



Research on the Influence of Environmental Factors on Graduate Students' Academic Emotions

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Abstract. As the core driving force of national development and social progress, graduate education undertakes the important mission of cultivating high-level talents. In order to accurately assess the current situation of academic emotions, this study used an online questionnaire to investigate the graduate students of Chongqing Normal University, focusing on the influence mechanism of environmental factors on academic emotions. Through descriptive statistics and regression analysis, it is found that 51% of graduate students believe that the graduation conditions are set strictly, and 42% of graduate students have graduation anxiety, which reflects the significant impact of academic environment pressure on academic emotions. Based on the data characteristics of environmental factors, it is suggested to construct an ecological environment more conducive to the academic development of graduate students by optimizing the academic support system, adjusting the phased training program and other systematic measures. The research results provide a quantitative basis for colleges and universities to improve the postgraduate training environment, especially the optimization direction of key links such as the setting of graduation standards and the matching degree of academic resources.

Keywords: Postgraduate, Academic Emotions, Environmental Factor.

1 Introduction

The definition of academic emotions is the control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. (Pekrun, R. 2006)^[1]. The affective and cognitive states triggered by engagement in scholarly activities—fundamentally influence graduate students' capacity to achieve educational goals and sustain mental well-being.^[2] Globally, the surge in postgraduate enrollment has intensified systemic challenges: institutions impose rigid timelines for degree completion, disciplines prioritize high-impact publications as career gatekeepers, and labor markets increasingly equate academic productivity with employability. These converging pressures create a complex ecosystem where environmental stressors extend beyond individual coping capacities, yet existing research predominantly examines singular factors, such as workload or supervisor-student dynamics, in isolation.

This study bridges this gap through a tripartite framework that conceptualizes environmental stressors as interconnected layers rather than discrete variables.^[3]By analyzing longitudinal survey data from some graduate students across diverse disciplines, we reveal how institutional rigidity—particularly one-size-fits-all graduation requirements—exacerbates emotional strain by conflicting with individualized research trajectories. Simultaneously, scarce institutional support mechanisms, such as inadequate mental health resources and fragmented mentorship networks, amplify students' perceived vulnerability to external pressures. These findings challenge the prevailing assumption that resilience-building rests solely on personal adaptability, instead highlighting structural reforms as prerequisites for sustainable well-being.

2 The Overall Situation of the Impact of Environmental Factors on Graduate Students' Academic Emotions

From the perspective of the impact of environmental factors on Postgraduates' academic emotions as a whole, the results are shown in Figure 1. It can be found that the number of students with average answers accounts for the highest proportion of 35%, followed by 26%, 20%, 11%, and 8%, respectively. This shows that most postgraduates believe that environmental factors have an impact on their own academic emotions, and the overall academic emotions are at the upper middle level.

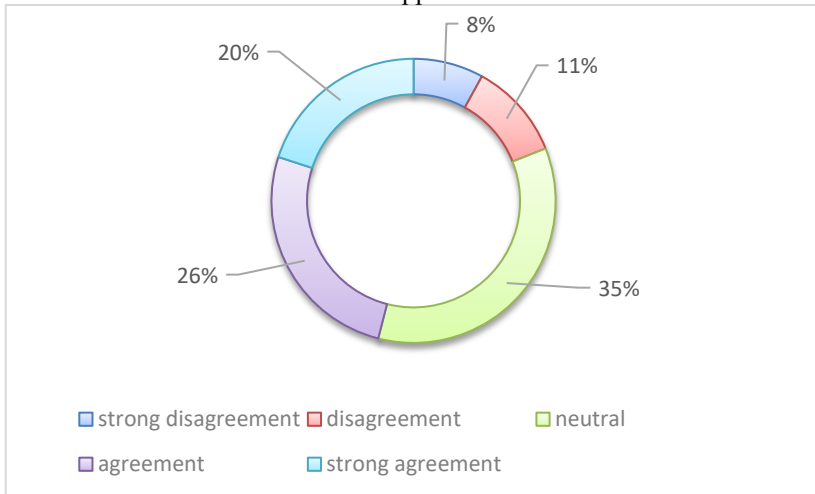


Fig. 1. General situation of academic emotions.

The data indicates that a cumulative 61% of postgraduates perceive environmental factors as moderately to significantly influencing their academic emotions, with 35% maintaining a neutral stance. This distribution suggests that academic emotions remain generally positive yet neutral overall. While students demonstrate adaptability to environmental pressures, the findings highlight the need for institutional support systems—

such as flexible policies—to mitigate potential emotional risks and sustain a balanced academic ecosystem.

3 A Specific Analysis of the Impact of Environmental Factors on Graduate Students' Academic Emotions

3.1 Environmental Factor

School Factors. As shown in Figure 2, a total of 38.6% of graduate students believe that the setting of school scholarships is unreasonable, so the setting of scholarships has a certain impact on graduate students' academic emotions. According to the statistics of the problem of the scientific research funding support of the University, 39.7% of the graduate students think that the scientific research funding support of the university is insufficient, so the university should reasonably plan the scientific research funding^[4] According to the statistics of graduation conditions, 51.7% of graduate students believe that the graduation conditions are strict, so it shows that the graduation conditions also have a great impact on the academic mood of graduate students. This paper makes a statistical analysis of the graduate students' worry about their graduation. 42.3% of the graduate students are worried that they will not graduate successfully. Therefore, most of the graduate students should adjust their mentality, actively deal with the difficulties of learning, and have a positive academic mood. The overall analysis of the reward mechanism, scientific research funds and graduation conditions in the school factors is shown in the figure below. Most people choose to meet or very meet, and most people choose to be general, which shows the impact of the three dimensions of school factors on graduate students' academic emotions.

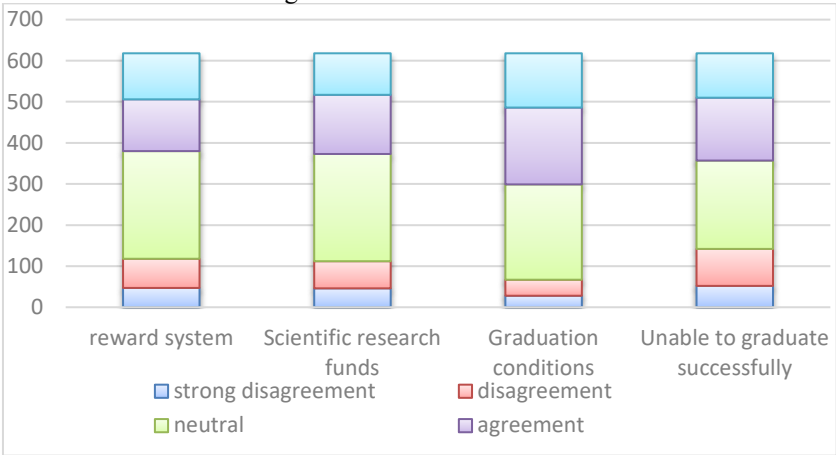


Fig. 2. Overall analysis of school factors.

social factors. As shown in Figure 3, according to the survey on the employment environment, nearly 50.7% of graduate students believe that the employment environment is becoming more and more severe, and they are worried about whether they can

find a job, resulting in negative academic emotions. According to the survey of social resources, 64.5% of Postgraduates believe that the internship resources provided by the society are insufficient, which has an impact on their academic emotions. Make an overall analysis of the employment environment and social resources in the social environment. More than half of the graduate students choose to be very consistent, which shows that the employment environment and internship resources provided by the society will have a negative impact on the academic mood of graduate students.

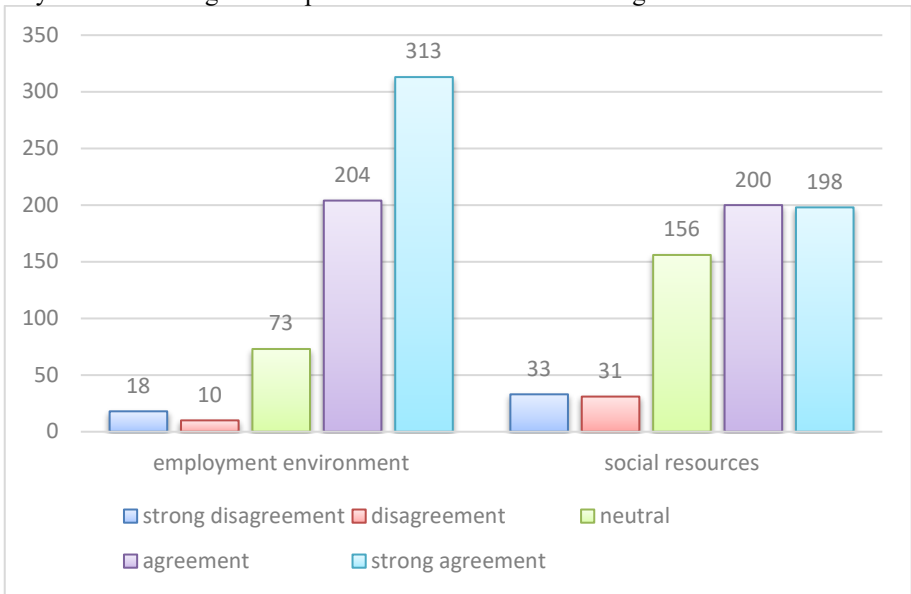


Fig. 3. Overall analysis of social factors.

family factors. As shown in Figure 4, according to the survey on whether families support postgraduate education, 40% of the people did not subsidize their living expenses by taking part-time jobs outside school, indicating that most families support their children's postgraduate education. According to the statistical analysis and survey of the family atmosphere, 45% of the graduate students believed that they were related to their father. When the mother is unhappy, she cannot concentrate on her study, which shows that the parents have a certain impact on the children's academic mood. The family factors were analyzed as a whole. In the dimension of economic support, the number of people who choose not to meet the requirements and the number of people who meet the requirements is relatively large, which shows that families still support graduate students' learning. A considerable number of graduate students are affected by conflicts with their families, so they will not be able to devote themselves to learning.

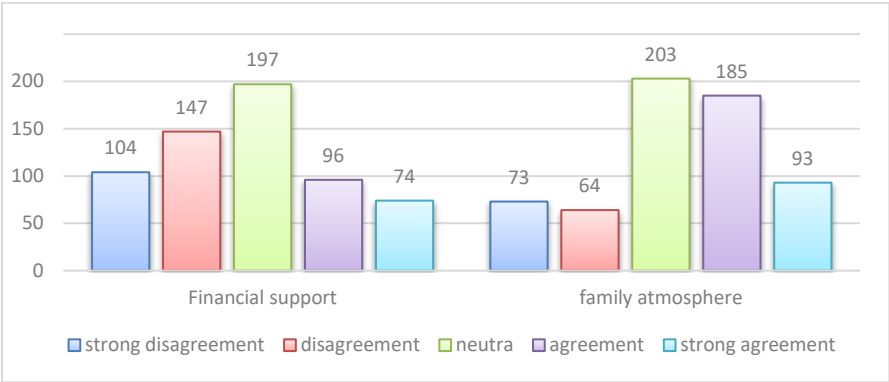


Fig. 4. Overall analysis of family factors.

4 Conclusion

This study reveals that over half of graduate students perceive strict graduation standards, with 42% experiencing academic anxiety, highlighting the critical impact of environmental pressures on academic emotions. To address these systemic challenges, the proposed strategies emphasize breaking disciplinary silos through integrated ecosystem optimization. Key measures include establishing dynamic resource allocation mechanisms, implementing flexible graduation criteria aligned with disciplinary diversity, and embedding career guidance throughout the training process.^[5] These reforms shift from fragmented adjustments to holistic synergy, ensuring academic rigor while accommodating individualized growth. The following are suggestions and strategies for improving graduate students' academic emotions:

4.1 Constructing a Trinity Ecosystem for Postgraduate Education

Its core is to break the isolated state of various supporting measures in the traditional training mode, and achieve the overall improvement of training efficiency through system integration and collaborative optimization. Based on the optimization of resource allocation, the ecosystem establishes a dynamically adjusted scholarship allocation mechanism and scientific research fund use system, which forms a benign interaction between material support and academic performance and scientific research progress, ensuring the accuracy and incentive of resource investment. In the dimension of academic evaluation, we should promote the flexible graduation standard system, and set up diversified achievement identification methods according to the characteristics of disciplines, research directions and individual development needs, so as to not only maintain the seriousness of academic requirements, but also provide space for the personalized development of postgraduates. At the same time, career development guidance should be carried out throughout the whole training process. This systematic reform plan not only focuses on the improvement of a single link, but also emphasizes

the synergy between various measures. By establishing the organic relationship between the training elements, it can realize the transformation from local optimization to overall improvement.

4.2 Enhance the Core Competitiveness of Graduate Students

In today's competitive job market, where automation and rapid technological advancements reshape industries, graduate students must proactively build core competencies to stay ahead. While systemic challenges in employment require broader societal solutions, individual growth remains a powerful starting point. First, mastering professional skills forms the foundation—employers consistently prioritize candidates who can apply knowledge to real-world problems. Graduate students should bridge theory and practice by engaging in hands-on projects (e.g., using data analysis tools to solve industry challenges) and earning certifications in emerging fields like AI or sustainable technologies. Second, innovation is no longer optional but a career lifeline. Rather than chasing abstract "creativity," students can cultivate innovation through small, practical steps—reimagining traditional research methods (e.g., applying bioengineering principles to renewable energy) or exploring interdisciplinary collaborations that spark fresh ideas. Finally, in a world where skills can become outdated within years, lifelong learning is critical. This means embracing flexible learning habits, such as taking online courses on trending topics (e.g., blockchain applications in healthcare), joining peer networks to exchange cutting-edge insights, and even simulating career pivots (e.g., transitioning from academic research to tech entrepreneurship). Universities and industries must collaborate to align training with real-world needs—for instance, designing thesis projects that address corporate R&D challenges—ensuring students graduate not just with expertise but with the agility to thrive in an unpredictable future.

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