A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND INSTRUCTOR PERFORMANCE IN HO CHI MINH
CITY UNIVERSITY OF FOREIGN LANGUAGES AND INFORMATION
TECHNOLOGY (HUFLIT)-VIETNAM

by

Ms. Tran Thi Vinh Nguyen

A Thesis of Twelve-Credits Course
ED 7000 Master's Thesis

Submitted in Partial Fulfillment
of The Requirements for the Degree of Master of Education
in Educational Administration
Assumption University

September 2008

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Thesis Examination Approval

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The result is: ☑ **Excellent**
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iii

TABLE OF CONTENTS

Chapter 2 Related literature

Chapter 3: Research methodology

Chapter IV: Presentation, analysis and interpretation of data

Chapter V: Findings, conclusion, discussions and recommendations

Appendices

LIST OF TABLES

Page

x

LIST OF FIGURES

ABSTRACT

Thesis title: A study of the relationship between emotional intelligence and instructor performance in Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT), Vietnam.

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This study aimed to determine the relationship between emotional intelligence and instructor performance from eight faculties of Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). There were 201 instructors involved in this research by randomly selecting from population of 404.

The EQ Map (version 4.5) was employed to measure emotional intelligence of HUFLIT instructors in four levels: optimal, proficient, vulnerable and caution. To analyze collected data, the statistical package for the social sciences (SPSS, version 15.0) was applied to answer the research objectives and hypotheses. Different statistical methods used in this research were Cronbach's Alpha Reliability Coefficient test, descriptive statistics, Pearson Product - Moment Correlation Coefficient, T-test, ANOVA and Sheffe' Post Hoc Multiple Comparisons.

The findings as follows:

- HUFLIT instructors were overall proficient of emotional intelligence. Among emotional intelligence dimensions, HUFLIT instructors were vulnerable in emotional literacy, proficient in EQ competencies and in EQ values and beliefs.

Regarding emotional intelligence facets, HUFLIT instructors were optimal in intentionality, resilience, compassion, and trust radius; proficient in emotional awareness of others, interpersonal connections, and personal power; and vulnerable in emotional self-awareness, emotional expression, creativity, constructive discontent, outlook, intuition, and integrated self. HUFLIT instructors were not cautionary in any facet.

- HUFLIT instructors overall performed at a high level. They especially showed very high performance in professional ethics and scoring high in all remaining dimensions including professional knowledge, professional skills and professionalism.

- There was a significant relationship between emotional intelligence and HUFLIT instructor performance at the .01 level of significance.

- There was a negligible difference of emotional intelligence between male and female instructors, with males scoring slightly higher than females in all the emotional intelligence dimensions and facets which were determined different.

- There was a significant difference of emotional intelligence between single and married instructors, with married instructors scoring significantly higher than single instructors in all the emotional intelligence dimension and facets which were determined different.

- There was a difference among instructors from different age groups in emotional literacy, emotional self-awareness, emotional expression and intentionality.

- There was a significant difference of overall emotional intelligence among instructors from different groups of working experience. Among emotional intelligence dimensions, only emotional literacy showed difference. Regarding emotional intelligence facets, instructors were different in emotional self-awareness, emotional expression, emotional awareness of others, creativity and intuition.

CHAPTER 1

Introduction

This chapter outlines the background of research, statement of the problem, research questions, research objectives, research hypotheses, significance of the study, scope and limitation of the study. The theoretical framework and the conceptual framework are presented as guidelines for the research. The introduction also covers the scope of the study, limitations of the study and the various terms used as well as study expectations.

Background of the study

Teacher quality is one of the most important factors influencing student achievement as well as helping the school to meet its objectives and mission in training and education. Improving educational quality is an important part of any educational system. Every community needs dedicated and talented teachers to improve the educational quality of its schools. Teachers are a key resource and a crucial factor for school improvement. They are a powerful source that leads to school success because most of the school objectives relate back to teacher. At higher educational levels, promoting the performance of instructors is one of the duties that any school board needs to put the emphasis on.

Getting teachers to perform at their best is an integral component of the tasks for any school administration. The important task to achieve this objective is to find out the factors that motivate teachers in their teaching profession to help their performance most effectively. A lot of research has been conducted to find out the elements affecting

teacher performance. The findings have shown many factors which influence to teacher performance such as administration system and organizational policies, working conditions, organizational culture and environment, wage policy, career prospects, supervisor and peer relations, working experience, and professional development. Along with these, intelligence has been considered as an important factor that strongly affects people's success in different spheres of life. Psychologists have a variety of perspectives on intelligence. Gardner (1983, 1993) generated eight dimensions of intelligence that he called multiple intelligences. In recent years, some psychologists have studied and discussed passion intelligence, social intelligence, and diversified intelligences which lead people to higher levels of stability and to better lives. However, among those intelligences, the concept of emotional intelligence has been become more and more popular and widespread and agreed upon as a very important factor in modern society in determining real life outcomes above and beyond the contribution of intellectual ability (Goleman, 1995). It has been commonly accepted as the reason behind circumstances in which, for example, people who are very smart and talented in academics but still fail in their personal and working lives.

In the past hundred years, people have capped the rise of academic intelligence and technical rationality. Education has been built on a much heralded mindset of logic and analysis. It has supplied society not real people, but perfect appearing people with high intelligence quotient (IQ) and achievements, academically speaking. However, what people have discovered is, by itself, it is not the most vital thing and it is not enough (Cooper & Sawaf, 1997). Then, the development of emotional intelligence has caused the

intelligence quotient (IQ) to no longer be considered as the core values behind human ability. The belief that success of people at work is mainly due to professional knowledge and skills related to IQ has come less prominent since the concept of emotional intelligence became popular and increasingly prevalent as the best predictor of people's success. In many studies, emotional intelligence has been found to be a predictor of life satisfaction, outstanding performance at work, healthy psychological adaptation, positive interactions with peers and family. Lower emotional intelligence has also been found as a cause of violent behavior, less adaption, and participation in delinquent behavior (Stys & Brown, 2004.)

In 1995, Goleman published his book named Emotional Intelligence, and since then the concept has become one of the hottest buzzwords in corporate America which then spread to the world. He argued that intelligence quotient contributes about 20% to the factors that determine life success, which leaves 80% to other forces: forces grouped as emotional intelligence. Modern science is providing every day that it is emotional intelligence, not IQ is raw brainpower along, that underpins many of the best decisions, the most dynamic organizations, and the most satisfying and successful lives (Cooper & Sawaf, 1997). In "Working with Emotional Intelligence" (1998), Goleman stated that the rules for work are changing and people are being judged by a new yardstick of how well they handle themselves and each other. The new yardstick strongly predicts who most likely to become a star performer and who is most prone to being derailed in their career. Psychologists consider this new yardstick as an instrument to measure the level of

intelligence in feeling, understanding, controlling and expressing human emotion in the most positive ways.

The success of people at work is evaluated through their professional performance. According to popular opinion, and workplace testimonial, emotional intelligence has been shown to have great effect on job performance. No one can deny that university tasks run on brain power. But to think well for the lasting success, instructors must learn to compete with every aspect of their intelligence. Moreover, the latest neurological evidence indicates that emotion is the indispensable "fuel" for the brain's higher reasoning powers (Cooper & Sawaf, 1997). A common core of personal and social abilities has definitely proved to be the key ingredients of people's success. So, it must be believed that achievements of instructors in their professional performance contributively lead to university effectiveness.

Researcher conducts this study with expectations to provide evidence, indicate necessity and develop understanding of the importance of emotional intelligence as well as prove the relationship of emotional intelligence with performance of HUFLIT instructors. The study seeks to show administrators, policymakers, as well as instructors how to plan appropriate methods to develop emotional intelligence for improving instructor performance. With imperative requirements of educational improvement stipulated in recent legal documents in education, conducting a research in emotional intelligence is considered an important contribution in achievement of the posted objectives in Vietnam's Government Resolution on Substantial and Comprehensive Renewal of Vietnam's Tertiary Education in the 2006 - 2020 Periods. The researcher also

aims to open this field of study in HUFLIT, and to contribute ideas to HUFLIT management so that study of this issue in Vietnam will be enhanced.

Statement of the problem

Emotional Intelligence has been considered popularly as a new yardstick to measure ability and competence of people at work. It is no longer a new conception in most countries. People now are being judged not just on how smart they are or how high a level of academic knowledge they possess, but on how well they handle themselves work with each other (Goleman, 1998). However, Vietnamese education has still not been very concerned with such important matters. The concept of emotional intelligence is still unfamiliar to many Vietnamese. It has not been popularly employed in organizational management. So far, not many research studies have been conducted on emotional intelligence and its relationship to other domains in the Vietnamese context.

There is a consensus in the research of psychologists and scientists that instructor performance is one of the special concerns of educational institutions. It has been believed that students who are outstanding in study and instructors who are successful in teaching profession possess emotional intelligence at high levels. However, it seems emotional intelligence is not concerned as an important factor in teaching, learning, and educational administration in many universities, including Ho Chi Minh City University of Foreign Languages and Information Technology (hereafter called HUFLIT). HUFLIT has given greater attention to curriculum and instruction development rather than having programs and activities to improve personal and social skills for school members. Together with many other private universities in the system, HUFLIT still confronts

quality issues that cause management weakness and poor instructor performance (Pham & Fry, 2002.)

In recent years, HUFLIT has developed policy to support instructors and staff in many spheres of their personal and working life. However, there has not been any research on instructors to investigate the factual performance level of instructors as well as the effects on their teaching profession. The performance evaluation system of HUFLIT is not strongly agreed upon by school members as an appropriate procedure and an effective tool to assess instructor performance. Problems of instructors at work are not only due to causes such as low income, less working experience, lack of promotion chances, and so forth, but also may stem from poor emotional health and lack of motivation because impaired emotional control may cause working failure and weakens people's potential to develop their careers. Instructors who fail in classroom management, are weak in interpersonal relations, are constantly stressed, lack concentration and have a little control over their lives may find it difficult to achieve their occupational goals. To improve educational quality and service, HUFLIT is supposed to have studies on emotional health of instructors as an important aspect in their social and working lives. It may help provide school administration with the reasons to motivate instructors, prevent and decrease disagreements and conflicts, better define and apply appropriate solutions to problems happened in the university.

Research objectives

1. To investigate the level of emotional intelligence and performance of HUFLIT instructors.

2. To investigate a relationship between emotional intelligence of HUFLIT instructors and their performance.

3. To determine the difference of emotional intelligence relative to selected demographic variables of HUFLIT instructors.

Research hypotheses

1. There was a significant relationship between emotional intelligence and HUFLIT instructor performance.

2. There was a significant relationship between emotional literacy and HUFLIT instructor performance.

3. There was a significant relationship between EQ competencies and HUFLIT instructor performance.

4. There was a significant relationship between EQ values and beliefs and HUFLIT instructor performance.

5. There were differences of selected demographic variables relative to emotional intelligence of HUFLIT instructors.

Significance of study

1. The findings from this research enabled administrators, policy makers, and instructors of HUFLIT as well as other schools at all levels to understand thoroughly the aspects of emotional intelligence to indicate plans and programs for emotional intelligence development.

2. The findings of the positive relationship between emotional intelligence and instructor performance was useful for administrators, policy makers in planning and organizing resources for instructors to develop their emotional intelligence so that they could increase level of performance, for instance, planning and conducting training workshops and seminars in order to help instructors further develop themselves mentally, socially and emotionally.

3. The finding of differences of emotional intelligence of HUFLIT instructors relative to demographic variables would help school administrators of instructors to have appropriate policies to motivate and increase performance of instructors based on their personal characteristics.

Theoretical framework

There is a wide body of research and source of literature on emotional intelligence. The theory of emotional intelligence are synthesized into ability model and mixed model. Mayer & Salovey (1990, 1997) generated ability model using two-part approach, speaking first of the general processing of emotional information and second specifying the skill involved in such processing. Some other researchers including Goleman (1995), Cooper & Sawaf (1997), and Bar-on (1997) expanded the meaning of

emotional intelligence by explicitly mixing the ability to understand and process emotion with other diverse parts of personality or skills, hence creating mixed approaches to emotional intelligence. Orioli & Cooper defined emotional intelligence as a mix of mental and non-mental abilities. They argued that ability-based approach of emotional intelligence alone is not enough in looking at the complex field of emotional intelligence and developed EQ Map to measure emotional intelligence with five attributes which has provided an approach to identify one's strength and vulnerability and target specific actions to be taken (Hillis, 2008).

With the purpose to discover as much as facets of emotional intelligence in relation with instructor performance, researcher applies the EQ Map (Q-Metrics, 1997) as the guideline for this study. The EQ Map is the instrument to measure many core dimensions of emotional intelligence. It is designed to help individuals assess their personal EQ levels and enhance their performance in workplace. In this research, three major dimensions which make up emotional intelligence of a person, namely emotional literacy, EQ competencies, and EQ values and beliefs will be employed to measure emotional intelligence of HUFLIT instructors.

There still have not been any official criteria or standards to assess university instructors in Vietnam. For instructor performance, this study will apply the modified conceptual model of performance standards of Vietnam's university instructors by Nguyen, Griffin & Nguyen (2006). This model is a combination of different theories and models in associating with the basis of educational statutes and legal documents of Vietnam, namely Vietnam's Educational Law (2005), the Charter of Vietnam's

Universities (2003), the Government Resolution on Substantial and Comprehensive Renewal of Vietnam's Tertiary Education in the 2006 - 2020 Period (2005). The model has considered social and cultural conditions and characteristics of the educational system in Vietnam. Accordingly, performance of instructors will be assessed based on their professional knowledge, professional skills, professionalism, and professional ethics.

Conceptual framework

Demographic Factors
Age
Gender
Marital status
Working experience

Emotional Intelligence

Emotional literacy
- *Emotional self-awareness*
- *Emotional expression*
- *Emotional awareness of others*
EQ competencies
- *Intentionality*
- *Creativity*
- *Resilience*
- *Interpersonal connections*
- *Constructive discontent*
EQ values and beliefs
- *Outlook*
- *Compassion*
- *Intuition*
- *Trust radius*
- *Personal power*
- *Integrated self*

Instructor Performance

Professional knowledge

Professional skills

Professionalism

Professional ethics

Figure 1. Conceptual framework

Scope and limitations of the research

This study only aimed to investigate the level of emotional intelligence and instructor performance as well as the relationship between those variables in instructors from eight faculties of HUFLIT comprising of Foreign Languages, Information Technology, Oriental Studies, Tourism and Hotel Management, International Business Management, International Relations, Marxism-Leninism and Ho Chi Minh Ideology, and Second Bachelor Degree Training. Lecturers who teach at vocational and technical levels, in languages and information technology centers of HUFLIT and non-teaching staff were not be included in the research.

Several limitations of the research were determined as follows:

1. This study was only conducted at university level of HUFLIT, so it might not be representative of other educational levels and might not have referential validity in other universities of both the public and private sectors.

2. Emotional intelligence in this research consisted of three dimensions: emotional literacy, EQ competencies, and EQ values and beliefs applied from EQ Map (Q-Metrics, 1997). As such, application may be restricted to instances where EQ Map has been proven to apply.

3. The relevance of demographic factors to emotional intelligence in this study only focused on gender, age, marital status, and working experience.

Definition of terms

1. **Emotional intelligence**: is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, and

influence (EQ Map, 1997). In this research, emotional intelligence encompasses three dimensions: emotional literacy, EQ competencies, and EQ values and beliefs.

1.1 Emotional literacy: refers to ability to be aware one's own emotions, the emotions of others, and express those emotions. Emotional literacy includes three facets: emotional self-awareness, emotional expression, and emotional awareness of others.

- *Emotional self-awareness*: refers to ability to recognize one's own emotions and their effects.

- *Emotional expression*: refers to ability to express one's feelings and gut-level instincts, allowing them to be used as integral part of his/her daily actions and interactions.

- *Emotional awareness of others*: The ability to hear, sense, or intuit what other people may be feeling, from their words, their body language, or other direct or indirect cues.

1.2 EQ competencies: Fundamental skills and behaviors patterns developed over time with which we respond to people, events, and circumstances. EQ competencies in this research consist of five facets:

- *Intentionally*: The ability to act deliberately, to say what one means and to mean what one says. It refers how consciously one is able to make decisions consistent with personal and professional goals and values.

- *Creativity:* The ability to tap multiple non-cognitive resources that allow one to envision powerful new ideas, from alternative solutions, and find effective new ways of doing things.

- *Resilience:* The ability to bounce back, to be flexible, to retain a sense of curiosity and hopefulness about the future, even in the face of adversity.

- *Interpersonal connections:* The ability to create and sustain a network of people with whom one is real, to whom one can express caring and appreciation; with whom one can share vulnerabilities and hopes.

- *Constructive discontent:* The ability to stay calm, focus and be emotionally grounded, even in the face of disagreement or conflicts.

*1.3 EQ values and beliefs***:** refers to one's view of the world and what one values within it. EQ values and beliefs includes six following facets:

- *Compassion:* Ability to be exceptionally empathic, to appreciate and honor another's person feelings and point of view. Compassion also consists of one's ability to be forgiving of oneself and of others.

- *Outlook:* The way one views the world and one's place within it; how positively or negatively one interprets life events and experiences.

- *Intuition*: The degree to which one notices, trusts, and actively uses one's hunches, gut-level reactions, senses and other non-cognitive responses produced by the senses, the emotions, the mind and body.

- *Trust radius:* The degree to which one expects other people to be trustworthy, to treat one fairly, to be inherently "good".

- *Personal power:* The degree to which one believes that one can meet challenges and lives the life one chooses.

- *Integrated self*: The degree to which one's intellectual, emotional, spiritual and creative selves fit together in a consistent, synchronized whole, working to support and furthers one's personal values.

2. **Instructor performance**: refers to how and what instructors perform and implement their tasks regarding to teaching profession standards consistent with the university objectives and mission. It includes the efforts to develop students, the appropriately pedagogic methods to lecture, the arts to communicate and to get along with students and colleagues, the proper behavior and attitudes to deal with issues happened at work. Instructor performance in this research includes four strands: professional knowledge, professional skills, professionalism, and professional ethics.

   2.1 Professional knowledge: refers to a set of instructors' knowledge of pedagogical content, background of students, and social setting as well as environment of work.

   2.2 Professional skills: refer to instructors' skills that make up effective teaching and professional activities, classroom management and relationships in workplace namely pedagogic skills, organizational and management skills, communicative skills, and research and leadership skills.

2.3 Professionalism: refers to instructors' awareness and performance of professional responsibilities and duties in according with Vietnam's policies and statutes as well as university's regulations; passion and commitment to teaching profession; constant self-assessment and professional development.

2.4 Professional ethics: refer to instructor's proper characteristics which are suitable for teaching profession. It requires instructors have an honest and healthy lifestyle; be fair, love, respect, trust, and help students; be respectful, straightforward and cooperative with colleagues.

3. **Demographic factors:** refer to the characteristics of the sample group classified by gender, age, marital status, and working experience.

   3.1 Gender: refers to male and female HUFLIT instructors.

   3.2 Age: represents HUFLIT instructors in three groups of less than 30 years, from 30 to 40 years, and over 40 years.

   3.3 Marital status: refers to two groups of single instructors and married instructors. The instructor who is being live and share family life with his or her partner is considered as married and who is not being live or share family life with his or her partner is considered as single.

   3.4 Working experience: represents the time instructors have been involved in teaching profession. In this study, it refers to three groups of HUFLIT instructors: those who have taught for less than 5 years, and those who have taught for over 15 years.

4. **HUFLIT:** is the short name of Ho Chi Minh City University of Foreign Languages and Information Technology. It is a private institution in the system of Vietnamese national higher education located on 155 Su Van Hanh (extension), Ward 13, District 10, Ho Chi Minh City, Vietnam.

5. **HUFLIT instructor:** the instructor who works as a lecturer at eight faculties of HUFLIT namely Foreign Languages, Information Technology, Oriental Studies, Tourism and Hotel Management, International Business Management, International Relations, Marxism-Leninism and Ho Chi Minh Ideology, and Second Bachelor Degree Training.

CHAPTER 2

Related Literature

This chapter aims to support and develop the conceptual theory and framework as well as to define key terms. This chapter consists of four following parts:

- Emotional intelligence

- Instructor performance

- Related research

- Vietnam's higher education system and background of HUFLIT

Emotional intelligence

History of the concept

Centuries ago, Aristole said that "Everyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy." This saying reveals two important aspects of emotion: management of one's emotions and expression of emotions in the most appropriate manner. Anger control does not mean never getting angry, but people should know how to show it in an effective way and not harm their relationships. Most people tend to over control their actions when they are in emotional situation. So, it is very important to learn how to express feeling so that others can understand the meaning of one's behavior with positive perception and then instead of hurting relationship, it helps to reinforce their rapport.

However, in popular perception, Thorndike, a professor of educational psychology at Columbia University Teacher College, was considered as one of the first to

identify the aspect of emotional intelligence in 1920. He defined social intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relations" (Thorndike, 1920, p.228). He also noted that interpersonal effectiveness was of vital importance for success in many field. "The best mechanic in a factory may fail as a foreman for lack of social intelligence" (Thorndike, 1920, p.229).

In 1937, Thorndike and Stein, in their efforts to find the way to measure social intelligence, defined three areas of social intelligence namely:

- Primarily and individual attitude to toward society: politic, economic and other value;

- Social knowledge: being well versed in sports, contemporary issues and general "information about society";

- Individuals' responses of social adjustment

As early as 1943, Wechsler was proposing that the non-intellectual abilities are essential for predicting one's ability to succeed in life. In 1955, Katz (cited in Peterson & Van Fleet, 2004) argued that the performance of the effective administrator depends on three fundamental skills called conceptual skills, technical skills and human skills. Human skills were defined as the way an individual perceives his superiors, equals, and subordinates, and in the way he behaves subsequently.

In 1983, Howard Gardner mentioned the idea of *"multiple intelligence"*. He proposed that "*intrapersonal*" and "*interpersonal*" intelligences are as important as the type of intelligence typically measured by IQ and related tests. Intrapersonal intelligence

can be considered equivalently with self- awareness and self management domains and interpersonal intelligence as social awareness and relationship management.

Gibbs (1995) stated that executives failed most often because of "an interpersonal flaw" rather than technical ability. He cited the findings from research by Seligman that optimists always attribute their failure to something they can change, not some innate weakness that they are helpless to overcome. That confidence in their power to effect change is self-reinforcing and can help people stabilize their lives and be more optimistic even in difficult situations.

The term emotional intelligence continued appearing in a series of academic articles authored by Mayer and Salovey (1990, 1993, 1995, 1997). Their first article presented the first model of emotional intelligence. However, the term "*emotional intelligence*" entered the mainstream only with Goleman in 1995. He argues in his same book that IQ contributes only about 20% to success in life, and other forces contribute the rest such as emotional intelligence, luck, and social class are among those other factors. He has constantly developed his emotional intelligence theories and instrument in many later works and publishes (1995, 1998, 2001). Up to now, he is popularly known with EI-based model and ECI (Emotional Competency Inventory) instrument.

Definitions of emotional intelligence

Emotional intelligence can be defined in different ways depending on background and viewpoints of psychologists as well as those from related fields, but it has to meet three following criteria of intelligence (Mayer, Salovey & Caruso, 2000):

-   It must be conceptual (reflect mental aptitudes more then behavior)

- It must be correlational (share similarities with yet remain distinct from other established intelligences)

- It must be developmental (the aptitudes that characterize it must increase with an individual's experience and age)

Gardner (1983, 1993) defined emotional intelligence as a social intelligence comprised of interpersonal and intrapersonal intelligence. Intrapersonal intelligence is the ability to deal with oneself, symbolize complex and highly differentiated sets of feelings. Interpersonal intelligence is the ability to deal with others, notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions.

Mayer & Salovey (1990) originally defined emotional intelligence as "a type of social intelligence, which involves the ability to monitor one's own and others' emotions, to discriminate among these emotions and to use this information to guide one's thinking and actions" (p. 433). Later they revised the definition of emotional intelligence that has been widely accepted as the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997).

Reuven Bar-On is the originator of the term "emotion quotient". He defines emotional intelligence as being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997, 2000, 2002).

Eisenberg, Cumberland, and Spinrad (1998) stated emotional competence is an understanding of one's own and others' emotions, the tendency to display emotions in a situationally and culturally appropriate manner, and the ability to inhibit or modulate experience and express emotion and emotion as derived behavior which is needed to achieve goals in a socially acceptable manner.

Orbach (1999) stated that emotional literacy means the capacity to register our emotional responses to the situations we are in and to acknowledge those responses to ourselves so that we recognize the way in which they influence our thoughts and our actions. It is the attempt to take responsibility for understanding our personal emotions.

According to Daniel Goleman (1998), emotional intelligence "is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves, and in our relationships" (p. 317).

Cooper and Sawaf (1997) defined emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. Human emotions are the domain of core feelings, gut level reactions and emotional sensations. When trusted and respected, emotional intelligence provides a deeper, more fully formed understanding of oneself and those around us.

Dulewicz & Higgs (1999) defined emotional intelligence as achieving one's goal through the ability to manage one's own feelings and emotions, to be sensitive to, and influence other key people, and to balance one's motive and drives with conscientious and ethical behavior.

Dann (2007) discussed the term "emotional fitness" in association with the operation of human brain. She simply describes emotional intelligence as abilities distinct from these more academic or intellectual intelligences.

Definitions of emotional intelligence may be different in some ways due to relating domains and individual viewpoints of psychologists. In general, the definitions of emotional intelligence run through a chain of ability of cognitive, affective, and social aspects. Based on these aspects of the construct, emotional intelligence can be defined in general as a set of learned abilities and knowledge-building attitudes which enable individuals to accurately recognize and manage emotions in themselves and others, then express their emotions and have reactions in the most positive and constructive ways to enhance relationships and achieve personal goals in a socially and culturally appropriate manner.

Models of emotional intelligence

Psychologists have used disparate approaches to discover emotional intelligence. Based on the basic concept, they have generated many models of emotional intelligence. According to Mayer, Salovey, and Caruso (2000), there are two models of emotional intelligence namely the ability model, mixed models.

- The *ability model* defines emotional intelligence as a set of mental abilities and makes claims about the importance of emotional information and the potential uses of reasoning well with that information. Representatives of this model are Mayer and Salovey (1990, 1997).

- The *mixed model* is more popularly oriented that mixes mental abilities with personality attributes such as persistence, zeal, and optimism, and make wondrous claims about the success this intelligence leads to. Goleman (1995, 1997, 2001), Cooper & Sawaf (1997) and Bar-on (1997, 2000, 2002) are representatives for this model.

Petrides and Furnham (cited in Bedwell, 2003) suggested that there are two types of models of emotional intelligence called trait models and information processing models. These authors argue that trait models of emotional intelligence focus on behavioral consistency across situations, assess typical behavior, rather than maximal behavior, and include vague concepts such as optimism or impulsivity. In contrast, information processing models of emotional intelligence are more explicit in the relationships between emotional intelligence and cognitive ability.

Classifications of emotional intelligence models create a basis to develop instrument to measure emotional intelligence. Mix models use self-reports and multi-rater assessment to measure individuals' emotional quotient and ability models require task-based assessment procedure.

Four-branch model of emotional intelligence by Mayer and Salovey

In 1990, Salovey and Mayer published their seminal article "Emotional intelligence" in which they identified emotional intelligence as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 433). In other words, Mayer and Salovey focused the concept of emotion intelligence on specific mental aptitudes for

recognizing and marshalling emotions. They defined emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and others' thinking and action. In 1997, Mayer and Salovey proposed a model of emotional intelligence which combines emotion and cognition comprising of four branches of abilities as follows:

Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	Ability to reflectively engage or detach from an emotion depending upon its judged in formativeness or utility.	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.	Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

Understanding and Analyzing Emotions; Employing Emotional Knowledge

EMOTIONAL INTELLIGENCE

Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.	Ability to understand complex feelings simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.	Ability to recognize likely transitions among emotions, such the transition from anger to satisfaction or from anger to shame.

Emotional Facilitation of Thinking

Emotions prioritize thinking by directing attention to important information.	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.

Perception, Appraisal, and Expression of Emotion

Ability to identify emotion in one's physical states, feelings, and thoughts.	Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance, and behavior.	Ability to express emotions accurately, and to express needs related to those feelings.	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling.

Figure 2. Mayer & Salovey's four-branch model of emotional intelligence (1997).
Source: Mayer, J. & Salovey, P. (1997). *What is Emotional Intelligence?* In P. Salovey and D.
    Sluyter (Eds.), Emotional Development, Emotional Literacy, and Emotional
    Intelligence. New York: Basic Books.

To measure their model of emotional intelligence, Mayer & Salovey first developed the instrument called Multibranch Emotional Intelligence Scale (MEIS). Because of certain limitations to the MEIS, such as length of the test (402 items), failing to provide satisfactory evidence for the integration branch of the four branch model (Mayer, Salovey, & Caruso, 2002); they designed another measure of EQ called The Mayer - Salovey - Caruso Emotional Intelligence Test (MSCEIT). Abilities in the model are measured using specific tasks. There are 141 items in MSCEIT. The scale fields six scores: an overall emotional intelligence score (Emotional Intelligence Quotient, or EIQ), two area scores (Experimental Emotional Intelligence Quotient, or EIQ and Strategic of Emotional Intelligence, or SEIQ) and four branch scores corresponding to the four branches of emotional intelligence.

Bar-on's emotional intelligence model (Bar-on, 1997)

Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). He defined emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures" (2000). The array encompasses following abilities:

- Ability to be aware of , to understand, and to express oneself;

- Ability to be aware of , to understand, and to relate others;

- Ability to deal with strong emotions and control one's impulses;

- Ability to adapt to change and solve problems of a personal or a social nature;

- And ability to be positive and live happily.

With the belief that emotional intelligence is the aggregate of abilities, competencies, and skills that represent a collection of knowledge used to cope with life effectively, Bar-on (1997) generated a model of emotional intelligence comprising of five components and 15 subcomponents in figure 3:

- Intrapersonal skills: determines how in touch with your feelings you are, how good you feel about yourself and what you are doing in life;

- Interpersonal skills: people skills, ability to be aware of understand and accept the feelings of others as well as relate well to people and build meaningful relationship;

- Adaptability: ability to size up and respond to different situations; adapt your feelings, thoughts and behaviors to changing conditions and situations to manage change in general;

- Stress management: ability to manage stress, impulses and strong emotions to that;

- General mood: determines your outlook on life, your ability to enjoy yourself and others to motivate yourself and your general feelings of contentment.
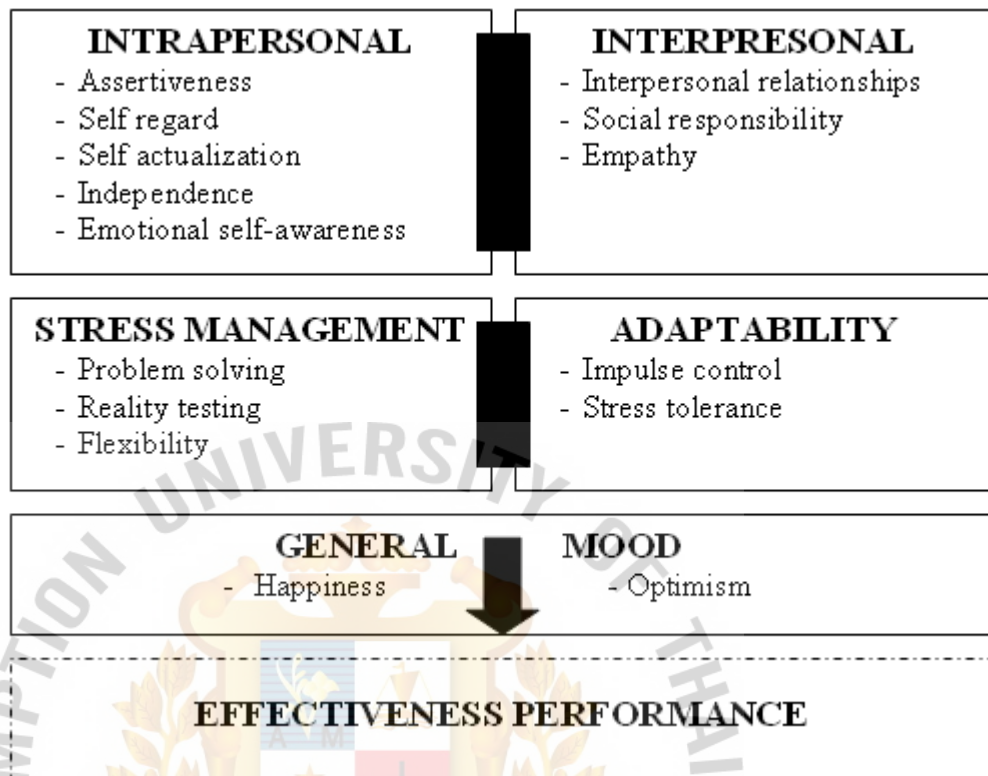
Figure 3. Bar-on EQ-i model
Source: Bar-on, R. (1997). *Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*.
          Torronto, Canada: Multi-Health Systems.

Bar-on's model of emotional intelligence is teachable and learnable. He argued that emotional intelligence can be enhanced to improve performance as well as self-actualization and subjective well-being. This statement was proved by the findings from at least four of his studies that emotional and socially behavior can be enhanced in school, the workplace and in the clinical setting (Bar-on, 2005).

Bar-On developed his instrument to measure emotional intelligence called Bar-On Emotion Quotient Inventory (EQ-i). This inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environmental challenges and helps predict one's success in life, including

professional and personal pursuits. EQ-i is self-report measure for individuals sixteen years of age and over. There are 133 items in this instrument to produce five composite scales corresponding to the 5 main components of the Bar-On model. Bar-On also has developed some versions of the Emotion Quotient Inventory for use in varying situations such as the EQ-interview (to be completed after the self-report), the EQ-i Short Version (a 52 item version of the original), the EQ-i: 125 (a 125 item version of the original which excludes the negative impression scale), the EQ-i Youth Version (for children and adolescents 7- 15 years of age), and the EQ-360 Assessment (a multi-rater instrument used in conjunction with the regular self-report EQ-i to give a more complete assessment).

EI-based theory of performance (Goleman, 1995, 1998, 2001)

EI-based theory of Goleman fits squarely within the spectrum of personal intelligence of multiple intelligence of Gardner (1983, 1993) which elaborated on the role of intrapersonal and interpersonal intelligence. He has continuously developed his model of emotional intelligence. In his book Emotional Intelligence published in 1995, he stated that emotional intelligence is the ability of knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handing relationships. In 1998, Goleman proposed his theory of emotional intelligence called EI-based theory which defined emotional intelligence as consisting of five competencies: self-awareness, self-regulation, motivation, empathy, and social skill with twenty-five competencies. In 2001, EI-based model of emotional intelligence was designed specifically for workplace applications. In this model, Goleman refined emotional intelligence into the four clusters:

of self-awareness, self-management, social awareness and relationship management, and the twenty-five competencies were collapsed into twenty.

The EI-based theory of Goleman deeply discusses the importance of emotional intelligence at work. He argued that emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Four domains in the theory are considered as guidelines for effective individual development of the key EI-based competences. Following table illustrates Goleman's conceptual model of emotional intelligence and corresponding emotional competencies:

	SELF (Personal Competence)	OTHER (Social Competence)
RECOGNITION	**Self–awareness**: Knowing one's internal states, preferences, resources, and intuitions. - ***Emotional self–awareness***: recognizing one's emotions and their effects. - ***Accurate self–awareness***: Knowing one's strengths and limits. - ***Self–confidence***: A strong sense of one's self –worth and capabilities.	**Social awareness**: Ability to understand others and handle relationships. - ***Empathy***: Understanding others, and taking an active interest in their concerns. - ***Service orientation***: recognizing, and meeting customers' needs. - ***Organizational awareness***: Empathizing at the organizational level
REGULATION	**Self – management**: ability to regulate distressing affects to inhibit emotional impulsivity. - ***Emotional self – control***: Keeping disruptive emotions and impulses under control. - ***Trustworthiness***: Displaying honesty and integrity. - ***Conscientiousness***: Demonstrating responsibility in managing oneself. - ***Adaptability***: Flexibility in adapting to changing situations or obstacles. - ***Achievement dive***: Striving to improve or meet a standard of excellence. - ***Initiative***: Readiness to act.	**Relationship management**: adeptness at inducing desirable responses in others. - ***Developing others***: Sensing others' development needs, and bolstering their abilities. - ***Influence***: wielding effective tactics for persuasion. - ***Communication***: Sending clear and convincing messages. - ***Conflict management***: Resolving disagreements. - ***Visionary leadership***: Inspiring and guiding groups of people. - ***Catalyzing change***: Initiating or managing change. - ***Building bounds***: Nurturing instrumental relationships. - ***Teamwork and collaboration***: Creating a shared vision and synergy in teamwork, working with others towards shared goals.

Table 1

Goleman's conceptual model of emotional intelligence (2001).

Source: Goleman, D. (2001). An EI-based theory of performance. In D. Goleman, & C. Cherniss (Eds.), *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco, CA: Jossey-Bass.

In collaboration with Boyatzis and Rhee, Goleman developed an instrument to measure emotional intelligence called Emotional Competency Inventory (ECI) which is revised from the former ECI by Boyatzis in 1994. The Emotional Competency Inventory is a multi-rater (360 degree) assessment that provides self, manager, direct report, and peer ratings on twenty social and emotional competencies. The ECI contains 110 items and is designed for use only as a developmental tool, not for employment or promotion decision. Survey respondents use six-point scale which starts from "the behavior is vey characteristic of this individual" and ending with "the behavior is only slightly characteristic of the individual, to describe themselves or another person on each competence.

Cooper and Sawaf's model of emotional intelligence (1997)

Cooper and Sawaf (1997) described emotional intelligence as four cornerstones, which move emotional intelligence out of the realm of psychological analysis and philosophical theories into the realm of direct knowing, exploration and application, comprised of emotional literacy, emotional fitness, emotional depth, and emotional alchemy.

- *Emotional literacy*: building a locus of self-confidence through emotional honesty, emotional energy, emotional feedback, responsibility, emotional connection and intuition. Emotional literacy refers to being real and true to oneself so that one can build awareness, inner guidance, respect, responsibility and connection with others.

- *Emotional fitness*: strengthening one's authentic presence, trust radius, constructive discontent, resilience and renewal.

- *Emotional depth*: exploring the way to align one's life and work with one's unique potential and purpose. It builds core character and calls forth one's potential and integrity. It also requires commitment and accountability to increase one's influence without authority.

- *Emotional alchemy*: expanding one's creative instincts and capacity to flow with problems and pressures and to complete for the future by building one's capacity to sense more readily, and access, the widest range of hidden solutions and untapped opportunities.

Opportunity Sensing

Creating the Future

Reflective Time-Shifting

Intuitive Flow

Fourth Cornerstone:
Emotional Alchemy
Sensing opportunities and competing for the furture:
Builds intuitive innovation, situational transformation and fluid intelligence.

Emotional Honesty

Emotional Energy

Emotional Feedback

Emotional Connection & Intuition

First Cornerstone:
Emotional Literacy
Being real and true to yourself:
Builds awareness, inner guidance, respect, responsibility and connection

The Four Cornerstones of Emotional Intelligence

Third Cornerstone:
Emotional Depth
Reaching down and stepping up:
Builds core character and calls forth your potential, integrity and purpose.

Second Cornerstone:
Emotional Fitness
Being clear and getting along:
Builds authenticity, resilience and trusting relationships.

Influence without authority

Applied integrity

Commitment

Unique Potential & Purpose

Authentic Presence

Trust Radius

Resilience & Renewal

Constructive Discontent

Figure 4: The Four Cornerstones Model of Emotional Intelligence (Cooper & Sawaf, 1997)
Source: Cooper, R. K. & Sawaf, A. (1997). Executive EQ. London: Orion Business Books.

EQ Map

EQ Map is the trademark of AIT (Advances Intelligence Technology) and Essi Systems. It is an extensively researched, norm-tested and statistically reliable instrument that was developed in 1996 by Orioli, working in collaboration with Cooper. Unlike a test, EQ Map is a multidimensional guide that could help one to discover many facets that make up one's personal intelligence and its relationship to one's performance, creativity, and success.

EQ Map has been applied to test on thousands organizations around the world. It is a self-report measure of emotional intelligence which is more beneficial in comparison with ability measures: easy to administer, its ability to tap internal experiences that are difficult to obtain with performance measures, and assessment of ongoing conscious process related to emotional thinking (Mayer, Salovey and Caruso, 2000).

The EQ Map comprises of questionnaire, scoring grid, interpretation guide, and action planning worksheets. The factors in EQ Map are directly tied to one's ability to stay healthy under pressure, developing trusting relationships, and creatively sense and pursue opportunities for one's future. Divided into five dimensions with twenty scales, EQ Map focuses on:

- *Current environment:* Life pressures and satisfactions

- *Emotional literacy:* Emotional self-awareness, emotional expression, and emotional awareness of others

- *EQ competencies:* Intentionally, creativity, resilience, interpersonal connections, and constructive discontent

- *EQ values and beliefs:* Outlook, compassion, intuition, trust radius, personal power, and integrated self

- *EQ outcomes:* General health, quality of life, relationship quotient, and optimal performance.

According to Orioli (2000), three major sections in EQ Map which make up emotional intelligence of a person are emotional literacy, EQ competencies, and EQ values and beliefs. Other sections set context (current environment) and represent the impact of EQ on several areas of a person's life (outcomes).

Emotional intelligence at work

Goleman (1995) stated that emotional intelligence affects one's physical and mental health as well as one's career achievements. Wong and Law (2002) said there have been increasing numbers of scholars arguing that emotional intelligence is a core variable that affects the performance of leaders. Additionally, emotional intelligence actually effects both leader and follower outcomes. Findings have shown that emotional intelligence affects on the job performance and job satisfaction of followers.

When discussing emotional intelligence in relation to work, psychologists often compare it with the effects of IQ. IQ and EQ are relatively independent from but complement each other. IQ is more stable than EQ but high EQ creates favorable conditions to develop IQ. In reality, all intellectual actions of people relate to emotion

because emotion fosters cognitive activities which then implicate the causation of actions. The roles of IQ and EQ have been understood popularly by famous slogan "IQ gets you hired, but emotional intelligence gets you promoted" (Gibbs, 1995). Cooper and Sawaf (1997) also stated that with a high IQ one can become a whiz at the daily routine, but with a high emotional intelligence he or she can thrive during times of change and uncertainty.

Psychologists do not deny the important role of IQ when combined with EQ. Studies have proved that both EQ and IQ significantly affect job performance. They suggested that data establishing the relative contribution of EQ and IQ should be balanced properly in hiring and promotion decision. Goleman (2001) stated that IQ is a more powerful predictor than emotional intelligence of individuals' career success because it sorts people before they embark on career, determining which fields or professions they can enter. However, when studies looked within a job or profession to find out which individual become star performer, emotional intelligence was proved a more powerful predictor of success than IQ. Having enough cognitive intelligence to hold a given job does not by itself predict whether one will be a star performer or rise to management or leadership positions in her or his field. So, selection of employees solely based on academic intelligence and working expertise and ignoring emotional intelligence, often leads to poor choices that can be disastrous for an organization (Chaudio Fernández – Aráoz, cited in Goleman, 2001).

The significant contribution of emotional intelligence at work has been proved by many researchers and psychologists. Hunter & Hunter (1984) stated that cognitive intelligence accounts for up to 25% of the variance in professional success and job performance. According to Sternberg (1996), social and emotional abilities are four times more important than IQ in determining success. Finding in research at Yale University by Barsade (1998) showed that good feelings would lead to improved cooperation, more fairness, and overall improvement group performance at school. People who were best at indentifying other's emotions were more successful in their work as well as in their social lives (Rosenthal, in Cherniss, 2000).

Goleman (1998) conducted research on EI-based competencies with the data collected from several hundred organizations and concluded that emotional competencies were twice as prevalent among distinguishing competencies as were technical skills and purely cognitive abilities combined. For leadership positions, 85% of their competencies were in emotional intelligence domains. Dulewicz and Higgs (1999) compared the contributions of EQ and IQ to job performance by assessing 58 general managers in the United Kingdom and Ireland in three domains of ability: emotional skill, intellectual aptitude and managerial competency. They found that emotional intelligence accounted for 36% of variance in organizational advancement where as IQ accounted for 27% and managerial quotient was 16%. The finding could lead to conclusion that emotional intelligence is slightly more important to career advancement than IQ.

To ensure a successful outcome, Goleman says that every professional must develop the appropriate emotional intelligence "competencies" and "abilities" as underpinnings for his or her particular function or tasks. "Our emotional 'competence' shows how much of that potential we have translated into on-the-job capabilities. An emotional 'competence' is a learned capability based on emotional intelligence that results in outstanding performance at work." (Goleman, 2001)

In summary, emotional intelligence is understood as the ability to manage emotion of oneself and others. The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions and regulating emotions (Goleman, 1998). People who possess high emotional quotient can manage their emotion in positive ways. They can assess exactly and control their emotions and use them in the most appropriate way in decision making and problem solving. Emotional intelligence helps people overcome their trivial desires as well as strengthens them in ability of self-discipline, positive and creative thinking in order to find out the best solutions, by using both logic and feelings, when facing with difficult situations. It also helps people be more flexible in changing situations; properly express their needs; calmly and thoughtfully respond to difficult people; keep an optimistic and positive outlook; continuously learn how to improve oneself and organization where he or she works for (Michael & Susan, 2004).

There are two basic model of emotional intelligence namely the ability model and the mixed model (Mayer, Salovey, and Caruso, 2000). It is also considered as trait model and information processing model (Petrides and Furnham, cited in Bedwell, 2003).

In a work setting, emotional intelligence has been commonly claimed to be useful in professional applications such as occupational assessment, prediction, selection, and on the job performance. It assists people "in teamwork, in cooperation, in helping them learn together and in figuring out how to work more effectively" (Goleman, 1995). Psychologists state it is an effective predictor of outstanding performers and great leaders. In comparison with IQ, emotional intelligence has been supported as an efficient tool to improve working effectiveness and productivity; reinforce collaboration in teamwork, strengthen relationships at work; create healthy culture and environment in organization so that people improve their communication skills, get satisfied with their human relations and have more energy as well as aspiration for their profession. Those useful elements would help people strongly commit and determine to complete their goals in working life.

Instructor performance

Perspectives of instructor performance

In general, instructor performance is defined as the capacity of an instructor to accomplish the work assigned. It is his or her competence to get things done. In university, teaching performance is considered as bottom line of instructors. It refers to the quality and quantity of task accomplishments by an instructor or group of instructors

at work. It is a cornerstone of productivity and has great contribution to achievements of university. Campbell (1990) defined occupational performance as behaviors that are relevant to an organization's goals and can measure in terms of individual's proficiency, or the level of contribution. In other words, performance mentions about how and what people do, rather than the results of the tasks themselves. Viswesvaran & Ones (2000) generated a relatively general view of profession performance as "scalable actions, behavior and outcomes that employees engage in or bring about that are linked with and contribute to organization goals."

According to Corvellect (cited in Housldsworth & Jirasinghe, 2007), the term "performance" can depict both the act and the result of the act. Performance is not only a matter of results or outputs, but also of behavior and process. Therefore, it takes into account all aspects of what people involve in organizations do. They believe that it is more useful to think of behaviors and processes as the "how" of performance.

When measuring instructor performance, it is necessary to rely on certain standards. Administrators cannot easily evaluate instructor performance without an evaluation criteria or professional standards. Criteria and standards to measure performance are different from organization to organization. For example, it is not suitable to apply performance standards from industrial sectors to measure teacher performance in schools. Of course, professional performance in all sectors has common traits, but in schools, the roles, objectives, missions and it contribution to society are very different. Therefore, evaluating instructor performance has special characteristics.

There are three popular ways to evaluate instructor performance:

- ***Self-examination***: That is the considerable introspection of instructors and the process of looking inward and evaluating where one stands in relation to some effectiveness standards (Tornow & London, 1998).

- ***Feedback***: Instructors can get feedback from their supervisors, colleagues. According to 360-Degree feedback theory, it also includes feedback from subordinates and customers as well (Tornow & London, 1998). In university context, it refers to students, parents and some relating others in community.

- ***Performance appraisal***. Assembling and maintaining a high-quality teaching staff is the foundation of any successful education system (Perie & Baker, 1997). The performance appraisal is the tool to measure teacher performance. It is often made at the end of school year. According to Maddux (1994), performance appraisal provides an opportunity for communication between administrators and performers under the same purposes. According to Grote (2002), performance appraisal is a formal management system that provides for evaluation of the quality of an individual's performance in an organization. Performance appraisal involves identification, measurement, and management of human performance in organization.

All performance appraisal systems rely on standards and goals of the organization. A goal refers to results which are to be achieved. It describes conditions that exist, when the desired outcome has been accomplished, and a time frame during which the outcome is to be completed. Goals should be challenging, but achievable and

established with the participation of those responsible for meeting them. A standard refers to ongoing performance criterion that must be met consistently with time. Standards should express the quantitative and qualitative of performance and are set up with participation of those who must meet them as well as need influence the school mission and objectives.

Characteristics of effective performance of university instructors

Because of general characteristics of the teaching profession, the standards and criteria to assess university instructors are similar to teachers at other levels. Kunaraksa (cited in Sutthinont, 2004) described four characteristics of a good teacher are good relationships with students, enhancing the teaching profession, honestly behavior in the teaching profession, and good characteristics. Then he listed ten merits of teachers whom students and others in a school referred to, namely sound knowledge, good teaching, good temperament, good reasoning, vigorousness, familiarity with students, a sympathetic approach, a sense of humor, polite dress, and paying attention to students.

University instructors have some traits different from teachers in general education. The autonomic level of university instructors is greater than teachers at other levels. The pedagogy and methodology of instruction mainly depends on individual instructors. On the other hand, undergraduate students are adult learners and student-centered methods are strongly influenced by their learning needs. So university instructors not only play role of lecturers, but also are advisors, motivators, and facilitators for students. Tigelaar et al. (2004) argued that they also need to broaden their roles and responsibilities as follows:

- *Designers*: university teachers should be able to place students at the center of teaching and learning process in such a way that latter gradually learn to study independently

- *Counselor*s: instructors provide students with prompt and constructive feedback and advice.

- *Evaluators*: designing tests that are appropriate for the desired learning results and perform efficient student and peer evaluation.

Those roles require university instructors must be the ones who can produce "a sustained and substantial influence on the way people think act and feel" (Bain, 2004). Especially, in the new era he or she should be able to actualize student learning as well as facilitate the attainment of appropriate skills and knowledge (Knight, 2002, Ramsden, 2003).

Teachers at all levels cannot complete their mission without teaching competencies. This is the crucial requirement every instructor has to possess. Teaching competence refers to the ability to give effective instruction, classroom management; pedagogic skill to get students work as active learners and help them achieve their needs and objectives in learning. Good university instructors must have clear and deep understanding of their field together with a profound knowledge of some particular specialized aspect of it. An instructor who is considered as the one to have effective teaching first of all has to possess professional knowledge. According to Shulman (1987), professional knowledge includes content knowledge, pedagogical content knowledge (an amalgamation of content and pedagogy that is a teacher's special form of professional

understanding), knowledge of educational ends, purposes and values, and their philosophical and historical grounds, curriculum knowledge, knowledge of the learners and their characteristics, knowledge of educational contexts, general pedagogical knowledge including principles and strategies for classroom management and organization.

It is not the end of profound and up-to-date content knowledge, teachers are expected to demonstrate their operational competence such as how their subject learnt and taught, teaching method relevant to their discipline, the appropriate use of learning technologies, technique of teaching monitoring of evaluating, effect of institution's mission to teaching and learning strategies, implications of quality assurance for teaching practice, regulations, policies and practice affecting their own work (Badley, 2000). Context- based teaching is considered as one of important teaching competencies. This is the keystone in applying teaching methodology in certain context. Tigelaar et al. (2004) designed teaching competencies as an integrated set of personal characteristics, professional knowledge, skills, attitudes that are needed for effective performance in various teaching context. University instructors need to understand that the knowledge and skills for effective performance in this teaching context may not be effective in another context. Moreover, the educational environment continuously changing, sometimes at a rapid rate, instructors need to be adaptive and flexible in perceiving their new responsibilities and roles.

A good instructor must be a life long learner. They need to have a strong commitment to professional development so that their existing competence is up-to-date

(Badley, 2000). They should have intellectual qualities associated with the role as exemplar of fine scholarship. These are intellectual curiosity, mastery of his or her field of knowledge and methods of inquiry, respect for truth, intellectual honesty, and a fundamental understanding of the learning process. Obania, Shabani, and Okebukola (2002) said that productive researcher higher education teachers need following attributes:

- Ability to identify problems
- Ability to design efficient research plans
- Resourcefulness
- Objectivity
- Honesty
- Perseverance
- Willingness to collaborate with others
- Skills in writing winning grant proposals
- Ability to supervise research
- Skills in writing acceptable research reports

Values and characteristics are an important part of the teaching profession. Teachers at all levels have to be an ethical model for students to respect, trust and follow. A good lecturer is always an example of enthusiasm, empathy, flexibility, approachability and the ability to regulated frustration and impatience (Brown, 2004). Parkay (2004) noted that professional teachers are guided by a specific set of values. They make deep

and lasting commitment to professional practices. They adopt high standards of professional ethics and models behaviors that are in accordance with that code of ethics.

In his work, Hopkins (2004) found that student respondents identified the idea that high quality teacher should have personal characteristics such as being accessible, diligent, organized, an attentive listener, encouraging, patient, caring, energetic, positive, collaborative, enthusiastic, reflective, compassionate, ethical, resourceful, confident, fair, respectful and respected, consistent, flexible, risk-taker, creative, had high expectations of self, self-starters, intrinsically, motivated, sense of humor, dependable, intuitive, and trustworthy. Cruickshank, Jenkins and Metcalf (2003) added effective teachers also need to be supportive, concerned about the welfare of students, warmth, and get along well with parents.

When Medley (cite in Truong, 2003) discussed about teacher competencies which, in his view, is considered as knowledge, teaching skill and methodology as well as profession value position, he proposed five aspects any competent teachers has to possess to be successful in their professional operation namely well-prepared pre-instruction, effective presentation, student learning motivation and support, creating healthy learning environment, and professionalism. Professionalism has become more and more important requirement to teachers when society highly demands specialization and professional expertise in all domains, not just in education. As Medley argued, an instructors who is considered as professionalism has to possess five competences: community interactions, professional contributions, professional attitudes and behaviors, school operations, and professional development.

University instructors are strongly expected to be an active member of community. Knowledge of instructors has to include research and scholarly methodologies used in their discipline. They need to contribute their research findings through academic and professional development activities such as seminars and conferences (Badley, 2000). Service offered by instructors within the institutional community includes committee work and membership on task forces, patron to student and staff societies, and being an office holder in staff societies. Service outside the institution includes participation in special local and national assignments and services, delivery of public lectures, offering of services in one's specialized area (e.g. medical care), office holder of national societies (e.g. president of Science Teachers Association), and so forth. Outstanding instructors are deeply involved with their colleagues, professional organizations, teacher educators, legislators, policy makers and others which make a vital profession.

In this age of globalization, the environment constantly changes in all spheres of life including education. Accordingly, school at all levels would never stop raising expectations on the role of instructors. A profile which contains a framework to guide initial teacher education, teacher certification, teachers' on-going development and career advancement, and to access the extent to which these different elements are being effective. The teacher profiles need to reflect the school objectives, student learning objectives, and a profession wide understanding of what counts as accomplished teaching (OECD, 2005).

Obania, Shabani, and Okebukola (2002) stated that the effective instructor is expected to be an exemplar of good teaching, a productive researcher, and do have skill as a community service agent. They proposed a profile of a higher education instructor in which a list of teaching characteristics as understanding how student learn, concern for students' development, commitment to scholarship, commitment to work with and learn from colleagues, continuing reflection on professional practice. Accordingly, university instructors should do following to enhance their profile:

- Give clear explanations using appropriate teaching techniques and instruments
- Make clear presentations
- Speak effectively
- Create effective non-verbal presentations
- Promote student interest
- Be open to new ideas
- Promote rapport
- Effectively communicate

Organizational competency is one qualification that any good university instructor should possess. It refers to the ability to communicate and collaborate with colleagues and to be organized at work. In some recent theories of teachers' professional development, peer teacher cooperation played a very important role (Putnam & Borko, 1997) in profession performance. Team spirit, knowledge and experience sharing would

help them in achievement at work and would create greater aspirations in their teaching profession. Instructors are expected to understand and comply with the regulations and policies of the universities. Some policies may be against the benefit of some instructors, but good instructors know how to balance the individual advantages and collective advantages. Together with other school members, instructors are the ones who have the important contributions to make in creating healthy and strong cultures and a favorable environment in school.

Models and standards of teaching profession performance

The 1984 Texas Education Agency Appraisal Model, the United States.

Teachers must possess teaching standards categorized into aspects as instructional strategies, classroom management and organization, presentation of subject matter, learning environment, and professional growth and responsibility.

Indiana State University Model (1999)

In consideration of teaching as "a major part of a mission' of the university committed to student success, the university identified six major areas, which are considered as "components of effective college teaching" as follows:

Requirements	Criteria
1. Teacher's content expertise	− Understand their academic field well
2. Design	− Clear purpose that organizes course elements. − Communicate high but realistic expectations. − Match the instruction to students' learning needs and interests.
3. Instructional delivery	− Use good communication skills. − Design learning environments that encourage time on task. − Engage students in actively utilizing knowledge. − Use an appropriate array of methods. − Encourage students to work together to learn. − Give regular, helpful evaluations of learning.
4. Instructional relationships	− Be dedicated and enthusiastic with students. − Understand and respect students. − Acknowledge and adjust to different students. − Be fair and impartial in dealings with students. − Be open to receiving feedback and adjusting courses appropriately
5. Course management	− Organize instructional environments well
6. Professional development	− Hold high standards and engage in ongoing professional development

Table 2

Components of effective college teaching.

Source: Indiana State University (1999)

OECD 2005 England's standards

In 2005, OECD (Organization for Economic Co-operation and Development) released a report on Teachers Matter: Attracting Developing and Retaining Effective teachers presented 3 following outcome standards teachers need for award which is can apply to set out the minimum requirements of effective teachers for any education system of Qualified Teacher Status.

- *Professional values and practice* which are derived from the Professional Code of the nation.

- *Knowledge and understanding*: teachers need to be confident and authoritative in their subjects teaching and clear their expectation to student progress.

- *Teaching standards* relate to skills of planning, monitoring and assessment, and teaching and classroom management.

Vietnam's Primary Teacher Standards

The project funded by World Bank has identified three aspired competencies of Vietnamese primary teachers: personality and ideology, knowledge, and pedagogy (Griffin, Nguyen & Gillis, 2004).

Criteria and standards for assessing university instructor performance in Vietnam

Vietnam's educational organizations are still in the process of compilation and promulgation standards and criteria for teachers and their professional operation. Presently, to assess university instructors in general and teachers at all levels is still mainly based on teachers' duties and responsibilities stipulated in Vietnam's Educational Law (2005), University Education Charter (2003), and The Government Resolution on Substantial and Comprehensive Renewal of Vietnam's tertiary Education in the 2006 - 2020 Period (2005). Criteria for teacher performance evaluation are considered based on multiple roles teachers play in the changing society as well as the essential, context bound. It also reflects the knowledge, skills and understanding of the requirements of teaching and learning in new contexts, as well as professionalism in higher education. These criteria are also the compromise between Vietnam's cultural factors and the world's common values.

Vietnam's Educational Law (2005) and Decree 40-CT/TW issued on June 15, 2004 by the Central Executive Committee of the Communist Party of Vietnam articulates the objective to establish a well-balanced, sufficient structure of standardized, qualified

teachers and educational officials who have consolidated political identities, values, lifestyles, professional ethics and skills. Decrees 34 and 36/ 2000/ QD-BGD & DT (2000) described two main classifications of good teachers which are moralities and competencies. Moralities encompass teachers' personal characteristics such as virtue, values, beliefs and attitudes towards students and others in school community. Competencies include good understanding of subject matter and pedagogical knowledge and skills (Nguyen, Griffin & Nguyen, 2006). Additionally, university teachers need more abilities such as researching, facilitating student independent learning, respect for and good rapport with students and colleagues.

According to the Article 72, Vietnam's Educational Law (2005), a teacher has to possess the following standards:

- Personal and professional ethics;

- Good knowledge of subject matter and teaching methodology;

- Good health for teaching profession;

- Clearly political curriculum vitae;

- Effectively teaching consistent with curriculum, educational philosophy, objectives and mission set up by the nation and the school;

- Conforming to the national laws and school regulations;

- Maintaining virtuous characters, prestige, dignity of a teacher; respect students as well as protect their legitimate rights and benefits;

- Being a life long learner, constantly develop and apply effective teaching methodology; cultivate personal and professional ethics, enhance political awareness, and always be a good model for students.

Combining three key criteria include aspired knowledge, skills, and values consistent with Vietnam's social, cultural characteristics and educational laws, Nguyen, Griffin & Nguyen (2006) generated a conceptual model of performance standards for Vietnamese university instructors based on four models: The 1984 Texas Education Agency Appraisal Model, the United States; Indiana State University Model (1999); OECD 2005 England's standard; and Vietnam's Primary Teachers Standards. It is comprised of three strands, nine requirements, and thirty-four criteria as follows:
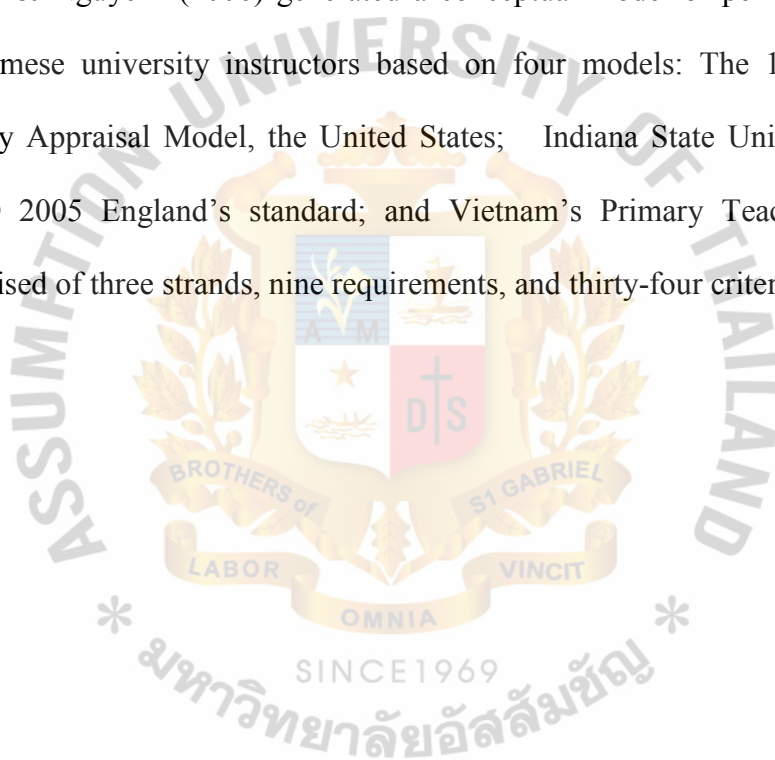
STRANDS	REQUIREMENTS	CRITERIA
1. Professional Knowledge	*1.1 Pedagogical content knowledge*	– Knowledge of the subject matter – Knowledge of higher education as well as content of pedagogy – Knowledge of university and faculty curricular – Knowledge of assessment and evaluation of outcomes
	1.2 Knowledge of students	– Knowledge of student learning process as well as their current academic competence – Knowledge of students' family backgrounds as well as age and gender psychology – Knowledge of students' rights and obligations
	1.3 Knowledge of social settings and environment of work	– Knowledge of socio-economic settings in Vietnam, South-East Asia and the world – Knowledge of socio-economic and cultural settings of the locality – Knowledge of the institution's stakeholders
2. Professional Skills	*2.1 Pedagogical skills*	– Course design – Teaching methodology – Instructional delivery – Student learning – Assessment and evaluation of student outcomes
	2.2 Organizational and management skills	– Organizing and managing the classroom – Organizing and managing students – Organizing and managing resources
	2.3 Communicative skills	– To students – To colleagues – To the community at large
	2.4 Research and Leadership skills	– Research – Leadership
3. Professionalism		– Perform teaching duties in accordance with Education Law, Ministry of Education and Training regulations and University statutes – Fulfill all assigned tasks – Have professional qualifications and reputation – Engage in ongoing professional development – Strive for professional development by means of feedback and self-assessment – Be a lifelong learner to adapt to changes and challenges in the field and in society – Demonstrate love, responsibility and commitment to the teaching profession
4. Professional Ethics		– Have personal characteristics suitable for the profession – Have an honest, simple and healthy lifestyle – Love, respect and trust students – Be respectful, straightforward and cooperative with colleagues

Table 4

Criteria for assessing instructors in Vietnam's Universities.
Source: Nguyen, K.T, Griffin, P. & Nguyen, C., (2006). Generating Criteria for Assessing Lectures in Vietnam's Universities: A Conceptual Paper. Retrieved January 10, 2008, from http://aare.edu.au/06pap/ngu06311.bdf

Related research

Menon (2006) found out in his research a strong relationship between emotional intelligence and conflict management. All the five constituents of emotional intelligence comprised of empathy, self awareness, self regulation, social skills, and motivation showed a positive relationship with problem solving strategy. However, the research found a negative relationship between emotional intelligence and bargaining strategy. This shows that the higher the emotional intelligence, the lower the chance for a person to use bargaining strategy in a conflict scenario.

Muangsillapasart (2005) conducted a study at Assumption University with students of the MBA program to find out their perception of effective teaching characteristics based on five keys behaviors in effective teaching: lesson clarity, instructional variety, task orientation, engagement in learning process, and student success. The finding showed almost all of behaviors were related as important in students' perceptions with the ranking as follows: student success, lesson clarity, task orientation, instructional variety, engagement in learning process. It also found no difference of MBA Assumption University students' perception according to age, GPA, work experience but gender, nationality, program-time study, and academic trimester.

In 2004, Sutthinont conducted a research on the relationship between motivation and teacher performance in Saint Gabriel's Foundation Schools in the Northeastern Region of Thailand. The research found that most teachers have high motivation and also high level of job performance. It also found no significant difference in teacher

performance when classified by gender, age and teaching experience but it found there were statistical relationships between motivation and teacher performance.

Kukreja (2004) conducted a research on emotional intelligence and performance evaluation of Assumption University Lectures. The finding showed that Assumption University lectures had optimal performance in integrity; proficient performance in intentionality, creativity, resilience and outlook; and vulnerable performance in interpersonal connections, constructive discontent, compassion, trust radius, and personal power. Researcher also found that male lectures scoring significantly higher in creativity and female lectures scoring significantly higher in international connections; those who are divorced, separated or widowed scoring higher in resilience, constructive discontent, and integrity and those were married scoring significantly higher in outlook and integrity.

Jose (2004) conducted a study in the relationship among working conditions, job satisfaction and teacher performance in private schools under Kottayam Cooperative Agency, Kerala, India. The findings show that there was significant relation between job satisfaction and teacher performance based on administrative style of the administrator (interpersonal relationship with the administrator), supportive co-workers, compensations, workload, overall working conditions, motivation, attitude towards work, and overall job satisfaction. Motivation was found as the best predictor of teacher performance than any other factors in the job satisfaction.

Tsuruta (2004) conducted research on the relationship between academic achievement, emotional intelligence, and moral judgment of grade students at an American curriculum-based international school in Bangkok, Thailand. The findings

shown that no-significant correlation between academic achievement and moral judgment and there was a low significant correlation between emotional intelligence and moral judgment. She also found a non-significant difference of gender related to academic achievement, emotional intelligence, and moral judgment while religious belief was found to be a significant moderator of the correlation between emotional intelligence and moral judgment.

Truong Thu Huyen (2003) conducted a study of teacher competence performance and needs for teacher competence improvement of Thai Binh, Vietnam. The findings showed that there were significant differences among teachers classified by gender, age, working experience, and education on both their performance and needs for teacher competence improvement. The research also found that teacher competence performance and teacher competence improvement needs were statistically different pertaining to four categories: presentation, learning environment, student learning and professionalism, but were not significantly difference relative to pre-instruction.

Lam and Kirby (2002) studied the impact of emotional and general intelligence on individual performance. The study showed that general intelligence made a significant contribution to the prediction of individual performance of a cognitive task. Overall emotional intelligence, perceiving emotions, and regulating emotions all contributed positively to individual cognitive- based performance; however, understanding emotions did not add to the explanation of variance in individual cognitive-based performance over and above the level attributable to general intelligence. In this study, researchers used Shipley Institute of Living Intelligence Quotient Scale to assess general intelligence and

MEIS to measure three levels of emotional reasoning ability: perceiving, understanding and regulating emotions.

Vietnam's higher education system and background of HUFLIT

Vietnam's higher education system

Vietnam's higher education system has been a hybrid of those from China, France, America and former Soviet Union (Sloper and Le, 1995). Because of effects of many education system and especially Confucian-heritage culture, presently Vietnam's higher education system still has following characteristics:

- Mono-disciplinary, small scaled training focus until the 1990s, there was a trend of amalgamation of institutions resulting in larger sized institution and socialization policy resulting new types such as private open and people's universities and colleges.

- Centralized control over curriculum financial resource and administration. This was considered as a factor of inefficiency in management; low institutional initiative spirit, lack of autonomy, accountability and responsibility.

- Restricted competition leads to monopoly in management.

In Vietnam's classroom, teacher-centered approach persists and teachers are regarded as the centre of transformation knowledge. The majority of Vietnamese instructors consistently used lecture method and considers it as a main and effective method in teaching. This method has blamed as the cause of passive students.

The policy of economic reform called "Doi moi" in 1986 shifted Vietnam from a centrally planned economy to a market based economy which created both opportunities and challenges to all aspects of society including education. According to the Higher Education Report (2007) of Vietnam's Ministry of Education and Training, the tertiary education in our country has seen marked developments in terms of scale and diversity of educational types and forms, initial adjustments of its systematic structure and improvements of training programs and processes, and has mobilized numerous social resources. The quality of tertiary education in some disciplines and domains as well as in tertiary education institutions has seen positive changes, a step by step satisfying the requirements of socio-economic development. However, most of educational institutions in Vietnam are faced with serious challenges and carrying great responsibilities towards producing a competitive workforce for socio-economic development and transition towards full globalization.

The weaknesses of Vietnam's higher education primarily relates to impact, quality and financing. The articulation between training and scientific research remain problematic. Additionally, the shortage of lectures both in term of quantity and quality as well as lack of investment fund still cause big issues (Pham & Fry, 2002). In order to solve those problems of higher education, from the year 2005, Vietnam's government has applied educational renewal on tertiary education on the basis of inheriting the country's educational and training achievements, promoting the national identity, absorbing mankind's cultural quintessence, and quickly approaching the world's advance tertiary education. General objectives of Vietnam's higher education by 2020 are to attain the

regional advanced standards, approach the world's advanced level, have a high competitiveness and suit the socialist-oriented market mechanism. One of important missions to achieve general objective is build up a sufficient contingent of tertiary education lectures and administrators, who have ethical quality and professional conscience, high professional qualifications and an advanced teaching and management style (Government Resolution on Substantial and Comprehensive Renewal of Vietnam's Tertiary Education in the 2006 - 2020 Period, 2005).

Background of HUFLIT

Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT) was officially founded on October 26th, 1994 on the foundation of the Saigon School of Foreign Languages and Information Technology established in 1992. It is a private university in the Vietnam's higher education system. The degrees granted by HUFLIT are valid and approved in the system of national education.

In school year 2007 – 2008, HUFLIT has totally 7,325 students and 404 teachers in 8 faculties: Foreign Languages (specializing in pedagogy, translation-interpretation, office administration), Information Technology (specializing in information systems, computer networking, telecommunications), Oriental Studies (specializing in Chinese studies, Japanese studies, Korean studies, Vietnamese studies for foreigners), Tourism and Hotel Management, International Business Management, International Relations, Marxism-Leninism and Ho Chi Minh Ideology, and Second Bachelor Degree Training (specializing in international business administration, English, and International Relations).

Every year, HUFLIT trains about one thousand bachelors of Arts and Science. HUFLIT's graduates are equipped with professional knowledge, communicative skills and two strategic tools that are foreign languages and information technology in order to meet the demand for human resources of the job market at present and in the future.

Combining training and researching, HUFLIT considers research a responsibility as well as an approach to improve its educational quality. The university always encourages and supports its staff, faculty and students in doing research in order to produce valuable, useful scientific works for the society. Thanks to the combination of training and researching, HUFLIT's faculty and students have got an opportunity to reveal their qualities and competence. In addition to teaching, the faculty also spends their time researching and helping students with their research, projects, and graduation papers. They are also very active in writing and compiling teaching materials, paying special attention to the improvement of the syllabi, teaching content as well as methodology, helping improve the educational quality.

Every end of the year, HUFLIT has a performance evaluation on instructors and staff. Performance evaluation basically complies with procedures provided in legal documents of education and training from national authorities. The evaluation forms are delivered to the faculties and departments for instructors, administrators and staffs to complete. It consists of five parts: update curriculum vitae, performance self-evaluation, evaluation of deans or heads of department, instructors and staff peers' evaluation in the same faculty or department, comments or recommendation of instructors and staffs.

After evaluation forms are filled in, the university board calls for a discussion meeting to discuss performance appraisal. In a discussion meeting, instructors and staff will talk about their performance in the last school year, what their strong points and what their weaknesses are. They have the right to speak up to prove their achievement as well as defend different view from others. They are also encouraged to admit what of the expected goals they have not yet achieved, and where they need to increase efforts in the coming year.

Instructors also have the right to evaluate their colleagues. They can give comments to peers with the proper attitude to help performance appraisal more exactly. The important contribution of deans and department chiefs in performance appraisal discussion helps getting more persuasive resources for evaluation. They are administrators who give supervision to the instructors. From the administrative aspect, they can give a lot of useful comments on their subordinates' performance.

Performance appraisal discussions are supported in a cooperative, friendly and constructive atmosphere. School members are encouraged not to criticize or blame others. The purpose of meetings is to get precise performance evaluation and create a chance for people to express their ideas relating to school development. After performance appraisal discussions, the university board will make a final decision and then the Human Resource Department will release performance scores of evaluations to instructors and staff. Appraisal rewards then are granted to instructors and staff based on their level of performance.

CHAPTER III

Research Design and Methodology

This chapter describes the methodology to investigate the level of emotional intelligence and its relationship to instructor performance of instructors of HUFLIT. The research methodology is presented as follows:

- Population

- Sample

- Instrumentation

- Collection of data

- Data analysis

Population

The population of this research was instructors from eight faculties of HUFLIT namely the Faculty of Foreign Languages, the Faculty of Information Technology, The Faculty of Oriental Studies, The Faculty of Tourism and Hotel Management, The Faculty of International Business Management, The Faculty of International Relations, The Faculty of Marxism-Leninism and Ho Chi Minh Ideology, and Second Bachelor Degree Training. There are total 404 instructors in HUFLIT.

Sample

Determining the sample size

The sample size of this research was selected according to the theory of Krejcie and Morgan (1970). Based on the theoretical sampling size table, the sample size of this research was 201 from population of 404 for .05 level of statistical significance.

After determining the sample size, researcher applied the stratified random sampling process to divide the total sample size proportionally at faculty level as following table:

Table 4
Population and Sample

FACULTY	INSTRUCTOR	
	N	n
1. Faculty of Foreign Languages	92	46
2. Faculty of Information Technology	68	34
3. Faculty of Oriental Studies	85	42
4. Faculty of Tourism and Hotel Management	34	17
5. Faculty of International Relations	31	15
6. Faculty of International Business Management	51	25
7. Faculty of Marxism – Leninism and Ho Chi Minh Ideology	19	10
8. Faculty of Second Bachelor Degree Training	24	12
Total	404	201

N: Population, n: sample

Selecting the determined sample size

The researcher applied random sampling method by a name list of instructors of each faculty on the separate paper pieces. They were placed in a box, and randomly picked out one by one until there was enough of desired sample size. Those instructors

who had the names on the paper pieces picked up by the researcher would be chosen for samples.

Instrumentation

The questionnaire was used to collect data for this research. It was comprised of three parts. First part was personal information. Second part was self-report emotional intelligence test and the third part was job performance self-evaluation. The instructors were asked to respond the question items of statement about their perception on categories of personal information, emotional intelligence and current job performance.

Part I. Personal information: including gender, age, marital status, and working experience.

- Gender is classified into male and female
- Marital status is classified into married and single
- Age is classified into four groups: less than 30 years, from 30 to 40 years, over 40 years
- Working experience defined by number of years instructors have been working in school. It is classified into four categories: under 5 years, from 5 to 15 years, over 15 years.

Part II. Emotional Intelligence

Researcher applied the questionnaire of EQ Map to measure emotional intelligence. EQ Map-based questionnaire in this research contained 149 items. Emotional literacy part asked respondents how well the statement describes the way they currently think or feel about themselves. EQ competencies and values and beliefs parts

asked the respondents to think about the past month and indicated how well the statements describe their behaviors or intentions.

Four rating scales were used to describe the levels of statement as follows:

Statement	Score
Very well	3
Moderately well	2
A little	1
Not at all	0

The scores from 0 to 3 presented the negative criteria to positive criteria. The total score of each scale was obtained by adding up the score value of each item. The level of performance was depending on the total scores set up in each emotional intelligence facet. Four performance zones represent for varying levels being mapped. Regarding EQ Map Interpretation Guide (Q-Metrics, 1997), the four zones are defined as follows:

- *Optimal* (O) refers to greatest EQ strengths. In these areas one shows great strength, effectiveness and creativity, even under pressure.

- *Proficient* (P) refers to standard performance level. In these areas one demonstrates steady, balanced EQ effectiveness in most situations.

- *Vulnerable* (V) refers to poor performance level and need to improve. In these areas one demonstrates some skills and competencies, but often run into difficulty bringing EQ into day-to-day life. EQ performance is unsteady and may fluctuate from situation to situation.

- *Caution* (C) refers to very poor performance level and must be improve. EQ ability is compromised or needs enhancement and may prove difficult to use without concentrated attention.

After employing EQ Map to determine the 4 zone-based levels of emotional intelligence, descriptive statistics was used to investigate the means of emotional intelligence. Criteria levels of emotional intelligence based on means are determined as follows:

Mean	Interpretation
3.26 – 4.00	Optimal
2.51 – 3.25	Proficient
1.76 – 2.50	Vulnerable
1.00 – 1.75	Caution

Part III. Instructor performance: There were total 46 items in this part which aimed to measure entire professional performance of HUFLIT instructors based on four strands of university instructor standards by Nguyen, Griffin & Nguyen (2006) namely professional knowledge, professional skill and professionalism and professional ethics. The independent variable of instructor performance was ranged by five-point Likert descending scale from 5 to 1 as follow:

5   means always practice

4   means frequently practice

3   means occasionally practice

2   means seldom practice

1   means least practice

In this research, the statement "always practice" refers to very high level of performance and "least practice" is considered as very low level of performance. The mean interpretation of instructor performance is presented as follows:

Mean	Interpretation
4.24 – 5.00	highest level of performance
3.41 – 4.20	high level of performance
2.61 – 3.40	moderate level of performance
1.81 – 2.60	low level of performance
1.00 – 1.80	lowest level of performance

Respondents tend to make them better in answering questions of ability assessment, especially the surveys relate directly to their profession. Therefore, in order to avoid any bias from respondent instructors, researcher deleted the titles of emotional intelligence dimensions and facets as well as the headings of instructor performance components.

Content validity

The content validity of the questionnaire was thoroughly checked and commended by five experts, three of them from The Faculty of Education, Assumption University: Br. Thomas Odenski, Dr. Sangob Laksana, and Dr. Fecilito Salvacion, and two from The Graduate School of Psychology, Assumption University: Dr. Holly Dugan and Dr. Parvathy Varmas. Before distributing, the questionnaire was translated into Vietnamese and was checked its accuracy of translation by two English linguists: Ms. Le Thi Thu Hang, the instructor who teaches English - Vietnamese translation subject in the

Faculty of Foreign Languages, HUFLIT, and Ms. Ho Thuy Dung, Deputy Dean of the Faculty of International Relations and English, HUFLIT.

Reliability

Researcher conducted a pilot study in 30 instructors of Van Lang University located on Ho Chi Minh city, Vietnam. Cronbach's Alpha was used to compute the reliability coefficient. According to Peterson (1994), the reliabilities of from 0.70 to 0.80 are acceptable and over 0.80 to be good. The reliability of 0.6 and above can also be acceptable in cases the research topics are novel or new to respondents. In thesis research, alpha coefficients were all greater 0.80, hence the questionnaire was considered is having acceptable levels of internal consistency. The results of Cronbach's Alpha test were as follows:

Table 5
The results of Cronbach's Alpha reliability coefficient test

Parts	Number of item	Alpha Coefficient
Emotional intelligence	**149**	**.96**
1. Emotional literacy	29	.76
2. EQ competencies	57	.93
3. EQ values and beliefs	63	.90
Instructor performance	*46*	*.97*
1. Professional knowledge	10	.88
2. Professional skills	21	.93
3. Professionalism	7	.89
4. Professional Ethics	8	.91

Collection of Data

After completing pilot study and having coefficient alpha reliability at acceptable levels of internal consistency, researcher officially carried on data collection at HUFLIT with following procedures:

- Request for letter obtaining permission to distribute questionnaire from HUFLIT President

- Contact with deans to confirm the request for questionnaire distribution had been granted and ask for assistance to pass on questionnaire to instructors whose names were determined in the sample name list.

- Collaborate with faculty secretaries to distribute and collect questionnaires from instructors.

- According to request of instructors, some questionnaires were collected via email and mail.

By 15th August 2008, there were 199 questionnaires returned, counted for 99% of total 201 questionnaires distributed. 198 questionnaires were considered eligible for analysis.

Data Analysis

The returned questionnaires was checked for completion and eligibility to use in the study. The data was coded in accordance with the variables under study. Researcher used Emotional Intelligence Quotient Map (EQ Map, Version 4.5) and Statistical Package for the Social Sciences (SPSS, Version 15.0) to analyze the data.

- The descriptive statistics - frequencies and percentages – were used to describe instructor demographic data in terms of gender, age, marital status, and teaching experience.

- EQ Map was employed to discover HUFLIT instructor emotional intelligence in four levels: optimal, proficient, vulnerable, and caution. After determining the levels of emotional intelligence by EQ Map, a descriptive statistic – mean and standard deviation - were applied to describe overall emotional intelligence and each of emotional intelligence dimensions and facets.

- The descriptive statistics – mean and standard deviation - were applied to describe the levels of instructor performance.

- Pearson Product-Moment Correlation Coefficients was utilized to investigate the relationship between overall emotional intelligence and its three dimensions and HUFLIT instructor performance.

- To compare the difference between variables gender, marital status and emotional intelligence, the independent sample t-test was applied.

- F-test one-way ANOVA and the Scheffe' Post Hoc Multiple Comparisons were applied to compare the difference of emotional intelligence of HUFLIT instructors relative to age and teaching experience.

CHAPTER IV

Presentation, Analysis and Interpretation of Data

This chapter presents and describes the results of data analysis and interpretations. The findings are presented in five sections under the following headings:

- The demographic data

- The level of emotional intelligence and performance of HUFLIT instructors

- The relationship between emotional intelligence and performance of HUFLIT instructors

- The difference of emotional intelligence of HUFLIT instructors relative to selected demographic data

The demographic data

Table 6
Frequency and percentage distribution of demographic data classified by gender, age, marital status and working experience

Demographic	n	Percentage
Gender		
Male	88	44.4
Female	110	55.6
Total	*198*	*100*
Age		
< 30 years	72	36.4
30 – 40 years	73	36.9
>40 years	53	26.8
Total	*198*	*100*
Marital status		
Single	97	49
Married	101	51
Total	*198*	*100*

Working experience		
< 5 years	74	37.4
5 – 15 years	80	40.4
>15 years	44	22.2
Total	*198*	*100*

Table 6 showed that:

- Among 198 instructors, there were 88 male instructors and 110 female instructors. The majority of instructors were female, accounted for 55.6 % while male instructors accounted for 44.4%.

- There were three age groups of instructors relevant to the study. 72 instructors were less than 30 years old, accounted for 36.4%. 73 instructors were from 30 to 40 years old, accounted for 36.9 %, and 53 instructors were above 40 years old, accounted for 26.8 %.

- There were 97 married instructors, accounted for 49% and 101 single instructors, accounted for 51%.

- The highest percentage regarding working experience of HUFLIT instructors belonged to 5-15 years of working experience group with 80 instructors (40.4%), instructors who have less than 5 years of working experience come next with 74 instructors (37.4 %). The last group was over 15 years group with 44 instructors (22.2%).

The level of emotional intelligence and performance of HUFLIT instructors

The scoring grid of emotional intelligence (EQ Map, 1997)

Overall performance of each emotional intelligence facet was investigated through performance zones which were classified into 4 levels: optimal (O), proficient (P), vulnerable (V), and caution. The table below represents for performance levels transferred from raw score:

Table 7
The scoring grid of Emotional Intelligence

Scale	Number of item	Caution	Vulnerable	Proficient	Optimal
Emotional literacy	***29***				
1. Emotional self-awareness	8	0 – 13	14 – 17	18 – 22	23 – 24
2. Emotional expression	9	0 – 13	14 – 17	18 – 22	23 – 27
3. Emotional awareness of others	12	0 – 14	15 – 18	19 – 21	22 – 36
EQ competencies	***57***				
4. Intentionality	13	0 – 22	23 – 28	29 – 33	34 – 39
5. Creativity	10	0 – 13	14 – 19	20 – 24	25 – 30
6. Resilience	14	0 – 24	25 – 29	30 – 34	35 – 42
7. Interpersonal connections	10	0 – 18	19 – 24	25 – 28	29 – 30
8. Constructive discontent	10	0 – 15	16 – 20	21 – 25	26 – 30
EQ values and beliefs	***63***				
9. Outlook	8	0 – 11	12 – 16	17 – 20	21 – 24
10. Compassion	12	0 – 21	22 – 26	27 – 29	30 – 36
11. Intuition	11	0 – 17	18 – 22	23 – 27	28 – 33
12. Trust radius	12	0 – 19	20 – 25	26 – 30	31 – 36
13. Personal power	11	0 – 21	22 – 26	27 – 31	32 – 33
14. Integrated self	9	0 – 15	16 – 19	20 – 22	23 – 27

Emotional intelligence levels of HUFLIT instructor

Table 8

Means and standard deviations of emotional intelligence

Emotional Intelligence	M	SD	Performance level
Emotional literacy	**2.22**	**.61**	V
1. Emotional self-awareness	1.86	.75	V
2. Emotional expression	1.76	.76	V
3. Emotional awareness of others	3.03	.94	P
EQ competencies	**2.72**	**.49**	**P**
4. Intentionality	3.51	.58	O
5. Creativity	1.98	1.05	V
6. Resilience	3.52	.67	O
7. Interpersonal connections	2.80	.90	P
8. Constructive discontent	1.81	.84	V
EQ values and beliefs	**2.63**	**.58**	**P**
9. Outlook	2.12	.91	V
10. Compassion	3.27	.71	O
11. Intuition	2.44	.91	V
12. Trust radius	3.29	.72	O
13. Personal power	2.59	.93	P
14. Integrated self	2.06	.93	V
Overall emotional intelligence	*2.57*	*.48*	*P*

n = 198

O: Optimal, **P**: Proficient, **V**: Vulnerable, **C**: Caution

The table 8 showed overall emotional intelligence of HUFLIT instructor was proficient (M = 2.57, SD = .48). From 14 facets of emotional intelligence, descriptive

statistic computed 4 facets were optimal, 3 facets were proficient, 7 facets were vulnerable, and no facet showed cautionary. Among emotional dimensions, HUFLIT instructors were vulnerable in emotional literacy (M = 2.22, SD = .61) and proficient in EQ competencies (M = 2.72, SD = .49) and EQ values and beliefs (M = 2.63, SD = .58). Regarding intelligence facets, HUFLIT instructors were optimal in intentionality (M = 3.51, SD = .58), resilience (M = 3.52, SD = .67), compassion (M = 3.27, SD = .71), and trust radius (M = 3.29 SD = .72); proficient in emotional awareness of others (M = 3.03, SD = .94), interpersonal connections (M = 2.80, SD = .90), and personal power (M = 2.59, SD = .93); vulnerable in emotional self-awareness (M = 1.86, SD = .75), emotional expression (M = 1.76, SD = .76), creativity (M = 1.98, SD = 1.05), constructive discontent (M = 1.81, SD = .84), outlook (M = 2.12, SD = .91), intuition (M = 2.44, SD = .91) and integrated self (M = 2.06, SD = .93).

The levels of emotional intelligence of HUFLIT instructors were mapped as follows:
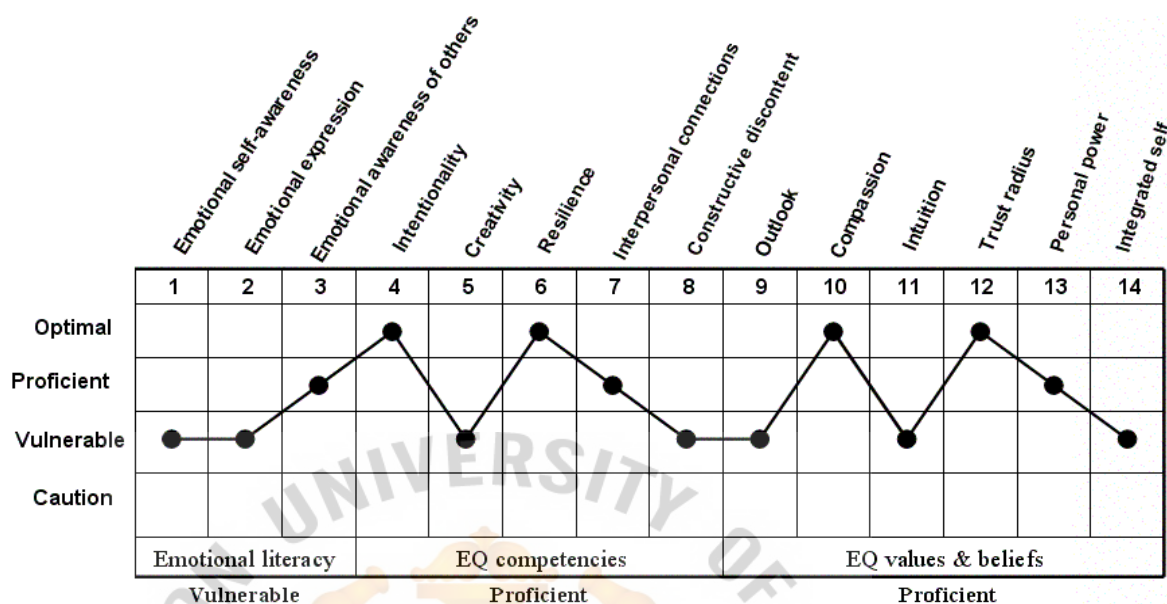
Figure 5. Mapping emotional intelligence of HUFLIT instructors.

The levels of HUFLIT instructor performance

Descriptive statistics were used to investigate the levels of HUFLIT instructor performance. The results are represented in table 9.

Table 9

Means and standard deviations of HUFLIT instructor performance

Variables	Mean	Std. Deviation	Level of Performance
1. Professional knowledge	3.94	.55	High
2. Professional skills	3.82	.55	High
3. Professionalism	4.15	.52	High
4. Professional ethics	4.25	.52	Very high
Overall performance	**3.97**	**.47**	**High**

n = 198

The results from the table 9 determined that HUFLIT instructors overall perform at high level (M = 3.97, SD = .47). They especially showed very high performance in professional ethics (M = 4.25, SD = .52), three other dimensions all were at high level including professional knowledge (M = 3.94, SD = .55), professional skills (M = 3.82, SD = .55) and professionalism (M = 4.15, SD = .52). The descriptive statistics computed that 18 items were very high, 21 items were high and 6 items were moderate. HUFLIT instructors only perform at low level in the statement of item number 30: "have article published". No item showed instructors perform at very low level.

The relationship between emotional intelligence and HUFLIT instructor performance

The Pearson Product Moment Correlation Coefficient (r) was applied to investigate the relationship between overall emotional intelligence and its three dimensions comprising of emotional literacy, EQ competencies, EQ values and beliefs and instructors performance. The results of analysis were presented in the table 10.

Table 10

Correlation of emotional intelligence and HUFLIT instructor performance

Variables	Emotional literacy	EQ competencies	EQ values and beliefs	Instructor performance
Emotional intelligence	.78**	.88**	.91**	.64**
Sig.	.01	.01	.01	.01
Emotional literacy	-	.62**	.55**	.55**
Sig.		.01	.01	.01
EQ competencies		-	.68**	.55**
Sig.			.01	.01
EQ values and beliefs			-	.56**
Sig.				.01

n = 198

** Correlation is significant at the .01 level (2-tailed).

As shown in the table 10, the correlation between overall emotional intelligence and three its dimensions and instructor performance is positive and statistically significant at the .01 level. The correlation coefficients of variables were in the range of .55 to .64 and interpreted as follows:

- *Hypothesis: there was a significant relationship between emotional intelligence and HUFLIT instructor performance.*

The results in the table 10 showed the correlation between overall emotional intelligence and instructor performance was positive and significant at the .01 level. With r = .639 and p = .01, the null hypothesis was rejected. It means there was a positive relationship between emotional intelligence and HUFLIT instructor performance.

- *Hypothesis: there was a significant relationship between emotional literacy and HUFLIT instructor performance.*

The table 10 indicated there was a positive correlation between emotional literacy and instructor performance at the .01 level. With the significant value p = .01, the null hypothesis was rejected. It means that the relationship between emotional literacy and instructor performance was significant with correlation coefficient r = .55.

- *Hypothesis: there was a positive relationship between EQ competencies and HUFLIT instructor performance.*

As seen in the table 10, the correlation coefficient r = .55 and the significant value p = .01 determined that there was a positive relationship between EQ competencies and performance of HUFLIT instructors. The correlation is significant at the .01 level. The null hypothesis was rejected.

- *Hypothesis: there was a positive relationship between EQ competencies and performance of HUFLIT instructors.*

From the table 13, the correlation between two variables is significant at the .01 level. The null hypothesis was rejected. It means that there was a positive relationship between EQ values and beliefs and HUFLIT instructor performance with correlation coefficient r = .56.

In conclusion, the results of positive relationship between overall emotional intelligence and its dimensions and HUFLIT instructor performance suggested that if

instructors were high scoring in emotional intelligence, they tended to have high score in professional performance.

The difference of emotional intelligence of HUFLIT instructors relative to demographic factors

The difference of emotional intelligence of HUFLIT instructors relative to gender

An independent sample t-test was conducted to determine the difference of emotional intelligence between male and female instructors. The results are shown in the table 11.

Table 11

Independent sample t-test of emotional intelligence relative to gender

Emotional intelligence	Mean		Std. Deviation		t	Sig.
	Male (n = 88)	Female (n = 110)	Male	Female		
Emotional literacy	*2.32*	*2.13*	*.62*	*.59*	*2.21**	*.03*
1. Emotional self-awareness	1.95	1.78	.80	.71	1.61	.11
2. Emotional expression	1.80	1.74	.77	.75	.54	.59
3. Emotional awareness of others	3.22	2.87	.88	.96	2.60*	.01
EQ competencies	*2.78*	*2.68*	*.48*	*.49*	*1.42*	*.16*
4. Intentionality	3.56	3.46	.54	.62	1.11	.27
5. Creativity	2.17	1.84	1.08	1.00	2.25*	.03
6. Resilience	3.56	3.49	.62	.70	.69	.49
7. Interpersonal connections	2.69	2.89	.82	.95	-1.54	.12
8. Constructive discontent	1.92	1.72	.86	.81	1.69	.09
EQ values and beliefs	*2.71*	*2.56*	*.55*	*.60*	*1.76*	*.08*
9. Compassion	2.27	1.99	.93	.88	2.18*	.03
10. Outlook	3.26	3.28	.70	.72	-.20	.84
11. Intuition	2.57	2.34	.94	1.02	1.65	.10
12. Trust radius	3.20	3.28	.66	.77	.13	.89
13. Personal power	2.75	2.46	.90	.93	2.18*	.03
14. Integrity	2.10	2.03	.98	.89	.56	.57
Overall emotional intelligence	*2.65*	*2.51*	*.47*	*.48*	*2.02**	*.04*

* The mean difference is significant at the .05 level (two-tailed)

The table 11 indicated that, at the .05 level of significance:

- There was a difference of emotional intelligence between male and female instructors (t = 2.02, p < .05). The mean values indicated that males were slightly higher emotional intelligent (M = 2.65, SD = .47) than females (M = 2.51, SD = .48).

- Among emotional intelligence dimensions, only emotional literacy showed significant difference between males and females (t = 2.21, p < .05) with males were scoring (M = 2.32, SD = .62) higher than females (M = 2.13, SD = .59).

- Regarding emotional intelligence facets, there were four facets showing the difference between male and females instructors: emotional awareness of others (t= 2.60, p < .05), creativity (t = 2.25, p < .05), compassion (t = 2.18, p < .05), and personal power (t = 2.18, p < .05). From mean values comparison, the results showed that males were higher scoring than females in all the facets that were found different.

The difference of emotional intelligence of HUFLIT instructors relative to marital status

Table 12

Independent sample t-test of emotional intelligence relative to marital status

Emotional intelligence	Mean		Std. Deviation		t	Sig.
	Single (n = 97)	Married (n = 101)	Single	Married		
Emotional literacy	*2.04*	*2.38*	*.57*	*.60*	*3.96**	*.01*
1. Emotional self-awareness	1.66	2.05	.69	.77	3.75*	.01
2. Emotional expression	1.57	1.95	.68	.79	3.66*	.01
3. Emotional awareness of others	2.91	3.14	.94	.93	1.75	.08
EQ competencies	*2.63*	*2.82*	*.46*	*.48*	*2.79**	*.01*
4. Intentionality	3.54	3.48	.60	.58	-.73	.47
5. Creativity	1.84	2.13	.96	1.11	1.99*	.05
6. Resilience	3.43	3.60	.72	.60	1.81	.07
7. Interpersonal connections	2.67	2.93	.91	.87	2.05*	.04
8. Constructive discontent	1.66	1.95	.76	.89	2.47*	.01
EQ values and beliefs	*2.52*	*2.73*	*.552*	*.587*	*2.37**	*.01*
9. Compassion	1.90	2.33	.86	.92	3.40*	.01
10. Outlook	3.27	3.28	.71	.71	.09	.93
11. Intuition	2.30	2.57	.96	1.00	1.97*	.05
12. Trust radius	3.26	3.32	.754	.69	.57	.57
13. Personal power	2.49	2.68	.937	.92	1.43	.15
14. Integrated self	1.90	2.22	.82	1.01	2.46*	.01
Overall emotional intelligence	*2.46*	*2.69*	*.46*	*.48*	*3.47**	*.01*

* The mean difference is significant at the .05 level (2-tailed)

From the table 12, the t-test independent sample analysis showed that there was a significant difference of overall emotional intelligence between single and married instructors at the .05 level of significance (t = 3.47, p < .05), with married instructors were more emotionally intelligence (M = 2.69, SD = .48) than single ones (M = 2.46, SD = .46). All three emotional intelligence dimensions were found significantly different between single and married instructors; especially emotional literacy (t = 3.99, p < .05), EQ competencies came next (t = 2.79, p < .05), and EQ values and beliefs (t = 2.37, p < .05) was the last. Married instructors showed higher emotional intelligence than single ones in all three dimensions: emotional literacy (single instructors: M = 2.04, SD = .57; married instructors: M = 2.38, SD = .60), EQ competencies (single instructors: M = 2.63, SD = .46; married instructors: M = 2.82, SD = .45), EQ values and beliefs (single instructors: M = 2.52, SD = .55; married instructors: M = 2.73, SD = .59).

Single and married instructors were also different in eight emotional intelligence facets: emotional self-awareness (t = 3.75, p < .05), emotional expression (t = 3.66, p < .05), creativity (t = 1.99, p < .05), interpersonal connections (t = 2.05, p < .05), constructive discontent (t = 2.47, p < .05), compassion (t = 3.40, p < .05), intuition (t = 1.97, p = .05), and integrated self (t = 2.46, p < .05). The mean values comparison indicated that married ones were higher than the single ones in all eight facets which were found different.

In conclusion, the results determined that at the .05 level of significance, the instructors of HUFLIT who are married were higher emotionally intelligent than the

single ones in overall emotional intelligence, in all three dimensions, and in almost emotional intelligence facets.

The difference of emotional intelligence of HUFLIT instructors relative to age

A one-way analysis of variance (ANOVA) was conducted to determine the difference of emotional intelligence among HUFLIT instructors from three age groups: less than 30 years, from 30-40 years, and over 40 years. The results are as in the table 13:

Table 13
One-way ANOVA results pertaining to emotional intelligence among HUFLIT instructors relative to age

Emotional intelligence		Mean square	F	Sig.
Emotional literacy	*Between groups*	*2.67*	*7.63**	*.01*
	Within groups	*.35*		
1. Emotional self-awareness	Between groups	3.49	6.48*	.01
	Within groups	.54		
2. Emotional expression	Between groups	2.34	4.18*	.02
	Within groups	.56		
3. Emotional awareness of others	Between groups	2.32	2.69	.07
	Within groups	.86		
EQ competencies	*Between groups*	*.56*	*2.36*	*.10*
	Within groups	*.24*		
4. Intentionality	Between groups	1.09	3.26*	.04
	Within groups	.33		
5. Creativity	Between groups	3.37	3.13*	.05
	Within groups	1.08		
6. Resilience	Between groups	.48	1.09	.34
	Within groups	.44		
7. Interpersonal connections	Between groups	.44	.54	.58
	Within groups	.81		

8. Constructive discontent	Between groups Within groups	1.19 .70	1.70	.18
EQ values and beliefs	*Between groups* *Within groups*	*.53* *.33*	*1.61*	*.20*
9. Outlook	Between groups Within groups	.59 .84	.71	.49
10. Compassion	Between groups Within groups	.38 .50	.75	.47
11. Intuition	Between groups Within groups	2.34 .96	2.43	.09
12. Trust radius	Between groups Within groups	.92 .52	1.79	.17
13. Personal power	Between groups Within groups	2.09 .85	2.46	.09
14. Integrated self	Between groups Within groups	2.60 .85	3.51*	.05
Overall emotional intelligence	Between groups Within groups	.78 .23	3.46*	.03

n = 198
* The mean difference is significant at the .05 level (2-tailed)

The results from table 13 indicated that the different years of age had a significant effect on the level of overall emotional intelligence of instructors at the .05 level of significance (F = 3.46, p < .05). Only emotional literacy out of three emotional intelligence dimensions showed the difference among instructors classified by age: (F = 7.63, p < .05) at the .05 level of significance.

Among 14 emotional intelligence facets, there were five facets showed the differences at the .05 level of significance: emotional self-awareness (F = 6.48, p < .05), emotional expression (F = 4.18, p < .05), intentionality (F = 3.26, p < .05), creativity (F = 3.13, p < .05), and integrated self (F = 3.51, p < .05).

There were no significant differences among instructors who are from different age groups in the remaining dimensions and facets because ANOVA shows all probabilities higher than .05, meaning that F values were not statistically significant.

***Scheffe' Post Hoc Multiple Comparisons* of emotional intelligence between HUFLIT instructors from different age groups**

To indicate the location of determined differences of emotional intelligence between instructors who belong to different age groups, Scheffe' Post Hoc Multiple Comparisons test was applied. The results are respectively presented in the following tables:

Table 14
The difference between age groups relative to emotional literacy

	(I) age	(J) age	Mean Difference (I-J)	Sig.
Emotional literacy	<30 years	30 - 40 years	-.25*	.04
		>40 years	-.41*	.01
	30 - 40 years	<30 years	.25*	.04
		>40 years	-.16	.34
	>40 years	<30 years	.41*	.01
		30 - 40 years	.16	.34

* The mean difference is significant at the .05 level.

From the Scheffe' Post Hoc Multiple Comparisons, at an .05 level of significance, the results from the table 14 showed that instructors who belong to less than 30 years group were difference from those who belong to over 40 years group in emotional

literacy. The mean of over 40 years group (M = 2.42, SD = .64) greater than the mean of less than 30 years group (M = 2.01, SD = .57) implied that over 40 years old group was more emotionally intelligent than those of less than 30 years old.

The table 14 also shows the difference of emotional literacy between 30 - 40 years group and less than 30 years group in the direction that the mean of over 30 - 40 years group (M = 2.26, SD = .57) was higher than the mean of less than 30 years group (M = 2.01, SD = .57).

Table 15
The difference between age groups relative to emotional self-awareness

	(I) age	(J) age	Mean Difference (I-J)	Sig.
Emotional self-awareness	<30 years	30 - 40 years	-.25	.12
		>40 years	-.47*	.01
	30 - 40 years	<30 years	.25	.12
		>40 years	-.22	.25
	>40 years	<30 years	.47*	.01
		30 - 40 years	.22	.25

* The mean difference is significant at the .05 level.

The results from Post Hoc Multiple comparisons revealed that the means of less than 30 years group and over 40 years group were significantly different at .05 level of significance in the direction that the mean of over 40 years group (M = 2.11, SD = .89) was higher than the mean of less than 30 years group (M = 1.64, SD = .70).

Table 16
The difference between age groups relative to emotional expression

	(I) age	(J) age	Mean Difference (I-J)	Sig.
Emotional expression	<30 years	30 - 40 years	-.25	.13
		>40 years	-.37*	.02
	30 - 40 years	<30 years	.25	.13
		>40 years	-.12	.67
	>40 years	<30 years	.37*	.02
		30 - 40 years	.12	.67

* The mean difference is significant at the .05 level.

As shown in the table 16, instructors from less than 30 years were different from those from over 40 years at the .05 level of significance in direction that the mean of those from over 40 years (M = 1.94, SD = .84) was higher than the mean of those from less than 30 years (M = 1.57, SD = .67).

Table 17
The difference between age groups relative to intentionality

	(I) age	(J) age	Mean Difference (I-J)	Sig.
Intentionality	<30 years	30 - 40 years	-.07	.74
		>40 years	.19	.20
	30 - 40 years	<30 years	.07	.74
		>40 years	.26*	.04
	>40 years	<30 years	-.19	.20
		30 - 40 years	-.26*	.04

* The mean difference is significant at the .05 level.

From the table 17, there was a difference from instructors who are 30 - 40 years and those who are over 40 years at the .05 level of significance in direction that the mean

of those who are 30-40 years (M = 3.60, SD = .52) was higher than the mean of those from over 40 years (M = 3.34, SD = .62).

Although the results of one-way ANOVA test indicated that there were the differences between instructors from different age groups in overall emotional intelligence, creativity, and integrated self, Scheffe' Post Hoc Multiple Comparisons test did not find any difference between groups. The reason was the mean differences between groups were too small, so F values were still low and not significant.

The difference of emotional intelligence of HUFLIT instructors relative to working experience

Table 18

One-way ANOVA results pertaining to emotional intelligence among HUFLIT instructors relative to working experience

Emotional intelligence		Mean square	F	Sig.
Emotional literacy	*Between groups*	*3.25*	*9.42**	*.01*
	Within groups	*.34*		
1. Emotional self-awareness	Between groups	4.74	9.00*	.01
	Within groups	.53		
2. Emotional expression	Between groups	2.11	3.76*	.02
	Within groups	.56		
3. Emotional awareness of others	Between groups	3.15	3.69*	.03
	Within groups	.85		
EQ competencies	*Between groups*	*.82*	*3.49**	*.03*
	Within groups	*.23*		
4. Intentionality	Between groups	.51	1.47	.23
	Within groups	.34		
5. Creativity	Between groups	6.33	6.04*	.01
	Within groups	1.41		

6. Resilience	Between groups Within groups	.38 .44	.87	.44
7. Interpersonal connections	Between groups Within groups	.37 .81	.46	.63
8. Constructive discontent	Between groups Within groups	1.69 .69	2.44	.09
EQ values and beliefs	*Between groups* *Within groups*	*.50* *.33*	*1.50*	*.22*
9. Outlook	Between groups Within groups	1.46 .83	1.76	.17
10. Compassion	Between groups Within groups	.60 .50	1.19	.31
11. Intuition	Between groups Within groups	3.71 .95	3.91*	.02
12. Trust radius	Between groups Within groups	.91 .52	1.76	.17
13. Personal power	Between groups Within groups	1.22 .86	1.43	.24
14. Integrated self	Between groups Within groups	2.57 .85	3.02*	.05
Overall emotional intelligence	Between groups Within groups Total	.97 .22	4.34*	.01

n = 198

* The mean difference is significant at the .05 level (two-tailed)

As illustrated in the table 18, with an alpha level of .05, the ANOVA showed HUFLIT instructors from working experience groups were different in overall emotional intelligence (F = 4.34, p < .05), and in two of three dimensions: emotional literacy (F = 9.42, p < .05) and EQ competencies (F = 3.49, p <.05). All facets of the dimension of

emotional literacy were significant: emotional self-awareness (F = 9.00, p < .05), emotional expression (F = 3.76, p < .05), and emotional awareness of others (F = 3.69, p < .05). Only one facet intentionality in dimension of EQ competencies was significant (F = 6.04, p < .05). Regarding the dimension of EQ values and beliefs, there were differences in the facets of intuition (F = 3.91, p < .05) and integrated self (F = 3.02, p = .05).

The following are Post Hoc Multiple Comparisons test to figure out the specific differences among groups of working experience for variables were found significantly different.

Scheffe' Post Hoc Multiple Comparisons of emotional intelligence between HUFLIT instructors from groups of working experience

Table 19
The difference between working experience groups relative to overall emotional intelligence.

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
Emotional intelligence	<5 years	5 - 15 years	-.18	.07
		>15 years	-.24*	.03
	5 - 15 years	<5 years	.18	.07
		>15 years	-.06	.80
	>15 years	<5 years	.24*	.03
		5 - 15 years	.06	.80

* The mean difference is significant at the .05 level.

The results from the table 19 exhibited that instructors who are less than 5 years of working experience and those are over 15 years of working experience were different in emotional intelligence at the .05 level of significance in the direction that the mean of

over 15 years group (M = 2.69, SD = .54) were higher than the mean of less than 5 years

group (M = 2.45, SD = .45).

Table 20

The difference between working experience groups relative to emotional literacy.

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
Emotional literacy	<5 years	5 - 15 years	-.25*	.03
		>15 years	-.48*	.01
	5 - 15 years	<5 years	.25*	.03
		>15 years	-.23	.12
	>15 years	<5 years	.48*	.01
		5 - 15 years	.23	.12

* The mean difference is significant at the .05 level.

The results from Post Hoc Multiple Comparisons revealed that there was a

difference between less than 5 years group and 5-15 years group in emotional literacy in

the direction that the mean of 5-15 years group (M = 2.26, SD = .56) was greater than the

mean of less than 5 years group (M = 2.01, SD = .56). The results in the table 20 also

show that emotional literacy of instructors from less than 5 years group and those from

over 15 years group were significantly different from each other at the .05 level of

significance in the direction that the mean of over 15 years group (M = 248, SD = .66)

was higher than the mean of less than 5 years group (M = 2.01, SD = .56).

Table 21

The difference between working experience groups relative to emotional self-awareness

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
Emotional self-awareness	<5 years	5 - 15 years	-.30*	.04
		>15 years	-.57*	.01
	5 - 15 years	<5 years	.30*	.04
		>15 years	-.27	.14
	>15 years	<5 years	.57*	.01
		5 - 15 years	.27	.14

* The mean difference is significant at the .05 level.

The results in the table 23 revealed that there was a difference between less than 5 years group and 5-15 years group in emotional self-awareness in the direction that the mean values of 5-15 years group ($M = 1.91$, $SD = .68$) was greater than the mean values of less than 5 years group ($M = 1.61$, $SD = .66$). There was a difference of instructors from less than 5 years group and those from over 15 years group in the direction that the mean values of over 15 years group ($M = 2.18$, $SD = .90$) was higher than the mean values of less than 5 years group ($M = 1.61$, $SD = .66$).

Table 22
The difference between working experience groups relative to emotional expression.

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
Emotional expression	<5 years	5 - 15 years	-.20	.24
		>15 years	-.38*	.03
	5 - 15 years	<5 years	.20	.24
		>15 years	-.18	.45
	>15 years	<5 years	.38*	.03
		5 - 15 years	.178	.45

* The mean difference is significant at the .05 level.

The table 22 determined that instructors belong to less than 5 years group were different from those belong to over 15 years group at the .05 level of significance in direction that the mean of those from over 15 years of working experience (M = 1.98, SD = .88) was higher than the mean of those from less than 5 years (M = 1.59, SD = .66).

Table 23
The difference between working experience groups relative to emotional awareness of others.

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
Emotional awareness of others	<5 years	5 - 15 years	-.24	.28
		>15 years	-.47*	.03
	5 - 15 years	<5 years	.24	.28
		>15 years	-.23	.41
	>15 years	<5 years	.47*	.03
		5 - 15 years	.24	.41

* The mean difference is significant at the .05 level.

As shown in the table 23, at the .05 level of significance, instructors from less than 5 years group and those from over 15 years group were different each other in

awareness of others in direction that the mean values of instructors from over 15 years group (M = 3.30, SD = .93) was higher than the mean values of those from less than 5 years (M = 2.82, SD = .98).

Table 24
The difference between working experience groups relative to creativity.

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
	<5 years	5 - 15 years	-.47*	.02
		>15 years	-.59*	.01
Creativity	5 - 15 years	<5 years	.47*	.02
		>15 years	-.11	.84
	>15 years	<5 years	.59*	.01
		5 - 15 years	.11	.84

* The mean difference is significant at the .05 level.

Regarding the facet of creativity, the table 24 showed the difference between less than 5 years group and 5-15 years group and the difference between less than 5 years group and over 15 years group at the .05 level of significance. The mean values indicates that the group of 5-15 years (M = 2.14, SD = 1.06) and over 15 years (M = 2.25, SD = 1.11) both were more emotionally intelligent than the group of 5 years (M = 1.66, SD = .90).

Table 25
The difference between working experience groups relative to intuition.

	(I) Working experience	(J) Working experience	Mean Difference (I-J)	Sig.
	<5 years	5 - 15 years	-.41*	.03
		>15 years	-.38	.13
Intuition	5 - 15 years	<5 years	.41*	.03
		>15 years	.03	.98
	>15 years	<5 years	.38	.13
		5 - 15 years	-.03	.98

* The mean difference is significant at the .05 level.

The table 25 showed that, at the .05 level of significance, there was a difference of tuition between instructors who are from less than 5 years group and those who are from 5-15 years group. In comparison of the mean values, it revealed that those from 5-15 years of working experience (M = 2.60, SD = .91) was emotionally intelligent than those from less than 5 years (M = 2.19, SD = .99).

The results of one-way ANOVA test indicated there was a difference among instructors from working experience groups in dimension of EQ competencies and the facet of integrated self; however, Scheffe' Post Hoc Multiple Comparisons test did not find any difference between groups. The reason was the mean differences between groups were too small, so F values were still low and not significant.
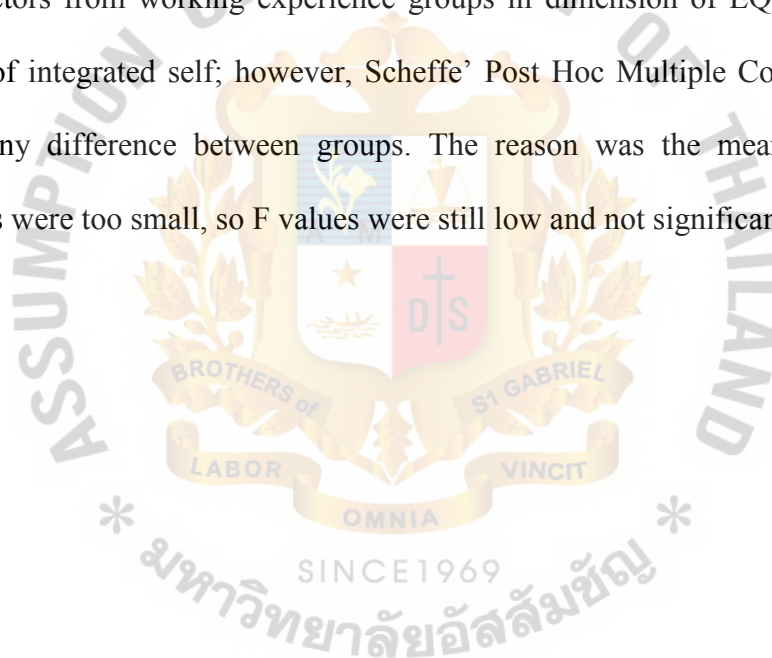
CHAPTER V

Findings, Conclusions, Discussion, and Recommendations

This chapter summarizes the results of the research based on research objectives and research hypotheses. It also presents the conclusions and discussions of the findings as well as recommendations for improvement and further study.

Findings

The results of descriptive statistics showed the majority of instructors were female counted for 55.6 % while male counted for 44.4 %. Regarding age, 36.9% of instructors were from 30 to 40 years old, the less than 30 years group came next at 36.4%, and the last group were over 40 years old (26.8%). There were 51% married instructors and 49% of single instructors. The major group relative to working experience was from 5 to 15 years in teaching experience, less than 5 years group counted for 37.4 %, and only 22.2 % of instructors had over 15 years in working experience.

For each research objective and hypothesis, the findings came as follows:

Research objective: to investigate the level of emotional intelligence and working performance of HUFLIT instructors

HUFLIT instructors were overall proficient in emotional intelligence. For each emotional intelligence dimension, they were vulnerable in emotional literacy, and proficient in EQ competency and EQ values and beliefs. Regarding each emotional intelligence facet, HUFLIT instructors were optimal in intentionality, resilience, compassion, and trust radius; proficient in emotional awareness of others, interpersonal connections, and personal power; and vulnerable in emotional self-awareness, emotional

expression, creativity, outlook, constructive discontent, intuition and integrated self. HUFLIT instructors were not cautionary in any facet.

HUFLIT instructors overall performed at a high level. They especially showed very high performance in professional ethics and scoring high in all remaining dimensions including professional knowledge, professional skills and professionalism.

Hypothesis: There is a significant relationship between emotional intelligence of HUFLIT instructors and their performance

Pearson's Correlation Coefficients statistic showed the positive relationship between emotional intelligence and HUFLIT instructor performance at .01 level of significance (r = .64, p < .01).

Hypotheses:

- ***There is a significant relationship between emotional literacy of HUFLIT instructors and their performance.***

- ***There is a significant relationship between EQ competencies of HUFLIT instructors and their performance.***

- ***There is a significant relationship between EQ values and beliefs of HUFLIT instructors and their performance.***

The correlation between all three emotional dimensions and instructor performance were positive and statistically significant: emotional literacy (r = .55, p < .01), EQ competencies (r = .55, p < .01), EQ values and beliefs (r = .56, p < .01). This means that as emotional literacy, EQ competencies, EQ values and beliefs of HUFLIT instructor increase, so do their performance level.

Hypothesis: There is a difference of selected demographic variables relative to emotional intelligence of HUFLIT instructors.

–   T-test statistical analysis showed a difference of emotional intelligence between male and female instructors at the .05 level of significance, with male instructors scoring significantly higher than female instructors. The results also indicated that male and female instructors were different from each other in emotional literacy and in facets emotional awareness of others, creativity, compassion, and personal power, with mean values of males all higher than mean values of females.

–   The results from t-test analysis indicated that there was a significant difference between single and married instructors at the .05 level of significance in overall emotional intelligence, in all three emotional intelligence dimensions and in facets: emotional self-awareness, emotional expression, creativity, interpersonal connections, constructive discontent, outlook, intuition, and integrated self, with married instructors scoring significantly higher than single instructors.

–   F-test one-way ANOVA and Post Hoc test found no difference of overall emotional intelligence among instructors from different groups of age at the .05 level of significance. However, they were different in emotional literacy, with over 40 years group and from 30 to 40 years group scoring higher than those from less then 30 year group. They were also different in the facets: emotional self-awareness, emotional expression, and intentionality.

− The results from one-way ANOVA and Post Hoc test showed a significant difference of overall emotional intelligence at the .05 level of significance among instructors from different groups of working experience with over 15 years group scoring higher than those from less than 5 years group. Only emotional literacy of three emotional dimensions showed difference, with over 15 years and from 5 to 15 years group scoring higher than those from less than 5 year group. All facets of emotional literacy showed significantly different between groups and two other facets, creativity from EQ competencies and intuition from EQ values and beliefs, also showed the difference.

Conclusions

- There were 201 instructors from eight faculties of HUFLIT involved in this study. 198 questionnaires were used for analysis.

- The findings indicated that HUFLIT instructors were overall emotionally intelligent at a proficient level. Among three emotional intelligence dimensions, HUFLIT instructors were proficient in EQ competencies, EQ values and beliefs while emotional literacy showed vulnerable. Regarding emotional intelligence facets, HUFLIT instructors were optimal in four facets: intentionality, resilience, compassion, and trust radius; proficient in three facets: emotional awareness of others, interpersonal connections, and personal power, vulnerable in seven facets: emotional self-awareness, emotional expression, creativity, constructive discontent, outlook, intuition and integrated self.

- HUFLIT instructor performance was found to be at a high level. Regarding each dimension, HUFLIT instructors especially performed at a very high level in professional ethics, other dimensions namely professional knowledge, professional skills and professionalism showed high level of performance.

- There was a positive relationship between overall emotional intelligence and all its dimensions and HUFLIT instructor performance.

- There was a significant difference of emotional intelligence between male and female instructors as well as between those are single and married, with male and married instructors being more emotionally intelligent than female and single ones. Among instructors from different groups of age, the results showed no difference in overall emotional intelligence. However, they were different in dimension emotional literacy and in the facets: emotional self-awareness, emotional expression, and intentionality. With reference to instructors from different working experience, there was a difference in overall emotional intelligence and dimension emotional literacy. Five facets found different were emotional self-awareness, emotional expression, emotional awareness of others, creativity, and intuition.

Discussion

The results of this research support the importance and distribution of emotional intelligence to help people build healthy social relationships and achieve their goals in personal and working life. Correspondingly, being emotionally smart has become a crucial factor that enables people to improve their performance at work. According to Kravitz and Schubert (2004), developing emotional smart can help people develop

relationships at school and social settings plus avoid wasting time and energy on negative emotions, managing emotions and communicating intelligently as well as increasing flexibility, enthusiasm, and teamwork. Since then, three emotional skills which are very important to practice are:

- Think smart: understand oneself and managing one's emotions and thoughts in a variety of challenging situations. Smart thinking is a basis of smart actions and communications. It is extremely meaningful because of the causality: thinking leads to actions, actions lead to habits, and then habits lead to longer term consequences in life.

- Be smart: concentrate on actions one can take to be wiser in handling social interactions, managing change, being more flexible, and using coping skills.

- Work smart: creating organizations in which smart people can be successful. It needs people to develop their ability for self-assessment, social skills, teamwork, and passionate enthusiasm for work.

From IBM's research, the Power Distance Index (PDI) value of Vietnam is 70. Power distance refers to the extent to which the less powerful member of institutions and organizations within country expect and accept that power is distributed unequally (Hofstede & Hofstede, 2005). The index values ranging from about 0 for a small power distance county to 100 for a large-power distance country. The 70-score of PDI indicates a large-power-distance in Vietnamese society. It means employees in this country are seen as frequently afraid of disagreeing with their bosses and bosses as autocratic or paternalistic. PDI scores also inform about dependence relationship between bosses and

subordinates. Vietnam is a large-power-distance country, so it has been called as counterdependent - dependent but in a reverse direction. In addition, the Confucian-heritage culture, in one way or another, still keep big distances between superiors and subordinates, especially in schools, family and Vietnamese society in general.

Regarding universities, those elements have consulted in the emotional distance between instructors and their administrators is large. They are unlikely to approach and contradict their administrators directly. Administrators do not usually consult with instructors before reaching a decision. That traditional obedience of Vietnamese seems to cause instructors not to be creative, intuitive and good in their outlooks. They also hesitate to express their feelings, especially if they believe those would cause disagreement. It may explain the reason why the results in this research showed HUFLIT instructors also were vulnerable in emotional expression and constructive discontent.

Vietnam is a collectivist country with an individualism index at only 20. People in that country from birth onward are cohesive in-groups. The interest of the group prevails over the interest of individual. Everyone in the society should be useful for the sake of group (Hofstede & Hofstede, 2005). People in collectivist countries have close ties with family and community. They are often responsible for each other. In Vietnamese society, harmony is high expected to preserve. It is very different from individualist countries where speaking one's mind is a characteristic of an honest person. Vietnamese tend to avoid direct confrontations. Additionally, virtue is a priority in shaping personal characteristics of Vietnamese. That may explain HUFLIT instructors showing high scores and ranked at proficient level in facets of interpersonal connections and compassion.

Together with Confucian-heritage countries such as China, Japan, Korean, Vietnam has shaped its culture with many effects. Confucianism especially teaches people persistence and thrift. That is why the Confucian-based countries get very high score in long-term orientation index (Hofstede and Hofstede, 2005). Vietnam is at the fourth of ranking, just after China, Taiwan, and Japan. Hofstede and Hofstede (2005) showed evidence from IBM's research that the Confucian-based countries get higher scores in long-term orientation index. That could explain the reason HUFLIT instructors were at an optimal level in the emotional intelligence facets: intentionality and resilience.

There are two models of emotional intelligence (Mayer, Salavey, & Caruso, 2000). The difference from emotional intelligence models applied to measure emotional intelligence and the cultural characteristics of population may lead to the result of the difference between males and females in this research.

Another finding of the study showed that the older and the more working experience HUFLIT instructors had, the better emotionally intelligent they tend to be. A research by Fariselli, Ghini, and Freedman (2008) concluded that emotional intelligence increase slightly with age, especially in self-awareness and self-direction. The time life is an important factor for people to take experience in personal and working life. People cannot learn to improve or achieve something without time. The more time of interaction and ongoing relationships would help instructors develop themselves in all aspects of life if they know how to take advantages of their own opportunities.

In Vietnamese culture, people value family life and responsibility of members to each other. Married instructors, besides completing their task at university, they have to put a lot of time into looking after their families. According to Goleman (1995), family life is the first school for emotional learning. In that school, married people learn how to recognize and react their feelings as well as how to read the feelings of family members so that to give them appropriate expressions. This emotional schooling operates not only through the things that the married people say and do with their children, but also in the models they offer for handling their own feelings and those that pass between husband and wife. Accordingly, in comparison with the single ones, being busy with different responsibilities would help married instructors learn more skills to deal with situations at workplace and in personal relations. It supports for the finding of this research that married instructors were scoring higher than single instructors in emotional intelligence.

The educational reform after Vietnamese government declared the policy called "Doi Moi" (1986) have resulted many achievements in education. Especially, educational privatization was allowed at all levels to encourage competition for educational quality improvement (Pham & Fry, 2002). At higher educational levels, the private universities compete among themselves and with public universities to offer quality education to students. Effective teaching and learning methods as well as educational administration have been studied and applied. For instance, the teaching methods of passive knowledge transmission are not acceptable now, student-centered methods have been applied to help create better thinking and self-learning for students. In addition, the development of information and communications technology gives instructors more opportunities to

improve their teaching. Different from earlier, where only the use of blackboard and chalk in teaching, now instructors can apply many teaching aids such as wide screen, computer, overhead projector, etc. Instructors also have better recognized their society's needs relating to their job. High performance in teaching professionalism of HUFLIT instructors were a satisfactory result of changing aspects of Vietnamese society in education and from greater efforts of HUFLIT's pedagogic community.

In Vietnam, the teaching profession is a noble career. Teachers have special status in society and spiritual aspects of Vietnamese life. Therefore, teachers must be responsible in keeping their personality traits, virtues, prestige, and reputation impeccable. They always must be a good example and model for students to learn and shape their personal characteristics (Vietnamese Educational Laws, 2005). It is appreciated, though not surprising, when the results of this research showed HUFLIT instructors were at a top level in professional ethics. Being ethical is a compulsory criterion of a teacher regulated by educational laws and social expectation. In connection with emotional intelligence, Cooper and Sawaf (1997) stated that emotional intelligence emerges not from the musings of rarefied intellect but from the workings of the human heart. Many recent studies reveal that emotions are an essential activating energy for ethical values and for social capital, which represents one's ability to build and sustain trusting relationships. The result of very high performance that HUFLIT instructors represented in professional ethics were consistent with previous studies and with the viewpoints of many scientists. It was supposed that intelligence could lead people to act and behave more morally and ethically.

However, HUFLIT instructors, like many instructors in other universities in Vietnam, are still at moderate level of researching. Pham and Fry (2002) stated that the articulation between training and scientific research still remains problematic. Vietnamese instructors have not yet paid proper attention to conducting studies to support and improve their teaching professionalism as well as share scientific knowledge with community. Although they were at high performance in most items, they still showed moderate ability in the part relating to research and leadership skills. For example, they just occasionally or seldom took the role of leader in school activities or participated in developing projects of the university. They were also not frequently conducting research or sharing knowledge by active attendance or presentation at conferences or workshops. Most of HUFLIT instructors did not have articles published. That is the reason in the report for Vietnam's higher education quality (2007) which indicated the weakness of research skills of Vietnamese instructors and suggested that each instructor should be an active researcher in the scientific community not only in Vietnam but in a global.

In summary, emotional intelligence represents the connection between heart and mind, which strongly affects to behavior and success in life. To achieve assigned tasks at work, instructors are supposed to activate their intellectual knowledge or IQ at high levels. Since emotions are powerful organizers of thought and action, they come to the aid of IQ when one needs to solve important problems or make a key decision. Emotional intelligence has been determined as an indispensable activator and enhancer of intellectual prowess (Cooper and Sawaf, 1997). Many previous studies concluded that IQ is a necessary condition but emotional intelligence is a sufficient condition to make a

performance star at work (Goleman, 2001). In reality, no action comes only from pure cognition, in one way or another, it is emerged by emotional factors. It is very importance for instructors not to let their emotions get out of control. It would help them keep on track and be consistent with their professional principles and regulations.

Recommendations

Getting instructors to perform at their best is very important for any university administration. Since the research found the positive relationship between emotional intelligence and instructor performance, it is necessary to give instructors support and assistance for richer understanding of their emotional life in order to help them achieve their goals in personal and professional life.

Recommendations for application

Based on the findings of the study, although HUFLIT instructors were found proficient in overall emotional intelligence, the mean score is still low in the range of criteria (M = 2.57). They are still strongly recommended to improve their emotional intelligence, especially in the dimension of emotional literacy and the emotional intelligence facets: creativity, constructive discontent, intuition and integrated self because of the vulnerability level. Fortunately, emotional intelligence is a learnable intelligence that can be improved at any time and in any age (Cooper & Sawaf, 1997). Therefore, the university should provide instructors with programs and activities such as training courses, seminars, workshops, and conferences in emotional intelligence. They also should be offered opportunities to participate in activities such as cultural, musical, sport, and artistic events to enhance their spiritual life, mental and human relations skills.

Instructors should motivate themselves and take the initiative, for example, by being willing to take responsibilities above and beyond their stated tasks, especially during the difficult times of crisis and change. They are suggested to build rapport and high trust relationships not only in their personal life but also across the entire university to be involved in all channels of communication. It would be great if they could take full and immediate advantage of informal highly adaptive ad hoc networks and teams to create break-throughs.

Instructors should keep on-going professional development in accordance with the needs of students and society. They need to be lifelong learners to keep their knowledge and skills up-to-date. Researching is a very important task parallel with lecturing operation that any effective instructor has to accomplish. The findings of this study determined the research skills of instructors were still moderate in comparison with other dimensions of performance. Therefore, the university administration is recommended to have appropriate policies to encourage researching activities such as providing instructors with training courses in research methodology as well as offering them more opportunities to actively participate and share knowledge in academic workshops, seminars, and conferences both in country and abroad.

Research from the power distance index allows one to conclude that employee expressed a preference for a consultative style of decision-making. Therefore, it is necessary to apply a sharing leadership in university administration. For example, instructors should be given more opportunities to be involved in decision-making, especially for the problems or matters relating to their performance.

Instructors who are young and with less working experience should be offered more opportunities to improve emotional intelligence. University administration also should give more attention and assistance to single instructors because they were found lower score of emotional intelligence in comparison with the married ones.

Recommendations for further research

Emotional intelligence has been determined for years as an important factor to make people successful in life. However, the significant amount of controversy surrounding the emotional construct supports the need for further research (Stys and Brown, 2004). The researcher would like to recommend some further study in emotional intelligence and instructor performance as follows:

- Although some research has found women are higher emotionally intelligent than men, other studies have found no significant differences between genders. This research showed negligible difference between male and female instructors. More research is required in this regard.

- It would be nice to investigate the relationship between emotional intelligence and other aspects such as leadership styles, leadership qualities, and job satisfaction.

- It is necessary to determine the levels of instructor performance assessed by administrators, peers, and students.

- It would be useful to know the relationship between leadership styles and instructor performance.

- It would be interesting to see if there is any relationship between emotional intelligence and intelligence quotient and compare the effects of those intelligences to instructor performance.

- Since many studies has concluded the positive relationship of emotional intelligence and working performance, it is necessary to investigate the effect of emotional intelligence components and facets in the prediction of instructor performance.

- It would be meaningful to compare emotional intelligence and instructor performance of private universities and public universities.

- In one way or another, the difference of cultures and social contexts may make inappropriate, in some aspects, the process of investigating emotional intelligence. Therefore, Asian norms should be developed for conducting research relating to emotional intelligence in Asia.

- Continuing with the finding of a positive relationship between emotional intelligence and instructor performance, it would be meaningful to determine the approaches and methods to improve emotional intelligence of instructors such as team-building, emotional intelligence training application, performance feedback, and motivation.

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APPENDICES

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc
_____

ĐƠN XIN HỖ TRỢ NGHIÊN CỨU

<u>Kính gửi</u>: **Ban Giám hiệu**

    Trường Đại học Ngoại ngữ – Tin học TP. HCM (HUFLIT)

Tôi tên: Nguyễn Thị Vĩnh Trân

Tôi đang theo học chương trình Thạc sĩ ngành Quản lý Giáo dục tại Trường Đại học Asumption – Vương quốc Thái Lan. Hiện tôi đang trong quá trình hoàn tất luận văn tốt nghiệp đề tài: "Nghiên cứu về mối quan hệ giữa chỉ số cảm xúc và hoạt động nghề nghiệp của giảng viên Trường Đại học Ngoại ngữ – Tin học TP. HCM (HUFLIT) – Việt Nam".

Nay tôi làm đơn này kính xin sự đồng ý của Ban Giám hiệu cho phép tôi được phát và thu thập bản câu hỏi khảo sát cho các giảng viên của trường.

Kính mong nhận được sự chấp thuận của Ban Giám hiệu.

Xin chân thành cảm ơn.

TP. Hồ Chí Minh, ngày 24 tháng 7 năm 2008

Kính đơn

[signature]

Nguyễn Thị Vĩnh Trân

Kính gửi Trưởng các Khoa,
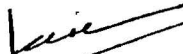
Đề tài luận văn tốt nghiệp của cô Nguyễn Thị Vĩnh Trân bổ ích cho cả trường của chúng ta.

Yêu cầu Trưởng các Khoa của trường hỗ trợ để Cô Vĩnh Trân tiến hành được tốt.

[signature]

24-7-2008

Letter obtaining permission to distribute questionnaire
(English translation)

To: Mr. Huynh The Cuoc, President of Ho Chi Minh City University of Foreign
        Languages and Information Technology (HUFLIT)
From: Ms. Nguyen Thi Vinh Tran
Cc: Deans of the Faculties of HUFLIT
Date: 24 July 2008
Re: Request permission to distribute questionnaire

Respected HUFLIT President,

My name is Nguyen Thi Vinh Tran

I am doing Master's degree in Educational Administration at Assumption

University, Thailand. I am in the process of data collection for my research entitled

"A study of the relationship between emotional intelligence and instructor

performance in Ho Chi Minh City University of Foreign Languages and Information

technology (HUFLIT) – Vietnam."

Hereby, I request your permission to be able to distribute the questionnaire to

instructors of HUFLIT.

I am looking forward to your positive response and kind consent.

Thank you very much.

Yours sincerely,

Nguyen Thi Vinh Tran

Request granted.

To Deans of HUFLIT faculties,

The thesis topic of Ms. Nguyen Thi Vinh Tran is useful
for our university. I request the deans to kindly give her
support so that she can proceed her data collection at
the university.

24 July 2008
Signed

Appendix C

QUESTIONNAIRE

(English version)

This questionnaire supports the research entitled "A Study of the Relationship between Emotional Intelligence and Instructor Performance in Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) – Vietnam."

It would be appreciated if you could kindly respond all items in the following survey questionnaire as honestly as possible following the directions for each part.

Your honest responses are very important for the success of the research. Your confidentiality will be strictly maintained and this survey will be used for study purposes only. All responses remain anonymous and will not have any effect on your job.

If you have any requests, questions or comments, please do not hesitate to contact me, Nguyen Thi Vinh Tran, at this email address: vinhtranlotus@yahoo.com or at these mobile phone numbers: +84 123 9285181 (Vietnam) and +66 86 5033372 (Thailand).

Thank you very much for your cooperation.

PART I: PERSONAL DATA

Please stick on the statements which are most applicable to you

1. *Gender*

   ☐ Male   ☐ Female

2. *Age*

   ☐ < 30 years   ☐ 30 - 40 years

   ☐ > 40 years

3. *Marital Status*

   ☐ Married   ☐ Single

4. *Number of years in teaching profession*

   ☐ < 5 years   ☐ 5 - 15 years   ☐ > 15 years

PART II: EMOTIONAL INTELLIGENCE

1. For each item listed below, please indicate how well it describes the way you currently think or feel about yourself by circling the provided numbers in the columns.

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
1	I can name my feelings	3	2	1	0
2	I have learned a lot about myself by listening to my feelings	3	2	1	0
3	I am aware of my feelings most of the time	3	2	1	0
4	I can tell when I am getting upset	3	2	1	0
5	When I am sad, I know the reason(s)	3	2	1	0
6	People who show strong emotions scare me	0	1	2	3
7	I pay attention to my physical state to understand my feelings	3	2	1	0
8	I accept my feelings as my own	3	2	1	0
	Total score of item 1 - 8				

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
9	I let other people know when they are doing a good job	3	2	1	0
10	I express my emotions even if they are negative	3	2	1	0
11	I let others know what I want and need	3	2	1	0
12	My closest friends would say I express my appreciation of them	3	2	1	0
13	I keep my feelings to myself	0	1	2	3
14	I let people know when uncomfortable feelings get in the way of our work	3	2	1	0
15	I have trouble reaching out to others when I need help	0	1	2	3
16	My co-workers would say I express my appreciation of them	3	2	1	0
17	I would do anything to avoid looking foolish to my peers	0	1	2	3
	Total score of item 9 - 17				

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
18	I can recognize emotions in others by watching their eyes	3	2	1	0
19	I find it difficult to talk to people who do not share my views	0	1	2	3
20	I rarely have the urge to tell someone off	3	2	1	0
21	No matter with whom I am speaking, I am always a good listener	3	2	1	0
22	I can sense the mood of a group when I walk into the room	3	2	1	0
23	I can get new people I meet to talk about themselves	3	2	1	0
24	I am good at "reading between the lines" when someone is talking	3	2	1	0
25	I can usually tell how others feel about me	3	2	1	0
26	I can sense someone's feelings even when unspoken	3	2	1	0
27	I change my emotional expression depending upon the person I am with	0	1	2	3
28	I can tell when someone close to me is upset	3	2	1	0
29	When interacting with others, I can sense how they are feeling	3	2	1	0
	Total score of item 18 - 29				
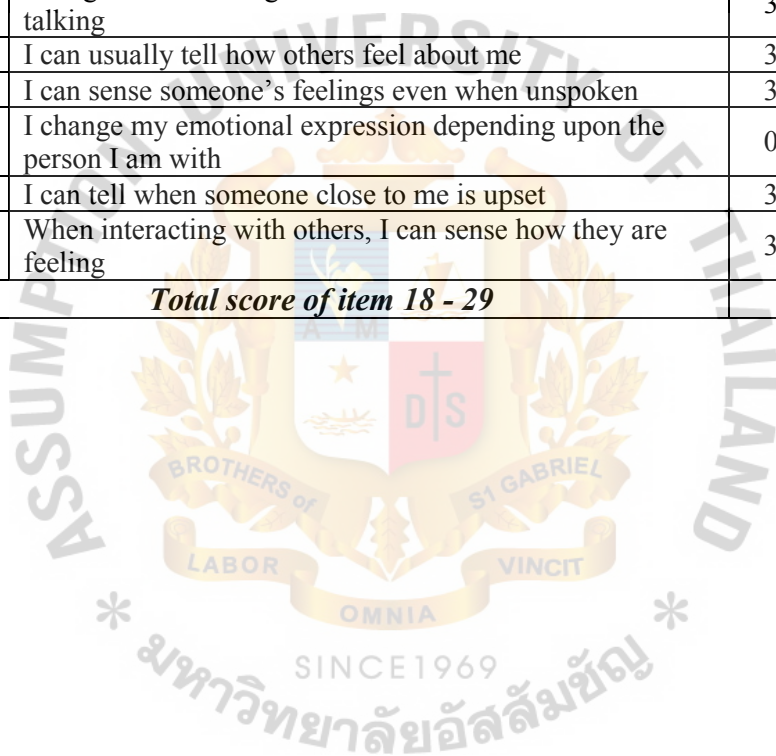
2. *Think about…the past month*. For each item below, please indicate how well the statement describes your behavior by circling the provided numbers in the columns.

Item No.	Statement	Performance Score			
		Very well	*Moderately well*	*A little*	*Not at all*
30	I can easily shut out distractions when I need to concentrate	3	2	1	0
31	I finish most things that I start	3	2	1	0
32	I know how to say "no" when I have to	3	2	1	0
33	I can put aside short-term rewards for long-term goals	3	2	1	0
34	I can completely focus myself on a task when I need to	3	2	1	0
35	I do things I later regret	0	1	2	3
36	I accept responsibility for managing my emotions	3	2	1	0
37	When faced with a problem, I like to deal with it as soon as possible	3	2	1	0
38	I think about what I want before I act	3	2	1	0
39	I can postpone my personal gratification for a greater goal	3	2	1	0
40	When I'm in bad mood I can talk myself out of it	3	2	1	0
41	I get angry when I am criticized	0	1	2	3
42	I do not know the source of my anger in situations	0	1	2	3
Total score of item 30 - 42					

Item No.	Statement	Performance Score			
		Very well	*Moderately well*	*A little*	*Not at all*
43	I've suggested innovative projects for my university	3	2	1	0
44	I participate in the sharing of information and ideas	3	2	1	0
45	I fantasize about the future to help me figure out where I am going	3	2	1	0
46	My best ideas happen when I am not really thinking about them	3	2	1	0
47	I've had brilliant ideas that came to me in a flash and were fully formed	3	2	1	0
48	I have a good sense of when ideas will succeed or fail	3	2	1	0
49	I am fascinated by new and unusual concepts	3	2	1	0
50	I've implemented innovative projects at my university	3	2	1	0
51	I get excited by new ideas and solutions	3	2	1	0
52	I am good at brainstorming on a problem to generate options	3	2	1	0
Total score of item 43 - 52					

Item No.	Statement	Performance Score			
		Very well	*Moderately well*	*A little*	*Not at all*
53	I can bounce back after feeling disappointed	3	2	1	0
54	I can accomplish what I need to if I put my mind to it	3	2	1	0
55	Obstacles or problems in my life have resulted in unexpected changes for the better	3	2	1	0
56	I find it easy to wait patiently when I need to	3	2	1	0
57	There is always more than one right answer	3	2	1	0
58	I know how to satisfy all parts of myself	3	2	1	0
59	I am not one to procrastinate	3	2	1	0
60	I am afraid to try something again when I have failed at it before	0	1	2	3
61	I decide certain problems are not worth worrying about	3	2	1	0
62	I relax myself when tension builds up	3	2	1	0
63	I can see the humorous side of situations	3	2	1	0
64	I often put things aside for a while to get a perspective on them	3	2	1	0
65	When I encounter a problem, I focus on what I can do to solve it	3	2	1	0
66	When something is not working, I try to come up with an alternative plan	3	2	1	0
	Total score of item 53 - 66				

Item No.	Statement	Performance Score			
		Very well	*Moderately well*	*A little*	*Not at all*
67	I am able to grieve when I lose something important to me	3	2	1	0
68	I feel uncomfortable when someone gets too close to me emotionally	0	1	2	3
69	I have several friends I can count on in times of trouble	3	2	1	0
70	I show a lot of love and affection to my friends/ family	3	2	1	0
71	When I have a problem I know who to go to or what to do to help solve it	3	2	1	0
72	My beliefs and values guide my daily actions	3	2	1	0
73	My family is always there for me when I need them	3	2	1	0
74	I doubt if my colleagues really care about me as a person	0	1	2	3
75	I have a difficult time making friends	0	1	2	3
76	I hardly cry, not even at funerals	0	1	2	3
	Total score of item 67 - 76				

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
77	I would not express my feelings if I believed they would cause a disagreement	0	1	2	3
78	When it comes right down to it, I can only trust myself to get things done	0	1	2	3
79	I remain calm even in situations when others get angry	3	2	1	0
80	It is better not to stir up problems if you can avoid doing so	0	1	2	3
81	I have a hard time getting consensus from my work team	0	1	2	3
82	I solicit feedback from my peers on my performance	3	2	1	0
83	I am good at organizing and motivating groups of people	3	2	1	0
84	I enjoy the challenge of facing and solving problems at work	3	2	1	0
85	When I make a critical comment I focus on the behavior and not the person	3	2	1	0
86	I avoid confrontations	0	1	2	3
Total score of item 77 - 86					

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
87	I look on the bright side of things	3	2	1	0
88	I love my life	3	2	1	0
89	I know I can find solutions to difficult problems	3	2	1	0
90	I believe things usually work out for the best	3	2	1	0
91	I have been continually frustrated in my life because of bad breaks	0	1	2	3
92	I like who I am	3	2	1	0
93	I see challenges as opportunities for learning	3	2	1	0
94	Under pressure, I am confident I will figure out a solution	3	2	1	0
Total score of item 87 - 94					

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
95	I can see pain in others even if they don't talk about it	3	2	1	0
96	I am able to read people's emotions from their body language	3	2	1	0
97	I act ethically in my dealings with people	3	2	1	0
98	I would not hesitate to go out of my way to help someone in trouble	3	2	1	0
99	I take the feelings of others into consideration in my interactions with them	3	2	1	0
100	I can put myself in someone else's shoes	3	2	1	0
101	There are some people I have never forgiven	0	1	2	3
102	I can forgive myself for not being perfect	3	2	1	0
103	When I succeed at something, I often think I could have done better	0	1	2	3
104	I help others to save face in a tough situation	3	2	1	0
105	I constantly worry about my shortcomings	0	1	2	3
106	I am jealous of people who have more than I do	0	1	2	3
Total score of item 95 - 106					

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
107	Sometime, I have the right answer without having the reasons	3	2	1	0
108	My hunches are usually right	3	2	1	0
109	I visualize my future goals	3	2	1	0
110	I can see the finished product or picture before it is completed	3	2	1	0
111	I believe in my dreams even when others cannot see or understand them	3	2	1	0
112	When faced with a tough choice, I follow my heart	3	2	1	0
113	I pay attention when things do not feel quite right to me	3	2	1	0
114	Once I've made up my mind I seldom change it	0	1	2	3
115	People say I am a visionary	3	2	1	0
116	When someone presents an opinion different from my own, I have a hard time accepting it	0	1	2	3
117	I use my "gut reactions" when making decisions	3	2	1	0
Total score of item 107 - 117					

Item No.	Statement	Performance Score			
		Very well	*Moderately well*	*A little*	*Not at all*
118	People would take advantage of me if I let them	0	1	2	3
119	I trust until I have reason not to	3	2	1	0
120	I am very careful about whom I trust	0	1	2	3
121	I respect my colleagues	3	2	1	0
122	People similar to me at my university have gotten better deals (i.e., raises, promotions, opportunities, rewards, etc.) than I have	0	1	2	3
123	The people I associate with are trustworthy	3	2	1	0
124	I seem to get the short end of the stick	0	1	2	3
125	I think very little in life is fair or equitable	0	1	2	3
126	When I meet new people I disclose very little personal information about myself	0	1	2	3
127	I focus on people's positive qualities	3	2	1	0
128	I often wish I were someone else	0	1	2	3
129	I enjoy my emotional life	3	2	1	0
Total score of item 118 - 129					

Item No.	Statement	Performance Score			
		Very well	*Moderately well*	*A little*	*Not at all*
130	I can make things happen	3	2	1	0
131	Fate plays a strong role in my life	0	1	2	3
132	I find it useless to fight the established hierarchy at my university	0	1	2	3
133	Circumstances are beyond my control	0	1	2	3
134	I am easy to like	3	2	1	0
135	I have a hard time accepting compliments	0	1	2	3
136	I have the ability to get what I want	3	2	1	0
137	I feel in control of my life	3	2	1	0
138	If I reflect on my life, I might find I am basically unhappy	0	1	2	3
139	I enjoy taking charge of things	3	2	1	0
140	I know what I want and go after it	3	2	1	0
Total score of item 130 - 140					

Item No.	Statement	Performance Score			
		Very well	Moderately well	A little	Not at all
141	I am willing to admit it when I make a mistake	3	2	1	0
142	I feel like a fraud	0	1	2	3
143	If I no longer had passion for my work I would change jobs	3	2	1	0
144	My job is an extension of my personal value system	3	2	1	0
145	I never tell lies	3	2	1	0
146	I find myself going along with a situation even if I do not believe in it	0	1	2	3
147	I exaggerate my abilities in order to get ahead	0	1	2	3
148	I tell the truth even when it is difficult	3	2	1	0
149	I have done things on my job that are against my belief	0	1	2	3
Total score of item 141 - 149					

PART III: INSTRUCTOR PERFORMANCE

This part is intended to measure the actual practice toward teaching profession performance. You are expected to respond based on the actual situations, not on the future plans.

Please indicate how frequently you have practiced the following statements by checking the correct symbol (✓) in appropriate boxes. The levels of performance scale range from 1 to 5 as follows:

5 means *always* practice

4 means *frequently* practice

3 means *occasionally* practice

2 means *seldom* practice

1 means *least* practice

Item No.	Statement	Performance scale				
		5	4	3	2	1
1	Improve knowledge of subject matter to improve quality of teaching					
2	Understand the traits and instructional pedagogy of higher education					
3	Know structure and operation of the university					
4	Understand faculty curricula as well as the system of assessment and evaluation of outcomes					
5	Learn about students' academic and family background					
6	Awareness of psychological differences of students based on gender and age					
7	Awareness of student's right and responsibilities					
8	Pay attention on socio-economic situation as it relates to education					

9	Be consistent with cultural settings of the university					
10	Understand the administrative system of university and benefits of stakeholders					
11	Well-prepared teaching plan					
12	Apply student-centered methodology in teaching					
13	Get students to actively participate in classroom					
14	Always use visual aids in teaching					
15	Provide students appropriate and useful academic resources for learning					
16	Always ensure that instructions are clear enough					
17	Seek for more effective teaching methodology					
18	Guide students to be independent in learning process					
19	Set up effective evaluations of learning					
20	Complete effectively the content of topic in given time					
21	Discuss classroom discipline with students to handle classroom behavior					
22	Willing to discuss and share with students about concerns and issues					
23	Communicate and share with colleagues about issues related to work and daily life					
24	Take part in social activities of university					
25	Actively participate in activities organized by social organizations and foundations					
26	Take the role of a leader in school activities					
27	Participate in developing projects of university					

28	Conduct research related to the teaching subjects					
29	Share knowledge by research presentation at conference and seminars					
30	Have articles published					
31	Participate in workshops and conferences					
32	Self-evaluate professional performance					
33	Seek for feedback about teaching and behavior from students and colleagues					
34	Constantly study in order to adapt to changes and challenges in the field and in society					
35	Understand and comply with state's laws and policies as well as university's regulations					
36	Complete assigned tasks on time					
37	Have passion and commitment to the teaching profession					
38	Make use of in-service training to update knowledge					
39	Organize activities to promote desirable characters in students					
40	Maintain a gentle and humble at heart					
41	Dedicated and enthusiastic with students					
42	Understand and respect students					
43	Fair and impartial in dealing with students					
44	Protect students' legitimate rights and benefits					
45	Respectful and straightforward to colleagues					
46	Give suggestions, helps, and support to colleagues					

BẢNG CÂU HỎI KHẢO SÁT

(Vietnamese version)

Bảng câu hỏi khảo sát này nhằm mục đích phục vụ cho đề tài nghiên cứu tựa đề: "Nghin cứu về mối quan hệ giữa chỉ số cảm xúc và hoạt động nghề nghiệp của giảng viên Trường Đại học Ngoại ngữ - Tin học Thành phố Hồ Chí Minh (HUFLIT) – Việt Nam".

Xin quý thầy cô vui lòng trả lời tất cả các câu hỏi trong bảng khảo sát dưới đây càng trung thực càng tốt theo hướng dẫn. Sự chính xác trong câu trả lời của quý thầy cô có ảnh hưởng rất quan trọng cho sự thành công của đề tài. Bảng câu hỏi sẽ được giữ bí mật và chỉ sử dụng cho mục đích nghiên cứu. Các câu trả lời không hiển thị danh tính và sẽ không có bất kỳ ảnh hưởng gì đến công việc của quý thầy cô.

Nếu quý thầy cô có bất kỳ yêu cầu, câu hỏi hay nhận xét, xin vui lòng liên hệ với tôi theo địa chỉ sau:

Nguyễn Thị Vĩnh Trân

Email: vinhtranlotus@yahoo.com

Điện thoại: +84 123 9285181 (Việt Nam), +66 86 5033372 (Thái Lan)

Xin chân thành cảm ơn sự hợp tác của quý thầy cô.

PHẦN I: THÔNG TIN CÁ NHÂN

Xin vui lòng đánh dấu vào ô thích hợp

1. Giới tính
   ☐ Nam   ☐ Nữ

2. Tuổi
   ☐ < 30 tuổi   ☐ 30 - 40 tuổi   ☐ > 40 tuổi

3. Tình trạng hôn nhân
   ☐ Có gia đình   ☐ Độc thân

4. Số năm giảng dạy:
   ☐ < 5năm   ☐ 5 – 15 năm   ☐ > 15 năm

PHẦN II: CHỈ SỐ CẢM XÚC

1. Xin hãy cho biết mỗi nhận định dưới đây diễn tả như thế nào suy nghĩ và cảm nhận gần đây quý thầy cô về bản thân bằng cách khoanh tròn vào ô số thích hợp tương ứng với các cột.

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
1	Tôi có thể xác định cảm xúc của mình	3	2	1	0
2	Tôi đã học hỏi rất nhiều ở bản thân bằng cách lắng nghe cảm xúc của mình	3	2	1	0
3	Tôi nhận thức được cảm xúc của mình gần như mọi lúc	3	2	1	0
4	Tôi có thể cho biết khi nào tôi cảm thấy buồn phiền	3	2	1	0
5	Khi tôi buồn, tôi biết lý do tại sao	3	2	1	0
6	Tôi sợ những người có cảm xúc mạnh mẽ	0	1	2	3
7	Tôi để ý đến thể trạng bên ngoài để nhận biết cảm xúc của mình	3	2	1	0
8	Tôi biết rằng những cảm xúc của tôi là chỉ của riêng tôi mà thôi	3	2	1	0
Tổng số điểm từ câu 1 - 8					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
9	Tôi để cho người khác biết khi họ đang làm một việc tốt	3	2	1	0
10	Tôi thể hiện cảm xúc của mình cho dù là nó tiêu cực	3	2	1	0
11	Tôi thể hiện cho người khác biết tôi muốn gì và cần gì	3	2	1	0
12	Bạn bè thân của tôi nói rằng tôi biết thể hiện sự trân trọng đối với họ	3	2	1	0
13	Tôi giữ cảm xúc của mình trong lòng	0	1	2	3
14	Tôi để mọi người biết khi những cảm giác khó chịu ảnh hưởng đến công việc của chúng tôi	3	2	1	0
15	Tôi gặp khó khăn trong việc liên hệ với người khác khi cần sự giúp đỡ	0	1	2	3
16	Đồng nghiệp của tôi nói rằng tôi biết thể hiện sự trân trọng đối với họ	3	2	1	0
17	Tôi làm đủ mọi cách để không trở thành một kẻ ngốc trước mặt bạn bè	0	1	2	3
Tổng số điểm từ 9 - 17					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
18	Tôi có thể nhận ra cảm xúc của người khác bằng cách nhìn vào mắt họ	3	2	1	0
19	Tôi cảm thấy khó khăn khi nói chuyện với người không cùng quan điểm	0	1	2	3
20	Tôi ít khi vội vàng chỉ trích người khác	3	2	1	0
21	Tôi không gặp vấn đề gì đối với người đang trò chuyện bởi vì tôi luôn là người lắng nghe tốt	3	2	1	0
22	Tôi có thể cảm nhận được tinh thần của một nhóm khi tôi bước vào phòng	3	2	1	0
23	Tôi có thể làm cho những người mới quen nói về về bản thân họ	3	2	1	0
24	Tôi đoán được ẩn ý khi ai đó đang nói chuyện	3	2	1	0
25	Tôi có thể thường xuyên nhận biết người khác cảm nhận thế nào về mình	3	2	1	0
26	Tôi có thể cảm nhận được cảm xúc của người khác thậm chí cả khi họ không nói ra	3	2	1	0
27	Tôi thay đổi cách biểu lộ cảm xúc tùy thuộc vào người đối diện	0	1	2	3
28	Tôi có thể nhận ra khi ai đó xung quanh tôi đang buồn	3	2	1	0
29	Trong tiếp xúc với người khác, tôi cảm nhận được cảm xúc của họ như thế nào	3	2	1	0
Tổng số điểm từ câu 18 – 29					

2. **Hãy nghĩ về tháng vừa qua**. Xin quý thầy cô hãy xác định mỗi nhận định dưới đây miêu tả như thế nào về cách hành xử của mình bằng cách khoanh tròn vào các ô số thích hợp tương ứng với các cột.

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
30	Tôi có thể dễ dàng chấm dứt việc xao lãng khi tôi cần phải tập trung	3	2	1	0
31	Tôi hoàn thành hầu hết các việc mà tôi bắt tay vào làm	3	2	1	0
32	Tôi biết cách nói "không" trong những trường hợp cần thiết	3	2	1	0
33	Tôi có thể gạt sang một bên lợi ích trước mắt vì những mục tiêu lâu dài	3	2	1	0
34	Tôi có thể hoàn toàn tập trung vào công việc khi cần thiết	3	2	1	0
35	Tôi làm những việc mà sau đó tôi cảm thấy hối hận	0	1	2	3
36	Tôi thừa nhận trách nhiệm đối với việc quản lý tình cảm của mình	3	2	1	0
37	Khi đối mặt với khó khăn, tôi muốn giải quyết càng sớm càng tốt	3	2	1	0
38	Tôi suy nghĩ về những điều mình muốn trước khi hành động	3	2	1	0
39	Tôi có thể kiềm chế những ham muốn cá nhân vì mục tiêu tốt đẹp hơn	3	2	1	0
40	Khi không được vui tôi có thể làm cho mình thoát khỏi tâm trạng đó	3	2	1	0
41	Tôi giận dữ khi bị chỉ trích	0	1	2	3
42	Trong lúc nóng giận, tôi không xác định được nguyên nhân làm cho tôi giận dữ	0	1	2	3
Tổng số điểm từ câu 30 – 42					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
43	Tôi đề xuất các dự án đổi mới cho trường đại học mà tôi đang làm	3	2	1	0
44	Tôi tham gia chia sẻ thông tin và ý tưởng	3	2	1	0
45	Tôi mơ mộng về tương lai để có thể xác định được con đường cần phải đi	3	2	1	0

STT	Nội dung	Rất tốt	Khá tốt	Tạm được	Không tốt
46	Ý tưởng tốt nhất xuất hiện khi tôi không thật sự nghĩ về nó	3	2	1	0
47	Có những ý tưởng tuyệt vời đến và hình thành đầy đủ trong tôi chỉ trong phút chốc	3	2	1	0
48	Tôi cảm nhận rất tốt khi nào các ý tưởng thành công hoặc thất bại	3	2	1	0
49	Tôi bị thu hút bởi những khái niệm mới và khác lạ	3	2	1	0
50	Tôi thực hiện các dự án đổi mới ở trường đại học	3	2	1	0
51	Tôi hào hứng với những ý tưởng và giải pháp mới	3	2	1	0
52	Tôi động não tốt đối với những vấn đề đang cần sự chọn lựa	3	2	1	0
Tổng số điểm từ câu 43 – 52					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
53	Tôi có thể lấy lại trạng thái ban đầu tốt sau cơn buồn phiền	3	2	1	0
54	Tôi có thể hoàn thành những gì tôi cần nếu tôi để tâm thực hiện	3	2	1	0
55	Những khó khăn và trở ngại trong cuộc đời tôi đã dẫn đến những thay đổi tốt đẹp hơn đến bất ngờ	3	2	1	0
56	Tôi dễ dàng kiên nhẫn chờ đợi khi cần thiết	3	2	1	0
57	Luôn luôn có hơn một câu trả lời đúng	3	2	1	0
58	Tôi biết cách để thỏa mãn tất cả mọi thứ liên quan đến bản thân mình	3	2	1	0
59	Tôi không phải là người chần chừ hay trì hoãn	3	2	1	0
60	Tôi sợ cố gắng làm lại điều mà tôi bị thất bại trước đó	0	1	2	3
61	Tôi ra quyết định nhanh đối với các vấn đề không đáng để lo lắng	3	2	1	0
62	Tôi thư giãn khi căng thẳng phát sinh	3	2	1	0
63	Tôi có thể nhìn thấy tính chất khôi hài trong các tình huống	3	2	1	0
64	Tôi thường để lại mọi việc sang một bên để có một cái nhìn tổng quan về nó	3	2	1	0
65	Khi đối mặt với vấn đề, tôi tập trung vào những gì mà tôi có thể làm để giải quyết	3	2	1	0
66	Khi một cái gì đó không hoạt động tốt, tôi cố gắng tìm giải pháp thay thế	3	2	1	0
Tổng số điểm từ câu 53 - 66					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
67	Tôi có thể bộc lộ nỗi đau khi mất mát một cái gì đó quan trọng với mình	3	2	1	0
68	Tôi thấy không thoải mái khi ai đó có tình cảm quá thân thiết với mình	0	1	2	3
69	Tôi có một vài người bạn mà tôi có thể trông cậy vào khi gặp khó khăn	3	2	1	0
70	Tôi thể hiện rất nhiều tình yêu thương đối với gia đình và bè bạn	3	2	1	0
71	Khi gặp khó khăn tôi biết người nào cần gặp hoặc biết phải làm gì để giải quyết	3	2	1	0
72	Niềm tin và các giá trị định hướng tôi trong các hoạt động hằng ngày	3	2	1	0
73	Gia đình luôn bên cạnh khi tôi cần	3	2	1	0
74	Tôi nghi ngờ không biết đồng nghiệp của mình có thật sự xem tôi như là một người có tính cách riêng biệt	0	1	2	3
75	Tôi khó kết bạn	0	1	2	3
76	Tôi khó mà khóc, cho dù ở đám tang	0	1	2	3
Tổng số điểm từ câu 67 - 76					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
77	Tôi sẽ không thể hiện cảm xúc của mình nếu tôi tin rằng nó không được ủng hộ	0	1	2	3
78	Gặp thời cơ thuận lợi, tôi có thể chỉ tin vào bản thân sẽ xong việc	0	1	2	3
79	Tôi giữ bình tĩnh thậm chí cả trong những tình huống mà người khác không thể không tức giận	3	2	1	0
80	Tốt nhất là không nên khơi động những rắc rối nếu bạn có thể tránh được	0	1	2	3
81	Tôi gặp khó khăn để đạt được sự đồng thuận khi làm việc theo nhóm	0	1	2	3
82	Tôi xin sự nhận xét từ đồng nghiệp về hoạt động của mình	3	2	1	0
83	Tôi biết cách tổ chức và động viên các nhóm làm việc	3	2	1	0

84	Tôi thích sự thử thách trong việc đối mặt và giải quyết các vấn đề ở nơi làm việc	3	2	1	0
85	Khi đưa ra một nhận xét mang tích chất phê bình, tôi chú trọng vào hành vi chứ không phải con người	3	2	1	0
86	Tôi tránh đối đầu	0	1	2	3
Tổng số điểm từ câu 77 - 86					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
87	Tôi nhìn vào mặt tốt đẹp của vấn đề	3	2	1	0
88	Tôi yêu cuộc sống của mình	3	2	1	0
89	Tôi biết là tôi có thể tìm ra giải pháp cho những khó khăn	3	2	1	0
90	Tôi tin mọi việc thường dẫn tới kết quả tốt đẹp	3	2	1	0
91	Tôi liên tục bị nản lòng vì không gặp vận may	0	1	2	3
92	Tôi thích con người hiện tại của tôi	3	2	1	0
93	Tôi xem thử thách là cơ hội tốt để học hỏi	3	2	1	0
94	Dưới áp lực, tôi tự tin mình sẽ tìm ra giải pháp	3	2	1	0
Tổng số điểm từ câu 87 - 94					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
95	Tôi có thể cảm nhận được nỗi đau của người khác ngay cả khi họ không nói ra	3	2	1	0
96	Tôi có thể đọc được cảm xúc của người khác qua dáng điệu và cử chỉ của họ	3	2	1	0
97	Tôi hành động có đạo đức trong quan hệ với người khác	3	2	1	0
98	Tôi sẽ không ngần ngại bỏ qua lợi ích của mình để giúp đỡ người khác khi họ gặp khó khăn	3	2	1	0
99	Tôi lưu tâm đến cảm giác của người khác trong mối quan hệ của tôi với họ	3	2	1	0
100	Tôi có thể đặt mình vào hoàn cảnh của người khác	3	2	1	0
101	Có một vài người mà tôi không bao giờ tha thứ	0	1	2	3
102	Tôi có thể tha thứ cho bản thân với lý do không ai hoàn hảo cả	3	2	1	0

103	Khi thành công với một điều gì đó tôi thường nghĩ rằng tôi đã có thể làm tốt hơn nữa	0	1	2	3
104	Tôi giúp người khác giữ thể diện khi họ đối mặt với tình huống khó khăn	3	2	1	0
105	Tôi không ngừng lo lắng về những khiếm khuyết của mình	0	1	2	3
106	Tôi ghen tị với những người có được nhiều thứ hơn tôi	0	1	2	3
Tổng số điểm từ câu 95 - 106					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
107	Thỉnh thoảng tôi trả lời đúng mà không cần lý luận	3	2	1	0
108	Linh cảm của tôi thường xuyên đúng	3	2	1	0
109	Tôi nhìn thấy được những mục tiêu tương lai của mình	3	2	1	0
110	Tôi có thể nhìn thấy trước kết quả sản phẩm hoặc công việc trước khi nó được hoàn thành	3	2	1	0
111	Tôi tin vào mơ ước của mình, thậm chí khi người khác không thể cảm nhận và hiểu chúng	3	2	1	0
112	Khi đối diện với sự lựa chọ khó khăn, tôi sẽ làm theo những gì con tim mách bảo	3	2	1	0
113	Tôi lưu ý khi sự việc có vẻ như không hoàn toàn đúng như tôi nghĩ	3	2	1	0
114	Một khi tôi đã quyết định, tôi ít khi thay đổi nó	0	1	2	3
115	Mọi người bảo tôi là một người có tầm nhìn	3	2	1	0
116	Khi ai đó thể hiện quan điểm trái ngược với tôi, tôi khó lòng mà chấp nhận	0	1	2	3
117	Tôi thường ra quyết định dựa trên những phản ứng bốc đồng của mình	3	2	1	0
Tổng số điểm từ câu 107 - 117					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
118	Người khác sẽ lợi dụng tôi nếu tôi cho họ cơ hội	0	1	2	3
119	Tôi tin tưởng cho đến khi tôi không còn lý do để tin tưởng nữa	3	2	1	0
120	Tôi rất thận trọng với những người mà tôi tin tưởng	0	1	2	3
121	Tôi tôn trọng đồng nghiệp	3	2	1	0
122	Những người cùng vị trí và hoàn cảnh như tôi ở trường họ đạt được nhiều thứ hơn tôi (chẳng hạn như tăng lương, thăng chức, cơ hội, khen thưởng, …)	0	1	2	3
123	Những người mà tôi kết giao là những người đáng tin cậy	3	2	1	0
124	Tôi thường phải chịu thiệt thòi	0	1	2	3
125	Tôi cho rằng cuộc sống ít khi công bằng và bình đẳng	0	1	2	3
126	Khi gặp người mới tôi bộc lộ rất ít thông tin về bản thân	0	1	2	3
127	Tôi chú trọng vào các giá trị tích cực của con người	3	2	1	0
128	Tôi thường ao ước giá như mình là một người khác	0	1	2	3
129	Tôi tận hưởng đời sống tình cảm của mình	3	2	1	0
Tổng số điểm từ câu 118 - 129					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
130	Tôi có thể biến những điều tôi mong ước trở thành hiện thực	3	2	1	0
131	Số mệnh đóng vai trò quan trọng trong cuộc sống của tôi	0	1	2	3
132	Tôi thấy vô ích để đấu tranh với hệ thống cấp bậc đã thiết lập ở trường	0	1	2	3
133	Các tình huống ngoài tầm kiểm soát của tôi	0	1	2	3
134	Tôi dễ dàng yêu thích	3	2	1	0
135	Tôi không cảm thấy thoải mái khi được khen ngợi	0	1	2	3
136	Tôi có khả năng đạt được những gì mình muốn	3	2	1	0
137	Tôi có cảm giác tôi có thể kiểm soát được cuộc sống của mình	3	2	1	0
138	Ngẫm về cuộc sống của mình, có thể tôi cảm thấy về cơ bản mình không được hạnh phúc	0	1	2	3
139	Tôi thích đảm đương công việc	3	2	1	0
140	Tôi biết tôi muốn gì và tôi theo đuổi nó	3	2	1	0
Tổng số điểm từ câu 130 - 140					

STT	Nội dung	Điểm số thực hiện			
		Rất tốt	Khá tốt	Tạm được	Không tốt
141	Tôi sẵn sàng thừa nhận khi phạm sai lầm	3	2	1	0
142	Tôi có cảm giác mình là một kẻ giả dối	0	1	2	3
143	Nếu tôi cảm thấy không còn đam mê công việc hiện tại, tôi sẽ thay đổi công việc khác	3	2	1	0
144	Công việc của tôi là sự phát huy hệ thống giá trị bản thân	3	2	1	0
145	Tôi không bao giờ nói dối	3	2	1	0
146	Tôi có thể thích nghi với những hoàn cảnh mà tôi không thích	0	1	2	3
147	Tôi phóng đại khả năng của mình để đi lên	0	1	2	3
148	Tôi nói lên sự thật thậm chí ngay cả những lúc rất khó nói	3	2	1	0
149	Trong công việc tôi đã làm những điều trái ngược với niềm tin của mình	0	1	2	3
	Tổng số điểm từ câu 141 - 149				
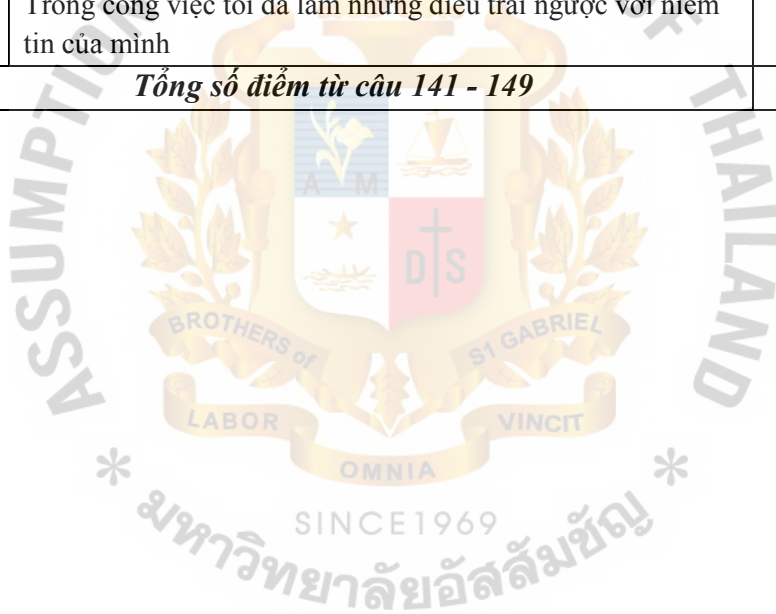
PHẦN III: HOẠT ĐỘNG NGHỀ NGHIỆP

Phần này nhằm mục đích đánh giá thực tế hoạt động giảng dạy. Kính mong quý thầy cô hãy trả lời dựa trên tình hình hiện tại, không phải các kế hoạch trong tương lai.

Xin vui lòng xác định mức độ thường xuyên mà thầy cô thực hiện đối với những nhận định dưới đây bằng cách đánh dấu "✓" vào các ô thích hợp. Mức độ thực hiện được sắp xếp từ 1 đến 5 như sau:

5 nghĩa là *luôn luôn* thực hiện

4 nghĩa là *thường xuyên* thực hiện

3 nghĩa là *thỉnh thoảng* thực hiện

2 nghĩa là *ít khi* thực hiện

1 nghĩa là *rất hiếm khi* thực hiện

STT	Nội dung	Mức độ thực hiện				
		5	4	3	2	1
1	Nâng cao trình độ chuyên môn nhằm theo đuổi chất lượng giảng dạy					
2	Hiểu các đặc điểm và phương pháp giảng dạy của giáo dục đại học					
3	Hiểu cơ cấu tổ chức và hoạt động của trường đại học					
4	Hiểu chương trình đào tạo của khoa và hệ thống đánh giá kết quả học tập					
5	Tìm hiểu trình độ học vấn và hoàn cảnh gia đình của sinh viên					
6	Hiểu tâm lý giới tính và độ tuổi của sinh viên					

7	Biết rõ quyền và nghĩa vụ của sinh viên					
8	Quan tâm đến tình hình kinh tế xã hội liên quan đến giáo dục					
9	Gìn giữ và phát huy các giá trị văn hóa của trường đại học					
10	Hiểu được hệ thống quản lý của trường và quyền lợi của các cổ đông					
11	Chuẩn bị tốt kế hoạch giảng dạy					
12	Áp dụng phương pháp giảng dạy lấy người học làm trung tâm					
13	Làm cho sinh viên tham gia tích cực trong lớp học					
14	Sử dụng các phương tiện hỗ trợ giảng dạy thích hợp					
15	Cung cấp cho sinh viên nguồn tài liệu học thuật thích hợp và hữu ích cho học tập					
16	Thực hiện bài giảng rõ ràng, dễ hiểu					
17	Tìm kiếm phương pháp giảng dạy hiệu quả hơn					
18	Hướng dẫn sinh viên độc lập trong học tập					
19	Thiết kế hệ thống đánh giá học tập hiệu quả					
20	Hoàn thành tốt nội dung giảng dạy đúng thời gian quy định					
21	Thảo luận với sinh viên nội quy lớp học để quản lý lớp có trật tự					
22	Sẵn sàng chia sẻ với sinh viên các vấn đề mà họ quan tâm					
23	Giao tiếp và chia sẻ với đồng nghiệp về các vấn đề có liên quan đến công việc và đời sống hằng ngày					
24	Tham gia vào các hoạt động xã hội do trường tổ chức					
25	Tham gia tích cực vào các hoạt động do các tổ chức xã hội phát động					

26	Thực hiện vai trò quản lý trong các hoạt động của trường					
27	Tham gia vào các dự án phát triển của trường					
28	Thực hiện các công trình nghiên cứu liên quan đến môn học đang dạy					
29	Chia sẻ kiến thức bằng cách thuyết trình các công trình nghiên cứu của mình ở các hội thảo và seminar					
30	Có các bài nghiên cứu đăng trên tạp chí khoa học					
31	Tham dự các khóa đào tạo và hội thảo khoa học					
32	Tự đánh giá về hoạt động nghề nghiệp của mình					
33	Tìm kiếm nhận xét từ đồng nghiệp và sinh viên về tác phong và công tác giảng dạy của mình					
34	Không ngừng học tập để thích nghi với những thay đổi và thử thách của xã hội					
35	Hiểu và tuân theo chính sách và pháp luật của Nhà nước cũng như các quy định của trường					
36	Hoàn thành nhiệm vụ được giao đúng hạn					
37	Có niềm đam mê và tâm huyết đối với công tác giảng dạy					
38	Tham gia các khóa đào tạo để luôn cập nhật kiến thức					
39	Tổ chức các hoạt động nhằm nâng cao nhận thức và tính cách của sinh viên					
40	Hòa nhã và khiêm tốn					
41	Tận tâm và nhiệt tình với sinh viên					
42	Thấu hiểu và tôn trọng sinh viên					
43	Đối xử công bằng và vô tư với sinh viên					
44	Bảo vệ quyền và lợi ích hợp pháp của sinh viên					
45	Tôn trọng và cởi mở với đồng nghiệp					
46	Góp ý, giúp đỡ và ủng hộ đồng nghiệp					

Appendix E

Table for determining sample size from a given population
(Krejcie & Morgan, 1970)

N	n	N	n	N	n	N	n	N	n
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	306	10000	370
65	56	210	136	480	241	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

N: population, n: sample size

Appendix F

Frequencies and percentages of questionnaire returned

Faculties	Delivered	Returned	Percentage
1. Faculty of Foreign Languages	46	45	97.82
2. Faculty of Information Technology	34	34	100
3. Faculty of Oriental Studies	42	41	97.61
4. Faculty of Tourism and Hotel Management	17	17	100
5. Faculty of International Relations	15	15	100
6. Faculty of International Business Management	25	25	100
7. Faculty of Marxism – Leninism and Ho Chi Minh Ideology	10	10	100
8. Faculty of Second Bachelor Degree Training	12	12	100
Total	**201**	**199**	**99**

Appendix G

Means and standard deviations of HUFLIT instructor performance classified by items

Item	HUFLIT instructor performance	Mean	Std. Deviation	Level of Performance
	Professional knowledge	*3.94*	*.55*	*High*
1	Improve knowledge of subject matter to improve quality of teaching	4.37	.69	Very high
2	Understand the traits and instructional pedagogy of higher education	4.07	.82	High
3	Know structure and operation of the university	3.94	.90	High
4	Understand faculty curricula as well as the system of assessment and evaluation of outcomes	4.12	.80	High
5	Learn about students' academic and family background	3.34	1.02	Moderate
6	Awareness of psychological differences of students based on gender and age	3.74	.89	High
7	Awareness of student's right and responsibilities	4.01	.91	High
8	Pay attention on socio-economic situation as it relates to education	4.12	.80	High
9	Be consistent with cultural settings of the university	4.18	.87	High
10	Understand the administrative system of university and benefits of stakeholders	3.53	1.03	High
	Professional skills	*3.82*	*.55*	*High*
11	Well-prepared teaching plan	4.47	.63	Very high
12	Apply student-centered methodology in teaching	4.42	.69	Very high
13	Get students to actively participate in classroom	4.28	.70	Very high
14	Always use visual aids in teaching	4.33	2.28	Very high
15	Provide students appropriate and useful academic resources for learning	4.20	.73	High
16	Always ensure that instructions are clear enough	4.32	.67	Very high
17	Seek for more effective teaching methodology	4.33	.75	Very high
18	Guide students to be independent in learning process	4.06	.85	High
19	Set up effective evaluations of learning	3.71	.83	High
20	Complete effectively the content of topic in given time	4.25	.77	Very high
21	Discuss classroom discipline with students to handle classroom behavior	3.90	.91	High
22	Willing to discuss and share with students about concerns and issues	4.21	.76	Very high
23	Communicate and share with colleagues about issues	4.03	.87	High

related to work and daily life

| No		Mean	SD	Level
24	Take part in social activities of university	3.70	1.00	High
25	Actively participate in activities organized by social organizations and foundations	3.37	1.03	Moderate
26	Take the role of a leader in school activities	3.25	1.19	Moderate
27	Participate in developing projects of university	3.15	1.13	Moderate
28	Conduct research related to the teaching subjects	3.41	1.08	High
29	Share knowledge by research presentation at conference and seminars	3.06	1.17	Moderate
30	Have articles published	2.40	1.42	Low
31	Participate in workshops and conferences	3.29	1.12	Moderate
32	Self-evaluate professional performance	3.77	.85	High
	Professionalism	**4.15**	**.52**	**High**
33	Seek for feedback about teaching and behavior from students and colleagues	3.81	.84	High
34	Constantly study in order to adapt to changes and challenges in the field and in society	4.19	.80	High
35	Understand and comply with state's laws and policies as well as university's regulations	4.43	.72	Very high
36	Complete assigned tasks on time	4.40	.65	Very high
37	Have passion and commitment to the teaching profession	4.42	.68	Very high
38	Make use of in-service training to update knowledge	4.02	.81	High
	Professional ethics	*4.25*	*.52*	*Very high*
39	Organize activities to promote desirable characters in students	3.46	1.01	High
40	Maintain a gentle and humble at heart	4.37	.71	Very high
41	Dedicated and enthusiastic with students	4.44	.69	Very high
42	Understand and respect students	4.30	.73	Very high
43	Fair and impartial in dealing with students	4.47	.60	Very high
44	Protect students' legitimate rights and benefits	4.30	.73	Very high
45	Respectful and straightforward to colleagues	4.44	.62	Very high
46	Give suggestions, helps, and support to colleagues	4.18	.76	High
	Instructor performance	**3.97**	**.47**	**High**

n = 198

Appendix H

Means and standard deviations of emotional intelligence among HUFLIT instructors relative to age

Emotional intelligence	Age	n	M	SD	Performance level
Emotional literacy	< 30 years	72	2.01	.57	V
	30 – 40 years	73	2.26	.57	V
	>40 years	53	2.42	.64	V
	< 30 years	72	1.64	.70	C
1. Emotional self-awareness	30 – 40 years	73	1.89	.64	V
	>40 years	53	2.11	.89	V
	< 30 years	72	1.57	.67	C
2. Emotional expression	30 – 40 years	73	1.82	.75	V
	>40 years	53	1.94	.84	V
	< 30 years	72	2.83	.96	P
3. Emotional awareness of others	30 – 40 years	73	3.08	.89	P
	>40 years	53	3.21	.93	P
	< 30 years	72	2.63	.45	P
EQ competencies	30 – 40 years	73	2.78	.47	P
	>40 years	53	2.79	.56	P
	< 30 years	72	3.53	.60	O
4. Intentionality	30 – 40 years	73	3.60	.52	O
	>40 years	53	3.34	.62	O
	< 30 years	72	1.76	.94	V
5. Creativity	30 – 40 years	73	2.03	1.05	V
	>40 years	53	2.23	1.14	V
	< 30 years	72	3.43	.69	O
6. Resilience	30 – 40 years	73	3.59	.60	O
	>40 years	53	3.55	.72	O
	< 30 years	72	2.74	.96	P
7. Interpersonal connections	30 – 40 years	73	2.79	.86	P
	>40 years	53	2.91	.86	P
	< 30 years	72	1.67	.80	C
8. Constructive discontent	30 – 40 years	73	1.86	.87	V
	>40 years	53	1.92	.83	V
	< 30 years	72	2.54	.57	P
EQ values and beliefs	30 – 40 years	73	2.71	.56	P
	>40 years	53	2.64	.61	P

9. Outlook	< 30 years	72	2.01	.91	V
	30 – 40 years	73	2.18	.92	V
	>40 years	53	2.17	.91	V
10. Compassion	< 30 years	72	3.32	.69	O
	30 – 40 years	73	3.19	.68	P
	>40 years	53	3.32	.78	O
11. Intuition	< 30 years	72	2.24	.96	V
	30 – 40 years	73	2.56	.96	P
	>40 years	53	2.55	1.05	P
12. Trust radius	< 30 years	72	3.32	.73	O
	30 – 40 years	73	3.37	.72	O
	>40 years	53	3.13	.71	P
13. Personal power	< 30 years	72	2.49	.90	V
	30 – 40 years	73	2.78	.95	P
	>40 years	53	2.47	.91	V
14. Integrity	< 30 years	72	1.85	.80	V
	30 – 40 years	73	2.16	.97	V
	>40 years	53	2.21	1.01	V
Overall emotional intelligence	< 30 years	72	2.46	.45	V
	30 – 40 years	73	2.64	.46	P
	>40 years	53	2.65	.53	P
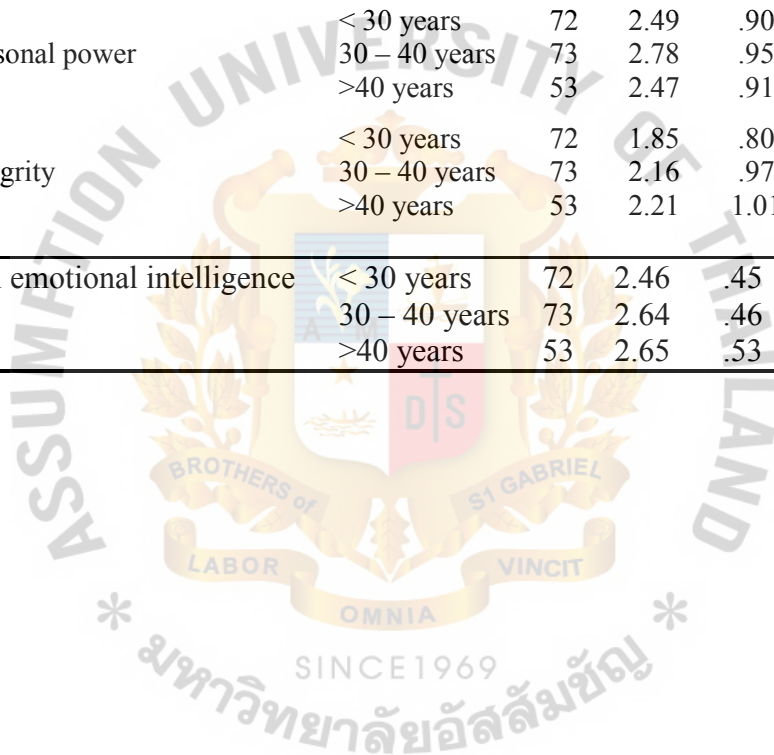
Appendix I

Means and standards deviation of emotional intelligence among HUFLIT instructors relative to working experience

Emotional intelligence	Year	n	M	SD	Performance level
Emotional literacy	< 5 years	74	2.01	.56	V
	5 – 15 years	80	2.26	.56	V
	>15 years	44	2.48	.66	V
1. Emotional self-awareness	< 5 years	74	1.61	.66	C
	5 – 15 years	80	1.91	.68	V
	>15 years	44	2.18	.90	V
2. Emotional expression	< 5 years	74	1.59	.66	C
	5 – 15 years	80	1.80	.75	V
	>15 years	44	1.98	.88	V
3. Emotional awareness of others	< 5 years	74	2.82	.98	P
	5 – 15 years	80	3.06	.86	P
	>15 years	44	3.30	.93	O
EQ competencies	< 5 years	74	2.61	.43	P
	5 – 15 years	80	2.78	.48	P
	>15 years	44	2.82	.57	P
4. Intentionality	< 5 years	74	3.50	.58	O
	5 – 15 years	80	3.58	.59	O
	>15 years	44	3.39	.58	O
5. Creativity	< 5 years	74	1.66	.90	C
	5 – 15 years	80	2.14	1.06	V
	>15 years	44	2.25	1.14	V
6. Resilience	< 5 years	74	3.45	.68	O
	5 – 15 years	80	3.59	.59	O
	>15 years	44	3.52	.76	O
7. Interpersonal connections	< 5 years	74	2.73	.91	P
	5 – 15 years	80	2.83	.92	P
	>15 years	44	2.89	.84	P
8. Constructive discontent	< 5 years	74	1.74	.79	C
	5 – 15 years	80	1.78	.87	V
	>15 years	44	2.05	.83	V

	< 5 years	74	2.54	.57	P
EQ values and beliefs	5 – 15 years	80	2.69	.57	P
	>15 years	44	2.68	.60	P
	< 5 years	74	1.96	.87	V
9. Outlook	5 – 15 years	80	2.20	.93	V
	>15 years	44	2.23	.94	V
	< 5 years	74	3.30	.72	O
10. Compassion	5 – 15 years	80	3.19	.66	P
	>15 years	44	3.39	.78	O
	< 5 years	74	2.19	.99	V
11. Intuition	5 – 15 years	80	2.60	.91	P
	>15 years	44	2.57	1.06	P
	< 5 years	74	3.39	.72	O
12. Trust radius	5 – 15 years	80	3.28	.75	O
	>15 years	44	3.14	.67	P
	< 5 years	74	2.51	.88	V
13. Personal power	5 – 15 years	80	2.73	.98	P
	>15 years	44	2.48	.90	V
	< 5 years	74	1.86	.85	V
14. Integrity	5 – 15 years	80	2.13	.95	V
	>15 years	44	2.27	1.00	V
Overall emotional intelligence	< 5 years	74	2.45	.45	V
	5 – 15 years	80	2.63	.46	P
	>15 years	44	2.69	.54	P

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