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## **NGHIÊN CỨU VỀ MỨC ĐỘ TRÍ TUỆ CẢM XÚC CỦA SINH VIÊN NGÀNH KINH DOANH VÀ KINH TẾ TẠI CÁC TRƯỜNG ĐẠI HỌC CÔNG LẬP Ở HÀ NỘI**

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### **Tóm tắt**

Nghiên cứu này khảo sát trí tuệ cảm xúc (EI) của sinh viên các ngành kinh doanh và kinh tế tại các trường đại học công lập ở Hà Nội, làm rõ sự gia tăng tầm quan trọng của EI như một yếu tố dự đoán thành công trong môi trường làm việc, bên cạnh các chỉ số trí thông minh truyền thống (IQ). Sử dụng phương pháp chọn mẫu có mục đích, nghiên cứu đã thu thập được 443 phiếu khảo sát, trong đó 399 phiếu hợp lệ cho việc phân tích. Các phiếu khảo sát này đánh giá bốn thành phần của EI: Đánh giá cảm xúc bản thân, Đánh giá cảm xúc người khác, Sử dụng cảm xúc và Điều chỉnh cảm xúc. Kết quả cho thấy sinh viên có mức độ EI từ trung bình đến cao, đặc biệt trong khả năng tự nhận thức, nhưng gặp khó khăn trong việc điều chỉnh cảm xúc, cho thấy những thách thức trong việc quản lý cảm xúc mặc dù họ có khả năng nhận thức chúng. Khoảng cách này có thể xuất phát từ các chuẩn mực văn hóa ưu tiên sự tuân thủ và chương trình đào tạo tập trung vào phát triển nhận thức, thay vì cảm xúc. Để khắc phục những hạn chế này, nghiên cứu đề xuất tích hợp đào tạo EI vào chương trình học, khuyến khích thực hành chánh niệm để nâng cao khả năng điều chỉnh cảm xúc và cải thiện hiệu suất học tập, đồng thời phát triển chuyên môn cho giảng viên để nâng cao EI của họ và tạo ra môi trường học tập hỗ trợ. Tuy nhiên, nghiên cứu này có một số hạn chế, bao gồm việc chỉ sử dụng thống kê mô tả, điều này hạn chế khả năng phân tích các mối quan hệ sâu sắc, và chỉ tập trung vào sinh viên các ngành kinh doanh và kinh tế, khiến tính tổng quát của kết quả bị hạn chế. Các nghiên cứu trong tương lai nên mở rộng ra các ngành học khác và áp dụng các phương pháp thống kê tiên

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tiền đề hiểu rõ hơn vai trò của EI trong việc thúc đẩy thành công học tập và khả năng có việc làm của sinh viên.

**Từ khóa:** trí tuệ cảm xúc, đánh giá cảm xúc bản thân, đánh giá cảm xúc người khác, sử dụng cảm xúc, điều chỉnh cảm xúc.

## **INVESTIGATION ON EMOTIONAL INTELLIGENCE LEVEL OF BUSINESS AND ECONOMICS STUDENTS IN PUBLIC UNIVERSITIES LOCATED IN HANOI**

### **Abstract**

This study investigates emotional intelligence (EI) among business and economics students at public universities in Hanoi, highlighting its increasing relevance as a predictor of workplace success beyond traditional intelligence quotient (IQ) measures. Using purposive sampling, the research collected 443 questionnaire responses, with 399 valid for analysis. These questionnaires assessed four EI components: Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion. The findings indicate that students exhibit moderate to high EI levels, particularly in self-awareness, yet struggle with emotion regulation, suggesting challenges in managing emotions despite their ability to identify them. This gap may stem from cultural norms favoring conformity and academic curricula prioritizing cognitive over emotional development. To address these shortcomings, the study recommends embedding EI training into academic programs, encouraging mindfulness practices to enhance emotional regulation and academic performance, and providing professional development for educators to improve their own EI and create supportive learning environments. However, the research is limited by its reliance on descriptive statistics, which constrains deeper relational analyses, and its focus on business and economics students, which limits broader applicability. Future research should expand to diverse disciplines and employ advanced statistical methods to better understand EI's role in fostering student success and employability.

**Keywords:** emotional intelligence, self-emotional appraisal, others' emotion appraisal, use of emotion, regulation of emotion

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### **1. Introduction**

The investigation of emotional intelligence (EI) levels among business and economics students at public universities in Hanoi holds significant importance for several reasons. First, as Nelson et al. (2011) emphasize, EI is a critical determinant of workplace success, often surpassing the role of IQ. Individuals with high EI demonstrate superior communication skills, effective stress management, and the ability to build strong professional relationships. Furthermore, Khoa, Chinh and Anh (2023) argue that understanding EI allows students to deepen their self-awareness and enhance emotional regulation, which not only supports academic performance but also fosters personal growth. This holistic development equips students to become well-rounded individuals. In the current competitive job market, employers increasingly value EI as a key employability skill, providing individuals with high EI a distinct advantage in securing employment and advancing their careers.

Despite the recognized importance of EI, significant research gaps remain concerning its investigation among business and economics students in public universities in Hanoi. First, while studies have explored EI in fields such as hospitality and finance (Nguyen et al., 2023), there is a notable lack of targeted research on business and economics students in Hanoi. Existing studies often address broader populations or unrelated professional sectors, which may not accurately capture the unique challenges and environments encountered by these students. Additionally, Nguyen et al. (2022) highlight that much of the current research relies heavily on quantitative methods, potentially neglecting qualitative insights that could provide a deeper understanding of students' experiences and perceptions regarding their emotional capabilities. Incorporating qualitative approaches offers an opportunity to capture a more nuanced perspective on how business and economics students perceive and develop EI. Lastly, Huong et al. (2024) note a growing emphasis on employability skills, including EI, in professional settings. However, there is a gap in understanding how EI influences job readiness among business and economics graduates. Research connecting EI levels with employability outcomes specific to this student population is essential for informing educational practices and curriculum design. Addressing these gaps will contribute to a more comprehensive understanding of EI in this context and support the development of educational strategies that enhance both academic success and career preparedness.

This study has two primary objectives. First, it aims to evaluate the EI levels of business and economics students in public universities located in Hanoi. Second, it seeks to provide insights into how these EI levels can be effectively enhanced. By identifying the key factors that influence students' EI, the study offers practical recommendations for interventions and programs that foster emotional intelligence development.

The remainder of this study is structured as follows: Section 2 reviews the relevant literature, Section 3 outlines the research methodology, and Section 4 presents the results. Section 5 discusses the findings, followed by recommendations in Section 6. Finally, Section 7 concludes the study.

## **2. Literature review**

### ***2.1. Emotional intelligence***

Emotional intelligence is a crucial form of intelligence that significantly influences individuals' capacity to navigate their lives effectively. It encompasses the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Goleman (2013), a leading researcher in the field, emphasizes that emotional intelligence is distinct from cognitive intelligence (IQ). He argues that individuals may possess a high IQ but lack emotional sensitivity, leading to a disparity in their ability to manage relationships and cope with challenges. Conversely, individuals with lower IQs may exhibit high emotional intelligence, enabling them to succeed in various life domains, challenging the stereotype that intelligence solely equates to academic prowess.

Goleman further elaborates on the nature of emotions, describing them as powerful motivators of behavior. The term "emotion" implies that emotions propel individuals toward

action. This dynamic can be observed in both animals and children, where emotions clearly translate into tangible behaviors. Barutçugil (2004) defines emotions as movements characterized by physiological changes and behavioral expressions, reinforcing the idea that emotions are integral to human experience.

The foundational work of Mayer and Salovey (1993) established the groundwork for emotional intelligence as a concept. They defined EI as "the ability to monitor and control the emotions of oneself and others, to distinguish between them, and to use the information obtained to guide thoughts and behaviors." This definition highlights the importance of self-awareness and emotional regulation in effective interpersonal interactions. Goleman (2013) expands on this by framing emotional intelligence as the ability to navigate life's challenges, regulate moods, and empathize with others, emphasizing that emotional skills are as critical as cognitive skills in achieving success.

Moreover, emotional intelligence is seen as a meta-ability that influences how individuals apply their other skills, including intellectual capabilities. Research consistently indicates that individuals with high emotional intelligence exhibit superior problem-solving skills, better stress management, and enhanced life satisfaction (İşmen, 2001). These individuals tend to be more harmonious and outward-looking, demonstrating a greater capacity for empathy and conflict resolution.

## ***2.2. Components of emotional intelligence***

Emotional intelligence is often operationalized through various frameworks that delineate its key components. Mayer and Salovey (1997) defined EI as a set of interrelated skills, including the ability to accurately perceive, appraise, and express emotions; generate feelings that facilitate thought; understand emotional knowledge; and regulate emotions to promote growth. Based on this definition, Wong and Law (2002) identified four essential aspects of emotional intelligence:

***Self Emotional Appraisal (SEA):*** This component refers to the ability to recognize and understand one's own emotions. Individuals with high SEA can identify their emotional states accurately and articulate their feelings clearly. This self-awareness allows them to reflect on their emotional experiences, leading to better decision-making and personal growth. High SEA also enables individuals to recognize triggers that affect their emotions, helping them to manage their responses in various situations.

***Others' Emotional Appraisal (OEA):*** OEA involves the capacity to perceive and understand the emotions of others. This skill is crucial for developing empathy and facilitating effective communication. Individuals with high OEA can read emotional cues, such as facial expressions and body language, allowing them to respond appropriately to the feelings of those around them. This sensitivity to others' emotions fosters better interpersonal relationships and enhances collaborative efforts in group settings.

***Regulation of Emotion (ROE):*** ROE pertains to the ability to manage and modulate one's emotional responses. Effective emotion regulation helps individuals recover quickly from negative emotional experiences and maintain control in stressful situations. This component includes strategies for coping with emotions, such as reframing negative thoughts or employing

relaxation techniques. Individuals with high ROE can navigate challenges with resilience, helping them to maintain focus and productivity even in adverse conditions.

***Use of Emotion (UOE):*** This component refers to the ability to harness emotions to facilitate performance and achieve personal goals. Individuals skilled in UOE can leverage their emotional insights to motivate themselves and others, fostering an environment conducive to collaboration and creativity. This involves directing emotional energy toward constructive activities, such as problem-solving and conflict resolution. UOE also enables individuals to inspire and lead others by channeling emotions in a way that enhances team dynamics and collective performance.

### ***2.3. Roles of emotional intelligence***

The role of emotional intelligence extends beyond personal insight; it profoundly impacts workplace dynamics and organizational outcomes. Individuals with high emotional intelligence are better equipped to navigate social complexities, lead teams effectively, and foster collaborative environments. They are adept at modulating their emotional responses, which enhances their capacity to create positive emotional climates in their professional settings.

Research indicates that emotional intelligence is closely linked to various desirable outcomes in organizational contexts, including job performance, employee satisfaction, and leadership effectiveness. Gross's model of emotion regulation (1998) provides a framework for understanding how emotional intelligence influences these outcomes. Gross defines emotion regulation as the processes through which individuals influence their emotional experiences, encompassing both antecedent-focused and response-focused strategies. Individuals with high EI can effectively manage their emotional responses, leading to better decision-making and enhanced problem-solving abilities (Peña-Sarrionandia et al., 2015). They are capable of employing strategies such as situation selection, attention deployment, and cognitive change to regulate their emotions before they escalate into detrimental states. Conversely, individuals with low emotional intelligence may struggle to manage their emotions, leading to increased anxiety and lower performance levels (Wadlinger & Isaacowitz, 2010).

The role of emotional intelligence in educational contexts is also notable. Antoñanzas et al. (2014) argue that emotional intelligence is vital for academic success, asserting that social and emotional education is as important as traditional academic instruction. Students with high EI tend to perform better academically, as they are better equipped to manage stress and anxiety, leading to enhanced focus, motivation, and resilience in the face of challenges (MacCann et al., 2020). Additionally, EI fosters strong interpersonal skills, enabling students to build positive relationships with peers and faculty, which is essential for effective teamwork and networking in the business environment (Ye Shengyao et al., 2024). High emotional intelligence is also linked to effective leadership; students with this trait are more adept at inspiring others and navigating group dynamics, allowing them to adapt their leadership styles to different situations. Furthermore, in today's competitive job market, employers increasingly value candidates with strong EI, as it enhances collaboration, adaptability, and problem-solving abilities (Ye Shengyao et al., 2024).

### **3. Methodology**

#### **3.1. Measurement scale**

Emotional Intelligence was measured with four components: Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion. The structure and measurement of Emotional Intelligence, along with its subcomponents, were adapted from Wong & Law (2002).

All items were measured by a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was divided into two main parts. The first part gathered students' self-assessments on emotional intelligence, including Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion. The second part focused on demographic information, including field of study, year of study, gender, educational level, and work experience.

#### **3.2. Data collection and analysis**

The study collected data using a purposive sampling method. There were 4 variables: Self-Emotion Appraisal, Others' Emotion Appraisal, Use of Emotion, and Regulation of Emotion, with a total of 16 items asked in the questionnaire. The minimum required sample size was 80 ( $N = 5 * 16$  items) based on Hair et al. (2019).

The survey participants were economics and business students studying at Vietnamese public universities. Printed questionnaires were distributed to students in person, and participants were not asked for their names to ensure response confidentiality, which enhances the survey's validity, security, and objectivity. A total of 521 questionnaires were distributed to the research respondents while 443 questionnaires were adequately filled and returned. After applying tests of data cleaning and screening, there were no missing data or outliers, based on that the research proceeded with 399 valid questionnaires amounted to 76.7% response rate for the final estimation of the study hypotheses.

Following data collection, descriptive statistical analysis was performed using the descriptive statistics feature in Statistical Package for Social Science (SPSS) version 25.0 to report the data.

### **4. Results**

#### **4.1. Demographic responses**

Of the 399 responses, 66.2% came from female students and 31.8% from male students. The largest group of respondents, 63.2%, were enrolled in Business Administration, followed by 13.3% in Finance and Banking, and 12.8% in Economics. More than 64% were second-year students, while 27.8% were in their third year. Impressively, 99.7% of respondents were university students, with work experience distributed fairly evenly among them. Specifically, 25.8% had no work experience, 30.8% had 3–6 months, 22.3% had 6 months to 1 year, and 21.1% had over 1 year. Table 1 contains a detailed statistical breakdown of the sample.

**Table 1.** Participants' demographic statistics

		n	%
Field of study	Business Administration	252	63.2
	Finance and Banking	53	13.3
	Economics	51	12.8
	Hospitality Management	19	4.8
	Other	24	6.0
Year of study	1 <sup>st</sup> year	29	7.3
	2 <sup>nd</sup> year	257	64.4
	3 <sup>rd</sup> year	111	27.8
	4 <sup>th</sup> year	2	0.5
Gender	Male	127	31.8
	Female	264	66.2
	Other	8	2.0
Educational level	Vocational / College	1	0.3
	University	398	99.7
Work experience	None	103	25.8
	3-6 months	123	30.8
	6 months – 1 year	89	22.3
	Over 1 year	84	21.1

**Source:** Authors' calculation

#### ***4.2. Self-emotion appraisal (SEA)***

Table 2 highlights participants' strong confidence in evaluating their own emotions, as evidenced by the consistently high mean scores across all criteria. The mean scores range from 3.46 to 3.99, with the highest score of 3.99 indicating that participants felt most confident in the ability reflected in SEA4. In contrast, the lowest score of 3.46 for SEA3 still reflects a

positive self-assessment, though slightly lower than the others. A higher mean indicates stronger perceived confidence in the corresponding ability.

Standard deviation values range from 0.902 (SEA2) to 1.032 (SEA1), suggesting that SEA1 demonstrates the greatest variability in responses, meaning participants varied more in their ratings of this criterion. Conversely, lower standard deviation values, such as 0.902 for SEA2, reflect higher agreement among participants' responses. Greater variability implies differences in how participants assessed their confidence, while higher agreement shows more consistent perceptions.

Furthermore, all criteria exhibit negative skewness values, ranging from -0.173 (SEA2) to -0.882 (SEA4), indicating a tendency toward higher ratings. Negative skewness reflects that the majority of participants provided positive evaluations of their ability to assess their own emotions, highlighting overall confidence in this domain.

**Table 2.** Detailed figures for respondents' self-emotion appraisal

Self-emotion appraisal (SEA)				
	SEA 1	SEA 2	SEA 3	SEA 4
	I have a good sense of why I have certain feelings most of the time.	I have a good understanding of my own emotions.	I really understand what I feel.	I always know whether or not I am happy.
Mean	3.49	3.49	3.46	3.99
Std. Deviation	1.032	0.902	0.904	0.999
Skewness	-0.245	-0.173	-0.372	-0.882

**Source:** Authors' calculation

#### **4.3. Others' emotion appraisal (OEA)**

Table 3 presents participants' confidence in evaluating others' emotions, as reflected in mean scores ranging from 3.25 to 3.96. Among the items, the highest mean score of 3.96 suggests that participants generally perceive themselves as highly sensitive to other people's emotions or attitudes, while the lowest mean score of 3.25 indicates a slightly lower (but still positive) self-assessment in understanding the emotions of those around them. A higher mean score reflects stronger confidence or perceived ability in the skill being measured.

Variability in responses is most pronounced in the item with a standard deviation of 0.940, indicating greater differences among participants in how they rated their sensitivity to others' emotions. Conversely, the item with the lowest standard deviation of 0.849 shows higher agreement among participants about recognizing emotions through gestures and behaviors.



Greater variability implies that participants had diverse levels of confidence in this area, while lower variability reflects more consistent responses.

Additionally, the skewness values, ranging from -0.244 to -0.705, consistently show a negative trend, indicating a tendency toward higher scores across all items. This suggests that most participants rated themselves positively in their ability to evaluate others' emotions, reflecting strong self-perceived confidence in this domain.

**Table 3.** Detailed figures for respondents' others' emotion appraisal

Others' emotion appraisal (OEA)				
	OEA 1	OEA 2	OEA 3	OEA 4
	I always know my friends' emotions from their behavior	I am a good observer of others' emotion	I am sensitive to the feelings and emotions of others	I have a good understanding of the emotions of people around me
Mean	3.58	3.50	3.96	3.25
Std. Deviation	0.849	0.882	0.940	0.861
Skewness	-0.244	-0.211	-0.705	-0.056

**Source:** Authors' calculation

#### 4.4. Use of emotion (UOE)

Table 4 presents participants' confidence in using emotions effectively, as indicated by mean scores ranging from 3.13 (UOE02) to 3.79 (UOE04). UOE04 shows the highest mean score, suggesting that participants are most confident in their ability to motivate themselves to perform at their best. On the other hand, UOE02 has the lowest mean score, pointing to slightly less confidence in their belief in their own talent. Higher mean scores reflect a greater sense of competence in the respective ability.

Standard deviations vary from 0.974 (UOE01) to 1.061 (UOE02), with UOE02 displaying the most variability in responses, indicating a broader range of opinions regarding participants' talent. Conversely, UOE01 shows the least variability, signaling a higher degree of agreement on goal-setting and striving to achieve them. Greater variability suggests diverse levels of confidence, while lower variability signals more uniform perceptions.

Skewness values range from -0.125 (UOE01) to -0.449 (UOE04), with most items exhibiting negative skewness. This trend implies that participants generally rated themselves highly across all aspects, particularly in self-motivation (UOE04). UOE02, with a positive skewness of 0.063, indicates a somewhat more balanced distribution, with fewer participants

giving themselves very high ratings. In summary, the findings reveal a strong level of confidence among participants in their ability to use emotions to reach personal goals.

**Table 4.** Detailed figures for respondents' use of emotion

Use of emotion (UOE)				
	UOE 1	UOE 2	UOE 3	UOE 4
	I always set goals for myself and then try my best to achieve them	I always tell myself I am a competent person	I am a self-motivated person	I would always encourage myself to try my best
Mean	3.52	3.13	3.44	3.79
Std. Deviation	0.974	1.061	0.985	0.991
Skewness	-0.125	0.063	-0.317	-0.449

**Source:** Authors' calculation

#### 4.5. Regulation of emotion (ROE)

Table 5 presents participants' self-assessment of their emotional regulation abilities, with mean scores ranging from 3.26 (ROE03) to 3.40 (ROE02). Among the items, ROE02 has the highest mean score, indicating that participants feel most confident in their ability to manage their emotions. In contrast, ROE03 has the lowest mean score, suggesting slightly lower confidence in their ability to quickly calm down when angry. Higher mean scores reflect a stronger sense of competence in these abilities.

The standard deviation values range from 0.938 (ROE02) to 1.061 (ROE03), with ROE03 showing the highest variability in responses, suggesting greater differences in participants' ratings of their ability to regain calmness. On the other hand, ROE02 exhibits the least variability, indicating more agreement about participants' ability to control their emotions. Greater variability points to diverse levels of confidence, while lower variability suggests more uniform responses.

Skewness values range from -0.235 (ROE02) to 0.065 (ROE04), with most items showing negative skewness. This indicates that participants generally rated themselves highly in their emotional regulation abilities, particularly in controlling their emotions (ROE02). The slight positive skewness in ROE04 suggests a more even distribution of responses for this item, with fewer extreme ratings. Overall, the results demonstrate participants' confidence in their emotional regulation skills, with some variation across specific abilities.

**Table 5.** Detailed figures for respondents' regulation of emotion

Regulation of emotion (ROE)				
	ROE 1	ROE 2	ROE 3	ROE 4
	I am able to control my temper and handle difficulties rationally	I am quite capable of controlling my own emotions	I can always calm down quickly when I am very angry	I have good control of my own emotions
Mean	3.39	3.40	3.26	3.27
Std. Deviation	1.057	0.938	1.061	1.034
Skewness	-0.153	-0.235	-0.226	0.065

**Source:** Authors' calculation

#### 4.6 Mean comparison

To better understand the impact of each factor of emotional intelligence, the authors calculated and compared the mean values for each factor.

**Table 7.** Detailed figures for mean comparison

Emotional intelligence				
	SEA	OEA	UOE	ROE
	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Mean	3.60	3.57	3.47	3.32
Std. Deviation	0.72	0.68	0.76	0.84

**Source:** Authors' calculation

The descriptive statistics offer an insightful overview of the emotional intelligence levels of students, analyzed across four dimensions: Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE). Among these, SEA recorded the highest mean score of 3.60, indicating that students are relatively confident in their ability to assess their own emotions. OEA follows with a mean of 3.57, reflecting their capacity to evaluate the emotions of others. UOE has a slightly lower mean of 3.47, suggesting a moderate ability to utilize emotions effectively in various situations. ROE, with the lowest

mean of 3.32, points to a potential area for improvement in regulating emotions. The standard deviations, ranging from 0.68 to 0.84, indicate a moderate level of variability in responses across all dimensions, with ROE showing the highest variability. The results indicate that students exhibit a moderate overall level of emotional intelligence, with the highest mean score observed in the Self-Emotion Appraisal (SEA) dimension and the lowest in the Regulation of Emotion (ROE) dimension.

## 5. Discussion

Our study reveals that Business and Economics students in Vietnamese public universities exhibit moderate to high levels of emotional intelligence (EI). This finding aligns with research conducted among Vietnamese university students, which also reported significant EI levels, particularly in self-emotion appraisal and others' emotion appraisal (Nguyen et al., 2022). Comparatively, studies in other countries have reported similar EI levels among students. Findings from Kant (2019) showed that Indian students indicated high EI levels, with females being more emotionally intelligent on the basis of high mean value. Similarly, a study among Turkish business students found moderate to high EI levels, emphasizing the role of EI in academic performance (Khan, 2019).

The generally moderate to high EI levels among Vietnamese Business and Economics students can be attributed to several factors. The Vietnamese education system has increasingly recognized the importance of soft skills, including emotional intelligence, integrating them into curricula to enhance students' interpersonal competencies (Nguyen et al., 2022). Additionally, cultural aspects, such as collectivism and high value placed on social harmony, may contribute to the development of EI, as individuals are encouraged to be attuned to their own and others' emotions to maintain group cohesion (Ekermans, 2009).

The findings also indicate that Business and Economics students in Vietnamese public universities exhibit the highest proficiency in Self-Emotion Appraisal and the lowest in Regulation of Emotion. This pattern aligns with findings from a study at the University of Ibadan, Nigeria, where Self-Emotion Appraisal and Use of Emotion were the most impactful EI factors on leadership effectiveness, while emotion regulation was the least influential (Kiishi, 2024). The prominence of Self-Emotion Appraisal among Vietnamese students may also be attributed to cultural factors. In collectivist societies like Vietnam, there is a strong emphasis on social harmony and self-awareness, which fosters individuals' ability to appraise and understand their own emotions (De Leersnyder, Boiger and Mesquita, 2013). This cultural orientation encourages introspection and self-monitoring, enhancing Self-Emotion Appraisal skills.

Conversely, the lower proficiency in Regulation of Emotion could be due to the complexities involved in managing and regulating emotions within a collectivist context. The emphasis on group harmony may lead individuals to suppress personal emotions to conform to group norms, potentially hindering the development of effective emotion regulation strategies (De Leersnyder, Boiger and Mesquita, 2013). Additionally, educational curricula may not

sufficiently address emotional regulation skills, focusing more on cognitive and technical competencies.

## **6. Recommendation**

Based on our findings regarding the EI levels among Business and Economics students in Vietnamese public universities, we propose several recommendations targeting students, educational institutions, and society to enhance EI competencies.

For students, it is essential to actively engage in emotional intelligence development programs. Hodzic et al. (2017) has found a notable moderate standardized mean difference between the pre- and post-measurements for the primary effect of EI training, with a consistent effect observed from the pre-measurement to the follow-up, suggesting that EI training should be considered as effective interventions. Furthermore, students should practice regular self-reflection and mindfulness exercises. Findings of Fan and Cui (2024) indicated that mindfulness practices can reduce stress and enhance emotional regulation. Additionally, Egan et al. (2021) found that students who practice mindfulness achieve higher grades on tests compared to those who do not, suggesting a positive impact on academic performance. Furthermore, mindfulness-based interventions in educational settings have been associated with improvements in behavioral regulation and executive functions, which are critical for academic success (Diamond, 2024)

Educational institutions play a pivotal role in fostering emotional intelligence among students. Universities should consider integrating EI training into their academic curricula, as this approach has been shown to improve students' learning outcomes and readiness for professional environments. Additionally, institutions should invest in the professional development of educators by providing training on emotional intelligence. Educators with high levels of EI not only enhance their teaching effectiveness but also create supportive learning environments that encourage students to develop their emotional competencies.

At the societal level, there is a need to promote greater awareness of the importance of emotional intelligence. Public awareness campaigns could emphasize the role of EI in achieving personal and professional success, encouraging individuals to seek opportunities to enhance their emotional skills. A society that values emotional intelligence fosters better interpersonal relationships, reducing conflicts and promoting community well-being. Moreover, community organizations should be encouraged to support EI development through workshops and resources aimed at helping individuals strengthen their emotional skills. These community-based programs can contribute to societal harmony and cohesion, ensuring that individuals are better equipped to manage emotions in diverse social contexts.

By implementing these recommendations, students, educational institutions, and society can collectively work toward developing a more emotionally intelligent population. This will not only enhance individual well-being but also contribute to a more harmonious and emotionally resilient society.

## 7. Conclusion

This research paper aims to measure the level of emotional intelligence (EI) among Business and Economics students in Vietnamese public universities, focusing on four key dimensions: Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE). The findings indicate that these students exhibit moderate to high levels of emotional intelligence, with the highest proficiency in SEA and the lowest in ROE. These results suggest that while students are confident in their ability to assess their own emotions, challenges remain in managing and regulating emotions effectively. The moderate to high overall EI levels can be attributed to cultural factors, such as Vietnam's collectivist orientation, and educational practices that emphasize teamwork and interpersonal skill development.

However, this research has certain limitations. The use of descriptive statistics, while valuable for providing an overview, limits the study's ability to analyze relationships between variables or test for significant differences. Future research could address this limitation by employing advanced statistical tools and building hypotheses to test whether EI levels differ across variables such as gender or academic standing (e.g., freshmen, sophomores, juniors, or seniors). Additionally, the generalizability of this study is constrained by its focus solely on Business and Economics students, which may not fully represent the emotional intelligence levels of students in other disciplines. Expanding the scope of future studies to include students from diverse academic fields could provide a more comprehensive understanding of EI among university students in Vietnam.

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