

Survey on the General Academic Emotions of Educational Management Postgraduates——Taking Guangxi Minzu University as an Example

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ABSTRACT

The enrollment of education management majors has the characteristics of work experience requirements, limited employment directions, and a high proportion of adjustment students. A large number of educational management postgraduates who are in the reality of adjustment enrollment, pursuing postgraduate studies at an older age, and employment confusion have low levels of positive academic emotions and complex academic emotional problems. This study takes the educational management postgraduates at Guangxi Minzu University as an example to investigate their general academic emotions. The conclusion is that educational management postgraduates have lower positive and negative academic emotions than the general college student population; The first year of graduate school has a higher level of positive emotions and a lower level of negative emotions compared to the second year; Married students have higher levels of positive academic emotions and lower levels of negative academic emotions compared to unmarried students; There is no gender difference in academic emotions, but girls who are eager to enter marriage and have high levels of marriage and childbirth anxiety may have higher levels of negative academic emotions than boys and other girls; It is more practical to pay attention to students' positive academic emotions. Based on this, suggestions are made for the management of this major in the school.

1. Research background

1.1 Professional Characteristics

The education management major is a young interdisciplinary field, and it has certain particularities in the field of education. Its uniqueness is reflected in: firstly, the requirement for work experience. The Master's program in Educational Management requires at least three years of work experience, which means three years after graduating from undergraduate studies, in order to apply.

Therefore, master's students in this major are generally older. The second is the direction of employment. The education management major aims to cultivate talents in primary and secondary school education management. Participating in the primary and secondary school teacher establishment examination is the main employment path, but this major is not within the scope of subjects that can participate in the primary and secondary school teacher establishment examination. Students who want to participate in the primary and secondary school teacher estab-

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lishment examination need to register for undergraduate majors. However, students who study non primary and secondary school subjects such as business administration and news media in undergraduate majors are often rejected from most positions in most regions. Thirdly, a high proportion of student sources will be adjusted. There are no professional restrictions in the enrollment of postgraduates majoring in education management in most colleges and universities. Therefore, this major has become a popular major for adjustment. A high proportion of students in the master's class majoring in education management are transferred. Students studying this major because of adjustment generally do not know, like, or agree with this major.

1.2 Research Status

German psychologist Pekrun (2002) first defined academic emotions as "the emotional experiences that students experience throughout their entire learning process". Many studies have shown that factors such as professional identity and age have an impact on academic emotions. Firstly, regarding professional identity, Qin Panbo (2009) proposed that professional identity is the emotional acceptance and recognition that learners generate based on their cognitive understanding of their major, accompanied by positive external behaviors and a sense of appropriateness in their heart. Individuals with high professional identity can generate more positive emotions during the process of learning their.^{[1][8,12]} Zhao Jun pointed out that professional commitment refers to the attitude and willingness of college students to identify with, love their major, and be willing to study wholeheartedly. If the level of professional commitment of students is low, the degree of academic burnout is high.^[2] In addition, regarding age and grade, Zhang Shijing et al. proposed that senior college students have experienced years of learning, and their abilities and knowledge levels have risen to a certain level, with lower levels of boredom compared to the other three grades.^[3] Zhao Lianfang's research points out that there are grade differences in college students' academic emotions, with first-year students having the highest positive academic emotions. However, Li Jie's experiment showed that there was no significant grade difference in college students' academic emotions, which may be related to the majors studied by the participants.^[4] Tian Min pointed out that academic passion is a strong positive academic emotion, and freshmen have a higher level of academic passion. Older graduate students have stronger research abilities and are more likely to have harmonious academic passion.^[5] Overall, most research results indi-

cate that academic emotions change with factors such as professional identity and age, but the patterns of change presented by different studies vary.

The academic performance and academic emotions of graduate students are important indicators of the effectiveness of graduate student management and important references for the reform of graduate student management work, and academic emotions are the direct factors affecting academic performance. Based on professional characteristics and research status, it is speculated that a large number of education management master's students who are in the reality of adjusting enrollment, pursuing graduate studies at an older age, and facing employment confusion have lower levels of positive academic emotions in their daily academic lives, and have complex academic emotional problems, which have a negative impact on their studies. This study takes the Education Management major at Guangxi Minzu University as an example to investigate the general academic emotions of students majoring in Education Management, providing reference for the management and training of graduate students in the school's Education Management major.

2. Research Methods

2.1 Research Object

The survey subjects of this study are the level of interest and enthusiasm of master's students majoring in education management at Guangxi Minzu University in their studies. The Grade-2021 and Grade-2022 master's students majoring in education management were selected as participants, with 26 students in Grade-2021 and 41 students in Grade-2022. A total of 60 valid questionnaires were collected.

2.2 Research tools

The questionnaire used in this survey is the «General Academic Emotion Questionnaire for College Students (88 questions)» developed by Ma Huixia. The test adopts a 5-point scoring method. The alpha coefficient of the original questionnaire ranges from 0.641 to 0.887, and the test-retest reliability ranges from 0.563 to 0.866.^[6] There are a total of 79 questions after deletion. Conduct data analysis using SPSS version 27.0. As shown in Table 1, through reliability analysis, the alpha coefficient of positive academic emotions reached 0.915, and the alpha coefficient of negative academic emotions dimension reached 0.928, indicating a high level of reliability. Moreover, there is a high correlation between the factors of positive emotions dimension and negative emotions dimension.

Table 1. Reliability analysis of questionnaire content after deletion

dimension	Positive emotion Alpha=0.915		Negative emotions Alpha=0.928	
	Positive high arousal	Positive low arousal	Negative low arousal	Negative high arousal
correlation analysis	0.602 ~ 0.840		0.612 ~ 0.899	

3. Research results

3.1 Descriptive Statistics of Academic Emotions Among Educational Management Postgraduates

As shown in Table 2, among the 60 valid questionnaires collected, there were 34 respondents in the first year and 26 respondents in the second year; There are 26 people under the age of 27, 28 people over the age of 27 but under the age of 32, and 6 people over the age of 32; There are 14 married people and 46 unmarried people; There are 5 boys and 55 girls.

As shown in Table 3, the positive and negative emotional factors of students majoring in education and management are significantly lower than those of the original questionnaire norm group of college students, indicating that both positive and negative academic emotions of students majoring in education and management may be lower than those of ordinary college students. This is consistent with the previous speculation that students majoring in education and management have lower positive academic emotions. In addition, educational management postgraduates have lower levels of negative academic emotions compared to ordinary college students.

Table 2. Statistical description of personal background characteristics of educational management postgraduates

Grade	Age	Marriage	Gender
Study 1: 34 people	Under 27 years old: 26 people	Married: 14 people	Male: 5 people
Research 2: 26 people	27-32 years old: 28 people	Unmarried: 46 people	Female: 55 people
	Over 32 years old: 6 people		

Table 3. Comparison table of mean values between educational management postgraduates and norms(p=0.001)

	Factor	Cheerful	Excitement	Proud	Relax	Disappointment	Disgusted	Ashamed	Anxious	Angry
Original questionnaire on college student norms	average value	26.77	16.74	32.04	32.69	22.91	29.19	22.59	41.34	14.18
	standard deviation	3.59	3.19	4.69	5.60	6.29	7.99	4.76	10.19	3.42
educational management postgraduates	average value	24.22	16.42	29.10	31.17	22.87	25.75	20.15	28.00	13.75
	standard deviation	4.78	3.69	6.11	6.70	7.56	7.86	5.93	7.90	4.14
Independent sample analysis t-value		39.212***	34.478***	36.918***	36.02***	23.440***	25.362***	26.315***	27.455***	25.701***

3.2 Analysis of Differences in Personal Background Characteristics

(1) Grade differences in academic emotions among educational management postgraduates

According to Table 4, there are significant differences in the levels of positive and negative academic emotions among first-year and second year graduate students. Among them, first-year graduate students have higher levels of positive emotions and lower levels of negative emotions compared to second year graduate students.

Table 4. General academic emotions t-test of teaching and management majors in different grades and marital status(p=0.05)

	Positive emotions	Negative emotions
grade	T=2.802*, p=0.007	T=-2.287*, p=0.026
marriage	T=1.721, p=0.091	T=-1.109, p=0.272

(2) Differences in academic emotions among students majoring in education and management regarding marriage status

According to Table 4, the data shows that married stu-

dents may have higher levels of positive emotions and lower levels of negative emotions than unmarried students, but the difference in data is not significant. According to Table 2, since there are only 14 married individuals in the sample, the sample size is not large enough to conclude that marital status does not have a significant impact on academic emotions.

Most scholars believe that married graduate students have a high level of positive academic emotions. For example, Tian Min proposed that married graduate students have stronger research abilities and are more likely to have harmonious academic passion and positive academic emotions^[5]. The ideal age for marriage for graduate students is mostly between 26 and 29 years old, with 89.7% of female graduate students choosing to get married before the age of 30^[7]. 90% of graduate students indicate that if they can obtain employment, housing, childcare, and childcare support, they will get married and have children during their graduate studies. This shows that most graduate students are waiting to complete their major life events of marriage and childbirth, and those who have already entered the stage of marriage and childbirth are likely to focus on their studies without these concerns.^{[8]20} Of course, some scholars have pointed out that the marital and reproductive status has no significant impact on academic passion after studying the doctoral student population, and they also believe that this conclusion has reference significance for the master's student population.^[9]

This survey conducted one-on-one interviews with educational management postgraduates from the Grade-2022 of Minzu University. The interviewees are listed in Table 5, and the information obtained is as follows. Male students expect to have stable intimate relationships during their postgraduate studies, but still tend to prefer to get married after graduation and stable employment. On the other hand, female students mostly indicate that as long as the conditions are ripe, they should complete their marriage and childbearing tasks as soon as possible. That is to say, female students may have more worries about marriage than male students during their postgraduate studies, and the possibility of marriage issues affecting academic emotions is also greater.

Overall, this survey report shows that married students have higher levels of positive academic emotions and lower levels of negative academic emotions compared to unmarried students.

(3) Age differences in academic emotions among educational management postgraduates

According to Tables 6 and 7, in terms of positive academic emotions, as the age group increases, the level of positive academic emotions increases, and the difference reaches a significant level. Moreover, under the age of 32, the age difference in positive academic emotions becomes more pronounced. In terms of negative academic emotions, negative academic emotions increase with age, but the difference is not significant.

Table 5. Interviewees

Full name	Age	Gender	Marital status	Fertility status	Do marriage and childbirth issues affect academic emotions
Xiao * Cai	36 years old	female	married	Already nurtured	yes
Lu * xiao	30 years old	female	married	Not yet nurtured	yes
Wang *	28 years old	female	unmarried	Not yet nurtured	yes
Xiong * Min	27 years old	female	unmarried	Not yet nurtured	yes
Hou *	29 years old	female	unmarried	Not yet nurtured	yes
Duan * Ming	35 years old	male	unmarried	Not yet nurtured	yes
Wang *	27 years old	male	unmarried	Not yet nurtured	yes
Zhang * Jie	34 years old	male	unmarried	Not yet nurtured	yes

Table 6. F-test of emotional levels among three age groups of educational management postgraduates(p=0.05)

Positive emotions	Negative emotions
F=5.163**, p=0.009<0.05	F=1.756, p=0.182>0.05
There are differences among the three age groups	There is no difference among the three age groups
Levin statistic 0.324, p=0.724>0.05	
Homogeneity of variance	

Table 7. Multiple tests of positive emotions (LSD) among three age groups of educational management postgraduates (p=0.05)

Age	Age	Mean value difference	Standard error	Significance	analysis
< 27 years old	27-32	-3.6588*	1.2177*	0.004	those 27-32 is higher
<27 years old	>32 years old	-4.0897*	2.025*	0.048	those >32 years old is higher
27-32	> 32 years old	-0.4310*	2.0114	0.831	those >32 years old is higher

(4) Gender differences in academic emotions among educational management postgraduates

According to Table 2, there were only 5 male respondents among the valid questionnaires collected in this survey, and the sample size was too small, so gender statistical analysis was not conducted.

The research report by Zhang Shijing et al. shows that male college students have significantly higher levels of negative emotions than female college students, and higher levels of positive emotions than female college students. This is because female students mature psychologically earlier than male students, have more delicate emotions, richer inner experiences, are good at reflecting on themselves, restraining themselves, and are willing to explore the joy of learning. However, male students have slower emotional development than female students, and some male students are still in the late stages of puberty, with relatively weaker emotional regulation abilities^[3]; Li Jie also found in her research that boys have more negative academic emotions than girls, because girls are more willing to confide in friends or vent through crying compared to boys, while boys are not good at timely resolving negative emotions and carry greater social responsibility and role pressure.^[4] Zhang Xiaodan proposed that girls have significantly higher levels of positive arousal than boys^[10]. However, Tian Lan believes that male college students benefit from better leisure activities and have lower academic pressure than female students^[11]. Lin Lin et al. also suggest that male students have a higher level of academic passion than female students^[12]. Xu Xiancai's viewpoint on the diverse impact of gender on academic emotions is that academic emotions have the characteristics of diversity, situationality, dynamism, and individuality. Individuality includes two aspects: self-awareness and logical reasoning ability. Only when students' self-awareness is very interested in learning tasks, highly capable and confident, and they believe that what they are learning is valuable, will positive academic emotions be generated. Students with high logical reasoning ability experience the most academic emotions as happiness, while students with low logical reasoning ability report more anxiety and anger, and students with moderate logical reasoning ability report the most boredom.^[13]

Based on the research of others and the influence of marriage and age on academic emotions mentioned in this survey, the gender report on academic emotions in this survey shows that there is no gender difference in academic emotions among students majoring in education and management.

3.3 Regression Analysis of the Influence of Grade and Age on Academic Emotions among Educational Management Postgraduates

Because both the total scores of positive and negative emotions are continuous variables, the Pearson product difference correlation method was used to study the relationship between the two. After testing, it was found that $r=-0.216$ $P=0.097>0.05$, and there was no significant relationship between the two. That is to say, those with high levels of academic positive emotions did not necessarily have high levels of academic negative emotions.

Through the above analysis, it is understood that grade and age have an impact on emotional levels, but there is no significant relationship between positive and negative emotions. Therefore, further search for the strength of the relationship between grade and age on positive and emotional states.

(1) Construct an equation for predicting positive emotional variation

Assuming the equation is $Y=a_1x_1+a_2x_2+b$, where x_1 is grade, x_2 is age, and Y is positive emotional level. According to Table 8, after inspection, $F=7.33$, $p=0.001<0.05$, The linear relationship holds. According to the coefficient analysis in the table below, grade, age, and positive emotion level have significant predictive effects. The standardized regression equation can be constructed as $Y=-2.3x_1+3.5x_2$.

(2) Build an equation to predict the variation of negative emotions

Assuming the equation is $Y=a_1x_1+a_2x_2+b$, where x_1 is grade, x_2 is age, and Y is negative emotion level. According to Table 9, after testing, $F=3.29$, $p=0.044<0.05$, indicating a linear relationship. According to the coefficient analysis in the table below, grade level has a significant predictive effect on negative emotion level. The standard-

ized regression equation can be constructed as $Y=0.3x_1-0.1x_2$.

Comparing the positive academic emotion prediction equation $Y=-2.3x_1+3.5x_2$ (20.5% variation report) with the negative academic emotion prediction equation $Y=0.3x_1-$

$0.1x_2$ (10.3% variation report), the former is more valuable for studying the general academic emotions of students majoring in education and management. The relationship strength between grade and age on positive academic emotions is higher than that on negative academic emotions.

Table 8. Coefficient test for predicting positive emotion variation equation

	Non standardized coefficient		Standardization coefficient	t	Significance
	B	Standard error	Beta		
(Constant)	25.562	2.517		10.155	0.000
grade	-2.658	1.159	-0.278	-2.294	0.025
Age	2.185	0.884	0.300	2.473	0.016

Table 9. Coefficient test for predicting the variation equation of negative emotions

	Non standardized coefficient		Standardization coefficient	t	Significance
	B	Standard error	Beta		
(Constant)	19.969	3.372		5.922	0.000
grade	3.069	1.552	0.255	1.978	0.053
Age	-1.359	1.184	-0.148	-1.148	0.256

4. Conclusion and Suggestions

4.1 Conclusion

This study conducted a survey on the general academic emotions of Master’s students majoring in Education Management at Guangxi University for Nationalities through statistical quantitative analysis and supplementary interviews. The conclusions are as follows.

Firstly, compared to the general college student population, students majoring in education and management have lower levels of positive and negative academic emotions. This may be due to the fact that students majoring in education and management are older, more physically and mentally mature, and better at self-regulation^[4].

Secondly, in terms of grade level, there are significant differences in the levels of positive and negative academic emotions among first-year and second year graduate students. Among them, first-year graduate students have higher levels of positive emotions and lower levels of negative emotions compared to second year graduate students. The possible reason is that freshmen who return to campus from the workplace have a higher sense of novelty in campus life, and they have certain research pursuits and academic expectations. With the passage of time and the arrival of heavy learning tasks, these positive emotions gradually fade away. Meanwhile, as the relationship between classmates approaches, peer support is strengthened, which can help alleviate negative emotions such as anxiety and stress to some extent.

Thirdly, in terms of age, as the age group increases,

the level of positive academic emotions increases, and the difference reaches a significant level. Moreover, under the age of 32, the age difference in positive academic emotions becomes more pronounced. As age increases, negative academic emotions rise, but the difference is not significant. The possible reason is that enrolling at the age of 32 means graduating at the age of over 35, and in most regions, obtaining a master’s degree no longer allows one to take the civil service examination. Many 32 year old scholars, on the other hand, no longer face the pressure of civil service examinations and can purely devote themselves to scientific research and professional studies. Moreover, as one grows older, they increasingly realize the importance of learning and cherish the opportunity to regain learning. At the same time, it cannot be denied that job seeking pressure still exists in the future, and job seeking anxiety may also increase with age.

Fourthly, in terms of marital status, married students have higher levels of positive academic emotions and lower levels of negative academic emotions compared to unmarried students. The possible reason is that most of the education and management majors are female, and most female students hope to complete the important life event of marriage and childbirth as soon as possible. Those who have entered the stage of marriage and childbirth will be able to focus on their studies without worrying about this aspect. In addition, a stable family also provides emotional support for studying with peace of mind. This study also concluded that there is no gender difference in academic emotions among students majoring in education and management. However, it is expected that girls with

high levels of marriage and childbirth anxiety may have higher levels of negative academic emotions than boys and other girls.

Fifth, the strength of the relationship between grade and age on positive academic emotions is higher than that on negative academic emotions. Focusing on the factors that influence students' positive academic emotions, mobilizing their learning enthusiasm, and stimulating academic passion is of greater practical significance.

4.2 Suggestion

(1) Adhere to the principle of putting people first and pay attention to emotional states

In terms of management philosophy, more attention should be paid to the mental health level of students, and monitoring and caring for their academic emotions should be emphasized. The system of heart to heart talks should be utilized to provide feedback and tracking of students' urgent and difficult problems, especially in terms of career education and guidance. Consultation, internship observation, and diversified guidance should be provided in the employment prospect, and needs, platforms, and opportunities should be collected, developed, and created in the internship and job search to reduce negative academic emotions caused by difficulties in finding jobs due to older age and fewer professional positions. Students who are older and encounter major issues related to marriage and childbirth may have many questions and anxieties about academic changes such as taking leave or taking a leave of absence. The school should provide more humanistic care, patient communication, assistance in analysis, and rational persuasion.

(2) Reforming the curriculum system and strengthening professional characteristics

The professional courses have distinct characteristics and high applicability to the major, which helps students improve their professional identity. Since the autumn of Grade-2021, the education management major at Guangxi Minzu University has changed its duration from 2 years to 3 years. However, the curriculum system has not been reformed and improved yet. Currently, there are still not many courses that reflect the characteristics of this major in the master's program of education management at Guangxi University for Nationalities. The master's programs in education management at Nanjing Normal University include 《Comparative Education Economics and Management》 《Quantitative Research Methods in Education Management》 《Educational Leadership》 etc. while the master's program in education management at Donghua University of Technology includes 《Class Management》 etc. These

courses with distinct professional characteristics are lacking in Guangxi Minzu University. It is recommended to learn from other schools for talent cultivation. Program course content, Accelerate the reform of the curriculum system to strengthen professional characteristics and enhance students' professional identity.

(3) Activate activity mechanisms and stimulate academic passion

Quality club activities and leisure activities can help college students relieve stress, promote mental health, and enhance their interpersonal communication skills, thereby strengthening their sources of social support, improving their ability to adjust their emotions, and alleviating negative academic emotions. The school's Youth League Committee, School Research Committee and other relevant departments should develop activity content based on the characteristics of the Master of Education major, such as "Class Brand Building Internship Activity", "Primary and Secondary School Education Management Year Plan Planning Competition", "Education Management Internship Experience Exchange and Sharing Meeting/Internship Report Award" etc., to motivate students to study professional practice and improve their positive academic emotions through activities, thereby enhancing their academic self-efficacy^[4]. The school education development foundation and other relevant departments have established a certain proportion of education management major projects to support students' academic research activities, cultivate research creativity, and stimulate academic passion.

Project

Degree and Graduate Education Reform in Guangxi Topic: "Three Main, Three Learning, and Three Party Progress", Research and Practice on the Management Model of Education Master's Practice (JGY2022110).

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