

# **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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**Abstract.** Emotional intelligence represents the combination of heart and mind, which has been determined as an indispensable activator and enhancer of intellectual prowess (Cooper & Sawaf, 1997). Many studies have concluded that IQ is a necessary condition but emotional intelligence is a sufficient condition to make a performance star at work (Goleman, 2001). This research aimed to investigate if emotional intelligence really helps HUFLIT instructors perform at their best. EQ Map (Q-Metrics, 1997) was employed to measure emotional intelligence of instructors in four levels: optimal, proficient, vulnerable, and caution. Besides determining the relationship between emotional intelligence and instructor performance, the research indicated the differences of emotional intelligence relative to selected demographic factors. The findings were discussed based on Vietnam's cultural and social perspectives. Some recommendations were given for emotional intelligence and instructor performance improvement as well as for further research relating to the topic.

**Keywords.** Emotional intelligence, instructor performance, HUFLIT instructors, Vietnamese higher education, Vietnamese culture

## **Introduction**

In the past hundred years, academic intelligence and technical rationality have been considered as crucial factors for success in personal and professional life. As a result, education has been built on a much heralded mindset of logic and analysis. It has supplied society perfect appearing people with high intelligence quotients (IQ) and achievements, but not real people (Cooper & Sawaf, 1997). The development of emotional intelligence has caused the intelligence quotient (IQ) no longer to be considered as the core value behind human ability. The belief that success of people at work is mainly due to professional knowledge and skills related to IQ has become 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 (Stys & Brown, 2004).

The success of people at work is evaluated through their professional performance. According to popular opinion, and workplace testimonials, emotional intelligence has been shown to have great effect on job performance. There is a consensus that university tasks run on brain power. But to think well for 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). Common cores of personal and social abilities have 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.

Goleman (1998) stated that people now are being judged by a new yardstick of how well they handle themselves and each other. 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 study was conducted to investigate the relationship of emotional intelligence and instructor performance. The study sought 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 research in emotional intelligence was considered an important