Confirmatory Factor Analysis of Interpersonal Skills of Youth's Scale

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Abstract
Although it is known that interpersonal skills are essential for personal development, but there is still debates how to measure that skills, especially for youth. This study was conducted to develop a questionnaires to measure interpersonal skills among youth, and test the validation of the scale. Conceptualizing of this study was suggested three construct namely personal, skills and relationship; six function namely self, perception, listening, conversation, emotion and conflict management; and 30 behaviors of indicators to measure the variable of interpersonal skills of youth. This cross-sectional survey by questionnaires was applied in east side of peninsula of Malaysia for 150 respondents, and analyzed by structural equation modelling (SEM) by AMOS. The suggested constructs, functions and indicators were consider accepted as measurement elements by observing on regression weight for standard loading, average variance extracted (AVE) for convergent validity, square root of AVE for discriminant validity, composite reliability (CR) for reliability of items, and at least three fit indexes for model fitness. Finally, a measurement scale of interpersonal skill for youth was succeed developed, and suitable to use in areas of research, evaluation, training or any type of programme in order to improve interpersonal skills among youth.
Keyword: *Interpersonal Communication, Interpersonal Skill, Youth Development*.

1. Introduction
Expectations are high regarding the interpersonal communication skills of youths. As important citizen in future, they are expected to be able to adapt themselves to constantly changing situations and interactive relationships, for examples in family, friendship, neighbourhood,

negotiation with others, working in group, handling conflict situations etc. Interpersonal communication occurs in relationships between individuals as a result of cooperation between different parties (Spitzberg & Cupach, 2011), and it is formed by cognitive, skill-related and affective aspects (Saaranen et al., 2005), a needed and crucial skills for the youth.

Our world is changing quickly these days, and so to the ways of communicate (Floyd, 2012) especially among youths. In the last few years, we've seen rapidly increasing in using of virtual medium to communicate such as Facebook, Tweeter, Instagram, WhatsApp and so on intelligence software. Many forms of media-based behaviours that are common among youth such watching television, playing passive video games, talking on the phone or texting, playing on the computer are considered to be sedentary behaviours (Leatherdale & Harvey, 2015), inactive in real interpersonal interaction between families, peer, neighbours and others.

Research has demonstrated that these types of sedentary behaviours tend to be established during youth (Leatherdale & Rynard, 2013; Leatherdale & Ahmed, 2011). This situation, in other hand, affect our youth in interpersonal skills capability. Many youth of now are lacking of face to face interpersonal communication skills, for example in conversation, listening, self-disclosure, perceive, and facing problem to handle emotion and manage conflict between them and others. This study aim to develop measurement model of interpersonal skills, in order to campaign and encourage them to be an effective individual in interpersonal communication.

2. Background

Interpersonal communication competence is constructed by the cooperation of the different participants in interaction and it is closely related to the topics of respecting others, tolerating differences and being ready for personal development (Spitzberg & Cupach, 2011). Being an individual with best communication skills seems to be based on five interpersonal elements (Pfeiffer & Jones, 1973); (1) An satisfactory self-concept, the most important criteria that affecting individual's communication ability; (2) the ability to be an effective listener, an active process to get ideas from others; (3) the skill to express thoughts and ideas clearly especially in conversation, which many people find hard to practice; (4) being able to cope with emotions especially angry feelings, and expressing them to a constructive way; and (5) the willingness to make self-disclosure to others truthfully and freely.

A decades of communication research reflects the ideas and thought how to help people to enhance their communication skills, especially in interpersonal situation. The importance of effective interpersonal interaction for healthy human functioning has been demonstrated by a substantial body of studies (Creasey et al., 1997; Deci & Ryan, 2012; Fernet et al., 2010). High-quality of interpersonal relationships, and the sense of relatedness that they cultivate, support positive individual outcomes in several ways (Collie et al., 2016).

In order to enhance interpersonal communication skills, researchers suggest various approach such as other-oriented approach, emphasis on diversity, emphasis on relationship, and emphasis on technology among interpersonal relationship (Beebe et al., 2008). In these approach, individual need to focus on others rather than their-self, they need not abandon their own thoughts, feeling and behaviour. They need self-aware as well as aware others, instead the mindful process of considering the thoughts, need, feelings and values of others.

Interpersonal skill is about aspects of cognitive, skill-related and affective (Saaranen et al., 2005). The cognitive aspect is about the idea that the communicator knows and understands what effective interpersonal communication requires and what is expected by it. The skill-related aspect refers to displaying appropriate, effective and functional behaviour in any given situation and interpersonal communication relationship. The affective aspect includes the motivation, feelings and attitudes of participants (Saaranen et al., 2005).

To gain an effective interpersonal communication, individual needs knowledge about self-disclosure, skills in action, and dynamics in relationship (Floyd, 2012). Ideally, follows these components, being human with effective interpersonal skills seems to be based on six main element namely concept of self-disclosure, ability in perceived, skill in conversation and listening, ability to control self-emotion, and how to manage conflict constructively. This skills not only affects the individual relationship, but also influence their health, happiness, and quality of life.

In recent years, several research techniques and applications have been developed in a number of areas involving the study of interpersonal communication such as marriage counselling, parent-child counselling, group therapy, small-group communication, teacher-pupils interaction, peer friendship, in organisation interaction etc. This study is aim to develop a computational of measurement model to identify and measure capability of interpersonal skill among youth. The skills will be observing by 30 indicators that hypothesized representing the behaviours of best interpersonal communication skills.

3. Hypothesis Model
Referring to previous studies (Floyd, 2012; Beebe et al., 2008; Spitzberg & Cupach, 2011; Pfeiffer & Jones, 1973), the hypothesis model as in the following diagram was proposed for the study.
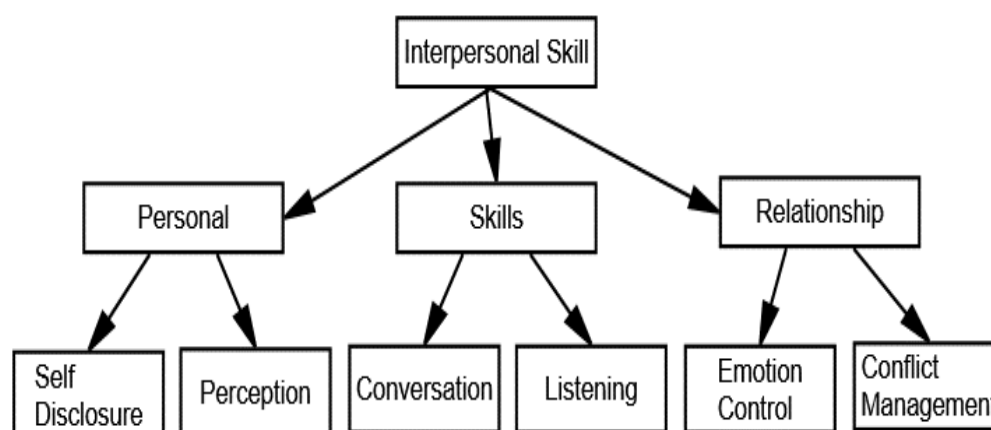
Fig. 2 Hypothesis model

Interpersonal skills among youth will be measured using the three main components namely personal, skills and relationship. All of these components have been identified as key factors that determine the effectiveness of interpersonal communication among youth. Then, six element such self-disclosure, perception, conversation, listening, emotion control and management of conflict was identified and suggested as construct for every components.

To become a good in conversation, a youth need to know how to start a conversation, how to giving ideas while conversation, how to attract people with interesting verbal and non-verbal skills, how to give attention to the others idea, and how to recognize response from others by looking at their body language. The indicators to measure conversation skills was listed in Table 1.

Table 1: Indicators to measure conversation skills

Item	Indicator
C1	Starting conversation
C2	Giving idea in conversation
C3	Attract of others interest and attentive
C4	Giving attention to others idea
C5	Recognise body language of others

Listening skills also important in interpersonal interaction between youth and others. In interpersonal communication, effective listening influence process of sending and receiving messages between two parties. To become a good listener, a youth should let others finish their words before interrupt with asking question or giving ideas, do not debate in mind while others keep talking, do not interrupt while others giving their ideas, ask question once did not realise of others ideas, and always give attention while others talking to ensure could understand all the messages. The indicators to become a good listener that measure in this study was listed in Table 2.

Table 2: Indicators to measure listening skills

Item	Indicator
L1	Let others finish words
L2	Do not debate in mind
L3	Do not interrupt while others talking
L4	Ask question when needed
L5	Give attention to understand

In interpersonal relationship, youth also need to know how to disclose their self to others. At the same, a youth also need mutual to accept varies characters of others. To become a good personal, a youth need to respect others as they need others respect him or her, make others happy once be with him or her, try to know and understand some one better, be yourself and disclosure yourself to others, and accept others weaknesses with mutual. The indicators that suggested to measure self-disclosure was listed in Table 3.

Table 3: Indicators to measure self-disclosure skills

Item	Indicator
S1	Respect others as we need they respect us
S2	Make others happy with us
S3	Try to know someone better
S4	Be and disclose yourself
S5	Accept others weaknesses

In interpersonal relationship, perception was defined as giving meaning from the others. To be a good personal in relationship which others, a youth must thinking well before perceive of someone, always try to perceive in positive ways, knowing self-bias while perceive others, always checking perception with facts, and recognise context while perceive, especially in online communication. The indicators to measure perceive skills was listed in Table 4.

Table 4: Indicators to measure perception skills

Item	Indicator
P1	Think before perceive of someone
P2	Tend to perceive in positive way
P3	Know your bias while perceive others
P4	Checking perception with fact
P5	Recognise context while perceive

In interpersonal relationship, it's important to everybody to control their emotions. Bad emotions such as angry, upset, sulk and so on always break the relationship between

interpersonal. It is important for youth to do not upset so much when some disagree with him or her, have ability to handle anger, realise to apologise once making mistake to others, do not sulk for long time once upset with others, and always admit you are wrong when needed. The indicator that suggested to measure emotion control was listed in Table 5.

Table 5: Indicators to measure skill of emotion control

Item	Indicator
EM1	Do not upset when others disagree
EM2	Able to handle anger
EM3	Apologizing once making mistake to others
EM4	Do not sulk for long time
EM5	Admit you are wrong when needed

It is hard to avoid any conflict once we dealing relationship with others, it was a normal phenomenon in interaction such as friendship, marriage, with peer, at working place and so on. However, someone need to know how to manage the conflict to ensure interpersonal relationship could be maintain in mutual manner. As a youth, he or she need to discuss with someone who hurting him or her, always easy to accept constructive compliment from others, realise when to avoid someone once conflict become serious, compromise with others to get win-win situation if condition is clear, and avoiding conflict by collaborating if situation giving benefits to both parties. The indicators to measure skills of conflict management was listed in Table 6.

Table 6: Indicators to measure skill of conflict management

Item	Indicator
CM1	Discuss with someone who hurting you
CM2	Accept constructive compliment from others
CM3	Avoiding someone when conflict become serious
CM4	Compromising with someone to get win-win situation
CM5	Collaborating with someone to reduce conflict

4. Measures
The study was applied cross-sectional design by quantitative approach. Research respondents were 150 students from higher educational institution in east side of peninsula Malaysia, selected using purposive sampling method. Data was collected using four response scale questionnaires with 30 items to measure the six construct namely self-disclosure, perception, listening, conversation, emotion control and conflict management. The data was analysed using structural equation modelling (SEM) approach by AMOS 20 software focusing on standard loading, convergent validity, composite reliability, discriminant validity and fit indexes. The

item, construct and variables of the model will be accepted when regression weight for every standard loading are 0.708 and above, average variance extracted (AVE) for convergent validity are 0.5 and above, composite reliability (CR) are 0.708 and above, square root AVE for discriminant validity greater than value of correlation between item and between construct [13]. The model also assume as fit when at least one fix index from each category namely basic, relative and parsimony was achieved where CMIN ratio < 5, CFI and NFI > 0.9, PCFI and PNFI > 0.5, and RMSEA < 0.1 [14].

5. Result and Discussion

The preliminary result shown all the constructs were at medium level which approximately score of three from maximum of five. The finding also got acceptable values for skewness and kurtosis which mean all the variables were at normal distribution and parametric testing can be done. The preliminary results was shown in Table 7 follow.

Table 7: Preliminary Result

Construct	Mean	Sd	Skew	Kurt
(1)Interpersonal	3.09	0.06	0.01	-0.06
(2)Skill	3.02	0.07	0.06	-0.53
(3)Relationship	3.12	0.05	-0.04	0.54
(4)Personal	3.12	0.05	0.00	-0.19
(5)Listening	3.11	0.09	0.03	-0.53
(6)Conversation	2.92	0.06	0.08	-0.52
(7)Conflict	3.06	0.05	0.12	1.60
(8)Perception	2.99	0.06	-0.01	0.03
(9)Self	3.25	0.05	0.01	-0.40
(10)Emotion	3.19	0.06	-0.20	-0.52

Result also shown all construct were strength correlate between each other. Table 2 follow shows inter-correlation between constructs.

Table 8: Inter-Construct Correlation

Construct	1	2	3	4	5	6	7	8	9	10
(1)Interpersonal	1.00									
(2)Skill	0.80	1.00								
(3)Relationship	0.88	0.93	1.00							
(4)Personal	0.94	0.95	0.82	1.00						
(5)Listening	0.93	0.88	0.82	0.87	1.00					
(6)Conversation	0.70	0.66	0.62	0.66	0.58	1.00				
(7)Conflict	0.75	0.80	0.86	0.70	0.70	0.53	1.00			
(8)Perception	0.79	0.85	0.70	0.85	0.74	0.56	0.60	1.00		
(9)Self	0.74	0.79	0.65	0.79	0.69	0.52	0.55	0.67	1.00	
(10)Emotion	0.71	0.75	0.81	0.66	0.66	0.50	0.69	0.56	0.52	1.00

Meanwhile, all the measurement of convergent validity via AVE, reliability via CR, and discriminant validity via square root of AVE was achieved, while all the standard loading in the figure 2 scored 0.701 and above. It is mean all the indicator and constructs that was suggested for interpersonal skills variable was valid and reliable, as shown in Table 9.

Table 9: Convergent Validity, Composite Reliability and Discriminant Validity

Construct	AVE	CR	$\sqrt{AVE}$
Interpersonal skill	0.925	0.974	0.962
Personal	0.668	0.801	0.817
Skill	0.603	0.749	0.777
Relationship	0.695	0.820	0.834
Self	0.608	0.884	0.780
Perception	0.716	0.926	0.846
Listening	0.930	0.985	0.964
Conversation	0.608	0.878	0.780
Emotion	0.851	0.966	0.922
Conflict	0.822	0.958	0.907

Figure 2 shown the final model of interpersonal skills which 30 indicators, six elements and three components. All the suggested item was accepted as reflected to suggested elements, while the six suggested elements also reflected to components of personal, skills and relationship, which also reflected to the variable of interpersonal skills with 0.87 and above of standard loading score. Meanwhile the fix indexes also shown the model was fit.
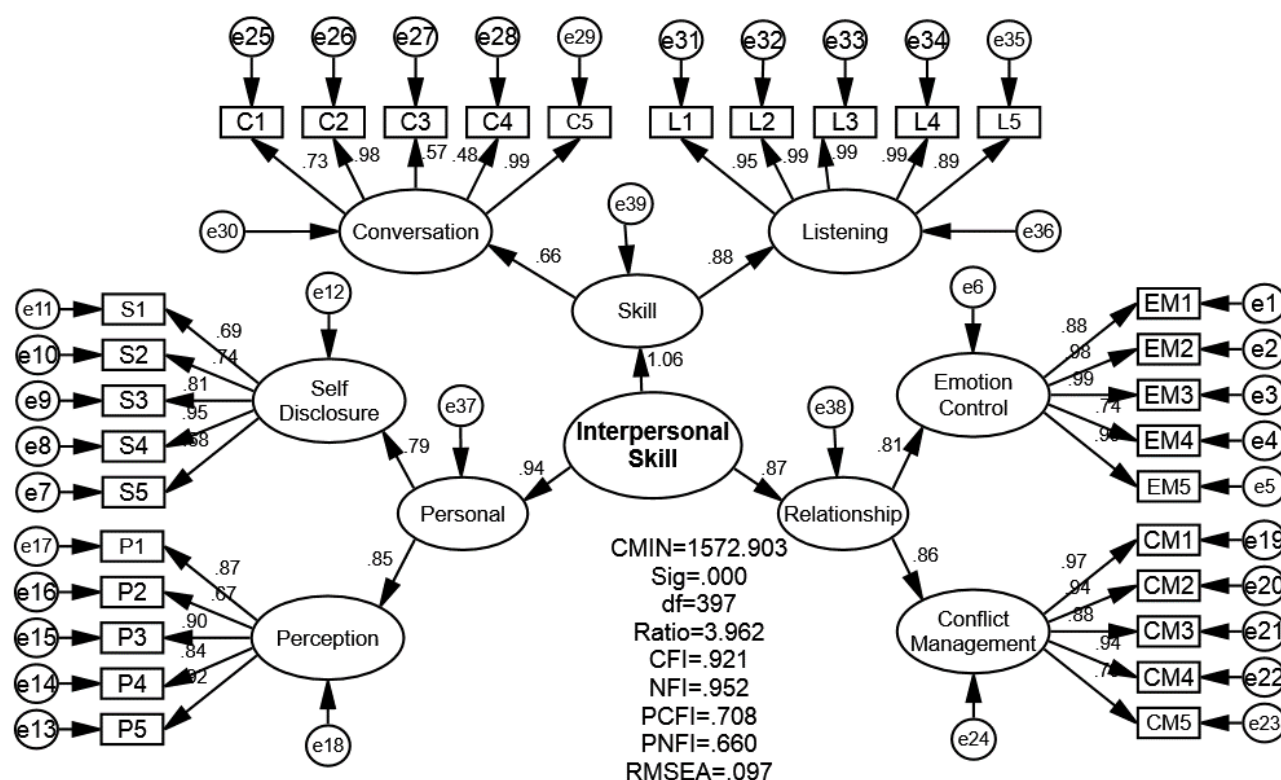
Fig. 2 Final model

Finally, the study was succeed in developing measurement model of interpersonal skills among youth, as shown in final model in Figure 2.

6. Conclusion

Interpersonal skills, naturally can be complicated and require a lot of work. To be better youth with effective communication skills in interpersonal, they needs to learn how to start, maintain and perform that skills. Youth needs to study essential skills such as self-disclosing, perceive others, effective listening, meaningful conversation, control self-emotion and manage conflict. Effective interpersonal skills should be applying in the contexts of action, interaction and transaction.

This study was successful develop a scale that contain indicators of constructs and elements to measure interpersonal skills among youth. This measurement model can be using in areas of research, training, educating, campaigning and any type of programme in order to improve our youth skills, especially in interpersonal relationship. It is essential to all of responsible parties to accelerate their actions to improve their youth potential by increasing their interpersonal skills.

In families, parents should keeping communicates with their children especially who become teenagers. Mutual communication skills that youth got inside their home will make them feel easy to communicate genteelly with others outsides home. Responsibilities to encourage effective skills of youth leading at home, by their parents and sibling.

Neighbourhood also important in vetting interpersonal skills of youth. The elders in community should involving youths in any community activities such as social work, volunteerism activities, religions activities and so on. All of those types of participation will experienced youth with good communication skills, especially in interpersonal relationship.

Education institutions such as school, college and universities also need playing their roles to ensure youth become rich with interpersonal skills. Good human capital is who has balance in academic knowledge and soft skills. So that, academic institution need to plan varies activities which can develop soft skills among their students, one of the skill is interpersonal communication. Academic institution need to avoid producing graduate with excellent in subject matter, but poor in soft skills such as communication talents.

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