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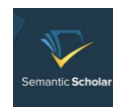
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Can Non-Subject-Based Off-Campus Training Improve Student Mental Health in the Context of the Implementation of the Double Reduction Policy? A Study Based on a Survey in 30 Counties in Six Eastern, Central, and Western Provinces of China

Weidong Fu, Wei Li

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Abstract: *Mental Health of primary and secondary school students has drawn wide public attention against the backdrop of the implementation of the Double Reduction policy. This article aims to analyze the effects of non-subject-based off-campus training on student mental health based on an investigation among primary and secondary school students from 30 counties (cities, districts) in six eastern, central, and western provinces of China.*

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Keywords: *Mental Health, Non-Subject-Based Training, Double Reduction Policy*

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Introduction

According to the survey results of the Report on National Mental Health Development in China (2019-2020), only 14.24% of Chinese teenagers reached the standard of mental healthiness and 24.6% of them were identified as suffering from depression in 2020 (Fu, Zhang, & Chen, 2021). This shows a worrisome circumstance of mental health development in Chinese primary and secondary students. Hence, how to enhance their mental health level has become a severe challenge in Chinese basic education. In July 2021, Chinese government issued the Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Compulsory Education Students (often referred to as the Double Reduction policy). As a result of the implementation of the Double Reduction policy, the number of subject-based off-campus training institutions has been significantly reduced, with a 95.6% decrease in offline institutions and 87.1% reduction in online training platforms. This study focuses on the current state of non-subject-based after-school training in the context of the execution of the Double Reduction policy and the impact of the participation in non-subject-based off-campus training on mental health of primary and secondary school students.

Research Methods

Research Subjects

This study conducted a questionnaire investigation simultaneously in the eastern province of Guangdong, central provinces of Hubei and Hunan, and western provinces of Sichuan and Guizhou by means of stratified sampling and obtained 11340 questionnaires, among which 8436 were valid. As “participating in non-subject-based off-campus training or not” is a key factor in the analysis, questionnaires with this critical information missing were eliminated, and ultimately 5973 questionnaires were used in this study.

Research Tools

The Independent Variable: Participating in non-subject-based off-campus training or not.

The Dependent Variables

- **Depression**

Two items from the Depression Scale developed by the China Education Panel Survey (CEPS) were used to measure students' depression levels.

- **State Anxiety**

It is psychological and physiological transient reactions directly related to adverse situations in a specific moment. Consulted were the State Anxiety Scale from the State-and

Trait-Anxiety Scales revised by Zhang (1998) and the Self-rating Inventory of Test Anxiety revised by Wang (1995).

- **Positive Affect**

It refers to individuals' positive attitudes. The Positive and Negative Affect Scales developed by Watson et al. (1988) were consulted.

Covariates

Individual, family, and school-level covariates were included in the analysis. This study controlled for trait anxiety as a covariate of state anxiety since state anxiety may be affected by trait anxiety of the individual.

Data Analysis

The processes of data analysis included the following: (i) Descriptive statistics were used to present the dependent variables; (ii) Ordinary least square regression was adopted to analyze the relationships between the independent variable and dependent variables; (iii) Coarsened Exact Matching (CEM) was used to match the treatment and the control groups, and the balance of the matching was checked; (iv) Iweight was utilized to regress the relationships between the independent variable and dependent variables; (v) Robustness check was conducted on the model.

Research Findings

- After the launch of the Double Reduction policy, the number of primary and secondary school students participating in non-subject-based off-campus training decreased slightly, while the time and money investment of the participants in the training basically remained stable.
- Participating in non-subject-based off-campus training could significantly relieve the depression of primary school students but had no significant effect on their state anxiety and positive affect. It had no remarkable impact on the depression, state anxiety, and positive affect of junior secondary school students.
- Non-subject-based off-campus training could effectively ease the depression and state anxiety of urban students and rural non-left-behind students but had no significant influence on mental health of rural students and left-behind students (children of migrant workers).

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The Influence of Teacher Gender on Student Human Capital Development: An Empirical Study Based on Data from China Education Panel Survey

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Abstract: Based on data from China Education Panel Survey, this article examined the impact of teacher gender on student human capital development at the junior secondary education level. The research findings showed that female teachers were more capable of promoting cognitive and non-cognitive ability development of both girl and boy students than their male counterparts; and that student cognitive and non-cognitive performance was significantly and negatively related to the increase in the percentages of male teachers in the class and school.

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Keywords: Teacher Gender, Gender Imbalance, Cognitive Ability, Non-Cognitive Ability, Human Capital Development

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Introduction

Over the past several decades, Chinese basic education staff have been increasingly feminized. From 2001 to 2020, the percentages of female full-time teachers in Chinese primary and junior secondary schools increased from 49.65% and 40.37% to 74.67% and 86.23%, respectively. It sparked wide concern that teacher gender imbalance may pose an unfavorable impact on basic education students, especially boy students, as they are in the critical stage of human capital development (Heckman et al., 2006). As a result, in the teacher training sector, some scholars proposed to encourage male students to apply for universities of teachers by offering preferential conditions such as lowered admission scores and tuition fee reduction to expand the number of male teacher candidates (Zhai, 2013). Some teachers' colleges have formulated and implemented special enrollment policies with which male students could be admitted with lower Gaokao scores, and some local education departments have launched free pre-service education projects for male students. Can teacher gender balance policies successfully promote student human capital development? This study utilized data from China Education Panel Survey (CEPS) 2014-2015 to examine the impact of teacher gender and gender composition on student human capital development and paid special attention to indicators of student cognitive and non-cognitive performance which are closely related to male teachers' advantages.

Data and Variables

Source of Data

This study was based on CEPS' baseline data in the academic year of 2013-2014 and follow-up data in the academic year of 2014-2015. The sample was made up of 9075 junior secondary school students from 111 schools across the country who participated in the survey as the seventh and eighth graders as well as 288 class teachers and 244 math teachers of these students.

Variable Selection

Variables in this study included student human capital (measured by student cognitive and non-cognitive performance); teacher gender; the percentage of male teachers at the organizational level; control variables comprised of student, family, and school characteristics.

Balance Check

To ensure that the fixed effects model of schools was less affected by the sample selection bias, balance check was conducted to confirm there were no correlations between teacher gender and student characteristics among different classes.

Research Findings

The Influence of Teacher Gender on Student Human Capital Development

The benchmark model estimation results showed that in terms of the influence of teacher gender on student cognitive performance, the coefficients of male teachers are significantly negative in the models with student math scores and cognitive ability test scores as dependent variables; regarding the impact of teacher gender on student non-cognitive performance, the coefficient of male teachers is negative but not significant in the model with student creativity as the dependent variable, while in all other models, the coefficients of male teachers are significantly negative. The results indicate that female teachers can generally better promote student human capital development than their male counterparts.

The Teacher-Student Gender Matching Effect in the Influence of Teacher Gender on Student Human Capital Development

To check the teacher-student gender matching effect is to examine whether female teachers can more effectively enhance human capital of girl students than male teachers and whether male teachers can more successfully increase human capital of boys than female teachers. The coefficient of the variable of teacher gender generated by the random intercept model estimation is almost the same in value and significance as that resulted from the benchmark model estimation. The results of the four robustness checks were consistent with the benchmark model estimates, which showed that the latter were basically reliable and validated that compared with female teachers, male teachers have a negative impact on the improvement of student cognitive and non-cognitive performance.

The Effect of Teacher Gender Composition on Student Human Capital Development

With the increase in the percentages of male teachers in the school and class, the growth of human capital among students declined to varying degrees.

Conclusions

It can be concluded that compared with their male counterparts, female teachers can more significantly promote student human capital; that compared with their female counterparts, male teachers are less capable of improving boy students' cognitive and non-cognitive performance (except for creativity); and that the increase in the proportions of male teachers in the school and class negatively affects student cognitive and non-cognitive performance.

The analysis from the perspective of teacher qualifications and behavioral emotions demonstrated that female teachers are more successful in establishing close teacher-student relationships, making students perceive teachers' concern about them, incorporating information technologies into instruction, and delivering praise in proper ways, which all contribute to their outperforming male teachers in promoting student human capital development.

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The “Theatre Effect” of Shadow Education: A Study Based on Data from China Education Panel Survey

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Abstract: *Based on data from the China Education Panel Survey in the academic years of 2013-2014 and 2014-2015, this article sought to investigate whether shadow education can yield the “theater effect” and whether the “theater effect” of shadow education is heterogeneous between families of different socio-economic status as well as between urban and rural families, using the hierarchical linear Bernoulli model.*

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Keywords: *Shadow Education, Theatre Effect in Education, Peer Effects*

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Introduction

When a student successfully improves his/her academic achievements with the help of shadow education, his/her classmates and their parents will follow suit and join in after-school supplementary tutoring. An analogy is made between this phenomenon and the scenario in the theatre where if some viewers stand up from their seats to get better view, those sitting right behind will stand up too, and eventually all those sitting behind them will rise. This is how the term “theatre effect in education” was coined. This study established its theoretical framework based on the Reference Group theory and the Effectively Maintained Inequality (EMI) theory. Data from the China Education Panel Survey (CEPS) in the academic years of 2013-2014 and 2014-2015 were utilized to investigate whether shadow education can produce the “theater effect” and the differences in the “theater effect” of shadow education between families of different socioeconomic status (SES) as well as between urban and rural families. The hierarchical linear Bernoulli model was used in the analysis. In addition, the lag phase of shadow education participation rates of class and school peers was incorporated in the regression model to test the robustness of the “theatre effect” of shadow education.

Research Hypotheses

In this study, classmates and schoolmates were treated as the reference group of the individual student. A reference group is typically used by an individual as a standard for evaluating themselves and their behaviors and plays the role of “norm-setter”.

The individual student has the most communication with their classmates during the school days. Classmates play the major role of norm-setting of the reference group. Therefore, hypothesis one (H1) was proposed: The higher the shadow education participation rate of class and school peers, the greater the probability of the individual student participating in shadow education, and class peers pose a greater influence on individual’s participation in supplementary tutoring than schoolmates.

Families of middle SES are typically more engaged in the educational competition, so more likely to participate in shadow education due to the peer effects. Hence, suggested were hypothesis two (H2): The higher the shadow education participation rate of classmates and schoolmates, the more likely it is that students with parents of the middle occupation level will participate in shadow education; and hypothesis three (H3): The higher the shadow education participation rates of classmates or schoolmates, the greater the probability that students from middle-income families will participate in off-campus supplementary tutoring.

Urban parents and students are more ready to make decisions about participating in shadow education, because they have more chances to be influenced by their peers due to their constant interactions. Thus, hypothesis four (H4) was proposed: Classmates’ or schoolmates’ shadow education participation has a greater effect on urban students’ participation in after-school tutoring than that of rural students, that is, there is heterogeneity between the class or school peer effects on urban and rural students’ participation in shadow education.

Data Sources and Variables

Data Sources

This study sourced data from CEPS, which set the 2013-2014 academic year as the baseline and the grade 7 and grade 9 in that year as the initial points of investigation. A follow-up survey was conducted to gather information for the 2014-2015 academic year. Using multi-stage probability-proportional-to-size sampling (PPS), the study randomly selected 28 county-level regions as investigation sites, from which 483 classes from 112 schools were randomly sampled. All students from the sampled classes were included as research subjects. The samples for the two academic years were made up of 14376 and 6726 students, respectively.

Variables

- The Independent Variable: Participating in shadow education or not.
- Dependent Variables: The shadow education participation rate of class peers and that of school peers.
- Control Variables: Individual-, family-, and school-related factors that may influence student shadow education participation.

Research Methods

Null Model

The total difference in the shadow education participation rate was decomposed into individual and school levels in order to examine whether there are significant gaps in student shadow education participation rate between schools.

Full Model

Based on the zero model, the full model was constructed by incorporating student- and school-related variables to examine their influences on students' decisions on shadow education engagement.

Conclusions

According to the descriptive statistics, in the 2013-2014 academic year, 47% of junior secondary school students engaged in shadow education, and the shadow education participation rates of students' class and school peers were both 47%; in the 2014-2015 academic year, 50% of students participated in shadow education, and the shadow education participation rates of students' class and school peers were 46%. Research findings based on the hierarchical linear Bernoulli model show that: (i) The “theater effect” exists in shadow education, which is supported by the fact that the shadow education participation rates of class and school peers have robust and significant positive effects

on students’ participation in after-school tutoring; (ii) The “theater effect” of shadow education of classmates has a greater impact than that of schoolmates, which is evidenced by the analysis result that the coefficient of the variable of the shadow education participation rate of class peers is greater than that of shadow education participation rate of school peers; (iii) The “theater effect” of shadow education is heterogeneous among families of distinct SES, with the strongest impact on students from families of middle SES; (iv) The “theatre effect” of shadow education varies between urban and rural families, with more significant influences on urban students than on their rural counterparts.

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NEWSLETTER

Who Chooses Teaching as a Career? Empirical Evidence from a Survey of College Graduates Employment

By Xing, C. B., Cui, X. Y., & Jiang, C.

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THE proportion of teaching staff in China's labor force as a whole has been steadily rising. It increased from 1.99% in 1990 to 2.3% in 2015 according to estimates based on census data. As a result of the expansion of higher education in China, the education level of the newly employed in the labor market has remarkably improved. In this process, one prominent phenomenon is that young females with college degrees have outnumbered their male counterparts. These changes yield significant effects on teacher labor force supply. Consequently, teachers with a university degree or above predominate the teaching staff; the proportion of female teachers with college degrees is also rising. Hence, to better understand college graduates employment and the current state of teacher supply in China, it is crucial to study the factors influencing graduates' decision on their career as a teacher.

This study sourced data from Chinese College Graduates Employment Sample Survey 2019 by Peking University's Institute of Economics of Education. The survey included 14, 8, and 10 higher education institutions in eastern, central, and western China, respectively, covering "double first-class construction" universities, regular undergraduate colleges/universities, junior colleges, and higher vocational colleges. A total of 16571 valid questionnaires were retrieved, with 23% from junior college students, 63% from undergraduates, and 14% from master and doctoral candidates. After eliminating those questionnaires with variable-related information missing, a sample of 5362 subjects was obtained, consisting of 745 teacher candidates and 4617 non-teacher candidates.

The research findings showed that students who majored in education-related subjects, had higher levels of education, graduated from schools of higher rankings and obtained relevant professional credentials were more likely to choose teaching as their career; that the majority of teacher candidates came from lower-level cities in the central and western China; that the educational background and birth place could more effectively predict female students becoming teacher candidates than their male counterparts while the school type had a greater impact on the male students' decision on

their career as a teacher than on that of female students; that graduates who chose to be teachers received lower starting salaries than those took up other professions and had a higher employment rate in central and western China; and that female teacher candidates' career choice is determined by their personal preferences, consideration of job security, and willingness of serving the public and communities.

Source: Educational Research, 2023; 44(1):144-159.

NEWSLETTER

Can Virtual Reality Elicit More Empathy: A Meta-analysis Based on 19 Randomized Controlled Trials

By Wang, H. & Tang, A. M.

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tam6706@126.com*

EMPATHY is an individual's objective and insightful awareness of the feelings and behavior of others. There are mainly two types of empathy: cognitive and affective. Empathy plays a crucial role in improving student academic performance as well as in promoting social interaction of the individual. Virtual reality is generally defined as a medium technology which can provide simulative experiences in a computer-created environment and has the capacity to enhance human empathy by offering immersive learning experiences. This study conducted a meta-analysis to evaluate the effects of virtual reality-assisted instruction on eliciting empathy in students and to discern the influences of various variables on student empathetic behavior. The following two questions were proposed: Is virtual reality-assisted instruction more effective in enhancing student empathy than traditional teaching methods? How are research design, subject matter and process features related to the promotive effects of virtual reality on student empathetic competence?

Literature inclusion criteria were established according to the principles of PICOS, including (1) students as subjects; (2) virtual reality-based instruction as the intervention measure; (3) traditional teaching modes (such as classroom instruction, internship, and screen videos) as control measures; (4) scores from the Empathy Scale serving as outcome indicators (data to be presented as mean values and standard deviations or convertible into mean values and standard deviations); (5) valid and reliable measurement tools; (6) randomized controlled trials as research design. Exclusion criteria included: sample size less than 10; incomplete data or unconvertible data; articles published in languages other than Chinese or English; full text inaccessible. This meta-analysis included 19 studies all conducted by randomized controlled trials, with a sample of 1949 subjects consisting of 1066 in the experimental group and 883 in the control group. All articles were published after 2010, and 11 of them were published after 2020, accounting for 57.89%.

The analytical results demonstrate that virtual reality-assisted education can more effectively enhance students' empathy than traditional teaching techniques; that virtual reality-based instruction has a better effect on

eliciting empathy in students than face-to-face teaching, yet there is no significant difference in teaching outcomes between virtual reality-enabled instruction and 2D/3D video-based teaching; in knowledge learning and public good-related experiences, virtual reality-based education poses significant positive effects on triggering empathy in students, with a stronger effect in the former, whilst it has no prominent empathy-eliciting effect in the teaching of disease diagnoses, compared with traditional teaching methods; 10-20 minutes of virtual reality-assisted instruction is the most effective amount for inducing empathy in students.

Source: Open Education Research, 2023; 29(1):60-69.

NEWSLETTER

Turnover Intention in Chinese Rural Teachers: An Empirical Study Based on a Survey of 5,342 Rural Teachers in Yunnan Province

By Wang, Y. L., Wen, Z. M., & Zhang, H.

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THE shortage of teacher supply and high teacher mobility have long been severe issues in rural China. The State Council's Rural Teacher Support Project (2015-2020) set the goal of building a rural teaching force that are professionally competent and willing to teach in rural areas and initiated comprehensive support measures. This article focused on group differences in turnover intention among rural teachers in an effort to discern what kinds of rural teachers are more likely to quit, and which rural teachers are more sensitive to the new policies.

In this study, factors influencing rural teacher turnover intention were examined in five dimensions: individual characteristics, job characteristics, location characteristics, salaries, and professional experience. The survey was performed in Yunnan Province, combining stratified sampling and random cluster-sampling. The electronic questionnaire "Rural Teacher Mobility and Turnover Intention Survey" was distributed to every rural teacher in the survey area with the help of county-level educational research staff, personnel with teacher training institutions, and school principals. Teachers could choose to respond or not on a voluntary basis. The survey lasted from April to May 2021. A total of 5,342 valid questionnaires were retrieved.

The survey results showed that 26.7% of the polled rural teachers had a strong turnover intention and would quit whenever there was a chance; 51.8% of them had a moderate or above level of turnover intention; 37.8% of them had a weak intention of teaching in rural schools for a long term (over 5 years). Rural novice teachers and those who were separated from their spouses or partners had a stronger intention to quit their teaching jobs in rural areas. From the perspective of job characteristics, rural teachers with junior secondary schools, or in special positions, or holding multiple concurrent positions were inclined to quit. Regarding school location characteristics, the farther the school was away from the urban area and the teacher's hometown, the more determined the teacher was to leave. The lower the salary, the stronger turnover intention the teacher had. In terms of professional experience, teachers with higher work pressures and lower levels of professional

identity were more ready to leave. The research findings demonstrate that rural teachers' turnover intention varies according to their gender, length of service, and marital status; teachers in special positions, or with large-scale boarding schools, or holding multiple concurrent positions had stronger inclination to quit; length of service, school location, salaries, and professional experience can effectively predict rural teachers' turnover intention.

Source: Teacher Education Research, 2022; 34(5):98-107.

NEWSLETTER

After-School Service in Chinese Primary Schools in the Context of the Implementation of the Double Reduction Policy: The Current State, Problems, and Countermeasures

By Shi, D. S., Li, L., Zhao, S. N., & Chu, L.

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IN February 2017, the Ministry of Education of China issued the Guiding Opinions on Optimizing After-school Service for Primary and Secondary School Students. The State Council released the Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Compulsory Education Students (also referred to as the Double Reduction Policy) in July 2021. The release of the Policy sparked wide concern over after-school service for schoolchildren. It is believed that after-school service has the potential to increase educational capacities of the school, reduce parents' burden, and promote all-round development of students. Nevertheless, a number of issues need to be addressed in current after-school service in Chinese schools.

This study conducted an in-depth investigation into the implementation of after-school service in primary schools of H City in the wake of the release of the Double Reduction Policy. H City is a border city in Yunnan Province, comprised of nine counties and one city district. From November 2021 to January 2022, the research team visited seven primary schools in the city, including four urban and three rural schools, and held five thematic seminars and gathered data on after-school service in these schools. In the meantime, it also carried out a larger-scale questionnaire survey in 16 urban and 410 rural primary schools selected by stratified sampling and distributed 3,969 teacher and 44,656 parent questionnaires. Furthermore, the research team interviewed 5 primary school principals, over 50 primary school teachers, more than 50 parents, and over 20 pupils.

Analysis results of the data from the questionnaires and interviews show that after-school service is available to all students from all primary schools in the city and teachers are fully aware of relevant policies; that current after-school service is rich in educational contents, well satisfying heterogenous needs of students in different grades; that after-school service in the majority of the schools is well-organized and has engaged the attention of multiple out-of-school agents; and that positive effects of after-school service mark the successful execution of the Double Reduction Policy. At the

same time, problems with current after-school service for pupils should also be noted: (1) considerable gaps in the understanding of after-school service between teachers and parents; (2) disparities in the quality of after-school service among different schools and low participation of pupils; (3) the lack of sustainable support; (4) an appropriate evaluation mechanism to be developed to clarify the division of responsibility.

Source: China Educational Technology, 2022; 2022(11):17-31.

NEWSLETTER

Who Benefits More from Online Learning: An Empirical Study on Online Knowledge Sharing Behavior in Postgraduates

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IN the digital era, online knowledge sharing is a crucial link in individual development. Postgraduates are potentially core members of the future knowledge society. The research into the factors influencing online knowledge sharing behavior of postgraduates can provide implications for promoting equality in their utilization of digital dividends. Is there a “second-level digital divide” among postgraduates? If yes, which of them benefit more from it?

Despite the restriction of Covid-19 prevention and control, this study attempted to gather data via both online and offline channels. Researchers encouraged postgraduates to respond to a questionnaire that would take them 8-12 minutes to complete, both by posting it on campus forums in Chinese universities as well as on those popular virtual academic community platforms such as Zhihu and Economic Management and by distributing it offline in classrooms of general graduate courses and laboratories. Respondents were asked to complete the Information Literacy Scale, the Online Knowledge Sharing Behavior Scale, and the Background Information Sheet (items presented in random order). From April to June 2021, 642 responses were obtained, of which 501 were valid, constituting 78.04% of the total responses. The average age of the respondents was 25.56 years old, and the sample had balanced distribution in all categories and showed good representativeness.

Research conclusions include that: (i) the individual ability factor (information literacy) has a significant impact on the online knowledge sharing behavior of postgraduates, with a greater effect on the quantity of online knowledge sharing than on its quality; (ii) structural factors (gender, school type, urban or rural origin, paternal occupation, paternal education level) also have prominent effects on online knowledge sharing behavior of postgraduates, with a stronger impact on the quality of online knowledge sharing than on its quantity; (iii) structural factors influence various dimensions of information literacy of graduate students differently, with the greatest impact on their information discrimination competence; (iv) the effects of structural

factors on online knowledge sharing behavior of postgraduates are partially mediated by the individual ability factor, as individuals who are more advantaged in terms of structural factors show higher levels of information literacy and thus have more active and higher-quality online knowledge sharing behaviors.

Source: Journal of East China Normal University, 2023; 2023(2):25-37.

NEWSLETTER

Family Cultural Capital and Child Social Skills: The Mediating Effects of Maternal Childcare Competence and Maternal Rough Parenting

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SOcial skills are essential to social adaptability and exchanges of the individual and have a significant impact on their academic and professional attainment. Individuals with superior social skills can perceive higher self-value while those with underdeveloped ones are more susceptible to mental problems due to their inability to properly interact with the external world. Family cultural capital poses direct effects on social skill development of the child, and they can be mediated by maternal childcare competence and the degree of roughness of maternal parenting.

This study sampled 750 children aged between three and seven years old from 5 kindergartens in Yunnan Province to investigate their family cultural capital, the level of their social skill development, childcare competence and parenting style of their mothers. Researchers distributed 750 electronic questionnaires and retrieved 705 valid ones, which constituted 94% of the total number of questionnaires. The majority of them were completed by mothers, with a small portion being filled out by other guardians.

Research findings demonstrated that family cultural capital was positively correlated with social skill development of the child, indicating that the more family cultural capital, the higher the level of social skill development of the child. Furthermore, family cultural capital was also positively related to maternal childcare competence, and so was maternal childcare competence to social skill development of the child. The more family cultural capital, the higher the maternal childcare competence; the higher the maternal childcare competence, the higher the level of social skill development of the child. At the same time, the degree of roughness of maternal parenting was negatively correlated with family cultural capital, and so was maternal childcare competence with child social skills. That indicated that in the family with less cultural capital and lower maternal childcare competence, the mother treated the children more roughly and the children generally had less developed social skills.

Additionally, it was discovered that maternal childcare competence could effectively mediate the relation between family cultural capital and so-

cial skill development of the child, with a mediating effect constituting 4.6% of the overall effect; that the degree of roughness of maternal parenting could also effectively mediate the relation between family cultural capital and social skill development of the child, with a mediating effect accounting for 18.9% of the overall effect; and that maternal childcare competence and the degree of roughness of maternal parenting had a significant chain mediating effect on the relation between family cultural capital and child social skills, which made up 2.5% of the overall effect.

Source: Studies in Preschool Education, 2022; 2022(11):75-78.

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