
NEWSLETTER

Individual and Class Factors Influencing Students' Social and Emotional Skills

By Li, M. W., Mao, Y. Q., & Li, Y. F.

Correspondence to: Mingwei Li, Nanjing Normal University. E-mail:

781945994@qq.com

SOcial and emotional skills refer to a series of core competencies related to self-adaptation and social development such as emotional regulation, self-control, achievement motivation, and collaboration with others. Cultivation of students' social and emotional skills is critical to the transformation and upgrading of basic education in the new era. Published in *Contemporary Education Sciences*, the study uses data of 2,020 students from Beijing and Tianjin as an analysis sample to analyze the effects of individual and class factors on students' social and emotional skills by the two-level HLM, in response to the current public concerns with students' comprehensive education and social development. The results of the study are as follows.

- At the individual level, female students, non-boarders and class leaders show higher social and emotional skills. Specifically, gender ($\beta = 0.10$, $p < 0.01$), boarding or not ($\beta = 0.16$, $p < 0.05$), and having been a class leader or not ($\beta = 0.18$, $p < 0.001$) significantly predict students' level of social and emotional skills, while education levels and being the only child or not do not have significant effects.
- At the class level, there are significant inter-class differences in students' social and emotional skills. Specifically, class factors can explain 8.5% of the total variation. In addition, the study finds that teacher-student relationships ($\gamma = 0.11$, $p < 0.05$), peer relationships ($\gamma = 0.53$, $p < 0.001$), and developing opportunities ($\gamma = 0.12$, $p < 0.05$) significantly and positively predict students' social and emotional skills.

Clarifying the effects of individual and class factors on students' social and emotional skills can provide useful references for pertinent education of students' non-cognitive abilities. Based on the analysis results, the researchers suggest that in developing students' social and emotional skills, teachers should understand and respect differences among individuals, tailoring teaching according to students' aptitude; Meanwhile, supportive class

atmosphere and harmonious interpersonal relationships also play an important role in developing students' social and emotional skills; Furthermore, extra curriculum activities in various forms should be provided for students to practice non-cognitive skills.

Source: Contemporary Education Sciences, 2021; 2021(12):80-88.