

## SOME ELEMENTS AFFECT THE EMOTIONAL INTELLIGENCE OF INVESTIGATORS IN DEPARTMENT OF SECURITY INVESTIGATION

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**Abstract.** Emotional intelligence is one of the issues of interest not only in the field of psychological science but also in many other scientific disciplines. Studying emotional intelligence with different subjects will contribute to deepening theoretical problems with new aspects. Emotional intelligence associated with specific activities will be affected by some factors at different levels. At the Department of Security Investigation of the Ministry of Public Security (DSI-MPS), emotional intelligence is influenced by the following factors: working environment, gender, physical condition, or object of contact... The article shows that these elements have an influence in varying degrees on investigators in investigative activities.

**Keywords:** emotional Intelligence, investigators, influencing elements.

### 1. Introduction

Emotional intelligence plays an important role in the lives and activities of each individual. It is not only the element that ensures the effectiveness of actions, but also the element that leads and guides actions, especially in urgent or unexpected situations. In addition, emotional intelligence is also a factor that promotes or inhibits an action. People with emotional intelligence capacity will have many opportunities and the abilities to succeed in both life and career. Emotional intelligence or people-related skills play a more important role than technical skills in deciding whether to be a talented manager or just merely pulling one's own weight.

Identifying and pointing out the factors affecting emotional intelligence have been mentioned in a number of studies both domestic and international. Depending on the approach, the elements are divided according to different concepts. Some authors pointed out factors that directly affect emotional intelligence; some authors divided them into subjective and objective factors; some divided the factors affecting emotional intelligence into internal factors belonging to the subject and external factors belonging to the social environment...

The emotional intelligence of the investigator is formed from the living environment

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conditions, especially the professional environment, and is influenced by many factors. Researching and pointing out the factors affecting emotional intelligence to investigators is a matter of great importance and an indispensable requirement in the process of investigating the emotional intelligence of investigators in the DSI-MPS. On that basis, it contributes to an accurate and objective assessment of the current state of emotional intelligence and proposes psycho-social measures to improve the emotional intelligence of investigators at the DSI-MPS.

The trait model structure of K.V.Petrides and A.Furnham (2000) showed four elements of emotional intelligence: sociability, sensitivity, self-control and happiness. According to the authors, this feature of emotional intelligence is influenced by many different aspects. These include: adaptability, automatization, emotional management, social skills, emotional expressions, empathy, perception of others, impulsivity, emotional regulation,... These factors are all individual. Therefore, it can be said that emotional intelligence is greatly influenced by subject elements.

According to author Frijda N.H. (2000), in the "Handbook of Emotions", the term emotion is understood as: An evolutionary activity of living organisms, in order to respond to dangerous or difficult situations, also known as "perceived predicaments", which involves a harmonious combination of psychophysiological responses, subjective feelings, and related cognitive activities [1].

In 2002, Gail Gumora and F. William published their group research on sentimentality, emotional regulation and academic achievement of high school students. The research showed different emotional tendencies, especially negative emotions that arise during their studying process at school. Research results showed that their academic achievement is influenced by many factors, but the most important ones are not learning goals nor relationships, but emotional - social factors instead.

Researches conducted by Lane, Andrew, Jones, Liz; Stevens (2002) on the issue of coping with failure identified self-esteem as a factor affecting emotional control. Self-assessment can show a sense of self-worth and self-esteem [1].

In 2007, Daniel Goleman pointed out: In general, women practice more personal skills than men, at least in cultures such as the United States where women are known for being more attuned to their emotions and nuances compared to men. Thus, does this mean that women are more empathetic than men? They usually are, but this is not always the case. There is a scientific basis to the common assumption that women are naturally more attuned to the emotions of others than men, but there are two notable exceptions of significance specifically for the workplace. For this matter, there is no gender difference in the cases where people are trying to hide their true feelings, just as there are no cases in which the challenge is to feel someone's undefined thoughts during an ongoing encounter. However, gender differences in reading emotions stop when the scene includes emotional cues that are easier to control than facial expressions. Humans are better at manipulating facial expressions than manipulating voice. Body gestures or "micro-emotions" that quickly flash across the face for just a second. The more emotional expression there is, the better people are at reading the emotions of others. The ability to choose between emotions like such cases is especially important in situations where people have reasons to hide their true feelings - which are real

circumstances happening in business life. Gender differences in empathy tend to disappear in many daily business situations, such as trading or bargaining, where people cannot simply control all the channels in the body which bear the purpose of emotional expression [2].

In 2008, the study on “Social Intelligence, Self-esteem, and Intercultural Communication Sensitivity” was conducted by psychologists Qingwen Dong, Randall J. Koper and Christine M. Collaco. This study was conducted on 419 students from two universities in the Western United States. The results showed that there was a statistically positive correlation between social intelligence and sensitivity in intercultural communication; at the same time, both elements of self-esteem namely self-worth and self-efficacy were positively correlated with sensitivity in cross-cultural communication. Thus, in this research direction on social intelligence, individual and socio-cultural factors had an influence on social intelligence [3].

According to C.Spearman, each individual's intelligence has two components: i) The factors common to all individuals such as flexibility, neuro flexibility... These factors are capable of creating psychological abilities ensuring effectiveness for many different activities. He called it the G (General) factor. The common factors of intelligence are associated with the structure as well as the peculiarities of each individual's nervous system; ii) The particular factors (peculiar factors) that he called S (Special). These are the factors that ensure the individual successfully conducts specialized activities such as doing maths, playing music, etc. Therefore, according to C. Spearman, each individual has a general intellectual ability which orientates all of their activities and distinctive capabilities, ensuring the success of peculiar activities. This study has indirectly shown that intelligence in general and emotional intelligence, in particular, is influenced by physical and environmental factors [4].

Nguyen Thi Que (2004) in her research on emotional intelligence of psychological counselors examined the correlation between emotional intelligence and psychological counseling capacity. The results have shown that: people with high emotional intelligence are those born and raised in a favorable family environment. In contrast, people with low emotional intelligence have unfavorable family circumstances such as separated or divorced parents. Research results also show that people with high emotional intelligence tend to have a dominant introverted personality, while people with low emotional intelligence tend to have a dominant extroverted personality [5].

Tran Thi Gam (2012) in the topic of the actual level of emotional intelligence awareness of students majoring in educational psychology at Ho Chi Minh City University of Education pointed out the factors affecting cognition on students' emotional intelligence, learning motivation, the degree of assessment of the role of emotional intelligence, the level of interest in emotional intelligence and the level of access to and understanding of emotional intelligence internal factors which have a direct impact on the cognitive outcomes of students; other factors such as the amount of knowledge about emotional intelligence provided to students in the school, teaching methods of teachers are external factors that have a certain influence on the perception of students about emotional intelligence [6].

A study conducted by Le Thi My Dung (2013) showed that: Factors affecting the expression of negative emotions in learning activities of primary schoolers include: factors belonging to the students themselves (personality, idiosyncrasy, language, behavioral experiences) and external factors such as teachers (behavior, methods, forms of teaching organization...), family (behavior, economy, model), the content and duration of learning. In which, the behavior of teachers towards students has the strongest impact on negative emotional expressions in students' learning. Thus, an individual's emotional intelligence is influenced by many different factors, which can be generalized into different subjective and objective factors [6].

In the Science journal of Ho Chi Minh City University of Education, issue 48, 2013, author Tran Thu Mai with the article “Emotional intelligence of students of Ho Chi Minh City University of Education” affirmed: emotional intelligence of students are affected by both subjective and objective causes at an almost equal level. Among many reasons affecting the emotional intelligence development of students, causes from family education have the strongest influence, followed by the need and desire to improve emotional intelligence and influence from the student's living condition [7].

In 2013, Nguyen Thi Quynh Dao carried out the topic about the emotional intelligence of enterprises directors, referring to the factors affecting emotional intelligence. The author concluded that there are many factors that affect the emotional intelligence of the directors of private enterprises such as genetic traits, gender, age, environment, education, activities and communication. In other words, emotional intelligence is strongly influenced by both subjective and objective factors [8].

Author Nguyen Thi Thanh Tam, 2013 in the topic of emotional intelligence of key staff has pointed out that emotional intelligence of individuals is governed by both subjective factors and objective factors. Specifically: life experience is one of the subjective factors that affect all psychological capacity in general and emotional intelligence capacity in particular. The knowledge that key staff is trained in relation to the emotional domain will certainly have an impact on their emotional intelligence capacity provided that the knowledge is acquired and perceived by that individual themselves. The temperament of each person also affects the emotional intelligence capacity of the individual. In addition, emotional intelligence is also affected by factors from the living environment [9].

In 2014, Dinh Thi Hong Van carried out a research project related to negative emotions in the social relations of adolescents in Hue city. Research results showed that negative emotions including anger, sadness and anxiety all occurred in adolescents in Hue city; in which sadness was the emotion that appeared the most while anxiety was the least. The intensity of negative emotions that occurred during the events was quite high. The main social-relational agents that cause negative emotions for children are problems related to relationships and behavior with their parents and family members [10].

In the Science and Technology journal, No. 121, 2014, Dinh Duc Hoi, Nguyen Thi Yen in their article on the expression of emotional intelligence in secondary school students pointed out that there was a difference in the levels of emotional intelligence expression of students at Thai Nguyen High School for the Gifted. In each class, each age group will have different levels of emotional intelligence expression. Comparing

levels of emotional intelligence performance across grades helped us to see this difference. This further confirmed the influence of the age factor on the subject's emotional intelligence [10].

In 2016, Nguyen Ba Phu pointed out that students' study anxiety was quite high in a research report on anxiety management skills in learning activities of Hue University students. The topic also shows many factors from the learning environment that cause anxiety in students; in which, tests and exams have the strongest impact and the least affection are from factors related to relationships [11].

The studies by Phan Thi Mai Huong, Dao Thi Oanh on the emotions of secondary school students all confirmed that they mainly have positive emotional expressions. But there are many negative emotional expressions such as “passive”, “don't want to work”, “dull mind”, “unable to concentrate”, especially among male students. There are many factors affecting the ability to control negative emotions in adolescents, many factors of which belong to personality characteristics, actual circumstances and psychological stability of people [11].

In the study of Nguyen Thi Thanh Van, 2018 on the emotional control of students at the Southern People's Public Security University, it was shown that there are many factors that affect the way students of People's Public Security Universities control their emotions such as the intensity of emotions, self-assessment of emotional events, awareness of one's own responsibility and training requirements of the Public Security [11].

From a specialized perspective of investigation activities along with previous studies, it makes sense to indicate the influence level of subjective and objective factors.

## 2. Content

		<b>Genetic and biological factors</b>	<b>Personality and psychological factors</b>	<b>Gender, age and working seniority</b>	<b>Working environment</b>	<b>Education</b>
N	Valid	255	255	255	255	255
	Missing	0	0	0	0	0
Mean		2.7176	2.8000	2.7255	2.4824	2.8431
Median		3.0000	3.0000	3.0000	2.0000	3.0000
Std. Deviation		.45103	.40079	.44714	.50067	.36439
Minimum		2.00	2.00	2.00	2.00	2.00
Maximum		3.00	3.00	3.00	3.00	3.00

Emotional intelligence is a human ability that involves a combination of individual skills/expertise and personality qualities that manifest in interactions with oneself, with others and in solving problems that arise in life.

*Some elements affect the emotional intelligence of investigators in the department...*

The emotional intelligence of investigators at the DSI-MPS is a form of synergistic ability including the ability to recognize and understand the emotions of oneself and of those involved in investigative activities; the ability to apply emotions to thoughts, to control the emotions of oneself and of those involved in order to achieve high efficiency at work.

Theoretically, emotional intelligence is a component of personality. Therefore, the formation and development of an individual's emotional ability are also influenced by factors such as genetic traits, nature, activities and education. In fact, each of these factors also affects the emotional intelligence of the investigator to different degrees. See above table.

### Statistics

		Practical activities and communication	Objects of contact and investigation
N	Valid	255	255
	Missing	0	0
Mean		2.8431	2.6784
Median		3.0000	3.0000
Std. Deviation		.36439	.46800
Minimum		2.00	2.00
Maximum		3.00	3.00

The above tables confirmed that the emotional intelligence of the investigator is influenced by various factors under different aspects. All of these factors have standard deviations from 0.364 to 0.5006 indicating that all investigators consider these factors to have an effect on emotional intelligence. In order to find out more, the thesis explored the influence of each factor and obtains specific results as follows:

## 2.1. Objective factors

### 2.1.1. Work environment

The influence of the working environment is shown in the following data table:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	132	51.8	51.8	51.8
	Strong	123	48.2	48.2	100.0
	Total	255	100.0	100.0	

According to the table, it is shown that emotional intelligence is influenced by the working environment. 48.2% of the surveyed investigators believed that the working environment has a strong influence on their emotional intelligence.

To capture the influence of this factor, we collected information via individual questionnaires. In this questionnaire, we mentioned factors such as family background,

current family conditions, the investigator’s satisfaction with current income level, etc. The obtained results showed that: each investigator has different living conditions and circumstances. This governed the formation of different personalities. Therefore, the opinion of leader T - Deputy Director of the DSI when answering the interview also mentioned that “each investigator has a different idiosyncrasy, which leads to the personality of each investigator being different: some are cheerful and sociable, but some are quiet and careworn while some are composed.” This shows that in the working environment of the DSI as well as environments where the investigators interact with the subjects as well as relevant functional forces, they will have to face many different personality types. Therefore, it is required that investigators are able to control their own emotions appropriately. However, the survey data obtained above also showed that some investigators have limited ability to control emotions. When contacting the subjects, they often lose control of their emotions, get angered and frustrated easily. This is probably partly due to the pressure from the work that the investigator must complete and from cases in which the investigator encounters subjects with uncooperative attitudes. Therefore, it can be said that the working environment has a great influence on the emotional intelligence of investigators, especially the ability to control emotions; which may affect the results of investigation activities.

**2.1.2. Education**

Education has a strong influence on investigators' emotional intelligence. The survey results confirmed that the educational factor strongly influences the emotional intelligence of investigators (accounting for 84.1%).

Through the summary report of the DSI, it is shown that 60.7% of the investigators were formally trained, from the People's Public Security Universities. This is a comprehensive environment for training and educating in both professional, social and spiritual life. In this environment, students develop a love for the Public Security, for their profession, and for their country. Therefore, positive emotions are formed and fostered in the investigator at a very early age. This is the condition needed to form good emotional intelligence for investigators.

<b>Academic level</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>
University	2.5600	155	.50662
Postgraduate	2.7171	100	.37796
Total	2.6158	255	.56287

According to the above data table, it is shown that the factor of school education has a strong influence on the emotional intelligence of investigators. Those with postgraduate training had higher EI overall scores compared to those with university training (2.6158 > 2,5600). This can be explained on one hand by the fact that investigators who have postgraduate training have the impact of a larger and more specialized knowledge volume. On the other hand, they are also more experienced. Thus, it creates disparities in the investigator's emotional intelligence. The above table also showed that the standard deviations between undergraduate and postgraduate education qualifications have no significant difference (0.37796 - 0.50662). To better

understand the influence of this factor on the emotional intelligence of investigators, we used One - way ANOVA test; the results showed that:

<b>Measures of Association</b>		
	<b>Eta</b>	<b>Eta Squared</b>
Total EI of the investigator * Academic level	.522	.387

Regarding the data table,  $p = 0.387 > 0.05$  allows to confirm that there is a difference in the emotional intelligence level of investigators at the DSI, but this difference does not have a great influence. We continued to determine the correlation between emotional intelligence and academic level, and obtained the following results:

<b>Academic level</b>		<b>Mean awareness</b>	<b>Mean understanding</b>	<b>Mean application</b>	<b>Mean manipulation</b>
University	Mean	2.5600	2.3400	2.2400	2.2400
	N	155	155	155	155
	Std. Deviation	.50662	.48589	.47589	.43589
Postgraduate	Mean	2.7143	2.5286	2.4286	2.4286
	N	100	100	100	100
	Std. Deviation	.48795	.56452	.58452	.52452
Total	Mean	2.6702	2.4930	2.3930	2.1930
	N	255	255	255	255
	Std. Deviation	.56977	.40240	.40240	.40240

Thus, looking at the overall scores, there is a difference in the emotional intelligence of investigators on 4 expression aspects, but this difference is insignificant. The correlation coefficient  $r > 0.05$  has shown that emotional intelligence has a correlation with academic level but the correlation is not rigid.

Moreover, via the forms used to collect personal information; we also collected information about the family background of investigators. 63% of whom came from intellectual families; 25% of the investigators came from a family of traders. To clarify, we conducted an in-depth interview with 12% of the investigators who were not from the above two groups with the question: “In the past, during schooling; How did your parents care about your studies?” and we received positive feedback. They all showed that although they did not come from families with the knowledge or economic conditions, their parents had the right awareness about studying, so in the process of being raised, the investigators always received attention and favorable conditions from the family, so it helped them to form love and passion for learning. It can be confirmed that education in the school environment and home environment has a strong influence on the emotional intelligence of the investigators. It has a strong influence on their cognitive ability as well as personality attributes; forming their distinctive intellectual



type. This will affect the way investigators receive as well as solve problems in investigative activities.

**2.1.3. Activity and communication**

To clarify the impact of activity and communication on emotional intelligence, we conducted a survey and obtained the following results:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	40	15.7	15.7	15.7
	Strong	215	84.3	84.3	100.0
	Total	255	100.0	100.0	

The survey results show that the emotional intelligence of investigators is affected by this factor to a strong degree, accounting for 84.3%.

In fact, the nature of DSI’s work from the summarized data shows that e they have to receive and handle hundreds of different cases annually. Therefore, in addition to contacting and communicating with colleagues in the agency; investigators also have an environment where they carry out activities and communications with many subjects as well as relevant specialized forces.

Participating in these professional activities helps them learn a lot of knowledge and experience as well as develop skills to handle situations flexibly. Through activities and communication, investigators will receive a positive or negative psychological atmosphere. That has a strong effect on the investigator's emotions. If the psychological atmosphere is positive and comfortable, it will be the factor that helps the investigator develop the ability to manipulate emotions as well as control positive emotions. But if the psychological atmosphere is negative, it will cause the investigator's ability to control emotions to progress negatively. Therefore, activities and communication play a great role in the emotional intelligence of investigators at the DSI.

**2.1.4. The subjects in contact of the investigator**

The investigators' subjects also had a strong influence on their emotional intelligence, accounting for 67.8%.

According to the annual summary report, investigators at the DSI have to receive and handle thousands of different cases. Most of which are related to national security, so the investigators are always in a state of stress about the task they undertake. This greatly affects the investigator's ability to control emotions.

On the other hand, during the investigation process, the investigators usually have to combat different subjects, so it is required that the investigators must have good emotional intelligence: they must have the ability to understand, manipulate emotions as well as control emotions flexibly. The survey results show that the investigator at the DSI has good emotional understanding and flexible emotional manipulation. To understand better, we conducted an interview with comrade N.V. Tr - Head of Department 4: “Can you tell me about the subjects that investigators often come into contact with in investigative activities? When dealing with these subjects, how do the investigators change their emotions?” and obtained the results “Us investigators have to

face many different criminals. However, when encountering subjects who are well-trained by hostile forces in tricks against the investigative agency, the investigator's ability to control emotions is strongly affected. All investigators are proactive in forecasting and grasping the situation to come up with effective counteractions. However, in the current penal code, when promoting democratic rights, the offenders are determined not to testify through the right to silence and the right to invite a lawyer. This will cause psychological inhibition for investigators, some investigators with limited emotional control capacity will be unable to control negative emotions, making the investigation less ineffective". This shows that investigative activities in general as well as the emotional intelligence of investigators in particular are strongly influenced by this factor. Thus, it is necessary to have an appropriate method of psychological impact on the subject to improve the efficiency of investigative activities.

## **2.2. Subjective factors**

### **2.2.1. Biological and physical factors**

We conducted a survey on 255 investigators to elucidate the influence of biological genetic factors on investigator emotional intelligence and obtained the following results:

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Medium	72	28.2	28.2	28.2
	Strong	183	71.8	71.8	100.0
	Total	255	100.0	100.0	

71.8% of the investigators think that this factor has a strong influence on their emotional intelligence.

To clarify the influence of physical factors on the emotional intelligence of investigators at the DSI; we collected data on the final reports of the DSI on the results of the annual health examination of soldiers. The results obtained are as follows:

#### **Results of the health examination of investigators**

<b>No.</b>	<b>Age group</b>	<b>Gender</b>	<b>Result</b>
<b>1</b>	18-27	<b>Male</b>	100% passed
	28-34		100% passed
	35-40		100% passed
	41-45		100% passed
	46-50		100% passed
<b>2</b>	18-24	<b>Female</b>	100% passed
	25-30		100% passed
	31-35		100% passed
	36-40		100% passed
	41-45		100% passed
<b>3</b>	<b>Total</b>		<b>100% passed</b>

From the obtained results, all investigators have good health status (100% satisfactory). This is a favorable condition for investigators to actively participate in investigation activities. On the other hand, this is also a condition to ensure that the emotional intelligence of the investigators takes place continuously and smoothly.

To find out more, we conducted an interview with Mr. P.V.T, leader of the DSI. We questioned: “Could you tell me, what is the health status of the investigators in the unit? How do you think this affects the investigation activities of the investigators?” and received the answer: “Most of the staff at the unit are in good health; because right from the beginning, the investigators must ensure the criteria of height and weight, must be clear of any diseases. The selection process is very strict on this requirement, so this is a criterion that all the investigators performed very well. Specifically, every year, investigators participate in the Department's health check. In this screening, all investigators were required to participate with the criteria disaggregated by sex and age. However, both men and women must meet the requirements to pass in the following examinations: short run, long run, long jump; For male comrades, they must also participate in the push-up and pull-up tests. Therefore, it is required that during the operation process, investigators not only meet the criteria of work but also have to meet the criteria of physical condition. Most of the investigators are in good physical condition, ensuring a comfortable mental life as well as meeting the requirements of professional activities. However, there are some female comrades, due to the change in their health status as not only professional work they have to deal with but also the role a wife and a mother in their family, sometimes their physical health is not guaranteed, affecting the emotional life as well as the work efficiency”. Through the sharing of Mr. T, it is clear that physical fitness is one of the factors that have an impact on the emotional intelligence of investigators in particular as well as the effectiveness of investigative work in general.

**2.2.2. Psychological attributes of personality**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Medium	51	20.0	20.0	20.0
	Strong	204	80.0	80.0	100.0
	Total	255	100.0	100.0	

The survey results show that 80% of the investigators believe that the psychological attributes of their personalities have a strong influence on their emotional intelligence.

To clarify how the psychological attributes of personality affect emotional intelligence, we conducted an in-depth interview with Mr. T.Đ.T - Head of Department 3. The questions we asked was “Could comrade share what kind of idiosyncrasy the investigators in his room are required to have (flexible, hot-tempered, quiet, careworn,...) and how this aura was expressed during the process that investigators carry out activities with colleagues, as well as with related objects and forces? Do you think the investigator's idiosyncrasy has any influence on the outcome of the investigation?” and received the answer: “Our Department 3 has 10 comrades, each comrade has a different personality. For some comrades, their personalities are very cheerful, sociable,

happiness and sadness are expressed very clearly. But there are also comrades who have quiet personalities, rarely expressing or sharing their feelings or difficult problems that they are facing. There are comrades who often express their thoughts and feelings out; even revealing things of a rather deeply personal nature. Some comrades have a quick temper when encountering anything that does not go as they planned, especially when dealing with recalcitrant, uncooperative subjects, they may become angry, their faces redden, they start to speak uncontrollably... All of these characteristics have a strong influence on the effectiveness of investigative activities. Comrades with a hot temper often face the subject's discomfort and objections, making the investigation often lengthy or even ineffective. As for the comrades with a cheerful and sociable personality, they are often felt by their colleagues and subjects as accessible, thus receiving cooperation and sharing, but these comrades often give not-so-deep judgments, sometimes even subjective. Comrades with a calm idiosyncrasy always have a clear view on all issues and have a thoughtful expression of emotions considering the appropriateness of the situation as well as the object. Therefore, these are the people who bring the most investigation efficiency.”

From the above ideas, it is clear that the psychological attributes of personality also have a certain influence on the emotional intelligence of the investigator from different angles.

### **2.2.3. Gender**

Research results on emotional intelligence have shown that there is a difference in the emotional intelligence of male and female investigators at the Investigation Security Department, with  $p = 0.000$ . This is clearly shown in the following table:

**Level of emotional intelligence of the investigator of the DSI according to gender**

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Mean Awareness	Male	141	2.2612	.58529	.05321
	Female	114	2.6244	.50702	.03959
Mean Understanding	Male	141	2.3521	.50466	.04588
	Female	114	2.6610	.30728	.02399
Mean Application	Male	141	2.4843	.48631	.04421
	Female	114	2.6732	.30459	.02378
Mean Manipulation	Male	141	2.3521	.50466	.04588
	Female	114	2.6610	.30728	.02399

The average score of female investigators in each expressed aspect (reaching from 2.6244 to 2.6732) is much higher than that of male investigators (reaching from 2.2612 to 2,4842). This can be explained because female investigators, due to gender characteristics, are more associated with emotional life and are often more will-oriented. In investigative activities, female investigators often show flexibility, ingenuity as well

as greater agility in understanding as well as manipulating and controlling emotions. Therefore, in all four aspects of emotional intelligence, female investigators achieved a high level.

**2.2.4. Age and seniority of work**

To have a more comprehensive view, it is necessary to analyze to clarify the relationship of emotional intelligence with the seniority factor or the age factor.

Person Correlation	Correlation Value	Meaning Probability	Conclusion
EI Level - Work Seniority	0.490	0.044	Positive, meaningful correlation
EI Level - Age	0.360	0.039	Positive, meaningful correlation

The results of the above data table show that the level of emotional intelligence and the work seniority of investigators has a positive correlation with the level of 0.490 ( $\alpha = 0.044$ ). In fact, the more experienced investigators have in their profession, the more profound, accurate, and skillful they are in person-to-person relationships. This is also an affirmative expression that emotional intelligence tends to improve the time they work, in other words, work seniority, increases. After conducting an in-depth analysis to clarify the influence of seniority on the emotional intelligence of the investigator, the results are shown in the following table:

No.	Work Seniority	Level of Emotional Intelligence					
		Low		Medium		High	
		Number	%	Number	%	Number	%
1	Above 15 years	5	1.96	15	5.9	50	19.6
2	10-15 years	15	5.9	35	13.7	50	19.6
3	5-10 years	30	11.8	25	9.8	10	3.9
4	Under 5 years	20	7.8	5	1.96	5	1.96

The proportion of investigators who achieved a medium to high level was mainly concentrated in the investigators with longer working seniority. Specifically:

- At a high level of emotional intelligence, investigators with 10 - 15 years of experience or more than 15 years accounted for 19.6%. Meanwhile, at this level, investigators with 5 - 10 years of working seniority only reached 3.96%, investigators with less than 5 years of experience reached 1.96%.

- This result is completely opposite at low level of emotional intelligence, when investigators with 5 - 10 years of working seniority account for 11.8% and investigators with less than 5 years of working seniority reached 7.8% while investigators with more than 15 years of experience only reached 1.96%.

These show that the seniority of work has an influence on the emotional intelligence level of investigators. The more senior the investigators, the higher their

emotional intelligence. This is entirely appropriate because the more senior investigators are means the more time they had conducting investigative activities. Their own positivity along with professional experience help them accurately summarize the emotions of their subjects as well as demonstrate their ability to better manipulate and control emotions.

Not only that, but the emotional intelligence level of investigators is also positively correlated with age at the level of 0.360 ( $\alpha = 0.039$ ). In other words, age also affects the emotional intelligence of investigators.

No.	Age	Level of Emotional Intelligence					
		Low		Medium		High	
		Number	%	Number	%	Number	%
1	Under 30	20	7.8	20	7.8	15	5.9
2	30 - 40	25	9.8	30	11.8	55	21.6
3	Above 40	0	0	25	9.8	65	25.5

The results of the table above show that the older the investigator, the higher the level of emotional intelligence. Specifically:

- Regarding high EI level, the investigators aged 30 years or older have high emotional intelligence with the rate reaching 21.6% - 25.5%; while this rate is only 5.9% for those under 30 years old.
- Regarding a low level of emotional intelligence, there is no one over 40 years old, while under 30 years old accounts for 7.8%.

Thus, it can be seen that for older investigators, the level of emotional intelligence is also at a higher level. This is completely appropriate because they are investigators with rich life and professional experiences, so their cognitive process, as well as their behavior, will be more profound and effective.

To further clarify the influence of seniority on emotional intelligence, we compared the correlation between emotional intelligence and the investigators' task completion:

	Mean	Std. Deviation	N
Classification results of investigators	2.6386	.61831	255
Total EI of investigators	2.4658	.56287	255

The results show that the emotional intelligence and task completion results of the investigator have a strong and positive correlation with each other, the correlation level is from  $r=0.562$  to  $r=0.618$ .

### **2.2.5. Personal experience**

(Average score = 4.40) is also a factor affecting the emotional intelligence level of investigators at the DSI. Investigators who have the opportunity to experience more in life and social relationships, prefer to study and improve their understanding of their profession and investigation will have better life experiences. This helps to increase emotional intelligence. According to the survey results of the thesis, the experience

capital of investigators at the DSI is accumulated mainly through “Exposure to outside life, to functional coordination forces in the process of living as well as in investigation activities” (Average score = 4.53) and “Direct experiences in investigative activities and professional training” (Average score = 4.41). In which, the perception of the importance of experience has the lowest score (Average score = 4.27). Therefore, in order to improve the emotional intelligence of investigators, it is necessary to make investigators understand the importance of experiential capital for investigators' emotional intelligence. On the other hand, it is also necessary to clarify so that the investigator understands the importance of experiences in professional activities, training in investigation activities and outside of school.

Thus, emotional intelligence is strongly influenced by many different factors, which are divided into two groups of factors: subjective factors and objective factors. Each factor has certain effects on the emotional intelligence of investigators at the DSI under the Ministry of Public Security, requiring them to know how to promote the role of factors in the positive aspects and limit the negative aspects of those factors.

### 3. Conclusion

In fact, there are many factors affecting the emotional intelligence of investigators at the Investigation Security Department. Each of these factors has a different impact on the emotional intelligence of investigators as well as on their job performance. Therefore, studying the factors affecting the emotional intelligence of investigators at the DSI of the Ministry of Public Security is very important and meaningful content in both theory and practice. On that basis, the degree of influence of each factor on the investigator's emotional intelligence was determined, thereby serving as a basis for proposing psycho-social measures to meet the need for intellectual enhancement. emotions for investigators at the Security Department to investigate scientifically and effectively, contributing to improving emotional intelligence as well as increasing work efficiency for investigators in Vietnam in general.

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