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The Outcomes of Emotional Intelligence and Teamwork among Vietnamese Students

Thi Hao Nguyen[1], Van Hau Nguyen[1]*, Hong Hanh Vo[1], Ngoc Thong Le[1], Thi Thu Phuong Nguyen[1], Hong Kien Vo[2]

1. Faculty of Political Theory, National Economics University, Hanoi, Vietnam.
2. Faculty of Development Economics, National Economics University, Hanoi, Vietnam.

Abstract

This study examines how emotional intelligence directly influences teamwork performance and the intermediary role played by individual goals and team structures in this relationship, particularly among university students in Vietnam. The study uses a combination of comprehensive interviews and widespread surveys conducted across several universities in Hanoi's economic region. A total of 372 valid student responses were analyzed to understand both the indirect and direct effects of emotional intelligence on teamwork performance. The data underwent various statistical procedures, including Cronbach's alpha reliability check, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM) using SPSS and AMOS software. The findings confirm a direct relationship between emotional intelligence and teamwork performance, as well as the significant mediation of individual goal-setting and self-organized teams in this relationship. This study provides practical suggestions for university students, faculty, and administrators to improve teamwork outcomes.

Keywords: Vietnam, Emotional intelligence, Individual goals, Teamwork, Forms of grouping

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Corresponding author: Van Hau Nguyen
E-mail ✉ nvhau@neu.edu.vn

Introduction

A team is more than just a group of individuals working together or under a leader's guidance; it represents a collective of people with complementary skills, united by a common goal and a shared sense of responsibility [1]. This dynamic requires team members to collaborate closely, engaging with both each other and the leader, while leveraging each other's expertise to accomplish their tasks. Teamwork is integral in numerous real-world scenarios, and research consistently highlights its benefits for university students [2]. First, group assignments offer students valuable opportunities to develop skills relevant to future professional environments. Second, positive associations between teamwork and student learning outcomes, motivation, and attitudes toward learning have been well-documented [3-5]. Due to its advantages, teamwork has been an essential element in higher education [6, 7].

Numerous studies indicate that various factors impact teamwork performance. Emotional intelligence, in particular, has been shown to directly influence team performance [8, 9]. Additionally, the indirect effects of emotional intelligence on teamwork have been explored, with mediators such as individual goals—both positive and negative [10, 11]—and team structures like self-managed and cross-functional teams [12-14].

The current study is guided by three primary objectives. First, to examine the direct impact of emotional intelligence on the teamwork performance of Vietnamese university students. Second, to explore the mediating roles of individual goals and team structures in the relationship between emotional intelligence and teamwork abilities among these students. Lastly, to offer insights and practical recommendations to university students, instructors, and administrators for enhancing collaboration and teamwork performance.

Theoretical framework and hypotheses

Direct impact of emotional intelligence on teamwork effectiveness

The concept of emotional intelligence was first introduced by Salovey and Mayer [15], drawing inspiration from Gardner's [16] theory of multiple intelligences. Over time, various scholars have provided their definitions of emotional intelligence. According to Mayer and Salovey [17], emotional intelligence is described as "the ability to accurately perceive, assess, and express emotions; the ability to generate emotions to assist in thought processes; the understanding of emotions and emotional knowledge; and the ability to regulate emotions to enhance emotional and intellectual growth." Goleman [18] defined it as the ability to recognize one's own emotions and the emotions of others, using this awareness to guide decision-making. In their 2004 work, Mayer *et al*. [19] outlined emotional intelligence as "the ability to (a) perceive emotions, (b) use emotions to facilitate thought, (c) understand emotions, and (d) manage emotions to promote intellectual and emotional development." Goleman [20] further described it as "the ability to recognize and regulate one's emotions in various situations." Issah [21] also recently identified the 5 components of emotional intelligence: self-awareness, self-regulation, empathy, self-motivation, and social skills.

The framework for this research is based on the four-branch model of emotional intelligence proposed by Mayer and Salovey [17]. They suggest that emotional intelligence consists of four interconnected but distinct dimensions: (a) emotional awareness, (b) emotional utilization, (c) emotional understanding, and (d) emotional regulation.

Teamwork, on the other hand, has been recognized as a crucial element for learning within organizational settings [22, 23]. Harris and Harris [24] define teamwork as a work unit in which members form mutually supportive relationships to achieve shared objectives. Teamwork performance refers to the extent to which a team meets its goals in terms of quantity, quality, and timeliness [1]. This broad definition aligns with the context of university students and is therefore used in this study.

A substantial body of research has confirmed the connection between emotional intelligence and teamwork performance. For example, Gujral and Ahuja [14] highlighted that emotional intelligence significantly influences how individuals collaborate when working together towards common objectives. According to Mccallin and Bamford [25], effective teamwork is centered around the core competencies of emotional intelligence: self-awareness, self-management, social awareness, and social skills. Stephens and Carmeli [26] argued that emotional intelligence enhances communication, receptivity to diverse perspectives, and the ability to use emotions to improve team performance and decision-making [27]. Brackett and Mayer [28] also emphasized a relationship between emotional intelligence and students' teamwork abilities. Their studies, particularly in medical and health education, suggest that emotional intelligence allows students to reflect on and effectively implement teamwork skills during practical exercises. Individuals with high emotional intelligence can regulate negative behaviors, foster a positive environment conducive to collaboration, and improve decision-making and team outcomes, thereby making emotional intelligence a crucial asset in group settings [29].

Based on these findings, we propose the following hypothesis: H1: Emotional intelligence positively impacts the teamwork performance of university students.

The Impact of Emotional Intelligence on Teamwork Performance: Indirect Influences

According to Locke and Latham [30], individual goals represent desired outcomes that team members aim for, with clear and ambitious goals leading to better performance compared to vague or imprecise ones.

In this paper, individual goals are classified into two categories: positive and negative. Positive individual goals, as defined by Volet and Mansfield [31], refer to goals that focus on improving performance, learning, and also building social connections. For students working in teams, positive goals involve achieving high-quality group outcomes, working efficiently, and fostering team unity. In contrast, negative individual goals, as described by the same authors, are those that don't contribute to group success, often rooted in personal interests or disengagement with the group's objectives. These can lead to delays, conflicts, and a lack of collaboration, ultimately harming the team's overall performance.

Earlier research by Martinez-Pons [10] highlights how emotional intelligence plays a role in shaping individual goal-setting behaviors within team environments. Sushil [32] further argues that when individuals adjust their goals to align with those of the team, it enhances overall teamwork. In line with this, Stajkovic *et al.* [33] affirmed that personal goal alignment positively influences team performance.

Building on these insights, we propose the following hypotheses:

H2: Emotional intelligence positively influences students' positive individual goals.

H3: Positive individual goals improve students' teamwork performance.

H4: Emotional intelligence has a negative effect on students' negative individual goals.
H5: Negative individual goals negatively impact teamwork performance.
H6: Positive individual goals mediate the relationship between emotional intelligence and teamwork performance.
H7: Negative individual goals mediate the relationship between emotional intelligence and teamwork performance.

Self-managed teams are recognized as groups that operate with a high degree of autonomy, where each member has the responsibility for specific tasks or functions [34]. According to Zafft *et al*. [35], these teams consist of individuals who manage their activities, including scheduling, planning, performance evaluation, and continuous improvement. This type of team structure emphasizes interdependence among members, with everyone having the authority to make decisions regarding their tasks, working methods, and time management [36]. Based on this understanding, a self-managed team in a university context refers to students who are interdependent, where they collaboratively determine the assignment of tasks, the approach to their completion, and the overall scheduling of their work.

Cross-functional teams, on the other hand, are composed of individuals from diverse fields within an organization, collaborating to achieve specific objectives [37]. These teams are widely used for various purposes, such as product development [38], organizational transformation [39, 40], and accelerating market access [41]. In the context of university students, a cross-functional team refers to a group of students from various academic backgrounds who work together on a common goal, often sharing leadership responsibilities based on their area of expertise.

In self-managed teams, emotional intelligence plays a crucial role in fostering effective communication, maintaining motivation, and navigating team dynamics [42]. Gujral and Ahuja [14] found a stronger link between emotional intelligence and self-managed teams compared to cross-functional teams, suggesting that self-managed teams tend to exhibit greater emotional and intellectual cohesiveness, leading to enhanced performance. This finding is further supported by Kirkman and Rosen [12], who identified that self-managed teams contribute to improved productivity. On the other hand, Horwitz [43] notes that cross-functional teams benefit from the diversity of knowledge and perspectives that enhance decision-making and overall performance.

From these findings, the following hypotheses can be proposed:
H8. Emotional intelligence positively influences the performance of self-managed teams among university students.
H9. The effectiveness of self-managed teams positively impacts the teamwork performance of university students.
H10. Emotional intelligence has a positive influence on cross-functional teams among university students.
H11. The teamwork performance of university students is positively affected by cross-functional teams.
H12. Self-managed teams act as a mediator in the relationship between emotional intelligence and teamwork performance among university students.
H13. Cross-functional teams serve as a mediator in the relationship between emotional intelligence and teamwork performance among university students.

Materials and Methods

Sample

The research began with an analysis of secondary data, followed by semi-structured interviews conducted with two distinct groups: (i) five university professors, and (ii) five students. These interviews were designed to better understand key scales such as emotional intelligence, teamwork performance, individual goals, and the different group structures present in Vietnamese universities. Based on the findings from the in-depth interviews and a review of previous research, specific questions were crafted to guide the study. The scales used in the research model were adapted from existing studies, incorporating observed variables.

To collect primary data, surveys were distributed between July and October 2020 at several universities in Hanoi, including the National Economics University, University of Economics, Banking Academy, National University, Foreign Trade University, Academy of Finance, and the University of Commerce. The sampling approach used was convenience sampling, and the survey was divided into two parts. The first section gathered respondents' views on emotional intelligence, teamwork performance, individual goals, and team structures, while the second section collected demographic information such as gender, academic year, and frequency of team involvement.

A total of 385 surveys were initially collected from university students, with 372 questionnaires deemed suitable for analysis after a thorough screening process. Surveys that were incomplete or unreliable were excluded. According to **Table 1**, just over half of the respondents were male, making up 50.8% of the sample. The largest group of respondents were third-year students, comprising 44.6% of the total. Additionally, 71.0% of the students reported regularly working in teams, while 25.8% said they sometimes collaborated in teams.

Table 1. Descriptive statistics of sample demographics

Demographic information		Frequency	Percent	Mean	Standard deviation
Gender	Female	182	48.9	1.513	0.5058
	Male	189	50.8		
Year of students	1st	52	14.0	2.605	0.9271
	2nd	101	27.2		
	3rd	166	44.6		
	4th	48	12.9		
	Other	5	1.3		
Frequency of teamwork	Never	2	0.5	3.672	0.5543
	Rarely	10	2.7		
	Sometime	96	25.8		
	Usually	264	71.0		

Procedure

A structured questionnaire was employed to gather data from students at various economics universities in Vietnam, focusing on emotional intelligence, teamwork performance, individual goals, and team structures. The researchers approached students in common areas such as classrooms, libraries, dormitories, and cafeterias. Before completing the survey, respondents were given a brief overview of the study's objectives, which helped them respond more accurately to the questions **(Figure 1)**.

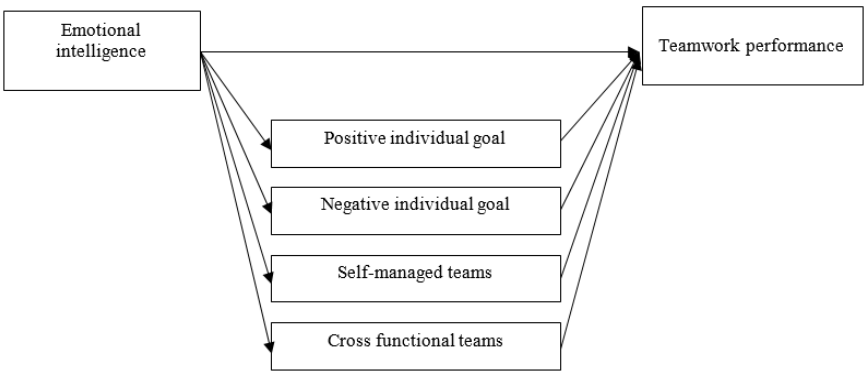

Figure 1. The conceptual model

Measures

Emotional Intelligence (EI): To evaluate emotional intelligence across four key dimensions—emotional awareness (EA), utilizing emotions (USE), understanding emotions (UDE), and emotion regulation (ME)—the researchers employed an 18-item scale derived from Mayer and Salovey [17], Bar-On [44], and Goleman [45]. The reliability coefficients for each dimension were reported as 0.865, 0.817, 0.888, and 0.849, respectively. For instance, an item in the scale is: "I can recognize my emotions when interacting with others." Respondents rated each item on a scale from 1 (strongly disagree) to 5 (strongly agree). Upon evaluating the item-total correlation, the item USE1 was removed as it correlated 0.3. A confirmatory factor analysis (CFA) was performed to test the model's adequacy, yielding satisfactory results: $\chi 2 = 256.666$, df = 113, P = 0.000, CMIN/df = 2.271, CFI = 0.959, SRMR = 0.057, RMSEA = 0.059, PClose = 0.068, indicating the model's fit.

Teamwork Performance (TP): Teamwork performance was assessed using a 6-item scale developed by Hackman (1990), which had a reliability coefficient of 0.876. An example item from this scale is: "Our team worked collaboratively to complete tasks quickly." Respondents rated the items on a 1-5 scale, with 1 indicating strong disagreement and 5 indicating strong agreement.

Individual Goals (IG): The concept of individual goals was divided into two categories: positive individual goals (PIG) and negative individual goals (NIG). These were measured using scales developed by Volet and Mansfield [31], with Cronbach's alpha values of 0.888 and 0.913, respectively. Items PIG2, PIG4, NIG1, and NIG5 were excluded because their item-total correlation was below 0.3. An example of a positive individual goal item is: "I aim to achieve good grades and improve my skills in a team setting." Responses were scored from 1 (strongly disagree) to 5 (strongly agree).

Forms of Grouping (FG): Grouping forms, including self-managed teams (SMT) and cross-functional teams (CFT), were measured based on scales developed by Goodman *et al*. [36] and Webber [37], with reliability coefficients of 0.949 and 0.786, respectively. A sample item for self-managed teams is: "I am willing to share my opinions even when they differ from those of my teammates." Respondents rated each statement on a scale from 1 (strongly disagree) to 5 (strongly agree).

Results and Discussion

Validity analyses (Common method bias)

A confirmatory factor analysis (CFA) was conducted to evaluate discriminant validity across the constructs. The results of the CFA indicated that the model was consistent with the data: $\chi2 = 1187.950$, df = 704, P = 0.000, CMIN/df = 1.687, CFI = 0.949, SRMR = 0.049, RMSEA = 0.043, and PClose = 0.997, demonstrating that there were no significant issues with common method bias.

To assess convergent validity, the study examined standardized factor loadings, average variance extracted (AVE), and composite reliability (CR). The standardized estimates for all constructs ranged from 0.603 to 0.963 and were statistically significant. The AVE values ranged from 0.507 to 0.791, and the CR values ranged from 0.800 to 0.950. According to Hair *et al.* [46], these results indicate that the constructs exhibit sufficient convergent validity, confirming the robustness of the model (Appendix).

Descriptive statistics and correlations

The means, standard deviations, and correlations for all variables are presented in **Table 2**. Emotional intelligence showed significant positive correlations with teamwork performance (r = 0.514), positive individual goals (r = 0.555), and self-managed teams (r = 0.489), all significant at P < 0.01. Teamwork performance also showed significant positive correlations with both positive individual goals (r = 0.600) and self-managed teams (r = 0.625), and a negative correlation with negative individual goals (r = -0.240, P < 0.01).

Table 2. Means, standard deviations, and correlations among the related variables

	Mean	Std. deviation	EI	TP	PIG	NIG	SMT	CFT
EI	3.6382	0.52391	1					
TP	3.7531	0.56482	0.514**	1				
PIG	3.9887	0.69560	0.555**	0.600**	1			
NIG	2.8100	0.95311	0.011	-0.240**	-0.165**	1		
SMT	3.8511	0.70629	0.489**	0.625**	0.469**	-0.129*	1	
CFT	3.7829	0.63672	0.007	0.057	0.061	-0.102*	0.092	1

Notes: n = 372; *P < 0.05; **P < 0.01

Testing of hypotheses

Structural equation modeling (SEM) analysis indicated that the proposed model was a good fit for the data ($\chi2 = 1272.477$, df = 727, P = 0.000, CMIN/df = 1.750, CFI = 0.943, SRMR = 0.060, RMSEA = 0.045, PClose = 0.979), meeting the criteria set by Kettinger *et al.* [47] and Hu and Bentler [48]. The model examined the relationships between six variables: emotional intelligence, teamwork performance, positive individual goals, negative individual goals, self-managed teams, and cross-functional teams.

The results, presented in **Figure 2** and **Table 3**, include standardized path coefficients. The hypotheses H1, H2, H3, H5, H8, and H9 were validated. Emotional intelligence was found to have a significant positive impact on teamwork performance, positive individual goals, and self-managed teams (β = 0.167, 0.737, and 0.660, respectively). Positive individual goals and self-managed teams showed a positive effect on teamwork performance (β = 0.252 and 0.309, respectively). Conversely, negative individual goals negatively affected teamwork performance (β = -0.084).

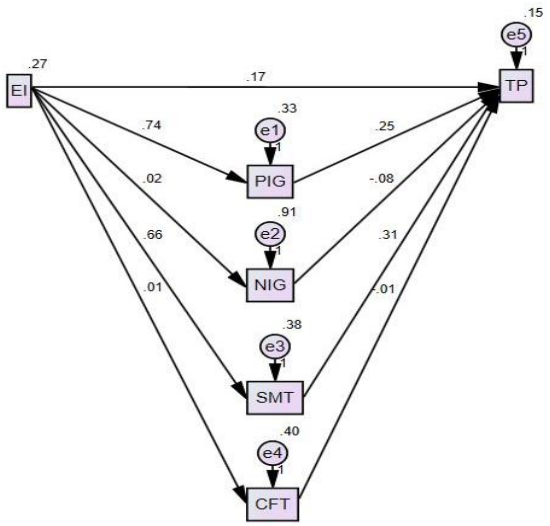

Figure 2. Results of a structural equation modeling

Table 3. The results of the path analysis among variables with standardized regression weights

Relationships	Estimate	S.E	C.R	P-value	Results
EI → TP	0.167	0.050	3.325	***	Supported
EI → PIG	0.737	0.057	12.858	***	Supported
PIG → TP	0.252	0.034	7.322	***	Supported
EI → NIG	0.021	0.094	0.220	0.826	Rejected
NIG → TP	-0.084	0.021	-4.049	***	Supported
EI → SMT	0.660	0.061	10.806	***	Supported
SMT → TP	0.309	0.032	9.567	***	Supported
EI → CFT	0.009	0.063	0.140	0.888	Rejected
CFT → TP	-0.011	0.031	-0.362	0.718	Rejected

The mediation test results, processed with Hayes' PROCESS v3.5, are presented in **Table 4**. It was found that emotional intelligence had a significant effect on teamwork performance through the influence of positive individual goals (βinpositive effect = 0.2721, P < 0.05), which supports the hypothesis H6 that positive individual goals mediate the relationship between emotional intelligence and teamwork performance among university students. Additionally, self-managed teams played a mediating role in the connection between emotional intelligence and teamwork performance (βinpositive effect = 0.2587, P < 0.05), confirming H12. However, the analysis showed no mediating effect from negative individual goals or cross-functional teams in this relationship, leading to the rejection of H7 and H13.

Table 4. Mediation test: positive individual goal, negative individual goal, self-managed teams, and cross-functional teams

	Inpositive effects	SE	95% confidence interval	
			LLCI	ULCI
Emotional intelligence → positive individual goal → teamwork performance	0.2721*	0.0351	0.2048	0.3410
Emotional intelligence → negative individual goal → teamwork performance	-0.0030	0.0122	-0.0285	0.0205
Emotional intelligence → self-managed teams→ teamwork performance	0.2587*	0.0395	0.1849	0.3411
Emotional intelligence → cross-functional teams→ teamwork performance	0.0004	0.0037	-0.0082	0.0080

Note: Results are based on trimmed scales; LLCI: lower level of a confidence interval, ULCI: upper level of a confidence interval, and SE: standard errors; *P < 0.05.

Consistent with recent research [8, 14, 49-53], this research highlights the positive association between emotional intelligence and teamwork performance. Specifically, Gujral and Ahuja [14] emphasize the critical role of emotional intelligence in fostering collaboration, particularly when team members unite around a common mission and goal. The ability to leverage social intelligence and process emotional information enhances students' adaptability to the dynamics of the work or study environment. Students who can manage emotions effectively, by recognizing, understanding, and controlling them, are better able to benefit from peer interactions and engage more effectively with instructors. This improved emotional and social competence contributes to their overall academic and professional growth, positioning them for success in the future.

Prior research [31, 54] has also underscored the positive relationship between emotional intelligence and positive individual goals among university students. Such goals, which promote motivation and a strong work ethic, are essential for driving students to work towards self-improvement, build better relationships, and achieve success in both academic and professional contexts. Students who exhibit higher emotional intelligence, particularly in recognizing and understanding emotions, tend to approach their individual goals more purposefully and with greater enthusiasm, resulting in more effective teamwork and smoother task completion. In this study, emotional intelligence emerged as a significant driver of positive individual goals (β = 0.737), suggesting that enhancing emotional intelligence can substantially improve students' ability to meet their individual goals within a team setting.

The influence of positive individual goals on teamwork performance is widely supported in the literature, including work by Boekaerts [55] and Grant *et al.* [54]. Volet and Mansfield [31] further demonstrated that shifts in individual goals can affect team dynamics and productivity. Personal aspirations such as achieving success, building relationships, and developing valuable skills all contribute to better teamwork performance.

The relationship between negative individual goals and teamwork performance has been acknowledged by Volet and Mansfield [31], who argue that goals focused solely on short-term achievements or grades can be detrimental. For optimal team outcomes, students and leaders should prioritize positive, long-term goals and avoid limiting their motivation to just external rewards.

The findings also reveal that emotional intelligence significantly influences self-managed teams, with a strong path coefficient ($\beta = 0.660$) observed in these teams. This aligns with the research of Gujral and Ahuja [14], who found that self-managed teams, which are responsible for specific tasks within an organization, benefit from clear goals and alignment with the organization's objectives. In such teams, emotional intelligence helps members to understand and control their emotions, fostering greater trust, reducing conflict, and enhancing knowledge sharing. As a result, students in self-managed teams with higher emotional intelligence tend to perform better.

Finally, the study confirms the impact of self-managed teams on teamwork performance. This finding supports earlier research by Cohen and Ledford [56], Goodman *et al.* [36], Kirkman and Rosen [12], and Trist [57], which highlighted the effectiveness of self-managed teams in achieving high productivity and performance. Promoting self-managed teams among university students is essential to improving their overall teamwork performance.

Theoretical implications

1. The study enhances existing models of emotional intelligence and collaborative success by confirming the relationships between these concepts. It also offers valuable insight into both the direct and indirect connections involving emotional intelligence and teamwork performance, with mediation playing a crucial role.
2. The research highlights the impact of individual goals and team structures on the dynamic between emotional intelligence and teamwork performance. The authors suggest that adjusting these factors could lead to an improvement in teamwork outcomes.
3. This research primarily explores the connection between emotional intelligence and the teamwork performance of university students. As such, it provides valuable contributions to the understanding of how emotional intelligence theories can be applied in the specific context of university settings.

Practical implications

Traditional educational methods still dominate in Vietnamese universities [58]. Additionally, challenges like underdeveloped infrastructure, limited funding, and a lack of effective communication among faculty, administrators, and students have made it difficult to prepare students for the competitive demands of the labor market [59, 60]. The lack of essential skills is a key factor preventing students from securing jobs after graduation [61]. The main goal of this study is to leverage the relationships identified in the research model to offer practical suggestions for enhancing student performance by fostering teamwork and improving essential skills.

To enhance teamwork performance, students are advised to consider the following recommendations:

First, students must recognize the importance of emotional intelligence in fostering successful interpersonal interactions. By actively engaging in team activities and forming emotional bonds, students can enhance their emotional awareness and learn how to manage and channel their emotions effectively. Participating in diverse readings and experiences will support their emotional growth, allowing them to better understand and navigate their feelings.

Second, it is essential to cultivate a positive and collaborative team environment based on mutual agreement and alignment of individual and group goals. Achieving consensus within teams is crucial for fostering strong relationships and cooperation. The team leader plays a vital role in facilitating consensus by developing strategies that align both team and individual objectives.

Third, students must set clear personal goals and identify effective methods of achieving them within the context of teamwork. Individual goals serve as key motivators in a university setting, guiding students toward focused and purposeful actions. These goals are broader than mere academic scores; they might include aspirations like obtaining a top degree or pursuing further education abroad.

Fourth, it is the responsibility of the team leader to establish collective goals that consider the capabilities and aspirations of all team members. Striking a balance in setting team goals is critical, as overly high or low targets can impact individual efforts and motivation. By considering the preferences and abilities of the team members, the leader can optimize the group's performance.

Lastly, students should adopt self-managed teams, where members have the authority to make decisions on task assignments, methods, and timelines. This approach empowers students and significantly boosts team performance.

For university managers and lecturers, the following strategies are suggested:

First, the physical and educational environment plays a significant role in student outcomes. According to Fisher [62] and Lizzio *et al*. [63], a well-designed learning space can enhance student performance. Hillyard *et al.* [64] also emphasized that effective teamwork requires more than just the efforts of lecturers—it necessitates an improved university environment. Thus, universities should focus on fostering collective activities and creating inclusive spaces for teamwork, which will build students' confidence and a sense of responsibility within their teams.

Second, motivating students through creativity and rewarding individual achievements in academic subjects can encourage students to reflect on their personal goals and seek efficient methods to achieve them.

Finally, organizing seminars or workshops focused on personal emotional regulation, goal setting, and developing team goals can significantly enhance students' teamwork capabilities.

Study limitations

This study presents several limitations that should be addressed in future research.

First, the developed model examining the relationship between emotional intelligence and teamwork performance, both directly and indirectly, is focused on university students, limiting its applicability to other groups.

Second, the research only considers a limited set of scales influencing the emotional intelligence and teamwork performance link, suggesting that future research should explore additional factors that may play a role.

Third, the demographic characteristics of the university students studied were not fully explored to assess how these differences might affect emotional intelligence and teamwork performance.

Lastly, the study used a convenience sampling method from universities in Hanoi, meaning the findings may not be generalizable to all undergraduate students across Vietnam.

Conclusion

Through a combination of qualitative and quantitative analysis, the authors explored the direct and indirect connections between emotional intelligence and teamwork performance, considering the influence of individual goals and team structures. The findings highlight that emotional intelligence positively impacts teamwork performance, along with positive individual goals and self-managed teams. Furthermore, positive individual goals and self-managed teams also contribute positively to teamwork performance, while negative individual goals exhibit an adverse effect. Additionally, positive individual goals and self-managed teams serve as mediating factors in the relationship between emotional intelligence and teamwork performance among university students. Drawing from these results, the authors have proposed several recommendations to improve teamwork performance at universities in Vietnam by focusing on factors linked to enhanced team performance.

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