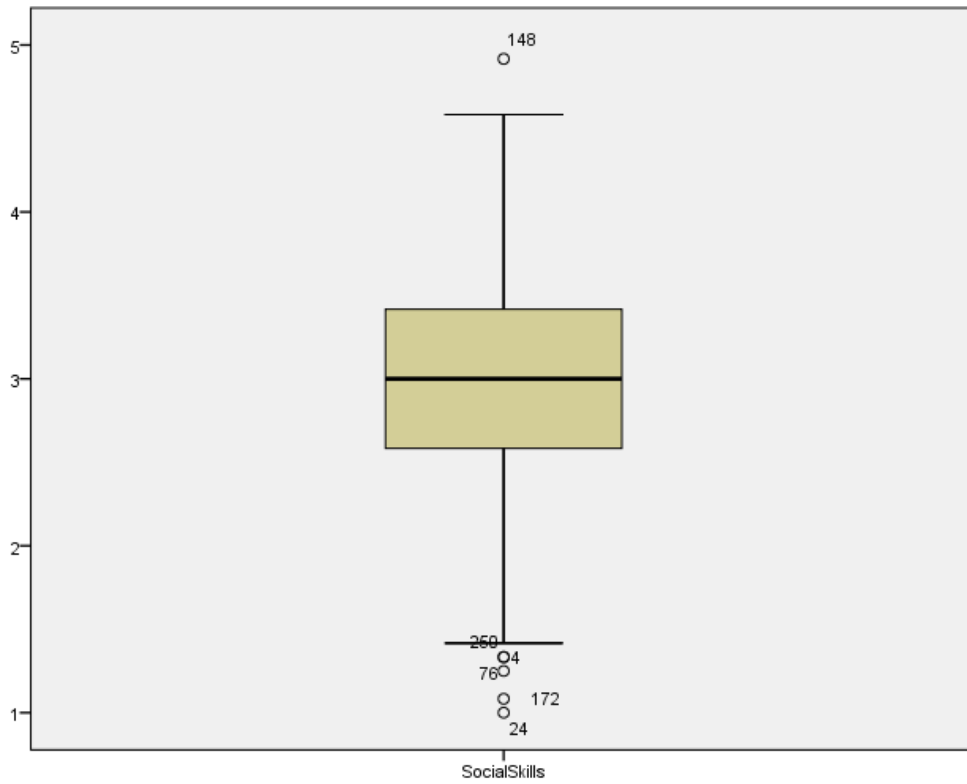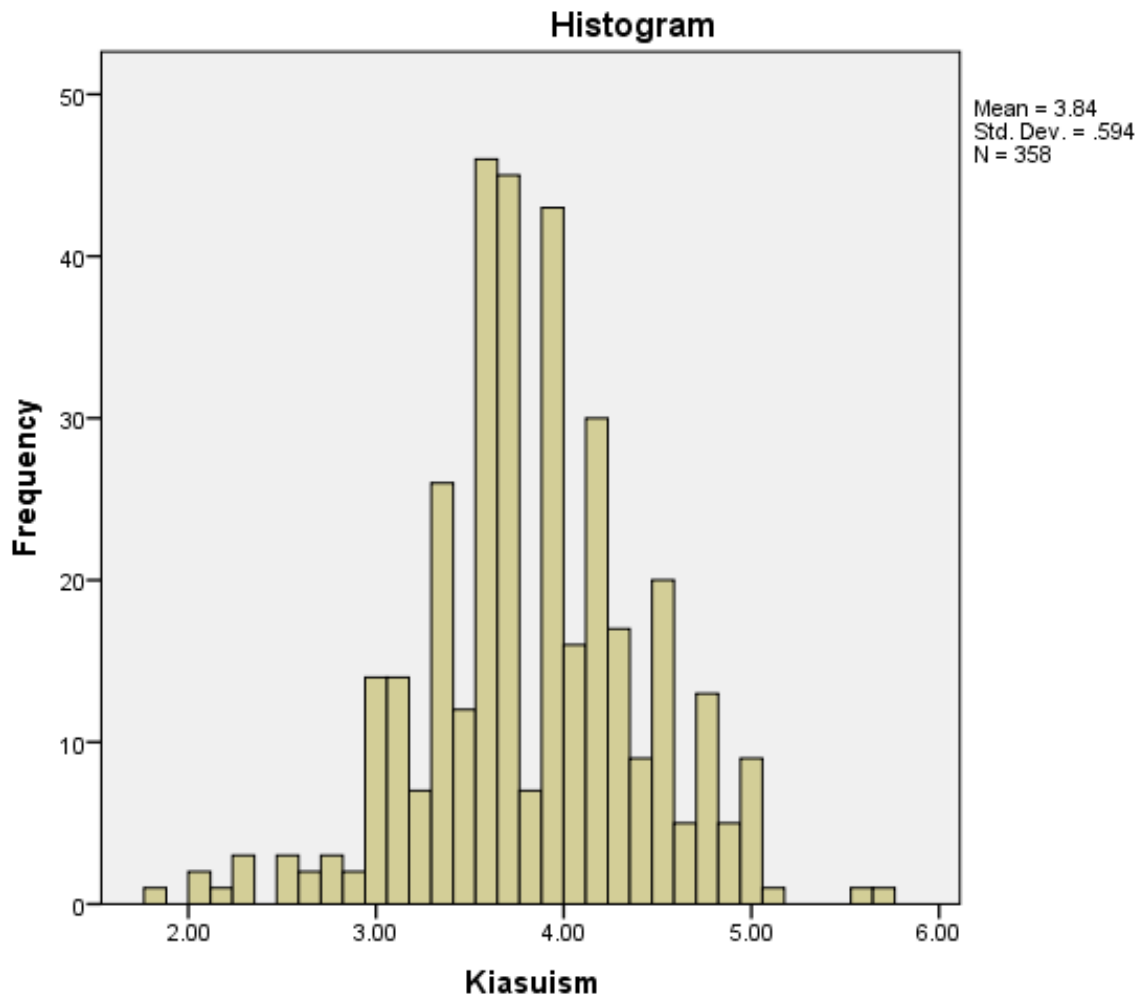

Figure C20. Box plot of social skills.

Figure C21. Histogram of kiasuism.

```
Kiasuism Stem-and-Leaf Plot

 Frequency     Stem &   Leaf

     6.00 Extremes     (=<2.2)
     1.00        2 .  3
     3.00        2 .  555
     4.00        2 .  6777
     3.00        2 .  888
    28.00        3 .  0000000000000011111111111111
    24.00        3 .  222222222222223333333333
    48.00        3 .  444444444444444444445555555555555555555555555555
    64.00        3 .
66666666666666666666677777777777777777777777777777777777777777777
    34.00        3 .  8888888888888888888889999999999999
    51.00        4 .  000000000000000000000000000000001111111111111111111
    28.00        4 .  2222222222222222222233333333
    29.00        4 .  44444444444444444555555555555
    15.00        4 .  666667777777777
     8.00        4 .  88888999
    10.00        5 .  0000000001
     2.00 Extremes     (>=5.6)

 Stem width:      1.00
 Each leaf:       1 case(s)
```

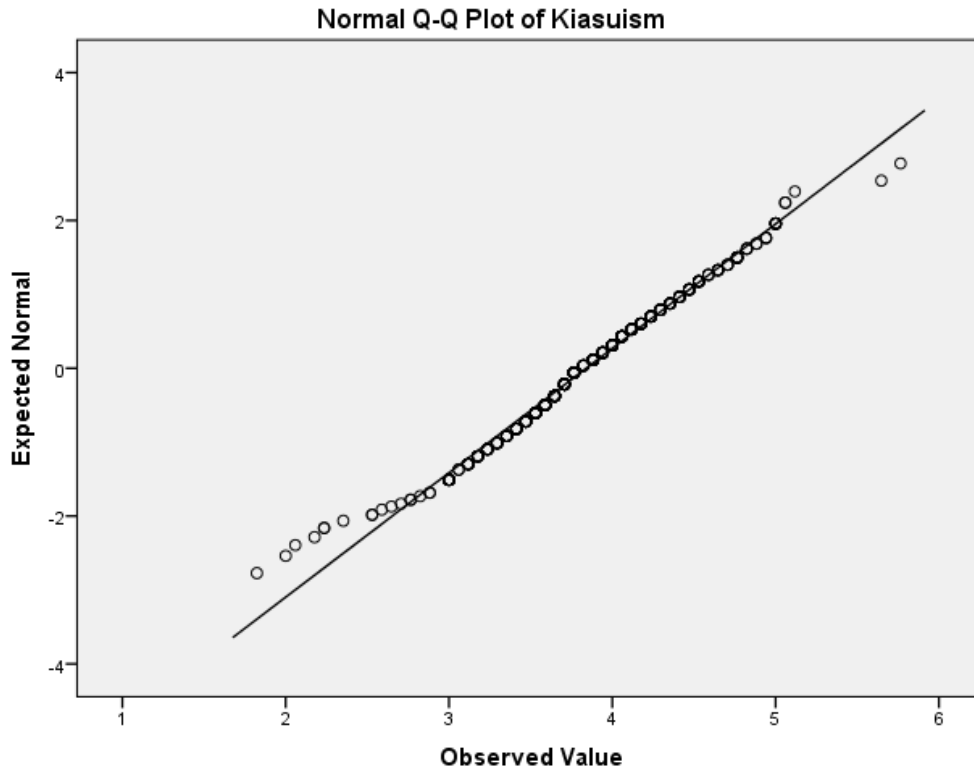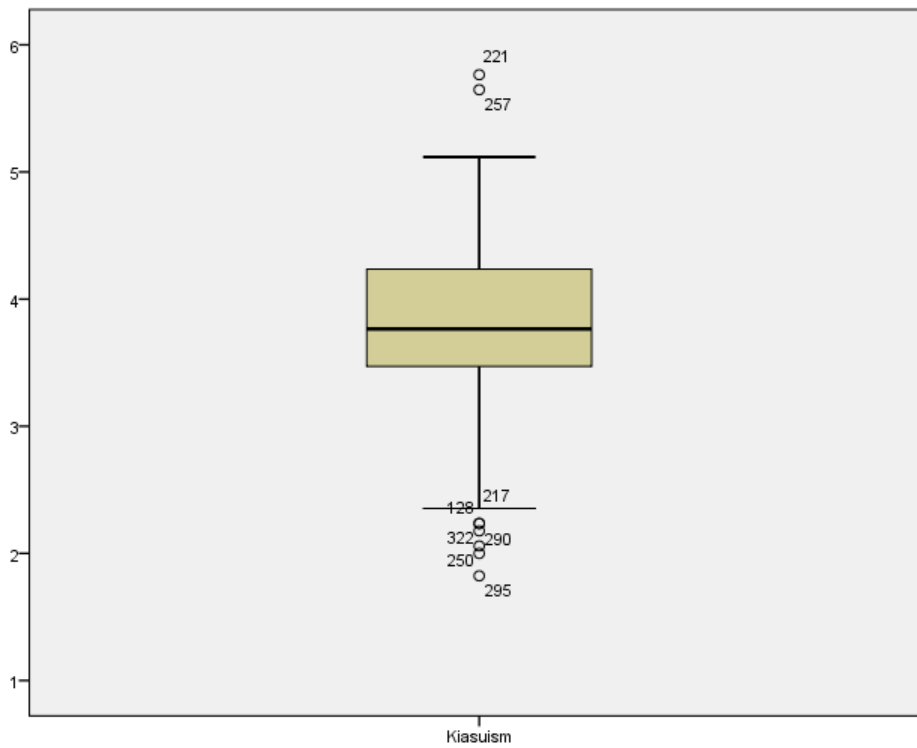*Figure C22.* Stem-and-leaf plot of kiasuism.

Figure C23. Normal Q-Q plot of kiasuism.

Figure C24. Box plot of kiasuism.