

Research Framework on Assessing The Impact of Emotional Management on Employee Performance Mediated by Job Satisfaction, Amongst Lecturers in Jiangxi Province, China

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Abstract

This study investigates the impact of emotional management on employee performance, mediated by job satisfaction, among lecturers in Jiangxi Province, China. As higher education undergoes rapid transformation, lecturers face heightened pressures that challenge their emotional resilience and professional efficacy. Using a quantitative approach, data from 450 lecturers across Jiangxi's universities will be analyzed through structural equation modeling (SEM). The research examines how emotional regulation, interpersonal skills, conflict resolution, and stress management influence performance, with job satisfaction as a mediator. Findings aim to inform tailored interventions for enhancing lecturer well-being, improving institutional support, and fostering academic excellence in the region. This study contributes to the literature on emotional intelligence in education, offering culturally sensitive strategies for policymakers and educators.

Keywords: Emotional Management, Job Satisfaction, Employee Performance, - Jiangxi Province China

1.0 Introduction

In today's rapidly evolving global educational environment, the performance of lecturers remains a cornerstone of academic quality and student success. This significance is particularly pronounced in higher education institutions, where lecturers play a pivotal role in shaping the intellectual, emotional, and professional capabilities of future generations (Chen & Zhao, 2023). Beyond their teaching responsibilities, lecturers play a pivotal role in research, innovation, and institutional advancement, with their performance being crucial to achieving educational excellence and societal development (Zhang, 2025). In this context, understanding and improving lecturer performance has become a critical area of inquiry.

In Jiangxi Province, China, the importance of lecturer performance has been amplified by ongoing educational reforms and socio-economic transformations. The province, known for its unique blend of tradition and modernity, presents distinct challenges and opportunities for educators. Historically an agricultural region, Jiangxi has undergone significant industrialization and

educational advancement, positioning higher education as a driver of regional development (Zhou et al., 2023). However, this transition has brought increased expectations for lecturers to meet high academic standards while navigating complex institutional and cultural dynamics (Chen & Zhao, 2023). As a result, lecturer performance in Jiangxi has become a crucial focus for researchers, policymakers, and educational leaders.

The overarching aim of this study is to examine the impact of emotional management on employee performance, mediated by job satisfaction, among lecturers in Jiangxi Province. Emotional management, a critical component of emotional intelligence, has gained significant attention in recent literature due to its role in predicting various workplace outcomes, including job performance, leadership efficacy, and collaborative abilities (Nazari & Karimpour, 2022). Emotional intelligence encompasses the ability to perceive, understand, regulate, and effectively utilize emotions in oneself and others. In educational settings, these competencies are vital, as they significantly impact teaching effectiveness, classroom management,

and the quality of interpersonal relationships between teachers and students (Todmal, Rao, & Gagare, 2023).

Recent educational policy reforms in China emphasize the holistic development of students, integrating emotional and social competencies alongside academic achievements (Yang & Chen, 2021). Contemporary educational reforms emphasize the development of emotionally resilient and socially competent individuals equipped to navigate the complexities of modern life. Consequently, lecturers are increasingly expected to integrate traditional teaching responsibilities with the cultivation of emotionally supportive learning environments. This expanded role necessitates enhanced social and emotional competencies to effectively manage the multifaceted challenges present in today's classrooms (Odak et al., 2023)

Jiangxi Province presents a unique and complex context for exploring the relationship between emotional management and lecturer performance. The region's diverse socio-economic and cultural landscape significantly influences its educational institutions. While some universities in Jiangxi benefit from substantial resources and modern infrastructure, others operate under resource constraints, leading to varied working conditions for lecturers (Zhou et al., 2023). These disparities create a dynamic and challenging environment where lecturers must adapt to differing expectations and institutional goals.

Additionally, the rapid pace of educational reform in Jiangxi has intensified the pressures faced by lecturers. These reforms emphasize student-centered pedagogies, interdisciplinary learning, and holistic development, requiring lecturers to expand their skillsets and adopt new teaching methodologies (Mira, 2021). At the same time, lecturers must manage increasing administrative responsibilities and meet high research output expectations, which contribute to elevated stress levels and emotional burnout (Xiao et al., 2023). Statistical data from the Jiangxi Education Yearbook (2023) reveal that nearly 60% of lecturers in the province report experiencing moderate to severe stress, underscoring the urgent need for strategies to support their well-being and performance.

Literature Review

Emotional Exhaustion and Its Impacts

Emotional exhaustion is a pressing issue among lecturers in Jiangxi Province, posing a severe threat to their personal well-being and professional performance. Recent studies have identified that increased workload and work-family conflict significantly contribute to emotional exhaustion among young lecturers in the region (Rao, 2023). This state of chronic emotional depletion results from prolonged exposure to work-related stressors and is a core component of burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Wang, Yang, Chen, & Zheng, 2023).

Statistics reveal the magnitude of this issue. According to the Jiangxi Education Yearbook (2023), approximately 65% of lecturers in the province report experiencing high levels of stress and emotional fatigue. This aligns with findings by Wei and Zhang (2023), who noted that lecturers in Jiangxi are often overwhelmed by a combination of teaching responsibilities, administrative tasks, research obligations, and student counseling roles.

Emotional Wellness Resources: Institutions are increasingly implementing counseling services and wellness programs to address the emotional and psychological needs of lecturers, fostering a supportive environment conducive to professional growth (University of Washington, 2025; Marquette University, 2021). Incorporating Emotional Intelligence in Curricula: Embedding emotional intelligence training within student curricula enables educators to enhance their emotional management skills through modeling and reflective practices, thereby creating a mutually beneficial developmental environment (Özdemir Cihan & Dilekmen, 2024; Tunc et al., 2022). The issue of emotional exhaustion is compounded by a lack of adequate work-life balance. Lecturers frequently report difficulty in separating professional responsibilities from personal life due to extensive workloads and institutional expectations (Zhang & Liu, 2023).

Limited Emotional Support Resources

Another critical issue is the lack of emotional support resources for lecturers in Jiangxi Province. Emotional support mechanisms, such as counseling services and professional development programs focused on emotional intelligence, are crucial for managing stress and preventing burnout. However, a survey by Li and Xu (2023) revealed that only 30% of universities in Jiangxi provide active counseling services, and fewer offer training on emotional intelligence.

The lack of emotional support reflects a broader systemic issue of underinvestment in staff well-being. Institutions often prioritize performance metrics, such as research output and student pass rates, over staff support (Zhang & Liu, 2023). Fang (2023) noted significant disparities in resource availability between urban and rural areas in Jiangxi. Recent studies have identified that increased workload and work-family conflict significantly contribute to emotional exhaustion among young lecturers in the region (Rao, 2023).

Diverse Challenges Across Institutions

Jiangxi's educational institutions are characterized by significant diversity in resources, administrative expectations, and student demographics. This diversity creates a complex environment where a one-size-fits-all approach to lecturer support is inadequate. Urban institutions often have better access to resources, while rural institutions struggle with underfunding and infrastructure deficits (Zhang & Liu, 2023).

Administrative expectations also vary widely. Lecturers in research-focused institutions face pressure to publish frequently, while those in teaching-oriented institutions are expected to prioritize student outcomes. These differing expectations create unique stressors that require tailored interventions (Xu & Zhang, 2023).

The diversity in student demographics further complicates the challenges. Institutions serving economically disadvantaged students often require lecturers to provide additional academic and emotional support, increasing their workload. Conversely, lecturers in affluent institutions may face pressures to meet high parental expectations

(Fang, 2023). Tailored strategies that address these specific challenges are essential for supporting lecturers effectively.

Additionally, disparities in institutional leadership approaches further widen the gap. Leadership that lacks empathy or prioritizes short-term outcomes over long-term well-being often aggravates lecturer stress (Li et al., 2023). Conversely, institutions with inclusive leadership that actively engages staff in decision-making processes tend to foster a more supportive environment, reducing emotional strain.

Lack of Comprehensive Studies

Research specific to Jiangxi is crucial for understanding the interplay between emotional management and the province's unique challenges. Moreover, interdisciplinary research incorporating psychology, sociology, and education is needed to address the multifaceted nature of emotional management (Wei & Zhang, 2023).

Influence of Emotional Management

Recent studies have demonstrated that higher levels of emotional intelligence among lecturers are significantly associated with increased job satisfaction and reduced burnout (Huynh & Tho, 2025).

Research indicates that lecturers with higher emotional intelligence tend to experience lower levels of burnout and higher work engagement, highlighting the importance of emotional intelligence in fostering a supportive educational environment (Karim et al., 2024). For lecturers in Jiangxi, who face high stress levels and diverse challenges, effective emotional management is likely essential for maintaining performance. Yet, the strategies most effective in this context remain unclear (Chen et al., 2022).

The relationship between emotional management and performance is mediated by contextual factors such as institutional support and cultural norms. Institutions with robust support systems can help lecturers leverage emotional management skills effectively, while those with resource constraints may undermine these efforts (Li & Xu, 2023).

Programs aimed at enhancing emotional management must integrate cultural

considerations. In regions like Jiangxi, where traditional values influence workplace dynamics, initiatives should focus on blending emotional intelligence with culturally resonant practices, such as collective problem-solving and mutual respect in hierarchical relationships (Eden et al., 2024; Lubega, 2025).

Unique Challenges in Jiangxi

Jiangxi's unique socio-economic and cultural context presents additional challenges for lecturers. As one of China's less economically developed provinces, Jiangxi exhibits significant disparities in wealth and resources between urban and rural areas (Fang, 2023). This economic context impacts educational institutions, with rural schools often facing severe resource constraints.

In regions like Jiangxi, where traditional values influence workplace dynamics, these cultural norms may discourage lecturers from expressing emotional struggles, further exacerbating stress and burnout (Cheng et al., 2023). Tailored interventions that respect these cultural norms while addressing the specific needs of lecturers are essential.

Economic factors further compound these challenges. Lecturers in underfunded institutions often work multiple roles to compensate for staff shortages, contributing to workload-induced stress (Chen & Zhao, 2022). Addressing these issues requires systemic changes, including equitable resource allocation, enhanced professional development, and institutional support tailored to specific needs.

1.1 Research problems

Lecturers in Jiangxi Province, China, are at the forefront of the nation's educational transformation, yet they face a range of significant challenges that threaten their professional performance and personal well-being. As educators in a region undergoing rapid socio-economic and educational development, they are expected to meet increasingly high standards of teaching and research output. However, these heightened expectations are not always matched with adequate resources or institutional support, creating a challenging work environment. This

section delves into the research problems facing lecturers in Jiangxi, including emotional exhaustion, limited emotional support resources, diverse institutional challenges, the lack of comprehensive studies on emotional management, the influence of emotional management on performance, and the unique challenges specific to the province.

3 Research aims and research objectives

Research aims

The primary aim of this study is to assess the impact of emotional management on employee performance, with job satisfaction as a mediating factor, among lecturers in Jiangxi Province, China. By exploring the intricate relationships between emotional management, job satisfaction, and employee performance, the study seeks to provide actionable insights to enhance lecturer well-being and improve educational outcomes in the region.

Research objectives

To achieve the research aims, the study focuses on the following specific objectives:

RO1: To evaluate the current levels of employee performance among lecturers in Jiangxi

RO2: To analyze the role of emotional management in influencing employee performance within academic settings.

RO3: To investigate the relationship between emotional management and job satisfaction among lecturers, exploring key influencing factors.

RO4: To examine the mediating role of job satisfaction in the relationship between emotional management and employee performance.

RO5: To propose evidence-based strategies for enhancing emotional management practices and their subsequent impact on job satisfaction and performance among lecturers in Jiangxi Province.

1.4 Research questions and Hypotheses

Research questions

To address the research aims and objectives, the following research questions guide this study:

Q1: What are the current levels of employee performance among lecturers in Jiangxi Province, and what factors influence these levels?

Q2: How does emotional management directly affect employee performance among lecturers in Jiangxi Province?

Q3: What is the nature of the relationship between emotional management and job satisfaction in the context of academic institutions?

Q4: To what extent does job satisfaction mediate the relationship between emotional management and employee performance among lecturers?

Q5: What evidence-based strategies can be developed to enhance emotional management practices and their subsequent impact on job satisfaction and employee performance among lecturers in Jiangxi Province?

1.5 Significance of the research study

This research study is of considerable significance for multiple reasons, spanning theoretical contributions, practical implications, and broader impacts on the educational landscape in Jiangxi Province and beyond. By focusing on the relationships between emotional management, job satisfaction, and employee performance among lecturers, this study aims to fill critical gaps in academic literature and provide actionable insights for educators, policymakers, and institutional leaders.

Contribution to Academic Literature

This study addresses a significant gap in the existing literature by offering a comprehensive analysis of the impact of emotional management on employee performance in the unique context of Jiangxi Province, China. While emotional intelligence and management have been widely studied in Western contexts and across various industries, limited research has explored these constructs within the Chinese educational sector, particularly among lecturers in provincial settings. Existing studies often generalize findings that may not account for cultural nuances or institutional specificities (Li et

al., 2025; Shan & Dapat, 2024). (Rizwan Ullah, Khan, & Riaz, 2024).

By focusing on lecturers in Jiangxi Province, this study contributes to the broader understanding of how emotional management impacts performance in educational settings. It highlights the interplay between cultural expectations, institutional constraints, and individual emotional regulation skills. The findings will be a valuable resource for researchers interested in emotional intelligence, employee performance, and educational management in similar cultural and institutional contexts (Chen et al., 2023; Zhang & Liu, 2023).

Practical Implications for Educational Institutions

One of the most tangible outcomes of this research is its potential to inform actionable strategies for educational institutions. By identifying key factors contributing to effective emotional management and understanding their influence on performance, educational administrators can develop targeted interventions to support lecturers. This could include: Professional development programs focusing on emotional intelligence training; Establishing counseling services to provide emotional support; Creating mentorship networks where experienced lecturers guide less experienced colleagues in managing stress and fostering resilience (Li & Xu, 2023; Fang, 2023).

Enhanced emotional intelligence among lecturers is associated with increased job satisfaction, improved teaching effectiveness, and better student academic achievement. Institutions that prioritize the emotional well-being of their staff can expect to see improvements in overall performance and a more supportive and productive work environment (Wang, 2021; Sacramento, 2023).

Enhancement of Lecturer Well-being

Lecturer well-being is a cornerstone of effective education, and this study emphasizes the critical role of emotional management in promoting it. Emotional exhaustion and burnout are prevalent issues among educators, especially in Jiangxi Province, where resource constraints and high workloads are common (Wei & Zhang, 2023). Understanding the mechanisms through which emotional management influences well-being

enables institutions to develop interventions that reduce stress and foster a healthier work environment.

Promoting emotional management skills not only improves performance but also enhances overall job satisfaction and retention rates. Lecturers who feel supported and equipped to manage their emotions are more likely to remain committed to their roles, contributing to institutional stability and continuity. This focus on well-being aligns with broader goals of creating sustainable and resilient educational systems (Zhang & Liu, 2023).

Policy Development

The findings from this study have the potential to inform policy development at institutional and governmental levels. Policymakers can leverage the insights gained to: Integrate emotional management and intelligence training into professional development frameworks; Develop policies that promote mental health support services for educators; Allocate resources to initiatives aimed at improving lecturer well-being and performance.

Such policies could include mandating regular training workshops on emotional intelligence, funding research into educator well-being, or creating guidelines for balancing teaching, research, and administrative responsibilities. By addressing systemic challenges, these policies can ensure that lecturers are better supported and able to thrive in their roles (Chen et al., 2022; Li & Xu, 2023).

Broader Implications for Educational Quality

The relationship between lecturer performance and educational quality is well-established. High-performing lecturers are better equipped to engage students, deliver effective teaching, and create positive learning environments. This study, by improving understanding of how emotional management enhances performance, indirectly contributes to raising educational standards.

The ripple effects of improved lecturer performance extend to students, who benefit from more engaging and supportive educational experiences. Institutions that prioritize emotional management are likely to see improved student

satisfaction, higher retention rates, and stronger academic outcomes. Over time, this contributes to the institution's reputation, competitiveness, and ability to attract talent (Zhang & Liu, 2023).

Cultural Relevance

This research is grounded in the specific cultural context of Jiangxi Province, ensuring that its findings and recommendations are locally relevant and applicable. Traditional Chinese values, such as collectivism, respect for authority, and the emphasis on education, continue to shape the experiences and expectations of lecturers in this region (Yang, 2021; Zhao et al., 2024). Recognizing these cultural influences is essential for developing interventions that are both effective and culturally sensitive.

For example, interventions that emphasize collective well-being and respect for authority are likely to resonate more strongly than those solely focused on individual resilience. By tailoring recommendations to the local context, this study ensures that its findings are practical and implementable within Jiangxi's unique educational landscape (Chen et al., 2023).

Long-Term Impact and Sustainability

Beyond immediate outcomes, this research aims to contribute to the long-term sustainability of educational systems in Jiangxi Province. By addressing emotional management as a foundational component of lecturer well-being and performance, this study advocates for a holistic approach to educational improvement. Such an approach recognizes the interconnectedness of educator well-being, institutional effectiveness, and student success, laying the groundwork for systemic and sustainable change (Wei & Zhang, 2023; Fang, 2023).

This research is significant for its ability to bridge theoretical knowledge and practical application. By contributing to academic literature, providing actionable insights for institutions, enhancing lecturer well-being, informing policy development, improving educational quality, and addressing cultural specificity, the study is positioned to make a lasting impact. Its findings will benefit not only lecturers and educational institutions in Jiangxi

Province but also serve as a model for similar contexts globally, advancing the discourse on emotional management in education and beyond.

Conceptual Framework



2.8.1 Conceptual Model Overview

The conceptual model consists of three core components: independent variables (IVs), the mediating variable (MV), and the dependent variable (DV). The independent variables include emotional regulation, interpersonal skills, conflict resolution, and stress management, all of which are critical aspects of emotional management. These variables are expected to impact employee performance, defined through teaching effectiveness, research productivity, and institutional engagement.

Job satisfaction serves as the mediating variable, acting as a bridge between emotional management and employee performance. The model hypothesizes that lecturers with strong emotional regulation, interpersonal skills, conflict resolution abilities, and stress management strategies will experience higher job satisfaction, which in turn enhances their professional effectiveness. This aligns with existing research highlighting the importance of job satisfaction in maintaining motivation, reducing burnout, and increasing workplace commitment (Nguyen & Wu, 2022).

The dependent variable, employee performance, refers to measurable outcomes of lecturer

contributions in teaching, research, and administrative roles. In Jiangxi Province, where resource constraints and educational reforms pose challenges, understanding the determinants of lecturer performance is crucial for improving institutional outcomes and faculty well-being.

.8.2 Hypotheses Development

Based on the conceptual framework, this study proposes several hypotheses to test the relationships between emotional management, job satisfaction, and employee performance.

H1: Emotional regulation positively influences job satisfaction.

Emotional regulation refers to the strategies individuals employ to manage and respond to their emotional experiences in ways that are socially acceptable and conducive to personal and professional goals, especially in high-pressure situations. For lecturers, this involves maintaining composure while addressing challenges such as heavy workloads, disruptive classroom environments, or institutional demands. Studies have shown that effective emotional regulation strategies, particularly deep acting, significantly enhance teacher well-being and job satisfaction

(Wang & Zai, 2023).

H2: Interpersonal skills positively influence job satisfaction.

Interpersonal skills, including communication, empathy, and teamwork, are essential for fostering positive relationships within the academic environment. Lecturers who develop strong interpersonal skills build trust with colleagues and students, contributing to a supportive and engaging workplace. Research suggests that positive professional relationships enhance workplace morale and increase job satisfaction, as they reduce interpersonal conflicts and create a collaborative atmosphere (Poljašević et al., 2021).

H3: Conflict resolution positively influences job satisfaction.

Conflict resolution refers to the ability to manage disagreements effectively and ensure constructive outcomes. In academic settings, lecturers often encounter conflicts related to workload distribution, student grievances, and institutional policies. Studies show that lecturers who possess effective conflict resolution skills experience greater workplace harmony, reduced stress, and higher job satisfaction, as they can address challenges without escalating tensions (Sonnentag & Fritz, 2021).

H4: Stress management positively influences job satisfaction.

Stress management involves implementing strategies to reduce workplace stress and maintain well-being. Given the demanding nature of academic roles, lecturers who actively engage in stress management techniques, such as mindfulness and time management, are more likely to maintain emotional stability and job satisfaction (Zhao et al., 2022). Institutions that provide stress management training report higher lecturer engagement and retention rates, reinforcing the importance of stress regulation.

H5: Emotional regulation positively influences employee performance.

Emotional regulation refers to an individual's capacity to manage and adapt their emotional responses in challenging or high-pressure

situations. For lecturers, this skill is particularly valuable when facing teaching demands, disruptive student behaviors, or institutional constraints. According to Wang, Zai, and Zhou (2025), emotion regulation strategies—especially cognitive reappraisal—are strongly associated with improved psychological well-being and enhanced professional functioning. These strategies enable educators to remain composed and focused, leading to greater effectiveness in both teaching and research performance.

H6: Interpersonal skills positively influence employee performance.

Interpersonal skills—such as active listening, empathy, and clear communication—are essential for building collaborative relationships with students, colleagues, and administrators. In higher education environments, lecturers who exhibit strong interpersonal skills contribute to a collegial work atmosphere that promotes trust, teamwork, and mutual respect. Poljašević, Đorđević, and Vuković (2021) emphasize that strong interpersonal relationships enhance job satisfaction and organizational commitment, both of which are critical drivers of performance in academic roles.

H7: Conflict resolution positively influences employee performance.

Conflict resolution involves the ability to address and manage disagreements constructively, aiming for outcomes that preserve relationships and support institutional goals. In academic settings, conflicts may arise due to differing perspectives on pedagogy, workload distribution, or administrative procedures. Effective conflict resolution—grounded in emotional intelligence and mutual understanding—can lead to a reduction in workplace stress and an increase in job performance. As highlighted by Sonnentag and Fritz (2021), proactive conflict management contributes to a more harmonious and productive work environment, ultimately enhancing employee performance.

H8: Stress management positively influences employee performance.

Lecturers who effectively manage stress are more likely to sustain their motivation, creativity, and

problem-solving abilities, all of which are essential for high academic performance. Research confirms that stress management training leads to improved lecturer engagement, higher teaching effectiveness, and greater research productivity (Zhao et al., 2022).

H9: Job satisfaction positively influences employee performance and mediates the relationship between emotional management and employee performance.

Job satisfaction plays a central mediating role in transforming emotional management competencies into tangible performance outcomes. Studies indicate that job satisfaction enhances lecturer motivation, commitment, and institutional contributions, demonstrating its importance as a predictor of academic success (Bru-Luna et al., 2021).

A **cross-sectional survey method** is adopted for data collection, wherein information is gathered from participants at a single point in time. This method is efficient and cost-effective, allowing for the collection of data from a large sample within a relatively short timeframe. It is particularly suitable for studies aiming to assess the prevalence of certain characteristics or behaviors and to explore relationships among variables at a specific moment. In the context of this study, the cross-sectional survey captures the current practices of emotional management, levels of job satisfaction, and employee performance among lecturers in Jiangxi Province. This snapshot provides valuable insights into the existing dynamics within educational institutions, informing strategies for improvement and development.

3.6 Sampling Method, Size, and Frame

Sampling Method

A stratified random sampling method will be used to ensure representation from different institutions, including urban and rural settings, and varying resource levels. Stratification will enhance the study's ability to generalize findings.

Sample Size

The sample size is determined using Krejcie and Morgan's (1970) formula, which suggests a

minimum sample of 387 respondents for a population exceeding 10,000. To account for potential non-responses, the study will aim to collect data from approximately 450 lecturers.

Sampling Frame

The sampling frame includes a comprehensive list of higher education institutions in Jiangxi, obtained from the provincial education department. Lists of lecturers will be obtained through institutional collaboration.

3.7 Data Collection Method

Data will be collected using a self-administered structured questionnaire. The questionnaire will be distributed both physically and online to accommodate participants' preferences and ensure accessibility. Prior to distribution, permission will be obtained from participating institutions.

3.10 Pilot Testing

Pilot testing serves as a critical preliminary step in research, aiming to assess the feasibility, clarity, and reliability of research instruments and procedures before the main study is conducted. It allows researchers to identify and rectify potential issues, thereby enhancing the validity and reliability of the study outcomes (Klockmann et al., 2023).

3.10.1 Purpose of the Pilot Test

The primary objectives of conducting a pilot test in this study are:

1. **Assessing Clarity and Comprehensibility:** To ensure that all items in the questionnaire are clearly understood by respondents, thereby minimizing misinterpretation and response errors.
2. **Evaluating Reliability:** To determine the internal consistency of the measurement scales using statistical measures such as Cronbach's alpha.
3. **Identifying Ambiguities:** To detect any ambiguous or confusing wording in the questionnaire items that may affect the quality of responses.
4. **Refining Data Collection Procedures:** To test and improve the data collection process, including the administration method, time required, and respondent engagement.

Conducting a pilot test aligns with best practices in research methodology, ensuring that the instruments and procedures are well-suited for the target population (Klockmann et al., 2023).

3.10.2 Methodology of the Pilot Test

Sample Selection

A sample of 30 lecturers from higher education institutions in Jiangxi Province, China, will be selected for the pilot test. These institutions will be different from those included in the main study to prevent any potential bias or contamination of the main study sample. The selection will aim for diversity in terms of institutional types, disciplines, and lecturer demographics to ensure comprehensive feedback.

Instrumentation

The pilot test will utilize the same instruments intended for the main study:

- **Emotional Management:** Measured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), adapted for academic settings.
- **Job Satisfaction:** Assessed using the Job Satisfaction Survey (JSS) (Inoyatova, 2021), evaluating facets such as workload balance and workplace relationships.
- **Employee Performance:** Measured through a self-report questionnaire based on the Teaching and Research Effectiveness Scale, modified to address the specific academic and administrative roles of lecturers in Jiangxi.

Each variable will be measured using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data Collection Procedure

Participants will be provided with the questionnaire either in paper format or through a secure online platform, depending on their preference and accessibility. They will be instructed to complete the questionnaire independently and to note any items they find confusing or ambiguous.

Upon completion, participants will be invited to provide feedback on the questionnaire's clarity, length, and overall comprehensibility. This feedback will be collected through open-ended

questions and, if feasible, follow-up interviews or focus group discussions.

Data Analysis

The quantitative data from the pilot test will be analyzed using SPSS software. Descriptive statistics will be computed to assess the distribution of responses. Reliability analysis will be conducted using Cronbach's alpha to evaluate the internal consistency of each scale.

Qualitative feedback from participants will be analyzed thematically to identify common issues or suggestions for improvement. This analysis will inform necessary revisions to the questionnaire and data collection procedures.

This study aims to explore the impact of emotional management on employee performance, mediated by job satisfaction, among lecturers in Jiangxi Province, China. As the province's higher education sector undergoes rapid transformation, lecturers face mounting pressures to excel in teaching, research, and administrative duties, often at the cost of their emotional well-being. The research highlights that effective emotional management—through skills like emotional regulation, interpersonal communication, conflict resolution, and stress management—can significantly enhance job satisfaction and, in turn, boost lecturer performance.

The findings underscore the need for institutions in Jiangxi to prioritize emotional intelligence training, counseling services, and supportive work environments to mitigate stress and burnout. Policymakers are encouraged to integrate these initiatives into professional development frameworks, fostering a culture that values educator well-being as a pathway to academic excellence. Given Jiangxi's unique socio-cultural context, tailored interventions that respect local norms while promoting resilience will be key to sustaining growth in the region's education sector.

Future research could explore longitudinal effects of emotional management interventions or expand the scope to other provinces, enriching the discourse on educator support in China. Ultimately, this study serves as a foundation for balancing institutional expectations with the emotional needs

of lecturers, driving progress in educational quality and equity.

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APPENDIX A

QUESTIONNAIRE

A Study on Emotional Management, Job Satisfaction and Employee Performance Among Lecturers in Jiangxi Province, China.

Dear valued respondents,

I am a doctoral candidate at the University of Cyberjaya, Faculty of Business and Technology. I am currently conducting research examining how emotional management influences job satisfaction and employee performance among lecturers in Jiangxi Province.

I would be very grateful if you could spend approximately 15–20 minutes completing this survey. Your participation is voluntary, and all information will be treated with strict confidentiality and used only for academic purposes.

If you have any questions, please contact me at: XXXXXX

Thank you very much for your cooperation.

Best regards,
 Jiang Xueli
 Doctor of Philosophy Candidate

For research use only:

Respondent's no: _____ Date: __/__/__

SECTION A: Personal Information

Please tick (v) at the appropriate box to register your response to the following questions 1- 7.

SECTION A: Personal Information

1. Gender:
 Male Female
2. Age:
 25 and below 26–35 36–45 46–55 56 and above
3. Highest Education Level:
 Bachelor's Master's PhD Other
4. Academic Rank:
 Assistant Lecturer Lecturer Senior Lecturer Associate Professor Professor
5. Teaching Experience:
 Below 5 years 6–10 11–15 16–20 21 and above
6. Institution Type:
 Undergraduate University Junior/Vocational College
7. Administrative Position:
 Yes No

SECTION B: Emotional Management

Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
EM1 I can remain calm even under pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM2 I control my emotions when facing difficult students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EM3 I handle conflicts with colleagues constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM4 I can identify my emotional triggers at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM5 I adjust my emotions based on teaching situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM6 I stay positive despite heavy workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM7 I manage stress effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM8 I express emotions appropriately at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM9 I understand students' emotions during communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EM10 I regulate my emotions to maintain performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C: Job Satisfaction

Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
JS1 I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JS2 I feel motivated to perform well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS3 My institution provides a supportive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS4 I feel valued by my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS5 My workload distribution is reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS6 I feel a sense of achievement in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS7 I intend to stay at my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS8 Promotion opportunities satisfy me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS9 I am satisfied with workplace relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JS10 Overall, I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: Employee Performance

Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
EP1 I complete teaching tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EP2 I prepare materials effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP3 I engage students actively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP4 I improve my teaching continuously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP5 I manage classroom discipline well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP6 I collaborate with colleagues effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP7 I produce quality academic outputs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP8 I fulfill institutional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP9 I contribute positively to my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EP10 My overall performance is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E: Control Variables

Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
CV1 My workload influences my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV2 Institutional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

affect my performance.					
CV3 Administrative tasks affect my emotional well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV4 Student-related issues influence my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV5 Leadership affects my satisfaction and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>