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THE EFFECT OF INTERPERSONAL SKILLS ATTRIBUTES TOWARDS MOTIVATION TO VOLUNTEER AMONG YOUTH IN KELANTAN

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LIST OF SYMBOLS & ABBREVIATIONS

Abbreviation

GVI	Global Vision International
SOLS 24/7	Science of Life Studies 24/7 Malaysia
WWF	World Wide Fund
AQF	Australian Qualification Framework
SPSS	Statistical Package for the Social Science

Symbols

S	Sample Size
X2	Value of chi-square
N	The Population Size
P	The Population Proportion
d	The degree of accuracy expressed as a proportion (0.5)

ABSTRACT

It has come to everyone's attention that volunteering is an excellent way for students to get educational and cultural experiences while also assisting the community in which they are staying. Because volunteers play such a significant role in the tourist business, participating in volunteer work within the industry is an essential part of the education process for the tourism sector. Due to the fact that volunteering is an educational activity, the objective of this research is to investigate the influence of adolescents' interpersonal skills traits on the activities they participate in as volunteers in the state of Kelantan in Malaysia. Teamwork, bargaining, non-verbal communication, and relationship building have all been utilised as variables in this study to examine the usefulness of these interpersonal skills traits in inspiring teens to participate in volunteer work. The research was carried out in the United Kingdom. The survey via Google Form was administered to a target audience of 260 adolescents from the surrounding area of Kelantan.

Keywords: Volunteerism, Interpersonal Skills, Team Working, Negotiation, Non-Verbal Communication, Relationship Building.

ABSTRAK

Kesukarelawanan telah diiktiraf sebagai gabungan bantuan yang bermanfaat kepada komuniti tuan rumah sambil pada masa yang sama memberikan kelebihan budaya dan pendidikan untuk pelajar. Kesukarelawanan dalam industri pelancongan juga merupakan elemen penting dalam proses pendidikan pelancongan kerana sukarelawan sangat penting dalam industri pelancongan. Oleh itu, oleh kerana kesukarelawanan merupakan satu proses pendidikan, maka tujuan kajian ini adalah untuk mengkaji kesan atribut kemahiran interpersonal dalam aktiviti kesukarelawanan dalam kalangan remaja di negeri Kelantan. Dalam penyelidikan ini, kerja berpasukan, rundingan, komunikasi bukan lisan dan pembinaan perhubungan telah digunakan sebagai pembolehubah untuk mengukur tahap keberkesanan atribut kemahiran interpersonal ini dalam memotivasikan golongan remaja dalam bidang kesukarelawanan ini. 260 golongan remaja di sekitar Kelantan menjadi sasaran populasi untuk menjawab soal selidik daripada Google Form.

Kata kunci: Kesukarelawanan, Kemahiran Interpersonal, Kerja Berpasukan, Rundingan, Komunikasi Bukan Lisan, Pembinaan Perhubungan.

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CHAPTER 1

INTRODUCTION

This chapter will discuss about the effect of the interpersonal skills attributes in volunteerism activity among Youth at Kelantan. Through a quantitative design, this research is focusing on how interpersonal skills will contribute to the volunteerism activity among youth at Kelantan. The sample of the respondents will consist of 260 youth in Kelantan. Next, the sub-topic of this research or study is developing the problem statement, research questions, research objective to state the study in more detail and clarity. In addition, the limitation, the scope of the study, the definition of the study, and the end of this chapter is a summary.

1.1   BACKGROUND OF THE STUDY

Over the years, there seems to be some pedagogical argument and public dispute about the acknowledgment of different forms of tourism, such as ecotourism, sustainable tourism, and responsible tourism (Smith & Font 2014). Volunteer tourism is one of the quickest developing kinds of alternative tourism, and it has been recognized as a beneficial combination of assistance to the host community while simultaneously providing cultural and

educational advantages for students (Molz,2016) (sin 2009; McGehee 2014). Furthermore, many agencies such as Global Vision International (GVI) and Love Volunteer at Global Level, in context at Malaysia the agencies that involved is SOLS 24/7, WWF Malaysia, and UNICEF Malaysia have dispatched volunteer tourists from around the country and provide the opportunity for students to learn and develop and experience people in the industry of tourism to attract foreign travelers.

Interpersonal skills are abilities that must be used in everyday life to engage and communicate with others, whether alone or in groups. Interpersonal skills have been referred to as social skills, social competence, human skills, human talents, and social intelligence, according to previous studies. "Skills essential for individuals to communicate effectively with each other or a community of individuals," according to Rungapadiachy, (1999).

Next, interpersonal skills, on the other hand, refers to a collection of abilities that includes interactive conversations, connections, and a collaborative way of managing connections in terms and inside organizations, along with networking with individuals from various communities and different expertise (Malaysia Qualification Framework, 2017). Nonverbal communication, listening skills, conveying information, negotiating, collaborating, decision making, team working, networking, relationship building, assertiveness, respect, tolerance, socializing with skills and etiquette, self-awareness, and ethical responsibility are

16 characteristics (Malaysia Qualification Framework, 2017) that can be used in interpersonal skills.

Volunteering in the tourism industry is also an important element of the tourism education process. According to Kim & Cuskelly (2017), because volunteerism are so vital in the tourism industry, there has been a lot of studies on volunteerism in the tourism market from throughout the world, for example 21 Century Volunteering Practices, Report: Volunteerism and Youth Employment in Cambodia and Volunteering Typologies (UN Volunteers website https://www.unv.org/publication/research-volunteerism?page=0 last accessed 04/01/2022). Volunteering is a concept that originated in Western countries, and the vast bulk of current study on the subject is conducted by Western academics in developed economies, according to Baillie Smith, Laurie, & Griffiths, (2018). Given the scarcity of research on the subject and China's growing importance in the global tourism industry, volunteerism in tourism should be looked into further. Tourism volunteering, according to Uriely, Reichel, & Ron, (2003), should extend beyond volunteer travelers to include hosts who work in the local tourism industry.

Motivation in volunteering as a multidimensional phenomenon consists of two categories of motivations: self-interest and altruistic motivation, according to (Mustonen, 2007; Stebbins, 1992, 2004; wearing,2001). has significance self-interest is a wide phrase that encompasses a variety of components of motivations that focus around the participants' self -

interest, whereas altruistic motivation entails other advantages. This altruistic motivation can be described in a variety of ways and different forms. It's the same as "making a change" (Brown,2005; lo & Lee, 2011). All of these are reflective of earlier researchers' altruistic motivations.

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1.2   PROBLEM STATEMENT

Volunteering has traditionally been seen as a "human manifestation of helping" (Clary EG, Snyder M and Ridge RD, 1998), a pro-social activity in which time is given voluntarily for the purpose of helping others without monetary compensation (Wilson, 2000).). Penner, 2004). The fact that both the person helping others and the person being helped can benefit in

this way can also be described as a win-win concept. But this benefit is not only in terms of helping others with their financial needs, but also in terms of helping with personal emotional problems, daily needs, and physical assistance. In addition, the most important aspect of involvement in volunteer activities should be the fact that the nature of personal interpersonal skills will be greatly enhanced.

The fact that the interpersonal skills of youth can be improved is an educational alternative. However, it is not easy for young people to understand how volunteers feel and the mood they understand during volunteering activities. Therefore, the youth group should be more involved in social volunteering activities. In addition, Bianca & Ronelle (2018) stated that volunteering is a platform where youth can learn to serve (that is, be exposed to community issues and identify solutions to solve them) and serve to learn (that is, acquire interpersonal traits and skills ./soft skills attributes, along with other aspects). Youth volunteering in this way can emphasize the possibility for active learning and service, as well as the possibility to gain practical experience and develop interpersonal skills while learning about the people and issues the volunteer supports.

Interpersonal skills can be defined as "the skills needed to communicate effectively with other people or groups of people" (Rungapadiachy, 1999). In other words, this clearly shows that interpersonal skills lead to the ability to express oneself fluently with others. Interpersonal skills are often needed by people entering society, especially the youth group. It

is even more important for the youth group to increase the necessary interpersonal skills including their attributes for their future. According to the findings of Albina (2017), many youth gologans improve their interpersonal skills to develop skills related to their future careers and from their volunteering experiences. This researcher believes that volunteering is like a professional activity and can be integrated into the learning process of youth, which can make the whole experience more positive and enjoyable for youth.

Furthermore, the Australian Qualifications Framework (AQF) has set some of these attributes for different qualification levels since 2011. These include teamwork skills, which will be included in the AQF at all levels of education (AQF, 2016; Fraser & Thomas, 2013). Teamwork is about working together with different people to complete a job or activity. In volunteering activities, it is inevitable that you may meet people with opposing views while helping. A study conducted by Goh and Lee in 2018 showed that students are also afraid of working with teams in their future jobs because of the pressure that will be caused by people working together. However, volunteer activities combine with the pressures and tensions that exist between different age groups and between people from different sectors to ease their rusty understanding. This disagreement and disharmony can be explained by the fact that there is usually less involvement in large teams. It is easier to complete any challenging task when teamwork is perfect.

Negotiation is an efficient communication technique in human interaction. Some people believe that negotiation skills are learned at an early age, but this is not the reality; Good negotiation requires training and practice for the majority of individuals (Shell, 2000; Thompson， 1991). Volunteering improves negotiation skills because volunteers engage with a variety of individuals, including stubborn people, people who do not listen to advice, people with rebellious beliefs, and others. As a result, when the youth gologan is gifted with someone who is deliberately tough, his negotiation skills will be stimulated. le to help them effectively. In other words, the volunteer can use his negotiation skills to persuade others who make unreasonable demands to comply with the plan. Furthermore, experience of volunteer negotiation skills may have a confidence-boosting effect. As a result, negotiation skills can influence the success of an event and maintain relationships between negotiators on both sides.

Next, just because a volunteer doesn't offer a cash reward doesn't mean that the volunteer doesn't satisfy the volunteer. Volunteers seek to learn new knowledge, meet new friends, use their abilities, and gain a sense of self-worth by participating in volunteer activities. The most obvious benefit of volunteering is that it improves personal non-verbal communication abilities as well as personal communication skills. Non-verbal communication skills aim to enable students to understand non-verbal communication when they cannot always 'read' the non-verbal behavior of others (Patterson & Berg, 2014). Non-verbal communication usually requires practice and direct conversation. While much

coursework allows students to explore nonverbal communication, service learning provides a very rich channel for students to recognize, evaluate, and investigate nonverbal communication in interpersonal situations (Patterson & Berg, 2014).

Volunteering for learning not only aims to prepare youth for social engagement and interaction across a large population, but either leads to higher achievement in today's diverse modern workplace (Levesque-Bristol, Knapp, & Fischer, 2010; Littlefield, 2006).). Non-verbal communication skills are important because people in need may use these skills to ask for help from volunteers. They will usually act subconsciously, such as with body movements, facial expressions, and speaking in a tone that helps to convey the meaning of the language. This is because non-verbal communication skills are subtle cues that are often overlooked by volunteers and result in the best time to help others being missed.

In addition, the most likely nature of personal interpersonal skills that can be explored in volunteering is the building of relationships between people. Building relationships is based on getting to know each other and building relationships in a friendly way. On the other hand, relationships are not defined and developed to support their activities through trust between individuals. Although the volunteer presence is not permanent, they believe in building relationships in the community because of their volunteer activities. Therefore, volunteer activities build relationships with the community more than building activities, because building relationships with the community is more valuable and educational for the

volunteer. Much of volunteering abroad is about building relationships, which is a two-way process and suggests that volunteers take advantage of opportunities to learn differences from other cultures (Comhl amh, 2011). This is one of the key interpersonal skills that volunteers feel should be included in volunteering activities when it comes to building relationships.

Finally, altruism is defined as a long-term and organized effort for the benefit of others, for example, formal volunteering. Although the individual responsible for altruism may profit indirectly from it, he feels a sense of accomplishment in doing good for others. However, not every voluntary act is an act of altruism, and not every act of altruism is a voluntary act; however, the two notions are so closely related that one cannot be asserted without the other (Haski-Leventhal, 2009). Therefore, altruism is a win-win concept in volunteering before it inspires most individuals, especially the youth, to want to be involved in the activity. Because of their experience in education, they will want to do something beneficial, and volunteering will be their first choice. Youth volunteers will see the meaningful event as their contribution to society, and in return, they may gain a sense of satisfaction from their service, including interpersonal skills.

1.3 RESEARCH OBJECTIVES

My long-term goal with this project is to determine whether Understanding the attributes of Interpersonal Skills in Volunteering Activities among Youth Malaysians. As a result, this initiative aims to achieve the following three main objectives:

i. To assess whether the negotiations are important and have an impact on youth .

ii. To identify non-verbal communication, develop and improve interpersonal skills and motivate youth.

iii. To determine the relationship between good teamwork and building good relationships among youth.

1.4 RESEARCH QUESTIONS

Along with the objectives, this study aims to answer the following questions:

i.   How is negotiation important and affect for youth ?

ii. How can non-verbal communication develop and improve interpersonal skills and motivate youth?

iii. What is the relationship between good teamwork and building good relationships among Malaysians?

1.5   SIGNIFICANCE OF STUDY

There are many studies related to volunteerism that have been discussed by other researchers, but the relevant content depends on benefits, disadvantages, effects, consequences or others. While interpersonal skill attributes have not been done for now or a lack of research focuses on this context. Based on this study, youth, and community know the usefulness of volunteering not only to help others but also to improve and develop their interpersonal skills. Interpersonal skills are valued nowadays because people are considered important whether in a position as a student, employee, or unemployed. The reason is that interpersonal skills can be communication skills, attitudes, and kindness as a social being. Furthermore, the attributes of interpersonal skills are not something acquired through study, but they require people to be involved and understand the lives of others. The attributes of interpersonal skills learned in volunteering help improve one's ability and attitude to do something. This study is about understanding whether Malaysians can improve and develop interpersonal skills while volunteering. In addition, conducting this study will be an important resource for future researchers, including students from other institutions as well as relevant government departments. For future researchers, this may only be an analysis of youth volunteering. Instead, investigators need to learn more about the nature of interpersonal skills that can be developed in volunteering and understand the perceptions of other professions. Future investigators can use this study to compare with future research, allowing future

researchers to see whether volunteering has made a difference to Malaysians or individuals in the community and whether their interpersonal skills issues have improved (Developing interpersonal skills: a microskills approach, 2002).

1.6   DEFINITION OF TERM

1.6.1   Team Working

One of the most important talents for society is teamwork. Furthermore, practically, the youth group needs to make teamwork a coursework requirement, aiming to prepare the youth to interact with other youth and cooperate well with the youth. It will be a big problem for the youth if cooperation is not embedded in them from the beginning, especially when there are different abilities in the group and different levels of knowledge among the members (Harris & Sherblom, 2011). Teamwork is an important trait for youth to build interpersonal skills so they can work with others to complete a task more easily and quickly.

1.6.2 Building Relationship

Building great relationships with people, whether in business or at home, is a skill that can be learned. These relationship-building skills are essential to being able to establish relationships with colleagues, which help and improve team performance while somehow improving mutual understanding. Furthermore, developing these links can help young people acquire new talents even further and improve their skills if they can effectively connect with people while volunteering (Steckler and Fondas, 1995).

1.6.3 Non-Verbal Communication

Nonverbal communication is a type of communication-based on feelings, such as smiles, silence, or other nonverbal cues. Non-verbal communication refers to communication that does not involve the use of words. According to psychology professor Albert Mehrabian, non-verbal communication accounts for 55 percent of the impact of communication. This type of communication can be either visual or audible. Symbols, signs, sounds, eye contact, facial emotions, and hand gestures are examples of non-visual and auditory communication. This is because not many young people learn about non-verbal communication nowadays, and as a result, some individuals

who cannot speak have difficulty communicating with others because they do not understand their signals (MoneyWatch, 2007)

1.6.4 Negotiation

Negotiation is a reaction in which different or more parties communicate with each other to reach prospective solutions that will make recommendations and rules for future actions (Sawyer & Guetzkow, 1965). Negotiation is an extensive social action that can happen at any time, and it will not succeed without the involvement of other parties (Thompson, Wang, & Gunia, 2010, p. 492). Negotiations take place on various topics and therefore should be agreed upon by both parties. These three concerns have been identified by researchers (Ten Brinke, Black, Porter, & Carner, 2015; Gelfand, Fulmer, & Severance, 2011). The first issue is one of distribution, where advisors will see the task as one where they can win or lose by setting their target to win (Gelfand et al., 2011). The second issue is the integrative issue, which occurs when two or more parties can optimize joint advantages by pursuing results from both parties while also benefiting. The third is a compatible problem, where the goals of the negotiating parties have been aligned for the common good (Thompson & Hrebec, 1996).

1.7   SUMMARY

The study is to investigate the influence of interpersonal skills attributes in volunteering among Malaysians. It is an experimental research study that investigates the relationship between interpersonal skills and volunteering activities among Malaysians. Interpersonal skills are essential in everyday life, particularly when talking and working in groups professionally. Someone with strong interpersonal skills may form strong bonds with others and collaborate effectively. They have a good understanding of family, friends, coworkers, and clients

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 will begin a discussion of the literature review. The literature review includes the search and assessment of the resources available to Malaysians. Literature in the specified field or issue area. It establishes the current state of knowledge in a topic area or writing issue. It compiles a description of the information found in the literature. After that, a literature review on volunteering, negotiation, relationship development, and altruism is being developed as a sub-topic of this paper to express and investigate in more detail.

2.2 LITERATURE REVIEW

2.2.1 Team Working.

Studies have long characterized volunteerism as an individual's behavior in serving others that is neither motivated primarily by profit or extorted by others (Van Til, 1988, 6). However, despite the fact that numerous factions have

paid close attention to these volunteer acts in order to investigate them, there are many slightly varied perspectives on this volunteering as well as the reason the interaction is stated. Volunteering is the practice of giving one's time and skills to help other people and causes rather than for financial gain. Volunteerism in the workplace refers to the tactics and instruments that businesses use to help employees who wish to volunteer.

Many organizations provide paid time off for volunteering, usually one or two days each year. The corporation may also mobilize its own resources to allow the entire organization to volunteer for a good cause, such as a web design company devoting a portion of its time to constructing a website for charity.

Many scholars are investigating the philosophy of volunteering and have reached an agreement on the extent and depth of volunteerism. All of these volunteers are either paid labor, slave labor, or forced work, and they are not offering impulse assistance (Hustinx et al., 2010). Volunteerism discoveries will continue to increase, and they represent literature that has evolved and altered through time as information has surfaced. As a result, several experts, particularly those working in tourism, have concentrated on the development of volunteerism as a leisure activity (Lockstone-   Binney, Holmes, Smith, & Baum, 2010; Stebbins, 2013). F Recognise Recognize and emphasize student engagement, particularly emphasize undergraduate students. This is due to the fact that they are a huge group with a strong spirit. Undergraduate students have a high level of education and will be role models in their communities. Furthermore, because undergraduate students are young (Newman & Newman,

2006), they have huge and powerful socialization, and intellectuals consider them as a group with the potential to move individuals in a more progressive path.

As a response, Malaysia has hosted a number of Volunteering events to educate this population on what it means to be a volunteer. Furthermore, the community may contribute to Malaysia's aims for volunteerism. As a consequence, the community now participates in a variety of volunteer activities, which serves as a motivation to continue progressing and serving the community. As a consequence, whether linked with the government or not, towns can collaborate with volunteer organizations. It is comparable to the United Nations (UN) Global Volunteer Day (IVD) 2021, which takes place on December 5 and is planned to attract 9 459 participants from 158 nations. Furthermore, the UN received 68,178 online volunteer applications. As a consequence, coordinated projects like these will assist to increase the incentive for volunteers in all areas.

2.2.2 Building Relationship

Relationship building skills are a set of soft skills that a person uses to connect with others and develop positive bonds. The ability to build relationships is important to interact with colleagues, teams, and individuals, as well as to improve mutual understanding (Prachi Juneja, 2015). Building strong professional relationships can aid in the acquisition of new talent and the development of existing ones. Since good communication includes a

combination of soft skills, it is important to improve this area to advance our work (Prachi Juneja, 2015).

According to Anayet Hossain (2014), To build a relationship, it must be between an individual and someone. This is because no relationship exists for just one person. It is in the mutual interest of each other to build a good relationship. Usually, building a relationship with someone we can relate to is like a family relationship. If with family members and friends, we are attached to them because of feelings of love and attention, even at work, the relationship with the organization can be maintained by making contributions and in return they will be given a gift or compensation. Employees can bond because they share ideas and work interests. Communication is also one of the factors that play a role in a relationship. Relationships cannot exist without constant interaction with other people. Trust and respect are important aspects of relationships by Md. Ali's Victim (2014).

Therefore, relationship building is very important to motivate young gologan. Through good relationships, it contributes to mental and physical well-being to some extent. In addition, relationship-building skills are also important to get along with peers in addition to contributing to groups that build mutual understanding (Anayet Hossain, 2014). Strong working relationships can also benefit student activities. For example, youth can find opportunities to advance and develop their teamwork skills to become stronger and more resilient.

Another initiative that can help youth use effective relationship-building skills is to share ideas and exercises with the team as often as possible. Also,

handle conflicts with professionals openly with clear communication so students can resolve issues quickly and efficiently. We should avoid swearing and making empty conversations while doing activities. We should be strict and only entertain professional conversations related to work (Sireen Khemesh, 2019). Next, we should practice positive reactions while getting opportunities for guidance and criticism from leaders. We should also find ways or steps to help our team and friends when we see they need help.

In conclusion, being surrounded by individuals who support us in various aspects can help us achieve our goals well and easily if we maintain a good relationship with each other. In addition, a harmonious relationship in a team can also help in achieving the vision and mission in an organization according to (Suomen Hopealinja Oy, 2010). Good association can also make an individual personally find satisfaction in many things. This is because, to build a good relationship is not easy unless the relationship has existed for a long time. Therefore, a good relationship should be nurtured and maintained to ensure that the relationship that is established is always established and not broken. In general, a good relationship can work wonders in the life of each of us.

2.2.3 Non-Verbal Communications

This study revealed that non-verbal communication that can be categorized as either verbal or non-verbal is one aspect of interpersonal skills that will be displayed in volunteering activities. Non-verbal communication is often described as any form of communication that does not include verbal

expression. Non-verbal behavior is included in the way it is communicated to others under the idea that 'one should communicate (Watzlawick, P., Beavin, J.H, Jackson, D.D., 1976) and that all behavior has an expressive meaning (Wiener , M., Devoe, S., Rubinow, S., Geller, J., 1972). Although most people are more aware of and use verbal communication on a daily basis, non-verbal communication usually happens unintentionally and may reveal a lot of information about people's feelings and situations. Non-verbal communication includes a variety of behaviors, some of which may not be noticed by everyone as defined by Hess (2016). Therefore, face and posture, volume of speech, as well as touch and gaze are among the more obvious non-verbal behaviors. This leads us to the possibility of listing physical attractiveness, facial features and hairstyles, clothing and decorations, or more general appearance (Hess, 2016).

Non-verbal communication is common in human daily life. According to Munn's 2016 study conducted by him, a total of 25 people were challenged to complete the task without any communication. At first, the challengers took 20 minutes each to complete their respective tasks without any communication, but the results were not satisfactory, with about half of the objects not being fully used. They were asked to use various means of communication and exchange the next day, such as body movements, facial expressions, eye contact, and gestures. Amazingly, the entire building was completed in 20 minutes, and the entire team was delighted with their achievement. This study shows that the ability to engage with others through verbal and non-verbal communication is an important skill for people to develop. Therefore, as a result, in order to become a

better and successful communicator, it is necessary not only to be aware of the non-verbal behavior of others, but also to try to communicate behavioral actions.

Non-verbal communication will be one of the volunteer traits that improve interpersonal skills because it provides some advantages to the volunteer. Non-verbal communication is not only useful for communicating with normal individuals, but it is also useful for disadvantaged people, such as the deaf. Being a standard volunteer means not being able to single out people who are having a hard time. In other words, it is necessary to lend a helping hand as a volunteer when others need it. According to Very Special Children (2015), "Professional development for recent volunteers will focus on working with non-verbal children and will also involve speech therapists". Since there are speech therapists who provide more knowledge about non-verbal communication, volunteers are given the opportunity to experience non-verbal communication. This kind of communication may be just comparing hands and feet for normal people, but from the perspective of non-verbal children, this is how they need to communicate in a world where communication is primarily verbal (Kanak Kanak Sangat Istimewa, 2015).

2.2.4 Negotiation

Negotiation is communication between two or more people. The goal is to obtain a beneficial outcome where there is conflict over at least one issue of it. Negotiation is also an interaction or process for the purpose of agreement in

terms of mutual interest in addition to optimizing their individual utility (Adnan, Muhamad Hariz Muhamad; Hassan, Mohd Fadzil; Aziz, Izzatdin; Paputungan, Irving V, 2016). The result is for all parties involved or only some of them. Therefore, this negotiation process needs to be understood by each negotiator to avoid any conflict that will bring unwanted effects (Adnan et al., 2016).

Therefore, negotiation in this interpersonal skills course is very important for the youth. Thus, it can form positive traits and challenge students to achieve high confidence. Business thinking among the youth is very important for them to make good and accurate decisions. Even so, there is no denying that the thought of negotiating is actually scary but they should remain confident (Gregorio Billikopf, 2014). For example, the process of taking turns talking and discussing something in a conversation. Some types of negotiation may occur unconsciously, such as taking turns taking food. It is a matter of negotiation also called common sense. Whenever there is a choice, there will definitely be a potential misunderstanding between us. Even so, if we handle it correctly, it can result in more effective and creative interactions. Unfortunately, this is difficult to do consistently (Gregorio Billikopf, 2014).

The importance of conflict is that there are simple and effective tools to achieve positive solutions and strengthen relationships that have been broken between youths due to conflict. According to Michael K. Swan (2011), listening and talking are undeniably effective means of communication. As a result, when there is a misunderstanding, it is easy to hear and understand. Although two-way exchange occurs naturally, it must be carefully planned at the time and in most

cases. The youth who have overcome obstacles will gain confidence to face more difficult challenges in the future. So, without a doubt, life gives us many opportunities to practice and improve (Gary A. Thome, 2012). As a result, the youth will be able to negotiate with others using their newly acquired knowledge and skills.

In conclusion, negotiation is just a technique and discussion among individuals to reach a mutual agreement by (Michael K. Swan, 2011). Everyone will get something and conflict will be avoided. Therefore, it is hoped that the youth golongan can understand and know the right way to negotiate during negotiations. This is to facilitate interaction with each other.

2.3 HYPOTHESIS

A hypothesis is a specific, verifiable description of what the researcher(s) expects to happen in the study (plural: hypothese). It is announced at the start of the research. In most cases, this entails speculating on a possible correlation between two variables: the independent variable (what the researcher modifies) and the dependent variable (what the research measures). The null hypothesis and the alternative hypothesis are two variants of the hypothesis that are frequently used in research (called the experimental hypothesis when the method of investigation is an experiment).

A theory must be able to be tested against reality and either confirmed or disproved. Before conducting the test, the researcher makes the initial assumption that

there is no difference between the populations from which they are drawn. The null hypothesis is understood to be this. The alternative hypothesis is another name for the research hypothesis. (McLeod, 2021)

H1 – There is a relationship between negotiation and volunteer among youth

Joining a team is a simple way to improve your teamwork skills. In school and education, there are numerous opportunities to do so. In-class projects can be completed in groups or pairs. You can become a member of a sports team. You can organize a school-wide charity event and solicit donations and support from your friends and family. The development of a hypothesis between teamwork and motivation among youth benefits the youth by giving them confidence in contributing ideas to voluntary project initiatives. Furthermore, the youth can contribute to the project by providing energy and a positive attitude.

H2 – Existence of teamwork and motivation to volunteer among youth

Negotiation is a process or interaction aimed at reaching a mutually beneficial agreement while maximizing individual benefits. The results have an impact on all or some of the parties involved. By definition, negotiation is critical to reach consensus decisions that provide satisfaction and justice to all parties involved. In negotiations, it is also necessary to control emotions and feelings, as well as understand each other's roles. Hypothetical development to negotiate and motivate youth to volunteer is likely to form high and positive interpersonal skills towards themselves. Negotiation and

motivation to volunteer becomes an indicator of a volunteer's personality when they are fully committed.

H3 – There is a relationship between negotiation and motivation to volunteer among youth

Building relationships is about our ability to recognize and initiate working relationships that benefit ourselves and others. Positive relationships are essential to getting things done well and achieving success. By definition, a good relationship is very important in benefiting each other's lives. Develop positive relationships with everyone, not just family, friends or co-workers. As a result, developing hypotheses in building relationships and motivation to volunteer is important for his group to achieve high interpersonal skills. Building relationships and interpersonal skills can help them deal with others more comfortably and cordially. They may be able to form a harmonious relationship as well.

H4 – There is a relationship between relationship building and motivation to volunteer among youth

2.4 CONCEPTUAL FRAMEWORK
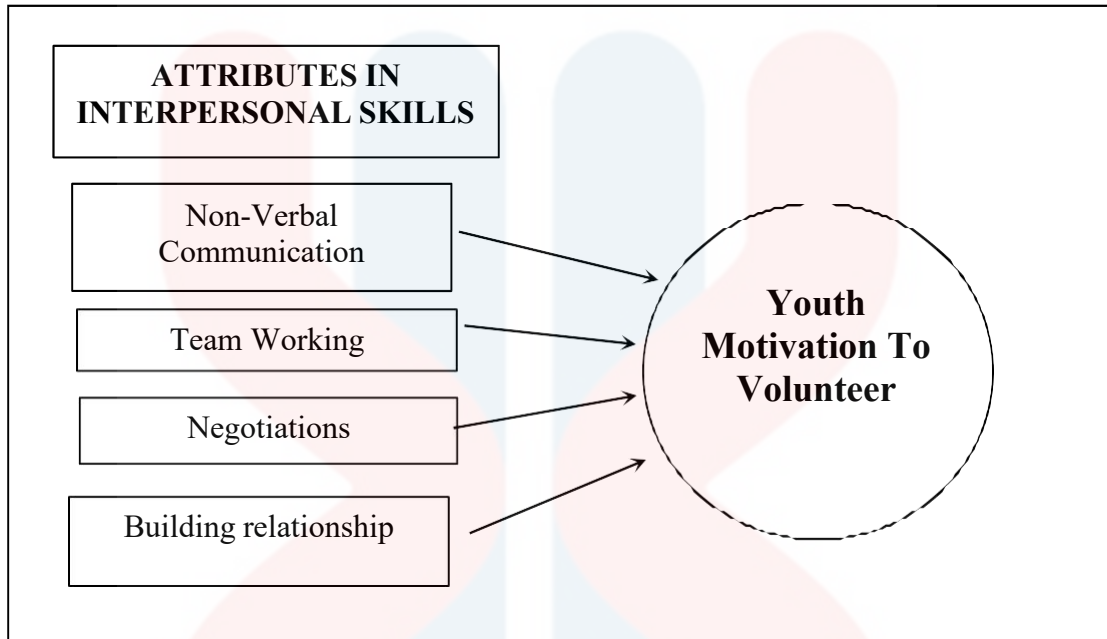
Figure 2.4 :Conceptual of Framework the Youth

Source: Malaysian Qualification Framework,2017

By referring to the literature review, a research framework has been proposed to investigate the relationship between the effect of interpersonal skills attributes and motivation on Volunteering among youth in Kelantan . The proposed conceptual framework is illustrated in Figure 2.4. Proposed independent variables include interpersonal skills attributes of nonverbal communication, teamwork, negotiation, and relationship building. The dependent variable is the youth's motivation in volunteering.

The researcher found a correlation between the motivation of young people to participate in volunteering activities and the attributes of interpersonal skills. The researcher concludes that any skills that can benefit students during volunteering

activities can be used as motivation to make undergraduate students participate in volunteering activities. Furthermore, the nature of these interpersonal skills acts as a stimulus to both university students and volunteers for them to have a better version of themselves and be able to live a smoother working life in the future. Although there are many types of interpersonal skills attributes, this study will focus on non-verbal communication, teamwork, negotiation skills, and relationship building (Aqf.edu.au, 2013). However, these interpersonal skills can indirectly influence the motivation of youth in participating in volunteering activities.

2.5 SUMMARY

As discussed in this chapter, a conceptual framework has been developed in the literature review: the effect of interpersonal skills on youth motivation. As a result, the purpose of this study is to see if there is a relationship between good interpersonal skills and the formation of a positive reputation for youth.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on explaining the details of the technique involved in the research. The analytical data will be provided by youth in Kelantan. To summarize the data for this research, the researcher will go over research methodology, sampling methods, sampling procedure, data collection process, research instruments, and analysis of data. Using these procedures, the researcher will acquire accurate data.

3.2 RESEARCH DESIGN

This study design is a broad framework that might accommodate all of the aspects of a research study. Earlier studies have characterized the design of this study as a collection of conditions for data collecting and analysis in a way that tries to combine data and information, according to Jahoda, Deutch, and Cook (1965). This study was designed in a variety of ways, including qualitative, quantitative, and mixed research. In this study, the researchers have decided to employ quantitative research design to collect and analyze data in this study.

The selection of study design approach, quantitative research, is characterized as an analysis for a problem that is investigated and through collecting of quantifiable data and data analysis utilizing mathematical methodologies. According to Leedy & Ormrod (2001), and Williams (2011), quantitative research began with the formulation of a problem, the generation of hypotheses, the literature review, and the analysis of quantitative data that use inquiry strategies and data collection instruments designed to produce statistical data. research. The use of survey questionnaires that is an inter-field study to help researchers collect data from the group or population to be examined and queried is one of the research designs used by researchers to acquire data.

3.3 POPULATION

A population is a collection of people with similar characteristics. A population is a group of people from which a statistical sample for research purposes is drawn. Consequently, a population is defined as a group of people with comparable characteristics. A population is a group of people who have a lot in common. A population is a group of people from which a statistical sample is taken for research. A "population" is a group of people who have a lot in common.(The BMJ Website https://www.bmj.com/about-bmj/resouces-readers/publications/statistics-square-one/3-populations-and-samplelast   last accesses 04/01/22). This research will target the youth group by focusing on the youth group in Kelantan. The total youth population in Kelantan in 2019 is 589,800 people. However, this study mainly relies on primary data that will be

collected from the target population after developing a questionnaire with reference to literature and previous studies. The target population is 260 among the youth in Kelantan and can be of any gender.

3.4 SAMPLE SIZE

The sample size is not more than representative of the population. The concept of sample size stems from the researcher's inability to test every person in a given community. The sample size must be large enough to be statistically significant and it must be drawn from a population that is representative of the population from which it is drawn (BMJ Website https://www.bmj.com/aboutbmj/resourcesreaders/publications/statisticssquareone/3populations-and-samples last accessed 04/01/2022). The main purpose of the sample is to enable researchers to conduct research on members of the community so that the results can be used to draw conclusions that apply to the entire population.

The sample size for this study should be large enough to represent a large population. As we can see, the researcher's purposive sample will be judgmental, where the researcher selects people from the general population to participate in the study based on their own discretion. However, in terms of purposive sampling, this study used 589,800 people that we collected from the youth group in Kelantan which we know as the sample size to ensure that no Google form questionnaire is left unanswered. According to Krejcie and Morgan it is a

commonly used method. Krejcie and Morgan (1970) used the following formula to determine the sampling size: (See table 3.4)

Table 3.4 : Sampling Size

SYMBOLS	MEANING
S	sample size
X2	Value of chi-square for one degree of freedom at the desired confidence level
N	population size
P	the population proportion (assumed to be 0.5 since this would provide the maximum sample size)
d	the degree of accuracy expressed as a proportion (0.5)
FORMULA: = X2NP (1-P)/ d2 (N-1) + X2P(1-P)	

Source: Krejcie And Morgan,1970

Based on Krejcie and Morgan's table (1970) to determine the sample size, for example for a given population of 500, a total of 217 are required for the sample size to represent a cross-section of the population. In addition, it is also important for the researcher to consider whether the sample size is sufficient to provide sufficient precision to make confident decisions based on the findings.

3.5 SAMPLING METHOD

In this study, the researcher chose the sampling method in this study to facilitate data collection. The sampling method used in this study is critical. This is due to the fact that it is a procedure to select a sufficient number of policies from the population (Kumar, 2013). During the sampling phase, the researcher selects individuals from the general public to be used as subjects of the sample population. Furthermore, there are two types of sampling methods: probability sample and non-probability sample

Quantitative research is synonymous with probability sampling methods. This method is used randomly when the sample contains characteristics from the study population. Therefore, before performing the probability sampling procedure, the researcher should determine the size of the population and obtain a list of subjects in the population. Non-probability sampling, also known as non-random sampling, is a type of non-random sampling commonly used in qualitative research. Although non-probability sampling methods are samples collected in a process such that each element of the population has no known chance of being selected. The degree of bias in selecting the sample is unknown.

In this study, the researcher used probability sampling to conduct this research. This is due to the fact that probability sampling is a technique where the researcher uses the method of probability theory to select a sample from a larger population. A random sample is one drawn from a method used when the entire population is available and the researcher has a list of the target population. The

sample frame is a list obtained from the subjects in this population. Based on the findings of this study, the sample was taken from the effect of interpersonal skill characteristics on the motivation of youth volunteers in Kelantan.

3.6 DATA COLLECTION PROCEDURE

Data collection is explained as the process of collecting and measuring information about variables in a predetermined and systematic way that allows respondents to answer predetermined research questions, test hypotheses, and predict future trends (Kabir, 2016). Some of the data collection is universal for all research sectors, including commercial, physical, social and humanitarian. The goal of all data collection is to produce high-quality evidence, which can then be translated into comprehensive data analysis and used to provide reasonable answers to stated questions. Regardless of how the field of research or preference defines data (quantitative, qualitative), reliable data collection is essential to the integrity of the study.

This research will be conducted using an online questionnaire constructed by providing a Google Form as a distribution method. The researcher will share the Google form to various social media platforms such as Whatsapp, Facebook and Telegram to be able to collect feedback from respondents. Respondents for this research were collected from among all the youth in Kelantan. Therefore, the researcher will show and explain to the respondents how to answer this questionnaire. The questions in this questionnaire raise some concerns regarding the notion of the relationship between motivation to volunteer and interpersonal

skills among youth in Kelantan. However, a 6-point Likert scale will be used to evaluate the data collected

3.7 RESEARCH INSTRUMENT

Researchers collect data on important topics from research subjects using measurement tools such as questionnaires, tests, or scales. According to (Roopa S & Rani MS, 2012) questionnaires are the main method to collect quantitative primary data. Questionnaires allow quantitative data to be collected in a standardized way so that the data is internally consistent and coherent for analysis. Questionnaires should always have a definite purpose related to the research objectives, and it should be clear from the outset how the findings will be used.

The questionnaire will be divided into three parts, consisting of parts A, B, C, D and E. Part A contains questions about demographic information of respondents such as gender and age. While part B contains questions about team working related to volunteer . Then in part C the point content is about building relationships during volunteering. Next, part D the questionnaire focuses on how non-verbal communication can improve interpersonal skills and motivate youth and part E focuses on negotiation on volunteering. The instructions to answer the questionnaire in part A were to use a nominal and interval scale, but in parts B, C, D and E the researchers used a Likert scale. The Likert scale has 6 Likert scales used in the study. In addition, a 6 point likert scale forced choice and gives better data. And if at any point a neutral is desired, the "slightly agree" and "slightly

disagreed" can be averaged together. Therefore, on a 6-likert scale, the measurement is as follows such as 1-strongly disagree, 2-disagree, 3-less disagree, 4- less agree, 5- agree and 6- strongly agree. Data will distribute a questionnaire to everyone about volunteering

After the pilot study, the questionnaire will be made available online. Since respondents only need to use the internet to answer the questionnaire, online platforms incur minimal costs for both researchers and respondents. When compared to other survey methods such as personal interviews, online platforms have become a faster way to collect data from respondents. Next, providing the highest level of facilities to respondents so that they can answer the questionnaire according to the space and time chosen can help them fill out the survey well and efficiently.

3.8 DATA ANALYSIS

Data analysis is the process of using a statistical or logical approach to describe, summarize, and evaluate data. Some data analysis tools, according to Shamoo and Resnik (2009), allow researchers to derive inductive conclusions from data by distinguishing between "phenomena of interest" and "statistical fluctuations" in the data. Data analysis is the process of obtaining, modeling and analyzing data to obtain insights that can be used to make decisions. Analytical approaches in any study are mostly focused on two areas, namely quantitative and qualitative methods.

In addition, primary data and secondary data are types of data analysis. Primary data is defined as the researcher collecting data through surveys, interviews, or experiments for specific research purposes. Secondary data means collected only by collecting it from previously released information. In this study, the primary data obtained by the researcher was collected from a questionnaire. Meanwhile, secondary data is collected from journals, newspapers, and websites.

In addition, the researcher examined statistical data analysis using SPSS, known as Statistical Analysis for Social Sciences, version in this research. It is a window based program that allows you to create tables and pie charts for data entry and analysis (Magrizos, Kostopoulos and Powers, 2020). In this study, the researcher collected data for data analysis and conducted descriptive statistical analysis, reliability test analysis, and Pearson correlation analysis.

3.8.1 Descriptive Statistic

Descriptive statistics were summarized and organized into characteristic data collections. It is derived from a data set, the entire sample population, or an observed response (Bhandari, 2020). Descriptive statistics help identify and describe data sets by providing a brief overview of the population and sample metrics. The mean, median, and mode are the most well-known descriptive statistics that are significant in metrics and are used at almost all levels of mathematics and statistics. Explorer serves as the basis for almost all data analysis, as well as simple graphical analysis.

The average or mean of a data set can be calculated by adding all the graphs in the set and dividing the data by the number of graphs in the group.

In most cases, descriptive statistics are distinguished from inferential statistics. Descriptive statistics describe what the data are or what the data reveal. In contrast, inferential statistics materials derive inferences that are not limited to contemporary data. For example, inferential statistics are used by researchers to infer what the aggregate would believe based on sample data or to determine observed gaps. Therefore, researchers use inferential statistics to draw conclusions from the data and only descriptive statistics to describe what is happening in the data (Kaliyadan and Kulkarni, 2019).

3.8.2 Pearson Correlation

Pearson's correlation analysis is used to determine whether 2 variables or data sets have a relationship, as well as the strength of the correlation. In addition, correlation analysis is also used to examine statistical data obtained from research methodologies such as questionnaires to find out if there are significant correlations, trends and movements among others. An approach to detect trends in data collection is correlation analysis. When one variable decreases, the other variable increases, while a negative correlation indicates that when one variable falls, the other variable increases. In other words, it is the procedure of analyzing the strength of correlation using statistical data.

By conveying this, the theory of correlation analysis would suggest that one score influences the other in the appropriate direction. Pearson's correlation is used when linear correlation of data is expected, such as the relationship between interpersonal skills attributes of youth in Kelantan is influenced in their motivation to volunteer in this study. The correlation coefficient will give a value between -1 and 1, with -1 indicating a perfect negative connection and 1 indicating a perfect positive correlation. The result will be 0 if there is no correlation between the variables.

3.8.3 Reliability Test

According to Stephanie Glen, reliability testing is a measure of stability or consistency of performance. The purpose of reliability testing is to demonstrate that the program is reliable, that it meets the objectives of the analysis for a specified period of time in a specified environment, and that it can perform error-free operations. The closer Cronbach's Alpha is to one in the reliability test, the greater the reliability consistency. The reliability testing process is divided into 3 stages. The first stage of the reliability test is to conduct a pilot test, the second is to examine the findings of the pilot test (alpha value), and the third is to check the interrelated items so that all items can finally be considered consistent (Sekaran & Bougie, 2009).). (See table 3.8.3)

Table 3.8.3:Lee J. Cronbach, 1951, is the source.

Cronbach's Alpha Range	The Reliability Of Level
α > 0.9	Excellent
α > 0.8	Good
α > 0.7	Acceptable
α > 0.6	Questionable
α > 0.5	Poor
α < 0.4	Unacceptable

Table 3.8.3 shows Cronbach's Alpha rule of thumb. When the reliability test value of fewer than 0.4 means unacceptable, and a number above 0.9 means reputable results. Maintaining a stable internal structure (reliability test) When the item's value is near one, it is more reliable. Most of the time, the following is a good rule of thumb to follow (Cronbach's):

3.9 SUMMARY

Therefore, using research design, population, sampling size, sampling method, data collection procedure, research instruments, and data analysis to interpret the results of this study. This part also discuss about descriptive statistic, pearson correlation and reliability test. This seems to be because the purpose of this

quantitative study using an online survey questionnaire is to collect specific data about the effect of interpersonal skills characteristics and motivation on volunteering among youth in Kelantan. This chapter further described how the questionnaire was administered and how it could be used in this study.

CHAPTER 4

INTRODUCTION

4.2 RESULTS OF DESCRIPTIVE ANALYSIS

Researchers used descriptive analysis to describe the demographic profile found in section A, as well as to explain the mean and average for the dependent and independent variables stated in sections C and D for the questionnaire that was distributed.

4.2.1 Demographic Profile Of The Respondents

This section will provide information on the demographic characteristics of the respondents such as gender, age, ethnicity, and questions about the number of times the respondent has participated in volunteering activities based on the results of the survey. The table below will show this.

4.2.1.1 Gender

Table 4.2.1.1: Number of respondents by Gender

Gender	Frequency	Percent (%)	Valid Percent	Cumulative Percent

		(%)	(%)
Female	204	80.6	80.6	100
Male	49	19.4	19.4	19.4
Total	253	100	100	
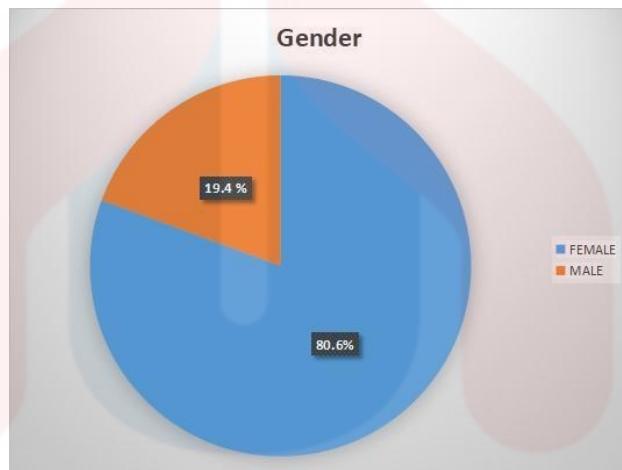
Figure 4.2.1.1 : Percentages of respondent by Gender

The number and percentage of respondents is shown based on gender in Table 4.2.1.1 and Figure 4.2.1.1. Out of 351 respondents, 49 respondents were male and the remaining 204 respondents were female. As can be seen here, the respondents were predominantly female compared to male. The percentage of female respondents was 80.6% which was higher than the male respondents(19.4%).

4.2.1.2 Age

Table 4.2.1.2 : Number of Respondents by Age

Age	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
16-19 years old	16	6.3	6.3	6.3
20-23 years old	201	79.4	79.4	85.8
24-27 years old	26	10.3	10.3	96.0
28-32 years old	10	4.0	4.0	100
Total	253	100	100	
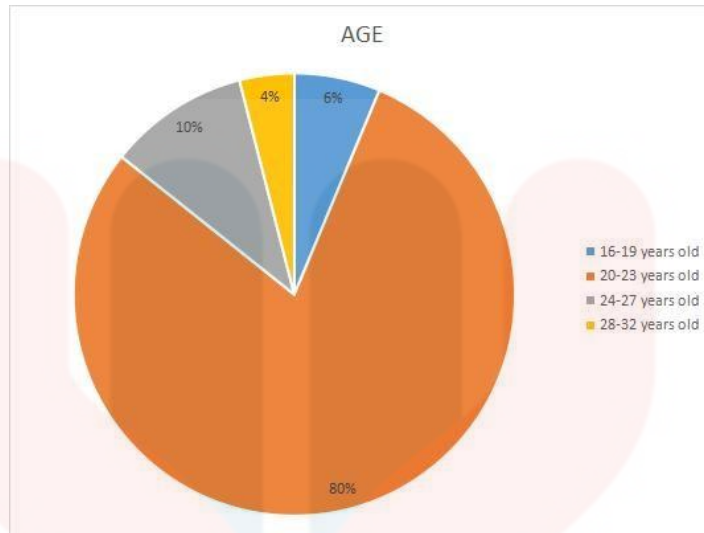
Figure 4.2.1.2 : Percentage of Respondents by Age

The number and percentage of respondents is shown based on age in Table 4.2.1.2 and Figure 4.2.1.2, 20-23 years old is the highest of respondents with 201 (80%). The second range of age is 24-27 years old that is 26 (10 %) meanwhile 16-19 years old of respondents is 16 (6 %) and 28-32 years o;d of respondents is 10 (4 %).

4.2.1.3 Race

Table 4.2.1.3 : Number of Respondents by Race

Race	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Malay	231	91.3	91.3	91.3

Chinese	2	0.8	0.8	92.1
India	7	2.8	2.8	94.9
Other	13	5.1	5.1	100
Total				
	253	100	100	
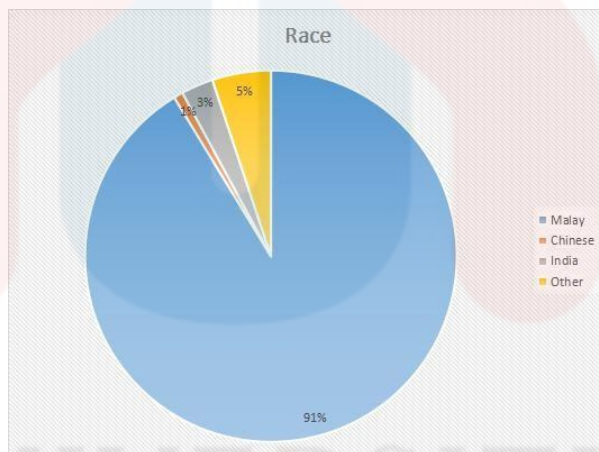
Figure 4.2.1.3 : Percentages of Respondents by Race

Table 4.2.1.3 and Figure 4.2.1.3 display the total and percentage of respondents by race. Malay people make up the vast majority of the population (91%). Next comes some "other race" at 5%, then Indians at 3%. Only 2% of our respondents are of Chinese ancestry, making them a visible minority.

4.2.1.4 Religion

Table 4.2.1.4 : Number of Respondents by Religion

Religion	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Islam	238	94.1	94.1	94.1
Christian	2	0.8	0.8	94.9
Hindu	6	2.4	2.4	97.2
Buddha	6	2.4	2.4	99.6
Other	1	0.4	0.4	100
Total	253	100	100	
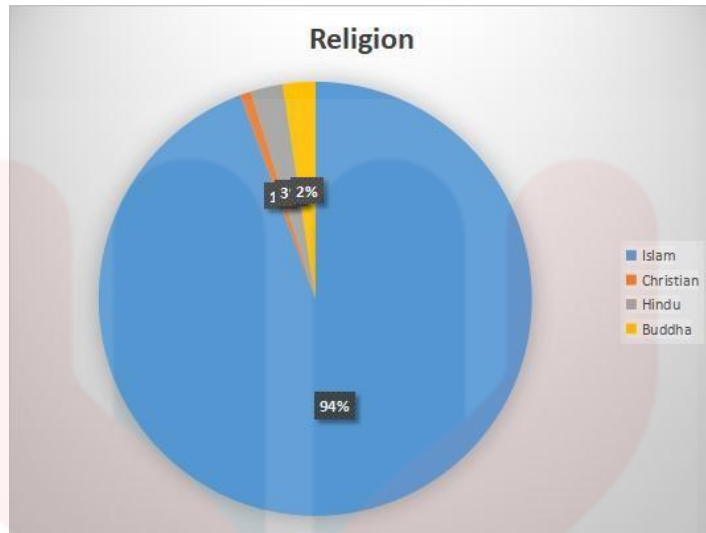
Figure 4.2.1.4 : Percentages of Respondents by Religion

Statistics on how many and what percentage of respondents belong to various faiths are shown in Table 4.2.1.4 and Figure 4.2.1.4, respectively. The vast majority of the people here are Muslims (94%). Next, 2.4% of Hindus and Buddhists keep the same mean proportion. Christians may make up as much as 0.8% of the population. The results showed a 0.4% share for all other religions.

4.2.1.5 Education

Table 4.2.1.4 : Number of Respondents by Education

Education	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Diploma	17	6.7	6.7	6.7
Degree	205	81.0	81.0	87.7

Master	2	0.8	0.8	88.5
Other	29	11.5	11.5	100
Total	253	100	100	
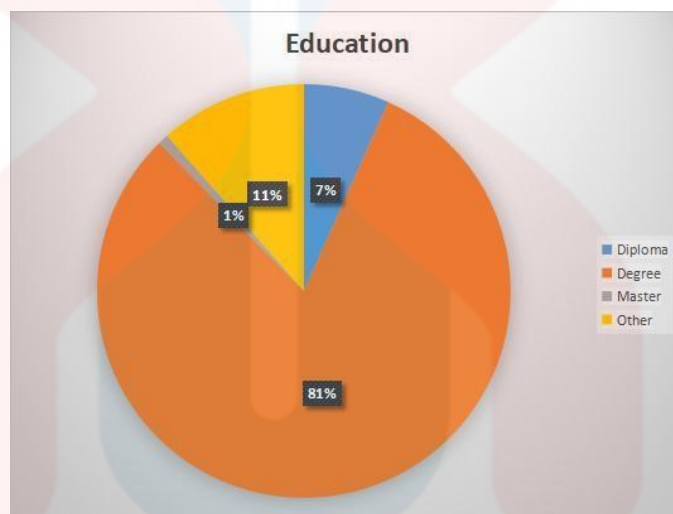
Figure 4.2.1.5 : Percentages of Respondents by Education

According to education, the number and percentage of respondents are displayed in Table 4.2.1.5 and Figure 4.2.1.5. Out of 253 respondents, 81% had bachelor's degrees, which is the greatest percentage. Other degrees and diplomas (11% and 7%) are next in line. Master's (1%) has the lowest rate, however. The majority of the respondents have degrees, as can be seen from this.

4.2.1.6 Occupation

Table 4.2.1.6 : Number of Respondents by Occupation

Race	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Student	220	87.0	87.0	87.0
Employed	26	10.3	10.3	97.2
Unemployed	7	2.8	2.8	100
Total	253	100	100	
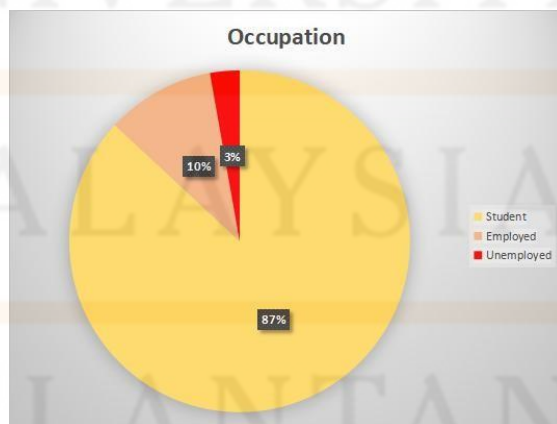
Figure 4.2.1.6: Percentages of Respondents by Occupation

According to occupation, the number and percentage of respondents are displayed in Table 4.2.1.6 and Figure 4.2.1.6. 87 percent of the 253 respondents are students. The remaining 3% of respondents are unemployed, leaving 10% of respondents in employment. The majority of the responses are students, as can be seen above.

4.2.1.7 Level of Income

Table 4.2.1.7 : Number of Respondents by Level of Income

Race	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
RM 0 - RM 1000	220	87.0	87.0	87.0
RM 1000 - RM 2000	18	7.1	7.1	94.1
RM 2000 - RM 2500	9	3.6	3.6	97.6
RM 2500 And Above	6	2.4	2.4	100
Total	253	100	100	
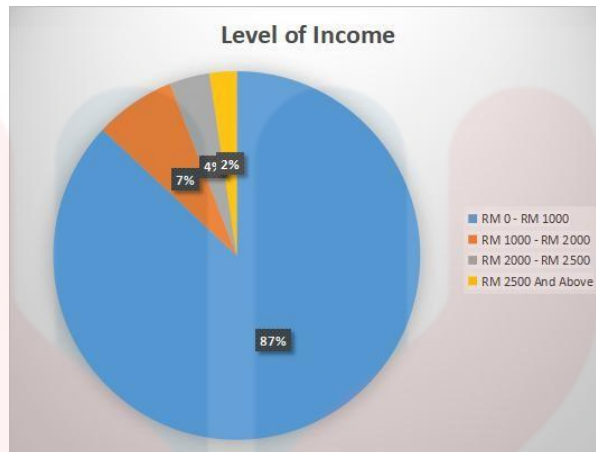
Figure 4.2.1.7 : Percentages of Respondents by Level of Income

The number and percentage of respondents are shown based on education in Table 4.2.1.7 and Figure 4.2.1.7. Out of 253 respondents, 87% of respondents have an income of RM 0-RM 1000. Next followed by income of RM 1000-RM200 and RM 2500-RM 2500 (7% and 4%). While income of RM 2500 and above is the lowest with a percentage of 2%. As can be seen here, most of the respondents have an income of RM 0-RM 1000

4.2.1.8 Team Working

Table 4.2.1.8 : Descriptive statistics of team working

Variables	N	Means	Standard Devition

Do you know about volunteering?	253	5.23	1.005
Have you volunteering before?	253	4.77	1.362
I amble to introducing my self when I join the volunteer	253	4.85	1.065
I am confindence to communicate with people through volunteering	253	4.86	1.044
I have a good appearance when I join the volunteer	253	5.00	.970

According to the descriptive statistics of teamwork that are shown in table 4.2.1.8, the factor "Teamwork can form the self-discipline of each person to

achieve high interpersonal skills" has the lowest mean, which is 4.77, and the standard deviation is 1.362. This factor also has the lowest variance. The mean is higher for items 1 and 5, respectively. The mean for item 1 is 5.23 while the mean for item 5 is 5.00, and the standard deviation for each item is respectively 1.005 and 0.97. The mean score for item 3 is 4.85, while the mean score for item 4 is 4.86. These scores are pretty close to one another. Both item 3 and item 4 have a standard deviation of 1.065, but item 1 only has a standard deviation of 1.044.

4.2.1.9 Building Relationship

Table 4.2.1.9 : Descriptive statistics of Building Relationship

Variables	N	Means	Standard Devition
I feel the ability to build relationdhip is essential for interacting with collegues,teams and individual as weel as for improving mutual understanding.	253	5.23	0.842
I think Building relationships can help in the acquisition of new talent and existing	253	5.26	0.784

development.			
Trust and respect are important aspects of building relationships.	253	5.42	0.729
building Relationship in volunteer is very important to motivate youth.	253	5.30	0.747
I feel building relationship skills are also important to get along with peers in addition to contributing to groups that build mutual understanding	253	5.15	0.811

The mean and standard deviation of the respondents on the independent variables that form relationships are analysed in Table 4.2.1.9. This table demonstrates that item 3 has the greatest mean of 5.42 and the smallest standard deviation of 0.729. The mean and standard deviation for item 4 are 5.30 and 0.747, respectively. Then, item 2 has a mean value of 5.26, the average of these five items, and a standard deviation of 0.784. Finally, there is a difference of 0.08, or 5.23 and 5.15, between the means of items 1 and 5, and there is a difference of 0.842 and 0.811 between their respective standard deviations.

4.2.1.10 Non-Verbal Communication

Table 4.2.1.10:Descriptive statistics of non-verbal communication

Variables	N	Means	Standard Devition
I was non-verball communication includes a variety of behaviors, some of which may not be noticed by everyone.	253	4.85	0.925
I know , face and posture, volume of speech, as well as touch and gaze are among the more obvious non-verbal behaviors	253	4.92	0.924
I feel Non-verbal communication will be one of the volunteer traits that improve interpersonal skills because it provides some advantages to the volunteer.	253	4.84	1.005
I'm able to improve interpersonal	253	5.05	0.950

skills on volunteering.			
I have a lot of experiance to improve youth skills in volunteering.	253	4.92	1.042

Table 4.2.1.10 shows the mean analysis and standard deviation of the respondents on the independent variable which is non-verbal communication. Item 4 got the highest mean value of 5.05, where respondents agreed "Non-verbal communication can make others aware of how important it is". The lowest mean is item 2, with a mean value of 4.13, where respondents slightly agree with the item "Non-verbal communication is more important in improving interpersonal skills in volunteering". The following mean value from the most to the smallest is item 5 (4.92), followed by item 2 (4.92), item 1 (4.85) and item 3 (4.84) with a standard deviation of 1.042, 0.924, 0.925 and 0.924 respectively. Thus, of the 253 respondents, most of the standard deviations are below 1, indicating values close to the mean, while standard deviations greater than 1 indicate values that are more spread out.

4.2.1.11 Negotiation

Table 4.2.1.11:Descriptive statistics of negotiation

Variables	N	Means	Standard Devition
I feel negotiation is also an interaction or process for the purpose of agreement in terms of mutual interest.	253	5.11	0.870
Negotiation process needs to be understood by each negotiator to avoid any conflict that will bring unwanted effects.	253	5.19	0.807
Negotiation in this interpersonal skills course is very important for the youth.	253	5.08	0.896
Negotiations are difficult to do consistently./	253	4.92	0.964
Negotiation is just a technique and discussion among individuals to reach a mutual agreement.	253	5.09	0.886

58

According to Table 4.2.1.11's descriptive statistics of negotiation, the greatest mean, 5.19, and the lowest standard deviation, 0.807, respectively, support my belief that bargaining abilities can enhance the way in which people communicate their feelings in public. Item 1 is the second component; its mean value is 5.11 and its standard deviation is 0.870. Additionally, the average values for items 5, 3, and 4 are 5.09, 5.08, and 4.92, respectively, showing that item 4 has the lowest average value. Their relative standard deviations are 0.886, 0.896, and 0.964.

4.3 RESULTS OF RELIABILITY TEST

Reliability analysis shows how stable and consistent a measure is without any bias and helps figure out how "good" the measure is (Sekaran, 2003). The collected data was subjected to a reliability test in order to obtain the results of the pilot research. The higher the alpha value, the more dependable the terms in a survey are to one another (Tavakol & Dennick, 2011). Cronbach's alpha coefficient is a measure of the reliability of a reliability test. Researchers can identify and define if this was valid, reliable, and understandable by the respondent based on the results of the survey. According to the rule of thumb, the value of Cronbach's alpha coefficient is shown in Table 4.3.

Table 4.3: Cronbach's Coefficient value

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$\alpha \geq 0.8$	Good
$\alpha \geq 0.7$	Acceptable
$\alpha \geq 0.6$	Questionable
$\alpha \geq 0.5$	Poor
$\alpha < 0.4$	Unacceptable

4.3.1 Pilot Test

Before the actual data collection started with 260 respondents, a pilot test was taken of 30 respondents to complete the questionnaire. A pilot test was conducted before the actual questionnaire was distributed to identify any possible errors in the questionnaire, such as unclear questions, that might have been overlooked. As a result, researchers have the opportunity to detect and correct any issues that may arise in developing the questionnaire and be able to distribute the actual questionnaire. Table below shows the survey pilot test results.

4.3.2 Reliability Test

Table 4.3.2 Reliability Statistic for Pilot Test

NO	CONSTRUCT	CRONBACH'S ALPHA	NO. OF ITEM	N
1	Team Working	0.808	5	30
2	Bulding Relationship	0.910	5	30
3	Non-Verbal Communication	0.851	5	30
4	Negotiation	0.918	5	30

The consistency of the four variables is demonstrated in the table above. The reliability of the 30 items was examined, and the researcher's 4 variables were measured, using Cronbach's alpha.

The study's data are analysed in the section below to ascertain the validity and consistency of the questionnaire that was used to gauge the impact of interpersonal skills traits on youth volunteering in Kelantan. Cronbach's Alpha values for all constructions varied from 0.808 and 0.918, as indicated in Table 4.3.2. Cronbach's Alpha must be at least 0.9. Negotiation has the greatest alpha coefficient of any component, with a dependability score of 0.918. All five of the constructs are therefore valid and reliable.

4.4 RESULTS OF INFERENTIAL ANALYSIS

One of the crucial analyses that gauges the strength of the linear relationship between the independent variable (IV) and the dependent variable (DV) is Pearson's Correlation Coefficient analysis. The purpose of this research is to determine whether there is a relationship between the dependent variable (youth in Kelantan's motivation to volunteer) and the independent variable (nonverbal communication, teamwork, negotiation, and relationship building). The researcher must determine the strength and direction of the link between the variables if there is a correlation.

Hypothesis 1 : Non-Verbal Communication

H1: There is a significant relationship between non-verbal communication and motivation to volunteer among youth in Kelantan.

Table 4.4.1: Correlation between Non-Verbal Communication and volunteer among youth in Kelantan.

Correlation		
	Non-Verbal Communication	Motivation to Volunteer Among

			Youth in Kelantan
Non-Verbal Communication	Pearson Correlation	1	0.568**
	Sig. (2-tailed)		< .001
	N	253	253
Motivation to Volunteer Among Students in UMK	Pearson Correlation	0.568**	1
	Sig. (2 tailed)	.< .001	
	N	253	253
**. Correlation is significant at the 0.01 level (2-tailed)			

Based on the findings, Table 4.4.1 shows a moderate positive correlation coefficient of 0.519** which indicates that the relationship between non-verbal communication and motivation to volunteer among youth in Kelantan is neutral. Therefore, non-verbal communication has an opportunity in determining the motivation to volunteer among students at UMK. While the significance level < .001 which is less than the standard criterion of .05 shows a significant relationship. Therefore, the hypothesis (H1) which states that there is a significant relationship between non-verbal communication and the motivation to volunteer among youth in Kelantan is accepted.

Hypothesis 2: Team Working

H2: There is significant relationship between team working and motivation to volunteer amongyouth in Kelantan.

Table 4.4.2: Correlations between Team Working and Motivation to Volunteer AmongYouth in Kelantan..

Correlation			
		Team Working	Motivation to Volunteer Among Youth In Kelantan
Team Working	Pearson Correlation	1	.450**
	Sig. (2-tailed)		< 0.001
	N	253	253
Motivation to Volunteer Among Students in UMK	Pearson Correlation	.450**	1
	Sig. (2 tailed)	< 0,001	
	N	253	253
**. Correlation is significant at the 0.01 level (2-tailed)			

Based on the findings, Table 4.4.2 shows a moderate positive correlation coefficient of 0.450** which indicates that the relationship of teamwork and motivation to volunteer among youth in Kelantan is neutral. Therefore, teamwork

has an opportunity in determining teamwork and motivation to volunteer among youth in Kelantan. While the significance level is < 0.001 which is less than the standard criterion of .05 showing a significant relationship. Therefore, the hypothesis (H2) which states that there is a significant relationship between teamwork and motivation to volunteer among youth in Kelantan is accepted.

Hypothesis 3: Negotiation

H3: There is significant relationship between negotiation and motivation to volunteer among youth in Kelantan.

Table 4.4.3: Correlation between Negotiation and Motivation to Volunteer Among Youth in Kelantan.

Correlation		Negotiation	Motivation to Volunteer Among Youth in Kelantan
Negotiation	Pearson Correlation	1	0.426**
	Sig. (2-tailed)		< 0.001
	N	253	253
Motivation to Volunteer Among	Pearson Correlation	0.426**	1
	Sig. (2 tailed)	< 0.001	

Students in UMK			
	N	253	253

**. Correlation is significant at the 0.01 level (2-tailed)

Based on the findings, Table 4.4.3 shows a moderate positive correlation coefficient of 0.426** which shows that the relationship between negotiation and motivation to volunteer among youth in Kelantan is neutral. Therefore, negotiation has a moderate relationship in the motivation to volunteer among youth in Kelantan. While the significance level is < 0.001 which is less than the standard criterion of .05 showing a significant relationship. Therefore, the hypothesis (H3) which states that there is a significant relationship between negotiation and motivation to volunteer among youth in Kelantan is accepted.

Hypothesis 4: Building Relationship

H4: There is significant relationship between building relationship and motivation to volunteer among youth in Kelantan

Table 4.4.4 Correlation between Building Relationship and Motivation to Volunteer Among Youth in Kelantan

Correlation

66

		Building Relationship	Motivation to Volunteer Among Students in UMK
Building Relationship	Pearson Correlation	1	0.519**
	Sig. (2-tailed)		< 0.001
	N	253	253
Motivation to Volunteer Among Students in UMK	Pearson Correlation	0.519**	1
	Sig. (2 tailed)	< 0.001	
	N	253	253
**. Correlation is significant at the 0.01 level (2-tailed)			

Based on the findings, Table 4.4.4 shows a moderate positive correlation coefficient of 0.519** which shows that the relationship between building relationships and motivation to volunteer among youth in Kelantan is neutral. Therefore, building relationships has an opportunity relationship in motivation to volunteer among youth in Kelantan. While the significance level is <0.001 which is less than the standard criterion of .05 indicating a significant relationship. Therefore, the hypothesis (H4) which states that there is a significant relationship between building relationships and motivation to volunteer among youth in Kelantan is accepted.

4.5 DISCUSSION BASED ON RESEARCH OBJECTIVES

Most of the participants in this programme are college students between the ages of 21 and 23. Furthermore, volunteering has a lot of positive effects on both mental and physical health. Stress, rage, and anxiety are treated with the assistance of volunteers. Helping and working together with others is a social relationship quality among Kelantan's young. Through this volunteer programme, young people can also acquire practical experience and develop crucial skills like leadership, problem-solving, and time management.Students between the ages of 21 and 23 make up the majority of participants in this programme. Furthermore, volunteering has numerous advantages for both mental and physical health. Stress, rage, and anxiety are among conditions that volunteers aid in treating. Helping and working together with others is a component of social relationships among young people in Kelantan. By participating in this volunteer programme, young people can also develop crucial skills like leadership, problem-solving, and time management.There are various benefits of volunteering for both mental and physical health. Young people who take part in the volunteer programme can benefit from the assistance of volunteers in overcoming the negative consequences of stress, rage, and anxiety. Helping others is also regarded as one of the ways people create, preserve, and deepen social bonds between young people and others. We can develop a sense of community, meet new people, and feel a sense of belonging through volunteering and assisting others, for instance.

4.6 SUMMARY

In specifically, the reliability test, descriptive analysis, correlation analysis, and discussion based on the study objectives are covered in this chapter along with the general conclusions and findings from the analysis done on the data obtained from the questionnaire. According to the study's findings, many people who enjoy volunteering and those who have taken part in the program and learned a lot while doing so accept all of the hypotheses. Youth in Kelantan can also make new acquaintances and deepen current relationships.

CHAPTER 5

INTRODUCTION

This chapter is all about discussion and conclusion. The chapter will begin with an introduction, followed by a recapitulation of the research findings, limitations, recommendations, and summary. This chapter goes through the results from Chapter 4. Furthermore, this chapter discusses the recommendations that may be applied for this research in the future. The researchers will draw conclusions regarding this study at the end of this chapter.

5.2 Recapitulation of the Findings

This research will discuss recapitulation of the findings from previous chapter 4 (Result and Discussion) which are based on research objectives, research questions and hypothesis for this study. The purpose of this study was to examine the relationship between non-verbal communication, team working, negotiation, and building relationships to volunteer among youth in Kelantan .

5.2.1 **Research Question 1:***How is negotiation important and affects youth?*

Based on the findings, it shows the corelation for negotiation is moderate positive 0.426** which shows that the relationship between negotiation and motivation to volunteer among youth in Kelantan is neutral. Therefore,

negotiation has a moderate relationship in the motivation to volunteer among youth in Kelantan. While the significance level is < 0.001 which is less than the standard criterion of .05 showing a significant relationship. Therefore, the hypothesis (H3) which states that there is a significant relationship between negotiation and motivation to volunteer among youth in Kelantan is accepted.motivation to volunteer among students at UMK. While the significance level < .001 which is less than the standard criterion of .05 shows a significant relationship. Therefore, the hypothesis (H1) which states that there is a significant relationship between non-verbal communication and the motivation to volunteer among youth in Kelantan is accepted.

5.2.2 **Research Question 2:***How can non-verbal communication develop and improve interpersonal skills and motivated youth?*

Based on the findings, table 4.4.1 shows a moderate positive correlation coefficient of 0.519** which indicates that the relationship between non-verbal communication and motivation to volunteer among youth in Kelantan is neutral. Therefore, non-verbal communication has an opportunity in determining the motivation to volunteer among students at UMK. While the significance level < .001 which is less than the standard criterion of .05 shows a significant relationship. Therefore, the hypothesis (H1) which states that there is a significant relationship between non-verbal communication and the motivation to volunteer among youth in Kelantan is accepted.

5.2.2 Research Question 3: *What is the relationship between good team work and building good relationships among Malaysian?*

Based on the findings, Table 4.4.2 shows a moderate positive correlation coefficient of 0.450** which indicates that the relationship of teamwork and motivation to volunteer among youth in Kelantan is neutral. Therefore, teamwork has an opportunity in determining teamwork and motivation to volunteer among youth in Kelantan. While the significance level is < 0.001 which is less than the standard criterion of .05 showing a significant relationship. Therefore, the hypothesis (H2) which states that there is a significant relationship between teamwork and motivation to volunteer among youth in Kelantan is accepted. This is shows that a *team work and building good relationships have chemistry.*

5.3 Limitations

Although many efforts have been made to ensure the effectiveness in conducting this study, there are still a few limitations that were discovered to highlight and become a barrier to this study. Hence, it is important to acknowledge and learn from the limitation to have continuous improvement to meet the quality of research. There were some limitations in this study when completing the research such as distributing questionnaires, collecting data, and limited time when collecting data. This limitation was affecting the finding of research data or information for this study. Because of the limitation researchers need to minimize the scope of study and area to get accurate data as targeted.

One of the study's limitations is the approach used to collect data. The data collection tool for the analysis is solely through an online survey. The disadvantage of using an online survey is that the researcher cannot verify whether the information provided by the respondent is accurate. Furthermore, using an online survey can take a long-time respondent to complete the questionnaire, causing the data collection process to be delayed.

Next, the limitation is that researchers do not know how to use the SPSS to analyze the data, and there is a mental burden when the researchers do not know how to conduct the system. This is because of a lack of skills among researchers. By that, researchers must be self-learners, and it takes time. Therefore, researchers have limited skills when analyzing the data and need more time to know how to read and interpret the data in the research.

Lastly, the researchers' ability to complete the analysis is hampered by the respondent's attitude. This required the researchers to devote nearly a month disseminating the questionnaire by using social media such as WhatsApp, Facebook, and others for receiving responses. Since the behavior or response of the targeted respondents cannot be predicted, the researchers must be very understanding and know how to communicate with them. However, the process of getting their response goes well as many of the youth in Kelantan gave their commitment very nicely.

5.4 Recommendations

This research findings may be useful for a variety of vocations, particularly for university students who are interested in learning more about the causes and impact of volunteerism. In order to further enhance the investigations outcomes, there are also some suggestions for future studies.Four interpersonal skills which is non verbal communication, teamwork, negotiation and relationship development describe in this research are not the only ones that apply to volunteering. This is because everyone has a different personalities, their interactions with one another will totally be different.Therefore, getting along may require more than these four attributes such as the ability to listen, make decisions, show respect for others, be tolerant, be self aware, be ethically responsible or many other attributes.

Future research may also take into account a number of additional elements that are crucial for examining its efficacy. In addition, several ideologies may be examined in future research to uncover additional factors that affect university students willingness to volunteer. In conclusion, employing questionnaires as the only quantitative way to gather study results may only yield disappointing outcomes. Therefore, additional research techniques, such as qualitative ones, may be added in the future to produce more reliable results.

5.5 Summary

This study aims to ascertain the proportion of youth in Kelantan enthusiastic about volunteer programmes as well as the effects of volunteering on youth. Youth who participated in this volunteer programme can gain new experiences and learn more about volunteering while also developing their social skills and public speaking abilities.

In conclusion, the public are greatly impacted by volunteering programme since it can increase their knowledge and provide them to be more confidence to interact with the public. The goal of this volunteerism project is to educate people especially the youth about the value of volunteering and its advantage for them personally.

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