

The Effect of Female Entrepreneurs' Empowerment Training on Emotional Intelligence

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Abstract:- Entrepreneurial empowerment training (EET) for individuals and organizations is very important for the development of entrepreneurs. To produce quality human capital, training should be able to foster an attitude of concern, self-efficacy and awareness in making decisions when facing changes in the world economy and the country in this post-global era. Based on the highlights of the study, emotional intelligence among small entrepreneurs is low. In addition, emotional intelligence (EQ) is somewhat under-applied in today's society, while it is very important in producing business people who excel in business. Therefore, the objective of this study is to evaluate the effect of entrepreneur empowerment training on emotional intelligence among entrepreneurs of small and medium enterprises (SMEs) in Malaysia. This study uses a pre-test and post-test experimental research design with an experimental group and a control group consisting of thirty subjects in each group. The research instrument used is the Bar-On Emotional Intelligence Questionnaire with five dimensions, namely intrapersonal, interpersonal, stress management, self-adaptability, and state of mind. Both groups were given the same questionnaire during the pre-test and post-test but only the subjects in the experimental group were given training for two hours every week for eight consecutive weeks. Dependent and independent t-tests using the Statistical Package for Social Sciences (SPSS) version 28 software were used to analyze the data. The findings of this study showed that there was a significant increase in the effect of entrepreneur empowerment training on emotional intelligence in the mean values between the pre-test and post-test for the experimental group and between the experimental group and the control group. However, there was no improvement in emotional intelligence for the control group. The findings of the study on the effect of entrepreneur empowerment training on emotional intelligence showed that the experimental group had a higher score for self-adaptability. The most significant improvement was noted for stress management and liver conditions, while the interpersonal and intrapersonal dimensions did not show any significant improvement. The implication of this study was that entrepreneur empowerment training can increase the level of emotional intelligence and thus, should be incorporated in entrepreneurship training.

Keywords: SME, Training, Emotional Intelligence. Entrepreneur Empowerment Training.

1. Introduction

The main challenge of entrepreneurship in the 21st century is very complex, especially in terms of developing successful entrepreneurs through entrepreneurship training programs for individuals and organizations which is regarded as very important [1].

The effort to produce successful entrepreneurs requires commitment, dedication, ability, consistency and continuous practice towards practicing the spirit of entrepreneurship in every day-to-day business [2].

In addition, the challenge for entrepreneurs is dealing with feedback from their competitors and followers which involves personality, attitude, mentality, social skills and emotions of entrepreneurs through the process of adapting to a dynamic, complex and rapidly changing environment [3],[4] Collectively, entrepreneurs in Malaysia

in particular, should be fully involved consciously or unconsciously in the innovation process that is capable of realizing the vision, mission and strategy of the company, firm or organization based on national aspirations [5].

Based on past studies, emotional intelligence has been regarded as important to entrepreneurs' success [6], in his study found that the emotional intelligence factor has a positive effect on the success of an entrepreneur. In addition, [7] asserted that there is a very significant relationship between emotional intelligence and elements of entrepreneurial skills.

Due to this, researchers focused on studies related to entrepreneur empowerment training (EET) and emotional intelligence. Such training besides creating effective communication between entrepreneurs and their competitors and followers, also help shape personality, attitudes, skills, characteristics and internal values towards becoming a creative, innovative and transformative entrepreneur, with emotional, social and cognitive integration [3]. Furthermore, Empowerment Training can also help improve the ability and cultural competence as well as the emotional intelligence of entrepreneurs.

1.1 Problem Statement

[8] in his study found that learning about emotional intelligence takes place only at the extent of exposure only, and not comprehensive (from the aspect of the integration of attitude, personal, communication, cognitive intelligence, emotional, social and spiritual intelligence) such as discussing something at the cognitive level and thus, is less integrated with the value of emotional intelligence.

Therefore, entrepreneurs who constantly undergo stress should prioritize the use of emotional intelligence besides social skills and cognitive intelligence in an integrated manner in dealing with failure effectively. This can be done through Emotional intelligence, which is the only skill that can be acquired and improved through a solid emotional intelligence training action plan [9].

1.2 Research Questions

- (i) Is there a significant difference in the effect of EET (Entrepreneur Empowerment Training) on emotional intelligence among entrepreneurs for the experimental group between pre-test and post-test?
- (ii) Is there a significant difference in the effect of EET on emotional intelligence among entrepreneurs for the control group between pre-test and post-test?

1.3 Research objectives

- (i) To study whether there is a significant difference in the effect of EET on emotional intelligence among entrepreneurs for the experimental group between pre-test and post- test.
- (ii) To study whether there is a significant difference in the effect of EET on emotional intelligence among entrepreneurs for the control group between pre-test and post-test.

2. Literature review

2.1 Definition

2.1.1 Small, Medium Enterprise

Small and Medium Enterprises (SMEs) are defined as manufacturing enterprises or companies that provide manufacturing-related services with an annual turnover not exceeding RM25 million and employing a full-time staff not exceeding 150 people [10].

2.1.2 Training

Training is understood as a learning process that is related to the innovation and transformation of leadership that is done today. In addition, training is a process where behavior is created or changed through training and experience [11].

2.1.3 Emotional Intelligence

In this study, emotional intelligence is defined as a variety of non-cognitive abilities, competencies and skills that affect a person's ability to succeed in facing internal demands and environmental pressures [12].

2.2 The Importance of Emotional Intelligence to Entrepreneurs

Innovation and creativity in entrepreneurship is a contributor towards organizational change, the development and development of the country towards the achievement of Vision 2020. Efforts to cultivate creative and innovative thinking among entrepreneurs and potential entrepreneurs are based on the plans and strategies of the Education Development Master Plan (PIPP 2006-2010)[13] and (PIPP 2013-2018) [14] human capital and soft skills with emotional intelligence as the core of fostering a positive attitude and steadfastness (istiqamah) nurtured since school.

The ability to use emotional intelligence will give an advantage to entrepreneurs especially in increasing authority in entrepreneurial orientation such as creativity, innovation, proactiveness and daring to take risks. EQ components such as intrapersonal and interpersonal, regulation and self-assessment, empathy, social skills and self-simulation have a direct impact on attitudes, and social skills and entrepreneurial communication which are at the core of enriching the culture of entrepreneurs. Positive internal attributes and attitudes help entrepreneurs cultivate integrity, patience and meaningful courage to explore breakthroughs in marketing, operations management, human resource management, financial management and business networking. Entrepreneurship education plays an important role in cultivating an entrepreneurial orientation among students. Therefore, entrepreneurship education should not only focus on technical aspects but should have a holistic approach [15], [16].

2.3 The Importance of Entrepreneur Empowerment Training (EET)

Emotional intelligence (EQ) as an element of personal capacity or personality is able to strengthen the behavior of entrepreneurs at work or wherever they are [17]. EQ is a human capital asset that requires intensive or extensive training in the transformation of entrepreneurial culture that is relevant today. Therefore, the entrepreneur empowerment training program requires entrepreneurs or participants to share four main objectives, namely:

- i) Increase knowledge about entrepreneurship and entrepreneur culture from the aspect of its relationship with EQ Bar-On.
- ii) Create more entrepreneurial attitudes among participants,
- iii) Create a more entrepreneurial behavior and personality among participants.
- iv) Improve entrepreneurial social skills among participants.

According to [18], there is a direct relationship between EQ and organizational learning. EQ training can help entrepreneurs make sound judgments for the success of personal and professional life in the challenges of a world that has many twists and turns after globalization. Therefore, this experimental based study is to determine whether EQ training programs and modules and entrepreneurial culture are effective or otherwise among entrepreneurs.

3. Research Methodology

This study aims to determine the effect of EET (Independent Variable) on emotional intelligence (Dependent variable) among entrepreneurs. For this study, the sample consisted of 60 Bumiputera SME entrepreneurs, from Johor Bahru district who were selected using a matched random sampling technique. The sample was divided into two groups the control group and experimental group with 30 entrepreneurs in each group.

3.1 Background of Participants

In this study, the sample used was Johor Bahru entrepreneurs of 30 people for each experimental group and control group with a total of 60 people. The description of the entrepreneur's personal information is as in Table 1 below.

Table 1 Comparison of the Background of Johor Bahru District Entrepreneurs According to Study Group

No	Details	Experiment Group		Control Group		Total
		f (n=30)	Percentage (%)	f (n=30)	Percentage (%)	F (n=60) Percentage (%)
1.	Age					
	45 years above	12	40.0	11	36.7	23 (38.3)
	39 years - 44 years	9	30.0	10	33.3	19 (31.7)
	33 years - 38 years	3	10.0	4	13.3	7 (11.7)
	27 years - 32 years	2	6.7	3	10	5 (8.3)
	26 years and below	4	13.3	2	6.7	6 (10.0)
2.	Gender					
	Female	30	100.0	30	100.0	60 (100.0)
3.	Education Level					
	Degree	3	10.0	4	13.3	7 (11.6)
	Diploma / STPM	5	16.7	5	16.7	10 (16.7)
	SPM	17	56.7	16	53.3	33 (55.0)
	Others	5	16.7	5	16.7	10 (16.7)
4.	Marital Status					
	Single	6	20.0	5	13.3	11 (18.3)
	Married	13	43.3	15	53.3	28 (46.7)
	Widow	11	36.7	10	33.4	21 (35.0)
5.	Entrepreneur Period					
	12 years above	1	3.3	2	6.7	3 (5.0)
	8 - 11 years	2	6.7	3	10.0	5 (8.3)
	4 - 7 years	1	3.3	3	10.0	4 (6.7)
	Less than 3 years	26	86.8	22	73.3	48 (80.0)
6.	Income per month					
	100,000.00 above	1	3.3	2	6.7	3 (5.0)
	20,000.00 - 49,999.00	1	3.3	1	3.3	2 (3.3)
	Below 19,999.00	28	93.4	27	90.0	55 (91.7)

Based on Table 1 above, of the 30 respondents in the experimental group, a total of 12 respondents (40.0%) were aged 45 and over, 9 respondents (30%) were aged 39-44, 3 respondents (10.0%) were aged 33-38, 2 respondents (6.7%) aged 27-32 years and 4 respondents (13.3%) aged 26 and below. 3 respondents (10.0%) had a Bachelor's degree, 5 respondents (16.7%) had a Diploma / STPM education, 17 respondents (56.7%) had an SPM level education and 5 respondents (16.7%) had 'other' educational qualifications. For the duration of being an entrepreneur, 1 person (3.3%) had been an entrepreneur for 12 years or more, 2 people (6.7%) with 8 – 11 years, 1 person (3.3%) with 4-7 years and a total of 26 people (86.7%) had been entrepreneurs for a period of less than 3 years. The majority were entrepreneurs with less than 3 years' experience. As for the monthly income, 1 person (3.3%) earned an income of RM 100,000.00 and above, 1 person (3.3%) respondents earned from RM 20,000.00 - 49,999.00, and 28 people (93.3%) earned an income of RM 19,999.00 and below.

The control group with 30 participants had 11 people (36.7%) aged 45 years and above, 10 people (33.3%) aged between 39-44 years, 4 people (13.3%) aged between 33-38 years, 3 people (10.0%) aged 27-32 years and 2 people (6.7%) aged 26 and under. 4 (13.3%) respondents had a Bachelor's degree, 5 (16.7%) with a Diploma / STPM education, 16 (53.3%) with an SPM education and 5 (16.7%) had other educational qualifications. As for the marital status, 6 (20.0%) respondents are single, 13 (43.3%) were married and 11 (36.7%) respondents were widowed. Four (13.3%) respondents were single, 16 (53.3%) were married and 10 (33.4%) respondents were widowed. The duration of being an entrepreneur shows that 2 people (6.7%) had been entrepreneurs for 11 years or more, 3 people (10.0%) with 8 - 11 years, 3 people (10.0%) with 4-7 years and a total of 22 people (73.3%)

with less than 3 years. Two (6.7%) respondents earned an income of RM 100,000.00 and above, 1 (3.3%) respondent earned between RM 20,000.00 -and 49,999.00, and 27 (90.0%)) earned RM 19,999.00 and below.

For the distribution of frequency and percentage of respondents in the experimental group and the control group, all respondents were women, consisting of 30 respondents for each group.

The instrument used to measure the effect of EET on EQ was the Bar-On questionnaire (2000)[12] which consists of 5 components of emotional intelligence, namely intrapersonal, interpersonal relationships, stress management, self-adaptability and self-perception of entrepreneurs. This questionnaire has a Likert Scale Five-Category, i.e. 1 (Not at all true) to 5 (Very often true).

Both groups were given a pre-test using the same questionnaire. Only the experimental group was given the Entrepreneur Empowerment training for eight weeks. After the training both groups were given a post-test using the same questionnaire. Only the experimental group was given a training feedback form to find out the effectiveness of entrepreneur empowerment training on their emotional intelligence as per the study design flow in Figure 1 below. A comparison was made between the experimental group and the control group after the experimental group underwent training.

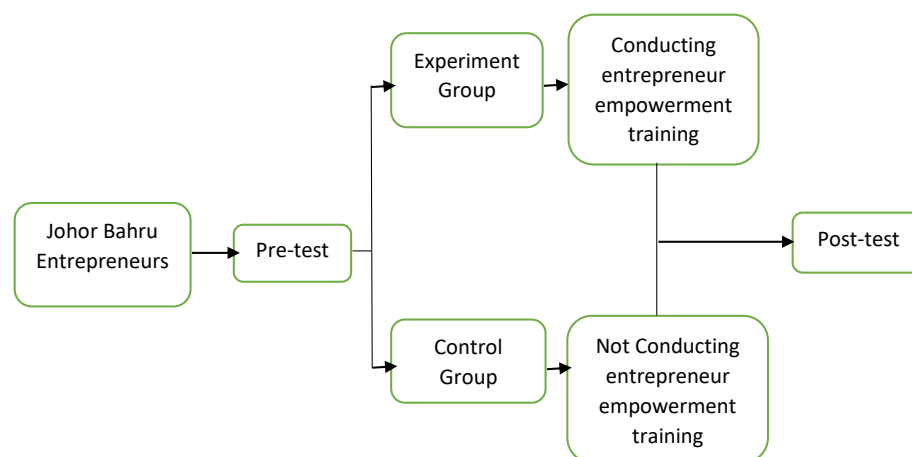


Figure 1 : Study Design Flow

3.2 Pilot Study

In order to test the reliability of the research instrument, a pilot study was conducted to test the reliability of the Emotional Intelligence questionnaire among 30 entrepreneurs as respondents for the pilot study.

3.3 Findings of the Pilot Study Analysis

The average Cronbach Alpha of the pilot study and the actual study of emotional intelligence is 0.803 and 0.926 respectively. The EQ-i reliability coefficient of the pilot study and the actual study shows a good fixed value because it has a value of more than 0.7. This proves the reliability is at a more reliable level because the value of the Cronbach alpha coefficient exceeds 0.70.

4. Findings and Discussion

4.1 Analysis of Differences in the Emotional Intelligence Level of the Pre-Post Test between the Experimental Group and the Control Group

Table 2 below shows the increase in the mean value of emotional intelligence of the participants after undergoing EET. The mean value between pre-test and post-test for the Intrapersonal dimension increased from 3.41 to 4.11, the Interpersonal dimension increased from 3.36 to 4.07, the Stress Management dimension increased from 3.45 to 4.26, the Adaptability dimension increased from 3.51 to 4.34 and the Self-perception dimension also increased from 3.14 to 4.28. The total mean EQ-i of the entire pre and post test is 3.37 and 4.21 respectively.

Table 2 Mean Difference in Emotional Intelligence Scores for the Experimental Group

EMOTIONAL INTELLIGENCE DIMENSIONS	EXPERIMENT GROUP	
	PRE	POST
Intrapersonal	3.41 Moderate	4.11 High
Interpersonal	3.36 Moderate	4.07 High
Stress Management	3.45 Moderate	4.26 High
Adaptability	3.51 Moderate	4.34 High
Self perception	3.14 Moderate	4.28 High
Mean EQ-i Overall Emotional Intelligence	3.37 Moderate	4.21 High

Table 3 below does not show a change in either an increase or decrease in the mean value of emotional intelligence for the control group that did not undergo LPU. The mean value of the pre-test with the post-test for the Intrapersonal dimension was at 3.38 in the pre-test and 3.37 after the post-test, the Interpersonal dimension was at 3.30 in the pre-test and 3.29 after the post-test, the Stress Management dimension was at 3.42 in the pre-test and 3.43 after the post-test, the Adaptability dimension was at 3.45 in the pre-test and 3.42 after the post-test and the self-perception dimension was at 3.09 in the pre-test and 3.11 after the post-test; only minimal changes occur.

Table 3. Mean Difference in Emotional Intelligence Scores for the Control Group

EMOTIONAL INTELLIGENCE DIMENSIONS	CONTROL GROUP	
	PRE	POST
Intrapersonal	3.38 Moderate	3.37 Moderate
Interpersonal	3.30 Moderate	3.29 Moderate
Stress Management	3.42 Moderate	3.43 Moderate
Adaptability	3.45 Moderate	3.42 Moderate
Self perception	3.09 Moderate	3.11 Moderate
Mean EQ-i Overall Emotional Intelligence	3.33 Moderate	3.32 Moderate

4.2 T-Test Analysis for the Effect of EET on Emotional Intelligence

Table 4 The Effect of EET on the Emotional Intelligence Dimension of Johor Bahru, Malaysia Entrepreneurs Experimental Group between Pre-Test and Post-Test

Dimension	Test	Min	Std Dev	t	df	Sig. (2-tailed)
Intrapersonal	Pre	3.41	0.58	-4.86	57	0.00**
	Post	4.11	0.53			
Interpersonal	Pre	3.36	0.61	-4.23	57	0.00**
	Post	4.07	0.68			
Stress Management	Pre	3.45	0.52	-5.55	57	0.00**
	Post	4.26	0.59			
Adaptability	Pre	3.51	0.72	-5.30	57	0.00**
	Post	4.34	0.47			
Self Perception	Pre	3.14	0.65	-6.99	57	0.00**
	Post	4.28	0.59			
Overall Emotional Intelligence	Pre	3.38	0.56	-6.85	57	0.00**
	Post	4.22	0.36			

Note: n = 30 for pre and post test

** Significant level $p < 0.05$

μ_1 represents the mean pre-test score

μ_2 represents the mean post-test score

$\mu_1 - \mu_2$ represents the difference between the pre- and post-tests

Table 4 above shows that there is a significant difference between the pre-test and the post-test of the experimental group's emotional intelligence for the intrapersonal dimension [$t(57) = -4.86$, $p = 0.00^{**}$] where the post-test obtained a higher score ($M = 4.11$, $SD = 0.53$) compared to the pre-test ($M = 3.41$, $SD = 0.58$), interpersonal [$t(57) = -4.23$, $p = 0.00^{**}$] where the post-test obtained a higher score ($M = 4.07$, $SD = 0.68$) compared to the pre-test ($M = 3.36$, $SD = 0.61$), for stress management [$t(57) = -5.55$, $p = 0.00^{**}$] where the post-test obtained a higher score ($M = 4.26$, $SD = 0.59$) compared to the pre-test ($M = 3.45$, $SD = 0.52$), self-adaptability scored [$t(57) = -5.30$, $p = 0.00^{**}$] where the post-test scored higher ($M = 4.34$, $SD = 0.47$) compared to the pre-test ($M = 3.51$, $SD = 0.72$), while for mood [$t(57) = -6.99$, $p = 0.00^{**}$] where the post-test obtained a higher score ($M = 4.28$, $SD = 0.59$) compared to the pre-test ($M = 3.14$, $SD = 0.65$). The overall score of emotional intelligence was [$t(57) =$

-6.85, $p = 0.00^{**}$] where the post-test obtained a higher score ($M = 4.22$, $SD = 0.36$) compared to the pre-test ($M = 3.38$, $SD = 0.56$). Alpha $p < 0.05$ was used to determine the level of significance. In addition, the measurement of the difference between the mean scores of the pre-test and post-test of the experimental group for emotional intelligence of the intrapersonal dimension showed a small effect size ($d = -14.31$), interpersonal ($d = 10.28$) showed a large effect size, for stress management ($d = 11.74$) also shows a large size effect size. While self-adaptability ($d = -3.29$) shows a small effect size and mood ($d = -16.69$) shows the same effect size which is small size. The overall effect size of the experimental group's emotional intelligence is ($d = 4.22$) which shows a large effect size. Therefore, based on the findings above, H_0 is rejected because there is a significant effect between the pre-test and the post-test of emotional intelligence for the intrapersonal, interpersonal, stress management, self-adaptability and mood dimensions against the experimental group. This means that EET has had a significant effect because it can increase the level of emotional intelligence of each dimension of the experimental group.

Table 5 The Effect of EET on the Emotional Intelligence of the Control Group of Bumiputera Entrepreneurs, Johor Bahru between Pre-Test and Post-Test

Dimension	Test	Min	Std Dev	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Intrapersonal	Pre	3.36	0.51	0.05	57	0.96
	Post	3.37	0.51			
Interpersonal	Pre	3.30	0.46	0.00	57	1.00
	Post	3.29	0.47			
Stress Management	Pre	3.43	0.44	0.01	57	0.99
	Post	3.42	0.45			
Adaptability	Pre	4.44	0.62	0.17	57	0.87
	Post	3.42	0.61			
Self Perception	Pre	3.09	0.53	-0.13	57	0.90
	Post	3.12	0.53			
Overall Emotional Intelligence	Pre	3.33	0.45	0.01	57	1.00
	Post	3.32	0.46			

Note: $n = 30$ for pre and post test

** Significant level $p < 0.05$

μ_1 represents the mean pre-test score

μ_2 represents the mean post-test score

$\mu_1 - \mu_2$ represents the difference between the pre- and post-tests

Table 5 above shows that there is no significant difference between the pre-test and the post-test of the emotional intelligence of the control group for the intrapersonal dimension [$t(57) = 0.05$, $p = 0.96$] where there is no significant change for the post-test ($M = 3.37$, $SD = 0.51$) compared to the pre-test ($M = 3.36$, $SD = 0.51$), interpersonal [$t(57) = 0.00$, $p = 1.00$] where the post-test also showed no significant change ($M = 3.29$, $SD = 0.47$) compared to pre-test ($M = 3.30$, $SD = 0.46$), for stress management [$t(57) = 0.01$, $p = 0.99$] where the post-test did not show significant changes ($M = 3.42$, $SD = 0.45$) compared to the pre-test ($M = 3.35$, $SD = 0.44$), self-adaptability scores [$t(57) = 0.17$, $p = 0.87$] where the post-test also did not show any significant changes ($M = 3.42$, $SD = 0.61$) compared to the pre-test ($M = 4.44$, $SD = 0.62$), while for mood [$t(57) = -0.13$, $p = 0.90$] where the post-test obtained a score ($M = 3.12$, $SD = 0.53$) compared to the pre-test ($M = 3.09$, $SD = 0.53$). The overall score of emotional intelligence of the control group was [$t(57) = 0.01$, $p = 1.00$] where the post-test obtained a score ($M = 3.32$, $SD = 0.46$) compared to the pre-test ($M = 3.33$, $SD = 0.45$). Alpha $p < 0.05$ was used to determine the level of significance. In addition, the difference between the pre-test and post-test mean scores of the control group for intrapersonal emotional intelligence shows a small effect size ($d = -1.90$), interpersonal ($d = 0.00$) shows a small effect size, for stress management ($d = -0.19$) also shows a small size effect size. While self-adaptability ($d = 3.84$) shows a small effect size and mood ($d = -46.25$) shows the same effect size which is small size. The overall effect size of the experimental group's emotional intelligence is ($d = -0.21$) which shows a small effect size. Therefore, based on the findings above, H_0 is accepted because there is no significant effect between the pre-test and the post-test of emotional intelligence for the intrapersonal, interpersonal, stress management, self-adaptability and mood dimensions against the control group. This means that EET is not given to the control group, so there is no significant effect on the level of emotional intelligence of each dimension of the control group.

Table 6 The Effect of EET on the Emotional Intelligence Among Johor Bahru Malaysia Entrepreneurs for the post-test between the experimental Group and the control Group

Dimension	Group	Min	Std Dev	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Total Emotional Intelligence Post-Test	Esperiment	4.22	0.36	-11.46	8.00	0.00**
	Control	3.32	0.46			

Note: n = 30 for pre and post test

** Significant level $p < 0.05$

μ_1 represents the mean pre-test score

μ_2 represents the mean post-test score

$\mu_1 - \mu_2$ represents the difference between the pre- and post-tests

4.3 Participants' Feedback on Entrepreneurs' Empowerment Training

Based on the feedback given in the Feedback form by the 30 entrepreneurs from the experimental group, the mean value for success of the Empowerment Training was 4.15, which is between the rating of 4 (Successful) and 5 (Very Successful). Overall, about 92.3% of the entrepreneurs stated that the Empowerment Training was very successful or successful.

5. Conclusion

The effect of EET on Emotional Intelligence among entrepreneurs between pre-test and post-test. The results of the study after undergoing entrepreneur empowerment training found that the emotional intelligence of entrepreneurs for the post-test experimental group had increased positively. There was a significant mean difference between the dimensions of Emotional Intelligence in the experimental group of Johor Bahru entrepreneurs. Of the five dimensions studied, there was a significant mean difference between EET and the dimensions of Emotional Intelligence, namely, Intrapersonal, Interpersonal, Stress Management, Adaptability and Self-perception. Having a high level of emotional intelligence is one of the success factors of entrepreneurs. Apart from having a high level of education, entrepreneurs also need to have strong emotional intelligence so that both are balanced. Entrepreneurs are more disciplined in managing their business when they have high emotional intelligence. In addition, entrepreneurs are also able to adapt themselves in any situation and solve problems in the best way, especially when faced with situations that require competence to make the best decisions and choices. Emotional intelligence affects the way entrepreneurs manage their businesses. Entrepreneurs need to do entrepreneurial activities positively to continue to progress and be resilient with competitors. As stated by [19] and agreed by [20] emotional intelligence is "a form of social intelligence that involves the ability to monitor one's own feelings and the emotions of others to distinguish between them and this information is used to guide thinking and one's actions".

The results of the study show that Johor Bahru entrepreneurs who follow EET show a positive increase in their Emotional Intelligence. This is because the training process is a planned process in providing opportunities to acquire new knowledge and capabilities to do current or future business activities. The dimension of Emotional Intelligence that shows the highest improvement in terms of score is Adaptability with the highest mean score level. This dimension is related to self-adaptability covering a person's ability to adapt in terms of stress tolerance and intuition control. All participants were given training on how to discuss with other participants about self-adaptability. This finding is in line with a study by [21] who explained the effect of successful training on self-adaptability among bumiputra Johor Bahru entrepreneurs.

Two other dimensions that are at a high level, namely, Self-perception and Stress management. These dimensions are related to the motivational element of always feeling positive about life, building, controlling and managing feelings constructively and effectively. It aims to teach participants in situations of self-confidence and be able to overcome any situation where it is a moral sustainability behavior that helps Johor Bahru, Malaysia entrepreneurs maintain sustainability, self-respect and self-dignity in the extended period of time. The results of this finding are in line with the findings of previous researchers namely [22] who stated that entrepreneurs need high self-confidence to continue to succeed.

While the fourth and fifth dimensions that show high mean scores are the Intrapersonal dimension and the Interpersonal dimension. Intrapersonal dimension is about the ability of entrepreneurs to realize and understand their own emotions. In a study done by [23] who stated that through this process, the individuals can influence the emotions they experience in terms of their experiences, and how they express it in the form of accurate feedback. For the dimensions of Interpersonal, this module teaches skills such as empathy and social responsibility. Next, participants can build Emotional Intelligence in the form of giving insights through modeling, role playing, behavior rehearsal, group simulation, dialogue and discussion. This finding is consistent with the findings of [1] which shows that entrepreneurs with high Emotional Intelligence will tend to exhibit a positive Entrepreneurial Culture. This will be able to be applied by Johor Bahru, Malaysia entrepreneurs in making them self-sufficient and positive in continuing their business in Johor Bahru, Malaysia.

Emotional Intelligence needs to be clearly understood by every individual, especially members of organizations in the entrepreneurial business, so that they practice it, which is to improve communication, rationality in decision-making, deal with conflicts effectively and build honest relationships. Thus, in the organizational context, the positive characteristics of Emotional Intelligence are very appropriate to practice because they can influence the Entrepreneurial Culture of the organization and subsequently lead to organizational excellence.

The results of this study also found that the training program created can build and create a positive effect on the dimension of Emotional Intelligence. In addition, self-awareness is an important element in building Emotional Intelligence that can help individuals to understand their real life.

EQ is also a human capital asset that requires intensive or extensive training in the transformation of today's relevant entrepreneurial culture. Therefore, EET has successfully increased knowledge about entrepreneurship from the aspect of its relationship with EQ Bar-On by creating more entrepreneurial attitudes among participants, and enhancing entrepreneurial behavior and personality among participants, as well as being able to improve the social skills of entrepreneurship among the participants.

The dimension that is lowest is interpersonal. There are nine communication behaviors, namely eye contact, body position and movement, facial expressions, clothing and character, language, listener involvement, use of banter and a person's nature. But a large number participants are still less skilled in combining the nine communication behaviors.

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