

# The Role of Tutor-Student Emotional Management on Teaching Quality in Higher Education Institutions in China

**Longjie Wang**

*School of Education, University of Nottingham, Nottingham NG8 1BB, UK*

*\*Corresponding author: Longjie Wang, E-mail: [alylw24@nottingham.ac.uk](mailto:alylw24@nottingham.ac.uk).*

---

## Abstract

The ability to manage emotions is critical to the development of higher education. In this study, in order to enrich the literature on higher education in China, a total of five students were interviewed about their perceptions of their own and their tutors' emotion management. The results showed that the impact of emotion management on teaching quality was significant. The study also found that there are many challenges in carrying out emotion management in the Chinese higher education environment, and strategies are needed to address emotions in order to improve the current situation.

## Keywords

emotions, higher education, China, strategies

---

## 1. Introduction

Teaching is an emotional labour and practice, and both teacher education and student learning involve emotional understanding (Hargreaves, 1998). As a result, tutors in higher education need to have deep emotional engagement and emotional control, while students need to develop emotional awareness and cognition as they learn. This two-way emotional exchange lays the foundation for the professional development of the tutor and the personal competence of the student. In addition, Gilar-Corbí et al. (2018) believed that higher education needs to teach emotional competence and that the university environment provides an ideal atmosphere for emotional management. Emotional education is vital to modern higher education, and the university's inclusion of diversity, independence, interaction, and a desire to explore provides a solid foundation for emotional education. Students can develop holistically through strong emotional management skills and tutors can reflect on themselves through emotional education.

### 1.1 Background of the Study

The context of the study is Chinese higher education, which is different from the Western education system and has strong uniqueness. First, China's higher education institutions have an unequal stratification system. Chinese higher education institutions are divided into elite and non-elite categories, with the elite tending to receive more financial and resource support (Wang et al., 2024). This means that elite higher education institutions are able to quickly develop and implement emotional education on a large scale, whereas non-elite institutions may reject emotional education on the pretext of insufficient funding or lack of expertise. In addition, the Chinese higher education institutional authority is different from the Western

independent education system, and the implementation of policies and measures needs to be affirmed by the central government (Jian & Mols, 2019). This has both advantages and disadvantages for the implementation of emotion management education. On the positive side, with the government's affirmation of educational policies, they tend to be widely disseminated and practiced in colleges and universities. On the negative side, the lack of autonomy of Chinese higher education institutions and the long time taken to approve policies can also affect timeliness. Uniform and standardised emotion management strategies may also not be adapted to specific higher education institutions or schools. However, traditional Chinese Confucianism provides a ground for the development of emotion management education. For example, Confucian middle-of-the-road thinking can help students or tutors improve their interpersonal relationships and self-emotions (Yang, 2016). Middle-of-the-road thinking requires one to adopt a dialectical approach when in conflict, finding a middle path from multiple viewpoints. Emphasis is placed on the rationality of the existence of negative emotions, ultimately allowing them to be transformed. Similarly, Confucianism's self-restraint can be effectively applied to emotion management (Woods & Lamond, 2011). In the process of emotion management, individuals need to regulate their emotions, which requires a certain amount of self-restraint to ensure that they are not controlled by negative emotions.

## 1.2 Literature Review

Emotions as the opposite of rationality are often viewed as negative subjective feelings, yet the impact of emotions on people within organisations cannot be ignored in research (Ashforth & Humphrey, 1995). As time goes by, more and more scholars are focusing their research on the connection between emotions and education-related stakeholders. At the same time Schutz and DeCuir (2002) emphasised the need for future research directions to identify different emotions in school and classroom contexts to fully understand and explore the role of emotions in education. However, it is a huge challenge for scholars to fully consider every emotional variable that can affect education. Educational environments are influenced by a variety of factors, which makes the emotional aspects of the environment complex and difficult to accurately identify. The purpose of this literature review is to examine the impact of emotions on the quality of teaching and learning in higher education settings. By comparing different studies in western countries and China, it is to find the research gaps in this field and to provide relevant research experience for higher education in China.

Firstly, Postareff and Lindblom-Ylänne (2011) argued that emotions are vital to the development of education, but there is less research on emotions in higher education. Similarly Pekrun (2019) has demonstrated through his research that both students and teaching staff associates develop achievement emotions about learning and social emotions about life in university venues, and that these two types of emotions are of great significance to students and tutors. However, the study also suffers from a major drawback in that it does not take into account the current changes in society and the education system, but simply applies emotional factors directly to the context of the study. Next, this research will review the previous studies in the related literature. It will also discuss three aspects of the impact of emotions on the quality of higher education, the difficulties in carrying out emotion management by teachers and students in higher education, and the strategies for solving emotion problems in higher education.

### 1.2.1 The Influence of Emotion Management on Teaching Quality

From the perspective of a college instructor, Parrish (2015) argued that in the context of higher education, emotional intelligence is related to academic leadership in three main dimensions: empathy, motivating others and effective self-management. University tutors need to ensure that their selves are able to effectively recognise bad emotions, regulate self-contradictions in a timely manner and maintain a good mental state in the course of their work. Maintain empathy for the student, respect the exchange of ideas and offer encouragement at the right time. Similarly, by examining the impact of highly emotionally intelligent tutors on the quality of teaching and learning in higher education, Maamari and Salloum (2023) found that highly emotionally intelligent university tutors are significant in personal character moderation and positive student feedback. Tutors with high emotional intelligence can better detect students' emotions in the classroom so as to make targeted improvements, and have a personality that makes it easier to get along with students, thus facilitating a good teacher-student relationship. But Maamari and Salloum research sample was mostly students, and with the unreliability of student evaluations of professors, student purpose is in question. Hagenauer and Volet (2014) have found through their research that in one-on-one interactions, university tutors and students who have something relevant (hobbies, experiences) to share are better able to build a

rapport that promotes positive two-way emotions. The prerequisite for building an effective relationship is the need for the tutor to have a foundation of high emotional intelligence, to dig deeper into the student's needs through communication, so as to discover effective ways of teaching and ultimately to build a high-trust teacher-student relationship.

Aldrup et al. (2024) emphasised that university teachers can transmit emotions to their students, and in he also found that the strategies teachers adopt to interact have a profound effect on the quality of teaching, which means that university tutors need to take into account their own emotional state in their interactions with students and maintain a positive and optimistic attitude to give students effective teaching support in a timely manner. Students can deeply perceive the current psychological state of the tutor, so the tutor's ability to self-regulate and empathise has a significant impact on the quality of teaching. But the limitation of Aldrup et al study is with doing a cross-sectional study and lack of longitudinal studies such as comparing teaching emotion regulation and student interactions. Positive emotions displayed by tutors in the classroom can promote greater interaction between teachers and students, leading to the development of supportive teaching and learning, and students' well-being and learning will be enhanced (Frenzel et al., 2021). The positive emotions conveyed by the tutor will stimulate students' intrinsic motivation, and students will become more identified with the importance of learning, increasing their engagement in the classroom. In addition, Quinlan (2016) argued that in today's marketised context, there is an over-focus on the outcomes of higher education, ignoring the important link between emotion and education, and a lack of reflection within themselves, both by university tutors and individual students. The essence of education is gradually deviated, personal emotions as well as social factors are ignored, the standard of measurement of higher education is overly commercialised, the teaching and learning outcomes are too monolithic, and the overall quality of higher education can't be effectively improved. But, Quinlan's research on the emotions of teaching and learning only discusses emotions in the context of a specific higher education setting, and he ignored the fact that different countries and educational policies have different impacts on educational audience groups.

By investigating the negative emotions of university students, Beiter et al. (2015) found that college life is full of stress and challenges, students need to face new learning challenges and rich extracurricular activities, and in the process, negative emotions (anxiety, depression) can easily affect their personal development. Therefore developing effective emotion management is critical to the output of higher education outcomes. With the help of positive emotions, students are more likely to produce creative ideas and are better able to participate in the teaching and learning environment of higher education institutions. Similarly, Students' emotions and well-being are critical to their experience of learning and growing in higher education (Chaudhry et al., 2024). Higher education often comes with many challenges such as exam stress, anxiety and relationships. How to go about effectively managing emotions and ensuring a good psychological state is what helps to enhance the development of students' overall abilities. However, Chaudhry et al study lacks generalisability and does not take into account higher education institutions from different cultural backgrounds and countries. In addition, By investigating gender differences between the variables, Teixeira et al. (2022) found that female students, who tend to face higher levels of emotional stress in the context of higher education, are more likely to adopt strategies of emotional support. Strategies for managing emotions vary by gender, with female students often desiring emotional comfort and empathy from family or friends, or even practical help from tutors. This also implies that gender differences need to be taken into account in higher education in order to provide different approaches to emotion management based on factors such as gender. However, the sample in Teixeira et al 's study was flawed, with a high number of female students in the sample and a lack of male samples, and future research should optimise the sample size and quality. However, the results of Stephen (2008) study proved that the teacher establishment in higher education is unable to cope with the rate of growth of students, and many students are unable to receive effective help from their tutors in a timely manner, and therefore students will feel lonely and helpless until graduation, which affects the willingness of students to receive education and the performance of teaching and learning in higher education institutions. Students need to develop a capacity for self-regulation of their emotions in the absence of effective help from their tutors. This ability not only helps to change one's mindset to cope with difficulties, but also contributes to teaching and learning outcomes outputs. Self-efficacy enhancement, for example, can be effective in helping students in higher education take control of their daily challenges (Freire et al., 2020). Highly effective students can clearly set learning goals and regulate dysphoria, and assess and reflect on outcomes. Thus, self-efficacy and emotional regulation contribute laterally to the quality of education, as students become more competent and capable of handling academic challenges. A

limitation of Freire et al's study is the use of self-reporting in the collection of data, which can affect the accuracy of the data and participants may misinterpret the intentions of the researcher.

Due to the differences in cultural soil between China and the West, this means that emotion management has a different role in Chinese higher education. Krone and Morgan (2000) discovered by comparing the cultural differences between China and the West that emotions in Chinese culture are considered as a process of self-regulation through which inner peace is regained. This means that the soil of higher education in China is more suitable for adopting emotion regulation, which has profound implications for education stakeholders. However, as the market for higher education in China continues to expand and the student population diversifies, university teachers are under increasing pressure and need to reassess with regard to emotional issues (Shen & Xiong, 2015). Because emotion education and management is not only the foundation of students' overall development, but also an effective means of self-regulation for tutors. With the help of emotion management, university tutors can build a more harmonious classroom atmosphere and guide students to correctly distinguish their negative emotions. Similarly, Han & Wang (2020) argued that Chinese university tutors need to recognise the importance of their emotional needs, emphasise the mediating role of emotion regulation on well-being, and be able to make better teaching strategies when faced with stress. As the educational environment continues to evolve and change, the pressure on university supervisors comes not only from research, but partly from the mental state and emotions of the self. Effective emotional management can help tutors in higher education to improve their job satisfaction and well-being. Tutors with a high sense of well-being are able to maintain their enthusiasm and creativity in teaching under high-pressure environments, and develop flexible and targeted teaching methods to improve teaching quality. The limitation of Han & Wang's study is the lack of consideration of the factors that contribute to the perception of emotions of teachers from different backgrounds. In addition, Wang and Hsu (2023) used a questionnaire to study the effect of Chinese students' academic mood on the quality of education and concluded that the quality of teaching and positive mood showed a positive correlation with the quality of learning, and negative mood showed a negative correlation with students' learning efficiency. Students feel pleasant emotions in the process of learning, they may be willing to invest more time and energy, which improves the quality of teaching and learning. It also motivates university tutors to carry out curriculum reforms. On the contrary, negative emotions such as worry, disinterest and frustration of students in the learning process may lead them to avoid the class or cause serious consequences such as anorexia. This is a strong evidence of the close relationship between emotion management and quality of teaching and learning, and the need for higher education institutions or educational leaders to pay more attention to emotional issues in order to achieve the goal of improving the quality of education.

### **1.2.2 The Dilemma of Emotional Management**

Emotion management is important in higher education, but there are many barriers to carrying out emotion strategies in the higher education environment. Firstly, the blurring of roles is further exacerbated by the fact that tutors in higher education are not only under pressure to teach, but also to undertake administrative functions, as well as by the highly competitive nature of the university environment and the lack of relevant technical support for tutors (Cladellas & Castelló, 2011). The complexity of the tasks of higher education institutions and the need for supervisors to take on research and teaching duties while at the same time working part-time in related departmental management make it difficult for supervisors to balance this double pressure. Mentors may not be able to pay more attention to their own emotional state as well as that of their students, and the high intensity of the tasks can have serious consequences such as emotional teaching. In the context of higher education in China, Sun et al. (2011) found through his study of professional stress among university teachers that due to China's performance management approach, university teachers with higher incomes tend to have more responsibilities and professional stress. Because the higher the income college instructors they tend to take on more responsibility, which means more pressure on them. Higher earning tutors tend to get more attention and more expectations. This expectation can create a sense of isolation, making it difficult to seek help when faced with difficulties and further accelerating the emergence of negative inner feelings. However, the study of Sun et al had two significant limitations. The first is that it did not take into account the differences between participants and non-participants. The second is that it did not consider the ways in which stressors act on occupations. In addition, the promotion system in universities makes tutors more concerned about research results rather than their ego and teaching quality, which will create a sense of insecurity and vicious competition (Si, 2024). University

tutors may engage in vicious competition for limited room for promotion, which will not only damage the physical and mental health of university tutors in the long run, but also reduce their work efficiency and motivation.

Secondly, many students in higher education lack the ability to self-manage their emotions and they struggle to recognise and address their negative emotional states. For students in higher education, university life is full of challenges, with time planning, task initiation and sustained attention being factors that influence emotional states (Wijbenga et al., 2024). College students will develop serious negative emotions such as anxiety and depression if they do not actively try to adjust their emotional state when facing difficult problems. But the Meek study's measurements are self-reported, and the error in them is not negligible. Moreover, the ability to learn academically and independently prior to higher education can also affect students' moods, with high level students able to achieve more easily, while low level students tend to become more anxious and sad without effective support (Peterson et al., 2015). This is because students with high levels of proficiency may be able to complete their assignments with ease. And will actively ask for help when they encounter problems, which will increase their confidence building. On the contrary, low level students do not know what to do when they face difficulties, they will feel lost and helpless. The further development of such negative emotions will cause serious mental health problems.

Thirdly, by examining the emotions of academics under the higher education reforms, Antoniadou & Quinlan (2021) found that some participants attributed negative emotions such as anger, fear and stress to the marketisation and education austerity policies, and interpreted the policies further according to their own emotions. Policies are not fully understood and co-ordinated as they are implemented, which creates a biased understanding of the policy by tutors. Similarly, Tsang & Kwong (2017) argued that some of the participants experienced negative emotions in the educational reforms, and that in addition to the disempowerment, administrative goals replaced educational goals, affecting the education practitioners' assessment of their own value. Because of the education reforms, education practitioners may be sceptical about their values and identity in the process of evaluating their careers, which will greatly diminish their emotional value. In Chinese higher education, pedagogical reform often serves as a turning point, as different educational philosophies of university teachers produce different results, and new reform requirements mean the emergence of new emotional pressures (Ding et al., 2022). New policies or measures may conflict with the educational philosophy of some university instructors, but they are forced to implement them due to pressure from their superiors. This will further amplify the resistance of practitioners in the higher education sector to new policies. However, the sample in Ding et al 's study focussed on university English teachers and lacked discussion of other subjects and different regions.

### **1.2.3 Effective Emotion Management Strategies**

Future better control of emotions, higher education leaders need to introduce emotion management strategies to foster relationships between students and instructors. Zheng et al. (2022) believed there should be pre-service or in-service teacher training for tutors in higher education so that university tutors understand the importance of emotions and how to manage their negative emotions. Improved training for mentors on emotional intelligence and self-regulation can help mentors themselves balance the pressures of life and research. Conflicts and contradictions often exist in higher education, and university mentors with high EQ may be able to effectively resolve conflicts with students and better empathise with their emotions. Similarly, reassessing perceptions of tutors in higher education can be effective in regulating emotional stress and viewing the teaching task and conflict in education in the right way (Bonilla et al., 2020). University counsellors need to reconstruct their cognition from a negative to a positive way of thinking, accepting their emotions rather than suppressing and avoiding them. Regular self-assessment and reflection can also improve their cognitive level and emotional regulation. This provides the conditions for improved quality of teaching and creativity as well. A limitation of Bonilla's study is the lack of empirical evidence to prove the link between the different variables.

In addition, Professional Learning Communities (PLCs) have been effective in helping university teachers to develop a shared vision and values, leading to increased collaboration among mentors, and effectively reducing isolation in the workplace (Lee et al., 2011). In a professional learning community university tutors can share teaching styles and their emotions with their peers. University tutors will not feel alone, and they can create effective teaching styles by grouping together. And they can also build their own interpersonal

network support system, which can help transform their negative emotions. With the help of Professional Learning Communities (PLCs), it helps to develop the collective efficacy of education practitioners and change their beliefs, thus motivating them to be positive (Tam, 2015). PLCs will reshape the pedagogical concepts and values of university supervisors and enhance their professional identity. Such beliefs will compel university supervisors to engage in their work with a positive attitude, and the PLC will provide a platform for continuous learning for higher education practitioners, making it easier for them to build a shared vision based on professional advancement.

Through research on affective factors and student engagement, Kahu et al. (2015) found that interest strengthens the connection between students' emotions and the curriculum, which can trigger an intrinsic sense of enjoyment and fulfilment, leading to invisible emotion regulation. College students can effectively divert their negative emotions while developing their hobbies, forgetting unpleasant and unhappy things in the process. Similarly, Barkley et al. (2014) argued that in higher education there is a need to create student learning groups or communities where students learn and interact with each other, to a large extent allowing students to get effective help, reduce isolation in the learning process and gain a sense of belonging from this activity. In the absence of effective help from tutors, students can improve their learning outcomes through the help of their peers and can also express their negative feelings to their peers. The student community ensures that students receive effective support and also helps to regulate emotions. Moreover, University students can develop their EQ skills, such as optimism, self-reflection and socialisation, which can help students find a better positive state during emotional loss, and can also help students improve their overall quality of life (Warrier et al., 2021). Self-emotional control can increase college students' tolerance for challenges, making them more psychologically resilient and optimistic.

Leaders in higher education should foster an open, free and inclusive academic working climate that provides trusting support for staff and students to cope with the complexity of the educational environment (Shafait, 2021). Academic leaders in higher education need to play their key role in creating a harmonious and equitable learning environment for students and faculty. Encourage the exchange of ideas and openness between students and faculty, and respect multicultural education. And it is important to build a sense of trust on campus, which helps to improve the overall quality of teaching and learning in the school. Similarly, Cherkowski et al. (2021) approved that higher education leaders also need to recognise emotions in the educational environment, focusing not just on rational management techniques but also on subjective factors such as employee satisfaction and well-being. Leaders also need to improve their ability to manage emotions, to recognise when students or tutors are in a bad mood, and to provide them with targeted help. The limitation of Cherkowski et al study is that subjective factors such as happiness and mood are too general, and the article lacks more effective empirical evidence.

### **1.3 Rationale for the Study**

Emotional management is an important factor in measuring standards in higher education. Studying the emotional management of tutors and students in higher education can be effective in educational leadership. Exploring the link between emotion management and educational performance can help educational leaders better improve educational performance. This study adopted semi-structured interviews to explore the combined impact of emotion management in depth from the students' perspective. This study focuses on the context of Chinese higher education, identifies emotional conflicts in Chinese universities, enriches the gap in the literature about emotion management in Chinese higher education. It also provides feasible recommendations for Chinese educational leaders.

### **1.4 Research Questions**

There were three research questions for the article. (1) What the impact of tutor-student emotional management on teaching quality in Chinese higher education institutions? (2) What are the challenges that affect emotional management between tutor-student in Chinese higher education? (3) What are the emotion management strategies to better carter the relationship between tutor and student in Chinese higher education?

## 1.5 Overview

This section focuses on a brief description of emotion management and its impacts, and suggests the particularities of developing emotion management in Chinese higher education. This part also presents rationale and three main research questions.

## 2. Methodology

### 2.1 Introduction

This section focuses on the specific operational methodology of this study. 3.2 describes the definition as well as the advantages and disadvantages of qualitative research. 3.3 is the main introduction of the sample personnel. 3.4 describes the interview instrument and the literature sources for the design of the interview questions. 3.5 is the process of data collection from the interviews. 3.6 is the specific operational process of the thematic analysis method. 3.7 is the consideration of research ethics. 3.8 is the limitations of the research sample. 3.9 is a summary of the methodology.

### 2.2 Research Design (Qualitative)

The main approach taken in this study was qualitative. Firstly, the concept of paradigm is complex, in educational research paradigms are often categorised into two types (qualitative and quantitative), paradigms specifically can be seen as specific disciplinary areas, the theoretical and practical foundations that researchers follow together (Taber, 2013). Bogdan & Biklen (1997) argued that defining qualitative research usually involves five dimensions, which are naturalism, descriptive data, relevance to process, inductive and meaning. In this context, naturalism refers to qualitative research that focuses on a specific research setting and observes behaviour in the setting to better understand the meaning behind it. Qualitative research does a good job of addressing the unique connection between the individual and the educational environment, and from that connection, discovering what triggers different behaviours (Pring, 2015). Descriptive data implies that qualitative research tends to be descriptive in nature, and qualitative texts often contain a large number of narratives about specific issues or practices that encompass the different feelings and states of the researcher. As Briggs et al. (2012) approved is the same, qualitative research focuses on describing the details, and the researcher discovers the uniqueness of the research by enriching and delving into the details. Describing the details faster and better helps the researcher to reveal subjective factors such as the experiences, emotions, and behaviours of the researched and brings the researcher into the participant's perspective of the whole event. Being process-related means that qualitative researchers do not just focus on the results of their research; they tend to be more attentive to the research process, in which new theories and practices are identified that will further optimise the results. It is the relevance of qualitative research to the research process that allows qualitative research to be transferred to other different research contexts based on the same process (Hennink et al., 2020). Inductive has an important significance for qualitative research, inductions can help researchers to better construct theories by summarising common patterns or features in qualitative research cases and drawing general conclusions. Similarly, Given (2008) argued that the inductive approach can extend existing theories into new settings or create a new context to develop theoretical research. Meaning is essential to qualitative research, where the researcher focuses on articulating the experiences and feelings of the participants from their perspective, and whether this process is meaningful or not requires the researcher's ability to accurately capture important points (Bogdan & Biklen, 1997). Meaning is embodied in qualitative research in terms of understanding the research phenomenon and facilitating deeper exploration by the researcher and participants, through which rich perspectives and parsing of complex contexts can be gained.

On the other hand, researchers' overemphasis on dichotomous quantitative or qualitative methods blurs the link between research hypotheses and research results, leading to the erroneous belief that the results of the study derive from the methodology itself rather than the researcher's efforts (Morgan & Smircich, 1980). Being limited to the methodology itself makes the researcher's approach too mechanistic for a better comprehensive and deeper understanding of the current environment, and can also result in a disconnect with the real world. Morgan (2018) emphasised the impossibility of making a strict distinction between qualitative and quantitative, that the line between the two is blurred, and that we should not necessarily distinguish the

two against each other, but learn to live in the ambiguity they create. The researcher needs to focus more on the purpose and direction of the research than on the methodology, which only enhances a specific framework of rules within which the researcher needs to enrich his or her research tools and expose the research problem.

The theme of this study was to explore the impact of tutor-student emotion management on higher education from a student's perspective. With the help of qualitative research, researchers can delve deeper into the different emotional experiences of students and tutors in the midst of higher education settings, exposing the psychological processes behind complex emotions. Due to the specificity of higher education venues in China, qualitative research can also better focus on changes in different educational venues. According to qualitative research emphasises that the process can be adapted in time to the progress of the study in order to better adapt to the variable nature of emotion management.

### 2.3 Population & Sampling

The study involved five participants. The five participants were from the fields of education, business, and computer science. All five participants were over 18 years old and had received higher education in China. The participants were aware of the direction of the study and volunteered to participate.

### 2.4 Instrumentation (Interview)

Definitions of interviews involve three characteristics: the first is purely a means of transferring information, the second sees interviews as transactional and biased, and the third view sees interviews as relevant to theories of everyday life (Cohen et al., 2017). In the context of this characterisation, the interview is not simply a means of data collection; it is also a way of understanding social realities and personal experiences. The interviewer needs to be highly sensitive and pay attention to the smallest details of the process in order to gain a comprehensive understanding of the root causes of the respondent's behaviour and emotions. It is also important to pay attention to the life experiences and social power structures of the interviewees and to consider the social aspects of the interviews. Similarly, Blaxter et al. (2010) believed that interviews constitute a complete set of learning processes, where participants can discover and feel the rules of the interview process, and the interviewer can become more skilful in the question and answer process.

The interview questions consisted of two parts. The first part was a general question, of which there were three. *1. What is the name of your major in university? 2. What's your grade? 3. What do you think about emotion management in higher education?* This section was set up to get participants into the interview more quickly and to help break the ice.

The second part contains the main interview questions. There are 12 in total.

- 1) *How much do you think your tutor's personal emotions affect your learning experience on a daily basis? Please give an example* (Yale (2019) believed that the likelihood of students achieving positive academic outcomes is high when students are cared for and supported by a personal tutor, which ultimately benefits the whole school.)
- 2) *Do you encounter emotional challenges in your interactions with university tutors? How have these challenges specifically affected your learning?* (Christie et al. (2008) argued that higher education as a subjective experience that is relevant to everyday life, and loss and volatility are common in student emotions.)
- 3) *Do you think that the emotional state (stable, fluctuating) of a university tutor's personal mood can affect teaching or classroom climate? Please give examples* (Zee and Koomen (2016) argued that teachers' self-efficacy regulation has a profound effect on classroom quality.)
- 4) *How do you think your own emotional state (e.g., anxiety and exam stress) affects the relationship with your tutor and your learning outcomes?* (Pekrun et al. (2002) asserted that academic mood is closely related to student achievement, emotional regulation, and classroom context.)
- 5) *What emotional factors do you think exist in the Chinese higher education environment that lead to conflict between students and tutors? Why?* (Han et al. (2020) argued that with the expansion of higher education in China and the increasing demands of students, university teachers are



experiencing heavier individual workloads, which will have a direct impact on their emotional experience.)

- 6) *Did you face any conflicts during your interactions with your tutor in term of emotional or personal matter? Please give an example if you don't feel uncomfortable* (Johnson and Deem (2003) believed that Staff in higher education are increasingly strained in their relationships with students, and they are unable to share students' concerns in a timely and effective manner.)
- 7) *How much importance do you think higher education sector in China place on emotion management? Are there relevant training programmes for students or university tutors?* (Mortiboys, (2013) argued that tutors in higher education need to develop their own emotional intelligence skills to better empathise with students, recognise when they are feeling bad and help them accordingly.)
- 8) *What specific challenges do you think university tutors face in managing their emotions? How do these challenges affect their lives and work?* (Zhang and Zhu (2008) asserted that university teaching is an emotionally charged profession, that inappropriate emotional release may take a toll on the quality of teaching, and that emotion management is needed in higher education.)
- 9) *What strategies do you think could help tutors better control their emotions?* (Zachary & Fain (2022) argued that both partnership building and learning-centred mentoring can be effective in helping students and mentors adjust emotionally.)
- 10) *What emotional management strategies do you think could help you improve your own learning?* (Brougham et al. (2009) argued that participation in stress workshops helps to improve student's resilience and also helps tutors to keep abreast of student emotional states so that they can suggest relevant solutions.)
- 11) *Have you ever had the experience of communicating with a tutor for an emotional exchange? What is the impact of this exchange on the student-tutor relationship?* (Quinlan (2016) emphasised the need for tutors to trust their students, to open up to them, to observe their different emotions, and to create a teaching atmosphere of mutual trust.
- 12) *What measures or policies do you think Chinese universities should implement for emotion management?* (Lu and Zhang (2021) identified research failures, heavy administrative tasks, and lack of relevant teaching training as sources of negative feelings among Chinese university supervisors.)

## 2.5 Data Collection

This study interviewed five participants for about 30 to 40 minutes via TEAMS online. Prior to the interview, ensure that have obtained informed consent from all participants and inform them of the purpose of the interview, the process, and how the data will be handled and stored. In addition to this it is also important to test the audio and video quality of Teams in advance to ensure that the interviews are conducted in areas with stable internet speeds. During the interviews, participants were given the freedom to choose between Chinese or English interviews according to their wishes. If participants chose Chinese interviews, the researcher needed to use relevant software to translate and transcribe them. And, the researcher needs to be articulate to ensure that participants can hear the questions clearly. Interrupting participants' answers was prohibited to create a more relaxed interview atmosphere. The content of the interviews and related video recordings are stored in the one drive in a timely manner according to the requirements to ensure the protection of the personal information of the interviewees. One of the things to keep in mind is the issue of researcher bias. Bell (2014) argued that bias is a common problem in interviews, whether intentional or unintentional, and that individual researchers often impose their personal subjective will on the research process. For example, personal preferences and opinions may misdirect the researcher's selective attention to the data, resulting in findings that are biased in favour of the researcher's personal choices. Different cultural backgrounds may also cause researchers to use their own cultural lens for data collection, leading to a potential cultural clash.

## 2.6 Data Analysis Procedure

The method used to analyse the data for this study was thematic analysis. Thematic analysis is a method of finding themes in a dataset, where the researcher needs to determine what data is important and what data is not, transforming a large amount of data into a form of data that the researcher can understand (Denscombe, 2021). Qualitative researchers need a lot of time to make sense of the data, not just to go with their personal subjectivity to pick out the words from the data that fit their point of view, but to categorise the data according to the themes and thus understand the data in a holistic way.

The first step is to prepare the data. Briggs et al. (2012) believed that there should be copies of the original data, back-ups to be used in analyses, and that each copy of the original data needs to be uniquely coded. The original research data of this study were stored in a single place, and the replicates were coded as 'Participant 1' to 'Participant 5' according to the order in which the participants participated in the interviews. It is strictly guaranteed that the data will not be leaked and that the copy data will be uniformly destroyed at the end of the study.

The second step is transcription. Transcription requires the researcher to convert what the participant says into textual form, which will help in textual analysis (Denscombe, 2021). The researcher needs to be highly focussed and listen carefully to recreate as much as possible the context and state of the situation. Relevant transcription software is also used to greatly improve efficiency through features such as language recognition and automatic segmentation. Moreover, strict adherence to the principle of privacy and confidentiality ensures that personal conversations and information are not disclosed to unauthorised persons.

The third step is to familiarise yourself with the data. Denscombe (2021) argued that researchers need to re-read the data to deepen their attributes of the interview scene at the time. The researcher's first exposure to the data may be limited by factors that prevent him or her from discovering the key points that are important in the data. Re-familiarisation with the data may stimulate the emergence of new theories and perspectives, as well as facilitate self-reflection and critique.

The fourth step is the initial coding. Briggs et al. (2012) asserted that coding is the basis of data analysis, and that segments of discourse need to be assigned to different codes that are related to themes. The research questions of the study need to be reviewed again before coding begins to build the code system based on the research questions. Colour coding based on different researchers' responses to the same question. Where similar responses were marked and coded with the same colour.

The fifth step is to develop codes and identify themes. Researchers need to categorise codes with similar views and distil themes based on high-frequency words or descriptions in the codes. Similarly, Denscombe (2021) argued that identifying themes needs to be achieved on the basis of codes, where codes with related perspectives are merged and categorised into primary and secondary codes according to their relevance to the research question. Researchers need to focus on the codes that appear more frequently, which are the core elements that make up the thematic analysis. And appropriately retain secondary codes that occur less frequently but are still relevant to the study. The emergence of high-frequency codes requires an in-depth analysis of the patterns, which represents the transferability of the research, which provides strong support for subsequent theoretical practice. Low-frequency codes may be used in particular contexts and environments, which is also an important factor in constructing the uniqueness of the study.

The sixth step is to draw conclusions. Themes and patterns in the data are further explained and analysed in relation to the current research context, relevant theories and existing research. Focus on the reasons and implications behind the data to further answer research questions and use the data collected as support and evidence to reduce personal subjective thinking and bias. In addition to this, there is also a need for self-reflection on the gaps and shortcomings of the research, which can help to improve the quality of future research.

## 2.7 Ethics Considerations

Ethical issues need to be deeply considered in research, and it is important to ensure that participants and researchers do not fall into ethical dilemmas. The participants in this study were all adults over the age of 18 and were fully informed about the context of the study prior to participating in the interviews. The online Teams interview method, where participants are free to choose between video or voice, as well as Chinese or

English interviews, will ensure the participants' freedom of choice. In addition to this, participants will be informed and sign an informed consent form before the start of the study. The time of the online interview is subject to negotiation, and the location needs to be chosen as a quiet and undisturbed space to ensure that the interview can run smoothly. The entire interview process will be recorded by Teams and centrally stored to ensure that the data is genuine and free from falsification. During the interview process, the participants have the right to avoid the interview questions, the researcher can not force to ask or force, to ensure that the relevant rights and interests of the participants.

## 2.8 Research Limitation

The small sample size of the study affects the generalisability of the study and can only be applied to particular educational settings. The researcher was unable to fully decipher the subjective thoughts of the participants, which may have affected the analysis of the data at a later stage of the study.

## 2.9 Overview

The methodology provides the researcher with a set of clear steps and processes which help to ensure that the research is scientific and valid. This study strictly adhered to each and every step of the methodology.

## 3. Findings

### 3.1 Introduction

This section will describe the five participants' specific responses to the interview questions. The researcher used thematic analysis to generalise based on three main research questions. The three research questions are:

- 1) What the impact of tutor-student emotional management on teaching quality in Chinese higher education institutions?
- 2) What are the challenges that affect emotional management between tutor-student in Chinese higher education?
- 3) What are the emotion management strategies to better carter the relationship between tutor and student in Chinese higher education?

### 3.2 Results for RQ1

#### *The comprehensive influence of tutor emotion and teaching method on students' learning experience*

All five participants agreed that their tutor's personal emotions profoundly affected their learning experience. But this influence can be both negative and positive, depending on the emotional state of the mentor at the time. Students have a rich sense of perception and they can fully sense and react to their tutor's emotional state.

Participant 1 described in her own interaction with the tutor

*There was a time when my mentor was very anxious about personal issues... When I went to him for an academic discussion... His negativity reduced my motivation to study.*

Similarly, both Participant 2 and Participant 3 described a negative example in response to the question of whether a tutor's personal emotions affect the student learning experience. They believed that their mentor's bad moods would disrupt their learning experience and desire.

For example, Participant 2 based on his interactions with his dissertation supervisor, described that

*... If we don't write our dissertation very well, our tutor will be very angry and criticise us... This approach affects my desire to communicate and stimulates more negative emotions.*

However, Participant 4 emphasised the positive effect of the tutor's emotional contagion on classroom teaching.

*I didn't pay much attention to the spoken English programme at first... The speaking teacher created an upbeat atmosphere and motivated and encouraged the students... I actively participated in this class.*

It is worth noting that participant 5 asserted that tutors' personal emotions were not well connected to the learning experience of learning. Here's what he said.

*Students don't normally have close enough contact with their tutors... When writing a thesis, the tutor alone needs to manage a dozen students... It's up to you if you want to meet and talk to your tutor.*

### ***Negative impact of tutors' teaching styles and behaviours on students' emotional state and learning outcomes***

In this issue, all five participants recounted the emotional difficulties they faced in their interactions with their university tutors. These difficulties had a negative impact on students' academic performance.

Both Participant 1 and Participant 3 experienced situations where the tutor was busy with his/her own research tasks and neglected the students' academic issues, which reduced the students' motivation and enthusiasm for learning. For example, Participant 1 said

*During finals week... I went to see my tutor for academic advice... The tutor had a lot of his own tasks to attend to... The tutor ignored my relevant academic questions and considered them irrelevant... Reduced my confidence and motivation to study.*

Participant 4 and Participant 5 felt that unreasonable tutor behaviour can have an emotional impact on students, affecting their attitudes and time spent studying. For example, Participant 4 described

*In my second year of university, a tutor took 80% of the usual grade up... Many students thought the class was not very important... This tutor was very strict in class... The student had a big conflict with the tutor... For this course students never listen in class.*

In addition to this, Participant 2 made the point that he believed that tutors in the Chinese higher education context are more likely to go and interact with students with good academic performance rather than students with average academic performance. He said

*In university, my grades were not very good compared to other students... Tutors are more willing to interact with other students... The tutor's attitude towards me is a bit cold... This led to me becoming less interested in his class.*

### ***Using Humour and Managing Emotions: Improving Student Attention, Motivation, Achievement and First Impressions***

All five participants agreed that the tutor's emotional management had a significant impact on classroom climate and teaching effectiveness. The positive mood of the tutor spreads through the classroom and can be perceived by the students. In a positive teaching atmosphere, students are more willing to participate in interactions and exchanges, and their attitudes towards learning change significantly. When students receive enough attention and motivation from their tutors, their academic performance improved.

For example Participant 2 described

*The tutor was in a good mood, with good emotional management... tutor's speech included funny jokes... Students are more willing to participate in class... Students are still willing to attend class if the emotional value given to them by the tutor is interesting enough...*

Participant 3 asserted that tutors with high emotional intelligence would enhance their own learning performance.

*... This tutor is very good at managing his emotions, he never fails to keep us happy when he gives us lessons to guide us through the learning process, so I did very well in this class.*

In addition to this, Participant 5 suggested that the tutor's emotional management has an impact on the first impression of the new student.

*... University tutors they have fixed the content of the courses they teach every year. The emotional state of the instructor affects the first impression of the new student.*

***The effect of personal emotional states on teacher-student relationships and learning outcomes: willingness to communicate, academic performance and tutor support***

The student's personal emotional state has a key role in the process of learning and interacting with the tutor, which affects not only the efficiency of learning but also the effectiveness of teacher-student communication. Students with positive emotions are more likely to share and establish close communication with their tutors and are more focussed on their learning tasks, which contributes significantly to the quality of teaching and learning. The influential nature of personal emotions was emphasised by all five participants.

Participant 2, based on his experience of interacting with his tutor, recounted

*When I'm anxious or stressed about exams, I don't really want to talk to anyone, including my tutor. But if my tutor comes to me, I will talk to him. If my tutor doesn't come to me, I'll try to figure it out on my own and digest the stress or anxiety on my own...*

Participant 3 believed that his emotional state could affect his academic performance.

*... When in class, I should not let the emotions of other situations get in the way of how I am doing in that class... In this case I feel that I am able to get better grades and learn more in each class.*

Similarly, Participant 5 emphasized the impact of their personal emotional state on their own learning performance. He also felt that the support of his mentor had a role in his emotional regulation.

*...The emotional state of anxiety is what has the biggest impact on me. If you're anxious you won't be able to sleep, which affects your study efficiency on day 2 Anxiety ends up affecting your whole individual learning outcome. However, you can tell your tutor that you are anxious at this time and your tutor may be able to help you to a certain extent, for example, by reducing the difficulty of the task to help you relieve some of the stress.*

### **3.3 Results for RQ2**

#### ***The Roots of Emotional Conflict in Chinese Higher Education***

Five participants suggested factors that led to conflict between students and tutors based on their own experiences. Unequal power structures, communication problems, differing student preferences, high expectations, and teaching styles are major factors in this.

Participant 1 asserted the unequal status of tutors and students in the Chinese higher education environment.

*...The authoritative or ethical nature of some traditional Chinese tutor-student relationships can cause us as students to act in awe or obedience when dealing with our tutors. It is difficult for us to express our inner needs and for us to establish an equal, open and inclusive relationship with our tutors...*

Participant 2 believed that there was a contradiction between instructor teaching style and student preference.

*... Tutors they have different teaching styles, some are engaging and some are friendly... But for each student, they also have their own preferences...*

Participant 3 felt that the high expectations of the tutor may cause stress and thus conflict for the student.

*... I think tutor may have high expectations of his students, which then puts a lot of pressure on us...*

In addition, Participant 5 believed that the cause of the conflict was of the student's own making and had nothing to do with the tutor.

*... From what I understand, most of the conflict is personal to the student. If the mentor's style is excellent, he is not going to affect this student-tutor relationship...*

#### ***Clash of Emotions: Conflict in Teacher-Student Interaction***

During the tutors-students interaction, participants experienced different conflicts. These conflicts stemmed from a variety of factors, and such conflicts had a negative impact on the participants' emotions as well as on their learning performance.

Participant 1 described her experience of conflict

*...When I was preparing for my postgraduate studies in China, I needed to ask my tutor for some information about postgraduate studies, but my tutor thought that this was not within their teaching area. So he didn't want to share it, and he didn't want to get that information for me...*

Participant 3 described his own experience of conflict with his tutor while completing his final project

*... I hadn't studied computer graphics before, so I took on this project reluctantly. Even at the beginning of the project I had some problems communicating with my mentor ...*

### ***Emotion Management in Chinese Higher Education: Emphasis, Lack of Training, and Challenges***

Participants drew on their own experiences of what they perceived as a lack of attention to emotion management in Chinese higher education. Moreover, the development of emotion management is not balanced enough, the vast majority of resources are for students, and tutors lack relevant training in emotion regulation.

participant 2 said

*... There is no policy or training on emotional counselling or emotional management for tutors. But for students, the university will have this counselling ...*

Similarly, Participant 4 advocated for the lack of teacher emotion management programmes

*... Universities will set up some psychological counselling offices and arrange for some teachers specialising in mental health to educate people about mental health... But there are few specific programmes that emphasise emotional management for tutors...*

Participant 3 believed that the university's emotion regulation programme lacked professionalism.

*... There was a special counselling centre in my school at that time, but I felt that the counselling centre was a formality. Because the teachers in the counselling centre were not very professional in the area of counselling, they were unable to promote communication between teachers and students. I feel that this aspect of the domestic work is still not in place, that is, although the higher education institutions have set up institutions related to emotional regulation, but did not choose professional talents...*

### ***Emotion Management Challenges for University Tutors and Their Life-Work Implications***

From student's perspective, university tutors often face many challenges in the process of emotion regulation and management. Examples include how to balance life and work, research pressures, and student-related issues. These challenges make it difficult for university tutors to cope and increase the difficulty of emotion management.

Participant 2 asserted that the difficulties of tutors in conducting emotion management centred on two main areas.

*On the one hand, there is the feedback they receive from students, including the classroom atmosphere and assignments. On the other hand, there is the pressure of their own work and academics, and even the tasks imposed by the management.*

And Participant 4 believed that teaching and research cannot both be fulfilled at the same time, further amplifying the difficulty of emotion management.

*... It is that if colleges and universities are strict about their tutors' research, then the tutors will be relaxed about teaching their students. Because as I understand it, a large part of the selection criteria for teachers is based on their research output, not on their education of students. Some university professors may even simply read from PowerPoint in class and then don't take teaching seriously...*

Moreover, Participant 1 perceived other factors based on his experience that prevented the tutor from regulating his emotions.

*... I feel that there are some more complex relationships that they may have to deal with in terms of work-life balance... It's hard for a tutor to juggle everything.*

### 3.4 Results for RQ3

#### ***Deepening Tutors' Emotion Management Skills: Comprehensive Strategies and Practical Paths***

Enhancing tutors' emotion management skills is critical to teaching quality and satisfaction, and the five participants used students' perspectives to provide feasible measures for tutors. Examples include receiving professional programmes and services, introducing monitoring and review mechanisms and reducing tutors' workload.

Participants 1 wanted a professional platform for emotional regulation and easy access to effective resources for tutors.

*... I think there should also be a timely and regular support system for tutors in Chinese universities so that they can have a platform to express some of their emotional problems and challenges. They can also seek professional help...*

Moreover, Participant 4 felt that mentors need to undergo a professional emotion management programme.

*I think a special tutor training programme could be set up to train tutors on how to manage emotions... Counselling for tutors with poor emotional management...*

Participant 2 emphasised the introduction of a review mechanism to rate tutors' emotional management.

*... Add some scrutiny. For example, if the relevant people sit in on a tutor's lecture or do some surveys to see what feedback students give to their university tutors, including this emotional feedback...*

One of the most important points identified by Participant 5 was to reduce the workload of the individual tutor.

*By reducing the stress of research on the tutor, the tutor will be in a good mood. The tutor will have more personal time, and he will be able to regulate his negative emotions.*

#### ***Personal emotion management promotes learning***

The five participants agreed that their emotions had an impact on learning outcomes and suggested ways of regulating their emotions that they found effective. For example, setting goals, optimising time management, seeking professional help on a regular basis, developing hobbies and interests, communicate with peers and reasonable rest.

Participant 1 said

*... Setting some clear learning goals and then a good balance between my own studies and my life. I will also optimise my time management and plan my study and my life wisely. I will also seek professional help on a regular basis, such as psychological counselling and on-campus mental health salons...*

Participant 4 felt that other activities could help him better regulate his personal emotions

*... I feel that having appropriate recreational activities or socialising may relieve my own stress. If I am in a more anxious situation, I am more inclined to talk to my classmates rather than a counsellor...*

Moreover, participant 5 asserted the need for reasonable rest to help him regulate negative emotions.

*You have to have breaks, like if you work and study for five or six days straight, you have to relax for at least one day...*

#### ***Emotional Communication for Tutor-Student Harmony***

Each of the five participants described their experience of interacting with the tutor and agreed that their difficulties and negativity were well resolved during the interaction. And the enhancement of the tutor-student relationship gave positive feedback to the participants.

Participant 1 changed his stereotypes through the interaction with the tutor and opened up her mind to be more communicative.

*... Before I thought my tutor was very strict and unwilling to communicate with students... My tutor moderated my emotions and was not as harsh as I thought he would be. He was patient and gave me advice... But I think at least this experience made me more able to open up and talk to my tutor about my emotional problems.*

Participant 4 asserted that his experience of interacting with the tutor was effective in resolving his confusion about employment and improving his attitude towards learning.

*... My tutor and I discussed my career plan or further study plan, and then my tutor provided me with a lot of advice. Since this interaction, the tutor-student relationship has been enhanced... My attitude towards learning has also improved.*

### **Strategies for Strengthening Emotional Management in Higher Education**

Faced with different emotional challenges, participants identified the need for effective emotional adjustment strategies for both students and tutors. Leaders in higher education need to introduce policies and measures to ensure high quality teaching and learning as well as specific enhancement of student-tutor relationships.

Participant 3 elaborated on specific psychological and emotional regulation measures.

*...Setting up training programme on emotional management and mental health, and then having specialised teachers to teach these classes. This will help students to communicate with their tutors and make the campus a more welcoming place. Universities can also organise seminars and invite experts and teachers to support them.*

Participant 2 advocated the need for higher education institutions to focus on tutors' emotion management and to include it in their appraisal criteria.

*I think the university administration needs to use emotions as a criterion in the assessment of tutors. Go through the feedback from students or the review and give a score to the teacher's emotions...*

In addition, Participant 1 felt it was important to make full use of modern media technology, which could improve the efficiency of emotion management.

*... I think higher education institutions can use new media platforms for mental health education. Because I think many students nowadays will spend more time in new media, whether it is some mainstream media platforms or public numbers that are popular in China. Chinese higher education institutions can use this media to disseminate more knowledge about mental health and to promote emotional management among students and teachers.*

## **3.5 Overview**

This section mainly extracts the participants' responses to the interview questions and categorises them according to themes.

## **4. Discussions and Implications**

### **4.1 Introduction**

This section focuses on an in-depth exploration of the potential impact of emotion management on students and tutors in the Chinese higher education environment, based on the collection and analysis of data from the interviews. Firstly, we found a close relationship between emotions and educational quality by assessing the positive or negative moderating effects of different emotions on students and tutors. Then, based on the particular context, there are many challenges in conducting emotion management. Based on the research data, Chinese higher education needs to implement strategies for effective emotion management. The study will explore the theoretical significance, practical application, and comparison of previous literature and existing data from a variety of perspectives.



## 4.2 Discussion

Firstly, according to the research question 1: What is the impact of emotion management between tutors and students on the quality of teaching and learning in Chinese universities? Emotion management is of great significance to students and tutors, and both of them affect the quality of education comprehensively with the help of emotion management. In terms of the tutor's emotional management, most participants felt that the tutor's different emotional states profoundly affected their learning experience. For example, Participant 1's experience described how the tutor's negative feelings of anxiety due to personal reasons affected the student, which led to a decrease in her own motivation to study. By contrast, Participant 4 described how her tutor had improved the quality of her teaching due to her personal positive emotions and her ability to encourage her students. This is well supported by Burić and Frenzel (2023) view that positive emotions support teachers in running a successful classroom, while negative emotions hinder the output of teaching and learning outcomes. However participant 5 felt that the personal emotions of the tutor would not affect his or her learning experience because the tutor was managing too many students on his or her own and the students lacked the opportunity to interact with the tutor. This may be due to a particular context, in which China's higher education resources are not balanced enough, the teacher-student ratio is problematic, and tutors are not able to address students' needs in a timely manner (Yin et al., 2014). One tutor is responsible for teaching dozens of students, and students lack the opportunity to interact with their tutors, not to mention the ability to quickly sense their tutor's emotions.

Higher education is a bidirectional process and does not involve unilateral knowledge output by the tutor, but requires interaction between the tutor and the student. Student satisfaction is an important index to measure the quality of higher education, and effective tutor-student interaction can further deepen the learning content and enhance students' personal satisfaction (Wong & Chapman, 2023). However, due to the tutor's personal emotional factors, participants experienced emotional challenges during the interaction. For example, when Participant 1 was consulting her tutor about an academic issue, the impatience displayed by the tutor, who was busy with personal matters, directly affected the student's self-confidence and motivation to learn. Because emotions have a transmission effect, the emotions expressed by the tutor during the interaction will be quickly perceived and responded to by the student (Frenzel et al., 2021). So for tutors, keeping a positive mood in the interaction process can bring students a better learning experience, thus achieving the purpose of improving the quality of teaching. In addition to this, Participant 2 believed that in the context of Chinese higher education, tutors preferred to interact with high-achieving students rather than low-achieving students, and in many cases disregarded the emotional needs of students with average academic ability. Based on the results of Mayo and Le (2023) study, it is known that students who perceive discrimination reduce their academic development and learning outcomes and fall into doubt about their own academic abilities. Tutors in higher education are expected to treat students as equals, give them a better emotional experience during their interactions, and address their academic needs.

Good emotional control by the tutor creates a better classroom atmosphere and a positive learning experience for the students. Participant 2 believed that positive emotions and interesting teaching styles of instructors in the classroom could enhance students' interest and attention to learning. As Nalipay et al. (2024) asserted, the positive emotions displayed by tutors in the classroom may not only enhance student learning, but students may indirectly enjoy learning as well. Based on effective emotion management, tutors can get rid of their negative emotions to bring students a better interactive experience and increase students' satisfaction with teaching. Similarly, Participant 3 made academic progress and improved his academic performance with the help and guidance of a high EQ tutor. Teaching is a stressful job and tutors need to learn to regulate their own emotions and those of their students. Tutors with a high level of emotional intelligence are able to create a favourable teaching and learning atmosphere from which their students and themselves can benefit (Maamari & Salloum, 2023). Moreover, Alam and Ahmad (2018) believed that tutors with high emotional intelligence are more likely to empathise with the needs of their students and embrace their shortcomings with a positive mindset, therefore contributing to higher student achievement. In addition, Participant 5 perceived a correlation between tutors 'emotions and students' first impressions. This is because tutors with better emotional control tend to have an affinity more likely to create a positive teaching and learning atmosphere, which also promotes teacher-student relationships. Therefore tutors with high emotional value tend to be sought after by students.

Students' self-regulation of emotions also plays a key role in the quality of learning. Participant 2 and Participant 5 had suffered from anxious moods which were negative for learning outcomes. In university life, many students feel isolated when faced with unfamiliar surroundings, and new ways of learning and exams create more anxiety for students (Ladejo, 2023). This anxiety affects students' learning efficiency and even reduces their desire to communicate. Therefore, it is necessary for students to manage their emotions, and it is mandatory for higher education students to learn to face challenges with a positive mindset at university. Participant 3 emphasised the positive correlation between his emotions and his academic performance, believing that if he could manage his emotions better then he would achieve higher academic results. Zhoc et al. (2020) research suggested that students with high emotional intelligence are able to self-regulate and achieve their end goals, avoiding the distractions of negative emotions, which leads to higher academic achievement. University life is full of challenges, and students with strong emotional management skills can curb temptation and pursue their goals. Moreover, they have confidence in their abilities and are able to motivate themselves to improve their self-efficacy when faced with academic difficulties.

Secondly, according to the research question 2: What are the challenges that affect emotional management between tutor-student in Chinese higher education? Due to the context of higher education in China, the difficulties in carrying out emotion management are also somewhat specific compared to the West. Participant 1 felt that the power structure of the Chinese higher education system was not balanced enough and that it was difficult to establish an inclusive relationship between tutors and students. As China is influenced by Confucianism, higher education is mainly tutor-delivered rather than student-centred, and hierarchical traditional concepts hinder emotional management between tutors and students (Dai et al., 2024). Students are reluctant to express their emotions more to their tutors, and tutors don't care if their emotions affect the students. In addition, most participants agreed that there is a lack of emphasis on emotion management in Chinese higher education. Participants felt that students have relevant training courses and counselling offices for emotional management, but psychological training for mentors is lacking. Tutors in higher education are required to engage in a great deal of emotional labour on a daily basis, and failing to receive timely support from relevant resources at times of emotional loss of control may lead to consequences such as burnout and reduced well-being (Zhang & Zhu, 2008). And Participant 3 felt that counselling resources in many colleges and universities were formalised and lacked professionalism. As Ning et al. (2022) advocated, many Chinese students lack knowledge of counselling and there is a lack of talent in higher education institutions regarding mental health to meet the needs of students. Chinese university students often prefer to talk to their peers rather than counsellors when facing emotional problems, and the learning-centred teaching model makes it difficult for students to detect their negative emotions.

In terms of personal factors of tutors, research pressure on tutors is a major impediment to their emotional management. Tian and Lu (2017) believed that Chinese university tutors have expressed dissatisfaction with academic measures that require them to publish a certain number of articles in specific journals and also to meet performance standards. This kind of intense academic work is a great challenge to the mental and physical health of tutors. And competition among mentors will become more and more intense, and they will be filled with anxiety and worry about their careers. Tutors may pursue the quantity of articles more than the quality, thus affecting the output of the whole academic community. Similarly, as higher education continues to undergo deeper reforms, tutors are faced with increased workloads and a more difficult promotion environment (Si, 2024). Tutors in this stressful environment find it difficult to stimulate creativity and rapport in educational practitioners and even more difficult to regulate their positive emotions. This also prevents students from perceiving positive emotions, which affects the quality of higher education. In addition, participant 3 felt that tutors in higher education have difficulty managing the relationship between teaching and research, which can lead to them producing more negativity. Pan et al. (2014) argued that it is difficult to balance the time devoted to research and teaching, and that tutors who put too much effort into teaching activities may fail to produce high-quality research. Tutors in higher education face double pressures, a situation that can easily lead to negative emotions and thus affect tutors' satisfaction and well-being in higher education. Participant 1 also felt that tutors had difficulty balancing their personal life and work, and that personal chores may bring more negative emotions. Personal life affects tutors in a number of ways, for example, tutors need an ability to switch roles and be able to quickly plunge into family responsibilities when work is over (Greenhaus et al., 2006). In this process tutors need to ensure that their personal lives do not radiate into their day-to-day teaching activities, which means that tutors are more vulnerable to the twin threats of family and work. The researchers also mentioned that they faced many

emotional conflicts during their interactions with their tutors. In addition, the researchers mentioned that they faced many emotional conflicts during their interactions with their tutors. This may be a contradiction of the Chinese higher education system mentioned above, where tutors ignore students' subjective experiences because of the unequal power structure. Students, on the other hand, need to consider their tutors' own emotional issues and give them more space in order to achieve effective student-teacher interactions.

Thirdly, according to the research question 3: What are the emotion management strategies to better cater the relationship between tutor and student in Chinese higher education? Participant 4 felt that tutors in higher education need to undergo a formal emotional training programme. Zurita-Ortega et al. (2020) believed in four dimensions (empathy, emotional intelligence, pedagogical communication, and pedagogical motivation) for emotional competence training in order to enhance the overall quality of tutors. Empathy can help the tutor be able to empathise with the student's emotions. Emotional intelligence can help tutors to moderate their own negative emotions in order to bring positive feedback to their students. Instructional communication is the ability of the instructor to effectively communicate information to the student. Teaching motivation is the enthusiasm and drive that motivates the tutor to teach. In addition, the development of emotional intelligence can help tutors promote work-life balance (Soliman et al., 2023). Highly emotionally intelligent tutors tend to recognise their own and others' emotions accurately, and they are able to avoid bringing negativity into their homes and lives. And they are also able to manage the complexity of relationships in higher education institutions, which facilitates their ability to gain the support of others. Participant 2 asserted that the mentor's emotional needs needed to be assessed. As Myyry et al. (2020) asserted, tutor emotions in higher education are important to student learning and therefore a system or model is needed to identify and assess tutor emotions. Assess tutor mood based on classroom climate and student evaluations of tutors. Timely identification of emotionally negative tutors and providing them with appropriate assistance. Tutors with good mood can stimulate students' creativity and thinking, and vice versa can hinder the development of higher education. Moreover, Participant 5 felt that tutors in higher education were under too much academic pressure and that their workload needed to be appropriately reduced. Creagh et al. (2023) believed that intense workloads can cause stress, family conflict, and burnout ultimately leading to mentors leaving their jobs. With a reduced workload, tutors have more personal time of their own to manage their emotions and will focus more on their teaching tasks.

Participants had experiences of interacting with their tutors and the harmonious student-teacher interaction helped them to better resolve their emotional difficulties. Therefore there is a need for effective interaction between tutors and students. Tutors focus not only on learning outcomes but also on the learning process, including the emotional and personal well-being of the student, which contributes to a good teacher-student relationship (Anderson, 2020). Tutors have to give students a kind of care and allow them to open up to express their negative emotions. And the tutor should respect and understand the student's ideas and opinions, to establish an equal status relationship. In an effective teacher-student relationship, students can relieve their feelings through the help of the tutor, and the tutor can also find out what can be improved in his teaching.

For individuals, each participant also had their own way of managing their emotions that they found effective. For example, Participant 1 felt that setting goals and optimally managing her time could help her regulate negative emotions. Setting clear goals reduces uncertainty and increases students' self-efficacy thus reducing negative emotions. Optimising time management can help students to be more efficient in their learning and reduce the stress of piling up tasks. Participant 4 felt that socialising and interacting with peers could be effective in helping to boost positive emotions. Students participating in social activities or developing their hobbies can distract them and reduce their sense of isolation at university. In addition, Pointon-Haas (2024) believed that peer support is an important tool for maintaining students' mental health in higher education. It is easy for your peers to empathise and understand your needs, and when people around you are caring and helpful, you feel joyful and happy, which makes you better able to face difficulties and stresses head on. Participant 5 also emphasised that reasonable rest is also an important strategy for emotion regulation. A reasonable amount of rest will ensure that you have plenty of energy to face the negativity that comes with difficulties.

Participants emphasised the integrative effect of mental health regulation tools on mood. China's higher education institutions need to incorporate mental health courses into their teaching, to control students' bad behaviours (smoking, drinking, etc.), and to help students with negative emotions (anxiety, depression, etc.)

in a timely manner (Gao & Wei, 2024). Resources such as new media can be used to promote the importance of emotional regulation and ensure the mental health of students. The mental health of teachers in Chinese higher education is also crucial. Reducing competition, establishing psychological profiles of tutors, and providing tutors with professional psychological counselling are important means of improving tutors' moods (Yang et al., 2019). Tutors are templates and role models for students, and a tutor who is mentally healthy builds a positive tutor-student relationship and also contributes to a better campus climate.

### **4.3 Implications of the Findings**

The findings of this study have practical implications for higher education in China. Firstly for the effect of emotion management on teaching quality is significant. Participants were widely influenced by instructor emotions, personal emotions, and teacher-student interactions. Institutions of higher education are places of interaction where the emotions of each individual educator may influence the output of educational outcomes. China is a country where higher education is growing rapidly, and educational leaders need to focus not only on important factors such as teaching methods and theories, but also include emotions as a consideration in teaching quality standards. The popularisation of emotional management awareness is a modern educational concept, which not only develops students' resilience to stress, but also improves tutors' well-being at work and injects new vitality into Chinese higher education.

Secondly, due to the particular context of China, higher education also faces special difficulties in carrying out emotion management. In addition to the research pressure of tutors and the academic pressure of students. China's traditional educational culture and system also create difficulties for emotion management. Students and tutors have unequal status and unbalanced educational resources. Tutors are unable to empathise with students, and students are unable to derive effective emotional value from their interactions with tutors. Both mentors and students were more focused on the completion of academic tasks and neglected the importance of emotional communication. This means that future literature on considering the emotion of Chinese higher education needs to be rooted in the particular context of China. This could also help contemporary Chinese higher education leaders to quickly identify the emotional difficulties that exist in schools today.

Finally, regarding emotion regulation strategies, the study provides sufficient evidence to refer to. The audience for emotion management training and programmes in higher education is not just students but also needs to include tutors. Tutors, as guides and role models in the education process, have a direct impact on the quality of teaching, teacher-student relationships and even the mental health of students in terms of their emotional state and management skills. In addition, the study is reminding leaders in higher education that building mental health is not just a formalised slogan. Individuals involved in higher education in China need to consider the advantages that mental health offers and actually put them into practice.

## **5. Conclusion and Limitation**

### **5.1 Conclusion**

To sum up, emotion management affects the quality of teaching and learning in Chinese higher education in many ways. Emotion management affects the effectiveness of teacher-student interaction as well as the classroom atmosphere and teaching style. Students' self-management of emotions also has a comprehensive effect on academic performance and learning status.

And based on the results of the study, there are many difficulties in the Chinese higher education environment that can hinder the development of emotion management. From the tutor's side, research pressure, work-life imbalance, communication between tutor and student, and high expectations are all hindering reasons that prevent emotion management from taking place.

At the student level, students' preferences and communication styles, as well as students' self-resilience, prevent them from better regulating their emotions. At the level of the Chinese higher education environment, the dislocation of mentors' mental health, the imbalance of cultural and power structures, and the formalisation of emotion regulation resources will seriously hinder higher education performance.

Higher education leaders need to exercise their leadership in the face of difficulties. Introduce effective strategies to address emotional issues. Policies and measures can go to reduce the workload of tutors by giving them more resources for self-emotional management training. They can also promote the importance of emotions in China's higher education environment, build professional mental health counselling offices and incorporate emotional monitoring and review mechanisms on campus. Students should consciously develop self-resilience and self-control, strengthen the relationship with their tutors, and develop their personal interests according to their own preferences.

## 5.2 Limitation

This study has some limitations. Firstly the sample was too small and the participants' specialisations were mostly in the social sciences, lacking data from the science and engineering sample. Secondly, the study was conducted from a student perspective and lacked tutors' views and perspectives on emotion management, which may be too subjective to be fully utilised in the Chinese higher education context. Finally, the study did not incorporate temporal changes, Chinese higher education is complex and variable, and the findings are time-sensitive and do not provide evidence of causality.

## References

- Alam, A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of Asia Business Studies*, 12(1), 31-43. <https://doi.org/10.1108/JABS-08-2015-0134>
- Aldrup, K., Carstensen, B., & Klusmann, U. (2024). The role of teachers' emotion regulation in teaching effectiveness: A systematic review integrating four lines of research. *Educational Psychologist*, 59(2), 89-110. <https://doi.org/10.1080/00461520.2023.2282446>
- Anderson, V., Rabello, R., Wass, R., Golding, C., Rangi, A., Eteuati, E., ... & Waller, A. (2020). Good teaching as care in higher education. *Higher Education*, 79, 1-19. <https://doi.org/10.1007/s10734-019-00392-6>
- Antoniadou, M., & Quinlan, K. M. (2021). Holding true or caving in? Academics' values, emotions, and behaviors in response to higher education reforms. *Higher Education Policy*, 1-20. <https://doi.org/10.1057/s41307-021-00225-1>
- Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: A reappraisal. *Human relations*, 48(2), 97-125. <https://doi.org/10.1177/001872679504800201>
- Barkley, E. F., Major, C. H., & Cross, K. P. (2014). *Collaborative learning techniques: A handbook for college faculty*. John Wiley & Sons.
- Beiter, R., Nash, R., McCrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of affective disorders*, 173, 90-96. <https://doi.org/10.1016/j.jad.2014.10.054>
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-hill education (UK).
- Blaxter, L., Hughes, C., & Tight, M. (2010). *How to research*. McGraw-Hill Education.
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education* (Vol. 368). Boston, MA: Allyn & Bacon.
- Bonilla R, P., Armadans, I., & Anguera, M. T. (2020, June). Conflict mediation, emotional regulation and coping strategies in the educational field. In *Frontiers in Education* (Vol. 5, p. 50). Frontiers Media SA. <https://doi.org/10.3389/educ.2020.00050>
- Briggs, A., Coleman, M., & Morrison, M. (Eds.). (2012). *Research methods in educational leadership and management*. SAGE Publications, Limited. <https://ebookcentral.proquest.com/lib/nottingham/detail.action?docID=4004042>.

- Burić, I., & Frenzel, A. C. (2023). Teacher emotions are linked with teaching quality: Cross-sectional and longitudinal evidence from two field studies. *Learning and instruction*, 88, 101822. <https://doi.org/10.1016/j.learninstruc.2023.101822>
- Chaudhry, S., Tandon, A., Shinde, S., & Bhattacharya, A. (2024). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement. *Plos one*, 19(1), e0297508. <https://doi.org/10.1371/journal.pone.0297508>
- Cherkowski, S., Kutsyuruba, B., Walker, K., & Crawford, M. (2021). Conceptualising leadership and emotions in higher education: wellbeing as wholeness. *Journal of Educational Administration and History*, 53(2), 158-171. <https://doi.org/10.1080/00220620.2020.1828315>
- Cladellas, R., & Castelló, A. (2011). University Professors' Stress and Perceived State of Health in Relation to Teaching Schedules. *Electronic Journal of Research in Educational Psychology*, 9(1).
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Taylor & Francis Group. <https://ebookcentral.proquest.com/lib/nottingham/detail.action?docID=5103697>.
- Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: A systematic research synthesis. *Educational Review*, 1-20. <https://doi.org/10.1080/00131911.2023.2196607>
- Dai, K., Matthews, K. E., & Shen, W. (2024). 'It is difficult for students to contribute': investigating possibilities for pedagogical partnerships in Chinese universities. *Teaching in Higher Education*, 29(2), 584-598. <https://doi.org/10.1080/13562517.2021.2015752>
- Denscombe, M. (2021). *The good research guide : Research methods for small-scale social research projects: open up study skills*. McGraw-Hill Education.
- Ding, X., De Costa, P. I., & Tian, G. (2022). Spiral emotion labor and teacher development sustainability: a longitudinal case study of veteran college English lecturers in China. *Sustainability*, 14(3), 1455. <https://doi.org/10.3390/su14031455>
- Freire, C., Ferradás, M. D. M., Regueiro, B., Rodríguez, S., Valle, A., & Núñez, J. C. (2020). Coping strategies and self-efficacy in university students: A person-centered approach. *Frontiers in psychology*, 11, 841. <https://doi.org/10.3389/fpsyg.2020.00841>
- Frenzel, A. C., Daniels, L., & Burić, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychologist*, 56(4), 250-264. <https://doi.org/10.1080/00461520.2021.1985501>
- Gao, Q., & Wei, Y. (2024). Understanding the cultivation mechanism for mental health education of college students in campus culture construction from the perspective of deep learning. *Current Psychology*, 43(2), 1715-1732. <https://doi.org/10.1007/s12144-023-04320-x>
- Gilar-Corbí, R., Pozo-Rico, T., Sánchez, B., & Castejón, J. L. (2018). Can emotional competence be taught in higher education? A randomized experimental study of an emotional intelligence training program using a multimethodological approach. *Frontiers in psychology*, 9, 1039. <https://doi.org/10.3389/fpsyg.2018.01039>
- Given, L. M. (Ed.). (2008). *The Sage encyclopedia of qualitative research methods*. Sage publications.
- Greenhaus, J. H., Allen, T. D., & Spector, P. E. (2006). Health consequences of work–family conflict: The dark side of the work–family interface. In *Employee health, coping and methodologies* (pp. 61-98). Emerald Group Publishing Limited. [https://doi.org/10.1016/S1479-3555\(05\)05002-X](https://doi.org/10.1016/S1479-3555(05)05002-X)
- Hagenauer, G., & Volet, S. (2014). 'I don't think I could, you know, just teach without any emotion': Exploring the nature and origin of university teachers' emotions. *Research papers in education*, 29(2), 240-262. <https://doi.org/10.1080/02671522.2012.754929>
- Han, J., Yin, H., & Wang, J. (2020). Examining the relationships between job characteristics, emotional regulation and university teachers' well-being: The mediation of emotional regulation. *Frontiers in Psychology*, 11, 1727. <https://doi.org/10.3389/fpsyg.2020.01727>

- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and teacher education*, 14(8), 835-854. [https://doi.org/10.1016/S0742-051X\(98\)00025-0](https://doi.org/10.1016/S0742-051X(98)00025-0)
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage.
- Jian, H., & Mols, F. (2019). Modernizing China's tertiary education sector: Enhanced autonomy or governance in the shadow of hierarchy?. *The China Quarterly*, 239, 702-727. <https://doi.org/10.1017/S0305741019000079>
- Kahu, E., Stephens, C., Leach, L., & Zepke, N. (2015). Linking academic emotions and student engagement: Mature-aged distance students' transition to university. *Journal of Further and Higher Education*, 39(4), 481-497. <https://doi.org/10.1080/0309877X.2014.895305>
- Krone, K. J., & Morgan, J. M. (2000). Emotion metaphors in management: The Chinese experience. *Emotion in organizations*, 83-100. <http://digital.casalini.it/9781412932011> - Casalini id: 4913554
- Ladejo, J. (2023). A thematic analysis of the reported effect anxiety has on university students. *Education and Urban Society*, 55(3), 289-313. <https://doi.org/10.1177/00131245211062512>
- Lee, J. C. K., Zhang, Z., & Yin, H. (2011). A multilevel analysis of the impact of a professional learning community, faculty trust in colleagues and collective efficacy on teacher commitment to students. *Teaching and teacher education*, 27(5), 820-830. <https://doi.org/10.1016/j.tate.2011.01.006>
- Maamari, B. E., & Salloum, Y. N. (2023). The effect of high emotionally intelligent teachers on their teaching effectiveness at universities: the moderating effect of personality traits. *International Journal of Educational Management*, 37(3), 575-590. <https://doi.org/10.1108/IJEM-12-2020-0565>
- Mayo, BS, D., & Le, PhD, B. (2023). Perceived discrimination and mental health in college students: A serial indirect effects model of mentoring support and academic self-concept. *Journal of American College Health*, 71(4), 1184-1195. <https://doi.org/10.1080/07448481.2021.1924725>
- Morgan, D. L. (2018). Living within blurry boundaries: The value of distinguishing between qualitative and quantitative research. *Journal of mixed methods research*, 12(3), 268-279. <https://doi.org/10.1177/1558689816686433>
- Morgan, G., & Smircich, L. (1980). The case for qualitative research. *Academy of management review*, 5(4), 491-500. <https://doi.org/10.5465/amr.1980.4288947>
- Myyry, L., Karaharju-Suvanto, T., Vesalainen, M., Virtala, A. M., Raekallio, M., Salminen, O., ... & Nevgi, A. (2020). Experienced academics' emotions related to assessment. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2019.1601158>
- Nalipay, M. J. N., King, R. B., & Cai, Y. (2024). Happy Teachers Make Happy Students: The Social Contagion of Well-Being from Teachers to Their Students. *School Mental Health*, 1-13. <https://doi.org/10.1007/s12310-024-09688-0>
- Ning, X., Wong, J. P. H., Huang, S., Fu, Y., Gong, X., Zhang, L., ... & Jia, C. X. (2022). Chinese university students' perspectives on help-seeking and mental health counseling. *International journal of environmental research and public health*, 19(14), 8259. <https://doi.org/10.3390/ijerph19148259>
- Pan, W., Cotton, D., & Murray, P. (2014). Linking research and teaching: Context, conflict and complementarity. *Innovations in Education and Teaching International*, 51(1), 3-14. <https://doi.org/10.1080/14703297.2013.847794>
- Parrish, D. R. (2015). The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education*, 40(5), 821-837. <https://doi.org/10.1080/03075079.2013.842225>
- Pekrun, R. (2019). Inquiry on emotions in higher education: progress and open problems. *Studies in Higher Education*, 44(10), 1806-1811. <https://doi.org/10.1080/03075079.2019.1665335>
- Peterson, E. R., Brown, G. T., & Jun, M. C. (2015). Achievement emotions in higher education: A diary study exploring emotions across an assessment event. *Contemporary Educational Psychology*, 42, 82-96. <https://doi.org/10.1016/j.cedpsych.2015.05.002>

- Pointon-Haas, J., Waqar, L., Upsher, R., Foster, J., Byrom, N., & Oates, J. (2024). A systematic review of peer support interventions for student mental health and well-being in higher education. *BJPsych open*, *10*(1), e12. <https://doi.org/10.1192/bjo.2023.603>
- Postareff, L., & Lindblom-Ylänne, S. (2011). Emotions and confidence within teaching in higher education. *Studies in Higher education*, *36*(7), 799-813. <https://doi.org/10.1080/03075079.2010.483279>
- Pring, R. (2015). *Philosophy of Educational Research* (Third). London: Bloomsbury Publishing Plc. <https://ebookcentral.proquest.com/lib/nottingham/detail.action?docID=564292>.
- Quinlan, K. M. (2016). How emotion matters in four key relationships in teaching and learning in higher education. *College Teaching*, *64*(3), 101-111. <https://doi.org/10.1080/87567555.2015.1088818>
- Schutz, P. A., & DeCuir, J. T. (2002). Inquiry on emotions in education. *Educational psychologist*, *37*(2), 125-134. [https://doi.org/10.1207/S15326985EP3702\\_7](https://doi.org/10.1207/S15326985EP3702_7)
- Shafait, Z., Khan, M. A., Sahibzada, U. F., Dacko-Pikiewicz, Z., & Popp, J. (2021). An assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education. *Plos one*, *16*(8), e0255428. <https://doi.org/10.1371/journal.pone.0255428>
- Shen, H., & Xiong, J. (2015). An empirical study on impact factors of faculty remuneration across 18 higher education systems. *Forming, recruiting and managing the academic profession*, 163-185. [https://doi.org/10.1007/978-3-319-16080-1\\_9](https://doi.org/10.1007/978-3-319-16080-1_9)
- Si, J. (2024). Higher education teachers' professional well-being in the rise of managerialism: insights from China. *Higher Education*, *87*(4), 1121-1138. <https://doi.org/10.1007/s10734-023-01056-2>
- Soliman, M., Sinha, R., Di Virgilio, F., Sousa, M. J., & Figueiredo, R. (2023). Emotional intelligence outcomes in higher education institutions: Empirical evidence from a Western context. *Psychological reports*, 00332941231197165. <https://doi.org/10.1177/00332941231197165>
- Stephen, D. E., O'Connell, P., & Hall, M. (2008). 'Going the extra mile', 'fire-fighting', or laissez-faire? Re-evaluating personal tutoring relationships within mass higher education. *Teaching in Higher Education*, *13*(4), 449-460.
- Sun, W., Wu, H., & Wang, L. (2011). Occupational stress and its related factors among university teachers in China. *Journal of occupational health*, *53*(4), 280-286. <https://doi.org/10.1080/13562510802169749>
- Taber, K. (2013). Classroom-based research and evidence-based practice: An introduction. <http://digital.casalini.it/9781446281505>
- Tam, A. C. F. (2015). The role of a professional learning community in teacher change: A perspective from beliefs and practices. *Teachers and Teaching*, *21*(1), 22-43. <https://doi.org/10.1080/13540602.2014.928122>
- Teixeira, R. J., Brandão, T., & Dores, A. R. (2022). Academic stress, coping, emotion regulation, affect and psychosomatic symptoms in higher education. *Current Psychology*, *41*(11), 7618-7627. <https://doi.org/10.1007/s12144-020-01304-z>
- Tian, M., & Lu, G. (2017). What price the building of world-class universities? Academic pressure faced by young lecturers at a research-centered University in China. *Teaching in Higher Education*, *22*(8), 957-974. <https://doi.org/10.1080/13562517.2017.1319814>
- Tsang, K. K., & Kwong, T. L. (2017). Teachers' emotions in the context of education reform: labor process theory and social constructionism. *British Journal of Sociology of Education*, *38*(6), 841-855. <https://doi.org/10.1080/01425692.2016.1182007>
- Wang, K., Chung, C. K. L., Xu, J., & Cheung, A. C. K. (2024). Can the locked-in be unlocked? University stratification in China under state-led quest for world-class universities. *Higher Education Policy*, *37*(1), 1-20. <https://doi.org/10.1057/s41307-022-00290-0>
- Wang, Y., & Hsu, K. C. (2023, June). How Teaching Quality and Students' Academic Emotions Influence University Students' Learning Effectiveness. In *International Workshop on Learning Technology for*



*Education Challenges* (pp. 328-341). Cham: Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-34754-2\\_26](https://doi.org/10.1007/978-3-031-34754-2_26)

- Warrier, U., John, M., & Warrier, S. (2021). Leveraging emotional intelligence competencies for sustainable development of higher education institutions in the new normal. *FIIB Business Review*, *10*(1), 62-73. <https://doi.org/10.1177/2319714521992032>
- Wijbenga, L., van der Velde, J., Korevaar, E. L., Reijneveld, S. A., Hofstra, J., & de Winter, A. F. (2024). Emotional problems and academic performance: the role of executive functioning skills in undergraduate students. *Journal of Further and Higher Education*, *48*(2), 196-207. <https://doi.org/10.1080/0309877X.2023.2300393>
- Wong, W. H., & Chapman, E. (2023). Student satisfaction and interaction in higher education. *Higher education*, *85*(5), 957-978. <https://doi.org/10.1007/s10734-022-00874-0>
- Woods, P. R., & Lamond, D. A. (2011). What would Confucius do?—Confucian ethics and self-regulation in management. *Journal of Business Ethics*, *102*, 669-683. <https://doi.org/10.1007/s10551-011-0838-5>
- Yang, R., You, X., Zhang, Y., Lian, L., & Feng, W. (2019). Teachers' mental health becoming worse: the case of China. *International Journal of Educational Development*, *70*, 102077. <https://doi.org/10.1016/j.ijedudev.2019.102077>
- Yang, X., Zhang, P., Zhao, J., Zhao, J., Wang, J., Chen, Y. U., ... & Zhang, X. (2016). Confucian culture still matters: The benefits of Zhongyong thinking (doctrine of the mean) for mental health. *Journal of Cross-Cultural Psychology*, *47*(8), 1097-1113. <https://doi.org/10.1177/0022022116658260>
- Yin, H., Lu, G., & Wang, W. (2014). Unmasking the teaching quality of higher education: Students' course experience and approaches to learning in China. *Assessment & Evaluation in Higher Education*, *39*(8), 949-970. <https://doi.org/10.1080/02602938.2014.880107>
- Zhang, Q., & Zhu, W. (2008). Exploring emotion in teaching: Emotional labor, burnout, and satisfaction in Chinese higher education. *Communication Education*, *57*(1), 105-122. <https://doi.org/10.1080/03634520701586310>
- Zheng, S., Heydarnejad, T., & Aberash, A. (2022). Modeling the interplay between emotion regulation, self-efficacy, and L2 grit in higher education. *Frontiers in Psychology*, *13*, 1013370. <https://doi.org/10.3389/fpsyg.2022.1013370>
- Zhoc, K. C., King, R. B., Chung, T. S., & Chen, J. (2020). Emotionally intelligent students are more engaged and successful: examining the role of emotional intelligence in higher education. *European Journal of Psychology of Education*, *35*(4), 839-863. <https://doi.org/10.1007/s10212-019-00458-0>
- Zurita-Ortega, F., Olmedo-Moreno, E. M., Chacón-Cuberos, R., Exposito Lopez, J., & Martínez-Martínez, A. (2020). Relationship between leadership and emotional intelligence in teachers in universities and other educational centres: A structural equation model. *International Journal of Environmental Research and Public Health*, *17*(1), 293. <https://doi.org/10.3390/ijerph1701029>

## Funding

This research received no external funding.

## Conflicts of Interest

The authors declare no conflict of interest.

## Acknowledgment

Not Applicable.

## Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).