

## 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.