



**THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON
STUDENTS' EMPLOYABILITY-A CASE STUDY OF
PRESCHOOL EDUCATION MAJOR OF ZHANGJIAKOU
VOCATIONAL EDUCATION CENTER**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration

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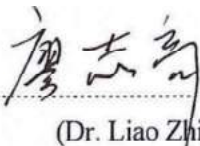
Title: The Influence of Emotional Intelligence on Students' Employability-A Case Study of Preschool Education Major of Zhangjiakou Vocational Education Center

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ABSTRACT

Students majoring in preschool education are future preschool educators and enlightening teachers of children's life. Good emotional intelligence can not only help them adjust and alleviate the pressure from their studies and employment, but also help them rationally deal with the various problems they will face in their future careers, and help infants and young children develop their physical and mental health. Thus, it is urgent to improve the employability of vocational college students majoring in preschool education and to cultivate emotional intelligence. The research subjects of this paper are the students majoring in preschool education in Zhangjiakou Vocational Education Center. The purpose of this paper is to analyze how emotional intelligence of preschool education major in vocational colleges affects students' employability. The objectives of this paper were: 1) To explore the influence of students' emotional perception ability on employability, 2) To determine the influence of students' emotional integration ability on employability, 3) To explore the influence of students' emotional understanding ability on employability, 4) To determine the influence of students' emotional management ability on employability. The paper adopted the quantitative research, using questionnaire. 249 questionnaires were distributed to the students majoring in preschool education in Zhangjiakou Vocational Education Center in 2022, and 222 valid questionnaires were collected.

In this paper, through the theory of ability emotional intelligence, and using SPSS for descriptive analysis, correlation analysis and regression analysis to analyze the data, it was found that, the emotional intelligence and four dimensions of the students majoring in preschool education in Zhangjiakou Vocational Education Center are above the average level of employability, the following research results were obtained: 1) The emotional perception ability has a significant positive correlation with employability, 2) The emotional integration ability positively correlates with employability, but the influence is weak, 3) The emotional understanding ability has a significant positive correlation with employability, 4) The emotional management ability has a significant positive correlation with employability.

Through research and analysis, this paper suggests that emotional intelligence can positively predict the employability of students majoring in preschool education in vocational colleges. The conclusion of this study plays a positive and vital role for teachers who are engaged in guiding students' employment.

Keywords: ability emotional intelligence, employability, vocational education, preschool education

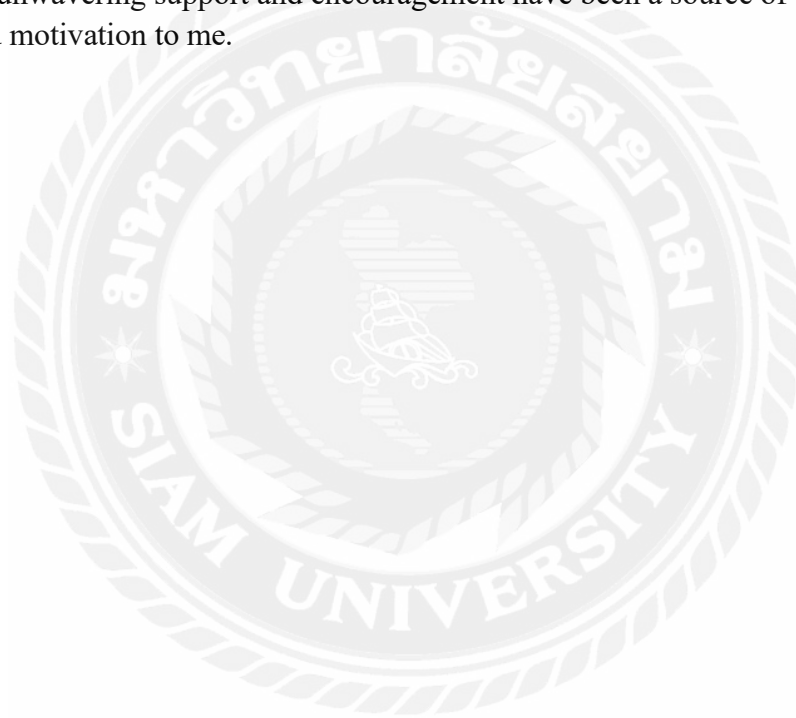


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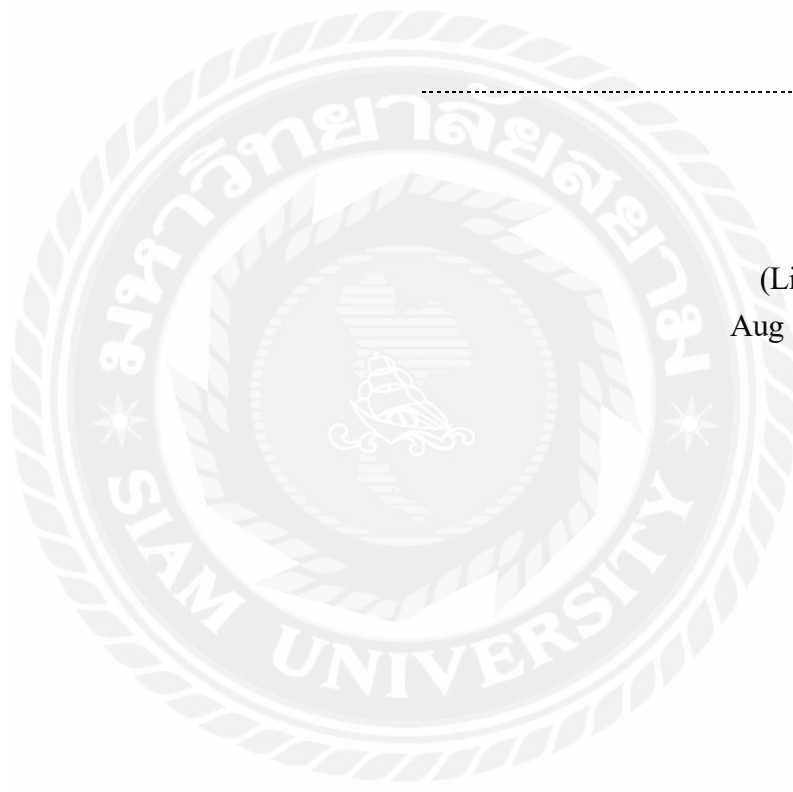
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Declaration

I, Li Shuqiao, hereby certify that the work embodied in this independent study entitled “A Study on how Emotional Intelligence Affects Students' Employability—Take the Preschool Education Major of Zhangjiakou Vocational Education Center as an example” is result of original research and has not been submitted for a higher degree to any other university or institution.



.....
(Li Shuqiao)
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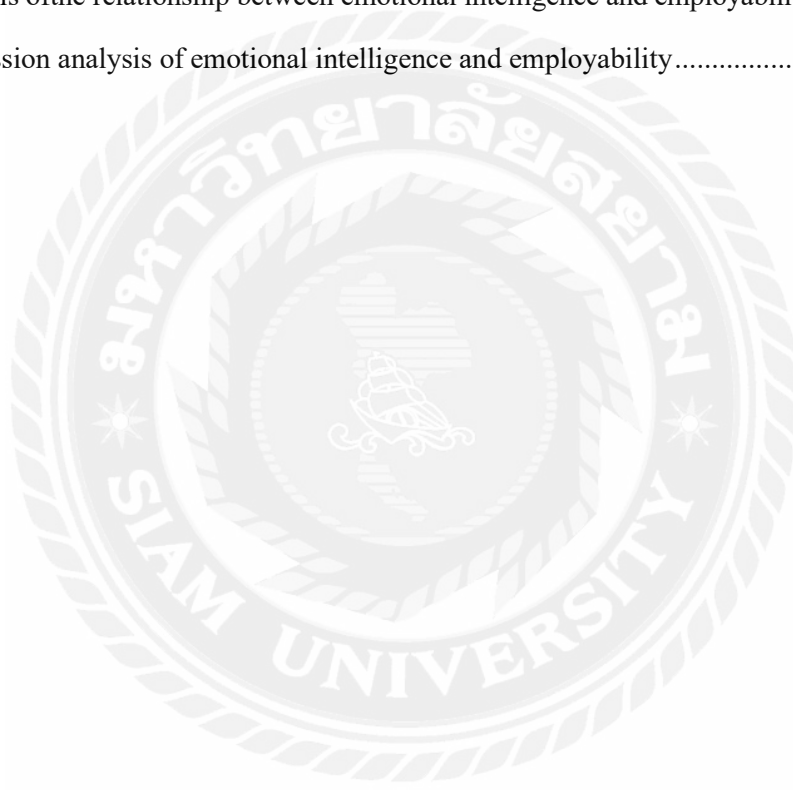


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Chapter 1 Introduction

1.1 Background of the Study

The fundamental goal of vocational education is "employment-oriented". It is a form of education with market as the goal, skills as the core, and service as the purpose. It has distinct vocational characteristics and strives to match the training and job requirements (Wu, 2010). However, at present, the quality of vocational education in China is poor, and the quality of talent is low, which cannot meet the market demand (Chen, Gan, & Hang, 2022). This leads to the employment phenomenon of "two high and two places" in China's vocational education. The first is the high employment rate. According to research, the initial employment rate of vocational college graduates is stable at a relatively high level. For example, the initial employment rate of preschool education majors in some secondary vocational colleges is as high as 90% (Li, 2020). Still, the high employment rate is accompanied by a "high turnover rate." After the graduates change jobs, employment stability is poor. At the same time, there are "low employment quality" and "low employment satisfaction" (Li, 2013). This is because the employability shown by graduates cannot sufficiently meet the requirements of employers (Hou, 2009). The International Labour Organization points out that employability is the individual's ability to obtain and maintain work, make progress at work, and cope with changes in work and life. For the students of vocational education colleges, it is the comprehensive ability that students need to obtain and maintain employment successfully.

The phenomenon of "two high and two low" is also a complex problem to solve in the construction of preschool teachers in China. Vocational education has always been the leading position to train preschool teachers, and preschool education major in vocational colleges is the educational background of most preschool teachers in China. Because of this employment dilemma, there have been many studies to analyze the reasons from external environmental factors, such as salary, promotion channel, work pressure, social status, etc. (Deng, 2022). Chen Xiaoxing and others pointed out that it is necessary to start with the pre-service training of kindergarten teachers, and to improve the employability of vocational college students majoring in preschool education is the key to solving this dilemma. Paying attention to and improving the employability of students majoring in preschool education can improve the wastage rate of preschool teachers (Chen, Gan, & Hang, 2022). The future post of preschool education majors in vocational colleges is to provide care and education services for young children. If they want to improve their employability, they should be in line with the future career requirements. Preschool teaching, is the most special profession; the object of education is 3 to 6-year-old children; preschool teachers not only bear the responsibility of taking care of children's life, more importantly, the education of young children. "Within three years of early childhood, you decide for life." The stage of preschool education affects one's physical and mental health throughout one's life. In recent years, child abuse incidents of preschool teachers emerge one after another,

which not only causes serious psychological harm to young children, but also makes parents mistrust preschool teachers and aggravates preschool teachers' nervousness. In the face of pressure from all levels of society and emotions, there is no way to relieve it, which has also become one of the reasons for the high wastage rate of preschool teachers. It is also one of the reasons why students majoring in preschool education do not want to work as preschool teachers. Behind these child abuse incidents, what is hidden is that preschool teachers lack emotional management awareness and low emotional intelligence. Emotional intelligence, proposed by Peter Salovey and John Mayer, refers to people's ability to recognize, express, understand, and manage the emotions of themselves and others. It is an individual ability as essential as intelligence, and it is also an important factor in interpersonal communication, career development, and success. This theory is called competency emotional intelligence, which has four dimensions, namely, emotional perception, emotional integration, emotional understanding, and emotional management. According to the survey, preschool teachers have more negative emotions, poor emotional self-management ability, and other emotional problems (Shi, 2012). Preschool teachers, as the "important others" of young children, their words and behaviors, and emotional state will impact young children, which is directly related to their physical and mental development health (Zhuo & Guo, 2018). The cultivation of emotional intelligence is an essential part of preschool teachers' education for young children. Preschool education majors are the future preschool educators and the enlightening teachers of children's lives. Good emotional intelligence can not only help them adjust and alleviate the pressure from their studies and employment, but also help them rationally deal with the various problems they will face in their future careers, and help infants and young children develop their physical and mental health (Yin, 2020).

For students majoring in preschool education, emotional intelligence should be a necessary professional skill for employment (Deng, 2022). Emotional perception refers to the ability to identify and express the emotions of oneself and others, is an essential factor in communicating with others, is a necessary quality for students in job interviews, can help students better adapt to stress (Zhang, 2021), and is the basis of preschool teachers' work. Preschool teachers should keenly identify and express their own emotions to face their children with an excellent emotional state and serve as an example. Teaching children to identify and express their own emotions is an essential way to develop children's emotional intelligence. Preschool teachers also need to identify the emotions of children and parents in order to better provide an educational environment for young children. Preschool teachers' emotional cognition will have a significant impact on children's emotional expression. Emotional integration is the ability of emotion to promote thinking, which can help preschool education students face various complex problems after work, which is conducive to sustained and stable employment. Through long-term study and practice, we can cultivate preschool students' ability to consider and solve problems from various angles under different emotional states, which is an essential skill for students majoring in preschool education to maintain employment in the future. It can effectively help preschool teachers deal with problems in social relationships with children, parents, colleagues, and leaders

from a variety of perspectives. Emotional understanding is the ability to understand, analyze, and apply the inner meaning expressed by emotion, and it is also the more profound understanding and use of emotion. The future service object of preschool education students is mainly young children, and the expression of emotion is in the primary stage. How to understand and analyze emotion through non-language is the key for preschool teachers to get along with children. Emotional management is the management of the emotions of oneself and others, which is an integral part of children's social development and the basis for children to get along well with others and finally adapt to social life. Preschool teachers' emotional management ability will not only affect the development of children's emotional health and emotional management ability, but also determine the way of interaction between teachers and children, which will have a significant impact on the formation of the relationship between teachers and children, the establishment of class atmosphere and children's psychology (Gong, 2020). The anger and even child abuse of preschool teachers in the course of work is a process in which negative emotions continue to accumulate (Wang & Li, 2017). Therefore, it is urgent to improve the employability of vocational college students majoring in preschool education and to cultivate emotional intelligence (Zhuo & Guo, 2018).

Presently, the curriculum of preschool education majors in vocational colleges has not been adjusted according to social needs and social development, only paying attention to the development of IQ and the cultivation of knowledge and skills, but neglecting the cultivation of emotional intelligence (Gong & Li, 2022). However, the research on the relationship between emotional intelligence and the employability of preschool education majors in vocational colleges is still blank. The researchers believe it is essential to study the relationship between emotional intelligence and the employability of students majoring in this significant with competency emotional intelligence as the core.

1.2 Problems of the Study

Pool and Sewell pointed out that to be genuinely employable, students need to have good emotional intelligence (Pool & Sewell, 2007). In the past three years, there have been many studies on the relationship between emotional intelligence and employability. In terms of improving students' employability, emotional intelligence has a strong predictive effect (Wang, 2013). When students have high emotional intelligence, they can perceive and manage the emotions of themselves and others, get more employment opportunities, better devote themselves to work, and are more likely to be loved and recognized by others (Xu, 2016). The ability of emotional perception is the comprehensive ability of students to perceive and distinguish the emotions of themselves and others, and the ability to understand their position and role in society and their interpersonal relationship with others. At the same time, it also includes the ability to recognize self-abnormal emotions and the ability to treat people and things around them with peace of mind. The cultivation of college students' emotional perception ability is conducive to accurate and objective self-understanding, correct

career positioning, and active employment (Qiu, 2016). Emotional integration ability is to regulate their own emotions, so that one can face some negative emotions such as setbacks and anger through a positive attitude, which is the growth and change of thinking. The cultivation of college students' ability for emotional integration is beneficial for students to adjust their emotions, face their setbacks in a positive state, and turn negative emotions into positive motivation. Emotional integration ability can lead to changes in behavior and thinking, such as problem-solving, reasoning, decision-making, and creativity, directly affecting employability (Ren, Zhang, Yang, & Yu, 2011). The ability of emotional understanding is the process of labeling their own and others' emotions, which can help students understand the relationship between words and emotions, understand the complex meaning behind emotions, reconcile with their own emotions, and understand other people's emotions and thoughts. The ability of emotional understanding plays a vital role in promoting interpersonal communication, and it is an essential condition for students to adapt to the employment environment and stable employment. (Hu, 2019). Emotion management ability is the ability of students to adjust and manage their emotions and actions of themselves and others. It is a valuable quality of will and an essential symbol of the level of emotional intelligence of college students. College students are in an era of fierce competition, and their emotions are more easily stimulated and influenced by outside society. Whether they can keep calm and rational, analyze the pros and cons of things, and reasonably control their emotions and behavior will directly affect their employment and career development (Wang, 2013).

However, these studies are focused on ordinary colleges and universities, but it is still a problem for preschool education majors in vocational colleges. Vocational colleges have their particularity. At present, there are many problems in vocational education in China, such as the level of teaching quality is mixed, the social recognition of talent training quality is not high, the overall lack of development vitality (Li, 2022), students' learning ability, motivation and so on are unique. Students in vocational colleges generally have low scores in cultural courses, weak learning ability, lack of independent thinking ability, lack of knowledge reserve, poor sense of responsibility, and common sense of teamwork (Liu, 2020). However, the school curriculum design is mainly professional and pays less attention to thought, psychology, and emotion. Students majoring in preschool education in vocational colleges not only have the typical characteristics of general vocational college students, such as subject solid consciousness, active thinking, rich emotion, and fierce psychological changes, but also have their particularity. The main points are as follows: the students are mainly girls, accounting for about 95%. In terms of emotion, students often show different characteristics from other groups; their emotions are changeable, and they are emotionally infectious and impulsive. The age span is large, and the students include junior high school graduates and high school graduates, ranging in age from 15 to 22 years old. There is an apparent conflict between the "ideal self" and the "real me", which can easily cause students' psychological gap and form psychological contradictions and psychological problems in self-cognition. The entrance performance is generally not ideal, the career orientation is single, most of them are engaged in

preschool education after graduation, the cultural foundation is relatively weak, the autonomous learning ability is poor, and the learning pressure is on the high side, which is inconsistent with the social expectations of preschool teachers, which increases the academic pressure and psychological burden of preschool students; there are many poor students, and the proportion of students from low-income families or rural areas is high, and inferiority is common (Jiao, 2019). According to the Chinese concept of vocational education, vocational education is only a bridge between education and occupation, and it unilaterally attaches importance to cultivating higher vocational students' practical ability. To improve the employability of higher vocational students, they often invest their work focus and funds in the hardware construction of laboratories and training buildings, but lack of emotional intelligence education activities combined with the individual and psychological growth characteristics of higher vocational students (Chen & Hao, 2016). The research on emotional intelligence and the correlation between four dimensions and the employability of preschool education majors in vocational colleges is even more blank. Therefore, the existing research is insufficient to improve the employability of vocational college students majoring in preschool education and lack of emotional intelligence training.

1.3 Questions of the Study

This paper focuses on the following four issues in preschool education majors in vocational colleges:

1. What is the influence of students' emotional perception ability on their employability?
2. What is the influence of students' emotional integration ability on employability?
3. What is the impact of students' emotional understanding ability on their employability?
4. What is the impact of students' emotional management ability on employability?

1.4 Objectives of the Study

Given the lack of research on the correlation between emotional intelligence and employability of preschool education majors in vocational colleges, the purpose of this study is to analyze the relationship between emotional intelligence and employability of preschool education majors in vocational universities, to guide the training of better preschool teachers in China.

1. To analyze the influence of students' emotional perception ability on employability.
2. To analyze the influence of students' emotional integration ability on employability.
3. To analyze the influence of students' emotional understanding ability on employability.
4. To analyze the influence of students' emotional management ability on employability.

1.5 Scope of the Study

The total subjects of this study are 1545 students majoring in preschool education in Zhangjiakou Vocational Education Center of Zhangjiakou City, Hebei Province, China. The designated samples used in this study were stratified sampling, and 249 students who participated in the internship in 2022 were obtained by stratified sampling. The content of this study is based on the field of employability under the guidance of the methodology of ability emotional intelligence.

The independent variable of this study: emotional intelligence and its four dimensions: emotional perception ability, emotional integration ability, emotional understanding ability, and emotional management ability,

The dependent variable of this study: employability.

1.6 Significance of the Study

This paper has a specific academic and theoretical value for the research on the relationship between emotional intelligence and the employability of preschool education majors in Chinese vocational colleges. At present, scholars have explained and defined the concept of emotional intelligence, and the theoretical and practical research on emotional management has been widely conducted by scholars from all walks of life (Zhang, 2017). In China, emotional intelligence research mainly focuses on ordinary primary and secondary school students or college students (He & Zhang, 2022), and on the emotional intelligence of preschool education majors in vocational colleges. The systematic analysis of theory and the application of combining with practice are relatively few, and the practical implementation methods are imperfect because of the lack of theoretical support. Based on the existing research results, this paper puts forward new ideas for the cultivation of emotional intelligence, and improve employability of preschool education students in vocational colleges. It also has important theoretical significance for the localization research in this field.

The practice of this paper in the field of the relationship between emotional intelligence and employability of preschool education majors in Chinese vocational colleges has guiding value. Nowadays, preschool education has been paid more and more attention. As the leading training force of high-quality preschool education teachers, the teaching quality of preschool education majors in vocational colleges is directly related to the training of professionals and the development of preschool education (Wen & Xu, 2022). The study of this paper will put forward some targeted and feasible opinions and suggestions for vocational colleges and universities, which have a solid value in improving the employability of preschool students in vocational colleges and have a substantial practical significance.

Chapter 2 Literature Review

2.1 Introduction

This study uses the theory of ability emotional intelligence, which mainly focuses on employability, vocational education, and preschool education. The methodology and research contents discussed in this paper are combed and explained in this chapter.

2.2.1 Competency Emotional Intelligence

In 1990, "emotional intelligence" was first clearly put forward and defined. Salovey from Psychologists at Yale University, and Mayer from New Hampshire University believe that emotional intelligence is the ability to help individuals examine the emotions of themselves and others, and identify and use emotional information to guide thinking and behavior. It includes four dimensions: "emotional perception, emotional integration, emotional understanding, and emotional management" (Salovey & Mayer, 1990). They regard emotional intelligence as a kind of ability, which is the collection of an individual's ability to process emotional information accurately and effectively. This theory is called competency emotional intelligence. In 1997, they developed the first competency emotional intelligence structure model and the first competency intelligence scale, MSCEIT (Mayer-Salovey -Caruso Emotional Intelligence Tests), based on this theory. The structure model of emotional intelligence is shown in the following table.

Table2.1 1997 version of the ability-based emotional intelligence structure model

Emotional intelligence			
The ability to perceive, evaluate, and express emotions	The ability of emotion to promote thinking	The ability to understand, analyze, and use emotional knowledge	Mature ability to regulate emotions and promote emotional and intellectual development
The ability to distinguish emotions from one's physical state, emotional state, and mind	The ability of emotion to promote the thinking to pay attention to important information	The ability to label emotions and recognize the relationship between words and emotions themselves	The ability to keep an open mind to pleasant and unpleasant emotions
The ability to distinguish emotional meaning from others, works of art, and various designs through	The ability to produce effective and appropriate emotions, which can promote emotional	The ability to understand the meaning expressed by emotions	Mature ability to immerse or stay away from certain emotions based on the judgment and use of information

words, sounds, expressions, and actions	judgment and emotional memory		
The ability to accurately express emotions and emotion-related needs	The ability to consider problems from multiple perspectives when mood ups and downs leads to a change in personal views from optimism to pessimism.	The ability to understand complex emotions	Mature ability to perceive emotions related to oneself and others
The ability to distinguish between accuracy and authenticity in emotional expression	The ability to promote specific problem-solving in different emotional states	The ability to recognize emotional transformation	The ability to manage the emotions of yourself and others

The above intelligence model was simplified in 2000. Emotional intelligence is regarded as an operation across cognitive system and emotional system, which is usually operated holistically, and the four dimensions of the theory of competent emotional intelligence are determined: the first dimension, emotional perception and emotional recognition, including cognitive information and input information from emotional systems. The second dimension is the promoting effect of emotion on thinking, including the use of emotion to promote cognitive processing; the third dimension is the understanding and reasoning of emotion, including emotional cognitive processing and further problem-solving emotional information processing; the fourth dimension, emotional management is related to emotional self-management and the management of other people's emotions (Mayer, Salovey, & Caruso, 2003).

Table 2.2 2000 version of the ability-based emotional intelligence structure model

Emotional intelligence							
Emotional perception		Emotional integration		Emotional understanding		Emotional management	
Perceive and express emotions	Perceive emotion and begin to be affected by cognitive automation	Emotion enters the cognitive system as a signal of attention and influences cognition.	Emotion and emotion-related information is paid attention to.	Related emotional signals are understood, along with their internal activities and temporary implicit meanings.	The implicit meaning of emotion is considered from emotion to purpose.	Thinking promotes emotional, intellectual, and personal growth.	Manage motivation and be open to emotion

This study is based on Salovey and Mayer's theory of competency emotional intelligence. The questionnaire uses the Emotional Intelligence Scale compiled by Schutte et al. Based on Salovey and Mayer's emotional intelligence model, emphasizing emotional insight, evaluation, regulation, and expression. The Chinese version, revised by Chinese scholar Wang Caikang in 2002, is suitable for teenagers and adults. The scale is divided into four dimensions, emotional perception, emotional integration, emotional understanding, and emotional management (Wang, 2002). In 2008, Huang Xianhui and others tested the scale's validity among Chinese college students.

2.2.1.1 Emotional Perception Ability

Emotional perception refers to the ability to identify, understand and interpret emotional signals of oneself and others, as well as the ability to effectively express one's emotions through language, body and expression. The ability to accurately perceive emotions is an essential first step in responding appropriately to any given social situation, a cornerstone of emotional intelligence (Green, 2010). This ability involves identifying emotions in one's own physical and psychological states, as well as an awareness of, and sensitivity to, the emotions of others (Salovey & Mayer, 1990).

Mayer and Salovey summarized this ability as: Identifying deceptive or dishonest emotional expressions. Discriminate accurate vs inaccurate emotional expressions. Understand how emotions are displayed depending on context and culture. Express emotions accurately when desired. Perceive emotional content in the environment, visual arts, and music. Perceive emotions in other people through their vocal cues, facial, expression, language, and behavior (Mayer, Caruso, & Salovey, 2016).

Identify emotions in one's own physical states, feelings, and thoughts. The ability to perceive emotion is believed to be innate and subject to environmental influence and is also a critical component in social interactions. The perception and appraisal of emotions happen in a variety of ways. The perception of emotions could be auditory, visual, olfactory, and physiological. Many times, emotions are often displayed in the form of facial expressions, and visual physical cues. A visual appraisal of these signs helps in knowing the affective state of the concerned individual. Although the assessment of emotion is only at the base level, the cognitive processing that happens later assigns meaning to this interpretation. Voices, screams, intonation, and music can all convey crucial emotional information. Parameters like pitch, pause, and intonation, can give more clarity to emotional recognition. Aromas and scents also serve as necessary supporting cues to emotional perception. Although not much research has been conducted on somatic signals affecting emotional perception, there is a significant possibility that perception could be affected by how something feels (Bänziger, Grandjean, & Scherer, 2009).

2.2.1.2 Emotional integration ability

Emotional integration refers to the ability of emotion to promote thinking. It includes the ability of emotion to guide thinking, the ability of emotional experience

related to emotion to affect the process of judgment and memory coupled to emotion, the ability of emotional change to influence thinking, and the influence of the emotional state on problem-solving, etc. Emotions help us prioritize what we pay attention to and react to; we respond emotionally to things that garner our attention. The emotionally intelligent person can capitalize fully upon their changing moods to best fit the task at hand (Dennison, 2023). This occurs through the analysis of, attendance to, or reflection on emotional information, which in turn assists higher-order cognitive activities such as reasoning, problem-solving, decision-making, and consideration of the perspectives of others (Mayer, & Salovey, 1997)

Mayer and Salovey summarized this ability as: Select problems based on how one's ongoing emotional state might facilitate cognition. Leverage mood swings to generate different cognitive perspectives. Prioritize thinking by directing attention according to present feeling. Generate emotions as a means to relate to the experiences of another person. Generate emotions as an aid to judgment and memory (Mayer, Caruso, & Salovey, 2016).

2.2.1.3 Emotional understanding ability

Emotional understanding refers to the ability to understand and analyze the causes and effects of emotions, including the ability to understand the relationship between emotions and language expression, the ability to understand the meaning expressed by emotions, the ability to understand complex emotions, and the ability to understand that emotions can be transformed into each other. Understanding emotions means looking beyond the emotional behavior to perceive the underlying cause. The emotions that we perceive can carry a wide variety of meanings. Emotions are not simple, and this ability helps individuals work through some of the complexity. This would involve knowledge of emotional language and its utilization to identify slight variations in emotion and describe different combinations of feelings (Howells, 2022).

Mayer and Salovey summarized this ability as: Recognizing cultural differences in evaluating emotions. Understand how a person might feel in the future or under certain conditions (affective forecasting). Recognize likely transitions among emotions, such as from anger to satisfaction. Understand complex and mixed emotions, and differentiate between moods and emotions. Appraise the situations that are likely to elicit emotions, and determine the antecedents. Meanings, and consequences of emotions label emotions and recognize relations among them (Mayer, Caruso, & Salovey, 2016).

2.2.1.4 Emotional management ability

Emotion management refers to the ability to control and regulate one's own emotions and influence the emotions of others. It is the ability to judge and mature to enter or leave a specific emotion according to the information obtained, and the highest level. The emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals. Such ability would entail the capacity to maintain, shift, and cater emotional responses, either positive or negative,

to a given situation. This could be reflected in the maintenance of a positive mood in a challenging situation or curbing joy at a time in which a crucial decision must be made. Recovering quickly from being angry or generating motivation or encouragement for a friend before a meaningful activity are illustrations of high-level emotion management (Hasson, 2019).

Mayer and Salovey summarized this ability as: Effectively managing other's emotions to achieve a desired result. Effectively manage one's own emotions to achieve a desired outcome. Evaluate strategies to maintain, reduce, or intensify an emotional response. Monitor emotional reactions to determine their reasonableness. Engage with emotions if they are helpful; disengage if not. Stay open to pleasant and unpleasant feelings, as needed, and to the information they convey (Mayer, Caruso, & Salovey, 2016).

2.2.1.5 Development of Emotional Intelligence in China

In 1996, the works of emotional intelligence were translated into Chinese, and extensive research was carried out in China. This year, Zhang Meihui, a scholar from Taiwan, translated Goleman's Emotional Intelligence and translated emotional intelligence into emotional intelligence, or EQ. In 1997, Chinese mainland scholars Geng Wenxiu and Zhabo also translated the book and published it. The concept of emotional intelligence was introduced in China and gradually developed into a local theory of emotional intelligence. On Based on Salovey and Mayer's research, Hong Kong scholars Wong and Law divided emotional intelligence into four abilities: The Ability of Self Emotional Appraisal, Others Ability of Others Emotional Appraisal, the Ability to Regulation Emotion, and the Ability to Use Emotion. So far, various researches on emotional intelligence have been carried out, and multiple theories have been gradually developed. Scholars are constantly discussing, revising, standardizing, deepening, and developing the idea emotional intelligence theory (Feng, 2008).

2.2.1.6 Development of Emotional Intelligence in the Field of Preschool Education

In the field of preschool education, some scholars have carried out research. Zhao Hongli studies the relationship between preschool teachers' emotional intelligence and mental health, and thinks that emotional intelligence, self-emotional detection ability, and emotional management factors an influence mental health, and interfering with preschool teachers' emotional intelligence is beneficial to their mental health level. Emotional intelligence can help people perceive their own emotions and others' emotions. It and can effectively regulate and use their own emotions according to known information, significantly reducing the occurrence of destructive emotions at work (Zhao, 2022). In 2020, Yang Xiaoping concluded that in the interaction between teachers and children, the ability of teachers to perceive, understand, and express their emotions and emotions is teachers' emotional intelligence, and teachers' emotional expression is conducive to teaching (Zhang, 2020).

The research on emotional intelligence is mainly focused on preschool teachers, young children, primary and secondary school students, and undergraduate students

(Xu, 2021). There is a lack of research on preschool education majors in vocational colleges, and the employment and sustainable employment of these students are closely related to emotional intelligence.

2.2.2 Employability

Employability was first put forward by Feintuch in the 1950s, and its primary concern is to help people with employment difficulties achieve employment (Feintuch, 1955). In the 1970s, we mainly focused on the policy promotion of attaining full engagement from the macro level. We began to pay attention to the enhancement of the ability of job seekers at the micro level. After the 1980s, the research direction shifted from the state to companies and organizations, focusing on how to optimize the use of human resources in employee management. Since the 1990s, more and more scholars have studied employability (Zhu, 2009) and discussed it from different fields and angles, which makes this concept diversified, and there is no unified standard, but it can be summarized from three tips: the state, employers, and job seekers. At the national level, the main focus is on macro-control of the labor market, and on employment policies and job safety of workers (Rothwell & Arnold, 2007). At the employer level, the main concern is whether the job seeker is qualified for the job, which is to assess the job seeker's professional competence in the process of human resources screening (Chhinzer & Arnold, 2007). Employers value the generic employability rather than the unique employability of job seekers (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2012). There are most research at the job seeker level, and the job seeker level, they pay more attention to improving their knowledge and skills, and show them effectively, to get the situation, maintain the position and develop (Hillage & Pollard, 1998). In 2000, the Ministry of Education of China proposed that employability is a comprehensive ability to establish oneself in an all-round way and to engage in professional activities (Ministry of Education of China, 2000). In the same year, the former British Department of Education and Employment (DFEE) proposed that Employability is the ability to fully use employment resources in the labor market and realize self-potential from the two aspects of successful employment and maintaining employment (Chen, 2011). The International Labour Organization (ILO) also defines employability in terms of successful jobs and maintenance of employment, and extends employability to the ability to develop at work and cope with change in life (Harvey, 2001). According to Overtoom, Employability is not a separate, fixed competency, but a competency related to all occupations and applicable in all industries (Overtoom, 2008). The International Labour Office defines employability as competencies and qualifications that can be acquired through training. Wang Peijun believes that the components of employability are knowledge, skills, and attitudes (Wang, 2009). According to Fugate and Blake, employability is the ability of job seekers to improve their ability to find employment opportunities and adapt to specific jobs in various ways. Zhao Dong believes that employability is produced by the interaction between people and the environment (Zhao, 2009). According to Hillage and Pollard, employability is the ability to obtain

employment, maintain employment, and if necessary, receive new employment opportunities (Cui, 2011).

About the constituent elements of employability, due to different definitions, the constituent parts are also other. In 1990, the American Association for Training and Development (ASTD) divided the constituent parts of employability into five categories and 16 skills, including "basic competence, communication ability, adaptability, group effect and influence ability" (Carnevale, 1990). In 1991, Secretary's Commission on Achieving Necessary Skills (SCANS) considered that employability includes basic skills, individual characteristics, and thinking skills, resource planning abilities, interpersonal abilities, information acquisition and use abilities, system processing ability, technical ability and 36 specific skills (Secretary's Commission on Achieving Necessary Skills, 2000). In 1998, Bowe thought that employability consists of assets, development, expression, and adaptation. Assets refer to knowledge, skills and attitudes; development refers to the ability of management, face is how the acquired assets show the ability to adapt to the market, adaptation is the ability to use support and achieve employment (Ge, 2009). In the same year, Michell decomposed the elements of employability into intelligence, social interaction, management, creativity, and job-related abilities (Jia, 2007). Pollard believes that employability consists of the ability to develop, the ability to express, and promote sales, and the ability to adapt to the labor market. Ayse G-Mitchell proposed that employability includes intelligence, social communication ability, business and entrepreneurial ability, and technical skills associated with the position. According to the Canadian Conference Council (CBC), employability includes basic skills, individual management skills, and team skills (Hillage & Pollard, 1998). Li Ying and others decompose employability into quality, leadership in social communication, and the ability to handle and complete work, and then into 20 small elements, of which quality is the key (Li, Liu, & Weng, 2005). Yan Dawei divides employability into functional, transferable, and self-management ability (Yan, 2007). Tan Gui divides employability into four aspects: human capital, social capital, lifelong learning, and dynamic characteristics (Tan, 2010).

The employability of college students has been concerned by researchers. For college students, employability is a group of comprehensive abilities (Hu, Liu, & Cheng, 2009), a compound, multi-dimensional concept, not a single ability (Xu & Wen, 2021). Zheng Xiaoming is the one who clearly put forward the concept of college students' employability in China. He believes that college students' employability is through the accumulation of knowledge and the development of comprehensive quality to help students achieve employment and provide value for society (Zheng, 2002). After analyzing the current situation, Xie Zhiyuan pointed out that to enhance employability, we should also pay attention to cultivating different abilities (Xie, 2005). Guedes of the Swiss Federal University believes that college students' success and maintenance of employment are related to employment motivation, personal qualities, interpersonal relationships, scientific knowledge, working methods, and vision (Zheng, 2002). Zhao Jun is conducting a survey of college students who have been successfully employed. The results show that the

main factor affecting college students' employment is physical and mental quality (Zhao, 2015).

Most of the students referred to in the study are undergraduate students in colleges and universities, and there is little research on the employability of vocational colleges. Still, the employability of vocational college students is different from that of ordinary colleges and universities. Students in vocational education institutions should be closely linked with the needs of the market, combining the cultivation of employability with understanding the needs of employers, and both professional and non-professional skills should be excellent. Moreover, the source of students in vocational colleges is not as good as that in ordinary colleges and universities, so the cultivation of comprehensive quality is more important (Zhang, 2015). A Chinese researcher, Deng Zemin pointed out that ability is the ability to integrate and internalize the knowledge and skills learned and the ability to accomplish professional tasks (Deng, Chen, & Liu, 2002). Wu Xudan believes that the employability of vocational college students is constantly developing and changing, and it is necessary to flexibly choose careers according to their characteristics and adapt to the market demand (Wu, 2010). Hou Dan proposed that the employability of vocational college students can be divided into essential working ability, professional knowledge, environmental adaptability, psychological adjustment ability, innovative entrepreneurial ability, and social cognitive ability. More participation in practical activities is conducive to improving employability (Hou, 2009).

In the research on employability, there are few studies on students in higher vocational colleges, and the research on preschool education majors in this kind of school is even more scarce. In the only analysis, it is considered that there are problems in students' employability, and most of them focus on curriculum and professional ability, ignoring the particularity of vocational college students and preschool education majors, and there is little research on emotional intelligence. For example, Zheng Yan thinks that the professional ability, essential, and critical abilities of preschool education majors in vocational colleges are not strong (Zheng, 2013). Deng Haihong believes that this kind of student attaches importance to obtaining certificates rather than ability training (Deng, 2019), and preschool education majors in vocational colleges are the critical links in the training of preschool teachers. The researchers believe that it is essential to research the emotional intelligence and employability of preschool education majors in vocational colleges.

Because of the review and summary of the research process of employability, this study summarizes employability into two aspects. First, this study locates the main body of employability in the group of students majoring in preschool education in vocational colleges; second, using the theory of the International Labour Organization, this study divides the dimension of employability into successful employment and maintenance of jobs. To sum up, the employability mentioned in this study refers to the comprehensive ability that vocational college students majoring in preschool education need to obtain and maintain employment successfully. The scale used in this study is based on the Questionnaire on Employability and Employment

Quality of Secondary Vocational School Students compiled by Zhang Xueling, which is adjusted to understand the employability of higher vocational students.

2.2.3 Vocational Education

The concept of vocational education is clearly defined for the first time. It is John Dewey, a famous American educator and philosopher. He is the most influential representative in the history of Western education and has made important contributions to the development of American vocational education. He believes that "the so-called vocational education is a regular training process for students to transform what they have learned in the classroom into scientific and skillful techniques" (Dewey, 1983).

Vocational education is the most closely related to specific job requirements in the education system, and is the most sensitive to technological renewal. The purpose of vocational education is not the same in different countries, and the form is also other (Edwards, 2002). The development of vocational education in Australia is excellent. The principal place of vocational and technical education is Technical and Further Education (TAFE) colleges, which can provide training for junior high school, high school graduates, adults, and other different social groups. There are more than 230 TAFE in Australia. Vocational education in Germany is relatively developed, with a long history, a complete system, strong teachers, and high social recognition. Most people have to receive 3-6 years of vocational education through schools or enterprises and master relevant skills before they can join the job (Yu & Duan, 2023). After completing eleven years of compulsory education, most British young people need to receive vocational education, or NVQ or GNVQ certificates before studying for a university degree or employment (Hou, 2009). The vocational education system in the Netherlands is perfect and developed, and what is unique is that it is enterprise-led (Liu & Liu, 2023). Vocational education in New Zealand began with the rise of lifelong education in the 1990s. It is learner-centered, industry-led, and government-empowered (Wang & Gao, 2023).

Chinese vocational education began during the Westernization Movement, marked by the establishment of several new schools for the training of talents needed by the society at that time, such as Fuzhou Ship Administration School, Shanghai Jiangnan Manufacturing Administration affiliated Craft School, and so on. In 1902, the Qing government set up industrial schools and established China's vocational education system. In 1913, the Ministry of Education issued a decree to promote the development of industrial education, the "Renziguichou Academic System." In 1922, the Beijing government promulgated the School System Reform Case, hoping to bring vocational education into general education. The most important early advocates and practitioners were Huang Yanpei and Mr. Tao Xingzhi. In 1917, Huang Yanpei, together with 48 educators and industrialists, founded the Chinese Vocational Education Society, formally put forward the term "vocational education," and founded the first vocational education research publication, *Education and Careers*, and held more than 140 lectures. It has promoted the development of industrial education. Huang Yanpei advocated "great vocational educationist" and paid more attention to

practicality. He said that "vocational education, focusing on practicality and purely for the sake of life," and the contents and methods of teaching must serve employment. The education object should possess the vocational skills and qualities necessary for the corresponding occupation (Huang, 1917). Tao Xingzhi realized that one of the most critical problems in China at that time was "domestic youth, learning is useless," and advocated and gradually promoted vocational education, believing that education and society were inseparable (Shen & Zheng, 2022). After the founding of New China, Chinese culture was faced with the problem of severe imbalance between general education and vocational education. After many reforms, a complete institutional framework has been gradually formed. At present, vocational education in China is thinking progressively about the development of high-quality and high-efficiency laws, the cooperation between schools and enterprises is increasing, and the association between general education and vocational education is also strengthening (Hu & Xing, 2023). In the 1990s, in the later stage of higher education system reform, China's current higher vocational education system appeared and gradually took shape (Tang, 2023). With the continuous development of vocational education in China, the integration of industry and education and the cooperation between schools and enterprises are constantly enhancing the adaptability of vocational education and improving the ability to serve economic and social development (Li, Xiao, & Xia, 2022).

All over the world, there is the employment problem of vocational college graduates. Because of this problem, there are many scholars to study; in the early stage, scholars mostly analyze it from the perspective of the market and school. Carnoy, an American scholar, believes that the employment problem of graduates is a demand-side problem, which is screening graduates through the job market (Carnoy & IIEP, 1977). Walter. R. Heinz pointed out that it should be market demand-oriented, and school education should match the market (Heinz, 2001). Keiichi Yoshimoto proposed to provide employment guidance for graduates according to the demand for talent in the labor market (Keiichi, Bao, Zhang, & Wei, 2012). The problem raised by Li Wei is related to the lack of professional experience of teachers (Li, Li, & Zhang, 2016). Since 2020, many scholars have analyzed the problem from different levels and angles.

Ian P. Herbert advocates multi-level intervention, not only to cultivate intelligence and majors, but also to pay attention to students' behaviors and attitudes (Herbert, Rothwell, Glover, & Lambert, 2020). Mi Yuan also pointed out that the employment problem of vocational college students needs the support of different aspects of the government and schools to solve the problem (Mi, 2011). In 2014, Zhang Shaohua and Li Yang clearly put forward how the government, schools, and students can help students obtain employment (Zhang & Li, 2014). In 2020, Yu Bin analyzed the reasons from five perspectives: the government, schools, students, employers, and families (Yu, 2020). The employment problem of vocational college students in China is particularly prominent. According to China's national conditions, researchers have put forward a variety of different ways to try to solve this problem, such as the introduction of big data technology, the matching of job search and

employment information (Wang, 2020), the implementation of the "internship + employment" model, and the establishment and improvement of school-enterprise cooperation mechanism (Zhang, 2020). In the employment problem of vocational education, psychological factors have been paid more and more attention by researchers. Yang Yaxia proposed that psychological counseling is conducive to improving employment (Yang, 2012). Yu Bin suggested that students should enhance their ability to resist setbacks and adapt to society (Yu, 2020).

In the research on vocational education, most of the research on employment stays on how to obtain employment successfully, and there is little research on how to improve the employability of students majoring in preschool education in vocational colleges from successful job to maintaining jobs and sustained and stable engagement. There is little research on how to improve the employability of students majoring in preschool education in vocational colleges, so as to help students not only succeed in employment, but also work continuously and steadily in their posts. The vocational colleges proposed in this study, the full name of higher vocational colleges, are the higher stage of vocational and technical education, training students with higher professional and technical knowledge. The higher vocational colleges studied in this paper focus on the college level.

2.2.4 Preschool Education

A preschool education major is a discipline dedicated to the training of preschool teachers. There are different forms of development in the world. In 1632, Comenius first put forward the need to establish special schools for training teachers. Until 1672, Demia established the first Training School for Masters in Europe, which created a precedent of modern average education (Cubberley, 1920). In 1948, France founded the Early Childhood Normal School, the first preschool average school (Yang, 2006) in history. In 1886, French preschool teachers and primary school teachers were trained by provincial regular schools and are still in use today. The training of preschool teachers in Britain is mainly in the departments of preschool education in teachers' colleges and colleges of education. Preschool teachers receive the same education as primary school teachers, and the class hours for children aged 3-8 years old are increased. Institutions for the training of preschool teachers in the United States range from regular schools to colleges of education and nursing schools in comprehensive universities. German preschool teachers are mainly trained by the College of Social Education and have to pass the national examination after graduation.

In China, the earliest pedagogical work is Xueji, which mentions "Jin Yu Wei Fa Zhi Wei Yu," which means that if teachers want to let young children grow up comfortably and calmly, they should not come into contact with the theory of justice which is more difficult than their development, to avoid causing harm to children's growth. On the other hand, the exclusive respect for Confucianism, seclusion, and autocratic education limit the development of Chinese children's education. Compared with Western countries, preschool education in China lags (Xue, 2021). The embryonic stage of preschool education in China began in 1904. China has

promulgated the Constitution of the Nursing Home and the Constitution of the Family Education Law, and set up the earliest preschool education institutions, in which nursing homes are not taken care of by professionally trained teachers, but by wet nurses, widows, and poor women, who only learn some simple educational knowledge by self-study in the nanny school and have a poor educational level. The teachers all employed Japanese nannies (Chinese Preschool History Writing Group, 1989). In 1907, the Constitution of Women's Normal Schools was issued, which is the first law of women's normal education in China, which added preschool teacher education to the training system of normal education (Qu & Tang, 2007). The concept of girls' normal school was clearly put forward in the Normal Education Order revised in 1916, and it was proposed to set up a nanny workshop in the school, and there were kindergarten training centers set up by a number of normal schools. the first independent preschool teacher training school is the private preschool normal school established in Ningbo, which is the earliest preschool teacher training institution in China. Until the early 1920s, preschool teachers' education was mainly in Woman Normal School (Wang & Wang, 2013). In the embryonic stage, preschool teacher education in China was influenced by feudal thought, and the teaching materials and teachers were strongly dependent on Japan. Hence it had a strong Japanese style (Chen, 2022). During the period of the Republic of China, preschool teacher education entered the development stage of localization and began to explore based on China's national conditions (Yao, 2008). In 1922, through the reform of the academic system, normal schools were incorporated into secondary education (Li & Xu, 2020), and the educational level was raised. In 1928, the first national education conference chaired by Cai Yuanpei adopted the proposal, Pay Attention to the Case of Infantile Education, requiring local juvenile normal schools or normal schools to set up juvenile normal schools, and began to try to draw up curriculum standards. Many researchers carry out localization research and exploration, such as Tao Xingzhi, who founded Xiaozhuang Normal School in 1927. In 1940, Jiangxi Experimental Infantile Normal School was established, which marked the independence of preschool teacher education. After the founding of New China, the training of preschool teachers has been gradually improved, and the main institution of preschool teacher training is the preschool normal school. In 1951, China issued the first academic system document, Decision on Reforming the Academic System, which clearly defined the status, number of years, and the connection between all kinds of schools at all levels. Preschool education was formally incorporated into the academic system and became the primary position in the new system. Many universities, such as Beijing Normal University, set up preschool education majors and actively train preschool education professionals (Li, 2022). In 1952, with the promulgation of the Provisional Regulations of Normal Schools (Draft), the training system of preschool teachers in China got rid of other education and culture and became truly independent. The Provisional Regulations of Normal Schools (Draft) stipulates that normal schools with a three-year academic system must offer preschool normal courses, recruit junior high school graduates and equivalent qualifications, and independently set up preschool normal schools to train kindergarten teachers (Meng & Huang, 2020). In the same

year, the Ministry of Education issued the Regulations on Higher Normal Schools (Draft), which adjusted the educational institutions of higher preschool teachers, and higher normal schools began to join the team of training preschool teachers and set up preschool education groups. The relevant majors of higher normal schools began integrating (Zhang, 1984). By 1957, secondary normal schools had become the main institutions for training preschool teachers, with 20 independent preschool normal schools in the country (Li, 2004). Under the influence of the “Great Leap Forward” and the “Cultural Revolution”, the training of preschool teachers was hindered, and it was not until 1976 that it gradually returned to normal. After that, the training of preschool teachers in China was gradually legalized and standardized. In 1984, the major of preschool education was qualified to enroll postgraduates, which was first carried out at Beijing Normal University, which represents the birth of the discipline of "preschool pedagogy" in China (Zhang, Xu, & Lian, 2022). The Regulations on the Work of Kindergarten (For Trial Implementation) and the Regulations on the Administration of Kindergarten promulgated by the Chinese Education Commission in 1989 make specific regulations for preschool teachers, which has become a legal document to guide the training of preschool teachers (Chen, 2022). The Teacher Qualification Regulations were promulgated in 2000, which stipulated for the first time that preschool educators must be qualified as teachers. In 2010, the State Council promulgated Some Opinions of the State Council on the Current Development of Preschool Education, pointing out that it is necessary to improve the teacher training system of preschool education and run well the specialty of preschool education in normal colleges and universities. At present, the training of preschool education teachers in China still lacks a mature theoretical basis and legal norms (Liu, 2016).

The professional development of preschool education in higher vocational colleges began in 1916. This year, Beijing established the National Beijing Women's Normal College Nanny Workshop, which is the origin of preschool education as a major in higher education. In 1952, the Ministry of Education promulgated the Regulations on Higher Normal Schools (for Trial Implementation). Four regular universities set up undergraduate preschool education majors (Chen, Wang, & Yang, 2019). In 1978, the Opinions on Strengthening and Developing Normal Education were promulgated, and some regular universities restored or added preschool education majors (Gui, 2013). The main task is to train teachers in secondary preschool regular schools. Few front-line kindergarten teachers are trained (Zhu, 2019). In 1999, higher education institutions for training front-line preschool teachers formally appeared, and secondary regular education was gradually withdrawn or upgraded to institutions of higher learning (Yang, 2008). Since 2010, the leading position for the training of preschool education has become the major of preschool education in vocational colleges (Li & Cheng, 2015). In 2015, the Ministry of Education compiled the programmatic document, Innovative Development Action Plan of Higher Vocational Education for the development of higher vocational education, which provided an idea for the construction of preschool education major in vocational colleges (Qin, Xing, & Liu, 2018). In 2020, secondary vocational schools renamed professional preschool education to early childhood care. Preschool

education major has become the main component and primary task of vocational colleges (Wei, 2021). By 2017, there will be more than 500 preschool education majors in vocational colleges (Hu & Hu, 2018). In 2021, the Ministry of Education promulgated the Teachers Law of the People's Republic of China, requiring kindergarten teachers to have a college degree or above in preschool education or other related majors in institutions of higher learning, indicating that preschool teachers must have higher education qualifications (Luo, 2023).

In the research of preschool education majors, there are many researches on curriculum design and evaluation, but less on emotional intelligence and employability. The preschool education major in this study belongs to the education major, which is to train preschool teachers.

2.3 Theory Review

Many scholars have studied the relationship between emotional intelligence and employability. D. Goleman pointed out in *Emotional Intelligence*: "The key to a person's success is emotional intelligence rather than intelligence (Peng, 2004). Through quantitative research, Zhang Yali studied the critical role of emotion in the employment process of college students, and concluded that graduates with high emotional intelligence are more likely to find jobs with good employment quality, and all factors of emotional intelligence play an essential role in the job-hunting process (Zhang, 2004). Mikolajczak M and other researchers believe that individuals with high scores of emotional intelligence have significantly less psychological (emotional deterioration) and physiological (salivary cortisol secretion) responses to stress (Mikolajczak, Roy, Luminet, Fillée, & Timary, 2007). Carnegie believes that most people's achievements are determined by emotional intelligence (Carnegie, 2009). Career EDGE proposed by Dacre Pool, Lorraine, and Sewell, Peter John shows the essential components of employability, including emotional intelligence. It points out that to realize real employment potential, college students need to have good emotional intelligence (Pool & Sewell, 2007).



Figure2.1 Career EDGE on karmic model

In the related research, there are studies on the relationship between college students' emotional intelligence and successful employment in employability. Ren Xianghua and others believe that the core competitiveness of college students in career is emotional intelligence, and students with high emotional intelligence will get more opportunities to succeed work (Ren, Zhang, Yang, & Yu, 2011). Zhou Jianping believes that people with high emotional intelligence are more likely to get support

from the external environment to maintain harmony with the environment. (Zhou, 2011). Hu Shenghua believes that graduates have high emotional intelligence, and it is easier to find high-quality jobs. Colleges and universities should not only attach importance to the study of professional knowledge and intellectual development, but also pay attention to the cultivation of emotional intelligence (Hu, 2011). Zhao Puqing and others believe that Chinese colleges and universities are affected by traditional examination-oriented education, which leads to the common phenomenon of high IQ and low emotional intelligence of students, resulting in employment problems and mental sub-health. In order to improve the pertinence and practicability of dynamic intelligence education, we can enhance students' employability, lay the foundation for complete and high-quality employment of college graduates, and help students integrate into society as soon as possible (Zha, Yan, & Ma, 2013). Wang He pointed out that previous studies on college students' employability pay more attention to exogenous factors and pay less attention to endogenous factors. The most potent influence of endogenous factors is emotional intelligence (Wang, 2013). Wang Fengge and Yang Wenqi mentioned emotional intelligence in the study of increasing the employment weight of college students. They think that people with high emotional intelligence can more acutely feel the emotions of themselves and others and give feedback, and can better occupy the advantage in life, for college students, the use of emotional intelligence is indispensable, can significantly increase the chances of smooth employment (Wang & Yang, 2014). Shi Hualing believes that whether college students can succeed in work or not is closely related to emotional intelligence. There are two factors affecting the success of jobs: the first is social communication and interpersonal skills, and the second is problem-solving, decision-making, learning ability, and positive attitude toward life. This is consistent with the development and requirements of emotional intelligence (Shi, 2016).

The research on emotional intelligence and employability also has another aspect of employability, that is, the relationship between students' employability after employment. Chen Huorong believes that students with high emotional intelligence can have a clearer understanding of themselves and accurately locate their employment goals; have a positive and healthy employment psychology, can make up for their disadvantages, have the courage to face setbacks, and adjust their mentality to setbacks; have strong self-control ability, quickly adapt to the environment and new jobs, better complete tasks, and have strong knowledge of sustainable development. At the same time, students with high emotional intelligence also have better communication skills, can better express themselves, and can face others with empathy. Therefore, in the face of the increasingly exciting environment of employment competition, students with high emotional intelligence can obtain employment more smoothly, continue to work, and achieve self-worth (Chen, 2011). Huo Jianxun and Zhang Lixia believe that the higher the emotional intelligence of college students, the stronger their career adaptability and interpersonal adaptability. When college students are employed, in the face of possible negative emotions, people with high emotional intelligence can better detect and manage their own emotions, express and regulate negative emotions, to release psychological pressure,

and better perceive and understand the emotions of others, communicate effectively with superiors and subordinates, and achieve a harmonious interpersonal relationship (Huo & Zhang, 2015). Zhu Kongyang pointed out that college students' employability and emotional intelligence are inseparable, and emotional intelligence is the most essential survival ability of individuals. Strengthening emotional intelligence will help to enhance the ability to resist setbacks, improve interpersonal skills, communication, and coordination skills, and increase team spirit and consciousness. Colleges and universities must improve the employment situation and improve the quality of employment by strengthening the cultivation of emotional intelligence (Zhu, 2016). Qiu Qin believes that emotional intelligence has a highly positive correlation with employability, which has an impact on college students' career orientation, choice, employment attitude, and the accumulation of social capital needed for employment. Emotional intelligence can support the ability of medium-and long-term sustainable development after engagement (Qiu, 2016).

Research on emotional intelligence and employability of vocational college students focused on 2014- 2016, after Chinese General Secretary Xi Jinping mentioned that employment needed to improve emotional intelligence at a university in Tianjin in 2013. In his research on the development of vocational college students' employability, Deng Bin pointed out that to improve students' employability, we must enhance students' emotional intelligence, strengthen the cultivation of emotional intelligence, carry out emotional intelligence education, establish emotional intelligence training system, and stress emotional intelligence education throughout daily education, which is an essential way for students to develop the concept of employment, improve the primary emotion of employment, and learn to communicate and cooperate (Deng, 2014). Jin Hong and Chang Zhenshan believe that emotional intelligence is an essential condition for smooth entry, sustainable development, and career success (Jin & Chang, 2015). Lan Dongyu thinks that improving the emotional intelligence level of vocational college students is of great practical significance to the smooth employment of students and the realization of the transformation from students to social people (Lan, 2015). Chen Chengwen and Hao Zhili believe that parents of students in vocational colleges pay more attention to employment prospects. To improve their employability, they need to have higher emotional intelligence, because enterprises want their employees to enter the role, identify with the enterprise, and integrate into the working environment as soon as possible, all of which require emotional intelligence (Chen & Hao, 2016). Tao Jia and Zhang Chunqin pointed out that both enterprises and academia believe that vocational college students have weak career development strength and low emotional intelligence, so they should pay attention to the cultivation of emotional intelligence while being employment-oriented. They put forward a trinity emotional intelligence training model, through daily life, professional teaching, and targeted emotional intelligence special educational activities, seizing every opportunity to carry out education (Tao & Zhang, 2016).

There are few studies on the relationship between emotional intelligence and employability in preschool education. After reviewing a large number of research literature, it is found that there are studies on the influence of preschool teachers'

emotional intelligence on young children. For example, Xu Zhenhong pointed out that preschool teachers' emotional intelligence has a significant impact on young children, which can help children establish harmonious interpersonal relations, strengthen their feelings with young children, and be good at teaching children in accordance with their aptitude (Xu, 2011). Emotional intelligence is mentioned in a small number of studies on student employment. For example, Zhang believes that improving the emotional intelligence level of students majoring in preschool education can effectively improve professional self-efficacy (Zhang, 2020). Gong Dandan and Li Shuqing mentioned in the study that the employability of preschool education majors in vocational colleges is related to the emphasis on IQ at the expense of emotional intelligence (Gong & Li, 2022). But at present, there is no research on the relationship between emotional intelligence and employability of preschool education majors in vocational colleges.

This study holds that the four dimensions of emotional intelligence of vocational college students majoring in preschool education have a positive correlation with employability. The ability of emotional perception helps vocational college students majoring in preschool education to improve their ability to identify, judge, and express complex emotions, students obtain good interpersonal communication, adapt to the working environment, identify children's emotions, and express their own emotions, distinguish the accuracy and authenticity of emotions, and have a positive impact on students' employment and continuous employment. This study assumes that:

The emotional perception ability of H1 vocational college students majoring in preschool education positively correlates with employability.

The ability of emotional integration helps to enhance the thinking ability of vocational college students majoring in preschool education to adjust emotional problems, enhance the process of actively seeking psychological balance and harmony, and make students encounter all kinds of issues in the process of obtaining employment and after employment. We can look at, think about, and solve problems from multiple angles, and establish a positive thinking process, which has a positive impact on students' employment and sustainable employment. This study assumes that:

The emotional integration ability of H2 vocational college students majoring in preschool education positively correlates with employability.

The ability of emotional understanding can help vocational college students majoring in preschool education analyze themselves according to the characteristics and laws of their emotions, and have a positive impact on career choice, career concept, and ensuring the best state of facing young children after employment. Awakening children's positive emotional experiences has a positive effect on students' jobs and sustainable employment. This study assumes that:

The emotional understanding ability of H3 vocational college students majoring in preschool education positively correlates with employability.

The ability of emotion management can help vocational college students majoring in preschool education manage and adjust their negative emotions, and help them deal with contradictions, deal with problems, and face negative emotions. Consciously break the vicious circle of anxiety, depression, anger, and other emotions

and behavior, which is helpful for students to establish a healthy and positive psychological state and adapt to all kinds of post-employment environments. It has a positive impact on students' employment and sustainable employment. This study assumes that:

The emotion management ability of H4 vocational college students majoring in preschool education positively correlates with employability.

Table 2.3 Research hypothesis

H1	There is a positive correlation between students' emotional perception ability and employability.
H2	There is a positive correlation between students' emotional integration ability and employability.
H3	There is a positive correlation between students' emotional understanding ability and employability.
H4	There is a positive correlation between students' emotional management ability and employability.

2.4 Theoretical Framework

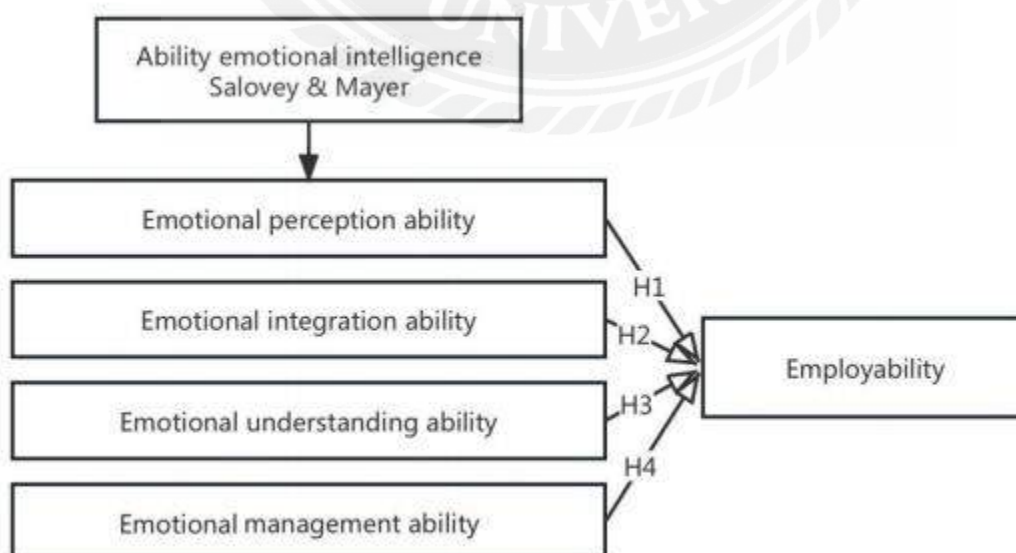


Figure 2.2 The relationship between emotional intelligence and employability

Chapter 3 Research Methodology

3.1 Introduction

To analyze the influence of students' emotional perception ability, emotional integration ability, emotional understanding ability, and emotional management ability on employability, the research process is expected to be three steps: review the relevant literature to get the research methods and contents, obtain the sample data through the questionnaire, and analyze the research results by SPSS24.0.

The research site of this study is the preschool education major of Zhangjiakou Vocational Education Center, which was founded in 1972 and converted into a vocational education school in 1983. In 2013, it became the first batch of national reform and development demonstration schools with the first achievement in Hebei Province. The preschool education major was launched in 2007. It is the only school in Zhangjiakou that has obtained the qualification of preschool education. Strong teachers, sound training facilities, and a wide range of internship and employment bases have provided many preschool teachers for the city and its surrounding areas. It is typical to choose this university as the research sample.

The object of this study is the junior students majoring in preschool education in Zhangjiakou Vocational Education Center who participated in the internship in 2022. To complete the professional skills training in the school, the school uniformly organized the internship for the kindergarten. For the two levels of employability, obtaining employment and continuous employment can be better understood, which is of research significance.

This study uses a mixed research method, mainly quantitative research.

Quantitative research refers to prescriptive scientific research to determine the quantity of a particular aspect of things, which is the research method and process to analyze, test, and explain the problems and phenomena to obtain meaning. A questionnaire is one of the primary methods of psychological research, which collects data through a questionnaire composed of a series of questions to measure people's behavior and attitude.

3.2 Research Design

The composition and measurement of independent variable and dependent variable scale item

This study used the quantitative method. The questionnaire, Survey of Emotional Intelligence and Employability, consists of two parts. The first part uses the Chinese version of the emotional intelligence scale compiled by Schutte in 1998 and adapted by Wang Caikang in 2002 to understand the level of students' emotional intelligence. The scale consists of 33 questions, including four subscales, including emotional perception, twelve questions, eight questions of emotional integration, six questions of emotional understanding, and seven questions of emotional management. The scale was scored by Likert's five-point scoring method, including positive and reverse forms. Among them, T5, T28, and T33 were achieved in reverse. The higher the score on the scale, the higher the level of emotional intelligence of the subjects. The second part of the questionnaire is based on Zhang Xueling's Questionnaire on Employability and Employment Quality of Secondary Vocational School Students. A total of 22 questions are used to understand

students' employability. The questionnaire uses a Likerts five-point score, and the subjects are asked to judge the situation described and their coincidence degree. The higher the score of the scale, the higher the level on employability of the subjects.

3.3 Sampling

Using the questionnaire star software of the network questionnaire platform and the method of stratified sampling, a questionnaire survey was conducted among the students who participated in the internship 2022 of the preschool education major at Zhangjiakou Vocational Education Center. There were 249 students in this grade, 249 questionnaires were sent out, 239 questionnaires were recovered, with a recovery rate of 96%, 17 invalid questionnaires were excluded, 222 valid questionnaires were excluded. The effective recovery rate was 89%.

3.4 Data Analysis and Index significance

This study uses SPSS24.0 software to carry out descriptive statistical analysis, correlation analysis, and regression analysis of the data. Descriptive statistical analysis was used to understand the current level of emotional intelligence and employability of the subjects. Generally, the index level of each variable is measured by average value and standard deviation. The higher the middle value, the higher the intermediate level of the sample to this index, and the discrete trend is used to describe the degree of dispersion of the data in the data distribution, such as the standard deviation indicating the difference of different samples on the same index. Correlation analysis and regression analysis were used to understand the relationship between the dimensions of emotional intelligence and employability. Correlation analysis generally refers to the process of describing and analyzing the nature and correlation degree of the relationship between two or more variables. Mark * in the upper-right corner of the correlation coefficient, which means it matters; otherwise, it doesn't matter. When the correlation coefficient is greater than 0, it shows a positive correlation between the two variables. When the correlation coefficient is less than 0, the correlation between the two variables is negative. Regression analysis determines the quantitative relationship between two or more variables.

3.5 Reliability and Validity Analysis of the Scale

A reliability test is used to measure whether the answer of the sample is reliable, so it is also called reliability analysis. The method of testing the reliability of the Likert Scale is generally analyzed by Cronbach alpha. The α coefficient is used to represent the internal consistency reliability of the scale. The higher the α coefficient, the better the consistency of the scale. Generally speaking, if the reliability coefficient is more than 0.9, the reliability is excellent; if it is between 0.8 ~ 0.9, it is good;

between 0.7 ~ 0.8, it is good; 0.6~0.7, it is acceptable; below 0.6, it needs to be revised.

In this study, the emotional perception ability scale has twelve questions, the reliability is 0.797; the emotional integration ability scale has eight questions, the reliability is 0.811; the emotional understanding ability scale has six questions, the reliability is 0.822; the emotional management ability scale has seven questions, the reliability is 0.74; the total emotional intelligence scale has 33 questions, the reliability is 0.931, the entire employability scale has 22 questions, the reliability is 0.937. The reliability of the questionnaire is good, and the survey data are considered reliable.

Table3.1 Reliability statistics

Reliability statistics		
Scale	Cronbach Alpha	Number of items
Emotional perception ability	0.797	12
Emotional integration ability	0.811	8
Emotional understanding ability	0.822	6
Emotion management ability	0.740	7
Emotional intelligence scale	0.931	33
Total employability scale	0.937	22

Validity is effectiveness, which refers to the degree to which the psychological and behavioral characteristics that need to be measured can be accurately measured by tests or scale tools, that is, the accuracy and reliability of the test results. The more consistent the test results are, the higher the validity is; on the contrary, the lower the validity. Generally speaking, the smaller the significance level of the Bartlett sphericity test ($P < 0.05$), the more likely there is a meaningful relationship between the original variables. The KMO value compares the simple correlation and partial correlation coefficients between items, with a value between 0 and 1. The KMO value was more than 0.7. The statistical significance of the Bartlett sphericity test was $0.000 < 0.01$. It was considered that the validity of the data was good.

In this study, the sig value of the Emotional Perception Ability Scale was 0.00, the KMO value was 0.831, the sig value of the Emotional Integration Ability Scale was 0.00, the KMO value was 0.816, the sig value of the Emotional Understanding Ability Scale was 0.00, the KMO value was 0.825, the sig value of the Emotional Management Ability Scale was 0.00, the KMO value was 0.747, the sig value of the Emotional Intelligence Scale was 0.00, the KMO value was 0.894, the sig value of the Emotional Intelligence Scale was 0.00, the KMO value was 0.914, and the KMO values of each scale were more significant than 0.7, The partial correlation between factors is strong, and the effect of factor analysis is good; Bartlett's sphericity test showed a significance of 0, and the assumption that each question was independent was rejected, indicating a strong correlation between questions.

Table3.2 KMO and Bartlett test

KMO and Bartlett test				
Scale	The appropriateness of KMO sampling.	Approximate chi-square	Degree of freedom	Significance
Emotional perception ability	0.831	579.191	66	0.000
Emotional integration ability	0.816	483.981	28	0.000
Emotional understanding ability	0.825	429.354	15	0.000
Emotion management ability	0.747	504.368	21	0.000
Emotional intelligence scale	0.894	3655.833	528	0.000
Total employability scale	0.914	3164.176	231	0.000

Chapter 4 Findings

4.1 Introduction

This study takes employability as a dependent variable, and takes emotional intelligence and four dimensions of emotional perception, emotional integration, emotional understanding, and emotional management as independent variables. Based on the descriptive analysis, correlation analysis, and regression analysis of the data, the emotional intelligence and four dimensions of the junior students majoring in preschool education in Zhangjiakou Vocational Education Center are above the average level of employability. The level of emotional management ability is low, and there are dynamic differences in emotional understanding and employability among individuals. Emotional intelligence and its four dimensions are positively correlated with ability, in which emotional perception ability, emotional understanding ability, and emotional management ability have a significant positive impact on employability. In contrast emotional integration ability has a weak effect on employability.

4.2 Description of Statistical Variables

4.2.1 Description and analysis of emotional intelligence and employability of students majoring in Preschool Education in Zhangjiakou Vocational Education Center

This paper makes a descriptive statistical analysis on the emotional intelligence, four dimensions, and employability of the junior students majoring in preschool education in Zhangjiakou Vocational Education Center. As shown in the following table:

Table4.1 Description and analysis of emotional intelligence and employability

Dimension	Item mean
Employability	3.85±0.608
Emotional perception ability	3.966±0.524
Emotional integration ability	4.13±0.536
Emotional understanding ability	3.996±0.641
Emotion management ability	3.602±0.614
Emotional intelligence	3.934±0.499

The average score of students' emotional perception ability is 3.966, and the standard deviation is 0.524, which is higher than the theoretical median value of 3, indicating that the tested students' emotional perception ability is above average. The average score of emotional integration ability is 4.13, and the standard deviation is 0.536, which is higher than the theoretical median value of 3. It shows that the level of emotional integration ability of the tested students is above average. The average score of emotional understanding ability is 3.996, and the standard deviation is 0.524, which is higher than the theoretical median value of 3, indicating that the emotional

understanding ability of the tested students is above average. The average score of emotional management ability is 3.602, and the standard deviation is 0.614, which is higher than the theoretical median value of 3. It shows that the emotional management ability of the tested students is above-average. The average score of each dimension of emotional intelligence is ranked as follows: emotional management ability, emotional perception ability, emotional understanding ability, and emotional integration ability, indicating that the level of emotional management ability of the tested students is low. Among the four dimensions, the standard deviation of emotional understanding ability is the largest, indicating significant individual differences among students. The total average emotional intelligence score is 3.934, which is larger than the theoretical median of 3, and the standard deviation is 0.499, indicating that the emotional intelligence level of the tested students is on the upper side, and the individual differences are general. The total average employability score is 3.85, which is larger than the theoretical median value of 3, and the standard deviation is 0.608, indicating that the level of employability of the students tested is on the middle side, and the individual differences are significant. The results show that the level of emotional intelligence and four dimensions of the junior students majoring in preschool education in Zhangjiakou Vocational Education Center, the level of employability is above the middle, the level of emotional management is low, and there are significant individual differences in emotional understanding and employability.

4.2.2 Correlation analysis between emotional intelligence and employability of students majoring in Preschool Education in Zhangjiakou Vocational Education Center

Based on the existing research, to explore the relationship between emotional intelligence, dimensions, and employability of junior students majoring in preschool education in Zhangjiakou Vocational Education Center, the correlation analysis was carried out. As shown in the following table

Table4.2 Analysis of the relationship between emotional intelligence and employability

Relativity						
	Emotional perception ability	Emotional integration ability	Emotional understanding ability	Emotion management ability	Emotional intelligence	Employability
Emotional perception ability	1					
Emotional integration ability	0.788**	1				
Emotional Understanding ability	0.742**	0.790**	1			
Emotion management ability	0.602**	0.600**	0.631**	1		
Emotional intelligence	0.918**	0.903**	0.888**	0.794**	1	
Employability	0.588**	0.586**	0.527**	0.523**	0.637**	1

** At 0.01 level (double tail), the correlation is significant.

The average score of students' emotional perception ability and employment ability was 0.588, indicating a significant positive correlation ($P < 0.01$); The average score of emotional integration ability and employment ability is 0.586, with a significant positive correlation ($P < 0.01$); The average score of emotional understanding ability and employment ability was 0.527, indicating a significant positive correlation ($P < 0.01$); The average score of emotional management ability and employment ability is 0.523, with a significant positive correlation ($P < 0.01$); The average score of emotional intelligence and employability was 0.637, indicating a significant positive correlation ($P < 0.01$). The results suggest that the higher the emotional intelligence and four dimensions of junior students majoring in preschool education at Zhangjiakou Vocational Education Center, the higher their employability level.

4.2.3 Regression Analysis of Emotional Intelligence and employability of students majoring in Preschool Education in Zhangjiakou Vocational Education Center

Based on of relevant analysis, to explore the predictive power of emotional intelligence of junior students majoring in preschool education at Zhangjiakou Vocational Education Center on employability, regression analysis is carried out, as shown in the following table:

Table4.3 Regression analysis of emotional intelligence and employability

Model summary				
Model	R	R side	Adjusted R party	The Error of standard estimation
1	0.684a	0.468	0.458	9.83751
a.Predictive variables: (constant), emotional management, emotional integration, emotional perception, emotional understanding				

ANOVAa						
Model		Sum of squares	Variance	Mean square	F F	Significance
1	Regress	18477.435	4	4619.359	47.732	0.000b
	Residual error	21000.533	217	96.777		
	Total	39477.968	221			
a.Dependent variable: employability						
b.Predictive variables: (constant), emotional management, emotional integration, emotional perception, emotional understanding						

Coefficientsa				
Model	Unstandardized coefficient	Standardizati o coefficient	t	Significance

		B	Standard error	Beta		
1	(Constant)	14.505	5.451		2.661	0.008
	Emotional perception	0.634	0.183	0.298	3.461	0.001
	Emotional integration	0.590	0.291	0.061	0.654	0.514
	Emotional understanding	0.816	0.306	0.235	2.664	0.008
	Emotional management	0.562	0.206	0.181	2.724	0.007
a. Dependent variable: employability						

The R value of the model is 0.468, which means that emotional perception, emotional integration, emotional understanding and emotional use can explain 46.8% of the changes in employability. When the model is tested by the F test, it is found that the model passed the F test ($F=47.732$, $p=0.000<0.05$), which indicates that at least one item of emotional perception, emotional integration, emotional understanding, and emotional management have an impact on employability. The regression coefficient value of emotional perception ability is 0.634 ($t=3.461$, $p=0.001<0.01$), which means that emotional perception has a significant positive effect on employability, and the regression coefficient value of emotional integration ability is 0.190 ($t=0.654$, $p=0.514>0.05$), which means that emotional integration has a weak effect on employability. The regression coefficient of emotional understanding ability is 0.816 ($t=2.664$, $p=0.008<0.01$), which means that emotional understanding has a significant positive effect on employability, and the regression coefficient of emotional management ability is 0.562 ($t=2.724$, $p=0.007<0.01$), which means that emotional management has a significant positive effect on employability. The results show that the emotional perception ability, emotional understanding ability, and emotional management ability of the junior students majoring in preschool education in Zhangjiakou Vocational Education Center have a significant positive impact on employability. In contrast the emotional integration ability has a weak effect on employability. No significant effect.

4.3 Results of Descriptive and Inferential Statistical Analysis

Through the descriptive analysis, correlation analysis, and regression analysis of the four dimensions of emotional intelligence and employability of the junior students majoring in preschool education at Zhangjiakou Vocational Education Center, the following research results are obtained:

Result 1. The emotional perception ability of vocational college students majoring in preschool education has a significant positive correlation with employability.

Based on the dimension of emotional perception ability, through descriptive analysis, we can see that the level of emotional perception ability of junior students majoring in preschool education in Zhangjiakou Vocational Education Center is higher, and there are significant individual differences. The ability of emotional perception can help students understand the emotions conveyed by verbal and non-verbal messages of themselves and others, help students analyze the causes of emotions between themselves and others, and help students to empathize with others. Improve the ability to think of others. Obtaining and maintaining employment, it can improve the sense of teamwork, interpersonal coordination, and adaptability to the new job. In the work process, we can be better aware of children's and their own emotions and the causes of negative emotions, help students deal with various problems in the interaction between teachers and children, and improve their employability. Through correlation analysis and regression analysis, we can also know that emotional perception positively correlates with employability, which is a significant positive relationship. Therefore, the results of this study are as follows: the emotional perception ability of vocational college students majoring in preschool education has a significant positive correlation with employability.

Result 2. The emotional integration ability of preschool education majors in vocational colleges positive correlates with employability, but the influence is weak.

Based on the dimension of emotional integration ability, through descriptive analysis, the level of emotional integration ability of junior students majoring in preschool education in Zhangjiakou Vocational Education Center is higher than that of other dimensions, and individual differences are general. In the analysis of this paper, it is found that students' emotional integration ability is higher as a whole, which is related to the psychology course offered by preschool education major in Zhangjiakou Vocational Education Center. Students have a more rational understanding of thinking from multiple angles when emotion comes. The ability of emotional integration is the promotion of thinking, which helps students break their old cognition, think new, and reconstruct their behavior patterns when they encounter setbacks, difficulties, and problems, and promotes all levels of employability. However, the role is honed by constantly meeting and solving problems at work. In the analysis of this study, it does not have a significant impact on employability. Through correlation analysis and regression analysis, we can also know that emotional integration ability positively correlates with employability, but the effect is weak. Therefore, the results of this study show that the emotional integration ability of vocational college students majoring in preschool education has no significant positive correlation with employability.

Result 3. The emotional understanding ability of vocational college students majoring in preschool education has a significant positive correlation with employability.

Based on the dimension of emotion understanding ability, through descriptive analysis, we can see that the junior students majoring in preschool education in Zhangjiakou Vocational Education Center have a higher level of emotion understanding ability, and there are significant individual differences. By expanding

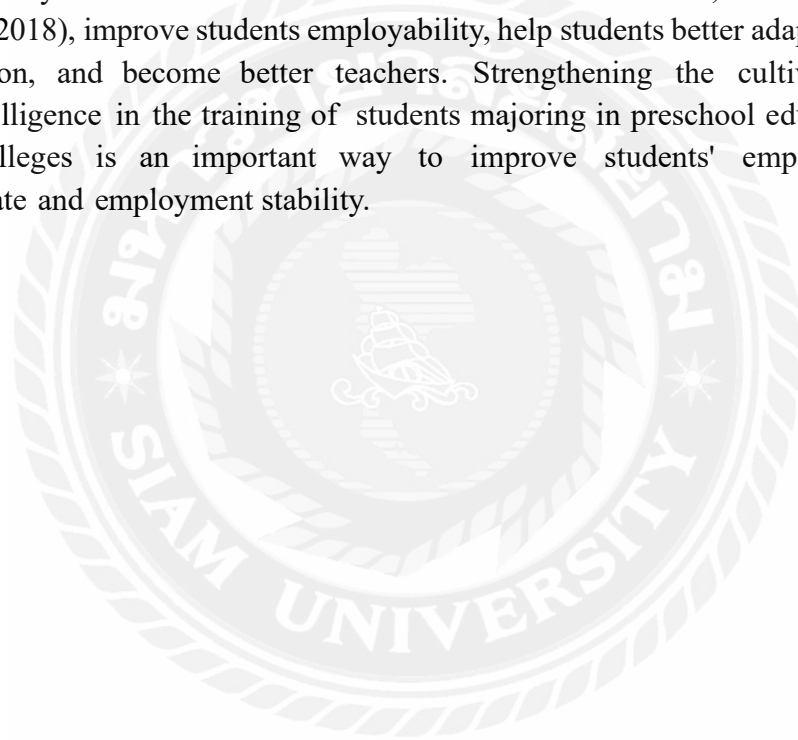
their ability of emotional understanding, students can accurately understand themselves and their children's emotions in the work scene, so that they can adequately deal with their own emotions and establish an in-depth relationship with young children; students should understand their emotional attribution model. To make appropriate correction when deviating from the objective facts and deal with the relationship with colleagues and parents of young children. This is an essential ability that students majoring in preschool education need after employment, is an essential supplement to professional skills, and helps to improve employability. Through correlation analysis and regression analysis, we can also know that emotional understanding ability positively correlate with employability, which is a significant positive relationship. Therefore, the results of this study are as follows: the emotional understanding ability of vocational college students majoring in preschool education has a significant positive correlation with employability.

Result 4. The emotional management ability of vocational college students majoring in preschool education has a significant positive correlation with employability.

Based on the dimension of emotion management ability, through description and analysis, we can see that the level of emotion management ability of junior students majoring in preschool education in Zhangjiakou Vocational Education Center is lower than that of other dimensions, and there are significant individual differences. This is related to the fact that students have just entered the workplace from campus, facing significant life changes, facing a more complex environment and more setbacks, and that students have no experience in taking care of young children, are just beginning to get along with young children, and are faced with more complex social relations. The emotions brought by the emotions, and the students' lack of emotional management and regulation. With a high level of emotional management, students can effectively regulate and release their emotions. In the process of getting along with children, parents, colleagues, and leaders, they can mature away from certain emotions and maintain a sense of boundary. Or show empathy for a particular emotion, maintain their emotional harmony and stability, and face young children in a peaceful and healthy state. This helps students to establish professional self-confidence, and increase self-efficacy, thus establishing basic competence, improving communication skills, enhancing interpersonal skills, establishing a social support network in a new environment, and helping them adapt to the new job; at the same time, improving self-management ability, conducive to the completion of work, conducive to the overall improvement of employability. Through correlation analysis and regression analysis, we can also know that emotional management ability positively correlates with employability, which is a significant positive relationship. Therefore, the results of this study are as follows: the emotional management ability of preschool education majors in vocational colleges has a significant positive correlation with employability.

The four dimensions of emotional intelligence of preschool education majors in vocational colleges are positively correlated with employability, among which emotional perception ability, emotional understanding ability, and emotional

integration ability show a significant positive correlation, which has a strong predictive effect. If the students majoring in preschool education in vocational colleges have high emotional intelligence, they can manage their emotions well, perceive them, and devote themselves to work in the best emotions, and it is easier to get loved and recognized by others. Students majoring in preschool education in vocational colleges have high emotional intelligence, so they can get more employment opportunities and better maintain employment. The base for training and transporting high-quality preschool teachers is still the preschool education central in vocational colleges. To meet the needs of the development of modern preschool education and train more suitable preschool education graduates, it is necessary to improve the literacy of preschool education majors in all aspects, and the key for vocational college students to grow into high-tech talents is the improvement of emotional intelligence (Li, 2021). Only by improving emotional intelligence can students have the ability to understand their own emotions, properly handle emotions and understand others' emotions, maintain stable emotions (Qi, 2018), improve students employability, help students better adapt to work after graduation, and become better teachers. Strengthening the cultivation of emotional intelligence in the training of students majoring in preschool education in vocational colleges is an important way to improve students' employability, employment rate and employment stability.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Through literature review, mixed research, and the theory of ability emotional intelligence, this study obtains some valuable conclusions, which have specific theoretical and practical significance. The level of emotional intelligence affects the employability of students majoring in preschool education in vocational colleges to a certain extent. The emotional intelligence of students majoring in preschool education in vocational colleges is the critical factor affecting students' successful employment and maintaining employment in the future. Therefore, paying attention to the emotional intelligence of vocational college students majoring in preschool education and improving students' cognition, management, and application of emotion are of great significance to strengthen students' psychological state and ensure the construction of high-quality teachers. Although there is a wide range of research objects about emotional intelligence in China, there are few successful studies on the emotional intelligence of preschool education majors in vocational colleges. Few scholars have conducted in-depth and detailed research on the relationship between emotional intelligence and the employability of preschool education majors in vocational colleges. Based on the research results on emotional intelligence and employability, this paper makes a data survey on the current situation of emotional intelligence and employability of preschool education majors in vocational colleges, analyzes the underlying reasons, and finally concludes.

First of all, in theoretical research, this paper mainly summarizes the connotation, concept, and dimension division of emotional intelligence and the purpose, vision, and fundamental academic problems of employability. Emotional intelligence is based on the cognition of emotion, the comprehensive ability of self-emotion, emotional management, and application, which is mainly divided into four dimensions: emotional perception, emotional integration, emotional understanding, and emotional management. Employability is a comprehensive ability to help students succeed in employment and maintain employment. The employment of students majoring in preschool education in vocational colleges is not only the moment they get the job, but also the process of working continuously on the post and completing the work with high quality. This study expands the research scope of emotional intelligence and employability of preschool education majors in vocational colleges. The research on the employability of vocational college students has always paid more attention to exogenous factors, and less to endogenous factors, and emotional intelligence is the most potent endogenous factor affecting employability.

On the other hand, most previous studies on emotional intelligence have focused on the study of emotional intelligence in kindergarten teachers and college students. This study extends the study of emotional intelligence to students majoring in preschool education in vocational colleges who have not yet obtained posts. This is also a significant progress in the study of emotional intelligence.

Secondly, according to the results of this study, emotional intelligence can predict the employability of vocational college students majoring in preschool

education, and emotional perception ability, emotional understanding ability, and emotional management ability have a significant positive correlation with employability. Emotional integration ability positively correlates with employability, but it is not substantial. This study concludes that improving emotional intelligence can effectively enhance the employability of students majoring in preschool education in vocational colleges. This result is of great significance solving the employment problem of preschool education majors in vocational colleges and the construction of kindergarten teachers. Vocational colleges can improve the success rate of employment by enhancing the emotional intelligence of students majoring in preschool education. In engagement, high emotional intelligence can win them more opportunities, establish good social relations, better get along with young children, deal with their own emotions, become better preschool teachers, and continue to work steadily. Therefore, students majoring in preschool education in vocational colleges should not only learn essential knowledge and various skills, but also strive to cultivate and improve their emotional intelligence to help them find a higher job.

5.2 Recommendation

Through research and analysis, this paper think that emotional intelligence can positively predict the employability of students majoring in preschool education in vocational colleges. The conclusion of this study plays a positive and vital role for teachers who are engaged in guiding students' employment. On the one hand, it provides a new perspective for cultivating the employability of vocational college students majoring in preschool education macroscopically; on the other hand, it offers operable methods to improve the employability of vocational college students majoring in preschool education microscopically. For example, we can cultivate and improve students' emotional intelligence, enhance employment competitiveness and achieve successful employment by offering psychological and emotional management courses, increasing the teaching content of game power, carrying out community activities, and encouraging students to participate in social practice.

This study only pays attention to the influence of emotional intelligence on employability, and underconsiders other variables, and suggests that future research should refer to the role of more variables. Quantitative analysis can be used in this study. Qualitative research such as interviews can be added to the survey to make the study more three-dimensional. Due to the limitations of conditions, the sampling scope and sample size of this study have certain restrictions, which should be overcome in future research. This study focuses on preschool education majors in vocational colleges. Currently, undergraduates, postgraduates, and PhDs of preschool education majors in China are also actively developing, which can expand the scope of research and overcome the limitations of research objects.

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Appendix

Questionnaire on emotional intelligence and employability in vocational colleges and universities

Dear students: Hello!

In order to understand the emotional intelligence of vocational preschool education students and employment adaptability, we launched this survey in the third grade of preschool education major in this school, please answer according to your real situation, there is no right or wrong answer. This questionnaire is an anonymous questionnaire.

We apologize for the delay. Thank you again for your great cooperation! I wish you good health, smooth study and smooth work!

Part I Self-rating scale of emotional intelligence

Please choose an answer that best fits your situation; make sure to answer each item. Thank you for your cooperation!

1 、 I know the right time to talk to people about personal issues.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

2 、 When I meet difficulties, I think of the similar difficulties I have experienced.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

3 、 I want to be able to do most of what I want to do well.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

4 、 People think that I am very easy to trust.

- A Completely inconsistent
- B Basically not compliance

- C Unable to determine
- D Basically compliance
- E Full compliance

5、 I find it very difficult for me to understand other people's body language.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

6、 Some important events in my life make me re-examine what is important and what is not important.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

7、 When the mood swings, I see all kinds of new possibilities.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

8、 Emotions are important factors that determining our lives.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

9、 I know my emotions in every moment.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

10、

I look forward to all the best.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

11 、 I like to share my feelings with others.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

12 、 When the mood is good, I know how to keep this good mood.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

- 13 、 I try to satisfy others. A
Completely inconsistent B
Basically not compliance C
Unable to determine
D Basically compliance
E Full compliance

14 、 I choose things that make please happy.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

15 、 I am well aware of the non-verbal messages that I convey to others.

- A Completely inconsistent
- B Basically not compliance

- C Unable to determine
- D Basically compliance
- E Full compliance

16 、 I try to do something better to impress me.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

17 、 It's easier to solve the problems when you are in a good mood.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

18 、 I can see the emotions of others.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

19 、 I know why I am in a bad mood.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

20 、 When I am in a good mood, I can open up and come up with many new ideas.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

21 、 I can control my emotions.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

22 、 I know exactly what kind of emotional state I am in.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

23 、 When I do a task, I will imagine doing it beautifully, so as to motivate myself.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

24 、 I will praise someone who finds himself doing well in one way.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

25 、 I can understand the non-verbal message passed on to me.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

26 、 When someone told me about a major event he experienced in his life. I feel like it has happened to myself.

- A Completely inconsistent

- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

27 、 When I find my mood changes, I often have many new thoughts.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

28 、 When faced with challenges, I will choose to give up, because I think I will fail.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

29 、 I just need to take a few eyes to see how good other people are feeling.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

30 、 I can help him when others are depressed and make him feel better.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance
- E Full compliance

31 、 I face the difficult challenges with a good mood.

- A Completely inconsistent
- B Basically not compliance
- C Unable to determine
- D Basically compliance

E Full compliance

32 、 I bear judged his mood by the tone of what others spoke.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

33 、 I have a hard time understanding what other people think and feel.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

Part II Self-assessment scale of employability

Please give you a score according to your own employability performance. Please make sure to answer to every item.

1 、 I have an optimistic and positive attitude in life, with less negative emotions.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

2 、 I have a strong pressure resistance and can effectively relieve the pressure.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

3 、 I don't value fame and wealth. I am very tolerant of people and things.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

4、 I am practical and have a strong sense of responsibility.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

5、 I have a strong will, and I am not afraid of difficulties.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

6、 I have less negative emotions and have a positive attitude towards life.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

7、 I am good at controlling my emotions and solving problems rationally.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

8、 I am good at regulating my emotions and can be self-motivated.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

9、 I can feel sensitive to my emotional changes.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

10 、 I can adapt to the new environment very quickly.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

11 、 I am not afraid of hardship in my work, and I am very diligent.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

12 、 Can effectively influence other team members, strong leadership.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

13 、 I have a sense of teamwork.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

14 、 I am ready to help others and can take the initiative to help people solve their worries.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

15 、 I respect the opinions of my superiors and never stand myself in my work.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

16 、 I have courage in my work and can complete the work tasks independently.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

17 、 I was well able to define my role in the team.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

18 、 I can effectively integrate the resources around me.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

19 、 Strong teamwork ability, can effectively cooperate with the team to complete the task.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

20 、 I have a deep understanding of the work objectives and the key issues.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

21 、 I am very loyal and positive to my work.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance

E Full compliance

22 、 Be able to make decisions decisively and quickly about work issues.

A Completely inconsistent

B Basically not compliance

C Unable to determine

D Basically compliance E Full compliance

