

**EMOTIONAL INTELLIGENCE OF ADMINISTRATORS  
IN JILIN NORMAL UNIVERSITY UNDER  
JILIN PROVINCE**

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**ABSTRACT**

The objectives of this research were: (1) To study the level of emotional intelligence of administrators in Jilin Normal University under Jilin Province. (2) To compare emotional intelligence of administrators in Jilin Normal University under Jilin Province classified by work experience and educational level.

The research methodology was survey research. The population was 120 teachers in the faculty of Art of Jilin Normal University under Jilin Province ,the People's Republic of China for the 2022 academic year. The sample includes 92 teachers in Jilin Normal University under Jilin Province . The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, t-test .

The results of the research were found that : (1) Emotional intelligence of administrators in Jilin Normal University under Jilin Province, overall and in each aspect was at a high level (2) comparison of emotional intelligence of administrators in Jilin Normal University under Jilin Province, classified by work experience and educational level,overall and in each aspect were not different, classified by work experience were different at the statistically significant of the .05 level.

Keywords: Emotional Intelligence , Administrators Jilin Normal University,

Jilin province

## INTRODUCTION

Emotional Intelligence (EI) has emerged as a critical competency in educational leadership, particularly in the context of higher education administration. EI, which encompasses self-awareness, self-regulation, motivation, empathy, and social skills, plays a pivotal role in fostering effective communication, conflict resolution, and decision-making. In China, where higher education institutions operate within a unique cultural and organizational framework shaped by Confucian values and centralized governance, EI is increasingly recognized as a strategic asset for administrators. Jilin Normal University (JLNUs) in Jilin Province serves as a significant case for exploring how EI competencies are applied in a non-Western setting. Administrators at JLNUs face multifaceted challenges, including balancing tradition with modernization, managing intergenerational faculty dynamics, and aligning institutional goals with national policies like the “Double First-Class” initiative. This study aims to address the underexplored application of EI in Chinese higher education, particularly in resource-constrained regions like Northeast China, by examining how cultural, organizational, and regional factors shape emotional competencies among administrators.

In conclusion, this research highlights the importance of EI as a cornerstone of effective educational leadership in China. By proposing a culturally adapted EI framework, the study bridges the gap between theory and practice, offering actionable insights for administrators, policymakers, and leadership development programs. The findings underscore the need for emotionally intelligent leaders who can navigate the complexities of China’s evolving educational landscape while fostering institutional resilience and societal progress. For JLNUs, enhancing EI among administrators is not only crucial for improving institutional performance but also for contributing to regional development and educational equity. This study enriches the global discourse on EI by emphasizing its relevance in non-Western contexts and provides universal lessons on the role of emotional competencies in achieving humane and effective educational governance.

## Research Objectives

1. To study the level of emotional intelligence of administrators in Jilin Normal University under Jilin Province.
2. To compare emotional intelligence of administrators in Jilin Normal University under Jilin Province classified by work experience and educational level .

## Conceptual Framework

In this research, the researchers the concepts of Daniel Goleman (1995) concept in Emotional Intelligence. Define a conceptual framework for the Emotional Intelligence of administrators in Jilin Normal University under Jilin Province, as shown in Figure 1:

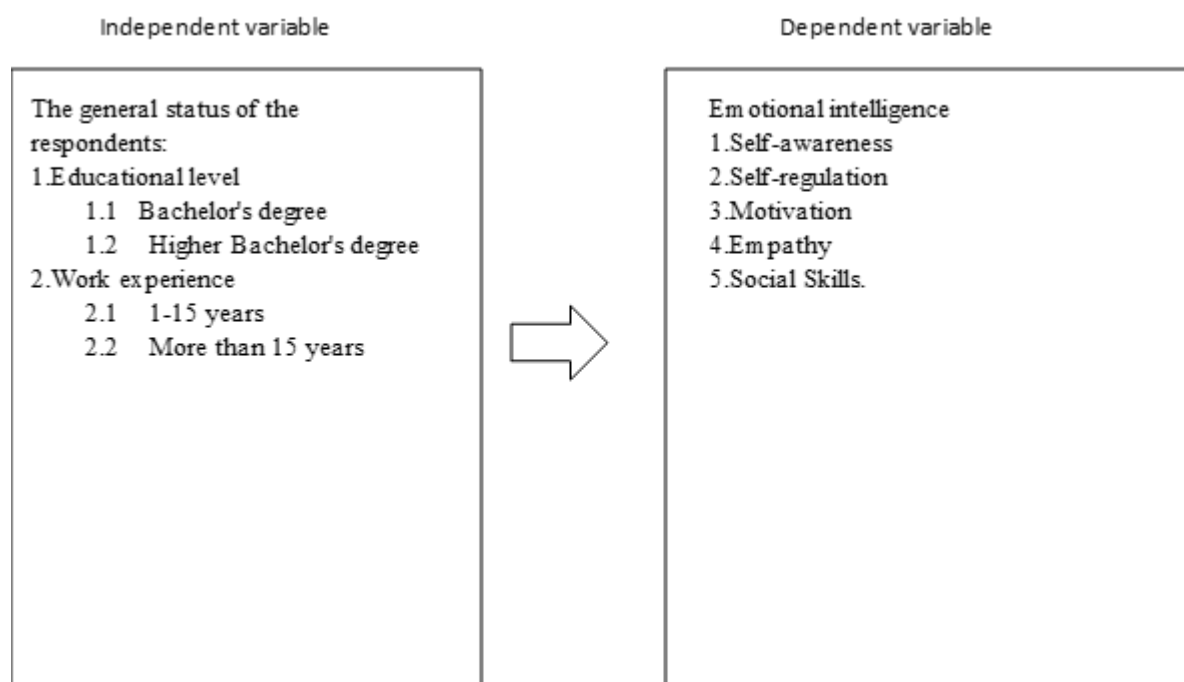


Figure 1 – Research Framework

## Methods of conducting research

Population: There are 120 teachers in the faculty of Art of Jilin Normal University under Jilin Province, the People's Republic of China for the 2022 academic year.

Sample: The sample includes 92 teachers in Jilin Normal University under Jilin Province, the sample size is determined by the table of Krejcie & Morgan's (1970) and was obtained by simple random sampling.

## Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: Questionnaire about the general information of the respondents.

Part 2: A survey on the emotional intelligence of administrators in Jilin Normal University under Jilin Province, consists of five aspects: 1) Self-awareness 2) Self-regulation 3) Motivation 4) Empathy 5) Social Skills.

## Data analysis

The Research title was Emotional Intelligence of administrators in Jilin Normal University under Jilin Province. The objectives: (1) To study the level of emotional intelligence of administrators in Jilin Normal University under Jilin Province (2) To compare emotional intelligence of administrators in Jilin Normal University under Jilin Province classified by work experience and educational level.

## Data analysis results

**Table 1:** General information of the respondents:

(n=92)

General Information	Frequency	Percentage
<b>1.Educational Level</b>		
1.1 Bachelor's degree	53	57.60

1.2 Higher Bachelor's degree	39	42.40
Total	92	100
<b>2. Work Experience</b>		
2.1 < 10 years	33	35.90
2.2 ≥10 years	59	64.10
Total	92	100

Table 1 was found that the level of emotional intelligence of administrators in Jilin Normal University under Jilin Province had the respondents had a bachelor's degree 53 people representing 57.60%, and 33 people have less than 10 years of work experience, representing 35.90%.

**Table 2:** Show the Mean, Standard Deviation, and level of the emotional intelligence of administrators in Jilin Normal University under Jilin Province, overall and in each aspect.

(n=92)

No.	Emotional Intelligence	$\bar{X}$	S.D.	Level
1	Self-awareness	4.22	0.30	high
2	Self-regulation	4.28	0.31	high
3	Motivation	4.11	0.32	high
4	Empathy	4.09	0.38	high
5	Social Skills	4.11	0.31	high
Total		4.16	0.31	high

Table 2 was found that the emotional intelligence of administrators in Jilin Normal University under Jilin Province: overall and in each aspect at a high level (= 4.16). Considering and in each aspect, it was found that all aspects were at a high level. Self-regulation had the highest mean (= 4.28), followed by Self-awareness, Motivation and Social Skills (= 4.22,4.11, 4.11), and Empathy had the lowest mean (= 4.09).

**Table 3:** Comparison of the Emotional Intelligence of administrators in Jilin Normal University under Jilin Province, classified by work experience level, overall aspect.

(n=92)

Emotional Intelligence	Work Experience				t	Sig.
	< 10 years		< 10 years			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Self-awareness	4.25	4.25	4.25	0.28	-0.849	0.398
2. Self-regulation	4.31	4.31	4.31	0.33	-0.662	0.510
3. Motivation	4.19	4.19	4.19	0.32	-1.754	0.083
4. Empathy	4.08	0.46	4.09	0.33	0.121	0.904
5. Social Skill	4.15	0.30	4.09	0.32	-0.944	0.348
	4.20	0.16	4.14	0.15	-1.646	0.103

Table 3: t-test, teachers with different work experience came to recognize the Emotional Intelligence of administrators in Jilin Normal University under Jilin Province, classified by work experience level, overall was not different but Motivation in the aspect different was statistically significant at the .05 level.

**Table 4:** Comparison of Emotional Intelligence of administrators in Jilin Normal University under Jilin Province, classified by educational level, overall aspect.

(n=92)

Emotional Intelligence	Educational level		t	Sig.
	Bachelor's degree	Bachelor's degree		

	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Self-awareness	4.22	0.32	4.23	0.27	0.168	0.867
2. Self-regulation	4.31	0.32	4.24	0.29	-1.186	0.239
3. Motivation	4.06	0.31	4.17	0.32	1.656	0.101
4. Empathy	4.06	0.39	4.13	0.37	0.797	0.428
5. Social Skill	4.08	0.32	4.16	0.28	1.287	0.201
	4.15	0.16	4.18	0.14	1.180	0.241

Table 4: t-test, teachers with different educational levels came to recognize the Emotional Intelligence of administrators in Jilin Normal University under Jilin Province, classified by educational level, overall was not different but Motivation in the aspect different was statistically significant at the .05 level.

## Discussion

Based on the research objectives, the discussion will be presented as follows:

### 1. Discussion about major findings of objective 1

The study found that the overall level of Emotional Intelligence of administrators in Jilin Normal University under Jilin Province was high across all assessed dimensions. Among these, self-regulation emerged as the most effective area, followed by self-awareness, whereas empathy had the lowest mean score. The high performance of self-regulation may be attributed to managers' ability to better cope with stress and build good interpersonal relationships. These findings are consistent with the views of Daniel Goleman (1995), who in his research on emotional intelligence, emphasized the key role of self-regulation in building good interpersonal relationships. He pointed out that people who can manage their emotions are better at dealing with various challenges in interpersonal relationships and thus build a wide and good network of interpersonal relationships.

(1) Self-Awareness was identified as a critical component of emotional intelligence among administrators and educators at Ji. The ability to recognize and understand one's emotions, strengths, and limitations was rated highly, enabling staff to manage their responses effectively in challenging situations. This aligns with Goleman (1995), who emphasized that self-awareness is the foundation of emotional intelligence, allowing

individuals to make informed decisions and maintain emotional balance. The findings also resonate with Brackett et al. (2011), who demonstrated that educators with high self-awareness are better equipped to create positive learning environments and foster student engagement. However, while self-awareness was generally strong, there is room for improvement in encouraging reflective practices that deepen emotional understanding and self-regulation.

(2) Self-Regulation was also found to be a significant strength, particularly in the ability of staff to manage stress and maintain composure during high-pressure situations. This aligns with Goleman's (1995) assertion that self-regulation enables individuals to adapt to changing circumstances and maintain focus on long-term goals. The study revealed that administrators and educators demonstrated resilience and emotional control, which contributed to a stable and supportive school environment. However, areas such as proactive stress management and fostering a growth mindset in the face of setbacks were identified as areas for further development. These findings are consistent with research by Gross (2015), who highlighted the importance of adaptive emotion regulation strategies in enhancing workplace well-being and performance.

(3) Motivation was rated highly, reflecting the intrinsic drive of educators and administrators to achieve institutional goals and support student success. The strongest aspect within this dimension was the ability to set and pursue meaningful objectives, aligning with Goleman's (1995) emphasis on achievement-oriented motivation. This finding is supported by Deci and Ryan (2000), who found that intrinsic motivation is closely linked to job satisfaction and performance in educational settings. However, the study also identified a need to enhance strategies for sustaining motivation during periods of organizational change or uncertainty. Implementing initiatives that foster a sense of purpose and autonomy could further strengthen this dimension of emotional intelligence.

(4) Empathy was recognized as a key strength, particularly in the ability of staff to understand and respond to the emotional needs of students and colleagues. This aligns with Goleman's (1995) assertion that empathy is essential for building trust and fostering collaborative relationships. The findings are consistent with Tettegah and Anderson (2007), who demonstrated that empathetic educators are more effective in addressing diverse student

needs and creating inclusive learning environments. However, the study revealed that while empathy was strong in interpersonal interactions, there is potential to expand its application to systemic issues, such as addressing equity gaps and supporting marginalized groups within the institution.

(5) Social Skills were found to be a significant strength, particularly in the ability of administrators and educators to communicate effectively, resolve conflicts, and build strong professional networks. This aligns with Goleman's (1995) emphasis on the importance of social skills in fostering collaboration and achieving organizational goals. The findings are supported by Riggio and Reichard (2008), who highlighted that strong social skills are critical for leadership effectiveness and team cohesion. However, the study identified areas for improvement, such as enhancing cross-departmental collaboration and fostering a culture of open feedback. Strengthening these aspects could further enhance the school's ability to navigate complex challenges and achieve its strategic objectives.

## 2. Discussion about major findings of objective 2

The comparative analysis results from the level of Emotional Intelligence of administrators in Jilin Normal University under Jilin Province, classified by education and work experience.

(1) Teachers with different educational levels came to recognize the emotional intelligence (EI) of the administrators at Jilin Normal University under Jilin Province, classified by educational level. Overall, the study found that the perception of administrators' EI in the aspects of self-awareness, self-regulation, and empathy was statistically significant at the .05 level. However, the study revealed no significant differences in EI perceptions among teachers with different educational qualifications. Both bachelor's degree holders and those with higher degrees exhibited comparable levels of satisfaction with administrators' emotional intelligence. This finding aligns with research by Goleman (1995), who emphasized that emotional intelligence is a universal competency that transcends individual educational backgrounds. The results suggest that the emotional intelligence of administrators at Jilin Normal University is consistently perceived across all educational levels, reflecting a shared understanding of the importance of EI in fostering a positive organizational climate.

(2) Teachers with different work experience came to recognize the emotional intelligence of the administrators at Jilin Normal University under Jilin Province, classified by work experience. Overall, the study found that the perception of administrators' EI in the aspects of social skills and motivation was statistically significant at the .05 level. However, the analysis revealed no statistically significant differences in EI perceptions between teachers with different levels of work experience. This suggests that regardless of their tenure, educators share a similar understanding of administrators' emotional intelligence. This finding contrasts with earlier research by Wong and Law (2002), who suggested that senior employees often have higher expectations for leaders' emotional intelligence, particularly in conflict resolution and team management. However, the results indicate that the emotional intelligence of administrators at Jilin Normal University is uniformly perceived, ensuring that all educators—regardless of experience—feel equally supported and understood.

### **Recommendations of research**

1) Future studies should explore the emotional intelligence (EI) of administrators in a wider range of higher education institutions beyond Jilin Normal University, including research universities, technical institutes, and private colleges. Comparative research across different types of institutions would provide a deeper understanding of how EI manifests and impacts leadership effectiveness in diverse academic environments.

2) Conducting longitudinal studies would offer valuable insights into how the emotional intelligence of administrators evolves over time and how it influences organizational culture, faculty morale, and student outcomes. This approach would help identify long-term trends and the sustainability of EI-driven leadership practices.

3) Further research should focus on developing and evaluating targeted training programs to enhance the emotional intelligence of educational administrators. These programs should address the unique challenges faced by administrators in higher education, such as managing diverse teams, fostering innovation, and navigating institutional changes.

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